

Former March of Dimes Poster Boy Is Part of Twin Medical Problem

Identical twins are supposed to be carbon copies of each other in every respect but twin brothers Joel and Jeffrey Kirker, 6, New Stanton, Pa., have been cruelly different from birth.



Joel, the older brother by five minutes, was born with an open spine (spina bifida), a birth defect that has paralyzed him from the waist down. At the same spot on his back, Jeff has only a birthmark.

"When Jeff doesn't feel well, he gets two blisters on his birthmark, otherwise he is a normal, very active little boy," says his mother, Mrs. Thomas Kirker.

Understandably, the young Kerkers pose a medical puzzle. As their mother puts it, specialists are "amazed that only one has the defect and not the other" or else are "quite lost for words" to explain the crippling differences in these identical twins.

Yet Mrs. Kirker says, "We feel we have a great deal to be thankful for because Joel is doing well and we can hope for even more improvement in the future."

Despite his physical handicap, Joel gets around quite a bit. During January, 1966, he was Pennsylvania State Poster Boy for the March of Dimes campaign to fight birth defects. This means that Joel traveled through a number of counties in his area and even appeared on a television in Pittsburgh.

Now as they watch the twins pretending they're big leaguers or playing together on the backyard slide, Mr. and Mrs. Kirker can appreciate all the things Joel can do even though he wears braces and uses a cane. They are thankful for the skilled medical care Joel received from the day of birth. Without that care, Joel might not be alive today.

When Joel was only one day old, his open spine was operated upon to give his spinal cord some protection. While surgeons could not restore the function of nerves and muscles, they did prevent further complications, the most dangerous being infections such as meningitis.

Like many other victims of open spine, Joel also had hydrocephalus ("water on the brain"). Doctors performed several operations to drain off the dammed-up fluid within the brain and thus relieve pressure.

"That's OK, Joel, even astronauts need help with their gear sometimes," says Jeff Kirker, 6, of New Stanton, Pa., as he helps his identical twin Joel into his braces.

Without relief, this pressure can lead to permanent mental damage, blindness or even death.

For Joel's parents, the past six years have been times of great emotional anguish, to say nothing of financial strain. Mr. Kirker has worked for the Bell Telephone Company since he graduated from McKeesport Technical High School in 1950.

In addition to caring for the twins and keeping house, Mrs. Kirker sells kitchenware to supplement her husband's income and help with medical expenses. The Kerkers are deeply grateful to the local chapter of the March of Dimes which helped pay Joel's hospital bills and covers the cost of braces which must be changed periodically.

Braces or not, Joel loves it when the family pile into their trailer and set out on a camping trip, something all the Kerkers enjoy. When they settle in a campsite, the whole family knows what to expect from Joel.

He invariably takes off to visit all the other campers, one by one. He loves to meet and chat with other people, even if it means climbing hills and fighting the underbrush every step of the way.

The twins can take care of each other pretty well these days. Joel can put on his braces for himself but sometimes Jeff helps him. Active, outgoing Jeff helps his quieter, more thoughtful brother in other ways, too. A firm "I think you'll like this, Joel," from Jeff often helps Joel make a decision in favor of places or things. This sort of fraternal influence leads Mrs. Kirker to tell friends that Joel's "twin brother is his therapist."

By this time, the Kerkers know what Joel can do and they avoid overprotectiveness which could be harmful to both boys. His doctors hope that when Joel is about 14, surgery can be performed that will make the leg braces unnecessary.

Mother of March of Dimes Patient Teaches Child Braille as Precaution

"When the doctors told me my daughter was probably going blind, I determined to learn Braille and be her teacher. I wanted to cushion the shock of knowing she might lose her sight, and to try to share the experience with her."

Speaking is Mrs. Mary A. Fennell of Archer, Fla., mother of five-year-old Lucille, who has congenital glaucoma (hardening of the eyeballs). The attractive blonde and blue-eyed child is also the victim of another birth defect which consists of malformations of the lymph vessels throughout her body.

"I've been warned," Lucille's mother explains, "that if I make a mistake in her diet—such as using the wrong kind of flour in my pies—Lucille won't be with us very long."

Mrs. Fennell told of her efforts to learn Braille, and why, at the Birth Defects Center at the University of Florida School of Medicine at Gainesville. The Center is one of 77 supported by the March of Dimes across the nation.

At the suggestion of the Florida State Council for the Blind, Mrs. Fennell wrote to the Library of Congress for a book of Braille and teaching instructions. (Available at no cost for anyone declared legally blind.)

