

# Phoenix Indian School Park

**Master Plan  
Task Force Report**

**January 1993**

# Phoenix Indian School Park Master Plan

## Phoenix, Arizona

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The Phoenix Indian School Executive Summary was prepared by the City of Phoenix Parks, Recreation and Library Department Parks Development Division and Public Information Office

Portions of this report were rewritten from the Phoenix Indian School Specific Plan 1992 prepared by the City of Phoenix Planning Department

### Art by Wilmer Joshevama

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# Phoenix Indian School Park Master Plan

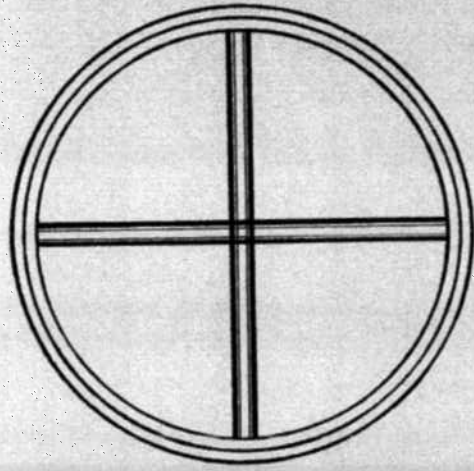
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# Phoenix Indian School Park Master Plan

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### **Circle of Life**

The crossed line represent the four cardinal directions, east, west, north, and south. The directions which we came from in our migration. No matter where you are at, you are in the center of life.

**Summary**

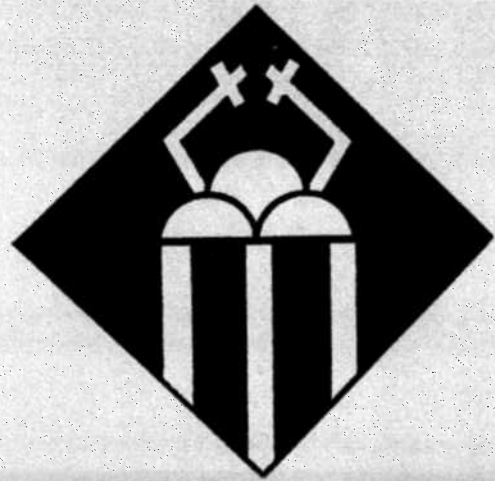
## Summary

The Phoenix City Council adopted the Phoenix Indian School Specific Plan for the Phoenix Indian School site on December 4, 1991. It appointed a 23-member citizen task force in July 1991 to plan a community park at the site. For one and a half years the Phoenix Indian School Task Force developed a master plan to meet community recreation needs and address the cultural heritage of Phoenix Indian School.

The task force members representing the Phoenix community, developed this 74-acre community park master plan to ensure the future of Phoenix Indian School Park and to respect the past of Phoenix Indian School. The Phoenix Indian School Park Master Plan was approved by the city council on January 12, 1993.

This master plan was prepared by the City of Phoenix Parks, Recreation and Library Department Parks Development staff at the direction of the task force. The Navajo Nation design team contributed a greatly to the success of the plan by providing the spirit of the design. Their perspective of the park is related through the thoughts of an ancient Indian Spirit:

*I have visited this place often. In my dreams. It is a place filled with magic and power. It is here that the past and the future can be bridged. It is here we can find ourselves.*



**Rain Cloud**

The source of water which maintains life for plants, humans, and animals.

**Introduction**

## History of Phoenix Indian School Property

The value of the Phoenix Indian School property is very much determined by the perspective of the individual or groups doing the measuring. Nearly all would agree that in a major American downtown, 110 acres of prime development land is a valuable asset. Even if the City of Phoenix had not originally contributed money to purchase land for the school, the significance of the school to the city is beyond monetary worth because of their proximity to and close involvement with one another. To Native Americans because they were its students, Phoenix Indian School conveys such a meaningful sense of opportunity and spirituality that its importance must be appreciated on an emotional level.

The Phoenix Indian School Task Force worked over a one and a half year period to understand and create a complete park master plan that responds to the school's inherent values and accommodates community recreational needs.

The Phoenix Indian School was founded in 1891 at its current site which was then outside Phoenix city limits. This was one year after the closing of Fort McDowell when Prescott was still Arizona's territorial capital. The land, owned by Frank C. Hatch, was located east of Central Avenue and south of the Grand Canal and described as being the finest quality with "a fine rich, sandy loam to a depth of twenty feet at least."

Today, the site is in central Phoenix about 2.5 miles north of downtown at the northeast corner of Indian School Road and Central Avenue. Situated within the Encanto Village core, it is among Phoenix's most significant historic and cultural properties. The nation's second largest Indian school by 1900, it played an instrumental role in the emergence and maturation of the federal government's Native American education policies in the 20th century.

The school's purpose was to assimilate Native American children into the mainstream American culture. Students came to Phoenix from throughout the

country but Arizona was home to the majority. Attendance peaked at 900 in 1935 when the curriculum changed from primarily vocational training and basic trades to more traditional academics. The school's most popular features were its marching band and athletic program. The band was a frequent participant of local and statewide festivals and events.

At one time there were approximately 100 buildings on the campus. Most of the 25 remaining buildings were constructed during a modernization phase in the 1960s which razed many of the original structures. Three buildings are historically significant and eligible for the National Register of Historic Places.

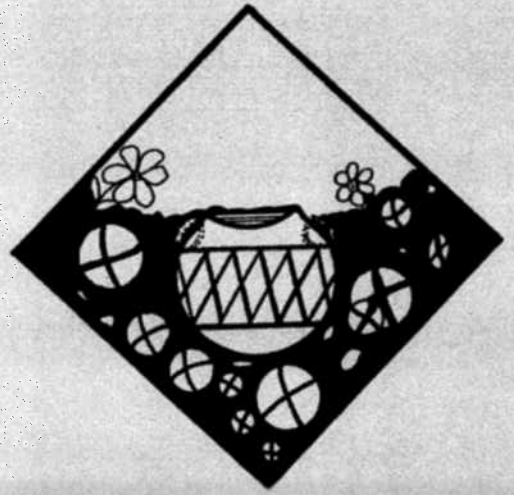
The federal government officially closed the school in 1990. The 1987 Public Law 100-696 arranged for the Phoenix Indian School land to be sold to a private developer, Barron Collier Companies, in exchange for more than 100,000 acres in the Florida Everglades and a \$35 million cash payment to the Arizona Indian Education Trust Fund. A parcel of land within the school property was designated for use as a city park.

In light of this land trade, the Phoenix City Council began to consider appropriate uses for the site. On June 25, 1991, the council recommended for mid-rise development (up to 16 stories) in the area between Central Avenue and First Street with the remainder development limited to four stories. Council action permitted up to 1.4 million square feet of office development and up to 100,000 square feet of retail development, and accommodated 1,200 residential units.

On December 4, 1991, the council adopted the *Phoenix Indian School Specific Plan* which stipulated the development potential for the traded land. The specific plan is a regulatory document for the development of the private parcels after the land trade is accomplished. It has no bearing on the park master plan or development which is the responsibility of the Phoenix Parks and Recreation Board and the Phoenix City Council.



On December 11, 1991, the council also executed a Development and Disposition Agreement (DDA) with the Collier companies to trade 7.5 acres of downtown land for 54 acres of Indian School land. This DDA provides for a 74 acre park and is the basis for the task force work and this master plan. The DDA was amended on December 18, 1992 to allow a four-year delay between the closing of escrow and the transfer of title from the federal government to the Collier companies and the City of Phoenix.



### **Water Jar**

A sacred netted gourd or pottery is used to carry water from a spring or sacred place for rituals. The seeds are the plant life which are watered from the jar.

**Task Force**

# Phoenix Indian School Task Force

The Phoenix Indian School Task Force was appointed in July 1991 to develop the physical and financial Master Plan for Phoenix Indian School Park. The task force consisted of an Arizona state representative as chair, Phoenix Parks and Recreation Board members, Native Americans, local business leaders, design professionals, and proponents from the area neighborhoods, the veterans hospitals, and Central High School.

## The 1991 task force charge from the mayor states:

"The City Council establish an Indian School Task Force that would pursue the maximum parkland and amenities possible on the site. It should explore potential joint use agreements, purchases, or trades with Central High School or the developer, that would bring the total size to that of Encanto Park or larger. The Task Force should explore all avenues for funding additional parkland acquisition and improvements, including federal and state funds, and municipal bond funds. The Task Force will include representatives of the Phoenix Parks and Recreation Board, Central High School, the Central Avenue Association, and the area neighborhoods. Its recommendations should be reviewed by the Parks and Recreation Board and the Indian School Council Subcommittee."

Due to the multiple responsibilities of the task force, it was divided into three subcommittees (park planning, financing, and event planning) to work on their respective tasks.

## Mission Statement

The task force's first effort was to determine the park's mission and goals to develop the Phoenix Indian School Park Master Plan. This was accomplished in the course of four meetings in February 1992 and formally adopted by the task force on March 5, 1992.

- ◆ Commemoration, preservation, and interpretation of the Phoenix Indian School's unique cultural and historical character;
- ◆ Creation of a scenic and pastoral park consistent with this character, within a modern urban setting;

- ◆ Enhancement of quality of life for Phoenix residents by provision of a highly accessible and safe park with the diversity and richness necessary to fulfill needs for recreation, leisure, cultural enrichment, social activities, and a welcoming sense of nature within the park's intensely urban context and;

- ◆ Assurance that the park will have easy access by all people, without regard to sex, age disability, national origin, race, or religion.

## Goal and Objectives

### Goal 1

To provide a master plan that establishes a policy framework for development of the Phoenix Indian School Park

### Objectives

- ◆ Analyze existing conditions, historical and cultural background information, constraints and opportunities to provide a vital foundation for planning.
- ◆ Develop and implement a creative program of community input, to evaluate the needs and desires of the community.
- ◆ Based on community input and background analysis, develop a phased planning program for the park that describes intended uses and key functional relationships.
- ◆ Develop policy and planning/design guidelines based on the planning program that will be of practical use to park designers.

### Goal 2

Establish a concept for the Phoenix Indian School Park that recognizes the importance of the park's history, cultural significance, and natural environment.

### Objectives

- ◆ Maximize the interpretive potential of the park, stressing unique opportunities for cultural, historical, and environmental education.
- ◆ Stabilize and/or restore selected buildings to halt deterioration, preserve their physical integrity and allow opportunities for reuse consistent with the park's concept, historic context, and planning program requirements.

- ◆ Take steps to achieve designation of key buildings on the Phoenix Historic Property Register and the National Register of Historic Places.

- ◆ Use the historic Indian School features as a basis for a new park design.

- ◆ Research cultural aspects of the Indian school's history and work with representatives of Native American organizations to maximize educational and interpretive opportunities in park planning and programming.

- ◆ Provide a rallying ground and spiritual retreat for the Phoenix Indian School graduates and their descendants.

- ◆ Develop guidelines for planning and design of the park that emphasize resource conservation and maximizing year-round park use in the Phoenix desert environment.

### Goal 3

Develop a plan for the park that takes full advantage of its existing and planned urban context.

#### Objectives

- ◆ Plan for good access to the park from adjoining streets, neighborhoods and other uses, making provisions for pedestrians, bicyclists and transit-users as well as for motorists.

- ◆ Maximize park visibility, providing strong visual access to historic buildings and other park features from both Central Avenue and Indian School Road.

- ◆ Plan the park to meet neighborhood recreational, social, and leisure needs, identifying these needs in cooperation with affected neighborhoods

- ◆ Plan the park to preserve views of Squaw Peak and Camelback Mountain from within the site.

- ◆ Plan and design the park to have a strong sense of nature, a pastoral setting that provides a positive contrast with its intense urban setting.

- ◆ Carefully consider relationships with existing and planned uses on the perimeter of the park, developing a site plan, design guidelines and management strategy that maximize mutual benefits.

### Goal 4

Develop a vital funding strategy for the phasing, construction, management, and operation of Indian School Park.

### Objectives

- ◆ Make recommendations with regard to potential federal participation in park planning, funding and development, evaluating this participation in terms of potential opportunities, constraints, and benefits to the citizens of Phoenix.

- ◆ Investigate the possibility of state participation in park development through historic preservation grants, Heritage Fund grants and other programs.

- ◆ Investigate the potential of securing bond monies and operational funding from the City of Phoenix.

- ◆ Explore potential tax benefits and strategies related to historic properties.

- ◆ Develop a strategy for encouraging private sector contributions to the park at all levels, including both donations and use of volunteers.

### Goal 5

Develop a management approach for Phoenix Indian School Park that maximizes security, maintenance quality, efficient transportation, service operations and parking, appropriate programming of events and activities, benefits from concessions and vendors and ease of park operations.

#### Objectives

- ◆ Design, plan, and manage the park to create a safe environment, one in which all park users feel comfortable and secure.

- ◆ Develop guidelines for design and management to ensure that the park is well maintained at a relative low overall cost.

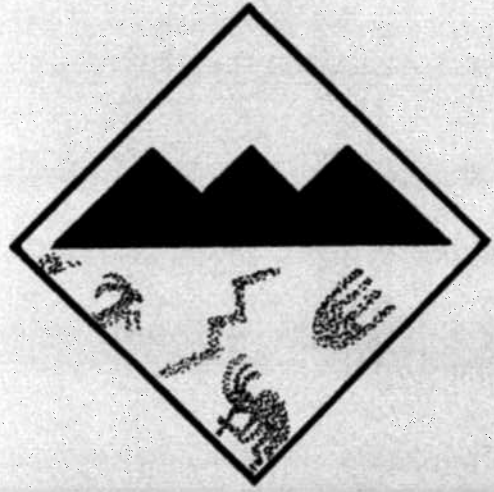
- ◆ Provide a variety of opportunities for special events, displays and programs through coordinated planning and management of public spaces.

- ◆ Design public spaces and park structures to maximize flexibility, allowing a wide range of possible uses from major community festivals to family picnics.

- ◆ Develop a plan that considers concessionaires and vendors within the park that helps keep the park active and attractive.

- ◆ Develop a general strategy for maximum public awareness of Phoenix Indian School Park aimed at attracting both residents and tourists.

- ◆ Design and manage the park for ease of orientation by park users and for good access to information about the park, its features and programming.



### **Mountains**

Phoenix's mountains are sacred because our ancestors' spiritual beings live in mountains. The petroglyphs found within the mountains are reminders of our ancestors.

## **Planning Approach**

# Inventory

## Existing Site Features and Surrounding Land Uses

The 74 acre park has an additional 210 feet of frontage on Central Avenue north of Glenrosa Street and approximately 730 feet of frontage along Indian School Road (east of Central Avenue by 700 feet.). (See Site Conditions Map Exhibit page 20).

It is located north of the Encanto Village Core which is characterized by high-rise office development located along Central Avenue between Third Avenue and Third Street south of Indian School Road to Thomas Road. (See Vicinity Map in Appendix).

Central High School, Brophy College Preparatory, and Xavier College Preparatory border the park to the north; Indian School Road is south; the Veterans' Administration Hospital and Central High School's football stadium and track are east; and to the west are a Best Western hotel and restaurant, a portion of Central High School, and Central Avenue.

The Grand Canal passes just north of Central High School. Seventh Street provides additional major north/south access through the area just east of the Veterans' Hospital property.

A high rise office tower stands at the southeast corner of Indian School Road and Central Avenue. Low-intensity one-story office and retail development are located along the south side of Indian School Road between Third and Seventh streets. (See Surrounding Features and Land Use Map in appendix).

The east side of Seventh Street from Indian School Road north to the Grand Canal is primarily low-intensity commercial development. There is vacant land at Devonshire and Seventh Street.

