

Read the chapter twice carefully:-



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A School with a Difference

Let's Get Going

- ✦ Have you ever played 'dumb charades'? It's fun, isn't it?
- ✦ Let's try playing 'dumb charades' in a different way. Here's what you have to do:
Without speaking, tell your partner or the class what you did the previous evening. You can **LS** do this by using your facial expressions and hands to convey your thoughts.

Life Skills

This can be fun, because it is a game. But being physically challenged is a fact of life for some and no fun at all. This story is about a remarkable school that makes us think of such 'differently-abled' people.

I had heard a great deal about Miss Beam's school, but not till last week did the chance come to visit it. When I arrived at the school, there was no one in sight except a girl of about twelve, with her eyes covered with a bandage. She was being led carefully between the flower-beds by a little boy, not more than eight years old. She stopped, and evidently asked who it was that had come in, and he seemed to be describing me to her. Then they passed on...

Miss Beam was all that I had expected—middle-aged, kindly, and understanding. Her hair was beginning to turn grey, and she was plump in a way that would be comforting to a homesick child.

We talked **idly** for a little while, and then I asked her some questions as to her teaching methods, which I had heard were simple.

idly without any particular purpose



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originality special, interesting and not same as anything else

instil to put a feeling, idea or principle into someone's mind

ideal standard of perfection

put it into practice to act

perplexes confuses

crutch a stick with a piece that fits under the arm, which one can lean on for support

cripple a person who cannot use arms or legs in a normal way

appreciation recognition of something as valuable or important

point of honour something that should be seriously stuck to

'...No more than is needed to help them to learn how to do things, and those only of the simplest—spelling, adding, subtracting, multiplying, writing. The rest is done by reading to them and by interesting talk, during which they have to sit still and keep their hands quiet. Practically there are no other lessons at all.'

'...I have heard so much,' I said, 'about the **originality** of your system.'

Miss Beam smiled. 'Ah, yes,' she said. 'I am coming to that. The real aim of this school is not so much to **instil** thought as thoughtfulness – humanity, citizenship. That is the **ideal** I have always had, and happily there are parents good enough to trust me to try and **put it into practice**. Look out of the window a minute, will you?'

I went to the window, which overlooked a large garden and playground at the back.

'What do you see?' Miss Beam asked. 'I see some very beautiful grounds,' I said, 'and a lot of jolly children; but what **perplexes** me, and pains me too, is to notice that they are not all as healthy and active as I should wish. As I came in, I saw one poor little thing being led about owing to some trouble with her eyes, and now I can see two more in the same plight; while there is a girl with a **crutch** just under the window watching the others at play. She seems to be a hopeless **cripple**.'

Miss Beam laughed. 'Oh, no,' she said, 'she's not lame, really, this is only her lame day. Nor are those others blind, it is only their blind day.' I must have looked very much astonished, for she laughed again. 'There you have an important part of our system in a nutshell. In order to get a real **appreciation** and understanding of misfortune into these young minds, we make them participants in misfortune too. In the course of the term every

child has one blind day, one lame day, one deaf day, one maimed day, one dumb day.

During the blind day their eyes are bandaged absolutely, and it is a **point of honour** not to peep. The bandage is put on overnight and they wake up blind. This means that they need assistance in everything, and other children are told to help them and lead them about. It is educative to both of them—the blind and the helpers.'



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‘There is no hardship about it,’ Miss Beam continued. ‘Everyone is very kind, and it is really something of a joke, although, of course, before the day is over the reality of the **affliction** must be clear, even to the least thoughtful. The blind day is, of course, really the worst,’ she went on, ‘but some of the children tell me that the dumb day is the most dreaded. There, of course, the child must exercise will-power only, for the mouth is not bandaged. But come down into the garden and see for yourself how the children like it.’

Miss Beam led me to one of the bandaged girls, a happy little thing, whose eyes under the folds were, I felt sure, bright and twinkling. ‘Here’s a gentleman come to talk to you,’ said Miss Beam, and left us.

‘Don’t you ever peep?’ I asked, **by way of an opening**.

‘Oh, no,’ she exclaimed, ‘that would be cheating. But I’d no idea that it was so awful to be blind. You can’t see a thing. One feels one is going to be hit by something every moment. Sitting down’s such a relief.’

‘Are your helpers kind to you?’ I asked.

‘Pretty good. Not so careful as I shall be when it’s my turn. Those that have been blind already are the best. It’s perfectly ghastly not to see. I wish you’d try!’

‘Shall I lead you anywhere?’ I asked.

‘Oh, yes,’ she said. ‘Let’s go for a little walk. Only you must tell me about things. Being blind is so frightening. My head aches all the time just from worrying that I’ll get hurt. Where are we now?’

‘In the playground,’ I said. ‘We’re walking towards the house. Miss Beam is walking up and down the garden with a tall girl.’

‘What is the girl wearing?’ my little friend asked.

‘A blue cotton skirt and a pink blouse.’

‘I think it’s Millie,’ she said. ‘What colour is her hair?’

‘Very light,’ I said.

‘Yes, that’s Millie. She’s the Head Girl.’

