

STAR GAZER

By CLAY R. POLLAN
Your Daily Activity Guide

According to the Stars, read words corresponding to numbers of your Zodiac birth sign.

DATE	STAR	MEANING
APR. 21	1 Roy	61 Tale
APR. 22	2 Wonderful	62 Tie
APR. 23	3 Line	63 Smile
APR. 24	4 Don't	64 Through
APR. 25	5 Little	65 Don't
APR. 26	6 Day	66 A
APR. 27	7 Pay	67 Trip
APR. 28	8 Attention	68 And
APR. 29	9 Defense	69 Completed
APR. 30	10 Justice	70 Others
MAY 1	11 Just	71 Lip
MAY 2	12 Con't	72 Goodwill
MAY 3	13 Con't	73 Lip
MAY 4	14 Lay	74 Satisfac't
MAY 5	15 Folk	75 Make
MAY 6	16 Tender	76 Make
MAY 7	17 Watch	77 Your
MAY 8	18 Your	78 Beaming
MAY 9	19 Money	79 Can
MAY 10	20 Just	80 If
MAY 11	21 To	81 Usual
MAY 12	22 Or	82 Possible
MAY 13	23 An	83 Gloom
MAY 14	24 Torture	84 Decisions
MAY 15	25 Low	85 Naughtily
MAY 16	26 Agreements	86 Vain
MAY 17	27 Fetter	87 Borrow
MAY 18	28 Laugh	88 Talk
MAY 19	29 Male	89 Revere
MAY 20	30 Build	90 Do
MAY 21	31 Good	91 A
MAY 22	32 Address	92 A
MAY 23	33 Neutral	93 A
MAY 24	34 Neutral	94 A
MAY 25	35 Neutral	95 A
MAY 26	36 Neutral	96 A
MAY 27	37 Neutral	97 A
MAY 28	38 Neutral	98 A
MAY 29	39 Neutral	99 A
MAY 30	40 Neutral	100 A

Negro Students in Chicago Attend 'Freedom Schools' Court Records

By AL KUETTNER
United Press International

The temperature in Chicago Tuesday was in the balmy sixties, perfect, sunny autumn weather for playing hockey from school.

On such a day, integration leaders exploded a massive city-wide "freedom day" protest against alleged de facto segregation and their controversial school superintendent, Dr. Benjamin C. Willis.

Although many youngsters simply took the day off, others went all out for the integration project.

To substitute for regular schools, promoters of the protest established 144 "freedom schools" throughout Chicago. Negroes attended "classes" in churches, civic centers and other buildings and were taught some lessons they normally don't get in regular schools. They were given "diplomas" at the end of the day.

For first, second and third graders (age 6-8), the instructions to the teachers went like this:

"What days do we go to school?" teacher asks class. "And what do we call our school today. (Freedom School.)"

"Write the word freedom on the board or a large piece of paper for all to see. Discuss the meaning of the word. Have each child print his or her name at the top of the paper and practice writing the word freedom."

Intermediate Lessons

The lesson plan for the intermediate grades included:

"Recitation of the Pledge of Allegiance to the flag and singing of the Star Spangled Banner."

"The leader explains about attending the freedom school and what a boycott is. A boycott means something when a lot of people do it at the same time. It doesn't mean much if only one person does it."

"You are helping the freedom movement by staying out of school," the teacher says.

"Now, can someone think of a boycott that helped to begin the American Revolution about 170 years ago?" (Answer: Boston tea party.)

After that, the group received information about the various integration organization labels such as NAACP (National Association for the Advancement of Colored People), SNCC (Student Non-Violent Coordinating Committee) and SCLC (Southern Christian Leadership Conference).

Skit About Tubman

There was also a skit about Harriet Tubman, identified as "the most famous conductor of the underground railroad who led over 300 slaves into freedom."

For high school groups, the format was more advanced: A History of the Negro "Freedom Movement."

"What do we mean when we say all people are equal regardless of race? Did the slaves like being in the United States? Why do you think freedom is better than slavery?"

"Can you show how the Negro people made their greatest advances when they themselves took action? Do you know of any cases where white people cooperated to help Negroes gain their right? How does the achievement of full equality for Negroes help white people as well?"

All age groups were taught the songs of the integration movement such as "We Shall Overcome" and "Oh, Freedom."

Then, back at the old schoolhouses, it's supposed to be reading, writing and arithmetic again.

Painting of Custer's Battle Now in Cody

By DANIEL P. DOHERTY
CODY, Wyo. (UPI) — The famous last stand of Gen. George Armstrong Custer and five companies of the famed 7th Cavalry on the Little Big Horn June 25, 1876, is the main attraction this season of the Whitney Gallery of Western Art.

The epic painting of Custer's battle against the Sioux and other Plains tribes was moved from the Montana Historical museum at Helena to become the focal point of a large collection of Western Americana here in the Whitney gallery and the Buffalo Bill museum.

The painting by Edgar S. Paxson, moved here by his heirs over protests from the Montana museum director, celebrates one of the best known military engagements in American history. It is supplemented by a collection put together by Dr. Harold McCracken, director of the gallery, of a group of other important pictures and original documents relating to the last stand.

warriors, as well as squaws who reportedly stripped and mutilated the dead soldiers."

Portraits

There are portraits of Indian chiefs and warriors who participated in the "massacre" and an exhibit of two of the more significant documents involved — Gen. Alfred H. Terry's official report of finding the bodies of Custer and his men on the field of battle and Terry's field report on the battle to Gen. George Crook.

The Paxson painting, completed in 1899, is six by nine feet in size and depicts Custer in buckskins, grasping his side. He is surrounded by 85 of his troops. All were killed in the battle, one of the most controversial in American annals.

Because of a recent controversy over the painting itself, McCracken researched the historical authenticity of the canvas, checking it against official and other records, the artist's notes and diaries and other paintings of the battle.

"It is my conclusive opinion," he said, "that the Edgar S. Paxson painting of 'Custer's Last Stand' must be accepted as the most accurate portrayal that we have of the historic battle of the Little Big Horn."

No White Men

No white man is known to have witnessed or survived the battle.

Paxson moved to Montana in 1877, a year after the battle, and spent 42 years there.

"In preparing his notes and sketches, Paxson had made it a purpose to make friends of many of the most important Indians who had personally participated in the fight, learning to converse with them in their own dialect and also by the sign language," McCracken said. "A number of these he induced to accompany him to the battle site and there relate what happened. He had the great advantage of being 'liked' by the Indians. They named him 'Cot-to-see' (He Sees Everything), and the most reticent of the noted chiefs and warriors posed for him to paint their portraits, and talked freely."

"Among the Indians who through the years contributed valuably to the accuracy of the Paxson painting was the Sioux war chief Gall, who commanded the hostiles in the attack; also he had cut out the heart of Capt. Tom Custer, the General's brother; Chief Two Moons, leader of the fighting Cheyennes; and many of the lesser

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Hospitals Fail To Inform, Claim

NEW YORK (UPI) — Hospitals have failed to explain their rising cost problem to a public weary of the inflationary cycle of health care costs, a public relations executive told the 65th annual meeting of the American Hospital Association.

Aaron D. Cushman, the expert, said hospital costs spiral upwards with little or no explanation or attempt by hospitals to educate the public as to the reason.

There are about 15,000 banks in the U.S. as compared with about 30,000 during the early 1920's.

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