

The *Landbouwschool* and the Impact for Indo-European Society in Giesting, Lampung, 1926-1942

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Abstract: In the early 20th century, Indo-Europeans in the Dutch East Indies faced increasing socio-economic marginalization, driven by competition with indigenous populations and limited access to land and labor opportunities. In response, the *Indische Europese Vereniging* (I.E.V.) initiated colonization efforts beyond Java, notably in the Lampung region, where a settlement named Giesting was established. This study examines the role of education in developing the Giesting colony, focusing on the founding of the *Landbouwschool* (Agricultural School) in 1929 as a key institution in cultivating agrarian skills and community identity among Indo-Europeans. Using a historical methodology comprising heuristics, source criticism, interpretation, and historiography, this research draws on archival documents, oral histories, and secondary literature to trace the socio-cultural and economic functions of the school. The findings reveal that the *Landbouwschool* served as a center for agricultural training and a mechanism of social integration and empowerment for a community in a precarious colonial position. The institution's legacy persists in the local toponymy and memory, offering insights into the intersection of education, identity, and colonial settlement policy in the late Dutch East Indies. This study contributes to broader discussions on colonial education, race, and social engineering in comparative imperial contexts.

Abstrak: Pada awal abad ke-20, Masyarakat Indo-Eropa di Hindia Belanda menghadapi marjinalisasi sosial ekonomi akibat meningkatnya persaingan dengan penduduk pribumi serta keterbatasan akses terhadap tanah dan kesempatan kerja. Sebagai respons, Indische Europese Vereniging (I.E.V.) memprakarsai upaya kolonisasi di luar Pulau Jawa, khususnya di wilayah Lampung, yang kemudian dikenal dengan nama Giesting. Penelitian ini mengkaji peran pendidikan dalam perkembangan koloni Giesting, dengan menitikberatkan pada pendirian Landbouwschool (Sekolah Pertanian) pada tahun 1929 sebagai institusi kunci dalam pembentukan keterampilan agraris dan identitas komunitas Indo-Eropa. Menggunakan metode penelitian sejarah yang mencakup heuristik, kritik sumber, interpretasi, dan historiografi, penelitian ini memanfaatkan dokumen arsip, sejarah lisan, dan literatur sekunder untuk menelusuri fungsi sosial, kultural, dan ekonomi dari sekolah tersebut. Temuan menunjukkan bahwa Landbouwschool tidak hanya berperan sebagai pusat pelatihan pertanian, tetapi juga sebagai alat integrasi sosial dan pemberdayaan bagi komunitas yang menempati posisi kolonial yang ambigu. Dampak dari sekolah ini masih dapat ditelusuri melalui toponimi lokal dan ingatan kolektif masyarakat, serta memberikan wawasan mengenai hubungan antara pendidikan, identitas, dan kebijakan pemukiman kolonial pada masa akhir pemerintahan Hindia Belanda. Studi ini memberikan kontribusi terhadap diskusi yang lebih luas mengenai pendidikan kolonial, ras, dan rekayasa sosial dalam konteks imperialisme.



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INTRODUCTION

In the early 20th century, education provision in the Dutch East Indies underwent significant transformations, gradually expanding access beyond European elites to include Indo-European and indigenous populations. Dutch became the primary language of instruction, and formal education emerged as a central tool of colonial governance (Furnivall, 1944; Cribb, 2000). For indigenous communities, access to schooling opened new opportunities for social mobility and participation in the colonial bureaucracy (Saputro, 2022). However, this expansion also disrupted the socio-economic positioning of Indo-Europeans, who previously held secure roles in government offices, private enterprises, and small businesses. Increasing competition from better-educated indigenous groups often willing to work for lower wages resulted in the displacement of many Indo-Europeans from urban labor markets.

Indo-Europeans similarly struggled to compete in the agricultural sector, which remained the primary livelihood for the indigenous majority. Limited access to affordable land and a perceived erosion of their rights as European descendants further exacerbated their vulnerability (De Vaderlansche Club in Nederland, 1934). These challenges prompted Indo-European organizations, most notably the Indo-Europees Verbond (I.E.V.), to promote agricultural colonization outside Java as a means of economic self-sufficiency. One of the earliest initiatives was the establishment of a colony in Giesting, South Sumatra (now Lampung), where I.E.V. members successfully cleared a 5-kilometer stretch of fertile forest along the Telokbetung–Kotaagung highway for agricultural development (Groenen, 1939).