## Historic Structures and Features

Two of the school's buildings are notable examples of Mission Revival architecture. The 1902 dining hall, originally the auditorium, is the first established use of

the Mission Revival style in Arizona and the only known design use of that style by the federal government. The 1922 Memorial Hall blends Mission Revival form with Spanish Colonial Revival style. The Memorial Hall and the War Memorial commemorate students who died in World War I. The 1931 elementary school/band building is a modest expression of Art Deco architecture, representing a departure from the other buildings more traditional designs.

The Phoenix Indian School campus was used as a recreation site by local residents well into the 20th century. Historic era refuse deposits of Anglo origin were found at the track site in the northeast campus. As the school grounds evolved, it was landscaped with a variety of vegetation some of which remains as an integral aspect of its setting, ambience and integrity. (See Historic Structures and Features Map in Appendix).

## Existing/Planned Infrastructure

### Utilities

The existing utilities - water, gas, electric service, and sanitary sewer - can sufficiently service the present buildings. Existing utilities in the adjoining road rights-of-way consist of both small and large capacity utilities-water, gas, electric, sewer, telephone, and cable television.

### Streets

The 1988 average daily traffic volume of major and collector streets within a one mile radius of the Phoenix Indian School is shown on the Area Streets Capacity and Volume Map (Map in Appendix). Seventh Street had the highest average daily traffic volume, followed by Camelback Road and then Indian School Road.

Currently planned improvements to existing streets within one mile of the park include the expansion of Indian School Road between Sixteenth Street and Central Avenue, Sixteenth Street between Thomas and Indian School roads and Third Street between Indian School Road and Virginia Avenue.

The proposed Paradise Parkway is part of the adopted Maricopa Association of Governments Freeway/Expressway Plan, but no construction schedule has been yet established.

Multiple lanes are planned for Third Street and Indian School Road at the park's existing entrance. While plans are underway to widen Third Street, the project has not yet been designed. The Central Avenue property owners in 1988 formed the Central Avenue Image Improvement District, which funded the construction of **new sidewalks, streetlights, pedestrian lights, bus shelters** and extensive landscaping from Culver Street to Camelback Road. When the school property changes to private ownership, a stipulation of development requires the new owner to reimburse the city for their portion of improvements.

### **Bicycle Routes**

There are two bicycle routes located within a one mile radius of the park of which one follows Third Avenue to Turney Avenue and turns east onto Central Avenue. Several segments of proposed bicycle routes through and around the park are indicated on the General Plan for Phoenix: 1985-2000 Bikeway System Map.

### **Pedestrian Pathways**

Pedestrian routes follow along the site's south, east and west perimeters. Potential pedestrian routes are located at Third Street from the south and Turney Avenue on the east, and on the west just north of Monterosa Street and at Turney and Campbell avenues.

### **Mass Transit**

The site is well served by north-south and east-west bus routes on Seventh Street, Indian School Road and Central Avenue with bus stops located approximately every quarter mile. The intersection of Central Avenue and Indian School Road is a major transfer location **between the bus routes.**

### **Existing Parking**

In 1988, more than 7,500 surface parking spaces and 4,000 spaces in parking structures existed between Weldon Avenue to the south, Highland Avenue on the north, Third Avenue to the west and Eleventh Street on the east.

## **Analysis**

### **Existing Buildings and Historic Structures**

Many of the remaining buildings were built or renovated in the 1960s using asbestos to insulate heating and cooling systems. Since then, local building codes for fire and public access have significantly changed. After the school's closing, several of the buildings have been damaged from water leaks. It would cost more to modify these buildings than to replace them. One of the most salvageable buildings is the tartan floor gymnasium, however, because the Arizona Veterans Home property line cuts through the building, it will not be saved.

The task force recommended saving the three historic buildings in the middle of the site because of their significant cultural importance and character and the War Memorial. It further recommended applications for those be submitted for federal designation and all other buildings and structures be demolished.

### **Access/Parking**

Points of potential access to the park are fairly obvious - Second and Third streets off Indian School Road; Glenrosa Avenue off Central Avenue; and south of the Central High School stadium along Seventh Street (See Circulation Concept Map in Appendix). The limited access to Seventh Street between the Central High School track and the Veterans' Administration property could be improved by trading land with either Central High School or the Veterans' Hospital or by acquiring an easement from either or both of these parties.

After reviewing numerous road and parking configurations, the task force favored routes that served park uses and generally rejected routes depicting internal roads connecting major streets or had possible high volume. Routes that provided access to the adjoining properties and the park were evaluated by the amount of traffic generated. For example, the 11.5 acre VA expansion and the 4.5 acre Arizona Veterans Home sites combined will generate less than 1,000 cars per day and possibly can share road construction costs, so

a road in this location would be more acceptable. A continuous roadway which paralleled the boundary between the park and commercial tract was discouraged because the generated traffic would be very high and would encourage outside traffic to cut through the site. Roads connecting to Central High School were also proposed but schemes involving shared parking and facilities with the school were difficult to evaluate.

Parking requirements could vary greatly between a typical weekday and a special event. Accommodating a small portion of the attendance for a special event would require considerable amount of land. The task force recommended that on-site parking accommodate the expected day-to-day users supplemented by agreements with adjoining developments to provide shared parking. A shuttle bus system from existing off-site parking lots to the park should be used by special events.

### **Phoenix Indian School Site Orientation and Configuration**

The park site has a 730 foot frontage along Indian School Road allowing pedestrians and traffic a panoramic view of the three historic buildings. The area up to these buildings should frame or preserve this view by using existing vegetation and groundplane development. The area immediately around the historic buildings should preserve the mature vegetation leaving the strong impression of the school's past activities - marching and parades.

Behind the historic buildings lies about 40 acres of park, most of which is bounded by Central High School. This area must be visible from the vehicular access routes to allow for security and monitoring which should be coordinated by both city and school officials. (See Development Constraints and Opportunities Map in Appendix).

### **Linkage to the Canal**

The Grand Canal's proximity to the school has always been significant to the development. This walkway serves an irrigation source as well as provides access

for pedestrians. The property's existing water rights could be a means to demonstrate new irrigation techniques and lake and waterways development.

### **Park Views**

The park has excellent vistas of the desert mountains to the north. From Third Street, the park's interior has a terrific view of the historic Memorial Hall and the rows of mature palms.

### **Recreation Service Levels**

According to the *City of Phoenix Parks, Recreation and Library Department Long Range Plan*, the Encanto Village has 90-acres less of park land than the city-wide average. While development of the park should bring up the Encanto Village recreation service levels, it should not be the sole source. Given its cultural and historical significance, only a portion of the site should be given up to recreation in a Neighborhood Park of approximately 7 acres with limited court games and activities.

## **Public Involvement and Program Elements**

Given its location, heritage, and size, Phoenix Indian School Park can be the valley's premier park, a park for all people. The task force held meetings to allow all residents the opportunity to express their opinions and visions for the park.

The following three-step program was devised to involve the public in the planning of Phoenix Indian School Park.

The first step solicited ideas for potential park uses by printing and announcing surveys in local and state media.

In the second step, the public expressed their opinions to the Park Planning Subcommittee at three meetings (two at night and one on a weekend day) held at the Parks, Recreation and Library Department Main Office, Deer Valley Community Center, and South Phoenix



Adult Center. An opinion and survey form was given to everyone who attended those meetings. There was an outreach program to the local schools for input. The Alhambra High School students responded with prepared designs and models and presented them to the committee chair.

For the third step, a half day charrette was conducted in April 1992. During this public planning workshop, the general public as well as identified interest groups described their visions.

The subcommittee collated and synthesized all the input from the three steps ;to weigh the suggested ideas against the project's goals and objectives.

### **Classification of Sub-committee Program Elements**

#### **Water**

- Linear/Access to canal
- Pond area natural appearance
- Historic landscaping
- Pools for wading
- Water catchment

#### **Trails and Access**

- Grand entries (3)
- Bike
- Pedestrian and jogging
- Link to canal
- Discovery trail
- Shade, edges, and buffer

#### **Garden**

- Formal gardens
- Demonstration areas
- Entry statements
- Open grass areas for festivals
- Temporary community gardens

#### **Vehicular/Parking**

- Shared Parking with Collier, school and VA
- Entry statement
- Utilize parking as buffer
- Minimum standard access
- Alternate transit/trolley

#### **Open Space**

- Festival grounds, Ceremonial grounds
- Great Green area
- Tree groves, historic
- Picnic space
- Shade for pedestrians and bikeways

#### **Recreation**

- Practice fields for non-organized play
- Neighborhood playground, volleyball, and basketball
- Beepball

#### **Native theme**

- Share school facility

#### **Cultural Center**

- Historic buildings for Library, Museum, Administration, Security, Indian food, Amphitheater, Family geneology center
- Plaza/ Town Square
- Historic plan and Human adaptation
- Correlate with Collier and VA

### **Concept Statements**

Four concept plans were developed through various public forums: "pow-wows," and meetings. Three of those plans were produced by City of Phoenix Parks, Recreation and Library Department Parks Development Division, and one was produced by the Phoenix Indian School Coalition in conjunction with the Navajo Nation Design and Engineering Services and the Tribal Architect. The preliminary master plan was developed through a combination of these concepts. (See Illustrated Concept Plan in Appendix)

#### **Romantic Park Setting**

As viewed from Indian School Road, the park is framed with a formal garden patterned on pathways in place during the 1930s. Floral displays accenting the center of the garden take the focus northward to the Historic Buildings in the Marketplace/Plaza. The plaza accommodates special events such as Indian markets, pow wows, and art shows. The buildings house administrative offices and educational functions. To the north can be seen the park's four other major components: the Grand Ramada, the 5-acre Pond, the Neighborhood Park, and the Phoenix Green.

Plants used for the Romantic Park Setting are typical of the school and for the period from 1895 to 1930 incorporating all existing mature landscape materials on the property: Arizona Ash, Mondale Pine, Eucalyptus, peach and pear trees; and Myrtle, Pittosporum and Pyracantha shrubs.

### **Cultural Center Park Setting**

The Cultural Center Park Setting borrows ideas from Native American art, and farm land subdivided by canals for flood irrigation. The Formal Garden introduces the park from Indian School Road. Evident within the gardens is the interrelationship of Native American tribes with particular plant communities. North of the garden, the Historic Buildings are surrounded by 10 acres of landscaping based on art patterns from a Hopi pot and Pima basket interpreted with a variety of colors and textures in the plants and hardscape.

The three Historic Buildings, the Village, and Marketplace integrate as an informal compound allowing for art shows and sales, and cultural demonstrations.

Heavy concentrations of trees along the canal routes segment the park. Plants and flowers in the Formal Gardens fill in its Native American art patterns. Drought resistant native and foreign plants such as Amaranthus , and Mesquite and Palo Brea trees are favored.

### **Museum Park Setting**

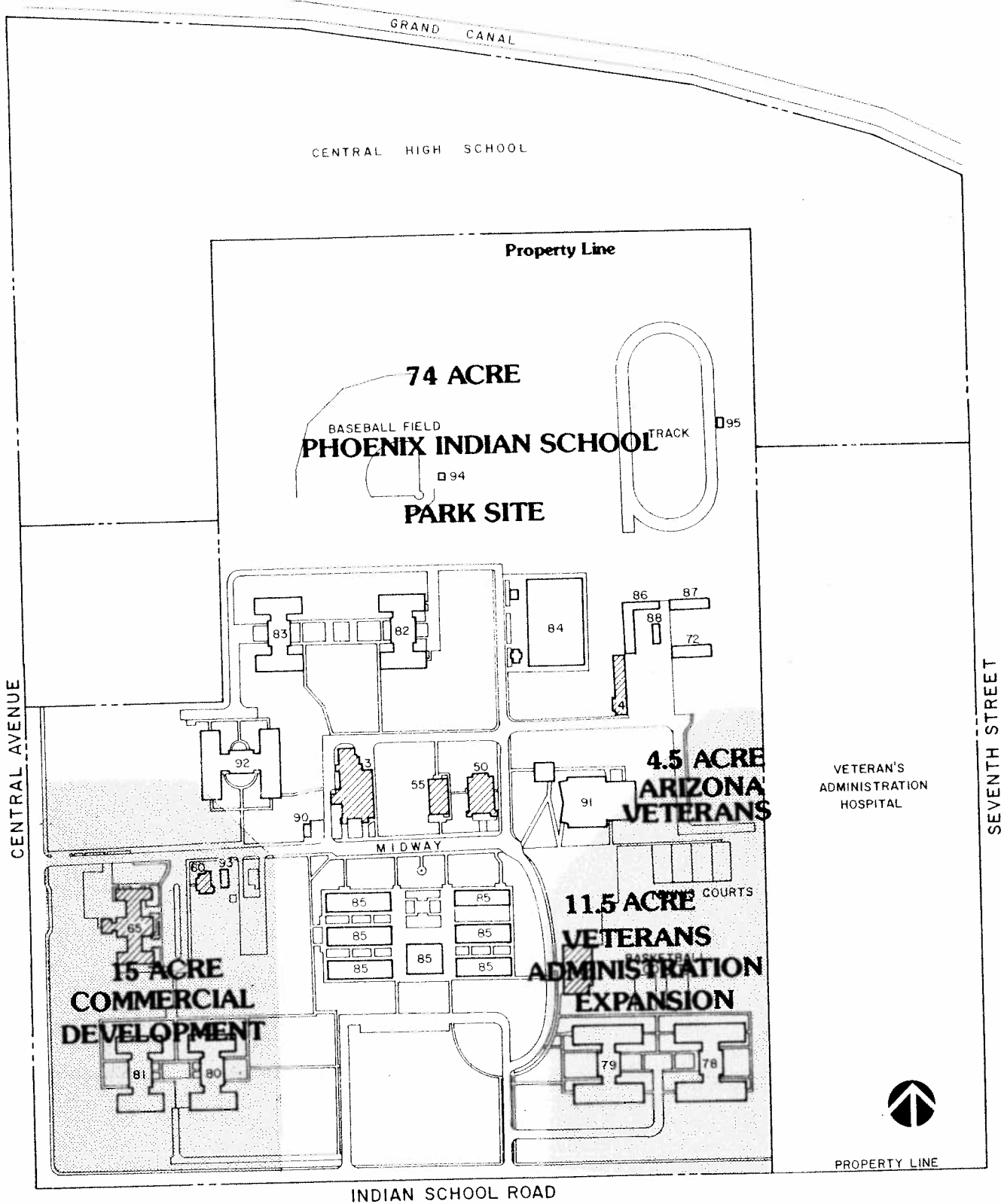
The Museum Park Setting recognizes the unique history of the Phoenix Indian School, its cultural, educational, and architectural heritage. The focus and interpretation of this concept comes from within the three Historic Buildings. The buildings serve as administrative offices with space for exhibit, a library, and Native American restaurant.

At the end of the Marketplace sits the Plant Conservatory with 10,000 square feet representing the seven climatic and related biotic zones in Arizona. These controlled natural environments relate the Native America ethnobotanical experience in the Southwest.

The existing landscaping close to the Historic Buildings is retained. The park demonstration areas will use both native and foreign drought resistant plants and flowers.

### **Native American Conference Center Setting**

The Phoenix Indian School Preservation Alliance working with the Navajo Nation Design and Engineering Department produced their own concept plan. Over a two-day planning and design "pow-wow," the team focused on a development approach which displays traditional Native American values and beliefs. The plan depicts the Native American's inherent reverence for the land but was also based on economic reality to include an Education and Training Facility, a Resort/Convention Center, and a 2,000 seat amphitheater.



