

FIRST DRAFT

BURNING QUESTIONS



COLORADO DEPARTMENT OF HUMAN SERVICES

Tractors prepare ground for planting at the former Grand Junction Indian School about 1916, after the Indian School had closed but before the property became home to the Grand Junction Regional Center.

Indian school research program seeks answers regarding the Teller Institute

Questions abound regarding the operation of the Grand Junction Indian School that once sat east of the city along today's D Road. One big reason for the questions is that record keeping at the school was poor and many records were lost or damaged.

The primary question Phillip Gover will be trying to answer during a community meeting in at the Clifton Branch of the Mesa County Library beginning at 6 p.m. on April 21 is: Where was the cemetery for the Grand Junction Indian School?

Gover is the senior director of Tribal and Indigenous Engagement for History Colorado, and he heads the American Indian Boarding School Research Program. He was in Grand Junction recently with Chance Ward, the Native American Graves Protection and Repatriation Act specialist for History Colorado.

The boarding school research program is assigned in part to find ways to memorialize the students who attended such schools in Colorado, along with their families and tribes. But, Gover said, "It's hard to talk to the tribes about this if we can't say where their children were."

That's why Gover and others from History Colorado are asking any Mesa County residents who may have information about the location of the cemetery to attend the community meeting and share their information.

However, the cemetery location isn't the only question about the Grand Junction Indian School, which was also known as the Teller Institute, that operated from 1886 to 1911.

One question Gover asks is: "What were the pressures that made Native families agree to send their children hundreds of miles away to these boarding schools?"

Under a 19th century federal law, parental consent was required for Indian children to be sent to off-reservation boarding schools. Even so, children were sometimes forcibly removed from their families. Other techniques were also used to obtain parental consent.

A father might be offered a job as a tribal policeman and thereby receive additional money and food if he agreed to send some of his children



BOB SILBERNAGEL



PUBLIC DOMAIN THROUGH WIKIPEDIA

Students in uniform exercise at the Carlisle Indian Industrial School in the late 19th century.

to a boarding school. Or the family might be threatened with the loss of allotment goods if they refused to send their children, Gover said.

Some families may have accepted the claims of recruiting officers who said their children would be better off if they learned English and studied the white men's ways than if they remained on an isolated reservation with no job and little formal education.

That was the argument used by Richard Henry Pratt on Native families while he was recruiting students for the new school he had started at an old Army barracks in Pennsylvania in 1879. The Carlisle Indian Industrial School became the largest Indian boarding school in the country and the model for many other Indian boarding schools, including the Grand Junction school and the Fort Lewis Indian Boarding School near

Durango.

Pratt's stated philosophy was: "Kill the Indian in him and save the man." It anchored the government's efforts for cultural assimilation of native youngsters at boarding schools: They were required to speak only English, to practice Christianity, to take on non-Indian names and to wear Anglo-style clothing.

At least four off-reservation boarding schools continue to operate today in places like Oregon and Oklahoma, although the forced assimilation of the past changed. Some of the Colorado day schools operated into the 1960s.

Gover also wonders where all the Native students came from during the Grand Junction Indian School's 25 years of operation.

One superintendent at the school claimed he enrolled 70 Hopi students here, Gover said. But a review of student

names doesn't indicate that many with Hopi lineage.

Then there were the students listed as Yuma. They may have been from the Quechan tribe who resided near Fort Yuma in Arizona, but they could also have been from other tribes in that region, such as the Yavapai, Gover said. Some of them might have been misidentified Utes.

Students from several Apache bands are listed in school records. But often, they were simply labeled Apache, and there is no way of knowing whether they were Jicarilla Apaches from northern New Mexico, or Chiricahua Apaches, from Southern Arizona, or others.

A 2023 report for the Colorado Department of Human Services listed more than two dozen tribal affiliations for students at the Grand Junction Indian School.

Gover hopes as he interviews families from various

tribal groups, he will learn more about the diverse population at the school.

Additionally, he wants to find out more about Grand Junction Indian School students sent to work in the community under the "outing system." The program had students placed in homes or on farms and ranches to learn practical skills and work habits. Although the program was touted by school superintendents, record keeping for it was spotty, at best.

Much of Gover's research is focused on the Grand Junction and Fort Lewis Indian schools, but the state legislation approved in 2024 also requires research into the Southern Ute Boarding School at Ignacio, the Navajo Day School near Towaoc, the Towaoc Day School and the Allen Day School at Bayfield.

