

Annawon Council

Boy Scouts of America

A Guide to Conducting Boards of Review



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Example Boards of Review (BOR)

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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 unit.
- To encourage the Scout to progress further.

Additionally, the Board of Review provides "quality control" on advancement within the unit, it provides an opportunity for the Scout to develop and practice those skills needed in a interview situation, and it is an opportunity for the Scout 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 chairman of the Board of Review should ensure that all the requirements have been "signed off" in the Scout's handbook. Additionally, the chairman should ensure that leadership and merit badge records are consistent with the requirements for the rank.


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



Composition of a Board of Review:

For all ranks (except Eagle) and Eagle palms, the Board of Review consists of three to six members of the Troop Committee. The Troop Advancement Chairperson typically acts as the chairperson of the Board of Review. Relatives or guardians may not serve as members of a Scout's Board of Review. Unit leaders (Scoutmaster, Assistant Scoutmasters, Varsity Coach, Post Advisor, etc.) should not participate in a Board of Review unless absolutely necessary.

For the rank of Eagle, the Board of Review consists of three to six members drawn from Scouting and the community. The members of the Board of Review are selected by the District Advancement Committee; at least one member of the District Advancement Committee must be a member of the Board of Review for Eagle, and serves as chairperson of the Board of Review. Unit leaders from the Scout's unit, relatives, or guardians may not serve as members of a Scout's Board of Review for Eagle. 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. As a general rule, no more than one member of an Eagle Board should be associated with the Scout's unit. 




Mechanics of a Board of Review:

The Scout is introduced to the board by the Chairperson of the board.


The Scout should be in full uniform (local or unit custom may dictate regarding neckerchief and badge sash).

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.)

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 hand shakes 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 Notebook 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. (Note: 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**
- **Scout Law**
- **Scout Motto**
- **Scout Slogan**
- **Outdoor Code**



Reminders for the 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 these questions, but following this format will assist them in determining if a Scout is prepared for advancement.
2. Before the interview begins the Board should take the time to review the Scout's handbook; 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! Information gathered during the reviews should be used to help improve Troop management.
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. This inspection is NOT to be used as criteria for passing the Board of Review.
4. There is not a 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 (in advancing the Scout builds that confidence). You want the Scout to walk away from the Board knowing what he has achieved is

something very worth while. Make it 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 understands the value of Scouting in his home, unit, 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 judgment 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 experiences the scout had in completing these tasks.}
 - What sort of experience is he having in the Troop and within his Patrol?
 - Is he ready for advancement and the responsibilities that come with it?
 - Where does he 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 is obligated 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. The Board must list explicit reasonably obtainable goals for the Scout to pass. A written copy of these goals should be given to the Scout and the Committee Chairman at the conclusion of the Board.
7. Advancement accommodates three (3) aims in Scouting:
 - participating citizenship
 - growth in moral strength and character
 - and mental and physical development.

There are four (4) steps to advancement in Scouting:

- The Boy 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 Boy Scout Handbook are completed to the satisfaction of a Trained Scout Leader.



Tenderfoot Rank



I am the Tenderfoot. My three points stand for the three parts of the Scout Oath. You find me on the mariners compass, forever pointing the way to the north star and a safe journey in life. On my face are two stars representing truth and knowledge, a shield which is the emblem of a nation molded together in justice, and an eagle to guard the freedom of my land.

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. Do you know how to 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?

Another View to Conduct a BOR.



Personal Data

1. When did you join the Troop?
2. What grade are you in? What school?
3. What hobbies do you have?

4. Why did you join Boy Scouts?

What Do You Think

1. How do you live the Scout Oath and Law in your daily life? If you find it a challenge how do you overcome it?
2. What is a good turn? What good turns have you done lately?
3. What troop outings have you attended? What do you think of them?
4. What does "On My Honor" mean to you?
5. What do you think people expect from you as a Boy Scout?

Teamwork

1. Have you been able to make it to most of the troop meetings so far?
2. What is the name of your patrol? Do you have a flag?
3. Do you feel that you and your patrol are getting along?
4. Is there anything you would like to see changed in the patrol or troop meetings?

