

The
LITCHFIELD
SODALITE



LITCHFIELD ACADEMY

June, 1924

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JUNE, 1924

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PLEA TO THE ALUMNI

Alumni, Stop! Look! Listen! Do you realize that upon us rests the fate of Litchfield Academy, who has for so many years been educating the rising generations of ours and surrounding towns at a meager cost. Unless we can raise an extra \$100 or more this next year the big standard reached this year cannot be maintained. The teachers have labored unceasingly for the good of the school and their work has not been in vain, for people are beginning to realize that this is a worthwhile school and desire to retain the same corps of teachers. Better surroundings must be provided for the same old stoves, toilets, etc., are still in use and they are now a disgrace to any Academy.

A new modern heating plant should be installed so the teachers and pupils can be comfortable in the severest winter weather. An appropriate toilet could be built or a Kaustine

toilet installed at a small cost and improve the sanitary conditions 100%.

The seating arrangement in the recitation room is far from satisfactory but 25 or 30 winged chairs would take care of this nicely. New floors are needed badly in the hall and recitation rooms.

More apparatus in both chemistry and botany is needed to perform the required experiments.

A little paint both inside and out would brighten things up a bit and make work more enjoyable to all concerned.

A dormitory hall or assembly room are needed very much for accommodations for the girls and boys who are required to stay over during the week. In reality these wants are not needs but necessities if the old L. A. is to be continued. One dollar from each alumnus for a period of five years would help greatly to place the building in decent repair and the school on a fine basis.

What we need at this critical time is money and more money. Money that can be used at once—a few years may be too late.

Think over this matter and decide whether your old Alma Mater is not worth helping.

SURELY at this time she needs your financial help.

WILL YOU AID HER?

AN ALUMNUS.

RAIN AND SUNSHINE

Out doors the rain is falling. Glorious! Glorious! for it has rained only three days and the dry parched earth drinks as a thirsty man.

Out doors the rain is falling. Terrible! Terrible! for it has been falling in a ceaseless downpour for nine days. Like all good things there is an over-flow point where all will be lost.

Out doors the rain is falling in torrents, it has been falling thus for eighteen days. Buildings, trees, and everything floatable was floating about in great confusion. People! there are no people.

Out doors the sun is shining ever so brightly. Glorious! how fortunate! But, Alas! it has come too late. Like the Army which comes to the rescue of the city after it has surrendered, so came the sunshine. Thus would it be with Litchfield Academy should help come too late.

—A. M., '25

THE ADVANTAGES OF ATTENDING A SMALL SCHOOL

There are several reasons why we should attend a small school in preference to a large institution.

In the first place each pupil receives more individual attention from his teachers. Since the teacher instructs in a small school, he naturally will take greater personal interest in each student. The teacher is able to know more intimately and to understand more thoroughly, each pupil. He knows the attendant weak characteristics as well as the stronger ones—and can thus help the pupil to overcome his difficulties and encourage him to make the most of his strong points. Thus the pupil may receive good moral influence from his interested instructor, as well as help in some study.

Secondly, the classes are smaller, and consequently its members are called upon to recite more frequently. Consequently, there is less opportunity for those pupils who are inclined to bluff, to gain daily rank without thorough preparation of the lesson.

A third reason for attending a small school is the fact that nearly everyone has a chance to take part in the activities of the school, whereas in a large institution the pupil has very little chance to develop his talents in athletics, leadership, or public speaking. Education in these things, and character-building, is just as important as the daily recitations.

A fourth reason is that a small school is more apt to send out graduates with a highly developed personality, rather than students who conform to a certain type, as is oftentimes the case in larger institutions.

Finally, we shall find the upper classes mingling in a more friendly manner with the underclassmen. This promotes a greater feeling of comradeship, and strengthens love and loyalty for the school. Such is the feeling among the pupils for dear old L. A.

—Marian Meacham, '24

OUR PROGRESS IN THE PAST YEAR

It may be of interest to the Alumni and friends of the Academy to know that the following program of studies is fresh from the agent for Secondary Schools of the State Department of Education and that we are conforming to it to the very letter.

In addition to the regular work of the English department special stress has been laid upon oral composition. This has

been done by discussing current events each week—thus gaining knowledge of the world's happenings together with experience in speaking before the class.

The pupils are learning to present their subjects with clearness, force and enjoyment to the listeners.

The history and civics classes have been carried on with pleasure to both teachers and pupils by a method resembling the socialized recitation. Biology has been added to the curriculum this year and the study of the different forms of life through specimens brought to the class by the pupils and otherwise has been very pleasurable and profitable.

Taking it as a whole a wholesome interest has been shown and a corresponding progress has been the result in all branches throughout the year.

The course of study follows:

**Program of Studies for A Class, A School with Two Teachers
Showing Schedule for Alternate Years**

Odd Year e. g. 1925

1st Year	2nd Year	3rd Year
English (a)	English (b)	
	Early History 9-10*	
General Math.	Business Math.	Algebra (b) 11-12 (col)
General Science 9-10	French (a) 9-10	Chemistry 11-12
	4th Year	
	English (d) 11-12	
	Amer. Hist. 11-12	
	Review Math. 11-12 (non-col)	

General exercises for each year, all pupils:

Assembly
Physical education, formal work
Music
Art
Vocational guidance

Even Year e. g. 1924

1st Year	2nd Year	3rd Year
English (a)	English (b)	English (c) 11-12
Com. Civics 9-10		Modern Hist. 11-12
General Math.	Business Math. (a)	Business Math. (b)
	Biology 9-10	
Latin (a) 9-10		French (b) 11-12

4th Year

Geometry 11-12

Physics 11-12

Latin (a) 11-12

Early History 9-10*

College Credits—English,	3	or 4
Science,	2	or 3
Math.,	2½	or 3
French,	2	
Latin,	3	or 4
History,	2	or 3
	<hr/>	
Minimum,	14½	17

* The numbers refer to grades combined for the year in this subject.

Literary Department

THE RELATION OF CHEMISTRY TO NATIONAL DEFENSE

There is one great menacing challenge which was not answered and has not been answered since the ending of the Great World War.

This is the chemical threat, great and menacing which more powerfully than ever threatens our future.

During the World War chemicals were used to a great extent. In fact the Germans relied greatly on gas for success in the battle of the Marne. It would be well for us to find where these supplies of gas came from.

