



## **Skeletons in the “Mummy Closet”: Dr. Spencer Lee Rogers’ 75-year-old grade books uncovered in SDSU Storage**

*Seth Mallios*

In the summer of 2006, SDSU Anthropology graduate students Matthew Tennyson and Marlo Nalven were hired to clean out one of the department’s storage areas. Their objective was on the first floor of Storm Hall, a long, narrow, dimly-lit room under the north stairwell known as the “Mummy Closet.” Anthropology faculty and staff have used this area—Storm Hall 157—for the last few decades to store casts of skulls used in various classes, giving the room its ominous yet slightly erroneous name. In addition to holding the replica skulls and a host of mis-matched archaeological field equipment, the Mummy Closet contained a variety of unmarked cardboard boxes. One of these boxes held dozens of grade books from the 1930s to the 1960s. Although Matt and Marlo had been instructed to discard all non-essential materials from the storage area, they wisely brought this serendipitous discovery to my attention. As a department chair who is held responsible for every skeleton in our literal and metaphorical closets, and as an historical archaeologist dedicated to the local past, aspects of my two academic positions finally came together. “Save that box and bring it to me!” I proclaimed, hopeful that it might contain insightful clues about the past of the department, the university, and the community. When I flipped through the pages of these 50-, 60-, and 70-year-old ledgers, I was far from disappointed.

The box contained 77 grade books, each of which was 9 inches by 4 ½ inches, staple- and tape-bound, labeled with “Rogers” and the particular semester from 1930 to 1961 (Figure 8.1). The books recorded classes taught, students enrolled, and their grades, and often included attendance information as well. A few of the ledgers contained additional surprises, including lecture notes, exams, administrative details, and contemporaneous newspaper clippings. The penmanship in the grade books varies dramatically over the course of 31 years, suggesting that multiple individuals entered grades into these ledgers for Dr. Rogers.

### **Personal background**

As Cynthia Eischen detailed in her recent overview of archaeology at San Diego State University from 1915 and 1975, Dr. Spencer Lee Rogers joined the faculty at San Diego State Teachers College in 1930 (Eischen 2006). Rogers’ infatuation with anthropology began early in life. At the age of 10, he was amazed by trephined skulls from Peru that were featured in the 1915 Panama-California Exposition in Balboa Park. He attended San Diego State as an undergraduate, and then received his Master’s Degree from Clairemont Graduate School and his Ph.D. from the University of Southern California. Rogers succeeded Lyman Bryson at San Diego State as faculty. Both were former students of Edgar Lee Hewett, “the unofficial dean of American Archaeology” (Brand 1939:24). Rogers’ anthropological interests were diverse, but his greatest impact on the field was inspired by his childhood fascination with Peruvian trephination. *Time Magazine* reported in April 4, 1938 on his dramatic insight into prehistoric surgery:

*“The operation of trephining the skull, which was widely and successfully practiced by primitive peoples in*

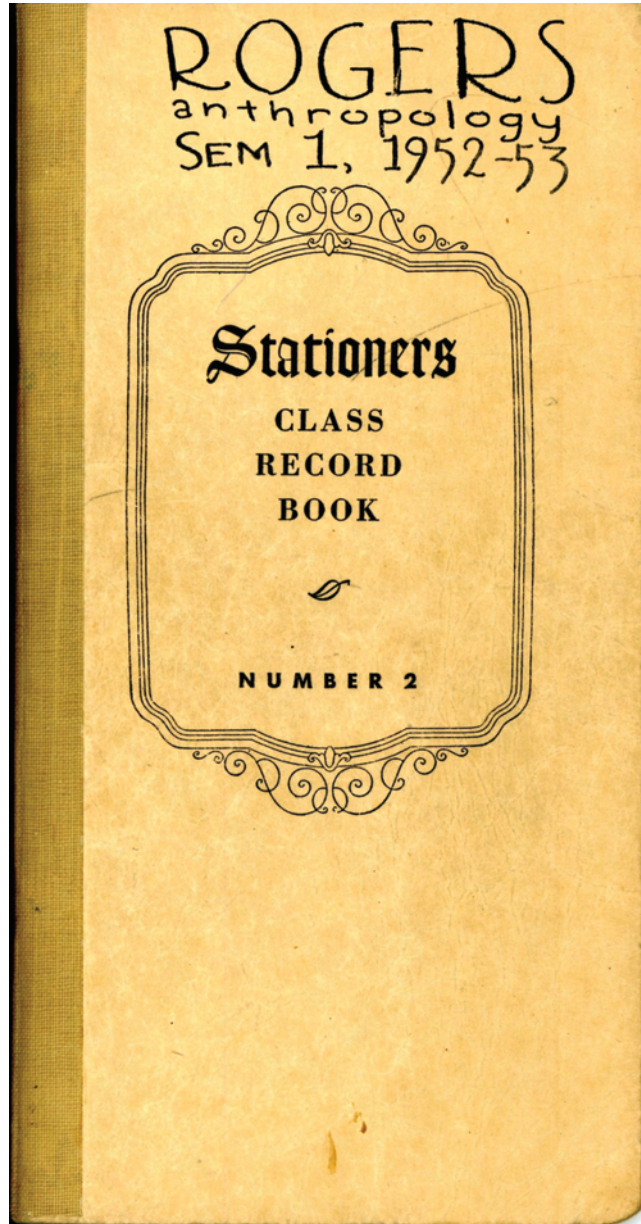


Figure 8.1 One of the 77 Spencer Rogers grade books recently found in the SDSU Anthropology Department's Mummy Closet. Courtesy Seth Mallios.

*nearly all parts of the world, may be considered the highest achievement of prehistoric surgeons."*

--So wrote Dr. Spencer L. Rogers of California's San Diego State College last week in the *American Journal of Physical Anthropology*. From the study of 60 prehistoric Peruvian skulls which bore evidence of trephining, Dr. Rogers was able to tell a good deal about the nature and success of the primitive operation. The methods used in removing the bone included drilling, sawing, cutting and scraping. If the patient did not die immediately, new bone tended to grow back although in no case was the hole completely closed. From this evidence Dr. Rogers concluded: that 78% of the victims survived the operation, that 63% lived for several years afterward, as shown by advanced healing. Of the 22% who failed to survive, probably not all died from the operation, since presumably some were fatally ill or wounded when the surgery was undertaken (*Time Magazine*: April 4, 1938).

During his 40-year tenure at San Diego State, Rogers engaged in extensive teaching, research, and service for the university. He routinely taught four courses a semester, led the university's first archaeological field school, recruited new faculty, and served as department chair (Noah 1987:1). Former students emphasized that he was "the heart" of

the department (Eischen 2006: 48). For example, Ron May stated:

Rogers was an old school anthropologist. He always wore three-piece suits with his Phi Beta Kappa key hanging off a gold chain on his vest. Rogers arrived at 8 am promptly and lectured without notes. His encyclopedic mind enabled him to address any form of question and he could quote passages and authors at will. Rogers stood at attention at the head of the class and delivered his lectures. He often underscored his lessons with anecdotes. He seemed to know all the great anthropologists of his time and shared stories of meeting with them at conferences or field trips. He wandered down the tables and engaged students in discussion of the reading material, skeletal specimens, and trained students how to observe as anthropologists. Rogers combined lectures and hands-on training. Final exams in upper division physical courses included 2000 bones, fragments, animal bones, and coroner specimens laid out on tables. Students had to identify human and animal bones, side the bones, and note evidence of trauma. Hand bones were in a leather cup, and students were timed in pouring them out, assembling them, and identifying them (e-mail interview with Ron May, March 2005, from Eischen 2006:48).

### General patterns

As historical artifacts, Rogers' grade books are insightful for the general patterns they reveal. During the thirty-year period that the ledgers detail, Rogers taught many courses in Anthropology, English, Geography, Social Economics, Social Science, and Math (Figure 8.2). He offered four courses nearly every semester, and often led two additional classes each summer. Of the courses he taught, there were 14 that he offered more than five times. Most of these were Anthropology courses, although the list also included English 1A and 1B (Figure 8.3).

