

The Troop Board of Review

A guide for the troop board of review
in conducting progress reviews.

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NOTE: Decisions about the style used in this publication are based on the *Stylebook and Briefing on Media Law* of the Associated Press, 35th edition, 2000.

HOW A SCOUT ADVANCES

A Scout advances from the rank of Scout to the rank of Eagle by doing things with his troop and patrol, his troop leaders, his peers, and on his own. The Scout's advancement depends on the Scout taking part in a series of experiences in SCOUT SPIRIT, SCOUT PARTICIPATION, And SCOUT SKILLS. He gains these experiences through his patrol meeting and troop meetings, while hiking or camping, through his service to others, and in his everyday life. Yes, it is easy for a Scout to advance – if the troop provides advancement opportunities for him.

1. The Scout learns – in meetings, on hikes, and while camping, at school and church, and on his own.
2. The Scout is tested – in a natural way, as successful completion of each experience is demonstrated.
3. The Scout is reviewed – to ascertain whether he has a well-rounded growth and has met the requirements.
4. The Scout receives recognition – for the satisfaction that it gives to any Scout who has done something worthwhile.

If the troop delays or denies any one of these opportunities, or takes the “life” and adventure out of them by making them routine or prosaic, it may easily destroy the young man's interest in his purposeful progress in Scouting.

THE TROOP BOARD OF REVIEW

I. THE PURPOSE

The purpose of the Board of Review is to establish the experience in the memory of the Scout and to verify that all the requirements have been met. **The board shall in no way give the impression that this is a retest.** It is important to get the Scout talking about his experiences in Scouting, his family life, his community life and his church life. There shall be no questions to trip the Scout up.

The board members **DO NOT RETEST** the Scout. They ask questions to get the Scout to explain his Scout experiences. In other words the Scout reviews the personal events leading to his attaining the rank of Tenderfoot, Second Class, First Class, Star, Life, and Eagle.

The Board should encourage the Scout to advance to the succeeding ranks.

II. PERSONNEL FOR THE BOARD OF REVIEW

The board of review is made up of members of the troop committee. It should have at least three to five members for the ranks of Tenderfoot to Life Scout. For Eagle there should be a minimum of five people. Either the advancement chairman or the committee chairman should head up the board.

For the ranks of Tenderfoot to Life, the board should have a chairman and two committee members or parents who have been instructed about the proper way to do a board of review. For the rank of Eagle, the board of review should consist of a chairman, three members of the committee and a member of the district advancement committee.

Some people who could be invited to sit on boards of review would be the troop's commissioner, chartered organization representative and members of the district advancement committee. People who should not sit on boards of review are the scoutmaster, assistant scoutmaster, anyone related to the Scout and the Scout's parents or guardians.

III. BOARD OF REVIEW CHAIRMAN'S AND MEMBERS' JOBS

The chairman has one of the most important jobs in a board of review. He is responsible for explaining to other committee members or the parents how to conduct a board of review. The chairman should meet with the members of the board and go over their questions for the Scout who is to be reviewed before he enters the room. The chairman should also make sure the committee understands such terms as leadership, living the Scout Oath and Scout Law in everyday life (Scout spirit), and the meaning of the word “participation.”

It is the chairman's job to make sure that the Scout is in proper uniform (Scout shirt, pants, neckerchief and slide), that he has his Scout handbook, pencil or pen and notebook and that everything is signed off in the Scout's handbook. If the chairman thinks that the Scout is not in the proper attire, the chairman should not proceed with the board of review.

The members of the board of review are to interpret how the Scout is functioning in the troop and on a whole from the Scout's answers to how the troop is functioning. They should be totally impartial in their feeling for the Scout and or his family. Problems often arise when the committee members know the family of the Scout and are afraid to deny the Scout advancement because they do not want to upset their friends. Also the board of review should not enter into an agreement with the Scout that it will give the Scout his rank, even though he does

deserve it, on the basis that at his next board of review he will be more prepared. This gives the Scout a sense that even if he is not prepared the board of review will pass him again.

The responsibility for the Scout completing his requirements for rank belongs to the scoutmaster and his assistance scoutmaster, not the board of review. If the scoutmaster signs off the Scout's book and signs off the scoutmaster's conference, then the responsibility for the Scout completing his requirements belongs to the scoutmaster. If the board has determined that the Scout has not completed his requirements the whole troop committee should look at the entire program to see where the shortcoming is and how to correct the problem.

