1983

A handbook for club and class advisors

Rodee Pausz

Follow this and additional works at: https://scholarworks.lib.csusb.edu/etd-project

Part of the Student Counseling and Personnel Services Commons

Recommended Citation

This Project is brought to you for free and open access by the John M. Pfau Library at CSUSB ScholarWorks. It has been accepted for inclusion in Theses Digitization Project by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.
California State College
San Bernardino

A HANDBOOK FOR CLUB AND CLASS ADVISORS

A Project Submitted to
The Faculty of the School of Education
In Partial Fulfillment of the Requirements of the Degree of
Master of Arts
in
Education: Vocational Education Option

By
Rodee Pausz, M.A.
San Bernardino, California
1983

APPROVED BY:

Advisor

Committee Member
"Interested teachers are present at and greatly responsible for every successful student activity."

Student Council Forum
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTION</strong></td>
<td></td>
</tr>
<tr>
<td>Justification of Study</td>
<td>1</td>
</tr>
<tr>
<td>Statement of Purpose</td>
<td>2</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>3</td>
</tr>
<tr>
<td><strong>REVIEW OF LITERATURE</strong></td>
<td></td>
</tr>
<tr>
<td>Administration and Faculty Relevance</td>
<td>4</td>
</tr>
<tr>
<td>Student Relevance</td>
<td>6</td>
</tr>
<tr>
<td>Statement of Objectives</td>
<td>8</td>
</tr>
<tr>
<td>Limitations of Use</td>
<td>8</td>
</tr>
<tr>
<td><strong>DESIGN OF THE PROPOSED PROJECT</strong></td>
<td>9</td>
</tr>
<tr>
<td><strong>CONCLUSION</strong></td>
<td>9</td>
</tr>
<tr>
<td><strong>CLASS ADVISOR HANDBOOK</strong></td>
<td>11</td>
</tr>
<tr>
<td>Extra-Duty Assignments</td>
<td>12</td>
</tr>
<tr>
<td>Extra-Duty Management Procedures</td>
<td>13</td>
</tr>
<tr>
<td>ASB Account Rules</td>
<td>22</td>
</tr>
<tr>
<td>Revenue Potential Format</td>
<td>23</td>
</tr>
<tr>
<td>Minutes of a Meeting</td>
<td>24</td>
</tr>
<tr>
<td><strong>BIBLIOGRAPHY</strong></td>
<td>25</td>
</tr>
</tbody>
</table>
INTRODUCTION

Justification of Study

"Sponsorship of at least one extra-curricular function can normally be expected by the typical teacher, particularly in the secondary schools." (Eastmond, 1959) Traditionally, at the first faculty meeting in September, teachers at Banning High School in Banning, California are informed of their extra-duty assignment(s) as either an advisor or supervisor of a class, club or special activity. The principal is responsible for determining these assignments. "Not only should advisors be carefully selected for their assignments but they should be given some type of in-service training." (Eastmond, 1959) The lack of in-service training or a written guideline to follow can lead to several embarrassing situations at the high school such as one such situation when the flowers for the 1982 Baccalaureate ceremony were not ordered because the chairperson of the Senior Class was not aware that this task was one of her responsibilities. A handbook would have eliminated this from having happened.

The time involved, responsibilities and obligations vary greatly among the assignments so the advisors and chairpersons of the classes, clubs or special activities are rotated yearly to insure equalization of extra-duty assignments. However, the
rotation system for extra-duty assignments has actually led to a major problem. That problem is that once the assignment is known, no written guidelines exists for the advisor and/or supervisor to use as a reference. Without a handbook which defines the guidelines, faculty advisor's can easily shirk the responsibilities and obligations of a club or class advisor.

