The Adventures of Tom Sawyer

About the Play

Based on the 1876 novel by Mark Twain, this stage adaptation of The Adventures of Tom Sawyer is written by Dave Barton and Matt Bond. Set in 1845 St. Peters burg, Missouri, along the Mississippi River. Both the play and novel feature the adventures and mischievous escapades of the impish title character. Follow Tom as he steals Aunt Polly's homemade strawberry jam, convinces his pals the whitewashing the fence is a game, and ventures into the cemetery with a dead cat in an effort to cure warts. Both the novel and play also feature Tom “falling in love” with Becky Thatcher, witnessing a murder, and discovering a hidden treasure. Tom Sawyer and his friends engage in clever antics that increasingly lead to their coming-of-age and remind both readers and theatre of the importance of imagination and having fun, as well as the life-changing significance these adventures can hold. In essence, each adventure builds upon the last, ultimately becoming the greatest adventure of all - the adventure of life and coming-of-

Central Theatre Ensemble presents

This production of The Adventures of Tom Sawyer is presented by Central Theatre Ensemble of Central Washington University in Ellensburg, WA. This production is unique in that guest artists, faculty members, and students all contributed to its development and design. Tom Sawyer is directed by Graduate Student/Teaching Assistant Emily Rollie. Scenic design is by Guest Artist and Department Production Manager Jerry Dougherty, and lighting design is by Professor Christina Barrigan. Costumes were designed by Guest Artist Laura Reinstatler. The other members of the design and management team are CWU Theatre Arts students: Sarah Peterson, sound design; Tina Perna, hair and make up design; Keith Sadowski, assistant light designer; Tom Lowe, assistant scenic designer; Joe Wilbur, technical director; and Kristin Calhoun, stage manager. All other cast and crew members are also CWU students. Choreography the combat sequences was provided by CWU graduate and Theatre alumnus Ryan Wallace.

The Adventures of Tom Sawyer is one of Central Theatre Ensemble's Youth Theatre Tours for 2006. After a limited engagement in Ellensburg, the cast will travel to Olympia Junior Programs, Shelton Junior Programs, and Evergreen Children’s Theatre in Bremerton.

This production is produced by special arrangement with Pioneer Drama Service, Inc., Denver, Colorado.
Setting and Characters

Setting
St. Petersburg, Missouri
1845

Male Characters

TOM SAWYER: A 15-year-old boy who loves fun and adventure. Although well-meaning, he has a very active imagination and tends to get into mischief. He is also becoming aware of girls and love. He is an orphan who is being raised by his Aunt Polly.

HUCKLEBERRY FINN: Tom’s best friend and fellow adventurer. Abandoned by his drunken father, he lives on his own and by his own rules. Very laid back and independent, he spends most of his time fishing and never goes to school. Thus, most adults disapprove of him and other children envy him. Despite his tough exterior, he is generally kind, open-minded, and considerate of others.

SID: Tom’s younger, half-brother who delights in tattling on Tom and getting him into trouble with Aunt Polly. He is a model the “goodie-two-shoes.”

BEN ROGERS: Tom’s friend and schoolmate who looks up to Tom and envies his bravery and adventures.

PREACHER: Well-respected and slightly long-winded, local clergyman.

JUDGE THATCHER: Becky Thatcher’s father. A respected, distinguished, and articulate older gentleman who recently moved with his family to St. Petersburg.

DOC ROBINSON: The local doctor and scientist who has resorted to grave-robbing in order to conduct his lab experiments. His murder causes chaos to erupt in St. Petersburg.

“INJUN” JOE: A violent, hardened man who lives as a social outcast and is feared by all, except Muff Potter with whom he occasionally associates. He has a quick temper and little pity for others. He looks to exact revenge on those who have wronged him in the past.

MUFF POTTER: The town outcast and drunkard. Generally kind-natured, he is normally harmless and slightly gullible. Framed for Doc Robinson’s murder.

AUNT POLLY: A warm, kind, and loving older woman who has taken Tom and Sid in to raise as her own. Religious and well-respected among the townspeople, she is torn between her frustration with Tom’s antics and her love for him. Her concern and great love for her children occasionally causes her to speak more sharply than she intends.

COUSIN MARY: Tom’s older cousin who lives with Aunt Polly and helps take care of the boys. A sweet and open-minded young woman, she tries to see the good in Tom’s behavior and keep peace in the house.

