

APPENDIX A: BOARDS OF REVIEW – Guidelines for Scouts

When a Scout has completed all requirements for a rank, he must attend a Board of Review. Members of the Troop Committee or adults selected by the Advancement Coordinator or his/her designee conduct the review. The purpose of the review is to determine that the Scout has fulfilled all the necessary requirements. The Advancement Coordinator expects the following from all Scouts who report for a review:

Proper Reporting Procedure

- a. Know how to properly address the Board when entering the room.
- b. Know the proper way to salute, make the Scout handshake and how to address a Board member.

Proper Uniforming

- a. All Scouts must be uniformed in Class “A” uniform, including the following:
 1. Shirt, with proper insignia including present rank.
 2. Trousers/shorts, complete with belt (no undershorts visible).
 3. Hiking or dress shoes (no white or colored soft shoes).
 4. Neckerchief, properly folded with a prepared neckerchief slide (no strings, rubber bands, etc.)
 5. Green Scout socks, not rolled down.
- b. Uniforms should be checked before appearing to be sure that shirttails are in and all buttons are present and buttoned. Undershirts protruding from short-sleeved shirts should **not** be worn.

Review Preparation

- a. Each Scout under First Class rank will bring his Scout Handbook with rank requirements initialed by individuals who passed the requirements. Each Scout with a rank of First Class or above will bring his completed Advancement Application, signed by the Scoutmaster, and should bring his Scout Handbook with rank requirements initialed by uniformed leaders or applicable Committee members who passed the requirements.
- b. Each Scout should be prepared to discuss how he qualified for any of the requirements of the rank he is seeking.

APPENDIX B: BOARDS OF REVIEW – Guidelines for Board Members

Purpose of a Board of Review

The members of a Board of Review should have the following objectives in mind:

- To make sure the Scout has completed the requirements for the rank;
- To see how good an experience the Scout is having in the Troop;
- To encourage the Scout to progress further.

The Board of Review also provides “quality control” on advancement within the Troop and provides opportunities for the Scout to develop and practice those skills needed in an interview situation and to review his accomplishments.

The Board of Review is **NOT** a retest; the Scout has already been tested on the skills and activities required for the rank. However, the “chairperson” of the Board of Review should ensure that all the requirements have been “signed off” in the Scout’s handbook or are reported on the Scout’s Progress Report as having been completed and that leadership and merit badge records are consistent with the requirements of the rank.

The Board of Review is an opportunity to review the Scout’s attitudes, accomplishments and acceptance of Scouting’s ideals.

Composition of a Board of Review

For all ranks, except Eagle, and for Eagle palms, the Board of Review consists of at least three and up to six members of the Troop Committee or non-leader adults in the Troop. The Advancement Coordinator typically acts as the “chairperson” of the Board of Review but may designate someone to act in that capacity. Relatives or guardians may not serve as members of a Scout’s Board of Review. Troop leaders, including the Scoutmaster and Assistant Scoutmasters, should not participate in a Board of Review.

For the rank of Eagle, the Board of Review consists of three to six members drawn from Scouting and the community. At least one member of the District Advancement Committee must be a member of the Eagle Board of Review and may serve as chairperson of the Board. Troop leaders from the Scout’s Troop, relatives or guardians may not serve as members of a Scout’s Eagle Board of Review. A Board of Review for Eagle may contain members of the community who are not registered Scouters; however, they should be knowledgeable of the principles of Scouting. For example, a representative from a chartering organization, an adult Eagle Scout (even if not currently registered), or a religious leader are frequently asked to assist with an Eagle Board of Review. The Scout may request an individual to be a member of his Board of Review, such as the Scout’s Eagle counselor. As a general rule, no more than one member of an Eagle Board should be associated with the Scout’s Troop.

Mechanics of a Board of Review

The Board chairperson introduces the Scout to the Board.

The Scout should be in full uniform (local or Troop custom may dictate if or how the neckerchief and/or badge sash is worn).

The Board chairperson should ask the Scout to come to attention and recite one or more of the following:

- Scout Law
- Scout Oath
- Scout Motto
- Scout Slogan
- Outdoor Code

For the lower ranks, one or two (usually the Law and Oath) should be sufficient. For higher ranks, more may be expected. One or two re-tries are acceptable, especially for younger Scouts or if the Scout appears nervous.

