

**AMERICAN HEMEROCALLIS SOCIETY
Garden Judges Workshop 2 Student Packet**

REGISTRATION FORM

New _____ Renewal _____ Date ____/____/____ Region _____

Name _____

Address _____

Phone _____ City, State, Zip Code _____
Email _____

Workshop Location: City _____ State _____ Length of Training _____

Garden _____

Instructor(s) _____

Notice to Student

All students are expected to acquire, and become familiar with the content of, the AHS Publication "Judging Daylilies in the Garden". It presents in depth information for the Garden Judge including the course outline for this workshop. The publication has over forty pages and color illustrations, and you may print your own copy from the AHS Portal in the Garden Judges section. If you wish to purchase a copy, you may order one at Amazon.com.

Please help AHS evaluate this workshop by completing the following:

Overall Impression of Training - (Circle) Poor Good Excellent

Most Interesting Part of Session _____

Least Interesting Part of Session _____

Suggestions to Improve Session _____

Alternately, evaluation comments may be forwarded privately to the Garden Judge Workshop Expediter at:
gardenworkshops@daylilies.org

Signature of Participant

I verify that the above-signed individual attended this Garden Judges Workshop 2 Session.

Signature of Instructor

GARDEN JUDGES WORKSHOP 2



JUDGES EDUCATION COMMITTEE

Debbie D. Smith, Chair

judgeseducation@daylilies.org

Gary M. Jones

AHS Garden Judge Workshop Expediter

gardenworkshops@daylilies.org

Steve Horan

AHS Garden Judge Records Chair

gardenjudges@daylilies.org

Note to Garden Judge Workshop 2 Students

Garden Judge Duties

Expectations of Garden Judges are clearly delineated in “Judging Daylilies in the Garden.” There are responsibilities and voting deadlines.

1. You are expected to visit gardens and grow a good variety of daylilies. You are expected to attend regional and national meetings and conventions.
2. The AHS wants judges to discuss daylilies with others as well as observe many daylilies growing in a variety of gardens and conditions in their region.
3. You will also be expected to observe and recognize those cultivars worthy of recognition.
4. Judges who do not vote two consecutive years will be dropped.
5. **September 1 is the annual balloting deadline.**
6. Judges may vote online at the AHS Portal or by paper ballot.

The Judgeship Application

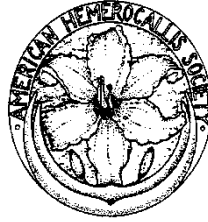
After you have attended both Workshop 1 and Workshop 2 (which may be taken in any order), and after you have been notified you have passed Workshop 1:

1. You must fill out the Judgeship Application and submit it to the AHS Garden Judge Records Chair. Your application must reach the Records Chair by October 1st for inclusion in next year’s list of garden judges.
2. You will be handed a Judgeship Application at the end of your workshop, and you can also print one from either the AHS website or the AHS Portal in the Garden Judges section.
3. You may be told that you may be able to vote the same year you have successfully completed both workshops. For this to happen, you must submit your judgeship application *promptly* to the Garden Judges Records Chair, and preferably no later than August 1st. You will not be able to vote until after the Garden Judges Records Chair authorizes your voting on the AHS Portal. You may, however, print a copy of the current Awards & Honors Ballot from the AHS Portal.

The Judgeship Renewal Application

Renewing judges will receive in the early spring of the fifth year of their Judgeship a Renewal Form along with a Garden Visits Log. Upon attending an additional Workshop 2 as a Refresher, or Workshop 3, submit the form directly to the Garden Judges Records Chair, and no later than October 1st. Beginning in 2024, judges seeking re-appointment must attend a Garden Judge Workshop 3.

AMERICAN HEMEROCALLIS SOCIETY



POINT-SCORING

Principles of Daylily

Evaluation in the Garden

The following summary of daylily evaluation was written by R. W. Munson in 1968 and was approved by him in 1999 for inclusion in the 2002 Revised Edition of *The New Daylily Handbook*. He was not only one of the most influential hybridizers of the last half of the 20th century; he was also one of the best writers. He had special gifts for seeing color and structure, which came into play during his long career as an architect. *The philosophy of "total plant evaluation" cannot be expressed with greater clarity than in Bill Munson's own words:*

"THE PLANT

a. Foliage (10 points)

Variation in foliage is important for contrast in color and texture in the total garden picture. It is quite natural to become enamored of an individual flower in bloom. Foliage and plant habit must be judged without extramural influence wrought by a beautiful bloom. To receive a high score for foliage, plants must have an attractive appearance, with deep green arching leaves or other character that presents a good garden picture. The foliage should be free of insect pests and diseases.

