

# 2008 DODGE COUNTY FAIR

## ENVIRONMENTAL EDUCATION & EARTH SCIENCE

### CHECK IN:

Tuesday, July 29, 2008 from 6:00 – 8:00 p.m.  
& Wednesday, July 30, 2008 from 7:00 – 9:00 a.m.

### JUDGING TIME:

Wednesday, July 30, 2008, 9:30 a.m. (closed to public)

### PREMIUMS:

Purple \$2.00; Blue \$1.50; Red \$1.00; White \$0.50

## FORESTRY

### FORESTRY GUIDELINES

- The official reference for all forestry projects is 4-H 332, Other helpful forestry references include Trees of Nebraska (EC 92-1774-X), Leafing Out (4-H431), and Plant a Tree (EC 17-11-80).
- Refer to the TREE IDENTIFICATION MANUAL (4-H 332) for detailed instructions of all forestry projects (except "Cross-Section of a Tree" and "Living Tree Display" described below).
- Display "boards" must be made from wood or wood composite, e.g. plywood, fiberboard, or masonite, ¼" to ½" thick and no larger than 24" x 24". Display boards may be coated, e.g., painted or varnished, on both sides to prevent warping.
- Display "posters" must be made from a material, e.g. foam board or poster board that will stand upright without buckling, and be no larger than 24" x 24".
- Repeat exhibitors must use new displays—each display may only be used once.
- Display "books" must measure no more than 16" x 16".
- At least 5 of the 10 samples in Class 2, 3, 4, and 6. Exhibits must be from the list of 60 species described in 4-H 332. If more than 10 samples are included in a display, only the first 10 samples of the current year will be judged. All samples must be from trees. NO shrubs. The 10 samples to be judged must be from 10 different species, e.g. Emerald Queen Maple and Crimson King Maple are both Norway Maples. Remember that other general labeling standards apply, i.e. scientific names are always italicized or underlined. When required, always indicate complete scientific names and common names, even when "variety names" are included. For example, the scientific name of Emerald Queen Maple is *Acer platanoides* and the common name is Norway maple. "Emerald Queen" may be included as the variety name, but variety names are not required.

DEPT. D / DIV. 320

### FORESTRY

Refer to the TREE IDENTIFICATION MANUAL (4-H 332) for detailed instructions of all forestry projects (except "Living Tree Display" described below).

- Class 1 Design Your Own Exhibit.
- Class 2 Leaf Display
- Class 3 Twig Display
- Class 4 Seed and Fruit Display
- Class 6 Wood Identification Display

Class 8 Cross-Section of a Tree: The diagram in the Tree Identification Manual (4-H 332, page 8) is incorrect. Please consult TREES OF NEBRASKA (EC92-1774-x) or other references or contact the Dodge County Extension Office for correct labeling information.

Class 9 Parts of a Tree

Class 10 Living Tree Display: A living tree seedling, 60 days to 2 years old (at time of State Fair), grown from seed in the display container by the exhibitor. The container must have drainage holes, a drain pan to catch drainage water, and contain at least 8" of soil. Soil should be a potting mix or natural soil high in organic matter. The waterproof label must include the tree's common name, scientific name (underlined), date of plating, seed treatments (if any), date of emergence, and exhibitor's name. Supporting information, such as where the seed was collected, growth measurements, uses for that species, etc. may be included on the label or in an attached notebook, poster, etc. Supporting information will be an important factor in judging.

## CROP PRODUCTION

### CROP PRODUCTION GUIDELINES

The purpose of these exhibits is to demonstrate to the public the benefits from the study and application of crop, range and soil sciences to solving problems in management, conservation, sustainability and environmental protection.