The Board members are invited to ask questions of the Scout (see the sections on the following pages appropriate to each rank). The questions should be open-ended, offering an opportunity for the Scout to speak about his opinions, experiences, activities and accomplishments. Avoid questions that only require a simple one or two word answer. The questions need not be restricted to Scouting topics; questions about home, church, school, work, athletics, etc. are all appropriate. The chairperson should be made aware by the Scoutmaster or a Scout's parents/guardians before a Scout's Board of Review of any "out-of-bounds" areas, e.g. if a Scout is experiencing family difficulties due to a divorce, it would be prudent to avoid questions or discussions relating to family issues.

A Board of Review should last 15 to 30 minutes, with the shorter time for the lower ranks. When all members have had an opportunity to ask their questions, the Scout is excused from the room so the Board members can consider whether the Scout is ready for the next rank. The Board's decision must be unanimous. Once the decision is made, the Scout is invited back into the room and the chairperson informs the Scout of the Board's decision. If the Scout is approved for the next rank, there are general congratulations and handshakes all around and the Scout is encouraged to continue advancing. If there are issues that prevent the Scout from advancing to the next rank, the Board must detail the precise nature of the deficiencies and the Scout must be told specifically what must be done in order to be successful at the next Board of Review. Typically, an agreement is reached as to when the Scout may return for his subsequent Board of Review. The chairperson must send a written follow up to both the Scout and the Scoutmaster about the deficiencies and the course of action needed to correct them.

Helpful Guidelines for Conducting a Board of Review

1. The following pages contain sample questions that may be used by a Board of Review. The Board will not necessarily use all of the questions but following this format will assist them in determining if a Scout is prepared for advancement and will provide a measure of consistency in Boards of Review.
2. Before the interview begins, the Board should take the time to review the Scout's Handbook and/or Advancement Application. This way they too can formulate their own questions. The Scout should be assured that what is said during the review is between the Scout and the Board and will not be repeated outside of that forum! Only information gathered during the reviews that could help improve Troop management should be shared.
3. The Board can take this opportunity to give the Scout a "once over" on his uniform. This is a chance for the Scout to show pride in his uniform and in the patches he has earned. This is not meant to be a formal uniform inspection but it should be used as another opportunity to make certain that the uniform is worn correctly. The inspection is NOT to be used as a criteria for passing the Board of Review.
4. There is no right or wrong answer to any of the questions. They are a tool. The Troop Committee's first responsibility is to make certain that the Scout understands what he has achieved with his pending rank advancement and the additional responsibilities that the Scout will assume as he grows within the Troop. One of the greatest needs of boys is confidence, and advancing helps build Scouts confidence. The Board should want the Scout to walk away from the review knowing what he has achieved is something very worthwhile. Make the Board of Review a pleasant experience for him and the Board.
5. The Board of Review is not just a question and answer period. The Board does not re-test the candidate. Rather, the Board should attempt to determine the Scout's attitude and his acceptance of Scouting's ideals. A discussion of the Scout Oath and Law is in keeping with the purpose of the review, to make certain that the candidate recognizes and understand the value of Scouting in his home, Troop, school and community. The Board should remember that the Scout advancing to Tenderfoot or Second Class will not have the same kind of answers as a Scout trying to advance to the rank of Life or Eagle. During the review, each member of the Board must form a judgement concerning the Scout's qualifications.
 - Has the Scout accomplished the tasks that are required? (This is not a review of the requirements but of the experience the Scout had in completing the tasks.)
 - What sort of experience is the Scout having in the Troop and within his Patrol?
 - Is the Scout ready for advancement and the responsibilities that come with it?
 - Where does the Scout plan to go from here? Encourage him to verbally set goals.

6. If the Scout is not actively participating in his review or appears to have little or no interest in the questions being asked, the Board has the authority to inform the Scout that he will need to come back at a later date when he is truly prepared. If the Scout does not pass the Board of Review for any reason, the Board is required to specify to the Scout exactly why he did not pass and must list explicit reasonably obtainable goals for the Scout to pass. A written list of those goals should be given to the Scout and the Committee Chair at the conclusion of the Board of Review.

7. Advancement accommodates three aims in Scouting:

- Participating citizenship;
- Growth in moral strength and character; and
- Mental and physical development.

There are four steps to advancement in Scouting:

- The Scout learns by DOING;
- The Scout is tested (Troop Policies and Procedures);
- The Scout is reviewed (Board of Review);
- The Scout is recognized (Court of Honor).

8. General practice is to make every reasonable consideration for the Scout, provided the requirements as stated in the Scout Handbook are completed to the satisfaction of a trained leader or senior Scout (as defined in the Troop Policies and Procedures).