"I thought that was all there was to it," Mrs. Fennell says. "I figured I'd just do a little studying and soon I'd be teaching Lucille how to spell by 'feeling' the raised dots. How mistaken I was!"

A person who has normal sight encounters far more difficulty learning Braille than the non-sighted. The reason is that the sighted individual relies on the faculty of sight rather than that of touch.

Lucille will not wrestle with



LOSING HER EYESIGHT because of a birth defect which destroys the optic nerves, Lucille Fennell, Archer, Fla., is learning to read Braille with her mother's help.

anywhere near as much of a Braille problem as does her mother. The child's print vision is limited to letters one inch high, so that she will never read book and newspaper type and be confused by memories and associations of the printed letter or word.

Mrs. Fennell is helping Lucille memorize the "feel" of a few letters of the alphabet in raised-dot language, and to recognize how the "feel" sounds when spoken. Mother and child make a game of it. School authorities were so impressed with the child's progress that they permitted Lucille to enter regular kindergarten.

When she enters first grade and moves into a textbook-oriented world, such classic readers as "Dick and Jane" will be unintelligible to her in

conventional type. But her mother will translate such books onto sheets of "raised pinpricks," using a special Braille typewriter.

At the March of Dimes-supported Birth Defects Center, to which Lucille is taken for check-ups every few months, the specialists avoid an unqualified prediction. But if pressure against her optic nerves increases, total blindness is almost certain to result.

Understandably, this is the kind of tragedy that many fathers and mothers find intolerable to face. But Mary Fennell is facing it, the doctors say, courageously and with intelligent compassion. They wish more parents, in similar unhappy circumstances, could summon the same fortitude and sense of realism.

HUGO'S HEART

Hugo Harriman Stringfellow Phyle
Cherished his car as well as his wife;
On the ice, in the snow,
With tire chains they'd go,
Safe and secure, O joy, what a life!

HERE'S ADVICE TO HELP YOU GO...

The Safe Winter Driving League presents this tip for safer winter driving from the National Safety Council: "For severe snow and ice conditions, tests show that reinforced tire chains provide four to five times as much traction as regular tires without chains." Assume your ability to get through regardless of the weather—always carry chains and be prepared for winter's worst storms.

ZAP! BOOM! Youth Must Be Served



NEW YORK (CFN)—Like Pow and Wham! And the kid can't look at it any longer so he stares at his shoes but they are new and in their waxy reflection he still sees it and it careens around the corners of his mind, brakes squealing, exhausts roaring, radio blasting.

So he looks up and stares at it again and his knuckles whiten as his nails claw into his palm on account of like nobody, but nobody, ever could imagine dragging back to the pad in such a heap!

Translated into adult English, the foregoing concerns a phenomenon that links a shoe and a car to the teen-age consumer market. The car is Pontiac's GTO. The shoe is Thom McAn's GTO model. The two are wedded in a sweepstakes contest, to be held in 20 cities from coast to coast, that will enable 20 young Americans to win a car loaded with more accessories than Perle Mesta at a White House high tea.

The car will have a gold-colored body. It will have ram-

air quadra power. It will have mag wheels. It will have red line rubber. It will have everything.

The shoe will have laces. It will have tongues. It will have soles. It will have youthful styling. It will have everything.

And from November 14th through December 17th, the contest will have everything P. T. Barnum could imagine, including point of sale personal appearances by teendom's leading disk jockeys.

So if you should, in the near future, see hordes of dazed, feverish teenagers pressing their noses against the windows of dealer display windows, have pity on them.

After all, never before has breaking in a pair of shoes included the possibility of breaking in a new car that does everything but imitate Elvis Presley.

Fashion Points Your Holiday Dress

One of the most becoming and appealing looks in many seasons has arrived on the fashion scene... and just in time, it seems, for those who were beginning to fear fashion had passed them by.

The mood of your new holiday dress will be young and elegant, too. Not kicky, not bare, but a chiffon smock, sleeved and beaded, or a shirtdress in white wool or lace, in a soft, mobile shape that will keep you reaching into your closet for it because of its comfort and the magic it works in camouflaging measurements that are less than ideal.

There are plenty of little sparklers around, too, in silver and gold lame, and flowing bias crepes with sparkling sleeves, yokes or glittering hemlines.



Another certainty is the little black dress that will take you comfortably to any holiday party, along with the brocade dress in a light, bright shade that sometimes takes on the free, simple shape of a caftan.

