

DAIRY CATTLE REASONS

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Any discussion of dairy cattle requires the use of **accurate**, meaningful terminology. When giving a set of reasons, it is necessary to use **comparative** phrases and expressions that are understood clearly by the listener. Since **variety of terms** is just as important in reasons as it is in conversation, it is important to develop an extensive vocabulary of dairy cattle terms.

This list of terms is not a complete collection of all the expressions and phrases used by people who judge dairy cattle. Instead, it is a guide you should use to broaden your **vocabulary of dairy cattle terms**.

Note that all the phrases and expressions in the list are *comparative* rather than descriptive. Since judging involves comparing one animal to another, reasons must be structured to use the comparative form (usually "-er" or modified by "more") of the adjectives. Avoid using descriptive terms ("she is a tall cow with a nice udder") which give no frame of reference and force the listener to draw his own conclusions about what "tall" and "nice" might mean.

Descriptive terms like "winged shoulders" are not included in the list of terms because they should not be used by beginners. They should only be used to clarify when faulting or criticizing an animal (see section titled, "**Reasons for Two-Way Traits**").

Since *accuracy* is the most important factor in any set of reasons, you need to understand each phrase or term completely before you attempt to add that phrase to your vocabulary. Examples will be necessary to teach the correct usage of many of the expressions. **Do not** attempt to memorize the list overnight. Developing a vocabulary of terms and phrases is a gradual process.

At the end of many of the sections you will find certain phrases listed in quotations. These are expressions sometimes used to add special "color" or "interest" to a set of reasons. Like salt or pepper, they can only be used sparingly. When **carefully** added to a set of reasons, they can catch the listener's attention and make reasons more interesting.

Always use the *present tense* when giving reasons. Try to visualize the class and give reasons as though you were standing in the ring with the cattle. This will help you concentrate on using the present tense rather than the past tense. Avoid saying, "she was taller at the point of withers;" as she will certainly still be taller when you give your reasons following the completion of the judging.

Far too many students attempt to memorize the reasons they intend to present.

Learn to remember the cattle in the class. Be able to **visualize** them in the order you have placed them. Develop a **mental image** of the strengths and weaknesses of each of the animals while you take notes. It will be much easier to recall exactly how the cattle looked than it will be to try to remember some term or phrase you tried to memorize to include in your reasons.

The best **notes** for reasons are *well organized, specific* and *complete*. Begin by noting unusual color markings, differences in size and extremes in other type traits. This will be especially useful in recalling the class later when you prepare your reasons. Include some notes indicating the major differences between each pair in the class. Obviously a decision as to how the class should be placed must be made before these notes can be recorded. Details can be added as the time allotted for the class expires. Since reasons are scored on **organization, specificity and completeness**, accurate notes will allow you to prepare the best possible reasons.

Organize your reasons so the most important factors that influence a placing are discussed first. You also need to consider **high priority traits** such as dairy (angularity), udder depth, udder support (crease), foot angle, rear udder height and width when judging dairy cattle, but they are equally important when organizing reasons. The most significant and most obvious differences you see must be the focus of your reasons.

Reasons For Two-Way Traits

Giving reasons for *two-way traits* is slightly more complicated than giving general reasons for placings. The complication arises because, by definition, the most nearly correct (or desirable) point in every two-way trait is somewhere between the extremes. Here is an example that will help clarify this situation: *rump angle* is a two-way trait where too much slope (or angle) is undesirable and too much forward tilt (high pins) is also undesirable. To compare the rumps on a pair of cows where one is nearly correct (pins slightly lower than hips) and the other is quite high in the pins (reverse tilt), the reasons should indicate that "1 has a more nearly level rump, *faulting 2 for being too high in the pins.*" Without the clarifying statement (in italics), the reasons do not adequately explain to the listener how the rump is more nearly level.

There are at least five traits that fall into the two-way classification. They are *rump angle, leg set, levelness of udder floor, teat placement* and *teat size*. All reasons involving one of the two-way traits require a clarifying statement. To avoid repetition and to add variety to the terms used, try to expand your terminology to indicate the degree of criticism or fault. Use "noting" or "recognizing" to clarify a two-way trait if the criticism of the fault is minimal or if it is part of the discussion of the top pair. This is especially true if you need to criticize the top cow as part of the grant statement.

