

ACKNOWLEDGEMENTS

We wish to thank the President's Office at North Idaho College for facilitating and orchestrating the meetings with the Coeur d'Alene Tribal members, the North Idaho College faculty and staff, the North Idaho College Native American students, and the greater community.

The Coeur d'Alene Tribe is thanked for the persistence and vision in opening up new opportunities for Native American people at the North Idaho College campus. Cultural historian and Tribal Council member Richard Mullen is thanked for his contribution of cultural context and insight into the Coeur d'Alene tribal past.

North Idaho College faculty member Tom Flint is acknowledged for his continued perserverence in shepherding this project.

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CHOSEN DESIGN—FINALIZED

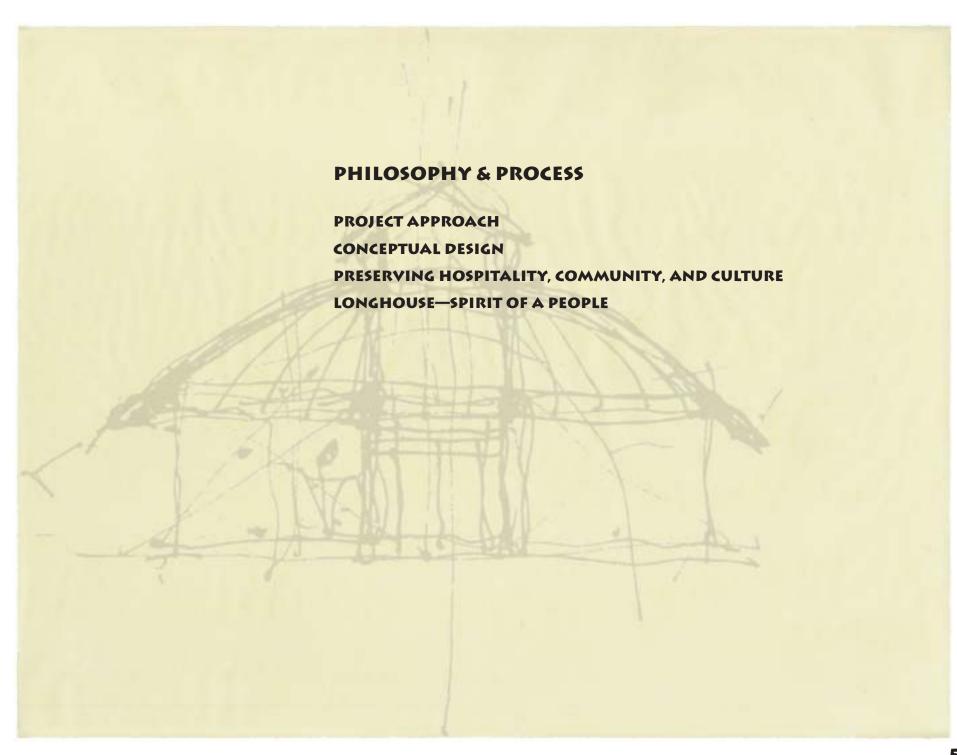
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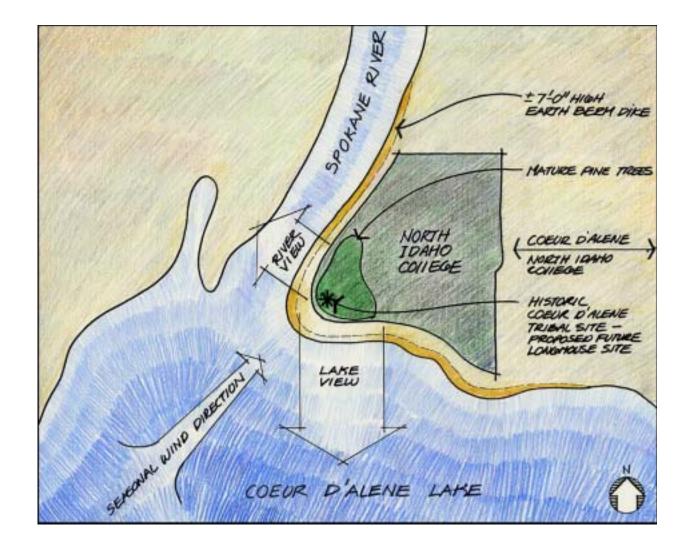
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PROJECT APPROACH

The cultural values and patterns of native historic dwellings will be used to establish the project approach. They are:

- Create a place that builds upon the legacy of the Coeur d'Alene Indians in the region to enlarge and enrich the cultural life of their members and community.
- Create a place that expresses the essential cultural values of welcome and hospitality. Community learning and sharing between the North Idaho College students and the Coeur d'Alene tribe are stressed.
- Create a place that references the historic form, structure, and organizational patterns of dwellings of the Coeur d'Alene tribe.
- Provide the University with an exemplary facility, diverse in uses and spaces, which meets the functional and programmatic requirements; is efficient and cost effective; is responsive to existing and future campus development patterns; and promotes active involvement between the Coeur d'Alene tribe, North Idaho College, and the Coeur d'Alene community.

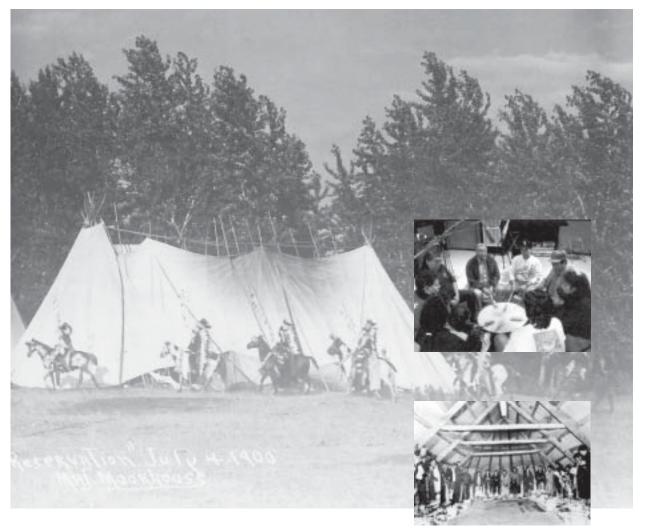


CONCEPTUAL DESIGN

Define framework for the Longhouse, initial site analysis, review of program, concept development, design alternatives, budget, and phasing. The tasks anticipated for this phase are:

- A. Kick-Off Meeting: Introduction, meeting(s) with board of Trustees, Tribal Council, and others to establish goals and needs and to review program.
- B. Site Reeconnaissance Study: Preliminary assessment of site issues and evaluation of access, circulation, vegetation, etc.

- C. Longhouse Program Discussion: Design objectives, space needs, and use requirements.
- D. Cultural Understanding; Image and Vision; Mission and Objectives.
- E. Development of alternative concepts, site plans, building footprints, landscape concept, and building image. Establish preliminary opinion of probable costs.
- F. Work sessions on site with Board of Trustees, Tribal Council, and selected others to discuss options for conceptual design. Review operational and functional relationships of site and building for each option. Revioew cost assumptions for each option. Selection of final option by Board of Trustees and Tribal Council.
- G. Jones & Jones to finalize site and building plans, landscape conceptual plan, and opinion of costs. Develop two promotional sketches for marketing purposes.



PRESERVING HOSPITALITY, COMMUNITY, AND CULTURE

The new North Idaho College Longhouse will express the essential cultural values of welcome, community, and learning for Native American students and peoples. The building will serve as a gathering place for students and tribal groups and a place where Native American and non-natives can interact and learn from each other. Activities such as community potlucks, meetings, traditional dancing, beading, drumming circles, and casual visiting will take place here along with more student-oriented functions such as tutoring and testing. The Longhouse will be built on the campus at the point of land where the Spokane River and Lake Coeur d'Alene join; the site culturally sensitive to the Coeur d'Alene tribe.

NATIVE AMERICAN LONGHOUSE: SPIRIT OF A PEOPLE

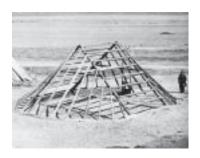
The longhouse is a community center traditional to many Native American peoples in the Pacific Northwest and around the country. It is a place for celebrating the milestones of life, for passing stories from one generation to the next, for welcoming tribal members and visitors from other nations, for duscussing community and educational issues. It is a place for the ordinary conversations of daily life and ceremonies that preserve a culture. It is a place of safety and belonging. It should symbolize and embody the living spirit of a living people.

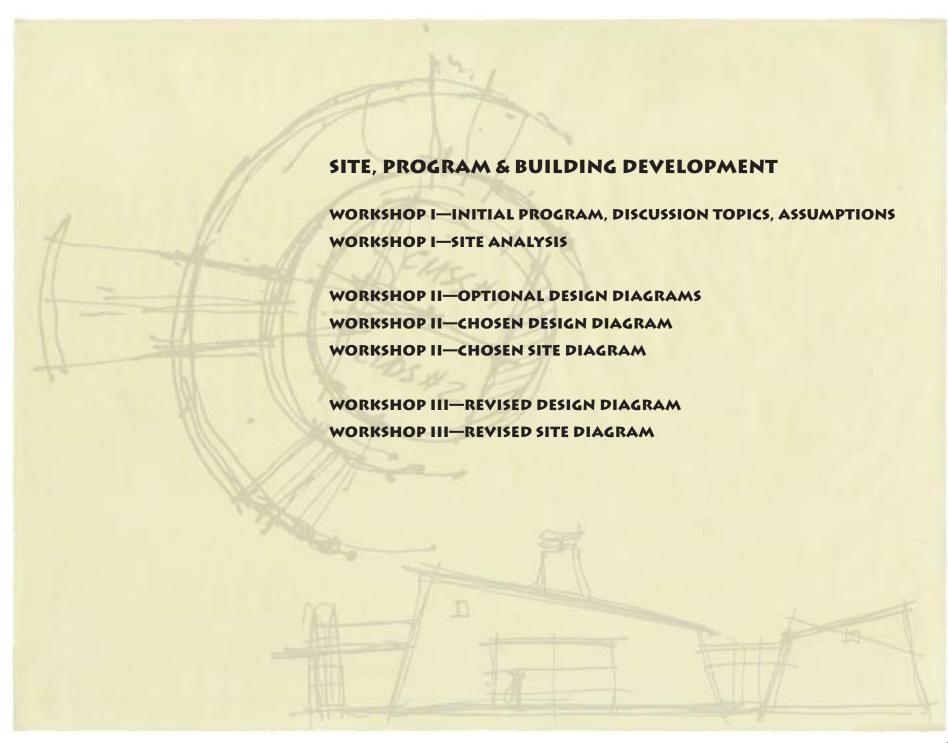












WORKSHOP I · 13 OCTOBER 2000

INTRODUCTION. DISCUSSION OF GOALS, WISHES, NEEDS.