- 3 DINING HALL
- 4 DAIRY/MILKING SHED
- 50 MEMORIAL HALL / WAR MEMORIAL
- 55 ELEMENTARY SCHOOL
- 60 COTTAGE

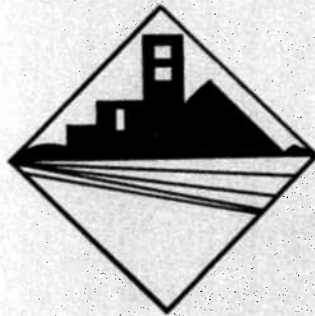
- 65 HOSPITAL
- 72 SHED
- 77 GYMNASIUM
- 78 BOY'S DORMITORY
- 79 BOY'S DORMITORY
- 80 GIRL'S DORMITORY
- 81 GIRL'S DORMITORY
- 82 BOY'S DORMITORY

- 83 BOY'S DORMITORY
- 84 SHOPS
- 85 HIGH SCHOOL COMPLEX
- 86 JUNIOR HIGH SCHOOL BUILDING
- 87 WAREHOUSE
- 88 STORAGE
- 90 STORAGE
- 91 GYMNASIUM

- 92 DORMITORY
- 93 STORAGE
- 94 SHED
- 95 STAND
- INDICATES BUILDING WITH ADDITIONAL DOCUMENTATION

**SITE CONDITION**

**PHOENIX INDIAN SCHOOL**  
**PARKS RECREATION & LIBRARY DEPARTMENT**    **FEBRUARY 1992**



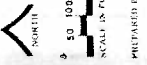
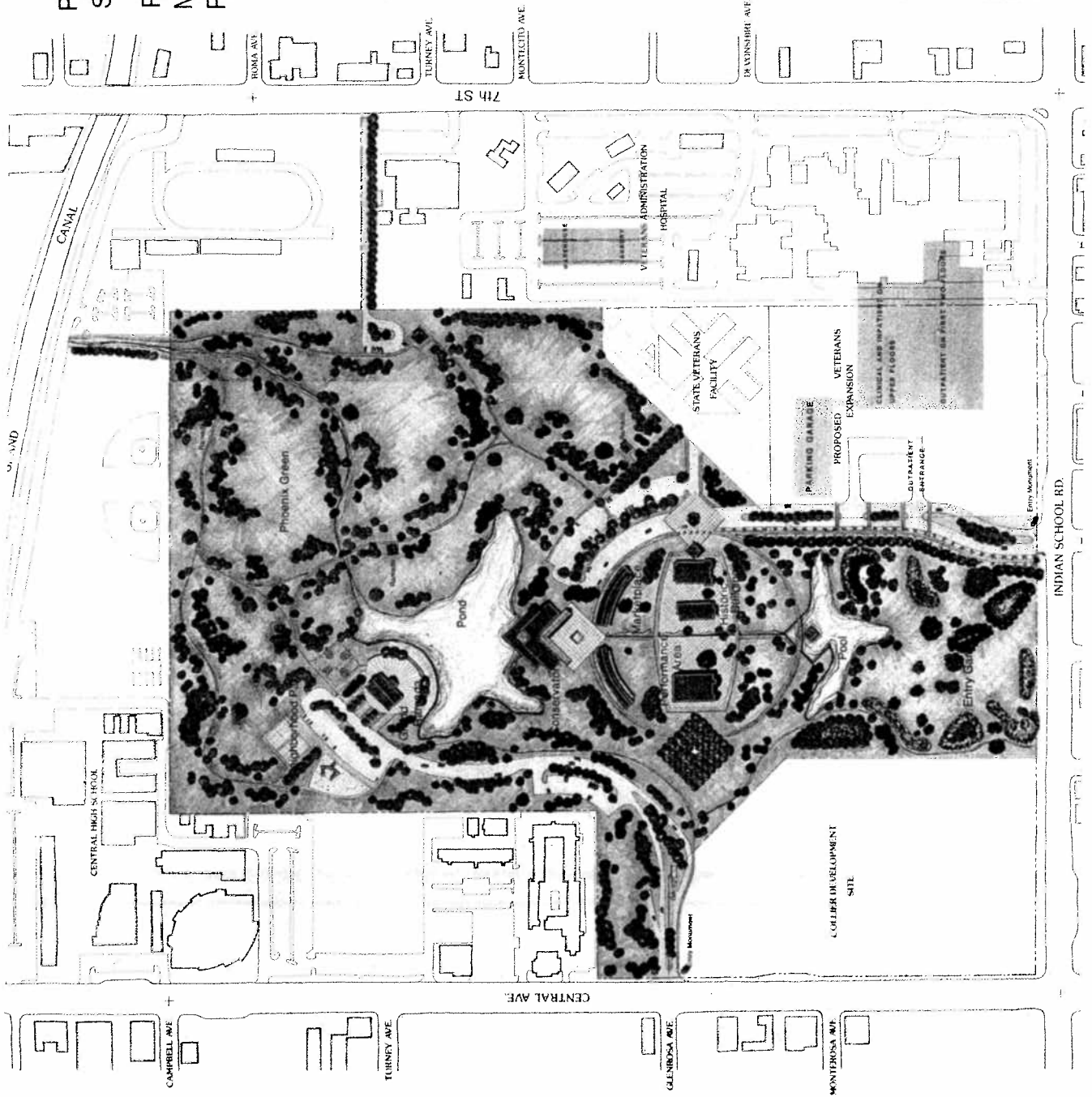
**Modern Phoenix**

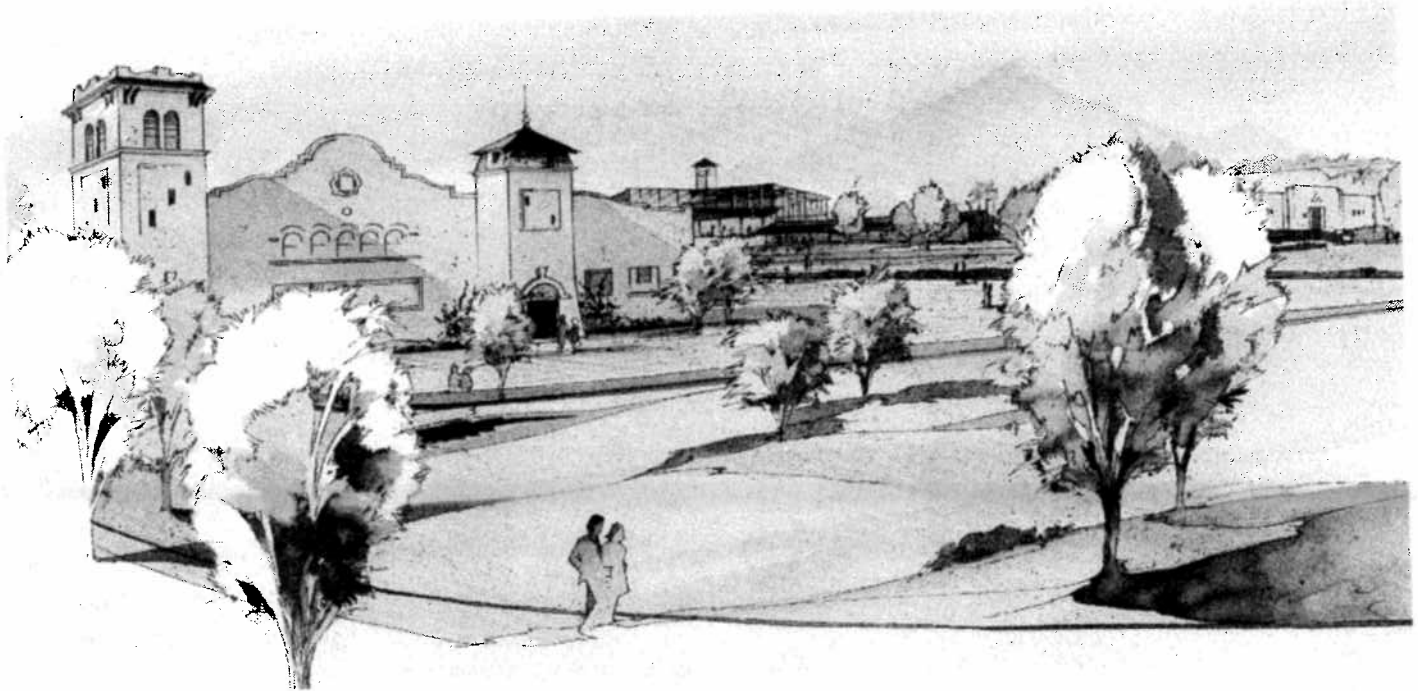
A symbol of the future. Phoenix Indian School and education represents the bridge between the Indian people and the future.



# PHOENIX INDIAN SCHOOL PARK

## Preliminary Master Plan





Phoenix Indian School Park perspective

## Master Plan

Through a collaborative effort, the Phoenix Indian School Master Plan balanced Native American traditional design with modern park planning. This plan meets the needs of the Native American peoples while providing meaningful amenities to the surrounding neighborhoods and the other residents of Phoenix with the following elements:

*Entry Gardens* The most public side of the park, more people will see this park view than will actually use the park on a normal day. While maintaining a view of the historic buildings, the foreground gardens are envisioned as a demonstration and display area of innovative planting and water conservation techniques.

*Circle of Life* This spiritual heart of the park represents its connection to the earth. The eastside entry to the circle is keeping with Navajo tradition. The circle is open to the south to allow in a source of light and heat. In the west, learning or understanding originates, a grove of trees is provided for contemplation. The north is reserved for domestic functions so that is where crafts, cooking, and education takes place.

*Neighborhood Park* Located in park's northwest corner are a playground, two basketball courts, two volleyball courts, and more than 100 parking spaces.

*Phoenix Green* More than 30 acres of rolling terrain and meandering walkways with clusters of trees create this large area of open space. It is ideal for family picnics and birthday parties but the openness and size of the Phoenix Green accommodate larger special events.

There are three access points into the park: Indian School Road at Third Street, Central Avenue at Glenrosa Avenue, and Seventh Street south of the high school football stadium. The streets do not connect leaving little possibility for traffic cut-through. More than 500 at-grade parking spaces are provided on site. There is the potential for shared parking in off-site garages in the immediate area.

Water is integral to this plan. While its use is judicious, it is still visible throughout the park. Emanating from the Grand Canal, water enters the park through a gravity flow canal collecting in a 2.7 acre hummingbird-shaped pond. On the pond edges are the Grand Ramada dance floors and the Plant Conservatory. As it passes through the plaza around the historic buildings, the water's character changes with the westside becoming hard-edged like a lined canal and the east side meandering naturally like a stream. The water's flow ends in a 2 acre reflecting pool outside the Circle of Life.

What follows is a description of what a first time visitor would see at the Phoenix Indian School Park. The Navajo Design team relates their perspective of the park through the thoughts of an ancient Indian Spirit (italicized):

*I have visited this place often. In my dreams. It is a place filled with magic and power. It is here that the past and the future can be bridged. It is here we can find ourselves.*

At the park's south boundary stand large Territorial-style entry monuments, clearly announcing a change of place. Along the park's entrance, a shady oasis of palms hovers over a four-lane boulevard with parking on either side. The sense of approach is formal and stately.

*The children were paraded in military dress down the main path leading to the main dormitories. They marched rank and file to the buildings. This is where they would spend the next four years, learning to speak English, to compete in a white man's world under a stern hand, and to forget their Native American ways.*

On the left side is a beautiful garden with unique floral displays of plants not typically seen in the city. Numerous courtyards show different ways to create microclimates to save energy and water resources. To the right beneath the view of the new Veterans Hospital expansion, is a heavily-shaded stand of palm trees opening up to a grid of stone markers, a gentle reminder of the battles fought and the lives given to protect the freedom of this land.

*The stones disappear in perspective. Like war, often forced upon us, distorting time and reality.*

This formal promenade ends in a 750 foot diameter Circle of Life which cradles the three historic school buildings. Within the circle is a large plaza decorated in a Native American motif which runs up to each building. Trees tower over the plaza as a testimony to the years passed.

Two of the buildings are restored to their original Territorial architecture and finish. Between those buildings, in the circle center is the Monument to the Children which commemorates those who died on this site and

celebrates the Native American future. These statues of children playing and of a mother teaching stand along the water's edge.

The water comes from a canal to the north to feed the ponds and streams. It passes through the Circle of Life like a feather on an arrow with one band straight and rigid and other side irregular and uneven, playing with the paving patterns.

*Our ancestors brought the water from the Mountains in the North in ditches. The water is sacred and gives life to the desert. It is good that water comes to the center of this circle. It is good that water marks the memory of the children. Many young ones died here, their spirits still walk here. They are not sad, but wait for a time to give meaning and direction to their walks.*

Along the northern half of the circle is a curved canopy 600 feet long, occasionally used to shade arts and crafts demonstrations and sales. To the south between the buildings are platforms creating a stage for ceremonial and performing arts.

*The four sacred elements, Earth, Sky, Water, and Fire, all touch this place. Water from the mountains brings us life, and the sky feeds the mountains with its moisture. The earth rises and falls to meet the sky and holds us to mother. We are warmed by the sun and grow beneath its fire.*

The historic buildings have been converted into offices, historical museums, restaurants, and an educational and cultural center.

*Without our past, we have no future. The future springs from the past and makes a bridge. This bridge is education. Only through knowing our past can we plan for our future. Only through knowing the ways, the old ways and the new ways, will we make our future.*

To the north of the Circle of Life is a two-story building with a clock tower which houses a plant conservatory. The conservatory itself is a demonstration of the relationships between the Indian tribes and Arizona's seven climatic zones.

*From our mothers we learn that many plants can make*

*us well. Our children need to know these things as well.  
To know Mother Earth is to know ourselves.*

A curved walk bends out and around the historic buildings, it is reminiscent of a rainbow. This walkway springs from the center of the circle and arches east and west without any converging perspective lines.

*The rainbow bridge is the way of life. We are born, we grow and stretch, and at the center of life, we feel strong and invincible. But we grow old and wise and look forward to moving north to the next life.*

Off the Circle of Life, to the west stands a grove of trees nestled within are traditional lodges and ceremonial circles. It is a quiet and wonderful place. A reverent place.

*The stone of the Earth is strong, like the strength of our people. They rise from the beginning of time and climb toward the heavens, toward our future, then back again to the spiral of our birth.*

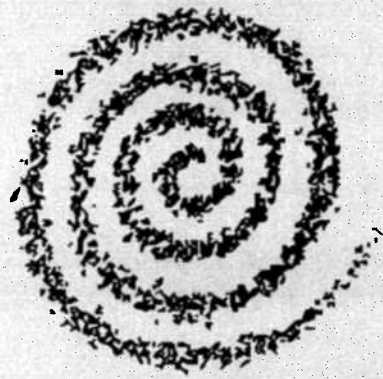
The grove of trees was created by each tribe donating seven trees, and shrubs and grasses from their homeland. It is a varied and rich landscape filled with herbal scents and secrets.

*Our people are one, even though we come from many tribes. We are all brothers and sisters and the earth is our mother. It is in this meeting place that we all gather to remember our past and to plan our futures. Here, all things are good and point to a bright tomorrow.*

This place has always been, and is now, part of some greater scheme, some greater purpose. Everything seems to tie together and there is a peace about the place. So many different peoples will come together to learn from each other. So much future. People will bring their children and their children's children here to witness the spirit and to feel the hope.

*I have visited this place often. In my dreams. It is a place filled with magic and power. It is here that the past and the future can be bridged. It is here we can find ourselves.*





#### Water/Migration Symbol

During migration, the Hopi Water clan would use it as a landmark for others to follow. It is water coming from a spring, rippling out to touch everyone. The Hopi will go to a spring and plant paho (prayer stick) to give thanks to the creator for the water.

## **Financial Approach**

## **Financing**

For Phoenix Indian School Park to be restored to its unique beauty and to develop it into a major public gathering place, it needs \$14 million. While this money is not easily available, there are some opportunities which could help fund an initial phase of the park. Most of this money is available through established governmental programs on local, state, tribal, and federal levels. Private sector is not ruled out as a source for funding. The Finance Subcommittee suggested the source of funds for the park's development:

### **City of Phoenix**

#### **Bond funds**

Money to develop community and district parks has been typically funded through municipal bond programs at five year intervals. A citizen committee is selected to prioritize the projects before the issue is sent to a vote by Phoenix citizens.

