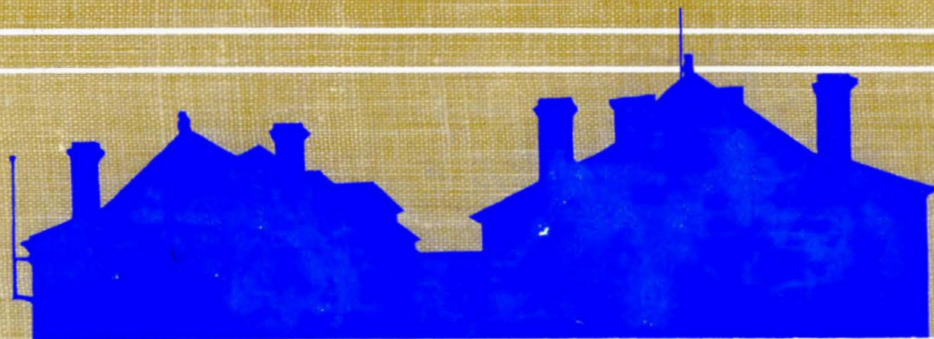


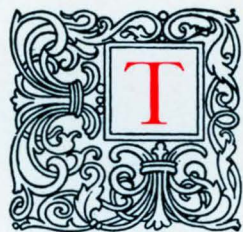
Rockford High School's (RHS, Rockford, Illinois) twelfth (?) yearbook, 1905:

An 8.75" x 10.5" (22 x 27 cm) book containing 95 pages of text, including 12 pages of photographs, and 25 pages of ads.



THE
ANNUAL
1905





HE ANNUAL

1905

SENIOR CLASS

Assisted by Class '06, '07, '08

R. H. S. Yell

Rah-rah, Rah-rah, Rah-rah, Rah-rah!

R-o, c-k, f-o, r-d!

R-o, c-k, f-o, r-d!

Rah! Rah! Rah! Rah!

R o c k f o r d!

Colors

Crimson and Black

To

Our English Teacher,

Zora M. Smith

In

recognition of his helpfulness in issuing

The Annual



PRINCIPAL E. U. GRAFF

Our Superintendent, Principal and School

IF the class of 1905 should fail to say something about the Superintendent of City Schools, the Principal of the R. H. S., and its Alma Mater, it would not only decrease the value of the Annual, but it would set a bad example to the lower classmen. Accordingly, before going farther, we Seniors will "sink into oblivion" for a short time, and give way first to Mr. Walker and then to Mr. Graff and the Rockford High School, which is so dear to us all.

Mr. Walker is a graduate of the Illinois Normal School, and for several years was a successful teacher. More than this, he was a member of the Ninety-second Illinois Volunteers. Many a time, we have listened with deep interest to the accounts of his war experiences, so thrilling and yet oft' times tales of hardship, bringing sorrow to all who realize the awful price paid by the mothers and sisters of our country. But, Mr. Walker lived to see America a united land. Then he taught in Rochelle, and finally, in 1884, was made general superintendent of all the city schools. During the twenty years that he has held this position, he has always had the good of every individual pupil at heart, and so, we, one and all, unite in voicing out heartfelt gratitude to him.

Mr. Graff, who became the principal of our school last September, is a comparatively young man, but yet his life has been a very busy one. He graduated from Lake Forest in 1897, and then went to the University of Chicago, where he took a post-graduate course in the Department of Latin. After thus preparing himself, he took up his work in Clinton, Iowa, teaching Latin and Greek in the high school there. Then, for three years, he was principal at Red Oak, Iowa, and for some time was the superintendent of the schools of that city. Next, he taught in the high school of Marshalltown, Iowa, and ultimately came to Rockford. Here he has worked faithfully and well for the interest of the school, all the while, having the hearty co-operation of Miss Foster, our efficient librarian. In fact, during his first year here, he has carried out the policy of our former principal, who always advised us (for we were sometimes prone to be discouraged and just a little bit careless) never to "flinch" but always to "hit hard."

No wonder then that our school is noted for its able teachers and apt scholars, indeed, at the present time, it numbers seven hundred pupils who forget the "dividing line," and with one accord rally around the school banner, and loyally shout for the R. H. S. Faculty and the old Rockford High School.

E. W. L., 1905.



English Department

MISS DUFFEY, Freshmen

MISS GIDDINGS, Freshmen

MISS WINTER, Sophomore

MRS. STEVENS, Junior

MR. SMITH, Senior

O H, unsuspecting freshmen! Little did we think when we first entered the awe inspiring portals of the Rockford High School, of the four long years before us of the most strenuous English. Those were all right who happened to like the study, but woe betide the unfortunates who disliked it. We can say but very little of the present instructors of Freshman English, Miss Duffey and Miss Giddings, for when we were innocent little Freshies, our mental feet were guided down the most delightful paths of English, by Miss Marguerite Strauchon. Our case was diagnosed as the most lamentable ignorance, and daily themes and weekly debates were the mental gymnastics prescribed for our cure. And now at the end of our course we see the remarkable effects of this heroic treatment.