**Statement of Purpose**

The purpose of this project is to develop a handbook for the high school club or class advisor for the administration and faculty and Banning High School in Banning, California. In March 1982, Banning High was under study for renewal of its accreditation standing. Suggestions for improvement were made by the Accreditation Committee among which one was to develop an advisor's handbook to serve as a reference when needed. (Accreditation Appraisal Report for Banning High School, 1982) The committee's suggestion is the basis for justification for this project. The principal at Banning High School, Mr. Michael Clark, had previously acknowledged in the December 1981 faculty meeting that "an advisor's handbook is desperately needed for use at the high school" but time constraints and lack of manpower prevented such a project from being considered during the 1981-82 school year.

Publication of an advisor's handbook would be of mutual benefit to the Banning Unified School District and Banning High School because it would satisfy the Accreditation Committee's recommendation that such a handbook exist, and the faculty advisor and/or supervisor responsibilities and obligations would be clearly
defined.

**Definition of Terms**

**Class:** A group of students graduated in the same year, i.e. Freshman Class.

**Club:** A school approved and officially recognized student activity group, i.e. Art Club.

**Special Activity:** A school approved function, i.e. Junior-Senior Prom.

**Advisor and/or Chairperson:** The faculty member given an extra-duty assignment, i.e. Sophomore class advisor.

**Extra-Duty assignment:** An extra-curricular, unpaid job-related duty as an advisor or supervisor of a club, class or special activity assignment.

**Advisors Handbook:** A reference manual providing specific information on the responsibilities and obligations of an advisor of a club or class or supervisor of a special activity assignment.
Administration and Faculty Relevance

Extra-duty assignments such as "athletic, class organizations, club, commencement, honorary, music, publication, social, speech, and out-of-school experiences" (Jacobson, 1952) have become an accepted and an integral part of the instructional program of most secondary schools. Students have a natural desire to join groups with others who have similar interests and thus enjoy friendships and activities. "All athletic, dramatic, or social activities, wherever held, when conducted under the name or auspices of the school, or of any class organization thereof, shall be under the general supervision of the school authorities and teachers assigned to duty as needed." (Barstow Staff Handbook, 1965, p. 39).

Boards of Education are asked to recognize this important aspect of education in the development of salary schedules, and the administration attempts to equalize the load of duties. "An assignment to an extra-curricular activity must be given the same seriousness of attention as a teaching assignment." (Barstow Staff Handbook, 1965, p. 41).

Each secondary school principal is responsible for the planning and direction of such activities, so consideration in teaching load and recognition is to be given to those who excel in the supervision of the extra-duty assignments to the regular program. This consideration is "vital to the success of an extra-curricular program because not all teachers have the interest, ability, training
and experience to serve as effective faculty advisors." (Eastmond, 1959, p. 183). At some schools "the faculty appears reluctant to assume responsibility for extra-curricular activities when they are the ones who should have adequate time to prepare for their regular class work. While the faculty advisor and/or supervisor has the responsibility for the success of the program, he/she should not try to do all of the work. A nationwide Time Analysis of Secondary Teaching Loads survey revealed that the average work week was 51 hours, 31 minutes with sponsoring of clubs and extra-curricular activities accounting for 2 hours and 14 minutes. (NEA Research Division Bulletin, 1951).

"The problem of the relationships between curriculum and student activities suggests that there is a growing concern with defining the role of the faculty in extra-duty assignments." (Stroup, 1964, p. 82). Thus, the definition of the teaching load must be comprehensive—it needs to include all teaching responsibilities whether curricular or extra-duty. "The perceptive principal will know what each teacher's talents are and suggest an activity which fits them." (Karlin, 1971, p. 312).

In schools, principals tend to generate written policies applicable to that school site only: these are "procedures or operational requirements and are, in fact, administrative regulations which govern certain mechanical functions, such as the extra-curricular activity advisor's duties and responsibilities." (Goldstein, 1977, p. 248). Such a handbook becomes a "necessary item of sound communication without which no well-administered school ought to be." (Goldstein, 1977, p. 265). A clearly laid-out
handbook listing and describing the extra-curricular activities in a school and the faculty advisor's responsibilities would be most beneficial for the principal, the faculty advisor and the student participants. These written responsibilities would "work toward focusing the activities in a school system in a particular direction." (Griffiths, 1956, p. 261).

