

ACCURACY UNESSEN TIAL TO SUCCESSFUL DRAMA

E. H. Sothorn Explains an Anachronism in "If I Were King."

"IS NOT the portrayal of Louis XI as an aged man, decrepit and weak, in your play, 'If I Were King,' an anachronism?"

I asked the question yesterday of E. H. Sothorn, actor and actor-manager, after the curtain had "rung down" at the Marquam yesterday.

"Why?" said Mr. Sothorn. "Because the same play presents Francois Villon, the vagabond poet, as a man of 30, and the King, according to the history books, was not much older."

"It may be," said Mr. Sothorn. "It may very well be. I would like you to tell Wilson that."

Wilson is the exceptionally capable player cast for the part. But Mr. Sothorn continued to ponder on the conflict of dates and his drama himself.

"Joseph Jefferson said once," said the man who insisted on producing "Hamlet" in New York, when all the managers of the theater said nay; "Jefferson said once that a pound of effect was worth a ton of accuracy."

And having aired my historical knowledge, gleaned by the way, that same day from a dusty tome in a dusty library, I was fain to admit that to portray the eleventh Louis of France as anything but a whimsical dotard, would have destroyed the effect of Justin McCarthy's play.

"There are many times," continued Mr. Sothorn, "and many businesses where it is often best to bid a quick farewell to accuracy."

The years have dealt most kindly with Mr. Sothorn's nose and form. With admirable forethought, however, has been seen to it that the biographical dictionaries shall record his birthplace as England, but omit the year in which the natal event occurred. Still, as he has been playing leading parts in America for some 20 years, it may fairly be assumed that he is on the melancholy side of 30. Perhaps even he may be entering upon the sapient and philosophic 30s, but if so it may be concluded only from his record, and not from any physical tokens. His aquiline nose is smooth and full. His step is light, his action vigorous. The mellow voice has all the fire and quick inflection of a Romeo. His shoes are of a snug and slender cut, betraying none of the tendency to expansive footwear that the elderly are wont to assume. In all the little details by which age may be more certainly gauged than by the wrinkles around the eye corners Mr. Sothorn is still young, and were he to give his age as 40 years and nothing more, the incredulous would have naught to carp at.

"Is it merely a coincidence," I began, "that your leading lady, Cleopatra Loftus," "Cleopatra Loftus," said Mr. Sothorn, thus marking the difference between a vaudeville star and a leading lady. But Cleopatra is the famous Cleopatra, nevertheless, and after apologizing, I proceeded with my query.

"Is she not, was she not the wife of Justin McCarthy, who wrote the play she now appears in?"

"She was. They are very friendly yet. There was no trouble except that they could not dwell in harmony. But they are good friends inasmuch as Mr. McCarthy has written a part for Miss Loftus in his play, 'The Proud Prince,' which I will produce next season."

That the transformation of Cleopatra Loftus, vaudeville star, into Miss Cleopatra Loftus, of the uppermost level of the dramatic stage might be more apparent, Mr. Sothorn told of his leading lady's triumphs.

"Nearly two years ago," he said, "Miss Loftus was playing with me in 'If I Were King' in New York. There Sir Henry Irving saw her and impromptu me to lend her to him. I did so, and Miss Loftus played Marguerite in Irving's 'Faust,' at his London theater. When



"GOOD ACTRESSES ARE VERY SCARCE," SAYS E. H. SOTHORN.

she returned to America, she played Ophelia in my production of 'Hamlet.'"

While it was surely not intentional, Mr. Sothorn paused before uttering the useful word, Hamlet, for the infinitesimal fraction of a second which lends dignity and pomp to an announcement. He is very proud of having played the greatest of all Shakespearean roles.

"Did you not produce 'Hamlet' at your own expense after all the Gotham managers had refused to do it for you?" "That's pretty much like the truth," said Mr. Sothorn. "But Daniel Frohman was the only manager I consulted. He didn't think the public wanted Shakespeare. I thought they did, and anyway I wanted to play Hamlet."