- A. Individuals with Field Crop Production Projects may exhibit grain or plants or prepare an educational display representing their project.
- B. **IMPORTANT:** A two page (maximum) essay must accompany grain and plant exhibits. The essay must include the exhibitors name and address, county, plant hybrid or variety, plant population, whether crop production was irrigated or dry land, and general information including farm cropping history, soil type and weather effects. The essay also must include an economic analysis of the project, covering income and expenses per acre. Other topics to discuss are the selection of variety or hybrid., impacts of tillage and conservation practices, inputs, (fuel, fertilizer, irrigation, labor, pesticides, etc.), any observations made during the growing season and what you learned from your crops project. The essay counts as 25% of the total when judged. Essay must be the original work of the individual exhibitor. Attach the essay to the entry in a clear plastic cover such that it can be read without removing it from the cover. In addition to the essay, grain and plant exhibits will be judged on condition, appearance (i.e. disease and insect damage, grain fill), uniformity (size, shape, color, maturity), quality of exhibit, and labeling.

- C. Grain exhibits must be one gallon per sample. Fall harvested crops (e.g., corn or soybeans) may be from previous year's project. Suggested container for grain exhibit is a five-quart plastic ice cream bucket with lid.

**PLANT EXHIBITS:**

- Corn-10 ears or 3 stalks (cut at ground level with no soil and bound together)
- Grain Sorghum- 4 stalks (cut at ground level and bound together)
- Soybeans- 6 stalks (cut at ground level and bound together)
- Small Grains (oats, barley, wheat, triticale)-sheaf of heads 2 inches in diameter at top tied with stems about 24" long
- Other crops (alfalfa, millet, etc.) – Sheaf of stems 3 inches in diameter at top tied with stems cut at ground level or half size small square bale.
- All plant exhibits, with the exception of ears of corn, must be the result of the current year's project.

**DEPT. G / DIV. 750  
CROP PRODUCTION**

- Class 1 Corn (includes yellow, white, pop, waxy, or any other type)  
 Class 2 Soybeans  
 Class 3 Oats  
 Class 4 Wheat  
 Class 5 Any other crop (includes grain sorghum, alfalfa, millets, barley, rye, triticale, amaranth, dry beans, sugar beet, mung bean, canola, forage sorghum, safflower, etc.)  
 Class 6 Crop Production Display – The purpose of this class is to allow original and creative exhibits that contain educational information about crop production aspects, such as crop scouting, alternative crops, bio-energy, etc.  
 Class 7 Crop Technology Display – Display information about aspects of technology used in crop production, such as genetic engineering, crop breeding, GPS, yield mapping, computers, etc.  
 Class 8 Crop End Use Display – Display information about the uses for a crop including examples of products.  
 Class 9 Water or Soil Conservation Display – Display information about ways to protect or conserve water and soil resources.  
 Class 10 Soils Display – The purpose of this class is to allow original and creative exhibits that contain educational information about soils, such as how soils are being used for crop production, range, conservation, wildlife, or wetland use.

**GUIDELINES FOR ALL DISPLAYS:**

The purpose of the display is to tell an educational story to those that view the display. The display is a visual representation (pictures, charts, graphs) as a poster on 24" by 24" ¼" plywood or poster board. The display should be neatly titled. Make sure to label display with exhibitor's name, address, and county on back side. Explain pictures and graphs clearly and concisely. Each display must have a one page essay explaining why the exhibitor chose the area of display and what they learned from their project. Include any references used. The essay should be in a clear plastic cover with the exhibitor's name outside.

- B. Exhibits will be judged based on completeness of plant mount, accuracy of identification, label, neatness and conformity to exhibit requirements.  
 C. Display one plant on the book cover (no label required on cover specimen). Plants must be mounted on sheets that are 11" wide x 14" high. Proper plant mount should include root as well as stem and leaf tissue. Plants should be glued rather than taped and the mounts should be protected with a clear cover. Each completed mount must have a 3" wide x 5" high or 5" wide x 3" high cardstock label glued flush in the lower right corner of the mounting sheet. The label (see example) should include the following information: 1. Scientific name (in italic or underlined), with authority, 2. Common name, 3. County of collection, 4. Collection date, 5. Collector's name, 6. Collection number, 7. Other information depending on class selected, i.e., noxious, life form. This information should be typed or printed neatly.