The Big Picture

1. What do you like best about Scouting?
2. How (or how not) has Scouting been what you thought it would be?
3. Have you taken part in any recent service projects? Which ones?
4. What are your long term plans in scouting?
5. What are your plans for Second Class?

Do you have any questions or concerns of us, your board?



Second Class Rank



I am the Second Class. The ends of my scroll are turned up in the willing smile of the Scout. On my face is our motto "Be Prepared" and suspended from me is the knot tied there to remind you of the slogan of the Boy Scouts of America, "Do a Good Turn Daily".

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 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 1st Class?

Another View to Conduct a BOR.



Personal Data

1. How old are you?
2. Do your friends at school know you're in Scouts?
3. Do you ever take the time and just talk with members of your family? If so, who?
4. Do you have a hero? If so, who and why?

What Do You Think

1. In the Scout Oath, what does "I will do my best" mean to you?
2. Do you ever do more than one Good Turn Daily? What kinds?
3. What point of the Scout Law is the most important to you? Why?
4. Do you have a favorite youth or adult leader? If so, what makes that person a good leader?
5. The Scout Motto is "Be Prepared". What does it mean to you?
6. What do you think it means to be a Second Class Scout? What should people expect of you?

Teamwork

1. What did you do for you one (1) hour of service required for Second Class? What did you think of the project? What other service have you done?
2. What type of service projects would you like to work on?
3. Does your patrol have patrol meetings? Do you find them helpful? Is there something the troop can do to help your patrol have productive patrol meetings?
4. Is there any part of the patrol program that you would like changed? How would you make these changes? What is the benefit of these changes?

Your Progress

1. What requirement for this rank was the hardest? Easiest?
2. Have you started earning any merit badges? Which ones interest you, and why?
3. Do you have any difficulty setting goals for yourself?
4. Have you had a chance to cook outdoors? What did you like about it?
5. What outdoor skills do you like best?

The Big Picture

1. What are your plans for First Class?
2. Is there anything the troop can do to help you?
3. What are your long term plans in scouting?
4. What part of scouting interests you the most?
5. Are you enjoying Scouting? Why or Why not?
6. What is the first Patrol Leadership position you plan to run for?

Do you have any questions or concerns of us your board?



First Class Rank



I am the First Class. I was tenderfoot and I laid my course by the stars of truth and knowledge and girded myself with the righteousness of justice and freedom. I added a smile that I might be a friend to all and bound myself together with the knot of duty to others.

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 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. What is your most favorite part of Scouting? Least favorite?
15. How does a Scout fulfill his "Duty to Country"?
16. How do you define "Scout Spirit"?
17. What is the Order of the Arrow? What is the primary function of OA?
18. Do you know who Lord Baden-Powell was?
19. When do you think you might be ready for Star Scout?

Another View to Conduct a BOR.



Personal Data

1. What grade are you in?
2. What do you like about school? What is your favorite subject?
3. What do you tell your friends about the things you learn and do in Scouts?

What Do You Think

1. To you, what does it mean to "Do my duty to God"?
2. What point of the Scout Law is the hardest for you to live up to?
3. What more does "Be Prepared" mean to a First Class Scout, than to a Second Class Scout?
4. What does "On my Honor" mean to you?

Teamwork

1. How does your Patrol function as a team? What part do you take in helping your Patrol?
2. What was the last project your patrol worked on as a unit?
3. How do you apply teamwork in your home? With friends?
4. Have you had a chance to teach the younger Scouts any of your recently earned scout skills? What did you teach?
5. What do you think Shared Leadership is?

Your Progress

1. What merit badges do you have?
2. Which merit badge was the most valuable to you? Why?

3. For this rank you met with a civil employee and discussed your constitutional rights and obligations. Who did you meet with, and what (if anything) did you get from your talk?
4. What was the most challenging requirement (rank or merit badge)?
5. Do you think that your first aid knowledge will actually help you? How? Have you had an opportunity to use any of it?

The Big Picture

1. What are your plans for your progress toward Star? Do you have a goal date when you would like to make Star by?
2. If you had the opportunity to add or delete one (1) requirement for this rank, what would it be and why?
3. What effect has Scouting had on your life?
4. Do you have a long term goal for your Scouting career?