"I want to play Hamlet," he said, in the face of expert and adverse advice, to play Hamlet. He hesitated, thought a moment, two moments, a minute, then gave it up.

"Why, just to play Hamlet, I suppose," he said. "Now this reply may seem at first thought to be feminine and unconvincing, but Mr. Sothorn explained that every actor of high degree was anxious to essay the part, whose successful portrayal reflected ever after a glory upon its exponent."

"In '1867,'" he said, "I shall join with Julia Marlowe in the production of Shakespearean plays. In these dramas and comedies an actor's work may gain its

greatest reward, and while a light and frivolous mind is not eager to see these great tragedies, it has been shown repeatedly that the public will very heartily support a limited number of them. The places of Booth, Barrett and other great masters of the dramatic art are vacant. Their adequate filling will bring pleasure to the public, benefit to the stage and credit to the actor."

Mr. Sothorn's valet handed a card to him. "The lady is waiting," he said. "Oh, her," said Mr. Sothorn, pleasantly, "that I will see before I leave the theater, in about 20 minutes."

To me he said: "Most of the cards I receive are from ladies who desire to go on the stage. They would like to join my company. Most of them have had no experience and lack all the requisites for a successful actress. They are uneducated. They cannot speak correctly. Their enunciation is slovenly, their voice poor, and their presence awkward. If they do not appear to be vulgar in appearance, I am surprised and pleased. They are very numerous, but I see them all or most of them."

"And do you find among them many flowers wasting their sweetness on the desert air?" Mr. Sothorn sighed twice. "Good actresses are very scarce," he said.

peak. If the teachers will make a united effort under their leaders, they can accomplish any limit to what they can accomplish in the movement. A failure on the part of the educational forces to master for this work the blind, the deaf and the feeble-minded educational agencies will mean the relegation of educational agencies to the rear, and Oregon will move on, the blind and mercenary leading the blind. Teachers have it in their power to do an incalculable good to Oregon in this opportunity. I say they have it in their power, but only on condition of their using their best thought and energy from now on in the work of organization, co-operation and throughout giving daily attention to the system of committee work. Committees should be carefully selected. They should do what is in them to do towards plans—then bulletins should go out all over the state, regularly, guiding and inspiring to largest effort.

TO MAKE THE STREET SOLID

East Washington Property-Owners Want to Have It Filled.

East Washington street will be filled up to grade with solid earth. If the bill called for by the Executive Board do not run over the estimated cost of City Engineer Elliott. He figured that the cost of a dirt stock of boards, regular \$20 to \$25. street are being torn down to make way for a modern building. The owners of the corner quarter are Lambert & Sargent and J. Helms, the latter owning the inside corner. They are anxious to have the cost of making a fill instead of the roadway. They seem to be satisfied with the figures, and it is understood if the bills do not exceed the estimate the street will be filled.

The property-owners on East Washington street may make that fill even before the city engineer has had time to make a more important thoroughfare in the erection of a roadway. The improvement will likely restore the prestige of East Washington street.

TO ERECT MODERN BUILDING.

Progress of Improvement on Grand Avenue, Near Morrison.

The old pioneer shacks on the southeast corner of Grand avenue and East Alder street are being torn down to make way for a modern building. The owners of the corner quarter are Lambert & Sargent and J. Helms, the latter owning the inside corner. They are anxious to have the cost of making a fill instead of the roadway. They seem to be satisfied with the figures, and it is understood if the bills do not exceed the estimate the street will be filled.

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Lambert & Sargent have contemplated the erection of a handsome two-story building on the corner for a long time, but delays in the past have prevented it. The new building will be erected on the corner of East Morrison street and Grand avenue. The property is of a company which succeeded in the Building Association, but there is little prospect of its improvement for some time.

Inman & Poulsen, who purchased three-quarters of the block on the southwest corner of Shaver street and East Morrison street, will cover the ground with a continuous building when the leases of the occupants have expired.