The answer is the great I. G., the Interessen Gemeinschaft, a great organization that manufactured practically the whole of Germany's chemical supply.

Let us look into the nature of a few of these gases. First there was asphyxiating gas which caused death by suffocation. This was used in the first German gas attack.

Second are the toxic compounds. These especially affected the nervous system, generally "killed or cured" the person affected by it either dying at once or recovering in a day or two.

Third are the lachrymators. These were not as harmful but caused temporary blindness from weeping.

Next are the vesicant or blistering compounds. Chief of these is mustard gas which burns the skin. This gas was discovered as early as 1860 and its effects were described by Victor Meyer, the great German chemist in 1884.

Lastly comes the sternutatory substances which cause sneezing and also have the effect of arsenic poisoning.

This is the French physiological classification.

There is another classification called the tactical classification. Under this head are the persistent substances which have the power to make the ground uninhabitable for a long time. Mustard gas is one of these.

The Germans had an additional tactical class. The penetrant substances, which were so minute that they penetrated the gas masks, were classified thus.

But gas, without some machine to use it with, is of no

value. What then? The governments had to make a suitable weapon with which to use it, and soon had developed various kinds, among them the Stokes short range gun which was used for rapid firing and the Livens Projector which produced a cloud of gas a long distance away from the point of discharge. The latter weapon was a great advance in this direction for the allies.

One great chemist in Germany who did more than any one else to discover the different chemicals and gases was Haber. Just before and at the beginning of the war he pushed the men under him day and night to make these gases. The military authorities visited him every morning and took great interest in his work.

Having considered some of the different kinds of gas let us consider for a moment the effect these gases had on unprotected soldiers. A glance at the account of the battle of Ypres, the scene of the gas attack by the Germans where asphyxiating gas was first used will give us a good idea of this effect. In a few moments very many men of the division were dying from suffocation and it was necessary to abandon the place. This was the first great German surprise.

Soon after, a way was found to neutralize batteries and roads by means of the gas shell. Chemicals were fixed with the bullets and powder and became a great danger. Later liquid irritants were used in these shells.

The next gases used by Germany were the lachrymators. Those causing temporary blindness were used in the battle of Loos in 1915. This gas was sometimes so piercing and sudden that a person walking along the trench into a gas pocket was stopped as if by a blow in the face.

Germany now introduced a new weapon which caused great pain for the victims, called the "flammenwerfer." It discharged burning liquids into the trenches by a strong jet. This weapon was very efficient in driving back the front lines when first used.

Another cloud gas or phosgene was developed by Germany. This gas was peculiar because of its delayed action, death resulting sometimes twenty-four hours after it was inhaled. One prisoner told the authorities that he was affected only in a small degree and had recovered but he died a few hours later from its effects.

What did the allies do to protect themselves from the gases? They used the gas mask. The first mask consisted of a pad of cotton wool infused with certain chemicals. A great improvement over these was the flannel helmet with a celluloid eye piece, called the hypo-helmet. It was infused

with the same chemicals as the cotton wool masks.

The Germans, late in the fall of 1915, adopted a mask of cartridge design. The facial portion of the mask was made impenetrable for gas and the filtration of the poisoned air occurred through a filtering box the shape of a snout. This mask provided greater protective range and capacity.

Suppose we consider the British offensive for a moment. The author of "The Riddle of the Rhine" thinks this offensive began after the battle of the Somme in 1916. They manufactured a new and deadly gas which sometimes took effect twelve kilometres behind the front. "Vegetation was burnt up to a depth of eight kilometres behind the lines" said one prisoner captured by the French. Another peculiarity about this gas was, as in the case of one of the German gases, its delayed action, some men dying two or three days after its discharge. Prisoners from a certain regiment stated that "The effects of the English gas are said to be appalling."

The carrying out of these attacks required enormous mechanical and muscular effort. Naturally all the work must be done at night. Imagine fixing two thousand cylinders of gas along a two-mile front. Fifty lorries, vehicles for carrying ammunition, wounded soldiers or supplies would be needed to carry this number. All points would be under possible shell fire. If men carried them, four people to a cylinder were required because of the danger of casualties. If a false step were made during the last of the carry it meant being fired upon by some alert gunner. Also the cylinder might be pierced by rifle bullets. The work called for great strength, organization and bravery.

The Livens projector, mentioned before was given its first real opportunity during the Somme battle. By an electrical arrangement sometimes thousands of these projectors could be discharged at once. When only partly perfected its use threw the German army into a panic. As said before this gas weapon produced a cloud of gas as far as a mile away thus causing great surprise to an enemy.

In 1917 the Germans discovered a new gas which caused temporary blindness, some hours after discharge, to the person affected. They also developed a projector. The first use of this was meant to be a surprise but gas discipline had become so efficient that it did little harm. They soon perfected these projectors so that they had a longer range.

Consider the production of gas by the different countries for a moment. In eight months France filled nearly two and one-half million shells with mustard gas. In three years she completed more than seventeen million gas shells.

During this period England sometimes discharged three

hundred tons of gas monthly. The total French production of gas approached fifty thousand tons. British production was about the same and German production was about twice as much. The Italians were handicapped in production, but were not lacking in invention and initiative. With the British respirators the Austrians were repelled. Backed by production Italy was capable of doing great damage by gas.

To increase gas production the Americans built an enormous producing center known as the Edgewood Arsenal. This plant was capable of filling a total of more than two hundred thousand shells and bombs daily. If we had possessed this great engine of war in the beginning many of our lost boys would be at home with us.

In chemical warfare there is one essential, the identification of the different types of gas or other substances. This is necessary because the authorities should know quickly from what kind of foe they must protect themselves.

During the war Germany used much propaganda. They circulated reports that a new and more terrible gas was to be used. In one case a report was circulated that a new gas sent in a shell, meant death to everyone within a hundred yards of the bursting shell. The information generally arrived just before an attack to break down the discipline of the troops but when compared with the real effects of the gas it was found to be very much exaggerated.

There was one way by which the Germans sought to cause the removal of the gas mask. This was through "particulate clouds." The smoke was to penetrate the mask and force the removal of it. Fortunately through some hitch, this cloud was not perfected.

