Brief 3 Method of Cataloging

Inventory

Reading: Benedict Anderson, Imagined Communities, Chapter 10, Census, Map, Museum

Method: Inventory

This inventory records how Anderson describes the census, the map and the museum. I have organised the information into five fields so that I can compare the three institutions using the same questions.

Field	Census	Map	Museum
01. Subject	Populations living under colonial rule.	Territories and their boundaries.	Historical monuments and archaeological sites.
02. Method	Counting people and placing them into population categories.	Surveying land and representing territory on maps.	Studying, photographing, restoring and displaying monuments.
03. Categories	Population groups recorded in census forms.	Territories divided by borders and geographical units.	Monuments and archaeological sites selected and presented as part of the state's history.
04. Purpose	To record populations and support colonial administration.	To define territory and support administrative control.	To present the past through monuments and historical displays.
05. Effect	Population categories became more fixed and exclusive.	Mapped borders helped shape how territories were understood.	Monuments became symbols that could be reproduced and used by the state.

Evidence Index

This table uses the same five fields as the inventory. Each entry gives an example from the chapter and shows where it can be found.

ID	Field	Evidence from the Chapter	Reader pages
01	Subject	Anderson introduces the census, the map and the museum as three institutions that shaped how colonial states understood the people, territory and history under their rule.	186 to 188
02	Method	The census used population lists. Maps used surveying and geographical representation. Archaeological services recorded, photographed and restored historical monuments.	188 to 201
03	Categories	The 1911 Federated Malay States Census listed groups including Malay, Javanese, Sakai, Banjar, Bugis and Other. Anderson also describes how maps divided territory into bounded units. Anderson also monuments were selected, restored and presented as p	186 to 204
04	Purpose	Colonial authorities used census records to organise populations. Maps supported territorial administration and political claims. Archaeological work helped states present a history of their territory.	188 to 204
05	Effect	Anderson explains that census categories became more fixed. He describes how maps helped create ideas of bounded territory. He also shows how monuments could be reproduced as symbols of the state.	186 to 204

Written Response

Reading: Benedict Anderson, *Imagined Communities*, Chapter 10, Census, Map, Museum

In Chapter 10 of *Imagined Communities*, Benedict Anderson examines how the census, the map and the museum helped colonial states organised information about people, territory and history. These institutions worked in different ways, but Anderson shows how each was involved in classifying and representing the world.

I chose Inventory as my method, because I want to compare these institutions using the same questions. I organised the chapter into five fields: subject, method, categories, purpose and effect. The first three fields describe the content organized by each institution and its operational methods. The last two fields explain the reasons behind the

organization of that information, as well as the outcomes that result from it. This structure allows me to compare these three institutions, without considering them as identical entities.

The census provide an example of how classification can affect what it records. Anderson describes how colonial census categories changed over time and became more fixed. These classifications do not always reflect people's understanding of their own identity. They also reflect the needs of colonial rule. This indicates that a classification can influence how people perceive someone, rather than merely providing a simple description of them.

The way such as maps function is similar to this. Anderson explains how modern maps help to define the boundaries of territories with clear borders. Maps serve not only as a means of representing land, but also influence people's understanding and ways of governing those territories. In museums, historical sites are studied, restored, and displayed. Anderson also describes how the images of these sites are reproduced and used as symbols. These examples show that the way information is recorded can also change the way it is presented and understood.

When comparing these three institutions, I found that the differences in their purposes and effects are very significant. Censuses can be used to record some number of people in a population, but the way they are classified may also lead to a more fixed identification of individuals. Maps, on the other hand, help with administrative tasks, but they also affect people's understanding of territorial boundaries. The intended uses of these records do not fully explain all of their effects.

Organizing this inventory of information also made me question my own methods. Anderson did not divide the content of this chapter into five categories. I chose these categories in order to facilitate comparisons. However, some information can belong to multiple categories. For example, the "Fixed Population" category could be recorded under either methods or effects. I need to decide which category to assign it to.
The inventory made the chapter will more easier to compare, but it also can separate ideas that Anderson discussed together. The evidence index allows readers to return to the examples in the text and check how I organised them. This does not remove my decisions, but it makes them easier to examine.

Reference

Anderson, B. (2006) *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Revised edition. London: Verso.