The responsibility lies with the principal for preparing the handbook but "he should prepare these responsibilities with the aid of the faculty" to insure greater "adherence to the letter" (Griffiths, 1956, p. 379) to the handbook responsibilities. The ideas of the same framework and "it also tends to increase the rationality of the behavior of the subordinates insofar as the organization is concerned." (Levine, 1959, p. 268). Thus the entire school system functions in a more uniform and orderly manner with regard to these common elements.

Student Relevance

Widespread and almost spontaneous student interest make such activities a valuable adjunct to the regular curriculum. With proper planning, support, and evaluation, students can be guided into meaningful activities. The experiences can stimulate interest in subject and vocational areas, enhance educational opportunities, and provide valuable experiences for leadership training, leisure time activities, social adjustments, and many other desirable objectives. These informal situations provide opportunities for students and teachers to "work together in friendly, casual relationships, which foster the development of
good rapport." (Karlin, 1971, p. 335). Students get to know their teachers and vice versa.

Several questions pertaining to the school's student activity program were asked in the Accreditation Appraisal Report for Banning High School. One question asked was: In summary, what major changes, in any, would you like to see in your student activity program? The student response was: "One major change would be to have more student and teacher participation in the activities."

Constant and constructive cooperation between students and faculty advisors must work with students, the more responsibilities and work opportunities which can be given to the students the more they will learn. Young people need and want help from adults, and the school must be "prepared to supervise the expenditure of large amounts of money and the making of contracts with such professional people as cater, dance-band leaders, and other entertainers." (Kilzer, 1956, p. 516). Here is one place where students appreciate the experience of the faculty advisor. A good advisor learns when to step back and when to offer direction. Correcting the work of the students to the point where they cannot recognize their own efforts will not help the student to build self-confidence in his or her decision making or work abilities.

From all view points--the administration, the faculty and the student--there exists a definite need for extra-curricular activities to supplement direct teaching in secondary schools. There also exists a need for an organized handbook to provide a
framework under which the faculty advisor and student participants are to work harmoniously toward a common goal.

Statement of Objectives

The objectives in developing a handbook for the high school club or class advisor for Banning High School are as follows:

1. To develop written guidelines pertaining to the responsibilities and obligations for the above-mentioned advisor and/or supervisor.

2. To develop a reference to be used as necessary throughout the school year.

Limitations of Use

Some of the limitations of this advisor and/or supervisor's handbook include the following:

1. The use will be applicable only at Banning High School.

2. Clubs or Special Activity assignments may be added or deleted in the future so that the handbook will need updating.

3. Advisor and/or Supervisor extra-duty assignments are rotated so that the handbook will have to be updated yearly.
DESIGN OF THE PROPOSED PROJECT

This handbook will be designed for reproduction by the ROP Printing class at Banning High School, after which it will become the "Organizations and Activities" section in the Banning High School Faculty Handbook. The first page of the "Organizations and Activities" section would be a listing of the extra-duty assignments. Each club, class and special activity would be listed with the faculty advisor and/or supervisor named. The next page would be a table of contents outlining the management procedures for a club, class or special activity as well as helpful suggestions to advisors and/or supervisors for better club operation. Following the extra-duty assignment and extra-duty management procedures, detailed information would explain each aspect of school approved procedures with examples of completed forms to serve as guidelines.

Since the handbook's use is primarily intended for the advisor and/or supervisor, feedback as to its success or failure would not be obtainable until the end of the school year when the principal conducts the annual end-of-the-year questionnaire to find out what worked and what didn't during the previous school year. The written comments would determine the handbook's usefulness for advisors and/or supervisors.

CONCLUSION

"Involvement, motivation, drive and the ability to work with children" (Karline, 1971) are all attributes of an outstanding teacher. But an outstanding teacher is also one who
understands, works with and enjoys the teacher-student role that takes place through organized student activities. A good advisor is one who is dedicated, enthused, has patience, has a sense of humor, displays confidence, stamina, adaptability and a genuine interest in and liking for young people. A commitment to the class, club or special activity assignment will "develop your leadership abilities as well as those of your students."