The region chosen for colonization by Indo-Europeans was later named Giesting. Giesting is an agricultural area founded by I.E.V. and Indo-Europeans in South Sumatra, particularly Lampung (De Vaderlansche Club in Nederland, 1934). Since the beginning of colonization in Giesting, around 500 *bouw* (The *bouw/bahu* unit was used for agricultural areas in the form of paddy fields or fields in the Dutch East Indies era, 1 *bouw* was 7096.5 square meters) of land was allocated to the colony, with around 340 *bouw* used for coffee plantations (Kosters, 1932). The Giesting area became a destination for Indo-Europeans looking for a better life in a new environment, which prompted establishing special schools for them in Giesting. In line with the I.E.V.'s vision of community development, a school was erected to serve the colony's children.

Opened in July 1927, the *Landbouwschool* (Agricultural Colony Primary School) became a central institution for the social and economic integration of the Indo-European settlers (Belonje, 1927).

However, this school's function must be understood within broader colonial and postcolonial frameworks. Education in colonial contexts often served dual purposes: providing basic skills while reproducing Eurocentric values, enforcing cultural assimilation, and reinforcing class and racial hierarchies (Altbach & Kelly, 1978). In British India, for example, colonial education created a class of English-educated intermediaries while distancing them from vernacular traditions (Bhabha, 1994), while, in French West Africa, *écoles indigènes* offered minimal literacy and discipline rather than genuine social mobility (White, 1996). These comparative cases highlight colonial schools' complex roles in shaping labor, constructing identity, and sustaining imperial power. The *Landbouwschool* in Giesting, though less studied, aligns with these patterns and offers a valuable case for understanding settler-colonial education in the Dutch East Indies.

While the Dutch colonial education system has been the subject of various studies (e.g., Suratminto, 2013; Emerson, 1946; Kristinsson, 2012), research specifically addressing Indo-European agricultural colonization remains limited. Existing literature tends to focus on Javanese transmigration and native participation in colonial agricultural development (Oktaviani, 2021), leaving a significant gap in our understanding of how education supported settler communities such as the Indo-Europeans in Giesting. The role of schooling in shaping their identity, social positioning, and integration within broader colonial strategies has yet to receive adequate scholarly attention.

This study addresses this gap by focusing on the *Landbouwschool* in Giesting from 1926 to 1942. The starting point marks the official launch of the I.E.V. colonization scheme, distinct from contemporaneous native resettlement projects in Gedong Tataan, Kota Agung, and Sribesuki. The end point 1942 corresponds with the collapse of Dutch colonial rule following the Japanese occupation, formalized through the Kalijati Agreement on March 9, 1942 (Rizal, 2014). By examining the establishment and impact of the *Landbouwschool*, this article contributes to broader discussions on education, identity, and settlement strategies in colonial Southeast Asia. It positions the Giesting case not only as a localized historical episode but also as part of a global discourse on colonial education and identity

formation.

METHOD

The method applied in this research is the historical method. In Gottschalk's (1975), the historical method is defined as a critical process of examining and analyzing records and relics of the past. Historical research methods are a series of principles and rules that are arranged systematically to guide the process of collecting sources, critically evaluating or testing these sources, and compiling synthesis results, which are generally presented in written form (Wasino & Hartatik, 2018). This research aims to identify, find, and collect historical sources relevant to the history of agricultural schools and their impact on agricultural activities among Indo-Europeans in Giesting in the period 1926-1942. At this stage, researchers explore data related to the problem being investigated, both in written and oral sources.

In the heuristic stage, searching for written sources, such as archives, books, journals, and other types of literature that are relevant to the research problem, becomes the focus. Library and primary sources were found through various sources, including Delpher, KITLV, *Google Books*, and *Google Scholar*. In addition, gathering sources also involved an interview with Adolf Kloer, a descendant of one of Giesting's Indo-European pioneers, namely Mr. K. Kloer. Next, external criticism is carried out to evaluate the authenticity of historical sources, including the origin of the document, the time it was created, its creator, the age of the source, the agency that created it, whether it is an original or a copy, and whether the source is intact or has undergone changes. After that, it continues with internal criticism, which examines the source's credibility through its content, the ability of the source creator, and their responsibilities. The assessment is carried out by comparing testimony with other sources that are reliable in terms of truth.

The next stage is interpretation, which involves careful reading of the sources, followed by comparison between the sources to carry out relevant analysis. The next step is to connect facts to one another to reveal the cause-and-effect relationship between the events that occurred. The final step in the interpretation process is interpreting all the data obtained from sources, connecting them to form a complete picture of historical facts. The final stage in the historical method is historiography. Historiography is the final stage in historical research,

which involves the application of critical and analytical thinking skills to produce conclusions about historical facts. This research uses historical data analysis techniques, which refer to the analysis of historical data using source criticism to assess the reliability of the sources used in writing history. This historical data analysis technique presents a framework of thought that includes various concepts and theories used in the data analysis process (Sjamsuddin, 1996). The data that has been obtained then goes through a process of interpretation, content analysis and in this analysis the data is required to always refer to the theoretical framework used so that results will be obtained in the form of a set of facts that are relevant to the research (Kartidirdjo & Suryo, 1992).