The presiding genius of the second year English is Miss Mary Winter, and under her mild and beneficent, though somewhat chilly sway, the youthful minds are supposed to increase in wisdom and the knowledge of English. Second English is only a continuation of the first year, in larger and more strenuous doses. In fact, every English is merely a gradation of horrors, the sort of "worse and worse and more of it" process.

In the third year our minds were guided through the mazy labyrinths of divers rhetorics, debates, et cetera, by Mrs. Nellie Stevens, until, had our wit equalled our wisdom, we had been prodigies. And wonderful to relate, there is not a "Toots" among us, up to the present date.

And still we were not finished. Yet another teacher, was to attempt to fill our minds with facts, ("facts, Mr. Gadgrin, facts.") Who was he? Ask any senior the author of that oft quoted, oft repeated request, "Please don't carry away the books." And as before, we have remarked we are not Toots, when Mr. Smith, the last English teacher is through with us, but on the contrary we have developed into the authors of many a leather bound (poetic license) volume, full of the deepest wisdom and erudition, authors of the dawning age just emerging from the embryonic stage. M. C., '06.

Department of Mathematics

MISS HARRIETT MORSE, Instructor of the Department of Mathematics,
Solid Geometry, Advanced Algebra and Trigonometry.
MISS LILLIAN SMITH, Instructor in Algebra and Plane Geometry.
MISS HARRIETT VINCENT, Instructor in Algebra.
MISS BLANCHE CLARKE, Instructor in Algebra and Commercial Arithmetic.
MISS ETTA BROWN, Instructor in Algebra.

THE mathematics department of the R. H. S. offers five subjects, viz: Freshman Algebra, Plane Geometry, Solid Geometry, Advanced Algebra, Plane Trigonometry. Freshman algebra is a subject whose duty it is to chastize and exercise the brains of the unfortunates upon whom it is imposed. This subject deals with the mysterious $x y z$ whose forms haunt the dreams of the poor freshies. Algebra as it is taught in the R. H. S. is enough to do the Freshmen up Brown.

Plane Geometry for plain people is an ancient science made modern by forceful teaching. We are told that its originator, Euclid, was an Egyptian slave, who spent his Christmases, Fourth of Julys and "Saturday afternoons," drawing figures on the desert sand. How unfortunate that this promising young life was not nipped in the bud before he did so much mischief. Had it happened so we would be at a loss to know how to pronounce *alternate* and make the correct use of respectively as we have been taught to do by Miss Smith.

Solid Geometry is Plane Geometry intensified to suit the inquirer after knowledge. This subject derives its name from the nature of the study which each day's lesson requires.

Advanced Algebra is the previously described Algebra on a large scale, as its name indicates. Formula memorizing and equation manipulation are emphasized with wonderful persistency for "to keep everlastingly at it," seems to be Miss Morse's motto. For the benefit of the lower classmen, I will say: "If you can bluff in this study you are O. K."

Trigonometry is the fearful and wonderful science of triangles. The inventor of the system of logarithms is responsible for this study. We cannot help wondering why the pain inflicting inventor of this study was not cut off in his youth.

The above briefly describes the studies given in the R. H. S. mathematics course, perhaps not correctly in the eyes of the teachers, but probably as the pupils look upon them.

Let us hope that the coming classmen may pride themselves as able students under our beloved mathematics teachers, as we, the departing class have.

J. S. L., '05.

Language Department

HERR STEDINGER, German. MISS ROBERTA BULL, Advanced Latin and Greek. MISS MAY DOBSON, Latin.

GERMAN, Latin and Greek are the languages taught in this department. There is scarcely a pupil in the school who does not elect one of these studies. German seems to be the most popular of the three, perhaps because the students think that in this day and age of travel they may go to Germany. The boys evidently do not cherish this desire judging from the scarcity of their numbers in these classes. The first year the pupils learn what they "better don't do," and how to pronounce Deutsch correctly. Probably the first sentence which they learn is "Können sie Deutsche sprechen." Occasionally the German classes have short musical recitals and sing German songs, to the amusement of those reciting in the adjoining rooms. Herr Stedinger is a famous musician.

