Post-Reservation Period

Nuclear Family (Gnawa)

Despite the changing social and economic conditions, the nuclear family remains the dominant household type in the Gnawa community. In the following decades, a single economic unit, the ‘Add-Sub’ (economic unit), emerged.

Although the nuclear family is emerging as the primary nuclear family, the anthropological data suggests that the nuclear family unit is still held up with the extended family, even in the post-reservation period.

Gnawa household diagrams:

- Winter
  - Main room
  - Kitchen
  - Boiler room
- Summer
  - Main room
  - Kitchen
  - Boiler room

All the households are depicted in the diagram above. The demonstration of the households includes the main room, kitchen, and boiler room. The layout and design of the households are adapted to the environment and climate of the region.
Post-Reservation Federal Indian Housing

The houses described so far are part of a series of reservations which have been created to accommodate the needs of Native Americans. These reservations are often located in remote areas and are characterized by a strong sense of community. The houses built on these reservations are typically small and simple, reflecting the modest living conditions of the people who live there. The homes are usually single story with a small number of rooms, often including a bedroom, living room, and kitchen. The materials used in construction are generally local, with wood being a common choice. The homes are designed to provide basic comfort and shelter, with few amenities. The design of these homes reflects a traditional way of life, with a strong emphasis on family and community.
Post-reservation period
Apache Housing

(C. Extended Matrilineal Family (2014))

- Although the gado no longer provides the organizational framework for economic activities, the gado is still a firmly established spatially localized unit.

- Because of a greater variety of options, off-reservation work, etc., gado settlements may be smaller than in the past, or not occur at all.

- The band and local group system broke down with the disappearance of the hunt, gather, raid, economy.
- Subtribal groups correspond with reservation boundaries.

Site Plan of Gado
CONTEMPORARY MULTIROOM HOUSEPLANS
BY APACHES

Two room house, Esker, drawing after Alamanese.

Two rooms often develop from the one room house. Bathrooms added by extension.

It’s not that you enter through the sleeping space, but rather the sleeping space is redefined during the waking hours as a space less private than the dining. Used for conversation the bath becomes a thus familiar migration.

Plan of a model by Apache for his own home.

Note: large storage spaces, short passages, large combined kitchen/dining area focused. Living areas: Fire, through center.

12'x10'  14'x12'
7'x11'  11'x10'
### Arizona (Cont'd.)

**Tucson**

- Elevation: 2584 Ft.

#### Temperature

<table>
<thead>
<tr>
<th></th>
<th>Average</th>
<th>Extreme</th>
<th>Degree Days (Base 65°)</th>
<th>Rel. Prec.</th>
<th>Hum. Nor.</th>
<th>Wind</th>
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- **11:00 a.m.**
  - Total
  - Snow
  - Total
  - Snow
  - % Pct. Sunshine
  - Ch.:
  - P. C.
  - Cldy.
  - Rain.
  - Snow.
  - Thund.
  - Fog
  - Percent IFR