BACKGROUND TO INDO-EUROPEAN EDUCATION AT GIESTING

Indo-European colonization in Giesting continued to expand over time. With this expansion, the Department of Education promises to provide full support for access to education for Indo-European colonists in Giesting. Colonization in Giesting with poorly trained settlers with little knowledge of agriculture would certainly face difficulties. Therefore, agricultural education became a very important need as the main condition for making Indo-European agriculture in Giesting successful (*Arnhemsche Courant*, 1938 ; De Keizer, 1928a). Additionally, the Giesting colony faced income, housing, and personal care challenges, making it difficult for them to have servants or additional workers. Facing this problem, the I.E.V. Colonization Committee tried to find the right solution. They then discussed the establishment of agricultural schools with the Ministry of Education. After the first visit of the Deputy Director of Agriculture, Mr. Hoekman, to Giesting, inspectors Stevers and Smit of that department came in January. These two men assisted in selecting a suitable location to establish the new school and held a series of discussions with community leaders at the time. This marked the first step in planning for the establishment of an agricultural school that would hopefully provide the Giesting settlers with the agricultural knowledge and skills necessary to be successful in their agricultural endeavors (Mazel, 1929).

After a visit made by Mr. Hoekman, who served as Deputy Director of Agriculture, along with several other officials to Giesting, Mr. Hoekman expressed his high hopes for the future prospects of the Giesting colony. This gave rise to confidence that the government would open up

opportunities for Indo-European colonists in Giesting to gain practical knowledge in agriculture with the guidance of an agricultural teacher (Van Been, 1928). Many prominent figures were present at the I.E.V. congress meeting held in Batavia on March 30, 1929. Vice President of the Dutch East Indies Council, Mr. Creutzberg, was present along with members of the council, the Governor, the Director of the General Administration Department, the President and Director of Javache Bank, government representatives in the Volksraad, the Army Commander, the Navy Commander, and other members of the Volksraad. This congress was held in celebration of I.E.V.'s tenth anniversary. One of the topics discussed at the congress was the Giesting colonization. The government announced its plans to allocate funds in the budget to establish an agricultural school in Giesting. Apart from that, they have also prepared an agriculture teacher to be involved in this project. This shows the government's commitment to supporting the development of agriculture and education in the Giesting colony (Heloring, 1929).

After I.E.V.'s central management submitted a request to the government to establish an agricultural school in Giesting or at least provide management with expertise in a similar field, an in-depth discussion was held. The government, especially the Department of Agriculture, Industry and Trade, fully supports this request. However, they felt that preparations were needed before establishing such a school. These preparations will include three years of exploitation at the test site.

Therefore, at the end of June 1929, an agricultural official from the Agricultural Extension Service for Outer Territories was sent to Giesting for this exploitation phase. During this period, ex-

ploitation work will be carried out at his home, while he will live temporarily at a local guest house or *pesanggrahan*. Mr. Wijers, an agronomist, will be part of the Giesting community for three years, working closely with the settlers to exploit this trial site. The purpose of this step is to ensure thorough preparation before establishing the desired agricultural school (Hallermann, 1929).

LANDBOUWSCHOOL IN GIESTING

Apart from establishing Elementary Schools or ELS (*Europese Lagere School*), an agricultural school was also opened for young people of Indo-European colonization in Giesting. The Agricultural School or *Landbouwschool* in Giesting opened on July 1, 1929, with a study and practice period of 3 years (Besnard, 1931). In accordance with the decision of the I.E.V. congress (De Sumatra post, 19-04-1927) "*Goedgekeurd werd een Voorstel tot oprichting vans een lagere Landbouwschool in de Lampong Colony. Aangenomen een Voorstel verzoekend om instelling vans een institute als weleer in Gombong bestond*". The main aim of establishing an agricultural school for Indo-Europeans at Giesting was to provide basic agriculture education while also providing home economics lessons. The opening of this agricultural school aims to ensure that young people in Giesting can become qualified farmers and be able to manage agriculture well, as expressed by Versteeg in 1941. This is an important step in preparing the younger generation to face challenges in the agricultural and economic sectors of households in the Giesting colony area (Versteeg, 1941).