b. Vigor and stamina (5 points)

The plant should have the ability to grow and multiply under good cultural conditions yet not be invasive of adjacent areas via underground stolons. The plant should establish quickly, thrive and grow stronger each succeeding year. Depending upon locality, some cultivars do not establish easily. Some evergreen daylilies are difficult to establish in very cold areas and some dormants are difficult to establish in very hot and humid areas. A plant should not be difficult to transplant or be susceptible to crown rot or "spring sickness." It should not be lacking in vigor or stamina.

c. The scape and inflorescence Scape – general (10 points)

The scape, buds, branching, and plant balance are so closely related that they are difficult to separate; yet, in point scoring it is necessary to evaluate each aspect separately. The scape must have adequate strength to support the flowers and buds. Its strength must be sufficient to overcome the necessity of staking against winds, rain, or excessive leaning toward the light. Size of the flower and height of the scape should be in good proportion to the thickness of the scape. All of those factors taken together affect the total garden picture and must be evaluated accordingly.

d. Branching and buds (10 points)

The inflorescence (characteristic arrangement of flowers on a stem) should be such that the buds are not all at the top of the scape. Flowers should not be situated so as to open all together or be poorly spaced, causing crowding and preventing some flowers from opening properly. Branches should be wide apart to allow buds to grow and develop normally without touching and hampering the opening of the fully developed flower. Branching and bud count should not be so sparse that flowering ends after a few days. Scapes on some daylilies carry as many as five branches (including the two terminal branches). Other daylily cultivars have only two terminal branches. If a plant with only two terminal branches reblooms several times, it may still be useful, providing the plant balance is good. Many gardeners prefer plants with two or three scapes that bloom at different times over a plant with only one scape perfectly branched but limited to one period of flowering. Closely branched plants with buds and flowers that develop unhampered and present a good display may deserve a good rating.

e. Balance (5 points)

Balance is a very difficult characteristic to describe but very obvious in a plant without a pleasing relationship between foliage and placement of branches, buds and flowers. Short foliage coupled with tall scapes with high branching gives poor balance. Currently, most hybridizers are working for short scapes. I do not feel this is the whole solution to the matter of balance. We need to concentrate more on how the scape and its branches relate to the plant foliage. A miniature daylily may have a tall scape, magnificently branched and budded, and present a better garden picture than, say, a 10 inch flower on a low, 17 inch scape with the flowers among or just above the foliage. A giant flower on the low scape can, and generally does, have poor balance.

THE FLOWER

a. Color (10 points)

Color should be clear, bright, and attractive. Whether the pastel is medium in tone or dark, it should not be muddy or low in saturation of color intensity. From a distance or from up close, color in daylily flowers should be clear, clean and of good hue and tone. Whether the flowers are polychromes, bi-colored, eyed, pastel (of subtle hues), medium, self-colored, or dark and intense, all come closer to perfection is the color is clear.

b. Form (10 points)

Flower form is almost or fully equal to color in setting one flower apart from another. Differences in form, e.g., round or star-like, flaring or recurved, round, broad, ruffled, plain, flat, twisted, fluted, lily-shaped are of little importance except as interpreted by the evaluator. These factors usually boil down to evaluator preference. Form is important when flowers consistently are uniform and are sufficiently flat and face outward to display their colors well. Malformed flowers, dissimilarity of segment shape, and lack of uniformity in placement of perianth segments are undesirable aspects of form.

c. Substance and sun resistance (15 points)

Substance is the thickness of tissue structure. In judging substance, firmness and freshness, uniform thickness of perianth segments (e.g., no thinning toward the petal edge), crispness and turgidity are all part of substance of the flower in its prime. Flower tissues should not be thin, and should not wilt, brown, or melt at the edges. If the flower fades during the day, substance should be retained reasonably well.

Indirectly related to the area of substance is the question of flower opening and extended period of bloom. The flower should open early in the morning and remain presentable in the evening.

d. Texture (5)

Texture refers to the surface quality of the flower, which varies from flower to flower. Texture varies from the very smooth satiny, waxy finish to velvety, creped, pebbled, diamond dusted, glistening, etc. The major concern is to decide whether flower quality suffers by its texture or is enhanced and beautified by it.

Beauty and distinction (20 points)

These are two essential attributes for a worthwhile daylily, and I am a believer in giving a flower an additional few points on sheer beauty. Too many daylilies, old and new, are being foisted onto the buying public without that special quality called beauty. Of course, here again, one is trapped by the old, but nevertheless true, adage that beauty is in the eye of the beholder, and rightly so.

