

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 your placing. 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: *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 straight 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."

TWO-WAY TRAITS (rump angle, leg set, levelness of udder floor, teat placement and teat size)
The following terms are listed by strength of the statement.

1. Noting 4 is high in her pins....
2. Noticing 4 is high in her pins...
3. Recognizing 4 is high in her pins...
4. Because of 4's high pins ...
5. In light of 4's high pins ...
6. As 4 is high in her pins ...
7. Faulting 4 for being high in her pins... (more serious faults)
8. Criticizing 4 for being high in her pins...(most serious faults)
9. I prefer the sloped rump of 2 noting 4 is high in her pins... (when both cows deviate from ideal on a two-way trait)

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.

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 without being too

wordy, and the closing statement must summarize and then leave the listener with a favorable impression of the entire presentation.

In situations where you believe the placing is obvious, or when you are certain the placing is extremely close, you should include your observation in the reasons. Cows with distinctive colors, markings, or characteristics may be referred to accordingly -- thus adding variety to the reasons. **Statements of admission** allow the judge to recognize the good qualities of animals placed lower in the class.

The following statements provide a variety of expressions that may be used to tie a set of reasons together. Since each individual must use the "style" that suits him or her best, you should try experimenting with various phrases and combinations of statements. Ask your coach to tell you what sounds the most natural and the most convincing.

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

OPENING STATEMENTS

You should have an opening statement that is dynamic and interesting. In large contests, officials will inadvertently "doze-off" during some of the reasons. Many reasons begin with a pretty "boring" opening statement. Thus, it is very important to try to come up with something that will "grab" the official's attention. Here are a few examples you might want to try.

Almost all of the following examples try to use an "identifier" as soon as possible. This will help make your reasons sound like you really "saw" the class, and that you're not using a "canned" set of reasons. The other important thing each of these examples does is to follow up the opening statement with another statement that relates closely to the opening.

4-3-2-1 is my placing for this class of Aged Holstein Cows. The silky black cow wins the class and places over 3 because of her tremendous advantage in clean-cutness and angularity. Four is much longer and leaner in the neck, sharper at the withers, carries less condition over her hips and pins, and is more incurving in the thigh.

4-3-2-1 is my placing for this class of 4 Year Old Jerseys. The recently fresh cow heads the class because of her definite advantage in bloom and capacity of udder. She places over 3 because she is so much higher, wider and fuller in the rear udder. In addition, she has a longer fore udder that ties in more tightly to the body wall.

4-3-2-1 is my placing for this class of Winter Yearling Ayrshires. The stylish white heifer wins this class because she simply towers over 3. Four is much taller at the point of withers and longer from her poll to her pins.

4-3-2-1 is my placing for this class of Brown Swiss Senior 2 Year Olds. In a very close placing, 4 gets the nod over 3 because she wears the best udder in the class. She is higher and wider in the rear udder, more snugly attached in the fore udder and her teats are more squarely placed beneath the quarters.

I place this class of Junior 3 Year Old Guernseys 4-3-2-1. Four easily sorts herself to the top of this class because of her tremendous style and balance. She places over 3 because she is a taller front ended cow that is much stronger in the loin.

I place this class of 4 Year Old Milking Shorthorns 4-3-2-1. The roan cow leads out this class because of her decided advantage in strength and power over 3. She is wider in the chest, deeper in the heart and carries this width back through her hips, thurls and pins.

1. **1-2-3-4 is my placing in this class of (identification)** *preferred
2. I place this class of (identification) 1-2-3-4
3. My placing for this class of (ident) is 1-2-3-4
4. This class of (identification) had a logical placing of 1-2-3-4
5. This class of (identification) has an outstanding top cow and places 1-2-3-4
6. In placing this class of (identification) 1-2-3-4, I found a top pair of angular, dairy cows

CLOSING STATEMENTS

1. For these reasons I place this class of (ident) 1-2-3-4
2. For these reasons, then, I place this class of (ident) 1-2-3-4
3. These are my reasons for placing this class of (ident) 1-2-3-4
4. These reasons justify my placing of this class of (ident) 1-2-3-4
5. These, then, are my reasons for placing this class of (ident) 1-2-3-4
6. This is the logic I have used to justify my placing of this class of (ident) 1-2-3-4

CRITICISM OF THE LAST COW (make one or two more general points that the last place cow lacks relative to the 3 cows above her)

1. I place 4 last because she lacks the ... to merit/earn 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 ...
6. While I admire 4 for her ..., I am leaving her last because she lacks...
7. Although I admire 4 for her ..., I am leaving her last because she lacks...