Had the production of these chemicals and materials of the Allies taken years instead of weeks they would have had no part in the last war. The Allies had great difficulty in producing enough chemicals for their needs, partly because some of the Allies had been depending upon Germany before the war for their supply of different substances. The Allies also had to reproduce in a few weeks or months what the Germans had found through years of study. The Americans attached officers to the various companies and research organizations in the English and French armies.

The Livens projector attracted their attention and they were soon able to launch a big drive against the Germans but were stopped because of an attack which disorganized the front concerned. In speaking of American casualties, General Fries stated that seventy-five thousand out of the two hundred and seventy-five thousand American casualties were due to gas. He also tells us that chemical warfare is

a complete science in itself and that no other invention since that of gunpowder has made so great a change in warfare.

The war also caused a great shortage in drugs. Of these Germany had had great supplies and other countries had relied largely on her for their needs. In some cases we possessed neither the raw materials nor the technical knowledge to undertake rapid home production. In some cases however the Allies had enough material.

After the war we wished to inspect the German factories to see what capacity they had for making fertilizers. Also we wished to examine them to see how they were used during the war. As might be expected the Germans resented this and finally notified the head men of the inspection force that if they did not leave at once they would complain to the Peace Conference.

During the war certain gases were so combined that they acted as a camouflage. These were not developed as much as possible during the war but it was discovered that these gases when combined with another as the mustard gas, disguised them in such a way that the enemy did not know when a toxic gas was present.

Of course there is a great probability that a new and more deadly gas will be discovered. In fact German prisoners said that such a gas was about to be used. Evidently Germany was trying to obtain a gas which was very persistent as well as very lethal and this one was said to make ground uninhabitable for eight days.

With these discoveries of new gases and greater ranges the gas alert zone increased in depth on both sides. Soldiers were required to carry a mask when within fifteen kilometers of the front line.

Is gas humane or inhumane? This is a question asked by many people. The most humane weapon in war is the one which settles a dispute with the least killing or suffering. Using this as a standard gas is as human as most of the weapons used in the last war, causing a lower death rate and causing a smaller proportion of the injured to be disabled permanently. Therefore gas compares favorably with other weapons in regard to humaneness.

Chemical warfare however will have a great and terrible force in any future war unless very drastic steps are taken to prevent its extensive use.

Elmer Mitchell, '26

WHAT SHOULD CONSTITUTE THE TRUE AMERICAN CREED

The true American Creed is the belief that the government of the United States of America should be of the people, by the people and for the people.

The people should have freedom and liberty safeguarded by law and order. There should be true equalization of burdens, privileges and opportunities. Any form of power that tramples on these rights of the American citizen is unjust. No selfish interests of persons, classes, and sections should be allowed.

Today, in this most critical period of the world true patriotism and love of country should flourish stronger than ever before. It should be kept in mind that our Constitution is the people's fundamental law, written for the people, operating directly on the people, and adopted by the people themselves. By this basic, fundamental law our present government was created, and by it alone, our government can be carried on.

Although our Constitution is not perfect it is better than any other yet conceived.

We want our government to be the best, one that is looked up to by foreign countries as being conducted by true, honest and upright men who are doing all in their power to help their country. Therefore, the people of America in exercising their right to vote, should be perfectly sure that the man they are voting for, is fully capable of filling his office in a way to make the United States proud of him.

Too many of our best citizens often fail to cast their ballot, consequently men with selfish interests sometimes get into important offices and do our country great harm.

The duty of all citizens is to elect to the legislature wise and patriotic men who will devote their abilities to the interests of their country.

Our people should not be too free in criticising the actions of our public men thereby lowering our government in the eyes of the world. Any man, who by his sneers, or fault finding, or by revealing the affairs of our nation to other countries, is failing in his duty as a true American citizen.

Americans should take an intelligent interest in the government and use active personal efforts among friends, neighbors, Congressmen and Senators to get done things that ought to be done and to prevent the things that ought not to be done. By doing this they can bring in a new era of higher efficiency in our government.

Some have said that it is not the business of private men

to meddle with government, which is a false idea, as the way they are governed contributes to their happiness or misery.

One of our chief interests should be for America to be ruled by Americans. We should be very careful about the immigrants whom we allow to come into this country and only allow those who will eventually adopt this country as their own. There is now before Congress a bill, which must not fail. On it hinges our present and future welfare. It is the Immigration Bill which expires June thirtieth. If it fails our country will be deluged by the scum of all Europe. Our American institutions would become influenced by foreigners which would be very harmful to our government.

Part of our creed should be to maintain peace as far as possible, but to be prepared at all times to defend ourselves if there should be occasion to do so.

It is our duty to our country to obey its laws, to respect its flag and to defend it against all enemies.

As Daniel Webster once said, "Let our object be our country, our whole country, and nothing but our country. And by the blessing of God, may that country itself become a vast and splendid monument, not of oppression and terror, but of wisdom, of peace, and of liberty, upon which the world may gaze with admiration forever!"

Esther Brown, '24

ABRAHAM LINCOLN

Of the numerous holidays of the year February twelfth stands out as the birthday of one of the greatest American heroes. On this day in the year eighteen hundred and nine, Abraham Lincoln was born. His home was scarcely more than a hovel and his parents belonged to that class in the South known as "poor whites," but notwithstanding these facts Lincoln became a man whose life illustrates to us more than that of any other one man, the full measure of possibility that opens to every boy born under the "Stars and Stripes."

"Abe" inherited his strong character from his mother who was Nancy Hanks before her marriage and who died while he was still a young boy.

When he was seven years old, a shaggy-headed, ragged, forlorn lad, his father moved to Indiana. Conditions were better at this new home, which was but a log cabin set in a clearing. They had lived there only two years when his mother died and a year later his father married Mrs. Johnson, a widow, of Elizabethtown, Kentucky. In this new

home Abe was forced to work hard, early and late, helping his father and hiring out to do odd jobs for the neighbors. In this district was a small log school-house which Lincoln attended a few weeks each winter. However, he soon learned to read understandingly and though books were scarce in that neighborhood the owners willingly lent them to him.

At seventeen, he was six feet high in his stocking-feet—though he generally went barefoot—and could throw any man in a wrestling bout. He was also free from all the vices so common among the young men of his time. He was noted for his rail splitting, having split three thousand for one man. He was helped in this work by his cousin John Hanks, who in later years helped put him into the White House, by carrying two of these rails on his shoulders to a political convention.