**Label Example**

<b>PLANTS OF NEBRASKA</b>	
Scientific Name:	<i>Abutilon Theophrasti</i> Medic.
Common Name:	velvetleaf
County of collection:	Dodge County
Collection date:	6 September 2006
Collector's name:	Dan D. Lion
Collection number:	3
Life cycle:	annual

**DEPT. G / DIV. 751  
WEED MANAGEMENT**

- Class 1 Weed Identification Book: Each book shall contain a minimum of 15 plant mounts and must include at least two of the following prohibited noxious weeds (Canada Thistle, musk thistle, plumeless thistle, leafy spurge, purple loosestrife, diffuse knapweed, or spotted knapweed), and at least five weeds that are a problem primarily in lawns.  
 Class 2 Longevity: A collection of 6 perennial, 1 biennial, and 6 annual weeds selected from grasses, sedges, or forbs.  
 Class 3 Weed Identification Board: This exhibit should display a collection of 20 weed species important to a particular county. The display board should be hinged in the middle with the total open width of 60" and height of 36". This display should be adequately labeled.  
 Class 4 Weeds Display – The purpose of the display is to tell an educational story to those that view the display. The display is a visual representation (pictures, charts, graphs) as a poster on 24" by 24" ¼" plywood or poster board. The display should be neatly titled. Make sure to label display with exhibitor's name, address, and county on back side. Explain pictures and graphs clearly and concisely. Each display must have a one page essay explaining why the exhibitor chose the area of display and what they learned from their project. Include any references used. The essay should be in a clear plastic cover with the exhibitor's name outside.

**WEED MANAGEMENT**

**WEED MANAGEMENT GUIDELINES**

- A. Any individual with a range, or conservation project may exhibit a weed book or weed display. The book cover and majority of specimens must represent this year's work. For assistance identifying plants, participants can use Nebraska Department of Agriculture's Weeds of Nebraska and the Great Plains (1994) or Weeds of the Great Plains (2003).

**RANGE MANAGEMENT**

**RANGE MANAGEMENT GUIDELINES**

- A. Individuals in Reading the Range (Unit I) project may exhibit a collection of 12 different range plants in Classes 1 – 5 and 8.  
 B. Individuals in the Using Nebraska Range (Unit II) projects may exhibit in Classes 1 - 8. Refer to EC 85-170 and EC 89-118 for plant identification.

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# CONSERVATION AND WILDLIFE

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## CONSERVATION AND WILDLIFE GUIDELINES

- A. **SHOW WHAT YOU DID AND LEARNED:** All exhibitors are encouraged to show evidence of their personal field experiences, study, or observations that relate to their exhibit. This helps judges understand what the 4-H'er did and learned in the process that led to the exhibit.
- B. **PROPER CREDIT:** Show proper credit by listing the sources of plans or other supporting information used in exhibits.
- C. **WHOSE EXHIBIT?** The exhibitor's name, address, and parent's name must be on the back or bottom of all displays so that the owner can be identified even if the entry tag becomes separated from the exhibit.
- D. **WILDLIFE & WILDLIFE LAWS:** The word "animal" or "wildlife" in the following instructions includes wild fish, amphibians, reptiles, birds, or mammals. Follow wildlife laws; example: wildlife laws do not allow collection of bird nests, eggs, or parts.
- E. **ENTRIES PER INDIVIDUAL:** Each individual may enter up to one exhibit per class.
- F. **PROJECT MATERIALS:** Related project booklets including Bird Behavior (EC 5-93-81), Fishing for Adventure Project Manuals., and Wildlife Conservation (4-H 125), and Wildlife Habitat Evaluation Handbook, Participants Manual (NE 4H4300).
- G. **BOARD AND POSTER EXHIBITS –** These are displays that show educational information about a topic of interest. Board exhibits can hold objects such as fishing equipment or casts of animal tracks. Mount all board exhibits on ¼" plywood, masonite, or similar panel no larger than 24" high by 24" wide. Poster exhibits should be on regular poster sheets, no larger than standard size (22 by 28 inches) but half size, 22 by 14 inches, is recommended. Poster exhibits normally will be staples in the corners for fair display and to prevent their blowing in the wind.
- H. **SCORING:** Contact the Dodge County Extension Office for sample score sheets or on the web at <http://4h.unl.edu>.