To provide accommodation for young people undertaking agricultural training, action was taken to renovate a building that I.E.V. had previously purchased. The building was originally a rest house built by Kota Agung's Inspector Koster on colony land for himself and his family. However, as Mr. Koster was reassigned, the building became available in a new context. The building was then converted into a guest house, while the old guesthouse was used as a dormitory for young people who would train in agricultural training. This was an important step in providing suitable facilities for the students to live in during their training at Giesting, ensuring that they had a comfortable and safe place while they obtained their agricultural education (Goldsmann, 1929).

Landbouwschool in Giesting has a living laboratory covering an area of about half a hectare. The laboratory is divided into different sections, each used to cultivate different types of plants. Some of the plants grown in this laboratory include:



Figure 1. *Pesanggrahan* built for Indo-Europeans (source: KITLV 119036 <http://hdl.handle.net/1887.1/item:890950>)

Rubber plants, including the Bodjongdatar and Bogaredjo varieties, Robusta coffee with varieties No. 105/03 and 72/01, Manado variety yellow corn de Brookseedeling, soybeans, upland rice or *huma*, and several other types which are specifically used for pig feed. In addition to the laboratory, *Landbouwschool*'s facilities also include a warehouse, drying floor, and guardhouse in addition to the laboratory. These facilities are designed to support agricultural education and agricultural experimentation for the youth attending them, as well as to provide a suitable place for the storage and maintenance of crops and agricultural equipment (Mazel, 1929).

Establishing educational institutions in the agricultural sector, such as the *Landbouwschool* in Giesting, was an important step in continuing Indo-European colonization in the region. Considering that the main aim of this colonization was to develop Indo-European agriculture in Giesting, it was very necessary for the colonists to have strong knowledge and understanding of the field of agriculture. Therefore, establishing *Landbouwschool* is a strategic step, intending to produce a young generation of Indo-Europeans who have in-depth knowledge of agriculture and can apply the knowledge they learn practically in agricultural management.

Apart from establishing the *Landbouwschool* in 1937, through a meeting of the I.E.V. Main Council held in Batavia, an orphanage in the Giesting area was also planned. The meeting results were published in the *Bataviaasch newspaper Nieuwsblad* on 13 December 1937. This plan reflected I.E.V.'s commitment to providing broader support for the Indo-European colony of Giesting, including in terms of social welfare and education of the younger generation. The following is an excerpt from the newspaper:

Onze editor te Batavia meldt In de hoofdbesturs vergadering vans het IEV van heden zal het Thans reeds meer uitgewerkte plan om op de Giesting een weeshuis op te richten, verdere behandeling; krijgen. Voor de Giesting zelf is in zekeren zin geen weeshuis noodig, daarom is het better te spreken vans een tehuis handicap weezen, die vans elders naar de Giesting overgebracht zullen worden. Hittite tehuis ls voorloopig onworpen handicap 15 oudere jongens en 15 oudere meisjes, die tegelijk practice vorming handicap den boerenstand zullen krijgen. (Kolling, 1937).

Based on information from the newspaper, the I.E.V. Main Council has planned for the coming

year, namely the establishment of an agricultural school which will be combined with an orphanage under the name "*Weeshuis op de Giesting*". This orphanage is planned to accommodate 15 boys and 15 girls. Apart from being a place to live, the children living in this orphanage will also receive practical training in agriculture. This plan reflects I.E.V.'s commitment to providing education and training for the younger generation in Giesting, while also providing them with a safe and comfortable place to live. It is also hoped that this move will help advance Indo-European agriculture in the region.

Giesting orphanage was to create a group of boys and girls who would grow and become capable young men and women in an agricultural environment (Besnard, 1938). Boys receive an agricultural education and will do agricultural work from an early age, which is still simple in nature. Meanwhile, women will receive household education and are also trained to be able to work in agriculture. In this way, it is hoped that in the future a generation will grow up in agriculture (Bloot, 1938a). The Giesting orphanage was founded under the auspices of de Hoog's wife, namely Mrs. Van Starkenborg Stachouwer. In these orphanages, orphans found shelter, who might later be destined to set foot in agriculture (Bloot, 1941a).

LANDBOUWSCHOOL IMPACT GIESTING FOR AGRICULTURE

The *Landbouwschool* in Giesting at its inception had ten students who were undergoing education and training in the field of agriculture. To be able to enter this school, there are two main requirements that must be met by young people who are interested in registering. First, they must have a health certificate issued by a doctor confirming their health is adequate to take part in this training. Second, prospective students must be at least 18 years old and not more than 26 years old. In terms of academic knowledge, *Landbouwschool* does not require special requirements related to previous educational qualifications. Although a basic understanding of administration and communication skills are considered useful, these requirements are not a barrier to student acceptance. *Landbouwschool* is committed to helping those who are less fortunate, especially Indo European community who face financial limitations or other obstacles in obtaining adequate formal education. With this approach, the school sought to provide useful agricultural training and education to those who needed it, without limiting themselves to rigorous initial academic qualifica-

tions (Mazel, 1929).