AMY LAWRENCE: Tom’s former girlfriend to whom he was “engaged” until he met Becky. An attractive brunette, she is aware of her charm and a flirt. She can be snide and slightly stuck-up when faced with competition.

LYDA HOLLIS: Amy’s sidekick and best friend. She is not nearly as interested in boys and flirting as Amy is.

WIDDER DOUGLAS: A good friend of Aunt Polly and roughly the same age. Childless and lonely, she dreams of having someone to love and take care of. She is a rich, upper class widow, who is very religious, charitable, and hospitable.

Female Characters

BECKY THATCHER: A very pretty, feminine 13-year-old girl. Prim and proper, she is Tom’s opposite but is very attracted to him. She is new to town, but her blonde hair and kind nature soon win Tom’s affections. She is the daughter of Judge Thatcher.
1. The Adventures of Tom Sawyer is a live theatrical production. Discuss the ways in which theatre differs from television and film. How will the company create the different settings and characters?

2. Discuss the practice of proper theatre etiquette outlined in the enclosed brochure.

3. St. Petersburg is based on Mark Twain’s home town of Hannibal, Missouri. Research this town.

4. The play is set in 1845. Research the differences from today. What big things would be different such as airplanes, TV, and cell phones? What little things would be different like zippers, paper clips, battery-powered flashlights?

5. Mark Twain was wonderful at recording dialects in his books. Look at the list of words on the attached pages and try pronouncing them.

6. Make a timeline of Mark Twain’s life.

7. Invent new words. Mark Twain liked to play with suffixes like “-ing,” “-ly,” “-ness,” “-able,” and “-er.” For example he create “balditude” to make readers laugh to imagine someone who is really bald. Try to see what combinations you can create.

8. Superstitions are ideas that people believe are true even thought hey cannot be proven and may even go against nature. Tom goes to the graveyard with a dead cat to cure his wart. Can you think of other superstitions? Take a poll to see who believes in them and who doesn’t. Research superstitions about the theatre.

9. Read the novel The Adventures of Tom Sawyer as a class or as homework.

10. Mark Twain is a pseudonym for Samuel Clemens. Why do authors chose to create pseudonyms? Samuel Clemens was a riverboat pilot. Research how the terms “mark” and “twain” fit 19th century strategies to measure water. Check out the following website for oodles of examples of pseudonyms and the real people’s names: http://www.trussel.com/books/aka.htm Create a pseudonym for yourself.

11. Tell an adventure story.

12. Mark Twain always liked to take a good story and make it better, whether the result was true or not. What qualities make a good story better? Take your adventure stories and make them better.

13. Prepare the included recipes or find others that represent in Southern US in the 1800’s.

14. Tom, Huck, and Becky follow a treasure map. Make one of your own.

“A now whar d’you spose that young’n is?” Aunt Polly
Activities AFTER Seeing the Play

1. Mark Twain was wonderful at recording dialects in his books. You try it. Listen carefully to those speaking around you. Carefully, without getting their attention, copy what they say. Then try using them as characters in a story.

2. Compare and contrast the play to Harry Potter.

3. Read the book and compare and contrast to the play.

4. One major difference between the play is the book is the death of “Injun” Joe because in the book his death lacks action. Why is action important to a play?

5. Huckleberry Finn is Mark Twain’s sequel to The Adventures of Tom Sawyer. Write a sequel to the play or a sequel to your adventure story.

6. Play one of the games performed by the actors. Directions included on pages 6-7.

7. On page 9 of this packet are examples of the original illustrations for the book. They were made as a process called woodcutting. Notice that the chapter one woodcut was used in the set design. Here are instructions for making a woodcut from a potato. 1. Take a marker and draw a shape on the inside of one half of a potato. Only draw an outline and do not color it in. 2. Cut the areas around the shape so that the shape is raised. This is your potato “wood-cut.” 3. Try creating different shapes on the remaining potatoes. 4. Dip the potato into paint or onto an ink pad and stamp the potato onto a blank piece of paper. Create designs with the different potato shapes. Try creating a scene from your favorite book using the wood-cuts.

8. Notice that the woodcut of the fence is horizontal. That’s because Mark Twain wrote about it that way. So why did the set designer make it vertical? Why are audience’s expectations so strong as to influence design choices?