## DEPT. D / DIV. 340 CONSERVATION AND WILDLIFE

**CLASSES 1 – 4:** These classes are board or poster exhibits. Display may show any aspect of wildlife, wildlife habitat, or related conservation, restoration, or management.

### EXAMPLES:

- 1) Life history or other facts about one type of wildlife;
- 2) How to manage wildlife on a farm or in town;
- 3) Managing habitat for one kind of wildlife;
- 4) Life requirements for one kind of wildlife during one season or through the year;
- 5) Wildlife study methods;
- 6) Wildlife behavior (example: when nesting, finding food, moving, etc.);
- 7) Habitats (examples: grasslands, wetlands, river or stream corridors) and what wildlife is found there;
- 8) Habitat needs for a specific kind of wildlife.
- 9) For more ideas, refer to project booklets.

- Class 1 Mammal Display  
Class 2 Bird Display  
Class 3 Fish Display  
Class 4 Reptile or Amphibian

- C. Each exhibit must be properly identified with Unit and Class. Exhibits will be judged based on completeness of plant mount, accuracy of identification, label, neatness and conformation to project requirements. All plant displays and display covers must be the result of the current year's work.
- D. Lists of appropriate plants in each category (grasses, forbs, shrubs, introduced seeded pasture and hay plants, and grass-like plants) can be found in Range Judging Handbook for Nebraska (EC 98-150-F) Common Grasses of Nebraska (EC 05-170), Nebraska Range and Pasture Plants (EC 85-170), and Nebraska Range/Pasture Forbs and Shrubs (EC 89-118).
- E. Plants must be mounted on sheets that are 11" wide by 14" high. Plants should be glued rather than taped and the mounts should be protected with a clear cover. Proper plant mount should include root as well as stem and leaf tissue. Each completed mount must have a 3" x 5" cardstock label glued flush in the lower right hand corner of the mounting sheet. The label (see example) should include the following information: 1) Scientific name (in italic or underlined), with authority. 2) Common name, 3) County of collection, 4) Collection date, 5) Collector's name, 6) Collection number, 7) Other information, depending on class selected, i.e., grazing response, longevity, season of growth, origin, life form. This information should be typed or printed neatly.

## Label Example

### PLANTS OF NEBRASKA

Scientific Name:	<i>Schizachyrium scoparium</i> (Michx.) Nash
Common Name:	Big bluestem
County of collection:	Dodge County
Collection date:	6 September 2006
Collector's name:	Joe Smith
Collection number:	3
Grazing response:	decreaser

## DEPT. D / DIV. 330 RANGE MANAGEMENT

- Class 1 **Grazing Response:** The collection will include 4 'decreasers', 4 'increasers', and 4 'invaders'.
- Class 2 **Longevity:** A collection of 6 perennial plants and 6 annual plants selected from 'grasses' or 'forbs.'
- Class 3 **Season of Growth:** A collection including 6 cool-season grasses and 6 warm-season grasses.
- Class 4 **Origin:** A collection including 6 native range grasses and 6 introduced grasses. Introduced grasses are not from North America and often used to seed pastures.
- Class 5 **Life Form:** A collection including 3 'grasses', 3 'forbs', 3 'grass-like' and 3 'shrubs'.
- Class 6 **Range Plant Board:** Will include 25 range forage species important to a particular county. The display should be hinged in the middle, (total open length is 60" and height is 36"). This display should be adequately labeled.
- Class 7 **Special Study Exhibit:** A display of the results of a clipping study, a degree of use study or a range site study. The boards in this class should be 30" x 36" or if hinged in the middle, may be 60" x 36". The display should be adequately labeled.
- Class 8 **Junior Rancher Exhibit:** It includes a ranch map with record book or an appropriate educational display on some phase of rangeland or livestock management. The overall size of the exhibit should not be larger than 30" wide and 36" high.

Class 5 Wildlife Connections Board or Poster Exhibit: The purpose of this display is to show interconnections and related aspects among animals, plants, and other habitat components. All displays should show two or more interactions (connections) that occur between/among animals or between animals and their habitat. Display might show how animals interact with other animals, with people, or with their habitat.

