

WHAT'S UP?



At Alexander Galt

JANUARY ISSUE 1987

5 Cents

CO-OPERATIVE EDUCATION

There is a small segment of our student population and a sizeable group of parents who are still not familiar with the Co-operative Education Programme at the school. It is important that students take advantage of all opportunities available to them, and Co-op Ed. can be invaluable in career decision making.

A few years ago our Director General, Mr. Hugh Auger, became concerned about the exodus of our young people from the Eastern Townships. He spent considerable time and energy looking into various means of better pointing out to students the job opportunities in the region. There was also a concern about the changing job market, particularly in light of the tremendous technological changes and advances in recent years. It boiled down to the fundamental question, "Are we giving our students the best possible training for the world which they will have to face?"

The cost of education is a tremendous burden on the taxpayer, and, although it is a wise investment, there may be better ways of using the resources available. One of those resources that has been used to only a very limited extent is the community, and the business and industry it contains. The government

cannot afford to equip schools with all of the latest equipment, whereas business, out of competitive necessity, must be aware of technological advances, enabling them to reduce costs. Realizing that learning does not have to take place in the normal classroom environment, it was logical to marry the community and the school in a programme appropriately named Co-operative Education. The school is a protected environment; our students must, during their later years at school, become more cognizant of the real world with all of its difficulties as well as its benefits.

We are now into the second year of this new programme and helped approximately 160 students last year; the projection for this year is 250.

There are three aspects to the programme, each aimed at a different group of students. We label them job shadowing, short term work experience, and long term work experience. Each is quite distinct and needs some explanation.

The job shadowing is for our students who are essentially in a regular academic programme, expecting to continue their formal education after high school. These students may or may not know what their career intentions

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THE CANADIAN-RUSSIAN BRAWL

The World Junior Hockey Championship was held in Piestany, Czechoslovakia, where we saw our Canadian Junior Team on the brink of success which ended in disaster.

A twenty-minute brawl against USSR of the final game ended Canada's high hopes of the gold medal. The officials of the International Ice Hockey Federation prohibits fighting and announced that both teams would be ineligible for medals.

The pressure of being in a world championship is tremendous, but being in a brawl which ended it all is unthinkable. The players said they were ashamed but not apologetic, which makes us wonder what we would have done if we were put into that kind of position. I decided I would question the reactions and feeling of the coach of the Galt Pipers, Bob Halsall, and the Captain, Keith Lane, as well as the two assistants, Wayne Lassenba and Scott Schoolcraft.

"When you first saw the brawl, what was your initial reaction?"

Wayne - "Surprised because you don't very often see that happen."

Keith - "In national hockey when the brawl started Continued on page 3

CARNIVAL '87

This year's carnival will soon be upon us. There are some changes in the carnival format which should be noted by all students if they have not already done so.

Due to the declining student population, the traditional block against block system was not possible. The format that will be used this year comprises two teams from Yellow-Orange and two from Red-Purple. The teams were divided up as evenly as possible. The team names are Switzerland, Zimbabwe, Barbados, and Bangladesh.

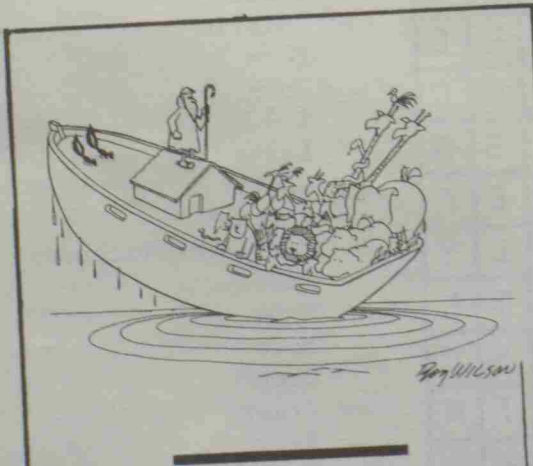


There are signs up in all homerooms stating which team that homeroom is a member of. Switzerland and Zimbabwe are made up of Yellow and Orange homerooms, while Barbados and Bangladesh are represented by Red and Purple homerooms.

