



# the paper

an all-volunteer, non-profit newspaper  
which has been serving the Skinker-DeBaliviere  
area since 1970.

march '79

vol.9 no.9

## BRIEFS



There is still time to join the Monday Women's Exercise class at St. Roch's Gym. Ten more weeks are left in this session. Call 863-4512 for more information.



Crossroads Junior High (grades 6-9) will hold entrance exams on Saturday, March 17, 1979, 10 a.m. at the school at 4532 Lindell. For more information call 367-8085.



Peacock Alley Arts Center will offer new classes beginning March 12, 1979. Register now for our special five week workshops in Introductory Foil Fencing, Juggling, and Afro-American Dance open to both adults and children. Call our new number 531-2344 on Mon. - Fri. 5-8 p.m. for a free brochure about these and other classes.



A general meeting of the 1979 Art Fair House Tour Committee will be held on Friday, March 9 at 7:30 p.m. The location is George & Karen Brown's at 5826 Pershing, 721-3188. All committee chairmen and members are asked to attend and make reports on their activities. Any other interested persons are invited to attend. There are plenty of jobs to be shared.



A special workshop of ethnic dance will be taught at Peacock Alley Arts Center March 19 - 25, 1979 in the evenings 7:30-8:30 p.m. DeAnna Anderson, a former member of the Near East Dance Co. of New York will be teaching classes in the Middle Eastern Dance Styles of Tunisia, Morocco, and Egypt. Call 531-2344 on Mon. - Fri. 5-8 p.m. for additional information and a registration form.



An Energy Conservation Program is sponsored by the Human Development Corporation. This program can help to provide low-income home owners with permanent storm windows and doors. To qualify, a family must be below the poverty guidelines and you must own or be in the process of buying your own home. This service is free. To see if you qualify, call or stop by your West End Center (Delmar at DeBaliviere) and ask for the Neighborhood Action Department.

## Schesch Files for Bd of Ed

Dan Schesch, a neighborhood resident for eleven years (at 6036 McPherson), is running for a six-year term on the St. Louis Board of Education. He was the first candidate to file and his name will appear first on the ballot.

Dan is seeking this position because he believes that improving the public school system is necessary to continue the "come-back" of the city.

"Quality of education is the most important issue facing the public schools. Quality for the children already attending the public schools and quality to attract future students and their families to live in St. Louis. It is also important to assure tax payers without children in the public school system that their tax money is being



well spent," Dan told *The Paper*.

Dan, employed as Personnel Manager at the St. Louis plant of Boise Cascade, Composite Can Division, feels that his eight years experience in Employee Relations has given him skills that are important to preventing future strikes so that teachers, administrators, children and parents can concentrate on the best education possible in St. Louis schools. He also has had experience as a substitute teacher in the East St. Louis Public Schools.

Dan is currently a member of the Hamilton School Advisory Board and the executive board of the Citizens Education Task Force. He was a representative to the Skinker-DeBaliviere Community Council for five years.

## RNA TO MEET EARLY IN MARCH

Rosedale Neighbors will be meeting on Friday, March 2, 1979, to wind up winter and prepare for the spring and summer activities that are to come. The Executive Committee has decided to hold the Annual Election of Officers this year on Friday, April 27, 1979, at Scariot Hall, St. Roch's Church. During the meeting on March 2, a Nominating Committee will be named. This committee will have the task of searching out interested people to stand for office within the organization and for the Council. Anyone interested or knowing of interested persons should contact one of the members of the Nominating Committee before the April 27 meeting.

Several persons in the neighborhood have reminded us that there are many relatively new neighbors in Rosedale and that these people, as well as some of the "oldsters" may need to know of the activities that have traditionally been Rosedale's. For this purpose, we offer the following description of Rosedale:

The Rosedale Neighborhood Assn. is one of the oldest neighborhood organizations in the city, having been incorporated in the 1950's. Dedicated to the promotion of the welfare of the community and the establishment of a medium of genial acquaintance among its residents,

the group takes in all the area from the west side of Des Peres Avenue to the east side of Skinker and from the south side of Delmar Boulevard to the north side of Forest Park Expressway.

RNA provides a forum for the discussion of all issues affecting the neighborhood through its quarterly meetings; in addition, RNA residents can express their views on neighborhood issues to the Skinker-DeBaliviere Community Council through RNA's President and four representatives, all of whom sit on the board of SDCC.

RNA is committed to the financial support of organizations and activities which will serve the residents of this area and make our neighborhood a place people are eager to live in. In the past few years, RNA has been able to sponsor TREE PLANTINGS, aid *THE PAPER*, fund the annual HALLOWEEN PARTY for all neighborhood children, help THE COUNCIL OF SKINKER DEBALIVIERE in various ways, and sponsor various social activities, such as a "New Neighbors Social," through which we can get to know each other and maintain neighborhood ties.

We would also like to be able to appoint a Chairman for the "Men's Liberation Cake Sale" at the Art Fair this year. Got some ideas? We need you!



## TAX HELP AVAILABLE

Help in completing 1978 income tax forms will be available to citizens beginning February 6 at Des Peres Branch Library, Kingsbury and Des Peres. The assistance is provided without charge by trained students from UMSL. Older citizens are requested to make appointments for the service, which will be offered at the library from 10 a.m. to 2 p.m. each Saturday through April 15.

Persons availing themselves of the service are requested to bring all necessary data, including last year's return, if available, and forms to the appointed session. Assistance will be given in filling out both federal and state income tax forms, also the senior citizen "Circuit Breaker" forms.



# THE NESTLE BOYCOTT

by Karen Bynum

The huge multi-national corporations of our world have never been famous for making decisions based on compassion or brotherly love. When a choice is offered between people and profit, they consistently choose profit. This practice is generally known as exploitation. And it matters not if the "people" involved are infants. If they happen to be black, brown or yellow infants (children of the Third World) they are simply easier prey because their mothers are uneducated and unsophisticated.

