

P 1. The Department of Education and Worship, 1930 Jl Cilacap, Jakarta / Batavia, Weltevreden

From: Dept. of Agriculture, Industry and Commerce, Handbook of the Netherlands East-Indies; Bogor / Buitenzorg Java 1930, p. 72

In the nineteenth century European education had hardly any similarities with native schooling in the Netherlands East-Indies. The native schools were mostly institutions with a religious, Islamic, curriculum. In the twentieth century the Dutch colonial government tried to realize a breadthwise education. For that reason the governor-general Van Heutsz and his staff introduced elementary instruction by way of so-called “desa-schools” in 1906. The advantages were numerous: the education was simple, cheap and adapted to local circumstances (see survey a and b about desa-schools and link-schools).

The colonial government foresaw a great demand for native middleclass workers in the public and private service (see superstructures in survey c). Therefore in 1920 a network of education was created from desa-school up to university. The first university education (technological) was established in Bandung / Bandoeng in 1918, followed by other faculties in Jakarta / Batavia. In 1940 more than forty percent of the children (6-12 years old) attended schooltraining. The efforts of the colonial government to combat illiteracy were a success. (Source: J. van Goor, *De Nederlandse koloniën*; The Hague 1978, p.275)

One of the results of the efforts to fill up a gap between stimulation of education and eagerness to read has been the creation of mutual libraries: Balai Pusaka and Volksliteratuur.

The aim of this article is to show an impression of the serious efforts of the Dutch colonial government in the first half of the twentieth century to introduce a system of education for everybody. This article is based on the legislation from 1893, 1906 and 1915 and describes the colonial educational organization in 1935. The attention from the colonial Government authorities (Government for short or, in Dutch, “Gouvernement”) for the sake of education during the nineteenth century is outside the scope of this article!

In the surveys in this article synonyms (Bahasa Indonesia and English) are linked with a comma. A slash is used to link Dutch with Bahasa Indonesia or English. Synonyms in Dutch are linked with a comma.

1. Native primary and vocational education, Western primary education

The problem of education in the Netherlands East-Indies was a complicated one, because of the divergent needs and conditions of life of the heterogeneous populations. The standard of civilization presented all the intermediate shades displayed between the most primitive “savage” and the highest civilized groups of people.



P2. European Neutral Primary School at Malang

From: Dept. of Agriculture, Industry and Commerce, Handbook of the Netherlands East-Indies; Bogor / Buitenzorg Java 1930, p. 74

A reorganization of education for natives was carried through in 1906:

- a. the set-up of schools for native primary education in the industrial and commercial districts;
- b. the set-up of European schools, the so-called Dutch-vernacular schools.

Survey A

ad a. Primary and secondary native education (Malay vernacular):

<Infant school, kindergarten (synonyms in English) / fröbelschool, kleuterschool (synonyms in Dutch)>	
1. Desa-schools	
2. Link-schools for native girls (linking with 3.)	4. Native primary schools (linking with 5)
5. (Link-schools linking with 3. and 6.)	

3. Native primary vocational education:
training schools for teachers, nurses, technical instructors

6. Western primary vocational education:
training schools for technical and cultural engineers, Chinese and native teachers

Note: 5. was linked also with Western secondary education in behalf of highly talented native students.



P3. A class from a primary school for native girls, Batavia 1921. Location unknown! This school was established by the (Javanese) Budi Utomo Society.
From: Volkslectuur, Nederlandsch Indië; Weltevreden, Batavia 1926, p. 74

P4. A school of Muhammadiyah (Jogya 1922), a society founded in 1914 at Jogyakarta, having as objective the establishment of educational institutions, hospitals, people's banks, libraries, etc. on Islamic basis.



From: Kantoor voor de Volkslectuur, Indië in Woord en de Volkslectuur, Indië in Woord en Beeld; Weltevreden, Batavia 1924, picture 172

Municipal popular schools, so-called desa-schools, were mainly founded to combat illiteracy and to satisfy the elementary wants of the rural population. The curriculum of desa-schools (reading, writing, ciphering, hygiene, animals and plants, etc.) was simple and was worked off within three years.

