THE OLYMPUS

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A DREAM.

ELIZABETH MACLEAY.

THE child had been ill. For many weeks it had lain on its little bed and wondered, in its youthful simplicity, "Am I going to die?" Life was naught but gaiety and joy to the little mind, in its immaturity; but Death—what lay behind it?

For days sleep had not quieted the restless, throbbing spirit; but now, exhausted, she was tired. At length the little eyelids closed against all resistance, and she knew that death had come. Never before had she felt such a sense of utter loneliness. Everything was gone; she was severed from that one earthly deity—Mother, and now she knew not where to cling. Her little heart seemed to beat as before, but faintly and tremulously, for she was so alone, and human tears welled up into her eyes, that now, struggling, opened. But what they revealed was far from comforting, for the child was startled to find herself confronted by a wild and rugged hill or mountain side. With affrighted eyes she gazed about her. At her rear it was dark and mystifying, and oh, how terrible! Before her and on both sides the hill towered giant-like and awful in its inky blackness. Amid the general weirdness of it all the occasional roarings of an unknown source gave added fearfulness, and it was all so terrifying that the child sat on a neighboring boulder and wept.

Finally, she became quieted, and urged on by something that presented itself to her mind, in the array of hope, yet she know not what, she commenced to seek for a pathway up the mighty barrier. But the search was in vain, for seemingly none had trod before her. Yet strangely not disheartened she proceeded to scale the eminence, scrambling past huge and jagged masses of stone and blackened trunks of deadened trees. Uncanny prickling vines seized her bleeding hands and momentarily held them fast. Yet notwithstanding all these obstacles the child, as she gazed fearfully behind her, knew that she was making progress. So she clambered on, growing more and more fatigued, yet always hopeful. She realized that she was becoming older in this struggle, and she was conscious of growing intensely tired.

At length weariness took possession of her and she was forced to crouch fortiorily upon her roughened pathway, despondent. If this be death, she reflected, why must we exist either in life or death. How long she sat there in a helpless stupor she knew not, but she
slowly became aware that the deafening outcries of this phenomenal locality had ceased, as though trembling under some greater power. And now she was aroused from her lethargic condition by the most beautiful voice she had ever heard. As she contrasted it with the sweetest of mortal music, the latter seemed harsh and crude and would have grated unpleasantly upon her ears. She cast her eyes about in wonder, but saw nothing other than her strange surroundings. All was brighter about her than it had been, and as she leaned forward intently to hear the sonorous tones she distinguished the words,

Do not pause, though distressed you may be,
You have done well and we pity thee.
But should you lose courage you will surely fall
Down into fathomless depth beyond recall.
So strive onward and perhaps you'll overcome
All difficulties and reach your haven home.

After this the voice died away, but the wanderer felt as though blessed and struggled on. The way was far and difficult and the tired feet often slipped, but as she ascended it became gradually illumined until finally the brightness fairly dazzled the comforted eyes.

At last her task was completed, her suffering was over and the top was reached. Oh! the glorious sense of peacefulness that settled upon her. Now, old and experienced, she paused and gazed out over a broad expanse of delicate beauty. In exquisitely blended colors, such as artists dream not of, angelic flowers waved in the glittering brilliancy; flowers with human faces that all smiled a welcome; flowers that would never wither and would never fade. Tall, graceful grasses fanned her heated cheeks, and she quenched her thirst with the purest of water, brought by buttercups of a golden hue. Then she sank down upon a mossy couch and buried her head among the chastity of the whitest of lilies, that soothingly whispered fondly about her as they caressed her cheeks. In the far distance she perceived the approaching King, whose grand face held her in admiration and rapture. In the loftiest of her dreams she had never depicted so glorious an expression as she now felt to worshiping. Soon his hand had been laid upon her head and—once moment, he had passed on.

All lay in holy quietude, and then a faint breeze wafted the delicate fragrance of a little violet to its neighbor, and upon its breath were carried the words, “The haven is reached, and this is my ain country.”
winter seems to be the cause for bringing forth political discussions from the students. Although the interest our "to be" citizens take in national and state issues is highly appreciated, yet we hope that no disastrous "squabbles" will be the outcome.

The management of "The Olympus" needs the hearty and cooperative assistance of the entire school. If you have not subscribed to your own paper, students, you should surely do so, and rack your brains, as it were, for good, newsy material, so that wherever a copy may find a home it will be over-brimming with vitality and interest.

