



Coin 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 2010 • This workbook was updated in March 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

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1. Understand how coins are made, and where the active U.S. Mint facilities are located.

How are coins made: _____

Where are the active U.S. Mint facilities: _____

2. Explain these collecting terms:

a. Obverse _____

b. Reverse _____

c. Reeding _____

d. Clad _____

e. Type set _____

f. Date set _____

3. Explain the grading terms Uncirculated, Extremely Fine, Very Fine, Fine, Very Good, Good, and Poor.

Uncirculated: _____

Extremely Fine: _____

Very Fine: _____

Fine: _____

Very Good: _____

Good: _____

Poor: _____

Show five different grade examples of the same coin type

Explain the term proof and why it is not a grade. _____

Tell what encapsulated coins are. _____

4. Know three different ways to store a collection, and describe the benefits, drawbacks, and expenses of each method.

Method _____

Benefits _____

Drawbacks _____

Expense _____

Method _____

Benefits _____

Drawbacks _____

Expense _____

Method _____

Benefits _____

Drawbacks _____

Expense _____

Pick one to use when completing requirements. _____

5. Do the following:

a. Demonstrate to your counselor that you know how to use two U.S. or world coin reference catalogs.

b. Read a numismatic magazine or newspaper: and tell your counselor about what you learned. _____

6. Describe the 1999-2008 50 State Quarters Program. _____

Collect and show your counselor five different quarters you have acquired from circulation.

- 7. Collect from circulation a set of currently circulating U.S. coins. Include one coin of each denomination (cent, nickel, dime, quarter, half-dollar, dollar).

For each coin, locate the mint marks, if any, and the designer's initials, if any.

cent, _____

nickel, _____

dime, _____

quarter, _____

half-dollar, _____

dollar _____

- 8. Do the following:

- a. Identify the people depicted on the following denominations of current U.S. paper money: \$1, \$2, \$5, \$10, \$20, \$50, \$100.

\$1: _____

\$2: _____

\$5: _____

\$10: _____

\$20: _____

\$50: _____

\$100: _____

- b. Explain "legal tender." _____
- _____
- _____
- _____
- _____

- c. Describe the role the Federal Reserve System plays in the distribution of currency. _____
- _____
- _____
- _____

- 9. Do ONE of the following:

- a. Collect and identify 50 foreign coins from at least 10 different countries.
- b. Collect and identify 20 bank notes from at least five different countries.
- c. Collect and identify 15 different tokens or medals.
- d. For each year since the year of your birth, collect a date set of a single type of coin.

10. Do ONE of the following:

- a. Tour a U.S. Mint facility, the Bureau of Engraving and Printing facility, or a Federal Reserve bank, or a numismatic museum or exhibit, and describe what you learned to your counselor.
- b. With your parent's permission, attend a coin show or coin club meeting, or view the Web site of the U.S. Mint or a coin dealer, and report what you learned. (Note: Per National, "parent's" means "parent's or guardian's".)
- c. Give a talk about coin collecting to a group such as your troop, a Cub Scout pack, or class at school.
- d. Do drawings of five Colonial-era U.S. coins.

Requirement resources can be found here:

http://www.meritbadge.org/wiki/index.php/Coin_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.