- 1. What is the Mission Statement for this longhouse?
- 2. How does this longhouse work with the nine point agreement?
- 3. What does the term "longhouse" mean to you?
- Review and discuss slide presentation of other northwest campuses/Native American longhouses.

The following program was derived from the RFP, the Story Tour meeting notes, and our own experience in what spaces will be required. Those that have been added by Jones & Jones have an asterisk by them.

- Offices
- Testing areas
- · Minority student tutoring/mentoring areas
- American Indian Resource Center
- Multipurpose rooms
- · Gathering places for Indian students
- Kitchen
- Dining*
- Bathrooms*
- Janitor's closet/storage*
- Mechanical/Electrical room*
- Storage*
- Display areas/Honoring places*
- Entry/Welcoming*
- Area for outdoor events*
- Student hostel facilities (for students who may need temporary overnight accommodations)

This is a list of possible additional functions that could be integrated into the longhouse design:

- Museum? (Story Tour meeting notes)
- Gift Shop? Cooperative of traditional and contemporary Coeur d'Alene arts and crafts (Story Tour meeting notes)
- Live participatory Indian encampment event in summer
- Full-sized models of dwellings as interpretive displays
- An elaborate existing Coeur d'Alene travelling exhibit could be incorporated
- · Campus activities
- Tribal activities

This building needs to rise above the earth berm dike to take in views of the Coeur d'Alene Lake and should nestle within the mature grove of trees at the bend of the river. High priority will be given to not only minimizing the disturbance to the site and preserving the health of the existing landscape, but also utilizing the existing trees, plantings, and views as key design elements that affect the building siting and design.

This building should include convenient places for seating such as benches—places where people can rest and talk and learn from each other. The design should include outdoor rooms, or areas, that extend the reach of the building into the landscape and create a form of dialogue with the surrounding Campus.

- Site issues that affect building design and orientation (physical access, circulation routes, vegetation, climate, culture, etc.)
- What is your understanding and interpretation of the site?
- How does the Story Tour interact with and affect the site/ building relationship?
- What is the history of the site for both the Coeur d'Alene tribe and N.I.C.?
- What is the site's own history? What are the natural forces shaping and defining it?

Summary discussion and calendar/schedule coordination

MEETING MINUTES SUMMATION

(FULL MINUTES IN APPENDIX)

FUNCTION & PURPOSE OF LONGHOUSE

- It is a place to promote Indian students' success and to prepare students to meet the larger world.
- To educate non-Indians on Indian issues.
- Indian students need a gathering place to see one another.
- To acknowledge the relationship between CDA Indian people and the traditional tribal gathering place.
- Quiet places for individuals to rejuvenate.
- Noisy areas for groups to meet.
- The longhouse should be filled with natural light and have connection to outside. Want to be able to watch the snow and the sun.
- Lots of simple open space.
- Indoor and outdoor places.
- · Keep the Longhouse simple and fit it into the scenery.

N.I.C. PURPOSE BEHIND SUPPORTING THIS BUILDING

- The college is a leader, overtly and underlyingly, in human rights.
- This building will publicly honor Indian students.
- Community college is about supporting the community.
- · Education is about increasing the quality of life.

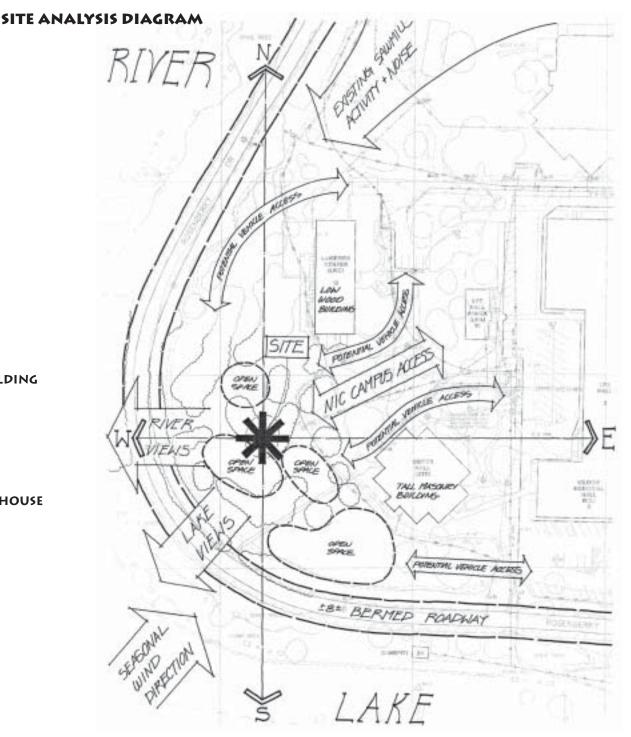
IMPORTANCE OF SITE AND MEANING OF LONGHOUSE

- Ties are with the mouth of the river (the earth, the river, the salmon).
- We need to balance the outside world with the Indian world.
- · A place for healing.
- Sacred ground.
- The circle is dear.

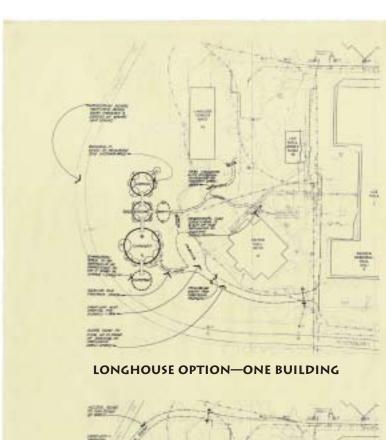
PROGRAM DISCUSSION

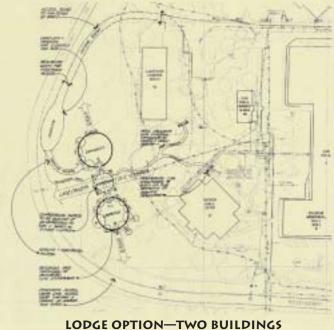
SUMMARY DISCUSSION

We walked the site looking at various locations.
 The chosen site is the rose garden.



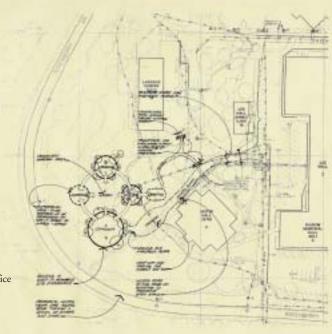
WORKSHOP II · 1 DECEMBER 2000 **OPTIONAL DESIGN DIAGRAMS** a. seating b. tribal art display c. fireplace d. facility management office e. Indian student office f. welcome g. quiet space h. storage LONGHOUSE OPTION—ONE BUILDING CIRCLE OPTION—ONE BUILDING j. meeting rooms k. restrooms l. computer area m. counseling offices n. counseling area/study/lounge o. student kitchen/dining p. student hostel area q. large kitchen r. green rooms s. great room WWW P025/3 LODGE OPTION—TWO BUILDINGS **SELECTED: VILLAGE OPTION—SEVERAL BUILDINGS**



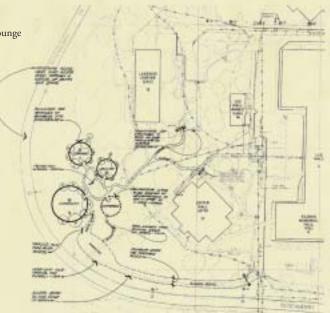




- b. tribal art display
- c. fireplace
- d. facility management office
- e. Indian student office
- f. welcome
- g. quiet space
- h. storage
- j. meeting rooms
- k. restrooms
- l. computer area
- m. counseling offices
- n. counseling area/study/lounge
- o. student kitchen/dining
- p. student hostel area
- q. large kitchen
- r. green rooms
- s. great room



CIRCLE OPTION—ONE BUILDING



SELECTED: VILLAGE OPTION—SEVERAL BUILDINGS

WORKSHOP II • 1 DECEMBER 2000 CHOSEN DESIGN DIAGRAM VILLAGE OPTION—SEVERAL BUILDINGS

PROGRAM SPIRIT

A. GREETING (ORIENTATION)

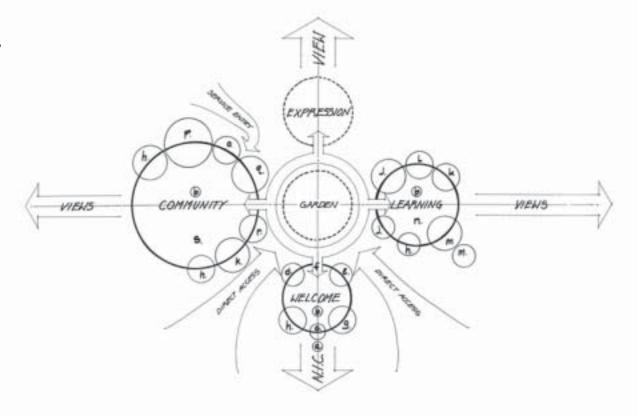
- within and around garden center
- embraces and surrounds people
- · serves as a focal point for connecting the buildings

B. WELCOME (ENTRY)

- provides seating niches and areas for conversation, rest, and enjoyment of fire;
- · provides for small gatherings in a very informal setting
- houses the offices to run the facility
- noisy areas and quiet areas

C. Learning (Student Resource)

- sanctuary
- rejuvenation
- healing
 - captive warmth
 - promotes success
 - healing place



D. COMMUNITY (GATHERING)

- to educate non-Indians on Indian issues
- where the CDA tribe will be hosts for non-Indians and other Indian tribes
- the main gathering place
- family
- Indian community
- the whole community
- a noisy place for large groups to meet

E. Expression (Outdoor Gathering)

• the outdoor component for the community

SUMMARY

- This option provides for phasing the buildings as funds are available.
- A collection of smaller buildings would more readily fit within the open spaces between the trees.
- Each building could be heated and cooled to different temperatures or left unconditioned if not in use.
- The garden space in the middle would use the mass of the surrounding buildings and berm to deaden and deflect the noise from the dike access road, the nearby sawmill, and campus traffic to create a more tranquil area for reflection.

