

Roundtable 10/3/02

Moderated by Steve Zeiler (78gator@mchsi.com)

Agenda:

Announcements:

Unofficial Pathfinder district roundtable website – Will be updated if used.

<http://78gator.home.mchsi.com/roundtable.html>

Upcoming events:

Training – 10/5/02 – Adult Leader Essentials and Position-Specific training.

Webelos Woods – 10/12-13/02 – Have you signed up with Bandit yet?

Camporall V – 10/18-20/02 – 45th JOTA, obstacle course permission slips, etc.

Roundtable – 11/7/02 – High Adventure (including travel options)

Show and Tell

Monthly program theme – **Engineering**

Scoutmaster/Committee training topic – **The Board of Review**

Guide to Safe Scouting Moment – **Automobile Transportation**

Scoutmaster's Minute – Mark Twain elementary school PTA woes

Engineering Merit Badge (one of the Professions Merit Badge Group)

Architecture

Dentistry

Engineering

Landscape

Architecture

Law

Medicine

Surveying

Veterinary Medicine

Using Boys' Life – 9/99 – “Rowing stones” – building concrete canoes.

9/02 – “Bridging the Gap” – building the perfect bridge.

Applying engineering principles to nature:

a. Can the temperature be estimated by a cricket's chirp? (transfer of thermal energy)

You bet! Begin by counting the number of cricket chirps in a 14-second period, then add forty. The total will equal the air temperature (in degrees Fahrenheit) within one degree (three out of four times).

b. How can the distance to a lightning flash be estimated? (conversion of energy)

Light from the flash reaches your eyes almost instantly. The sound of thunder travels at only 1,100 feet per second. Begin counting seconds from when you see the lightning flash (1001, 1002, 1003, etc.) and stop when thunder is heard. Five seconds is approximately one mile. And, by the way, thunder is seldom heard over 15 miles (or 15 seconds) away.

Requirement 6 – Do two of the following (6 choices):

a. Transforming motion

1) Lever and fulcrum demonstration – theory and application

i. forces in the same direction on opposite sides of a fulcrum – see-saw example

- ii. forces in opposite directions on same side of fulcrum – wheelbarrow example
 - 2) Inclined plane demonstration – automobile scissor-jack example
 - 3) Amusement park physics - <http://www.learner.org/exhibits/parkphysics/>
- b. Using electricity – “The electric bill is how much this month!?”

Cost structure – (<http://www.cityutilities.com/>)

“All charges shall be five (5) percent more per service outside the corporate limits of the City of Springfield, Missouri.”

Energy Charge:

For all kWh: \$0.0291 per kWh

Demand Charge:

(October through May)

For the first 900 kWh: \$0.0215 per kWh

All additional kWh: \$0.0100 per kWh

(June through September)

For the first 500 kWh: \$0.0215 per kWh

All additional kWh: \$0.0320 per kWh

Watts = Volts multiplied by Amperes

Kilowatt = 1,000 Watts

30 days = 720 hours

Appliance	Watts Rating	Hours used per month (30 days)	Kilowatt-hours (Watts rating x hours ÷ 1000)	Cost (at \$0.05 per kWh)
Stove top	7.6 kW	15 h	114	\$5.70
Oven	5.6 kW	30 h	168	\$8.40
Microwave	900 W	5 h	4.5	\$0.23
Toaster	1,700 W	0.5 h	0.85	\$0.04
Dishwasher	1.4 kW	15 h	21	\$1.05
Refrigerator	750 W	720 h	540 kWh	\$27.00
Clothes dryer	5,600 W	16 h	90	\$4.50
Washing Machine	850 W	12 h	10	\$0.50
Clock-radio(@)	16 W	720 h	12 kWh	\$0.60 (each)
Computer (@)	950 W	60 h	57 kWh	\$2.85 (each)
Monitor (@)	300 W	60 h	18 kWh	\$0.90 (each)
Printer (@)	50 W	0.5 h	0.03 kWh	\$0.00 (each)
Modem	10 W	720 h	7.2 kWh	\$0.36
TV (@)	175 W	120 h	21 kWh	\$1.05 (each)
Nintendo	39 W	16 h	0.6 kWh	\$0.03
VCR	18 W	16 h	0.3 kWh	\$0.02
Vacuum	1.4 kW	4 h	6 kWh	\$0.30
Light bulb (@)	100 W (each)	120 h	12 kWh	\$0.60 (each)
Air Conditioner				