A seriate analysis of Rogers' courses from 1930-61 follows archaeologically-established models of gradual culture change (Figures 8.4 and 8.5). The changes in the classes Rogers taught undoubtedly reflected a variety of curricular, economic, and personal decisions; nonetheless, the seriation in Figure 8.4 presents a classic picture of unimodal evolution with an elliptical pattern of frequency running from the top left to the bottom right of the table. Of the 14 courses that Rogers offered repeatedly, only three were bi-modal. Almost all of them followed the tri-partite model of a gradual introduction, popularity peak, and then slow decline. In fact, even if the grade books had had no recorded dates, it would have been possible to place most of the courses in chronological order on the basis of their relative frequency (Figure 8.6). Following seriative norms of classic culture change models—with columns being arranged according to relative frequency distribution and gradual replacement—the resultant seriation re-orders only 4 of the 14 classes. English 1A and 1B are moved from third and fourth to first and second, and Anthropology 151B and 1A are moved from ninth and tenth to twelfth and thirteenth. Other than these very minor moves, the seriation is sequentially perfect.

Course	Times offered
ANTH 1A	40
ANTH 1B	29
ANTH 2	7
ANTH 3	7
ANTH 50A	12
ANTH 50B	13
ANTH 54	11
ANTH 151A	7
ANTH 151B	9
ANTH 152	8
ANTH 153	10
ANTH 199	9
ENG 1A	10
ENG 1B	8

Figure 8.3 Table of courses that Rogers taught more than five times during 1930-61 period.

	A	A	E	E	A	A	A	A	A	A	A	A	A	A
	N	N	T	T	N	N	N	N	T	T	T	T	T	T
	H	H	G	G	H	H	H	H	H	H	H	H	H	H
1:1930-1935	4	4	10	8	2	0	0	0	0	0	0	0	0	0
2: 1935-1940	4	5	0	0	7	2	2	1	1	0	0	0	0	0
3: 1940-1945	4	4	0	0	2	3	3	1	1	1	1	0	0	0
4: 1945-1950	0	0	0	0	0	2	1	2	2	10	10	4	4	0
5: 1950-1955	0	0	0	0	0	1	2	2	4	16	9	1	1	8
6: 1955-1960	0	0	0	0	0	0	2	1	1	13	9	2	2	1
SUM	12	13	10	8	11	8	10	7	9	40	29	7	7	9

Figure 8.4 Frequency seriation (in raw counts) of courses that Rogers taught more than five times during 1930-61 period.

Year	Semester	Classes Taught (Section)
1930-1931	Semester I	ANTH 50A
1930-1931	Semester II	ANTH 50B
1931-1932	Semester I	ENG 1A(10), ENG 1A (2A), ENG 1A (4), ANTH 50A
1931-1932	Semester II	ENG 1B (1), ENG 1A (1), ENG 1A (2), ANTH 50B
1932-1933	Semester I	ENG 1A (1A), ENG 1B (1B), ENG 1A (5), ANTH 51A
1932-1933	Semester II	ENG 1B (1), ENG 1A (1), ENG 1B (5), ANTH 51B
1933-1934	Semester I	ENG 1B (6), ANTH 50A, ANTH 52
1933-1934	Semester II	ENG 1A (2), ENG 1A (3), ANTH 50B, ANTH 53
1934	Summer Session	EXT 60, EXT 61
1934-1935	Semester I	ANTH 50A, ANTH 54, ENG 1B, ANTH 51A
1934-1935	Semester II	ANTH 50B, ANTH 54, ENG 1B, ANTH 51B
1935	Summer Session	ANTH 55 (155), SOC ECON 50
1935-1936	Semester I	ANTH 54, ANTH 50A, ANTH 55A, ANTH 52
1935-1936	Semester II	SOC SCI 3, ANTH 50B, ANTH 54, ANTH 53
1936	Summer Session	ANTH 56 (156), SOC 50
1936-1937	Semester I	ANTH 51A, SOC SCI 3, ANTH 54, ANTH 50A
1936-1937	Semester II	ANTH 54, ANTH 50B, ANTH 51B, SOC SCI 3
1937	Summer Session	S61 (161), S56 (156)
1937-1938	Semester I	ANTH 50A, ANTH 54, ANTH 152, SOC SCI 3, EXT 150A
1937-1938	Semester II	ANTH 50B, ANTH 55, ANTH 153, ANTH 54, EXT 150B
1938-1939	Semester I	ANTH 50A, ANTH 151A, ANTH 54, SOC SCI 1, EXT 156
1938-1939	Semester II	ANTH 50B, ANTH 151B, ANTH 55, SOC SCI 1 (2), EXT 157
1939	Summer Session I	S182
1939-1940	Semester I	ANTH 50 (3), ANTH 54 (4), ANTH 152, EXT 154
1939-1940	Semester II	ANTH 50B, ANTH 55, ANTH 153
1940	Summer Session	A157, S158
1940-1941	Semester I	ANTH 50A, ANTH 152
1940-1941	Semester II	ANTH 50B, ANTH 153
1941-1942	Semester I	ANTH 50A, ANTH 157
1941-1942	Semester II	ANTH 50B, ANTH 151
1942	Summer Session	S160
1942-1943	Semester I	ANTH 50A, ANTH 54, ANTH 152, MATH C (3)
1942-1943	Semester II	MATH C (1), ANTH 50B, ANTH 153
1943	Summer Session	ANTH 170, MATH C
1943-1944	Semester I	GEOG 1 (1), GEOG 1 (2), GEOG 1 (3), ANTH 50A, ANTH 56, ANTH 163
1943-1944	Semester II	ANTH 151A, ANTH 50B, ANTH 57, ANTH 157
1944-1945	Semester I	ANTH 151B, ANTH 1A, ANTH 56
1944-1945	Semester II	ANTH 152, ANTH 1B, ANTH 54
1945	Summer Session	ANTH S1, ANTH S160
1945-1946	Semester I	ANTH 165, ANTH 1A (1), ANTH 1A (2)
1945-1946	Semester II	ANTH 157, ANTH 1B (1), ANTH 1B (2)
1946	Summer Session	ANTH 172, ANTH 1A
1946-1947	Semester I	ANTH 151A, ANTH 2, ANTH 1A (1), ANTH 1A (2)
1946-1947	Semester II	ANTH 151B, ANTH 3, ANTH 1B (1), ANTH 1B (2)
1947	Summer Session	ANTH 1A (2), ANTH 161
1947-1948	Semester I	ANTH 1A (1), ANTH 1A (2), ANTH 152, ANTH 2
1947-1948	Semester II	ANTH 1B (1), ANTH 1B (2), ANTH 3, ANTH 165
1948	Summer Session	ANTH 1A, ANTH 172
1948-1949	Semester I	ANTH 151A, ANTH 2, ANTH 1A (1), ANTH 1A (2)
1948-1949	Semester II	ANTH 151B, ANTH 3, ANTH 1B (1), ANTH 1B (2)
1949	Summer Session	ANTH 161, ANTH 1A
1949-1950	Semester I	ANTH 152, ANTH 1A (1), ANTH 2, ANTH 1A (4)
1949-1950	Semester II	ANTH 153, ANTH 3, ANTH 1B (1), ANTH 1B (3)
1950-1951	Semester I	ANTH 151A, ANTH 1A (2), ANTH 2, ANTH 1A (4), ANTH 199
1950-1951	Semester II	ANTH 151B, ANTH 1 (1), ANTH 3, ANTH 1B (3), ANTH 199
1951	Summer Session 1	ANTH 1A
1951-1952	Semester I	ANTH 152, ANTH 1A (1), ANTH 1A (2), ANTH 199
1951-1952	Semester II	ANTH 153, ANTH 1B (1), ANTH 1A, ANTH 1B (2), ANTH 199
1952	Summer Session	ANTH 1A, ANTH 161
1952-1953	Semester I	ANTH 151B, ANTH 1A (1), ANTH 1A (2), ANTH 1A (3)
1952-1953	Semester II	ANTH 151B, ANTH 1A, ANTH 1B (1)
1953	Summer Session	ANTH 1A, ANTH 168A
1953-1954	Semester I	ANTH 1A (1), ANTH 1A (2), ANTH 1B, ANTH 172, ANTH 199
1953-1954	Semester II	ANTH 153, ANTH 1B, ANTH 1A (1), ANTH 1A (2), ANTH 199
1954	Summer Session	ANTH 1A, ANTH 169S
1954-1955	Semester I	ANTH 151A, ANTH 1A (1), ANTH 1A (2), ANTH 1B, ANTH 199
1954-1955	Semester II	ANTH 151B, ANTH 1B (1), ANTH 1B (2), ANTH 1A, ANTH 199
1955	Summer Session	ANTH 1A, ANTH 1B
1955-1956	Semester I	ANTH 165, ANTH 1A (1), ANTH 1A (2), ANTH 1B, ANTH 199
1955-1956	Semester II	ANTH 153, ANTH 1B (1), ANTH 1B (2), ANTH 1A (3)
1956	Summer Session I	ANTH 1A, ANTH 169S
1956-1957	Semester I	ANTH 151A, ANTH 1A (3), ANTH 2, ANTH 1B (1)
1956-1957	Semester II	ANTH 151B, ANTH 1A (3), ANTH 3, ANTH 1B (3)
1957	Summer Session II	ANTH 161
1957-1958	Semester I	ANTH 153, ANTH 1A, ANTH 1B
1957-1958	Semester II	ANTH 151, ANTH 1B, ANTH 3, ANTH 1A
1958	Summer Session II	ANTH 153
1958-1959	Semester I	ANTH 1A (8), ANTH 1A (10), ANTH 102 (11), ANTH 1B
1958-1959	Semester II	ANTH 1A (8), ANTH 1A (10), ANTH 103 (11), ANTH 1B
1959	Summer Session	ANTH 1A, ANTH 169S
1959-1960	Semester I	ANTH 102
1959-1960	Semester II	ANTH 103, ANTH 1 (1), ANTH 1 (2), ANTH 2
1960	Summer Session	ANTH 153
1960-1961	Semester I	ANTH 1 (2), ANTH 151, ANTH 102, ANTH 1 (4)
1960-1961	Semester II	ANTH 1 (1), ANTH 151B, ANTH 103, ANTH 1 (2)