Therefore, all students should know by now which team they are representing.

We hope that the new format will run as smoothly as the previous one. Remember that there is no Carnival without student participation.

Keith Lane



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 James Duncan
 Interviews: Georgina Harbinson
 Entertainment: Pam Silvester
 Chaplain's Corner: Leah Thomson
 Library Corner: Jamie Clark
 Technical Consultant: Normand Bilodeau
 Literary Editor: Kristen Hutchinson
 Sports Editor: Karen Smiley
 Managing Editor: Normand Bilodeau
 Staff Advisors: John Bertram
 Lillian Echenberg

We would welcome letters to the editor and requests for advice to Dear Allie.

The winners of the Christmas Contest are:

Short Story: Luke de Gruchy
 Poem: Willard Lavallee

THE 24 POINT

by J. Greer

One of the recent pieces of software that I recommended to you in the December issue of **WHAT'S UP?** was **GEOS**. I thought that perhaps an interesting way to see some of its features would be to write this month's column using it. You can see that the style of the script is plain at the moment. However I can change it easily to **bold** with one click on the joystick. You can also select *italics* whenever you wish. If you feel that at some point in your document you want a word to be in **outline** then it is easily done. The last style is underline. One of the really interesting things about geoWrite is that you can have **several** of these **put together at once**. Another feature of geoWrite is that you can change your fonts. If you should want to use the California font with 12 points there is no problem. When you decide that you want to use a different font such as **copy at 12 points** it is again easily done. If by any chance you want the font called

Dwindle, it is no problem to get. Roma at 12 points is interesting as well. The last font you can select is **University at 24 points**, which is the biggest. As you can see there are many different things that can be done with your text. You can also include pictures in your text which you create with geoPaint and then paste into your

document. It is really neat to be able to make your words bigger or smaller as you wish. **Writing in old English is fun too.** By the way, last month's programming problem, line 30, was incorrect. It should have been ---
30 Z = X + Y
 Now here's this month's programming problem for you ---
10 A = 5
20 Y = 4 x A
30 END
Where's the mistake?

Every year at Alexander, there is a drive to raise money and food for the less fortunate families of our region. We call it Christmas Baskets.

The fund raiser changes very little from year to year - approximately thirty to forty baskets going out. When thought of, though, it seems strange that no more is given out.

Take for example this fact - if everyone (student) at Galt was to give twenty-five cents, not to mention a few canned goods, we would have \$350 and an extremely large bucket of canned food. If each were to give fifty cents, it would be nearly \$700. Fifty cents seems like such a small amount, doesn't it? But it most certainly adds up.



Next year we must all remember Christmas is the most wonderful time of the year! Time to spend with Family! So, don't mind if I make a few suggestions.

Give a little bit. Forget about the Coke at lunch or the Bits'n Bites at recess and get a good feeling by giving money in to make others happy at Christmas.

You'll feel great and one family will be thanking you, even if you can't hear them.

Joanne Tracy

The Library Club is still growing. There are three new members, and the group has a project. They must move all the English text books out of the library.

The types of new Science Fiction books available in the library are Gothic Tale, Romance, Fantasy, and Best Sellers.

The librarian is pleased that more students are now using the library.

Jamie Clark



S.A.D.D.

DID YOU KNOW?

Injury from alcohol-caused crashes is teenagers' No. 1 health problem today.

The 16 to 24 age group causes 44% of night-time alcohol-caused crashes.

In 1980, more than 7,000 teenagers lost their lives in auto fatalities.

BEFORE YOU DRINK, THINK!

DON'T DRINK AND DRIVE.