MEETING MINUTES SUMMATION

(FULL MINUTES IN APPENDIX)

GENERAL NOTES

- in the future there will be more square boxes on campus like idea of contrast with smaller buildings
- circular form can be most efficient for seating
- have building (or room) that can address other tribes rotating display—perhaps at Welcoming
- want clear notion of entry

PROGRAM

- A. Greeting: no comment at Workshop #2
- B. Welcome: question need for Facility Manager Office
- C. Learning: add classrooms (assume 2 classrooms, max. 35 people per classroom); eliminate hostel (make other arrangements); all four offices will be placed together in Learning
- D. Community: student kitchen should be off of lounge it could even be incorporated as a built-in alcove or closet; eliminate showers—we have excess shower capacity already/use showers from other buildings
- E. Expression: suggest something like an arbor for protection from the elements; would like to take advantage of good weather and offer protection during inclement weather

DESIGN DIAGRAMS ON-SITE REVIEW

Lodge Option: cultural issue of too-easy access (dogs) Circle Option: like option of going from area to area under protection.

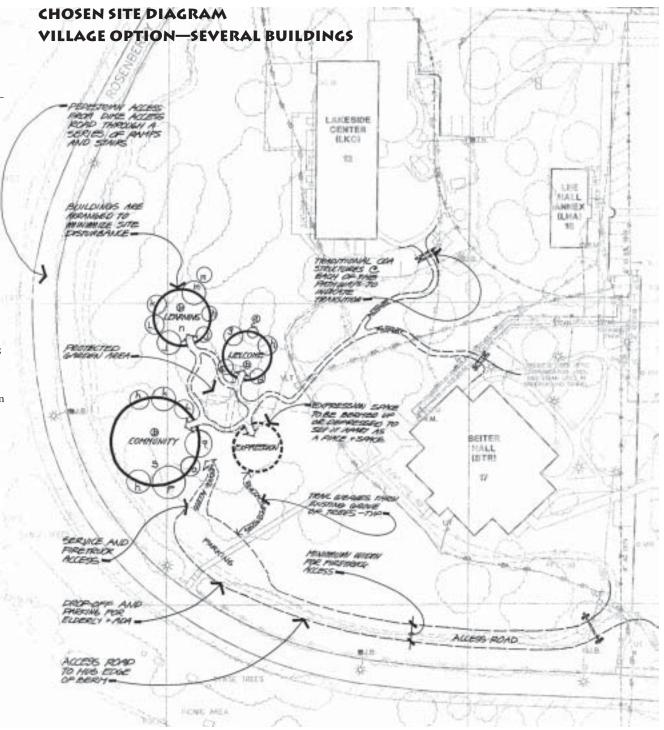
Village Option: people are attached to existing trees

Longhouse Option: concerned about impact on trees

Road Access: no center access roadway; prefer low to right access near Seiter Hall—hug dike access road; gateway markers along dike road could help mark pedestrian connection; vehicle access from the dike access road would be unfeasible due to grade change

SUMMATION

- · develop Village Option further
- develop floor plan and architectural forms based on revised design diagrams incorporating changes suggested at Workshop #2



WORKSHOP III · 9 FEBRUARY 2001REVISED DESIGN DIAGRAM

PROGRAM SPIRIT

A. GREETING (ORIENTATION)

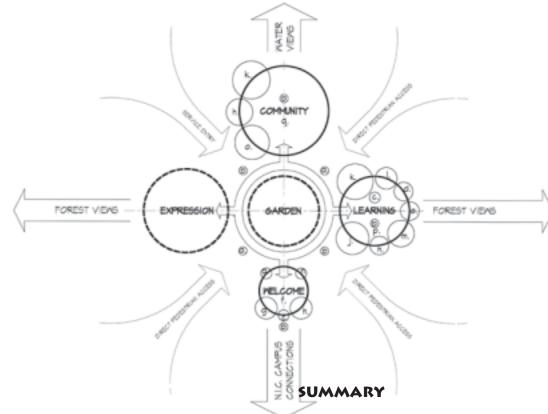
- within and around garden center
- embraces and surrounds people
- serves as a focal point for connecting the buildings

B. WELCOME (ENTRY)

- provides seating niches and areas for conversation, rest, and enjoyment of fire
- · provides for small gatherings in a very informal setting
- · houses a rotating art display highlighting various tribes
- noisy areas and quiet areas

C. Learning (Student Resource)

- sanctuary
- rejuvenation
- healing
- · promotes success
- · healing place
- learning



D. COMMUNITY (GATHERING)

- to educate non-Indians on Indian issues
- where the CDA tribe will be hosts for non-Indians and other Indian tribes
- the main gathering place
- family
- Indian community
- the whole community
- a noisy place for large groups to meet

E. Expression (Outdoor Gathering)

• the outdoor component for the community

- The Welcoming building would be the most prominent building.
- This option provides for phasing the buildings as funds are available.
- A collection of smaller buildings would more readily fit within the open spaces between the trees.
- Each building could be heated and cooled to different temperatures or left unconditioned if not in use.
- The garden space in the middle would use the mass of the surrounding buildings and berm to deaden and deflect the noise from the dike access road, the nearby sawmill, and campus traffic to create a more tranquil area for reflection.
- Native fauna and flora would be encouraged by the use of new planting within the Garden space and around the new buildings.

MEETING MINUTES SUMMATION

(FULL MINUTES IN APPENDIX)

SITE

- incorporate indoor and outdoor water features
- use local indigenous building materials
- create indoor and outdoor quiet areas for study and contemplation
- add an open pit to the site plan
- show Coeur d'Alene tribal flag
- consider expandability of design on site

WELCOME

• integrate the Welcome building functions into the Learning building

LEARNING

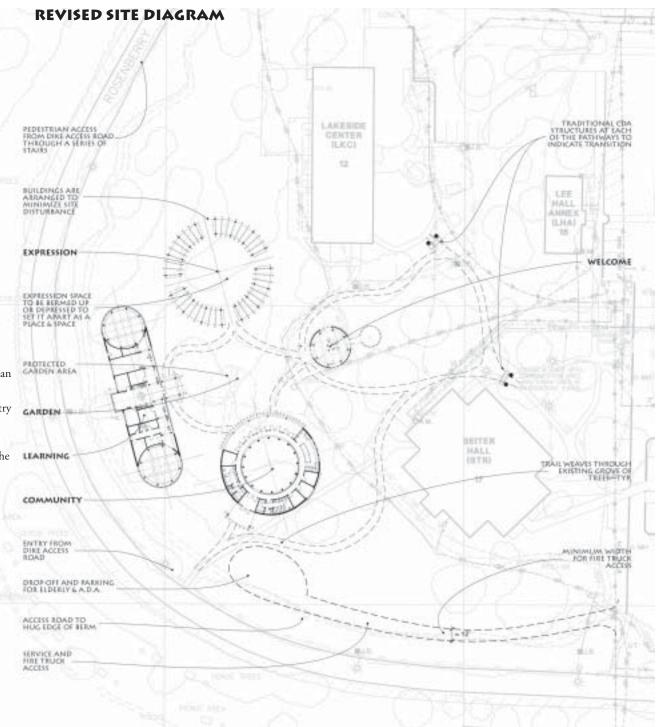
- create a room/platform for viewing the lake and river
- include nooks and large tables for studying; this is a resource center for students
- include an area for the display of books and Native American resources; include the Indian student collection
- add a crossing timber structure to the learning building entry

COMMUNITY

 revise the screen wall—stack more of the wall to open up the space and add another solid layer to the kitchen

EXPRESSION

 remove the earthen berm, temporary canvas roof, and center pole





PROGRAM

YAP-KEEHN-UMM (longhouse, lodge) REVISED 15 JUNE 2001

PROGRAM AREAS	INDOOR SQ. FT.	OUTDOOR SQ. FT.	PROGRAM AREAS	INDOOR SQ. FT.	OUTDOOR SQ. FT.
A. Greeting (orientation)			D. Community (gathering lodge)		
tribal art display		*	tribal art display	*	
seating		*	large kitchen	400	
drop-off area		*	storage	300	
Total	0	1,000	restrooms †	600	
			4 sinks, 4 w/c at each restroom (2 @ 225 sq. ft. apiece)		
B. Welcome (student lounge attached to Learning)			+ janitor's closet (1 @ 50 sq. ft.)		
tribal art display	*		men's changing + women's changing (2 @ 50 sq. ft. apiece	e)	
fireplace	*		great room (assumes 15 sq. ft./person, 133 people max.)	2,000	
seating	*		Total program area	3,300	
restrooms	‡		mechanical, electrical, and circulation @ 10%	660	
quiet space	200		Total building area	3,960	0
storage (coats, wheelchairs, etc.)	200		•		
welcome lobby/lounge	600		E. Expression (outdoor gathering)		
student kitchen (built-in alcove)	50		tribal art display		*
Total program area	1,050	0	cooking, dancing, eating		3,000
mechanical, electrical, and circulation @ 10%	105		Total		3,000
Total building area	1,155	0			
			Total Programs Area	7,700	4,000
C. Learning (student resource)			•		
tribal art display	*		Mechanical, Electrical, & Circulation	2,150	
meeting rooms (1 @ 150 sq. ft. + 1 @ 300 sq. ft.)	450				
restrooms † §	550		Total Building Area	9,805	4,000
men's: 3 w/c, 3 urinals, 3 lavatories;					
women's: 6 w/c, 3 lavatories (each @ 250 sq. ft. apiece)					
+ janitor's closet @ 50 sq. ft.					
computer area (4 stations)	200		* included in area		
storage	150				
facility management office	150		† the number of fixtures is determined by UBC building code		
Indian student office	150				
counseling offices (2 @ 150 sq. ft. apiece)	300		‡ the occupant load is included with the Learning building		
2 classrooms @ 700 sq. ft. each					
(assumes 20 sq. ft./person, 35 people max. each)	1,400		\$ we will assume that half of the required w/c will include thos		
Total program area	3,350	0	the number of required w/c and urinals for the Learning buil	lding will be th	ree (3) for both
mechanical, electrical, and circulation @ 10%	1,340		men and women.		
Total building area	4,690	0			

SITE DIAGRAM

SITE

- We incorporated several outdoor water features into the site plan.
- The buildings will incorporate local building materials: logs taken down from the site, locally produced wood shingles, and locally available/produced wood members.
- The Learning/Welcome buildings both incorporate indoor and outdoor quiet areas for study and contemplation.
- The site plan locates a fire pit north of the proposed Community building.
- Having the site plan be a "campus" of buildings allows the addition of other buildings in a similar manner.

