



INDIANA REPERTORY THEATRE

April 17 – May 20, 2012  
OneAmerica Stage

*Lilly* PRESENTS

# THE MIRACLE WORKER

BY WILLIAM GIBSON

IN PARTNERSHIP WITH FRANCISCAN ST. FRANCIS HEALTH

## TEACHER PACKET

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# Forging Friendships

by Janet Allen, Artistic Director

A disheveled, brooding, restless girl; and a serene, benevolent, expressive woman: both of these are pictures summoned by the name Helen Keller. The first, very indelible picture derives not from actual photos, but from the stage and film images we retain from *The Miracle Worker*; the second from Ms. Keller's much-photographed adult life as an internationally famous spokesperson for human rights, writer of an autobiography taught in virtually every school district in the



country, and an undisputed American legend. Few American heroes have had to survive the popularizing of their difficult early childhood more than Helen Keller. Fewer still have had a mentor-teacher so closely linked with their successes and careers as Helen Keller is indelibly linked with Annie Sullivan, the miracle worker of the title.

*The Miracle Worker* is an achievement of unusual proportion. It allows us to consider, in detail, the potential for human growth and insight—as well as the power of human friendship and love—between a feral-like girl, locked in a sightless and soundless world, and a nearly blind and destitute teacher only fifteen years her senior. Two girls, who, from the moment they encountered each other, began to forge a relationship that would last a lifetime, and end in a shared grave. Part of the power of the play is the fact that we know how life-altering these early encounters are going to be to these two young women, even while they do not—how they were to become one of the greatest partnership legends in our history. The forging of this friendship—which created such benefit to the world—is the subject of the play with which we close the IRT's 40th season.

We have chosen to use the occasion of producing *The Miracle Worker* to forge some friendships of our own: our primary partner in this endeavor is VSA Indiana, the state organization on arts and disability, with whom we received a National Endowment for the Arts grant to create and deliver outreach programs that support and champion the creative potential of all people. With their help, we hope to bring many more special needs people to the theatre by providing them ease of access and the understanding that the theatre can be a gateway for extraordinary experiences for all people. We are also very pleased to be working closely with many other organizations that serve the diverse spectrum of the differently abled in Central Indiana. The wonderful Indiana School for the Blind and Indiana School for the Deaf have both thrown open their doors to us.

In a valedictory address to her Perkins Institution for the Blind graduating class of 1886, Annie Sullivan said:

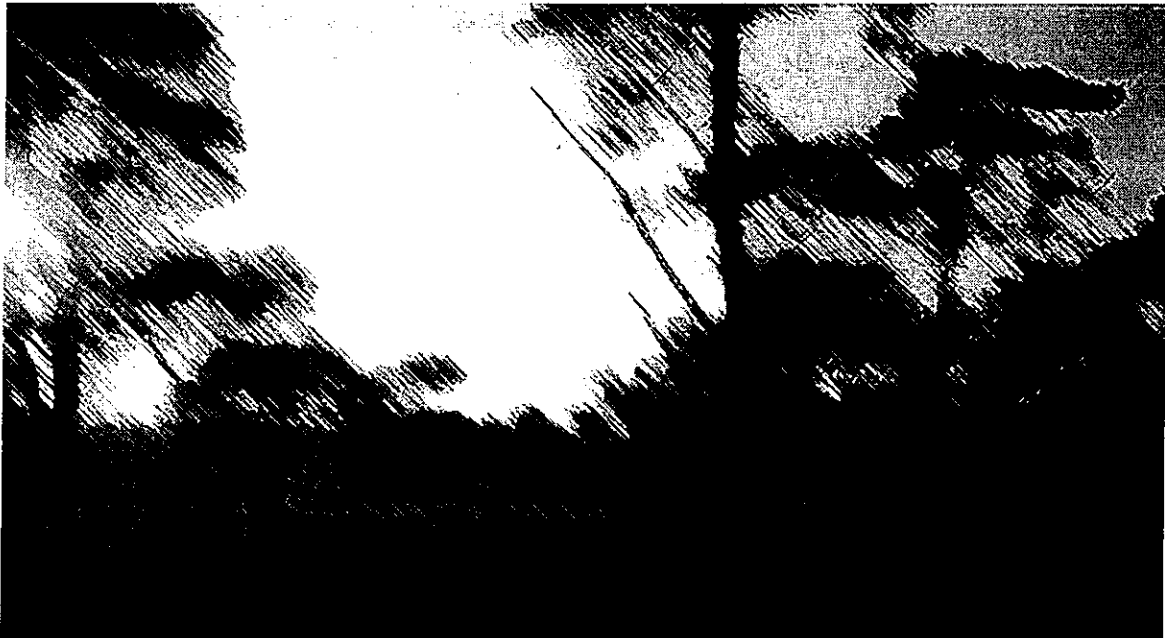
*God has placed us here to grow, to expand, to progress. To a certain extent our growth is unconscious ... but we also have the power of controlling the course of our lives. We can educate ourselves; we can, by thought and perseverance, develop all the powers and capacities entrusted to us, and build for ourselves true and noble characters. Because we can, we must. It is a duty we owe to ourselves, to our country, and to God.*

In this we hear the determination of a young woman who changed the course of a girl's life and eventually, the way we view the potential of all people. We celebrate Annie and Helen's many contributions to the world, by exploring the impact of that single word: *water*.

