



NEW AUDIOMETER, recently presented to the schools in Cherokee County by the Murphy Women's Club is demonstrated here by Mrs. Margaret S. Bruce, speech therapist for the Murphy and Andrews schools. Mrs. Bruce is shown above testing the hearing of Janie Mason, daughter of Mr. and Mrs. L. L. Mason of Murphy. (Scout Photo)

## Hearing Tests Show 15.7% Of Students In County Have Hearing Impairments

MURPHY - Many children in public schools suffer from some degree of hearing impairment and this loss is often not recognized by the teacher or the speech correctionist. Many times the child with a loss of hearing is labeled as withdrawn, inattentive, or low intelligence. Recognizing this situation could exist in the schools of Cherokee County, the Murphy Women's Club banded themselves with raising the money to buy an audiometer, a machine used to test the hearing of each ear, for use by the speech therapists in the three school units in the county.

A \$338.00 audiometer was bought by the club and presented to the school on Jan. 1 of this year. The machine is recommended by the N. C. State Department of Public Instruction. It is the goal of the speech therapist to sweep check the hearing of every student.

Since the machine was put into use, 1,553 students at Marble, Murphy, and Andrews have had their hearing tested by the sweep test method. Each student was checked up to 15 decibels, the top frequency of normal hearing. The testing began a minus -10 decibels. If the student missed two or more frequencies during the sweep test, then a more thorough threshold test is given.

According to Mrs. Bruce, three students can be given the sweep every 15 minutes and returned to class. The threshold test requires more time.

On Feb. 1, 735 students at Murphy completed the sweep testing. Of this total 121 children failed the test.

The Marble school has also been completed. Out of 121 students tested, 22 failed.

Mrs. Bruce is in the process of testing the hearing of the students at Andrews now. She has completed tests on 680 and has 20 more tests to make. Out of the 680, 101 have failed the sweep test.

The results to date show that out of 1,553 students tested, 244, or 15.7 per cent, failed the test indicating some hearing impairment. Threshold test will be given to these children to determine the extent of the hearing impairment.

In the threshold test, each frequency is tested to see just where the student hears on the frequency. This type of test shows how great a loss the student has on each frequency. Two such tests, or audiograms are made before the parent is notified of the child's hearing loss.

### THE DEAF AND HARD - OF - HEARING CHILDREN

There are two main groups of children with defective hearing: the hard of hearing, and the deaf.

Hard - of - hearing children are able to understand and use speech and language. These children learn to communicate using the sense of hearing deficient thought may be. The deaf are those that have been deprived of the ability to communicate through speech and language because of the severity of the hearing loss. There is a differentiation made between the deaf and the deafened. The deaf are those whose deafness occurred before speech and language were acquired. The deafened are those who became deaf after learning to speak.

There are three types of deafness: the conductive or receptive type, the perceptive or nerve type, and the mixed type.

Conductive deafness is characterized by poor hearing in the low tones, good hearing in the high tones, the loss is caused by a pathology of the external or middle ear, the auditory nerve is functioning but the sound is not reaching the inner ear.

A nerve deafness or perceptive deafness is characterized by good hearing in the low tones, poor hearing in the high tones, the nerve is not functioning adequately, and high frequency sounds are omitted or distorted.

The mixed type deafness has elements of both conductive

and nerve deafness: loss in the low tones, severe loss in the high tones, some degeneration of the nerve, and some blockage of the sound by air in the external or middle ear.

All three types of deafness stem from two causes: congenital deafness and acquired deafness.

Congenital deafness refers to deafness of a hereditary nature or one due to birth injury.

Acquired deafness is caused by brain infections, infections of the ear, injuries of the ear, or otosclerosis.

A hearing aid is usually recommended when the hearing loss exceeds 30 or 35 db. In the twilight area between 15-25 db lip reading instruction is recommended. When the loss is between 35 and 75 db, a hearing aid is recommended and also lip reading and auditory training be given. If the loss exceeds 75 db, lip reading is a vital necessity since a hearing aid may be almost useless.

A hearing conservation program will include: screening test, audiometric test, referral to a clinic to be seen by an otologist, medical care, and special educational recommendations, preferred placement, individual hearing aid, speech reading, auditory training, acoustic training.

Characteristics of Deaf and Hard - Of - Hearing children are: speech and language come slowly, under constant emotional tension, abnormal eye quality, and seeming inability to understand.

These are the characteristics of hard - of - hearing and deaf children in whom the defect is known to exist. The teacher and speech correctionist need to know some characteristic symptoms of a hearing loss so that they may help identify children with undetected hearing losses. The characteristic marks of a hearing loss are: verbal directions ignored consistently, close observation of the fact of the teacher, consistently the head to one side, apparent and repeated confusions

in understanding the speech of others, reading disability, spelling errors, frequent colds with ear discharge, spells of dizziness, and excessive fatigue during class recitation.

### HELPING THE ACOUSTICALLY DEFECTIVE CHILD

The classroom teacher and speech correctionist have a dual role to fill in teaching the hard-of-hearing or deaf child. They must (1) help the child to make an adequate social adjustment with his classmates and (2) help the child improve his speech.

Reading as a means of acquiring information and as a recreational device is so important to the hard-of-hearing or deaf child that it must be regarded as one of the most important abilities to be gained in school.