See **QUESTIONS**, page 12B



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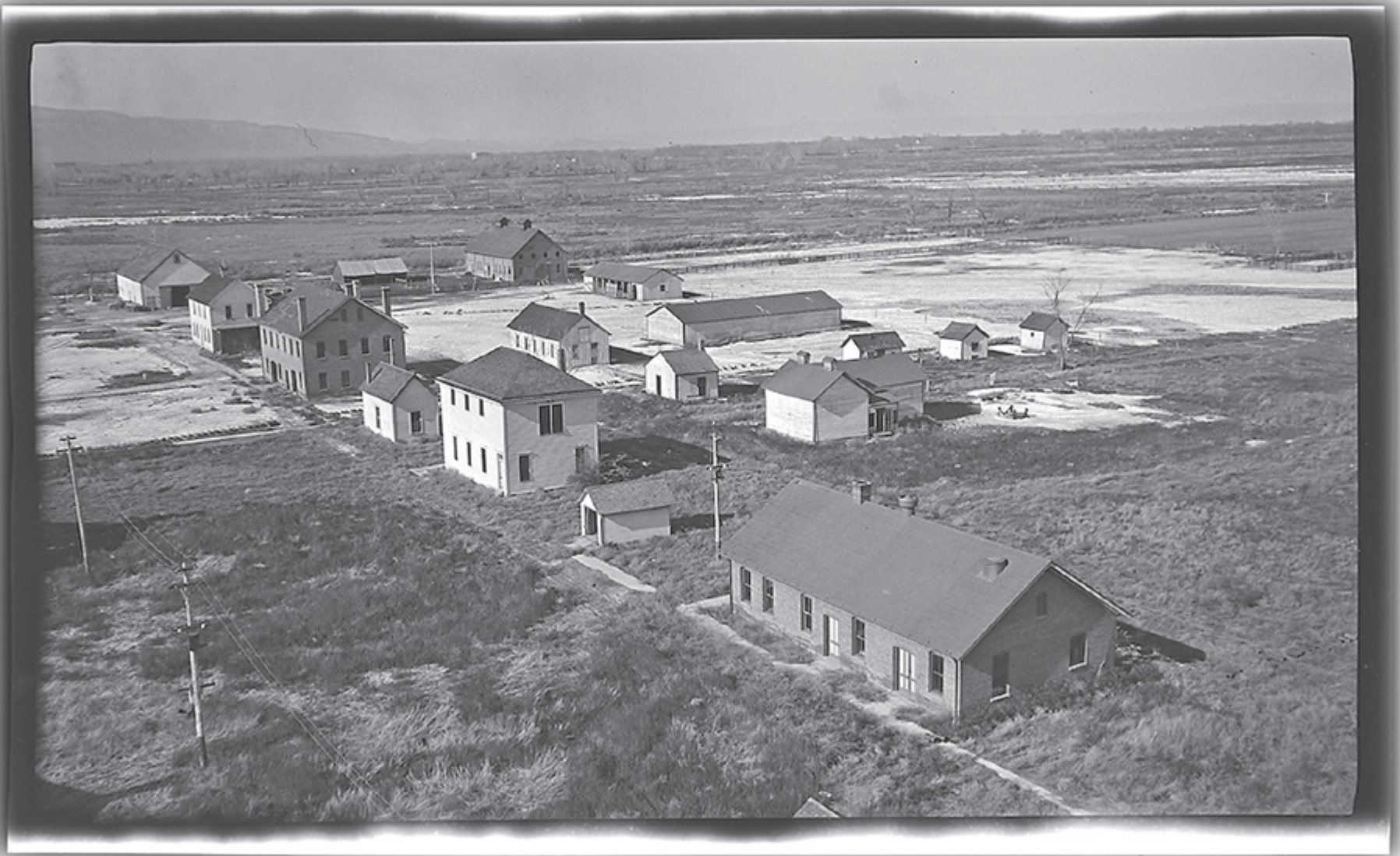
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COLORADO DEPARTMENT OF HUMAN SERVICES

Buildings at the former Grand Junction Indian School circa 1916, after the Indian School had closed but before the property became home to the Grand Junction Regional Center.

QUESTIONS:

Continued from page 1B

Additionally, there were the Catholic Good Shepherd Industrial School for Girls and the State Industrial School for Boys, both in the Denver area, which accepted both Native and non-Native students. The Colorado School for the Deaf and Blind and Holy Cross Abbey also accepted Native students and are part of the legislative research requirement.

Gover's research will also look at how the schools impacted the local economy and the non-Native citizens of their areas, he said.

He works with a 15-member board that includes tribal representatives, living survivors of boarding schools in the state as well as descendants of earlier survivors, a mental health professional, and a historic preservation officer from one of the tribes.

The board is assigned to develop recommendations by May 2027 on how to provide the best

permanent care and memorialization at all Indian boarding school sites in Colorado. The recommendations will go to the Colorado Departments of Education and Higher Education, and to the state Legislature, as well as to the public.

To meet that goal, Gover and his team will look at as much archival material as is available, even though there are many gaps in those materials. They will also talk with community members, as they will be doing in Grand Junction April 21.

