



# Collections

## Merit Badge Workbook



This workbook can help you but you still need to read the merit badge pamphlet.

The work space provided for each requirement should be used by the Scout to make notes for discussing the item with his counselor, not for providing the full and complete answers. Each Scout must do each requirement.

No one may add or subtract from the official requirements found in **Boy Scout Requirements** (Pub. 33216 – SKU 34765).

The requirements were last issued or revised in 2009 • This workbook was updated in May 2013.

Scout's Name: \_\_\_\_\_ Unit: \_\_\_\_\_

Counselor's Name: \_\_\_\_\_ Counselor's Phone No.: \_\_\_\_\_

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about this **workbook** to: [Workbooks@USScouts.Org](mailto:Workbooks@USScouts.Org)  
 Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: [Merit.Badge@Scouting.Org](mailto:Merit.Badge@Scouting.Org)

1. Prepare a short written report or outline for your counselor, giving a detailed description of your collection,\* including a short history.

Be sure to include why you chose that particular type of collecting and what you enjoy and have learned from your collection.

\* Stamp and coin collecting are excluded from eligibility for this merit badge.

2. Explain the growth and development of your collection.

3. Demonstrate your knowledge of preserving and displaying your collection.

Preserving:

Displaying:

a. Explain the precautions you need to take to preserve your collection, including

1. Handling

2. Cleaning

3. Storage

b. Explain how best to display your collection, keeping in mind preserving as discussed above.

- c. Explain to your counselor the events available for a hobbyist of this collection, including: shows, conventions, contests, seminars, and museum programs or exhibits.

Shows,

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Conventions,

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Contests,

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Seminars,

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Museum programs or exhibits.

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- 4. Demonstrate your knowledge of collecting and investing. Discuss with your counselor:

- a. How investing and speculation would apply to your collection

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- b. What you would look for in purchasing other collections similar to yours

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c. What you would expect in return value if you decided to sell all or part of the collection

5. Do the following:

a. Discuss with your counselor at least 10 terms commonly used in your collection and be prepared to discuss the definition of each.

	Term	Definition
1.		
2.		
3.		
4.		
5.		
6.		
7.		

8.		
9.		
10.		

b. Show your counselor any two groups from your collection.

Group: \_\_\_\_\_

Group: \_\_\_\_\_

Explain how you organized your collection and why you chose that method. (Note: If your collection is too large to transport and your counselor is unable to view your collection directly, photographs should be available to share.)

c. Explain how your collection is valued by other collectors, and display to your counselor any price guides that may be available.

d. Explain how your collection is graded for value, physical defects, size and age.

Value:

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Physical defects:

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Size:

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Age:

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Show the various classifications or ratings used in your collection.

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e. List the national, state, or local association responsive to your collection.

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- f. Show the location of and explain to your counselor the identification number (if applicable), Series, Brand name (if any), and any other special identification marks.

Identification number (if applicable):	
Series	
Brand name (if any)	
Other special identification marks	

- 6. Discuss with your counselor the plans you have to continue with the collection in the future.

- 7. Discuss with your counselor why and how collecting has changed and how this applies to your collection.

8. Find out about career opportunities in collecting.

Pick one and find out the education, training, and experience required for this profession.

Career:

Education:

Training:

Experience:

Discuss this with your counselor, and explain why this profession might interest you.

**Requirement resources can be found here:**

[http://www.meritbadge.org/wiki/index.php/Collections#Requirement\\_resources](http://www.meritbadge.org/wiki/index.php/Collections#Requirement_resources)

## Important excerpts from the [‘Guide To Advancement’](#), No. 33088:

Effective January 1, 2012, the ‘Guide to Advancement’ (which replaced the publication ‘Advancement Committee Policies and Procedures’) is now the official Boy Scouts of America source on advancement policies and procedures.

- [ **Inside front cover, and 5.0.1.4** ] — **Unauthorized Changes to Advancement Program**

**No council, committee, district, unit, or individual has the authority to add to, or subtract from, advancement requirements.** (There are limited exceptions relating only to youth members with disabilities. For details see section 10, “Advancement for Members With Special Needs”.)

- [ **Inside front cover, and 7.0.1.1** ] — The [‘Guide to Safe Scouting’](#) Applies

Policies and procedures outlined in the ‘Guide to Safe Scouting’, No. 34416, apply to all BSA activities, including those related to advancement and Eagle Scout service projects. [Note: Always reference the online version, which is updated quarterly.]

- [ **7.0.3.1** ] — **The Buddy System and Certifying Completion**

Youth members must not meet one-on-one with adults. Sessions with counselors must take place where others can view the interaction, or the Scout must have a buddy: a friend, parent, guardian, brother, sister, or other relative—or better yet, another Scout working on the same badge—along with him attending the session. When the Scout meets with the counselor, he should bring any required projects. If these cannot be transported, he should present evidence, such as photographs or adult certification. His unit leader, for example, might state that a satisfactory bridge or tower has been built for the Pioneering merit badge, or that meals were prepared for Cooking. If there are questions that requirements were met, a counselor may confirm with adults involved. Once satisfied, the counselor signs the blue card using the date upon which the Scout completed the requirements, or in the case of partials, initials the individual requirements passed.

- [ **7.0.3.2** ] — **Group Instruction**

It is acceptable—and sometimes desirable—for merit badges to be taught in group settings. This often occurs at camp and merit badge midways or similar events. Interactive group discussions can support learning. The method can also be attractive to “guest experts” assisting registered and approved counselors. Slide shows, skits, demonstrations, panels, and various other techniques can also be employed, but as any teacher can attest, not everyone will learn all the material.

There must be attention to each individual’s projects and his fulfillment of *all* requirements. We must know that every Scout—actually and *personally*—completed them. If, for example, a requirement uses words like “show,” “demonstrate,” or “discuss,” then every Scout must do that. It is unacceptable to award badges on the basis of sitting in classrooms *watching* demonstrations, or remaining silent during discussions. Because of the importance of individual attention in the merit badge plan, group instruction should be limited to those scenarios where the benefits are compelling.

- [ **7.0.3.3** ] — **Partial Completions**

Scouts need not pass all requirements with one counselor. The Application for Merit Badge has a place to record what has been finished—a “partial.” In the center section on the reverse of the blue card, the counselor initials for each requirement passed. In the case of a partial completion, he or she does not retain the counselor’s portion of the card. A subsequent counselor may choose not to accept partial work, but this should be rare. A Scout, if he believes he is being treated unfairly, may work with his Scoutmaster to find another counselor. An example for the use of a signed partial would be to take it to camp as proof of prerequisites. Partials have no expiration except the 18th birthday.