Improving Multnomah Addition.

In Multnomah addition the Improvement Association has a committee of ten working to secure gas mains. Mains will probably be laid on Williams avenue and from there on Shaver street. The association has also taken the first steps for the improvement of Mississippi avenue. The petition for planking has been signed and sent for action to the Auditor, M. E. Thompson says that the City and Suburban Railway Company has agreed to lay double tracks on Mississippi avenue while the improvement is being made. These tracks in connection with the St. Joe and Railway on Killingsworth avenue. The extension will probably carry the passengers from St. Johns, and also result in the junction being moved to the intersection of Killingsworth and Michigan avenues.

Offered Yale Fellowship.

Clinton Judy, son of Rev. Martin Judy, of California, formerly of Portland, has been offered a Yale fellowship. He recently completed a four-year course at Berkeley College, and his standard was so marked that he attracted much attention. It is his intention to take a course in Yale and then to Germany to finish up. Clinton Judy attended the Clinton Kelly and Stephens School, and studied two years in the High School until his parents moved to Los Angeles in Berkeley. He is a grandson of "Father" Clinton Kelly, whose descendants meet today in a reunion. Mrs. Judy, his mother, is a guest of Dr. Richmond Kelly.

Grange Fourth Celebration.

The committee of arrangements—J. W. Beck, chairman, and E. Eaton, secretary, Anna Lehman, Mrs. C. Milian and Miss Myers—has completed arrangements for the Grange picnic and Fourth of July celebration at Lents by Evening Star Grove, near Astoria, in Clatsop county. The grounds selected are on Johnson Creek, and reached readily from the railway. Judge John P. Caples will deliver the oration and L. B. DeWitt will read the Declaration of Independence. As the grounds are open and free to all who desire to attend, it is expected that there will be a large attendance and that many from the city will avail themselves of the chance of an outing.

Annual Mission Festival.

The annual mission festival of the German Lutheran churches of the city will be held at the St. Paul's Church, East Twelfth and Clinton streets. Services in the morning will be at 10:30 o'clock, with an address by Rev. August Krause. At noon dinner will be served in the basement for the congregation. At 2:30 P. M. there will be another service, when Rev. C. Beuchler will deliver the address. No meeting will be held in the evening.

East Side Notes.

Rev. W. Miller, pioneer Methodist minister, will be one of the speakers this morning at the old folks' meeting, which will be held in the Methodist Church at Oregon City. A union temperance meeting will be held in the Methodist Church of Montavilla, in which both Baptists and Methodists will take part. The interest of the Anti-Saloon League. Oliver Giltner, who has invented and received a patent for a bolt and spike-drawer, will leave this morning for Chicago, where he expects to engage in the manufacture of his invention. Sophia Dauphin, of Albany, N. Y., is the guest of her sister, Mrs. A. T. Lewis, at her home, 720 East Salmon street. She is a teacher in the public schools of Albany and will spend her vacation with her sister.

How to Go About It.

To be specific, I should say that there should be named immediately a committee on general organization of our schools. This committee should report to this body before its adjournment nominations for state committees like the following: (1) Committee on nature study and industrial work in the rural and village schools. This committee could assist the active co-operation of the John Burroughs Society, the State Grange, the Agricultural College and such other agencies as they saw fit to aid them in these fields. (2) A committee on Oregon and local history, institutions and civic improvement. The Oregon Historical Society and no doubt the Women's Clubs and other organizations would be at the service of the schools in this work. (3) A committee on the co-operation of the school, the home and all other educational agencies, whose work could be thus made many times more effective than it now is. The Brookline movement, which is carrying all over the country, should, under the stimulus to activity that we have here, have its best development right here in Oregon. (4) A committee on the local, county, state, yards and appliances for rural and village schools, including provisions for school games, sports and excursions. The play areas for Oregon schools is a subject of tremendous importance, for such play, as G. Stanley Hall says, is the force school of co-operation and other activities of the higher social state. What would posterity say of a generation of teachers who allowed such opportunities for a grand, united forward movement as we have these, to pass by? It is not to be said that nothing more than a programme of narrow and stale commonplaces. Talk of teaching patriotism. If the youth of Oregon are enlisted into enthusiastic participation in this work, more genuine and lasting patriotism will be instilled into them by this doing something in a worthy, united effort, than could be taught them by eons of general verbal ap-