The minds of the verdent Freshmen, who take Latin, are led through the intricacies and inextricable mazes of conditional sentences and indirect discourse, and it seems to them as if they had gotten into some sort of a labyrinth. They get so they can say *amo, amas, amat*, in their sleep. A good many fight Cæsar's battles up in Gaul, in spirit, at least; if they get safely over the bridge they will conquer the enemy successfully. But, oh! the prose, the bugbear of all the week, the bane of the Latin course, the stumbling block of all classic students. We, the class of '05, do hereby, after long experience and careful thought, advise the school board and faculty, for the sake of the future generation, to "cut it out" in the future course. From Cicero we have learned how to deliver phillippics against the different scoundrels whom we may meet, and how we could win honors in oratory. O Virgil, "would that the gods had made us poetical" like you. Each person in the Virgil class has learned about twenty-five or less synonyms for *furcus*, yet they persist in using the one word raging. Some members of the class interpret the meaning in an unusual manner; for instance, "gifts rich with gold and ivory" was misconstrued as "an ivory elephant with golden trimmings." The joy is enhanced by the fact that we don't have any prose, it seems too bad that more scholars can't stick it out until they reach this blissful period. The people who can't master conditional sentences in indirect discourse and know a volitive substantive clause with *ut* omitted are certainly to be congratulated. It is a wonder to us how the Romans ever talked grammatically. We don't see how they ever could.

The Greek class does not include any of the Seniors among its members and it is certainly Greek to us.

F. L., '06.

Science Department

MISS BROWN, Physiology and Physiography.

MR. NORRIS, Physics and Chemistry.

MISS WALDO, Botany and Zoology.

ALL of the members of the '05 class have had a taste of science in some form or other, and nearly all you must, except some contrary ones, have found it delicious indeed. In the scientific course are named Physics, Physiology, Zoology, Botany, Physiography and Chemistry, six in all. With one exception, Physics, all end in Y, and we are convinced, not that we have ever been so informed, that that is why science is so delightful. Everybody is "required" to take Physiology and Physiography, commonly called the "Freshmen Sciences," and nearly everybody takes one or two others, because, well—just because they want to. With dessert for our meals in science we are well provided. What kind? Laboratory work and field trips. No one but those who have tasted it know the delicious flavor of laboratory work—the water spilling, breaking of apparatus, microscopic work and so forth, in class hour, and at the close the ever reoccurring command, "Write this up for to-morrow."

Far exceeding laboratory work in profit are the field trips, shop trips and various similar trips. Besides being the kind of dessert with the best flavor, they are the most healthful part of our scientific meals. They afford us fresh air, physical culture exercise and any amount of "mental torture." Of course, after a meal is over, no one likes to go to work. Sort of a lazy feeling comes over one and one likes to rest after eating. Well, why should we like to work after our meals? Why should we like to write up our knowledge? Its exactly the same thing. As that is a natural consequence, however, and as our optimistic class well know it, we go to work with a will and "grin and bear it." We regret to say some scholars leave their bounteous spread hungry-looking and hollow-eyed, but we must say it is their own fault. Under our efficient chaperones, Miss Brown, Miss Waldo and Mr. Norris, we are well provided with necessities and most of us, as you see, are filled to the brim with facts. E. J. S.

History Department

MR. BENJ. F. COEN, Modern History and Economics.

MR. LEROY DAKE, Civics.

MISS FLORA EDDY, Ancient History.

THE History Department is composed of Ancient, English and United States history in the main division. Civics, Economics and Commercial Geography are closely related. The freshman meets Civics first and has cause to regret that he never learned the constitution. He leaves Economics and Geography until his senior year, and then, when he graduates, he is ready to be an efficient business man or even rise to the heights of an industrial manager.

No matter what course is taken, one year of history is required. To some this seems a mountain to be avoided as long as possible.

Ancient history is now divided into two parts, the first dealing with the Greeks, the second with the Romans. When all the names composed of most of the letters of the alphabet are learned, history has just begun, altho the student may have lived centuries in learning to pronounce them, to say nothing of the spelling.

English history is a series of reigns and kings that are hopelessly confusing, but entertaining, to one who fancies biography. Spelling is practised for a change, especially after a test. Then there is the map. With the use of that, a whole geography lesson is easily (?) taught. In fact, English history is like flat furniture: "One article supplies every need."

United States History is really the best of them all, for then we are on our native soil. The nicest part is the dates. That is if you like them. How many wise professors have invited us to be guests at their little afternoon parties with dates served in every way imaginable, and how many have sent their regrets.

E. M., '06.

Commercial Department

MR. HARRY SPILLMAN, Instructor in Typewriting, Commercial Law and Stenography.

MR. H. W. DARR, Commercial Law, Bookkeeping and Accounting.

O H, why is there such a thing as the Commercial Department in the R. H. S.? It does nothing but beg for a place in the celebrated "Annual," and is always obliged to bribe some English student to display its few merits. But the time is drawing nigh when it will be obliged to speak for itself. Its subjects, five in number, are not as difficult as they pretend to be. Bookkeeping is easy, and can be mastered by a person of little ability. In fact, providing you do not make too many mistakes, you can take your trial-balance without asking your instructor—who, by the way, seldom aids any save the most stupid pupils—a single question.