WELCOME

• The Welcome building has been joined with the Learning building.

LEARNING

- A viewing platform has been added atop the adjoined Welcome building, accessed via an external staircase.
- Additional tables for studying have been added.
- The large meeting room houses a small library of resource books, magazines, and the Indian student collection.
- A crossing timber structure has been added to the Learning building entry.

COMMUNITY

- The screen wall stacks more fully to open up the space further.
- The kitchen is now more enclosed to reduce noise transmission.

EXPRESSION

• The earthen berm and temporary canvas roof has been removed. The center pole is removable.



CONCEPTUAL LANDSCAPE SITE PLAN

COMMUNITY WORKSHOP PROGRAM NOTES

The three community workshops were instrumental in establishing the direction of the conceptual landscape site plan for the North Idaho College Longhouse. Participating in the community workshops were tribal leaders, enrolled members and students from the Coeur d'Alene Tribe, college faculty and administrative staff, and additional students and citizens from nearby tribes and communities. Many comments regarding the landscape site plan were expressed at the workshops, outlining individual concerns, wishes, and anticipated outcome of the site plan. According to the community workshops, the landscape site plan needs to:

- Get daily inspiration from Lake Coeur d'Alene. People need visualization of the water. It is a major component of
 Coeur d'Alene culture. The Longhouse site is the "throat of the river" to Post Falls. Investigate a physical presence
 at the lake. The lake was the "big water," and the tribes depended on streams to support themselves.
- Connect the spaces in a "natural" way.
- Preserve trees wherever possible. Reuse removed trees in buildings.
- Reinforce the power of the circle.
- Provide interesting planting areas. Places to be seen and/or hidden.
- Provide water element in central courtyard. Enjoy the sounds of water, e.g., waterfalls.
 Could take the form of lake/stream that meanders through Longhouse site.
- Provide contemplative, quiet gardens next to Welcome building or Learning building.
 Quiet spaces are always associated with outdoors.
- Install "Grandfather" rocks at the site.
- Emphasize Expression building as good location for "Art on the Green."
- Incorporate cedar trees, as they were very important.
 The Coeur d'Alene people wrap/surround families in cedar.
- Provide handicap/Elder parking in close proximity to Longhouse.
- · Provide open outdoor fire pit for salmon cooking. Fire is an important element.
- Create an interesting welcoming area/entry.
- Provide logs for seating, as used in the mountains when picking berries.
- Improve levee stairway, make the stairway more visible as a public access.
 Enhance landscape at levee access point to indicate Longhouse.

GENERAL LANDSCAPE CONCEPTS

The landscape design reflects the various ecosystems present on the Coeur d'Alene Indian Reservation in northern Idaho. Adjacent to Lake Coeur d'Alene and the headwaters of the Spokane River, the landscape design will encompass all the elements naturally found throughout the area. The importance of water will be highlighted everywhere in the landscape. Views and vistas will be enhanced throughout the site to give visitors an appreciation of this landscape, enclosing and framing views wherever possible.

LANDSCAPE SITE ELEMENTS

PARKING

On-site parking is provided At North Idaho College at various locations. Parking is also available along the levee (Rosenberry Drive). Additional parking will be provided adjacent to the Community Building. There will be approximately 20-25 spaces dedicated for Elder/handicap and short-term usage. A passenger drop-off zone will also be provided.

CIRCULATION

Circulation throughout the village will be a combination of paved stone and concrete, crushed gravel and bark, and wood plank bridges. This variety of paving surfaces will reflect the variety of surfaces found in the surrounding natural areas. The paths will meander between the buildings in an organic fashion, linking the various courtyards, water features, and landscape elements.

There will be several entry points or gateways for the Longhouse Village. The main campus entry will be from the northeast between Seiter Hall and Lakeside Center. This crushed rock path will meander through a traditional Coeur d'Alene structure that will serve as an entry monument or gateway. The path will continue through the existing evergreen tree grove and enter the paved central courtyard via a wooden pedestrian bridge. The levee entry will be from a set of new, wider stone stairs that will be flanked with large basalt stones. These stairs will serve double duty as impromptu seating for the Community Building Courtyard. Elders and disabled people will be able to enter the site from the Elder/handicap parking area via a paved walkway that leads to the Community Building Courtyard.

COURTYARDS

Several courtyards will be included that can serve many purposes. The central courtyard will be located along the central axis between the three building spaces. It will be a circular form, marking the cardinal directions. It will be paved in stone/concrete/gravel and will include natural seating surfaces made of stone and timber. This central courtyard will link all the spaces and serve as a small outdoor meeting area. The Community Building Courtyard will serve as a pre-function courtyard during special events at the Community Building. It will be a large paved area for small public gatherings. There will be several smaller courtyards located at the entries to all building spaces.

WATER

When natural bodies of water are not accessible, artificial bodies of water are often created. These can take the shape of lagoons, pools, ponds, waterfalls, streams, and channels. Several water features are incorporated into the site plan. A cascading waterfall feature will be located at the central courtyard. The action and sounds of the water will create an interesting background for events planned in the central courtyard. A series of recirculating streams and small ponds will lead from the waterfall, meandering between the buildings and paths, linking the site with water. Since the view of the lake is forever blocked by the levee, water will be visible from most areas of the buildings and site.

SALMON FIRE PIT

An outdoor fire pit will be located north of the Community Building. It will serve as a cooking area for salmon for ceremonial purposes, and is easily accessed by the Community Building kitchen. The salmon pit area will be a quiet, secluded area, enclosed by random stone walls, berms, and plantings.

REFLECTIVE GARDEN

A quiet, reflective garden will be located between the Learning Building and the levee and can be accessed via the Welcome Building. It will be an intimate space where small groups or individuals can gather. Rock walls and small-scale plantings will enclose the space. A small cascading water feature reminiscent of an Idaho spring will be a garden feature.



PLANTING SCHEME

A common attribute of all native peoples throughout the United States is their ever-present respect and knowledge of the natural world. This knowledge is really evident in most tribes' extensive ability to use plants for food, medicine, shelter, clothing, and a number of other uses. The use of native plants will encourage wildlife to visit the site. Native plants also require less maintenance and reduce irrigation demands. They also "fit" the site visually. Through the correct use of native plants, this site will be returned to its natural glory while also paying respect to the land.

Plants that are indigenous to the Coeur d'Alene area will be used exclusively throughout the site (see Planting Palette). Cedar will be the dominant tree species planted, as well as Douglas Fir, Ponderosa Pine, and smaller Maples. Additional plants that were an important part of Coeur d'Alene culture will be used: plants that were especially used for foods, medicines, clothing, building materials, and overall aesthetic beauty will be planted wherever possible. The existing evergreen trees will be preserved and protected wherever possible. Those trees that are removed for construction purposes will be milled and used throughout the site when feasible.

TREES			FORBS		
Pinus ponderosa	Ponderosa Pine		Achillea millefolium	Western Yarrow	
Acer glabrum	Rocky Mountain Maple		Aquilegia formosa	Columbine	
Pinus ponderosa	Ponderosa Pine		Balsamorhiza sagittata	Arrowleaf Balsamroot	To'qwa
Pseudotsuga menziesii	Douglas Fir		Camassia quamash	Camas	é'txwa
Quercus garryana	Garry Oak		Castilleja spp.	Indian Paintbrush	
Thuja plicata	Western Red Cedar		Centaurea cyanus	Cornflower	
			Erythronium grandiflorum	Fawn Lily	
SHRUBS			Eupatorium maculatum	Joe Pye Weed	
Amelanchier alnifolia	Serviceberry	S_á'k	Dodecatheon pauciflorum	Shooting Star	
Cornus stolonifera	Redtwig Dogwood	Stsa'tstx	Eschscholzia californica	California Poppy	
Holodiscus discolor	Ocean Spray	Stsatstx	Gentian spp.	Gentian	
Mahonia aquifolium	Oregon Grape		Liatris spicata	Blazing Star	
Philadelphus lewisii	Mockorange		Lomatium cous	Biscuitroot	
Physocarpus malvaceus	Mallow Ninebark		Lupinus spp.	Lupine	
Prunus virginiana var. melanocarpa	Chokecherry		Penstemon spp.	Penstemon	
Purshia tridentata	Bitterbrush				
Rhus glabra	Smooth Sumac		GROUNDCOVER		
Ribes cereum	Wax Currant		Arctostaphylos uva-ursi	Bearberry	Skole's
Ribes sanguinem	Red-flowering Currant	Tsá'lz	Mahonia repens	Creeping Oregon Grape	
Rubus spectabilis	Salmonberry		Hydrophytes:		
Rosa nutkana	Nootka Rose	Shoie'pak	Carex spp.	Sedges	
Rosa woodsii	Pearhip Rose	•	Deschampsia caespitosa	Tufted Hairgrass	
Sambucus racemosa	Elderberry		Equisetum hyemale	Scouring Rush	
Spiraea betulifolia	Birchleaf Spiraea		Iris pseudacorus	Yellow Iris	
Symphoricarpos albus	Snowberry	Szlexwai'lepkan	Juncus spp.	Rushes	
Vaccinum membranaceum	Big Huckleberry	S_ezcá'lk	Saggitaria spp.	Wapato	
Vaccinum ovatum	Evergreen Huckleberry		Scirpus spp.	Bulrush	
Vaccinum scoparium	Grouse Huckleberry		Scirpus acutus	Hardstem Bulrush	
			Scirpus lacustris	Tule	
GRASSES			Sparganium spp.	Burreed	
Agropyron spicatum	Bluebunch Wheatgrass		Typha angustifolia	Narrow-leaved Cattail	
Elymus cinereus	Great Basin Wild Rye		Typha latifolia	Common Cattail	
Festuca idahoensis	Idaho Fescue				
2 00777077 0000170 010303	rauno rescue				