TERMS FOR COMPARING DAIRY CHARACTER

- | | |
|---|---|
| 1. more dairy quality being ... | 14. silkier in the thigh |
| 2. more angularity and clean-cutness | 15. sharper at the point of withers |
| 3. more open in her rib structure | 16. spells more milk |
| 4. "more openness and slant to her rib" | 17. more length and stretch |
| 5. more open in her conformation | 18. longer and leaner in the neck |
| 6. more sweep and openness of rib | 19. longer from poll to pins |
| 7. more spring of rib | 20. longer and more open |
| 8. more spring of fore rib | 21. more length of bone |
| 9. cleaner down that topline | 22. more dairyness throughout |
| 10. cleaner cut carrying less condition... | 23. an advantage in stage of lactation making her... |
| 11. more sharply chiseled over her wither and chine | 24. more "bloom" to the udder, faulting 3 for being too stale to compete with the fresher cows in the class |
| 12. flatter (leaner or thinner) in the thighs | |
| 13. more incurving in the thighs | |

TERMS FOR COMPARING UDDERS

UDDER 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 depth of seam**
6. leveler on the udder floor, faulting 3 for having a reverse (forward) tilt
7. a more youthful udder
8. wears her udder higher above the hocks

9. carries her udder higher above the hocks
10. more definition of crease in the udder
11. more cleft in the udder
12. an udder carried higher off the ground
13. "has her udder tucked up higher above the hocks"
14. "a deeper seam through the center of the 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 of rear udder

6. more fullness at the bottom of the rear udder
7. more correct turn to the rear udder
8. more symmetry and balance of rear udder
9. more balance of rear quarters (faulting 2 for being light in the left rear quarter)

FORE UDDER

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

6. "more snugly attached in that fore udder"
7. firmer in her fore udder attachment
8. smoother blending fore udder attachment
9. an udder "tied on more tightly in the front"
10. tighter in the fore udder (attachment)

GENERAL UDDER TERMS

1. a more capacious udder
2. more symmetry of udder
3. giving 3 the "best udder ribbon" because...
4. less quartering
5. more bloom and capacity of udder

6. more balance of udder (noting 3 is light in the right front quarter)
7. she has an advantage in stage of lactation, having more bloom and capacity of udder
8. leveler on the udder floor, faulting 2 for having a reverse tilt

TEATS AND TEAT PLACEMENT

1. more correct teat size and shape
2. teats placed more correctly beneath each quarter, faulting 3 for...
3. more nearly correct front teat placement, criticizing 4...
4. teats placed more squarely beneath the quarters, noting the wide....
5. a shorter teat set more squarely beneath the quarter
6. more nearly correct teat size, faulting 2...

7. more correct teat placement, noting the close (wide) teat placement on 2
8. more desirable teat shape, faulting 3 for... teats hanging more nearly plumb
10. squarer teat placement, noting the "strutting" front teats on 3
11. more centrally placed teats, noting the close (wide) placement on 2

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

1. more apparent quality in the udder
2. more apparent udder quality
3. an udder that appears softer and more pliable
4. appears to have less meatiness in the udder
5. more desirable texture to the udder,

6. noting the congestion in 3's udder
7. less congestion in the udder
8. an advantage in stage of lactation, noting the congestion in 3's udder

TERMS FOR COMPARING LEGS AND FEET

1. straighter in her rear legs, faulting 2 for..
2. more correct set to the hock, noting the straight (set) leg on 3
3. cleaner, flatter hock (leg bone)
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 strength and substance of leg bone
7. stands more comfortably on her rear legs
8. stands with her rear legs placed more squarely beneath her thurls
9. flatter leg bone
10. stronger in the pasterns
11. shorter in the pasterns
12. firmer in her pasterns
13. deeper in the heel (and shorter in the toe)
14. is stronger in her pastern, stepping down on a deeper heel and a shorter toe
15. "tracks straighter ahead on those front feet"
16. more mobility, noting 2's crampiness
17. "walks (or stands) more comfortably on her rear legs"
18. walks more correctly on her front feet, noting that 4 toes out
19. "handles her legs more comfortably than 2"
20. "has an advantage in mobility tracking straighter"
21. "moves more freely on her rear legs"

