



ITL PUBLIC SCHOOL

Sector -9, Dwarka

THE STORY OF MY LIFE

TERM 1

bbe LITERATURE: Helen Keller's *The Story of My Life* - 10

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IMPORTANT LONG ANSWER QUESTIONS

(to be answered in about 100-150 words each)

Q1. Why was it with a sense of hesitation that Helen Keller started writing the history of her life?

It was with a sense of hesitation that Helen Keller started writing the history of her life as she didn't feel very comfortable in laying bare the details of her childhood. Secondly, she found it somewhat difficult to ascertain what were actual facts and what was her imagination as time had blurred many images of the past and robbed many events and incidents of their vividness. Putting vague impressions into words was not an easy job. Apart from it, what appeared to be exciting at the time of its actual occurrence, lost its significance when she encountered much more exciting situations as she grew. Hence, sifting the insignificant from the significant also posed a problem. She then decided to include only the most vital and interesting episodes in order to write the story of her life faithfully and graphically.

Q2. What do you know about Helen Keller's family background? What 'singular coincidence' does she mention while talking about one of her ancestors?

Helen Keller was born to Arthur H. Keller - a captain in the Confederate Army and his wife Kate Adams on June 27, 1880 in Tuscumbia in northern Alabama. Her paternal ancestors originally were the natives of Switzerland. They descended from Caspar Keller who settled in Maryland. Caspar Keller's son, who happened to be Helen Keller's grandfather migrated to Alabama and bought a plantation there. Finally, he settled there. Helen Keller's grandmother was the daughter of Alexander Moore, who was one of Lafayette's aides. Her maternal grandfather was a brigadier-general who married Lucy Helen Everett. Kate Adams, Helen's mother was their daughter.

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The 'singular coincidence' that Helen Keller refers to is, that one of her Swiss ancestors was the first teacher of the deaf in Zurich who wrote a book on the subject of their education, least imagining that one of his own descendants would suffer from a similar handicap.

Q3. Describe Helen Keller's house where she spent the happy moments of her childhood.

The house in which Helen Keller spent the happy moments of her childhood was built by her father Arthur H. Keller after the Civil War. He shifted to this house after his marriage along with his wife, Kate. Helen was born in this house. This homestead, according to the custom of the south had an annex - that is, a small house (with a large and a small room) to be used only on occasions. The homestead had an old-fashioned garden and was completely covered with vines, climbing roses and honeysuckles. Viewed from the garden it gave the look of an arbour. Smilax and yellow roses covered the porch. These plants attracted a good number of bees and humming-birds.

The actual homestead covered all over with English Ivy came to be known as "Ivy Green". The little Helen enjoyed the softness and the fragrance of the plants and flowers of this garden even before the arrival of her teacher. In moments of agitation she got a lot of solace here and always thought this garden could be no less than God's garden. The house with its lovely surroundings came to become a paradise of (her) childhood.

Q4. Deprived of her sight and hearing, how did the little Helen Keller enjoy the garden, before the arrival of her teacher?

Though deprived of her sight and hearing, little Helen Keller enjoyed being in the garden in her own way. She liked the flowers, the vines, the climbers, the leaves and the plants so much

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that it came to be the paradise of her childhood. Unguided by anyone, this physically challenged girl would feel her way along the square boxwood hedges to enjoy the garden. The sense of smell would lead her to the first violets and lilies of the season. When agitated or angry, she would seek refuge in the garden where she found solace among the cool leaves and blades of grass. Helen would move in the garden from spot to spot - recognising the leaves and blossoms of different plants and she posted herself in midst of this lovely garden. She liked clematis, jessamine and lilies but she liked the roses the best of all. Their sweet fragrance and the softness of their dew-laden petals so fascinated her that she felt they were as beautiful as asphodels of God's garden.

Q5. How did Helen get her name?

When Helen, the first born child of the family was born, the parents were very enthusiastic about giving her the best possible name. Everyone was emphatic that the first baby in the family was not to be lightly named. Arthur Keller, the father held one of his ancestors, Mildred Campbell in great esteem. Hence, he wanted the baby to be named after her. However, the mother decided to name the child after the grandmother Helen Everett. It was her decision that finally prevailed. Arthur Keller let his wife have her way. But in the church when the minister asked for the child's name, the forgetful father gave the name Helen Adams, rather than Helen Everett (that was the grandmother's actual name). Hence, Helen was christened as Helen Adams.

Q6. What sort of a child was Helen in her early childhood before her illness?

Helen Keller was a very eager, cheerful and a self-asserting child during her infancy, before the illness robbed her of her faculties

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of sight and hearing. A very quick learner and a very smart baby she could speak words like "Tea" and "water" and phrases like "How d'ye". She could also say 'wah-wah' for 'water' and this sound she continued to make even after she lost her speech. She walked the day she was one year old. One day, while in the mother's lap, she was suddenly attracted by the dancing shadows of the leaves on the floor. She slipped out of her mother's lap who had just given her a bath and ran towards the shadow impulsively. But once the impulse was gone, she fell down and cried for the mother. She insisted upon imitating what she saw other people doing. Hence she was a promising infant who showed signs of growing up into a very bright child.

Q7. Describe the illness that hit Helen when she was nineteen months. How did it affect the little Helen?

The onset of Helen's mysterious illness was a very sudden one. The anxious family consulted the doctor, who diagnosed it as an acute congestion of stomach and brain. He felt that it was a fatal disease and the little child would not come out of it alive.

Helen felt very restless and in her agony, she tossed and turned even in her sleep. Her eyes turned dry and hot and the glare of the light irritated her. Her mother treated her with a great tenderness and tried to soothe her pain away. Gradually, Helen started losing her sight and day after day everything started becoming dimmer. Early one morning, her fever disappeared all of a sudden. There was a great sense of relief and rejoicing in the family. Unfortunately no one, not even the doctor realised that the illness had robbed the little Helen her faculty of sight and hearing.

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IMPORTANT LONG ANSWER QUESTIONS

(to be answered in about 100-150 words each)

Q1. Describe the first few months after Helen's illness. How did she manage to communicate with others?

Helen doesn't remember much about the first few months after her illness. But she does remember that mother became absolutely indispensable for her. She would sit in her lap, cling to her and followed her like a shadow as she went about doing her household chores. Helen would sense different movements, feel different objects with her hands and try to get an idea about them. She soon felt the need of communicating with others and started using crude signs to make others understand herself. Nodding, shaking the head, pulling, pushing, making different movements helped her convey to others what she needed. Mother rather than indulging in self-pity made Helen understand a good number of things and the child could make out when mother wished her to get her something. It was the mother's love, wisdom and strength that added some brightness to Helen's dark world.

Q2. Despite her handicap, what all did Helen learn to do by the time she was five years old?

At five Helen had learnt to fold clean clothes as they arrived from the laundry. She could identify and separate her own clothes from the whole lot and stack them away. The child could make out when her mother and aunt dressed up to go to the market. Like any other normal child, she insisted upon being taken along. Helen's parents rather than feeling embarrassed of her

handicap always made sure to present her whenever there were some guests at home. As they departed, little Helen waved to them. She had a vague idea of what the gesture meant. She was also conscious of being presentable when there were guests around. Thus she showed signs of being very sharp and sensible when she was five years old.