Figure 8.2 Table of courses Rogers taught from 1930-61.

Figure 8.5 Frequency seriation (in percentages) of courses that Rogers taught more than five times during 1930-61 period.

	A N T H 5 0 A	A N T H 5 0 B	E N G 1 A	E N G 1 B	A N T H 5 4	A N T H 1 5 2	A N T H 1 5 3	A N T H 1 5 A	A N T H 1 5 B	A N T H 1 A	A N T H 1 B	A N T H 2	A N T H 3	A N T H 1 9 9
1:1930-1935	33.33	31	100	100	18	0	0	0	0	0	0	0	0	0
2: 1935-1940	33.33	38	0	0	64	25	20	14	11	0	0	0	0	0
3: 1940-1945	33.33	31	0	0	18	37.5	30	14	11	2	3	0	0	0
4: 1945-1950	0	0	0	0	0	25	10	29	22	25	35	57	57	0
5: 1950-1955	0	0	0	0	0	12.5	20	29	45	40	31	14	14	89
6: 1955-1960	0	0	0	0	0	0	20	14	11	33	31	29	29	11
TOTAL %	99.99	100	100	100	100	100	100	100	100	100	100	100	100	100
ORDER	1	2	3	4	5	6	7	8	9	10	11	12	13	14

Figure 8.6 Re-ordered frequency seriation (in percentages) of courses that Rogers taught more than five times during the 1930-61 period.

	E N G 1 A	E N G 1 B	A N T H 5 0 A	A N T H 5 0 B	A N T H 5 4	A N T H 1 5 2	A N T H 1 5 3	A N T H 1 5 A	A N T H 1 5 B	A N T H 1 A	A N T H 1 B	A N T H 2	A N T H 3	A N T H 1 9 9
1:1930-1935	100	100	33.33	31	18	0	0	0	0	0	0	0	0	0
2: 1935-1940	0	0	33.33	38	64	25	20	14	0	0	0	0	11	0
3: 1940-1945	0	0	33.33	31	18	37	30	14	3	0	0	11	2	0
4: 1945-1950	0	0	0	0	0	25	10	29	35	57	57	22	25	0
5: 1950-1955	0	0	0	0	0	13	20	29	31	14	14	45	40	89
6: 1955-1960	0	0	0	0	0	0	20	14	31	29	29	11	33	11
NEW ORDER	1	2	3	4	5	6	7	8	9	10	11	12	13	14
OLD ORDER	3	4	1	2	5	6	7	8	11	12	13	9	10	14

Other general patterns discovered in the grade books include a consistent increase in the enrollments of Rogers' classes over time. Rogers was undoubtedly aware of this trend, as his grade books repeatedly contained hand-written calculations of his total enrollments and of the increase from the previous semester. For example, his 1938-39 Semester II grade book noted:

Summary of Enrollment

50B-99  
151B-35  
55-108  
SS1-87  
Total: 329

Last semester

50A-102  
151A-23  
54-42  
SS1-50  
Total 247

Increase 82.

Rogers frequently taught large courses and his attention to total enrollments and overall increases became more consistent over time. These calculations were especially common in his grade books from the 1950s.

Rogers curved his undergraduate grades, and nearly every grade book included calculations that he used to set his curve. For each semester he taught at State, Rogers centered his normal grading curve on “C,” meaning that 7% of his undergraduate students received As, 24% Bs, 38% Cs, 24% Ds, and 7% Fs. For his graduate courses, Rogers centered his curve on “B.”

Rogers’ grade books identified an important name change for the college as well. Over the last century, San Diego State has had five different official names: San Diego Normal School (1897-1920), San Diego State Teachers College (1921-1934), San Diego State College (1935-1971), California State University San Diego (1972-1973), and San Diego State University (1974-present). Rogers’ ledgers from 1930-1934 included the school name “San Diego State Teachers College,” whereas his grade books from 1935-1961 listed his affiliation as “San Diego State College.”

Rogers’s movements about the region can also be traced through these grade books, as he frequently included his home address and other contact information on the inside cover. Figure 8.7 shows his residential movement over time. In 1932, Rogers lived at 3665 Mountain View Drive (A); in 1933 he moved to 4534 39<sup>th</sup> Street (B); in 1936 his home was at 4178 Wilson Avenue (C); in 1938 he lived at 6920 Mohawk Street (D); and by 1951 he was at 920 Martinez Street (E).

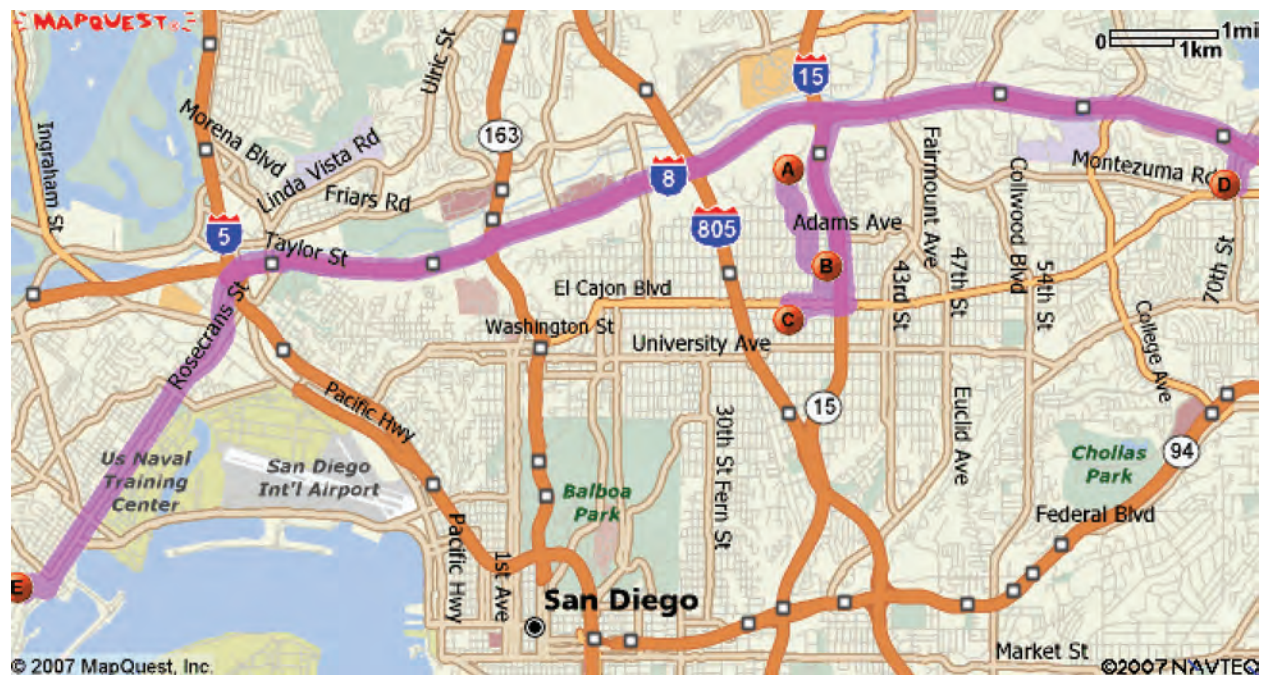


Figure 8.7 A map of the different residences listed in Rogers’ grade books over time. The addresses are listed chronologically from A to E. Courtesy MapQuest, Inc.