Since the \$1 billion bond program passed in 1988, property values have declined jeopardizing the city's ability to fund the program. The city may not be able to pass another bond program until after the year 2000. Developing even a part of Indian School property out of the current program is unlikely. However, within the current bond program is a \$3 million matching fund program. To qualify for it, matching money would need to be raised from private or other government sources.

#### **Community Development Block Grants**

A federal program administered by the City of Phoenix it targets areas for the development of community projects. The park is not a target area, but there is one close by. There may be a possibility of future funding of specific elements of the project.

#### **Historic Preservation Funds**

The Phoenix Historic Preservation Commission has \$15 million in 1988 bond funds of which it approved \$50,000 for an evaluation and rehabilitation report to examine the reuse of the site's three historic buildings. It may also be possible for the commission to approve money to stabilize the three buildings.

## **State of Arizona**

### **Arizona Heritage Trust Fund**

The Arizona Lottery funds the \$20 million Heritage Trust Fund which supplies grants to park/open space projects and wildlife habitat projects. The city has been successful in receiving grants from the fund. There are two possible ways to obtain a grant: Phoenix Indian School Park could qualify for Heritage Funds on a matching fund basis; or qualify through an education category for displays and signage.

### **State Lake Improvement Fund**

This fund administered by the Arizona Outdoor Recreation Coordinating Committee (AORCC) is intended for fishing and boating improvements to Arizona lakes. The money is collected from hunting and fishing licenses. The city has obtained some funds for our larger urban lake such those at Encanto and Alvord parks, however, the new focus for these grants is now for boating/fishing improvement at rural lakes.

## **Federal**

### **Land and Water Conservation Fund**

The state of Arizona administers the federal Land and Water Conservation fund program through AORCC. The program has been seriously under funded by Congress for several years, a \$9 billion trust has been set aside. Over the last 10 years, city staff has successfully collected more than \$6 million in grants.

### **National Park Service**

The Phoenix Indian School site could qualify for federal funding from the National Park Service if the city enters into a joint management agreement with NPS. The area surrounding the three historic buildings would be the most logical area to designate for joint management. The amount of funds available for development would depend on Congressional action.

### **Federal Infrastructure Projects**

There has been much talk in the new administration of creating a national infrastructure rebuilding program. If money is set aside for such a program and the criteria can be met, assumably the park could qualify with its need for new utilities, irrigation, demolition, site grading, and building renovation.

## **Other Sources**

### **Downtown Parking Revenues**

The trade agreement between the city and the Colliers includes the parking lot at Second Avenue. The annual revenue from parking fees could be used to retire debt.

### **Navajo Nation**

Navajo Nation representatives who participated in the site design have indicated an interest on the Nation's behalf in some financial help to develop the project. Their role and the extent of their financial commitment needs to be reviewed.

### **Inter Tribal Council**

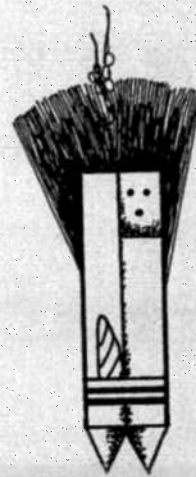
The council should be approached to financially contribute and to share in the project development for Native American Heritage.

### **Lease Purchase**

An alternate method of financing public projects, a dedicated revenue source is committed to retire capital. The source of the capital would be private funds not municipal bonds.

### **Private Donations**

The city should seek out contributions from private interest both local and national including business and industry.



#### Male/Female PrayerStick

The prayer stick symbolizes the students who attended Phoenix Indian School and it is a blessing for the future. It is tied with a corn husk filled with pollen and a turkey feather with seed pods symbolizing the people and the plant life.

## Phases and Cost Estimates

# Phases and Cost Estimates

These cost estimates done by parks department staff were determined using comparable past construction and maintenance records (*note*: maintenance costs are incremental and not added to the total). The primary goal of constructing the park in phases was to have the be accessible and usable by the general public as soon as possible. Many of the special elements planned for the park are added later in the development.

## Phase I

### Demolition and Stabilization

Asbestos removal	800,000
Building demolition	500,000
Plug and gap utilities	64,000
Stabilizing historic structures (3)	80,000
subtotal	<u>\$1,444,000</u>

Design and contingencies (25%)	361,000
Phase I total	<u>\$1,805,000</u>

## Phase II

### Drives & Irrigation

Clear, grub, removal (74 acres)	102,000
Site grading (74 acres)	205,000
Pond (2.7 acres) with pump	500,000
Irrigation (74 acres)	375,000
Berm irrigation	130,000
Entry monuments	100,000

Drives	
3rd St. with parking	125,000
Glenrosa Ave. with parking	132,000
Overlook	145,000
Lighting for drives	90,000
(Operation and maintenance at \$304,000/year)	

### Neighborhood Park

Playground	90,000
Basketball courts (2)	60,000
Volleyball courts (2)	52,000
Grand Ramada	390,000
Dance slab/plaza	50,000
Ramada (3)	40,000
Lighting (6.3 acres)	20,000
subtotal	<u>\$2,606,000</u>

Design and contingencies (25%)	651,500
Phase II total	<u>\$3,257,500</u>

(Operation and maintenance at \$450,000/year)

## Phase III

### Circle of Life

Historic building plaza	600,000
Reflecting pool	180,000
Paved squares (2)	400,000
Walls	60,000
Wheel walk	80,000
Lighting	90,000
Information building	100,000
Market pavilion	90,000
Plaques, statues	100,000
Historic building renovation	3,000,000
subtotal	<u>\$4,700,000</u>

Design and contingencies (25%)	1,175,000
Phase III total	<u>\$5,875,000</u>

(Operation and maintenance at \$610,000/year)

## Phase IV

### Gardens/Conservatory

Entry gardens/patios	200,000
Conservatory (10,000 sq. ft.)	1,600,000
subtotal	<u>\$1,800,000</u>

Design and contingencies (25%)	450,000
Phase IV total	<u>\$2,250,000</u>

(Operation and maintenance at \$820,000/year)

Grand total	<u>\$13,087,500</u>
-------------	---------------------

**Public Response**

INFORMAL AMPHITHEATRE (GRADED GRASS)

\*JOINT PARKING W/ SCHOOL

DEGRADATIONAL ACCESS TO SCHOOL

INDIAN SCHOOL PARK

MULTIPLE USE W/ SCHOOL  
5 ACRES OF VIDEO GAMES

WATER USE DISPLAYS

DESIGN DISPLAYS

LIGHTED ISLAND

OPEN SPACE

LAGOON

STREAM  
OPEN SPACE

BOTANICAL DISPLAY

EXHIBITS  
WATER FEATURE  
AGRIC. DISPLAY  
PLAZA

NATIVE AMERICAN STATEMENT

GROVE DATE PALM ?  
OR NATIVE TREE  
INTERPRET IRRIGATION

GROVE DATE PALM  
OR NATIVE TREE

BOTANICAL DISPLAY

ENTRY STATEMENT  
W/ LANDSCAPE

PARKING IN  
OFFICE TOWERS  
WEST SIDE  
OF CENTER

ENTRY STATEMENT

LANDSCAPE

~~SHARED PARKING~~  
W/ COLLEGE

ENTRY STATEMENT

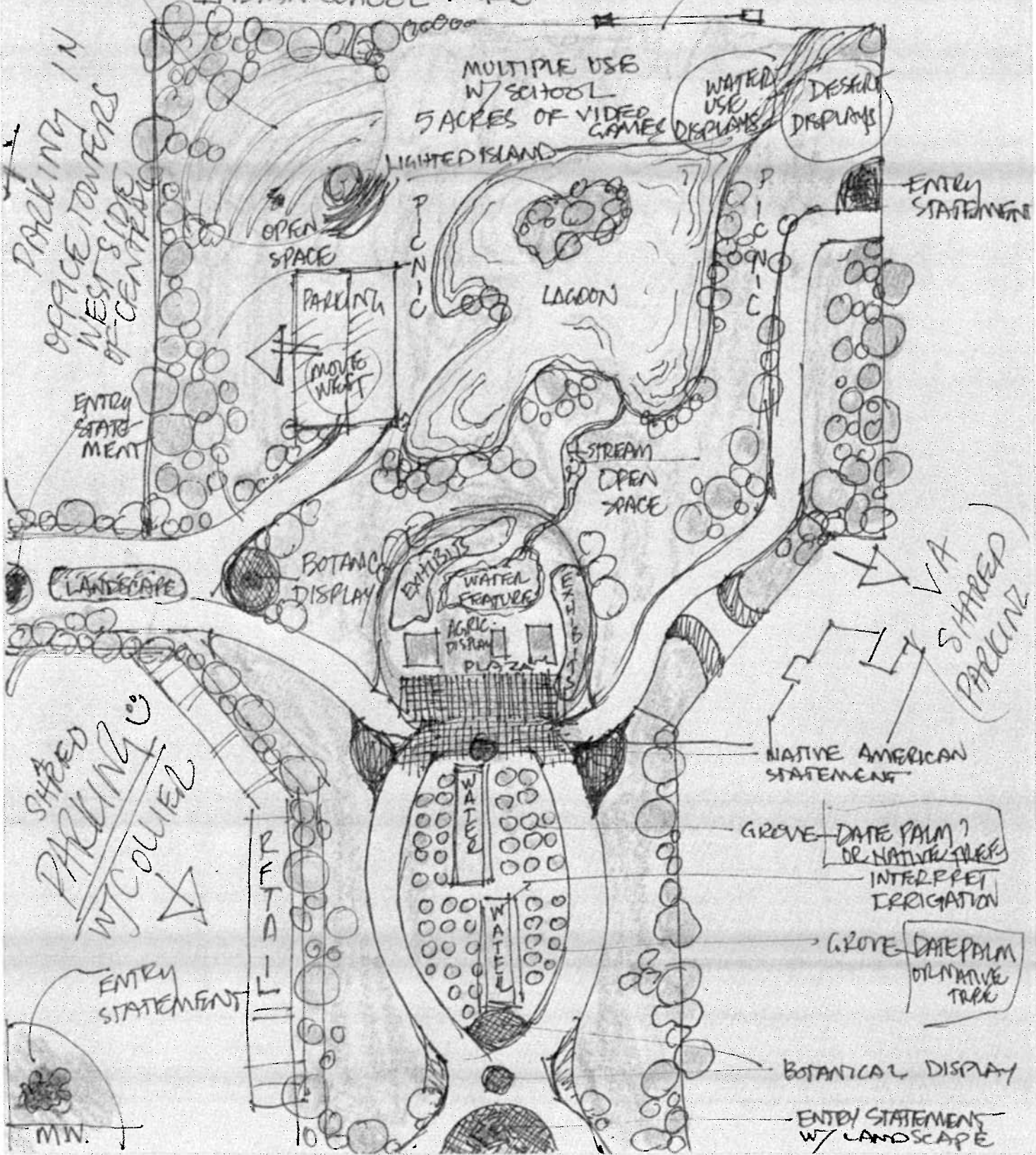
RETAIL

WATER

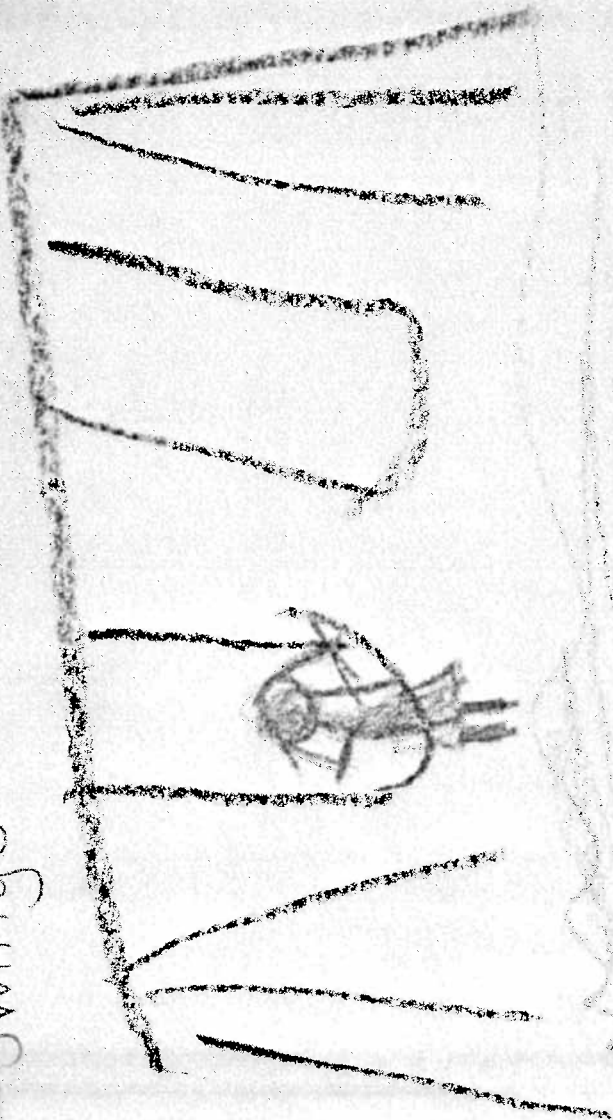
WATER

SHARED PARKING

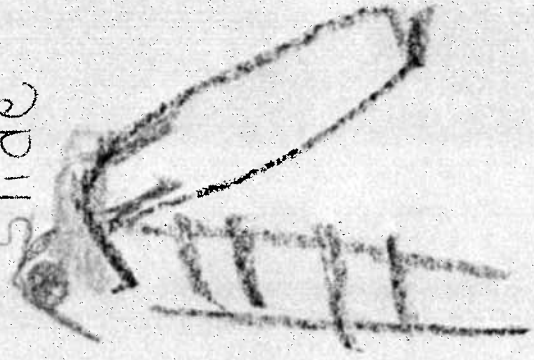
MW.



swings



slide



pool



SUNNY  
MARKET



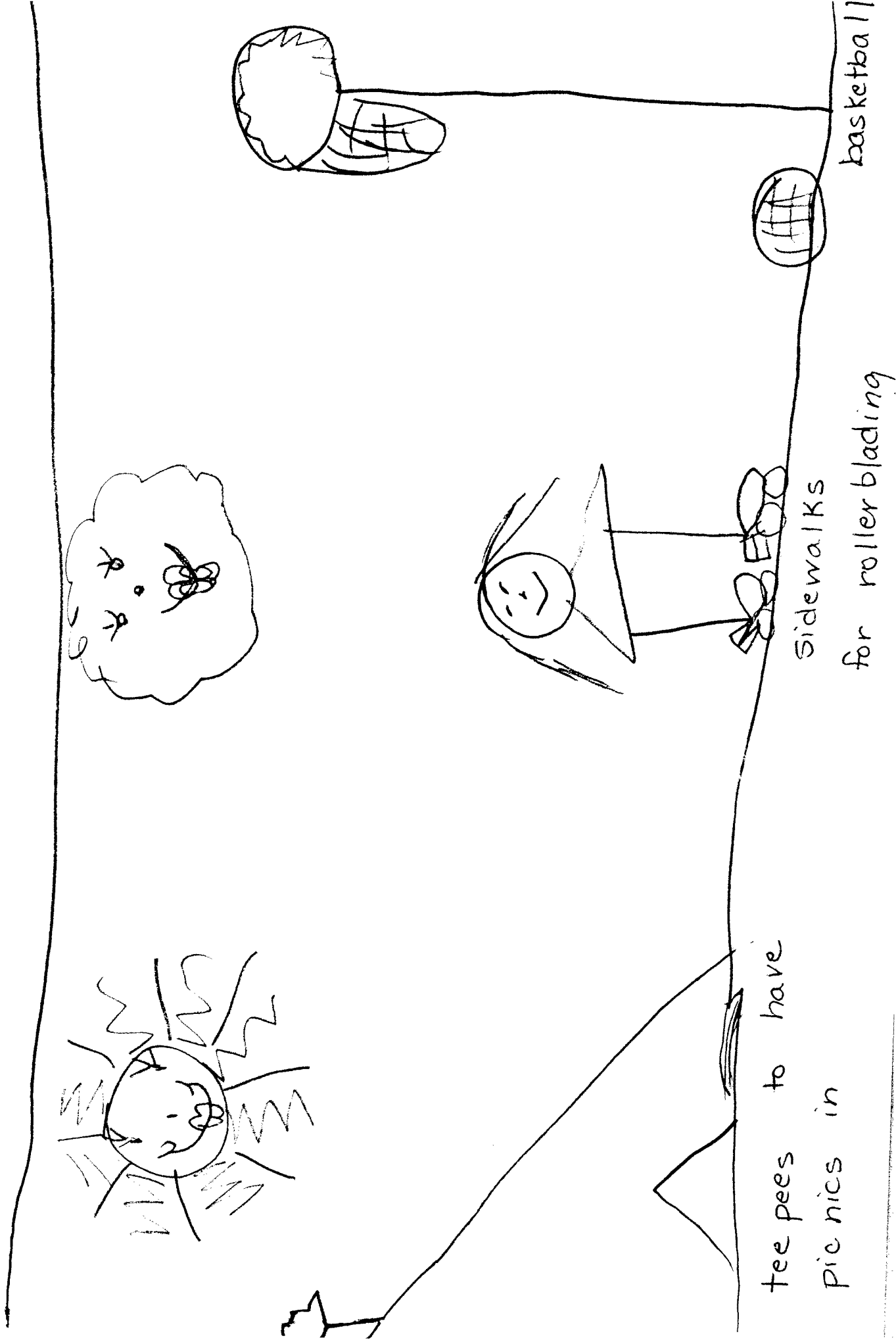
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Water slide  
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in side Vidio  
arkade. and a  
Sovavar shop