A continuation in transitional (linked) classes, between the desa-schools (1. in survey A) and the native primary schools (2.) (4.) (5.), was established. The continuation classes gave the opportunity to pupils to attend a complete course of primary instruction.

So, the desa-schools with a three years course linked up with the native primary schools. In general the native primary schools consisted of five scholastic years. A sixth year with a commercial-agricultural curriculum could be added. The native second class schools claimed higher requirements. The duration of the courses were four to five years.

In the year 1920, in Java and Madura / Madoera 96% of male Europeans and 92 % of the women could be numbered among the literate, while 6,5% of the male portion of the native population and 0,5% of the women were able to read and write and for Foreign Orientals the proportions were resp. 58% and 8,5%. In the outer islands were resp.: for Europeans 96% and 90%, Foreign Orientals 29,5% and 6%, Natives 12% and 3%. In 1920 the number of desa-schools was 8.975 and in 1930 17.695. The number of native primary, Government and private schools was 1.486 in 1920 and 3.108 in the year 1930.

ad b. Western Primary education:

P5. The "Nassau" Primary School at Surabaya, 1939

C. W. Wormser, *Zoo leven wij in Indië*; Deventer 1943, p. 177



Survey B

Western primary education		
1. Native schools Dutch as a vehicular language	2. Chinese schools Dutch as a vehicular language	3. European schools Dutch as a vehicular language

European schools concorded with similar schools in the Netherlands. The education had to be in correspondence with similar institutes in Europe. These schools adapted the needs of colonial life, but also accepted the Dutch standards at the same time.

Western education was given in three different types of elementary schools: European, Dutch-Chinese and Native. The curriculum lasted seven years and Dutch was introduced as a vehicle from the lowest classes onwards. The native language (Javanese, Sundanese, Chinese, etc.) was taught also. However, because of Dutch as a vehicle in Western secondary schools, the instruction in Dutch was one of the main branches.

In the year 1930 there were 786 Government-, Municipal and private schools where Dutch was the vehicle. native pupils: 60%. In 1920: 382 schools, native pupils around 50%.

Survey C Secondary education

1. Continued Primary Education (Mulo), see “note” in survey A (linking with Superstructures 2,3,4)		
Superstructures I		
2. Section Aa	3. Section Ab	4. Section B
Oriental literature	Western-classical education	Mathematics and physics
In Dutch: oosters-literair	In Dutch: westerse klassieken	In Dutch: wis- en natuurkunde
Preparatory higher instruction	Preparatory higher instruction	Preparatory higher instruction
Linking with 5 and 6	Linking with 5 and 6	
Superstructures II see	superstructures I	Linking with 5 and 6
5. Continued Preparatory Higher Education: grammar schools etc, see below Linking with 6		
6. Universities in the Netherlands East-Indies and in Holland In Dutch: universiteiten and hogescholen (colleges / hogescholen: a typical Dutch phenomenon, usually specialized academic education in technics, law, medicine or economics)		