Q3. What was little Helen's idea of 'company dress'? What did she do one day when a gentleman came to see her mother?

Little Helen believed that one should dress formally and look presentable while there were guests at home. Hence one day when a gentleman called on her mother, Helen quietly sneaked upstairs. She oiled her hair and thickly powdered her face in front of the mirror. She then pinned a veil over her face that fell in gathers till her shoulders. To make herself appear all the more formal, she tied a huge bustle round her small waist. The bustle dangled behind and touched almost the edge of her skirts. Satisfied with her looks, the 'young lady' then went downstairs to entertain the guest.

Q4. How did Helen feel and react when she first realised that she was different from others?

Helen was about seven years of age when she first realised that she was somewhat different from others. Intelligent and sharp as she was, she realised, that others did not make use of signs like her when they wanted to communicate with each other. They rather used their mouths to talk to convey, whatever they wanted to say. Hence in order to observe them more closely, many times she would stand between two persons who were talking and feel the movements of their lips. When she herself tried to imitate them, the movement of her lips produced no results. This irritated the little child so much that she would scream and kick hard till she was thoroughly exhausted. She felt

very helpless and frustrated on realising that she was not like others.

Q5. Who was Martha Washington? What sort of a relationship did Helen have with her? Or

Giving a brief-character sketch of Martha. Discuss what role did she play in Helen's childhood.

Martha Washington was Kellers' cook's daughter. The black girl with fuzzy hair was two three years older than little Helen who was six years old at that time. Both the children spent their time together and despite Helen's handicap, the two pulled on very well with each other. Martha understood Helen's signs very well. Helen dominated her and always made the older girl obey her because Martha stood no chances in a hand-to-hand scuffle as Helen was active, strong and least bothered about the consequences of the encounter. The two girls went about helping in small little chores in the kitchen. At times they would feed the hens and turkeys or go hunting for guinea-fowls' eggs. The shed for storing corn, the stable for horses and the yard for milking the cows were their favourite haunts. Both of them, mischievous as they were, got in the way of adults and were often bribed with tidbits to keep out of the way. Martha gave much-needed companionship to Helen and the two enjoyed each other's company.

Q6. Describe the mischief that Martha and Helen indulged in while cutting out paper-dolls.

One hot July afternoon, Martha and Helen were enjoying cutting paper dolls on the veranda steps. The activity that was amusing for the two kids soon became boring and monotonous. The two kids then cut off their shoe laces. Next, they moved on to honeysuckle and clipped off all the leaves which they found

within their reach. Having trimmed the plants, next Helen's attention shifted to Martha's hair. Her fuzzy hair tied in small bunches with shoe strings appeared to Helen to be very tempting. She proposed to try her scissors at them. Obviously Martha was reluctant and she protested but soon Helen's coaxing made her agree and Helen snipped off the tied bunches of her hair sticking out like corkscrews. Next, it was Martha's turn. Unfortunately for her and fortunately for Helen, Mrs. Keller happened to discover the two children's mischief and stopped the hair-cutting drama there and then. Thus Helen lost only one curl from her lovely golden hair and Martha was deprived of the fun of snipping off all Helen's hair.

Q7. Describe the incident when Helen's clothes caught fire? How was she rescued?

One day Helen's apron got wet and she decided to dry it out before the sitting-room hearth which was flickering with a dying out fire. As the apron did not dry quickly, Helen decided to spread it right over the hot ashes. The moment she did so, the apron caught fire and went into flames. As soon as Helen's other clothes also caught fire, she started shrieking at the top of her voice. This brought her old nurse, Viny to the room. The old lady snuffed out the fire by throwing a blanket over Helen. Though Helen's hair and hands got burnt, she was rescued from being burnt severely.

Q8. Describe the incidents when Helen locked up her mother and later Miss Sullivan to their great inconvenience?

Or

What convinced Helen's parents that the little girl must be taught as soon as possible?

When Helen was about six years of age, she got to learn the use of a key. One morning, as the mother was in the pantry, she locked

her up inside. The poor lady kept on banging the door but there was no servant around to hear her as they were all in another part of the house. The more she knocked, the happier Helen felt, sitting outside on the porch steps feeling the jar of her pounding. For three long hours, there was no one to open the door for her. Later on when she was brought out of her confinement she as well as her husband was convinced that Helen's education needed to be started as soon as possible.

Soon after, Miss Sullivan came to Kellers. Helen repeated the same mischief. She, not only locked up her teacher but also hid the key under the wardrobe. No amount of coaxing made her tell where the key was. Mr. Keller rescued Miss Sullivan by climbing into the room with the help of a ladder. He, then brought her out of the window much to Helen's delight. It was months later that she showed where the key was hidden.

Q9. What early memories does Helen have about her father?

Or

Mr. Keller was a very loving and a devoted father. Discuss.

Helen remembers her father as a loving and a devoted father. An editor of a paper by profession, Mr. Keller stayed with the family most of the time, and left them only when he was away for hunting. He did all that he could for Little Helen and lovingly took her round the garden (that he was very proud of) from tree to tree and vine to vine. He brought his darling daughter the first ripe grapes and the best of the berries that grew in his garden. He had a talent for story-telling. After Helen had picked up language, she would clumsily spell out the words into her hand and narrate to her interesting anecdotes. It gave him a great pleasure when these stories were repeated by Helen. Helen remembers her father as a very hospitable man who seldom returned home without a guest. A very good hunter, he loved his

dog and his gun next to his family. Unfortunately, Helen cherished the love of her father only for sixteen years of her life. In 1896 he expired after a short illness.

Q10. How did Helen take Mildred in the beginning?

Or

Why did Helen initially regard her little sister, Mildred as an intruder?

Or

What did Helen do when she found her little sister asleep in the cradle? Why did she do it?

Helen had a very unfavourable attitude towards her younger sister in the beginning. She felt that Mildred had usurped her prized position. Prior to her arrival, Helen was her mother's only darling. All attention of the mother was focused on her. She would sit in the mother's lap constantly. However the arrival of the new baby in the family changed the scene altogether. Now the mother would be occupied with Mildred all the time. This made Helen dislike the new arrival and feel very jealous of her. Her apathy towards her little sister made Helen overturn her doll, Nancy's cradle when she found Mildred sleeping in it. Had the mother not rescued the child in nick of time the baby would have been killed. It was only later, when Helen's teacher Anne Sullivan stirred feelings of love in her heart that a bond was created between the two siblings and she started loving the little one.

Q11. Who was Belle? What sort of companionship did Belle give Helen?

Belle was the pet of the family. This female dog being old, didn't like to go about with Helen and follow her dictates. Rather she preferred to laze in a quiet corner. Helen tried her best to make Belle play with herself but when she found Belle uncooperative, she lost her temper and hurled a volley of punches at her. However, nothing made Belle change her mind and she quietly

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went to the other side of the hearth looking for a corner to lie down lazily. The disappointed Helen would give up her effort and leave in search of her friend Martha.