Accounting is a little bit more difficult. It requires some study and thot, but never like English, succeeds in making you lose any sleep. Sometimes, however, it endeavors to arouse your temper by not allowing the balances to come out correctly, but, of course, you never let it triumph, but always remain patient (?) as a lamb.

Penmanship is perfectly delightful. Of course, we all know how to scribble before we take this subject, and therefore, make it part of our course only because we wish to be able to make our calling cards and thereby save our hard earned pennies. *Nicht wahr?*

Stenography! There was never an easier subject. After mastering the Manual in three months, anyone of ordinary ability can take a letter at a hundred words a minute, even though he can't read back a single phrase.

Typewriting is the study that requires some patience. Those horrid keys seem to delight in making impressions at the wrong time. But then, you know, that only makes you laugh and exercise just a little by stamping your feet.

Now, Commercial Department, the Annual has completely conquered your hitherto stubborn pride, and challenges you to deny anything that it has said.

E. W. L., 1905.

Manual Training Department

MR. HARVEY HATCH, Instructor

FOR several years the Manual Training Department has been steadily growing. Since the present instructor became "brisk wielder of the *square* and rule," "improvement" has been its watchword. Should some modern Rip Van Winkle have indulged in a two years' sleep in the room of this department, he would be no less startled on awakening, than that famous gentleman of yore. Even the students have grown. Jonnie, who has taken Manual Training for some time, now insists on making and mending all of the furniture used about the home. The furniture dealers have just cause for alarm, for much of the furniture used in many homes is stamped with the mystic letters "R. H. S."

But returning to the department (for the boys have grown strong enough to defend themselves), we find in place of the double-benches, marred with "the jack-knife's carved initial," a large number of individual benches, free from any kind of marks. Within the last few years, two large iron lathes have taken up their abode in one end of the room. Electric lights, gas burners, and many other things of equal importance, are found on the list of improvements. Another machine, which speaks for itself, and which will, without doubt, be able to pay all of its expenses, is the printing press.

Within the last year it was found necessary to secure an assistant in order that the work might be carried out satisfactorily in all of the branches. The most skeptical are convinced that as long as the present spirit continues to exist on the part of both teachers and scholars, the department will continue to make great strides toward perfection.

MELVIN C. SMITH, '06

Drawing Department

MISS GRACE BRANTINGHAM, INSTRUCTOR.

THE Drawing Department of the High School has taken a great step forward in the last two years, which is far in advance of anything previously done. Drawing is now placed on an equal basis with any other study. The studio consists of two rooms opening together, with four large north windows. The walls are painted dull green, and portions are hung with mahogany burlap. An old fish net also adds to the interesting appearance of the surroundings; on either side are long tables and shelves upon which the studies are arranged. Japanese lanterns are hung from shelves and chandeliers, which, with growing plant makes the room very attractive. All of Miss Brantingham's art magazines are placed on a reference table, and are at the disposal of the students, much help and information being gotten from them. The studio is full of many costly and beautiful pieces of still life belonging to Miss Brantingham who has been collecting them from ocean to ocean, she having had a private studio before coming to the High School to teach.

The students wishing to receive one credit, are required to spend two three-quarter hour periods a day in the studio.

Students begin with black and white work. Lead pencil being the medium used, then colored pencils, after that studies are worked up in charcoal, and later in combination with colored chalks. All this is in preparation for the water color work which is to follow. Quite a drill is given in memory work, and the use of the finder. They begin to study from still life, advancing with the season to fruit, vegetables and flower studies. All during the year they have quick sketches, some being drawn from life and some from still life.