Students at *Landbouwschool* Giesting shows high enthusiasm and ambition in taking theoretical and practical lessons. The agriculture teacher, Mr. Wijers, was very satisfied with the enthusiasm of the students. During the visit of de Hoog to Giesting, discussions were held about the expansion and development of education. The aim is to expand the subject matter and accept more young people who want to attend *Landbouwschool* (Belonje, 1930). Since the beginning, the government has provided full support for the opening of the *Landbouwschool* in Giesting by sending an agricultural teacher, namely Mr E. W. Wijers, from the Department of Agriculture. Mr. E. W. Wijers was an agricultural official working directly under the Agricultural Extension Service inspector for the Outer Areas. This shows that the government has provided teachers that suit the needs of the agricultural school in Giesting. Under the guidance of Mr. Wijers, students not only acquire agricultural theory, but also engage in practical training, including the cultivation of various types of crops other than coffee. This approach reflects a commitment to providing comprehensive knowledge and skills to students so that they can be successful in their future agricultural endeavors.

Discussions regarding the future of the *Landbouwschool* in Giesting took place in the second year after its opening. The meeting involved several important figures, including Dr. Ch. J. Bernard as Director of the Department of Agriculture, B.H. Paerels as Head of the Department of Agriculture, and H.C. Bongers as Inspector of Agriculture, on the one hand. On the other hand, Mr. F.H. de Hoog and Nic Bit, who are I.E.V. main board members, also took part in the discussion. The topic discussed was the status of *Landbouwschool* Giesting, which at that time had accepted ten students. During the meeting, it was decided that *Landbouwschool* Giesting, which had been operating since July 1, 1929 with a study period of 3 years, would continue until mid-1932 without accepting new student registrations. This decision was taken with the aim of providing sufficient time for the growth of plants cultivated at the school so that a definitive assessment can be carried out for further planning and organization of the school. In this scenario, students will receive joint theoretical and practical training under the guidance of agricultural teachers for the first 1,5 years. Next, they will spend the next 1,5 years in more independent training, still under the supervision of agricultural teachers. Each student will be given a private farm of around 5 *bouw*

to manage themselves. At each 1,5 year interval, students who are not yet considered ready to work independently can accept new students. Therefore, there will be no admission of new students to *Landbouwschool* Giesting before the beginning of 1933 was in accordance with the decisions taken in those discussions (Besnard, 1931).

Allowances given to each *Landbouwschool* student Giesting is f50 per month, of which f40 is used to pay their boarding fees, and the remaining f10 is used as their pocket money. At first, the students lived in the settlers' houses, but then they were placed in separate buildings built especially for them. In addition to stipends, students also receive work clothes and garden shoes every year. Their training schedule at *Landbouwschool* is set from 06.00 to 11.00 with a 30 minute break, then continues from 14.00 to 16.00. Education at this school lasts for three years. If students can follow the training well and obey, they can receive 5 *bouw* of land from I.E.V. and also financial support until they can support themselves. Mr. Wijers, the agriculture teacher at this school, was very satisfied with the students' performance, considering their background. In fact, several of these students received special praise from Mr. Wijers for their achievements in participating in training at this agricultural school. This shows the high dedication and enthusiasm for learning from *Landbouwschool* students Giesting (Mazel, 1929).

There is great hope that under the wise and careful policy of Mr. Wijers, the experiments carried out at *Landbouwschool* Giesting was able to succeed in finding new solutions to overcome problems that were difficult for small Indo Europeans to face. One solution being sought is to strengthen small-scale agriculture by growing food in sufficient quantities. The teaching provided at this school has followed the original design that promotes mixed farming practices (Mazel, 1929). Through this approach, students are taught about various aspects of agriculture, including food crops, as well as special crops suitable for agricultural culture in Lampung, such as coffee, rubber, and pepper (Besnard, 1931). The mixed farming practices approach provides opportunities for students to gain diverse experience in managing different types of crops. This teaching pattern suited the needs of Indo-European settlers, especially at the beginning of their arrival, where they were looking for new commodities that could be cultivated in Giesting apart from main crops such as coffee. Thus, *Landbouwschool* Giesting played an important role in helping Indo-Europeans develop agriculture by diversifying food



Figure 2. Corn farming was introduced in Giesting (source: KITLV 119034 <http://hdl.handle.net/1887.1/item:890822>)



Figure 3. Coffee plantations begin to open in Giesting (source: KITLV 119035 <http://hdl.handle.net/1887.1/item:886279>)

crops to meet their subsistence needs.

