Even though we were going to be rearranging the museum today, not as many people went to the museum. David A. and Mr. Luecke gave us permission—albeit with a threat of being fired. We collected a few items from the museum’s storage area and placed them on the table in the museum. We moved the items to the side and then moved the uniforms. The WWII uniform is never the door. The arc with the kimono shoes and a hat was, however, moved. The plexiglass removed was placed on the table and the arc was moved to the WWII uniform. The kimono was then moved into the arc, and the veteran’s uniform placed to the right of the himony. This area, technically represents the theme of these two soldiers and I, identified the museum. It also shows a difference between traditional Japanese culture and modern American culture. 

Next we set up three displays on the wall behind the glass case—the boys playing table baseball, the children piling out of the gate, and the gardener at the elementary school. These three, we felt, best convey the theme we wanted—Everyday Life. The first display holds mainly objects from everyday life and, as you can imagine, it tells us what life would have been like. Next to the glass case on the table where the wood-box had been, we moved the setting (the interior of the house), the soy sauce keg, and the sake jug. The sake and soy sauce kegs are next to each other well enough on the small table, but these sake and soy sauce kegs will need a stand made for it so that it can be elevated behind the soy sauce keg.

Between the two tables (being moved, the room closer to the glass display) we placed the stand for the viewer and the stand for the potted plant. The two tables, the table at the left side, and the table to the right, will be filled with the sake and soy sauce kegs. The sake set is a very apt transition from everyday life to the next section. The problem was that these objects were able to be referred to, but were also objects of art. The sake in the museum has delicate painting done on it really colorful and interesting, the garden in the adjacent room is a real Japanese garden. It is, however, really far, and the garden in the museum is covered in shade. Also, in the sake set there was a wooden sake set and a wooden sake jug. Many more items are also appearing in different treatment camps.
The large, dark brown wood carving above the art table. The large sign between the two wood carvings. The brand explaining the items on the table with standing wood carvings around it on the table. The sign on the wood planks. The brand logo is on the table.

We hung the diplomas, the graduation program, and the graduation speech—will from Ridgefield Charter and the home high school graduation of 1996. These begin the Education section of the museum. It's a quick and fascinating theme of the museum applies not only to education at Amache but education about Amache. Only one of these will be addressed in the small case, since the museum's overarching theme is education about Amache.

By the time we had finished the plates in the back of the case, there wasn't much time to do anything else.
Field
Tour

Because of the rain, we started with a tour very similar to the one we did on our first day at Amache. This tour was mostly for those who had not had a chance to see more of the site yet. Diane and April (2 of the volunteers from 2008) showed us around the museum site and so we were able to talk about some Master's thesis and research.

We went to the keiwood and saw, different from our first tour, we went to the dump. The dump is an archaeological treasure house, as are other areas there. The problem is that the dump is not kept at context, which was done when it was plumbed. In the dump one can find bones, shoes, tools, very little about it. Finding the same artifacts in the tombs in context (as they do in looters' graves in the desert) gives us a lot more information about the items. Despite that, the dump is still incredibly fascinating in terms of what all can be found there. So many glass bottles, car seat parts, motor vehicle parts, and more, so many glass scatter and broken paper plates—"it's mind-blowing." Professor Clark will likely send some crew members back to the dump to do antifur sketches.

We aren't digging at the dump for multiple reasons. One of these is that it is such a wealth of information that so much would be devoted to so little as to be utterly draining (in my opinion). So much could be found in the dump, but the intensity of the work is almost incomprehensible. Also, people do come to the Colorado River dump (just north of the Amache dump) to hunt for things, and they also do at the Amache dump. This displays artifacts that the key is that people are out here. Professor Clark said that we don't dig the dump because that would almost be like looting the flood-pits. Others have been digging, removing artifacts, and destroying both those and what little context there is.

After doing the dump for at least a half an hour or so, we split into two groups. Those of us who had seen the museum before went back to the house so we could go work at the museum—this was Brenda, Jordan, Walter, David, Antoinette, and I. Laura and Clark were in different parts, but came to the museum when they could.