Acquiring a speaking vocabulary equal to that of the normal child is an almost impossible task for the average deaf child. Fortunately such an attempt is no longer necessary. It is now possible for the deaf child to learn to use a limited vocabulary that will enable him to communicate with no loss of meaning. This system of condensed language is known as Basic English. It consists of 850 words. Once the student has mastered the 850 words, he can talk anywhere, anytime, and has no further absolute need to increase his vocabulary.

Preferred placement will help the hard-of-hearing use his available hearing to the best advantage. If a child does not understand the teachers directions the first time, the directions should be repeated in a different form. Often the same material said differently is immediately grasped.

The parents of acoustically handicapped children can be educated in the guidance of their children. The John Tracy Clinic helps parents by sending out correspondence lessons. The Volta Bureau, Washington, D. C., will help locate competent physicians.

### HEARING TESTS

All children who exhibit some hearing loss are often called deaf but deafness is a matter of degree. There are several methods by which the degree of deafness may be determined.

A screening test is usually the first step to discover if a child's hearing is normal. The screening test may be (1) a watch tick test, (2) a voice test, (3) a phonograph test, (4) an audiometric sweep test. If there is a hearing loss evident the screening test is followed by a diagnostic test (audiometric test).

The type of hearing loss can be determined from the audiogram. A conductive type loss will show a slight or moderate loss in the low tones and normal responses in the high tones. A nerve type loss will show normal hearing in the low tones and dipping down below 50 db in the high tones. The mixed type loss is shown by a slight or moderate loss in the low tones (above 50 db) and dipping down below 50 db in the high tones. 50 db is the point of differentiation between conductive and nerve type losses.

The audiogram tells only half the story. It determines the individuals ability to hear pure tones only. Speech reception Threshold Tests are needed to determine the individuals functional hearing, such as: Spondee, the Phonetically Balanced Word Lists (P B), and Continuous Discourse Test.

The Spondee Test consists of 42 words each with two syllables of equal accent. The P. B. Word Lists contain 50 words such as "are, bad, bar." The Continuous Discourse Test is a threshold test for hearing of continuous speech.

The speech correctionist is primarily interested in helping the hard-of-hearing child conserve his present hearing and to restore any speech sounds which may have been lost. In order to do this, the correctionist must be aware of each sound element on the frequency range. Each speech sound has a different phonetic power.

Arranging the sounds which are most powerful to the sounds which are least powerful, they are: pure vowels, semi-vowels, unvoiced fricatives, stop and fricative consonants, and the unvoiced th.

The unvoiced th and s are very high frequency sounds. Therefore, hard-of-hearing adults and children omit the s sound entirely or develop a lateral lisp.

### RANGER MAN COMES UP WITH LITTLE INVENTION

RANGER - Mr. R. J. Stirewalt of the Ranger Community in his spare time, has come up with a little invention which will save him some money, time and do a much more efficient job. For some time he has needed a bolus gun to use for young scouring calves. Instead of buying a gun, he used a piece of rubber hose about 15 inches long and inside this hose he used an old battery cable as a plunger. With his knife, he enlarged one end of the hose enough to hold the bolus sulmet.

Now Stirewalt says, "I can hold and give the necessary dosage myself. I need no one to hold the calf and can make sure the sulmet tablet will not be coughed back up."

Cherokee Scout & Clay County Progress, Thurs., Mar. 7, 1963

### Home Economic Classes Hear

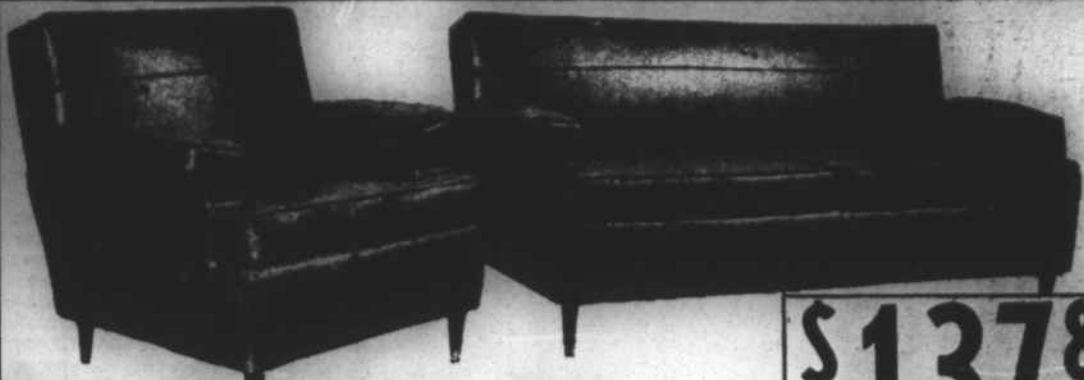
#### Hair Stylist

MURPHY - The home economic classes at Murphy High School heard a presentation on hair, the care of hair, hair styling, and the use of make-up Monday, Mar. 4. The presentation was given by Mrs. Elizabeth Stiles, a 1953 graduate of the high school, and a recent graduate of the University of Cosmetology and Hair Design in Marietta, Ga.

Mrs. Stiles plans to open a beauty salon on Route 4 within the next few weeks.

Mrs. Stiles appeared before the classes at the request of the school's economics teacher, Miss Martha Hawkins.

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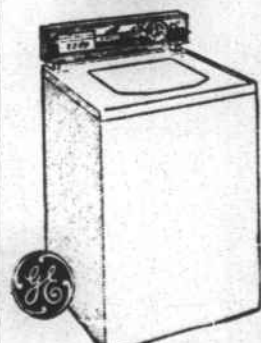


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