Sleep is a very desirable thing, but not in such a flourishing institution as the Olympia High School. The absence of a literary society is peculiarly noticeable. The Seniors, at least, should form such an organization, or there will be weeping and wailing and shaking and quaking at commencement time.

Lately an expression of awed mysticism has been noticeable upon the faces of our "wee bairns." We judge that the little "chicks" are becoming initiated into High School life, and are burdening their poor little minds in attempting to compose a class yell. We know that they are striving hard to learn the school yell, but we must have patience, for the words are long and the little dears get tired quickly. In reality their perseverance forbodes great precocity in those so young.

It would be highly appreciated if some good philanthropist, who loves little children, would magnanimously present the city with a new high school building. This is a suggestion.

Latin in my crammed desk,
I pluck you out to serve you.
Hold you here, grammar and all, in my hand.
Little Latin—but if I could understand.
What is in you, constructions and all,
And all in all, I should know what a dead language is.

-Tennyson, Junior.
her colonial policy was superior to that of Spain and other European countries.

In the years 1651, 1660 and 1663 England passed the Navigation Acts and other bills which prevented the colonists from manufacturing such things as conflicted with her own industries. Some of the acts were met with approval by the colonists, while others, which infringed more directly on their rights, were greatly opposed. The irritation resulting from the enforcement of the Navigation Acts was one of the main causes of the Revolution.

Since this period, England has changed her commercial policy a great deal. In 1851 the protective system was destroyed and free trade established. This change was brought about by the discontent arising from the passage of the Corn Laws, the restrictions of the Navigation Laws and the popular demand for reform. The last obstacle to trade was removed when, in 1854, the last of the Navigation Acts were entirely repealed. By adopting free trade, England became a great open market, which was patronized by all nations, and that gave her a large part of the trade of the earth. In 1866 her foreign trade amounted to $2,670,000,000. England further increased her commerce, by taking advantage of the discovery of gold in Australia; by holding an exposition at London; by making a commercial treaty with France; by obtaining better methods of transportation, and by increasing her colonial expansion.

After over fifty years of free trade, the same policy is now in force in England. Free trade did not prove entirely satisfactory to the country, and England's prosperity was several times interrupted by panics and commercial crises; but she passed through them all successfully, and she has today by far the largest commerce of any country in the world. Her merchant marine is supreme, and she practically controls the markets of many countries.

The chief difference between the commercial policy of England and that of the United States is the free trade policy of the former and the protective system of the latter. While England levies a tariff for revenue only, the United States places a high protective tariff on all important imports. As to whether this is the wisest course to pursue, the people of this country differ. For a great many years, and in the present campaign, the tariff question has been one of the most important issues. One party advocates free trade, the other a protective tariff. There are a great many objections to both. If free trade were to supplant the present system, its establishment would be undoubtedly followed by hard times, resulting from such a great change. The lowering of the tariff would enable foreign manufacturers to compete successfully with American products. The great manufacturing corporations of this country would either fail or be compelled to lower the wages of their employees; and as a result, the millions who are employed by these corporations would be without means of support. On the other hand, the protective tariff has its disadvantages. It enables American manufacturers to sell their surplus products abroad at a price below that which is paid for the same things at home, and still make a profit. It considers the producer or the manufacturer, but not the consumer. Then, since the consumer forms by far the larger class, the manufacturer is enriched at the expense of the consumer, and this forms the basis of a trust. The protective tariff increases prices, and in so doing increases the cost of living. The solution to the tariff question is not to be found either in free trade or in protection.

During the last few years the United States has bettered her commercial system by a policy of reciprocity. In 1900 an exception was made to the Dingley bill in the Porto Rican tariff which made the trade between the United States and Porto Rico practically free. A treaty of reciprocity also exists between the United States and Cuba.

We can account for a large part of the present commercial prosperity of this country by her development of the internal resources, among which are the improvement of harbors, the increase of means of transportation, the establishment of a firm banking system, and the creation of the national department of commerce and industry. We have not burdened ourselves with the support of large standing armies, or by heavy taxation. Our colonial policy has been such as to improve the commercial advantages of both the colonies and the United States. We are now engaged in the construction of the Panama canal, which, when finished, will greatly add to the trade and commercial prestige of this country. The United States has fought her way to a foremost position in the commercial world, which is second only to that of Great Britain.
A Treat.