Do you have any questions or concerns of us your board?



Star Rank



I am the Star. Now that I can stand alone, I have earned the right to improve on my own. To me goes the honor of choosing my field. Before me lies the horizon of endless opportunity.

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?

Another View to Conduct a BOR.



Personal Data

1. What do you do with your spare time?
2. What other activities do you participate in? (ie. sports, music, social/religious groups, etc.)
3. How many younger siblings do you have? What sort of impression do you think you give them and others about Scouting?
4. Do you keep a small sewing kit in your backpack? Have you ever had a need to use it while on an outing (ie. tent zipper, clothes rip, massive wound, etc)?
5. Who makes sure your uniform is clean and the patches are all sewn on for you to wear?
6. How do you help out at home? Do you do it to "chip in" or earn money?

What Do You Think

1. What should the statement, "A Scout is Trustworthy" mean to a Star Scout?
2. What do you think the role of a Star Scout is in relationship to younger scouts?
3. How does the Scout Oath affect the life of a Star Scout differently than it would the life of a Tenderfoot Scout?
4. What do others have a right to expect of a Star Scout?
5. What point of the Scout Law is the most important to you? Why?
6. How do you feel that you live the Scout Oath and Law in your daily life?
7. What is the Scout Slogan? {answer: "Do a Good Turn Daily"} What type of "Good Turns" do you do?

Teamwork

1. What part do you take in the Troop Meetings? Are you a leader or a follower?
2. Do you hold a leadership position in the troop now? If so, which one and what are your responsibilities? If no, which position(s) have you held? Tell me a short story about your time as a leader.
3. What service project did you work on to earn your required hours for this rank? What was your job on the project?
4. How do you feel your patrol functions as a team?
5. Have you ever tried to instill a change (long or short term) in your patrol? What was it? How? Did you get the results you wanted?

Your Progress

1. How would you describe the change in your thinking, actions, and performance since earning First Class? Were they through conscious effort?
2. Which six (6) merit badges did you earn for this rank? Which was the most important to you? Why?
3. What was the most interesting and/or unique requirement you have had in a merit badge?
4. While working toward your Star did you learn anything that you would like to pass on to the younger Scouts? What?
5. What have you learned that might help you as an adult?

The Big Picture

1. What is your goal for reaching Life Scout?
2. What is your long term goal for Scouting?
3. What do you feel the troop can do most to help the younger Scouts so they will make it to Star and beyond?
4. If you could make one (1) change in the merit badge program (ie structure, format, add a badge). What would you do?
5. What type of career interests you? Have you looked into earning a related merit badge?

Do you have any questions or concerns of us your board?



Life Rank



I am the Life. I have shown the world that scouting is in my heart. I have mastered the knowledge of subjects that will benefit my country and my fellow man. I am ready to reach for my wings to fly.

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 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. 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?

Another View to Conduct a BOR.



Personal Data

1. How are you doing in school? What do you like the most about it?
2. Do you feel it took you a long time to get here?

What Do You Think

1. How does Scouting influence your interactions with people?
2. Have you ever felt you had to defend yourself because someone knew you are in Scouts?
3. Outside of Scouting, tell me about a time when you have had to be a leader. How did it make you feel afterward?
4. Other than your parents, who do you think has influence your life the most? Why? Who's life do you think you have the most influence over? Why?
5. Name one thing you hate doing, but you do it anyway because you know it will please someone. How do you feel afterward?
6. What does "A Scout is Brave" mean to a Life Scout?
7. In this fast paced time of great stress, what should "Be Prepared" mean to a Life Scout?
8. How can you personally help keep up the Scout Spirit in the Troop?
9. What does "Duty to God" mean to a Life Scout? How do you fulfill your duty?
10. What should others be able to expect from you as a Life Scout?
11. What does "On My Honor" mean to you?
12. What is the most difficult part of the Scout Oath and Law for you to live up to in your daily life? How do you overcome it?