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IMPORTANT LONG ANSWER QUESTIONS

(to be answered in about 100-150 words each)

Q1. How did Helen react to her inability to express and communicate with others? How did her growing up affect this reaction?

Or

At the age of six, Helen's naughtiness turned to irascibility and her outbursts occurred daily, sometimes hourly. What do you think caused all this?

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As a small kid, Helen's crude actions proved to be more or less sufficient means of communicating with others. However, as the child grew up, the desire to express herself also grew. Hence, she would fail to convey what she wished to share with others with a few inadequate signs. This resulted in a great sense of helplessness and frustration. She found herself in the tweezer grip of inability. This was followed by outbursts of passion as she made frantic efforts to break the invisible shackles that made her feel so helpless. She broke down in tears and physical exhaustion. The frequency of these outbursts kept on increasing. Though, her mother's loving embrace comforted her to some extent but she could not find any permanent solace and repeatedly became a victim of these tempestuous outbursts.

Q2. Why were Helen's parents so much worried about her education?

Being blind and deaf, Helen could not be educated like a normal child. She could neither express herself adequately nor could anyone communicate with her. This resulted in frequent outbursts of passion. Hence, either she had to be sent to a special school or some adequately trained teacher, who could communicate with a deaf and a blind child, had to be looked for. Her parents were very worried about her education as they lived in an out-of-the-way place Tuscumbia, which was far away from any such school. They couldn't also hope to find some teacher willing to come to such a far-off place. Moreover, Dr. Howe, who had discovered the way to teach the deaf and blind had been long dead. Thus, the parents felt very perplexed and they saw no ray of hope regarding any plans about her education.

Q3. Describe how did Helen enjoy her journey to Baltimore.

Or

Why didn't Helen have any fit of temper during the train journey to Baltimore?

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Six years old Helen, during this phase of her life, tortured by her inability to express herself used to have repeated outbursts of passion. Fortunately for herself as well as her parents, the journey to Baltimore proved to be very pleasant. Helen made friends with the conductor, as well as the passengers on board. A lady gave her a box of shells. Mr. Keller pierced holes in them. Helen strung the shells and kept herself occupied. The conductor lent his punch to her. Helen enjoyed making holes in pieces of cardboard. A rag doll made out of towels by her aunt proved to be another amusing play object for her. This doll was a very crude and shapeless doll with no features like ears, nose, eyes and mouth. Helen wanted it to be provided with eyes. She managed to pull two beads from her aunt's cape and explained to her that she wanted them to be sewed as doll's eyes. When her wish was fulfilled she was very happy. Thus, throughout the journey, Helen enjoyed herself and the journey proved to be very pleasant.

Q4. The eminent oculist Dr. Chisholm couldn't do anything about Helen's eyesight, yet a meeting with him proved to be beneficial.

Comment.

Or

Why did the Kellers go to Dr. Chisholm? What advice did he give Mr. Keller?

Or

When and how did Helen meet Dr. Alexander Graham Bell?

When Helen was about six years old her parents decided to take her to Dr. Chisholm, a famous oculist in Baltimore. This oculist had successfully restored sight to many people who had been declared as hopeless cases by other specialists. Unfortunately, he couldn't do anything about Helen's sight. Being very compassionate he did feel for the little child. He declared that though nothing could be done about the restoration of the sight, the child could definitely be educated. He suggested that they

15 should meet Dr. Alexander Graham Bell who could give them details of school for deaf and blind. He could also give information about the teachers capable of teaching such physically challenged children. Acting on the oculist's advice, Mr. Keller immediately took Helen to Washington to see Dr. Bell, who taking keen interest in the child, advised him to write to Mr. Anagnos, director of Perkins Institution in Boston. This gentleman eventually found a competent teacher, Miss Sullivan who managed to lead Helen from darkness to light and from ignorance to knowledge.

Q5. Describe Helen's first meeting with Dr. Alexander Graham Bell?

On Dr. Chisholm's advice, the Kellers went to Washington to see Dr. Alexander Graham Bell to get information about schools for deaf and blind children. Dr. Bell received them very warmly and Helen could instantly feel the tenderness and sympathy that pervaded the doctor's heart and endeared him to people around. He lovingly held little Helen on his knee and the child played with his watch. The doctor made the watch strike for the child. He understood her signs. This pleased Helen and she came to love him instantly. Dr. Bell advised Mr. Keller to contact Mr. Anagnos, the director of Perkins Institution in Boston and ask him to arrange for a competent teacher for Helen. This meeting not only proved to be instrumental in bringing about a turning point in Helen's life but also won her a loving and a sincere friend.

16 **IMPORTANT LONG ANSWER QUESTIONS**

(to be answered in about 100-150 words each)

Q1. What was Helen's state of mind as she sat on the steps outside her house waiting for someone to come?

Despite her handicap, intelligent as Helen was, the hurrying about in the house, made her guess that something unusual was to happen in the house. Thus she went up to the steps and started

17 waiting expectantly. Her inability to communicate over the past weeks had made her feel very bitter. As she sat on the steps she had no idea that time had come that would bring a turning point in her life. As she sat there playing with the tender leaves and blossoms that had just appeared in the spring season, she felt someone's approaching footsteps. Taking it to be her mother, she stretched her hand which was taken lovingly by Anne Sullivan who had arrived to take care of her education. Thus started a new chapter in her life.

Q2. Why does Helen compare her life before her teacher's arrival to a ship without a compass?

It is with the help of a compass that a ship is able to move in the right direction. In the absence of the compass, the captain and the crew of the ship are unable to decide the direction in which the ship is supposed to move. It can get steered in the wrong direction and thus get drifted far from its destination. It cannot ascertain how far it is from the harbour. Being deaf and blind, Helen felt very helpless. Her soul yearned for light - she wished to acquire some means of communicating. Hence, she felt that her life was like a ship without a compass or sounding-line - she didn't know how far she was from her destination.

Q3. How did Miss Sullivan begin Helen's education?

Or

What did Helen Keller learn in the first few days of Miss Sullivan's arrival?

The very next morning of her arrival, Miss Sullivan started Helen's education without any fanfare or ostentation. She presented to her the doll that had been gifted to her by the children of Perkins institute. After Helen had played with the doll for a little while, the teacher slowly spelt the word 'd-o-l-l' into her hand. The little Helen liked this finger play and tried to

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imitate the teacher without understanding that she was being made to leap into a new world where she would be able to communicate with others despite her handicap. Helen made repeated efforts to run her fingers like that of her teacher. When at last she succeeded, she was thrilled and she ran down to her mother to tell her about her achievement. Gradually, she learnt to spell other words like 'pin', 'hat', 'cup', 'sit', 'stand' and 'walk' without knowing that she was spelling some words - or even that words existed. Within a few weeks Helen learnt that everything had a name. Once as Helen was playing with her new doll Miss Sullivan placed the big rag doll in her lap and spelt the word 'd-o-l-l' into her hand trying to make her understand that doll applied to both. Another day, the teacher placed one of her hands under running water and spelt the word 'water' into the other hand. All of a sudden, Helen realised that 'w-a-t-e-r' spelt into her hand meant the cool something that was flowing over her hand. This is how Helen's education began.