2. Western secondary education, Western universities and colleges

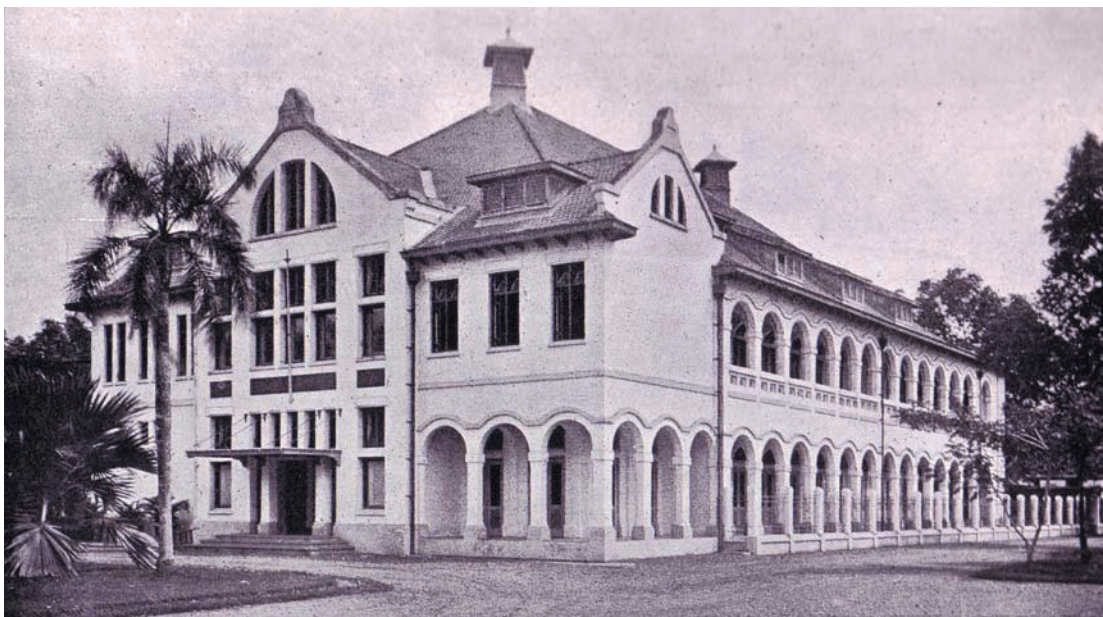
In the Netherlands East-Indies continued secondary instruction was imparted in a type of school, called General Secondary School. The General Secondary School consisted of several sections.

At first the Continued Primary Education, called “Mulo-section“ in Dutch, disposed over a curriculum lasting three years. (See “note” in survey A.) This Mulo-section gave admittance to a Superstructure, likewise lasting three years, where preparatory higher instruction was given.:

-section Aa, the oriental-literary section, where Javanese, Malay, Indian history of culture and art was taught.

-section Ab, the western-classical section, comprising latin and antique cultural history.

-section B, the mathematical and physical sections.



P6. The Catholic "Prinses Juliana" Secondary school at Weltevreden, Batavia 1924. At Weltevreden there were two more Catholic secondary schools. In the Netherlands East-Indies there were five Catholic schools: three at Batavia, one at Bandung and one at Surabaya.
Kantoor voor de Volkslectuur, Indië in Woord en Beeld; Weltevreden, Batavia 1924, picture 167

These schools, which were adapted to the wants of the homeborn students (specially natives and Chinamen), were organized on the the same level as the Dutch schools for Continued Preparatory Higher Education in the Netherlands East-Indies and in Holland and as such they also gave admittance to the Universities in Holland. Dutch schools for Continued Preparatory Higher Education consisted of :

- a. (in Dutch) Hogere Burgerschool HBS with a business-economic as well as a mathematical-chemical- physical section,
- b. Grammar School / Gymnasium (in Dutch).

There were three institutions giving university training in the Netherlands East-Indies: a technical -, a law – and a medical school. These faculties had adopted the scientific standard as similar faculties in Holland.

The University for Technics / Technische Hogeschool in Bandoeng ,raised in 1920, had a course lasting four years. In 1928 the school was frequented by 75 students (50 Europeans, 20 Natives, 5 Chinese). The University for Law / Rechtshogeschool in Weltevreden, Jakarta /Batavia, was raised in 1924.

