Troop 28 Board of Review Workbook

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Part 1-Board of Review Background

# Purpose and Timeliness of Boards of Review

After a Scout has completed the requirements for any rank or **Eagle Palm**, he appears before a board of review. Its purpose is to determine the quality of his experience and decide whether he has fulfilled the requirements for the rank. If so, the board ***not*** only approves his advancement or **Palm** but also encourages him to continue the quest for the next rank or **Palm**. Because the board of review date becomes the effective advancement date, boards should be scheduled promptly as Scouts are ready or set up on a regular basis that assures Scouts are **not** delayed in beginning time-oriented requirements for the next rank.

## Boards of Review Must Be Granted When Requirements Are Met

A Scout shall ***not*** be denied this opportunity. When he believes he has completed all the requirements for a rank, including a Scoutmaster conference, a board of review must be granted. Scoutmasters—or councils or districts in the case of the **Eagle Scout** rank—for example, do ***not*** have authority to expect a boy to request or organize one, or to "defer" him, or to ask him to perform beyond the requirements in order to be granted one. In a case where there is concern the Scout has ***not*** fulfilled the requirements for a rank as written, it is appropriate to advise the young man that he might ***not*** pass the board and to make suggestions about what he might do to improve his chances for success. It is, however, the Scout's decision to go ahead with a board of review or ***not***.

## Composition of the Board of Review

A board of review must consist of no fewer than three members and no more than six, all of whom must be at least 21 years of age. Unit leaders and assistants shall ***not*** serve on a board of review for a Scout in their own unit. Parents or guardians shall ***not*** serve on a board for their son. The candidate or his parent(s) or guardian(s) shall have no part in selecting any board of review members.

Except in disputed circumstances as ***not***ed in "Initiating **Eagle Scout** Board of Review Under Disputed Circumstances," the Scout or his parents or guardians shall ***not*** be responsible for requesting that a board take place.

## Wearing the Uniform—or Neat in Appearance

It is preferred a Scout be in full field uniform for any board of review. He should wear as much of it as he owns, and it should be as correct as possible, with the badges worn properly. It may be the uniform as the members of his troop, team, crew, or ship wear it. If wearing all or part of the uniform is impractical for whatever reason, the candidate should be clean and neat in his appearance and dressed appropriately, according to his means, for the milestone marked by the occasion. Regardless of unit, district, or council expectations or rules, boards of review shall ***not*** reject candidates solely for reasons related to uniforming or attire, as long as they are dressed to the above description. Candidates shall ***not*** be required to purchase uniforming or clothing such as coats and ties to participate in a board of review.

# Conducting the Board of Review

Most adults would admit to nervousness if told they were to appear before a "board of review." Imagine how a boy must feel. A certain level of formality and meaningful questioning should exist, but it is important that the atmosphere be relaxed and that the review is conducted with the **Scout Law** in mind. It may help if the unit leader introduces the candidate, and if a few minutes are spent getting acquainted.

The unit leader may remain in the room, but only to observe, ***not*** to participate unless called upon. The number of "observers" at a board of review should otherwise be minimized. The members of the board of review, however, have the authority to exclude the unit leader or any other observers if they believe their presence will inhibit open and forthright discussion.

The Scout's parents, relatives, or guardians should ***not*** be in attendance in any capacity—***not*** as members of the board, as observers, or even as the unit leader. Their presence can change the discussion dynamics. In cases where parents or guardians insist on attending a board of review, they should be counseled that their presence can change how their son addresses questions, and that the opportunity to further self-reliance and courage maybe lessened. However, if parents or guardians insist on being present, they must be permitted to attend as observers. For Scouts with special needs, see scouting.org.

In situations where—before a board is held—one or more members are of an opinion the Scout should be rejected, they should discuss their reasoning with the unit leader or others who know the Scout. Generally, a unit leader is closer to the youth; he or she may be able to present a different perspective and prevent an uncomfortable or unfair scenario.