Q4. Why did Helen break the doll brought by her teacher? What followed this incident? Or

How did Miss Anne Sullivan teach Helen what 'water' was?

Before the arrival of her teacher, Helen used to have many passionate outbursts because of her inability to express herself and communicate with others. However, after Miss Sullivan's arrival, as Helen started remaining busy in running her fingers to spell words, the frequency of these outbursts decreased. Unfortunately, one day Helen confused the two words 'm-u-g' and 'w-a-t-e-r'. She thought them to be one and the same thing. The teacher's repeated efforts to impress upon her that the two words stood for absolutely different things didn't convince Helen. After some gap when the teacher once again tried to sort out Helen's confusion, the child lost both her patience and

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temper. Once again, in a passionate outburst, she smashed the doll against the floor, breaking it to pieces. The teacher, without losing her patience, took Helen out in the garden, where through practical demonstration by placing the little girl's hand under a cool stream of water and spelling it into the other hand, she made her understand what water was. This revelation awakened Helen's soul and she realised the missing link between words and their meanings. She understood that everything had a name and she began to see every object with a strange, new light. On returning to the room, she tried in vain to put the broken doll together. Tears welled up in her eyes and for the first time she felt sorry and repentant for what she had done.

Q5. What idea do you get about Miss Sullivan as she stepped into Helen's life?

The moment Miss Sullivan reached Helen's house and took her in her arms, she exuded a lot of warmth and affection. Though neither Helen was able to communicate with others nor majority of others could do so, Sullivan didn't find it difficult at all to establish a rapport with this physically challenged child. Understanding her psychology, she took no time in learning that the child was fond of moving about in the open. Hence, rather than losing her temper or her patience she took Helen out immediately after she broke the doll (that she had gifted her on behalf of children of Perkins Institute) in a passionate outburst. Sullivan had commendable perseverance. It was this patience and cool-headness that helped her not only to handle the child but also to teach her and make her understand that each object had a name. This was the first major event that opened a new chapter in Helen's life and proved beyond any doubt that Miss Sullivan was a competent teacher who brought sunshine in Helen's gloomy life.

helped Helen realize that all objects had names and made her learn their names. Thus Helen came closer to the people around her and started communicating with them. Next, the teacher acquainted her with the bounties of nature and showed her how seeds sown in the earth grew with the contribution of sun and rain. She taught her how different creatures - birds and animals looked for food and built shelter for themselves. She taught her to love and admire the beauties of nature starting right from the humblest of the blades of grass to the dimples of the delicate hands of her baby sister. She built a bond between nature and little Helen who learnt to feel one with birds, flowers and all handiwork of nature. All this brought about an awakening of Helen's soul.

Q2. How did Helen have her first experience of the ghastly face of nature?

Or

Describe Helen's first encounter with a thunderstorm.

Having been taught by the teacher to admire the bounties of nature, Helen enjoyed being in the midst of it. One day as they both were returning after a long spell of enjoyment, it started growing warm and sultry. Thus, on their way home they rested under the trees two to three times. The last tree chosen was a wild cherry tree. It was at a short distance from home. The tree was very shady and easy to climb. So, Helen climbed it with her teacher's assistance and sat among the branches. It was planned that they would have their lunch perched on the branches of the tree. Miss Sullivan left to fetch the lunch after getting promise from Helen that she would keep still. Immediately, after the teacher's departure, it grew very windy. The sky was overcast with clouds. Earth started emitting a strange odour that precedes a thunderstorm. The tree started swaying from side to side. Small twigs started getting broken and falling all around. Little

Helen was terrified. She felt herself isolated from all the world and yearned to get down the tree. This sense of insecurity lasted till her teacher returned. Lending her hand, she rescued little Helen and relieved her of the sense of terror that she experienced on having her first encounter with the ghastliness of nature.

Q3. How did Helen get over her fear of climbing up the trees?

After Helen's terrifying experience of being caught among the branches of a tree before a thunderstorm, she could not bring herself to climb a tree. The very thought of climbing a tree terrorized her. However, one spring morning as she sat reading all by herself in the summer-house, the sweet and subtle fragrance of mimosa tree attracted her. With her hand outstretched, Helen reached the tree which was standing at the end of the garden. The blossom laden branches seemed to have come alive with the warm sunshine. The tree seemed to be a tree of the paradise. As it stood shedding a shower of petals, Helen found herself drawn to it irresistibly. Placing her foot between the forked trunk of the tree, Helen heaved herself up and climbed higher and higher till she found a comfortable place for herself in the tree. Thus she conquered her fear. After this, Helen used to climb this tree again and again and she spent many happy hours in this 'tree of paradise'.

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IMPORTANT LONG ANSWER QUESTIONS

(to be answered in about 100-150 words each)

Q1. As her knowledge of things grew, why did Helen start asking her teacher more and more questions? How did she understand abstract ideas like 'Love'?

Initially, Helen had a very scanty and an inadequate vocabulary. Hence, even if certain things were not clear to her, she could

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neither frame questions nor express her doubts. Consequently, she rarely asked a question. However, gradually when her field of knowledge broadened and her language got enriched, her inquisitiveness made her put more and more questions. The abstract and intangible ideas that she could not experience in their concrete form repeatedly became the subject of her enquiry. The feeling of love that her teacher couldn't show her because she couldn't make her touch it, made the child refer to the word again and again. She kept on drawing parallels between love and the sweetness of flowers; the warmth of the sun, the setting sun and repeatedly asked the teacher to explain what love was. Eventually, the child felt satisfied only when she realised that love was a bond between her and the people around her.

Q2. How did Miss Sullivan make Helen understand an abstract idea?

Or

How did Miss Sullivan explain to Helen ideas like 'thinking' and 'love'?

Putting her hand round her waist, one day Miss Sullivan said, "I love Helen". The word 'love' intrigued Helen. Hence, she wanted to know all about love. Miss Sullivan tried to tell the child that love is in one's heart. However, Helen didn't understand the word - as it was still abstract for her. She guessed that love could be the sweetness of flowers or may be the warmth of the sun or the splendours of the setting of the sun. The teacher tried to tell her that there are certain things in this world that cannot be touched but their impact can be felt. She gave her the example of a cloud in the sky. Though, we cannot touch clouds, we experience the joys that they shower on the thirsty earth. Though, the child didn't understand what the teacher meant by this parallel, but she soon realised the meaning of another equally abstract idea when the teacher explained to her the meaning of 'thinking'.

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While stringing the beads as Helen tried to figure out how she should arrange the beads, the teacher touched her forehead and spelt the word 'T-H-I-N-K'. Helen immediately got some clarity about an abstract idea. In the light of this new idea Helen got to understand the meaning of 'love' as well.

Q3. Despite having secured a key to all language, why did Helen find it difficult to use it like a normal child?

The normal children acquire language without any particular effort. They pick up the words that they hear and they understand them by hearing the tone as well as by looking at the expression of the speaker. The connecting idioms and expressions that enable one to join the different isolated words and participate in the conversation are more or less breathed into them. Their repeated use and imitation by the learner makes the whole process effortless. However, Helen could neither see the speakers' expression nor hear their tone. On the top of the process of making her learn the idioms and expressions that join isolated words to convey the thoughts, was also very tedious as the teacher reproduced all conversation going on among the people by writing it into Helen's hands. Hence, it took Helen very long to converse effortlessly like normal children even after getting the key to all language.