A message from your Students' Council

Julie MacAulay

SIGNATURE NEEDED

2 Letter Word

K	O	O	B	H	P	A	R	G	O	T	U	A	L	I
N	W	I	N	V	O	I	C	E	F	O	R	M	E	E
A	R	I	O	U	Y	T	A	E	R	T	D	O	A	C
B	I	E	I	P	L	N	R	T	I	M	E	L	S	N
I	T	Y	T	E	I	A	O	O	M	E	M	P	E	A
L	E	T	A	T	C	B	I	T	P	T	A	I	L	Y
L	G	N	C	I	E	I	P	T	E	S	N	D	T	E
O	A	A	I	T	N	L	A	K	N	E	S	I	S	V
F	I	R	L	I	S	L	C	T	G	E	V	A	I	N
S	R	R	P	O	E	I	T	R	P	A	D	S	P	O
A	R	A	P	N	T	F	A	R	D	I	A	E	E	C
L	A	W	A	R	D	H	T	I	W	R	E	D	R	O
E	M	E	T	A	C	I	F	I	T	R	E	C	A	C
E	C	N	E	R	E	F	E	R	N	R	U	T	E	R
M	R	O	F	X	A	T	V	O	U	C	H	E	R	R

Credential

- Diploma
- Draft
- Epistle
- Form
- Invoice
- I.O.U.
- Lease
- Letter
- License
- Marriage (license)
- Memo
- Name
- Note
- Oath
- Order
- Pact
- Passport
- Petition
- Receipt
- Reference
- (tax) Return
- Tax form
- Ticket
- Time (card)
- Treaty
- Visa
- Voucher
- Warranty
- Withdrawal
- Writ

- Affidavit
- Application
- Autograph book

- Bank (book)
- Bill
- Bill of sale

- Certificate
- Charge (slip)
- Conveyance

BE PREPARED!!!

Many of the students who are graduating this year, and planning on going to college are wondering about what is being arranged concerning the visit from the counsellors and teachers from some of the CEGEPS in the area.

Both Mr. Turpin and Mr. Moore have said that they were not given a date yet, but that the students interested should prepare themselves ahead, by using one of the three application forms now available from the counsellors. Please note that if the application form for the CEGEP of your choice is not available, do not fill out one of the ones that are available.

These forms are S.R.A.M. (Service Regional D'Admission du Montreal Metropolitan); the Champlain College application form in Ste-Foy (Quebec City) and the application for Dawson College, Champlain Regional College, Vanier College and Marianopolis College (in Montreal).

In the Champlain Regional College Admission form, there is a lot of information in a green booklet called "Lodgements". In this booklet there is a lot of good advice for students leasing an apartment, and things to look out for when choosing an apartment.

The counselors advise that you should answer all the questions on the application form of your choice and if you should have any problems; to go to see them, they would be glad to answer your questions.

In the other envelope, S.R.A.M. there is another pamphlet that list all the CEGEPS who are part of the

STUDENTS LEAVE CLASS FOR THE STRANGEST REASONS

We all know the legitimate reasons for students' not being in class, and those will always be acceptable. What is really surprising, and sometimes astonishing, are the other excuses students use to be able to miss class or not to go there at all although they are in school at the time.

I can just see any teacher who reads this nodding as he or she recognizes the most familiar alibis. The most frequently used in my classes is, "I have a Driver's Ed practical and I couldn't get any other time." Ben or Bev know how recently I went through this, so I think they check student timetables and pinpoint my classes as "easiest to be missed" or something like that.

Another frequent refrain is "I have to count money," (substitute chocolate bars, raffle tickets, votes, grapefruit or the like for 'money'.) These are quite probably legitimate, especially for members of Students' Council,

Montreal Metropolitan. It states the deadlines; loans and bursaries and the different types of Programs to take. (ie - Pure and Applied Science Courses).

That's all the I have to tell you for now. The application form for the Champlain College in Lennoxville will be coming in soon. So keep posted. I'll be giving you the date of their visit soon.