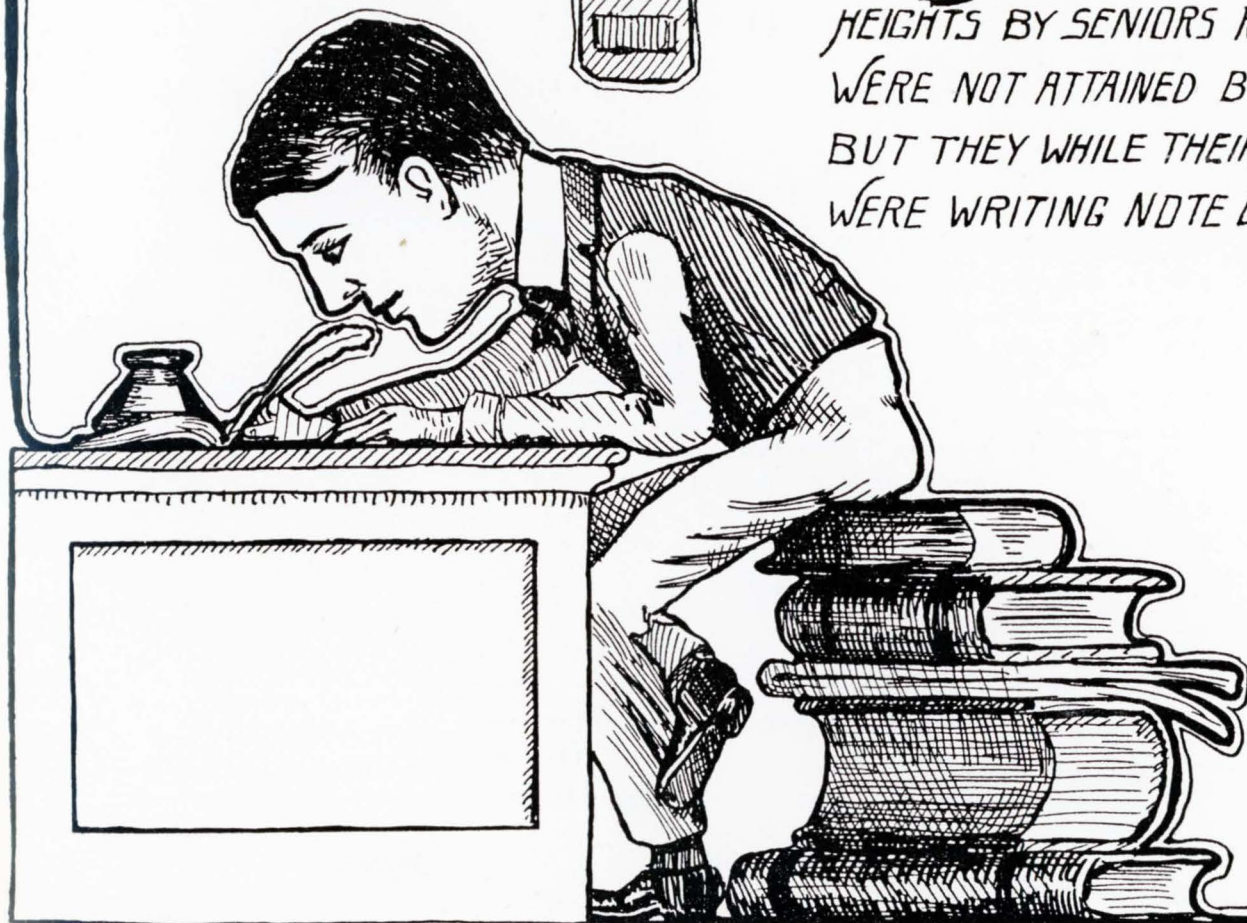
All the pupils take great pride and interest in helping Miss Brantingham beautify the studio, by bringing flowers, fruits, vegetables, leaves, berries, buds and many other things from nature's generous arms, which they think will help them in their study of art.

The drawing classes give annually a public exhibit of their work. Last year their drawings numbered about twelve hundred and the quality of the work brought considerable praise from those who saw it. The exhibit this year will be open June 12th and extend to the 17th. All interested are invited to visit it.

E. W.

SENIORS.

HEIGHTS BY SENIORS REACHED AND KEPT
WERE NOT ATTAINED BY SUDDEN FLIGHT
BUT THEY WHILE THEIR COMPANIONS SLEPT
WERE WRITING NOTE BOOKS IN THE NIGHT



THE R. H. S. ANNUAL

1 9 0 5

Colors

Yale blue and gold

Yell

Ratha to thrat, to thrat, to thrat!

Terra terlix, terlix, terlix!

Kick amala, kick amala!

1905! Rah Rah! Rah! Rah!

Officers

First Semester

MAE HICKS

EARL CRAIG

WINIFRED JOHNSON

President

Vice-Prest

} Sec'y
Treas

Second Semester

EARL MACKE

JOHN PORTER

CORA HUGHES

MAE HICKS

History of Class 1905

ON a bright September morning, four years ago, a large class entered the R. H. S., receiving its due amount of initiatory attention and taunting remarks of "fresh greenness." That class was ours, the class of 1905. After this hearty reception, we were not long in getting acquainted with the Sophomores, the more dignified upper classmen, and methods of the school. Early a constitution was drawn up, adopted, and signed; our class had organized. Soon a more formal, but, we must say, a more welcome reception than that on the first day was given us by the upper classmen, affording us a chance to show our gracefulness in the "whirling maze of the dance." Our chances to reciprocate this hospitality came in a few months, when we, in common with the Sophomores, gave a reception in honor of the Seniors and Juniors. We then scored a social triumph. Not only in social, but also in literary lines we made ourselves known. Together with the Sophomores we reorganized the Literary Society and maintained it throughout the year. During our Sophomore year we spent most of our time on our studies; we crossed the bridge with Cæsar; we fought with Achilles at Troy. We also showed our loyalty to the blue and gold in the selection of our class pins.