At the age of nineteen, Lincoln accompanied by Hanks made an adventurous trip down the Mississippi River in a flat boat which was carrying provisions to New Orleans. Lincoln profited much by this trip, both by the enlarged field of observation which it afforded him, and by the great fund of new stories which he picked up and carefully stored away in his memory for future use.

Two years later his father moved again, this time to Sangamon County, Illinois. The journey required two weeks and "Abe" drove an ox-team, bearing the meagre household belongings, the entire distance. Here, too, a log cabin was built, and young "Abe" split more rails. Lincoln was now of age to do as he wished, accordingly he spent what little money he had for books and made a second trip on a flat boat to New Orleans. While there he witnessed a slave auction which left an impression on his mind that time never effaced.

Following this trip Lincoln settled for a time in the small village of New Salem where he was engaged as a clerk in a store. This work brought out his honesty to such an extent that he won the nickname "Honest Abe" which clung to him as long as he lived, for he was as honest and thorough in the bigger things of life, as in the trifling details at the store.

Lincoln and a company of men of which he was captain were mustered into the United States service by Jefferson Davis to fight in the Black Hawk War. Thirty years later, Lincoln and Davis were presidents, respectively of the United States and the so-called Confederate States of America, both directing great armies and navies in deadly warfare.

The Black Hawk War did not last long, but on the strength of his war record Lincoln announced his candidacy for the Legislature as a Whig, and was defeated.

Some time later he applied himself to the study of law of

which he had already picked up a fair knowledge. He again became a candidate for the Legislature and because of his growing popularity was easily elected. He continued in this office for four consecutive terms. Meanwhile he was admitted to the bar, at the age of thirty-seven, and had moved to Springfield, the Capitol of the State. He was at last fairly well started on his career.

In the practice of law Lincoln showed himself very honest and was always willing to fight the cases of the poor and unfortunate with never a thought of pay.

While Lincoln was struggling hard to rise above his surroundings a great sorrow fell upon him. He had fallen in love with a fair and estimable girl named Ann Rutledge and they were to have been married as soon as he had become fairly well started in life. Before the wedding took place, however, Ann died and Lincoln's grief was so great that it was feared he would lose his reason. As time went on his grief lessened and he became deeply attached to another young woman. She refused to marry him, and there followed another period of suffering for Abraham. Not long after this he met Mary Todd from his native state, Kentucky, and married her.

In eighteen hundred and forty-six Mr. Lincoln was elected a Representative to Congress, as a Whig. He drew the attention of the public by a speech in which he sharply assailed President Polk for "unjustly forcing a war upon Mexico" and by the introduction of a bill to abolish slavery in the District of Columbia.

Twice during the next two years Lincoln was a candidate for United States Senator, and was defeated only by political combinations against him. He was also a candidate for the Vice-Presidency in the year eighteen hundred and fifty-six and was defeated by William Dayton. In eighteen hundred and fifty-eight took place the famous joint debate between Mr. Lincoln and Stephen A. Douglas. Both were candidates for the United States Senate.

Mr. Lincoln in this debate took a very pronounced stand against slavery, while Mr. Douglas stood for the principle of "popular sovereignty"—the right of the people of a state to decide for themselves whether it should be slave or free. "Slavery is wrong" was the keynote to Lincoln's speech and the deep impression it left upon the people helped in a large measure to his nomination for President in eighteen hundred and sixty. About a year before the presidential campaign of eighteen hundred and sixty Lincoln gave a speech in the largest hall in New York. Never before had the people heard such a wonderful speech. One man said as he walked

out of the hall after the meeting, "He is the greatest man since St. Paul."

Among the "dark horses" in the presidential campaign of eighteen hundred and sixty was Abraham Lincoln. He was elected president although all the slave states voted against him. Upon his election South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana and Texas withdrew from the Union. Such was the heritage to which the rail-splitter came—a shattered Union, a resolute and ready South, an incredulous and unready North, leaders of parties all for compromise, and many of his own party for abject surrender.

Lincoln's presidency is, inseparably woven into the Civil War. His policy was to make his states free—War was begun from his necessary, but peaceful, effort to supply, but not to strengthen the nearly starved garrison of a national fort in Charleston Harbor, and the first shot was fired by a Union gun.

The last shot of the Civil War found its victim in the tender patient man whose heart was already set on binding up the wounds that the war had made.

On the night of April fourteenth,—eighteen hundred and sixty-five he was shot down by an assassin, and a few hours later died.

Bronzed veterans wept like children and all over the country the heart of the people were touched by such a grief as had never been known.

Tears be-dimmed the eyes of millions as the remains of the beloved Abraham Lincoln were borne half-way across the continent, to their resting place at his old home in Illinois.

No man since Washington had such a burden laid upon him as did Mr. Lincoln and all the world knows how patiently he bore it. With one purpose in mind—the salvation of the Union—he directed the affairs of the nation through the most critical period of its history.

Everyone loved him and had confidence in him and to the soldiers he was almost a god.

Esther Brown, '24

RADIUM AND ITS POWER

Radium is gradually becoming less mysterious in the hands of scientists. It is slowly becoming more plentiful, though today there are only several grains found throughout the world, scarcely five ounces. Not more than three or four companies are producing this special metal. One of these

companies, the U. S. Radium Corporation is located in the United States. The ore in this country from which the radio-active element is obtained, usually comes in the form of a canary or sulphur-yellow rock. It is mined in the Rocky Mountains, in Utah and in Colorado.

The rock is drilled by means of a diamond drill. The blocks of caronotite are brought up and crushed and sifted. After testing the ore with an electroscope to estimate its value, it is shipped all the way from the Rocky Mountains to Orange, New Jersey, where the refining plants are located. Great quantities of water and fuel are required in the refining purposes, and as this is lacking in the vicinity of the mines, it is more economical to transport the ore across the continent.

The reduction of radium demands the most skillful work by laboratory assistants. Men who hold such positions are carefully chosen, since a fortune depends upon their judgment and accuracy. When the work of the laboratory is nearly finished, from eight carloads of ore, the chemist has obtained a minute quantity of powder, which closely resembles ashes.

To hold a tiny particle of radium in one's hand would soon burn the tissues and destroy the bones. Carrying a small tube of it in one's pocket would cause a severe sore. To prevent such injuries the tubes of radium salt are carried in protecting sheaths of lead which is opaque to the dangerous rays.