Q4. How is the learning process of a 'hearing child' different from that of a deaf child?

A deaf child takes much longer than the normal child to learn. Being deprived of the faculty of hearing, such a child cannot pick up language just by imitating what he hears around himself. He can neither hear the tone nor the pitch of the voice. Repetition and imitation is out of question. Even when a deaf child picks up a few words - he is at a loss to participate in the conversation for

want of connecting idioms and phrases. The process becomes very tedious and demanding. Hence, what a normal child learns in a matter of months, a deaf child takes years to learn it. Even a rich repository (store) of isolated words doesn't enable the handicapped person to participate in a meaningful conversation with others. Not only he himself but even his teacher has to put in a lot of hard work. However sincere efforts, incessant labour and perseverance help the determined physically challenged people to get over the handicap and participate in the conversation by picking up words that help frame sentences.

Q5. Helen was not only deaf but also blind. How did this dual handicap make her learning process all the more difficult for her?

Being deaf and blind, Helen was completely cut off from the world. Initially, whatever little she communicated with others was with the help of crude signs. However, as her needs and her urge to express herself increased, she needed to learn some other means of communication. So the teacher started teaching her the words by spelling them into her hand. The child started picking up the language but being unable to see and hear, she couldn't understand the nuances of the meaning of the words as she neither could hear the tone and pitch of the speaker's voice, nor see his expression to adequately interpret what she was being told.

Hence the learning process was made very difficult because of the dual handicap of this deaf and blind child.

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IMPORTANT LONG ANSWER QUESTIONS

(to be answered in about 100-150 words each)

Q1. How was Helen taught to form sentences?

After Helen had learnt the secret of language, Miss Sullivan decided to teach her how to read. Helen was given small cardboard with raised letters on which were written names of different objects - different acts and also different qualities. She was given a frame in which she could arrange the words in small

sentences. However the first step that she followed was that she would look for the names of different objects and place them on the matching objects. Then she would place the objects on the bed or chairs or table and complete the sentence with the help of verbs and pronouns like 'doll', 'is', 'on', 'bed' or 'girl', 'is', 'in', 'wardrobe'. She arranged everything in the room in object sentences. Thus she got familiar with the practical use of the language and learnt to form sentences.

Q2. What was unique about Miss Sullivan's style of teaching that made Helen's education a unique experience that left behind pleasant memories?

Miss Sullivan had a very sympathetic attitude towards Helen's pleasures and desires. She had a wonderful way of describing things which made everything very graphic and vivid. The uninteresting details were rushed through without making the lesson boring for the child. Moreover, she never put questions to Helen to see if she remembered the previous lesson. Thus she never made the lesson a burden for the child and everything was stored in her memory spontaneously and effortlessly. Miss Sullivan introduced the technical aspect of science bit by bit, making the subject so real that Helen didn't have to make an effort to remember anything - it went straight to her memory. Moreover, she taught Helen in the midst of nature that made the studies all the more interesting for her. The whole process left pleasant memories in her mind for all times to come.

Q3. How did Miss Sullivan manage to make nature and its creatures play a significant part in Helen's education?

Miss Sullivan always took Helen out in the open to give her, her early lessons. Seated in the shade of trees she made all the creatures - frogs, insects and crickets a part of the learning process. She would get a lily plant and keep it in the sunny

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window. As gradually the buds bloomed into flowers and emitted fragrance Helen learnt to appreciate the beauty of the plant. Thus the growth of the plant furnished the text for a lesson. At times tadpoles were collected in a glass bowl and Helen was made to observe them grow gradually into frogs. Nature and creatures not only made the lessons interesting for Helen but also gave clarity and made the abstract and the vague palpable (touchable) for this handicapped child. Thus, she learnt from life itself.

Q4. How did Miss Sullivan teach Helen Geography?

Miss Sullivan had a wonderful faculty for description. Understanding the psychology of the child, she quickly went over uninteresting details but dwelt on what interested the child. She made Geography an interesting subject by making Helen learn by doing. The teacher made her build dams with pebbles. Islands and lakes were also made. River beds were dug and without realising that a dull subject was being taught, Helen learnt everything by the playway method. Miss Sullivan stirred her curiosity and told her about the round earth, volcanoes, glaciers and cities buried underneath. She made raised maps of clay with mountains, ridges, valleys and meandering rivers for Helen to feel with her fingers. Helen didn't find the division of the earth into zones very interesting but she understood it well and found Geography an interesting subject.

Q5. 'I learnt from life itself.' What does Helen mean by the statement and how did she learn from life?

Miss Sullivan resorted to real life objects to give her blind student a fair idea of what she was teaching her about. Thus real fossils and shells that Helen could feel and touch with her hands formed a part of her lessons. Tadpoles were collected in a glass container. Helen felt the creatures frisk about and slip and slide

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in her fingers. She witnessed a live incident when a tadpole slipped out of water and was as near as dead but the moment he was put back into water, he was full of life once again. The blooming of the flowers bit by bit excited the child and she experienced the turning of the green buds into lovely soft, colourful flowers. Hence, Helen learnt her lessons through life and her lessons proved to be far from being dull, drab and abstract.

Q6. What different compliments does Helen pay her teacher and why?

Helen pays rich compliments to her teacher by declaring, that first years of her education were beautiful, interesting and fulfilling. Miss Sullivan never let Helen feel that her lessons were an ordeal. She taught her in the midst of nature lovingly, sympathetically and with a great sense of understanding and made education a joyous experience for her. She never pressurized the child. Helen felt her teacher to be so near to her that she could hardly think of herself apart from Miss Sullivan. She taught her to enjoy, admire and appreciate the beauties of nature and life. She stirred feelings of love in her and awakened all her talents. She infused her life with joy and taught her to aspire for the best in life. Thus she worked towards her overall development and helped her overcome her handicaps. All these qualities and methods adopted by Miss Sullivan won her Helen's admiration.

IMPORTANT LONG ANSWER QUESTIONS*(to be answered in about 100-150 words each)*

Q1. Why did Helen feel so excited on the first Christmas after Miss Sullivan's arrival?

Helen felt so excited on the first Christmas after Miss Sullivan joined her, as she found everybody in the family preparing surprises for her. Even more exciting than this was the fact that she along with her teacher was preparing surprises for everybody else. Helen was very curious to know about these surprises. Hints were given to her by her friends - half-spelled sentences gave her some vague ideas about the gifts. However, she found it very difficult to guess what all she was going to get. Every evening her teacher played the game of guessing with Helen. However, it was not just a game, but the entire process taught her a lot about the use of language. The game grew more and more exciting as the festival drew near.

Q2. How did Helen enjoy the Christmas eve at Tuscumbia school among its children?

Helen had been invited by Tuscumbia school children to spend the Christmas eve with them. It was a very exciting experience for her. The children had their Christmas tree in the centre of the school room. It was loaded with gifts that hung from the branches like fruits. Helen felt thrilled and she went dancing around the tree. Her joy was further enhanced when she was permitted to hand over the gifts to all the children. In her excitement of giving out the gifts, she forgot her own gifts. But the moment she remembered them, she was so thrilled that she became extremely impatient for the real festival to begin. However, her teacher somehow coaxed her to have gifts from the tree and wait for even bigger and prettier gifts till the next day - the day of the actual festival.