What about dress lengths? Enjoy the one that suits you, even though the mini skirt will become more and more minuscule. This, and other valuable fashion pointers, are found in a new booklet titled "Looking Your Fashionable Age," made available by the Consumer Service Division of the ILGWU. For a free copy, write Union Label Department, 875 Seventh Avenue, New York, N. Y.



DAVIE COUNTY SCHOOLS

BOX 447, MOCKESVILLE, N. C. 27023
NOTICE OF SCHOOL DESEGREGATION PLAN UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

THIS NOTICE IS MADE AVAILABLE TO INFORM YOU ABOUT THE DESEGREGATION OF OUR SCHOOLS. KEEP A COPY OF THIS NOTICE IT WILL ANSWER MANY QUESTIONS ABOUT SCHOOL DESEGREGATION

- 1. Desegregation Plan in Effect**
The DAVIE COUNTY public school system is being desegregated under a plan adopted in accordance with Title VI of the Civil Rights Act of 1964. The purpose of the desegregation plan is to eliminate from our school system the racial segregation of students and all other forms of discrimination based on race, color, or national origin.
- 2. Thirty-Day Spring Choice Period**
Each student or his parent, or other adult person acting as parent, is required to choose the school the student will attend next school year. The choice period will begin on January 19, 1967 and close Feb. 17, 1967.
- 3. Explanatory Letters and School Choice Forms**
On the first day of the choice period, an explanatory letter and this notice will be sent by first-class mail to the parent, or other adult person acting as parent, of each student then in the schools who is expected to attend school the following school year. A school choice form will be sent with each letter, together with a return envelope addressed to the Superintendent. Additional copies of the letter, this notice and the choice form are freely available to the public at any school and at the Superintendent's office.
- 4. Returning the Choice Forms**
Parents and students, at their option, may return the completed choice forms by hand to any school or by mail to the Superintendent's office, at any time during the 30-day choice period. No preference will be given for choosing early during the choice period. A choice is required for each student. No assignment to a school can be made unless a choice is made first.
- 5. Choice Form Information**
The school choice form lists the names locations and grades offered for each school. The reasons for any choice made are not to be stated. The form asks for the name, address and age of the student, the school and grade currently or last attended, the school chosen for the following year, the appropriate signature, and whether the form has been signed by the student or his parent. "The race, color, or national origin of the student is requested for purposes of recordkeeping required by the U. S. Office of Education. The information will not be used in any way to discriminate against the student." Any letter or other written communication which identifies the student and the school he wishes to attend will be deemed just as valid as if submitted on the choice form supplied by the school system. The names of students and the schools they choose or are assigned to under the plan will not be made public by school officials.
- 6. Course and Program Information**
To guide students and parents in making a choice of school, listed below by schools are the courses and programs which are not given at every school in this school system.
 Davie County High School: Advanced Composition and Appreciation, Journalism, Consumer Math, Business Math, Advanced Math, Geography, Economics and Sociology, Spanish, Industrial Arts, Distributive Education, Introduction to Vocations, Vocational Office Occupations.
 Cooleemee Elementary: Class for Educable Mentally Retarded.
- 7. Signing the Choice Form**
A choice form may be signed by a parent or other adult person acting as parent. A student who has reached the age of 15 at the time of choice, or will next enter the ninth or any higher grade, may sign his own choice form. The student's choice shall be controlling unless a different choice is exercised by his parents before the end of the period during which the student exercises his choice.
- 8. Processing of Choices**
No choice will be denied for any reason other than overcrowding. In cases where granting all choices for any school would cause overcrowding, the students choosing the school who live closest to it will be assigned to that school. Whatever a choice is to be denied, overcrowding will be determined by a uniform standard applicable to all schools in the system.
- 9. Notice of Assignment, Second Choice**
All students and their parents will be promptly notified in writing of their school assignments. Should any student be denied his choice because of overcrowding he will be promptly notified and given a choice among all other schools in the system where space is available.
- 10. Students Moving Into the Community**
A choice of school for any student who will be new to the school system may be made during the 30-day choice period or at any other time before he enrolls in school. An explanatory letter, this notice and the school choice form will be given out for each new student as soon as the school system knows about the student. At least seven days will be allowed for the return of the choice form when a choice is made after the 30-day choice period. A choice must be made for each student. No assignment to any school can be made unless a choice is made first.
- 11. Students Entering First Grade**
The parent, or other adult person acting as parent, of every child entering the first grade, is required to choose the school his child will attend. Choices will be made under the same free choice process used for students new to the school system in other grades, as provided in paragraph 10.
- 12. Priority of Late Choices**