Sandberg's Bluegrass

Poa sandbergii

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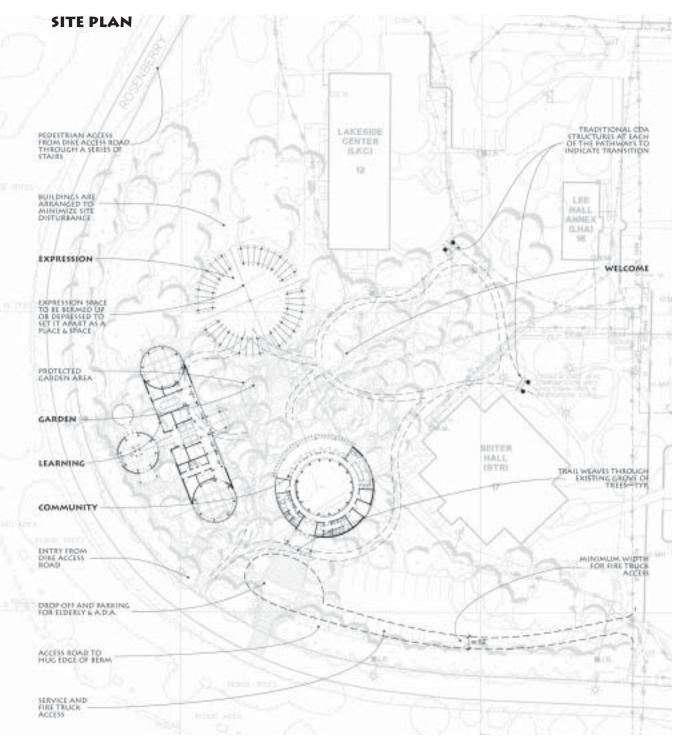
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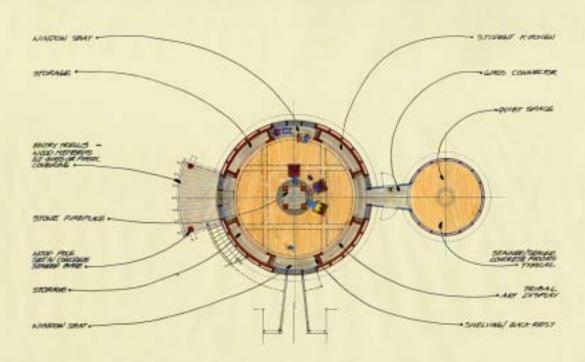
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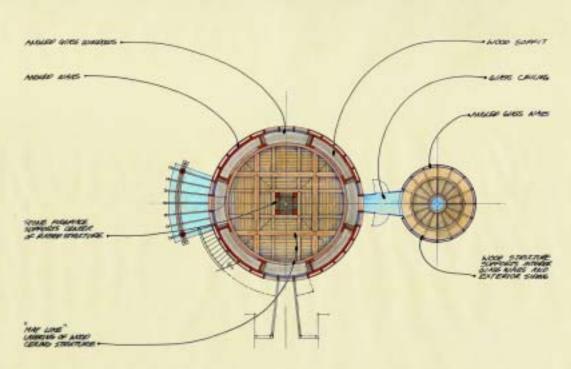