Even the manufacture of the grade books themselves underwent an obvious change. Rogers consistently used “Stationers Class Record Book Number 2.” Until 1951, these record books contained a glorious ode to educators on the inside cover page. The dedication proclaimed:

To the untiring, painstaking and conscientious educators who carry high the torch of learning for ambitious youth today that they may do the honor to their calling tomorrow, the Stationers Corporation extends the right hand of sincere good fellowship. May your earnest desires be fully realized and when the pendulum of youthful promise swings back may your reward be wholly commensurate with a faithful and unselfish performance.

Following the summer of 1951, the Stationers Corporation removed the proclamation and left the inside cover blank.

## Idiosyncratic details

The pages of the Rogers grade books teemed with individual tidbits, mementos, and clues from daily life at the university over the past 75 years. A few of the ledgers contained lecture notes and examination materials, which are discussed here chronologically. The 1930-31 (Semesters I and II) grade book includes a hand drawn note depicting the back of the throat during three different activities (Figure 8.8). The first shows the singing of a high note, the second is of easy breathing, and the third is of a deep breath. These images pinpoint the different ways the vocal folds vibrate during distinct activities. They are part of a now classic lesson in anthropological linguistics on voiced and voiceless sounds. Slow motion animation of these activities can be seen online at:

<http://www.humnet.ucla.edu/humnet/linguistics/faciliti/demos/vocalfolds/vocalfolds.htm>

and a QuickTime movie of this lesson is at:

<http://www.smm.org/sound/vrml/vocal/vocalcu.htm>.

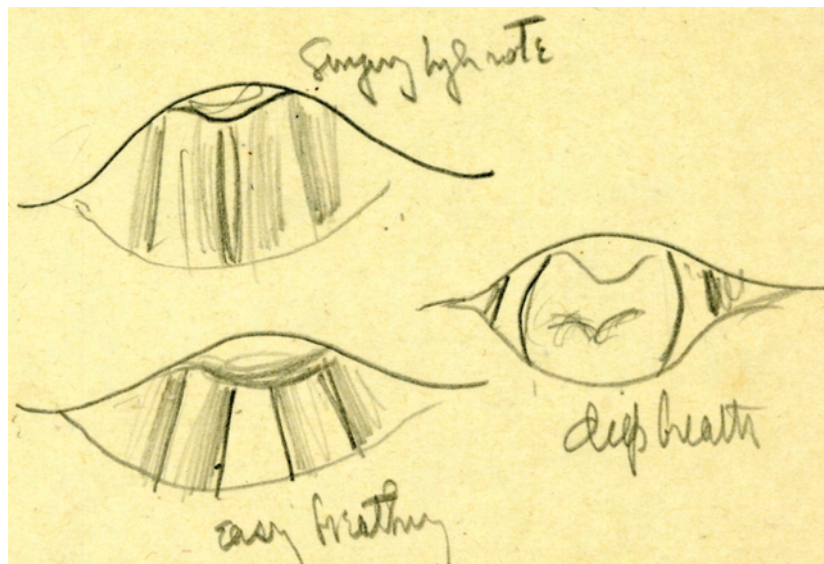


Figure 8.8 Rogers' sketch of a linguistic lesson on voiced and voiceless sounds. Courtesy Seth Mallios.

The 1934-35 Semester I grade book includes a yellow 3" x 5" note card with lectures note for Anthropology 50A (Man's Evolutionary History) (Figure 8.9). The card lists five points and reads:

1. Man of future an outgrowth of forces which have completed their work.
2. Conditions of change not necessarily evolutionary. Meaning of evolution = irreversible.
3. Infantilism: fetal retardation
4. Collateral evolution = adherence to types in different areas. Evolution "fool proof" process.
5. Care of young and aged.

The note card includes a sketch with Rogers' second point regarding the meaning of evolution. The sketch is of the mathematical definition of an evolute. Denotatively, an evolute is the locus of the centers of curvature of, or the envelope of the normals to, another curve. It implies a perfect and irreversible extension.

I believe that this image aided Rogers in his explanation that the term "evolution" in its original mathematical context is different from the process of change that governs all of the biological sciences. The reason that I am confident in the probable lesson that Rogers was offering to his students is simple: I gave the same example in my first introductory anthropology course a decade ago at the University of Virginia in the fall of 1998. My notes are nearly identical; they even include the same sketch! My old lecture notes state:

- where does the word evolution come from?
  - did Darwin make it up? (no)
  - “evolutio”: a Latin term referring to an opening, an unrolling, or an unfolding
    - does not mean progress, growth, maturation, perfection
  - “evolute”: a geometric term
    - it is a curve that is the locus of the center of another curve
    - DRAW ABC as an evolute of ADC
    - evolutes unfold or open to form a circle
- HOWEVER, in ethnocentric Western terms the circle is seen as perfection
  - the evolutes unfold to meet that ideal
  - civilization is seen as perfection
- “primitive” savages unfold and develop to meet this ideal (Seth Mallios, unpublished Anthropology 101 notes, Fall 1998).

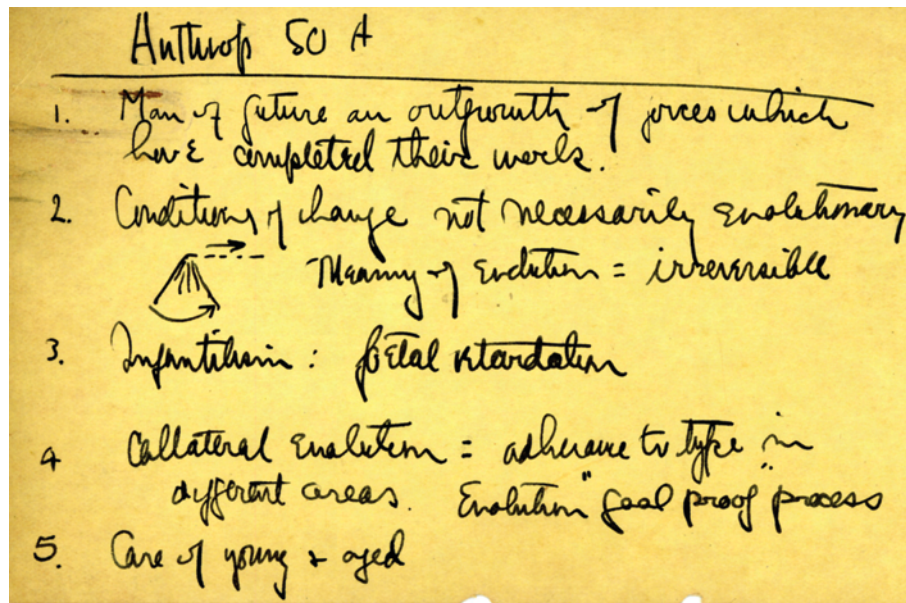


Figure 8.9 Rogers' Anthropology 50A lecture notes. Courtesy Seth Mallios.