Throughout the Third World, from Haiti to Venezuela, from Nigeria to the Philippines, new mothers are leaving maternity wards with tins of powdered infant formula — free samples — supplied by multi-national companies based in the U.S., Japan, and Switzerland.

They go home. They open the tins. They try to reconstitute the formula. Without clean water. Without a suitable pot for sterilizing. Without enough fuel to boil their one bottle and nipple before each feeding. Without a refrigerator to store even a single day's supply of formula. Their free tins run out. Their breast milk by now has dried up. Now they *must* use the formula. But when they discover that it costs nearly half of all the money their families earn, they try to stretch it. They thin it down with water, tea, cocoa, to make a three-day supply stretch out to a week, two weeks, even three.

Their babies are burning with fever, dehydrated and suffering from acute diarrhea. They are weakened by lack of nourishment, infected by poisonous bacteria, susceptible to disease.

Ten million Third World babies are starving. Some will be unhealthy the rest of their lives. Others will be mentally retarded. Most will die.

The baby bottle problem really began in the late 'sixties. By then it had become clear that the U.S. birth rate was heading for an all-time low. Figures from Europe told the same story. Infant product-oriented businesses throughout the developed world knew they had to find new markets.

Companies like Abbott Laboratories, Bristol-Meyers, American Home Products and — biggest of all — the Swiss-based Nestle Company expanded rapidly in Asia, Africa, and Latin America. The airwaves and billboards were filled with advertising slogans. They gave women the idea that breastfeeding was "primitive," "unscientific," and "inconvenient."

Then these companies went their advertising one better. They started giving away free samples, pamphlets, posters, and contributions of equipment directly to hospitals. They gave special services to doctors and nurses. They sponsored conferences for them.

Finally, some promotion genius dreamed up the idea of "milk nurses." Dressed in nurse-like uniforms, these women travel around countries like Malaysia and the Philippines visiting new mothers, providing gifts and advice, weighing the babies — and leaving samples of powdered baby formula.

The "milk nurse" may or may not be a real nurse. She wasn't hired to work as a nurse, she was hired to *look* like a nurse and promote infant formula — to exploit every mother's desire to do what's best for her baby.

The infant formula peddlers are protecting a billion dollars a year in sales to Third World countries; moreover, there are no laws preventing them from doing irreparable harm to millions of babies.

The Infant Formula Action Coalition (INFACT) is an assembly of nutritionists, educators, church and women's groups representatives throughout America. Their purpose is to halt the unethical and dangerous (the word *evil* comes to mind) promotion of infant milk formula in Third World countries, through widespread public education and generation of grass-roots pressure against the offending corporations.

The most urgent project right now is a nationwide boycott of the products of the Nestle Company — the Swiss-based conglomerate which is the biggest offender by far.

In the past year, public pressure has succeeded in forcing Bristol Meyers, Abbott Laboratories, and others to curtail their mass media advertising and their use of "milk nurse" sales personnel. But Nestle's profit-hungry baby products division continues to send "milk nurses" to the homes of new mothers, hawks its products from magazine pages and transistor radios, supplies doctors and clinics with truckloads of free samples, urging them to get new mothers started on the formula from day one.

The Nestle Company is the biggest food processor in the world. Its corporate policies are set in its international headquarters in Switzerland — beyond the influence of the U.S. government. The only way to get Nestle's attention is to hit them in the pocketbook. The greatest hope for success rests with you and the millions of other concerned Americans whose participation in the boycott will force Nestle to listen and act at last!

### Three things you can do today:

- 1) **Don't buy Nestle's products!** Clip out the coupon below and carry it to the grocery store with you. The "Nestle" name may not appear on all products and it is a long list.
- 2) **Make noise where it counts!** Write Mr. David Guerrant, President, the Nestle Company, Inc., 100 Bloomingdale Road, White Plains, N.Y. 10605, to let him know you have joined the boycott.

For 31¢ postage you can write to Mr. Arthur Fürer, Managing Director, Nestle S. A., Vevey, Switzerland, and let him know you won't buy Nestle products until the exploitation of Third World babies is halted.

(Nestle has already expanded its public relations department to handle such correspondence, so you can expect to receive an elaborate, self-serving reply.)

Write to your Congressman, Senators, and Ambassador Andrew Young at the United Nations, asking for further investigation of baby formula sales practices that might lead to new regulation.

- 3) **Join the Infant Formula Action Coalition!** INFACT, 1701 University Avenue S.E., Minneapolis, MN 55414, needs monetary support to reach more people to join the boycott, to monitor developments in Third World countries, to collect and present evidence.

In closing, we would like to quote Cesar Chavez, United Farm Workers of America, "We have always assumed that corporations must take seriously the needs of society, especially the needs of the poor. History will judge corporations and other social institutions, not by how big they are or how well they serve the rich and powerful; but by how effectively they respond to the needs of the . . . helpless."

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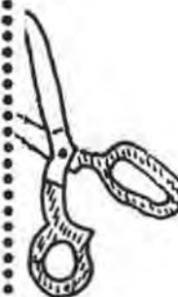
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# Some Literary Reflections

*Editor's note: This article is one of three funded by a grant from the Missouri Endowment for the Humanities, Inc., a state based arm of the National Endowment for the Humanities.*

by Michael Lowenstein

Children in elementary schools spend their days in a shower of other people's words. Many are teachers' words, but among them might also be these:

*There was once a poor widow who lived with her two daughters in a cottage in the forest. In the garden by the cottage two rose trees grew. In summer one rose tree had snow-white roses on it. The other rose tree had rose-red roses on it.*

Or these:

*You walk down this canyon this place of high red cliffs and turning winds and hawks that float in a far white sky and you wonder: "Am I the first one ever to come this way?"*

Or these:

*Many, many years ago before the animals were finished, they had no marks. All were a plain gray-brown color.*

*One day Chui, the leopard, and Fisi, the hyena, were out hunting together. They saw two beautifully painted warriors coming towards them on the plain.*

*"Oh, how wonderful they look!" said Chui.*

*"Yes, indeed," agreed Fisi, "How I wish I could wear bright colors!"*

Or the words of many other poems and stories that school children read or have read to them in their elementary years. What role should literature such as this play in our elementary schools? What can parents and the community ask of the teachers and books that bring literature and children together?