EXAMPLES:

- 1) Food chain display. Use pictures, drawings, or other items to illustrate the source of food energy and where it goes - who eats whom or what. Use arrows to show the direction of the energy (food) flow.
- 2) Show the role of predators, scavengers, insect eaters, or others in nature.
- 3) Show how wildlife numbers (populations) change through the year or with their habitat.
- 4) Show predation, competition, or other behavioral interactions of wildlife.
- 5) Choose one kind of wildlife and make observations through a season or year, keep notes of interactions, then make a display of what you saw.
- 6) For more ideas, refer to project booklets.

Class 6 Wildlife Tracks Exhibit: Board or diorama-type exhibit. Make a display of animal tracks using plaster-of-paris casts. There are two options. For both options, include a brief description of your experiences in making the tracks so the judges better understand what you did and learned. Positive casts (impressions as they would be in nature) are preferred.

- 1) Option One should show plaster-of-paris tracks of five or more kinds of wildlife along with a picture or illustration of each kind of animal.
- 2) Option Two should show more than one plaster-of-paris track of one specific kind of wildlife and should include a picture or illustration of the animal, what the animal may eat, and what may eat the animal

Class 7 Wildlife Knowledge Check: Use electrical circuits, pictures, or other methods of teaching wildlife identification or other wildlife related knowledge. Plan size and structure to facilitate transportation and display; maximum size 24 x 24 inches. EXAMPLE: Prepare a list of animals and questions about where each would most likely live. Rabbits - brushy areas along field border; ducks-marshes, etc.

Class 8 Wildlife Habitat Diorama: Box must be no larger than 24" x 24". The exhibit might show a grassland, prairie, agricultural, woodland, riparian (stream or river corridor), wetland, and/or other area with wildlife habitat. EXAMPLE: Show a large unbroken grassland or prairie for area-sensitive species such as meadowlark, greater prairie-chicken, lark bunting, grasshopper sparrows, Ferruginous hawk, burrowing owl, horned lark, upland sandpiper, or pronghorn; AND/OR show an area interspersed with several habitats such as windbreaks, farm fields, woods, waste areas, ditches, and pastures for edge-adapted species such as white-tailed deer. Northern bobwhite, mourning doves, cottontail rabbits, fox, squirrels, Northern cardinals, or blue jays. Label the habitats displayed and show at least five kinds of wildlife in their proper habitats.

Class 9 Wildlife Essay: Learn how to share educational information by writing. Choose a conservation or wildlife topic that interests you and write an essay about it. For example, write about a particular species of wildlife that you have observed or about the values of wildlife (commercial value, game value, genetic value, aesthetic value, ecological value, scientific value). You might write about wildlife on a farm, in town, in a backyard, at a backyard feeder, or at other places. You might write about hunting, fishing, or ethics and proper behavior for hunting or fishing. For other ideas, refer to project booklets.

The essay should be at least 100 and 1000 words long and should be typed, double spaced or written so that it can be easily read. Standard size paper (8 ½ x 11) format is preferred. You might use books, magazines or personal interviews as resources, but you must give full credit to all sources by listing them.

Class 10 Wildlife Values Scrapbook: Make a scrapbook about the various values of wildlife (commercial value, game value, genetic value, aesthetic value, ecological value, scientific value) following guidelines in the Wildlife Conservation project booklet (4-H 125).

Class 11 Wildlife Arts: The purpose of this class is to allow artistic exhibits that contain educational information about conservation and wildlife. Examples might include paintings, photographs, wood carvings or painted duck decoys, or songs or poems written by the exhibitor. Entries must be appropriate for fair display and no larger than 24" x 24". For example, paintings or photographs should be displayed in notebook format or mounted on a sturdy display panel. All entries must include a title and brief explanation of the purpose or message (what is the exhibit meant to show). Important points for judging include: 1) clarity of the purpose/message in relation to conservation and wildlife (20%); 2) educational value of the exhibit to viewers (20%); 3) evidence of the exhibitor's personal field experience, study or observations that relate to the exhibit (30%); and 4) accuracy of information (30%).