P.S. Keep it in  
Minde

Anthony

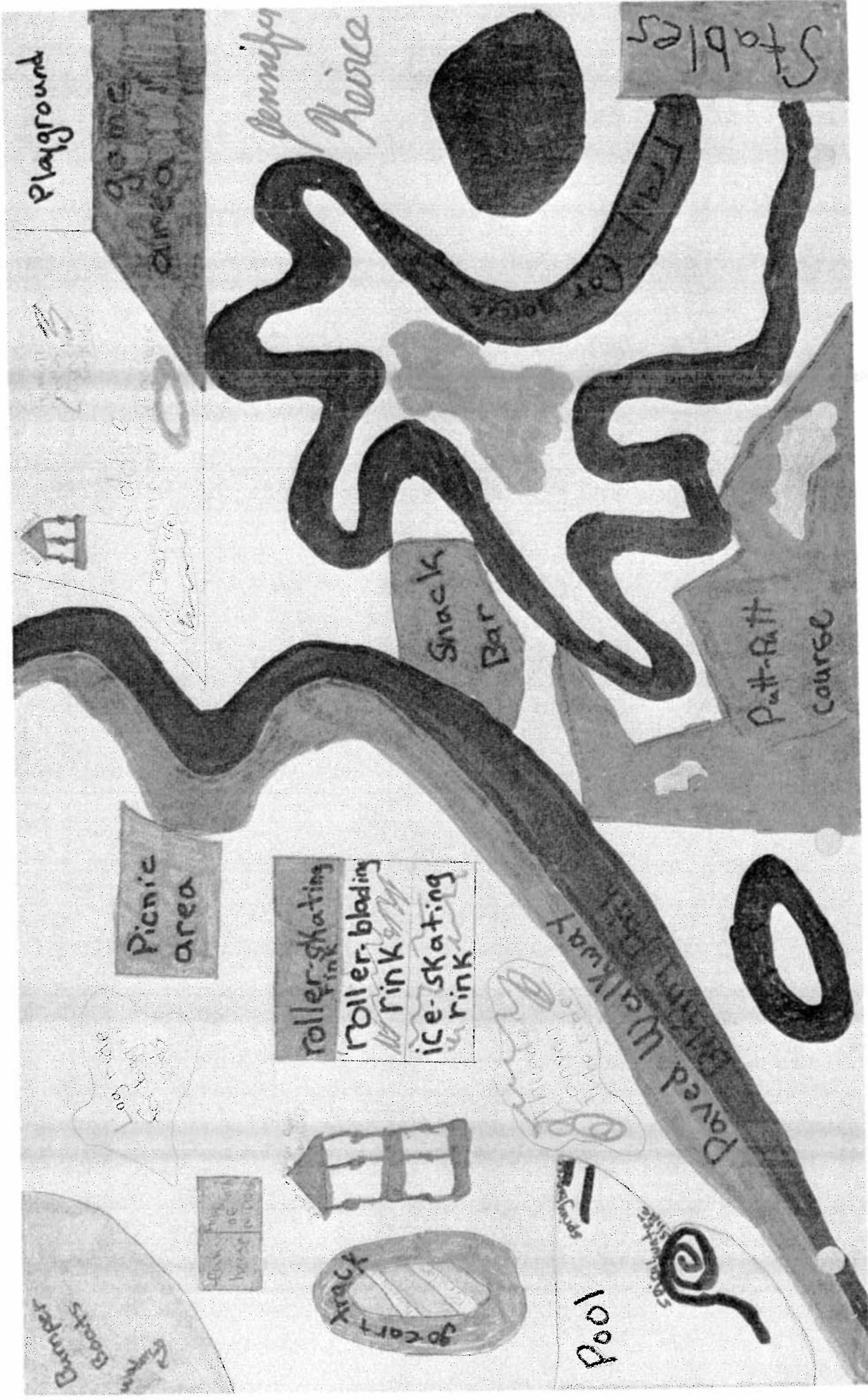
chelseac



tee pees to have  
pic nics in

Sidewalks  
for rollerblading

basketball



Playground

game area

Jennifer  
Horse

Stables



Picnic area

roller-skating rink  
roller-blading rink  
ice-skating rink

Snack Bar

Pat-Path course

Paved Walkway

Dumper Goats

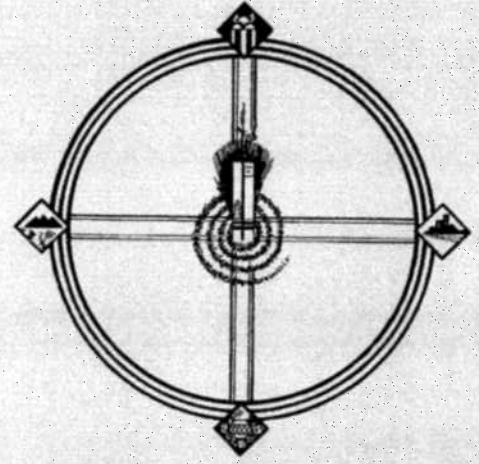
goat pen



go cart track

Pool

swamp



### **Phoenix Indian School Park Circle of Life**

Life is like a circle, a never ending process. Native Americans symbolize this thought with a Circle of Life. A Circle of Life has been designed in the center of Phoenix Indian School Park. The graphic art for this Executive Summary is a Hopi artist's interpretation of the park's circle:

*The inner circle is the earth, the outer circle is the universe. Inside the circle the crossed lines represent the four cardinal directions - east, west, north, and south. Directions from which we migrated, directions from which the students of Phoenix Indian School came. The directions connect so no matter where you are at, you are in the center of life. The mountains where the spirits of our ancestors live are connected to modern Phoenix, the past to the future. The rain cloud is the source of life for the park as the students were a source of life for the school. The water flows through the Circle of Life and is caught and held in a sacred water jar, just as the water for the park is caught and held in ponds. Where the water flows, in the center of the circle and the park, a male/female prayer stick is planted. It is a blessing for the future of the park.*

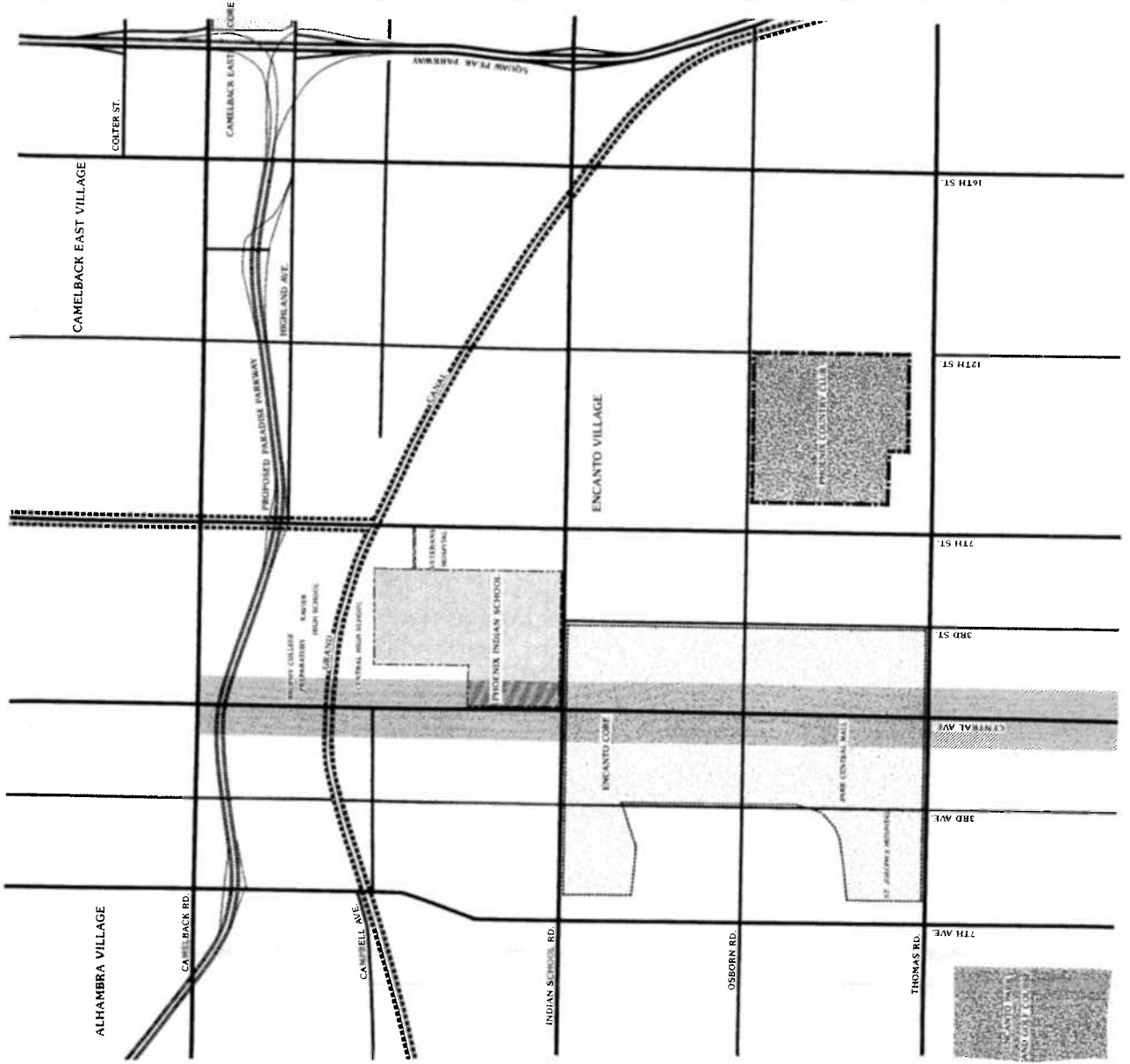
## **Appendices**

# PHOENIX INDIAN SCHOOL SPECIFIC PLAN

MAP # 1

VICINITY MAP

- ..... VILLAGE BOUNDARY
- VILLAGE CORE BOUNDARY
- ▨ HIGH-RISE/MID-RISE CORRIDOR
- PARKS/OPEN SPACE









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# PHOENIX INDIAN SCHOOL SPECIFIC PLAN

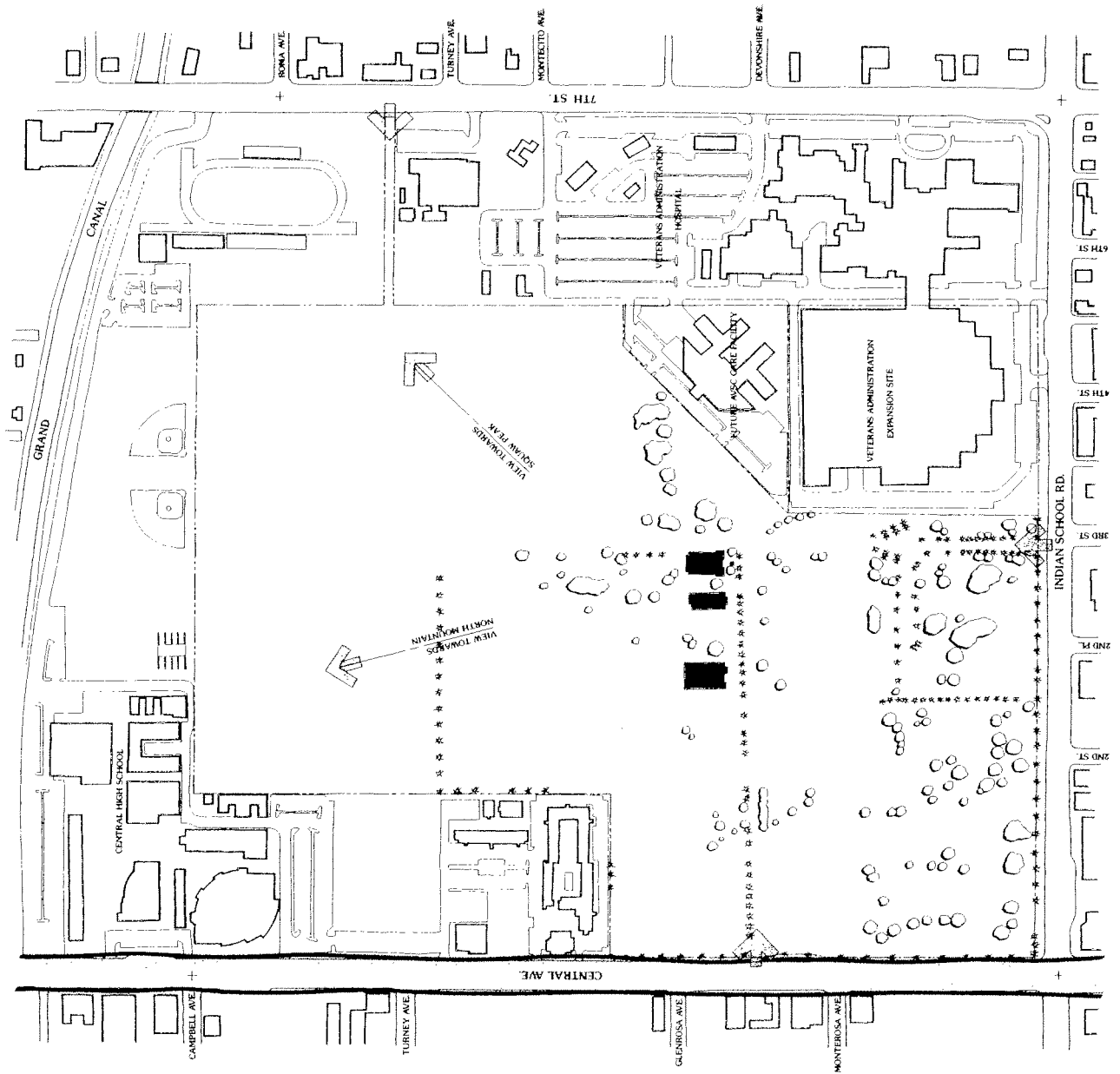
MAP # 2

## EXISTING SITE FEATURES AND LAND USE

- ACCESS POINTS 
- HISTORICALLY SIGNIFICANT STRUCTURES 
- VIEWS 
- CENTRAL AVE STREETSCAPE IMPROVEMENTS 
- MATURE TREES 
- PALM TREES 