## Beyond the Dark ...

### **Robert M. Koharchik** Scenic Designer

Without the ability to see or hear, Helen Keller explored and understood the world around her mostly through her tactile senses. It was important in this design to establish a physical world for our young actress to do just that, and to give her the opportunity to touch the different textures of the house and its surrounding environment.



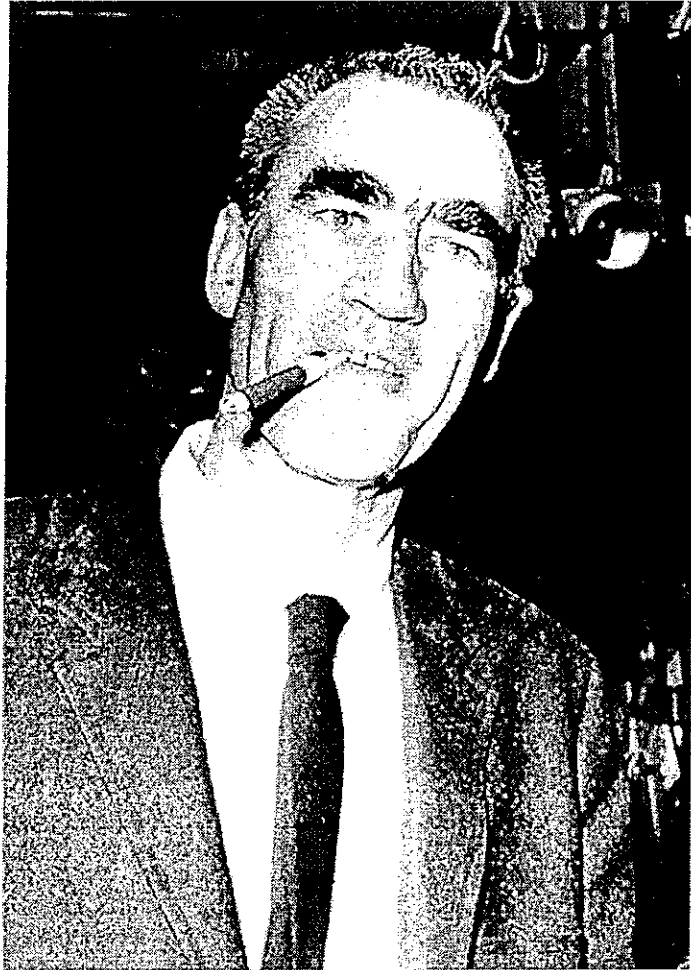
*Paint elevation for scenic backdrop by designer Robert M. Koharchik.*

### **Ann G. Wrightson** Lighting Designer

Light and dark. The world of Annie Sullivan and Helen Keller speaks loudly to a lighting designer: a world of shapes, shadows, discovery. Our design discussions led us to the notion that we see the house and yard slightly differently in each scene, with a surround that is muted, soft, and shadowy, much like Annie's muted vision. My challenge is to keep the house in a consistent atmosphere of light as it turns completely around, casting different shadows and revealing different angles and shapes and perspectives. Patterns of trees cast on the house are much like the backdrop, soft and blurry. My color choices of golds, greens, blues, and sepias are a palette of a southern May. Without the intense reds and oranges of sunsets, we are in an unsentimental world of a child and family who are trying to find their path.

## Playwright William Gibson

William Gibson was born in the Bronx in 1914. A shy teenager who found comfort in Broadway shows and the written word, Gibson studied creative writing at City College and published a short story in *Esquire* during the 1930s. At the suggestion of his agent, Gibson began writing for the stage. He wrote five plays while honing his skills at the Topeka Civic Theatre in Kansas, then returned to New York. *The Miracle Worker* was initially performed live on television's *Playhouse 90* in 1957. *Two for the Seesaw*, a romantic drama about a straight-laced Nebraska lawyer who falls in love with a quirky New York dancer, opened on Broadway in 1958 and ran for more than 700 performances. Gibson moved to the Berkshires with his wife, Margaret, and adapted *The Miracle Worker* for the stage. The Broadway production opened in 1959 and won Tony Awards for Best Play, Best Actress (Anne Bancroft), and Best Director (Arthur Penn). It was made into a movie in 1962, bringing Academy Awards for Bancroft as Best Actress and Patty Duke (who had also starred in the Broadway production) as Best Supporting Actress. Gibson's other works include the book for the Broadway musical *Golden Boy* (1964), based on the play by Clifford Odets; *A Cry of Players* (1968), which imagines the life of young Shakespeare; *Monday after the Miracle* (1982), a continuation of the Helen Keller story; and *Golda's Balcony* (2003), a play about Israeli Prime Minister Golda Meir which became the longest-running one-woman show in Broadway history. Gibson died in Stockbridge, Massachusetts, in 2008.