- d. Converting energy
 - 1) Chemical to mechanical energy – good old baking soda and vinegar!
 - 2) Chemical to electrical energy – flashlight and pacemaker.
- f. Science fair – (or, “Do not try this at home!”) Who would have thought that lantern mantles, simple smoke detectors, and old clocks could lead to such trouble? <http://www.dangerouslaboratories.org/radscout.html>

Requirement 7 – High school preparation for engineering careers

- a. Essential courses:
 - Mathematics (algebra, geometry, trigonometry, and calculus)
 - Sciences (biology, chemistry, and physics)
 - English
 - Social studies
 - Humanities
 - Computers
- b. Helpful courses (electives):
 - Art (architectural and civil engineering)
 - Metal shop (materials and mechanical engineering)
 - Auto shop (mechanical engineering)
 - Advanced computers (computer, electrical, and software engineering)
 - Speech, debate, composition – essential to communicate with others

Requirement 9 – Engineer’s Code of Ethics

- a. <http://www.nspe.org/ethics/eh1-code.asp>
- b. <http://www.niee.org/codes.htm>

The Center for Study of Ethics in the Professions (CSEP) has put their collection of over 850 codes of ethics on the World-Wide Web. They include codes of ethics of professional societies, corporations, government, and academic institutions. Earlier versions of codes of ethics of some organizations represented are available so people can study the development of codes.

The Engineer’s Code of Ethics has three fundamental principles that guide the work of the engineering profession. Engineers uphold and advance the integrity, honor, and dignity of their profession by

- a. Using their knowledge and skill for the enhancement of human welfare.
- b. Being honest and impartial, and faithfully serving the public, their employers, and clients.
- c. Striving to increase the competence and prestige of the engineering profession.

<http://www.abet.org/> - The Accreditation Board for Engineering and Technology. Providing quality assurance in engineering, computing and technology education.

Training Topic – **the Board of Review**

Resources:

“Boy Scout Advancement” video, AV-02V001

The Boy Scout Handbook, no. 33229

Boy Scout Roundtable Planning Guide, no. 34253

The Scoutmaster Handbook, no. 33002

Advancement Policies and Procedures Committee Guide, no. 33088

Troop Committee Guidebook, no. 34505B

“Boy Scout Advancement” video, AV-02V001 (segment 6)

Minimum of 3 adults.

Chaired by the Committee Advancement Chairman.

The Boy Scout Handbook, p 175

“Their purpose is to ... be certain you have passed the requirements for a higher rank, to get a sense of the value Scouting has for you, and to clear the way for further advancement.”

Boy Scout Roundtable Planning Guide (Page 150)

“Why boards of review?”

1. To ensure that the Scout has fulfilled the requirements of the rank.
2. To determine the kind of experience the Scout is having in his patrol and troop.
3. To encourage the Scout to advance to the next rank.
4. To determine why a Scout is not advancing.”

“The review should last about 15 minutes except for the rank of Eagle, which should probably take 30 minutes.”

“Any decision of the Board should be unanimous.”

The Scoutmaster Handbook (copyright 1990)

Page 94 – Third step in each rank advancement (learns, tested, reviewed, recognized)

“When a scout completes all requirements for a rank (for Tenderfoot through Life and Palms), he appears before a “board of review” composed of members of the troop committee. Their purpose is not to retest him, but to make sure he has completed all requirements, to chat with him about how he feels he is getting along with the troop and its program, and of course to encourage him to keep advancing.”