- **J**: 63 37 50 87 16 471 6 39 1 0 8 se 82 14 7 10 4 • • • • 1
- **F**: 66 40 53 92 20 244 0 34 1 0 8 se 83 13 8 9 4 • • • • 1
- **M**: 72 44 58 92 20 242 45 28 0 0 8 se 86 14 8 9 4 • • • • 1
- **A**: 81 51 65 102 27 75 51 21 0 1 9 se 91 17 7 6 2 • 1 0 0
- **M**: 89 57 73 107 38 6 152 16 0 0 9 se 94 20 7 4 1 0 1 0
- **J**: 98 67 83 111 47 0 493 17 0 0 8 se 93 22 6 2 1 0 2 0
- **J**: 98 74 86 111 63 0 706 33 2 0 8 se 77 10 12 9 10 0 14 0
- **A**: 95 71 83 109 61 0 514 40 3 0 8 se 80 12 12 7 10 0 14 0
- **S**: 93 67 80 107 44 0 430 31 1 0 8 se 87 20 6 4 4 0 5 0
- **O**: 83 57 70 101 20 25 101 29 1 1 8 se 90 20 7 4 3 0 2 0
- **N**: 72 44 58 90 24 231 12 31 1 0 8 se 85 17 7 6 3 • • • •
- **D**: 65 39 52 84 18 406 0 39 1 0 8 se 79 15 6 10 4 • • • •
- **Y**: 81 51 68 111 16 1800 2510 30 11 1 8 se 86 194 91 80 50 1 40 1 • • • •
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<th>Men</th>
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<th>Teen</th>
<th>Boy</th>
<th>Girl</th>
<th>Teen</th>
<th>Boy</th>
<th>Girl</th>
<th>Woman</th>
<th>Father</th>
<th>Teen</th>
<th>Boy</th>
<th>Girl</th>
<th>Family</th>
<th>Worker</th>
<th>Guest</th>
<th>Pet</th>
<th>Book</th>
<th>Auto</th>
<th>Storage</th>
<th>Craftwork</th>
<th>Leisure</th>
<th>Crafting</th>
<th>Laundry</th>
<th>&quot;Porch Sitting&quot;</th>
<th>Receiving Formal Guests</th>
<th>Receiving Informal Guests</th>
<th>Gardening</th>
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</tbody>
</table>
CONVERSATION

AFACHES LIKE TO SIT ABOUT THE PERIPHERY OF THE ROOM, AND ESPECIALLY WHEN VISITORS CALL, TO HAVE AMPLE DISTANCE BETWEEN ONE ANOTHER.

INDOORS

OUTDOORS
Entertainment

Television and Radio are in vogue in the camps.

Bathing Etc.

- Bathrooms are considered more public than bedrooms.
- Indoor plumbing is one of the prime motivations for new housing.

"Real boys Štik" (I'm going to talk on the wires).

- With the probability of large families, a bath area that can accommodate activities by 3 individuals might help avoid confusion in the morning.
EATING OUTDOORS

FOOD PREPARATION INDOORS

After cooking together, the women split up: some return to their homes to feed their own families, others stay. Nearby, women are never alone in the food prep area. There is always a group from the family cluter, helping or sitting nearby, socializing.
EATING INDOOR

The woman of the house may choose to sit in the background while her guests or her husband eats first. This is traditional.

(ESPER)

The father of the family may eat before the rest of the family. This is traditional also.

(Mats)

Conversation may occur during the meal, but talk flows freely around the table afterwards.

(ESPER)
OUTDOOR FOOD PREP.

ANIMALS.

ALTHOUGH many families own cattle, these are kept with a collective tribal herd. The herd needs to be kept out of the community.

Dogs are everywhere, but aren't given caring attention and they don't rate any special facilities.

Enclosures must be provided for the few bovine and animal for those who can afford horses.
CHILDREN'S PLAY,
INDOORS

When children play indoors, they continually run in, out, and through the social spaces of the house. This is consistent with ideas on the use of space for social interaction during the day, and seems to be acceptable to all concerned.

IN THE SUMMER, children are apt to play in and about the shade their mothers are working in. (BASSO)
"There is not a great deal of concern over places for sleeping. Such spaces may or may not be delineated as bedrooms... where families have built separate bedrooms, which are appreciated for the privacy they are used exclusively as bedrooms, not as places where individuals may go to spend time alone. ... Activities that occur during the awakening hours are given to social interaction, while sleeping is a personal matter that is paid little mind."

George Julian Esber.
Storage

Working-class families tend to have large storage spaces and repair material. This requires considerable storage space.

- Sample shelf
- Personal storage
- Large common storage area
- Long-term storage
- Medium-term storage
- Short-term storage

Living conditions:
- The family's house is overcrowded, leading to sharing and lack of privacy.
- The family enjoys spending time outdoors in the evenings and on weekends.
The need for students to study at home creates a dilemma. Study is best accomplished in privacy, but it is not considered acceptable for the young Apache at home to be in a private space in the house during the waking hours. It is considered a sign of illness. Possible resolutions:

1. Provide a somewhat more private space opening directly off the social space.
2. Provide space & facilities for study in the bedrooms, and trust that the students will take the initiative to deviate from accepted lifestyle in this instance.
3. Perhaps the student stays up later than others, and the day time social spaces become the study space.
4. Perhaps time is provided to study during school hours, or facilities are opened after hours for study.