IV. MECHANICS OF A BOARD OF REVIEW

The Scout is to be introduced to the board by a unit representative of the troop. The introduction should be short, but should characterize the unit leadership as viewed by the Scout.

The Scout should be in full uniform. (The merit badge sash is recommended and the OA sash cannot be worn at the same time.) He may bring any awards or commendations he has received including religious, school, or community.

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

One or two retries are appropriate, especially for a younger Scout, or if the Scout appears nervous.

The board members are invited to ask questions of the Scout (see the section 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. The questions need not be restricted to Scouting topics. Questions regarding home, school, work, or athletics are appropriate. The chairman 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 the Scout is experiencing family difficulties, it would be prudent to avoid family issues).

When all members have had an opportunity to ask questions, the Scout is excused from the room. The board members should consider whether or not 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 chairman 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. Then the Scout is encouraged to continue advancing. If there are issues preventing 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 he must do 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 chairman must send a written follow-up letter to both the Scout and the scoutmaster, regarding the deficiencies and the course of action needed to correct them.

V. MECHANICS OF A BOARD OF REVIEW FOR EAGLE

The board of review for Eagle is similar to all other boards of review, except that boards of review for Eagle are more in-depth. In addition to reviewing the Scout, the board must also review the application, letters of recommendation (minimum of three), and the Scout's Eagle project and notebook. Questions about these documents are appropriate.

The Scout should be in full uniform.

The committee chairman introduces the Scout to the board.

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

The Board members are invited to ask questions of the Scout (See the section appropriate to Eagle Scout). These questions should be open-ended and an opportunity for the Scout to speak about his opinions, experiences, activities, and accomplishments. These questions need not be restricted to Scouting topics. Questions regarding home, church, work, school, and athletics are typical. The chairman 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 the Scout is experiencing family difficulties, it would be prudent to avoid family issues).

After the review, the Eagle Scout candidate should leave the room while the board members discuss the acceptability of the candidate as an Eagle Scout. Because of the importance of the Eagle Scout award, the decision of the board of review must be unanimous. If the candidate meets the requirements, he is asked to return and is informed that he will receive the board's recommendation for the Eagle award. Immediately after the board of review, and after the application has been appropri-

application is transmitted to the council service center.

If the candidate is found unacceptable, he is asked to return to the room and is informed of the reason for his failure. A discussion should be held with him as to how to meet the requirements within a given period. Should the applicant disagree with the decision, the appeal procedures should be explained to him. A follow-up letter must be sent to the Scout confirming the agreement reached on the actions necessary for the advancement. If the Scout chooses to appeal, he should be provided the name and address of the person to contact.

SUGGESTED QUESTIONS FOR

A BOARD OF REVIEW

for the ranks of

Tenderfoot to Eagle and

Eagle palms



Tenderfoot Rank

This is the Scout's first experience with a board of review. The process may require some explanation by the board of review chairman.

The board of review consists of three to six members of the troop committee. The troop advancement chairman typically acts as the chairman of the board of review. Relatives or guardians may not serve on boards of review. Unit leaders (scoutmaster, assistant scoutmaster, Varsity advisor) should not participate in a board of review.

The first few questions during the board of review should be simple. The board of review should try to gain a sense of how the Scout is fitting into the troop, and the Scout's level of enjoyment in the troop and patrol activities.

The approximate time for this board of review should be 15 minutes with a maximum of 20 minutes.

The board of review should encourage advancement to Second Class. Point out that the Scout may already have completed many of the requirements for Second Class.

Tenderfoot board of review questions

Scout participation

1. When did you join the troop?
2. How many troop meetings have you attended?
3. Does your patrol have meetings? (if yes) What did you do at your last patrol meeting?
4. Tell us about the last camp-out you went on with your troop?
5. How can you strengthen your troop and patrol?
6. What was the last hike you went on with your troop?
7. What's one thing that you dislike about Scouting?

Scout spirit

1. What is the Scout Oath and the Scout Law?
2. How does the Scout Law affect your daily life?
3. What does it mean to "Do a good turn daily"?
4. What are the three duties in the Scout Law?
5. What have you done to live up to the Scout Slogan, "Do a good turn daily"?
6. Do you think you have completed the rank requirements for Tenderfoot to the best of your abilities?

Scout skills

1. What is the buddy system?
2. What first aid skills have you learned?
3. Why do you whip the ends of a rope?

4. Why do you think the physical fitness requirement (10a) is one of the requirements for Tenderfoot rank?
5. When and where did you learn to fold the American flag?
6. What part did you play in your patrol in your first camp-out?
7. How would you avoid poison ivy, poison sumac, or poison oak?