Not long after graduation, she received a letter from Dr. Anagnos informing her of an opportunity for employment—"a position in the family of Mr. Keller as governess of his little deaf mute and blind daughter." In early March 1887 Annie Sullivan set off on a thousand-mile journey to a house known as Ivy Green at the end of a shady lane in Tuscumbia, Alabama, where Helen and her family were waiting for her. She was just 21 years old. Her salary was \$25 a month.

Helen Keller had been born in 1880 to Captain Arthur Keller and Kate Adams Keller. As a baby she had shown signs of advanced intelligence; but at the age of two she had suffered a severe congestion of stomach and brain—possibly scarlet fever or meningitis—which left her deaf, blind, and mute. As she grew, Helen communicated by means of simple gestures, but also was subject to episodes of intense emotion and destructive behavior.

A talented and emotionally complex young woman, Annie Sullivan devoted her life to the education and companionship of Helen Keller. She calmed Helen's restless spirit and introduced her to the gift of language. She encouraged Helen to read the classics and taught her to write. She took Helen outdoors where the natural world became her classroom. "She made every word vibrant to my mind," wrote Helen in a fond reminiscence. "She would not let the silence around me be silent.... She brought me into sensory contact with everything we could reach or feel—sunlit summer calm, the quivering of soap bubbles in the light ... the rustling of silk, the creaking of a door, and the blood pulsing in my veins."

For the rest of Annie's life, she and Helen were closely bound together. Biographer Dorothy Hermann notes: "The existence [Helen] shared with the tormented half-blind Annie Sullivan, she writes, 'was turbulent—with its intrigues, doomed marriages and love affairs, and battles against physical and mental infirmity, not to mention constant struggles to earn a living.' Triumphant as well as tragic, their life together might be considered an epic that rivals any real-life or fictional drama involving non-handicapped people."

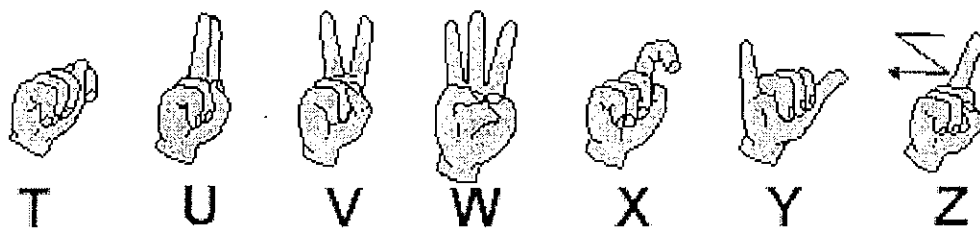
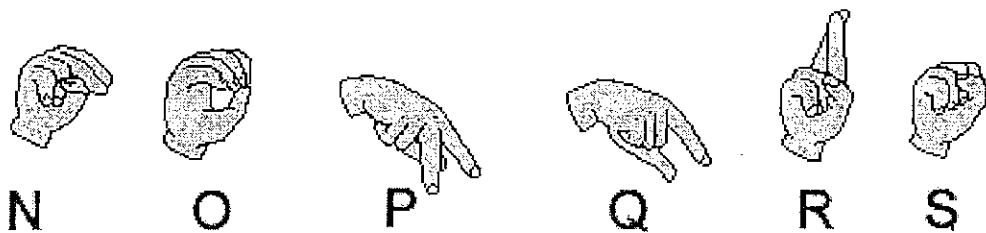
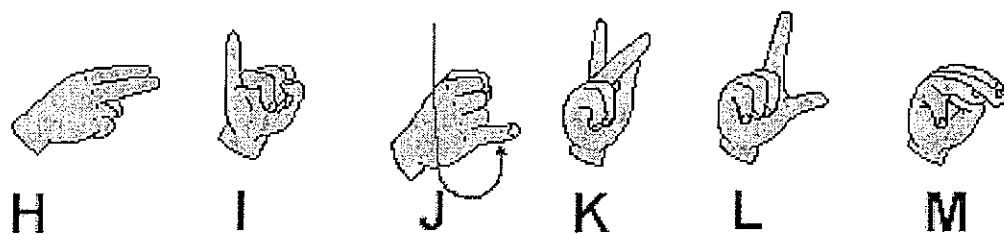
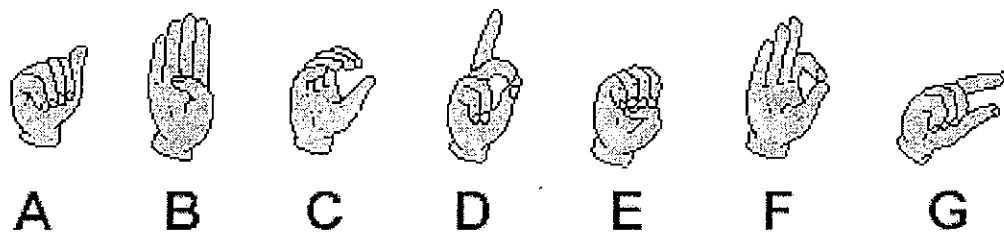


