



Stamp Collecting

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 2007 • 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. Do the following:

a. Discuss how you can better understand people, places, institutions, history, and geography as a result of collecting stamps. _____

b. Briefly describe some aspects of the history, growth, and development of the United States postal system. _____

Tell how it is different from postal systems in other countries. _____

2. Define topical stamp collecting. _____

Name and describe types of stamp collections. _____

3. Show at least ONE example of each of the following:

- a. Perforated and imperforate stamps
- b. Mint and used stamps
- c. Sheet-booklet and coil stamps
- d. Numbers on plate block, booklet, coil, or marginal markings
- e. Overprint and surcharge
- f. Metered mail
- g. Definitive, commemorative, semipostal, and airmail stamps
- h. Cancellation and postmark
- i. First day cover
- j. Postal stationery (aerogramme, stamped envelope, and postal card)

4. Do the following:

a. Demonstrate the use of ONE standard catalog for several different stamp issues. Explain why catalog value can vary from the corresponding purchase price. _____

b. Explain the meaning of the term CONDITION as used to describe a stamp. _____

Show examples that illustrate the different factors that affect a stamp's value.

5. Demonstrate the use of at least THREE of the following stamp collector's tool:

- a. Stamp tongs
- b. Water and Tray
- c. Magnifiers
- d. Hinges and stamp mounts
- e. Perforation gauge
- f. Glassine envelopes and cover sleeves
- g. Watermark fluid

6. Do the following:

- a. Show a stamp album and how to mount stamps with or without hinges.
 - Show at least ONE page that displays several stamps.
- b. Discuss at least THREE ways you can help to preserve stamps, covers, and albums in first-class condition.

1 _____

2 _____

3 _____

7. Do at least TWO of the following:

- a. Design a stamp, cancellation, or cachet.

- b. Visit a post office, stamp club, or stamp show with an experienced collector. Explain what you saw and learned.

- c. Write a review of an interesting article from a stamp newspaper, magazine, book or Web site (with your parent's permission)

8. Mount and show, in a purchased or homemade album, ONE of the following:
- a. A collection of 250 or more different stamps from at least 15 countries.
 - b. A collection of a stamp from each of 50 different countries, mounted on maps to show the location of each.
 - c. A collection of 100 or more different stamps from either one country or a group of closely related countries.
 - d. A collection of 75 or more different stamps on a single topic. (Some interesting topics are Scouting, birds, insects, the Olympics, sports, flowers, animals, ships, holidays, trains, famous people, space, and medicine). Stamps may be from different countries.
 - e. A collection of postal items discovered in your mail by monitoring over a period of thirty days. Include at least five different types listed in requirement 3.

Requirement resources can be found here:

http://www.meritbadge.org/wiki/index.php/Stamp_Collecting#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.