General questions

1. What do you think can be done to improve your troop?
2. What do you like most about your troop?
3. What do you like least?
4. What do you think was the most enjoyable part?
5. What are your goals in Scouting?
6. Do you like the scoutmaster? Why or why not?



Second Class Rank

This is the Scout's second board of review. The process should be familiar, unless it has been awhile since his board of review for Tenderfoot.

The board of review consists of three to six members of the troop committee. The troop advancement chairman typically acts as the chairman of the board of review. Relatives or guardians may not serve on boards of review. Unit Leaders (scoutmaster, assistant scoutmaster, Varsity advisor) should not participate in a board of review.

Questions should focus on the use of 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 the Scout is functioning within the patrol.

The approximate time for this board of review should be 15 minutes with the maximum of 20 minutes. The board of review should encourage work on the remaining requirements for First Class; many of the easier ones may have already been completed.

Second Class board of review questions

Scout participation

1. How many troop meetings have you attended in the last two months?
2. What have you done at your patrol meetings?
3. In what service projects did you take part?
4. Where did you go on your last troop camp-out? Did you have fun?
5. Did you take your first aid kit along?
6. What ways do you participate in your school,

school, community and church?

7. What were your five troop or patrol activities?

Scout spirit

1. What does "On my honor" mean to you?
2. Do you ever do more than one good turn daily?
3. What does "A Scout is trustworthy" mean to you?
4. How has Scouting changed your life?
5. Are you proud of your accomplishments so far in Scouting?

Scout skills

1. What did you put in your first aid kit?
2. Why is it important to be able to identify animals in your neighborhood?
3. In what flag ceremonies have you participate?
4. What would you do in case of an emergency not involving yourself?
5. On your last camp-out what did you do to help the troop prepare and what did you do to prepare the food?
6. What have you learned from camping with your troop that you can share with your family when it goes camping?
7. What is tinder?

General questions

1. Does your family camp?
2. What merit badges have you earned, if any? (If none, encourage the Scout to get started).
3. Did you attend summer camp with your troop? Did you enjoy it?
4. How can you help out at home and school?
5. What suggestions do you have for improving your troop?
6. When do you expect to complete the requirements for First Class?



First Class Rank

By this time the Scout should be comfortable with the board of review.

The board of review consists of three to six members of the troop committee. The troop advancement chairman typically acts as the chairman of the board of review. Relatives or guardians may not serve on boards of review. Unit leaders (scoutmaster, assistant scoutmaster, Varsity advisor) should not participate in a board of review.

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 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 the future advancement to Star, Life and Eagle ranks. The board of review should encourage merit badge work if it has not already begun.

The length of time for the board of review should be 20 minutes with the maximum of 25 minutes.

First Class board of review questions

Scout participation

1. Since becoming a Second Class Scout what have you done in the area of personal belongings?
2. On an average how many troop meetings do you attend?
3. What part of a troop meeting is the most rewarding to you?
4. What is your favorite part of Scouting?
5. Have you earned any merit badges yet? Why are they important in Scouting?
6. If you were in charge of preparing a dinner at camp what would you make?
7. Tell us about your last camp-out.

Scout spirit

1. What is the Scout Slogan and what does it mean to you?
2. What effects has the Scout Law had on your life?
3. What is the First Class Scout's duty to God?
4. What does it mean to say "A Scout is courteous"?
5. How do you define Scout spirit?

Scout skills

1. Why is good nourishment important?
2. Why do you think swimming is emphasized in Scouting?
3. Is it important to be able to identify plants in your area? Explain.
4. Have you had to use any of the first aid skills that you learned in Scouting?
5. Is it important for a First Class Scout to recognize the five most common signs of a heart attack?
6. What did you make as your camp gadget? What knots and lashings did you use?
7. With whom did you visit to discuss your Constitutional rights? What did you learn?

General questions

1. Have you learned any skills that would make camping with your family more enjoyable?
2. Is it important to keep food stored properly?
3. What do you think Star, Life, and Eagle Scouts expect from you as a First Class Scout ?
4. How frequently do you attend church services?
5. What is the Order of the Arrow?
6. Who is Lord Baden-Powell?
7. When do you think you'll be ready for Star Scout?



Star Rank

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

The board of review consists of three to six members of the troop committee. The troop advancement chairman typically acts as the chairman of the board of review. Relatives or guardians may not serve on boards of review. Unit leaders (scoutmaster, assistant scoutmaster, Varsity advisor) should not participate in a board of review.