TERMS FOR COMPARING FRAME

RUMP

1. more nearly level from hooks to pins; faulting 2 for being too low (high) in
2. longer and leveler from hips to pins
3. wider through the hips, pins and thurls
4. much wider through the pelvis
5. less slope from hooks to pins
6. less prominent in her tail setting
7. more correctly set tail head
8. neater in the tail head (setting)
9. flatter (leveler) out over her rump
10. more correct in the tail setting
11. has her tail set more neatly between the pins
12. wider through the rump
13. wider at the thurls
14. more correct slope from hips to pins; criticizing 3 for being too high (low) in the pins
15. faulting 2 for having a reverse tilt to the rump ("normal" tilt in Holsteins are the pins 1.5 inches lower than hips)

STATURE (HEIGHT)

1. taller, more upstanding
2. taller at the point of withers
3. more stature
4. standing taller at the point of withers
5. more height at the point of withers
6. a taller front-ended cow
7. "simply towers over the black cow"
8. "a cow with more daylight under her"
9. more size, scale and substance
10. more height of withers and prominence of chine
11. a cow that walks more uphill, faulting 3 for being low in the front end
12. "walks (or stands) more uphill"
13. "has more uphill run being...."

TOPLINE

1. straighter down her topline; especially harder in the loin (chine)
2. stronger in the loin
3. stronger in the chine
4. more nearly level from withers to pins
5. **stronger over her back. Being...**
6. "harder down that topline; especially in the loin (chine)"
7. **"harder topped; especially in the loin (chine)"**
8. "stronger on top"
9. "carries her top (loin) stronger on the move"
10. "is straighter across her top when standing in line"

FRONT END (SHOULDERS)

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

HEAD

1. more breed character about the head
2. more femininity about the head
3. more alertness and style
4. stronger through the jaw
5. more strength of muzzle
6. more flare to the muzzle
7. faulting 2 for her weak jaw
8. more style about the head
9. brighter eye
10. more dish to the face
11. a deeper, stronger jaw

TERMS FOR COMPARING STRENGTH (BODY CAPACITY)

1. more width and strength throughout
2. "a more massive cow"
3. more size, scale and substance
4. fuller behind the shoulders
5. deeper in the chest
6. fuller in the heart
7. more heart
8. more heart girth
9. wider through the chest floor
10. more width and strength in the chest
11. a stronger, more powerful cow
12. a cow with more strength and power
13. more powerful through the front end
14. "more cow power"
15. deeper in the rear rib
16. deeper in the barrel
17. more depth and spring of rib
18. deeper in her flank
19. more drop to her flank

GENERAL TERMS

1. "a more youthful cow"
2. "more balance throughout"
3. "more style and balance (throughout)"
4. "more harmonious blending of parts"
5. "a smoother blended cow throughout"
6. "more correlation of parts"
7. "a cow with more quality from end to end"
8. "a more stylish side profile"
9. "having an advantage in her side profile being..."
10. "a cow with more bloom"
11. "she has an advantage in stage of lactation"

DESCRIPTION FOR INDIVIDUAL COWS

Whenever possible, reasons should be made more interesting by using the color or markings or some other clearly distinctive characteristic *instead* of the number of the animal. Beginning a set of reasons with a statement like, "I started this class by placing the big, black cow over 2..." is *much* more interesting than saying, "I started this class by placing 1 over 2..." Here are a number of possibilities you may want to try. There may be many more that are not included in the list.