The BSA discourages mock or practice boards of review. "Practice" reviews may imply that board members will ask predetermined questions or that the board of review is anticipated to be other than a positive experience. Instead, the advancement committee should aim for unrehearsed, spontaneous answers revealing character, citizenship, and personal fitness at the boards of review.

## Not a Retest or "Examination"

Though one reason for a board of review is to help assure the Scout did what he was supposed to do to meet the requirements, ***it shall become neither a retest or "examination," nor a challenge of his knowledge***. In most cases it should, instead, be a celebration of accomplishment. Remember, it is more about the journey. A badge recognizes what a young man has done toward achieving the primary goal of personal growth. It is thus more about the learning experience than it is about the specific skills learned.

A Scout must ***not*** be rejected at a board of review for reasons unrelated to advancement requirements. For example, he must ***not*** be rejected just because he did ***not*** bring his Boy Scout Handbook with him or because he was tardy for a board of review, but the reason for his tardiness may certainly be a topic for discussion.

## What Should Be Discussed

During the review, board members may refer to the Boy Scout Handbook, Boy Scout Requirements book, Scoutmaster Handbook, and other such references. The Troop Committee Guidebook has examples of appropriate questions. A Scout may be asked where he learned his skills and who taught him, and what he gained from fulfilling selected requirements. The answers will reveal what he did for his rank. It can be determined, then, if this was what he was supposed to do. Discussion of how he has lived the Scout Oath and **Scout Law** in his home, unit, school, and community should be included. We must remember, however, that though we have high expectations for our members, as for ourselves, we do ***not*** insist on perfection. A positive attitude is most important, and that a young man accepts Scouting's ideals and sets and meets good standards in his **Life**.

A board of review may be conducted posthumously if all the requirements were met prior to the Scout's death.

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A board is ***not*** required to record "minutes," but it is a good idea. Any such ***not***es must remain confidential to the members of the board or to administrators with a need to know. They may be used in preparing a follow-up letter, should a Scout be turned down, and they can be helpful in an appeal process. In any case, once a review or appeal is completed, all ***not***es must be destroyed.

## How Boards Can Lead to Program Improvement

Periodic reviews of members' progress can provide a measure of unit effectiveness. A unit might uncover ways to increase the educational value of its outings, or how to strengthen administration of national advancement procedures. For example, if it is discovered troop leaders are ***not*** assuring that all requirements have been met before Scouts present themselves for the board of review, then process improvements can be recommended. Aboard can also help by considering the style of leadership best suited to current circumstances and ways to adjust it to different needs. ***Not***e that boards of review may also be held for Scouts who are ***not*** advancing. Much can be learned from them, as well.

## Board Members Must Agree Unanimously on Decisions to Approve

After the board of review the Scout is asked to wait outside the room or out of hearing range while the board deliberates. To approve awarding a rank or **Palm**, the board must agree unanimously. Every effort should be made to deliberate with careful consideration of each member's perspective, and in sufficient detail as to avoid factual misunderstanding. It is appropriate to call the candidate back if additional questions may provide clarification. Still, if any member dissents, the decision can***not*** be for approval. In the case of such disagreement, the Scout shall ***not*** be informed about the specifics of the conversations or any arguments taking place. He is told ***only*** how he can improve.

## After the Review

If the members agree a Scout is ready to advance, he is called in and congratulated. The board of review date—***not*** that of a subsequent court of honor—becomes the rank's effective date.

If a board does ***not*** approve, the candidate must be so informed and told what he can do to improve. Most Scouts accept responsibility for their behavior or for ***not*** completing requirements properly. If it is thought that a Scout, before his 18th birthday, can benefit from an opportunity to properly complete the requirements, the board may adjourn and reconvene at a later date. If the candidate agrees to this, then if possible, the same members should reassemble. If he does ***not*** agree, then the board must make its decision at that point. In any case, a follow-up letter must be promptly sent to a Scout who is turned down. It must include actions advised that may lead to advancement, and also an explanation of appeal procedures. The council must keep a copy of the letter.

After any board of review, the unit leader is informed of the decision.