Q3. Describe the morning of the first Christmas that Helen celebrated after Miss Sullivan joined her? How did the child enjoy her gifts?

Helen's curiosity and excitement did not let her sleep for a long time the night previous to the first Christmas that was celebrated after Miss Sullivan entered her life. In the morning the same excitement persisted. Helen was the first one to get up and wake up the whole family and wish them 'Merry Christmas'. Obviously there was a surprise for her in the stocking that she had hung, for Santa Claus to keep a present for her. Apart from it, there were surprises on the table, chairs, window-sills, the door ways - in fact in all the nooks and corners of the house. All the gifts gave her surprises and a lot of joy. But the gift of a canary that her teacher, Miss Sullivan gave her excited her the most of all. The joy that it gave her lasted for a number of days to come till the canary remained alive with her.

Q4. What gift did Miss Sullivan give Helen on the first Christmas that they celebrated together? How did Helen like this gift? What light does the choice of this gift reflect on the teacher?

Miss Sullivan gave Helen a canary named Little Tim, as her first Christmas gift. Helen was overjoyed to receive it. She looked after the pet very meticulously and with a great enthusiasm. Miss Sullivan couldn't have chosen a better gift than this song-bird. The choice of the gift shows that Miss Sullivan had a great insight into Helen's psychology. She knew that this gift would fascinate the child. Secondly, the teacher wished her student to become independent, develop a sense of responsibility and experience a sense of achievement by looking after the bird. Miss Sullivan, who had always utilised all possible situations to teach Helen either language or some subject got this gift with the intention of making it a tool for her learning. The gift brings out the teacher's ingenuity and her ability to invent situations that would involve the child voluntarily and spontaneously and in the bargain make her self-reliant.

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IMPORTANT LONG ANSWER QUESTIONS*(to be answered in about 100-150 words each)*

Q1. Bring out a contrast between Helen's behaviour during her journey to Baltimore in 1886 and two years later to Boston?

Helen's first journey to Baltimore was as exciting as her journey to Boston two years later but there was a world of difference between the way she carried herself during the two journeys. During her first journey, she was so restless and excitable that she required the attention of all the co-passengers. On the other hand, during the journey to Boston, Helen acted very maturely. She made friends with a good number of people on the train and talked to and played with them. She sat quietly by her teacher's

side and listened to her description of the outside view. During both the journeys Nancy the rag doll gave her company. Now and then Helen took her in her lap. But the similarity between the two journeys ended here. Unlike the spoilt child that she was two years ago, she, now acted in a very well behaved manner. She travelled without trying to attract anyone's attention.

Q2. What do you know about Nancy? What brought an end to her existence?

Nancy was a rag doll that Helen's aunt had made for her. It was not particularly attractive but for long years it gave Helen company and she didn't part with it even during the journey to Boston. However, Nancy fed her with mud pies, which soiled the doll all over. Hence, the laundress at Perkins Institution decided to clean it by giving it a 'bath'. As she was soaked in water and scrubbed with soap, she lost all her form and was converted into a heap of shapeless cotton. Only her two bead eyes that had been sewed to her face on Helen's insistence during the journey to Baltimore remained intact. It was because of these eyes only that Nancy could be recognised. Thus this episode spelt the end of the doll - that Helen had played with for two long years.

Q3. How did Helen like her visit to Perkins Institution?

On reaching Perkins Institution, Helen felt very happy to find that all the children of this institution knew manual alphabets. She found all of them to be very loving and receptive. They gathered round her very eagerly and participated in all fun-making very enthusiastically. Helen felt very much at home in their company. She found a bond between herself and all of them as they read with their fingers and communicated by writing into each other's hands. Initially, she didn't realise that they were blind like her. This realisation shocked her for a while but soon

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she got over it and the boisterous joy of their company made her forget about it.

- Q4. Which different places did Helen visit during her stay in Boston? How did these visits make Helen's stay there so enjoyable?**

Helen visited 'Bunker Hill' which being site of the first major battle of the Revolutionary war gave the little girl her first lesson in History. Helen climbed the monument counting the steps and wondering if the brave soldiers also climbed these stairs to shoot their enemy down below. The visit proved to be very exciting for her. She was then taken to Plymouth by a steamboat. This was Helen's first trip on ocean. Initially, taking the rumble of the machinery to be thundering, the child wept with disappointment thinking, that their plans to visit Plymouth would be disrupted. On reaching there the great rock on which the pilgrims had landed interested her the most. Touching the rock made Helen feel the reality of the pilgrims landing there and to her great joy, brought back to her mind all that she had learnt about the pilgrims.

- Q5. What different memories does Helen carry about her visit to the Endicotts?**

Or

Why does Helen Keller call Boston "The City of Kind Hearts"?

Helen carries very sweet memories about her visit to the Endicotts. She found them to be so warm and kind hearted that she came to name Boston 'The City of Kind Hearts'. She fondly remembers their beautiful home at Beverly Farms where she had a delightful experience of going through their rose garden. Their pet dogs, the big 'Leo' and the curly-haired 'Fritz' with long ears met her affectionately. Their swift horse 'Nimrod' coaxed her to give him a pat and a lump of sugar. She went to the beach where she played with hard and smooth sand and she was told about

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the great ships that came by from Boston as they sailed for Europe. The bond which developed between herself and the Endicotts kept on growing stronger day by day and this friendship proved to be life-long.

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IMPORTANT LONG ANSWER QUESTIONS*(to be answered in about 100-150 words each)*

Q1. Why was Helen so excited to go to Brewster of Cape Cod, Massachusetts?

Helen had always lived far inland and had never experienced even a whiff of salt air. However, she had heard a number of wonderful stories about it. Not only that, she had read in a big book called "Our World" a description of the ocean that had so fascinated her that she yearned to have a first hand experience of the mighty sea and she longed to feel its roaring sound. Hence, when it was planned that she along with her teacher would spend a part of the summer vacation in Brewster with Mrs. Hopkins and stay close to the sea, she was thrilled as it would give her an opportunity to experience the joys of the ocean and to live the wonderful stories that she had heard about it.

Q2. Describe Helen's terrorizing experience in the sea while spending her vacation in Brewster at Mrs. Hopkins's place.

On learning that she along with her teacher would be spending her summer vacation at Brewster with Mrs. Hopkins, Helen felt very much excited. She visualized all the joys that she would experience there. On the very first opportunity, donning her bathing-suit Helen plunged into the coolness of the sea without the slightest trace of fear. Initially, it was an ecstatic experience which filled her with an exquisite joy. However, unfortunately soon one of her feet got struck against a rock, and the poor girl

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got submerged in water. Helen raised her hand in the hope of grabbing something but all her frantic efforts proved to be futile. She got tossed in the waves losing the feel of the firm earth from under her feet. Everything seemed to be lost to the terrorized Helen but as luck would have it, the waves themselves threw her back to the shore. Miss Sullivan took the child in her arms to the great relief of the terrified girl. As soon as Helen collected herself enough to say something, the first question that she asked to everyone's amusement was "Who put salt in the water?" Soon Helen got over this shock.

