

CHAPTER 1

STUDENT SUCCESS



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Learning Objectives:

- ✧ Our Reading Toolbox
- ✧ SEEI Tool
- ✧ Define Success
- ✧ Self-Assessment
- ✧ Define and Set Goals

Our Reading Toolbox

Paraphrasing Tool Put a sentence from the reading into your own words.
Title/Headline Tool Create a title (headline) that you think expresses the main idea of the reading.
Significant Sentence Tool Select the one sentence you think is most important in the reading and telling why you selected it.
Vital Question Tool Ask the author or someone in the reading a question that you would really like to have answered.
Problem/Issue Tool Identify the main problem or issue raised in the reading.
Purpose Tool Explain why you think this reading was written.
SEEI Tool Stating, Elaborating, Exemplifying, and Illustrating certain (concepts, words, and or ideas) in the reading that you need to better understand.
Conclusion Tool Identify what you think is the most important conclusion the author comes to in the reading and how that conclusion was reached.
Assumptions Tool State what you think the author takes for granted (accepts as true without proof) in the reading.
Implications & Consequences Tool State what you think would happen if we follow or do not follow what the author or someone in the reading suggests that we do.
Recommendation Tool State what you think should be done to deal effectively with the main problem or issue being addressed in the reading.
Speaking in the Author's Voice Tool Express ideas or answer questions about the reading as if you were the author (or an individual) in the reading.

Source: Levine, J. Dr. & Dr. S. Garcia. *Our Reading Toolbox*. 2016. Cognella Academic Publishing.

Note: The SEEI Tool above replaces the DOXI Tool as the one modification the authors have made to the original Our Reading Toolbox set of tools found in *Our Reading Toolbox Workbook*, First Edition, published by Cognella Academic Publishing in 2016. The author team and publisher of *Our Reading Toolbox Workbook*, First Edition have graciously approved the reproduction of this modified Our Reading Toolbox.

Strategy 1: SEETool

SEETool is one of the fundamental tools this manual has adapted with the authors' permission from *Our Reading Toolbox*.

SEET = State, Elaborate, Exemplify, and Illustrate which students use for certain concepts, words, ideas, thoughts, etc., in order to gain a better understanding of what they have read.



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SEET

DEFINE SUCCESS:

State:

What does success mean to you?

Elaborate:

Think of what you might be doing when you achieve success, what you might have, and what kind of person you might be and elaborate how the definition of success includes those details.

Exemplify:

Provide an example of a personal experience that describes one of your latest accomplishments and tell your classmates how you felt about your success.

Illustrate:

Your idea of success by using an image that relates to your description of success. Go to Google or Yahoo Images and copy and paste the image onto a document. Create a title and staple it to the last page of this chapter.

Individual Learning via Inquiry:

This is an independent activity as each student engages in the critical reading and thinking experience without help from their classmates.

"Student Success is achieved through a continued practice of engaging in interdependent learning, inquiry, inspiration, motivation, and educational commitment" De La Toba & Pescar.



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CREATE 2 QUESTIONS you would like an answer to about the definition or topic of Success?

Reading: Elizabeth Bisland's Race Around the World

One procedure for student engagement in the classroom is using Kagan Cooperative Learning Structures (Kagan, 2009). Rally Robin or a Timed Pair Share activity are excellent resources for engaging students as follow up to the Read-n-Review discussion activity and to this Reading & Learning Inquiry. Learn more by visiting www.KagonOnline.com

After using one of these structures for content learning, students are given the opportunity to reflect on their own ideas of success and also relate these ideas to what they have read by interpreting the author's idea of success.

ELIZABETH BISLAND'S RACE AROUND THE WORLD

Matthew Goodman explores the life and writings of Elizabeth Bisland, an American journalist propelled into the limelight when she set out in 1889 – head-to-head with fellow journalist Nellie Bly – on a journey to beat Phileas Fogg's fictitious 80-day circumnavigation of the globe.

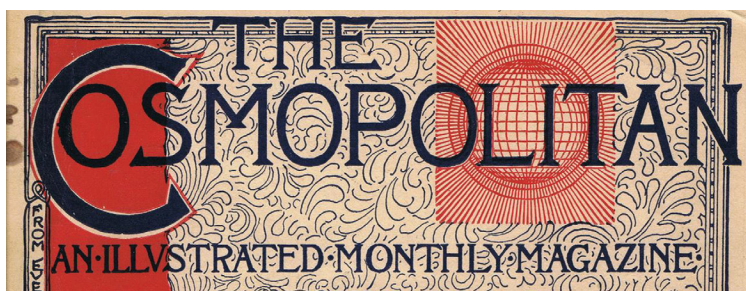


Elizabeth Bisland at the time of her trip, from the frontispiece to *In Seven Stages* – Source: Bisland, Elizabeth. *In Seven Stages: A Flying Trip Around the World*. New York: Harper & Brothers, Franklin Square, 1891.