Examples: "*I place 1 over 2 because she is somewhat leveler on the udder floor; noting that 2 is slightly heavy in the rear quarters.*"

"I place 2 over 3 because she has a more correct set to her rear leg; recognizing that 3 is a bit posty and has some swelling in front of the left hock. "

For more serious faults, emphasis can be given to the problem by using "faulting" or "criticizing" to clarify. "Faulting" conveys a less serious problem than "criticizing" does.

Examples: *"I place 2 over 3 because she has a definite advantage in rear leg set; faulting 3 for being too straight in the leg and for the swelling in the hocks "*

"I place 3 over 4 because of her definite advantage in teat size and placement; criticizing 4 for having large teats that are set too far on the outside of the udder."

Linking Terms and Phrases

"Putting it all together" is an essential part of presenting a formal set of reasons. An interesting set of reasons is not only accurate and comparative, it also uses a **variety** of expressions and **flows smoothly**. The opening statement must attract the listener's attention. The closing statement must summarize and then leave the listener with a favorable impression.

When you see an obvious placing or a very close placing, include that in your reasons. Try to mention any cows with distinctive colors, markings, or special characteristics. This will help add variety to the reasons. A "grant" statement recognizes good qualities of cows placed lower in the class.

The statements on the next three pages provide a variety of expressions that may be used to tie a set of reasons together. Always use the "style" that suits you best. Don't be afraid to experiment with different phrases and combinations of statements.

Always use present tense! Give reasons as though the cows are in the ring with you!

OPENING STATEMENTS

1. 1-2-3-4 is my placing in this class of (identification).
2. I place this class of (identification) 1-2-3-4.
3. My placing for this class of (identification) is 1-2-3-4.
4. This class of (identification) has a very logical placing of 1-2-3-4.

CLOSING STATEMENTS

1. For these reasons I place this class of (identification) 1-2-3-4.
2. These are my reasons for placing this class of (identification) 1-2-3-4.
3. For these reasons, then, I place this class of (identification) 1-2-3-4.
4. These reasons justify my placing of this class of (identification) 1-2-3-4.

CRITICISM OF THE LAST COW

1. I place 4 last because she lacks the ... to merit a higher placing.
2. I place 4 last because she lacks the ... to place any higher in the class.
3. I am leaving 4 last because she lacks ...
4. I must leave 4 last because she lacks ...
5. Even though I admire the ... of 4, I'm leaving her last because she lacks the ...

TERMS FOR COMPARING UDDERS

UDDER DEPTH AND SUPPORT

1. stronger center support in the udder
2. a deeper crease in her udder
3. a deeper cleft in her udder
4. more clearly defined halving in the udder
5. more halving when viewed from the rear
6. stronger center attachment
7. leveler on the udder floor, faulting 3 for having a reverse (forward) tilt
8. a more youthful udder
9. carries her udder higher above the hocks
10. has a higher held udder

REAR UDDER

1. higher in the rear udder
2. wider in the rear udder attachment
3. higher and wider in the rear udder
4. fuller at the top of the rear udder
5. more fullness at the bottom of the RU
6. more fullness *of* rear udder
7. more correct turn to the rear udder

FORE UDDER

1. stronger fore udder attachment
2. a longer, more tightly attached fore udder
3. less bulginess *of* fore udder (attachment)
4. tighter in the fore udder (attachment)
5. more firmly attached fore udder
6. fore udder that blends more snugly into the body wall

GENERAL UDDER TERMS

1. larger, more capacious udder
2. more symmetry *of* udder
3. more "bloom" and capacity *of* udder
4. more balance *of* udder (noting 3 is light in the right front quarter)
5. leveler on the udder floor (faulting 3 for being light [or heavy] in the front quarters)
6. she has an advantage in stage *of* lactation, having more bloom and capacity *of* udder

TEATS AND TEAT PLACEMENT

1. more correct teat size and shape

2. more nearly correct teat size, faulting 2 for ...
3. teats hanging more nearly plumb
4. teats placed more correctly beneath each quarter, faulting 3 for...
5. more nearly correct front teat placement, criticizing 4...
6. teats placed more squarely beneath the quarters, noting the wide
7. more correct teat placement as viewed from the side, noting the close (wide) teats of 2