## DEPT. D / DIV. 342

### WILDLIFE HABITAT

Class 1 Houses: Make a house for wildlife. EXAMPLES: bird house (bluebird, purple martin, wood duck, kestrel, barn owl, etc.) or bat house/no insect houses. Make the house functional so that dimensions, hole size etc. are appropriate to fit the intended species' needs. Include the following information:

1. The kinds of animal(s) for which the house is intended,
2. Where and how the house should be located for best use, and
3. Any seasonal maintenance needed.

\*Tips: Check NebGuide on bird houses and shelves.

Class 2 Feeders/Waters: Make a bird bath or feeder. Examples: seed, suet, or nectar feeders. Squirrel feeders are acceptable. No insect feeders. Indicate the kind of animal(s) for which the feeder or waterer is intended. Make the feeder or waterer functional so that it fits wildlife needs. Include the following information:

1. Where and how the feeder or waterer should be located for best use, and
2. How it should be maintained.

\*Tips: Check NebGuide on feeding birds.

Class 3 Wildlife Habitat Design Board or Poster Exhibit: Choose a backyard, acreage, or farm, and design a habitat plan to meet the food, water, shelter, and space needs of at least three kinds of animals you would like to attract. Draw an outline of the area and show what plants or other habitat will be provided. Indicate how the various parts of your plan provide the desired habitat needs. You might include an aerial photo of the area if you have one. For ideas, check the Wildlife Habitat Evaluation Handbook, Participant's Manual (NE 4H4300).

## DEPT. D / DIV. 343

### HARVESTING EQUIPMENT

Class 1 Fish Harvesting Equipment. Board Exhibit: Display of equipment used in fish harvesting. EXAMPLES: fishing knots, hooks (with corks over ends for safety), lures. Label all items displayed. Include in your exhibit the following information:

1. The purpose of each item,
2. When or where each item is used in relation to other equipment, and
3. Any personal experiences you've had with the item(s).

- Class 2 Build A Fishing Rod: Build your own fishing rod for exhibit and for fishing use. Rod building kits with instructions are available for this purpose. For fair exhibit, follow guidelines in the Fishing For Adventures Manuals.
- Class 3 Casting Target: Make a casting target for exhibit and use, following guidelines in the project booklet, Fishing For Adventures Manuals.
- Class 4 Wildlife Harvesting Equipment Board Exhibit: Display of equipment used in harvesting wildlife. EXAMPLES: expended ammunition casings (no live ammunition permitted), steel traps, hide stretchers, fleshers, etc. For displays of shotguns, rifles, or bows, use drawing or pictures. Label all items displayed. Include in your exhibit the following information:
1. The purpose of each item,
  2. When or where it is used in relation to other equipment, and
  3. Any personal experiences you've had with the item(s).

## DEPT. D / DIV. 346

### TAXIDERMY

- Class 1 Tanned Hides or Taxidermy: Any legal fish, bird, or other wild animal properly processed by the member. No requirement as to size or mounting. Include the following information:
1. The animal's name
  2. Information about the exhibitor's personal field experiences, study, or observations that relate to the exhibit.

## DEPT D / DIV. 361

### OTHER NATURAL RESOURCES

- Class 1 Design Your Own Exhibit in Natural Resources, Conservation or Ecology – This class is for educational exhibits about natural resources, conservation, wildlife or ecology that do not fit into to other categories. Entries must be appropriate for fair display and no larger than 24" x 24". All entries must include a title and should be clear (a brief explanation or other method) about the intended purpose or message – what the exhibit is meant to show. Think about accuracy, creativity, educational value for viewers, and evidence of exhibitor's personal experiences and learning.

# SHOOTING SPORTS

*(NOT eligible for State Fair)*

### SHOOTING SPORTS GUIDELINES

- NO FIREARMS may be exhibited. All Sharp items (i.e. Broadheads knives, etc.,) must be enclosed in a Plexiglass display case. Display cases must be 12" W x 18" L x 4" D, and displayed so judges can open them to examine items. Items must be secured in the case.
- All Shooting Sports projects must have a 5" x 8" note card securely attached describing:
  - The project and how it applies to Shooting Sports
  - Experience gained in making the project
  - How the project will be used
- Information should be neatly hand-written or typed on one side only of the card.
- All exhibits should be self-explanatory and educational to viewers. Written explanations should be short and neat.
- Name and address of exhibitor must be on the back of each exhibit. This should be permanently written on the project to identify the owner if entry card becomes lost.
- Exhibits that are dangerous or improperly prepared will be refused entry.