Allison Skerrett

but nevertheless frustrating. There are two other projects that are almost irresistible to students. They ask for permission to miss regular classes to participate in Model Parliament or Prom Decorating. I am not an expert on parliamentary procedure, so I need information. How many Speakers of the House and Opposition Leaders are there? Several of my students claim to be taking one of these two roles. On the other hand, I think I will let them all go and give an assignment on it.

Some of the more original explanations for not being in class are more personal. "I had to make up with my boy friend (girl friend) or I would have died!" That always arouses my interest and sometimes convinces me. "My friend broke up with _____ and I just had to dry her/his tears." "I forgot my purse (books, wallet, watch) in the gym." Some students try to impress me with, "I went to the wrong class!" "I was following the wrong day of my timetable!" The only alibi worse than these is "I just got to school because I didn't have anything important," after missing my class.

There are many other reasons used frequently by students to avoid classes, but you probably have used or heard them before. What we really need is revolving doors to speed up the process.

Lillian Echenberg

The answer to last months word puzzle is: GALLANT.

Continued from Page 1

it was shocking."

Scott - 'SHOCKING!'

Bob - "It was hard to believe but after all these years it seemed it was going to happen sooner or later."

"Who do you think was at fault for it?"

Wayne - To me it was the Russians because they were the first ones to clear the bench and they didn't have anything to lose."

Keith - "I think it was the Russians because they were the first ones on the ice and had a chance to rob the Canadians of a medal."

Bob - "It was both teams at fault but since the Russians were the most penalized team in the tournament you would have to give them the upper edge."

"Put yourself in the

position of one of the players knowing the gold medal was within your reach, would you have reacted the same way Team Canada did?"

Scott - "Yes, I would have done it to help my team."

Keith - "I would have waited as long as possible before using violence, but if people were being endangered then I would try and help them out."

"If you were the coach of the team and the brawl started, what would be your reaction realizing the consequences both physically and emotionally?"

Bob - "First of all, with the gold medal in reach I would have held the team off as long as possible because you don't like to be named the team in the brawl but if the hockey players chose to fight I would have respected their decision."

"When the management shut the lights off for fifteen

seconds and the referees walked off the ice, do you feel they reacted in a responsible way and what could they have done otherwise?"

Keith - "No, I don't think they acted in a responsible way when they turned the lights off because the players could have taken their sticks and hit them over the head. The referees just had to wait until brawling stopped because there were too many people on the ice."

The brawl brought out many mixed reactions in all of us, some good, some bad, and no-one knows the right answers. I looked at the incident like this, when receiving the gold medal it is not the piece of metal which is important but the pride and honour which it represents. So when your self-respect and dignity are at stake, that medal is not worth having if you are stripped of your dignity.

Karen Smiley

YOU ARE WHAT YOU WRITE

As eyes can reveal unsaid thoughts, your handwriting can uncover hidden personality traits. Your handwriting is as unique and individual as are your fingerprints. It can penetrate false images and expose the real you.

Graphology, the study of handwriting analysis, has gained scientific recognition. Many corporations use graphology when screening applicants. You can use graphology in knowing yourself and others around you.

Here are a few basic guidelines in the study of handwriting analysis. It is not just a parlour game but a real science. Many aspects in this field are quite literal in meaning; for example, the failure to dot the "i's" is simply a sign of forgetfulness.

LARGE WRITING

School Graduation

Large writing is a sign of ambition and desire. These people like attention and tend to be extroverts, but on the negative side, can also be conceited and pretentious.

SMALL WRITING

She looks at life

People with small writing are often modest and have realistic ideals. They are objective in their outlook and concentrate on details. On the other hand, they may have an inferiority complex.

RIGHT SLANT

in Montreal

People with a right slant are outgoing and decisive. They like to be involved in the main stream of things.

LEFT SLANT

There is a

Those with a left slant tend to handle their emotions and set up a defence. They dwell in the past and hold on to the apron strings of home and family.