DRESSING

Dressing is considered an activity which merits private space.
Although people of Sam Carls are less involved in Indian craft sales than other tribes, some people women supplement the family income by weaving baskets, occasionally weaving baskets, making Pendleton blankets, and perhaps beadwork.
"LAUNDERING"

"Washrooms can be kept in a semi-enclosed, protected space where the heat of clutter & mess will be out of the house. Again, there should be space for several women to work.

"Porch Sitting"

- It is popular to sit in the shade and watch life go by... even at a very slow pace.
- Although the Tonto Apache lived in their shades in the summer, all requested porches on their new homes...
- I interpret this as a desire to spend some time outdoors in the shade in marginal seasonal times before a move to outdoor space can be justified. Also, a transitional enclosure...

RECEIVING FORMAL GUESTS

1. The visitor sits in his parked vehicle for a few minutes to half an hour, watching what's happening. From this point, he is asked in, or after an adequate wait, proceeds to the door and knocks.

2. He knocks on the door if the occupants aren't outside and is asked to enter.

3. The guest greets himself in the first space he enters, in the seat closest to where he entered. The host family sit themselves around the periphery of the room, each maintaining ample distance between themselves and the person seated to either side of them. A hackled conversation takes place and if the host chooses to extend hospitality, asks if the traveler has eaten. If the guest wishes to honor the host's hospitality, he responds that he has not. The host then proceeds to the food prep area. Conversation may be maintained between the host and the guest. When the meal is prepared, the guest is asked to proceed to the food prep area.

4. During the meal, conversation may or may not take place. The host may join the table or sit in the background until the guest has eaten.

5. After the meal, the participants are free to sit around the space in which the meal was held and engage in a relaxed manner.

6. At the appropriate time, the guest will be asked if he has a place to stay and be invited to spend the night. The guest will spend the night in an area less private than those the family stays in and will be served breakfast before departing.
GARDENING

*Although gardens were historically tended by the Apache, they are not very common among the San Carlos people. If they were kept, there would probably be small plots corresponding to the nuclear family, or common plots for extended families subdivided for nuclear families.*
"Mother-in-law avoidance"

It is traditionally considered respectful for men who marry into a Gota to avoid contact with his mother-in-law, for his ease, privacy should be maintained between himself and his mother-in-law's household by distance, or other means.

4b. "Children's Play."

There should be a common space for children of a Gota to play with each other in safety & superviseable by mothers without being too inhibiting to the child. The space should be outdoors & include the nuclear family's outdoor space.
Provide outdoor space, which connect the play spaces of each household or family group and have playgrounds along the way.

The trading post was a place where relatives, who do not necessarily have contact with each other in the daily routine, have periodic chance meetings, on which occasion they exchange the latest gossip. A common point, such as the retail area, should provide accommodations for such exchange.

In San Carlos, the trees which grow in a row along the street appear to be an important place for people to meet, sit in the shade and watch life go by.
"PARKING LOT"

- Number of vehicles: 170
- Area for two vehicles + access: 594 ft²
- From table: Time saves standards
- Circulation: 85
- Proposed: 17
- Overflow

Diagram includes:
- Auto
- Area
- Entry
- Storage
- Overflow
SITTING HATCHING
In our own culture, if students linger in the parking lot, we might suspect they were up to no good. If Apache youths & adults spend time sitting in their auto before entering the school, they might simply be observing Apache conventions on the proper slow paced and measured approach to an event. The parking lot should have a view and be a comfortable distance from the life of the next level of more private space.

this will put limits on the depth & length of the lot & will strongly influence its relationship to other spaces of the school. It should be a "place" and provide shade for users.