*Helen Keller & Annie Sullivan*

In 1888 Dr. Anagnos published an article referring to Helen as a "phenomenon" and brought her story to world-wide attention—including that of telephone pioneer Alexander Graham Bell. When Helen and Annie visited the 1893 World's Columbian Exposition in Chicago, Bell served as tour guide, introducing them to some of the miracles of science and technology. The next year Helen attended the Wright-Humason School for the Deaf in New York City, where she met wealthy socialites Laurence and Eleanor Hutton who established a fund for her continuing education. Through the Huttons, she met Samuel Clemens (Mark Twain), who became a life-long admirer and friend. Thus Helen began a lifelong journey among the world's elite. She would meet every President from Grover Cleveland to Lyndon Johnson. She used her own fame to speak out on behalf of such causes as women's suffrage, workers' rights, socialism, and anti-war movements.

In 1899, Annie accompanied Helen to Radcliffe College, where she was the first person with her handicaps to be enrolled in an American institution of higher learning. There Annie assisted Helen through 17 courses of study, including Shakespearean drama, economics, and philosophy. By the time Helen

## American Sign Language Alphabet



**Websites to explore:**

<http://www.perkins.org/>

Perkins School for the Blind

<http://www.deafblindinfo.org/>

information for and about the deaf and the blind

<http://www.indstate.edu/blumberg/db/deafblind.htm>

Indiana DeafBlind Services Project

<http://www.nytimes.com/2009/01/04/magazine/04Creatures-t.html?pagewanted=all>

New York Times article about service animals for the disabled:

[helenkellerbirthplace.org](http://helenkellerbirthplace.org)

the Keller homestead in Tuscumbia, Alabama,

[http://www.braillebug.org/helen\\_keller\\_bio.asp](http://www.braillebug.org/helen_keller_bio.asp)

Helen Keller Kid Museum Online, from the American Federation for the Blind

<http://www.deafhoosiers.com/>

Indiana School for the Deaf

<http://isbvik12.org/>

Indiana School for the Blind and Visually Impaired

**Books to read:**

*Helen and Teacher* by Joseph P. Lash, 1997

*Helen Keller: A Life* by Dorothy Herrmann, 1999

*Beyond the Miracle Worker* by Kim E. Nielsen, 2009

*The Story of My Life* by Helen Keller, 1903

*The World I Live In* by Helen Keller, 1923

*Light in My Darkness* by Helen Keller, 1927

*The Miracle Worker* by William Gibson, 1961

*The Education of Laura Bridgman* by Ernest Freeberg, 2001

*What's That Pig Outdoors? A Memoir of Deafness* by Henry Kisor, 1990 (revised edition 2010)

*A Loss for Words: The Story of Deafness in a Family* by Lou Ann Walker, 1987

*Planet of the Blind* by Stephen Kuusisto, 1998

*Touching the Rock: An Experience of Blindness* by John M. Hull, 1992

*Talking with Your Hands, Listening with Your Eyes* by Gabriel Grayson (2003)

## Activities

Make a list of people of all ages and nationalities who have overcome physical and/or mental challenges and had a major impact on the world's views. Divide the class into groups. Have the groups do research and each present a report to class on one of these people.

Have your students do research on advancements that have been made in the fields of ophthalmology, otology, and audiology in the last century. Have the students create a newsletter with these findings to share with another class. This newsletter could also include tips on how to prevent damage to the eyes and ears.

Learn to spell your name in American Sign Language. Use the sign language chart provided on page 11, or find one on this website:

<http://www.google.com/search?q=sign+language+alphabet&hl=en&rls=com.microsoft:en-us&prmd=imvnsa&tbm=isch&tbo=u&source=univ&sa=X&ei=xHJwT-DyOYfc2QXm1OHYAQ&ved=0CGEQsAQ&biw=1067&bih=559>

Have the students investigate the types of jobs available to women in the 1880s. What were the social obligations and limitations for women at this time? How has life changed for women since this era? Why do you believe these changes have come about?

