



Graphic Arts

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 2012 • This workbook was updated in April 2012.

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 improving this workbook to: Workbooks@USScouts.org

1. Review with your counselor the processes for producing printed communications: offset lithography, screen printing, electronic/digital, relief, and gravure.

Offset lithography: _____

Screen printing: _____

Electronic/digital: _____

Relief: _____

Gravure: _____

Collect samples of three products, each one produced using a different printing process, or draw diagrams to help with your description.

1. _____

2. _____

3. _____

2. Explain the difference between continuous-tone, line, and halftone artwork.

Continuous-tone: _____

Line: _____

Halftone artwork: _____

Describe how digital images can be created and/or stored in a computer. _____

- 3. Design a printed piece (flier, T-shirt, program, form, etc.) and produce it.

Explain your decisions for the typeface or typefaces you use and the way you arrange the elements in your design.

Typeface(s) _____

Arrangement: _____

Explain which printing process is best suited for printing your design. _____

If desktop publishing is available, identify what hardware and software would be appropriate for outputting your design.

- 4. Produce the design you created for requirement 3 using ONE of the following printing processes:

- a. Offset lithography

Make a layout and produce a plate using a process approved by your counselor. Run the plate and print at least 50 copies.

- b. Screen process printing

Make a hand-cut or photographic stencil and attach it to a screen that you have prepared. Mask the screen and print at least 20 copies.

- c. Electronic/digital printing

Create a layout in electronic form, download it to the press or printer, and run 50 copies. If no electronic interface to the press or printer is available, you may print and scan a paper copy of the layout.

- d. Relief printing

Prepare a layout or set the necessary type. Make a plate or lock up the form. Use this to print 50 copies.

- 5. Review the following postpress operations with your counselor:

- a. Discuss the finishing operations of padding, drilling, cutting, and trimming.

Padding: _____

Drilling: _____

Cutting: _____

Trimming: _____

- b. Collect, describe, or identify examples of the following types of binding: perfect, spiral, plastic comb, saddle stitched, and case.

Perfect: _____

Spiral: _____

Plastic comb: _____

Saddle stitched: _____

Case: _____

6. Do ONE of the following, then describe the highlights of your visit:

- a. Visit a newspaper printing plant: Follow a story from the editor to the press.
- b. Visit a retail, commercial, or in-plant printing facility: Follow a project from beginning to end.
- c. Visit a school's graphic arts program: Find out what courses are available and what the prerequisites are.
- d. Visit three Web sites (with your parent's permission) that belong to graphic arts professional organizations and/or printing-related companies (suppliers, manufacturers, printers): With permission of our parent or counselor, print out or download product or service information from two of the sites.

7. Find out about three career opportunities in graphic arts.

1. _____

2. _____

3. _____

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/Graphic_Arts#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.