The 1935-36 Semester II grade book contained a mid-term answer key (Figure 8.10). The 100-point “semi-final” included five questions for his Anthropology 53 (Primitive Religion) course. The questions are typed and easy to read. The answers are hand-written but still fairly legible and are as follows:

2. Tylor= dreams-> spirits or ghosts -> personified great spirit  
 Muller= naturalistic – natural objects become personal  
 Durkheim= collective representations  
 Frazer= magic failed-> entreaty, religion
3. Repetition [?]  
 Sympathy {Homeopathic, Contagious, Retroactive}  
 Will
4. Polydemonism  
 Monotheism[?]-Christ, Moham  
 Polytheism-Buddhism, Hinduism

Evidence in the ledgers suggests that Rogers augmented his lectures with current events. In the 1937-38 fall semester when he taught “Man’s Evolutionary History,” Rogers’ grade book includes a clipping of a contemporary newspaper article. The October 29, 1937 article was entitled “Scientist Challenges Old Evolution Theories: Smithsonian



EXAMINATION ANTHROPOLOGY 53

Semi-Final

10

17

1. Distinguish ~~xxx~~ between (a) magic and religion; (b) magic and science in primitive ~~xxxxxxx~~ life. doctrines
2. Explain concisely the ~~xxxxxxx~~ of the following with reference to the origin of religious culture:
  - a) E. B. Tylor
  - b) Max Muller
  - c) Emile Durkheim
  - ~~xx~~ d) Sir James Frazer
3. Explain the basic classification of magic, with illustrations
4. What are the two lines of development springing from polydemonism in religious evolution? What are the outgrowths of each in important world religions today?
5. Can you trace any evolution of ideas with reference to the nature of the soul among old world peoples? ~~Nature~~ ~~xxxxxxx~~

2. Tylor = dream → spirit of life → powerful and spirit  
 Muller = intellectual - mind of spirit → power  
 Durkheim = collective representation  
 Frazer = magic failed → substitute religion

3. Religion  
 Spirituality { Homeopathic  
 Will { Antipathy  
 { Retraction

4. polydemonism  
 monolatry, polytheism  
 Dualism, Buddhism  
 William, Hinduism

Figure 8.10 Rogers' Anthropology 53 semi-final answer key. Courtesy Seth Mallios.

Institution Presents Treatise by British Zoologist.” It describes Professor W. P. Pycraft’s theories explaining the tremendous diversity of animal life and emphasizes that his explanations stray from Darwinian and Lamarckian hypotheses. The back of the article contains part of the classified section; a ‘35 Chevy half-ton truck with good tires and new paint was selling for \$445.

The 1953-54 Semester II grade book includes a newspaper clipping of a cartoon that Rogers used in his Anthropology 153 (Primitive Religions) lectures (Figure 8.11). The cartoon, part of the “Grin and Bear It” series by Lichty depicts a Westerner selling health insurance to non-Westerners. Rogers typed his course name across the top of the cartoon. His 1955-56 Semester I ledger also contains a cartoon (Figure 8.12). This one ties in to a discussion of human origins. It mocks a haughty man, depicted with a long cigarette holder and an up-turned nose, who pretentiously boasts of his ancestry by tracing it back through time to non-human primates, amphibians, and fish.

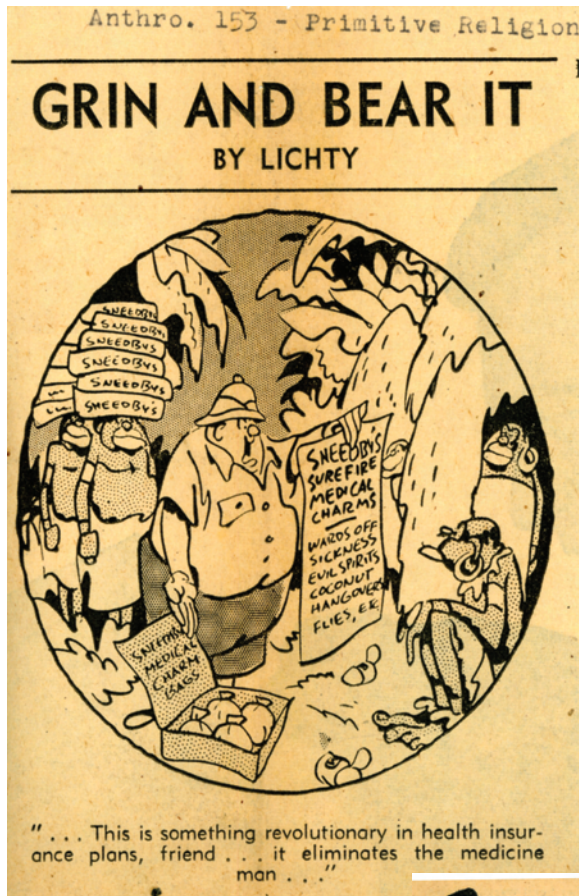
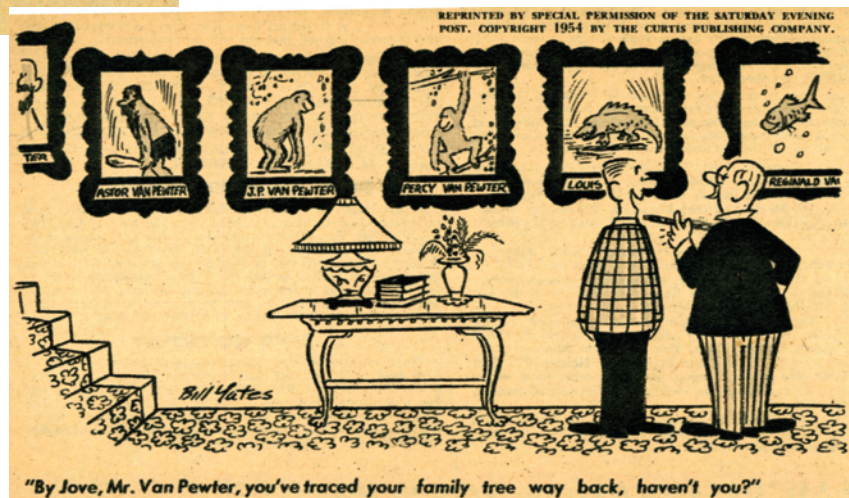


Figure 8.11 Cartoon from 1953-54 Semester II grade book. Courtesy Seth Mallios.

Figure 8.12 Cartoon from 1955-56 Semester I grade book. Courtesy Seth Mallios.



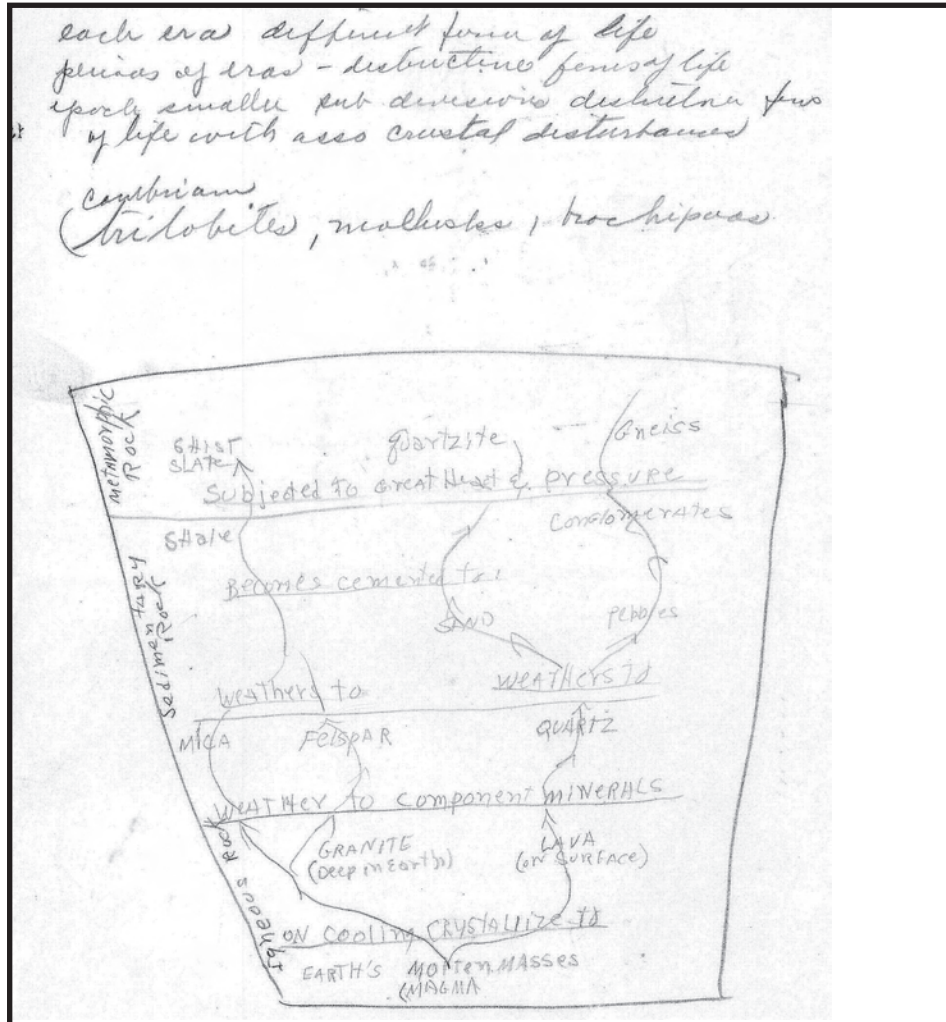


Figure 8.13 Rogers' geology lecture notes. Courtesy Seth Mallios.