Divide the class in half. Have both groups of students read about Indiana House Bill 1367. Then have one half research those who support the bill and the other half research those who oppose the bill. Then have each side write and present a speech defending their position. Organize a debate. Here are a few website links to get them started:

<http://www.in.gov/apps/lsa/session/billwatch/billinfo?year=2012&session=1&request=getBill&doctype=HB&docno=1367>

<http://www.iadhoosiers.org/category/hb-1367/>

<http://cochlearimplantonline.com/site/support-indiana-hb-1367-all-options-for-children-with-hearing-loss/>

<http://www.change.org/petitions/oppose-hb-1367>

Have the class talk about the idea of communication. What is a good broad-based definition that covers all different modes? Then have them brainstorm a list of all the types of communication they can think of including those aided by technology. Where would our world be without these many forms of communication that currently exist? Who would be excluded if these types of communication had not been developed? Where would the nations of the world be without those that had mastered the multiple skills of communication? What are examples of failures and successes in communication?



## Emotions A-Z

- A:** affectionate, airy, amazing, agreeable, at ease, appealing, absolutely, angry, annoyed, awful, abused, anxious, aware, alarmed, afraid, awkward, adequate, aggressive, awesome, apprehensive
- B:** bright, bubbly, brilliant, brave, bored, burdened, bothered, bitter, bushed, beaten, bewildered, bad-tempered, breathless
- C:** capable, cheerful, caring, close, committed, courageous, confident, cuddly, calm, cooperative, creative, comfortable, curious, cool, carefree, compassionate, considerate, cruel, cold, content, creepy, clumsy, confused
- D:** delighted, dominant, determined, dutiful, dreamy, dishonest, defiant, disgusted, depressed, dismayed, down-in-the-dumps, disturbed, dull, discouraged, distant, disorganized, dependent, dumb, disappointed
- E:** excited, enthusiastic, exuberant, energetic, elated, encouraged, ecstatic, empathetic, enraged, exhausted, edgy, evasive, embarrassed, envious, explosive
- F:** fantastic, free, frisky, friendly, forgiving, floaty, funny, full-of-beans, fearful, frustrated, fed-up, furious, freezing, foolish, frumpy, frightened
- G:** generous, groovy, giddy, grateful, glad, gentle, great, grief-stricken, grumpy, greedy, guilty, gloomy
- H:** honest, heroic, happy, hopeful, high, humble, helpless, horrified, humiliated, hesitant, hard-done-by, hopeless, hurt
- I:** important, interested, inspired, independent, ignored, immature, irritated, inadequate, insecure, immobilized, impatient
- J:** joyful, jolly, jaunty, jovial, justified, judgmental, jealous
- K:** keen, kooky, kept-in-the-dark
- L:** loving, lively, lost, lonely, low
- M:** merry, magical, mind-blown, magnanimous, mediocre, mean, miserable, mixed-up, mad, mournful
- N:** natural, nutty, nauseated, nerdy, naughty, nasty
- O:** overjoyed, open, overwhelmed, out-done, out-classed, ordinary
- P:** peaceful, pleasant, powerful, playful, proud, pensive, panicky, paralyzed, peeved, puzzled, petrified, pooped, powerless
- Q:** quiet, quirky, quivery, quarrelsome
- R:** relaxed, respected, relieved, ready, rejected, resentful, run-down, rattled
- S:** satisfied, strong, surprised, super, self-assured, smiley, sensitive, safe, special, stretched, seething, shut-out, silly, sharp, scared, sorry, stupid, sorrowful, serious, shy, stressed, stubborn, spiteful
- T:** tender, talkative, thoughtful, thrilled, thankful, tolerant, trusting, tense, threatened, timid, tired, troubled, tied down, tearful, trapped
- U:** understanding, unafraid, uncaring, ugly, uneasy, used, uncertain, uncomfortable, uptight, unnatural
- V:** vigorous, vibrant, voiceless, vacant, violent
- W:** wanted, wound-up, warm, worried, wimpy, weepy, whiny, wishy-washy, wooden, weary
- X:** X-rayed
- Y:** youthful, young
- Z:** zingy, zoned-in, zoned-out, zapped, zonked

## Quoting Helen Keller

Choose one of the Helen Keller quotes below that inspires you. Write a paragraph about what it means to you, how it has perhaps played out in your life, or how you can embody her teachings in your actions.

Quotes taken from *The Story of My Life*, *My Religion*, *Optimism: An Essay*, & *Out of the Dark*

Character cannot be developed in ease and quiet. Only through experience of trial and suffering can the soul be strengthened, ambition inspired, and success achieved.

Although the world is full of suffering, it is full also of the overcoming of it.