On the morning of November 14, 1889, John Brisben Walker, the wealthy publisher of the monthly magazine *The Cosmopolitan*, boarded a New Jersey ferry bound for New York City. Like many other New Yorkers, he was carrying a copy of *The World*, the most widely read and influential newspaper of its time. A front-page story announced that Nellie Bly, *The World's* star investigative reporter, was about to undertake the most sensational adventure of her career: an attempt to go around the world faster than anyone ever had before. Sixteen years earlier, in his popular novel, Jules Verne had imagined that such a trip could be accomplished in eighty days; Nellie Bly hoped to do it in seventy-five.

Immediately John Brisben Walker recognized the publicity value of such a scheme, and at once an idea suggested itself: *The Cosmopolitan* would sponsor its own competitor in the around-the-world race, traveling in the opposite direction. Of course, the magazine's circumnavigator would have to leave immediately, and would have to be, like Bly, a young woman—the public, after all, would never warm to the idea of a man racing against a woman. But who should it be? Arriving at the offices of *The Cosmopolitan* that morning, Walker sent a message to the home of Elizabeth Bisland, the magazine's literary editor. It was urgent, he indicated; she should come at once.

Each month for *The Cosmopolitan* Elizabeth Bisland wrote a review of recently published books entitled "In the Library." She was a reader with refined tastes and wide-ranging interests; the subjects covered in her first few columns included Tolstoy's social gospel, the fourteenth-century tales of Don Juan Manuel, the collected poems of Emma Lazarus, and a two-volume history of the Vikings by the Norwegian author Hjalmar Hjorth Boyeson. Born into a Louisiana plantation family ruined by the Civil War, Bisland had moved to New Orleans and then, a few years later, to New York, where she contributed to a variety of magazines and was regularly referred to as the most beautiful woman in metropolitan journalism.



Detail from the cover of *Cosmopolitan* magazine as it appeared in the late 19th century – Source: Walker, John Brisben and Hardy, Arthur Sherburne. Cover. *The Cosmopolitan: An Illustrated Monthly Magazine*. September 1894.

At the time of her race around the world Elizabeth Bisland was twenty-eight years old. She was tall, with an elegant, almost imperious bearing that made her appear even taller; she had large dark eyes and luminous pale skin and spoke in a low, gentle voice. She reveled in gracious hospitality and smart conversation, both of which were regularly on display in the literary salon that she hosted in her small apartment, where members of New York's cre-

ative set gathered to discuss the artistic issues of the day. Bisland's particular combination of beauty, charm, and erudition seems to have been nothing short of bewitching. One of her admirers, the writer Lafcadio Hearn, called her "a sort of goddess," and likened her conversation to hashish, leaving him disoriented for hours afterwards. Another said, about talking with her, that he felt as if he were playing with "a beautiful dangerous leopard," which he loved for not biting him.

Bisland herself was well aware that feminine beauty was useful but fleeting ("After the period of sex-attraction has passed," she once wrote, "women have no power in America"), and she took pride in the fact that she had arrived in New York with only fifty dollars in her pocket, and that the thousands of dollars now in her bank account had come by virtue of her own pen. Capable of working for eighteen hours at a stretch, she wrote book reviews, essays, feature articles, and poetry in the classical vein. She was a believer, more than anything, in the joys of literature, which she had first experienced as a girl in ancient, tattered volumes of Shakespeare and Cervantes that she found in the ruined library of her family's plantation house. (She had taught herself French while she churned butter, so that she might read Rousseau's *Confessions* in the original.) She cared nothing for fame, and indeed found the prospect of it distasteful. So when she arrived at the offices of *The Cosmopolitan*, and John Brisben Walker proposed that she race Nellie Bly around the world, Elizabeth Bisland told him no.

She had guests coming for dinner the next day, she explained, and besides, she had nothing to wear for such a long journey. The real reason, though, as she would later acknowledge, was that she immediately recognized the notoriety that such a race would bring, "and to this notoriety I most earnestly objected."

John Brisben Walker, however, had already made one fortune in alfalfa and another in iron and was in the process of making a third, in magazine publishing. He was not easily dissuaded, and six hours later Bisland found herself on a New York Central Line train bound for San Francisco.