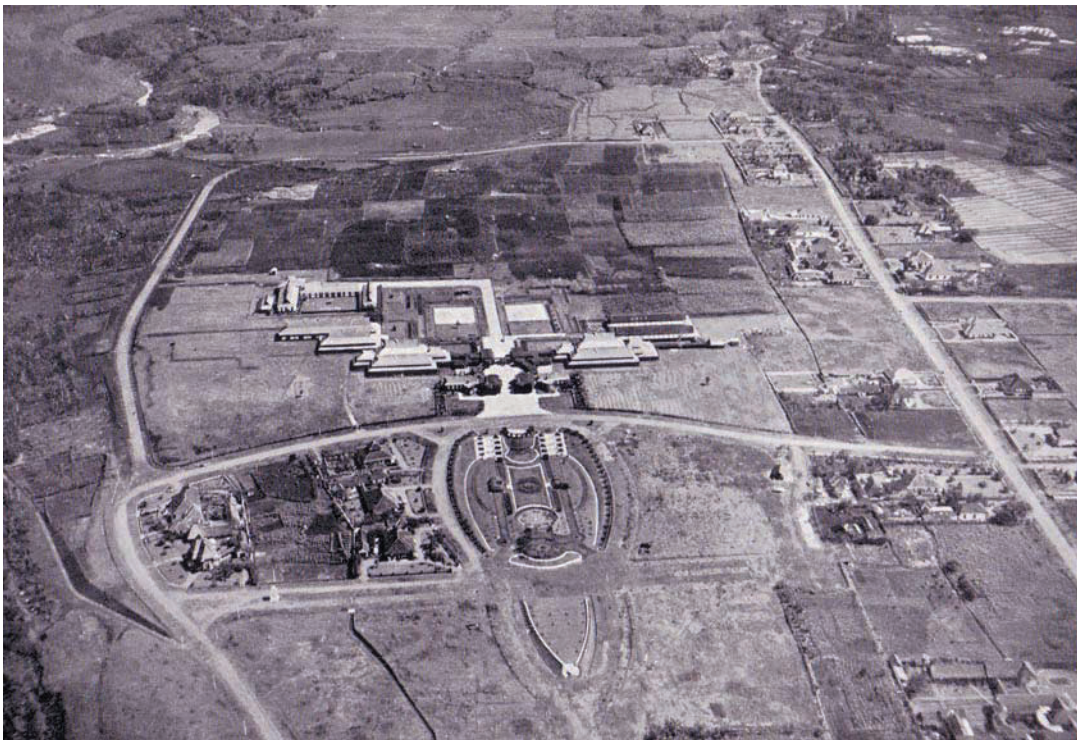
The 'Rechtshogeschool" (means law school), had a course lasting five years. In 1928 the number of students amounted to 138 (40 Europeans, 75 Natives, 23 Chinese).

The University for the Study of Medicine/ Medische Hogeschool with a seven-years' course was opened in Weltevreden in 1927. The opening of this High School resulted in the abolishment of one of the two professional schools for doctors. The number of students in the two medical schools (Weltevreden and Surabaya / Soerabaya) amounted to 410 in the year 1928. The University for the Study of Medicine amounted to 46 (17 Natives) during that year.



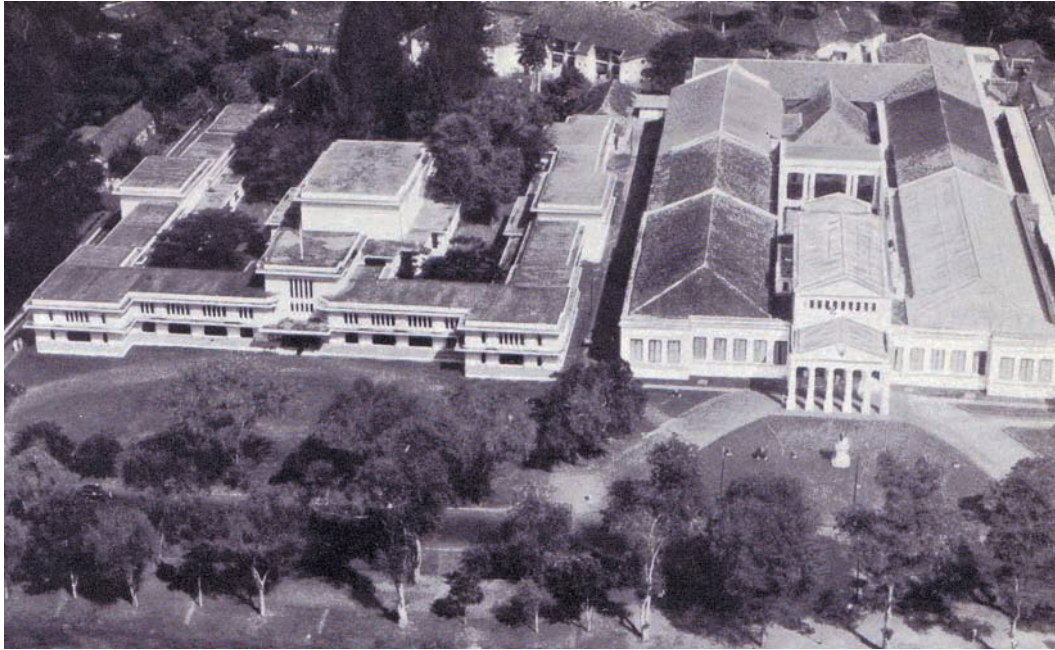
P7. Medical University (former S.T.O.V.I.A.), Weltevreden, Batavia, Jn Salemba Raya