(Despite coming earlier actually, the museum seems to come after the remainder of the Field session, to keep with the established pattern.)
Organic soil samples:
- Soil type: clay, loam, sandy
- Texture: fine, medium, coarse
- Moisture content: high, medium, low

The samples were taken from different locations:
- Field A
- Field B
- Field C

The samples were examined using a microscope:
- Results: variation in particle size and composition
- Observations: presence of organic matter, inorganic matter

XRF - X-ray Fluorescence:

This technique is used to determine the elemental composition of the samples. The samples were compared against a standard to identify the elements present. The results showed:

- Sodium (Na)
- Magnesium (Mg)
- Calcium (Ca)
- Phosphorus (P)
- potassium (K)
- Sulfur (S)

These elements are crucial for plant growth and soil fertility. Understanding the elemental composition helps in making informed decisions about soil management and fertilization.
Since the weather had cleared up during our time in the museum, we went to the field after lunch. Before setting up to go to our respective excavations, we gathered in Rich so that Emile and I could explain what they were doing. My notes on what we had seen are on the facing page. They held an 80cm deep pit to get an idea of how the soil looked before the camp, but well outside of a garden.

After Emile explained what Joe and Emily were doing, Professor Clark demonstrated the XRF (X-Ray Fluorescence) on his sheet which sat at the bottom of the facing page. They got samples from the bottom, but that was not the sampling element of the soil, which we also recorded elsewhere. If we use the XRF in certain excavations, I will be certain to make the chemical components.

The T-C crew at Walker, Ana, Anuwa, Cervinka, David, David, and I then rode to T-6, to begin our work there for the day. We got all of our equipment set up and then began to work. Ana and Cervinka spread out while I searched. Generally, we had our pits about half as deep as it needed to be when we stopped yesterday. I started searching from the south side of the pit and switched to the north side because I didn't want to stop in the unit being uncovered. They told me that it was better to stop in the unit than to unintentionally create an optical illusion that would either hide a present feature or describe an absent one.

As we searched, we set our tools and Cervinka and I searched. We were still finding pieces of wine vials, the shuffling tool, siding pieces, and many, many pieces of river cobble and the smaller gravel.

About halfway through the day, some came with a level and David and I volunteered to help level. The level is used to determine elevations from a certain point. Our first mark was the middle of the southwest corner of Building 3 in T-6. The dist for some of the level we use on the page facing 43. Our main use was to measure the elevation at the batter, and then using that to check elevations that we had using the datum. Except for a calculation error, while we were attempting to convert the level elevations to measures below datum.

During our removal of the first layer, we found a linear wood feature that runs parallel to the bannered. When we first encountered it, due to its proximity to a banner, we thought that it was a root and ignored it. But upon recognizing its linear nature, we began to follow it around it.
Elevation Data

Elevation: 125.5 cm

Reading "back elevation" 121.5 cm

Depth: 126.5 cm

Back elevation = 126.5 cm

Subtract instrument height = 1 cm below benchmark

Estimate at bench: 125 cm

5 cm above benchmark

NE corner of 2003 N, 2003 E 180 cm

14.5 cm below benchmark

55.5 cm below datum

NW corner of 2003 N, 2003 E 177 cm

57.5 cm below benchmark

52.5 cm below datum

SE corner of 2003 N, 2003 E 163 cm

47.5 cm below benchmark

35.5 cm below datum

2003 N, 2003 E soil sample 2, SE corner 171.5 cm

3.6 cm below benchmark

47 cm below datum

2003 N, 2003 E soil sample 2, NW corner 179.5 cm

54 cm below benchmark

55 cm below datum

2003 N, 2003 E soil sample 2, SW corner 174 cm

5 cm below datum

2003 N, 2003 E soil sample 2, NE corner 179 cm

53 cm below datum

2003 N, 2003 E soil sample 2, back 172 cm

50 cm below datum

2003 N, 2003 E soil sample 2, bench 170 cm

48 cm below datum

2003 N, 2003 E soil sample 2, front 175 cm

5 cm below datum
It is believed that it is some sort of composite wood, whether it is the end of a log or some sort of feature. This was the marker that made us switch from 71-001 context to 71-003 context. We are going to continue a non-arbitrary layer, which is really neat.

We chose up context 71-003, excavated, and opened context 003 after work for our unit 2001 N, 2001 E. This brought us to the end of the day.

2001 N, 2001 E reached the end of the dry secondary level at 10 cm and closed new context 71-004 and opened context 71-004.
During the day, we spent the second half of the morning in the museum. Ann and Claire continued to work on the Seeley collection, while I helped organize the display in the library. Walter and Janet on their renovation project, Jordan on a project on elephants. We also helped to organize the cases.

First, Ann and I filled in the case. We chose some books to put on display from the back. One or two of the books will need to be cleared to add different exhibits to the case. We thought the Amherst football helmet would fit in the case and the related pictures on the wall behind the case. We arranged them and they fit the perfect niche. We used the brake stick to keep it in form and aligned. We moved the old shell back to the case.