(Francaroli, 1981, p. 309) Understandably, part of the reward for being a better advisor is that you will become a better educator.
CLASS ADVISOR HANDBOOK

The objective of this handbook is to combine information that could be easily obtained by an advisor of a club or class on the secondary level. The handbook could also be reviewed by student members of clubs or classes.

The intent of this handbook is to provide practical and vital information about the duties, responsibilities and procedures for organizing and managing a club or class.

It is hopeful that the handbook will build the confidence level of the club or class advisor on the secondary level. If this handbook helps one advisor, it has been worthwhile.
### Extra-Duty Assignments

<table>
<thead>
<tr>
<th>Clubs</th>
<th>Advisor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/American</td>
<td></td>
</tr>
<tr>
<td>AAYA</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td></td>
</tr>
<tr>
<td>Block B</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td></td>
</tr>
<tr>
<td>Pep</td>
<td></td>
</tr>
<tr>
<td>VICA</td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td></td>
</tr>
<tr>
<td>CSF</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classes</th>
<th>Advisors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seniors</td>
<td></td>
</tr>
<tr>
<td>Juniors</td>
<td></td>
</tr>
<tr>
<td>Sophomores</td>
<td></td>
</tr>
<tr>
<td>Freshman</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Activities</th>
<th>Supervisor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage Coach Day Parade</td>
<td></td>
</tr>
<tr>
<td>Homecoming Dance</td>
<td></td>
</tr>
<tr>
<td>Junior/Senior Prom</td>
<td></td>
</tr>
<tr>
<td>Junior Class Concessions</td>
<td></td>
</tr>
<tr>
<td>Class Rings</td>
<td></td>
</tr>
<tr>
<td>Sip 'n Sing Spring Concert</td>
<td></td>
</tr>
<tr>
<td>Graduation</td>
<td></td>
</tr>
</tbody>
</table>
Extra-Duty Management Procedures

I. OVERVIEW

II. FUNCTIONS OF AN ADVISOR

III. FUNDRAISING

IV. THE HOW TO'S OF ADVISING A CLUB
   A. Keeping a club going
   B. Dealing with money matters

V. ASB ACCOUNT RULES

VI. FORMAT FOR REVENUE POTENTIAL

VII. MINUTES OF A MEETING
Extra-Duty Management Procedures

Overview

The club and class programs at Banning High School are an important and integral part of the total school program. Involvement in a school club, class or special activity, gives the student the opportunity to pursue subject or interests that the classroom experience may stimulate or, just the opposite, may not even reach. Working as a club or class advisor is an important assignment because it involves working with students outside of class. As a club or class advisor, you are in a position to represent Banning High School in a function different from that of a classroom pedagogue.

There are definite positive benefits that come with being a club or class advisor. You have the satisfaction of knowing that you are working with students on projects they freely want to pursue. You will be in a capacity to train students in the areas of leadership, financial planning, and often times, service to the community. You will be reminding students that a teacher is a well-rounded individual with interests beyond those of your chosen subject teaching field.

A survey published by the National Association of Secondary School Principal's early in 1977 listed the following as the most common reasons why students join clubs: for fun and personal enjoyment, for personal achievement, and as an outlet for individual needs and interests. As an advisor, you will be aiding Banning High students in important areas such as these.
Functions of A Club Advisor

As an advisor, you will be involved in working with students in two main areas: helping them carry out the activities associated with the club and monitoring the fundraising necessary to finance the activities of the club. Fundraising should not be the primary mission of any campus club, but it is a pre-requisite to a club's success because it is the only source of income for a school club. The ASB (Associated Student Body) cannot finance the programs of school clubs because ASB finances are limited and usually reserved for items affecting a larger segment of the student body.