Then, in 1903, we became "Jolly Juniors," and were given seats in Room 10 with the Seniors, under the guidance of Miss Morse. There we read the magazines—and helped pay for them, too. Among the boys a debating society was formed. Public contests were held, and all profited by the training thus given. We assumed control of the business management of the *Owl*; we subscribed for it liberally, and assisted the literary editor with the productions of the gray matter of our brains. After the holidays, a Girls' Debating Society was also organized, and their argumentative efforts soon rivalled those of the boys. In the German Evening we assisted most materially with our "Deutsch Sprachen und Gesang."

Being busy, June soon came and then we awoke to the fact that our much-desired wish was secured. We were seniors. This was our last year in the dear old R. H. S. Though our former kind principal had left us, we came back gladly, for all our expectations were fulfilled in our new leader. Quickly we got acquainted, and then our work began in earnest. We have maintained the same high standard in our studies; in social circles, our light has shown brightly; in athletics, we have kindly left our best men to the boastful class beneath us. We have advanced in learning from writing one theme a day in our Freshman year to spending a whole semester on one essay in our Senior year. Still, as we think of what it all means, we realize more and more how little of the world we do know, how much there is for us to learn. It makes us sad to think that the passing of each day makes a few hours less to spend here among our books and school friends. We hope that our class will not soon be forgotten, its good influence no longer felt, but that each succeeding class may profit by the example of the class of 1905

Class Song

Tune: "I Can't Do The Sum."

I.

Four years ago we came to school
With many an anxious doubt,
If thru these long eventful years
Our courage would hold out;
For many and many a tale we'd heard,
Of classes gone before;
How could we e'er expect to reach
The triumphs which they bore?

II.

But during these four happy years
We've made ourselves a name,
And to our dear old High School
We have brought an added fame.
Our feats on gridiron and the track
Could scarcely here be told,
So we give a zealous, hearty cheer
For the valiant Blue and Gold.
R-o-c-k-f-o-r-d ra, ra! ra, ra! o-5!

CHORUS.

The class of all the R. H. S.,
Nineteen-five! nineteen five!
We can beat them all, I guess,
Nineteen five! nineteen five!
Then give a cheer for school days dear,

For study and for fun;
Another for old Rockford High,
Where all our work was done.

III.

The time has come when we must part,
To go our several ways,
Perhaps we may not meet again,
When all our lips can praise
The kindness of the faculty,
The patience they have shown,
In guiding us thru many paths
We else should not have known.

IV.

So now we're here to say good-bye
To High School life and lore;
And to the lower classmen
Whom we'll meet in school no more.
We hope that you will prosper,
And we know that you'll be told
To follow the example
Set you by the Blue and Gold.

CHORUS.

