DSO Judging Seminars 2012
Sources and Disclaimer

• This outline is based on material from the Guide to Judging Dahlias, the Classification and Handbook of Dahlias, and the Seedling Score sheets.
• Please read those references directly to best appreciate and understand the material!
• I’ve tried to identify my particular interpretations of that material with asterisks (*) wherever I’ve added commentary not obvious in the references.
• The pictures were either my own or were downloaded from public communication on the internet.
2012 Overview

• MVDS Picnic and Seminar by Jim Chuey et al, Jul 25
  – Content not included here
• DSO Picnic at the Vuletich’s, Aug 5
  – Selected Basics
  – Show Judging
  – Anemone Discussion
• Seminar at the Miner’s, Sep 16
  – Selected Basics
  – Surrogate Trial Garden Judging
• Petitti’s, 10/6
  – Selected Basics
  – Four Seedling Classes
Outline of Material

• Attitude, and Demeanor
• Important Dahlia Attributes
  – Faults, Strengths, Weaknesses
  – Relative Values
• Judging in Shows
• Quantitative Evaluation of Seedlings
• Special Topics
Attitude

• Glenn Ruth’s Two Essential Rules for Judging Dahlias:
  – Have a good time
  – Learn something each time you judge
  – Remember them; follow them!*

• Determine Local Attitude for Team Judging
  – Open Discussion*
  – No Discussion

• Step Out of any Section Where You Have an Entry

*REM
Attitude and Demeanor

- Be Aware of Your Own Prejudices and Take Care to Control Them
- Base Opinions on Knowledge (GJD, CHD, Score Sheets)
- Encourage Knowledge-Based Discussion*
- Listen Well; Respect Other’s Inputs; Be Courteous
- Disagree Based on Knowledge
- Adopt the Majority View
- Consider All Entries Carefully, but Do Not Agonize over Decisions; Proceed Expeditiously*

*REM
Basics!

• Seven Key Dahlia Attributes to Evaluate: Form, Color, Substance, Stem, Foliage, Bloom Position, Floriferousness/Uniformity, and Distinction

• Detailed Discussion of Each in Guide to Judging Dahlias

• Outline Summaries/Reminders on the Seedling Score Sheets

• Definitions in the Current CHD
Relative Importance of the Attributes

- Form
- Color
- Substance
- Stem
- Foliage
- Bloom Pos
- Flor/Unif
- Distinction

*REM
Form – General Considerations

• Circular Symmetry
• Contour (Fully Double Blooms)
  – Circular Cross-sections
  – Small, Closed Center
  – Spiral Arrangement of Ray Florets
• Peak of Development
• True to Form
• Depth (Fully Double Blooms)
Form – General Considerations
Suggested* Distribution of the 28 Points

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Fully Double Cultivars</th>
<th>Open-Centered Cultivars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Symmetry</td>
<td>5</td>
<td>12*</td>
</tr>
<tr>
<td>Contour</td>
<td>5</td>
<td>NA*</td>
</tr>
<tr>
<td>Development</td>
<td>5</td>
<td>7*</td>
</tr>
<tr>
<td>True to Form</td>
<td>5</td>
<td>9*</td>
</tr>
<tr>
<td>Depth</td>
<td>8</td>
<td>NA*</td>
</tr>
</tbody>
</table>

*REM
Form – Symmetry Positives

• Symmetrical, Circular Outline
  – Florets of equal length around the center of the bloom (No bearding (longer florets at bottom))
  – Similar spacing of florets around bloom
• Center Round and Tight on Fully Double Cultivars
• Bloom Centered on Stem
• Open-Centered Cultivars Should be Symmetrical in Each Characteristic (Ray floret length and spacing, disk florets, pollen-bearing florets, ...)

*REM
Form – Contour Positives

• Fully Double Cultivars Only*
• Round Cross-Sections in Each Plane above Center
• Slightly Flattened to Spherical Shape Transverse to Center
• Small, Closed Center Well-Proportioned to Bloom Size and not Sunken
• Developing Florets Spiral around Center
• Uniform Distribution of Ray Florets – No Gaps

*REM
Form - Development

• Blooms Should Be at their Peak of Development
  – Well-Developed Center
  – Good Depth
  – Subtle Signs of Faults Associated with Maturity to be Expected

• Fully Mature Bloom Should Prevail over an Immature Clean Bloom

*REM
Form - True to Form

• “Ideal” Forms Described in Current CHD
  – Compare Observations to “Ideal”
  – Mountain-Top Analogy*
  – Similar Process in Classifying Seedlings

• Judge as Most Recently Classified - Take Care in Combined Form Classes

• Penalize Mixed Form and Recognize Dilemmas
  – Formal Decorative vs. Ball, e.g.
  – Stellar vs. Formal Decorative, e.g.
## Form – Depth in Fully Double Cultivars