Teamwork

1. How many outings have you been on in the last year? Which did you like the most and why?
2. What have you done since becoming a Star Scout, in caring out additional responsibilities in the Troop? Patrol?
3. Which service projects did you work on for the rank of Life? What did you do?
4. What do you like most about the Patrol Method? Least?
5. What role do you play in your Patrol?
6. What is "Shared Leadership"? How do you see it in your Patrol and in the Troop?
7. What do you think is the most important skill for a leader? Why?

Your Progress

1. What additional merit badges did you earn for Life?
2. What was the most difficult merit badge for you to earn? How often did you meet with your counselor on that one?
3. Which merit badge did you enjoy the most? Why?
4. What was the most important thing you learned while working toward Life Scout?
5. Who helps you or coaches you in preparing for merit badges?
6. Which merit badges are you working on now?
7. Have you found any merit badges that you think are too hard for scouts to earn? Which ones? What makes them so difficult?

8. What leadership position did you hold for this rank? What was your biggest challenge? How did you handle it? What, if any, leadership position would you be most interested in holding?

The Big Picture

1. Have you thought about what you will need to do for Eagle?
2. What do you think you can do to help younger Scouts?
3. Which scouting skill do you like the most? Why? Least? Why?
4. What do you think about the Order of the Arrow program?
5. Is the Troop's Outdoor Program adequate to develop skills and maintain the interest of the Scouts? What changes would you make?

Do you have any questions or concerns for us your board?



Eagle Scout



I am the Eagle. It has been a long hard--but wonderful -- road. I have mastered my goal. With deep humility I now stand as a representative of the best that scouting can accomplish in the lives of boys. May I now pass on to my younger brothers a portion of my knowledge.

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 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?

Another View to Conduct a BOR.



Personal Data

1. What is your full name?
2. How old are you?
3. With whom do you live?
4. What do you do to make your home a pleasant place to live?
5. Who do you feel is responsible for you being before us today?
6. What are your hobbies? What do you do in your spare time?
7. What do you consider to be your strongest attribute? Why?
8. What do you consider to be your greatest weakness? What are you doing to overcome this weakness?
9. How does Scouting influence your interactions with people?
10. How are you different now, then when you joined Scouting?
11. Have you ever entered into a competition that you knew you would win "hands-down", only to come out second in the end? Any competition, sports...band...individual events. How did you handle it?
12. If you had the opportunity to meet and talk for an hour with any person in the world (alive or dead)... who would it be and what would you ask that person?

What Do You Think

{Please stand, give the Scout Sign, and SLOWLY recite the Scout Oath and Law... as you do contemplate each point carefully}

1. Of the twelve (12) points in the Scout Law, which one (1) is the most important to you? Why?

2. Let's say BSA decided to shorten the Scout Law, and you had to eliminate one (1) of the twelve (12) points. Which would you eliminate and why? If you could, what would you replace that point with?
3. What is "Honor"? What does it mean when you say "On My Honor"?
4. What does "A Scout is Reverent" mean to you?
5. What does it mean to be an Eagle Scout? What burdens and responsibilities come with being Eagle? Once an Eagle... An Eagle for life...Are you prepared for this?
6. What is an Eagle Scout's duty to his country?
7. How do you feel that becoming an Eagle might affect your life?
8. What constitutes a "Good Turn" for you? Tell me about a Good Turn you've done recently.
9. How do you keep yourself "Mentally Awake"? "Morally Straight"?

Teamwork

1. Have you been carrying any additional responsibilities in the Troop since you became Life? What have you done? How did you go about it?
2. What strengths and weaknesses have you noticed in the various Patrols? What would you suggest to correct the weaknesses?
3. What do you think of the Patrol Method? How has the Troop performed in giving the Patrols the support they need?
4. How can the Troop improve on it's training of youth leaders?
5. How do you see your role in the Troop changing after becoming an Eagle?

Your Progress

1. Now that you have at least 21 merit badges, do you think that any one you have earned might lead you into a life's career? Which one?
2. What was the hardest merit badge for you to complete? Why was it so hard? Could the Troop have helped you to make it any easier? Should the Troop have helped you?
3. What do you think you can pass on to the younger Scouts in the Troop? Have you ever thought of looking into becoming a Junior Assistant Scoutmaster (JASM) or as an adult an Assistant Scoutmaster (ASM)?
4. If a Tenderfoot asked you for help in working on a merit badge, would you help him, send him to someone else, or tell him to concentrate on the skills needed for Second Class? Why would you advise him this way?
5. In the different Scouting leadership positions you have held, do you feel that you did your best at all times to make that job operate the best that you could? If not, what would you do differently?