9. If you researched Hannibal before the show, compare your research with the set and costume designs.

10. Learn dances to music from the play such as the song “Buffalo Gals” or the contra music style.

11. After reading the section about stereotypes on page 10 and seeing the play, discuss how stereotypes work in the play and in real life. How are they formed? How can they be overcome?

12. In the play Tom and Huck help Muff Potter. Can you think of a time that you helped a friend in a difficult situation? What about a time that a friend helped you?

13. At first Tom and Huck are scared to stand up for Muff Potter. What changed their minds? Why is standing up for what is right difficult in your life? What strategies make it easier? What important historical figures stood up for an important cause?

14. Even though Muff Potter was innocent, he was viewed as guilty until Tom and Huck shared what they knew. What does guilty mean? How can we determine if someone is guilty?

15. Write a letter to your favorite actor or designer from the production. Or draw a picture of your favorite scene from the play. You can mail them to:
Central Theatre Ensemble
ATTN: Tom Sawyer
400 E. University Way
Ellensburg, WA 98926-7460
Recipes

FRIED CORN PONE
One of Mark Twain’s favorite American recipes was fried corn pone which is a type of flat cake made from cornmeal dough. Invented by Native Americans long before Europeans settled in North America, corn pone is also called “ashcake,” “johnnycake,” and “battercake.”

Makes 12 pones

- 1 egg
- 2 T sugar
- 1 T baking powder
- 1 t baking soda
- 1 ¾ cups buttermilk
- 2 cups cornmeal
- 3-4 T vegetable oil

Combine all but the vegetable oil until the batter reaches an even consistency.

Heat a skillet with some of the vegetable oil in it.

When the oil is hot, pour ¼ cup batter into the skillet for each pone. Turn the pones over to brown both sides just like a pancake. When done, put on a cooling rack. Repeat the process, adding more oil as needed.

Serve while still warm!

HIDDEN TREASURE APPLES
Combining two of Tom’s favorite things: the hidden treasure and apples!

- 6 medium tart apples
- ½ cup granulated sugar
- 1/3 cup red-hot candies
- ¼ t ground cinnamon

Cut tops off apples and set tops aside. Core apples to within ½ inch of bottom.

Combine sugar, candies, and cinnamon. Spoon 2 T of this mix into each apple. Replace tops. Spoon any remaining sugar mix over the apples.

Bake, uncovered at 350 degrees for 30-35 minutes or until apples are tender, basting occasionally.

Cut the shortening into the flour and salt with the whisking blades of a stand mixer until the crumbs are pea sized. Mix in cold war. Refrigerate until chilled through. Roll out dough for a two crust pie. Line a 9 inch pie pan with pastry.

Place the cherries, sugar, and cornstarch in a medium size non-aluminum saucepan. Allow the mixture to stand for 10 minutes, or until the cherries are moistened with the sugar.

Cut tops off apples and set tops aside. Core apples to within ½ inch of bottom.

Bring to a boil over medium heat, stirring constantly. Lower the heat; simmer for 1 minute, or until the juices thicken and become translucent. Remove pan from heat, and stir in butter and almond extract. Pour the filling into the pie shell.

Cover with top crust. Bake in a preheated 375 degree oven for 45 to 55 minutes, or until the crust is golden brown.

CHERRY PIE
At the end of the play, Aunt Polly promises to make Tom a cherry pie. Now you can too!

- 2 cups all-purpose flour
- 1 cup shortening
- 1/2 cup cold water
- 1 pinch salt
- 2 cups pitted sour cherries
- 1 1/4 cups white sugar
- 10 t cornstarch
- 1 T butter
- 1/4 t almond extract
The Hoop

Equipment
Metal or wooden hoop
Wooden stick

Hoop Game
Hold the stick in one hand and the hoop in the other. Place one end of the stick on the ground and hold the stick so that it forms a 45-degree angle to the ground. Roll the hoop down the stick and push the hoop with the stick when it loses momentum. Players can see who can roll the hoop the farthest or the fastest. Players can also run the hoop around obstacles. Two players can aim their hoops at each other, the boy who owns the hoop that is standing after the collision wins.

Graces or La Grace

Equipment
Solid wooden hoop, such as an embroidery hoop
Four sticks about 1 inch in diameter

How to play La Grace
Two people play this game. Each girl holds one stick in each hand. One girl crosses her sticks so they look like an open pair of scissors, and she puts the hoop over the sticks. This girl flings the hoop toward her partner, and the partner tries to catch the hoop back and forth without letting it fall to the ground. This game is designed to teach young ladies graceful movements.