WELCOME BUILDING · FLOOR PLAN



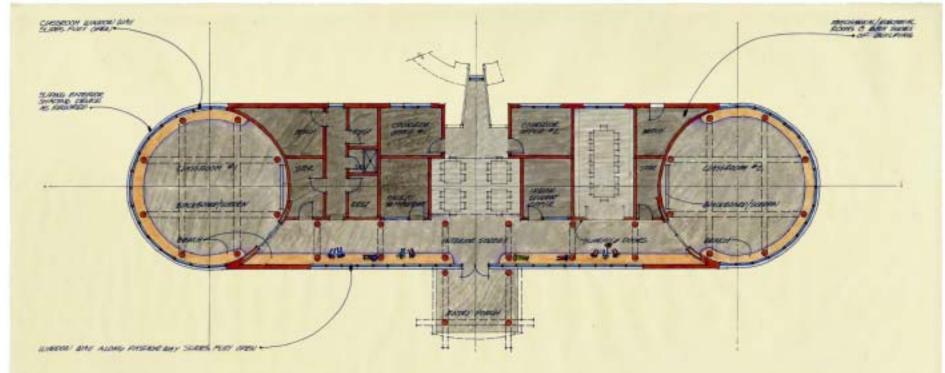
WELCOME BUILDING · ELEVATION



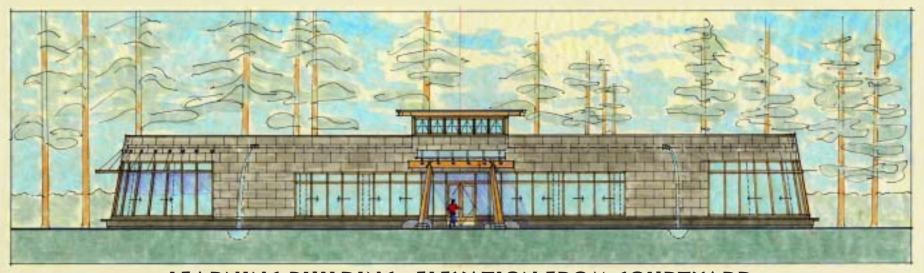
WELCOME BUILDING · REFLECTED CEILING PLAN



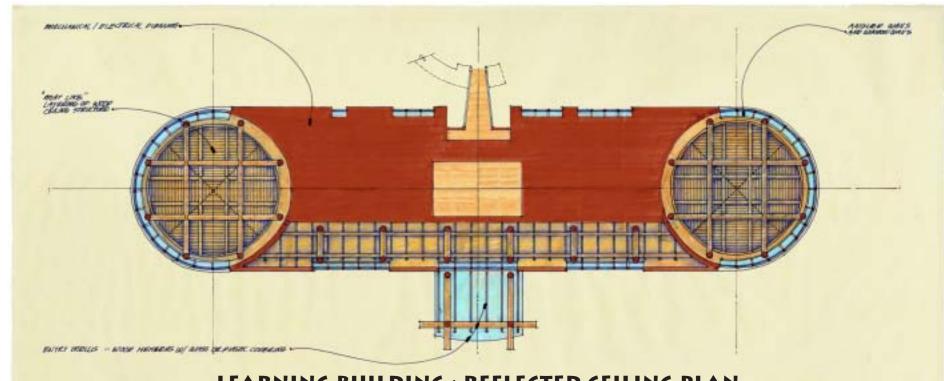
WELCOME BUILDING · SECTION



LEARNING BUILDING · FLOOR PLAN



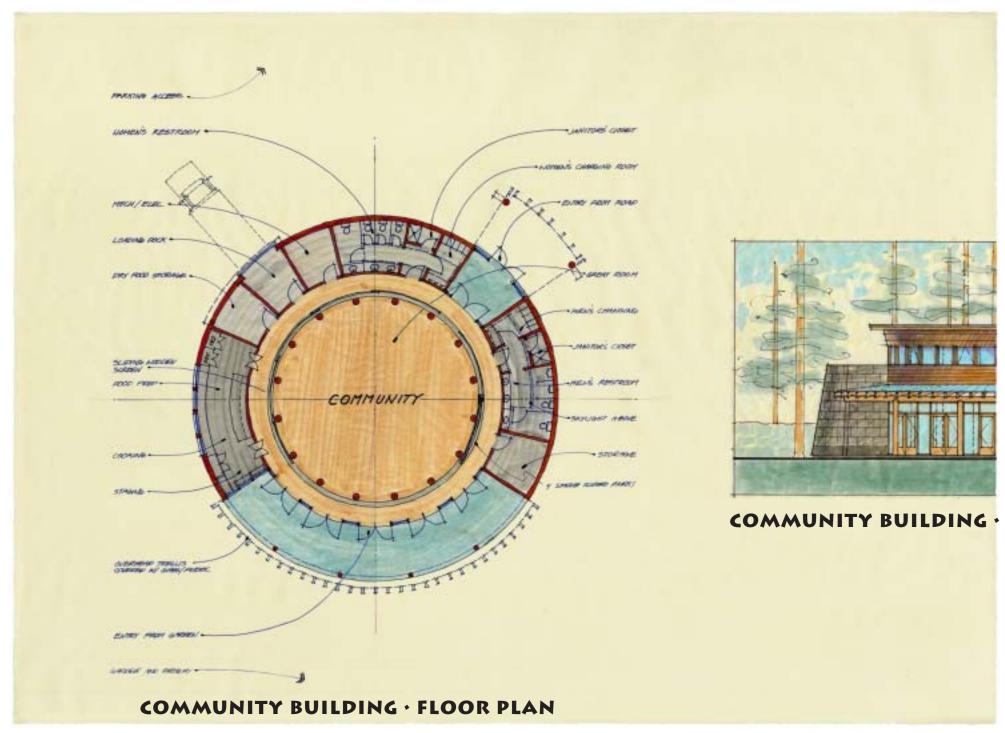
LEARNING BUILDING . ELEVATION FROM COURTYARD

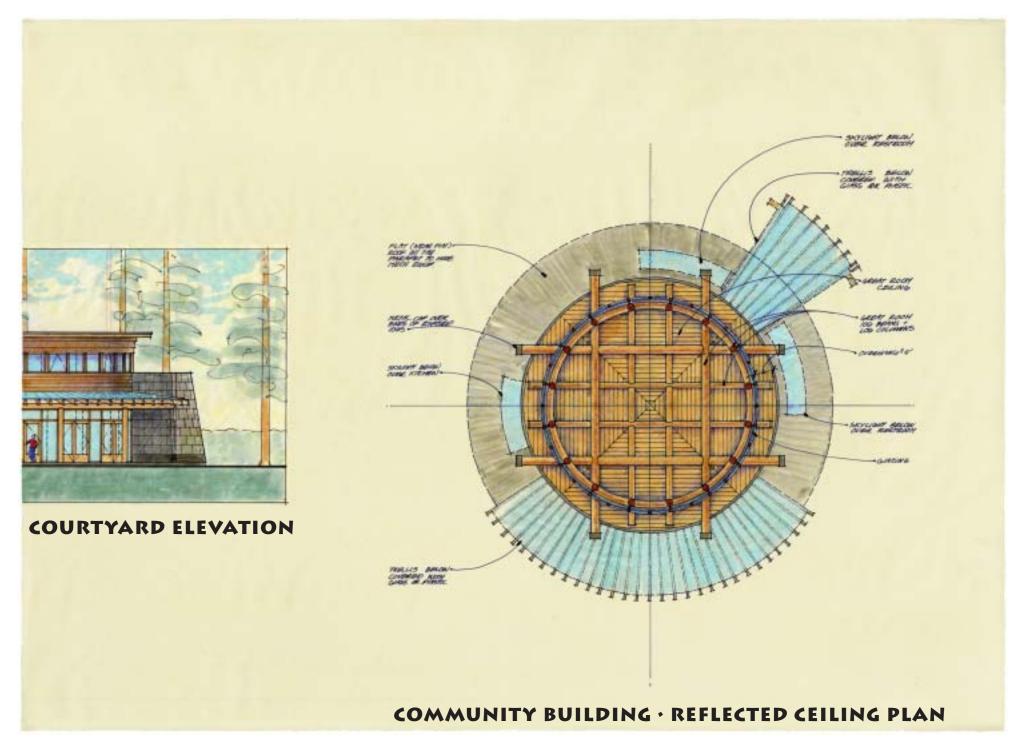


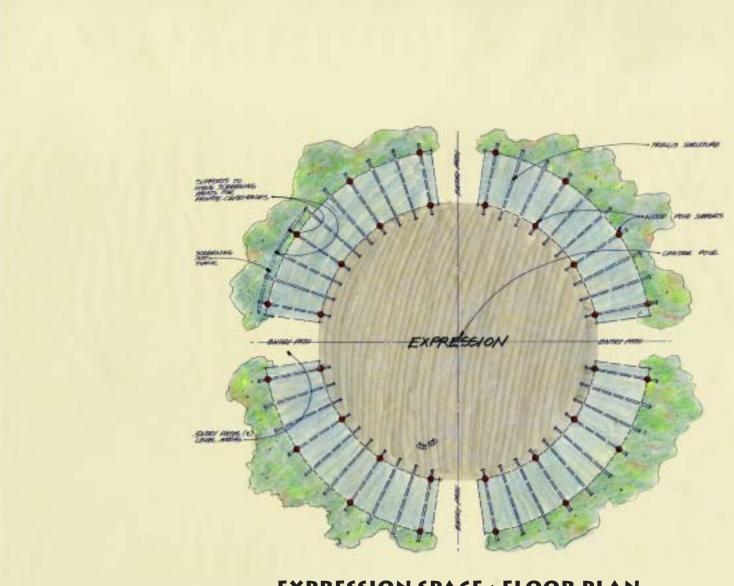
LEARNING BUILDING · REFLECTED CEILING PLAN



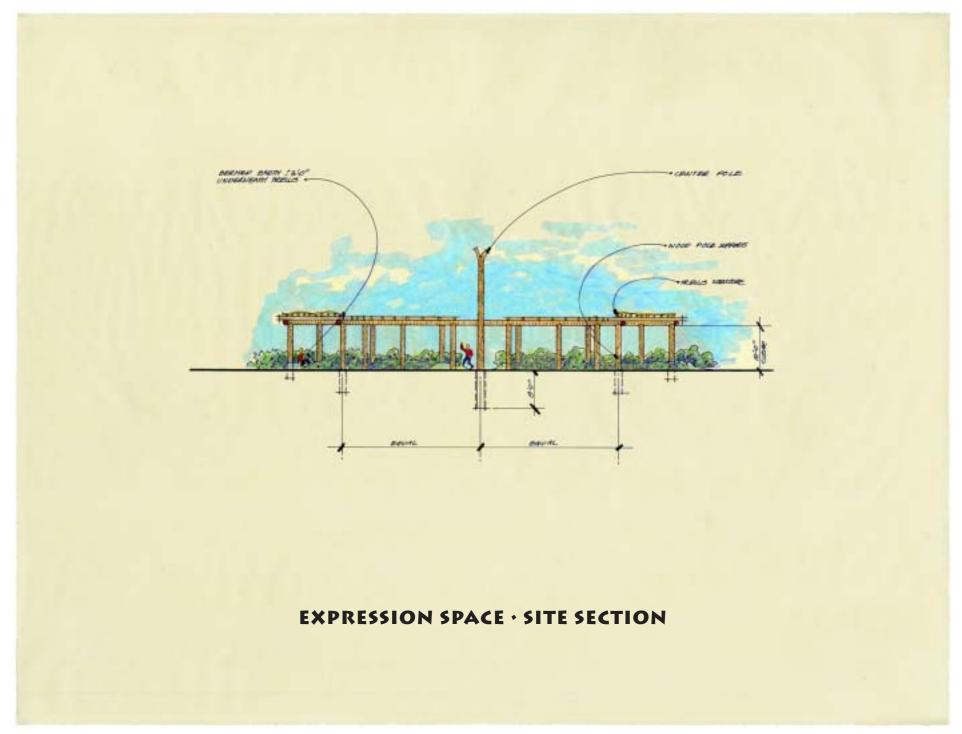
LEARNING BUILDING . LONGITUDINAL SECTION





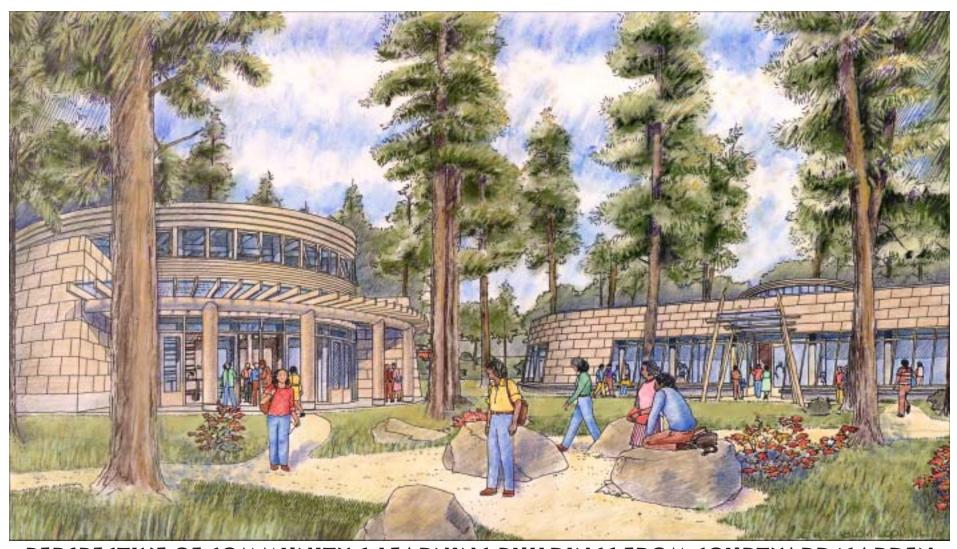


EXPRESSION SPACE · FLOOR PLAN

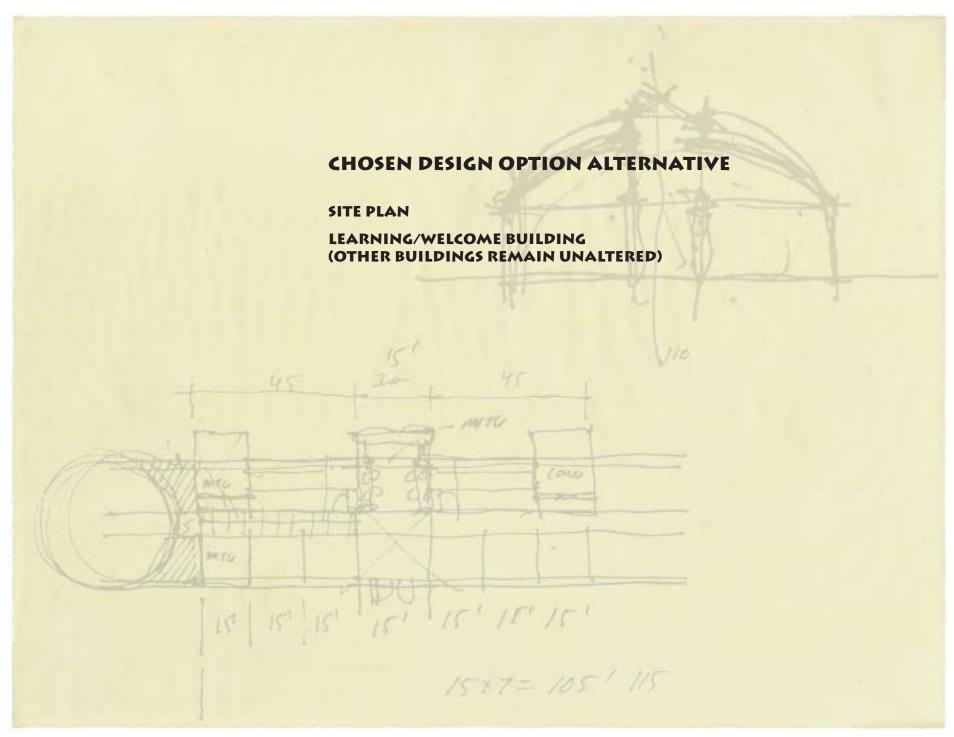




COMMUNITY BUILDING · INTERIOR PERSPECTIVE OF GREAT ROOM



PERSPECTIVE OF COMMUNITY & LEARNING BUILDINGS FROM COURTYARD/GARDEN



SITE DIAGRAM

SITE

- We incorporated the Welcome building functions into a partial second story to the Learning building.
- This revision allows the "campus" of buildings to shift closer to the Dike Access Road, allowing more room between the buildings.
- Access to the river/lake viewing is now more controlled.
- All of the site notes from the Chosen Design—Finalized apply here as well.