The best and most beautiful things in the world cannot be seen or even touched. They must be felt within the heart.

Self-pity is our worst enemy, and if we yield to it, we can never do anything good in the world.

Smell is a potent wizard that transports you across thousands of miles and all the years you have lived.

Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence.

When we do the best that we can, we never know what miracle is wrought in our life, or in the life of another.

When one door of happiness closes, another opens; but often we look so long at the closed door that we do not see the one which has opened for us.

It is for us to pray not for tasks equal to our powers, but for powers equal to our tasks, to go forward with a great desire forever beating at the door of our hearts as we travel toward our distant goal.

One can never consent to creep when one feels an impulse to soar.

I am only one; but still I am one. I cannot do everything, but still I can do something. I will not refuse to do the something I can do.

I long to accomplish a great and noble task, but it is my chief duty to accomplish humble tasks as though they were great and noble. The world is moved along, not only by the mighty shoves of its heroes, but also by the aggregate of the tiny pushes of each honest worker.

Many persons have a wrong idea of what constitutes true happiness. It is not attained through self-gratification, but through fidelity to a worthy purpose.

I look upon the whole world as my fatherland, and every war has to me the horror of a family feud.

No loss by flood and lightening, no destruction of cities and temples by the hostile forces of nature, has deprived man of so many noble lives and impulses as those which his intolerance has destroyed.

- 7      **Mildred**  
Helen's sister, one year old at the time of the play.
- 10     **Dr. Bell**  
Alexander Graham Bell (1847–1922) was an eminent scientist, inventor, engineer, and innovator. Although today he is most famous for inventing the first practical telephone in 1876, he considered his real vocation to be the teaching of the deaf. Both Bell's mother and his wife were deaf. Bell's father wrote *The Standard Elocutionist* (1860), outlining his method to instruct deaf-mutes (as they were then known) how to articulate words and how to read lips; Bell's grandfather and uncle also worked in the field. It was Bell's desire to develop a new hearing aid that eventually led to the invention of the telephone. Bell believed that the deaf should be taught to speak and avoid the use of sign language, thus enabling their integration within the wider society from which many were excluded. Because of his efforts to suppress the teaching of sign language, today Bell is often viewed negatively by those embracing deaf culture. Upon Dr. Chisholm's recommendation, the Kellers took Helen to see Dr. Bell during the same trip east. He recommended they contact Michael Anagnos at the Perkins Institution.
- 10     **Perkins**  
Medical student John Fisher and some friends established the New England Asylum for the Blind in 1829. A trip to Paris to see the world's first school for the blind in the early 1820s had convinced Fisher of the dire need for such a school in America. The group hired Dr. Samuel Gridley Howe to be the school's director, and he opened the doors of the school in 1832. When trustee Thomas Perkins donated the money for a larger building, the school's name became the Perkins Institution for the Blind. About this same time, Howe established a printing department in the school to produce embossed books (books with raised Roman lettering for blind readers). In 1880, the Samuel P. Hayes Research Library was founded at Perkins; today the largest repository of its kind in the world, it contains the most recent and complete information on the non-medical aspects of blindness and deaf-blindness. In 1887 the school established the first kindergarten for the blind in the United States. Perkins moved to its present 38-acre home on the Charles River in Watertown, Massachusetts, in 1912. The Hayes-Binet test was introduced in 1920, revealing that the intelligence of the blind population is no different from those who can see. Opened in 1931, the Braille and Talking Book Library now has more than 50,000 recorded titles and magazines and 16,000 braille books available. The first Perkins Braille (a Braille typewriter) was produced in 1951; by 1977, about 100,000 were produced and distributed worldwide. In 1982 Perkins began to accept students with multiple disabilities other than blindness. Today the institution is known as the Perkins School for the Blind.
- 10     **Tewksbury**  
The Tewksbury Almshouse was established in 1852 as one of three state almshouses (charity housing for those unable to support themselves) needed to help care for the unprecedented influx of immigrants into Massachusetts at that time. Opening in 1854 with a capacity for 500, seven months later the almshouse had a population of 2,200, cared for by a staff of only 14. The Tewksbury Almshouse became Tewksbury State Hospital in 1900, the Massachusetts State Infirmary in 1909, and Tewksbury State Hospital and Infirmary in 1938. Over the years, facilities were added for treating tuberculosis and other contagious diseases such as smallpox, venereal diseases, and typhoid fever. Meanwhile it has continued to serve as a last resort for many patients in need of shelter and supervised care. Annie and her brother Jimmie were sent to Tewksbury in 1876 after their mother died and their father abandoned them.