Your first job, early in the school year, should be to sit down with the club or class officers and find out their plans for the school year. The students should detail proposals for activities and fundraising events so that you can determine how active they will be. This will help you budget your own time during the school year and will also help the group decide how much fundraising they will have to do. The type of activities your club involves itself with are to be decided by you and your group. Remember, though, that whenever the club is acting as a group, you or some other faculty member must be present as a chaperone. If the group goes on a field trip, for instance, a faculty chaperone must be in attendance.

Schedule activities to coordinate with your own calendar to avoid inopportune demands on your own time. Do not let the activities of your club hamper your own activities or classes because if this were to happen, the advisorship position would become a burden.
So, the, your first responsibility as an advisor is to help your group plan its activities for the school year. Some of these events, like fundraisers or the sponsorship of dance, must be entered on the Master Calendar kept by the Vice Principal and the ASB Director. All activities that your group is planning must be communicated to and approved by the Principal, Vice Principal, ASB Director and ASB Student Government Officers. After approval has been reached, the activity will be entered on a weekly calendar retained by the Vice Principal. It is essential that you keep in contact with the ASB Director so that conflicts involving club plans do not occur during the school year. For example, two clubs cannot conduct on-campus sales at the same time, and it is the ASB Director's job to insure that this does not occur.

Fundraising

The accumulation of funds in your club account is not an end in itself. It is simply the means by which your club can pay for the activities it undertakes during the school year. Club activities should not be financed by out-of-pocket payments by club members but should be undertaken for the express purpose of carrying out the club's program for the current school year. Funds remaining in your club's account at the end of the school year in June will be carried over in your account for the following school year. There is no reason why your group must spend all its funds during one particular school year.

Fundraisers may take many forms. The traditional ones are
on-campus candy sales, off-campus bake sales or car washes, and neighborhood sales involving a myrad of items. A typical on-campus one-week candy sales fundraiser usually nets between $50 and $100 profit, depending upon what kind of candy is sold and how many students are selling it. A one-day bake sale brings in the same amount of profit. Food products used in such sales can be purchased from local vendors (Smart and Final in Banning is the one most often used), made at home, or ordered from fundraising companies. The last possibility, dealing with fundraising company, should only be used for a large-scale fundraising event of a large group since profits are marginal unless large quantities are sold.

As an advisor, you will primarily work with two members of the staff: Mr. Jim Rusk, the ASB Director and Mrs. Letty Thompson, the Principal's Secretary and ASB Bookkeeper. Mr. Rusk has, as one of his primary functions to oversee student activities and club fundraising projects. His job is to facilitate your job. He is available to make suggestions for your club's program, do the "leg work" sometimes required for a fundraiser or activity, help you supervise an activity, or help in your advertising or an event. The ASB Director can help you accomplish the things you do not have time to get done on your own.

Letty Thompson, the Principal's Secretary will provide you with invaluable assistance. She is the ASB Bookkeeper and, as such, keeps a record of your club's account. By law, school clubs may not keep their funds separate from the school's established account of their own. This, in effect, makes Letty your banker. She will
collect money from your club when it is engaged in a fundraiser and provide receipts for all such money collect. She will also make out purchase Orders when there is a need to buy supplies from local vendors. Approval by club member and officers as recorded in the club's minutes is required to obtain a purchase order number since clubs are not allowed to deal in cash transactions.

A purchase order to buy items from local vendors (who have previously agreed to accept Banning High School purchase orders) will be issued by Letty. Letty can also issue a check drawn on your club's account to purchase items from vendors outside the immediate area. It is suggested that the advisor be aware of the club's financial status as it is imperative that the club stay financially solvent.

For all the services that Mrs. Thompson provides campus clubs, a charge is levied against each of the clubs. Every time a club is involved in an on-campus fundraising activity, the ASB is granted 30% of the income the club earned from the fundraiser. This 30% share of the profits is known as the ASB's "Share of Events" and is automatically deducted by Mrs. Thompson when she takes a final accounting of your club's profits on a particular fundraiser. The Share of Events money provides a large part of the income received by the ASB during the school year. It is possible to waive this 30% deduction by petitioning the ASB Senate for such a dispensation, but the circumstances surrounding such a request should be unique.
The How To's Of Advising A Club

Keeping A Club Going

1. Mention the club to your classes; advertise the activities of the club and the fact that you are its advisor.

2. Hold regular meetings (lunch is the most convenient time for the students) to keep the members interested in the club and its activities.