The board of review should 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. The board of review should 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 with a maximum of 25 minutes.

Star Scout board of review questions

Scout participation

1. Why do you come to Scout functions?
2. What leadership positions have you held since becoming a First class Scout?
3. Did you enjoy these positions? Tell about your favorite one.
4. Tell us about the service projects in which you have participated.
5. Why do you think a scoutmaster conference is required for rank advancement?
6. In what extracurricular activities do you participate?

Scout skills

1. What merit badges have you completed?
2. Which one did you enjoy the most?
3. Which one did you enjoy the least?
4. How do you get a younger Scout to do an unpleasant task?
5. Has anything that you have learned in Scouting helped you do a task around your house?
6. What is the Outdoor Code?
7. What have you liked or disliked about the merit badge program?

Scout spirit

1. What should "A Scout is loyal" mean to a Star Scout?
2. What is duty to God?
3. How are the Scout Oath and the Scout Law part of your everyday life?
4. What have you done for Scouting in return for what it has done for you?
5. What do you think is expected from a Star Scout?
6. Do you always do your best in everything you do?

General questions

1. How do you like school?
2. Who is your favorite teacher?
3. What is your favorite subject in school?
4. Have you received any special awards or accomplishments from your school or church?
5. Lord 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.
6. When do you plan on becoming a Life Scout?



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 younger Scouts.

The board of review consists of three to six members of the troop committee. The troop advancement chairman typically acts as the chairman of the board of review. Relatives or guardians may not serve on boards of review. Unit leaders (scoutmaster, assistant scoutmaster, Varsity advisor) should not participate in a board of review.

Merit badges 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.

The board of review should explore suggestions for improving the program. The appropriate length of time for this board of review should be 20 minutes with a maximum of 30 minutes.

Life Scout board of review questions

Scout participation

1. How often do you attend troop meetings and camp-outs?
2. In what have you participated at (Pick one: home, school, church, community) since becoming a Star Scout?
3. What position of responsibility do you have in the troop?
4. In what service projects have you participated since becoming a Star Scout?
5. How do you choose between school, church, family, and Scouting activities?
6. Why do you think a Life Scout should devote so much time to Scout skills and service projects?

Scout skills

1. What merit badges have you completed to earn Life Scout?
2. Why do you think it is important to earn the three citizenship merit badges?
3. What possible hobby or career interests have you developed because of the merit badge program?
4. What are some of your hobbies?
5. In your leadership position what are some of the challenges you face and how do you deal with them?

Scout spirit

1. What does Scout spirit mean to you?
2. What does it mean to say “A Scout is reverent?”
3. The Scout Oath refers to duty to self. What duty do you have to yourself?
4. Do you want to become an Eagle Scout? Why?
5. What have you done in your troop to qualify for Scout spirit?

General questions

1. Do you have a sister or brother in Scouting?
2. If so, do you encourage them and help them along the Scouting trail?
3. Of all the merit badges that you have earned so far,

which one has the greatest value to you?

4. Why do you think that a board of review is required for advancement?
5. Do you belong to the Order of the Arrow? What is your classification (Ordeal, Brotherhood, or Vigil)?
6. When was Scouting founded? ANSWER: Feb. 8, 1910.
7. Have you thought about your Eagle project? What are considering doing for it?



Eagle Rank

The board of review for Eagle is different from 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 breaks during the board of review may be appropriate.

The board of review for an Eagle candidate is composed of at least three members and no more than six members. These members must be 21 years old or older and must have an understanding of the importance and purpose of the Eagle board of review. Parents or guardians may not sit on the board of review. Unit leaders (scoutmaster, assistant scoutmaster) may not sit on the Eagle board of review. The scoutmaster can be there to clarify any question that the Scout does not understand, but he may not answer or coach the candidate.

The contents of the board of review are confidential and the proceedings are not to be disclosed to any person who is not a member of the board of review.

The goals of the board of review

- A. The board determines that the Eagle project was successfully carried out.
 1. Did the candidate demonstrate leadership?
 2. Did the Scout direct the project himself, rather than do all the work or allow someone else to direct the project?
 3. Was the project of value to the institution, school, or community group?
 4. Whom from the benefitting group may we contact to verify the value of the project?
 5. Did the project follow the plan or were modifications necessary to complete it?
 6. What did the candidate learn from making modifications?
- B. The board should be assured of the candidate's participation in and understanding of the Scouting program.
- C. A thorough discussion of his successes and experiences in Scouting must take place.