Elizabeth Bisland would write seven articles about her race around the world for *The Cosmopolitan*, which in 1890 were collected and published by Harper & Brothers as a book entitled *In Seven Stages: A Flying Trip Around the World*. Her account began:

If, on the thirteenth of November, 1889, some amateur prophet had foretold that I should spend Christmas Day of that year on the Indian Ocean, I hope I should not by any open and insulting incredulity have added new burdens to the trials of a hard-working soothsayer – I hope I should, with the gentleness due a severe case of aberrated predictiveness, have merely called his attention to that passage in the Koran in which it is written, “The Lord loveth a cheerful liar” – and bid him go in peace. Yet I did spend the

25th day of December steaming through the waters that wash the shores of the Indian Empire, and did do other things equally preposterous, of which I would not have believed myself capable if forewarned of them. I can only claim in excuse that these vagaries were unpremeditated, for the prophets neglected their opportunity and I received no augury.

Bisland was a published poet, and throughout the trip she wrote of her experiences in a highly lyrical, impressionistic style, paying special attention to the ever-changing scapes of land and sea. “In the night a hoar frost had fallen,” she wrote one morning, “that was to snow as sleep is to death; and the pale reaped fields, the sere meadows, and silent uplands were transfigured by the first gleam of day.” She delighted in sitting on the



A drawing of Nellie Bly and Elizabeth Bisland as the “the rival tourists,” from the January 1890 edition of *Frank Leslie's Illustrated Newspaper* – Source: Leslie, Frank. “Rival Tourists.” *Frank Leslie's Illustrated Newspaper*, January 1890.

top deck of a steamship and watching the ocean for hours on end. “Sapphires would be pale and cold beside this sea,” she wrote on her trip across the Pacific – “palpitating with wave shadows deep as violets, yet not purple, and with no touch of any color to mar its perfect hue. It flames with unspeakable, many-faceted splendor, under a sky that is wan by contrast with its profundity of tint, and the very foam that curls away from our wake is blue as the blue shadows in snow.”

Prior to the around-the-world trip Bisland had never been out of the country before, and during it she discovered a love of travel that would stay with her the rest of her life. This was perhaps best exemplified in a late-night carriage trip she took to the Tanks of Yemen, a remarkable system of ancient stone cisterns. “Our footsteps and our voices echo in hollow whispers from the empty Tanks and the mysterious shadows of the hills,” Bisland wrote, “though we walk lightly and speak softly, awed by the vast calm radiance of the African night. . . . The world grows dreamlike and unreal in the white silence.”



Cattle to provide beef to an ocean liner anchored in Port Said, (ca.1900) – Source: Underwood & Underwood. *Egyptian beef for the great ocean liners anchored in the Suez Canal, Port Said.* c1900. Stereograph. Lib. of Cong., Washington D.C. Lib. of Cong. 05 May 2016. <http://www.loc.gov/pictures/item/91728113/>.

That was what the trip had given her, she would reflect later: the vividness of a new world, where one was for the first time, as Tennyson had written, Lord of the senses five. “It was well,” she told herself when it was all over, “to have thus once really lived.”

It’s instructive to note that in her book Bisland always described her undertaking for *The Cosmopolitan* as a “trip” or a “journey,” and never – not even once – as a “race.” Still, she was a loyal employee and she threw herself into the competition with vigor. Near the end of the trip, cold and sleepless and hungry, Bisland hurtled by train and ferry through France, England, Wales, and Ireland to catch the steamship that was her last chance to beat Bly, only to have to cross a storm-tossed North Atlantic in the worst weather that had been seen in many years.

In the end, Elizabeth Bisland succeeded in beating Phileas Fogg’s eighty-day mark, completing the trip in seventy-six days – which would have been the fastest trip ever made around the world but for the fact that Nellie Bly had arrived four days earlier.

She arrived home – as she had feared – famous. The race between Bly and Bisland was closely covered by newspapers across the United States, and heavy wagering on the outcome was reported in the country’s gambling houses. As early as the first week of the race, in San Francisco, Bisland was aghast at the steady stream of visitors who sent up cards to her hotel room with urgent messages scrawled on them, but who, she noted in *In Seven Stages*, had only “a desire to look at me – presumably as a sort of inexpensive freak show.”

Unlike Nellie Bly, who upon her return to New York immediately set out on a forty-city lecture tour, Bisland did all she could to avoid the glare of publicity. She gave no lectures, endorsed no products, and did not comment publicly on the trip after the day of her return. Indeed, at the very moment when the American public’s interest in her was at its height, Bisland chose to leave the United States, setting sail for Great Britain, where she lived for the following year. In London’s literary society she met, among others, Herbert Spencer; the popular novelist Rhoda Broughton (the two women would collaborate on a short novel entitled *A Widower Indeed*); and Rudyard Kipling, who was as smitten with her as the men in New York had been. “I guess you’ll have enough men censer-swinging under your nose to prevent your waving the thurible too markedly under mine,” he wrote in a letter to her. “All the same and until you go after something else new I am grateful.”