Q3. Describe Helen's adventure with the horseshoe crab at Brewster.

Miss Sullivan, who as a teacher, always liked to draw her student's attention to different objects and creatures to give her a first hand experience in life, one day showed Helen a horseshoe crab. The moment Helen ran her fingers over it, she was amused to find it carrying its house on his back. She got into her head that she would keep it as her pet. So seizing him by the tail with both her hands, Helen dragged him home with all her strength. She then made Miss Sullivan put him in a trough near the well. The next morning, as she went to greet her pet, she was shocked to find that he had disappeared from there. The initial disappointment by and by was got over and soon Helen felt satisfied in the thought that perhaps the crab had found back its way to its real home - the sea.

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IMPORTANT LONG ANSWER QUESTIONS

(to be answered in about 100-150 words each)

Q1. What was Helen's state of mind when she returned home after spending her holidays in Boston and Brewster in 1888?

Or

What did Helen learn from her visit to the North?

Helen had a very enjoyable and an enriching holiday at Boston

39 and Brewster in the year 1888. She returned home with very pleasant memories. Her experience in these places had been varied, rich and memorable. The holidays had yielded a lot of joy, and exposed her to experiences that gave her a lot of knowledge and information. Absolutely alive to all that went on around her, she found all moments of her life to be full of activity. Not only that, during these holidays she got a chance to meet and know new people. The more she came in contact with people, the more thrilled she was and she felt that the gap that existed between herself and others was bridged fruitfully. Hence, she had a sense of satisfaction and fulfilment when she came back home from this holiday.

Q2. Describe the summer cottage, 'Fern Quarry' and its surroundings?

'Fern Quarry' was a sort of rough camp, fourteen miles away from Tuscumbia. The cottage was situated on the top of a mountain with three beautiful rapid streams meandering through it. The mountain was covered with oak, pine and persimmon trees. The trunk of these trees was covered with moss. Vines of different varieties hung from the branches of these trees. At times they stretched from tree to tree making beautiful canopies which were full of butterflies and buzzing insects. All this looked all the more beautiful during the evening. The house with a wide piazza around it had a long open hall with rooms on each side. Trees grew very close to the house. In fact a butternut tree at the backside had stairs built around it. The house as well as its surroundings made it a perfect site for the holidays.

Q3. What sort of a time did the visitors have at 'Fern Quarry'?

Fern Quarry was crowded with visitors who came over to enjoy their holidays. In the evenings all got together around the bonfire. Hours were spent in playing cards and chatting. They narrated

40 their adventures and talked of their wonderful feats in hunting. After a lot of merry-making they all retired for the night.

After sleeping in their improvised beds they got up at dawn to push off for hunting. Equipped with their guns, horses and hounds they set off expecting to have a very successful day. Unfortunately, on several occasions their hopes were belied and they were obliged to return to the cottage empty-handed. However, enjoying a feast of the barbeque along with the rest of the company, they forgot their disappointment. Life on the whole at Fern Quarry was enjoyable and carefree.

Q4. How did Helen spend her time at 'Fern Quarry'?

Taking interest in all the activities going on at 'Fern Quarry', Helen enjoyed her stay in this cottage. She would go hunting for persimmons along with Mildred and her little cousins. Nutting was another pastime. Apart for gathering nuts, she helped her younger companions open the chestnuts and break the shells of harder nuts. During some holidays Helen also had a pony with her. She spent a very enjoyable time riding the pony. At times, she would go along with her teacher to explore the woods. They picked armful of shrubs and wild flowers and had adventure together as they were no regular paths in the woods. They would follow the tracks made by cows and horses. When impossible thickets blocked their way, they took roundabout ways. Helen along with her teacher and Mildred made the best use of time there and treasured many thrilling memories of these holidays at Fern Quarry.

Q5. How did Helen along with her teacher and Mildred manage to reach 'Fern Quarry', the day she lost her way in woods?

Helen loved to explore the woods with her sister and teacher. There were no regular paths in these woods; thus only the tracks

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made by the cows and horses were to be followed. The thick growth of trees and vines resulted in the formation of impossible thickets which had at times to be avoided by taking a roundabout route. One day, as the three of them set out on such an expedition, they happened to lose their way in the midst of the woods. For hours they wandered from here to there without succeeding in finding a way out. It was growing dark and they were getting very late. Very desperate to reach home, the three decided to take the trestle - which though a shortcut to home was very dangerous to walk on. Its ties were wide apart and very narrow. But they had no choice. Feeling the rails with her toes Helen moved along this trestle fearlessly. Just then the arrival of a train made things all the more difficult for them. They hurriedly got down upon the cross-braces. The train, rushing over their heads emitted heat, smoke and ashes, and violently shook the trestle. Somehow, they crossed over it and regained the track. Finally, their fearlessness and determination helped the three reach home (quite late).

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- Q. Give a description of the New England village, that Helen visited in winters?
- A. Helen visited a New England village in winters when it was absolutely snow-clad. The lakes were frozen to a solid mass of ice

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and there was snow all over as far as eye could see. All the trees and bushes, stripped of their leaves, stood absolutely bare in the midst of long stretches of snow. The birds had migrated to warmer regions leaving behind their empty nests on the leafless trees. The hollow of these nests got filled with snow. All the fields and hills seemed to be in the grip of winter. Everything seemed to be drained out with hardly any signs of life. The sun too, couldn't lend the day its usual brightness. Everything appeared to be devoid of spirits. The dripping snow froze into icicles which hung from the withered grass and bushes. The village gave Helen a good opportunity 'to enter into the treasures of the snow.'

Q2. Describe the snowstorm that hit the village in the North that Helen was visiting during one of the winters.

While Helen was there in the snow-clad village, by and by it grew colder. One day the chill in the air gave definite sign of the fast approaching snowstorm. It started snowing mildly and gently in the beginning. Once it started it kept on snowing for hours. Layers of snow started levelling everything. It snowed all night and in the morning everything got concealed under a sheet of snow. All landmarks were hidden. Everything was covered with snow. In the evening it started snowing all the more furiously. Though cut off from the rest of the world Helen and her companions enjoyed themselves around the big fire, oblivious (unmindful) of this solitude. During the night the storm became all the more violent and terrifying. It was on the third day after the beginning of the storm that it stopped snowing and things started returning to normalcy. Gradually life started returning to its regular routine.

Q3. What was Helen's 'favourite amusement' during her winter stay in the New England Village? Or

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How did Helen enjoy tobogganing during her stay in a village in Boston?

Helen, being fond of adventure, found tobogganing a very favourite sport during the winters. Toboggan is a long light and narrow sledge for sliding over snow. As Helen would get on her toboggan, she was given a vigorous push and off she went rushing through the snow drifts, crossing the hollows and sliding down the lake. As the toboggan travelled at a tremendous speed, Helen felt as though she was flying through the air. It was such a thrilling and an exciting experience, that Helen termed it to be divine. Starting from one side of the lake and reaching the other one gave Helen immense thrill and unparalleled joy.

