

Association had been organized to meet the needs for play leaders on summer playgrounds. By 1918 it included work in kindergarten games, story dramatizations, singing games, and children's gardens as well as athletics. Following an only moderately successful attempt to conduct a six-week summer Montessori school, the dean of University of California Summer Sessions entered negotiations with Clark Hetherington and his wife, Daisy, who organized at Berkeley in 1913 a far more successful Demonstration Play School. The offerings were similar to those of the Baltimore Training School, ranging from games and dancing to gardening to carpentry and much more. This operated until 1932. By 1916, Frank Kleeberger (Chairman of the University's department of Physical Education) also was conducting a similar-but by no means identical program. These served to train professionals and also provided children with pleasant educational experiences. Their scope and intensity however, did not in any way reach that Columbia Park Boys' Club.

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What's Past is Prologue: The Transformation of Geza Feldman and the Role of Physical Activity in the Life of George Field

Under cloudy skies, the Cunard liner Andania docked at Halifax's Pier 2 on Easter Sunday, April 12, 1925, one of five transatlantic liners to arrive in the Nova Scotia capital that day. Before the Andania set sail from Cherbourg, France, the ship's log recorded the boarding of a tall man, graying, of obviously Central European roots among its 322 third-class passengers. He was listed as Geza Feldman, 33 years old, a Jew from Hungary. When he disembarked in his new world, the graying 33-year-old became George Field – my grandfather. The symbolism could not have been more perfect. For a Central European Jew, desperate to leave the horrors of trench warfare and anti-Semitism behind, determined to start a new life, one removed in both degree and kind from the old, Halifax on this cool, Easter Sunday morning was an ideal starting point.

This study explores the immigration experience of my grandfather, a Hungarian Jew born in a small agricultural village that now lies within the borders of Ukraine. I examine my

grandfather's notions about being a Jewish emigre, which shaped his experiences as a Jewish immigrant in Toronto. I also evaluate the role that sport and physical activity, which traditional narratives have viewed as an essential element in the preservation of ethnic self-consciousness within immigrant communities, played in my grandfather's life. As Harney has noted, the study of sport "...gives us glimpses of the ways in which ethnicity, sub-ethnicity, regionalism, Canadian-ness and cross-ethnic respect for the game itself well played are inter-related, how they form a continuum or cause conflict of values and identity."

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**The 1999 World Congress "SPORT FOR ALL"
Declaration Seen in the Context of American
Playground and Recreation Endeavors, 1890s-1939**

In March 2002, the journal, Science, reported a strong correlation between watching television and "aggressive behavior in adolescents and young adults." Constructive ways to fill their leisure time were sadly lacking. The same month The American Journal of Clinical Nutrition discussed a growing epidemic of obesity and declared, "Let's get Serious about Promoting Physical Activity." A short time earlier the international journal, Panathlon, had written: "Young people must learn the values of physical activity as a key component of their physical, mental, emotional and social well-being." These words were part of an eight point Declaration that emanated from the 7th World Congress of Sport for All held in Barcelona, Spain. Nothing less than immediate action on the part of UNESCO, the World Health Organization, the IOC, and governmental and non-governmental agencies in all nations, the Declaration proclaimed, was needed to meet this "world-wide challenge."

The aforementioned statements (and more than could be cited) are intriguing, given the fact that during the first half of the twentieth century Americans created what were possibly the most comprehensive programs the world has seen to date aimed at nurturing the "physical, mental, emotional, and social" well-being of all children and youth. Scores of governmental and non-governmental organizations became involved. Municipalities opened new facilities and allotted tax revenues to their support –