Upon her return to New York Bisland married the corporate attorney Charles Wetmore, and together the two designed and built an estate on Long Island. Applegarth, as they called it, was in the Tudor style, made of brick, half-timbering, and stucco, with leaded windows and doorways framed in limestone. The stone fireplace in the drawing room was modeled on one belonging to Queen Elizabeth I, whom Bisland had long admired as having “rejected the whole theory of feminine subordination.”

Living at Applegarth Bisland would be highly productive as a writer: Between 1903 and 1910 she edited and wrote



A street scene in Colombo, Ceylon – Source: Carpenter, Frank. *Road scene, Ceylon*. Between 1880-1920. Photographic Print. Lib. of Cong., Washington D.C. *Lib. of Cong.* 05 May 2016. <http://www.loc.gov/pictures/collection/ffcarp/item/2008677133/>.



A photograph showing the view from the water of the Applegarth house, Long Island in New York – Source: Pierce, J.H. *Side of “Applegarth” Facing the Water*. 1903. *The American Architect and Building News*, Volumes 13-14. New York: The Architectural Record Co. 1903.

the introduction to the two-volume *Life and Letters of Lafcadio Hearn*, and wrote the highly regarded autobiographical novel *A Candle of Understanding* as well as several essay collections in which she celebrated the pleasures of literature and forcefully decried the domination of women by men. “The oldest of all empires is that of man; no royal house is so ancient as his,” she wrote in an essay entitled “The Abdication of Man.” “The Emperors of Japan are parvenus of the vulgarity modernity in comparison, and the claims of long descent of every sovereign in Europe shrivel into absurdity beside the magnificent antiquity of this potentate.”



Photographic portrait of an older Bisland – Source: courtesy of Sara Bartholomew.

Bisland was a working writer right up until the very end of her life. In 1927, at the age of sixty-five, she published her final essay collection, entitled *The Truth About Men and Other Matters*. In it she considered relations between the sexes (in the title essay she observed, “The record of the race, hitherto accepted as the truth about ourselves, has been the story of facts and conditions as the male saw them – or wished to see them. . . . No secret has been so well-kept as the secret of what women have thought about life”), country living, travels in Japan; much of the book, though, was about growing gracefully old. In an essay called “Toward Sunset” Bisland observed, “That old age may be agreeable to others and tolerable to itself no other equipment is so necessary as a vigorous sense of humor.” But old age itself, she was quick to point out, “is not an amusing episode.”

Firstly, because one suffers from being forced to dwell in a house steadily falling to decay; a trial to the housekeeper, arousing a sense of some innate incompetence that the beams of the building should sag, doors open difficultly, windows dim with the dust of time, the outer complexion of the house grow streaked and grey with the weathering of many seasons. There is a certain desperation in

the realization that no repairs are possible. . . . one braces one's self to accept courageously the wrongs of time; to wear the lichens and mosses with silent gallantry.

Elizabeth Bisland died on January 6, 1929, at the age of sixty-seven. Today, all of her books are out of print, but she deserves to be better remembered than she is – for the gorgeousness of her prose, of course, and the clear-sightedness of her perspective on the condition of women, but also as someone who chose to turn away from the culture of celebrity just as it was dawning. Bisland never breached the promise she made to herself at the end of the race around the world: to conduct the rest of her life in such a way that no journalist would ever again see fit to put her name in a headline.

Matthew Goodman is the author of the narrative histories *Eighty Days: Nellie Bly and Elizabeth Bisland's History-Making Race Around the World* (2013)

Strategy 2: Reading to Declare the Author's Purpose



Pescar, B. and De La Toba, C. (2016).

Reading: "Conan Doyle's Olympic Crusade"

Students individually read the essay titled, "Conan Doyle's Olympic Crusade." Then, they will follow through with demonstrating their knowledge of the SEEI critical thinking strategies below. A class discussion format will be used to assess the students' engagement of the text.

CONAN DOYLE'S OLYMPIC CRUSADE

When an exhausted Dorando Pietri was helped across the finishing line in the 1908 Olympics marathon, Sir Arthur Conan Doyle, creator of Sherlock Holmes, was there to write about it for the *Daily Mail*. Peter Lovesey explores how the drama and excitement of this event led Conan Doyle to become intimately involved with the development of the modern Olympics as we know it.

Here have been many exciting Olympic contests, but the 1908 race which came to be known as Dorando's marathon has passed into legend as the most heart-rending. The image of the exhausted Italian runner being assisted across the finish line and so disqualified appears in almost every history of the Games. This was an extraordinary event. Queen Alexandra was so touched by the harrowing scenes in the stadium that she presented a special cup to Dorando Pietri. Irving Berlin wrote a song called Dorando. The King had a horse named after the runner. And a craze for marathon-running was born.