A mere pinch of radium is luminous enough to make 4,000,000 watch dials visible by night. An ounce of this precious metal is today worth more than \$3,000,000. It would take more than one thousand seven hundred years for the radium to lose one-half of its vitality. Then, after a like period one-half of the remainder would be lost and so on. Thus it may be seen that here is a source of energy which long outlasts the lives of men.

Scientists are trying to solve the great problem of how to break apart other atoms, to turn them into energy-producing engines which will do the work of the world and to make other substances perform the work of radium. The latter would solve the world's power problems. We would no longer have to mine coal nor harness water-power.

An atom of radium sends out perpetually a bombardment of particles which travel at the rate of twelve thousand miles per second. Think of the power that a ton of radium could furnish!

John Huntington, '25

Athletics



Baseball Team 1924

ATHLETICS AND ITS VALUE

What is the value of Athletics? This is a question asked by many people, especially by farmers and other country people. Let us show some of its good use by looking at the farmers who have followed a plow or other farm implements of the same kind for a great part of their lives. We will find many of them stoop-shouldered and stiff in their joints.

Athletics is a great help towards keeping people straight-shouldered and limber. It builds up one's muscles and keeps one strong. With this end in view the students of Litchfield Academy have, with the help of their teachers, been taking physical exercises.

We followed the directions of "Walter Camp's Daily Dozen" with victrola accompaniment. It is for this end, too, that we play baseball and football.

It might interest the friends of Litchfield Academy to know what we have done in baseball and football for the past two or three years, and what we intend to do. We have done very little in football for the last two years. Although

we played games in the fall of 1922 with Richmond High School.

In the fall of 1923 we played two games of baseball with Monmouth, one at Monmouth and the other on the Litchfield Fair Grounds. We were rather badly beaten in both games; the score standing 25-3 in the first game and 18-5 in the second. However, we managed to smile at defeat and hope to do better in the future.

The program for the immediate future is certainly more ambitious than of late years. We have nine or ten games scheduled for the spring term. To prepare for these games we have purchased ten good suits. The students, both girls and boys, worked hard to earn money to buy these. The boys sawed wood and paid dues of five cents a week, while all sold candy and gave entertainments. We are trying to earn money to buy enough baseballs, bats and other supplies to meet the demands of our schedule.

May success smile upon us this year!

Schedule

April 30	Mechanic Falls at Mechanic Falls.
May 7	Monmouth at Monmouth.
" 10	Bowdoinham at Litchfield.
" 14	Durham at Durham.
" 21	Bowdoinham at Bowdoinham.
" 28	Durham at Litchfield.
" 31	Monmouth at Litchfield.
June 4	Mechanic Falls at Litchfield.

Line-Up

E. Danforth, c.	Hall, r.f.
A. MacInnis, p.	Toothaker, c.f.
Lane, 1st b.	Brown, l.f.
Gowell, 2nd b.	C. Babb, s.s.
Godfrey, 3rd b.	

Substitutes, C. Danforth, Tupper Campbell.

Games

April 30, 1924

Litchfield 5

McFalls 11

Fielding of both sides nearly equal. Litchfield was out-classed in batting. MacInnis struck out twelve men and gave no bases on balls.

Runs by Brown 1, Godfrey 1, Lane 1, E. Danforth 2. Brown, Babb and Lane starred.

May 7

Litchfield 6 Monmouth 9

Poor batting cost us another game. E. Danforth and MacInnis formed the battery, with a total of seven strike outs.

Runs: E. Danforth, C. Danforth, Babb, Lane 2 and Brown 2.

May 10 .

Litchfield 9 Bowdoinham 8

Improvement in batting. MacInnis pitched only two innings, and Toothaker the remaining seven.

May 14

Litchfield 5 Durham 8

Weak batting again cost a victory. Godfrey showed up well on third base. Strike outs: MacInnis 9, King 4. Two double plays by Litchfield.

School Notes

LITCHFIELD FAIR

Every year the students of Litchfield Academy have the day off to attend the Town Fair and last fall was no exception. The Seniors raised the sum of thirty-five dollars to help defray their graduation expenses by serving ice cream and oyster stew. In addition to the exhibits and the ordinary attractions of all fairs the Litchfield Academy boys played a game of baseball with Monmouth Academy, and another with a town team.

Friends of Litchfield Academy will doubtless be pleased to know that the pupils and teachers acquired an "Outing" Talking Machine and a set of records "Walter Camp's Daily Dozen" by selling two cases of candy. We thank all who patronized us so generously. Next year we hope to secure some records. Perhaps some friend would like to help by presenting a record, any disc record can be used on this machine.

The students of Litchfield Academy have participated in several essay contests this year. Esther Brown, '24, won the bronze medal offered by the Illinois Watch Company of Springfield, Illinois, to the members of the Senior Class writing the best essay on the life of Lincoln.

Elmer Mitchell, '26, was the only member of our school to submit an essay in the contest in which the American Chemical Society is offering several scholarships to the writers of the best essays in that subject.

Mr. David Bowie, after giving the pupils and teachers of Litchfield Academy a pleasant afternoon in the form of a winter carnival, very generously offered prizes for the best compositions on the afternoon's frolic. The prizes were awarded as follows:

First, Margaret Campbell, '24.

Second, Florence Buker, '24.

Third, Esther Brown, '24.

From the lower classes:

Ara MacInnis, '25.

Mary Chase, '26.

Irene Chase, '27.

Esther Brown, '24, also submitted an article "What Should Constitute the True American Creed," in the Kennebec County Contest for the scholarship donated by Mr. and Mrs. David Bowie to the Junior Citizenship Camp at Winthrop, Maine.

Many of these essays are printed in this issue of the "Sodalite."

PHILOMATHIAN SOCIETY

The meetings of the Philomathian Society were resumed last fall as usual. It was formerly the custom to hold them every week, but now they are held every two weeks on Monday evening in the Academy.

At the beginning of the year the program was in charge of the whole student body, but after several meetings a new plan was conceived, whereby one of the classes would be responsible for the program of the coming meeting. These programs have been both instructive and interesting, including recitations, musical selections, the discussion of current topics, as well as several debates on live topics of the day.