From: Dept. of Agriculture, Industry and Commerce, Handbook of the Netherlands



P8. Bandung 1928, the Technical University with IJzerman Park seen from the south. On the right the Dago Road.

H.M. de Vries, The importance of Java seen from the air; Batavia 1928, p. 142



P9. A scientific center, with on the left the law college and to the right the museum and library of the Royal Batavia Society for Arts and Sciences, Medan Merdeka / Koningsplein, Batavia 1937.

From: Municipality of Batavia, *Batavia als handels-, industrie- en woonstad; Batavia 1937*. p. 95

Before 1933 there were two professional schools for doctors with a four-years' course: one in Jakarta / Batavia (in Dutch: School tot Opleiding van Inlandse artsen S.T.O.V.I.A, nicknamed as dokter-Djawa-school; raised in 1851,) and the other one in Surabaya / Soerabaya (in Dutch: de Nederlandsch-Indische Artsenschool N.I.A.S; raised in 1913). Registered doctors were qualified in the Netherlands East-Indies only. A continued training for two years, could be added in Holland. The S.T.O.V.I.A. was closed in 1933.

3. Professional schools.

Linked with primary schools / link schools (see survey A) and with continued primary education (see survey C) there were a number of schools in the Netherlands East-Indies, which offered the opportunity to pupils of all nationalities to train themselves for social professions: the training of civil officers, teachers as well as medical, veterinary, commercial, technical education, etc. Two streams:

- elementary technical training,
- secondary vocational education.

We take elementary technical training for an example. With a view to economic development in view, native craft schools were established since 1909. The intention was to give to natives the opportunity of learning a handicraft: (limited) general education, carpentry, fitting, forging, professional drawing etc.

Survey D Professional schools, continued instruction

<Elementary technical training>
1. Continued primary education (Mulo); linking with secondary vocational education 2,3,4,5,6,7,8,9
Secondary vocational education
2. Native medical instruction
3. Secondary agricultural instruction
4. Training of civil servants
5. Native law
6. Veterinary college
7. Training of teachers
8. Nautical training
9. Secondary technical instruction

The pupils could easily find employment. Native craft schools were established also in centres where industrial arts already existed. Artisans were trained locally in these schools, allowing them to find employment in their own region or to open private workshops in the neighbourhood.

The following is an enumeration of this kind of technical and professional schools established in the Netherlands East-Indies around 1930. There were five public technical / professional schools (duration four years) as well as twenty-nine native and branch schools (duration three or two years). Clerical organizations and private enterprises, such as sugar mills, organized seventeen private professional schools (duration mostly three years).

4. Final remarks

a. In the first place the presentation of a summary because of the complicated character of our subject.

The summary was structured from the bottom upwards.