But now let us dispose of a *canard*. For years there has been a story that Sir Arthur Conan Doyle, the creator of Sherlock Holmes, was one of the officials who assisted Dorando at the finish of the 1908 Olympic marathon and so made the disqualification inevitable. He has even been identified as a portly figure in a straw boater pictured in the background of one



Dorando Pietri being helped over the line by officials to come first in the marathon at the London 1908 Olympic Games, only to be later disqualified. Source: Doyle, Conan. *Dorando Pietri at the Marathon finish*. 25 July 1908. *Daily Mail*. London.

of the most famous of all Olympic photographs. Sadly for the romantics, the story isn't true. The two officials at either side of the athlete are Jack Andrew, the Clerk of the Course, holding the megaphone, and Dr. Michael Bulger, the chief medical officer. The man in the background (and seen beside the stricken Pietri in other photos) is probably another of the medical team. Conan Doyle was seated in the stands.

His report in the *Daily Mail* (25 July, 1908) makes this clear.

Then again he collapsed, kind hands saving him from a heavy fall. He was within a few yards of my seat. Amid stooping figures and grasping hands I caught a glimpse of the haggard, yellow face, the glazed, expressionless eyes, the lank black hair streaked across the brow.

Conan Doyle had been commissioned by Lord Northcliffe to write a special report of the race. "I do not often do journalistic work," he recalled in his memoirs, "but on the occasion of the Olympic Games of 1908 I was tempted, chiefly by the offer of an excellent seat, to do the Marathon Race for the 'Daily Mail'." The almost melodramatic scenes affected him deeply. "It is horrible, and yet fascinating, this struggle between a set purpose and an utterly exhausted frame." Nothing like it had been seen to that time, though similar scenes would occur at marathon finishes in the future. With remarkable foresight, Conan Doyle finished his report with the words, "The Italian's great performance can never be effaced from our records of sport, be the decision of the judges what it may."

It has been suggested that the cup presented next day by Queen Alexandra was Conan Doyle's idea, but this is another distortion of the truth. In fact, Conan Doyle's contribution was financial; he got up a fund to raise money for Dorando Pietri. A letter published beside his report in the *Daily Mail* stated:

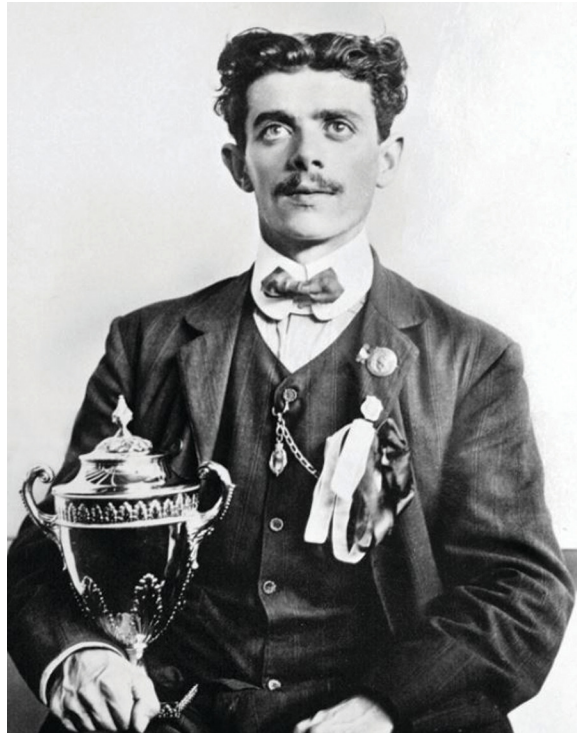
I am sure that no petty personal recompense can in the least console Dorando for the national loss which follows from his disqualification. Yet I am certain that many who saw his splendid effort in the Stadium, an effort which ran him within an inch of his life, would like to feel that he carries away some souvenir from his admirers in England. I should be very glad to contribute five pounds to such a fund if any of the authorities at the Stadium would consent to organize it.

Nobody seemed to bother that Dorando's amateur status might be sullied. The appeal raised the substantial sum of £308. Readers of the paper were informed that the money would be used to enable the gallant runner to start up as a baker in his own village. If the villagers were relying on him for bread, they must have been disappointed. He turned professional and cashed in on the marathon craze triggered by his race. For much of the next year he was in the United States, only returning to Italy in May, 1909. His travels lasted until 1912.

For Conan Doyle, that hot afternoon in the White City Stadium was an epiphany that convinced him of the international significance of the Olympic movement. As an all-round sportsman, he was quite an Olympian himself.

