

From the Special Issue Editors

Introduction

**SEBASTIAAN BROERE, FARABI FAKIH, LISA KUITERT,
ELINE KORTEKAAS, REMCO RABEN, AGUS SUWIGNYO**

This is the second edition of *Lembaran Sejarah* with the theme ‘Knowledge Decolonization in Indonesian History.’ The first edition contained the theoretical and approach position of the Indonesian decolonization project, involving the University of Amsterdam, Leiden University and Universitas Gadjah within the expanded introduction paper. Please refer to the introduction of the first volume to get a good bearing on the context and impact of the project and its relations with the papers that is published in both volumes of the journal. This second volume explores the rise and development of government with Lisa Kuitert’s article on the government-owned Balai Pustaka publisher and Mikihiro Moriyama’s development of the vernacular Sundanese printing press industry in West Java during the colonial period. Decolonization is here explored in Eline Kortekaas’s discussion on the Dutch book and printing press industry in the late forties and fifties and Agus Suwignyo’s paper on the limited expansion of the school infrastructure during the 1950s. In terms of manpower and economic decolonization, Thomas Lindblad looks at the limitation regarding Indonesianization of management of the banking sector while Farabi Fakh looks into expansion of the technical manpower and training centers for the petroleum industry. Unfortunately, the development of the printing press industry in Medan on the island of Sumatra as introduced in the first edition, is left unexplored.

The expanded introduction paper of the first edition identifies three conceptual issues in the discussion of the decolonization of knowledge in the Indonesian context, that is, knowledge cultures, decolonization and geographical scope. While it is no need repeat the three issues, it is relevant to emphasize the urgency for finding an epistemology that dissolves the ways particular bodies of knowledge are construed, produced and validated. A critical step is to explore how knowledge is disseminated and “marketed” by an ambience of sciences that formed a political and economic establishment. Business institutions and publishing houses, in addition to traditional education institutions, are perhaps the three lucid systems by which knowledge transfer and dissemination is well facilitated and enhanced. Articles in this volume represent an attempt to understand how colonial knowledge was disseminated and “marketed”, and then challenged by a changing political order.