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**PHOENIX  
INDIAN SCHOOL  
SPECIFIC PLAN**

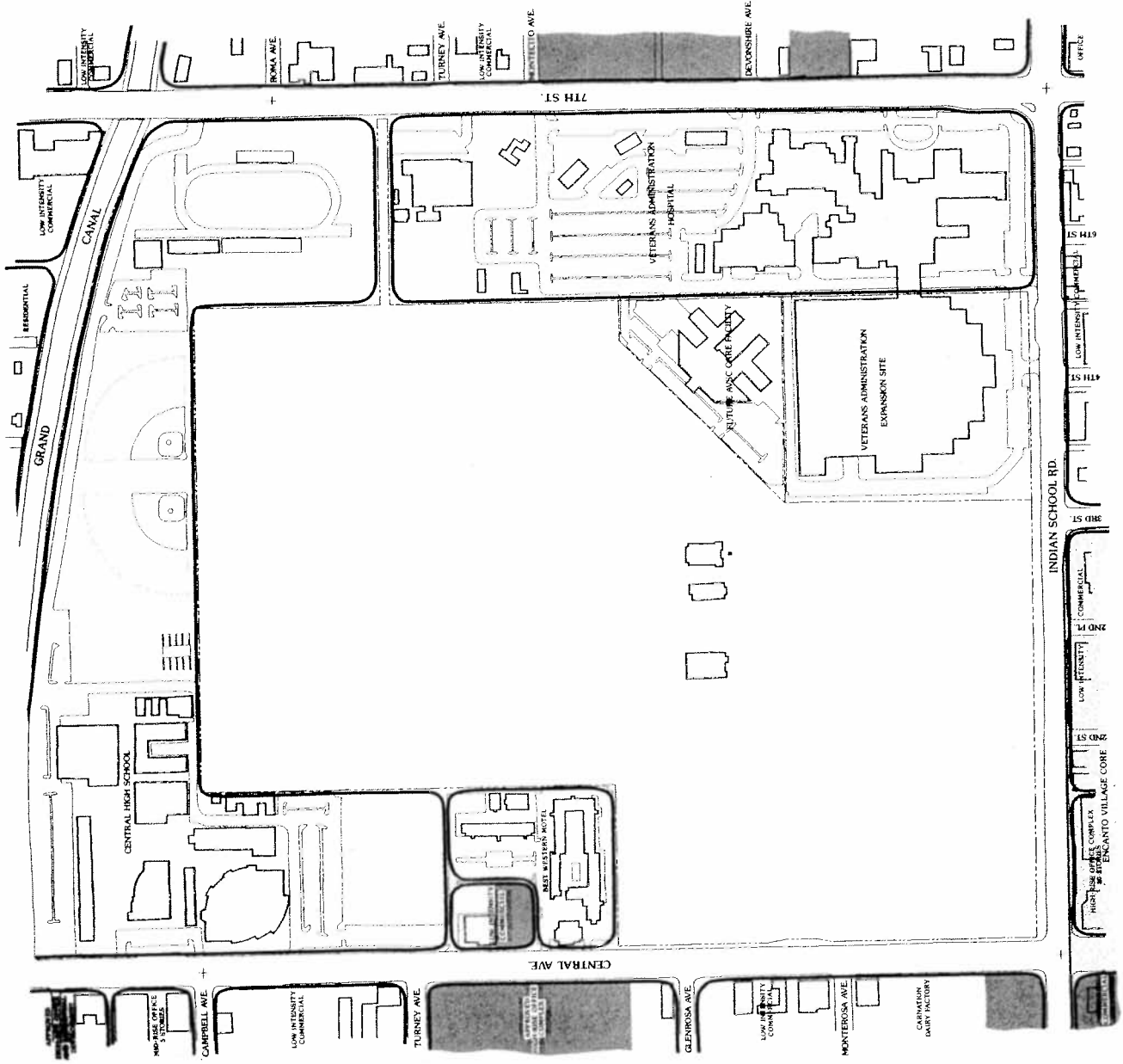
MAP 3

SURROUNDING FEATURES  
AND LAND USE

VACANT LOTS



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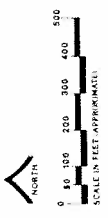


# PHOENIX INDIAN SCHOOL SPECIFIC PLAN

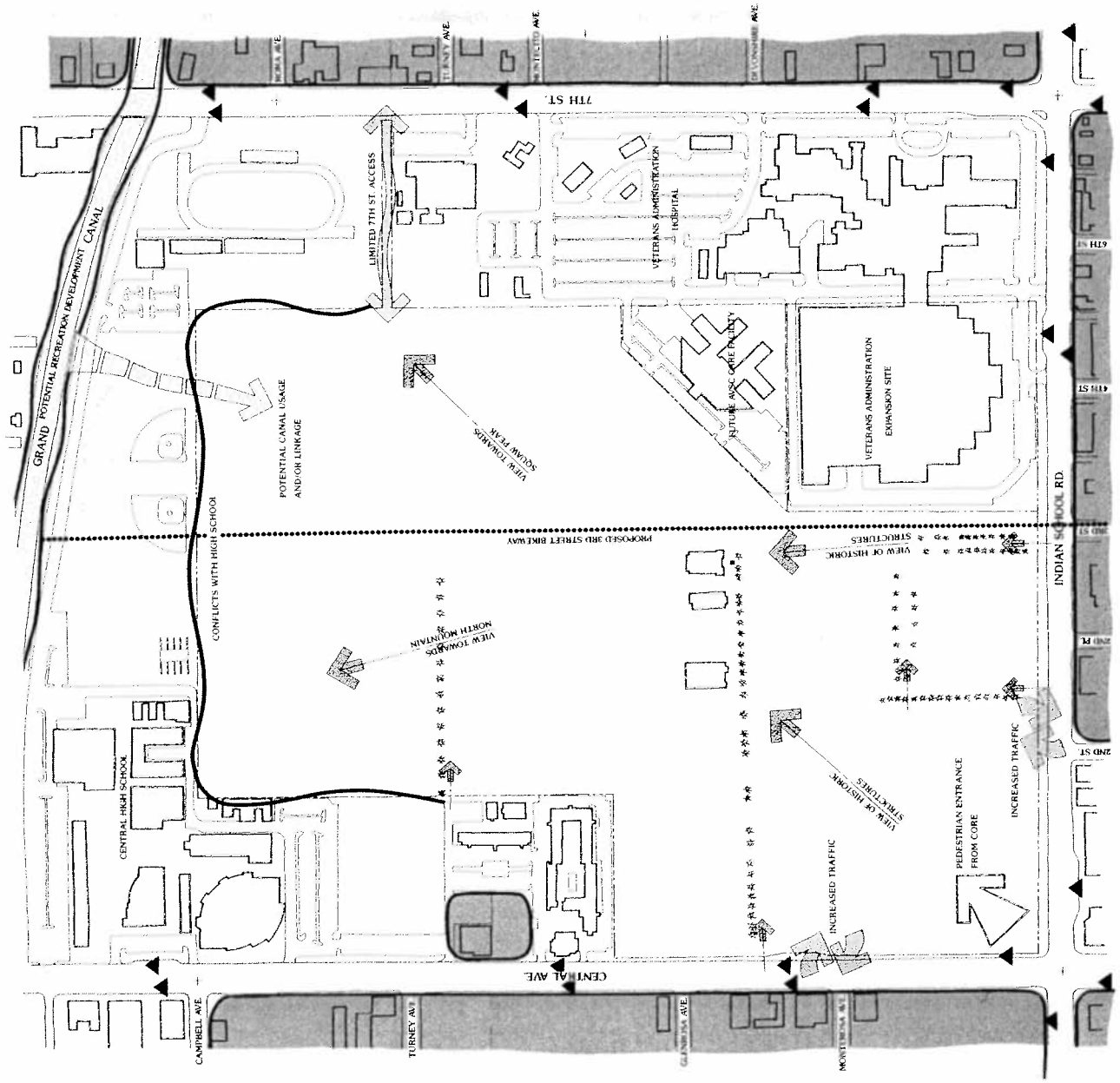
MAP # 4

## DEVELOPMENT CONSTRAINTS AND OPPORTUNITIES

- REDEVELOPMENT POTENTIAL
- VIEWS
- BUS STOPS
- PALM TREES



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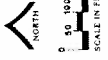
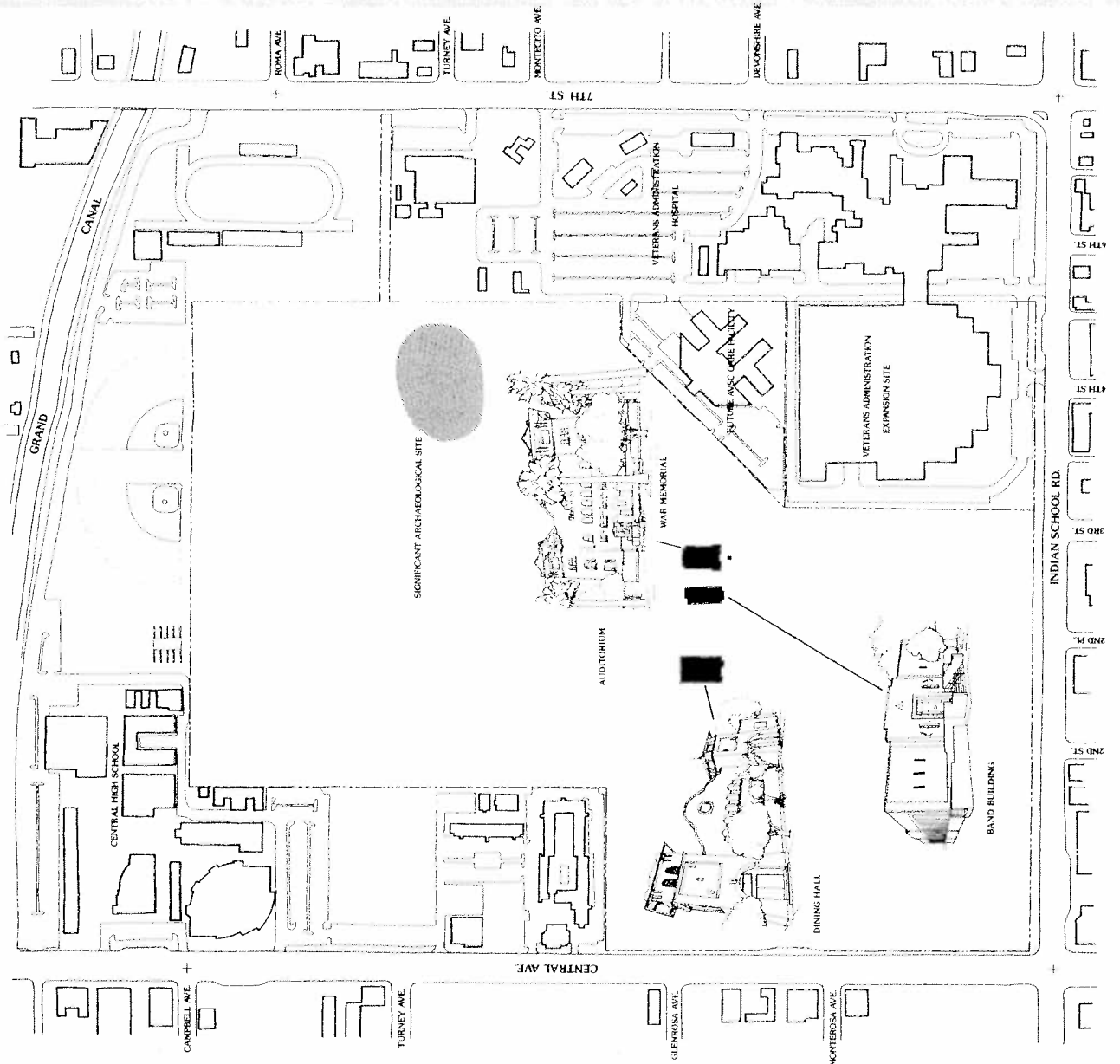




**PHOENIX  
INDIAN SCHOOL  
SPECIFIC PLAN**

MAP # 5

**HISTORIC STRUCTURES  
AND FEATURES**



PREPARED BY THE  
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# PHOENIX INDIAN SCHOOL SPECIFIC PLAN

MAP # 6

EXISTING AREA STREETS CAPACITY AND VOLUME (1988)

TRAFFIC SIGNALS \*

AVERAGE DAILY TRAFFIC VOLUMES

NUMBER OF LANES PER DIRECTION ON STREET

ROADWAY CAPACITY RATIO

\*\*\*

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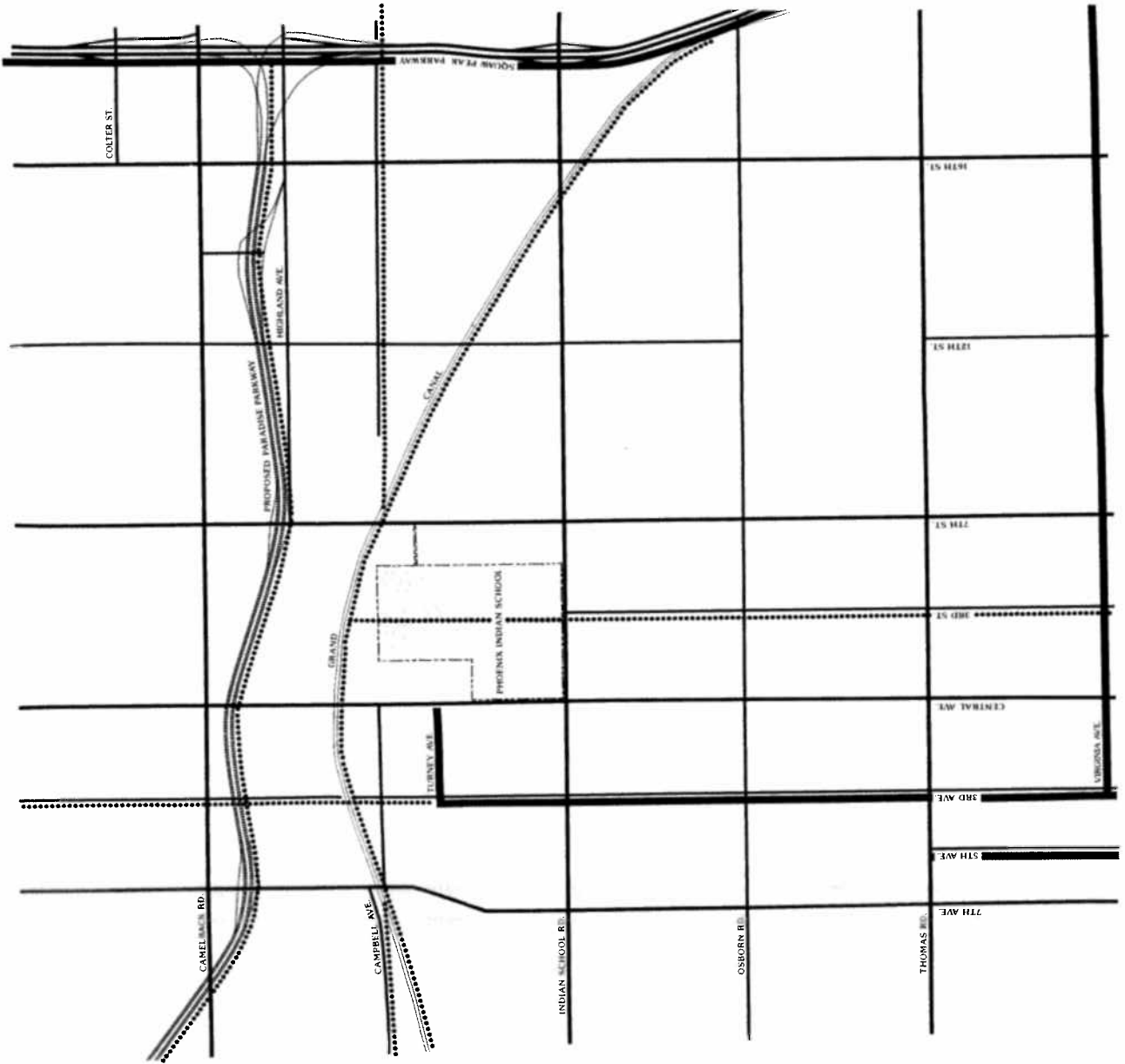
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# PHOENIX INDIAN SCHOOL SPECIFIC PLAN