Between 1900 and 1907, he played cricket for the MCC, was a useful slow bowler and once took the wicket of the finest batsman of the century, W.G. Grace. He was a founder of Portsmouth Football Club (1884) playing in goal and as a defender until he was forty-four; had a golf handicap of ten; and in 1913 got to the third round of the British amateur billiards championship. His knowledge of boxing, particularly the prize-ring, is evident in his writing, particularly *Rodney Stone* and *The Croxley Master*. And he is often credited with popularizing skiing during the years he spent in Switzerland. A plaque celebrating his part in the history of Swiss skiing can be seen at Davos.

In 1910 he accepted the presidency of the English Amateur Field Events Association. Britain's preoccupation with the more glamorous track events had left the nation far behind the USA and the Nordic countries



Dorando Pietri with the cup he was presented by Queen Alexandra. Source: Doyle, Conan. *Dorando Pietri with the cup*. 25 July 1908. *Daily Mail*. London.

in jumping and throwing. Britain's showing in the Stockholm Olympic Games in 1912, a mere two individual gold medals and five in team sports, came as a shock to a nation that had dominated in the previous century. To quote F.A.M. Webster, "a perfect wave of popular indignation swept over the country, and Sir Arthur Conan Doyle . . . had his attention drawn to the position." Conan Doyle's own account tells us that in the early summer of 1912 Lord Northcliffe sent him a telegram "which let me in for about as much trouble as any communication which I have ever received." Northcliffe (who in 1908 had raised nearly £12,000 to bail out the London Olympic Games) said Conan Doyle was the one man in Great Britain who could rally round the discordant parties and achieve a united effort to restore the nation's Olympic status.

Conan Doyle was a strong patriot. It is often assumed he received his knighthood because of his literary success, but Sherlock Holmes had nothing to do with it. The honor was given mainly in recognition of the writer's much-translated booklet, *The War in South Africa: Its Causes and Conduct*, a British response to international criticisms of the nation's role in the Boer War.

He began by writing to *The Times* (18 July, 1912) suggesting that in future Britain should send a British Empire team, for "there could not be a finer object lesson of the unity of the Empire than such a team all striving for the victory of the same flag." Twelve days later came a fuller proposal with recognition that "liberal funds" were needed to form, equip and train such a team. Annual or bi-annual games should be held on the Olympic model, to accustom athletes to the metric distances and to "abnormal events" such as the discus and javelin. The Olympic Games should take priority over such traditional British competitions as Bisley, Wimbledon and Henley. His proposals on training were ahead of their time: "The team should be brought together into special training quarters for as long a period as possible before the Games, with the best advice always available to help them."

The response was unhelpful. Some of Northcliffe's own papers attacked the principle of investing money in amateur sport. Conan Doyle was not a man to be silenced. In another letter to *The Times* (8 August, 1912), he appealed to all concerned to "let bygones be bygones, and center our efforts upon the future." Never one to shirk controversy, he pointed out that the British Olympic Council of about 50 members was too large for executive purposes. Instead, he proposed "a nucleus of four or five from the present Olympic Association, with as many more co-opted from outside." Only then, he felt, would they be in shape to appeal to the public for funds.

By March, 1913, the new Olympic Financial Committee was in place and he was a member. The others were the chairman, J.E.K. Studd, the cricketer and founder of the London Polytechnic; H.W. Forster, MP, a future Governor-General of Australia, and first-class cricketer; Edgar Mackay, the motor-boat pioneer; Bernard J.T. Bosanquet, a test match cricketer now best remembered for inventing the "googly"; Arthur E.D. Anderson, an Olympian from 1912; Arthur Robertson, another Olympic athlete; Theodore Cook, the Olympic fencer; Percy Fisher, representing the AAA; and J.C. Hurd, representing the swimmers.



DR. CONAN DOYLE ON "SKI."

Source: Doyle, Conan. *A Novice Turning*. 1894. "An Alpine Pass on 'Ski'". *The Strand Magazine*, vol.8, no.48, pp 657-661.



A NOVICE TURNING—DR. CONAN DOYLE

Source: Doyle, Conan. *Dr. Conan Doyle on "Ski"*. 1894. "An Alpine Pass on 'Ski'". *The Strand Magazine*, vol.8, no.48, pp 657-661.

Unfortunately for the fund-raisers, the state of the money market during the Balkan War made this, in Conan Doyle's words to the *Daily Express* (24 May, 1913), "a very inopportune time to go to the public for funds". The project was put on ice. In July, the *Daily Express* demanded to know when the appeal would be launched. "An ill-timed appeal for funds would be disastrous ... The money market is still unfavorable," replied Conan Doyle (4 July, 1913).