# Tenderfoot through Life Ranks (or Palms)

The preceding applies to boards of review for all ranks, but there are a few differences for the ranks other than Eagle, and for **Eagle Palm**s:

1. The board is made up of three to six unit committee members—no more and no less. In units with fewer than three registered committee members available to serve, it is permissible to use knowledgeable parents(***not*** those of the candidate) or other adults (registered or ***not***) who are at least 21 years of age and who understand Boy Scouting's aims. *Using unregistered adults for boards of review must be the exception, not the rule.* Registered committee members familiar with the unit program, who have had a background check, and who are **Youth Protection** trained are preferred. Scheduling boards of review when and where committee members can attend usually alleviates the problem of ***not*** having enough committee members for a board.
2. One member serves as chair. The unit committee decides how he or she is chosen. The chair conducts review meetings according to BSA procedures and reports results to the unit advancement coordinator.
3. The location should be comfortable, such as the unit meeting place, a camp, or a leader's home.
4. The review should take approximately 15 minutes, but ***not*** longer than 30 minutes.
5. Ranks and **Palm**s ***shall not*** be presented until the signed advancement report is submitted to the local council.
6. If a Scout is to be reviewed for more than one rank (**Tenderfoot**, Second Class, or First Class), each rank should have a separate board of review. While these boards may be conducted on the same date, it is preferred—if feasible—that different members be involved on the boards to give the young man an enhanced experience and an opportunity to interact with a variety of adults.

Part 2-Eagle Scout Specifics

## Particulars for the Eagle Scout Rank

The particulars below pertain only to the **Eagle Scout** rank.

1. Council advancement committees must determine—and make known—method(s) for conducting **Eagle Scout** boards of review: whether unit committees or the council or district advancement committees administer them, and also how board chair persons are selected.
2. If conducted at the unit level, at least one district or council representative must serve as a member. If the unit requests it, more than one may do so.
3. There shall be no fewer than three and no more than six members, all at least 21 years old. They need ***not*** be on an advancement committee or registered with the **Boy Scouts of America**, but they must have an understanding of the rank and the purpose and importance of the review.
4. A board of review shall ***not*** occur until after the local council has verified the application.
5. The chair works with all involved parties to schedule the date, time, and place. Eagle boards are often held in more formal settings than a home or troop meeting site.
6. A board of review must ***not*** be denied or postponed due to unresponsive references.
7. If a unit leader or unit committee chair fails to approve an application, the candidate is still granted aboard of review, but the lack of approval may be considered in the decision.
8. To go over the application, references, and service project workbook, members should convene at least 30 minutes before the scheduled board of review.
9. Eagle boards generally last 30 minutes or somewhat longer. This is the highest rank a Scout may achieve; there should be a discussion of his successes, experiences, and future plans, but rarely should one last longer than 45 minutes.
10. An Eagle candidate may have only one board of review (though it may be adjourned and reconvened).Subsequent action falls under the appeals process.
11. The **Eagle Scout** medal or patch must ***not*** be sold or otherwise provided to any unit or to the Scout, nor should the court of honor be scheduled until after the certificate is received at the council service center from the national Advancement Team.

An **Eagle Scout** board of review shall ***not*** be denied or postponed due to unresponsive references.

## Eagle Scout Board of Review beyond the 18th Birthday

1. An **Eagle Scout** board of review may occur, without special approval, within three months after a Scout's 18th birthday. If a board of review is to be held three to six months afterward, the local council must pre approve it. To initiate approval, the candidate, his parent or guardian, the unit leader, or a unit committee member attaches to the application a statement explaining the delay.
2. To hold a board beyond six months after the 18th birthday, the candidate, his parent or guardian, the unit leader, or a unit committee member must petition the national Advancement Team for authority to do so. The request must explain the reason for the delay, and it must be processed through the local council and sent to the national Advancement Team with a copy of the application. A position statement from the Scout executive, designee, or council advancement committee must be included.
3. It is possible for those who completed the requirements for the **Eagle Scout** rank in their youth, but never received it, to obtain credentials necessary for acquiring it. If a board of review was ***not*** held, and the individual met the BSA membership eligibility rules in effect at the time, then a board of review may be requested. In any case, all requirements must have been completed before age 18. Using the Belated **Eagle Scout** application evidence of completion must be submitted to the national Advancement Team through the local council where the individual resides. An **Eagle Scout** Rank Application signed at the time work was finished can serve as evidence of requirements such as active participation, Scout spirit, or positions of responsibility. Blue cards, advancement reports, or troop records may be used for merit badges. Because of their availability on the Internet, actual merit badges or sashes are ***not*** normally accepted. Only when documentation is verified as complete and compelling shall credentials be released or permission granted for aboard of review. Requirements in effect at the time of membership are used, but regardless the practices of the day, all must have been accomplished by age 18.