- 17     **stick candy**  
Stick candy (also called candy stick) is a long, cylindrical variety of hard candy, usually four to seven inches in length and 1/4 to 1/2 inch in diameter. Like candy canes, they usually have at least two different colors (either opaque or translucent) swirled together in a spiral pattern, resembling a barber's pole.
- 19     **desiccated**  
literally, dehydrated, without water; figuratively, lacking vitality or spirit; lifeless
- 20     **Dr. Howe**  
Samuel Gridley Howe (1801-1876) was a 19th century physician, abolitionist, and an advocate of education for the blind. He attended Harvard Medical School but in 1824 left for Greece to help the country in its fight for independence from Turkey, organizing the medical staff of the Greek Army. In 1831, at the request of John Fisher, Howe visited Paris to study new methods of educating the blind. He also visited Prussia where he became involved in the Polish insurrection. After being imprisoned briefly by the Prussian government he was allowed to return to the United States. Inspired by what he had seen in Paris, in 1832 Howe established the Perkins School for the Blind in Boston. Howe soon emerged as the country's leading expert on the subject. He ran Perkins for the rest of his life, originating many improvements in methods of teaching the blind as well as publishing books for the blind. A strong opponent of slavery, in 1843 Howe married Julia Ward, a fellow member of the Anti-Slavery Society (she later wrote the lyrics to "The Battle Hymn of the Republic"). In 1865 Howe became chairman of the Massachusetts Board of State Charities, and over the next nine years he strenuously lobbied Congress to pass legislation to provide more aid for the education of the blind, deaf, and mentally ill.
- 21     **Ivy Green**  
The Keller house, the second home built in Tusculum, Alabama, was a simple, white clapboard house built in 1820 by Captain Keller's parents, David and Mary Keller. The house and the surrounding trees and fences were covered with English Ivy, inspiring the name "Ivy Green."
- 25     **an alphabet ... for the deaf**  
Fingerspelling (or dactylology) is the representation of the letters of a writing system, and sometimes numeral systems, using only the hands. These manual alphabets (also known as finger alphabets or hand alphabets) have often been used in deaf education, and have subsequently been adopted as a distinct part of a number of sign languages around the world. As with other forms of manual communication, fingerspelling can be comprehended visually or tactually.
- 26     **Spanish monks under a vow of silence**  
European monks from at least the 8<sup>th</sup> century have made use of forms of manual communication, including alphabetic gestures, for a number of reasons: communication among the monastery while observing vows of silence, administering to the ill, and as mnemonic devices. They also may have been used as ciphers for discreet or secret communication. Clear antecedents of many of the manual alphabets in use today can be seen from the 16th century in books published by friars in Spain and Italy. From the same time, monks such as the Benedictine Fray Pedro Ponce de León (1520-1584) began tutoring deaf children of wealthy patrons — in some places, literacy was a requirement for legal recognition as an heir. The first book on deaf education, published in 1620 by Juan Pablo Bonet (c.1573-1633) in Madrid, included a detailed account of the use of a manual alphabet to teach deaf students to read and speak.

36      **harness maker**

Grant's father was a tanner (leather producer), and Grant as a young man developed a reputation for handling horses exceptionally well; as a young man he worked as a wagon driver transporting both goods and passengers. As a cadet at West point he trained under Prussian horse master Herschberger and established a reputation as a fearless and expert horseman, setting an equestrian high jump record that lasted almost 25 years. In 1860, between military postings, Grant worked for his father's tannery in Galena, Illinois. The leather shop, Grant & Perkins, sold harnesses, saddles, and other leather goods.

36      **a drunken one**

The debate among historians about the extent of Grant's drinking is extensive. No one suggests he was abstinent. All seem to agree that he was sometimes a binge drinker and sometimes went for months without touching a drop. Most seem to agree that he was most prone to drinking when separated from his family and enduring long periods of inactivity and boredom. Some suggest that he only drank while off duty, and that reports suggesting otherwise are based on rumor and innuendo rather than reliable witnesses. Others are convinced that he was an alcoholic. Many seem to feel that by the second half of the Civil War he was able to control his habit and drank only moderately the rest of his life, but that by then his reputation was already damaged. Some suggest he drank no more than the average man of the day, but seemed to have the knack for drinking in front of people who either disapproved or were eager to discredit him. It seems unlikely that a consensus on this issue will be achieved soon, if ever.

37      **Pemberton**

John Clifford Pemberton (1814 –1881) was a career United States Army officer who fought in the Seminole Wars and with distinction during the Mexican–American War. He also served as a Confederate general during the American Civil War, noted for his defeat and surrender in the critical Siege of Vicksburg in the summer of 1863. After the war he took up farming.

37      **Bragg**

Braxton Bragg (1817 –1876) was a career United States Army officer, and then a general in the Confederate States Army—a principal commander in the Western Theater of the American Civil War and later the military adviser to Confederate President Jefferson Davis. While Pemberton was fighting Grant at Vicksburg, Bragg was fighting the Union army led by Maj. Gen. William S. Rosecrans in Tullahoma, Tennessee, 400 miles northeast.