Then he made an unfortunate decision to go on holiday and missed a crucial meeting. In his absence, the committee launched the appeal, not for ten thousand pounds, as Conan Doyle had planned, but a hundred

THE OLYMPIC GAMES FUND

The Duke of Westminster's Olympic Fund is the central fund to which subscriptions should be sent. Letters containing cheques, postal orders, or stamps should be addressed to the Duke of Westminster, at Grosvenor House, London, W. Cheques and envelopes should be marked "Olympic Fund." All subscriptions will be acknowledged by the Duke and forwarded to the Hon. Treasurer of the Special Committee, Mr. E. Mackay-Edgar, Basilston House, Moorgate Street, London, E.C. Donors may " earmark " their contributions to be devoted to any particular sport in which they may be interested. The form herewith may be cut out and used if desired.

OLYMPIC GAMES.

To His Grace the Duke of Westminster,
Grosvenor House, London, W.

My Lord Duke,
I have much pleasure in enclosing a donation of £..... to the above Fund.

Yours faithfully,

Name.....

Address

Donation form for the £100,000 Olympic appeal – Source: British Olympic Council. *Aims and Objects of the Olympic Games Fund*. London, n.p. 1913, 43.

thousand. "I was horrified," he wrote in *Memories and Adventures*, "The sum was absurd, and at once brought upon us from all sides the charge of developing professionalism ... My position was very difficult. If I protested now, it would go far to ruin the appeal."

Immediately there was a backlash. Frederic Harrison, head of the Positivist movement in Britain, wrote (rather negatively) to *The Times* (26 August, 1913), "The whole affair stinks of gate money and professional pot hunting ... The craze to collect Olympic dust bids fair to be another case of 'gate' – professionalism – years of specialist coaching. I should myself prefer to see Britain decline to enter, as not liking the terms and devices on which the show is run."

Conan Doyle's response (*The Times*, 27 August, 1913) was a cogently argued letter pointing out the scale of the scheme and the practical requirements of improving national standards of physical education. He concludes:

If Mr. Harrison's contention was that we should never have gone in for the Olympic Games at all, he might find many to agree with him. But, things being as they are, I would ask him to consider the courses open to us. One is to retire in the face of defeat and to leave the Colonies to put The Union Jack at the top where they can. As a good sportsman I am sure Mr. Frederic Harrison could not tolerate that. A second is to continue with our present haphazard half-hearted methods, and to see ourselves sink lower and lower from that third place which we now occupy.

There was a real risk that the critics would torpedo the scheme and necessitate Britain's withdrawal from the next Olympics. In the same issue of *The Times* came a letter from Nowell Smith, the Headmaster of Sherborne. He had spoken to many lovers of sport, he claimed, and "We are just ordinary, though, I fear, rather old-fashioned, Britons, and we think these modern pseudo-Olympic Games are 'rot' and the newspaper advertisements of them and the £100,000 fund for buying victories in them, positively degrading."

The controversy raged for weeks. *The Times* devoted a leading article to the subject of veiled professionalism in the Olympics, pointing out that even the most amateur of sports, such as the University Boat Race, or

schoolboy cricket, were funded to some degree. More subversively, the humorous magazine, *Punch*, published a piece strongly hostile to the Olympic Games.

Conan Doyle met the crucial question head on in *The Times* (13 September, 1913): "I should like to ask one question and receive a definite reply from all those persons, including Mr. Punch, who are making our Olympic task more difficult. It is this: - 'Are you prepared to stand down from the Berlin Games altogether?'"



Satirical illustration poking fun at the British Olympic Council's idea that national pride could be restored through Olympic success – Source: "The 'National Disaster' of 1912", *Punch* 145. 1913: 209.

He persuaded his chairman, J.E.K. Studd, that the right way to handle this crisis was to invite the critics to a London hotel to debate the issue of Britain's participation. It was a turning point. Studd and Conan Doyle each spoke at length and with honesty. Time, they argued, was against them. The subscriptions were slow (by October 18th only £9,500 was collected). But withdrawal from the Games would cast Britain in the role of bad losers. They admitted that the target sum of £100,000 was an "outside figure". Studd, speaking for himself alone, said he had only accepted the chairmanship in the hope that "if successful, the work of the committee will enable Great Britain to retire from future Olympic contests without loss of dignity or prestige should she desire to do so." Conan Doyle disagreed with this view, and said so. As he wrote in a foreword at about the same time, "No department of national life stands alone, and such a climb down in sport as would be involved by a retirement from the Olympic Games would have an enervating effect in every field of activity."