Survey E Summary

- Secondary vocational instruction (7)		- Secondary Superstructures, HBS (see below) and grammar schools, etc. (8a) - Universities (8b)
	Primary Continued Education, Mulo (6) linking with 7, 8a	
Primary vocational education, native (4a) and western (4b)		Western primary education (5) -native schools -European schools -Chinese schools
Link-schools (3b) linking with 4a, 4b, 6		linking with 6 and 8a

Link-schools for native girls (3a) linking with 4a		
Native primary education (2)		
Desa-schools (1) Linking with 2 in continuation classes		

2. Private schools (mostly with a right to subsidies from the government)

a. Schools established by clerical (Christian and Islamitic) organisations

b. Schools established by secular organisations

For example:

The Budi Utomo Society / Boedi Oetomo Society (literally: important ambitions), established 1908

The Budi Utomo (Utama) Society strove after development and education on Java and Madura/ Madoera. The society founded a lot of schools. and had a right to subsidies from the government.

Kartini-schools, established 1911

Named after Raden Adjeng Kartini (1879-1904). Kartini had an aristocratic, Javanese, background. Her aspiration was the liberation of Indonesian women from isolation and backwardness. This very talented woman died of puerperal fever in 1904, only 25 years old! The colonial government supported the Kartini-schools for native girls with the creation of a special Kartini-fund (1913). One could find Kartini-schools all over Java: Batavia, Semarang, Madiun, Malang, Cirebon, Bogor, Surabaya, Surakarta.



P11. Kartini-school, Jakarta, Batavia 1926

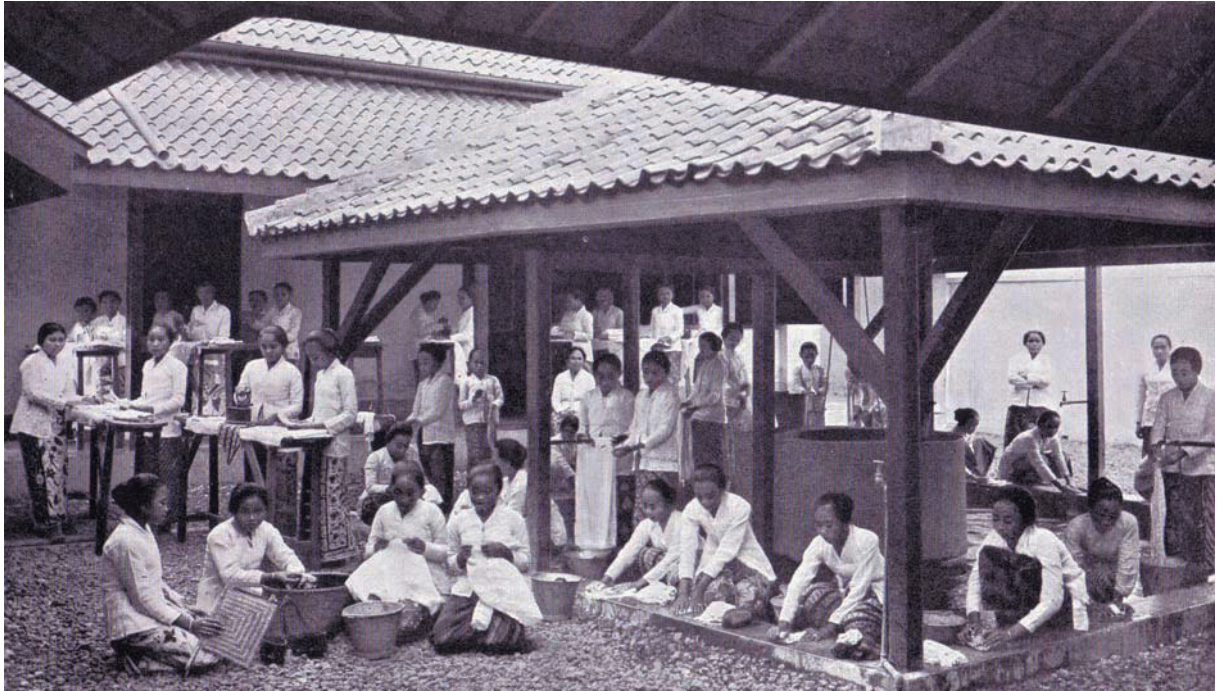
From: Volkslectuur, Nederlandsch-Indië; Weltevreden, Batavia 1926, p. 96