A LISTENER.

I was craving for some classical music, a melody which would give me an entrancing sensation and emotion, which would go to the very depths of my soul and stir the most inner chords of my heart; so I stationed myself two blocks from where the pride and gem of the Olympia High School was practicing—"The Orchestra."

The last one had finally arrived, an hour later than the appointed time, and after much tuning, screwing and rattling of music, each one took a comfortable position so that he might put forth his best efforts and show what a decided talent he has for music and for making a greater noise than his neighbor.

Now! already! begin!!! Then followed an indescribable uproar; screeches, sawings, discords; every instrument at a different pitch; some beating time with their feet, others swaying their heads with the rhythm. The leader, Mr. Mitchell Garrison, flourished his baton in the air with the dignity of a monarch and the force and fury of a cyclone.

"Wait," some one shouted, "I've broken one of my strings."

"Never mind," screamed the pianist, "keep right on."

"Hold on!" demanded another, "I've been playing another tune altogether; wait till I find my music."

"I think you're real mean!" a chorus of voices exclaimed, "we had almost played two measures."

"There! now! ready!!! one for the money, two for the show, three to make ready and four to go."

Again there burst forth a wonderful sound, a harmony so complete that Beethoven and Mendelssohn would blush and hide for shame.

"I've broken another string, but go on; I'll catch up," sang out a voice above the jangle.

In the midst of the din and hubbub some one with a very deep voice managed to yell, "My, but this is grand; I'll bet we can play 'Home, Sweet Home' for the commencement exercises."

I turned and fled. I was certainly stirred with emotion. I was enraptured, charmed, fascinated. I had had enough classical music for one evening.

This You Should Know.

INEZ HADLEY.

One of the reasons for the marked progression and success of the United States is undoubtedly due to our system of public education, where instruction is given to all who care to take advantage of it. Each state has its individual institutions and each attempts to vie with the others in obtaining a high standard. These institutions strive to prepare men and women for all different professions. For example, every state has its university, which is a collection of colleges organized under one head for the purpose of teaching all branches of learning. It also numbers an agricultural college and normal schools among its schools of higher education. The purposes of the agricultural college are varied, while those of the normal schools are confined almost exclusively to the training of teachers.

When the first legislature of Washington Territory met in 1854 it gave two land grants, which should endow two institutions—one at Seattle, the State University, and one in Lewis county, the Reform School. At this time there were not more than four thousand people in Washington Territory, and the early records in the history of the university showed that the institution had a struggle, and for a long time was not regarded as more than an academy. For some time the growth of the school was scarcely perceptible, yet now it is growing rapidly.

It was decided that each building should be made of materials found in Washington. The University has eight buildings—these are the administration building, the science hall, power-house and machine shops, old law building, gymnasium and two dormitories. It has departments of mechanical, mining, civil and electrical engineering, botany, chemistry, pharmacy and languages. There are about fifty professors and instructors. Instruction at the University is free to all, without regard to race, sex, creed or social station.

The Agricultural College is perhaps considered the next in importance. This and the School of Science has a land grant of 90,000 acres and 100,000 acres respectively. These are to be sold, and the money will constitute a fund for the support of the college. This school is situated at Pullman, Whitman county, Washington. It has eighteen buildings, and these include the administration building, gymnasium, science hall, mechanical building and two dormitories.
There are departments of mathematics and civil engineering, chemistry, botany, agriculture, horticulture, English language, economic science and history, mechanical and electrical engineering, modern languages and pharmacy. The school enrolls about eight hundred students, and there are fifty-nine of the faculty, instructors and officers.

The Normal Schools are maintained by the state for the specific purpose of training teachers. A demand for professional teachers is very great, and the supply is lacking of those qualified for elementary school work. One who wishes to be a teacher must possess natural talent for teaching, and no normal school, although it can furnish means for developing this, can create it. The three normal schools of this state are those at Ellensburg, Bellingham and Cheney. These are situated in three different sections of the state. Whatcom Normal, at Bellingham, is in Northwestern Washington, and is the largest in the state. The faculty consists of twenty-two members, and it enrolls about three hundred and thirty students, besides the training school. Ellensburg Normal School is in Central Washington. This school opened September 6th, 1897, and has grown rapidly ever since. The faculty consists of sixteen and the school enrolls about one hundred and fifty students. The third Normal School is at Cheney, which is in the extreme eastern part of the state. Their faculty numbers fifteen and enrolls two hundred and fifty-seven students. Each of these schools has a training department which embraces eight grades of work, and it is here where the students put in real practice their theories. Each teacher must present his plan of the lesson to the supervisor before he may teach the class. At times the supervisor conducts illustrative classes for observers.