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EXHIBIT OF EDUCATION

PROFESSOR YOUNG TELLS HOW IT CAN BE MADE A SUCCESS.

He Urges Teachers to Break Away from New Lines for St. Louis and Portland Expositions.

The following address was delivered by Prof. F. G. Young, of the State University at Eugene, and a member of the State Board of Lewis and Clark Fair Commissioners, at the recent State Teachers' Institute in this city, the subject being "Oregonian School Exhibits at St. Louis and at Portland."

I shall try to frank with the teachers of Oregon in this matter of educational exhibits at expositions. To begin with, I want to confess that I have thought them little less than nuisances to those who had the trouble of their preparation, and as something to be passed by on the other side by exposition visitors. I have recollections—rather faint ones—of taking a peep at the Oregon school exhibit at Chicago in 1893. I can remember that I saw there the attendant all alone in his glory. I have a dim mental picture of rather prominent photographs. I believe I lingered long enough to see my eyes on the exhibit of the school of which I then had charge. I also visited the great exhibits of the Chicago schools, and am sure that there too I was best spotted by the crowd, and that the attendant was not busy, for I engaged him in a long conversation.

I believe that the setting of these school exhibits at expositions has been shared with at least nine-tenths of the teachers. At any rate the committee on the educational exhibits of Oregon in 1893 and at Portland in 1903 has not been besieged by teachers in the ranks eagerly anxious for the reservation of space for exhibits, or for instructions with which they might immediately enter upon the work of preparation. This concern on the part of the teachers of Oregon indicates either supreme confidence that they possess the best of the world's work, or that they do not think educational exhibits worth while. It is of course highly possible that I am mistaken as to the regard in which the average teacher holds educational exhibits. Still have yet to hear of any celebrations, through bonfires or otherwise, because of the announcement that two grand opportunities for them to exhibit are assured.

Why Former Exhibits Failed. Now, if you and I have been right about this exhibit idea, and if we were sure that we were right, and if we could prove conclusively that we have been right in regarding educational exhibits as only a botheration and an annoyance, if there is nothing in them and if nothing can be put into them, then I would say drop them, and drop them so quickly that they would sink out of sight forever. I have enough fellow-feeling with the public schoolteacher, so that I should like to be a party to any scheme bringing extra burdens upon her.

But I have been placed under the necessity of looking into this matter of educational exhibits at expositions, and I have some hopes of presenting a "change of heart" regarding them, if indeed I have not already done so. I am becoming quite suspicious that your trouble and mine with educational exhibits has arisen out of the fact that such ideas as we had back of them were wrong ones. Aside from our purpose to enforce with our exhibits the efficiency of some excellent device or method, we showed the results of some ineffective drill, we were very short on ideas. Educational exhibits for a school's fair or for an exposition like that planned for Portland in 1905 do not, however, need themselves as these rather minor and individual purposes, as a county fair might. Neither will the exposition visitors nor the exposition judges be concerned to read up the comparative excellence of the results obtained by Miss Jones and Miss Smith as teachers, or in selecting the prize papers from among those of Susan and John and Harry and several thou-

sand others. Exhibits for St. Louis and for Portland must represent deeper and more serious studies. The exhibit of a school, or of a state or a city has achieved some individuality in the method, organization, or scope of its school work, or if it is striving for something higher in any of these directions, the preparation of an exhibit will furnish the most salutary means for letting its light shine before the world, or for more clearly defining to itself the problem it has. The problem of an exhibit thus rationally undertaken will stimulate a city and a state school consciousness as nothing else can. Such an undertaking calls for strenuous team work, in which the teacher and the parent, and the student, are the team. If heretofore I thought, it cannot fail to develop a sweeping movement for the betterment of our school work as a whole. The preparation of an educational exhibit worthy of the name will make an open door for the introduction of all sound, modern, liberalizing and vitalizing ideas, aims and methods into our school systems. It will of necessity place an always needed emphasis upon the more active, the motor phases of our school work.