My own view, and the point of this brief article, is that the words of poems and stories possess a special clarifying power which, when effectively used, can help students better understand themselves. More than any of the other humanities, literature gives us the chance to make self-knowledge as important a part of classroom life as the three R's.

The fact is, however, the words of poetry and stories often serve a different purpose in the schools: to teach reading skills alone. One widely-used series of readers,

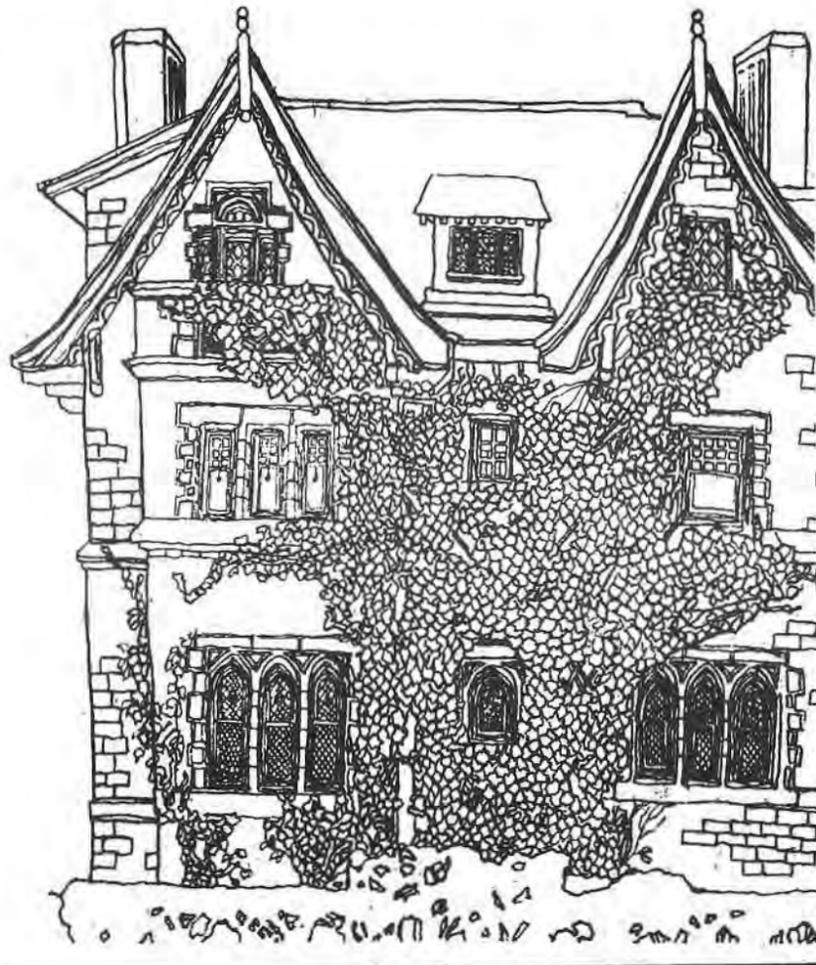
for example, is *Reading Systems*, published by Scott Foresman; I quoted my opening pieces of poetry and fiction from it. According to the editors, the main goal of the series is "to teach pupils to read so well that they respond to written language as readily as they do to spoken language." As the editors of the *Roberts English Series* for elementary schools put it, exposure to poetry and stories is supposed to "teach the child to read more accurately and sensitively [and] . . . to discover consistently and accurately what is on the printed page."

No one would argue with a goal like that. Still, as Bruno Bettelheim has recently said, "the acquisition of skills, including the ability to read, becomes devalued when what one has learned to read adds nothing of importance to one's life." If we want to use literature to teach our children how to read, we should do so through a program that leads to something as important as reading skills to a student's life: a growing awareness of and regard for his or her values and attitudes, thoughts and feelings, life-patterns and goals. It is themselves, not the words of poetry and stories alone, that students should learn to read and appreciate in school.

For this to happen in an elementary classroom, the teacher must be both willing and able. Whenever possible, he or she should stop being the traditional kind of teacher who asks most of the questions in the classroom and knows most of the right answers. The teacher must be willing to listen, not just talk, and to make the classroom a place that encourages students to respond freely and honestly to literature. Then, the teacher needs to know how to use specific activities that will enable students to move from reading literature to reading themselves through the literature. In general, the format for this process is circular: from the literature, to ourselves, and then back to the literature, which then should glow with a sense and meaning that come from seeing ourselves in it. Like the surface of a lake in shifting angles of wave and light, the poem's or story's word surface is alternately transparent and reflective, allowing us to see into it and then into ourselves and then again into it, but more deeply.

The three works I quoted from at the start are full of possibilities for this kind of learning: "Snow White and Rose Red" in its concern with, say, magical change or the nature of evil, Byrd Baylor's poem "Before You Came This Way" with its emphasis on the unique past that each person and place contains, and "Colored Coats" by showing beauty of different kinds.

Because they deal powerfully with being human, poems and stories always offer openings into ourselves that students and teachers can learn to explore. Reading literature can thus be more than simply technical, more than a matter of word skills and mastery. It becomes a richly human experience that students may learn to return to again and again for pleasure and understanding.