Muhammadya Society, established 1914

(See picture 4)

Van Deventer Schools, established 1918

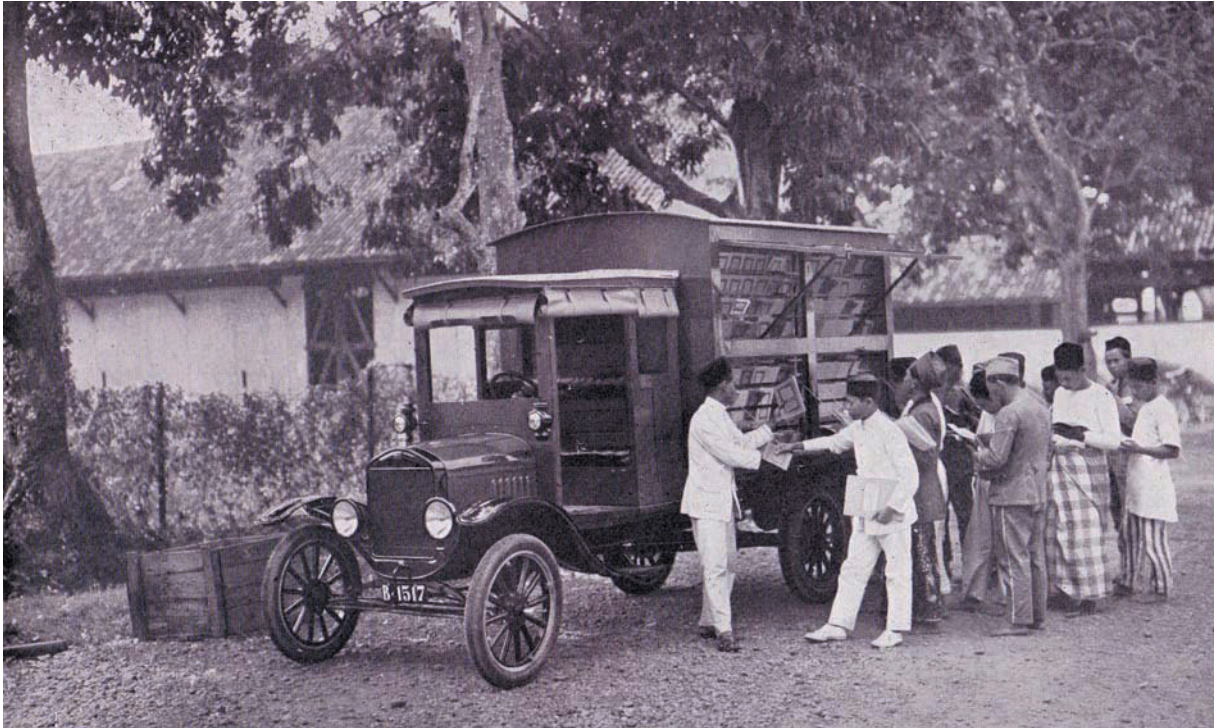
Private training schools for native female teachers. Conrad Theodor van Deventer (1857-1915), a colonial-Indonesian government-official, devoted himself to the ideal of putting into effect an ethical colonial policy.



P12. Van Deventer School, location unknown

From: Department of Agriculture, Industry and Commerce, Handbook of the Netherlands East-Indies; Batavia 1930, p. 95

3. The Bureau of Popular literature and Allied Activities / Volksliteratuur, established in 1917



P13. Sale of books in the interior by motorcar of the Bureau of Popular Literature
From: Department of Agriculture, Industry and Commerce, Handbook of the Netherlands
East-Indies; Batavia 1930, p. 80

The aim of the Bureau was the publication of periodicals and books in, especially, native languages. In 1920 there were about 700 native (and Dutch) popular libraries. In 1932 their number had increased to about 3.000.

drs D. Teeuwen
H. Doorn