O. W., '05.



CLASS 1905

Programme

Music

Innocentiation

Violin Solo

Oration

Music

ORCHESTRA

REV W C. KEIRSTEAD

OLIVE WOODWARD

RAYMOND SHEETS

ORCHESTRA

The Rivals

Cast of Characters

Captain Absolute

Lydia Languish

Bob Acres

Mrs. Malaprop

Julia Melville

Faulkland

Sir Anthony Absolute

Sir Lucius O'Trigger

Lucy

Fag

David

T RALPH STROWBRIDGE

CORA HUGHES

CHARLES HELM

MABELLE TROLLER

RUBY ROSENQUIST

JOHN LANGWILL

EARL MACK

WILBUR SHEDD

RUTH DRYHURST

GLEN JOHNSON

THEODORE NELSON

ORCHESTRA

MATTIE BEMENT

} EARLE MACK
} HOWARD SWITS

DR. T H. CULHANE
Prest. of Board

Music

Oration

Transfer of Banner

Awarding of Diplomas

Class Song

Characterization of Members of '05

NAME	PAST	PRESENT	FUTURE
Barber, Olive	Must have been foolish (we don't know)	Foolish	More foolish
Braid, Alice	Hair in braids	Still in braids	Braid no more
Banks, Sadie	A dairy maid	Filling space	A deaconess
Ballou, Mabel	A genius in embryo	A chemistry shark	Madame assistant
Brown, Charles	A lover of stories	A star in English	Hon. Charles Brockden Brown
Bement, Mattie	A reformer	Reformed	(?)
Bull, Ethel	A dainty child	A jollier	A spinster school ma'am
Cleveland, Ethel	Quiet	Quieter	More quiet (if possible)
Crandall, Mercy	Little doing	Less doing	Nothing doing
Countryman, Edna	Leslie, monthly	Leslie, weekly	Leslie, every day
Crawford, Eva	A flirt	Making eyes	It is hard to tell
Crawford, Chas.	Disliking his curly head	Learning to like it	Resigned to his lot
Cronk, Paul	Cronk	Crank	Same
Crill, Margaret	Crossed in love	A man-hater	Ruling everybody with a Birch
Crumb, Frances	A crumb	A bigger crumb	Long ceased to be a Crumb
Dawson, Agnes	A terror	A little better	Much improved
Dentler, Alice	Lakeside	Whiteside	Fireside
Dryhurst, Ruth	Demure	Oh ! so quiet !	President of Woman's anti-Talking Association
Early, Blakeman	l-l-l-l-l	o-o-o	ve-ve-love
Erickson, Gertrude	Tow-headed	Rather common in appearance	A nobody
Filer, Lena	Composed	Sedate	A thorough business woman
Field, Harriett	Working for the good of working girls	Chairman of Rockford's Woman's Board of the Protective Association	President of National Association

Characterization of Members of '05

NAME	PAST	PRESENT	FUTURE
Forsell, Estelle	Prodigy	A star in Trig	Math. Prof. at Mt. Holyoke
Franklin, Bessie	Not recorded	Smiling at every boy	Smiles reserved for just one boy
Golly, Ella	All right by G—	Jos(t)lin(g) around	No need of Jos(t)lin(g) about
Helm, Chas.	Charles S. Helm	Devil Helm	? Hel ?
Hall, Mabel	Same as sister	Same as sister	Same as sister
Hicks, Mae	Receiving daily messages	Singing expectation (Dartmouth will soon be out)	Prof. of domestic science with only one pupil
Hopkins, Arthur	I'm so busy	Working terribly hard	Author of "pipe dreams"
Hughes, Cora	In love	Out of love	Trying to love again
Hyer, Carl	Reading "Pilgrim's Progress"	Taking private lessons in Bible history	Pastor of Zion Lutheran church
Johnson, Bessie	A dancing girl	A chorus girl	Leading lady with John Drew
Johnson, Alice	A blonde	A store window dummy	Fair, fat and forty
Johnson, Alma	Learning English	Learning to speak English	An adapted American
Johnson, Glen	"Now, I think"	"Now, it really is"	"I know"
Johnson, Beulah	A recluse	Designing book-covers	A second Raphael
Johnson, Winifred	Another Johnson	Still Johnson	Changed to
Kimball, Inez	Batty	Flashing a Barrios diamond	Genuine article, we hope
Keig, Pearl	Wearing curls	Wearing coils	Wearing a wig
Lauck, Lorren	"Mama, he hurt me"	"Stop that!"	"Quit"
Lawson, Edith	Studying	Digging	Plugging
Leonard, Frances	"Tubs"	A shark in Virgil	Editor of Leonard's revised translation of Virgil's Æneid
Lind, Alma	Crowing	Singing (?)	A second Jenny Lind
Langwill, John	A farmer	"I know it all"	Finding out what he doesn't know
Meyer, Marie	Not recorded	Our hustling editor	Literary editor of "Ladies' Home Journal"

Characterization of Members of '05

NAME	PAST	PRESENT	FUTURE
Mack, Earle	Striving for glory	Living near glory	Glory !
Mansfield, Candace	All eyes	Those expressive eyes	O ! those beaming eyes
Martin, Ruth	Studying the colors of rainbows	Developing a taste for the beautiful	Editor of Beauty column of Chicago Tribune
Marvin, Mabel	Bright	Vivacious	An airy young lady
Moore, Ralph	Showing dramatic traits	Playing Malcolm in Macbeth	Starring with Lillian Russell
Murray, Enez	Pat's pet	Pat's young lady	Somebody else's pet
Nelson, Theodore	Light hair, blue eyes	More brilliant than one would expect	A second Horace Greeley
Nevens, Wm.	Unrecorded	Studious	A learned man
Noling, Esther	Independent	Independent	Dependent
North, Alma	Young and childlike	Still a child	An overgrown child
Oleson, Laura	Funny	Fuzzy	An actress
Peterson, Ellen	A meek child	Fighting with Strowbridge	Reformed— a model young lady
Peterson, Theckla	A little Peterson	A big Peterson	Peterson no more
Pearson, Reuben	Scholarly	Very learned	A professor
Porter, John	Ethel L., Cora H., Mable T., and others	Winnie of Chicago, Bess F of Rockford, Mid of Aurora and others	Bigamist
Redin, Reuben	Showing signs of genius	Looks are deceiving	On the staff of the Atlantic Monthly
Revell, Emma	Demure	Grinding out Virgil	Taking Miss Bull's place
Rosenquist, Esther	Ein gutes Madchen	Starring in German	Stedinger's assistant
Rosenquist, Ruby	?	Fussing with her hair	Proprietor of New York hair-dressing establishment
Rundquist, Fred	Growing	Unusually tall	A giant, we fear