Tenderfoot Rank

This is the Scout's first experience with a Board of Review. The process may require some explanation on the part of the Board of Review chairperson.

The first few questions in the Board of Review should be simple. The Board of Review should try to gain a sense of how the Scout is fitting in to the Troop, and the Scout's level of enjoyment of the Troop and Patrol activities.

Encourage advancement to Second Class. Point out that the Scout may have already completed many of the requirements for Second Class.

The approximate time for this Board of Review should be 15-20 minutes.

Sample Questions:

1. When did you join our Troop?
2. How many Troop meetings have you attended in the last two months?
3. What did you do at your last patrol meeting?
4. Tell us about your last Troop campout.
5. How would the first aid skills you must know for Tenderfoot help on a campout?
6. Where did you learn how to fold the American flag? Tell us about your first experience with this skill.
7. How would you avoid poison oak (poison ivy, sumac)?
8. Where did you go on your hike? How did you choose the location?
9. If you were on a hike and got lost, what would you do?
10. Why do we whip or fuse the ends of a rope?
11. What is the "Buddy System" that we use in Scouting? When do we use it?
12. Why do you think there are physical fitness requirements (push-ups, pull-ups, etc.), and a retest after 30 days, for the Tenderfoot rank?
13. What does it mean to a Tenderfoot Scout to "Be Prepared"?
14. Do you feel that you have done your best to complete the requirements for Tenderfoot? Why?
15. What "good turn" have you done today?
16. Please give us an example of how you obey the Scout Law at home (school, church)?
17. What do you like best about our Troop?
18. What does it mean for a Scout to be "Kind"?
19. Do you have any special plans for this summer? The Holidays?
20. When do you plan to have the requirements completed for 2nd Class?

Second Class Rank

This is the Scout's second Board of Review. The process should be familiar, unless it has been some time since the Board of Review for Tenderfoot.

Questions should focus on the use of the Scout skills learned for this rank, without retesting the skills. The Board should try to perceive how the Scout's Patrol is functioning and how this Scout is functioning within his Patrol.

Encourage work on the remaining requirements for First Class; many of the easier ones may have already been completed.

The approximate time for this Board of Review should be 15-20 minutes.

Sample Questions:

1. How many patrol meetings have you attended in the last 3 months?
2. What did your patrol do at its last meeting?
3. Tell us about a service project in which you participated.
4. Where did you go on your last Troop campout? Did you have a good time? Why?
5. Why is it important to be able to identify animals found in your community?
6. Tell us about the flag ceremony in which you participated.
7. What is in your personal first aid kit?
8. What have you learned about handling woods tools (axes, saws, etc.)?
9. How are a map of the area and a compass useful on a campout?
10. Have you ever done more than one "good turn" in a day? Ask for details.
11. Have you earned any merit badges?
 - If "Yes": Which ones? Why did you choose them? Who was your counselor?
 - If "No": Encourage getting started, and suggest one or two of the easier ones.
12. Did you attend summer camp with our Troop last summer?
 - If "Yes": What was your best (worst) experience at summer camp?
 - If "No": Why not?
13. Do you plan to attend summer camp with our Troop next summer?
 - If "Yes": What are you looking forward to doing at summer camp?
 - If "No": Why not?
14. What suggestions do you have for improving our Troop?
15. How do you help out at home, church, school?
16. What class in school is most challenging for you? Why?
17. One of the requirements for Tenderfoot is to participate in a program regarding drug, alcohol and tobacco abuse. Tell us about the program in which you participated.
18. How is it possible to live the Scout Oath and Law in your daily life?
19. What does it mean to say, "A Scout is Trustworthy"?
20. When do you expect to complete the requirements for First Class?

First Class Rank

By this point the Scout should be comfortable with the Board of Review process.

The Scout should be praised for his accomplishment in achieving First Class (particularly if he joined Boy Scouts less than a year ago). In achieving the rank of First Class, the Scout should feel an additional sense of responsibility to the troop and to his patrol.

The First Class rank will produce additional opportunities for the Scout (Order of the Arrow, leadership, etc.).

Merit badges will begin to play a role in future advancement to the Star and Life ranks. Encourage merit badge work if it has not already begun.

The approximate time for this Board of Review should be 20 minutes.