MAP 7

## BICYCLE ROUTES







- EXISTING BIKEWAY
- PROPOSED BIKEWAY



# PHOENIX INDIAN SCHOOL SPECIFIC PLAN

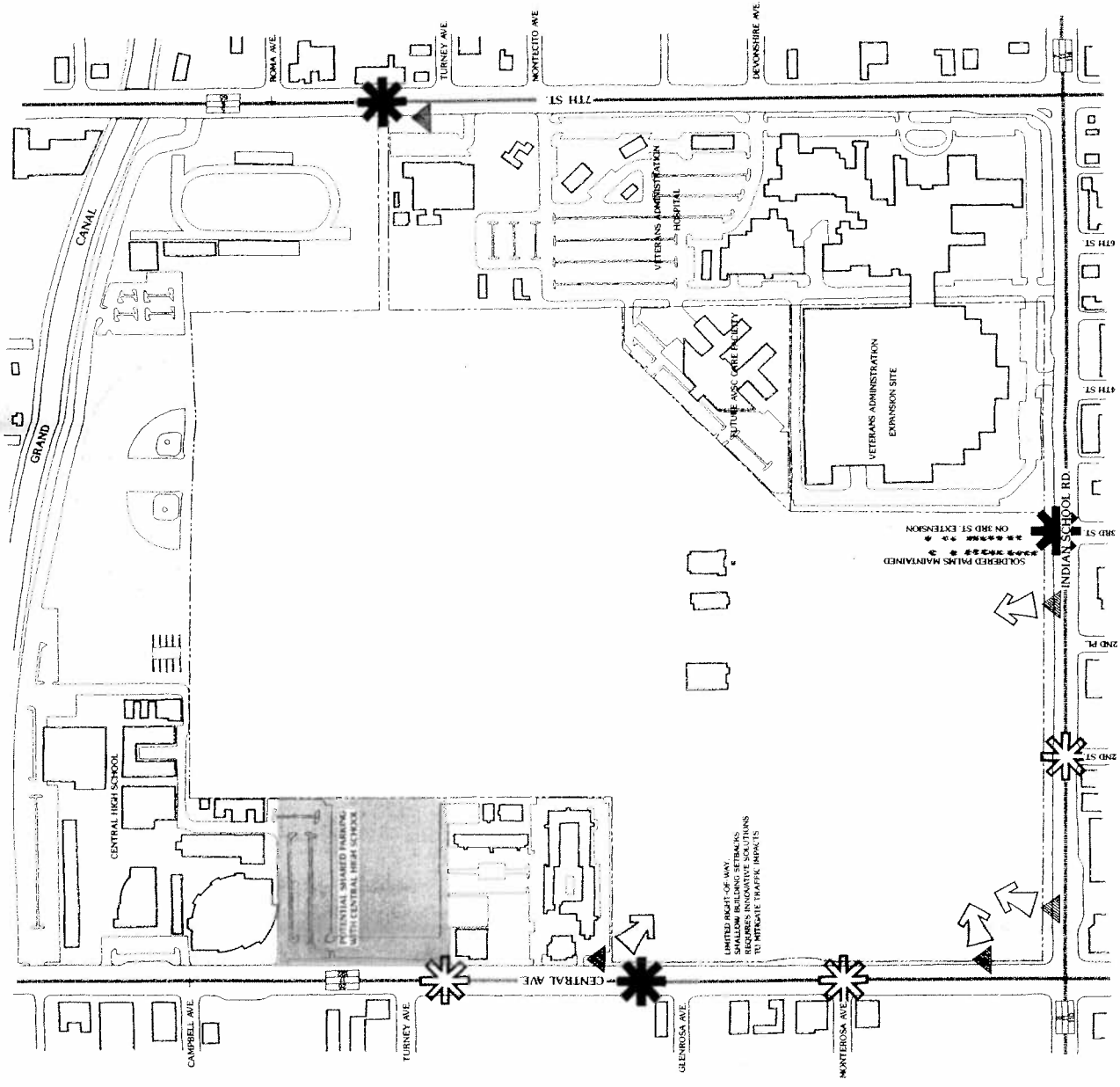
MAP # 9

## CIRCULATION CONCEPT

-  POTENTIAL SIGNALIZED ACCESS POINTS
-  POTENTIAL ACCESS POINTS
-  TRANSIT ROUTES
-  POTENTIAL TRANSIT STOPS
-  TRANSIT FREQUENCY  
A: 15 MIN TO 30 MIN  
B: 30 MIN TO 15 MIN
-  PEDESTRIAN ENTRANCE FROM TRANSIT STOPS



PREPARED BY THE CITY OF PHOENIX PLANNING DEPARTMENT



## Concept Statements

Four concept plans were developed through various public forums: "pow-wows," and meetings. Three of those plans were produced by City of Phoenix Parks, Recreation and Library Department Parks Development Division, and one was produced by the Phoenix Indian School Coalition in conjunction with the Navajo Nation Design and Engineering Services and the Tribal Architect. The preliminary master plan was developed through a combination of these concepts.

### Romantic Park Setting

As viewed from Indian School Road, the park is framed with a formal garden patterned on pathways in place during the 1930s. Floral displays accenting the center of the garden take the focus northward to the Historic Buildings in the Marketplace/Plaza. The plaza accommodates special events such as Indian markets, pow wows, and art shows. The buildings house administrative offices and educational functions.

To the north are the park's four other major components: the Grand Ramada, the 5-acre Pond, the Neighborhood Park, and the Phoenix Green. Situated to take advantage of the distant views of Camelback Mountain and Squaw Peak, the Grand Ramada can accommodate up to 500 people and has barbecue grills and a dance floor. The Pond edges the ramada and expands through the center of the park with a dual purpose: as an urban fishing site and as a water source for irrigation, both flood and spray, for the park's 50 acres of turf. Water flowing underground from the Grand Canal feeds the Pond to appear as a natural source. The barrier-free setback walkways, suitable for use by emergency and maintenance vehicles, surround the water for a pleasant walking experience through the Neighborhood Park and the Phoenix Green. West of the Pond, within easy distance, is the Neighborhood Park with a playground, two volleyball courts, two basketball courts, an 128 car parking lot, and room for open play games. The park opens up to the slightly rolling and open space surrounding the Pond known as the Phoenix Green. The Green is approximately 30 acres of turf and trees ideal for picnicking and enjoying the Arizona climate. It is also well suited for festivals and city-wide special events.

Surrounding the park's lower half, a roadway connects Central Avenue and Seventh Street to Indian School Road via meandering tree-lined boulevards and landscaped medians. On-street parking is permitted (particularly adjacent to the park). Scattered parking sites allow for a total of 475 cars in the park. The Seventh Street entry has a small parking lot with a scenic overlook of the Phoenix Green and the Pond. Numerous marked crosswalks allow pedestrians easy access to the park and interaction with adjoining Veteran's Administration and commercial developments. The crosswalks are wide, and raised and textured to encourage cars to slow down.

Plants used for the Romantic Park Setting are typical of the school and for the period from 1895 to 1930 incorporating all existing mature landscape materials on the property: Arizona Ash, Mondale Pine, Eucalyptus, peach and pear trees; and Myrtle, Pittosporum and Pyracantha shrubs.

### Cultural Center Park Setting

The Cultural Center Park Setting borrows ideas from Native American art, and farm land subdivided by canals for flood irrigation. The Formal Garden introduces the park from Indian School Road. Evident within the gardens is the interrelationship of Native American tribes with particular plant communities. North of the garden, the Historic Buildings are surrounded by 10 acres of landscaping based on art patterns from a Hopi pot and Pima basket interpreted with a variety of colors and textures in the plants and hardscape.

The three Historic Buildings, the Village and Marketplace are integrated as an informal compound allowing for art shows and sales, and cultural demonstrations. Although its boundaries are limited by an encircling road, this compound has room enough for new buildings. The Historic Buildings serve as the administrative and educational center for the park

Access is limited from the commercial development with only three points of street entry/exit. The Seventh Street entryway serves only a small parking lot for the Neighborhood Park. The existing Midway Drive in front of the buildings serves as ceremonial space and as the

traditional parade route but can be closed during rush hour periods to discourage cars from cutting through the park. Parking sites can accommodate up to 395 cars.

The uses and influences of water on the history and culture of Arizona runs through the park in the form of a canal system. To effect this idea, a five acre parcel is proposed to be traded with the Phoenix Union School District so that a sizable park frontage is adjacent to the canal. The Grand Canal to the north provides water **directly into the park's tree lined Main Canal.** This canal marks the western border of the Neighborhood Park whose eastern side blends into one of Central High School's playing field. A border of trees marks the property line. The Main Canal has feeder routes which divide the northern portion of the property, the Cultural Green, into approximately 5 acre segments. The "Green" provides open space and, when necessary, is used for tribal demonstration and exhibits. As the canal enters the Village/Marketplace it becomes a meandering stream in the image of northern Arizona's Oak Creek. It wends its way south of Midway Drive to become a small canal which supplies water to the Formal Garden and other planting areas.

Trees are heavily concentrated along the canal routes helping to mark off segments of the park. Plants and flowers in the Formal Gardens are used to fill in its Native American art patterns. Drought resistant native and foreign plants such as Amaranthus, and Mesquite and Palo Brea trees are favored.

### **Museum Park Setting**

The Museum Park Setting recognizes the unique history of the Phoenix Indian School and its cultural, educational, and architectural heritage. The focus and **interpretation of this concept comes from within the three Historic Buildings.** The buildings serve as administrative offices with space for exhibit, a library, and Native American restaurant.

Pedestrians come into the park from Indian School Road on meandering walkways which frame the flowered Formal Gardens to the Forecourt Plaza of the Historic Buildings. Tree bosques flank the Forecourt Plaza, a public space used for orientation, greeting, and

ceremonial events and public displays. During the hot summer days, the plaza's climate is controlled by shading, plant entwined arbors with a misting system, and other cooling devices. North of the Historic Building is an intersection in the path which leads to either the Village on the east or the Marketplace on the west. In the Village, various Native American traditions, and arts and crafts are demonstrated allowing artisans to interact and participate with the visitors as in a hands-on museum exhibit. At the Marketplace, authentic arts and **crafts are for show and sale as in a museum gift shop.**

At the end of the Market place sits the Plant Conservatory with almost 10,000 square feet representing Arizona's seven climatic and related biotic zones. These controlled natural environments relate the ethnobotanical experience of the Native Americans in the Southwest.

The seven-acre Pond situated in the northern portion of the park is reminiscent of the Encanto Park canal system. Water flows across the park originating from a small stream fed by the Grand Canal through the widened Pond ending in a small lagoon by Central Avenue. Walkways edge portions of the Pond working their way northeast to the Neighborhood Park.

Because of their proximity to each other, Central High School's playing fields and the Neighborhood Park have a joint park/school relationship. The Neighborhood Park amenities are bisected by the feeder canal which is crossed by two pedestrian bridges.

Vehicular access to the park is limited. Parking sites shared with surrounding developments include one underground and one aboveground. Parking exclusive to the park is limited to 265 cars including the isolated parking site for the Neighborhood Park. Traffic for special events is best handled by a shuttle bus system with off-site parking.

The Phoenix Green is segmented and small, ideal for family and community gatherings. The area is suitable for special events up to 50,000 people. The landscape theme uses the Historic Buildings existing landscaping and within the park demonstration areas will use drought resistant plants and flowers both native and foreign.

## **Native American Conference**

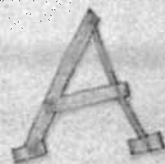
### **Center Setting**

The Phoenix Indian School Preservation Alliance working with the Navajo Nation Design and Engineering Department produced their own concept plan. Over a two-day planning and design "pow-wow," the team focused on a development approach which displays traditional Native American values and beliefs. The plan depicts the Native American's inherent reverence for the land but was also based on economic reality to include an Education and Training Facility, a Resort/Convention Center, and a 2,000 seat amphitheater.

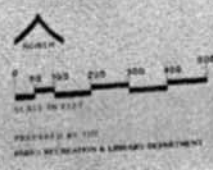
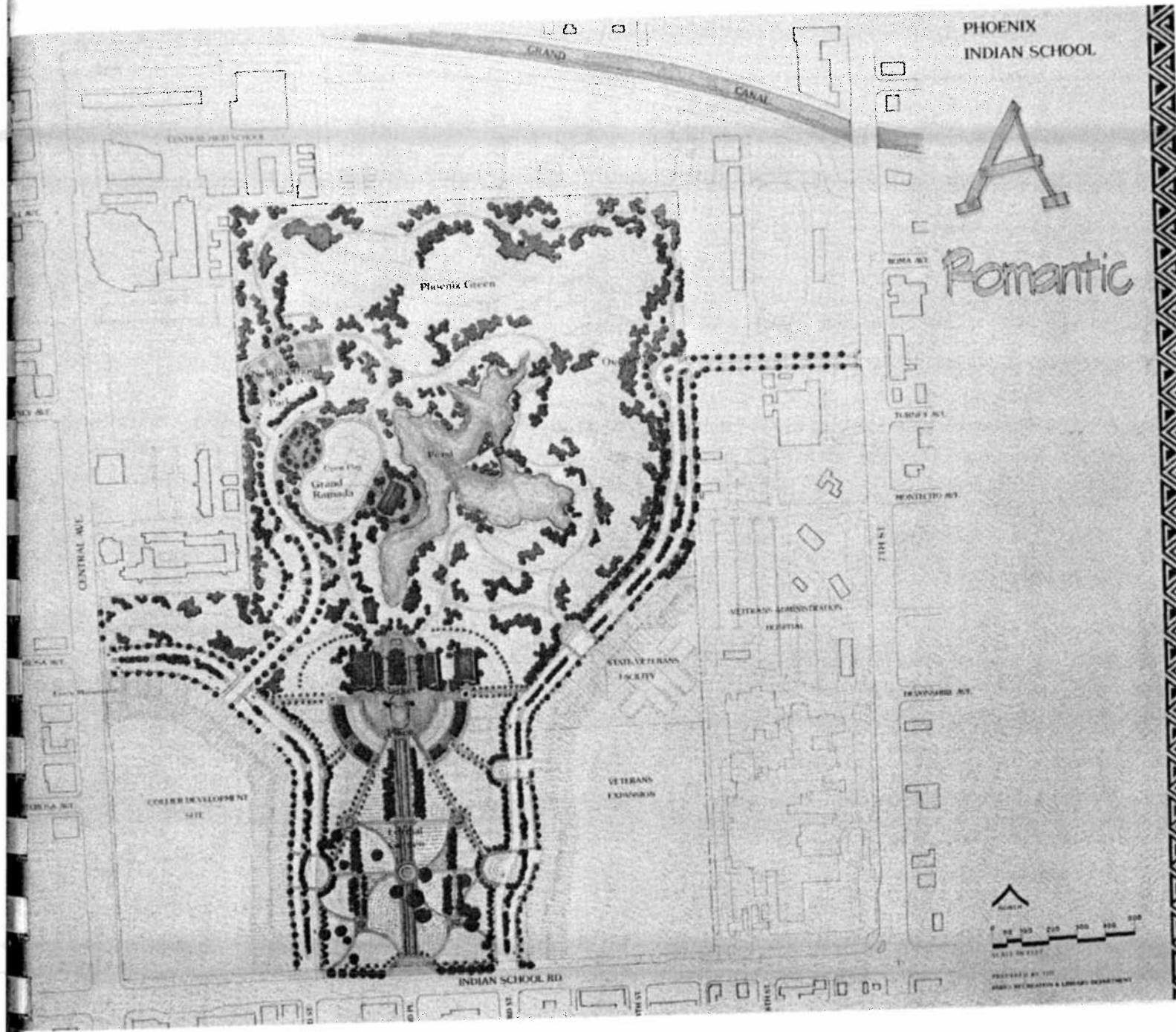
The following elements are shown in the plan:

- ◆ Formal Promenade - from Indian School Road represents the military aspect of the school as well as a tribute to the veterans who fought and died to protect their freedom. Monument to the Spirit of the Child is between the historic buildings.
- ◆ Medicine Wheel - representing the Native American belief in the circle of life and the four sacred elements: Earth, Sky, Water, and Fire.
- ◆ Ceremonial grounds for performances of tribal dances and displays.
- ◆ A 2000 seat amphitheater.
- ◆ Resort and Convention Center.
- ◆ Native American Education and Training Facilities.
- ◆ Camping area.
- ◆ Sequential lakes and canals which travel throughout the site from north to south.