The Eagle Project

1. Tell me a little about your Eagle Project.
2. Did you have any difficulty planning your project? How did you chose your project?

3. How did you demonstrate Leadership during your project?
4. What problems did you encounter, and how did you overcome them?
5. What help did you require in completing your project?
6. What suggestions do you have for other eagle candidates looking to start the Eagle Project process?

The Big Picture

1. What do you consider to be the purpose of the merit badge program?
2. Do you think Scouting has more positive points, or negative points? Why?
3. What is your most memorable Scouting experience?
4. Have you ever felt that any one person (youth or adult) epitomized leadership? What made this person such a strong role model for leadership?
5. If you could send one message to every Scout, what would it be?
6. If for any reason this Board were not to pass you today, what would you do? Assuming you pass, where will you go from here?

Do you have any questions or concerns of us your board?



More Questions

EAGLE SCOUT BOARD OF REVIEW QUESTIONS

This suggested list of questions is an idea sparkler. It is not intended that you use these questions in total or in the order listed.

1. What unit are you registered in?
2. How old are you?
3. With whom do you live?
4. What do you do to make your home a happy place to live?
5. Who do you feel is responsible for your being before us today?
6. Was the personal interview with your Scoutmaster of help to you?

7. What school do you attend?
8. What subjects interest you the most?
9. Do you participate in any school activities!
10. What do you do in your spare time outside of Scouting?
11. How do you earn your spending money?
12. What religious activities do you participate in?
13. Do you hold any offices in religious activities?
14. Are you working on the religious award of your faith?
15. What does "A Scout is Reverent" mean to you?
16. What do you consider is your greatest weakness?
17. What are you doing to overcome this weakness?
18. What do you consider your greatest strength?
19. Are you able to share this strength?
20. Are you able to analyze your own shortcomings?
21. What do you plan for your future after your schooling and Scouting days are over?
22. Suppose you had a very good friend on drugs and you just found out about it. What would you do to help him?
23. If you make Eagle, you will get your picture in the paper. How will you respond to the different types of remarks and comments you will receive?
24. What do you consider the purpose of the merit badge program?
25. What badge interested you the most and why?
26. Which badge was the hardest for you to earn and why?
27. Which badges were you least interested in?

28. What further responsibilities does the earning of 21 merit badges, especially the required badges, place upon you as a citizen?
29. Why do you want to be an Eagle Scout?
30. Why did you become a Scout?
31. What do your friends say about you being a Boy Scout?
32. Not counting your troop camping trips, what is the best thing you have done as a Scout?
33. What does the Scout "Good Turn" mean to you?
34. Do you feel that becoming an Eagle Scout puts any obligation upon your future?
35. What is an Eagle Scout's duty to his country?
36. What place in society should an Eagle Scout assume after you are finished with school and are out of Scouting?
37. As an adult, what position should you, as an Eagle, assume in the community?
38. Have you been carrying any additional responsibilities in your troop since becoming a Life Scout?
39. What do you do personally to make your troop a better troop?
40. What do you do to help younger Scouts along the trail?
41. Have you noticed any weaknesses in any of the patrols in your troop?
42. Have you any suggestions that might help those patrols?
43. What do you think makes your troop operate so well?
44. If you could change the merit badge program, what would you do to make it better?
45. What do you do to help younger Scouts get started on the merit badges?
46. Do you intend to earn any Eagle Palms?

