

# KORFBALL...

...at the turn of the twentieth century: attempting to invade the final male preserve, it's just not cricket...

# INTRODUCTION

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- × Intro into what korfbal is – rules and values/philosophies
- × Overview of my project including the problematic nature of conducting research with children
- × The invention of korfbal
- × Historically what was happening in the USA, Europe and the Netherlands - the circumstances of the development of korfbal linked with the historical context
- × Conclusion so far...

# WHAT IS KORFBALL?

- × Goals
- × It consists of 4 girls and 4 boys in each team
- × Boys mark boys, girls mark girls
- × Passing, quick movement, losing your opponent



- ✘ Players either attack or defend then swap
- ✘ Defended shots – no goal
- ✘ No solo play
- ✘ Co-operation is essential for success



# OVERVIEW OF MY PROJECT



- ✘ The gendered attitudes and experiences of children that play korfbal
- ✘ Whether a non-mainstream sport, that was created to promote gender egalitarianism between children, is impacting on children's developing gender identities.
- ✘ Ethnographic visits

# RESEARCH WITH CHILDREN

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- × Insider/outsider
- × Children and junior team members may feel that if they do not agree to take part in the study then they will be risking their squad selection.
- × Worry or anxiety that the children may have due to my presence
- × Discussions of gender awareness and gender perceptions will take place in this study.
- × Previous research conducted on children (aged 9-10 years) in a physical education setting, concluded that the use of drawings to encourage a child-centred approach in interviews should be promoted, and proves to be a successful tool (MacPhail and Kinchin, 2004)
- × Clark and Moss (2001) also recognise the benefits of what they deem the Mosaic Approach, which refers to the advantage of listening with the belief that both adults and children jointly create meaning. The importance of combining visual aids and verbal enquiries as an integrated approach is seen as extremely valuable.

# **THE HISTORICAL CONTEXTUALISATION OF THE INVENTION OF KORFBALL**

# THE INVENTION OF KORFBALL

- × Invented in 1902, by a Dutch school teacher, Nico Broekhuysen (Crum, 2005)
- × Non-contact for girls and boys to play (Crum, 2005)
- × Broekhuysen was inspired to develop korfball after seeing 'ringboll' in Sweden (Renson, 2003)
- × Number of disparities regarding the specific origins of korfball
  - + Basketball (1891), women's basketball (1893)
  - + Sandra Berrenson attended Nääs, Sweden (1897)
  - + Broekhuysen attended in 1902 and took a version back to Amsterdam, making it a mixed sport



- ✘ Mixed education and cooperation to achieve a collective goal (Summerfield & White, 1989)
- ✘ No violence and non-contact, and rules to promote egalitarianism (Summerfield & White, 1989)
- ✘ Equality, teamwork and cooperation
- ✘ Progressive educators course in Sweden (Crum, Renson, 2003)
  - + Low cost, open-air game for both sexes (Crum, 2005)

# HISTORICAL CONTEXTUALISATION

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- ✘ At the turn of the 20<sup>th</sup> century several continents of the world were entering a period of heightened change
- ✘ American 'progressive era' (Burt, 2004)
- ✘ Europe going through immense reform (Davies, 1997)
- ✘ Health & welfare, sanitation, accommodation, money economy (Davies, 1997), socialism (Davies, 1997; Joll, 1982), bourgeoisie (Roberts, 2001), education & literacy (Anderson, 1987)

# PROGRESSIVE EDUCATION

- × Late 1800s – early 1900s
- × Principles of equality and freedom (Dale, 1979)
- × New philosophies regarding educational practice
- × Froebel – Kindergarten (mid 1830s) (Read, 2003)
  - + Large female following helped diffusion (Brennan, 1993; Bethell, 2006; Baader, 2004)
  - + Importance of play (Kuschner, 2001)
- × Montessori – Italy, in the early 1900s (Peters, 2008)
  - + Global success (Adams, 2001)
  - + Ethically aware society (Duckworth, 2006)
  - + Female teachers
  - + Individual differences removed for a united goal (Miller, 2002)



# FEMALE LIBERATION

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- × Feminists fighting for suffrage circa 1900 (Anderson, 1897)
- × Increased rights for women (Adams, 2001)
- × Access to physical activity:
  - + Medical authorities asserted finite energy (Hargreaves, 1994)
  - + Evolution from no physical activity to moderate physical activity
  - + Adaptation of clothing
  - + Turn of 20<sup>th</sup> century physical activity was part of the curriculum (Hargreaves, 1994)
  - + Tennis, hockey & badminton
  - + Women were excluded as governing bodies created (Moon, 1997)
  - + Mixed sporting opportunities were limited (Hargreaves, 1994)

# DEVELOPMENT AND DIFFUSION OF MODERN SPORT

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- × Later development phase of football
- × 1830s codification (Dunning and Sheard, 2005)
- × ‘Discipline and morality’ as key themes in games (Holt, 1989; Hargreaves, 1986)
- × **Similarities with korfbal:**
  - + Morality and fair play
  - + Development and codification in schools
  - + Government bodies only 60 years apart

# DIFFUSION AROUND THE GLOBE

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- × By the beginning of the 20<sup>th</sup> century sport was being diffused (Holt, 1989; Hargreaves, 1986)
- × Imperialism, colonisation and education (Guttman, 1995)
- × Korfbal did not spread in the same way
- × Sports did diffuse to The Netherlands during the late 1800s (Stokvis, 1979)

# THE SPREAD OF KORFBALL

- × The importance of teachers in the Netherlands (van Bottenburg, 2003)
- × Nico Broekhuysen gave courses for teachers
- × Clubs were founded (van Bottenburg, 2003)
- × First Dutch korfbal association in 1903 (Crum, 2005)
- × Imperialism e.g. Indonesia and the Dutch Antilles
- × 1920 Antwerp Olympic Games – Belgian Korfbal Association in 1921 (Crum, 2005)
- × IKF 1933, but real growth in the 1970s (International Korfbal Federation)
- × Now Great Britain, Germany, Spain, France, Papua New Guinea, USA



# WHY DID IT NOT GROW AT THE SAME RATE AS OTHER MODERN SPORTS?

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- × Dutch people who attended football were hostile (Emmerik, Keizer, Troost, et al., Undated)
- × Revolutionary in the eyes of the spectators
- × Organised women's sport was taboo (communal snub)
- × The mixed gender character
- × The Netherlands had lost its position of influential world power
- × The absence of serious international contests (Van Bottenbury, 2003)

# CONCLUSION

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- × European and American society at the turn of the 20<sup>th</sup> century included philosophies of progressive education that evidently spawned similar ideas and values on which korfball relied
- × Progressive educators, including the founder of korfball, valued the roles of women
- × **Korfball was formulated whilst women were advancing in society; sport was developed and diffused, and new educational philosophies were growing**