Sample Questions:

1. On average, how many Troop meetings do you attend each month?
2. What part of Troop meetings are most rewarding to you?
3. What is the Scout Slogan? What does it mean for a First Class Scout?
4. Tell us about your last campout with the Troop. Where did you go? How did you help with meal preparation? Did you have a good time? (If "No", why not?)
5. If you were in charge of planning and preparing a dinner for your next campout, what would you select?
6. As a First Class Scout, what do you think the Star, Life, and Eagle Scouts will expect from you on an outing?
7. Does your family do any camping? What have you learned in Scouts, that you have been able to share with your family to improve their camping experiences?
8. Why do you think that swimming is emphasized in Scouting?
9. Why is it important for you to know how to transport a person who has a broken leg?
10. Why is it important for you to be able to recognize local plant life?
11. What did you learn about using a compass while completing the orienteering requirement?
12. What does it mean to say, "A Scout is Courteous"?
13. Why are merit badges a part of Scouting?
14. How frequently do you attend religious services? Does your whole family attend?
15. What is your most favorite part of Scouting? Least favorite?
16. How does a Scout fulfill his "Duty to Country"?
17. How do you define "Scout Spirit"?
18. What is the Order of the Arrow? What is the primary function of OA?
19. Who was Lord Baden-Powell?
20. When do you think you might be ready for Star Scout?

Star Rank

With the Star rank, emphasis is placed upon service to others, merit badges, and leadership. Scout skills remain an important element for the Star Scout; however, the emphasis should be on teaching other Scouts these skills.

Explore how the Star scout can assist with leading his patrol and troop. Attempt to understand how the Scouting philosophy is becoming part of the Scout's life.

Often the Star rank is a place where Scouts "stall out". Encourage the Scout to remain active, and participate fully in his patrol and troop. If the Scout appears to be looking for additional opportunities, suggest leadership positions such as Den Chief or Troop Guide.

The approximate time for this Board of Review should be 20 minutes.

Sample Questions:

1. How many Troop outings have you attended in the last three months?
2. Tell us about the last service project in which you participated.
3. What does it mean for a Star Scout to "Be Prepared" on a daily basis?
4. How have the Scout skills that you have learned helped you in a non-Scouting activity?
5. How many merit badges have you earned? What was the most difficult (fun, challenging, expensive, etc.)?
6. Which is more important: Becoming a Star Scout, or learning the skills prescribed for a Star Scout?
7. Why do you think a Scoutmaster's Conference is required for advancement in rank?
8. What is the most important part of a Troop Court of Honor? Why?
9. What leadership positions have you held outside of your patrol? What challenges did they present? What are your personal leadership goals and objectives?
10. How would you get a Scout to do an unpleasant task?
11. What extracurricular activities do you participate in at school?
12. What responsibilities do you have at home?
13. What is our "Duty to God"?
14. What does it mean to say "A Scout is Loyal"?
15. How are the Scout Oath and Law part of your daily life?
16. What is the Outdoor Code? Why is it important?
17. Have you received any special awards or accomplishments in school, athletics, or church?
18. When do you plan on achieving the Life rank?

Life Rank

The Life rank is the final rank before Eagle. The Life Scout should be fully participating in the Troop, with emphasis being placed on leadership in the Troop as well as teaching skills and leadership to the younger Scouts. Merit badge work should be a regular part of the Scout's career. Scouting values and concepts should be an integral part of the Scout's daily life. At this point, the Scout is starting to "give back to Scouting" through leadership, training of other Scouts, recruiting, keeping Scouts active in the program, etc. Explore suggestions for improving the program.

The approximate time for this Board of Review should be 20 - 30 minutes.

Sample Questions:

1. What is the most ambitious pioneering project with which you have assisted? Where?
2. What has been your worst camping experience in Scouting?
3. How many patrol meetings has your patrol held in the last three months? How many of them have you attended?
4. Have any of the merit badges you have earned lead to hobbies or possible careers?
5. What are your hobbies?
6. Of the merit badges you have earned, which one do you think will be of greatest value to you as an adult? Why?
7. Why do you think that the three "Citizenship" merit badges are required for the Eagle Rank?
8. What is your current (most recent) leadership position within the Troop? How long have you held that position? What particular challenges does it present? What is Leadership?
9. Do you have any brothers or sisters who are in Scouts (any level)? What can you do to encourage them to continue with Scouts, and to move forward along the Scouting Trail?
10. How do you choose between a school activity, a Scout activity, and a family activity?
11. Why do you think that Star and Life Scouts are required to contribute so much time to service projects? What service projects are most rewarding to you? Why?
12. Why do you think that a Board of Review is required for rank advancement?
13. How has Scouting prepared you for the future?
14. What does it mean to say, "A Scout is Reverent"?
15. What does "Scout Spirit" mean to a Life Scout?
16. Why do you think that Scouting for Food is referred to as a "National Good Turn".
17. The Scout Oath refers to "Duty to Self"; what duty do we have to ourselves?
18. In what year was Boy Scouts of America founded? [Answer: February 8, 1910 - BSA Birthday]
19. Have you begun to think about an Eagle Service Project? What are you thinking about doing? When?