3. Constructively support or criticize the plans of the group—remember that your function is to provide adult leadership, so don't be afraid to say "no" to plans that you deep questionable.

4. Publicize all the club's meetings and activities in the school bulletin. The bulletin is read every day during second period so notices should be submitted to the Principal's Secretary the day before a bulletin is read. Bulletin notices are to be deposited in the box provided for such notices and are to be written on the proper form. A club member or officer may submit an announcement, but it must be signed by the advisor before it will be placed in the bulletin.

5. Meet with the club officers to allow them to establish club plans and goals for the school year. This will give you and them a means of measuring the club's success for the year and will provide the objectives the club will try to meet.

Dealing With Money Matters

1. Once your club is recognized by the ASB Senate and is a functioning, on-campus club you will have an account opened by the ASB. The club may add to or deduct from its account as it desires.

2. In order to be considered a functioning club, the group must keep a balance of $25 in its account. Exceptions to this rule may be granted by the ASB Senate.

3. Each club is responsible for paying its own bills and expenses; the ASB is not obligated to pay off debts incurred by campus clubs. This is the reason why club fundraisers are a necessary activity—they provide the working capital for the group.
4. Any money the club adviser or individual members have to deposit in the club account should be turned into Mrs. Thompson. She will provide a receipt for all money collected. Money from fundraisers should be turned in at the Principal's Office immediately. Even $1 is not too small an amount to take to deposit into a club account. The longer money is carried about, the greater the chances of it being lost or stolen. Encourage club members to turn in proceeds from fundraisers immediately on a daily basis.

5. An expenditure of club funds requires the approval of the adviser, the club members and officers. Such expenditure may take the form of a purchase order or a check drawn on Banning High School. A purchase order is a paper authorizing an expenditure of a pre-determined amount at a business or through a vendor who does business on a regular basis with BHS. The purchase order allows you to buy goods without actually paying for them at the time of purchase. The business or vendor keeps the purchase order and returns it to Banning High School who then pays the bill, deducting the money from your club's account. Purchase orders can only be used with companies who have previously agreed to accept them.

A club may withdraw funds from its account in the form of a check drawn on Banning High School. If your club wishes to purchase something for club use, you, or a member of the club, should determine the price of the item, including any applicable taxes and shipping charges. A requisition should then be filled out indicating to whom the check should be made to and what is being purchased. The necessary requisition forms are available either in the Principal's Office or in the Vice Principal's Office. After the ASB Senate approves the requisition, the check will be made payable to the vendor and the purchases may be completed. Under no circumstances should an item be purchased and paid for before a requisition is made out for the purchase. Mrs. Thompson is not authorized to issue checks to private parties who have paid for goods or services before making out a requisition. Purchases not approved by the ASB Senate should not be made.

The ASB Senate meets once every other week to approve or disapprove requisitions turned in for purchase orders and/or checks. Your club, then, must be organized enough to foresee upcoming needs so that the necessary requisitions are filled out far enough in advance to secure needed goods for your events.
6. The requisition form used to secure a purchase order or a check can be obtained in the Principal's Office from Mrs. Thompson. After being filled out, the requisition should be taken to Mr. Rusk who will keep it until the next ASB Senate meeting when the requisition will be acted upon. The requisition form needs the signature of the person making the request, as well as the signature of the adviser and club officer of the club. It also requires a description of the transaction and the address and name of the person or company to whom the purchase order or check will be made payable to. If approved, the requisition will then be returned to Mrs. Thompson for appropriate action. The ASB Senate meets on Tuesday of every other week, so your club's purchase order or check should be ready by the following Thursday. Because of the time required to get the requisition passed and the purchase order or check drawn, this is the area where your adult supervision is most critical. The adviser must work with the club members and officers to organization, planning and responsibility skills.
ASB Account Rules

To ALL CLASS and CLUB ADVISORS and OFFICERS

Your Associated Student Body Officers and Advisor want to remind you of the following rules regarding all ASB accounts. They MUST be followed for all activities, fund raisers and other projects. Failure to follow them will result in the freeze of money in your account until they are properly followed!!