AREA SUMMARIES

AUTO PARKING & CIRC. 50,040 sf
BUS STORAGE 11,400 sf
DROP OFF 78,290 sf total flow.
"ENTRY"

Entry is important as a place, marking the boundary between the space a person is in, and the next more private space. At such a place, the Apache student might pause for some time, focusing on the activities of the next space. This place would also be a place where friends and relatives would converge and socialize before proceeding further into an activity. People may

CEREMONIAL GROUND. - The boundary of the ceremonial ground should provide shade, places to sit, watch, socialize, in a natural setting.
"CLASSES"

- Teacher, supreme being
- Adult students especially are not
  taught to appreciate this relationship
- The teacher's position is a \textit{heuristic}
- \textit{Opposing orientation}
- Puts teacher in authoritarian position & opposing force in
  regard to class.

Typical Classroom
In Anglo Society

Stratification: the more aggressive
- Competitive individuals are more likely
- To choose seats closer to teacher.

In Apache society, where competition
- Aggression and stratification of
  society are not seen as positive
- Attributes probably all students
  could try to sit near back, and
  these upright could be very uncomfortable.

10' - 30'

A peripheral seating pattern may be more
- Appropriate. The teacher is capable of\textit{ assuming a role of leader}
- Depending on the situation. He
  can seat himself along the wall to become
  a more or less equal participant in class
  discussions. He can center himself in the class
  to become the focal point or lecturer. He can
  sit in a corner, thus eliminating the effects of
  the overwhelming presence of the class.

Of course, in such a mild climate, a screen
- For outside classes would be nice, except
- If partial protection of climate conditions
  provided.

AREA SUMMARIES

<table>
<thead>
<tr>
<th>Classroom</th>
<th>$32' \times 28' = 896$</th>
<th>$\times \text{rooms} = 88$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partitionable Classroom</td>
<td>$32' \times 48' = 1536$</td>
<td>$\times 2 = 2072$</td>
</tr>
<tr>
<td>Outdoor Classroom</td>
<td>$86 \text{ ft}^2 \times 3 \text{h} \times 5 = 1345$</td>
<td></td>
</tr>
<tr>
<td>Small Rooms (covered in library spaces)</td>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

86
"BIOLOGY"

The space required for instruction in biology would include lecture space, similar to the generic class space previously dealt with, a laboratory with student work stations, prep area, and greenhouse. The biology department may also teach in areas relevant to reservation life, such as animal husbandry and small-scale agriculture. The biology & chemistry classrooms would also be used for other science classes.

Lecture Space
Lab. 16' x 12' = 192 sq ft
Prep Room 8' x 8' = 64 sq ft
Green House 10' x 16' = 160 sq ft
192 + 64 + 160 = 316 sq ft
Note, a less formal seating pattern than shown on the "Class" page. As students become more comfortable with the class, they can move even the wall and sit in a tighter circle, thus encouraging more intense interaction. They might even sit on the floor on a big, thick, circular carpet, if it is compatible with the nature of the class.
Space requirements for chemistry classes would be similar to those for biology except for amount and type of storage and ventilation requirements.

**AREA SUMMARY**

- Lecture Space 26 x 32 = 832
- Lab. 26 x 26 = 748
- Prep/Storage 12 x 12 = 144

TOTAL = 1,784
The business department should be provided with a laboratory suitable for instruction in typing & shorthand as well as more conventional class space.
FINE ARTS

Some Apache are involved in Indian art work as a means of supplementary income, predominantly in basket weaving, a traditional art form, and beaded jewelry. Some are involved in crafts as a means of producing useful household items such as water bottles. A few may be involved in the occasional production of ceremonial artifacts. The Art Department may be a center for exchange of community knowledge of traditional and ceremonial arts and crafts as well as a center for expanding the community's artistic involvement.