47. What do you think the purpose of the merit badge program is?
48. Have any of your merit badges sparked an interest that might lead you into a career in life?
49. How do you pass on the skills you have learned in the merit badge program to help the younger boy in the troop?
50. Do you feel that the personal growth agreement plan has helped you to be able to set goals, and then try to reach those goals?
51. What type of books-do you like to read? Can you give the name or title of the last book you have read?
52. How do you keep yourself "physically strong?" "Mentally alert?"
53. Do you think that you will be able to remember the obligation of a Scout "to help others at all times" as you grow into an adult? What will help you remember this fundamental?
54. Do you feel that becoming an Eagle will change you in any way?
55. In the different Scouting leadership positions you have held, do you feel that you did your best at all times to make that job operate the best you could?
56. Do you think your teachers will expect more of you as an Eagle?
57. Did you have any difficulty planning a service project? How did you choose your project?
58. What help did you have to have in order to complete your project? Who?
59. Did your service project benefit any specific group? How?
60. Will the benefit last a long time or was it a temporary thing?
61. Do you have any suggestions for other Eagle candidates for service projects?



Eagle Board of Review Guidelines

The Board of Review for an Eagle candidate is composed of at least three but not more than six members. These members do not have to be registered in Scouting, but they must have an understanding of the importance and purpose of the Eagle Board of Review. One member serves as Chairman. Unit leaders, assistant unit leaders, relatives or guardians may not serve as members of a Scout's Board of Review. At least one District advancement representative must be a member of the Eagle Board of Review if the review is conducted at a unit level. A Scout may request a District Board of Review which will consist of members of the District Advancement Committee and/or District members who have an understanding of the importance of the Eagle Board of Review. In no case should a relative or guardian of the candidate attend the review, either as a participant or observer. 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 Board members need to convene prior to interviewing the candidate (15 to 30 minutes.) The purpose of meeting before the actual interview is to:

1. Review the prospective Eagle Scout's application.
2. Read his reference letters and other important documents.
3. Become thoroughly familiar with his service project by assessing his final report and any available pictures.
4. Review these guidelines to help formulate pertinent questions.

During this initial meeting, the Chairman makes sure everyone is introduced to one another, sees that everyone has an opportunity to review all the paperwork and determines that all understand the goals of this Board, which are:

1. The Board determines that the Eagle project was successfully carried out.
 - Did the candidate demonstrate leadership?
 - Did he indeed direct the project himself, rather than do all the work himself or allow someone else to direct the project?
 - Was the project of value to the institution, school or community group?
 - Who from the benefiting group may be contacted to verify the value of the project?

- Did the project follow the plan, or were modifications necessary to complete it - what did the candidate learn from making the modifications?

2. The Board should be assured of the candidate's participation in and understanding of the Scouting program.

3. A thorough discussion of his successes and experiences in Scouting must take place.

As the documents are making the rounds, the Chairman should add any relevant data of which he is aware. It is best if the Chairman has personally viewed the completed project - if that is not possible, a phone call to the benefiting group's representative to discuss the merits of the project will do. The following guidelines must be kept in mind during the questioning of the project:

1. The review is not an examination; the Board does not test the candidate. However, the Board should not be a "rubber stamp" approval process. Appearance of the candidate before the Eagle Board of Review does not mean automatic attainment of the Eagle Rank.
2. The Board should attempt to determine the Scout's attitude toward and acceptance of Scouting's ideals
3. The Board should make sure that good standards of performance have been met in all phases of his life.
4. A discussion of the Scout Oath and Scout Law is in keeping with the questioning.
5. Be sure the candidate recognizes and understands the value of Scouting in his home, unit, school and community.
6. The Scout should be encouraged to talk - don't ask questions answerable with a simple yes or no.

Once the Scout's Eagle Application, service project paperwork, letters of recommendation and these guidelines are reviewed, the Scoutmaster is asked to introduce the candidate to the Board (as a courtesy the Board members should stand). The Scoutmaster can be invited to remain as an observer and may be called upon to clarify a point in question. The candidate is asked to begin the Board by reciting the Scout Oath and Scout Law.

The interview process:

1. Ask him questions about his understanding and adherence to the Scout Oath and Scout Law: The Board should make sure that good standards

have been met in all phases of the Scout's life. A discussion of the Scout Oath and Scout Law is in keeping with the purpose of the review, to make sure that the candidate recognizes and understands the value of Scouting in his home, unit, school and community.

