

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 –

even during the difficult days of the Great Depression. California became a national leader in playground – and recreational – work. The California Club established San Francisco’s first public playground in 1898. Three years later, the Board of Supervisors allocated \$12,000, thereby enabling the Board of Education to operate another at 7th and Harrison Streets. In spite of the serious financial situation created by the 1906 earthquake, the San Francisco Playground Commission was created in 1907. Across the Bay, the city of Oakland opened its first municipal playground in 1908. Within a short time both cities had developed robust and multifaceted programs. In addition to the work conducted by municipalities, neighborhood houses, organizations like the Boy Scouts, Camp Fire Girls, Y.M.C.A., church groups, and fraternal organizations offered scores of other opportunities. An important “Inquiry Committee” was appointed by the California State Legislature in 1913 to investigate all forms of recreation in the state. Its far-ranging recommendations were implemented, to varying degrees in cities and towns throughout California.

By 1929, San Francisco operated twenty-nine playgrounds. Nearly a score more were associated with the city’s public schools. Oakland had a similar compliment, many of which were larger. In 1934, when its population was reaching 300,000, Oakland operated seventy supervised playgrounds and a dozen other recreational facilities. (There are far fewer opportunities in either city today.) Both cities also provided summer camping experiences for children in the High Sierras. As of May 2002, Oakland is considering closing its Feather River Camp in order to help the city correct a budget deficit.

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**On My Honor: Contributions of Physical Educators  
and Athletes to the Boy Scouts of America, 1910-  
1920**

In his last year of his life, Robert S. S. Baden-Powell, founder of the Boy Scouts movement, was asked if physical education had a role in the Boy Scouts. He replied, in a personal letter, that the scouting movement had emphasized the importance of physical education since the association’s beginning. It was the Baden Powell model of scouting that would be adopted in the