WELCOME

• As noted above, the Welcome building is the Learning building's partial second story.

The lounge now has a commanding view, over the cars and through the trees, of the river, lake, and distant landscape. Access for both able and disabled is provided.

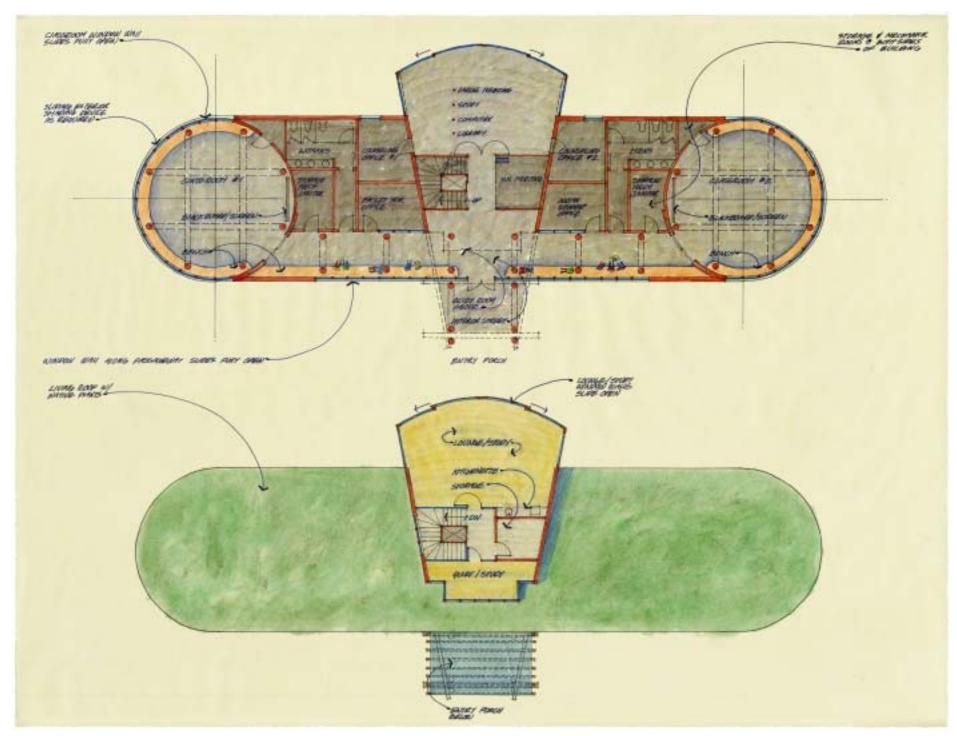
LEARNING

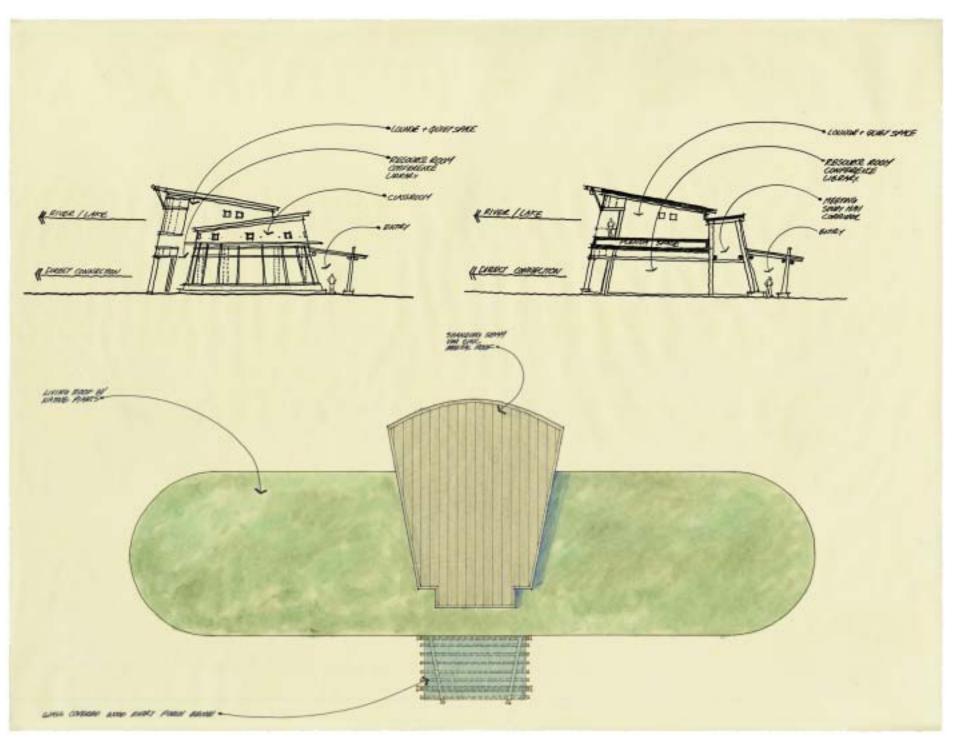
- The large meeting room, small meeting room, and library have been combined into a "resource center."
- The minimal restroom capacity has been expanded.
- A crossing timber entry structure has been added
 —as with the Chosen Design—Finalized.

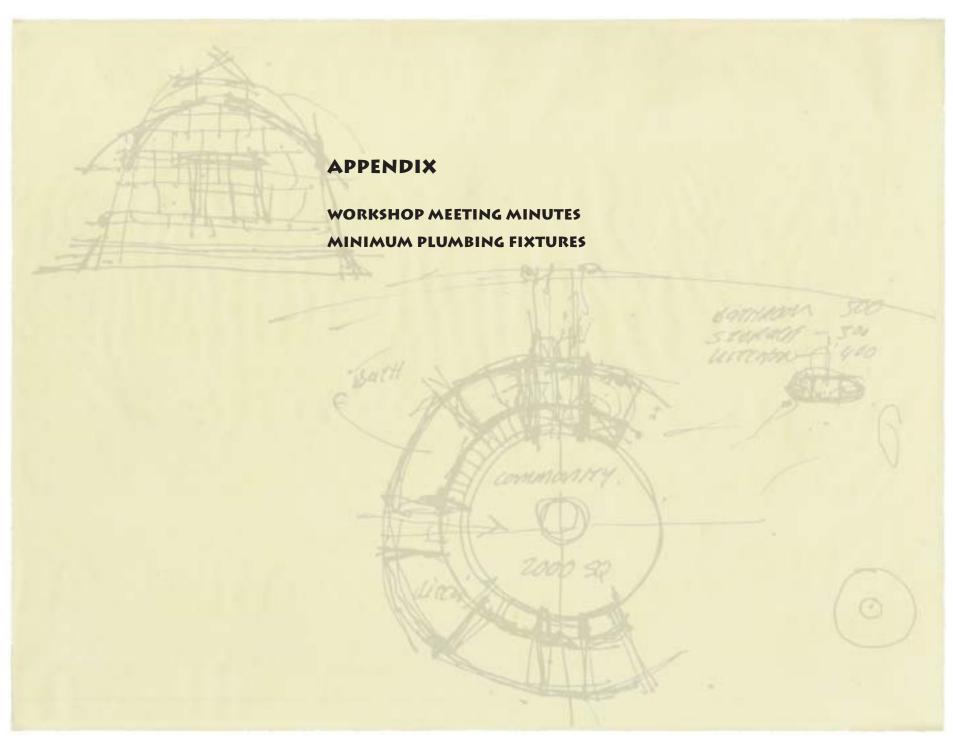
COMMUNITY

• All of the site notes from the Chosen Design—Finalized apply here as well.









LONGHOUSE CONCEPTUAL DESIGN

KICK-OFF WORKSHOP MEETING MINUTES 13 OCTOBER 2000

Attending:

N.I.C.

Michael Burke, President
Tom Flint
Rollie Jergens, Business Services
Barb Chamberlain, WSU-Spokane, NIC Board
Darrell Tso, Native American Coordinator/Student Advisor
Lisa Lynes
Steve Schenk
Alan Lamb, Social & Behavioral Science

C.D.A. TRIBE

Richard James Mullen, Tribal Council Charlotte Nilson, Elder—Tribe Planning Mariane Hurley, Elder Kim Matheson Norma Peone, Tribal VP Chair Nellie Michael, Elder Cliff Sijohn, Elder Dianne Allen, Tribe DOE Michael Allen, Tribe DOE John Abraham Dixie Stensgar

JONES & JONES

Johnpaul Jones Jon Dwight

MCCORMACK DESIGN

Brian McCormack

FUNCTION & PURPOSE OF LONGHOUSE

- It is a place to promote Indian students' success and to prepare students to meet the larger world.
- To educate non-Indians on Indian issues.
- To reach out to all Indian students and people.
- The design of the building is to represent the Tribe and be in the language of the Coeur d'Alene people.
- Indian students need a gathering place to see one another.
- There is a need for a trophy piece for the Tribe to dispel misinformation and to educate others.
- CDA will be hosts for other Indians and non-Indians.
- This structure will encourage family meetings.
- To acknowledge the relationship between CDA Indian people and the traditional tribal gathering place.
- Quiet places for individuals to rejuvenate.
- Home.
- Noisy areas for groups to meet.
- The longhouse should be filled with natural light and have connection to outside. Want to be able to watch the snow and the sun.
- Lots of simple open space.
- Indoor and outdoor places.
- Like to hear the sound of water.
- Have the flexibility for both private and public gatherings.
- Have the public gathering visible from the public places and the visitor walking by.
- The "Art on the Green" festival (80,000± people) would offer good exposure.
- Explore the connection to the ranges and to the dike road.
- This is to be a healing place.
- The Longhouse will help with the recruitment of Indians.
- Cataldo Mission has a paneled blue ceiling to make CDA people more comfortable. CDA need to see or be reminded of the sky.