- What is the hardest point of the Scout Law for him to live by - why?
- What point of the Scout Law is the most important to him - why?
- What does "Scouting Spirit" mean to him - why?
- What do the various points of the Scout Law mean to him?
- What values has Scouting taught him that he thinks others see in him - at home, in his unit, at school and/or in the community?
- How does he live by the Scout Law and Oath?
- What do the different points of the Scout Oath mean to him?
- What does "duty to God" mean to him?
- What does "duty to Country" mean to him?
- How does he "help others at all times"?
- How does he feel about wearing his uniform in public?

2. Ask him questions about his camping experiences:

- What was his most enjoyable experience in Scouting?
- Conversely, what was his least enjoyable experience?
- How many summer camps has he attended and where?
- What did he enjoy most about his summer camp experiences?
- Has he attended any High Adventure camps (Parsons, Silver Marmot, Mountainman or Philmont) - where and what did he enjoy about them - describe the experience.
- Ask him about his outdoor experiences in Scouting - campouts, 50 milers, etc.
- Ask him what he remembers of the "Outdoor Code".
- Ask him if he has staffed any summer camps - what did he learn from the experience and what did he enjoy about the experience.

3. Ask him questions related to his Scouting experience:

- What leadership positions has he held?
- What were his responsibilities in each position?
- What leadership position does he hold now?
- Ask him what he would do if a scout refused to comply and/or ignored a valid request he made in the performance of his duties.
- Ask him about his troop's discipline policy and where he figures in it in his present leadership position.
- Ask him how he might handle "hurry-up" first aid cases.

- Ask him other questions related to merit badges he has earned (remember you are not testing him).
 - Has he earned any merit badges that will help him in his choice of occupation?
 - What merit badge did he enjoy working on the most - why?
 - Conversely, which one did he enjoy working on the least - why?
 - Ask him what changes he might make in his unit.
 - If he earns his Eagle rank tonight, what does he intend to do to repay Scouting, his unit and its leaders?
 - Who has been the most influential person in his Scouting career?
 - Is there anything Scouting did not give him that he feels could be beneficial to the program to help other young men develop?
4. Ask him pertinent questions about his project. The Board should make sure that a good standard of performance has been met.
- What group benefited from his project?
 - How did he find out about the need?
 - Ask him to walk the Board through the project from beginning to end
 1. The planning phase
 2. The organization of personnel
 3. Directing the project to completion
 - Did he have to contact any city, county or state officials for permits or to find out about ordinances, etc. - did the Citizenship in the Community Merit Badge help - how?
 - Once his project was approved, did he have to modify it - what did he learn from that experience?
 - Who did he get involved in helping him with his project - scouts, adults from his troop, members of the benefiting organization....?
 - Did he have any problems directing adults in their work - how did he feel about that?
 - In what ways does he feel he demonstrated leadership in this project?
 1. Every scouts feels his project was "special" - how is his project "special"?
 - Thirty years from now when someone else asks him what he did for his Eagle project, what will stand out in his mind - how will he answer that question?

5. Ask him about his plans for the future. The Board should attempt to determine the Scout's ideals and goals.
 - Ask him about his plans for the future - college, Armed Forces, trade school,
 - How does he feel earning Eagle will help him in those plans?
 - When he turns 18, he assumes some new responsibilities - What are they? Sign up for the draft, register to vote and responsible for his actions in the eyes of the law.
 - What should an Eagle Scout be expected to do and what responsibilities does he think come with the rank?
 - What does he plan to do in scouting in the immediate and long range future?

These are by no means the only questions that may be asked. They are merely examples to be used as a springboard to other questions and further discussion. Please do not assume that you are to ask only these questions and consider the interview complete. The interview should come to a natural conclusion as each board member runs out of questions.

There is not set length of time for an Eagle Board of Review. However, 15 minutes is probably too short and an hour is probably too long. After the review, the candidate and his unit leader 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 appropriately signed, the application is turned into the Council Service Center. A photocopy of the application should be attached to an Advancement Form and submitted to the Council Service Center as well.

If the candidate is found unacceptable, he is asked to return and told the reasons for his failure to qualify. A discussion should be held with him as to how he may 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 agreements reached on the action(s) necessary for the advancement. If the Scout chooses to appeal, provide the name and address of the person he is to contact.

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)