UDDER QUALITY (*be sure you are right before you say anything about udder quality!*)

1. more apparent quality in the udder
2. an apparently softer, more pliable udder
3. more desirable texture to the udder, noting the congestion in 3's udder
4. an advantage in stage of lactation, noting the congestion in 3's udder
- 5 less congestion (or swelling) in the udder

TERMS FOR COMPARING DAIRY CHARACTER

1. more angularity and clean-cutness
2. more openness in her rib structure
3. more open in her conformation
4. more dairyness throughout
5. more length and stretch
6. longer and leaner in the neck
7. more prominent about the hips and pins
8. cleaner down that topline
9. flatter (leaner or thinner) in the thighs
10. more incurving in the thighs
11. sharper at the point of withers
12. longer and more open throughout

TERMS FOR COMPARING LEGS & FEET

1. tracks straighter on her rear legs..
2. Stands with less toe out on her rear legs
3. more correct set to the hock, noting the straight (set) leg on 3
4. cleaner through the hock, faulting 2 for being puffy in the left hock
5. handles her rear legs more correctly on the walk, faulting 3 for...
6. more mobility, noting 2's crampiness
7. more strength and substance of leg bone
8. a cleaner, flatter hock (leg bone)
9. flatter leg bone
10. stronger in the pasterns
11. deeper in the heel (and shorter in the toe)
12. walks more correctly on her front feet, noting that 4 toes out

TERMS FOR COMPARING FRAME (STRUCTURE, FORM) RUMP

1. longer and leveler from hips to pins
2. wider in the pins (and thurls)

3. less slope from hooks to pins
4. more nearly correct rump angle, criticizing 2 for being too low (high) in the pins
5. more nearly level from hooks to pins; faulting 2 for being too low (high) in the pins
6. tail head that sets more neatly between the pins
7. neater in that tail setting
8. flatter out over her rump

STATURE (HEIGHT)

1. taller, more upstanding
2. taller at the point of withers
3. more stature
4. more height at the point of withers
5. a taller front-ended cow
6. stands more uphill

TOPLINE

1. straighter down her topline, especially
2. stronger in the loin
3. stronger in the chine
4. stronger through the middle of her back; ~ stronger in the loin (chine)
5. wider through the loin

FRONT END (SHOULDERS)

1. more width and strength of chest
2. smoother blending shoulder
3. tighter at the point of shoulder
4. fuller at the point of elbow
5. tighter at the point of elbow
6. fuller in the crops
7. blends more smoothly from neck to shoulder and shoulder to barrel
8. more hannoonious blending through the front end (throughout)
9. wider on the chest floor

HEAD

1. more breed character about the head
2. more femininity about the head
3. more alertness and style
4. stronger through the jaw, faulting 2 for her Roman nose
5. more strength of muzzle

TERMS FOR COMPARING CAPACITY

1. more width and strength throughout
2. more width and strength in the chest
3. fuller behind the shoulders
4. deeper in the chest
5. more spring of rib

6. more spring of fore rib
7. deeper in the barrel
8. fuller in the heart
9. wider through the chest floor
10. deeper in the rear rib
11. a stronger, more powerful cow
12. a cow with more strength and power
13. more size, scale and substance

GENERAL TERMS

1. a more youthful cow
2. more style and balance (throughout)
3. more harmonious blending of parts
4. a smoother blended cow throughout
5. more symmetry and balance
6. a cow with more bloom (and capacity)
7. placing the more recently fresh cow over
8. more balance throughout
9. more size, scale and substance
10. more cow power
11. she has an advantage in stage of lactation
12. more total Frame

DESCRIPTION FOR INDIVIDUAL COWS Make your reasons more interesting by using color, markings or some other clearly distinctive characteristic instead of the animal's number. Beginning a set of reasons with a statement like, "I started this class by placing the big, black cow over 2..." is more interesting than saying, "I started this class by placing 1 over 2..." Here are possibilities you may want to try. There may be others that are not included in the list.