# Initiating Eagle Scout Board of Review under Disputed Circumstances

A board of review under disputed circumstances is available only for the **Eagle Scout** rank. It is held at the district or council level. Volunteers from the candidate's unit are ***not*** involved. It is indicated when a unit leader or committee chair does ***not*** sign the application, if a unit leader (Scoutmaster) conference is denied, if it is thought a unit will ***not*** provide a fair hearing, or if the unit leader or project beneficiary refuses to sign final approval for what might be considered a satisfactorily completed service project. The process outlined below, fore board of review under disputed circumstances, also applies in councils where Eagle boards of review a real ready held at the council or district level.

If a unit leader or committee chair does ***not*** agree a Scout has met the requirements, then before a board of review is held, he or she should confer with the Scout and his parents and come to an understanding of all viewpoints. Guidance should also be sought from the district or council advancement chair to assure expectations are ***not*** more than are actually required. If the leader or chair remains unconvinced, then they may deny approval of the **Eagle Scout** Rank Application. In this case, the application is returned to the Scout or his parent or guardian, who may then choose to request a board of review under disputed circumstances.

In any case, if a Scout or his parent or guardian has legitimate concern that a unit can***not*** deliver a fair hearing, one of them may write a letter explaining the reasons and request a board of review under disputed circumstances. The letter is attached to the completed **Eagle Scout** application and sent with the service project workbook to the council service center. The council advancement chair or staff advisor, or other designated volunteer or professional, should ***not***ify the unit leader or unit committee chair that the request has been received, and then guide the process through the council or district advancement committee according to local practices. After the board has met, the unit leader or unit committee chair should be informed of the decision.

It should be rare that a council or district would deny a request for a board of review under disputed circumstances. However, the request may be denied if it is deemed frivolous, or any concerns about the unit's inability to deliver a fair hearing are deemed invalid. In that case, the initial board of review must be held according to local council practices (***not*** under disputed circumstances).If that board decides ***not*** to approve, the Scout may appeal the decision.

Procedures for a board of review under disputed circumstances, including the option for the Scout or his parent or guardian to appeal the decision, are the same as for any **Eagle Scout** board. The members should be well versed in related policies and organized in advance so they can research background and facts. Written statements or telephone interview summaries must be obtained from the unit leader, knowledgeable committee members, a representative of the service project beneficiary (if applicable), and others familiar with the case. Every effort should be made to have balanced representation. Only review-board members and administrators with a need to know may see the evidence. The review is like any other for Eagle, but with extra attention to the concerns at issue. Afterward, all statements, summaries, or ***not***es are sent to the council and then destroyed once any appeal efforts are concluded. ***Not***e that in councils where Eagle boards of review are already held at the council or district level, the time and effort put into researching the background and facts maybe the only real difference from a typical board of review.

If a board of review under disputed circumstances approves a candidate, his application goes through the process as outlined under "The **Eagle Scout** Rank Application Process". The board must attach a letter to the application indicating it may be processed without the signature of the unit leader or unit committee chair, the date of the Scoutmaster conference if it had been denied, or the date of the final Eagle service project signature if that was at issue.

Part 3-Appealling a Board of Review Decision

# Appealing a Decision

Adverse decisions for **Star** and **Life** ranks can be appealed to the local council. Should this occur, the national Advancement Team is available for advice only? Adverse decisions for **Tenderfoot**, Second Class, First Class, and **Eagle Palm**s are ***not*** appealable. The National Council reviews appeals only for the **Eagle Scout** rank.