Page 98 (more detail about the third step of rank advancement)

“Each review should include a discussion of how the scout is living the Scout Oath and Law in his everyday life.”

There is no board of review for the Scout Badge (not considered a rank) and the troop committee does not perform the Eagle Scout Board of Review.

“The session gives the Scout a chance to bring up any problems or questions he may have, and a chance for the board to talk with him about such important matters as goals, Scout spirit, and personal growth. And of course, to congratulate him on his progress and urge him to keep going.”

“A further benefit of the board is the opportunity to a Scout to meet and talk face to face with adults he doesn’t know very well.”

“A wisely run board of review can ... add even more to a Scout’s ability to communicate with adults. Possibly even his parents.”

“At the end of the review the Scout leaves the room while the board discusses his qualifications. He is then called back and told that he has qualified, or what additional action he must take to qualify. “

“A troop should schedule its boards of review on a regular basis so that Scouts and leaders can plan for them well ahead of time. Such advance scheduling will also enable the board to review Scouts who are not advancing as well as those who are.”

Troop Committee Guidebook, no. 34505B

“The review has three purposes,

1. To make sure the work has been learned and completed.
2. To find out what kind of experience the Scout is having in his patrol and troop.
3. To encourage the Scout to progress further.

The board of review is **not a time to retest the Scout**, but to determine the Scout’s attitude and his acceptance of Scouting ideals. It is also important to review those Scouts who are not advancing.”

“Scoutmasters and Assistant Scoutmasters do not participate in the board of review.”

“A certain amount of formality and meaningful questioning should be used during the review. Use questions that require a narrative answer.

- What do you like most in troop activities?
- What new things did you do/learn on your last campout/service project/troop meeting?
- What did you learn/feel in giving service to others?
- Why is being a Boy Scout important to you?
- What are your goals in Scouting?
- How will fulfilling requirement number ___ help you?”

“At the conclusion of the review, the board should know whether a Scout is qualified for the rank or Palm. The Scout is asked to leave the room while the board members discuss his achievements. The decision of the board of review is arrived at through discussion and must be unanimous. If members of the board are satisfied that the Scout is ready to

advance, he is called in, congratulated, notified as to when he will receive his recognition, and encouraged to continue his advancement or earn the next Palm.”

“Scouts who are not advancing should also come before the board of review. The board should show interest in these Scout’s rank progress. Ask the kind of questions that may reveal why they are not advancing.

- ❑ Do you enjoy the outings/troop meetings?
- ❑ Which of the requirements are most difficult for you?
- ❑ Do you find that school activities are taking more of your time? Which ones?

“Let the Scout know that he has the support of the board or review members and there is not doubt that he can achieve the next rank. The board’s concern and supportive manner will both help the Scout’s confidence and impress upon him the importance of advancement in his Scouting experience.”

Compilation of BSA guidelines for the Board of Review:

- **Occurs after the Scoutmaster conference has been completed.**
- **Consists of at least 3 members (not Scoutmasters or assistant Scoutmasters). Ideally chaired by the Advancement Chairman of the troop committee and composed of other committee members.**
- **Must not retest, but must assure themselves that the Scout has fulfilled the requirements of that rank.**
- **Should encourage the Scout to continue advancing.**
- **Should review Scouts who are not advancing.**
- **Should improve a Scout’s ability to communicate with adults.**
- **Should determine how the Scout is functioning in the patrol, troop, family, school, and church.**
- **Should assess the quality of the program being delivered.**
- **Decision must be unanimous. If the Scout doesn’t pass, he needs specific direction regarding the deficiency and when he can meet again with the Board.**

The following pages (5-10) represent unofficial approaches to the Board of Review as found at the stated websites.

<http://www.macscouter.com/Scoutmaster/BoR/> with additional rank-specific questions by George Hutcheson, Eagle Patrol C-25-96.