UPRIGHT

Support your efforts

The more upright one's writing is, the more confident and poised one is over oneself. A neutral attitude and self-control are also typical of upright writing.

VARYING SLANT

Thanks for being

Watch out!!! The unpredictable person. Unable to make up his mind and stick to his guns, the word of a varying slanter should not, on most occasions be trusted.

a) NARROW

Were a little

A person with narrow writing tends to be narrow minded. He is well disciplined with inner strength. He may wear a mask of shyness preventing people from knowing the real him.

b) BROAD

yes it did

Broad writing is a sign of one who is uninhibited. People with broad handwriting can set out to reach a goal with great enthusiasm, but may ruin their possible achievement by rash behaviour.

CONNECTIONS

a) DISCONNECTED LETTERS

His life to live

Disconnected writing is a sign of concentration on detail rather than the whole. People who write like this are capable of being brilliant.

b) CONNECTED LETTERS

my whole

People who connect their letters are quite logical and they also have the ability to mix with other people.

MARGINS

a)

1) No left margin lacks self confidence, clings to the past, or is economical and unpretentious.

2) Large left margin wants to show the world that he has cut himself off from his background, and can be successful on his own.

b)

1) No right margin-inhibited, involved with everyone and everything. Does not fear the future.

2) Large right margin - fears future, likes things arranged beautifully.

c)

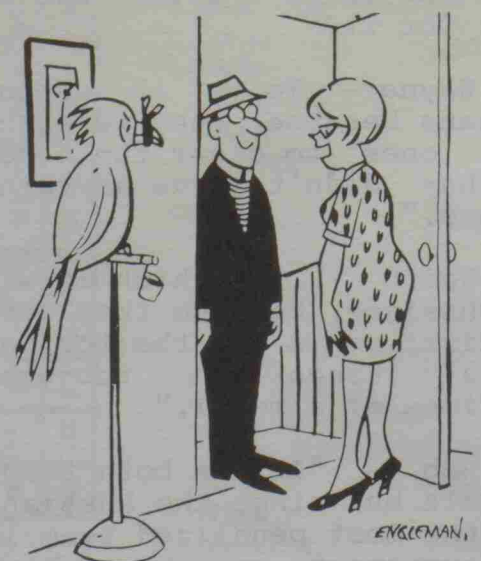
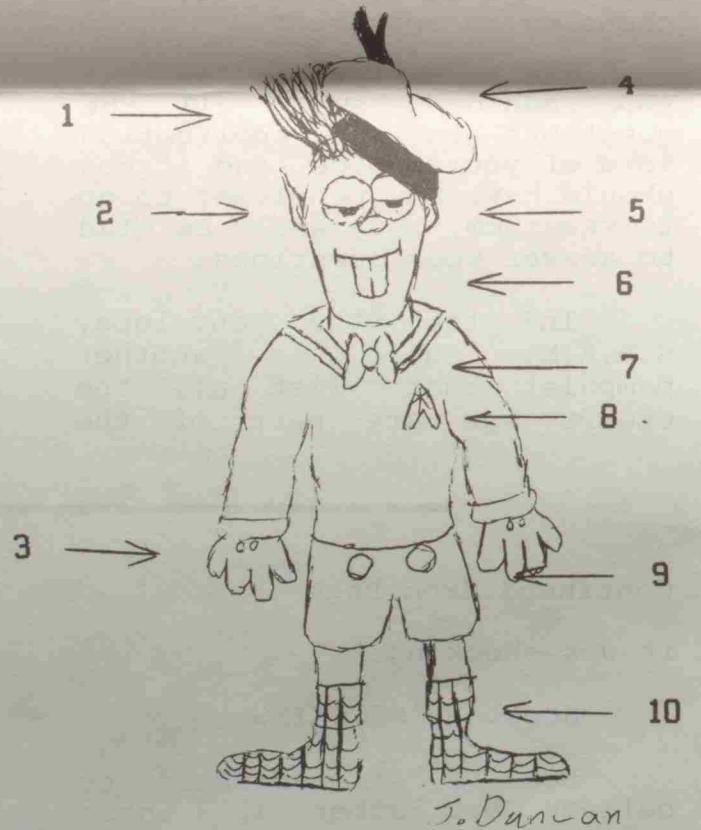
No margins - economical and thrifty. May have no artistic sense.