No choice made after the end of the 30-day choice period may be denied for any reason other than overcrowding. In the event of overcrowding, choices made during the 30-day choice period will have first priority. Overcrowding will be determined by the standard provided for in paragraph 8. Any parent or student whose first choice is denied because of overcrowding will be given a second choice in the manner provided for in paragraph 9.
- 13. Tests, Health Records and Other Entrance Requirements**
Any academic tests or other procedures used in assigning students to schools, grades, classrooms, sections, courses of study, or for any other purpose, will be applied uniformly to all students without regard to race, color or national origin. No choice of school will be denied because of failure at the time of choice to provide any health record, birth certificate, or other document. The student will be tentatively assigned in accordance with the plan and the choice made, and given ample time to obtain any required document. Curriculum, credit, and promotion procedures will not be applied in such a way as to hamper freedom of choice of any student.
- 14. Choices Once Made Cannot be Altered**
Once a choice has been submitted, it may not be changed, even though the choice period has not ended. The choice is binding for the entire school year to which it applies, except in the case of (1) compelling hardship, (2) change of residence to a place where another school is closer, (3) the availability of a school designed to fit the special needs of a physically handicapped student, (4) the availability at another school of a course of study required by the student, which is not available at the school chosen.
- 15. All other Aspects of Schools Desegregated**
All school-connected services, facilities, athletics, activities and programs are open to all on a desegregated basis. A student attending school for the first time on a desegregated basis may not be subject to any disqualification or waiting period for participation in activities and programs, including athletics, which might otherwise apply because he is a transfer student. All transportation furnished by the school system will also operate on a desegregated basis. Faculties will be desegregated, and no staff member will lose his position because of race, color or national origin. This includes any case where less staff is needed because schools are closed or enrollment is reduced.
- 16. Attendance Across School System Lines**
No arrangement will be made, or permission granted, by this school system for any student living in the community it serves to attend school in another school system, where this would tend to limit desegregation, or where the opportunity is not available to all students without regard to race, color or national origin. No arrangement will be made, or permission granted, by this school system for any student living in another school system to attend school in this system, where this would tend to limit desegregation or where the opportunity is not available to all students without regard to race, color or national origin.
- 17. Violations To Be Reported**
It is a violation of our desegregation plan for any school official or teacher influence or dissuade any person from choosing a school where a desegregated education can be obtained, or to threaten any person with penalties or promise favors for any choice made. It is also a violation of Federal regulations for any person to intimidate, threaten, coerce, retaliate or discriminate against any individual for the purpose of interfering with the free making of a choice of a desegregated school. Any person having any knowledge of a violation of these prohibitions should report the facts immediately by mail or phone to the Equal Educational Opportunities Program, U. S. Office of Education, Washington, D. C. 20202 (telephone 202-962-0333). The name of any person reporting any violation will not be disclosed without his consent. Any other violation of the desegregation plan or other discrimination based on race, color, or national origin in the school system is also a violation of Federal requirements, and should likewise be reported. Anyone with a complaint to report should first bring it to the attention of State or local school officials, unless he feels it would not be helpful to do so. If State or local officials do not correct the violation promptly, any person familiar with the facts of the violation should report them immediately to the U. S. Office of Education at the above address or phone number.

ZIP CODE AIDS IN MAILING OF PACKAGES

Use of ZIP CODE will make it easier to mail packages after January 15th, Postmaster Bill White of Cooleemee said today.

New rates and a new system for identifying parcel post zones will go into effect on that date as provided in legislation signed into law by President Johnson on September 20, '66, the Postmaster pointed out.

The rate increase will average about 10 cents a parcel the Postmaster said. Start-

ing July 1, the law provides for a series of size and weight increases on packages mailed between first class offices. Cooleemee is a second class office. The size and weight increases will be in five annual steps, the last coming on July 1, 1971.

Use of ZIP CODE in the recipient's address will enable the sender or a mail clerk to quickly determine the proper zone, and thus the rate, for the package. The zones will be based on the

distance a parcel travels between the 562 sectional centers in the country, Postmaster White said.

By consulting a simple chart which is available at all post offices, the zone can be readily identified because the first three members of the ZIP CODE represent the sectional center. This replaces a method in which a directory often had to be consulted to locate the proper zone for each of the nation's 33,000 post offices.