37      **We lost Vicksburg because Pemberton gave Bragg five thousand of his cavalry**

There were many contradictory orders and conflicting reports during these Confederate campaigns. In February 1863, Gen. Joseph E. Johnston ordered Pemberton to send 6,000 cavalry to Bragg, but only 3,400 actually arrived. Then in early May, Confederate President Jefferson Davis reversed the order, and the troops returned to Pemberton.

37      **cavalry**

Cavalry (from the French *cavalerie*, derived from *cheval*, horse) were soldiers who fought mounted on horseback.

37      **Loring**

William Wing Loring (1818 –1886) was a soldier from North Carolina who served in the armies of the United States, the Confederacy, and Egypt. A one-armed veteran of the Mexican War, Loring became one of the more troublesome Confederate generals, frequently engaging in disputes with his superiors. He fought in the Vicksburg Campaign until cut off from the rest of Pemberton's force at Champion Hill. The two generals blamed each other for the defeat there. From 1869 to 1879 he was a division commander in Egypt and upon his return was called Pasha Loring.

46      **This soul—This blind, deaf, mute woman—Can nothing be done to disinter this human ...**  
from a report to the Perkins Institution written by Dr. Howe after his 1844 trip to Europe, during which he met a number of blind-deaf-mute patients.

47      **deadhouse**  
A dead house or deadhouse is a structure used for the temporary storage of human corpses before burial or transportation, usually located within or near a cemetery. Such edifices were more common before the mid-20th century in areas with cold winter climates, before which time grave excavation during the winter was either difficult or impossible.

## **Act 2**

52      **Like the lost lamb in the parable**  
The Parable of the Lost Sheep is one of the parables of Jesus. According to the Gospels of Matthew (18:12–14) and Luke (15:3–7), a shepherd leaves his flock in order to find the one sheep who is lost. Jesus tells this parable of redemption after the Pharisees and religious leaders accuse him of welcoming and eating with “sinners.”

53      **primer**  
A primer (pronounced *primmer*) is a first textbook for teaching of reading, such as an alphabet book or basal reader. The word also is used more broadly to refer to any book that presents the most basic elements of a subject.

54      **almshouse**  
charity housing for those unable to support themselves

54      **T.B.**  
Tuberculosis, or TB (short for *tubercle bacillus*) is a common, and in many cases lethal, infectious disease caused by various strains of bacteria. Tuberculosis usually attacks the lungs but can also affect other parts of the body. It is spread through the air when people who have an active TB infection cough, sneeze, or otherwise transmit their saliva through the air. Most infections in humans result in an asymptomatic, latent infection, and about one in ten latent infections eventually progress to active disease, which, if left untreated, kills more than 50% of those infected. The classic symptoms are a chronic cough with blood-tinged sputum, fever, night sweats, and weight loss (the last giving rise to the formerly prevalent colloquial term “consumption”). Infection of other organs causes a wide range of symptoms. One third of the world’s population is thought to be infected with tuberculosis, and new infections occur at a rate of about one per second.

54      **epileptic fits**  
Epilepsy is a common and diverse set of chronic neurological disorders characterized by seizures. Epileptic seizures result from abnormal, excessive or hypersynchronous neuronal activity in the brain. The outward effect can be as dramatic as a wild thrashing movement or as mild as a brief loss of awareness. It can manifest as an alteration in mental state, convulsions, and various other psychic symptoms. Sometimes it is not accompanied by convulsions but a full body “slump,” where the person simply will lose control of their body and slump to the ground.

54      **the D.T.’s**  
Delirium tremens (Latin for “shaking frenzy,” also referred to as the DTs, “the horrors” or “the shakes”) is an acute episode of delirium that is usually caused by withdrawal from alcohol. Withdrawal reactions as a result of physical dependence on alcohol can be fatal. It often creates a full blown effect which is physically evident through shivering, palpitations, sweating, and in some cases, convulsions and death if not treated.

**77 Reverend**

Although Kate Keller was an Episcopalian, the family attended Captain Keller's church, First Presbyterian Church of Tuscumbia. The church was organized in 1824 and built its sanctuary in 1827; it is still in use today. Helen Keller was baptized by Reverend J. G. Lane in 1880.

**77 Papist**

Papist is a disparaging term referring to the Roman Catholic Church, its teachings, practices, or adherents. The term was coined during the English Reformation to denote a person whose loyalties were to the Pope, rather than to the Church of England. Over time, however, the term came to mean one who supported Papal authority over all Christians; it thus entered widespread use, especially among Anglicans and Presbyterians. The word, dating from 1534, derives (through Middle French) from Latin *papa*, meaning "Pope." The word was in common use until the mid-nineteenth century.