All interviews, deliberations, conversations, and related details in summaries and statements are kept confidential to appeals board members and those assigned oversight, such as the designated appeals coordinator or staff advisor. Others' knowledge should be limited to overview information as required for reports to advancement committees.

If a board of review or a board of review under disputed circumstances does ***not*** recommend a candidate for rank advancement, only the Scout or his parent or guardian may appeal the decision to the local council.

## Filing and Processing an Appeal

1. The Scout should have received communication from the board of review advising actions that could lead to advancement and explaining appeal procedures. If this was ***not*** received, the Scout or his parent or guardian should contact the council advancement chair, staff advisor for advancement, or the Scout executive to request it. To initiate the appeal, the Scout or his parent or guardian prepares a letter ***not***ifying the local council of the appeal. It should detail the reasons it is believed the Scout met all the requirements and should ***not*** have been denied. The letter is sent to the council service center, to the attention of the council advancement committee. The communication from the board of review mentioned above should be attached.
2. To assure all appeal requests are handled consistently throughout the council, they are first routed to the council advancement committee.
3. The council advancement committee, through its chair or a designated member or its staff advisor, coordinates the appeals process. This designated appeals coordinator's primary role is to get the paperwork in the right place and orient and guide those who will hear the appeal.
4. The council-designated appeals coordinator routes a copy of the request to the district or council advancement committee according to local practices. It is recommended that appeals of a unit decision go to the district, and those elevated from a district go to the council. This allows an additional step before the national Advancement Team is involved.
5. For appeals heard by a district, the district advancement chair and district staff advisor (usually the district executive) must agree on appeal-board members. The council advancement chair and staff advisor have the authority to approve them (or to call for different members) should they believe this action will lead to more equitable appeals consideration.
6. If the appeal is to be heard by the council, then the council advancement chair and staff advisor must agree on appeal-board members.
7. There shall be an odd number of appeal-board members—either three or five. A board chair may be one of these voting members, or serve additionally with no vote. All must be objective volunteers with thorough knowledge of advancement and appeals procedures. The council-designated appeals coordinator may be present and provide advice. No other guests, including the candidate's parents or guardians, are allowed. If the Scout is being interviewed, and the parents insist on attending with him.
8. An appeal board is ***not*** a***not***her board of review. It focuses only on the issues that brought about rejection at the lower level(s). A majority is sufficient for a decision.
9. If an appeal is rejected at the district level, the Scout or his parent or guardian may appeal to the council advancement committee.
10. If a council-level **Eagle Scout** board of review or appeal board rejects a candidate, then he or his parent or guardian may appeal through the local council to the national Advancement Team.
11. A decision at any level that finds in favor of a Scout shall be final. Units, districts, and councils are ***not*** allowed to appeal them. Similarly, decisions for rejection delivered through the national Advancement Team are final. For rulings in favor of a Scout, the date of the original board—***not*** the appeal board—is the effective date of advancement.

## Appeal Board Must Research the Case

To allow time to research background and facts, appeal-board members must be organized in advance. Written statements or telephone interview summaries are obtained from those with pertinent knowledge of the case. These individuals might include the unit leader and assistants, parent(s) or guardian(s), unit committee members, and, as applicable, a representative of the chartered organization or Eagle service project beneficiary. Every effort should be made to have balanced representation. Only appeal-board members and administrators with a need to know may see the evidence. If a face-to-face meeting with the Scout is impractical, extra care should be taken to collect information from his perspective. After the meeting, any ***not***es are filed with the council and destroyed once the appeal is resolved. A written report setting out the details of the appeal and the reasons for the decision shall be prepared and forwarded to the council Scout executive. A copy is sent to the Scout who brought the appeal.