## Historic District Quandry

by Jo Ann Vatcha

Several questions have reached our ears recently concerning various provisions of the Historic District Ordinance. While we are certainly happy to respond, we hope that persons who need to know the answers to specific questions will feel free to contact Brad Weir, Chairman of the Historic District Review Committee. Perhaps there are sufficient questions to merit a regular column in this paper. If so, we hope you will let us and Mr. Weir know.

Two recent questions concern windows. "Can we put up unpainted aluminum storm windows?"

"If my windows are in hopeless condition, can I replace them altogether? Will I have to go through the Landmarks and Urban Design Commission process?"

To quote from the Ordinance: (*Italics ours*)

Architectural details on existing structures, such as columns, pediments, dormers, porches, and bay windows should be maintained in their original form if at all possible. Renovations involving structural changes to window or door openings are permit required work and thus must be reviewed by the Landmarks and Urban Design Commission.

Design of these renovations should be compatible in scale, materials, and color with existing features of the building, wood or factory-finished colored metal is the preferred material for frames of new and replacement storm windows and screens and storm and screen doors. . . .

And, of course, applicable to all changes in the front of-houses only (changes to the sides or backs are not covered by the Ordinance):

Standards that do not require building permits serve as guidelines within the district.

1) "Can we put up unpainted aluminum storm windows?" Yes. Colored metal is preferred by the Historic District Standard, but, as storm windows are not covered by permits, there can be no requirement.

2) "Can I replace windows altogether without recourse to the Landmarks & Urban Design Commission?" Yes. Permits are required to alter the openings, not to add new parts to the same design. New windows which would not alter the look (design) of the front of the house do not require permits.

### EXECUTIVE DIRECTOR

Skinker DeBaliviere Community Council is seeking an executive director experienced in housing, education, crime prevention, community organization, information and referral services, state education and training. Some college preferred or experience in above listed areas equally important.

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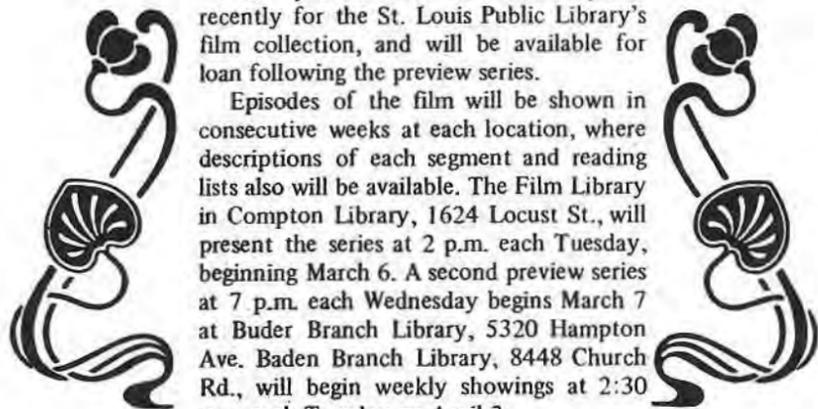
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# Public Library to Show Film in 3 Locations

"Civilisation - A Personal View," Sir Kenneth Clark's film survey of western culture, will be shown in its entirety by the St. Louis Public Library in three locations, beginning March 6. The thirteen-week showings in each library are free and open to the public. The film was acquired recently for the St. Louis Public Library's film collection, and will be available for loan following the preview series.

Episodes of the film will be shown in consecutive weeks at each location, where descriptions of each segment and reading lists also will be available. The Film Library in Compton Library, 1624 Locust St., will present the series at 2 p.m. each Tuesday, beginning March 6. A second preview series at 7 p.m. each Wednesday begins March 7 at Buder Branch Library, 5320 Hampton Ave. Baden Branch Library, 8448 Church Rd., will begin weekly showings at 2:30 p.m. each Tuesday on April 3.

Initial episodes in "Civilisation," include "The Frozen World," "The Great Thaw," "Romance and Reality" and "Man - The Measure of All Things." The programs are free to the public.



# CHILDREN'S PROGRAMS AT LOCAL LIBRARY

The Des Peres Branch Children's Librarian, Ms. Wagner, has announced several programs for children and youth at the library, Kingsbury and Des Peres.

Arts and crafts will be offered each Tuesday at 3:30 p.m. if there are a sufficient number of youngsters interested. It will be necessary to sign up for this activity as pre-planning is essential.

Films are shown Thursdays at 3:30 p.m. The schedule for this month is:

- March 1 It's Not Cricket  
Popeye the Sailor Meets Ali Baba's 40 Thieves  
Brainy Bear
- March 8 Kon Tiki Kids  
Thank You, Ma'am  
The Fastest and the Mostest
- March 15 A Lad in the Lamp  
Three Robbers  
Ugly Duckling
- March 22 Pee Wee and the Little Ape  
Rikki Tikki Tavi

Two feature films for children are coming to Des Peres on successive Fridays. The films will be shown, one each week, at



1:00 on March 16 and 23. Pre-school classes, or kids out of school are invited to attend.

Friday at the Library finds children participating in Game Day. Monopoly, Chess, Clue, Checkers, Sorry, Candyland, Backgammon and Dominoes are among the games available. Instruction will be provided for those who want to learn a new game. Children may bring a friend or come to make a friend and play at 3:30.

Of course, children are always encouraged to get a card and borrow a few books. As a special service to youngsters, their cards may be kept on file at the library. In this way mothers will not have to hear, "Where's my library card?" every week.