Such straight talking was rare. The press agreed that the project deserved their support, but the damage had been done. At the end of November, 1913, Conan Doyle admitted, "The public seem apathetic on the question. ... Unless prompt and generous help comes to us, the Committee will have dissolved, and the organization, which has been laboriously built up during

the last year, will have gone to pieces. The next few weeks will decide the matter."

Of course, the matter was decided by events outside the control of sportsmen and writers.

When the First World War was over, and Britain's participation in the 1920 Olympics was debated, Conan Doyle was no longer at the forefront. He was devoting his energies to another cause – spiritualism. Sadly, the fund-raising experience had embittered him. "This matter was spread over a year of my life, and was the most barren thing that I ever touched, for nothing came of it, and I cannot trace that I ever received one word of thanks from any human being. I was on my guard against Northcliffe telegrams after that."

But in a modest way, there had been results. An "Olympic sports meeting", over metric distances and including those "abnormal" field events, the discus and javelin, was held at the Crystal Palace track in 1913. And in February, 1914, Britain's first paid national coach, Walter Knox (a well-known professional with experience in Canada and the USA) was appointed on a salary of £400 from the Olympic fund. The AAA expanded its Championships to two days and added the 440yds hurdles, triple jump, discus and javelin to its program. Some important principles had been established.

Lovesey, P. "Conan Doyle's Olympic Crusade." *Journal of Olympic History*, v 10. 2002. International Society of Olympic Historians.



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SEEI

State:

What did you learn from the author regarding the topic of success?

Elaborate:

In other words what other ideas can you describe for your classmates that you learned from this author about this topic?

Exemplify:

Provide a personal experience or challenge that you overcame in order to achieve a desired goal.

Illustrate:

Using Google images choose an image that best describes your example listed above. Copy and paste your image onto a blank Word document. Create a title and staple it to the last page of this chapter.

Title/Headline Tool:

If you were the author what new title would you create for this essay?

Strategy 3: Defining a Goal & Goal Setting Strategies

15

Student Success

This procedure consists of students engaging in the critical thinking process of defining a goal (without looking it up in a dictionary). This must be a definition from the students' own thought process. The Kagan Structure; Stand Up- Hand Up- Pair Up (Kagan, 2009) may be used to engage students in this process. Learn more about Kagan structures and how to attend Kagan Professional Development Workshops in your area by visiting www.KaganOnline.com.

All students stand and raise their hands. They are instructed to find a person closest to them that are not on their team, and take turns answering the question posted on the board (See Partner A to B Instructions). Then when the pairs have shared their answers, they raise their hands and find new partners to share their goals. This is repeated until the virtual timer displays time is up.

Pairs greet each other before they begin. Positive welcome greeting (Hello, use the students first name, I am glad I get to work with you today).

Pairs are given 15 seconds Think Time (to think about how they will answer).

These two steps occur as each new pair begins the process.

1. After students are paired, they greet each other always.
2. Each pair is given 15 seconds Think Time



Partner A to Partner B

State: What is one goal you want to achieve in the next six months?

Partner B to A: Answers the same questions

Each partner praises one another.

You are awesome! Thank you for working with me today.

When the pair completes their sharing, they raise their hand, and find new partners closest to them, high five them, and repeat the process until the virtual timer signals time is up.

After students engaged in movement, it is time for solo work.

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SEEI

What are some effective time management skills?

State:

What are two effective time management skills that you currently use in order to achieve success.

Elaborate:

Provide details that explain how using these skills have helped you to be successful in reaching a goal.

Exemplify:

Share a personal example of how using these time management skills effectively have helped you achieve success.

Illustrate:

Using Google images choose an image that represents an effective time management skill. Copy and paste your image onto a blank document. Create a title and staple it to the last page of this chapter.



Reflection:

After practicing the SEEI (state, elaborate, exemplify, and illustrate) skills, students write a reflection paragraph answering the following question:

How can time management skills help you achieve your goals?

[illegible]

The next focus is a student centered learning discussion of time management and success. In this session students are asked to create two questions they need to answer about their time management skills as these relate to the goals they desire to achieve. For example, if a student wants to learn how to stop procrastinating, then they should create a question about how or what specific time management skill can help them achieve this goal.

This discussion is followed by students interacting with a teacher's choice of a time management skills program such as www.openlearningworld.com The Art of Effective Time Management. In this session students learn how to use technology to help them achieve their desired objectives.



As students complete the time management skills section, they will practice a reflection writing strategy which will help them to learn from of the experience.



Using complete and clear sentences, and in paragraph format, students respond to the following prompt (statement). Continue writing until I signal you to stop.

This prompt will be based on what you learned from the time management class discussion and technological session you viewed on the Internet.

Prompt: Before creating any successful time management personal plan, why is it important for you to create questions about your goals and or objectives in order to be successful?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.