<table>
<thead>
<tr>
<th>Type</th>
<th>Depth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waterlily</td>
<td>Less than ½ Diameter</td>
</tr>
<tr>
<td>Incurved Cactus</td>
<td>1/2 Diameter</td>
</tr>
<tr>
<td>Stellar</td>
<td>Greater than ½ Diameter</td>
</tr>
<tr>
<td>All Other Fully Double</td>
<td>3/4 Diameter; More is Better, but not &gt; 1/1</td>
</tr>
<tr>
<td>Poms and Balls</td>
<td>Spherical</td>
</tr>
</tbody>
</table>

*REM*
Form in Open-Centered Cultivars

• No Depth, No Contour – but still 28 points!
• Asymmetry or Deviation from Ideal Form and Immaturity are important, high penalty faults
• Peak of Development includes pollen development on disc florets
Form Fault Examples

Symmetry

Contour

*REM
Form Fault Examples

Development

True to Form
Form Fault Examples

Depth

*REM
Color

• Color Classes (15) Are of Equal Merit
  – ADS Color Chart Chips Are of Equal Merit

• Admixture of White:
  – Reduce intensity of color
  – Retains purity and clarity and merit

• Admixture of Gray:
  – Reduces the intensity, purity, clarity
  – Reduces the merit of the color
Color - Positives

• Clear, Clean, Vibrant, Bright, Lustrous
• Sparkling, Silky Texture
• Uniform Color over the Ray Florets
• Conformance to Defining Characteristics
  Important for Blushes, Blends, Bicolors, and Variegated Cultivars
Color Faults

• Dull, Splotchy, Gray, Streaked Appearance
• Obvious Bracts at the Base of the Florets
• Petaloids with a Different Color or Wolf Petals
• Fading, Burning, Spotting, Bruising
• Bleeding and Non-uniform Distribution of Colors in Bi-colored and Variegated Dahlias
• Insufficient Amount of Second Color in Multi-Colored Dahlias
Color Fault Examples
Color - Blushes

• Judged in the Dominant Color Class
• Light, uniformly tinged coloration of florets
• Leniency is the rule in judging blushes in solid color classes
• White Classes
  – Blushes with Y, Pk, L may enhance color
  – Green blush is a negative
• Blush May Vary with Location or through a Season
Color - Blends

• Two or more colors apparent
  – Colors from different color classes
  – Colors clear and distinguishable at 3 feet
  – Ignore white to determine LB or DB

• Light blends consist of lighter tones and tints of Pk, Y, L

• Dark blends include DR, P, etc.

• Specific list of colors for LB, DB, and FL in the CHD – check the list to classify!

*REM
Color – Bicolors

- Distinct, sharp separation of colors differentiates bicolors from blends
- All florets should be uniformly marked
- Substantial region (1/6 to 1/4) of the floret should exhibit the second color
- Bleeding, self-colored florets are faults
Color - Variegated

• Two or more distinct, sharply separated colors mixed across florets
• Substantial portion of each color
• Evenly distributed variegations better than large blotchy spots
Color in Open-Centered Forms

• Color Classes for OC Cultivars Are Determined by:
  – Face of the florets for S, MS, AN, PE, CO, and NO
  – Reverse of the florets for OR

• Additional Color Information in Lower Case Letters Provide:
  – Petaloid color for CO
  – Dome color for AN
  – Ray floret face color for OR
  – Eye zone color when present
Complicated Colors

• Consider a Bi-color Where One of the “Colors” is Variegated

• Consider a CO Where the Ray Florets Are a Bi-color or Variegated and the Petaloids are a Blend

• Consider the New, 2012, Characterization of FD Dahlias that Display the Reverse of their Florets
The Other Half*

- Substance
- Stem
- Foliage
- Bloom Position
- Uniformity / Floriferousness
- Distinction

*REM
Substance

• Floret Firmness, Stiffness, Springiness

• Positives
  – Thick, heavy ray florets devoid of coarseness
  – Crisp, firm ray florets, uniformly good to back

• Faults
  – Ray florets dropped on the show table
  – Droopy condition, lacking springiness
Substance
Stem

• Between Bloom and First Full Leaf (ves)

• Positives
  – Strong and straight
  – Length at least 1 X diameter for large blooms
  – Should meet the bloom squarely

• Faults
  – Too Long or Too Short, Crooked
  – Too Large or Too Small in Diameter
Stem
Foliage

• Frames the Bloom
• Positives
  – Provides pleasing proportion to the entry
  – Good color, formation, texture, and substance
  – Nodes opposite and perpendicular to bloom
  – Equal patterns of leaves on each side of stalk
• Faults
  – Too large or too small, non-uniform
  – Folded, crinkled, injured, wilted, mildew, spray deposits, obvious insect damage
Foliage
Bloom Position

• Positives
  – About 45 degrees between bloom and stem
  – Top facing OK for WL, Ba, MBa, and P

• Faults
  – Down facing, serious fault
  – Side facing and top facing, less serious
  – Uniformity of position important in 3-bloom entries
Bloom Position
Floriferousness / Uniformity

• Floriferousness in Trial Garden Evaluations
  – Abundance of Blooms?
  – Paucity of Blooms?