Marbles

How to Shoot a Marble
First, turn your hand so that your palm is facing up and lay the back of your hand on the ground. Place the marble on your index finger near the pal of your hand and curl your finger around the marble to hold it in place. Place your thumb behind the marble. Use your thumb as the force to shoot the marble as if you were going to flip a coin with your thumb.

Marble Terms
Bosted – throw
Getting fat – losing all of your marbles so that you are out of the game
Offing – the line form which marbles are shot
Pound – circle or ring where marbles are placed
Span – the length between a person’s thumb and smallest finger when the hand is spread out
Types of Marbles
Most Prairetown children would have clay marbles baked by the sun (called muddies) or fired in a kiln. They would know about glass marbles, which were primarily made in Europe, and used on the eastern seaboard. Some marbles were made of marble stone as well.

Marble Games
SPANS AND SNOPS
This game is played with two children who each have one marble. The first player shoots his marble. The second player tries to hit (snop) the first player’s marble with his own or come as close to hitting it as possible. If the second player comes within a hand’s width (span) of hitting the first player’s marble, he wins. If he does not, the first player tries his turn at hitting the second player’s marble. Play continues until a snop or a span is made. The winner begins the next game.

HOLES
This game can be played with any number of players each using one marble. Dig three small holes in the ground 1½ yards apart from each other. Draw an offing two yards from the first hole. The first person places his hand behind the line and shoots his marble toward the first hole. If the marble lands in the hole, he takes the marble out of the hole, places it one span from the hole and shoots the marble toward the second hole. His turn continues until he misses a hole. If a player puts a marble in a hole, he has the option to shoot his marble at an opponent’s marble and send it as far away form the holes as possible. If he hits the opponent’s marble, he may take another turn. If he misses the marble, his turn is done. The winner is the first person to get his marble through all holes in the following order: first hole, second, third, second, first, second, third.

RING-TAW
This game can be played with any number of participants. Draw a ring in the dirt and place an agreed upon number of marbles inside. Draw an offing at least two spans from the ring. The first player keeps his hand behind the offing and shoots his taw into the ring to try to hit a marble out of the ring. His play continues until he fails to hit a marble out of the ring. Each marble struck out of the ring is won by the person who struck it. After the first shot from the offing, the players shoot their taws from where they lie. If a player fails to shoot his taw out of the ring, he is out of the game and must put all the marbles he has shot out of the ring, if any, back into the ring. If a player strikes an opponent’s taw, the player whose taw was struck must give all of the marbles he has won, if any, to the person struck him, and he is out of the game. The winner is the child with the most marbles after all the marbles have been shot out of the ring.

INCREASE-POUND
This game is played with a minimum of two teams of two players. It is set up and played like Ring-taw with the following additions to the rules. Only one marble per player is placed in the ring to begin the game. All players have extra marbles to be added to the ring. Before any of the marbles have been struck out of the ring, if a player strikes an opponent’s taw or fails to send his own taw out of the ring, that player is not out, but must put one marble in the ring. When it is his turn again, he shoots from the offing, rather than where the taw landed. Once the first marble is shot out of the ring, the rules change. If a player’s taw is struck by an opponent’s, the player who is struck must put one marble in the ring, and give all the rest of the marbles he has won to the player who struck him. At his next turn he must start again by shooting from the offing. If the person who has been struck has no marbles to give to the ring and the opponent, he is out of the game. If a player’s taw remains in the ring after a shot, he must put all the marbles he has won plus one of his extra marbles into the ring and shoot from the offing when his turn comes. Again, if he has no marbles, he is out of the game. When there is only one marble life in the ring, the taws may remain in the ring without penalty. The winner is the team with the most marbles.