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# ST. ROCH'S SCHOOL NEWS

by Ann Horner

St. Roch church was filled with parents, friends and neighbors on December 19 for the children's Mass. Many thanks to Mrs. Sanders, Sister Catherine and Sister Dorothy for the inspirational enactment of the Christmas story. The first graders had the honor of portraying Mary, Joseph, the angels, the shepherds and the kings. All conducted themselves with reverence and confidence. Sister Catherine's second graders provided the music. Traditional carols have a special quality when sung by youngsters. The third graders recited the story of the first Christmas in unison. Each child also delivered a reading or a petition during the Mass. The entire school presented offerings for the needy during the service. Fifty food baskets were assembled and distributed to people right here in the neighborhood.

The upper grades were released from classes on December 21. The primary grades came on the twenty-second for a visit with Santa. This year, several classes from Hamilton III were guests at the party. Quite a few parents brought pre-schoolers. After much singing and anxious waiting Santa's bells announced his arrival. All

assured Santa that they had been angelic so he dispensed a treat and words of cheer to the children.

Basketball was an important activity for many St. Roch students during the holidays. Mike Hart coached his eighth grade girls to victory in the Epiphany Christmas tournament. So far this season, the team has been unbeaten. The eighth grade boys, under the direction of Mike Grady are also undefeated. Pete Malacek's sixth grade boys are enjoying a terrific season also. All final scores will be available next month.

January is always a busy month. Classes resumed on the third. Semester exams were taken on January 16, 17 and 18. Report cards and the results of the Iowa Basics Test were sent home during the following week. The School Association meeting scheduled for the eighteenth was cancelled because of hazardous ice and snow. January 20 was a day long awaited by the eighth graders. Each student went to the high school of his or her choice in order to take the placement test. Results are anxiously awaited next month.

The annual Progressive Dinner was held on Saturday, January 27. Mary Watkins and Susie Roach were co-chairmen of the

event. One hundred and eighty-six persons participated this year. Ten cocktail parties and nineteen dinners were given by volunteer hosts and hostesses. Dessert was held in Scariot Hall for the first time. Mother Nature was not very cooperative, dumping five inches of snow on streets and walks during the day. As always, the evening was filled with good conversation, good food and good friends. Many thanks to all who made this fund raiser for our school a success.

Valentine's Day is always special at St. Roch. Children work for days on presents for parents or someone special. Classrooms abound with decorations. Treats from home make for a fun and filling afternoon. The fifth and sixth graders made the day truly lovely for their parents. These two classes, under the direction of Miss Barth and Mrs. Ripperdan, put together a spectacular talent show. Parents were invited to the visual Valentine and homemade refreshments were served.

Mr. Mike Grady took his eighth graders on a field trip on February 14. This excursion was a blend of religion, history, architecture and urban living. The class took a tour of the Souldard neighborhood and

visited the beautiful church of Saints Peter and Paul. Mr. Grady pointed out the significant features of the structure and related the church's history. Two more St. Louis churches will be visited this semester.

St. Roch is fortunate to have added Sharon Nelson to our staff. Mrs. Nelson has taken over the art program. Sharon received her elementary education and art training at Immaculate Heart of Mary College. Many thanks are owed Signey Fiquette for her years of service. All hope that her commitments will allow her to return in the future.

Make plans now to attend the School Association meeting on March 15 at eight o'clock. A representative from the Alcohol and Drug Abuse Council of St. Clair County will be the guest speaker. St. Roch's St. Patrick's Day Party will be held on Saturday, March 17 at six o'clock. Tickets are available from Sister Leo Ann, Sam Green and Ralph Vossen. The charge is \$6 in advance and \$7 at the door. Please reserve your tickets early in order to make the planning easier for the volunteers who work so hard to make this evening a success. (You don't need to be Irish to celebrate St. Patrick's Day!)

## Neighborhood School Humanities Grant

The Neighborhood School received a Communications Enrichment grant from the Missouri Committee for the Humanities, Inc., a state based arm of the National Endowment for the Humanities, to publish three articles in *The Paper* by university level scholars. The article appearing in this issue by Michael Lowenstein is the first of the series which is entitled, "Beyond the Three R's: the Role of the Humanities in Neighborhood Schools." The second article will appear in the April issue and the third will appear in the May issue.

These articles will focus on humanities-related classes, (English, and History, for example) in urban elementary schools such as the many which exist in our neighborhood. Humanities-related classes teach children the tools to make sense of the perpetual bombardment of fragmented information and disordered experience, and form, along with math and writing classes

the core of an elementary education. This series will explore some aspects of this first area of learning and will touch on its relationship with the others.

In the first article, Michael Lowenstein, associate professor and chairperson of the literature department Harris-Stowe College, will focus on the formative influence of literature on the development of the child. In the second article Daniel Shae, professor and chairperson of the English Department, Washington University, will discuss the possible effect of the current shift in emphasis towards a supposedly more practical education. In the third article Barbara Schmidt, associate professor in the literature department, SIU Edwardsville, will offer some suggestions for a more affective education in humanities-related subjects. The opinions expressed are not necessarily those of the National Endowment for the Humanities or of the Missouri Committee for the Humanities.



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THE KANSAS CITY STAR Sunday, December 3, 1978

Merit of Rehabilitating Old House Unrecognizable to Most Blacks

By Joe Roberts Business/Real Estate Editor

MOST big cities have hundreds of old homes that can be rehabilitated into "dream houses," but such dwellings are not dream houses for most blacks.

"There is no doubt about it, a great number of blacks want to leave the city," JoeLouis Mattox, owner and operator of Addis Professional Management, said recently. He emphasized that most blacks do not view old houses as "dream houses."

Mattox prefaced his comment by observing that "the 'dream house' of most Americans, both black and white, is a single-family home. The average cost of a single-family home in a nice neighborhood is about \$40,000, with a down payment of \$2,000 (Kansas City inner-city resale area). This being the case, can people (especially young couples) who are tired of renting afford to buy a single-family home?"