• Uniformity in Seedling Bench Evaluations
  – Compare All Attributes on Each Bloom
  – Compare All Dimensions on Each Bloom

• Basically Only Relevant to Multiple-Bloom Entries in Show Judging
Floriferousness
Uniformity
Distinction

• Generally an Attribute of a Cultivar, not a Bloom

• Two Bases for the Value
  – Anticipated Tendency to Win in a Show
  – Unusually Striking Color and/or Form

• Qualitative Assessment Dilemma*

• Generally not Relevant to Show Judging
Translation of Knowledge of Faults to Judging
Judging Scenarios

• Show Judging
  – Relative Merits or Demerits
  – Take Care in Combined Classes in Small Shows!

• Seedling Bench Evaluation
  – Classification Required
  – Quantitative Score Sheet Assessment
  – Selected Blooms, Probably from Many -> High Expectations

• Trial Garden Judging
  – Classification Required
  – Quantitative Score Sheet Assessment
  – Plants Grown by a 3\textsuperscript{rd} Party
Approach

• Review Show Schedule and Assignment
  – Combined Classes?
  – Special Rules

• Instructions to the Judges (Listen; Follow! 😊)
  • Policy for 1st Place for Small Classes

• Determine Team Approach – Discussion OK?

• Be Aware and Respectful of Local ‘Rules’
Fault Value Lessons for Show Judging

• Form and Color Are the Most Important Attributes.
  – Serious Form and Color Faults Can Have Deductions Greater than the Total Value of Bloom Position, Uniformity, and Distinction!
  – Take Care to Look First at Form and Color!*

• Use the Relative Values of the Attributes to Compare Faults between Entries.*

• Avoid Overestimating the Importance of Bloom Position and the other Low-Value Attributes.*
Show Judging Process
Single Bloom Entries

• Preview Your Entire Assignment Area
• Work with Clerk to Ensure Proper Entry Locations
• Clerk Will Provide Number of Awards to Be Made
Show Judging Process
Single Bloom Entries

• Judge One Class at a Time
  – Divide Large Classes into Individual Cultivars to Start
  – Consider Every Entry
  – Set Back Entries with Gross High-Value Faults or Blown Centers If Team Agrees*
  – Discuss Faults You Observe with Team*
  – Generate Consensus on Which Entries Should Be Set Back or Further Considered until the Best 3 or 4 Remain*
  – Determine Best in Class on Your Own
  – Follow Team Leader’s Direction to Determine Class Winner
Show Judging Process
Single Bloom Entries

• Explain Difference in Opinion to Team Leader*
• Accept and Adopt the Majority View
• Judge Each Class in Your Assignment
• Follow Clerk’s Directions to Determine Section Winners
• Sign the Score Sheets as Requested
• Ask Judging Chair for Another Assignment

*REM
Other Show Classes

• Multiple Bloom Classes
  – Same as Single Bloom Classes, **but**
  – Uniformity in Each Attribute Is Important

• Special Classes
  – Baskets, Vases, Pots, Artistic Design, ...
  – Determine Conformance to Class Requirements
  – Follow Local Show Rules
  – Show Dahlia Attributes Will Usually Be Important
Quantitative Evaluation of Seedlings
Seedling Bench and Trial Garden Evaluations – Big Picture

- Measure Bloom Diameters and Depths and Stem Lengths as a Team; Average*
- Determine Color from ADS Chart as a Team*
- Determine Form and Classification as a Team*
- Identify Faults in Each Attribute as a Team*
- Quantify Faults on Your Own
- Add up Your Score and Compare to Team*
- Rationalize Differences if Possible and Adjust Your Scores if Necessary*

*REM
Attribute Values

- Each Attribute Can/Should be Considered on a Percentage Basis
- A Perfect Score on an Attribute is Common*
- A Perfect Score on All Attributes is Virtually Unknown/Impossible*
- A Score of 85% on an Attribute is Common
- A Score of 85% on All Attributes is Virtually Unknown/Impossible*
Attribute Deductions*

• Perfect – No faults detected
• Excellent – Faults that are both subtle and few and far between
• Passing – A few subtle faults
• Very Poor – Faults that are both substantial and wide spread on the blooms