1. Minutes must be kept for all meetings. A copy of the minutes must be submitted to ASB to be placed in your club records.

2. Expendiing funds for a club or class must be shown by motion and approval. "ALL PROJECTS INVOLVING SPENDING OF MONEY MUST BE SHOWN IN THE MINUTES. A MOTION, SECOND AND VOTING UPON MUST BE DONE, FOR THE AUDITOR."

3. Before accepting or approving a motion to spend money, make sure the class or club is sound in its financial status. All organizations must be self-sufficient in their activities. The money entrusted to the ASB funds will be maintained in the name of the organization depositing it.

4. A requisition must be submitted to ASB, along with a copy of your club/organization minutes approving the request, before ASB can/will approve any expenditure.

5. Activity sheets must be properly filled out in TRIPLICATE and signed by Mr. Shepard before submitted to ASB for approval. The auditor DEMANDS a financial control sheet with all money-making projects.

6. ASB approval is a MUST before an activity or money-making project can take place. After approval, one activity sheet will be returned to you and your project may begin.

YOU MUST FOLLOW THESE RULES. THEY ARE REQUIRED BY OUR AUDITORS AND THE STATE BOARD OF EDUCATION.

Thank you,

James Rusk, ASB Advisor
and the Banning High ASB
Format to Follow for Revenue Potential

SALE: Cake Sale
CLUB OR ORGANIZATION: Pep Club

UNITS TO BE SOLD: 5 cakes cut into 50 pieces
SELLING PRICE: 10¢ per piece, 5¢ per piece second day

<table>
<thead>
<tr>
<th>Units Sold</th>
<th>Selling Price</th>
<th>Potential Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 2/28 - Sold</td>
<td>35</td>
<td>.10</td>
</tr>
<tr>
<td>Tuesday 3/1 - Sold (day old)</td>
<td>12</td>
<td>.05</td>
</tr>
</tbody>
</table>

Total Sold: 47
Total Available: 50
Units to be Accounted for: 3 *

Total receipts to account for: 4.10
Money on hand: 4.15

Over/under collected: .05

*1 piece given to sales person
1 piece given to club advisor
1 piece remaining and thrown away
3 pieces

DATE: March 2, 1982
ADVISOR: [Signature]

(This is an example of what is required by the auditor, district and high school administration ANYTIME you have a fund raising project.)
Minutes of a Meeting

OCTOBER 20, 1980

SPANISH CLUB MEETING

On October 20, 1976 at 7:55, the second Spanish Club meeting of the year was called to order by Advisor Mrs. Doyle.

The first item of business on the agenda was the 1976-77 budget. After reading the proposed budget, a motion was made by Janet Baxter and seconded by Diane Anderson to approve the budget. A vote was taken, resulting in an approval of the budget.

The Mystery Auction was brought up. Members of the club were reminded of their obligation to bring prizes and to sign up for committees. It was suggested that the auction be held on December 1 and 2. A motion was made by Karen Schoenborn to have a vote on these dates. It was seconded by Diane Anderson. The vote was taken and the dates of December 1 and 2 for the Mystery Auction were unanimously passed.

A reminder was given the members that October 27, is the last day to pay Spanish dues.

Suggestions for the May field trip were asked for. They are as follows:
1) Magic Mountain
2) Knotts Berry Farm
3) Universal Studios
4) Busch Gardens
5) San Diego Zoo
6) Griffith Park Observatory

There was no further business. A motion to close the meeting was made by Bobby Amis and seconded by Billy Johnson.

Meeting was adjourned at 8:07.

Karen Schoenborn
Secretary
BIBLIOGRAPHY


-25-