This is part of the great school system in America, which, although it is not as old as those of other nations, it is recognized as having as high a standard, and from the American point of view the highest standard.

Although it is true that the balance of our time is devoted to the graver muses, yet Enterpe is not neglected. To those among us who are possessed of musical ability the High School offers considerable training and advantages in its various organizations, such as the School Orchestra, the U. L. K., the Young Ladies' Glee Club and the "Jolliest Boys Alive," or the Young Men's Glee Club. And not only this, but during the year there is a certain amount of instruction given in which all the students are urged, nay, even forced to take part.

We are particularly pleased to mention Miss Bigelow, who will again direct us in this art. Her faithful work last year in this line not only produced remarkably good results but was highly appreciated, and endeared her in the hearts of her pupils.

This year the High School feels that it can again organize and keep up an orchestra. It will consist of eight pieces—piano, two first violins, one second violin, first cornet, second cornet, slide trombone and the clarinet. The members of this orchestra are practicing very earnestly. Everyone regrets that such an organization could not be kept up last year.

Last year the U. L. K. was very satisfactory under the direction of Miss Bigelow. This year the young ladies have again organized their glee club, with Miss Bigelow for director and Miss Hadley for president. They hope to do even better work than they did last year, if such be possible. The public has not yet forgotten the selections rendered by the members of the U. L. K. at commencement last year.

The "Jolliest Boys Alive" keenly felt the loss of their tenor, Frank Mount, and their bass, Merritt McCully, who are now members of the Alumni. Last year the work of the club was very highly appreciated by everyone, and especially by some of the girls whom they serenaded. The general public will be glad to learn that the J. B. A., who made such a hit last year, have reorganized, and will shortly be ready to appear in public. The fact that some of our best singers were lost by graduation will not check our progress, as new members are to be admitted after taking the usual "try out."

Through the able directorship of Miss Bigelow we will make for ourselves a glee club which any school would be proud of, and this year will no doubt receive invitations to sing from places more distant than Tenino. There may be other glee clubs connected with the O. H. S., but the J. B. A.'s have proved themselves to be the club.

Commencing with the Class of 1903, it is very nearly possible to follow the careers of the graduates of the Olympia High School
up until the present time. It is decidedly gratifying, also, to our
vanity to observe the yearly increase in the size of the classes.

In that of 1902 we could boast of but four members, but though
the number is small it must be kept in mind that “good things
come in small packages.” Of these four we hear the following good
report: Hallie Pierce, employed as stenographer; Harold Agnew, 
studying in Agricultural College; Alice Yantis, teaching; Bert
Umpleby, University of Ohio.

From 1903 we recall what were known as the “lucky thirteen.”
They were also an admirable class, who are all quickly winning their
tale to success and future fame. Doubtless in a few decades we will
each ponder over the pages of the latest encyclopedias of the day
upon whose records will be imprinted the lives of the valorous and
learned. At present all we can write of them is: Lena Abernathy,
teaching; Alta Barton, enrolled at State University; Abe Courtright,
enrolled at State University; Geraldine DeConcury, studying music at
Tacoma, Wash.; Ted Callow, enrolled at State University; Dora
Jeffers, Business College in Idaho; William Manier, Law School,
University of Washington; Florence Sanger, studying music at
Tacoma, Wash.; Esther Livesy, enrolled at State University; Ivan
Kinney, enrolled at State University; Ralph Loomis, enrolled at
State University; George Smith, working; Albert Emerson, enrolled
at State University, and last of all the largest class that has gradu-
ated for some years.

Illustrious and renowned is the famous class of 1904. Our
record of them is: Frank Mount, University of Oregon; Mary Tay-
lar, studying music; Guy Overhulse, teaching; Hansine E. Christen-
sen, preparing for trained nurse at Portland, Or.; Bonnie Royal,
studying art at Portland, Or.; Martin Gottfeld, working; Merritt
McCully, Pullman College; Daisy Cooper, working; Horace Sawin,
Baker University, Kansas; Will Yeager is working his muscle for
football next year; Viretta Talcott, teaching; Edith Hopp, working;
Grace Simpson, Wilson’s Business College; Clara Sheldon, teaching;
Edna Talcott, studying music; Thad Peirce, Pullman College; Inez
Wynn, teaching; Eva Churchill, probably attend Berkeley; Queen
Knox, working; Marion Blankenship, taking course as trained nurse,
Portland, Or.