1. "the black cow" (Holstein)

- | | |
|--|--|
| 2. "the dark colored cow" (Holstein, Brown Swiss or Jersey) | 13. "the pair of light colored cows" |
| 3. "the light colored cow" (Jersey, Brown Swiss or Guernsey) | 14. "the stub-horned cow" |
| 4. "the white cow" (Holstein or Ayrshire) | 15. "the bald faced cow" |
| 5. "the spotted cow" (Holstein, Ayrshire or Milking Shorthorn) | 16. "the tall cow" |
| 6. "the speckled cow" (Holstein or Ayrshire) | 17. "the powerful cow" |
| 7. "the broken colored cow" (Holstein, Jersey) | 18. "the deep bodied cow" |
| 8. "the red cow" (Guernsey, Ayrshire or Milking Shorthorn) | 19. "the youthful cow" |
| 9. "the cream colored cow" (Jersey) | 20. "the silky dairy cow" |
| 10. "the roan cow" (Milking Shorthorn) | 21. "the balanced cow" |
| 11. "the smokey muzzled cow" (Guernsey) | 22. "the best uddered cow" |
| 12. "the cow with the milk ring" (Holstein) | 23. "the docked tail cow" |
| | 24. "the cow with the short switch" |
| | 25. "the cow wearing the neck strap" |
| | 26. "the cow with the black (white) halter" |
| | 27. "the cow with the (blue, red, etc.) ear tag" |

GENERAL STATEMENTS

There are many statements or terms that you can use to add variety to your reasons. Some of them may help you indicate that the placing of one of the pairs is close or easy. Others are useful to 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 PLACING (4 to 7 point cuts)

- | | |
|---|---|
| 1. A handy winner in this class, 4 uses.... | 5. A logical winner in the class |
| 2. 4 handily places over 2 ... | 6. 4 easily sorts herself over 2 because.... |
| 3. 4 logically sorts herself to the top of the class... | 7. In an easier placing, 4 places over 2 |
| 4. In a more logical placing | 8. A clear-cut winner in the class, 4 places over 2.... |

TO INDICATE A CLOSE (DIFFICULT) PLACING (1 to 3 point cuts)

- | | |
|--|---|
| 1. In a close placing 1 goes over 2 because | 7. 2 gets the edge because she is ... |
| 2. In a close placing, I'm giving the nod to 2 ... | 8. She has an edge in ... |
| 3. In a closer decision, 2 goes over 3 ... | 9. In a close placing, 2 edges out 3 being ... |
| 4. In a close pair, 1 places over 2 because | 10. In a difficult placing, 2 goes over 3 because ... |
| 5. Has a slight advantage | 11. 2 has a bit more ... than 3 |
| 6. 2 is somewhat more ... than 3 | 12. Tends to be more... |

WORDS TO EMPHASIZE ADVANTAGE

- | | |
|----------------|-----------------|
| 1. Definite | 6. Clear-cut |
| 2. Decided | 7. Clearly |
| 3. Distinct | 8. Overwhelming |
| 4. Significant | 9. Simply |
| 5. Primarily | 10. Tremendous |

STATEMENTS OF ADMISSION (GRANT STATEMENTS)

- | | |
|--------------------------|--------------------------------------|
| 1. I admit that 4 is ... | 3. However, I give her the advantage |
| 2. I grant that 4 is ... | 4. On the other hand... |

- | | |
|--|--|
| 5. I realize that 4 is .. | 12. No doubt 4 is.... (When the lower placing cow has a significant advantage in a trait) |
| 6. However, 4 is clearly | 13. No question 4 is... (When the lower placing cow has a significant advantage in a trait) |
| 7. I concede that 4 is ... | 14. She uses that advantage to place over 3 ...(follows the grant statement when the grant is also the main reason for the next placing) |
| 8. I recognize that 4 is ... | |
| 9. Admittedly, 4 is... | |
| 10. 4 must be given the advantage, however, in ... | |
| 11. I credit 4, however, for being ... | |

TRANSITIONAL STATEMENTS (middle or bottom pair only)

- | | |
|--|--|
| 1. ... then placing 2 over 3 because | 5. ... finally, placing 3 over 4 because |
| 2. ... next placing 2 over 3 because | 6. ... finally, I place 2 over 3 because |
| 3. ... next, I place 2 over 3 because | 7. ... in my final pair, 3 goes over 4 because |
| 4. ... in the bottom pair, 3 places over 4 because | 8. ... lastly, placing 3 over 4 because |

LINK TERMS TO MINIMIZE WORDINESS WHEN POSSIBLE!

1. wears a more youthful udder above a flatter, cleaner hock