The answer, he continued, is in the November issue of Apartment Life magazine, which says: "Yes, you can own your own dream house and not:

- "Leave the city.
• "Go broke
• "Take big risks.
• "Settle for a cracker box.
• "Be the lone pioneer on the block."

The answer is rehabbing (rehabilitation).

"We've come a long way . . .

"As recently as the late 1960s, rehabbing had no place in the nation's vocabulary. Urban renewal, a euphemism for bulldozing the old and building from scratch, was the conventional wisdom for making our cities livable again. And even by the early 1970s, you were a loner, a frontiersman, if you said: 'Restore, don't replace.'

"Today the trailbreaker has become a settler, not the odd man out, but part of a community of strong-spirited, determined people who have taken the old houses in the city and made them homes.

"Is there a market for older homes, and do urban residents like living in the city?" Mattox asked.

"In older white neighborhoods such as Hyde Park and Westport in Kansas City, there is a strong market for older homes," he continued. "However in the older black neighborhoods such as the 12th-18th and Vine district, and the Santa Fe area, there is little demand for older homes.

Old homes are not 'dream houses' for most blacks. Some of my friends comment:

- "I don't want to buy and fix up an old house, because I lived in one all of my life.
• "An old house means high utility bills—water pipes are rusty and corroded, the wiring is bad, and the old-time furnaces are gas guzzlers.
• "A lot of older homes have easement driveways and this causes problems with neighbors.
• "Only rich whites can afford to buy and live in a landmark.
• "My furniture and things won't go with an old house.

"If you exclude the black side of town, the 'back-to-the-city' movement would seem to indicate that the 'age of nostalgia' is causing a lot of people to fall in love with the city and stay put. Not necessarily so."

MATTOX referred to a published survey taken by the Gallup Organization Inc. in the last quarter of 1977 which indicated 36 percent of the total urban population would like to leave the city, and 49 percent of those between the ages of 18 and 34 and 40 percent of those with a college education want to leave.

Why did they want to leave? Lack of amenities, a perceived deterioration in the quality of urban life, high crime rates, overcrowding, uncleanliness, poor housing and pollution. The sampling was of 3,242 adult women and men in cities with more than 50,000 population.

The ideal neighborhood and the ideal city emerging differed in characteristics. The ideal city had low crime, little congestion and cleanliness, while the ideal neighborhood included friendly people, good housing, a quiet atmosphere, as well as low crime and cleanliness.

Because the survey did not state specifically that urban blacks were polled, Mattox sought to determine if blacks want to leave the city and, if so, why. He took the findings of the survey—a collaborative project of the Charles Stewart Mott Foundation of Flint, Mich., and the Kettering Foundation—and presented them to black realtors here. Was the 36 percent figure higher or lower for the large number of blacks who want to leave the city? A cross section of the replies noted:

- The findings in the survey speak for a lot of blacks.
• About 50 percent of the urban black population, especially those

between the ages of 18 and 34 and 40 percent of those with a college education want to leave.

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• The findings in the survey speak for a lot of blacks.

• About 50 percent of the urban black population, especially those between the ages of 25 to 50 and with family incomes exceeding \$16,000, want to leave the city. It's hard to sell these blacks older homes in the inner city. Middle-income blacks are looking for "dream homes" in the suburbs.

Some of the reasons Mattox found "upward mobility" blacks want to leave the city:

- Black-on-black crime. People are afraid to leave home to go to church, the store or even work. Houses get robbed, women get raped and nobody sees anything. Most of the homes in the inner city look like jail houses—they have bars on every window and door.
• Too many unemployed youths—they steal for a living.
• Inferior schools—children can't learn anything.
• Prices for consumer goods and services are cheaper in the suburbs.
• Limited selection of consumer goods and services. Most of the shopping centers, first-run movies and bowling alleys and neighborhood shops have fled the inner city.
• Poor municipal services. Weeds on vacant lots don't get cut. Trash people do half a job picking up trash. Streets don't get repaired.
• The good jobs have moved to the suburbs. Commuting long distances back and forth to work costs money and makes getting to work on time "a pain."
• Redlining. It's difficult to get a loan to buy, build or fix up a house in the inner city.
• Not enough people take pride in their neighborhood. A lot of streets look like hell and nobody cares.
• Many low-income people, especially the elderly, can't afford to keep up their property; because of this well-maintained homes are devalued.
• No hope for many areas. The city or the federal government doesn't have enough money to save some neighborhoods.
• Abandoned buildings. Nothing is done about junk cars, run-down houses and dangerous vacant buildings.
• "A great number of blacks don't

'love' their neighborhoods," Mattox said. "Why? Here are some of the reasons people I know have said:

• "I have no roots to the area. I wasn't born and raised around here—my church is across town. All of my friends have moved out and I don't trust my neighbor's children or any of their friends."

• "My neighborhood is a bad place—everybody says so. The police say it's a high crime area. City Hall labels it a poverty-program district—all the people living around here are on welfare, low-income, poor, and down and out. Insurance companies have written off the area. Taxis won't come or go here. Delivery men and their repair people rush in and rush out."

• "You can't love something that looks like hell. I am ashamed of my neighborhood. Unkempt lawns, stoves and refrigerators out on the porches, broken-down cars and rugs in the front yards, window screens and storm doors hanging off the houses and dirty streets (attributed in part to oil slicks and untied trash bags) make my block look bad."

• "You can't love and be afraid of a place at the same time. Crime in my part of town is out of hand—the streets aren't safe. People around here will come right up in your yard and steal your mail and newspapers. You have to nail down everything and can't leave anything in your car. I want to take a vacation—no way. They'd steal me blind if I went around the block."

• "Continuous problems with bad kids. Welfare mothers won't control kids. They let them play in the street, sit on your car, break windshields and steal hubcaps. You try to talk sense to a 10-year-old in this neighborhood, and you get cursed out. People on my block don't raise their kids, they just let them grow up."

