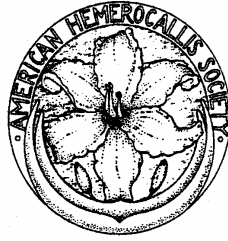


AMERICAN HEMEROCALLIS SOCIETY



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2008 Instructor Memo

New Awards Content

The only change in the awards system is in the eligibility of Spiders with UF characteristics to be registered and nominated in both award categories. A UF that meets the definition of a spider and that is registered as a spider is eligible as a UF nominee if registered also as a UF type.

New Organization of Material

The committee's "design team" has reorganized the presentation of material. You can preview the slide show on the AHS web site and you can download the PowerPoint presentation for your own use on your computer.

The new design includes **discussion questions** at the bottom of some slides. You may add discussion questions of your own at any point in the class.

The new design replaces a former "History" section with a richer "Time Line" that traces the development of hybrid daylilies from the 1870s through the noteworthy contributions of Arlow Burdette Stout and the founding of AHS in 1946. The timeline continues to the establishment of a formal training curriculum for AHS Garden Judges in 1997.

New Emphasis on Interactive Learning

It may appear that the slide show is the focus of the class, but that is not correct. The focus of the class is on the formation of interest and high standards in the minds of the candidate judges. That focus means that their participation and interaction is a key to success, and it makes the instructor and not the show the primary AHS asset in the room.

You are in the position of "mentor" as the class instructor. A mentor shares experiences with candidate judges. You may want to talk about your growth as a judge before you even begin the slide show. Some instructors use the show as a review tool, after a long, interactive conversation with the candidates. Pacing is up to you.

The one thing to avoid with PowerPoint visual aids is to assign yourself the role of "reader." The bullet points in the slides are not meant to be recited to the class. They are there as prompts and references to the interactive conversation you are shaping during the class.

Important Reminder about the Application Process

A good number of students don't retain information by reading it. They retain information by hearing it or by interacting with something tangible. Because of these learning differences, a number

of students don't retain the need to fill out an application to become a judge, and to mail that application to their RVP.

You can help them remember this in two ways. First, give them a spoken reminder about filling out the application when they complete their instruction. Second, have them look at the application form in their student packet and, literally, ask them to read the instructions at the bottom of the form. This way, they will **hear about it**, and they will also **see it and touch it**.

Thanks!

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