SOURCE: http://www.connerprairie.org/HistoryOnline/19cGames.html
### Vocabulary Words and Terms

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Vernacular</td>
<td>The native language and words used in a particular region or nation</td>
</tr>
<tr>
<td>Colloquialisms</td>
<td>Slang words used in a certain town or area</td>
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<tr>
<td></td>
<td>* Much of Tom Sawyer uses the native terms and language patterns of Hannibal, Missouri, Mark Twain’s boyhood home town and the city upon which Tom Sawyer’s St. Petersburg is directly based.</td>
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<tr>
<td>Frog-giggin’</td>
<td>Hunting frogs with spears, usually carved out of sticks or bamboo</td>
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<tr>
<td>Coon-huntin’</td>
<td>Hunting raccoons</td>
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<tr>
<td>Hankerin’</td>
<td>Wanting</td>
</tr>
<tr>
<td>Tan yer hide</td>
<td>To punish by spanking or whipping</td>
</tr>
<tr>
<td>Vagrant</td>
<td>Homeless person who wanders from place to place</td>
</tr>
<tr>
<td>Lick</td>
<td>To beat or triumph over someone, something</td>
</tr>
<tr>
<td>Mischief</td>
<td>Behavior that causes trouble or annoyance to another; trouble, sneaky and devious antics</td>
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<tr>
<td>Good Book</td>
<td>Bible</td>
</tr>
<tr>
<td>Play hookey</td>
<td>Skip school</td>
</tr>
<tr>
<td>Joshin’</td>
<td>To make jokes, tease</td>
</tr>
<tr>
<td>Crick</td>
<td>Creek or stream</td>
</tr>
<tr>
<td>Spunk water</td>
<td>Rainwater that has been sitting in an old stump</td>
</tr>
<tr>
<td>Mortified</td>
<td>Extremely embarrassed</td>
</tr>
<tr>
<td>Tarnation</td>
<td>Slang expression used to express anger or annoyance</td>
</tr>
<tr>
<td>Oath</td>
<td>Vow, pact, or solemn agreement</td>
</tr>
<tr>
<td>Tannery</td>
<td>An establishment where animals’ hides are tanned (prepared for use in making clothes, etc.)</td>
</tr>
<tr>
<td>Cottin gin</td>
<td>A machine that cleans raw cotton by separating the seeds, hull, and other small objects from the cotton fibers</td>
</tr>
</tbody>
</table>

“Bet they’s aren’t near as good fer getting’ rid of warts as spunk-water.” — Tom Sawyer
Put woodcut pictures here
The Adventures of Tom Sawyer was one of the first American novels about a boy who wasn’t a “goody-goody.” Tom got in quite a bit of trouble, and he earned much of it by doing simple things such as sneaking jam, hiding in the pantry, and lying to Becky. However, Twain goes past this to reveal that even though most people in town, including his Aunt Polly, view him as a nuisance, Tom wants to be a good person. His natural curiosity and adventurous nature simply get in the way of his good-hearted intent. Ultimately we see Tom do the right thing as he testifies in Muff Potter’s defense, despite his fear of Joe.

Huck is another good example of Twain moving away from stereotypes. Huck is an unwanted orphan who the townspeople view as a bad influence due to his lack of parental guidance and free lifestyle. Yet, despite his unorthodox lifestyle, he is a well-meaning boy who simply desires to be wanted and loved by an adult figure.

Sid’s character is the opposite. He is the good boy that Aunt Polly trusts completely. Nevertheless, he craves to be a bad boy when he sees Tom in trouble. While Tom is a good boy who tends to get in trouble, Sid seeks out trouble which he hides under his goody-two-shoes demeanor.

Becky, too, is developed beyond a stereotype. As the “new-girl-in-town” character Becky proves to be much more than a simple, docile, flirty girl. Her actions later in the play show her true colors, as she bravely saves Tom from falling into the cave’s bottomless pit.

Unfortunately, Twain does stereotype one character: “Injun” Joe. In our contemporary society, names and terms such as “Injun” are inappropriate and derogatory; however, during Mark Twain’s time, these labels were typical and representative of a common 1840s attitude toward outsiders, particularly Native American people. For the people of the 1840s, Native American culture was unknown and, exaggerated by tales of Native American revolts in the west, seemingly dangerous. Thus, because Joe was a mean, evil man, he was nicknamed “Injun,” despite the fact that the person upon whom Twain’s character was based was not fully Native American. In this play, Joe’s nickname is used only once to maintain continuity with the original novel and honor Twain’s text; however, for the rest of the play, Joe is simply referred to as Joe, allowing his actions to create his wicked character.
Resources

Books
The Adventures of Tom Sawyer. Adapted by Dave Barton and Matt Bond. Pioneer Drama Service, Inc.