‘There’s an old man tying up roses,’ I said.

‘Yes, that’s Peter. He’s the gardener. He’s hundreds of years old!’

‘And here comes a girl with curly red hair. She’s on crutches.’

‘That’s Anita,’ she said.

affliction a condition of great pain

by way of an opening to say something to someone to know him/her better

And so we walked on. Gradually I discovered that I was ten times more thoughtful than I ever thought I could be. I also realized that if I had to describe people and things to someone else, it made them more interesting to me. I told Miss Beam that I was very sorry to go. ‘Ah!’ she replied, ‘then there is something to my system after all.’

—Edward Verrall Lucas (*Abridged*)



Edward Verrall Lucas (*June 11, 1868 – June 26, 1938*) was a popular English writer. His nearly 100 books show his ease with the language and style, and are generally acknowledged as humorous by readers and critics. Some of his essays about cricket are still considered among the best instructional material. He is remembered best for his essays and books about London and travel abroad; these books continue through many editions. He is particularly noted for his biography of Charles Lamb, another great writer.

SUMMATIVE AND FORMATIVE EXERCISES

COMPREHENSION (READING)



SA FA

A. Choose the correct option.

1. The writer wanted to visit Miss Beam's school because

- a) it had a very beautiful building.
- b) there were many blind children in the school.
- c) he had heard a great deal about the school.
- d) Mrs Beam invited him.

2. Miss Beam was

- a) young and very tall.
- b) middle-aged and kind.
- c) very strict.
- d) mean and cruel.

3. The aim of Miss Beam's school was

- a) to teach students to sit still and keep their hands quiet.
- b) to make students more thoughtful of others.
- c) to make fun of blind people.
- d) to produce bright young scholars.

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4. The writer was perplexed as he looked out of the window

- a) to see a lot of jolly children.
- b) to see children not all so healthy.
- c) to see some very beautiful grounds.
- d) to see children gardening.

VOCABULARY

Fill in the blanks with the exact 'feeling' word.

- a) Mother was pained to see Payal hobbling as she had hurt her foot.(annoyed, pained, frightened)
- b) The loud crash in the middle of the night terrified me. (amazed, terrified, worried)
- c) I was shocked to see such low marks in my test paper.(shocked, pleased, frightened)

- d) Rahul was pleased to see his grandparents when he returned from school.(pleased, amazed, angry)

GRAMMAR

Q1. Circle the abstract nouns in the list below.

hat comfort fish memory lamp justice
fear honesty face garden generosity music
cab imagination mirror law defeat policeman
picture poverty curiosity

Q2. Write four abstract nouns of your choice.

- a) honesty
- b) music
- c) poverty
- d) law

(Notebook work)

U.T-1

Ch-1

Class Work

04/05/2020

A School with a Difference

New Words

- | | |
|--------------|----------------|
| 1.remarkable | 9.appreciation |
| 2.arrived | 10.misfortune |
| 3.bandage | 11.assistance |
| 4.expected | 12.exclaimed |
| 5.evidently | 13.ghastly |
| 6.originally | 14.frightening |
| 7.humanity | 15.gradually |
| 8.crutch | |

Answer the following questions in one-two sentences:-

Q1.What was the first thing that the writer saw when he arrived at the school?

Ans1.He saw a girl of about twelve with her eyes covered with a bandage, being led by a little boy.

Q2. Describe Miss Beam's appearance.

Ans2. Miss Beam was middle-aged,she was kind and understanding.Her hair was beginning to turn grey,and she was plump.

Q3. What was the real aim of Miss Beam's school?

Ans3. The real aim of the school was to instil thoughtfulness, humanity and citizenship.

Q4. What kind of lessons did the children at the school have?

Ans4. The lessons were simple which taught the basics of language and maths, and the rest was read out to them which they had to listen to sitting quietly.

Q5. What pained and prelexed the writer?

Ans5.All the children were not as healthy and active as every child should be.

Q6. What did the children have to do on their blind day?

Ans6. On the blind day, children had to cover their eyes and not peep.They were blindfolded the previous night and woke up blind. Other children helped them and led them out.

Q7. How did the girl with the writer know that the girl walking with Miss Beam was Millie?

Ans7. By the description that the writer gave her.

Q8. What did the writer realise while he was walking with the 'blind girl'?

Ans 8.He realised that he was now ten times more thoughtfull.He also realised that describing things made them more interesting.

Let's Think and Answer.

Q1.Why did the children in Miss Beam's school have to have 'a lame day, a deaf day, a maimed day, a dumb day and a blind day'?

Ans1.For one day the children had to pretend to be lame, deaf, maimed, dumb or blind to get a real appreciation and understanding of the misfortune of others.

Q2. Why do you think the 'blind day' is the most difficult for the children?

Ans2. The 'blind day' is the most difficult for the children because they aren't able to see, which is most difficult for them since they feel frightened that they might get hurt.

Q3. 'Those that have been blind already are the best'. Why does the girl make this statement about the helpers for the 'blind' children?

Ans3. 'Those that have been blind already are the best' - shows that these children know what it feels like to be blind and are most careful as they guide the 'blind' children around.