Now that you know a little about graphology, try using it on yourself and others. Please keep in mind that these guide lines are very general and should be interpreted to ones own self.

ATTENTION!!! To all you sloppy writers. Your handwriting is a direct reflection on you, so buckle up and dot those "i's" and cross those "t's". For who knows who could be reading your handwriting next.....!?

Nayanie Nallai-nayagam
Michelle Goyal

Can you identify all the cartoon characters represented here?



"COME IN, PASTOR, I'VE BEEN EXPECTING YOU."

Continued from Page 1

are; frequently their ideas are rather vague. Through Mr. Cameron Roger or Mrs. Doreen Belden they can discuss the options available, considering their interests and aptitudes. These teachers will then contact an individual in the community who may be in a position to help. Arrangements are made for the student to spend from one to five days with a person doing the job in which that student is interested.

The requests from the students have been both interesting and varied. Some of the placements have been such things as veterinarian, political secretary, oceanographer, orthodontist, photographer.

This does one of two things. It either reinforces the student's career decision and illustrates the necessary path to achieve the career goal, or it makes the student realize that his/her earlier decision will have to be changed, because the work is either not to his/her liking, or not within his/her capabilities. No matter what happens, it is an important learning experience for the student.

In accordance with the student's request, the staff will make every effort to locate a placement. They have, over the past eighteen months, built up a considerable bank of individuals in the community who make this programme work, because of their interest in our students' education.

The second part of our programme is for those students who have chosen a vocation in either business or tech-voc. This is the short term work experience and places the student in a working situation for one to three weeks, usually two weeks. These students made career decisions at the end of Level III and have since been in a profile with a heavy concentration in their chosen fields. The aim is to further develop their job skills, often with equipment not available in school, and to reinforce the classroom learning. We have up until now only included students in Level V, since they have fewer subjects which they will be missing while at the work station. It is open to all Level V students in business education or in tech-voc education, provided that they fulfil the necessary requirements.

Any student wishing to take part in either the short or long term work experience must enrol in an in-school component which we call Work and Employability Skills. This is approximately a forty hour course, preparing students for the job market, covering a variety of topics. They include career awareness, goals, resume, application forms, the interview, job search, government and company

benefit plans, safety, stress, anger, initiative, effective listening, decision making, and entrepreneurship. This course is offered in a variety of ways depending upon the particular vocational subject. However, part of the on-going assessment made by the teacher is the students' suitability for a work station placement.

Having completed this course, the student and the co-operative education teacher then discuss possible placements, taking into consideration the student's needs and geographic location, since the students are responsible for their own transportation. After a suitable placement is found and agreement reached, a contract is signed by all parties concerned. Also discussed is a training profile to ensure that the student is given meaningful tasks and not simply used to replace a regular worker. All companies and unions approached have realized that this programme is designed to increase the calibre of student soon to enter the job market, and have been most co-operative and enthusiastic.

While at the work station, the students a regular work week and is expected to act and perform as any new young employee, with all of the responsibility that entails. The co-op teacher will also visit the student once each week to ensure that there are no major problems and to discuss the student's progress with the training supervisor. The School Board has made arrangements with the government that these students will be covered by Workmen's Compensation while on the job; they have also taken out a separate accident policy with a private insurance company, this at no expense to the student.

The Ministry of Education has also agreed that for both the short and long term work experiences, the student, upon successful completion, will obtain four high school credits.