1. "the black cow" (Holstein)
2. "the dark colored cow" (Holstein, Brown Swiss or Jersey)
3. "the light colored cow" (Jersey, Brown Swiss or Guernsey)
4. "the white cow" (Holstein or Ayrshire)
5. "the speckled cow" (Holstein, Ayrshire or Guernsey)
6. "the spotted cow" (Holstein, Ayrshire or Guernsey)
7. "the broken colored cow" (Jersey)
8. "the red cow" (Guernsey or Ayrshire)
9. "the short eared cow"
10. "the stub-homed cow"
11. "the solid-faced cow"
12. "the white-faced cow"

GENERAL STATEMENTS You can use many statements to add variety to your reasons. Some may help you indicate that the placing on one of the pairs is close or easy. Others help you make a statement of admission. Good reasons also have transitional statements that help lead the listener from one pair to another.

TO INDICATE AN OBVIOUS (EASY) PLACING

1. A handy winner in this class
2. A logical winner in the class
3. An easy winner in the class
4. A clear cut winner in the class
5. She has a decided advantage
6. She has a definite advantage
7. She has a distinct advantage
8. In a more logical placing
9. She has much more...
10. An outstanding cow in this class

TO INDICATE A CLOSE (DIFFICULT) PLACING

1. In a close placing 1 goes over 2 because
2. In a close pair, 1 places over 2 because
3. 2 is somewhat more ... than 3
4. In a closer decision, 2 goes over 3 ...
5. 2 gets the nod because she is ...
6. 2 has a bit more ... than 3
7. She has slightly more ...
8. Tends to be more...
9. Has a slight advantage

ADMISSION (GRANT) STATEMENTS

1. I admit that 4 is ...
2. I grant that 4 is ..
3. However, I give her the advantage
4. On the other hand
5. I realize that 4 is ...
6. However, 4 is clearly...
7. I concede that 4 is ...
8. I recognize that 4 is ...
9. I give her credit, however
10. 4 must be given the advantage, however, in ...
11. I credit 4, however, for being ...
12. I appreciate the ... of 4, however ...

TRANSITIONAL STATEMENTS (middle or bottom pair only)

1. ... then placing 2 over 3 because
2. ... next placing 2 over 3 because
3. ... next, I place 2 over 3 because
4. ... in the middle pair, 2 places over 3 because
5. ... finally, placing 3 over 4 because
6. ... in the bottom pair, 3 places over 4 because
7. ... in my final pair, 3 goes over 4 because

8. ... lastly, placing 3 over 4 because

TERMS AND WORDS TO AVOID IN YOUR REASONS (“DON’TS”)

Many words and terms simply don’t work well in a set of reasons. This list of “DON’TS” could probably be much longer, but it will give you an idea of some things you should **avoid** saying.

1. DON’T give reasons in the past tense (“I placed this class...”); always use the present tense (“I place this class...”). Give reasons as though the cows are in the room with you.
2. DON’T use the Score Card breakdowns in your reasons unless you feel you absolutely have to use them. Avoid using “Dairy Character” at all times. Condition yourself to use “Dairyness” instead. The exception to this “don’t” is the breakdown “Udder” which you should feel free to use.
3. DON’T use the terms “shows,” “displays,” or “exhibits” when you want to say “she has more angularity” or “she is deeper in the chest.”
4. DON’T use terms that are redundant (unnecessary). For example, do not say “she has more width of rump when viewed from the rear” or “she has a more correct set to her hock from the side view.” Width of rump can only be seen from the rear view and set to the hock can only be seen from the side.
5. DON’T overuse the word “today.” When you say, “she has more stature today,” you infer that she might not have more stature next month. That’s very unlikely. You may want to use “today” with terms like “dairyness” which might change in a month.
6. DON’T use words or expressions that differ from your normal speech. For example, “I do grant...” is not the way most of us talk. Instead, we say “I grant...”.
7. DON’T always say, “she has an advantage in...”. Most of the time you can simply say, “she has...” or “she is...”. To indicate that a cow “has an advantage in stage of lactation...” or that “she has an advantage in udder,” you have to use “advantage.” Avoid using “advantage” unless it is necessary.
8. DON’T use the word number when identifying a cow. Avoid saying “the number 4 cow” and instead refer to her simply as “4” or by a unique identifier.