

W. J. ELLIOTT, ANTHRO 3908, Aug. 3/79

The course was offered (and designed) to expose "layman" students to various aspects of lithic technology or flintknapping. In my opinion the course achieved and greatly exceeded this primary goal. I expected to view demonstrations and discuss various knapping techniques. This I did, but more importantly, I and others in the class actually spent almost the whole 40 hours of instruction doing actual flintknapping. This is the only way to really learn such a practical skill, and I was able to exceed my own expectations as to the level of competency I achieved as a flintknapper. The instructional aspects of the course were aided significantly by the films presented and the other audiovisual aids, i.e. the closed circuit television system. This was vital considering the course size.

In personal terms, the course taught me several knapping skills -- material selection and sectioning, percussion thinning, pressure flaking, percussion/indirect percussion/pressure blade making, core preparation and flake dynamics. These specific skills add to my other artifact/analytical skills as an archaeologist and museum curator. In effect, the course has aided in my professional development and sharpened my analytical skills as a curator.

In terms of the course itself, I found the cost reasonable, the facilities good, and the location (for me) convenient. The quality of instruction was excellent. I do feel there would be merit in continuing the course in future years, as a regular and

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predominating feature of any program of archaeological/anthropological instruction at this university. Such a program would have great academic validity in a "fine arts" university and would be unique among all other schools of archaeology. Certainly, Don Crabtree has initiated enough budding flintknappers to provide future instructors.

To close, I have little to offer in the negative regarding the course. Preselection of candidates, although unfortunate, should continue. I found the size of the class probably was maximum, and even fewer numbers might have improved the instructor/student ratio for teaching such practical skills. Also, the course could be tied to a sister course in archaeological theory. A "method and theory" approach should be almost basic for undergraduate students to gain a firm footing in archaeology.

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