And, they will hold confidential discussions with members of the many tribes who had children attend boarding schools in Colorado. It will be up to individual families and tribes to determine whether any of those discussions should be made public.

Despite the many unresolved questions, Gover is certain of one thing: Boarding schools have had an impact on nearly every Native American family. "There are very few tribal members who don't have some connection to the board-

ing schools," he said, either through stories from their elders or their own experiences.

Sources: Author interview with Philip Gover and Chance Ward; Colorado House Bill 24-144, regarding the Indian Boarding School Research Program; "Results of Historical Research Concerning the History of the Grand Junction Indian School," by Sara A. Millward, for the Colorado Department of Human Services; "Carlisle Indian Industrial School," at Wikipedia.

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GETTING THE V-P TREATMENT

Find the answers to today's puzzle further into this section

PREMIER CROSSWORD

By Frank A. Longo

ACROSS	1 Reproach	8 Louvre locale	13 Gift with a towel, soap and such	20 Japanese massage	21 Digression	22 Internet wellness services	23 Special wear for a baby in a submarine?	25 Wearying work routine	26 Piercing tools	27 Steered	28 Driver who is horn-honking excitedly?	30 Luau dress	33 Old Tarzan actor Ron	34 — Hari	35 Jackson native who loves tearing things apart?	43 Cable chan. for old films	44 Colorful rings in eyes	45 Small bill	46 "That so?"	48 Restrooms, informally	49 Top worn to help you slumber for many hours?	56 Denver-to-Lincoln dir.	57 C-3PO, e.g.	60 Old Egypt-Syr. alliance	61 Fencing with bamboo swords	62 Silky-haired cat owned by England's first Stuart monarch?	68 Affirmation of ability	69 Washbowl	70 "Yikes!" in a text message	71 Oodles of	73 Mosque minister	75 Suddenly leave a church service?	82 Peach — (dessert)	84 Ky. neighbor	85 Condition in a vacuum	86 Film director DuVernay	87 Quarrel so intense that it makes you ashy-faced?	92 Hitting stats	93 Critic Richard or singer Linda	94 Illinois' tree	95 Fixed agenda	98 Executive org. opposed to the GOP	101 Right now, as you're meeting singer Katy?	106 Get as profit	108 Photo	109 Adored by	110 Person who only plucks their stringed instrument in autumn?	115 Roman	116 Misfortunes	120 Small sacs in the lungs	121 Agatha Christie sleuth Jane as a superhero?	125 Dog or cat's paw pad, informally	126 "Witness" actor Haas	127 Jiggly foodstuff	128 Broke off the relationship	129 Vote in	130 Ticked away	DOWN	1 Meat stamp inits.	2 "Close call!"	3 "Candy" star Jessica	4 Sharp knocks	5 @ @ @	6 British suffix with equal functions	7 Having two	8 Settled a debt	9 Simile middle	10 In season	11 Brainstorm	12 Composer Prokofiev	13 Fruity, flaky-crust dessert	14 "Moby-Dick" mariner	15 Head, in Haiti	16 "No men allowed" area	17 Try to swat	18 "And on and on": Abbr.	19 Aries	24 Actress Moore	29 Assist, in some British poems	30 "Coof" cash quantity	31 D.C.'s home	32 Atop	35 "Mr. Robot" actor Rami	36 Tehran native	37 It's solid maroon in pool	38 "Mayday!"	39 Gerund suffix	40 Make a comeback	41 Psychic "gift"	42 Jeopardy	47 Belief in God	49 Tell fibs	50 Has way more than enough, in brief	51 — Vegas	52 "— tu" (Verdi aria)	53 Lacking the needed skill	54 Nutrition std.	55 Whole bunch	57 Rave VIPs	58 Invasion	59 Prefix with potent	63 Crapshoot	64 Eurythmics and Wham!	65 Nero was one: Abbr.	66 Code word for "A"	67 "Me neither"	72 Raptors, on sports tickers	73 Mini-demon	74 "— culpa!"	76 Camelot title	77 "Life of Pi" director Lee	78 Raggedy —	79 Get decayed	80 Mineral water brand	81 Lacked life	83 Verdi opera	88 Sleuth: Abbr.	89 Copy of a classic painting, e.g.	90 Atlas image	91 Scratched (out)	92 Tach stat	95 Hospital injection item	96 CPR pro	97 Overly	98 DC superhero played by Pierce Brosnan in "Black Adam"	99 Comic Kevin	100 Gave birth to a cow	102 Big body joint	103 Frigid spear	104 Get new actors for	105 Sitarist Shankar	107 USNA frosh	111 Whacked weeds, in a way	112 Jai —	113 Writer Bellow	114 Toll hwy.	116 Saran, e.g.	117 Decides	118 Writer Wiesel	119 Transmit	122 Tic —	123 Actor Gibson	124 In the style of
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#2,294 Average time of solution: 67 minutes

LV VAO NMEQLMI BRAKKF JKM RKRXLVKKB
 LCT QLRldb, VAOI AKFT BOQEDOOXFI
 NLMMKV-VOLRAOM RKCJOMOCROB.