After opening the *Landbouwschool* in Giesting with a three-year educational program, I.E.V. started an initiative to open a social institution in the form of an orphanage which also provides agricultural instruction to the children living in the orphanage. This plan began to be designed in 1937. In this second period, there were several changes in the implementation of the *Landbouwschool* in Giesting, where agricultural education was combined with the Giesting orphanage. The purpose of establishing this orphanage in Giesting was explained in the newspaper *De Locomotief* on 11 June 1938, which stated:

Het weeshuis, zal in de eerste plaats een tehuis zijn handicap, Indische weezzen en halfweezzen, doch daarnaast OK handicap arme, misdeelde Indische kinderen, aldus kinderen, die door hun armoedige omstandigheden vaak niet de Eur. Lagere School zullen hebben kunnen doorloop. Al die kinderen free worden opgenomen en in de gelegenheid

gesteld om op de, naast het weeshuis op te Richten, Lagere Landbouwschool onderricht te krijgen. Zij zullen onder deskundige leiding in het landbouwwak opgeleid worden, om zich op de Giesting, het IEV-Kolonisatie terrein, tegelijkertijd praktisch te bekwamen handicap den, door ons IEV-ers zoo zeer nagestreefden, "Indischen Boerenstand" (De Keizer, 1938).

The orphanage would be a home for orphans and Indo Europeans children, but also for poor and disadvantaged Indo Europeans children, namely children who, due to their difficult financial conditions, were often unable to complete their European Primary School. All these children will be admitted free of charge and given the opportunity to receive education at the Basic Agricultural School which will be established near the orphanage. They will receive training in agriculture under the guidance of experts, so that they can develop their practical abilities in Giesting, the I.E.V. colonization area, and at the same time, prepare themselves to become part of the '*Indischen Boerenstand*' which is highly desired by I.E.V. members.

The establishment of this orphanage was not due to the inadequacy of existing orphanages or because I.E.V. was unable to collaborate with existing orphanages. Rather, this is a step taken by I.E.V. as part of their contribution to this field. They also wanted to establish a lower-level agricultural school in Giesting. This effort was carried out with a strong determination to contribute more to the field of agricultural education (Van Goudoever, 1938). The construction of this orphanage is located at kilometer 95 before entering the Giesting colonization area from the main road Talang Padang to Kota Agung. Two dormitories were built separately, one for boys and one for girls, with additional buildings for washing and toilet facilities. In addition, there is a control center building, kitchen, warehouse, linen room, ironing room, wood warehouse and laundry room. Each dormitory has the capacity to accommodate approximately 25 beds (Besnard, 1938). The construction of this facility is a concrete effort from I.E.V. to provide decent housing and adequate facilities for the children living in their orphanage, as well as to support the agricultural education they provide in Giesting.

Construction of the orphanage complex is progressing satisfactorily. For this reason, the opening is expected to take place in early August 1938. Meanwhile, the agricultural school, which will certainly be well received by the children of the Giesting settlers, will be opened as soon as possible. It is hoped that this agricultural school will receive

subsidies from the government (Jansen, 1938) . Giesting's fertile soil certainly requires care. Colonization with settlers who were not trained with knowledge of crops, livestock, etc. was bound to lead to failure. The Colonization Commission's involvement was more intensive in carrying out its responsibilities towards the Indo-European colony in Giesting. The next generation of children must receive a proper agricultural education, with the necessary training, as well as lessons in the agricultural trade or any trade. The existence of an agricultural school as well as an orphanage will provide the right seeds for colonization. There was room for about 25 children (boys and girls) aged 6-14 years in the future orphanage (Van Ramshorst, 1938). One of the newspapers that published articles about the Giesting orphanage was the Newspaper *De Indische Courant*, dated August 30, 1938. The following is a quote from the newspaper:

Er zijn thans 10 jongens en 2 meisjes, van 6 tot 14 jaar. De meisjes zijn afzonderlijk gehuisvest. Te Zijner tijd zal bij volwaardige bezetting vans het weeshuis een afzonderlijke ziekenzaal worden gebouwd, verder zijn er plannen handicap een vakschool handicap meisjes en een Landbouwschool handicap jongens. Voor den landbouw beschikt men over een uitgestrekt gebied, ter dispositie staan in total 63 ha., zoodat er ruimschoots gelegenheid is uncle de jongens in de landbouwpraktijk op te leiden. Op goede gronden mag de verwachting worden uitgesproken, dat men, met de stichting vans het Giesting-weeshuis op weg is naar een Indischen landbouwersstand. (Bloom, 1938a).