Eagle Rank

The Board of Review for the Eagle rank is different from the other Boards of Review in which the Scout has participated. The members of the Board of Review are not all from his Troop Committee or the adult Troop community. Introductions are essential, and a few "break in" questions may be appropriate.

At this point, the goal is to understand the Scout's full Scouting experience, and how others can have similar meaningful Scouting experiences. Scouting principles and goals should be central to the Scout's life; look for evidence of this.

Although this is the final rank, this is not the end of the Scouting trail; "Once an Eagle, always an Eagle". Explore how this Eagle Scout will continue with Scouting activities, and continued service to his home, church, and community.

The approximate time for this Board of Review should be 30 - 50 minutes.

Sample Questions:

1. What would you suggest adding to the Scout Law (a thirteenth point)? Why?
2. What one point could be removed from the Scout Law? Why?
3. Why is it important to learn how to tie knots, and lash together poles and logs?
4. What is the difference between a "Hollywood hero" and a real hero?
5. Can you give me an example of someone who is a hero to you? (A real person, not a character in a book or movie.)
6. Why do you think that the Family Life merit badge was recently added to the list of required merit badges?
7. What camping experience have you had, that you wish every Scout could have?
8. Have you been to Philmont or a National (International) Jamboree? What was your most memorable experience there?
9. What is the role of the Senior Patrol Leader at a troop meeting (campout, summer camp)?
10. If you could change one thing to improve Scouting, what would you change?
11. What do you believe our society expects from an Eagle Scout?
12. The charge to the Eagle requires that you give back to Scouting more than Scouting has given to you. How do you propose to do that?
13. As an Eagle Scout, what can you personally do to improve your unit?
14. What will you be doing in your unit, after receiving your Eagle Rank?
15. Tell us how you selected your Eagle Service Project.
16. From your Eagle Service Project, what did you learn about managing or leading people? What are the qualities of a good leader?
17. What part of your Eagle Service Project was the most challenging? Why?
18. If you were to manage another project similar to your Eagle Service Project, what would you do differently to make the project better or easier?
19. What are your future plans (high school, college, trade school, military, career, etc.)?

20. Tell us about your family (parents, siblings, etc.). How do you help out at home?
21. What do you think is the single biggest issue facing Scouting in the future?
22. How do your friends outside of Scouting react when they learn that you are a Boy Scout? How do you think they will react when they learn that you have become an Eagle Scout?
23. Why do you think that belief in God (a supreme being) is part of the Scouting requirements?
24. How do you know when a Scout is "active" in his unit?
25. You have been in Scouting for many years, sum up all of those experiences in one word. Why?
26. What one thing have you gained from your Scoutmaster's conferences over the years?
27. How does an Eagle Scout continue to show Scout Spirit?
28. If the Scout is a member of the Order of the Arrow:

What does OA membership mean to you?
How does OA help Scouting and your unit?

29. Who brought Scouting from England to the United States? [Answer: William D. Boyce]
30. [Traditional last questions] Why should this Board of Review approve your request for the Eagle Rank? or Why should you be an Eagle Scout?

Eagle Palms

Eagle Palms are awarded for continued leadership and skills development (merit badges) after the Eagle Rank has been earned.

The purpose of this Board of Review is to ensure that the Eagle Scout remains active within the unit, contributes to the leadership of the unit, and assists with the growth of the other Scouts within the unit.

The approximate time for this Board of Review should be 15 minutes.

Sample Questions:

1. As an Eagle, have the Scout Oath and Law gained new meaning for you? How?
2. Why is it important to developing and identify leadership? How do you do this?
3. Since earning your Eagle, what merit badges have you earned?
4. Since earning your Eagle (last Palm), in what service projects have you participated?
5. How do you plan to continue your involvement with Scouting?
6. What would you say to a Life Scout who is only minimally active within his unit, and who does not seem motivated to continue along the Scouting Trail?
7. If a Life Scout was having difficulty selecting an Eagle Service Project, what would you suggest to him?
8. What is the primary role of the Scoutmaster?
9. How have you begun to "... give back to Scouting more than Scouting has given to you".
10. In what year was the first World Jamboree held? [Answer: 1920]