“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 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 Motto
- * The Outdoor Code”
- * The Scout Oath
- * The Scout Slogan”

“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.”

Sample Tenderfoot 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?

Sample Second Class 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?
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?

Sample First Class 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. How frequently do you attend religious services? Does your whole family attend?
15. What is your most favorite part of Scouting? Least favorite?
16. How does a Scout fulfill his "Duty to Country"?
17. How do you define "Scout Spirit"?
18. What is the Order of the Arrow? What is the primary function of OA?
19. Who was Lord Baden-Powell?
20. When do you think you might be ready for Star Scout?
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?

Sample Star 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?

Sample Life 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 you when you learned this.
 24. What would you do if another Scout brought cigarettes on a campout?
 25. What is your favorite part of the Scout Law. What do you do to live it?

Sample Palm 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 last palm, 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]
11. 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.)
12. What part of your Scouting career makes you the most proud? The least proud?
13. How have you contributed to the troop?
14. Looking back on your Scouting career. What one thing would you change and why?
15. What are your plans for Scouting?

More sample questions – http://www.geocities.com/Yosemite/Trails/7919/bor_ques.htm

Another (very regimented) approach – http://www.bsa452.org/doc/bor_procedure.htm

Automobile Transportation according to the Guide to Safe Scouting

1. Seat belts are required for all occupants.
2. All drivers must have a valid driver's license that has not been suspended or revoked for any reason. If the vehicle to be used is designed to carry more than

- 15 persons, including the driver (more than 10 persons, including the driver, in California), the driver must have a commercial driver's license (CDL).
3. An adult leader (at least 21 years of age) must be in charge and accompany the group.
 4. The driver must be currently licensed and at least 18 years of age. Youth member exception: When traveling to and from an area, regional, or national Boy Scout activity or any Venturing event under the leadership of an adult (at least 21 years of age) tour leader, a youth member at least 16 years of age may be a driver, subject to the following conditions:
 - a. Six month's driving experience as a licensed driver (time on a learner's permit or equivalent is not to be counted).
 - b. No record of accidents or moving violations.
 - c. Parental permission granted to the leader, driver, and riders.
 5. Passenger cars or station wagons may be used for transporting passengers, but passengers should not ride on the rear deck of station wagons.
 6. Trucks may not be used for transporting passengers except in the cab.
 7. All driving, except short trips, should be done in daylight.
 8. All vehicles must be covered by automobile liability insurance with limits that meet or exceed requirements of the state in which the vehicle is licensed. It is recommended that coverage limits are at least \$50,000/\$100,000/\$50,000. Any vehicle designed to carry 10 or more passengers is required to have limits of \$100,000/\$500,000/\$100,000.
 9. Do not exceed the speed limit.
 10. Do not travel in a convoy (see "Leadership Requirements for Trips and Outings", No. 2)
 11. Driving time is limited to a maximum of 10 hours and must be interrupted by frequent rest, food, and recreation stops. If there is only one driver, the driving time should be reduced and stops should be made more frequently.

Leadership Requirements for Trips and Outings:

2. Single-room or dormitory-type accommodations for Scouting units: Adults and youth of the same gender may occupy dormitory or single-room accommodations, provided there is a minimum of two adults and four youth. A minimum of one of the adults is required to be youth-protection trained. Adults must establish separation barriers or privacy zones such as a temporary blanket or sheet walls in order to keep their sleeping area and dressing area separated from the youth.
3. During transportation to and from planned Scout outings,
 - a. Meet for departure at a designated area.
 - b. Prearrange a schedule for periodic checkpoint stops as a group.
 - c. Plan a daily destination point.

A common departure site and a daily destination point are a must. If you cannot provide two adults for each vehicle, the minimum required is one adult and two or more youth members – never one on one.

Thought for the day: "Dew knot trussed yore spell chequer two fined awl yore mistakes."
 -- Brendan Hills (author)