In German (Miss Drum, translating)—“The loved ones passed
the weeks, alternately in anxious suspension (suspense) and sweet
stolen meetings.”

Surely physics is an interesting study when both pupils and
teacher unconsciously work a half hour overtime. Yet we hope that
none of the students were reveling in the enjoyment of the fact of
escaping Cicero.

In Geometry: Mr. Taylor—Mr. Hartsuck, please put the fif-
teenth proposition on the board. Benjamin—Please sir, shall I draw
the picture?

If a certain blonde Senior lad had realized the intense anxiety
and solicitare caused by his non-attendance at school the first few
days, and the almost fatal effects upon the lives of two important
Senior lasses, he most assuredly would have been more thoughtful.
We trust that for the benefit of such cases, in the future he will be
on time.

In Physics: Mr. Taylor—Miss Wyman, what is a physical phe-
nomenon? Miss W.—Anything remarkable or strange.

Mitchell—Take a little advice from a “would-be” oculist. The
perpetual strain to which you put your visual powers when gazing
so rapturously at an individual in the Senior class will undoubtedly
produce distressing results.

Mr. Taylor—They were giggling, as young ladies sometimes do.
“Humph! Perhaps they had provocation.”

POOR “SAMMEE” SAYINGS.

Seniors large may venture more,
But little Freshmen should keep near shore.

He who lives upon hope shall die “flunking.”

Speak not but what may benefit others or yourself. Yourself, if
possible.

Cramming is the mother of a good Latin lesson.
The Faculty helps them who help themselves.

Now that I have my Physics and Algebra lesson everybody bids
me good morrow.

Let all your things have their places. All note-writing should
be done during your recitations.

Late to bed and early to arise is the life of a High School student
who tries.
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If you would have your business done, don't go; providing you
can get some one to send.
Remember that a "stand in" is money.
If you have to recite today, get your lesson tomorrow.
He that on his nerve would thrive,
Himself must use it to survive.
When the well is dry they know the worth of ink.
It's only a game of football,
But that is surely enough.
It's worrying all the girls to death
Because it's so terribly rough.
The boys say it's "perfectly" harmless,
But they come home dissected in parts,
And fairly forget for the moment
That the lassies are breaking their hearts.
The boys discuss football for ever,
And declare that the girls are tame,
To stay at home and do darning
And miss a jolly good game.
But the girls are preparing for nurses,
And tear bandages by the yard,
So the boys won't find them so useless
When they (accidentally) get jarred.

Senior Class Notes

All that is necessary to identify ourselves in the public mind is
simply to say, "We are the Senior Class of the O. H. S." And for
the sake of a few ignorant ones, we must say, "The Class of '05."
But few are so far removed from the effect of civilization influences
that they have not heard of that famous, notorious, glorious class, some
of whom were born great, some of whom have achieved greatness, the
others upon whom greatness has been thrust. Is there anyone who
does not swell with pride for having known, spoken to or been recog-
nized by one of them, and who does not forthwith apologize and hang
his head in shame when caught in familiar intercourse with the other
classes?

Mr. M.—"There is lots of good hard work in you Seniors."
Miss T.—(thoughtfully) "Yes, there surely must be, for none has
ever come out."

THE OLYMPUS

Paul, "Could you be true to eyes of blue,
If one of them had a darker hue?"—Ida.
The time John's "lost in wooing,
In watching and pursuing.
The light that lies" in Julia's eyes,
"Has been his heart's undoing."
"Tho' wisdom oft' has sought him;
Jake's "spurned the love she's brought him;
His only books" are Freshie's looks,
"And folly's all they've taught him."

Junior Notes

E. R. (in geom.)—A "codiateral" is a "parellagram" when
the opposite sides are equal respectfully.
Ask Mr. Grote about the Egyptian mummies that came to life
after being entombed for six thousand years.
Miss T. (to Freshie in Latin)—"Now, doesn't that jar you a
little bit?"
R. F. (in physics)—"Centrifugal force."
We wonder why Mr. Schively is so fond of the song "How Can
I Leave Thee?" and why he sings it so ardently.
H. D. (translating German)—"The donkey drives the lady into
the city."