Many Alumni and friends have been present at these meetings, as one of the main purposes of the Society is to stimulate and promote community interest, by keeping the members of the community in touch with what is being done in the school. Our hopes are that the Philomathian Society will continue with ever increasing interest as it has in the past.

OAK HILL TRIPS

When a former student of Litchfield Academy thinks of the good times he or she enjoyed in that school, one thing which stands out in his memory is the Oak Hill Trip. We still take that walk only perhaps it is carried out a little differently than in former times. For two years past there has been no hazing of the Freshman except by requiring them to speak pieces or sing songs when called upon by the dignified upperclassmen. During the last four years it has been customary to carry lunches with us to be eaten after the climb up the hill. After games are enjoyed we returned finding the home trip easier than the hike up the hill.

H. B. L., '24

The western play "Little Trump" was staged successfully on the following dates, February twenty-second at Litchfield Corners; March seventh at Sabattus; March fourteenth at French's Corner; May ninth at Wales Grange Hall.

The proceeds went to the Senior Class except at Wales, when the baseball team received the balance.

The Cast follows:

Rex Kenyon, a young miner,	Ernest Danforth
Old Rube Pettingill, an honest old man,	Wallace Godfrey
Philip Cranston, a gambler,	Henry Toothaker
Manuel Sanchez, his Mexican comrade,	Edwin Lane
Gushington Splatterbee, Esq., of Boston,	Ara MacInnis
James Percivale, of New York,	Alexander Hall
Higgins, his English servant,	Andrew Parker
Grace Percivale, daughter of James,	Esther Brown
Minerva Percivale, her maiden aunt,	Marian Meacham
Old Pepita, the hag of the Hacienda,	Leona Fish
"Little Trump," a Rocky Mountain diamond,	Eleanor Meacham

On the evening of February twenty-ninth a pleasing program was given at the Grange Hall, for the benefit of the baseball team. Miss Helen Andrews and Mr. David Bowie accompanied by Miss Flanders furnished the entertainment.

Another entertainment was given May second in Stewart's Hall for the same purpose with the following program:

1. Music
2. By Courier, O'Henry
At the Soda Fountain
Miss Andrews
3. Vocal Solo
Mr. Bowie
4. Indian Group
Her Blanket
The Weaver
Miss Andrews
Lieurance
5. Violin Solo
Marian Meacham
6. Italian Group
Miss Andrews
7. Vocal Solo
Mr. Bowie
8. The Old Country Gentleman
Miss Andrews
Riley
9. Highland Fling
Miss Hazel Haley

10. Music

Music was furnished by the school talent and Miss Flanders was the accompanist.

On Thursday evening, June third, Junior Prize Speaking will take place. Since there are only four Juniors, four members of the Sophomore Class were chosen to participate.

Juniors *

Black Hawk to General Street,	Clifton Babb	
Behind Time,		Freeman Hunt
	Alexander Hall*	
The Supposed Speech of Regulus,		Kellogg
	Mary A. Chase	
Toussaint L'Ouverture,		Phillips
	John F. Huntington*	
John Maynard,		Horatio Alger, Jr.
	Fred C. J. Seaman	
Give Me Liberty or Give Me Death,		Patrick Henry
	Edwin A. Lane*	
Mr. Coville's Easy Chair,		James M. Bailey
	Edna R. Brown	
The Defense of Andreas Hofer,		Andreas Hofer
	Ara MacInnis*	

LITCHFIELD ACADEMY'S FIRST WINTER CARNIVAL

One dull morning in school just after the opening exercises our Principal, Mr. Tupper, told us that he had a letter which he wished to read to us. This was nothing new to hear, but when we found who it was from and what it contained we began to sit up and take notice.

How our eyes did shine! To think of an afternoon spent in sliding, skiing, and snow-shoeing seemed too good to be true. It even seemed impossible to wait until the day would arrive for such a wholesome frolic.

In due time it did arrive and it was such a perfect day that it looked as though it were made for our special benefit, for the weather was neither too cold nor too warm, and "Old Mr. Jolly Red Sun" arose early to stay with us for the day.

About one o'clock in the afternoon we left Litchfield Corners, en route for the Bowie residence. Some rode in pungs, some skied, while others snow-shoed and it was certainly a merry crowd.

Our teacher had told us in the morning to make it a point

to make someone else have a good time, and in that way we would have a good time ourselves. So with this in mind the day bade fair to be one full of enjoyment. We chatted with our schoolmates, stumped each other, and did various things as we journeyed along, until we came in sight of the sunny residence of the Bowies, then we quickened our pace.

The high hill which we approached and which we measured with our eye, looked rather too high for the girls, but to the boys it was a pile of fun and they could hardly wait to try it.

But before any of the sports were started we, together with our snow-shoes, skis, and sleds, grouped together to have our picture taken, after which Mr. Bowie read the program for the afternoon events.

There was a complete surprise in store for us for Mr. and Mrs. Bowie had offered a number of prizes. We weren't expecting anything like a contest, therefore one might imagine the surprised expressions which passed over our faces.

First, on the program was a snow-shoe race for the boys. A number of the boys lined up, the stunt being to see which one could run on their snow-shoes over to a fence a few feet away, touch it, and get back to the starting place first. The first prize was won by Henry Toothaker, a Senior boy, and the second by Arthur Brown, a Sophomore. Of course the boys weren't experts as one or another would fall down and nearly bury themselves in snow, but they didn't mind, and it made all the more fun for the spectators.

The same kind of race was participated in by the girls. The first prize going to Esther Brown, and the second to Miss Haley.

Then for all around efficiency in skiing there was a stunt for the boys to climb the hill with their skis on, and after reaching the top of the hill to ski down. This created much laughter both for the boys and girls, and often a ski would slip off and slide to the bottom of the hill or against a tree. But the participants became not too ruffled.

When the boys had completed this they entered a ski race across the field and back again. This race was won by Ara MacInnis and Andrew Parker.

The girls had a similar race in which Eleanor Meacham received first prize and Mary Chase second.

Then for a ride on the double runner down over the hill. Some feared the steep incline, more especially the girls, but after seeing the boys take a slide the girls concluded that they wanted a slide also. My!! But of all the thrills! It was a dot and a dash and you were there. One load very un-

gracefully took a spill, but as no one was hurt it rather added to the afternoon's fun.