## DEPT. D / DIV. 370

### RIFLE / BB GUN / AIR RIFLE

- Class 901 EDUCATION DISPLAY – Poster or display concerning Rifle/BB Gun/Air Rifle as part of the Shooting Sports project. Must be mounted on ¼" or 3/9" thick plywood, Masonite, or similar panel, 24" x 24" (24" high x 22" wide will be accepted). Display may be three-dimensional, NOT to exceed 2" from face of poster. Display may include safety, building or using equipment, or any aspect of Rifle/BB Gun/Air Rifle.
- Class 902 ACCESSORY – Any accessory such as shooting mats, slings, targets, etc. that has been made by the exhibitor. NO FIREARMS MAY BE DISPLAYED. All items must be safe to display.
- Class 903 EQUIPMENT – Any equipment made by the exhibitor such as custom stocks, gun racks, target stands, etc. (May not duplicate accessories). Custom firearms may be shown in a photo story in this class. NO FIREARMS MAY BE DISPLAYED. All items must be safe to display.

## DEPT. D / DIV. 370

### SHOTGUN

- Class 904 EDUCATIONAL DISPLAY – Poster or display concerning Shotguns as part of the Shooting Sports project. Must be mounted on ¼" or 3/8" thick plywood, Masonite, or similar panel, 24" x 24" (24" high x 22" wide will be accepted). Display may be three-dimensional, NOT to exceed 2" from face of poster. Display may include safety, building or using equipment or any aspect of Shotgun.
- Class 905 ACCESSORY – Any accessory such as trap vests, trap bags, etc. that has been made by the exhibitor. NO FIREARMS MAY BE DISPLAYED. All items must be safe to display.
- Class 906 EQUIPMENT – Any equipment made by the exhibitor such as custom stock, etc. (May not duplicate accessories). Custom firearms may be shown in a photo story in this class. NO FIREARMS MAY BE DISPLAYED. All items must be safe to display.

## DEPT. D / DIV. 370

### MUZZLE LOADER

- Class 907 EDUCATIONAL DISPLAY – Poster or display concerning Muzzle Loaders as part of the Shooting Sports project. Must be mounted on ¼" or 3/8" thick plywood, Masonite, or similar panel, 24" x 24" (24" high x 22" wide will be accepted). Display may be three-dimensional, NOT to exceed 2" from face of poster. Display may include safety, building or using equipment or any aspect of Muzzle Loaders.
- Class 908 ACCESSORY – Any accessory utilized for Muzzle Loading that has been made by the exhibitor. NO FIREARMS MAY BE DISPLAYED. All items must be safe to display.
- Class 909 EQUIPMENT – Any equipment utilized for Muzzle Loading and made by the exhibitor. (May not duplicate accessories). Custom firearms may be shown in a photo story in this class. NO FIREARMS MAY BE DISPLAYED. All items must be safe to display.

DEPT. D / DIV. 370

ARCHARY

- Class 910 EDUCATIONAL DISPLAY – Poster or display concerning Archery as part of the Shooting Sports project. Must be mounted on ¼" or 3/8" thick plywood, Masonite, or similar panel, 24" x 24" (24" high x 22" wide will be accepted). Display may be three-dimensional, NOT to exceed 2" from face of poster. Display may include safety, building or using equipment or any aspect of Archery.
- Class 911 ACCESSORY – Any accessory utilized for Archery that has been made by the exhibitor. NO BOWS AND ARROWS MAY BE DISPLAYED. All items must be safe to display.
- Class 912 EQUIPMENT – Any equipment utilized for Archery and made by the exhibitor. (May not duplicate accessories). Custom firearms may be shown in a photo story in this class. NO BOWS AND ARROWS MAY BE DISPLAYED. All items must be safe to display.