Paul—"Ich werde ein Brauer."
Dedicated to Z—- S—-:
There was a little Junior girl
Who was eight years old, she said;
Her hair it grew in many a curl
That clustered round her head.

To be a Freshman or a Sophomore is great; to be a Senior is
greater; but, ah! to be a Junior, that is the greatest of all.

Sophomore Notes

We, the present Sophomore class, entered the O. H. S. as
Freshmen September 5th, 1903. Have always been noted enthusiasts
in whatever we have chosen to undertake, and are looked upon with
pride by our school world. At first we boasted of but twenty-eight
members, though now our numbers are increasing with our prominence. Our first meeting was held October 19th, 1903, and the Class of '07 was then organized. About last May every one was talking of the success of our drama, the proceeds of which enriched the school library. We have entirely forsaken all the childish pranks and plays such as are now practised by the candidates for '08, and are imitating and improving, to the best of our ability, the hard worn path of our predecessors. Today we stand as proud Sophomores, and have expectations of great success when the final comes on May of 1907.

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**Eighth Grade Notes**

**WALLACE MOUNT EDITOR**

The Lincoln School, under the auspices of the Eighth Grade, are raising money to buy a piano for the use of the school.

There was a program given in the Eighth Grade Friday, October 28. Miss Fannie Harris entertainingly recited "The Inventor's Wife." The Eighth Grade Quartet rendered a very popular selection, and, needless to say, they were heartily applauded by the students.

The fact that the North Pole lies north of Olympia was disputed by one of our classmates. Moral: Pay attention.

A candy sale will be given by the girls of the Eighth Grade Friday, November 4, at 3:30 p.m.

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**THE FRESHMAN CLASS.**

The Freshmen are very anxious to introduce to the public their new and promising class of 1908, though doubtless an introduction is unnecessary, as their presence and abilities have become quite evident, especially to that extremely intellectual and superior class; namely, the Sophomores. The class of '08 is the largest in the history of the institution, and it is needless to say that its excellencies consist not in number alone, for you will find its members well represented in all student activities.

At the beginning of the school year occurred that greatly anticipated event, the "kane rush," into which the Sophomores entered with all confidence and brotherly sympathy for their fresh friends who would so soon receive the blow which would fill their young hearts with regret and cause them to realize that they must now and ever after recognize in their opponents their supposed superiority. But as the Bible sayeth, "Pride goes before a fall," so the Soph found his spirit chastened, and when congratulations were in order they were not his to receive.

Strong in the knowledge of their new-found strength the Freshmen proposed a baseball game, in which they were again victorious and the Sophs forced to take a back seat.

Such is the present history of the Freshman class of 1908. May it ever be as favorable.

Class colors, Yale blue and white.

Class yell—

Hi, hi, hi, Freshman, hi;
Live ever, fight ever,
Do or die.
Rick, rack, rake;
Rick, rack, rake.
Freshman, Freshman, 1908.

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**EXCHANGES.**

Owing to a misunderstanding on the part of the editor this department will be somewhat deficient in this issue. The exchange papers have, however, found their way to our reading table and are quite generally read. They have all, for the most part, been decidedly good and keep us well informed as to what other schools are doing.

The "Crimson" from Louisville, Ky., is to be congratulated upon its very unique cover design and the artistic decoration throughout.

The "Spinster," though somewhat small, presents a pleasing appearance. The eulogy on "Freckles" is certainly original, and will be a topic of universal interest among those so afflicted.

The "Evergreen," published by the Pullman Agricultural College, is quite a flourishing journal, and the fact that it is published every week causes us to comment upon its enterprising staff.

The "Olympus" invites the criticism of the exchanges, as it is but natural for us to seek the opinion of others remote from our own "little world." We notice the absence of an exchange department in a number of the school papers, and are disappointed in the omission.
We are opening the football season of 1904 in a very promising manner indeed. The interest that is taken in football, both by the High School at large and by the players, is most encouraging. The attendance at the games is large and the support by the Rooters' club is certainly appreciated to its fullest extent.