At this point, the goal is to understand the Scout's full Scouting experience, and how others can

meaningful Scout experiences. Scouting principles and goals are central to the Scout's life.

Eagle board of review questions

General questions

1. How are things going in school?
2. What is your favorite class?
3. What is new in your family life?
4. In what school activities do you participate?
5. In what sports do you participate?
6. How do the values learned in sports relate to your Scouting experience?
7. Who do you think is the person most responsible for your completing the ranks and requirements for Eagle Scout?

Scout spirit

1. If you were to eliminate one of the 12 points of the Scout Law which one would you eliminate and why?
2. What is the most important point of the Scout Law to you and why?
3. What does Scout spirit mean to you?
4. How do you live by the Scout Oath and the Scout Law?
5. What does duty to God mean to you?
6. What are your plans for continuing in Scouting?
7. How do you help others at all times?
8. What does "A Scout is reverent" mean to you?
9. What does the Scout Slogan "Do a good turn daily" mean to you?
10. What can you do to help a younger Scout along the trail to Eagle?

Scout participation

1. How long have you been in Scouting?
2. What were your most enjoyable experiences camping in Scouting?
3. Have you attended any other camp-outs or camps without your troop? What were they?
4. What would you like to tell us about your outdoor experiences in Scouting?
5. What leadership positions have you held in the last six months to help fulfill the requirements of leadership for Eagle?
6. Have you been to a high adventure camp? Describe your experience there.
7. Have you earned any merit badges that might lead to a career?
8. How would you handle a discipline problem in your troop?

9. Have you enjoyed earning most of your merit badges?
10. What changes would you make in your troop?

Scout skills

1. What changes would you make in the merit badge program?
2. What are some of your greater strengths?
3. What are some of your greater weaknesses?
4. What makes your troop operate so well?
5. Do you believe that you have lived up to your growth agreement with your scoutmaster?
6. In the leadership positions that you have held in Scouting, do you think that you have done your best at each position?
7. If not what would you have done differently?
8. Have you helped any younger Scouts start any merit badges?
9. How would you pass on a skill learned from a merit badge to a younger Scout?

Eagle project

1. Who benefitted from your Eagle project?
2. How did you find out about the need for your project?
3. After you received approval for your project, did you have to modify it?
4. What did you learn from this project?
5. Whom did you get involved to help you with your project? (Scouts, adults, people in your community)?
6. Did you have problems directing adults during your project?
7. In what ways do you think you showed leadership in your project?
8. Every Scout feels that his project is special. How do you feel that your project was special?
9. Will the benefit of your project be short- or long-lasting?
10. Thirty years from now, when someone asks you about your Eagle project, what do you think will stand out in your mind?

General questions II

1. Why do you want to be an Eagle Scout?
2. Do you think that being an Eagle Scout will change you in any way?
3. What are your plans for the future?
4. Will earning Eagle help you with those plans?
5. Do you think your teachers all expect more

5. Do you think your teachers all expect more of you if you become an Eagle Scout?
6. What do you think should be expected from an Eagle Scout?
7. What responsibility comes with the Eagle rank?
8. What are your long-term plans for Scouting?
9. Do you plan continuing on to earn Eagle palms?
10. What expectations do you have for yourself if you become an Eagle Scout?



Eagle Palms

Eagle palms are awarded for continuing 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 his unit, contributes to the leadership of the unit, and assists with the growth of other Scouts within his unit.

The board of review consists of three to six members of the troop committee. The troop advancement chairman typically acts as the chairman of the board of review. Relatives or guardians may not serve on boards of review. Unit leaders (scoutmaster, assistant scoutmaster, Varsity advisor) should not participate in a board of review.

The approximate time for the board of review should be 15 minutes.

Eagle palms boards of review questions

1. Have the Scout Oath and the Scout Law taken on new meaning for you as an Eagle Scout?
2. Why is it important to develop leadership and how do you do this?
3. Since earning Eagle what merit badges have you earned?
4. (if earning a second or more palms) In what service projects have you been involved since earning your last palm?
5. How do you plan to continue your development in Scouting?
6. What would you say to a Life Scout who is only minimally active in Scouting?
7. If a Life Scout were having trouble selecting an Eagle project what would you suggest to him?
8. What is the primary role of the scoutmaster?
9. How have you given back to Scouting more than Scouting has given to you?
10. When was the first World Jamboree? ANSWER: 1920.