- Keep the Longhouse simple and fit it into the scenery.
- Traditional CDA everyday life:
- camp crier
- salmon drying
- people that kept order (similar to modern police)
- May not want to elevate building to height of the loop road.
- If we want full-time staff then we will need to write grants.
- No museum—we need to show current culture.
 We could display current work by tribe.

N.I.C. PURPOSE BEHIND SUPPORTING THIS BUILDING

- The college is a leader, overtly and underlyingly, in human rights.
- This building will publicly honor Indian students.
- Community college is about supporting the community.
- Education is about increasing the quality of life.
- Once we start accepting taxpayer dollars, this building will lose its "Indianness" and be open for use by all.
 Evergreen College used taxpayers' dollars so the building had to hold non-Indian classes and functions.

IMPORTANCE OF SITE AND MEANING OF LONGHOUSE

- Ties are with the mouth of the river (the earth, the river, the salmon).
- The lodge like a grandmother's arms embracing us like we're children being washed.
- Longhouse was meant to be a temporary structure built in Winter. It served as a schoolhouse, dismantled in Spring, with materials re-used.
- It is a refuge—a safe haven.
- We need to balance the outside world with the Indian world.

LONGHOUSE CONCEPTUAL DESIGN

WORKSHOP # 2—1 DECEMBER 2000

- Most colleges don't understand Indian cultural/familial responsibilities: deaths/funerals and cultural practices require mandatory attendance; some students are penalized when returning to school after a long absence.
- Place to pray.
- · Rejuvenation.
- A place for healing.
- A place of connection with all the camps around the lake.
- Reed-matted teepees are traditional structures and were entered from the center.
- · Sacred ground.
- Captive warmth of ancestors.
- Lived a simple life: earth, water, spirit world, animal world.
- The lodge (longhouse) is a living, breathing, teaching tool.
- The inside is filled with the spirit world.
- The "footprints" of ancestors are all over this place.
- The circle is dear:
 - the moon and the sun
 - we moved in a circle, we camped in a circle
 - the circle of songs
 - the circle of life.
 - eagle's nest is a circle

PROGRAM DISCUSSION

- meeting rooms
- student counselling areas
- student hostel facilities (overnight for stranded students
 —not a dorm)
- multi-purpose room: not a typical classroom, but rather for a limited use which fits the purpose
- · tutoring rooms
- fireplace
- counselors' offices (full-time)—4 minimum

- · quiet spaces
- storage
- · janitor's closet
- toilets
- "green room" (theatre locker/restroom)
- resource center (to get help)
- computer area (part of tutoring)
- large kitchen to prepare meals—either indoors or outdoors
 —for many cooks
- student kitchen (separate from multipurpose room)
- parking (not in front)
- · passenger drop-off
- delivery access
- ADA/elderly access
- native materials (resource center)
- · water feature
- area for outdoor events
- display area (current art by tribal members)
- welcoming area/entry

SUMMARY DISCUSSION

- For our next meeting we should invite former and current students, to hear their input.
- Next meeting: November 10th, 10 a.m.—4 p.m. (since revised to Friday, December 1st)
- Jones & Jones will digitally copy our diagrams and give them to N.I.C.
- · Could use camus flowers, horse, salmon symbols.
- Problem with the name "longhouse."
 Proposal of calling it "Yap-Keehn-Um" (a gathering place)
- We walked the site looking at various locations.
 The chosen site is the rose garden.

GENERAL NOTES

- verify cardinal points on map
- main green space has multiple uses
- any one of these 4 options could be 2 stories high and have a view of the lake and river
- issue of calling it "longhouse"—be careful what to call it as it will suggest a solution
- in the future there will be more square boxes on campus like idea of contrast with smaller buildings
- want place to feel comfortable & relaxed
- · want to be surrounded by culture
- · circular form can be most efficient for seating
- issue of classroom space
- have building (or room) that can address other tribes rotating display—perhaps at Welcoming
- issues of separation of classroom vs. quiet area (Native American Studies)
- · classrooms could deepen experience (long-term relationship)
- · optional classes (e.g. Basketmaking)
- classrooms without State fund issue
- · want clear notion of entry

PROGRAM

- A. Greeting
- no comment at Workshop #2
- B. Welcome
- question need for Facility Manager Office
 - lock up could be with Security
 - alternatively could use an info desk

LONGHOUSE CONCEPTUAL DESIGN

WORKSHOP #3-9 FEBRUARY 2001

C. Learning

- add classrooms (assume 2 classrooms, max. 35 people per classroom)
- classrooms need adequate sound separation moveable partitions not acceptable
- · review bathroom requirements for added classrooms & revise
- eliminate hostel (make other arrangements)
- hostel: concerns about staffing & security
- · all four offices will be placed together in Learning

D. Community

- student kitchen should be off of lounge—it could even be incorporated as a built-in alcove or closet
- eliminate showers—we have excess shower capacity already/ use showers from other buildings
- want flexibility with furniture—reduce built-ins
 —students will want to arrange furniture themselves—
 modular furniture preferred

E. Expression

- suggest something like an arbor for protection from the elements
- would like an indoor/outdoor connection with Community Building
- issue arises as to scheduling and organizing events to coordinate with the seasons
- would like to take advantage of good weather and offer protection during inclement weather

DESIGN DIAGRAMS ON-SITE REVIEW

LODGE OPTION

• cultural issue of too-easy access (dogs)

CIRCLE OPTION

• like option of going from area to area under protection.

VILLAGE OPTION

- · people are attached to existing trees
- connection from building to building—arbor?
- Village Option could have overhead protection yet remain as a collection of independent buildings

LONGHOUSE OPTION

- concerned about impact on trees
- · more in keeping with expectation of the term "longhouse"

ROAD ACCESS

- no center access roadway
- prefer low to right access near Seiter Hall hug dike access road
- gateway markers along dike road could help mark pedestrian connection
- vehicle access from the dike access road would be unfeasible due to grade change

SUMMATION

- develop Village Option further
- develop floor plan and architectural forms based on revised design diagrams incorporating changes suggested at Workshop #2
- we will plan to meet again in mid- to late January—the exact date and location will be coordinated with Richard Mullen and will be on tribal land to encourage tribal participation

SITE

- · incorporate indoor and outdoor water features
- use local indigenous building materials
- create indoor and outdoor quiet areas for study and contemplation
- add an open pit to the site plan
- show Coeur d'Alene tribal flag
- consider expandability of design on site

WELCOME

 integrate the Welcome building functions into the Learning building

LEARNING

- create a room/platform for viewing the lake and river
- include nooks and large tables for studying; this is a resource center for students
- include an area for the display of books and Native American resources; include the Indian student collection
- add a crossing timber structure to the learning building entry

COMMUNITY

 revise the screen wall—stack more of the wall to open up the space and add another solid layer to the kitchen

EXPRESSION

• remove the earthen berm, temporary canvas roof, and center pole

MINIMUM PLUMBING FIXTURES

A. GREETING

	occupant load
Tribal art display	NA
Seating	NA

B. WELCOME

Group B Occupancy	occupant load
Tribal art display	NA
Fireplace	NA
Seating	NA
Quiet space (200 sq. ft. @ 15 sq. ft./occupant)	13
Storage (200 sq. ft. @ 300 sq. ft./occupant)	1
Welcome lobby/Lounge (600 sq. ft. @ 15 sq. ft./occupant)	40
subtotal	54 occupants

* Notes:

- 1. the occupant load of the Welcome building will be combined with the Learning building.
- 2. the bathrooms will physically reside in the Learning building.
- 3. the Welcome and Learning buildings will need to be constructed in the same phase for this to work code-wise.

C. LEARNING

Group B Occupancy	occupant load
Meeting rooms (450 sq. ft. @ 15 sq. ft./person)	30 people
Computer room/area (200 sq. ft. @ 15 sq. ft./person)	14 people
Storage (150 sq. ft. @ 300 sq. ft./person)	1 person
4 offices (4 x 150 sq. ft. @ 100 sq. ft./person)	8 people
2 classrooms @ 35 people each (700 sq. ft. @ 20sq. ft./person	70 people
Restrooms	NA
Tribal art display	NA
subtotal	123 occupants

Bathroom Requirements + 54 occupants Welcoming Building Occupant Load 177 occupants

Minimum Bathroom Requirements:

Men's: 6 water closets (some of these urinals), 3 lavatories

Women's: 6 water closets, 3 lavatories

D. COMMUNITY

Group A Occupancy	occupant load
Large kitchen (400 sq. ft. @ 200 sq. ft./occupant)	2
Storage (300 sq. ft. @ 300 sq. ft./occupant)	1
Restrooms (400 sq. ft.)	NA
Changing (200 sq. ft./50 sq. ft./occupant)	4
Great room (2000 sq. ft./15 sq. ft./occupant)	133
Total	140 occupants

Minimum Bathroom Requirements:

Men's: 4 water closets (some of these urinals), 4 lavatories

Women's: 4 water closets, 4 lavatories

E. EXPRESSION

	occupant load
Tribal art display	NA
Cooking, Dancing, Eating	NA
Drop-off area	NA

^{*} We assume that we will be able to get a waiver to count some of Community building's W/C as three (3) of the required W/Cs for the Learning building.