Appeals to be forwarded to the national Advancement Team are processed through the local council. A designated appeals coordinator combines, into a packet, the **Eagle Scout** application and service project workbook (if at issue); all letters, statements, and interview summaries; and any reports or minutes from the original board of review and appeal board(s) held. The packet is covered by a letter from the Scout executive (***not*** designee) briefly summarizing the facts and stating the council's position.

Part 4-Board of Review Process

# Mechanics of a Board of Review:

## Order of Operations

1. The Scout is introduced to the board by the Chairperson of the board.
2. The Scout should be in full uniform (local or unit custom may dictate regarding neckerchief and badge sash).
3. The chairman of the Board of Review should ask the Scout to come to attention, and recite one or more of the following:  
    \* The **Scout Law**   
    \* The Scout Oath   
    \* The Scout Motto   
    \* The Scout Slogan   
    \* The Outdoor Code
4. 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 appropriate, especially for younger Scouts, or if the Scout appears nervous.
5. The board members are invited to ask questions of the Scout (see the sections 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 which only require a simple one or two word answer. If an answers is too brief, follow up with a, "Why?" or, "How can that be done?" to expand the answer. The questions need ***not*** be restricted to Scouting topics; questions regarding home, church, school, work, athletics, etc. Are all appropriate. The Chairperson should be made aware of any "out-of-bounds" areas; these should be communicated to the board before the Board of Review begins (e.g., if a Scout is experiencing family difficulties due to a divorce, it would be prudent to avoid family issues.)
6. The time for a Board of Review should be from 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. The board members then 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 which prevent the Scout from advancing to the next rank, the board must detail the precise nature of the deficiencies. 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, regarding the deficiencies and the course of action needed to correct them.

## Mechanics of a Board of Review for Eagle Rank

The mechanics of a Board of Review for Eagle are similar to all other Boards of Review, except that a Board of Review for Eagle is more in depth, and might last as long as 45 minutes to an hour. Additionally, the **Eagle Scout** Rank Application, Letters of Recommendation (minimum of 3) and Eagle Project ***Not***ebook must be present and reviewed by the board. Questions about these documents are appropriate, but the letters of recommendation are for the board's use only; any comments or questions about them should ***not*** reveal who wrote the letters. The letters are retained by the District Advancement Chairperson, and are never given to the Scout. After the application has been approved by National Eagle Board of Review and returned to the local council (typically 4-6 weeks), the letters of recommendation are destroyed.

## The Nature of the Questions:

On the following pages are typical Board of Review questions for each rank. The questions for the lower ranks are simpler and generally deal with factual information about the Scout's participation in his unit, and his approach to applying the skills he has learned toward earning the next rank. The questions for the higher ranks are less factual, and generally seek to aid understanding of how Scouting is becoming an integral part of the Scout's **Life**. Remember: it is ***not*** the point of a Board of Review to retest the Scout. However, questions like, "Where did you learn about ..." or "Why do you think it is important for a [rank] Scout to have this skill?" are valid.

If a Scout appears nervous or anxious about the Board of Review, it might be appropriate to ask one or two questions from the list for a lower rank, to help "break the ice" and establish some rapport. In general, within a rank, the questions are arranged from "easiest" to "most difficult".

For each rank, there is a question about advancing to the next rank. The purpose of this question is to encourage advancement, but it should ***not*** be asked in a way that pressures the Scout. [***Not***e: If the Board of Review is for the **Life** rank, and the Scout is at or near his 17th birthday, some pressure towards Eagle may be in order. At the very least, be certain that the Scout realizes that his time is running out.]

For higher ranks, there is a question from The Boy Scout Handbook about basic Scouting history.

For Order of the Arrow members, there are questions about the role of OA within Scouting.

More questions are provided than can typically be accommodated in the time suggested. The Board of Review will need to select the questions which are appropriate for the particular Scout and his experiences.

These questions are intended to only serve as a guide. Units should freely add to, or remove from, these lists as they feel appropriate.

## What Every Scout Should Know

Scout Oath:  
 On my honor I will do my best  
 To do my duty to God and my country  
 and to obey the **Scout Law**;  
 To help other people at all times;  
 To keep myself physically strong,  
 mentally awake, and morally straight.