• "Can't get along with inconsiderate neighbors."

• "All my friends, all the decent people, have moved."

• "It was never a place I really wanted to live in."

• "Public agencies don't care about the area. Their buildings look as bad and are as poorly maintained as those of people on welfare."

• "Nobody loves the area, why should I?"

MATTOX suggests that the way to get blacks to like old houses is for black preservationists to double efforts to get inner-city residents to realize that old houses are "gold mines" and that they should participate in the preservation of sites, buildings and objects significant in history and culture.

"In order to get inner-city residents to love their old houses, black preservationists will need a lot of help from white preservationists," Mattox said. "Very few blacks know preservation's three R's—restore, rehabilitate or recycle. And there are additional words in the vocabulary of rehabilitation which have obscure implications to many blacks, he said. They include re-finish, refurbish, repair, reuse, rebuild, re-create, redesign, reconstruct, remodel, renovate, revitalize, reproduce, replace, reclaim, rejuvenate, retrieve, renew, revive, rework, refit, retrofit, rehouse, redevelop, relocate, remember, revamp, remake, reinvest, reopen, replicate and rezone.

How does one get blacks to want to stay in the city and love their neighborhoods? The answer, Mattox said, is a comprehensive, save-the-cities urban policy and program that will im-

prove both the quality of the environment and the nation's communities and the lives of their residents.

"If cities are to remain our major centers of commerce and culture and nice places to live, and not become poor peoples' reservations on the plains, we will need realistic urban policies and adequately funded programs which will deal with unemployment and crime—there is a connection. Such programs also would deal with the strengthening of neighborhoods to stimulate pride for the place where one lives. The would help schools provide quality education, curb redlining, improve municipal services, revitalize downtowns as well as the corner and strip shopping areas in the inner city, and give tax breaks to big businesses, encouraging them to stay and relocate in the inner city," Mattox said.

"The programs also should make inner-city housing available for moderate-income blacks—\$1 houses for upper-income blacks would be a good program. (The \$1 house for low-income people program is failing.)"

Mattox suggested: "Blacks may want to stay in the city if black leaders, and especially black real estate people, echo the words of Mayor Tom Bradley of Los Angeles, who said: 'Land and property in the inner city and ghetto are the richest turfs in this nation. Many individuals and interests outside of the area are seeking that land and property. Don't abandon it.'"

Mattox is a certified property manager, so designated by the Institute of Real Estate Management, an affiliate of the National Association of Realtors. He is a former director of relocation and property management for the Land Clearance for Redevelopment Authority of Kansas City, a former director of the housing allowance program and property management for the Housing Development Corp., and has served two terms as a member of the Landmarks Commission.



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# SAINT LOUIS GUIDE FOR HOUSING AND PROPERTY MAINTENANCE

The code violations most frequently found by building inspectors are given by category as:

## STRUCTURE SHELL ELEMENTS

Failure to maintain:

- Foundations and chimneys, and walls plumb and free from open cracks and breaks
- Masonry walls and chimneys in such a manner that all mortar joints are tight and weather-proof (tuckpointing)
- Downspouts and gutters in good repair and connected to sewer
- Roof in a weather-proof condition
- Wood and metal appurtenances, window frames, sash, sills and glass in good repair and structural soundness
- Wood composition or metal siding weather-proof and properly surface-coated to prevent deterioration

Failure to reasonably protect all exterior wood surfaces and gutters from the elements and against decay or rust by a protective coating.

## PORCHES

Failure to maintain the porch and/or porches in good repair and structurally sound and reasonably protected from the elements and against decay or rust by a protective coating.

## STEPS, WALKS, DRIVES, PARKING AREA

Failure to maintain steps, walks, drives and parking areas in good repair.

## INTERIOR

Failure to maintain all interior structural members in good repair and structurally sound.

## HEATING

Failure to maintain existing heating plant in a safe, usable condition.

## DUAL EGRESS

Failure to provide two separate usable exits from each floor above the second floor, where there is a separate occupancy.

## ZONING

Failure to comply with the existing zoning ordinances.

## SANITATION

Failure to remove all accumulation of refuse and debris from the premise.

## DEMOLITION

Failure to wreck and remove from the premises the structurally unsound and/or illegal structure.

## ELECTRICAL

Failure to maintain the existing electrical system in a safe and usable condition.

## PLUMBING

Your health depends on good plumbing. The plumbing in your home should be properly maintained at all times. When inspecting your plumbing, you should observe the following items:

### General

Maintain all existing toilet and/or lavatory, and/or tub and shower bath in a safe and usable condition, properly connected to approved hot and cold water and sewer systems within the building.

### Stop Box

The stop box is generally located on public property, in front of the building, for the purpose of making the water shut-off valve accessible. It must be at grade level, have a lid and be clean from debris.

### Vent or House Trap

The house trap may be located in the front or rear yard. It is used to cable out a stopped up sewer. The stand pipe to the trap must have a perforated grate to allow fresh air circulation to prevent sewer gases from entering the building.

### Guttering

Guttering is to be in good condition, not leaking and have proper fall.

### Downspouts

Downspouts are to be sewer connected. Exceptions granted on small roof areas.

### Water Heaters

Heaters must have proper hot water shut-off valves. The new approved type 3/4 inch temperature and pressure valve self-closing spring reaction must be installed on every water heater installation. The fuse type temperature pressure valve must be replaced with the approved type. Flue piping must be in good condition and cemented at the flue.

## Floor Drains

Floor drains to have grates.

## Water Piping

Water piping to have proper and workable shut-off valves, to be of proper size for adequate water pressure and have proper hangers.

## Soil and Vent Stacks

All soil and waste stacks to have clean-outs. Stacks are to be in good condition, free from rust and deterioration. Saddle type connections to stack must be replaced with proper fitting.