AREA SUMMARY

<table>
<thead>
<tr>
<th>Category</th>
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<tr>
<td>Storage</td>
<td>6 x 10</td>
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<tr>
<td>Throwing</td>
<td>10 x 20</td>
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</tr>
<tr>
<td>Knitting</td>
<td>15 x 20</td>
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</tr>
<tr>
<td>Weaving</td>
<td>15 x 20</td>
<td></td>
</tr>
<tr>
<td>Weaving cage</td>
<td>15 x 20</td>
<td></td>
</tr>
<tr>
<td>Office</td>
<td>8 x 12</td>
<td></td>
</tr>
<tr>
<td>Chair, storage 8 x 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jewelry, storage 6 x 6</td>
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<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>6 x 6</td>
<td></td>
</tr>
</tbody>
</table>

* Area sizes are approximate.
The studies and classes are internalized so that the student is exposed to other studies. The specific knowledge is transferred to the specific, broader knowledge.

The diagram illustrates the relationship between different classes and activities. The arrows indicate the flow of information and the relationship between various components. The diagram is complex and requires careful interpretation to understand the connections and interactions depicted.
MUSIC

AREA SUMMARY

Instrumental, choral, lecture
Practice #1
Practice #2
Office
Storage/dressing #1
Storage/dressing #2

1000 sf
400 sf
1200 sf
96 sf
180 sf
180 sf
1636 sf
ADMINISTRATION

AREA SUMMARIES
Reception  48#
Waiting    400#
Conference 409
Rest room  40#
Office  120 x 3  306#
Total   1248#
KITCHEN

The separation of kitchen and dining spaces was introduced in American homes because of servant labor. The concept of separation is magnified in scale & spectral in the institutional kitchen. Akin, the kitchen is separated from dining by a see through, sometimes factory assembled trapezoid mechanically appears from a hole in the wall. Fortunately, there is no precedent for separate kitchen and dining facilities in Apache domestic architecture. Although clearly marked territories will help avoid confusion in the preparation of large meals, lack of visual and acoustical separation will improve working conditions for kitchen help, without having a negative effect on the dining atmosphere.
It would be nice if the kitchen could be used for large outdoor gatherings, such as dances.

**AREA SUMMARY**

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<thead>
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<th>Area</th>
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<td>Receiving</td>
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<tr>
<td>Dry Storage</td>
<td>150 sq ft</td>
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<tr>
<td>Prep/Storage</td>
<td>160 sq ft</td>
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<tr>
<td>Dishwashing</td>
<td>120 sq ft</td>
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<tr>
<td>Teach Room</td>
<td>60 sq ft</td>
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<tr>
<td>Employee lockers</td>
<td>120 sq ft</td>
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<tr>
<td>Employee lounge</td>
<td>48 sq ft</td>
</tr>
<tr>
<td>Managers Office</td>
<td>60 sq ft</td>
</tr>
<tr>
<td>Serving</td>
<td>280 sq ft</td>
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<tr>
<td>Prep Areas</td>
<td>340 sq ft</td>
</tr>
<tr>
<td>Cooking</td>
<td>448 sq ft</td>
</tr>
<tr>
<td>Baking</td>
<td>328 sq ft</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2,222 sq ft</td>
</tr>
</tbody>
</table>
DINING

The dining area should be a center for social activities as it is the dining area in the home.

AREA

Dining — 2380'

Many students would choose to eat outdoors. This might suggest disposable dining service, which would eliminate dishwashing from the kitchen.
HOME ARTS

Adults and students alike need facilities in which they can learn to use and maintain the types of home innovations they seek, but are unfamiliar with. The home arts department should be similar to a model home, but able to accommodate group learning.

The living area can double as a casual and comfortable lecture area.

AREA SUMMARIES

<table>
<thead>
<tr>
<th>Area</th>
<th>Square Feet</th>
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<tbody>
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<tr>
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<tr>
<td>Sewing</td>
<td>400 ft²</td>
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<td>Storage</td>
<td>120 ft²</td>
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<tr>
<td>Bath</td>
<td>80 ft²</td>
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<tr>
<td>Office</td>
<td>80 ft²</td>
</tr>
<tr>
<td></td>
<td>1820 ft²</td>
</tr>
</tbody>
</table>
ATHLETICS

The athletic facilities can provide a recreation facility to the community as well as providing physical education and sports facilities to the students. Such a large and flexible space could also be used for public forums.