Twain, Mark. The Adventures of Tom Sawyer. (Many editions available)


Rasmussen, R. Kent. Mark Twain's Book for Bad Boys and Girls. Published by Contemporary Books in 1995, this little book contains 45 short pieces and extracts from longer works that appeal to the subversive instincts in children of all ages.

Mark Twain A to Z: The Essential Reference to His Life and Writings by R. Kent Rasmussen is a 576-page encyclopedic reference work covering virtually all aspects of Mark Twain’s complex life and diverse writings.

Internet
The Quotable Mark Twain
www.salwen.com/mtquotes.html
To get a sense of Twain’s humor, read the quotes on this site.

Mark Twain Cave
http://www.marktwaincave.com
History and pictures of the cave Tom, Becky, and Huck climb into during the play.

The Mark Twain Boyhood Home and Museum
http://www.marktwainmuseum.org/
Mark Twain timeline, pictures and information of buildings, and the origin of the characters.

Hannibal Courier Post
http://www.hannibal.net/twain
Mark Twain’s hometown newspaper will take you on a tour of Hannibal and connect you to the town’s resources on Mark Twain.

California Museum of Photography
http://www.cmp.ucr.edu/
Go their collections page and type in Mark Twain. You will see great pictures of him (some of them in 3-D!) next to quotes he wrote.

Mark Twain Quotes
www.twainquotes.com
A rich collection of Mark Twain quotes, articles, and many other features and illustrations, organized by the notes Mark Twain researcher Barbara Schmidt.

The Mark Twain House and Museum
www.marktwainhouse.org
The official site of the Clemens family’s restored Hartford home.

Other
“Mark Twain.” Videocassette or DVD. Produced and directed by Ken Burns. Corporation for Public Broadcasting, 2002.
Central Theatre Ensemble Presents:

The Adventures of Tom Sawyer

Send your letter and comments to:
Leslee Caul, Tour Coordinator
400 E. University Way
Ellensburg, WA 98926-7460
Phone: 509.963.1760
E-mail: caull@cwu.edu

This educational guide is offered to schools and organizations attending or sponsoring a production of the Central Theatre Ensemble production of The Adventures of Tom Sawyer. This guide is intended to help prepare students to see the play, and to enhance their experience during and afterward. It is intended to promote the experience of theatre-going as positive, fun, and educational.

Central Theatre Ensemble welcomes and appreciates letters from young people that have seen the production!

Director’s Note

Inspired by fond memories of his youth and adventures in Hannibal, Missouri, author Mark Twain (the penname used by Samuel Clemens) created Tom Sawyer, a boy who strives to be good but whose curiosity often gets the best of him. Through Tom and his adventures, Mark Twain documents not only the joys of boyish adventures but also the experience of growing up in a river town during the 1840s. This story, read in countless classrooms throughout the country and world, ranks among the greatest works in the American literary canon.

While the story of Tom Sawyer has great literary and historical appeal, it also appeals on a wider, personal level, for nearly all of us have a bit of Tom Sawyer’s impishness hidden within. Indeed, Mark Twain prefaced the original with the following:

“Most of the adventures recorded in this book really occurred... Part of my plan has been to try to remind adults of what they once were themselves, and of how they felt and thought and talked, and what queer enterprise they once engaged in” (vii).

This in mind, our production of The Adventures of Tom Sawyer attempts to maintain continuity with the original novel and to stand as a visual reminder of the “queer enterprises” and great adventures we all experience as children. Through Tom, each of us can relive our youthful adventures – whether they occurred yesterday or forty years ago – and appreciate the necessity for fun in our lives. Along with these elements of adventure, play, and fun, the story of Tom Sawyer also carries a deeper meaning/notation in that, through the course of the play, Tom’s adventures take on more social and personal significance. While he will always be the energetic boy who is slightly rough around the edges, through his adventures we also see him begin to grow and mature. It is his adventures that shape him into the man he will become, just as our adventures have shaped us. Despite his tendency for mischief, Tom truly wants to be a good person – just as we all do; his adventures, however mischievous, reflect this quest.

Through the pages of his novel, author Mark Twain told the stories of his boyhood, many of which focused on the action and adventure that filled his rural Missouri life. This, combined with the elements of ourselves that can be seen in Tom Sawyer, make it well-suited for the stage, allowing the story to step directly from the pages of Twain’s novel as well as our own memories and unfold before our eyes. Let the adventure begin!

--Emily Rollie