The ledger from the fall semester of 1958 includes a newspaper clipping regarding an important Paleolithic discovery. The undated article is entitled "Pekin Man's Cousin Unearthed in China." It details the recovery of human teeth from 500,000 years ago in China. In the Fall 1960 grade book, Rogers kept an additional newspaper article concerning human paleontology. This clipping, from the November 17, 1960 *San Diego Evening Tribune*, is entitled "Earliest Man's Skull Found in African Gorge." It describes Louis Leakey's *Zinjanthropus* discovery.

The 1960-61 Semester II grade book contains lecture notes regarding geology and one of Rogers' Anthropology 1A exams (Figures 8.13 and 8.14). The geology notes identify different forms of rock (igneous, sedimentary, metamorphic) and subdivide them further on the basis of weathering criteria. The Anthropology 1A examination includes matching, true/false, and multiple choice questions; it covers a wide variety of topics in introductory biological anthropology and human origins.

The grade books also contain various administrative notes and forms. The 1931-32 Semester II ledger includes an April 25, 1932, letter from *Oxford University Press* asking Rogers if he planned to adopt the textbook they sent him to review. It was mailed with a 2-cent stamp. The 1934-35 Semester I grade book contains four slips notifying him of students who were suspended because of failure to pay tuition. It appears that three of these students ultimately paid their fees as two are marked "ok" and a third has a dated stamp that states, "PAID FEES" (Figure 8.15). In addition, the 1936-37 Semester I ledger includes a slip from Dorothy R. Harvey explaining that "There will be a meeting of the Faculty Association Monday January 11 at 11:00AM in A 207 to consider the matter of dues."

ANTHROPOLOGY 1A TEXT, HOWELLS CHAPTERS 17-24 and DR. S. F. ROGERS, INSTRUCTOR

(B)

MATCHING	NAME
( ) Was greatly impressed with Dawson's discovery	1 Elliot Smith
( ) had slight brow ridges	2 Piltdown skull
( ) said growth of brain preceded other human traits.	3 Woodward
( ) never was convinced that Dawson was right	4 Hrdlicka
( ) eliminating of all but one kind of gene called Hemoglobin S	5 Coon
( ) under certain conditions it can produce severe anemia	6 large-headed
( ) overran India	7 deGobineau
( ) gave Aryans credit for all civilization	8 Aryans
( ) book assumes that Nordic, Alpine, and Mediterranean were originally "pure" (anthropologist)	9 sickling-gene
( ) Battle-Axe People	10 Bell-beak people
( ) could have brought Indo European language to Great Britain	11 Haldstatt
( ) a metal phase named after a cemetery in Austria	12 hairiness
( ) a non-mongoloid feature	13 Midland woman
( ) lived in America about 18,500 B.C.	14 homozygosity
( )	15 Hemoglobin

True or false

( ) The area of Piltdown was rich in the number of species discovered.

( ) Howells says that the variation of races is the more likely, the more widespread the species.

( ) According to Howells, human races are a kind of local limitation in the variety of mankind.

( ) Regarding blood type, races differ only in proportions not in the absolute such as, A type of race and B type of race.

( ) The language of the Basque could be classed as Indo-European.

( ) According to Howells, at the first break in the Pleistocene glaciation western Europe was invaded by Homo sapiens.

( ) The Urnfield people were long-headed.

( ) The Folsom people lived about 20,000 B.C.

( ) The tallest negroes are called Nilotic.

( ) The Pygmies live in the Kalahari Desert.

( ) Steatopygia of the skull is often found in pygmies.

Multiple choice

( ) Which of the following is untrue of Piltdown? (1) he had the skull of a man (2) he had the skull of an euhominid, (3) he had a high brain case, (4) none of these.

( ) Dawson's was finally dated to be: (1) First half of the Pleistocene, (2) second half of the Pleistocene, (3) the very end of the Pliocene, (4) lower part of the Pliocene

( ) Which of the following is unlikely to have the sickling gene? Bushmen of Africa, (2) American Negroes, (3) African Pygmies, (4) the Watassi of Africa

( ) According to Howells, the most race that came to the New World in ancient times was the: (1) Mayan, (2) Eskimo, (3) Plains Indians, (4) the Mexican

Figure 8.14 Rogers' Anthropology 1A exam. Courtesy Seth Mallios.

In the fall of 1938, Spencer Rogers received a memo from Evelyn Miller, Dean of Women at San Diego State College. The memorandum is addressed to all of the particular student's instructors—including Rogers—offering a rare glimpse into the way problems were handled in the 1930s (Figure 8.16). It reads:

Miss Shafer  
Miss Springston  
Mrs. Torbert  
Dr. Lesley  
Dr. Outcalt  
Dr. Rogers

The mother of one of your students, Raymonde Breckenridge, is deeply concerned about the attitude of her daughter in college and her possibilities of academic success. She has requested that I ask each of Raymonde's teachers to telephone her on Tuesday morning at Randolph 7905.

EVELYN MILLER  
Dean of Women

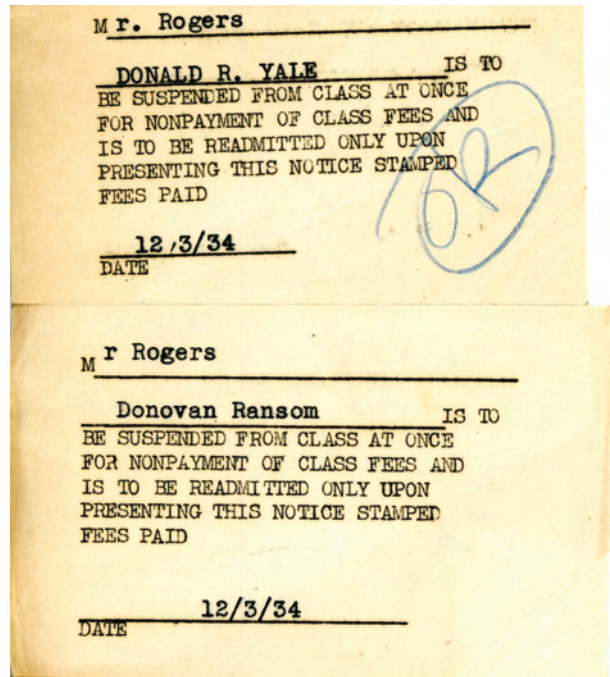
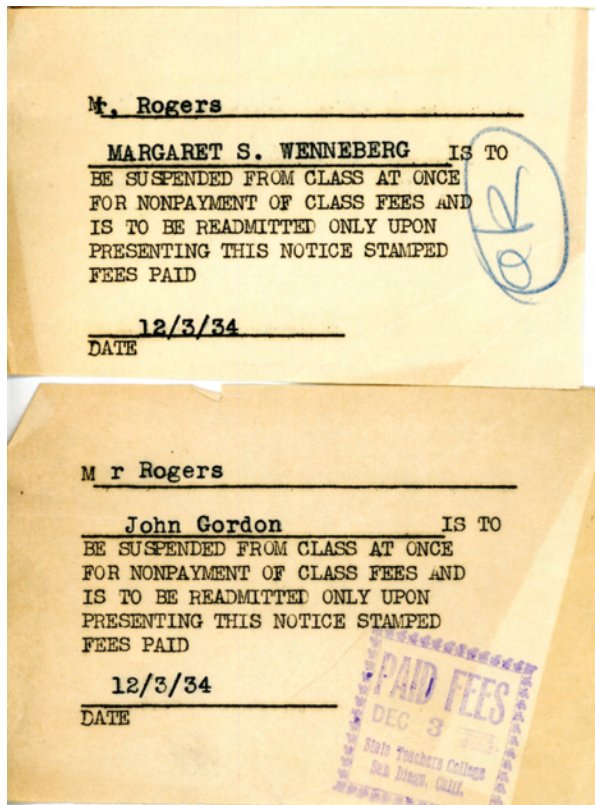


Figure 8.15 Rogers' student suspension slips. Courtesy Seth Mallios.