Scout Law:  
 A Scout is   
 Trustworthy,  
 Loyal,  
 Helpful,  
 Friendly,  
 Courteous,  
 Kind,  
 Obedient,  
 Cheerful,  
 Thrifty,  
 Brave,  
 Clean,  
 and Reverent.

Scout Motto:  
 Be Prepared.

Scout Slogan:  
 Do a good turn daily.

Outdoor Code:  
 As an American, I will do my best to --  
 Be clean in my outdoor manners,  
 be careful with fire,  
 be considerate in the outdoors, and  
 be conservation-minded.

Part 5-Sample Questions per Rank

|  |  |
| --- | --- |
|  | 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 **2nd Class**. Point out that the Scout may have already completed many of the requirements for **2nd 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**?
21. What do you like best about Scouting?
22. What do you dislike about Scouting?
23. What do you think is the most fun part of Scouting?
24. What kinds of tents have you used? Which is your favorite? Why?
25. What work have you done towards your Second Class rank?

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|  | 2nd 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 these skills. The Board of Review 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 **1st 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 **Star**ted, 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 **1st Class**?
21. If you could change one thing about your patrol what would it be?
22. What can you do to make your patrol better?
23. What type of outings do you prefer? Why?
24. What is the longest hike you have taken? Where? How was it?
25. What would your patrol think about earning the Baden-Powell Patrol **Star**?

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|  | 1st 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 **1st Class** (particularly if he joined Boy Scouts less than a year ago). In achieving the rank of **1st Class**, the Scout should feel an additional sense of responsibility to the troop and to his patrol.  The **1st 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 **1st 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 **1st Class** Scout, what do you think the **Star**, **Life**, and **Eagle Scout**s 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. 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?
21. What is your favorite part of the **Scout Law**? Why?
22. What are the parts of the Safe Swim Defense?
23. What does it mean to become a First Class Scout/
24. What would you tell a 6th grade boy who asked you about Scouting?
25. What is your favorite camp food?

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|  | 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. If the Scout is a member of the Order of the Arrow: When did you complete your "Ordeal", "Brotherhood"? What does membership in the OA signify?
18. Have you received any special awards or accomplishments in school, athletics, or church?
19. Baden-Powell's first Scout outing was located on an island off the coast of Great Britain; what was the name of that island? [Answer: Brownsea Island]
20. When do you plan on achieving the **Life** rank?
21. What is your favorite point of the **Scout Law**. Why is it important for other people to live by?
22. What can you do to make your troop better?
23. How has being a Scout changed your **Life**?
24. Look at the First Class Badge. What are the parts and what do they represent?
25. What leadership style is usually the most effective?

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|  | 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 unit, 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 **Star**ting 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. If the Scout is a member of OA: What role does OA play in Scouting? What honor do you hold in OA? What is the difference between Scout "ranks" and OA "honors"?
19. In what year was **Boy Scouts of America** founded? [Answer: February 8, 1910 - BSA Birthday]
20. Have you begun to think about an Eagle Service Project? What are you thinking about doing? When?
21. What would you say to a Scout who really wanted the position you were just elected to fill?
22. Recite the **Scout Law**. Pick a point and explain what it means. Then I’ll pick one.
23. What is the hardest thing a new Scout has to learn about the patrol method? At what stage in your Scouting advancement were your when you learned this.
24. What would you do if a***not***her Scout brought cigarettes on a campout?
25. What is your favorite part of the **Scout Law**. What do you do to live it?

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|  | 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. 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 k***not***s, 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 a***not***her 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. 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**?
31. How many people in and out of scouting helped you get this far? Think about it for a moment before you answer. --- (Hundreds of thousands. Former scouts people who put the merit badge books together, Scouts local and international, camp staffs, and others.)
32. What part of your Scouting career makes you the most proud? The least proud?
33. How have you contributed to the troop?
34. Looking back on your Scouting career. What one thing would you change and why?
35. Once you have earned your Eagle, what are your plans for Scouting?

# Eagle Palms

**Eagle Palm**s 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]

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