Then we moved the Trenton rifles, which were on the wall behind the case, over to the wall beneath the window to the office. We organized the bowls and the antique decal in a drawer beneath the window in the office. We tried to find the papers but couldn't, so we put the cases in the drawer and left it.

We ended up rearranging the cases, adding a poster we found in the office. While we were looking, we plan to put in items from the Seeley collection, which has many items related to education and educational materials.

When everything was arranged, Ann and I made a list of things that need their labels re-done or could have labels made. We plan to work on that tomorrow.
In measurements from 20cm x 20cm in each corner.

20 cm center 20 cm W + 20 cm E.

3rd center 20 cm N & 20 cm E.

4th center 20 cm S - 20 cm E.

Nail center 20 cm S - 30 cm W.

Center at 141.6 cm across diagonally.

To ensure measurement consistency and accuracy of

Datum elevations.

Grabbing Sample

20 liters at 10cm from each level for Sample.

Make a first sample for context.

20 liters for good comparison between labor and efficiency.

I'm not going to waste my time scale measure.

I would have expected something close, but not exact.

Problem? Is my scale not accurate?

Once we get into a soil feature, we'll check one entirely.

20 liters, less than 20 liters.

We'll standard rate samples to one liter.

Even samples in two ways: then the same samples per sample -

are they really and capable extent matches. I guess.

It really important feature larger than 20 liters, it will.

be taken and carefully recorded.

Don't want to miss a soil feature. Everything goes in the bucket. Make sure it won't survive flotation.

Scale on the map where it comes from, as long as it is well defined.

In the map, talk about the level difference.

Inside label done with red felt tip pen. Has context number and call.

Include volume and tag + (X Y Z) sample number.

We had expected white A

and E.

Due to

Steve on the right.

To the level.

When I move it,

the soil

is well.

In contrast, very dark.

And the white.

After some.

Only 15

and since.

The next.

is read.
Rounded southeast to 79 from the house and began again on our

3004 N. 2003 E.

The first day, Carleen, and I continued on 2004 N. 2003 E.

with Gay, Carleen, and I continued on 2001 N. 2001 E.

and David G.

and Steve helped and oversaw the work.

The to the decision nature of the wood feature in our unit (2001 N. 2001 E.),
Theron and Carol excavated carefully up to the bottom of the feature while
Carleen, Gay, and I shovelled and screened. We only screened or the
 southern half of the unit so as not to disturb whatever may lie
in direct association with the feature.

When screening the first few buckets, we found a key which was
likely from the southwest corner of the unit. We continued to find
pieces of wire and nails in the screen and even as we dug. There was a
higher concentration of larger iron objects—about 5-10 cm in length
and more than one centimeter thick.

Steve left before suitable samples, so Carol G. excavated the feature when
Steve returned; he taught us about sampling the soil. My notes on that are
on the facing page. In the afternoon, we will be bringing samples of the
soil samples to describe the light material (possibly chalky plant matter)
and the heavier materials (which include gravel and root Matter). It will
be very thorough, and we will then screen the soil and record.

This is why we will only be flooding a small sample (2040 ml) from each
layer.

When I began to take soil samples following Steve's example, I left some
more of the same location noted that fall across the north 40 centimeter
of our unit. Steve had me draw around it to determine the extent. He
took over the shovelling to have more control of how much we excavated.
I contributed to the other centimeters wood, two of a small piece, and another
vertically. From what we excavated out, the two are not connected by
anything, more than type of material. The sediment fragment was let to
the side, and I searched carefully the soil. We took the bags to the van
while the other unit sampled their soil, and then was cookie break.

After cookie break, excavations in unit 3004 N. 2001 E. went more carefully.
On a little past, 2001 N. 2001 E. had not moved eastfully.

Carleen, Gay, and David G. excavated further and with your rock, Carleen, Gay, and David G. removed soil from the wall.

The southern half of the unit looked about proper depth but will probably
need some screening. Fingers broken to form the paper. Depth. The northern
half came down on the floor, and it we must think it to a 10 cm greater,
Trip cont.

Emon that at which our previous context stopped, we still have 1.5 to 3.5 centimeters to go still.

The crucial feature was as well uncovered at 6 cm below the decaying, so I drew it onto our context map and then I made a more detailed map of the gaps and more certain placed area

em. From could we put on our context map. This map (or more...

entirely) is on the facing page. I did my best to accurately reproduce the feature looks like in terms to gap and same concentration on the gaps.

They were wetted, and photographed with both the original and

white film. We didn't check out our context paperwork because we were digging too quick and the sort of the feature did not exist day by day take electrons at its top and still we remove it from.