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IMPORTANT LONG ANSWER QUESTIONS*(to be answered in about 100-150 words each)*

Q1. Before getting an opportunity to learn to speak, what was Helen's approach towards communication?

It was quite at an early stage that Helen learnt that her way of communicating was different from that of others. Dependent on manual alphabet she didn't feel satisfied as a sense of incompleteness and restriction always haunted her. Many thoughts arose in her mind, but they could not find an expression. Though illness had robbed her of her faculty of hearing which led to her ceasing to speak, Helen never lost her impulse to utter audible sounds. Keeping one hand on her throat and the other feeling the movement of her lips, she made audible but meaningless sounds. However, this habit helped her exercise her vocal organs. Helen laughed and cried naturally. In 1890 when Mrs. Lamson told her the story of a girl Ragnhild Kaata, a deaf and blind girl from Norway, Helen too resolved to learn to speak. Her determination to adopt this means of communication got an impetus when she anticipated the delight of talking to her family members.

Q2. Why didn't Helen feel fully satisfied communicating by means of manual alphabets? What efforts did she make to learn to speak?

Miss Sullivan's genius, untiring perseverance and unconditional devotion had taught Helen manual alphabet which helped her communicate with people around her. Though this means of communication was better than not communicating at all, it did not give Helen full satisfaction. She felt many thoughts that arose in her mind couldn't find an expression. There was a sense of narrowness, restriction and incompleteness and Helen wanted to get over it. When she was given lessons by Miss Sarah Fuller, she applied herself fully and made persistent efforts to learn what she was taught. Unceasing practice and an adamant

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determination eventually helped her to accomplish this near-impossible feat.

Q3. How did Helen pick up human speech?

Or

How did Miss Sarah Fuller teach Helen to speak?

It was in the year 1890, that Helen learnt from Mrs. Lamson, who had been one of Laura Bridgman's teachers, that it was not impossible for a deaf person to pick up human speech. She had the example of Ragnhild Kaata, a deaf and blind girl from Norway who had been taught to speak. Helen was so excited on hearing it that she insisted on being taken by Miss Sullivan to Miss Sarah Fuller, principal of the Horace Mann School for the deaf, for advice and assistance. This sweet-natured lady agreed to teach Helen herself and gave her eleven lessons in the elements of speech. As she passed Helen's hand lightly over her face to let Helen feel the position of her tongue and lips when she made a sound, the excited Helen imitated every relevant sound the teacher made. Thus, in the very first hour of her teaching Miss Fuller succeeded in teaching Helen six elements of speech: M, P, A, S, T, I. Later Helen's own earnest efforts, Miss Sullivan's genius, untiring perseverance and devotion helped her articulate each sound clearly and correctly, and to combine all sounds in many ways. Eventually, she made speech her own and started communicating like others which delighted not only herself but her friends and near and dear ones also.

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IMPORTANT LONG ANSWER QUESTIONS*(to be answered in about 100-150 words each)*

Q1. Describe the incident pertaining to plagiarism that darkened the bright sky of Helen's childhood.

It was a couple of years after Helen learnt to speak that while spending time with her family, she wrote a story with the title 'Autumn Leaves'. She wrote the story so spontaneously and effortlessly, that she felt very proud of herself.

However, the fact was that a story with the title 'Frost Fairies' by Miss Margaret T. Canby had been read out to her by Mrs. Hopkins in the year 1888 when she had gone there to spend her holidays with her. The story was unconsciously retained by her. Now

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after a span of four years the memory of that story was revived and Helen wrote it thinking it to be her own story. The story was sent to Mr. Anagnos, the director of Perkins Institute for the blind as a birthday gift. Delighted with the story he published it in one of the Perkins Institution reports. However, soon it was discovered that 'Autumn Leaves' was very much similar to Miss Canby's 'The Frost Fairies' and Helen, to her great shock, was accused of plagiarism. A court of enquiry made her feel all the more embarrassed. Helen could not bear this insult. The whole episode robbed her childhood of its joys and she took quite some time to return to normalcy. Thus, though while writing the story, she had no idea that she was reproducing someone else's work as her own, she was punished severely for this lapse.

Q2. What sort of a reception did Helen's story 'The Frost King' receive initially and after it was published by Mr. Anagnos?

As Helen read her story to Miss Sullivan with a great sense of achievement, the teacher was highly impressed and she applauded her effort. The family too, was thrilled to hear it and they felt very proud of Helen's talent. When Helen sent the story to Mr. Anagnos of Perkins Institute, he felt so delighted with the child's effort that he published it in one of the reports of Perkins Institute. When the story came out in print and it was read by many people, it came to light that the story was very similar to Miss Canby's story 'The Frost Fairies' that had appeared in a book 'Birdie and His Friends' even before Helen was born. Helen, accused of plagiarism, was made to appear before a court of investigation where she was strongly suspected of projecting someone else's work as her own deliberately. The incident robbed her of all joys and self-confidence and subjected her to a great sorrow and embarrassment as whatever she had done had been done inadvertently without any intention of misleading any one.

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Q3. How did Helen react on being accused of plagiarism?

The accusation of plagiarism came as a big shock to Helen. Initially, she did not understand what she was accused of, but the moment she understood it, she felt very much disgraced and bitter. She couldn't understand how this could have happened. Despite her best efforts she couldn't recollect that Miss Canby's "The Frost Fairies" had even been read out to her. Yet, the similarity between the two stories was so glaring that no one could think it to be otherwise. Absolutely frustrated for a long time, Helen could not write anything without being tortured with the thought that what she was writing might not be her own. In fact Helen felt so humiliated, inconfident and hesitant that she would have given up writing altogether, had Miss Sullivan not supported and encouraged her lovingly and persistently.

Q4. How did Helen face the court of investigation after being accused of plagiarism?

Feeling small, disgraced and bitter, Helen appeared before the court of investigation with a great sense of discomfort. She sensed a somewhat hostile attitude of the teachers and officers of the institution who were members of 'the court'. They questioned and cross-questioned her and it appeared to the child that they were bent upon forcing her to confess that 'The Frost Fairies' had been read out to her and she had borrowed not only the story but also its language and projected it as her own. Doubt and suspicion robbed Helen of all her confidence and she had hardly any courage to speak up. She gave monosyllabic answers. When she was allowed to leave the room she was thoroughly upset, grief-stricken and miserable.

Q5. Was Helen actually guilty of plagiarism?

There was a glaring similarity between the story element of 'The

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Frost King' and 'The Frost Fairies'. Even the language bore a marked resemblance. However, Helen did not project Miss Canby's work as her own deliberately. In fact, she didn't even remember that Miss Canby's story had ever been read out to her. It was Miss Sullivan's investigation that brought out the fact that once in her absence, Mrs. Hopkins had read out this story to Helen. The story was unconsciously retained by the child and now after a span of four years the memory of story was revived and Helen wrote it thinking it to be her own creation. She had definitely no intention of cheating. Whatever Helen did was done inadvertently. Hence, despite the whole episode having a semblance of plagiarism it was not so in the real sense of the word, as there was no deliberate attempt on the part of the child to mislead anyone.