Giesting orphanage accommodated 10 boys and 2 girls aged between 6 and 14 years. Girls are housed separately to ensure comfort and appropriate care. When the orphanage reaches full capacity, the plan is to build additional facilities in the form of a separate hospital, a vocational school for girls, and an agricultural school for boys. 63 hectares of land has also been made available for agricultural activities, which will provide ample opportunities for boys to receive practical agricultural training. The Giesting orphanage provides many benefits for the children who live there. In addition to basic education such as reading and writing, they also have the opportunity to receive professional training in agriculture. This opportunity is invaluable in opening the door to a brighter future for them. Seeing the growing interest in this educational concept, the plan was to expand the educational program with a

focus on agricultural education, thereby providing greater opportunities for these children to develop their abilities and knowledge in agriculture (Bloom, 1939).

The Giesting orphanage, of which 14 were girls. Their ages ranged from 6 to 20 years, and all appeared neat and quiet in this educational environment (Bloom, 1941b). Combining agricultural education with orphanages is a big step taken by I.E.V. Through this agricultural education, children gain basic knowledge about agriculture. This is done to form a strong farming spirit from an early age and create the next generation who are superior in agricultural development in Giesting compared to the previous generation.

However, the entry of Japanese troops into the Dutch East Indies in 1942 brought major changes to Giesting. Japanese troops landed in southern Sumatra, and at Giesting, two Japanese appeared and ordered the men to get ready quickly and get into the waiting trucks. They were all taken to Pringsewu. The priest and all the nuns from Tanjungkarang and Giesting also gathered in Pringsewu. All Europeans and Eurasians were required to gather at the Pringsewu market on orders from the Japanese commander. The number of Europeans who gathered at that time was 22 people, consisting of 13 Germans and 9 Dutch people. Towards evening, they were all taken to Tanjungkarang, with an undisclosed destination by Japanese troops. The men were thrown into Lebak Budi prison, while the women were placed in the Durian Payung police barracks. They were all forced to work as coolies on the city streets (Paassen, 2018).

Information provided by Mr. Adolf Kloer, a descendant of the K. Kloer family, describes the impact of Japan's entry into the Giesting area. When the Japanese arrived, many Indo-Europeans were arrested and evacuated to various areas such as Myanmar, Thailand, and other places. Coffee farming activities could not be maintained because Japan instructed to change the main crop to rice. Apart from that, schools were also closed, which resulted in children being forced to stop their education. One of the students affected was Mr. Adolf Kloer, who at that time was 7 years old and had just entered second grade at ELS Giesting. On April 18, 1943, the Indo European sisters and Mr. Kloer's family from Giesting were released. After moving to Bandung, Mr. Adolf Kloer finally had the opportunity to continue his basic education which had stopped. He then succeeded in continuing to a higher level of education at a secondary school (MULO) in Bandung. This is an example of the

huge impact experienced by the Giesting population during the Japanese occupation of the Dutch East Indies (Kloer, 2022).

Indo-European educational institutions in Giesting, including ELS and *Landbouwschool*, could not survive after the Japanese occupation of Indonesian territory. All types of schools originating from the Dutch colonial period were closed, and Japan replaced the education system with the aim of producing soldiers who could be used in Japan's war interests. As a result, the education system in Indonesia experienced a significant decline in the number of schools. ELS and *Landbouwschool* Giesting was closed after Japanese troops arrested all Indo-European residents in Giesting. Apart from that, Japan implemented a war economic system in Indonesia and made this country a buffer zone for Japanese military interests. The same thing happened in Giesting, where the remaining population was ordered to replace coffee plantations with rice crops to meet Japanese needs. Therefore, the plantation efforts that have been carried out by the Indo-European community in Giesting cannot be maintained.

Today, the agricultural school or *Landbouwschool* that was once located in the Indo-European plantation area of Giesting has been transformed into a village known as Landbaw Village. This village is in Giesting subdistrict, Tanggamus Regency. The name Landbaw Village is a historical sign of the existence of the Indo-European community in Giesting during the period 1926-1942.

The establishment of the *Landbouwschool* in Giesting had a multifaceted impact on the Indo-European community and the surrounding environment. One of the primary effects was in the realm of agricultural education, where the school

provided Indo-European settlers with formal training in modern farming techniques. This increased access to agricultural knowledge and technical skills contributed to enhanced productivity, as graduates implemented innovations in plantation management and crop cultivation. The school thus served as a site of vocational empowerment, enabling economic self-reliance among a community marginalized within the broader colonial hierarchy.