Distinction is a little more definitive. Has a daylily that special quality that sets it apart from others of a similar kind? Is the color, pattern, or special blending of colors different or rare? Is the form and texture different, beguiling, and something special? Is there good proportion and balance, and is the total effect pleasing to the eye? In other words, the flower should be eye-catching, outstanding, and not easily forgotten. Does it have the qualities to make it a star, or will it be only a meteorite, soon to disappear, even though it will make a lovely light as it burns itself out?"

Point Scoring for Garden Judges

Very little has changed in terms of what is important since Bill Munson wrote the guidelines above. The addition of an Unusual Form class of daylilies opens up the ideal of "consistent blossom appearance" to include a celebration of the daily surprises in the floral displays of UF daylilies.

AHS Garden Judges are not required to evaluate by a point system. The system exists to encourage consistency and thoroughness. A garden judge may develop a personal system. Not every judge will agree with Bill Munson's distribution of points, or with anyone else's point distribution. The goal is to be sensible, consistent, and increasingly good in powers of observation and discrimination.

Reading Munson closely, a garden judge can't help but notice that his comments on distinction are based on a persistent curiosity to know the breadth of the field, to continually see what is happening in the world of daylilies. Matched with persistent curiosity is the quality of deep patience. He expects a complete evaluation to have a basis in knowledge of a plant's performance over an extended period of time.

WORKSHEET FOR JUDGING REGISTERED CULTIVARS IN THE GARDEN
 (Note: Points suggested in this chart differ from those suggested by Munson.)

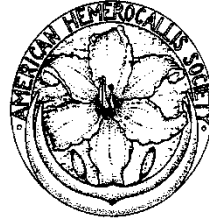
Name of Daylily # 1:

Name of Daylily # 2:

Name of Daylily # 3:

Complete Plant (30)	#1	#2	#3
Garden value and beauty (10)	_____	_____	_____
Vigor (10)	_____	_____	_____
Good rate of growth, hardiness, resistance to disease, etc.	_____	_____	_____
Performance (10)	_____	_____	_____
Long season of bloom, rebloom, consistent quality of bloom, etc.	_____	_____	_____
 Foliage (10)			
Clean, healthy, appealing, in proportion to the rest of the plant	_____	_____	_____
Scape (20)			
Height and strength in relation to flower (10)	_____	_____	_____
Branching and bud count (10)	_____	_____	_____
Flower (30)			
Substance and weather resistance (15)	_____	_____	_____
Attractiveness of color(s) and pattern (10)	_____	_____	_____
Form (5)	_____	_____	_____
Distinction (10)			
In flower, performance, season of bloom, rebloom, unusual beauty, or other special plant features	_____	_____	_____
Point Total (100)	_____	_____	_____

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Worksheet for Judging Seedlings in the

Garden

This system for judging seedlings is primarily for use in voting for a Junior Citation award. Only **unregistered** seedlings are eligible for the JC award. Heavy emphasis is placed on **distinction** (that special quality that sets it apart from others of a similar kind). The award calls attention to seedlings that may well represent an advance beyond the best introductions of the last five years. A cultivar needs 10 votes to earn the JC, and there is no requirement of regional distribution of the votes. The JC Award does not imply that good performance in various climates and soils can be expected.

The system below is a “sudden death” method. If the garden judge can't make a case for distinction, no further evaluation takes place. If further evaluation takes place, a fairly high standard is set to assure that the distinctive seedling is also a very fine overall daylily plant.

Distinction

Is the seedling distinctive in any desirable way? Distinction is a characteristic, feature, or quality that differentiates the seedling from other daylilies. It is a quality that makes the seedling superior or worthy of special recognition. For example, distinction can be found in a seedling's season of bloom, its unusual beauty, its garden value, or any of the other features to be judged. **A seedling does not need a totally new color or pattern to be distinctive.** If you think the seedling is distinctive, write down the feature(s) that make it distinctive and state your reasons

If you are able to identify and record the feature(s) that make the seedling distinctive, continue with this evaluation. If you were not able to find any distinctive feature, the seedling probably should not be considered for an award; **do not continue with this evaluation.**

For each of the following categories, rate the seedling using one of these ratings:

1. Below Average, meaning not as good as the typical daylily registered during the last five years.
2. Average, meaning equal to the typical daylily registered during the last five years.

Superior, meaning better than the typical daylily registered during the last five years. You should be able to explain the features that lead to a superior rating.

Seedling #1: _____

Flower

Consider color, pattern, substance, tolerance to weather and temperature, form, texture, the petals, sepals, early opening, late closure, cool morning opening, consistency of opening, consistency of form or size, and other features that contribute to the flower's quality.