The mother of one of your students, Raymonde Breckenridge, is deeply concerned about the attitude of her daughter in college and her possibilities of academic success. She has requested that I ask each of Raymonde's teachers to telephone her on Tuesday morning at Langdon 7905.

EVELYN MILLER  
Dean of Women

Miss Shafer  
Miss Springston  
Mrs. Torbert  
Mr. Lesley  
Dr. Outcalt  
Dr. Rogers ✓

Figure 8.16 Dean Miller memo to Rogers. Courtesy Seth Mallios.

Although the grade book contains no further mention of the potential phone call between Rogers and Raymonde Breckenridge's mother to discuss her daughter's attitude problem, the ledger does indicate that Breckenridge ultimately passed Rogers' Anthropology 50A class, as well as his Anthropology 50B course the following semester.

The 1940-41 Semester I grade book contains a March 28, 1940, "drop card" for Marjorie Clark Austin (Figure 8.17). The next ledger (1940-1941 Semester II) includes a handout from an education lecture on "Visual Aids in Education" (Figure 8.18). The handout was from a lecture given by Dr. Siemens; it lists the advantages of various cutting-edge visual aids of the time, including the blackboard, stereoscope, and film-strip.

DROP CARD

Figure 8.17 A 1940 drop card. Courtesy Seth Mallios.

Name Maione Clark Austin  
 Course dropped Anthropology  
 Date Nov. 28, 1940  
 Name of Instructor Mr. Rogers

60989 12-30 5M SPO

Education 100A  
Dr. Siemens

Supplementary Material

VISUAL AIDS IN EDUCATION\*

Aid	Advantages										Remarks		
	Natural environment 3 Dimensions	Motion	Rare material	Detailed study Big numbers taught	Cheap (initial)	Cheap (secondary)	Easy handling	Sturdy material	Pliable	Not salitate		Teach quickly	Teach enduringly
Field trip.....	X	X	X	X	X	X	X	X	X	X	X	X	Any subject. Prepare the ground. To depict motion.
Motion picture.....	X	X	X	X	X	X	X	X	X	X	X	X	For manipulation. Physics and manual work.
Working model.....	X	X	X	X	X	X	X	X	X	X	X	X	To introduce new concepts concretely. For acquiring manipulative skill.
Demonstration.....	X	X	X	X	X	X	X	X	X	X	X	X	For the introduction of new concepts. For types and unusual material.
Laboratory.....	X	X	X	X	X	X	X	X	X	X	X	X	Anatomy.
Real material.....	X	X	X	X	X	X	X	X	X	X	X	X	General orientation. Tests.
Museum material.....	X	X	X	X	X	X	X	X	X	X	X	X	For material not otherwise available. Make interrelationships apparent.
Skeleton.....	X	X	X	X	X	X	X	X	X	X	X	X	Show purpose of work.
Micro-projector.....	X	X	X	X	X	X	X	X	X	X	X	X	Material from daily papers, etc. Stimulates interest.
Blackboard sketches.....	X	X	X	X	X	X	X	X	X	X	X	X	<i>Relationships taught.</i>
Diagrams.....	X	X	X	X	X	X	X	X	X	X	X	X	Making teaches. Saves time of drawing on board.
Newsprint (Bar, circle, etc.)	X	X	X	X	X	X	X	X	X	X	X	X	Maps for distribution.
Charts.....	X	X	X	X	X	X	X	X	X	X	X	X	Geometry of solids; gives idea of depth of microscope material.
School made.....	X	X	X	X	X	X	X	X	X	X	X	X	Accurate, more expensive, less pliable.
Height.....	X	X	X	X	X	X	X	X	X	X	X	X	For individual use-enrichment in library.
Ray models.....	X	X	X	X	X	X	X	X	X	X	X	X	Motion and depth inessential. Saves time.
Height models.....	X	X	X	X	X	X	X	X	X	X	X	X	Any flat opaque object; text illus- trations.
Microscopes.....	X	X	X	X	X	X	X	X	X	X	X	X	Same. Shows own pictures.
Microprojector.....	X	X	X	X	X	X	X	X	X	X	X	X	
Slide-strip.....	X	X	X	X	X	X	X	X	X	X	X	X	

Wolf, P.S. "The Use of Visual Aids in Education". University High School Journal. 8:122-157  
 Univ. of Calif. Press. July 1928. p. 123;

Figure 8.18 Siemens 1941 handout regarding visual aids in education. Courtesy Seth Mallios.

The first semester grade book from 1942-43 contains a “report for standing” form for one of Rogers’ Anthropology 152 students (Figure 8.19). Rogers only partially filled out the form for Georgia B. Russell, who is listed on the ledger roll sheet for that course. The 1950-51 Semester I grade book includes a type-written entry note that enabled Rogers’ students to study primates at the zoo (Figure 8.20).

REPORT FOR STANDING

Name: Russell, Georgia B  
 is entitled to credit as follows, for the reason indicated by X:

SUBJECT	No. Sem. Units	Grades	By Removal of Condition	By completion of Deferred Wk.	By Special Exam.	REMARKS
<u>Anth 152</u>	<u>3</u>					

Date: May 1943

Entered on card \_\_\_\_\_

Instructor \_\_\_\_\_  
 Registrar \_\_\_\_\_

Figure 8.19 A 1943 report for standing form. Courtesy Seth Mallios.

Please admit the bearer, who is an anthropology student at San Diego State College, to the anthropoid section of the San Diego Zoo for study purposes.

Spencer L. Rogers, Instructor

\_\_\_\_\_  
 Signature of student

Figure 8.20 Rogers entry note for his students to conduct research at the San Diego Zoo. Courtesy Seth Mallios.

The 1957-58 Semester I ledger contains an inter-office memorandum from Anthropology department professor Paul Ezell to Rogers (Figure 8.21). It refers to a registration error that led to a student attending the wrong section of an introductory course and a way to correct the problem. The memo states:

To: Spencer  
 From: Paul  
 Date: 1/27 [1958]

Marie Tillotson was one whose registration was fouled up by getting down the wrong serial number. She has been in my section of 1A all semester but registered for yours. The registrar’s office said it would be alright for me to turn in a grade through you...

A note at the bottom of the memo indicates that Rogers followed Ezell’s directions.

In addition to materials related to the anthropological curriculum and administrative aspects of the department, the grade books include additional idiosyncratic information. For example, the 1957-58 Semester II ledger contains a series of doodles and symbols that I have yet to decipher (Figure 8.22). On each side of a list of notes detailing which textbook chapters to skip for his various courses, Rogers has drawn an extensive set of sequential figures, many of which are encased in small circles. Other random observations include the fact that Rogers had a student in his 1948 Fall Anthropology 1A course by the name of Edgar A. Poe; perhaps he is related to the famous author who died in 1849.

INTER-OFFICE MEMORANDUM

To Spencer

From Paul Date 1-27

Marie Tillotson was one whose registration was fouled up by getting down the wrong serial number. She has been in my section of 1A all semester but registered for yours. The registrars office said it would be alright for me turn in a grade through you - she made a C

recorded "C"

Figure 8.21 Ezell/Rogers memo. Courtesy Seth Mallios.