Characterization of Members of '05

NAME	PAST	PRESENT	FUTURE
Ryberg, Olive	A grind	A grind	A school ma'am
Sandeen, Agnes	Religious	Not quite so much	Reformed again—a missionary
Sheets, Raymond	Met Aileen	Walking with Aileen	At home with Aileen
Shedd, Mary	Experiencing childhood	Observing childhood	Running a day-nursery
Shedd, Wilbur	A tough	Member of Temperance Guards	A temperance lecturer
Sheldon, Nettie	Look in the annals of Winnebago	Seeking fame in Rockford	Resting after laurels won
Sheldon, Verna	“ Ask Orlo ”	A little better	Entirely cured
Smith, Lulu	Common in name	Uncommon in taste	Uncommon in ?
Snyder, Alice	A dandy girl	Jolly	Somebody's darling
Stewart, Edith	Precocious	Little, but O my !	She might have been—but she married
Strowbridge, Ralph	Met Dorothy	Talking about Dorothy	Living with Dorothy
Swenson, Thorberg	Wise	Wiser	Wisest
Swenson, Anna	Only a school girl	Becoming lively	Making things move
Spring, Leland	Daffy	Daffier	Daffiest
Thompson, Maude	A <i>Thompson</i>	A <i>Thompson</i>	Another <i>son</i>
Tolleson, Marie	Same as Kimball	Same as Kimball	Same as Kimball
Troller, Mable	Was lonely until Oh! Earle	Leader of Davis Junction Society
Westgate, Christian	Retired	The cat has her tongue	Learning to talk
Wilcox, Beatrice	Wearing pink	Five different colors at once	A landscape
Woodward, Olive	Dolly	A fiddler	Listening to the flute
Yeakle, Lulu	Queer	Unexplainable	Doubtful

CLASS PROPHECY



NEWTAN

As the '05 Class Appears to Us

Banks, Sadie—In silence wise men oft' great things to perfection have brought.

Barber, Olive—Socheerful, gay and happy, so free from all vexation.

Bement, Mattie—I am Sir Oracle. When I ope' my lips let no dog bark.

Braid, Alice—When you marry, some poor man will indeed be made a martyr.

Brown, Charles—A simple child.

Cleveland, Ethel—What shall I do to be forever known, and make the age to come my own.

Bull, Ethel—Fame comes unlooked for, if she comes at all.

Ballou, Mabel—The fair, the chaste, the unexpressive she.

Countryman, Edna—Were I but a king.

Crandall, Mercy—And Mercy sighed farewell.

Crawford, Charlie—Still I'll be dreaming.

Crawford, Eva—Thy modesty's a candle to thy merit.

Crill, Margaret—A hit, a very palpable hit.

Cronk, Paul—The whining school-boy with his satchel and shining morning face, creeping like a snail, unwillingly to school.

Crumb, Frances—But optics sharp it needs, I we'en, to see what is not to be seen.

Dawson, Agnes—We wear a face of joy.

Dentler, Alice—We call it only pretty Alice's way.

Dryhurst, Ruth—For I am nothing, if not critical.

Early, Blakeman—To be a well favored man is the gift of fortune.

As the '05 Class Appears to Us

Erickson, Gertrude—No lark more blythe than she.

Field, Harriet—Her life was formal.

Filer, Lena—Sigh no more, lady, sigh no more!

Forsell, Estelle—There was something remarkable in her countenance.

Franklin, Bessie—She was airy, young and gay

Golly, Ella—Grace was in all her steps, in every gesture dignity

Hall, Mable—Her face was like a benediction.

Helm, Charles—Care will kill a cat, so therefore let's be merry

Hicks, Mae—A smile for all, a welcome glad, a jovial, coaxing way she had.

Hopkins, Arthur—Positively the best thing to do is nothing, and next to nothing, good works.

Hughes, Cora—Out upon it, I have loved three whole days together; and I am like to love three more if it prove fair weather

Hyer, Carl—Where there is great strength there ain't apt to be much gumption.

Jonson, Alma—Her cogitative faculties immersed in cogibundity of cogitation.

Johnson, Alice—The sweetest garland to the sweetest maid.

Johnson, Bessie—Don't ye marry

Johnson, Beulah—Wishing, of all employments is the worst.

Johnson, Glen—Graced with polished manners.

Johnson, Winnifred—Some to the tascination of a name.

Keig, Pearl—The bashful virgin's sidelong looks of love.

Kimball, Inez—Nimble and airy.

Langwill, John—This fellow's wise enough to play the fool.

Lauck, Loren—He knew himself to sing.