Below average = 1

Average = 2

Superior = 3

Scape

Consider strength in relation to the flowers, branching, bud count, height in relation to the foliage, and other features that contribute to the scape's quality.

Below average = 1

Average = 2

Superior = 3

Foliage

Consider color, health, its proportion to the rest of the plant, and other features that contribute to the quality of the foliage.

Below average = 1

Average = 2

Superior = 3

Vigor

Consider rate of growth (try to determine the age of the clump), growth habit (not too crowded as the clump develops), hardiness, tolerance of division, speed of reestablishment after transplant or division, tolerance of average or below-average growing conditions, and other features that contribute to the plant's vigor. If you cannot judge vigor based on only one viewing, rate the seedling Average.

Below average = 1

Average = 2

Superior = 3

Number of blooms per fan in one season

Consider the production of flowers and the length of the seedling's bloom season. High flower production can be achieved by a high bud count, a bud-building trait, and/or rebloom. *You can't evaluate this in a single observation; it requires several observations.*

Below average = 1

Average = 2

Superior = 3

Beauty/Garden Value

Consider the overall plant, and its value in the garden. Is it beautiful? Do the flower and foliage color contribute to the garden's beauty? Will its foliage be pleasing after the bloom season?

Below average = 1

Average = 2

Superior = 3

Total the scores you assigned from all six categories. Then add the totals.

Total points in each category:

Below average = ____ Average = ____ Superior = ____ **TOTAL**_____

If the seedling rated a total score of 15 points or more, it may be considered for an award. Seedlings that rate fewer than 15 points should not be considered for an award.

Seedling #2: _____

Flower

Consider color, pattern, substance, tolerance to weather and temperature, form, texture, the petals, sepals, early opening, late closure, cool morning opening, consistency of opening, consistency of form or size, and other features that contribute to the flower's quality.

Below average = 1

Average = 2

Superior = 3

Scape

Consider strength in relation to the flowers, branching, bud count, height in relation to the foliage, and other features that contribute to the scape's quality.

Below average = 1

Average = 2

Superior = 3

Foliage

Consider color, health, its proportion to the rest of the plant, and other features that contribute to the quality of the foliage.

Below average = 1

Average = 2

Superior = 3

Vigor

Consider rate of growth (try to determine the age of the clump), growth habit (not too crowded as the clump develops), hardiness, tolerance of division, speed of reestablishment after transplant or division, tolerance of average or below-average growing conditions, and other features that contribute to the plant's vigor. If you cannot judge vigor based on only one viewing, rate the seedling Average.

Below average = 1

Average = 2

Superior = 3

Number of blooms per fan in one season

Consider the production of flowers and the length of the seedling's bloom season. High flower production can be achieved by a high bud count, a bud-building trait, and/or rebloom. *You can't evaluate this in a single observation; it requires several observations.*

Below average = 1

Average = 2

Superior = 3

Beauty/Garden Value

Consider the overall plant, and its value in the garden. Is it beautiful? Do the flower and foliage color contribute to the garden's beauty? Will its foliage be pleasing after the bloom season?

Below average = 1

Average = 2

Superior = 3

Total the scores you assigned from all six categories. Then add the totals.

Total points in each category:

Below average = ____ Average = ____ Superior = ____ **TOTAL**_____

If the seedling rated a total score of 15 points or more, it may be considered for an award. Seedlings that rate fewer than 15 points should not be considered for an award.

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MEASURING SPIDERS

* Spider Measurement requires the petal must be at least 4 standing.”

a ruler or tape measure. The length of times that petal’s width, “naturally

1. Locate the longest petal on the spider blossom.
2. Measure the widest point without spreading or flattening the petal.
3. Multiply the width measurement by 4. That’s the minimum length to meet the spider standard.
4. Now you have to touch the petal to measure its length. Uncurl and extend it lengthwise and measure from its bottom, where it makes a “V” notch with the adjoining segment, all the way to the tip.

If the length is at least 4 times the width, the blossom meets the definition of a spider.

SPIDER MEASUREMENT CONVERSION CHART

Width	Minimum Length
1/2	2"
9/16	2 1/4
5/8	2 1/2
11/16	2 3/4
3/4	3
13/16	3 1/4
7/8	3 1/2
15/16	3 3/4
1	4
1 1/16	4 1/4
1 1/8	4 1/2
1 3/16	4 3/4
1 1/4	5
1 5/16	5 1/4
1 3/8	5 1/2
1 7/16	5 3/4
1 1/2	6
1 9/16	6 1/4
1 5/8	6 1/2
1 11/16	6 3/4
1 3/4	7
1 13/16	7 1/4
1 7/8	7 1/2
1 15/16	7 3/4
2	8