*REM
## Attribute Deductions

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<th>Attribute Value</th>
<th>28</th>
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<th>10</th>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Excellent, &gt;90%</td>
<td>&lt;3</td>
<td>&lt;2</td>
<td>&lt;1.5</td>
<td>&lt;1</td>
<td>&lt;.5</td>
</tr>
<tr>
<td>Passing, 85%</td>
<td>4.2</td>
<td>3.3</td>
<td>2.2</td>
<td>1.5</td>
<td>.8</td>
</tr>
<tr>
<td>Failing, &lt;85%</td>
<td>&gt;4.5</td>
<td>&gt;4</td>
<td>&gt;3</td>
<td>&gt;2</td>
<td>1</td>
</tr>
<tr>
<td>Very Poor, 75%</td>
<td>&gt;7</td>
<td>&gt;5.5</td>
<td>&gt;4</td>
<td>&gt;2.5</td>
<td>&gt;1.2</td>
</tr>
</tbody>
</table>

*REM 55*
Score Sheet Review

• Separate Score Sheets for Fully Double and Open-Centered Cultivars

• Two Different Sheet Backs – Either/Both Apply
  – Text Summary of Each Attribute
  – Reminder List of Desirable and Undesirable Traits

• Instructions

• Quantitative Evaluation

• Not Worthy

*REM
Score Sheet Instructions

• Record Basic Data at the Top of the Score Sheet
• Classify as a Team
• Arm’s Length Examination
• Examine “enough” Blooms in the TG
• Circle Key Faults on the Sheet
• Deduct in Proportion to the Extent and Severity of the Fault and its Value
• Check ‘Not Worthy’ Instructions as Appropriate
Score Sheet Instructions

• Record Cultivar Size Data in the Left Column
• Work through Each Attribute Carefully
  – Check Severity of Faults Detected and Their Frequency
  – Determine Penalty Based on Attribute Value Chart
  – Recording your Penalty in the Right Column
• In SBE, Evaluate Uniformity; In a TG, Evaluate Floriferousness
• Add Your Penalties and Calculate the Final Score
• Compare Results with Your Team and Adjust as Necessary (IF Permitted!)
Score Sheet Instructions

• Print and Sign Your Name and Check Your Judging Status

• Not Worthy
  – Generally a Trial Garden Issue
  – TG Director Needs Three Scores on Every Entry – Including those that Are Never Ready
  – Follow Directions (Can you find the one rationale I don’t like?)
Quantitative Assessment Summary

• Basic Approach in Evaluation and Rating of Seedlings
  – Trial Gardens
  – Seedling Bench Evaluation
• Provides Critical Perspective to Show Judging
• Form and Color Comprise Half the Value
• Faults Summarized in GJD, CHD, and Seedling Score Sheets
• Experience Required!
Anemone Discussion

8/5
Anemone – 2012 CHD

A dome of elongated tubular disc florets surrounded by one or more rows of ray florets. The ray florets should be uniform in shape, size, and formation and be regularly arranged around the disc florets. The ray florets should be visible from the front of the bloom, creating a pleasant and balanced framing of the dome. The disc florets should also be uniform in shape, size, and formation and be fully developed. Each disc floret should be entirely tubular with a fringed tip.
AN Issues to Consider

- Adherence to 2012 Ideal Definition of Form
- Other Form Issues
  - Depth? – No
  - Contour? – Probably not*
  - Symmetry and Peak of Development – Yes!
- Other Attributes – As Usual!

*REM
Surrogate Trial Garden

9/16
Surrogate Trial Garden Judging

- Rules to Advance Judge’s Status Require Judging Seedlings
- Rules Allow Use of Surrogate Gardens
- Opportunity to Judge Seedlings as in a TG
- Plan Is to Incorporate SBE of the Same Seedling(s)
- Teams Classify and Judge Seedlings
- Teams Present Highlights, Key Faults, Conclusions from Judging
Petitti Seedlings

10/6
Petitti Plan

• Judge Show as Usual
• Light Lunch for Seminar Participants
• Judge Seedling Classes in a Seminar Format
  – Triples of 2009 Open-Centered Seedlings
  – Singles of 2010 Boley Stellars
  – 2012 Anemone and Other Open-Centered Seedlings
  – Open Class of Other Seedling Entries
Summary

• Three 2012 DSO Judging Seminars Summarized Here
• One or More MVDS Seminars Available
• Topics
  – Basics of Show and Seedling Judging
  – Anemone Form
  – Surrogate Trial Garden Judging vs SBE Judging
  – Classifying and Judging Seedlings
  – Best and Worst AN and Other Open-Centered Seedlings

*REM