## Plumbing Fixtures

Plumbing fixtures to be in good condition and to be in a secure position, having proper traps and vents, with water shut-off valves.

## General Repairs

Leaking faucets, stopped-up drains, deteriorated traps, and general repairs are considered minor repairs.

When selecting your plumber, you may verify his qualifications by his License Number, or by calling the Plumbing Section, City of St. Louis, 453-4356.

Plumbing permits are to be posted on the job site; and the work is inspected by the City of St. Louis Plumbing Section to insure the home owner that the work complies with City Ordinances.

## ELECTRICAL

### SERVICE

60 Ampere 3 wire 120/240 volt with four circuit switch. 100 Ampere 120/240 volt if electric range, electric dryer, or air conditioning units are used. Each should be placed on separate circuits.

### RECEPTACLES

General Purpose — Two in each room, located equal distances apart. These receptacles may be installed on the lighting circuits.

### SMALL APPLIANCE LOAD

Two receptacles in the kitchen and one in the laundry area. Each new installation must be on a 20 Ampere branch circuit and not on any other circuit.

### BASEMENT

In general, this may have to be rewired.

### GENERAL

All replacement receptacles shall be of the polarized type. This means that the branch circuit feeding same must contain a third wire to be used for grounding only.

## INSPECTION CHECK LIST

A code enforcement inspection checks many points and the inspector will look into these conditions and questions:

### FLOORS, STRUCTURAL SUPPORTS

- In sound condition
- Floors sagging or in disrepair
- Basement support posts deteriorated or damaged

### FOUNDATION

- In sound condition
- Basement damp — lack of ventilation
- In need of repair and/or tuckpointing

### EXTERIOR WOODWORK

- In sound condition
- Surface deteriorated; in need of paint
- Termite damages
- In need of repair or replacement

### EXTERIOR PORCHES

- In sound condition
- In need of repair

### EXTERIOR DOORS AND WINDOWS

- In sound condition
- In need of repair
- Provided with screens

### GUTTERS AND DOWNSPOUTS

- In sound condition
- In need of repair or replacement
- Sewer Connected

### CHIMNEY

- In sound condition
- In need of tuckpointing or repair

### ROOF

- In sound condition
- In need of repair

### HEATING SYSTEM

- In working order
- Flue cleaned annually
- Vent to chimney in sound condition
- No unvented space heaters in use

### WATER HEATER

- Properly connected to fuel supply
- Equipped with approved temperature pressure relief valve
- Properly vented to chimney

### PLUMBING SYSTEM

- In good working order throughout
- Water stop box accessible and protected
- House trap accessible and vented
- Waste stacks provided with clean-out access
- Floor drains equipped with perforated plates
- Water supply lines equipped with shut-off valves

### ELECTRICAL SYSTEM

- Sixty Ampere, three wire incoming service
- One hundred Ampere service, if air conditioning provided
- Two electrical outlet in every habitable room
- Extension cord used for permanent wiring
- Proper size fuses on all circuits

### GARAGE

- In good repair
- In need of paint

### STORAGE

- Hazardous materials on premises (flammable liquids, combustible refuse, etc.)
- Rat harborage on premises
- Refuse properly stored, awaiting collection

### SIDEWALKS

- In need of repair

# COMMUNITY SCHOOL ACTIVITIES ABBREVIATED BY TEACHER STRIKE

The closing down of the St. Louis Public Schools due to the Teachers' Strike has curtailed most of the Programs offered by the Hamilton Community School.

Through the generosity of Grace Methodist Church allowing the Community School classroom space, classes on Tuesday and Thursday evenings have continued. Hamilton Community School's Home School Assistant, Peggy Calvin, is working with the Dairy Council, the City's Department of Welfare Nutrition Division and the Des Peres Branch Library in holding a special two hour lunch program. Grace and Peace Fellowship has graciously provided space for the program which includes structured learning activities as well as a balanced lunch. Without the cooperation of these two fine neighborhood institutions, Hamilton Community School would be less than viable.

The Courses now meeting, as well as the Lunch Program, will be housed in the Community until the school buildings are once again open.

## HAMILTON COMMUNITY SCHOOL PARTICIPATES IN SHARE FAIR

While most of the parents of public school children really wish school was back in session so their children's learning could be resumed, quite a number of parents also count on the school to provide their children with a nutritionally balanced lunch. The Strike has proved to be a hardship, financially, to some parents as well as the teachers. The "Share Fair" was created to provide the meal service interrupted by the strike, as well as an opportunity for the children to

receive some structured activities which employ basic skills.

Approximately twenty students come everyday for fun, food and companionship. Fridays are special days of the program: Parents are encouraged and invited to come to the Share Fair and participate in the program with their children.

In the past number of weeks that the program has been in progress, the children have seen films, played games, worked on projects requiring some language and math

skills and have learned about nutrition. The Des Peres Branch Library's Staff has been working closely with Hamilton Community School in helping provide some of the activities.

Each day the children report to Grace and Peace Fellowship at 11:00 a.m. for activities lasting about an hour. Lunch is served from Noon til 1:00 p.m. Virtually all the children stay the full time and appear to be enjoying the Share Fair as much as the Community School personnel enjoy being with the kids.

## Community School Announces Spring Program



Many exciting and interesting courses and activities will be offered by the Hamilton Community School during its Spring Semester. Classes will begin the week of March 26-30 for both children and adults. Registrations will be accepted from the time you receive your Brochure through the first week of class. If it becomes necessary to relocate classes due to the Teacher Strike, only the classes with a sufficient enrollment (10 or more) will be moved.

If you do not receive a Brochure in the mail, various locations in the Community will have them. For further information on courses and activities, or if you have a suggestion for a course and/or an instructor, please call the Community School Office: 367-6996.

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