Culturally, the *Landbouwschool* reinforced Dutch linguistic and cultural norms. The use of Dutch as the language of instruction and the integration of European agricultural models facilitated the assimilation of Dutch colonial values within the Indo-European population. This not only shaped daily practices in agriculture but also influenced broader lifestyle patterns, including domestic arrangements, consumption habits, and modes of social interaction. Moreover, the establishment of the school fostered new forms of engagement between Indo-European settlers and local populations, including exchanges in trade, labor, and potentially intercultural marriages. The toponym "Landbow Village" (*Desa Landbow*) in Gisting District, Tanggamus Regency, stands as a material and symbolic remnant of this colonial encounter, reflecting the long-term legacy of the school's presence in the region.

The Giesting *Landbouwschool* also exemplifies broader patterns of colonial education as a mechanism for shaping class, identity, and labor. Designed specifically for Indo-Europeans, the institution functioned as a tool of class consolidation: cultivating a semi-skilled, agriculturally trained settler class positioned between the colonial elite and the indigenous majority. As Stoler (1989) argues, Indo-Europeans occupied an ambiguous status in colonial society privileged by racial descent but marginalized economically. The school aimed to stabilize this group by embedding Dutch cultural norms and disciplinary structures into their everyday lives. As such, it illustrates the broader function of colonial education as a "civilizing" project intended to produce loyal, disciplined, and governable subjects (Hall, 2008; Kamphuis & van Nederveen Meerkerk, 2020).

Similar dynamics unfolded across the Dutch East Indies. In Java, the *Hollandsch-Inlandsche School* (HIS) was established to educate a limited number of indigenous children for roles in the colonial bureaucracy, though admission was tightly controlled and racialized (Aspinall, 2009). In Sumatra, colonial agricultural schools offered vocational education to both indigenous and Indo-European



Figure 4. Yards of Indo-European houses in Giesting planted with rice and corn (source: KITLV 119023, <http://hdl.handle.net/1887.1/item:891104>)

youths, often within segregated and hierarchical structures that perpetuated racial inequality (Tichelman, 2012). In the Dutch colony of Suriname, schools emphasized European cultural assimilation and Christianity, but suffered from underfunding and the systemic marginalization of Afro-Surinamese and Indo-Surinamese communities (Hoeft & Mingo, 2022). Across these diverse contexts, education operated as a paradoxical force promising upward mobility while simultaneously reinforcing colonial power structures and social stratification. The Giesting *Landbouwschool* thus offers a localized but deeply illustrative example of how education functioned both as a vehicle of empowerment and an instrument of imperial control.

CONCLUSION

Landbouwschool was initially established in 1929 with the primary objective of imparting agricultural knowledge to the Indo-European youth, with the hope of bolstering their agricultural endeavors in Giesting. This institution conducted a comprehensive three-year educational program, overseen by an agricultural teacher in collaboration with the Department of Agriculture. Students at *Landbouwschool* not only received theoretical instruction in agriculture but also engaged in practical training by cultivating various agricultural crops in Giesting. Following a period of hiatus, *Landbouwschool* resumed its operations by merging agricultural education with an orphanage that was established in 1938. In addition to providing basic education, the orphanage also integrated agricultural education into the curriculum for its children, enabling them to develop agricultural skills from an early age. This initiative aimed to cultivate a generation of Indo-European youth equipped with a strong foundation in agricultural knowledge and understanding, thereby contributing to the growth of the agricultural sector in Giesting.

The establishment of *Landbouwschool* in Lampung (Giesting) had a multifaceted impact on the Indo-European community and the surrounding environment. The primary impacts encompassed the realms of agricultural education and advancements in the agricultural sector. *Landbouwschool* offered formal educational opportunities in agriculture, thereby enhancing knowledge and skills, and fostering the adoption of modern practices and technology, with the potential to bolster agricultural productivity. Cultural influence was also noteworthy, particularly through the assimilation of European cultural elements, especially in agricultural technology and plantation manage-

ment. The use of Dutch as the primary language of instruction further solidified the influence of Dutch culture, shaping the lifestyle and communication patterns within Indo-European society. The presence of *Landbouwschool* facilitated interactions between Indo-European and local populations, leading to changes in trade dynamics, cultural exchanges, and potentially intercultural marriages. Additionally, traces of this historical influence are evident in the toponymy of *Landbow Village* in Tanggamus Residency, contributing to the creation of local historical heritage. In summary, the establishment of *Landbouwschool* in Giesting had a diverse impact on various aspects of the Indo-European community in the region, encompassing education, economy, society, culture, and history.

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