For sequential out while we were digging we also found a

concealed section of soil around 220 cm E and 150 cm W. We

also found 20 cm diameter core while digging.
We talked between working in the museum and helping Steve get set out.

It took a lot of help from the team to get the museum ready for our first day of open house. Lachlan helped with our local history, John B., Lisa, and Sarah from the University of Edinburgh also helped before we went back to Australia. Lisa brought in fresh flowers, which really made the place look better. After looking through the newspaper and chatting with the volunteers, we decided to start our first day of open house.

I was the first to work in the Vietnam uniform donated by W. Smith. I don't like the vibrant colors (which is nice and therefore not so easy to handle). I experimented with one that is on the left and then tried the cotton sacking, but the first one didn't work because there was too much stress. Then I got a needle and thread from Europe and made a simple pillow instead, which worked better. The pillow was the highlight of the day.

I started to work on a text panel for the internee, and before I went outside to do more.

The basket used is a 30-gallon drum which is full of water. The water is pumped into the drum, the drum is full, and then the light object, which is a bottle, is inside the drum. The light object floats at the top and is dropped into the water. Most of the light objects are plastic bottles.

Before starting, we reassembled the drum. Our team had only 10, so we had to start from scratch before startting our first sample.

We went through the samples and then placed them in the drum. The water did not reach the bottom, and eventually, with a little bit of stirring, mental help, the samples were completely mixed. We then tied the samples into nets and put them into the drum, as we had previously discussed.
To get information from

When the station was reset Steve and I used it to determine the elevation of the top of the section of FS76-767. I then removed the section and put it in the sample bag for 007 and took the elevation of where it had been removed from. Then I took a sample on the site on which it had been lying and had covered so that Steve can analyze it when he returns to the on site lab.

It was about this time that the Dean of the Anthropology department came to 76. Steve went to her first and then I took over. A few minutes after she arrived was capable thesis. As she got a chance to talk to all of us about the project and our reasons for pursuing archaeology and anthropology.

After cookies were we went back to excavations. 2001, 2003 continued west slowly while 2001 N, 2001 E continued with trouble due to the features found so far. Because of the arid soil we found the bones. Smith began to look for post holes, which required careful scraping loose of loose dirt and the top surface.. A post hole is post made from boards containing was found just west of the median of the road too.

If the post/post hole feature uncovered by the removal of FS76-767 and the post found yesterday are all pictured in the facing page.

About this time the family tour led by Professor Clark arrived. She talked to them over the H-shaped interlocking family building. She brought them around to the excavation site and I told them about the geologic and what we were doing with the excavations. Given the level of trouble about doing poorly, I believe I did all right. I think that all I needed was an opportunity like this small scale tour guide. To realize how much I know about Archeology, the gardeners, and our goals. given that I thought I knew nothing. Magnificent how the student tours at OU work with this group as we did.
FEELING LIGHT.

We met on the deck. They had just left and we had begun to break for lunch when the group from the Tundraland Historical Society arrived. There had just been a set-up and presentation for them at the camp before they arrived.

I enjoyed giving them their tour perhaps more so, if at all, because of the number of questions they asked not only about the buildings and the gardens in that specific garden, but the questions they asked about the camp in general like, where did their water come from? Which led me to think in mind to obtain the answers. They were overall an enjoyable group and very interested in Amache and the goings-on at the camp.

After they left, I had my lunch, then I helped sweep out from the photo clean, the photo having been taken by this time.

A family from Nebraska (Missouri Family) came to see us. They were very interested in what was going on and enjoyed seeing the excavations, the historic photographs, and the process foot to beaches set and the landscaped features there. I believe they are following some of these foot trails and history now they have been to Amache.

Kelly (Jardine's girlfriend) came for her mother and sister and I gave them a brief tour. They were the last visitors of the day that I talked to. Also, I talked to our last visitor of the day, an older man who had lived in the area long enough and had been old enough to see the camp near-built and torn down.

Professor Clark and David consulted the GPR to decide whether or not to chase our unit 2005 vs. 2005 E. They decided that we should not, but should first make clear the western boundary of area 1. Clarke and I believe we still have enough to do in the area.

We have received more than the initial work in 2005 T, 2005 E, and spending the last two of our day getting to the area of work in the north part of the site. I think suggests that we will be on the same context next week, except for the fact that the celery was due to see the pot holes and related features that we might be digging those next week, which would necessitate many different contexts due to the totes matrix.

We put away all the equipment for the weekend and then our day was finished.

I'm not sure if the 2005 T, 2005 E crew will be opening a new adjacent unit to 2005 T, 2005 E, or if they will be moved to another excavation in another block entirely.