Today's Cryptoquip clue: A equals H

MEALS ON WHEELS

Dining Sites:
 Clifton Community Campus, 3270 D 1/2 Road, noon-12:30 p.m., Mondays, Wednesdays, Thursdays, and Fridays, dine in only.
 Palisade Community Center, 711 W. Seventh St., Palisade, noon-12:30 p.m., Tuesdays and Thursdays, dine in only.
 Fruita Community Center, 324 N. Coulson St., Fruita, noon-12:30 p.m., Mondays, Tuesdays, Wednesdays, and Fridays, dine in only.
 Grand View Apartments, 1501 N. First St., noon-12:30 p.m., dine in only.
 Ratekin Towers Apartments, 875 Main St., serving residents only, noon-12:30 p.m., Monday-Friday.
 Collbran Congregational Church, 2003 High St., Wednesdays, available upon request.
 Mesa Community Center, 48973 KE Road, Mesa, Tuesdays, available upon request. Call 970-298-9844 ext. 3 for meal site reservations/ cancellations by 4 p.m. at least one business day in advance. Call Friday by 4 p.m. for Monday reservations. Call if you have not received your meal by 12:45 p.m. Volunteers are always needed. Suggested donation for a meal is \$3.50. Fee for guests younger than 60 is \$10.75.
 All meals served with 1 percent milk:
Monday — Sloppy Joe on a bun, mixed vegetables, spinach orange salad, and applesauce.
Tuesday — Philly cheesesteak, potato wedges, steamed carrots, peaches, and apple spice cake.
Wednesday — Spaghetti and meatballs, Italian vegetables, tossed salad/ranch dressing, banana, and Italian bread.
Thursday — Chicken noodle soup, green beans with mushrooms, cottage cheese, pineapple, and crackers.
Friday — Macaroni and cheese, broccoli, tropical fruit, lemon cherry custard cake, and multigrain bread.

THE ACES BARRY REGAL

"Curiosity is one of the permanent and certain characteristics of a vigorous intellect."
 — Samuel Johnson

In our final deal on how to tackle 6-1 fits, South takes a shot at four hearts based on the strength of his heart intermediates. The defense kicks off with two rounds of spades, forcing the South hand.

Declarer has to avoid three trump losers. The percentage play is to start with a heart to the jack and then lead out the king. In this way, he picks up Q-x outside as well as 10-x in either hand. By contrast, playing up to the heart king first would not be sufficient if East had begun with A-x. Even though the king would score, you would still have three trump losers left.

So at trick three, South crosses to the club ace to play to the heart jack, which holds. He should now lead out the heart jack to pin an original holding of 10-x in either hand. East wins with the heart ace and continues the spade force, reducing declarer to equal trump length. If declarer were to drive out the heart queen now, East would play another spade, extracting South's final trump and securing a two-trick set. Perhaps declarer should expect this after the fall of the heart 10 and East's forcing defense. If he correctly divines that East has both remaining hearts, he should consider running the club suit through East instead.

The clubs would then function as trump substitutes. If East ruffs in at any point, declarer can over-ruff, cross to the diamond king and continue clubs. If East discards all the way, it does him no good — now all of declarer's diamonds go away.

NORTH 04-11-A
 ♠ 8 6 3
 ♥ 5
 ♦ K 7 3
 ♣ A K Q 9 8 3

WEST EAST
 ♠ K 10 7 2 ♠ A Q J 9 5
 ♥ 10 6 ♥ A Q 7 2
 ♦ 10 8 5 4 ♦ J 9
 ♣ J 10 6 ♣ 7 4

SOUTH
 ♠ 4
 ♥ K J 9 8 4 3
 ♦ A Q 6 2
 ♣ 5 2

Vulnerable: Neither
 Dealer: North

The bidding:
 South West North East
 2♥ 3♣ 1♠ 1♠
 4♥ All pass Pass Pass

Opening Lead: Spade two

BID WITH THE ACES 04-11-B

South holds:
 ♠ 8 6 3
 ♥ 5
 ♦ K 7 3
 ♣ A K Q 9 8 3

South West North East
 1♠ ? Pass 1♠ Pass

ANSWER: Even if you like to raise partner's major with three-card support, this is absolutely not the time. You definitely want clubs to be trumps if this turns out to be a part-score deal. You can show your spade fit if partner acts again or if the opponents balance. The club suit is the main feature of your hand here, and if I had to guess, I'd expect three no-trump would make as often as four spades even if you have a 5-3 spade fit.