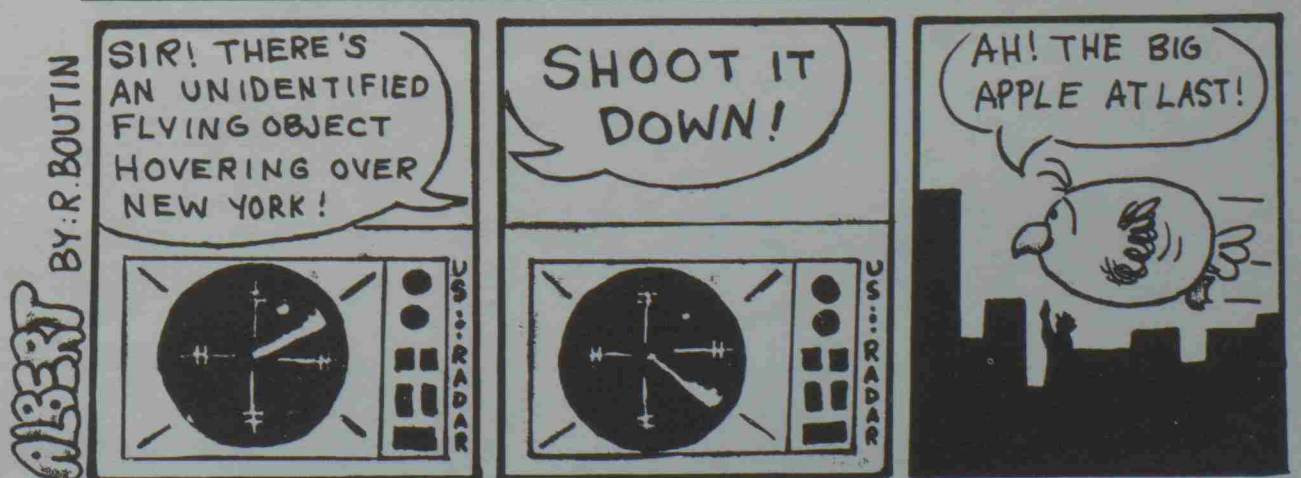
There are students who, after completing Level V, return to school for an intensive vocational programme. These students have, of course, completed their English, French, and other requirements for a high school leaving certificate, and are only enrolled in the one subject they have selected. They can,

therefore, be placed at a work station for an extended length of time, since much of what they would be learning at school will be learned on the job. They can take part in the long term work experience which will last from eight to twelve weeks. The requirements are the same as the short term programme, the difference being that the training profile is more extensive and more intensive.

Obviously, for a Co-operative Education Programme to be successful a lot of things must happen and a lot of cogs must mesh. We are extremely fortunate in the Eastern Townships that our Director General, Board members, administrators and staff, are committed to this success, and have put in considerable time and energy. Both Federal and Provincial Governments believe in Co-operative Education and have given our School Board a grant to administer the programme. We are, by the way, the first school board in the province to qualify and obtain such a grant. This grant will cover approximately one-third of the total cost, but with the support of our Board members, there is a budget allocation for the balance required. The other commitment has come from the business community; their support indicates how concerned they are for our youth. We have had the very rare situation where the timing was not convenient, but we have not once been turned down by any individual or business whom we have approached. Staff teaching subjects not related to the student's experience must give permission for classes missed; once again their support and understanding are much appreciated. Finally, our students are in fact ambassadors of the school, and they will leave impressions affecting the placements of future students; all reports have been very positive and the good name of Alexander Galt has been upheld.

Our success is being heard throughout the province and already two school boards have sent delegations to the Eastern Townships to investigate and hope to implement a similar programme. We hope that their results will match ours, with a programme that is truly COOPERATIVE.

Archie Quick



GREAT CANADIAN SPORTS

Canada, often referred to as the "Great White North", is probably known best for our winter sports. I think the reason we like winter best is because our heads get too warm when we wear our tuques in the summer. Today I'm going to write about three of our most popular sports.