## Conclusion

The recent discovery of Dr. Spencer Lee Rogers' 1930-1961 grade books offers a rare glimpse into everyday life at San Diego State during a formative period of growth for the university. The ledgers affirm the local legends surrounding Rogers as a dedicated professor with a remarkable breadth of knowledge. Various newspaper clippings and cartoons that were folded into the grade books strongly suggest that Rogers went out of his way to make his subject matter more engaging to students; he likely knew that the inclusion of humor and current events would increase the interest of his audience and result in more effective instruction. The contents of the ledgers also reveal administrative details of university life during this time. They show how courses were dropped, how behavioral problems were addressed, and how bureaucratic errors were solved. Finally, the grade books chart the university's change over time, and just as importantly, show how it has not changed.

The general trends that the ledgers detail are matched by the personal insights that can be deduced as well. Three items in particular stand out for me as being particularly noteworthy. They offer intricate details of Rogers' life and legend.



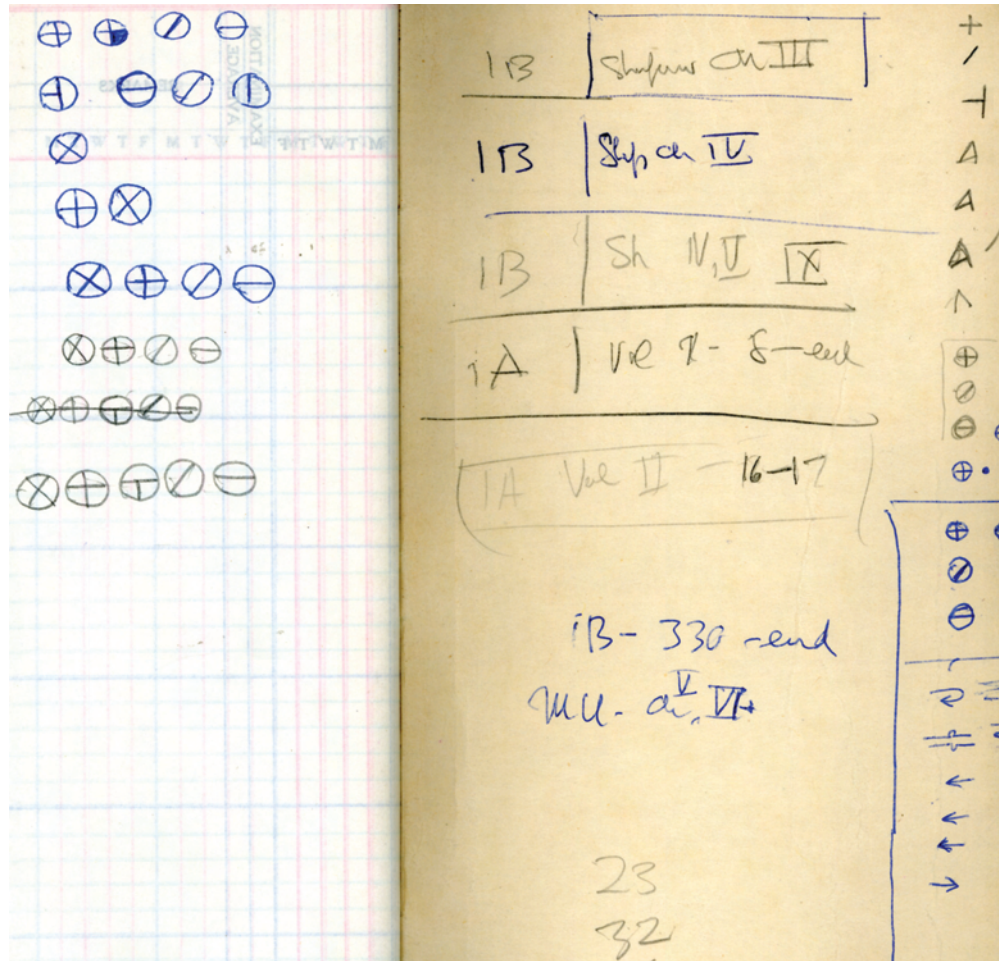


Figure 8.22 Rogers symbolic doodles. Courtesy Seth Mallios.

First, the grade books reveal an historical legacy of professional relationships over time. For example, Rogers had a student named James Moriarty in his Spring 1950 Anthropology 3 (Archaeology) course, his Spring 1951 Anthropology 151B (Archaeology of Mexico) course, and two different Anthropology 199 (Special studies) courses. Moriarty received an M.A. from San Diego State and went on to become a leading California archaeologist. A joint article of his in the 1969 *Journal of San Diego History* (Volume 15, Number 4) states the following about Moriarty:

James Robert Moriarty, III is one of the foremost authorities on archaeology in the Southern California area. He is currently a faculty member of the University of San Diego's College for Men as an Assistant Professor of History and Anthropology. He is a member of several scientific associations; has written numerous papers for a wide range of publications, including Spanish borderlands history; and has participated in many archaeological expeditions. Professor Moriarty was formerly an Associate Specialist in Oceanography at the University of California, San Diego. He served in the U. S. Army during World War II in the Pacific Theater of Operation as an infantry sergeant. He was awarded the Bronze Star, the Bronze Arrowhead and the Order of the Purple Heart with Star.

He attended Wayne State University in Detroit, Michigan, as a geology major. He received his B. A. degree in anthropology, geology, and history and his M. A. degree in social science, emphasizing anthropology, from San Diego State College. He is currently a candidate for a Juris Doctorate from the College of Law at the University of San Diego (Campbell and Moriarty 1969).

Second, the grade books reveal personal friendships and connections that transcend the academy. The 1938-39 Semester II ledger includes a note card with the name “John Dirks, 4126 39<sup>th</sup> St., Hoover High.” John Dirks is an accomplished artist, a local sculptor with many ties to San Diego State. Dirks graduated from both Hoover High School and San Diego State and would later teach at both institutions. The note card refers to the time that Dirks was instructing at Hoover. Dirks ultimately joined the university in the 1940s as a faculty replacement for renowned artist Donal Hord. Coincidentally, in 2005 I met and interviewed Dirks in connection with a separate archaeological project. Dirks was close friends with George Sorenson, the San Diego State artist who painted one of the university’s WPA-era murals (see Mallios and Purvis 2006). Dirks supplied remarkably descriptive anecdotes—he remembered spending time on the scaffolding with Sorenson during the painting of *San Diego Industry* in Hardy Tower and mischievously spitting candied lifesavers at people as they walked by. Dirks also provided details of his activities with Rogers. He told me that he, Spencer Rogers, and Everett Gee Jackson (then the San Diego State Art Department chair) frequently camped together in Baja California and Anza Borrego. Dirks reflected fondly on his close ties to these individuals and also with another San Diego State Art Department faculty member, Lowell Houser. I recently saw Dirks at the opening of the Everett Gee Jackson exhibit at the San Diego Museum of Art in the fall of 2007 and informed him of our discovery of the Rogers grade books and of the note card with his name. Dirks, now in his 90s, smiled broadly and told me: “Spencer Rogers was a great friend.”

Archaeological artifacts come in endless forms, be they stone tools, pottery sherds, or a 1939 note card with John Dirks’ name that rests inside a Spencer Rogers grade book. They are tangible reflections of past relationships. They mark and embody personal connections, like the bond between Dirks and Rogers themselves.

And third, the last of the grade books contains a list of Rogers’ weekly schedule (Figure 8.23). It lists the four courses that he taught in the spring of 1961, but it also has information on two additional classes: 1) Verse Choir and 2) Ceramics. These courses were taught by other individuals. Rogers was not only a professor at San Diego State; he was also a student. The little spare time he had between teaching four courses five days a week, extensive administrative duties, and ongoing research, he filled with acquiring additional skills and information. Michelangelo’s favorite phrase was “Ancora Imparo,” which means “I am still learning.” Clearly, Rogers was persistently dedicated to higher knowledge, embodied and reified in this tiny scrap of 37-year-old paper.

MON	WED.	FRI.	1:	1:50	Physical Anthropology	Rogers
"	"	"	2:	2:50	Cultural Anthropology	Rogers
TUES.	THURS.		8:	9:15	Human Origins	Rogers
"	"	"	9:	30 10:45	Primitive Religion	Rogers
<hr/>						
MON	WED	FRI	12:	12:50	Verse Choir	Pevenmire
---	WED	FRI.	9:	11:50	Ceramics	Lengenecker

Figure 8.23 Rogers’ weekly schedule for the spring of 1961. Courtesy Seth Mallios.

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