Education Keystone at St. Louis. I am well aware that the preparation of educational exhibits with the above ends in view would mean an appeal to very different motives to those which have dominated the school exhibit of 1893. It would, however, be the same. It would, however, be the same. It would, however, be the same. It would, however, be the same.

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you, but because of the course of social evolution has placed you there. You can get out here in a peculiar environment. The seasons, the woods, the mountains and streams, the birds, the flowers, yes, all animal and vegetable life, and the conditions of outdoor sport lastly, and the past in general, are peculiar, and child life in relation to these is different from that in relation to the places in his hands. And further, the life represented in the books, so far as it pertains to man, is not the life of today, if these books were written a score of years ago.

The problem of an educational exhibit creditable to Oregon is a problem which involves the necessity of making your own the full significance of the sound new departures in education and of your realizing and understanding the needs and individuality of the environment in Oregon and of applying these latest developments of educational science in the fullest use of the Oregon environment. The results of such work, expressed in all possible forms, arranged to its best advantage, displayed with all art for effectiveness, would present a picture of the life of the people, and the greatest boon to the coming generation of Oregon youth. It would do more than any other one means towards the future progress of the state.

I say then get into contact with nature in Oregon, with men and their activities and institutions here and with Oregon's past. Get your bearings fully in the latest developments of pedagogical science and fall in love with your work and with your children. Thus conditioned, you will know what the schools should do to present to the public a picture of the powers of the brain and of the hand of man, extending throughout the entire exhibit scheme of the exposition, will, for the first time in the history of education, give a strictly scientific basis for the classification of objects. And again the pamphlet on the educational exhibits says: "Education is the place of honor in the classification of exhibits, as, in accordance with the theory upon which the classification is based, so education is ascribed the source of all progress." It further says: "The Educational Building is now nearly completed, and will be ready for the installation of exhibits by September 1, 1903, or eight months prior to the opening of the exposition. It is the first building ever erected at any exposition solely for educational exhibits. It is situated in the center of exposition activities, at the junction of the two main avenues, and in general shape resembles a keystone. . . . It cost \$500,000."

Put Teachers on Their Mettle. The situation then that you confront, as sponsors for the educational exhibits of two states, is that this is an age of applied science. All fully successful life vocations and life relations depend upon the preparation given by the schools. But a still higher responsibility rests upon the schools. They have to do not merely with the individual, but with society as a whole, and not merely the protection, but the perfection of our institutions in their true function. They are to be the main agency in modifying the character of society as a whole and in the realization of a rationally conceived social ideal.

You see, therefore, that you are as teachers in this exposition business with a vengeance, as it were. You are in the midst of turmoil and trouble, not because exposition authorities have intruded you into it or imposed it upon

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If this should meet the eye of Mrs. Carrie James, it will convey to her the sad news that her daughter, Nellie Sanders, is dying and that her last wish is to see her mother. Several years ago Nellie Sanders, now aged 17 years, was placed in the care of the Boys' and Girls' Aid Society. Recently she received employment in a store at Oak Grove, a mile from Millwaukie. Seized by consumption, she was sent to the County Hospital for treatment, but not improving, she returned to Oak Grove, where she is receiving the best care that can be given her. Her case is hopeless, and on her deathbed the girl has requested that her mother, whom she has not been allowed to see for years, be brought to her side. Her friends do not know her mother's whereabouts, but are in hopes that if she sees this request she will respond to her daughter's dying wish.

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