Although the squad this year is small, every man in it is a worker and is eager to make a success of athletics. A word about the individuals at this time would not be out of place. At left end we have Schively. This is his first year on the High School team, but it is not his first year in football, as his playing will show. He has a way of breaking interference that is very disastrous to the man with the ball. At left tackle we expect to play Watson. He is a promising candidate. We have two very promising men at guards in Coulter and Burr. Both are big, strong, cool-headed, active fellows, and the way they tear holes in the opposing line is a caution. We expect great work from them. At the other tackle is Taylor. He is probably the fastest man on the team, and it will take a fine man to keep him from tearing a hole in the opponents' line. At right end we have Matthews. He is not very large, but he is strong, quick and wiry, and he looks pretty big to any interference coming his way. For backs we have the quartette McIntosh, Fullerton, O'Brien and Hartsock. If McIntosh plays in his old style form at quarter, we need fear nothing as to the safety of that position. Big Hartsock is the man we expect the great work from. At full back he is filling a very important position, and he is the very man for the place. One has to see him go through the line to appreciate his great driving power. O'Brien and Fullerton, at left half and right half respectively, are not new men at the game, by any means. They are strong at both defensive and offensive work. Last but not least, as the old saying goes, is Patterson at center. He is a new man to Olympia, but he plays his position like a veteran.

The team is rather light, not averaging over 145 pounds; but it is fast and nippy, and has plenty of strength. Snap and grit are the things mostly impressed upon the boys.

T. H. S.—5  O. H. S.—0

The first game of the season was with the fast Tacoma High School team, and while not a victory in reality it was in spirit. The
score, as shown above, was five to nothing. Being the first game, the boys were not quite up on offensive, but were strong on defensive. The touchdown was made in the first half, and instead of unnerving the boys seemed to put more girth into them, so that they held the Tacoma team down the rest of the game, and their goal was at no time in any great danger. A return game will be played in Tacoma on Thanksgiving morning. The lineup of the Olympia team was as follows (Tacoma's lineup not at hand):

Schively, L. E.; Watson, L. T.; Coulter, L. G.; Patterson, C.; Burr, R. G.; Taylor, R. T.; Matthews, R. E.; McIntosh, Q. B.; Fullerton, R. H.; Henderson, L. H.; Hartsuck, F. B.

Whitworth—5 Olympia—0

Again Olympia allowed their opponents to make a touchdown. This time it was Whitworth that had the honor. Olympia had improved wonderfully in team work, but still it was slightly ragged. She was especially strong in defensive, and in the second half improved so much in offensive playing that Whitworth played a wholly defensive game nearly all the latter part of the game. The game was played in about an inch of mud and water, so that there were no especially remarkable plays on either side. Colbert, of Whitworth, executed a fine place kick for goal, but the whistle blew for the end of the first half before he could kick, and it did not count. Following is the lineup:

O. W.
Schively ft Norton
Henderson lt Doeoff
Coulter lg Saunders
Patterson c Dowd
Burr rg Miller
Taylor rt McMaster
Matthews re Metzgar
McIntosh qb Mc Caully
Fullerton rh Zinsher
O’Brien lh Delaney, capt.
Hartsuck fb Colbert
Olympia—6 Centralia—5

On October 22 Olympia went to Centralia in a rather crippled condition, but out-played the latter team in every department of the game. A remarkable play was made in this game, and it was the one that gave Centralia her only touchdown. The ball was kicked off by Coulter, of Olympia, and caught by Camp, of Centralia, on Centralia’s 10-yard line. He then ran through for a touchdown in just 23 seconds after the ball was put in play. Olympia then woke up, and by steady line backs and end runs advanced the ball to Centralia’s 30-yard line. She then lost it, but gained it again and punted. Gale, of Olympia, secured it, and from then until Hartsuck made a touchdown, in nine minutes from the time of the kickoff, it was easy sailing. Matthews kicked the goal. There was a dispute in this game as to whether the score stood 6–5 or 6–6. Centralia made a try at goal after the touchdown and the Olympia players and several of the spectators claim it was not made. The referee failed to see it, and first gave his decision as no goal, but changed his decision when accosted by some of the Centralia players. Olympia claims the game by a score of 6–5. Following is the lineup:

Schively le Cole
Watson lt Hubbard
Coulter lg Conrad
Patterson c Swartwood
Burr rg McNitt
Henderson rt Benidict
Gale re Kaler
McIntosh qb Barry
Taylor rh Camp, capt.
Matthews lh Green
Hartsuck fb Ward
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