During the intervals the boys skied down the hill, and it seemed to me as I stood at the foot of the hill, as if they passed me at the rate of a hundred miles an hour. Their caps would blow off sometimes and their hair looked as if it was standing up straight.

In the free-for-all snow-shoe and ski race around the field Andrew Parker received first prize and Henry Toothaker second.

After this was finished a very cordial invitation was extended for us to partake of refreshments.

We then went to the house where we were instructed to go upstairs. There we sat on benches around a stove, and were served with hot chocolate, frosted cake, and apples. Mr. and Mrs. Bowie entertained us with conundrums and stories, and after we had finished our refreshments Mr. Bowie delivered the prizes and offered three more prizes for compositions written on the afternoon which we had spent with such enjoyment.

Extemporaneous speeches of appreciation were made by the pupils, and after this we adjourned to the beautiful sitting room downstairs, where we were entertained with vocal solos, rendered by Mr. Bowie, and stories told by the pupils for peanut candy.

The time passed far too quickly, and as each one had a long distance to ride or walk we thanked our host and hostess for our grand good time and departed to our several homes.

Margaret Campbell, '24

THE MUSEUM

We have in our museum a large collection of rock formations. Many of them were found in our home town, and in particular, a specimen of a very rare rock which has been known to mineral collectors all over the world, for seventy-five years past. "This rock is known scientifically as eleolite-syenite, and is the matrix of the bright yellow cancrinite and the deep blue sodalite that crowd the museums of this country and of Europe." The results of a microscopical examination show the rock to be unique in that it forms an entirely new type in the rare group of the eleolite-syenite that are known in this country in only five or six localities. It is from this rock that the name of our school paper originated.

Other rocks of interest in our museum are: Sphene in

syenite, a very rare specimen found in Bethel, Maine; a rock containing garnets sent from Alaska; a stone embedded with tourmalines; a carb. copper rock from Virginia; one stone containing both green quartz and smoky quartz; a brecca; and a hydrate of magnesia found in Greenwood, Maine.

A curio of vast interest is a hat manufactured from Confederate money ground into pulp, and containing bills whose face value aggregated twenty thousand dollars.

Many of the alumni will remember the pair of old leather boots that were worn by James Earle when he was killed by a bolt of lightning while leaning against a post in the store then owned by Mr. Starbird.

Two other features of interest are: the collection of dancing slippers from foreign countries, and a piece of the rope with which Costlow was hung in Dulham, Massachusetts in 1875.

There are horns and bones from various animals. A musket and a bayonet from the Revolutionary War, and two German helmets from the World War hold their respective places on the wall and shelves.

In fact, there are many other curios and relics that lack of time and space forbid mentioning. All alumni and friends of the Academy are cordially invited to visit the museum.

Margaret Campbell, '24

Alumni Notes

1914

Arthur R. Mitchell, a former student at the U. of M., is now employed in Barahona, Haiti, as a sugar chemist.

Florence M. Buker is working for W. C. Hawes at the Children's Home in Augusta.

Ralph H. Godfrey is employed by the Hyde-Windlass Company in Bath, Maine.

Mrs. Elewyn Tingley, nee Helen F. Mitchell is living in Fair Haven, Mass.

Elton L. Tuttle is a clerk in the Post Office at Worcester, Mass.

Mrs. Edmund Perry, nee Ethel R. Campbell lives in Somerville, Mass.

J. Clive Burnham is far in Freedom, Me.

Mrs. Leon Cash, nee Esther Chick lives in Massachusetts.

Robert B. MacMullin's residence is not known.

Mrs. Vaughan Sylvester, nee Margaret S. Burnham is living in West Medford, Mass.

1915

Della Tuttle, a very successful teacher in New Jersey, was recently called home by the illness and death of her mother.

Alton W. Tozier is working for a typewriting firm of Hartford, Connecticut.

Mrs. Harry Cornish, nee Gladys Coskery is at her home in Bowdoin Center.

1916

Ethel F. Ashford is a successful teacher in Quincy, Mass.

Mrs. Glendon Gates, nee Ezalee A. Hall, is at home in Springfield, Mass.

Mrs. Samuel Tarr, nee Elnora M. Small, lives in Augusta.

W. Wallace Rideout is at his home in Bowdoin, Maine.

1917

Maurice L. Earle, Bates College, '22, is Principal of New Salem Academy, New Salem, Mass.

Lola V. Mitchell, Bates College, '22, is teaching English and Biology in East Hampton, Long Island, New York.

Mrs. Willard Lane, nee Ruth E. Johnson lives in Bowdoin.

Arthur G. Batchelder lives in Bowdoin.

Mrs. Dwight Young, nee Grace E. Small teaches the Earle School in Litchfield.

George W. Buker is manager of the "Buker Mill" employed by the McCarty Lumber Company.

Mrs. L. C. Wheeler, nee Rubena Gilbey is living at her home in Medford Hillside, Mass.

1918

Marian A. Earle, Bates College, '23, is teaching in Brownville, Maine.

Mrs. Alton Tozier, nee Edna Ricker lives in Hartford, Connecticut.

Hi'dred P. Bibber teaches in Livermore Falls.

Clara A. Goodwin is a stenographer in Brunswick, Maine.

1919

Irene Libby teaches the Lincoln School in Litchfield.

Mrs. Ernest Hebb, nee Ina E. Maloon lives at her home in Litchfield.

1920

Etta N. White is Principal of the Winthrop Center Grammar school in Winthrop.

Lois N. Fish teaches in West Gardiner.

Della Gowell is employed by the Androscoggin Electric Company in Auburn.

Haro'd W. Buker is employed in Litchfield.

1921

Eva M. Black graduated from Farmington Normal School in 1923 and is now teaching in Livermore Falls, Maine.

B. Robie Mitchell is a traveling salesman for the Fuller-Brush Company in Gardiner, Mass.

Ina M. Gowell works in the Lewiston Bleachery.

Charles E. Danforth is at his home in Litchfield.

1922

Lorine E. Rogers is teaching the North School in Litchfield.

Evelyn M. Small is a student at Shaw's Business College in Augusta.

Marian I. Seaman is at her home in Litchfield.

G. Marshall Rogers is soon to graduate from Gorham Normal School.

Carroll G. Kelley is employed in a hospital in Winchendon, Mass.