1) HOCKEY - Hockey is a most impressive game where you get to wear padding all over, a helmet, skates and carry a funny shaped wooden stick. In this game, your team skates furiously up and down the rink chasing a ridiculously small, round, flat thing called a puck. Eventually the puck ends up in a net, and somebody actually scores. Hockey seems to have been in the news a lot lately. Since their fighting with the Russians, I don't think we should let them out of the country anymore. We don't need World War III guys!

2) ICE FISHING - This is a true Canadian custom, and great fun! First of all you have to go digging for worms. At freezing temperatures this might be difficult, but if you look long enough you are bound to find a few. Next find a frozen lake and make a nice round circle in the ice. Now, for the best part, put your frozen worm on your hook. After this is accomplished, (approximately 40 minutes later) lower your line and wait for something to bite. Some

people wait in nice little "huts" on the ice. Some of these huts even have heaters, but while your toasting marshmallows, make sure your hut doesn't disappear into the lake with your heater and melted ice. After you've caught something, you get to go home, thaw it out, and, if possible, eat it. As I said before, ice fishing is great fun!

3) Last, but certainly dearest to our hearts, DOG SLEDDING - For a long, enduring journey over miles of tundra, a plane would be nice, but a dog sled would certainly be more ... adventurous. All you need is warm clothing, a sled, and six or eight dogs. I have found that chihuahuas tend to get a little weary after the first hundred miles. Slightly larger dogs would work best. After you have made your 250 mile journey over snow, snow and more snow, be sure to check your extremities, just to make sure everything's still there. Then congratulate yourself for being foolish enough to attempt such a journey and being lucky enough to survive it!

Well, there you have it. And being the true Canadians I know you all are, I'm positive that the second you get home you'll have the uncontrollable urge to go ice fishing. Just make sure to thaw your warms first! Good day and good luck!

~la Silvester

IMPORTANT NOTICE TO ALL STUDENTS IN LOVE

Galt's own newspaper wants to print your special Valentine message - 25 cents for up to 25 words - cheaper than any decent card you can buy.

See Mrs. Echenberg in Red Staff at Noon Hour.

DEADLINE FEBRUARY 11

Now is the time to get those Valentine messages just the way YOU want them! Think of the possibilities:

To the cutest little darling angel fishcake pie, all my love, Sweetie.

Tiger from Denmark: Panther loves you and the way you purr.

Normally normal Norman: I LOVE YOU enough to shut the cat out.

To my Bunnyrabbit: I will kiss and love you forever. Your always, Snugglybear.

Woof Woof: So who is your favourite puppy, mon petit choufleur?

(Thanks to Gazette, Doug Camilli)

As promised in the last issue of our newspaper

ORANGE/GRAPEFRUIT CAMPAIGN

Total sales are over \$25 000 with profits of about \$8 500 for the athletic programs.

Team	Number of Sellers	\$ Sales	Leading Salesperson
Hockey	21	7 073	Corey Bennett
Sr. Boys Basket	9	3 627	Howard Rohn
Jr. Girls Basket	14	2 907	Stephanie Smith
Bt. Bays Basket	20	2 681	Mathew Daigle
Jr. Boys Basket	10	2 524	Dwayne Hamson
Sr. Girls Basket	13	2 367	Wendy Hornby
Bt. Girls Basket	19	1 724	Julie Heath
Other Teams	4	824	Cindy Keet

Top Salespersons:

- 1 - Howard Ron (\$1 773)
- 2 - Corey Bennett (\$574)
- 3 - Mathew Daigle (\$567)
- 4 - Dwayne Hamson (\$479)

For Sale

- 8 - windows, 36" x 38", single pane
- 4 - Aluminum windows, triple track, 41" x 71"
- 1 - Aluminum door, 34" x 78"
- 1 - wood fired Annex heater
- 1 - large ladies dressing table
- 1 - 1975 Chrysler, Newport Custom, 2 door

Please see Erwin Taylor, Yellow Staff room, Y-306, or phone 876-5532.