PHOENIX  
INDIAN SCHOOL



Romantic

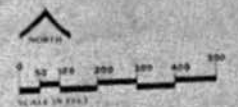
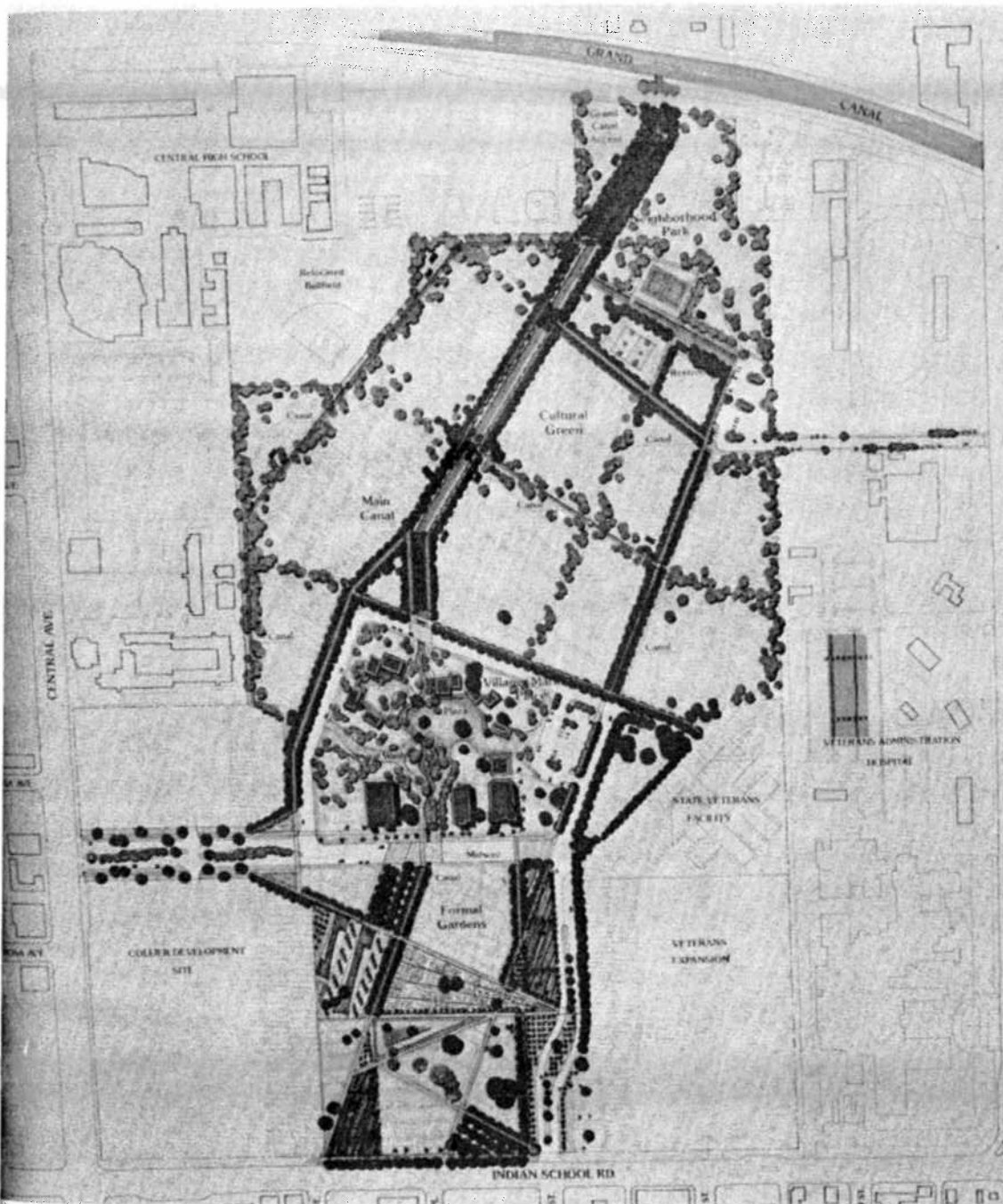




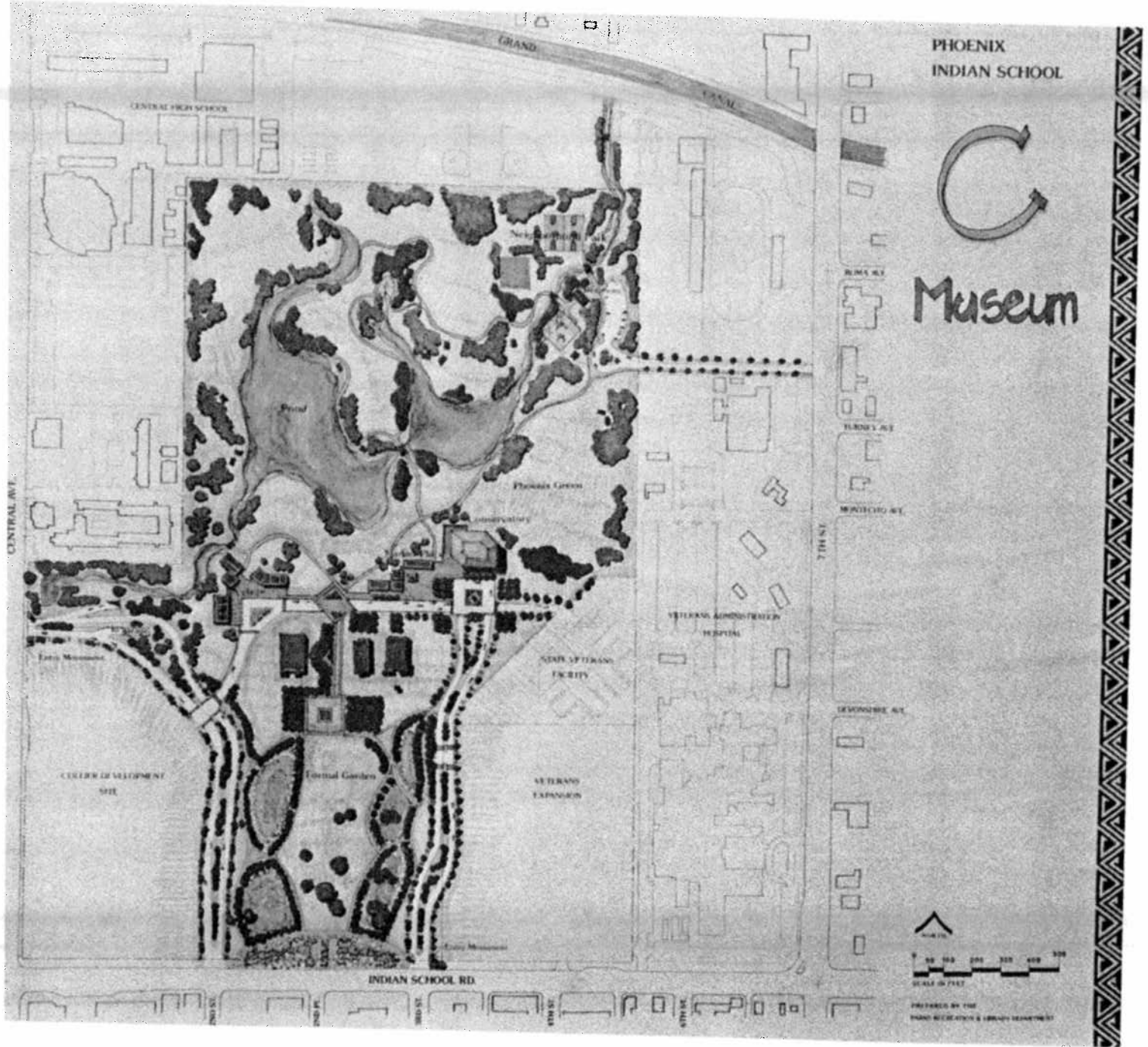
PHOENIX  
INDIAN SCHOOL



Cultural  
Center

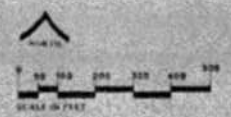


PREPARED BY THE  
PHOENIX SOCIAL DESIGN & LANDSCAPE DEPARTMENT

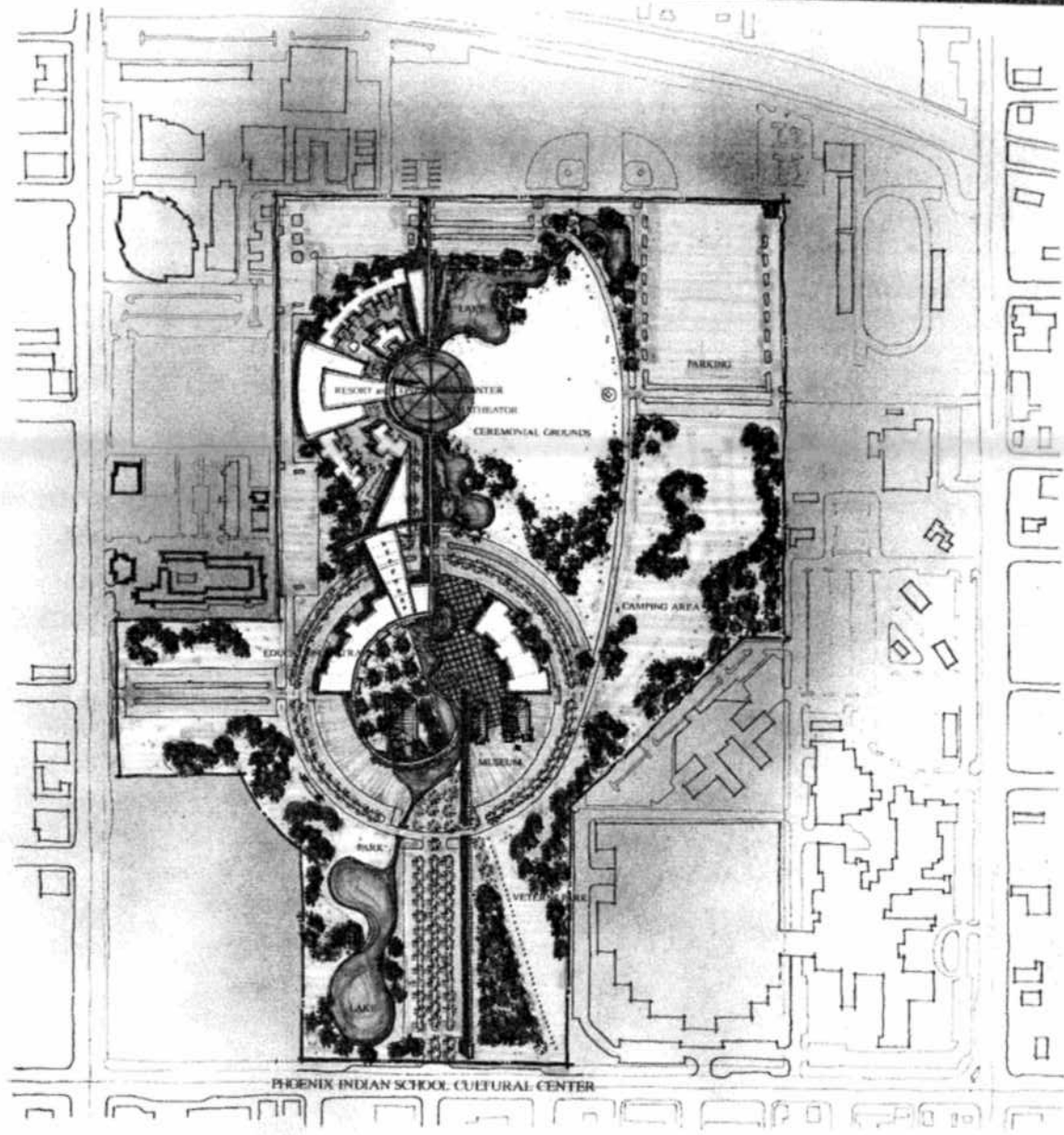


PHOENIX  
INDIAN SCHOOL

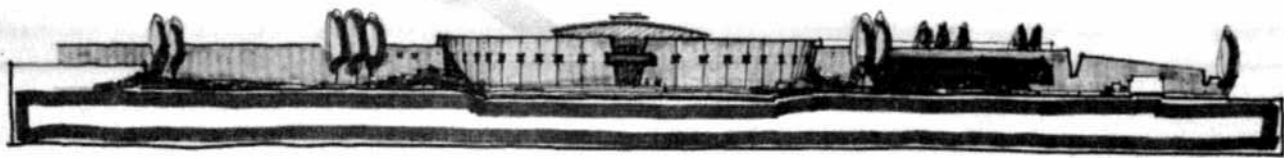
# C Museum



PREPARED BY THE  
PARKS RECREATION & LIBRARY DEPARTMENT



PHOENIX INDIAN SCHOOL CULTURAL CENTER



# PHOENIX INDIAN SCHOOL CULTURAL CENTER

PROPOSED BY

PHOENIX INDIAN SCHOOL  
PRESERVATION COILITION



# Tasks and Meetings

<b>Date</b>	<b>Time</b>	<b>Group</b>	<b>Abbreviations</b>	
July 25, 1991	1:30 p.m.	ISTF	FS	Finance Subcommittee
September 5	4 p.m.	PPS	ISTF	Indian School Task Force
September 13	7:30 a.m.	ISTF	PH	Public Hearing
September 17	4 p.m.	PPS	PM	Public Meeting
September 23	4 p.m.	PPS	PRB	Parks and Recreation Board
September 24	4 p.m.	PPS	PRLD	Phoenix Parks, Recreation and Library Department
October 8	4 p.m.	PPS		
October 11	7 a.m.	ISTF	PPS	Park Planning Subcommittee
October 11	7:30 p.m.	FS		
November 22	7:30 a.m.	ISTF		
January 17, 1992	3 p.m.	ISTF		
January 30	4 p.m.	PPS		
February 13	4 p.m.	PPS		
February 19	2 p.m.	PPS		
February 27	4 p.m.	PPS		
March 5	3 p.m.	ISTF		
March 17	7 p.m.	PH		
March 24	7p.m.	PH		
March 28	10 a.m	PM		
April 7	4 p.m.	PPS		
April 23	4 p.m.	PPS		
May 6	4 p.m.	PPS		
May 18	6:30 a.m.	PPS		
May 22	7:30 a.m.	ISTF		
June 12	5 p.m.	PPS		
July 22	5 p.m.	PPS		
September 4	7:30 a.m.	ISTF		
September 30	5 p.m.	PPS		
October 28	5 p.m.	PPS		
November 13	7:30 a.m.	ISTF		
December 8	7 p.m.	PH		
December 16	7:30 p.m.	FS		
January 6, 1993	7:30 a.m.	ISTF		
January 7	4 p.m.	PRB		