Donald I. Fish is working in the Palmer-King Garage, Lewiston.

Kenneth O. Berry is salesman for W. K. Kellogg in Boston, Mass.

1923

Helen F. Black is teacher of the Starbird School in Bowdoin.

Personals

— WANTED —

Co-operation!!!!

Some ambition for us all.

An electrician to keep the electric bell in repair.

A seat in the schoolroom which Maurice Libby has never occupied.

A footstool for Henry Toothaker to use during school hours.

A chaperone for Mary Chase.

To know who is the champion marble player.

To know what plaything the Freshman and Sophomore boys will have next.

Proper respect and attention.

When William Allard will grow up.

A true love for Ernest Danforth.

An interpreter for the readers at Philomathian Meetings.

When you enter the room

Ahead of your class,

You leave the door open

For others to pass.

When in question discussion

You're first on the floor,

Just leave it wide open

The same as the door.

J. F. H., '25

"What is the difference between Capital and Labor?"

"Well, the money you lend represents Capital and getting it back represents Labor."

Miss Haley: "Put your eyes on the blackboard, while I run through it again.

Maurice Libby: "Them niggers."

Mr. T.: "What is it Miss Meacham?"

Miss M.: (sitting unoccupied with one arm stretched in the air) "Nothing, I'm just stretching."

Miss Haley: (in Physics class) "We'll now hear from Mr. Danforth."

Miss F.: (interrupting) "Well, I guess we won't hear very much."

Mr. Tupper: "Well, Mr. Godfrey, what is your reason for being late?"

Mr. Godfrey: "I forgot to put on my necktie this morning."

NOTICE

Some people are very punctual about being late in the A. M.

"Mary had a little light
A bashful light no doubt
For whenever Mary's beau came in
The little lamp went out."

Ara MacInnis possesses a multitude of nicknames namely: "Dear Gushie," "Deacon," "Uncle Ara," "Grandpa," "Preacher," "Professor," to say nothing of the despised "McGinnis."

If all the people died that Marian Meacham has stuck pins into, she would have to live as long as Methuselah to be able to serve her many life sentences.

We do not swear now, we just say, "Tin—pan—tinder-box!!!!!"

The friends of Mary Chase were much worried over her sudden disappearance after prayer meeting. When they were about to give up the search as fruitless, they found her near a "Clif (f)."

Miss Alice Mitchell a Sophomore wise,
Is frequently seen with tears in her eyes.

Since Warren Gates left our school E. B. has kept a handkerchief in constant use.

We have often wondered if some folks were born talking.

SCHOOL STATISTICS

Prettiest Girl	Margaret Campbell
Handsome Boy	Edwin Lane
Homeliest Boy	??????
Homeliest Girl	??????
Tallest Girl	Leona Fish
Shortest Girl	Cecelia Wentzel
Fattest Girl	Irene Chase
Tallest Boy	Ara MacInnis
Shortest Boy	William Babb
Biggest Feet (boy)	Ara MacInnis
Biggest Feet (girl)	Carrie Buker
Biggest Flirt (boy)	Ernest Danforth
Biggest Flirt (girl)	Esther Brown
Average Height (boys)	5 feet 6 inches
Average Height (girls)	5 feet 3 inches
Girl with Longest Hair	Edna Brown
Girl with Shortest Hair	Cecelia Wentzel
Best School Spirit	Ara MacInnis
Most Absent-Minded	William Allard

"Never let criticism sour your ambition. Let it rather be the salt that gives your determination the grit to keep on trying."

ALPHABETICAL JOKES

- A is for Alice, sweet sixteen,
Who wishes for a flying machine.
- B is for Billy, little William Babb,
When he's angry you should hear him gab.
- C is for Carrie, the heavy weight,
Seems too bad she can't find a mate.
- D is for Danforth, Chester by name,
Loves Miss Meacham and isn't to blame.
- E is for Ernest, Mr. Tupper's son,
Full of the dickens but never has fun.
- F is for Fish, Leona I meant,
All boys, but Roland, aren't worth a cent.
- G is for Gowell, on second base,
When he chops the ball you should see his face.
- H is for Henry, "Toot," old boy,
He goes with Alice, whose heart's full of joy.
- I is for Irene, who has changed her mind,
And is looking for a fellow of a different kind.

- J** is for Johnny in the Junior Class,
If he doesn't study, he won't pass.
- K** is for Kenney, who can he be?
Look at May Chase and maybe you'll see.
- L** is for Lane, who holds down first base
When a ball comes his way he's right in place.
- M** is for Meacham, Eleanor and "Clif,"
When she is mad look out for a biff.
- N** is for noise that's in the school
If I said there wasn't you'd call me a fool.
- O** is for Oliver H. Toothaker, dear,
If nothing happens he'll graduate this year.
- P** is for Parker you'll know him at first,
He looks like a bubble just ready to burst.
- Q** is for questions Libby can't answer
In Stewart's Hall he's an acrobat dancer.
- R** is for Russell, his last name is Black
When in the lines, he always hangs back.
- S** is for Seaman, Freddie you know
Does a little trick and then he'll blow.
- T** is for Tupper, Mr. and Master
If you want to keep up, you'll have to go faster.
- U** is for us
We ought not to fuss.
- V** is for Victory which comes at last,
Let's hope for more than we've had in the past.
- W** is for Wallace, the clown of the school
He acts very queer altho' far from a fool.
- X** is for Xcellence our motto indeed
If you wish to keep up, you must have speed.
- Y** is for you, each and all.
Be sure to come back next fall.
- Z** is for Zero, we get lots of those.
Luckier if they were nineties, don't you s'pose?

SOMETHING TO THINK ABOUT



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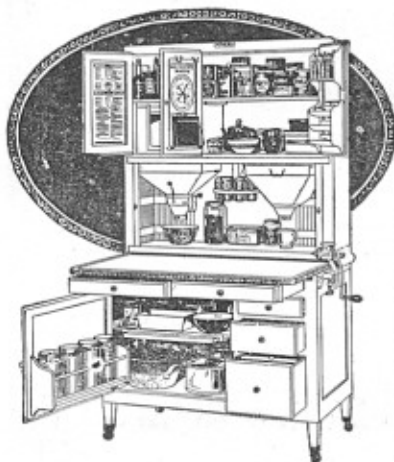
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