AREA SUMMARIES
GYMNASIUM 11,400*
BALCONY 3,420*
BOYS LOCKERS 1,020*
  SHOWERS 120*
  RESTROOM 100*
  OFFICE 80*
GIRLS LOCKERS 1,020*
  SHOWERS 120*
  RESTROOM 100*
  OFFICE 80*
WEIGHT ROOM 600*
STORAGE 180*
ENTRY 1000*
CONCESSIONS 150*
RESTROOMS 400*
CIRCULATION 100*

20,786*
Folding bleachers, seating for 1200 on one side, to facilitate public forums. The bleachers, plus folding chairs on the gym floor, will provide seating for half the population on reservation.

When the bleachers are closed, such a balcony can be used for dancing, gymnastics, wrestling.

Two basketball courts when bleachers boarded.
INDUSTRIAL ARTS

Apache expectations of education are more vocationally directed. However, facilities for vocational training already exist on the reservation. Shop facilities at the school will serve these with a general interest and will be geared towards everyday practical knowledge.
Informal reading
Casual, relaxed, self-directed
Casual social interaction possible.

Satellite department
resource areas

Resources

1500#
Since the emphasis will be on "learning" rather than "teaching," the library will become more important to the students as a resource, a storehouse of knowledge in which a student can direct his own learning activities. The library thus becomes the heart of the academic complex and can also be a knowledge resource for the community as a whole. Since work in the classroom should correspond closely with research activities, I propose that materials likely to be used heavily by a specific department, be located in a satellite resource area near the classrooms of that department.

**Area Summaries**

- **Entry** 600 sq ft
- **Circ. Desk** 100 sq ft
- **Stack Area** 1,500 sq ft
- **Carrels** 1,019 sq ft
- **A/V Room** 200 sq ft
- **Seminar** 380 sq ft
- **Alcoves 8x27** 81 sq ft
- **Circulation** 1,060 sq ft

Total: 4,235 sq ft
ASSEMBLY, THEATRICS, FILMS.

A flexible auditorium space should be provided for assemblies of the school body, drama performances of various types, musical performances, and films. On the community level, the space can function as a community theatre, and as a movie theatre.

From the nature of Apache community events, we might suspect that the Apache would appreciate a dramatic performance that involved audience participation and an intimate performer-audience relationship, which would best be met by an open or thrust stage. On the other hand, drama students are somewhat limited in the plays that can be successfully performed on an open stage. The proscenium type is more flexible. The concept involves the advantages of both.
The area summary breaks down the seating and circulation areas:
- Seating & Circulation: 2,800
- Stage: 600
- Wings: 2,160
- Back Stage: 160
- Water Closet: 40
- Dressing: 30
- Projection: 80
- Ticket & Concessions: 110
- Public Restrooms: 2

Total area: 5,026

The number and quality of architectural spaces and landmarks in the public's procession towards the focus of the performance, working together with the Apache culture's distinctly measured approach towards the focus of an activity can heighten the ceremonial atmosphere of the dramatic event.

Some performances more directly related to Apache culture (such as the mock Rane Dances performed by the Apache Culture Club, formed at Globe High School) will require the active participation of the audience and would best be performed outdoors. A large, open amphitheater space with informal seating (most will stand) and minor less level will serve this purpose.
DEPARTMENT RESOURCES, OFFICES

AREA SUMMARIES

Resource 20 x 5
Office 6 15 x 8 x 96

For closer interaction between classroom activities and resource materials, a department resource center should be maintained as a localized satellite of the main resource center, which would contain books, audiovisual, and other equipment which should be immediately available to students & classes. These resource centers could be the central point in a cluster of department classrooms, offices, and ancillary spaces.

Departments

Main Sciences
Science
Languages - including Apache, English as either a first or second language, to students & adults.
Social Studies - should include teaching in Apache culture, history, etc.
and should include instruction by Apache elders, philosophers, medicine men, etc.

Business

Classroom
Deep Room
Small Group Room

Room for small groups of students:

Office should be provided for each faculty member, a place to prepare for class, privately, and a place to meet individual students.

This physical relationship between a larger and teacher's office provides direct, open visibility between student and teacher.
BIBLIOGRAPHY

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