

**Alexander Huber**  
1977 - 1994

In March of this year one of our member families suffered the devastating loss of their son.

Terri and John Huber are Feingold parents and supportive volunteers; many families in Oregon have spoken to, and been encouraged by Terri during her years as a volunteer.

Even as they grieved the sudden news of Alex's death the Hubers wanted his life to have still another important aspect. They requested that in lieu of flowers their friends send a contribution to the Feingold Association. More than two thousand dollars have been donated, and many new families have learned of our work as a result.

We thank both the Hubers and their friends for spreading their love from Alex to all the children we help.

## Finding Solutions for Learning Problems

In the May issue of *Pure Facts* FAUS president Pat Palmer described many of the problems surrounding the IEP, the 'individualized educational program' which is the plan for helping a child receive special services from a school district. This is the second part of that interview.

**I**f the IEP says: 'He will learn to complete homework', you first need to find out what is going wrong.

### Define the problem first.

**Define the unacceptable behavior.** When does it occur? Only sometimes? Often? Only in one teacher's class? What are the family dynamics? Is there a problem at home? Is there somebody to supervise homework when the student gets home? Is there a quiet place to study? Is somebody in the family sick, or are there other circumstances that are disruptive?

What can the child tell you that may help you to see the whole picture?

### Once you feel you understand what the problem is, you need to define the appropriate behavior. Then determine how to achieve the behavior.

The experience of one member's child illustrates the process of: 1) define the problem, 2) define the unacceptable behavior and 3) define the appropriate behavior and 4) determine how to achieve the acceptable behavior.

When he knew the answer to a question, his hand would shoot up and he'd shout out the answer. Obviously, shouting out the answer without waiting to be called on is the unacceptable behavior. But the child is doing two things at the same time: raising his hand and shouting out, so he needed to stop doing both. His teacher explained 'I will call on you when I think you know the answer, but don't raise your hand.' Once the bad habit is broken, the child can work back to raising his hand and waiting to be called on before giving the answer.

A parent needs to get the child's feedback, to ask how the techniques are working. This may be especially effective if you are dealing with an older child.

When a strategy is decided by the teacher or school staff, parents may have a sense of 'this isn't right,' but don't act on it. They need to trust their instincts, to go to the school and make their voice heard without feeling intimidated. Ideally, the school and home will be working in partnership for the welfare of the student, but this lofty goal — the very purpose of a school — can easily be overlooked when a child's problems are believed to be the parent's fault.

*Continued on page 3*

## Remembering Alex

When he died in an auto accident this spring, it was clear how many lives 17 year old Alex Huber had touched, and how meaningful his short time on this earth had been to so many people.

He was a happy baby, never angry or aggressive, but Alex was in high gear all the time, and literally ran around in circles. When his little brother was born, the Hubers were anxious to explore ways to help Alex. They wanted their children to grow up caring for each other and felt Alex was not capable of slowing down long enough to get to know his 'little bro'. There was also the concern that their four year old could accidentally hurt the baby.

After only 3 days on the diet Alex was able to hold still for the first time in his life, and his parents could take him places.

He and his brother, Morgan, did become very close. Every single day of his life he hugged his baby brother, and when they got older he put him in a head lock, or gave him a hug, told him he was cute and said 'See ya later, little bro!' This also happened the morning of the day he died. "We feel so fortunate that our boys not only loved each other, but showed the affection." Alex's friends have also indicated that he spoke of his love and affection for his family. Unlike many kids he was not ashamed of feeling like this.

Alex was a quiet young man, but had a hard time, socially, until he reached 9th grade, when he blossomed and the world of adolescents realized what a nice boy he was. He would listen, support and encourage those around him. He was kind to everyone and never belittled anyone. He accepted people as they were and in high school befriended kids in all different social and athletic areas.

At the Tualatin High School in his home town of Tigard, Oregon, Alex stood out among the 1300 students. He never walked into a class without greeting his teacher, or left without saying goodbye. His teachers note that this is not typical of a 17 year old boy to care about these niceties and actually listen to the answer.

Alex became a personal friend of the principal, often stopping by his office for a visit. Tualatin principal, Larry Pettersen recalls that Alex listened to his budget woes, and probably didn't understand half of it, but listened attentively and always tried to make him feel better. Larry told the Hubers that in 25 years as a principal he had seen the loss of many children in accidents, but he had never had such a personal involvement, and that he had lost a friend.

Over 500 people attended Alexander's funeral. That day the school district ran out of substitutes because so many teachers wanted to attend. His family has heard from every teacher and staff member that Alex ever had in 11 years of school. His loss is deeply mourned in the community.

Alex sometimes said it wasn't fair that he was sensitive to food additives, but Terri made sure he had appealing alternatives and he followed the diet carefully until he was about 14. Then he would sometimes eat or drink something that was not ok. He always had a reaction. Although they were much different than when he was a young boy, they were quite apparent. He would lose his ability to concentrate, become easily frustrated and overwrought, and was very cranky. This did not happen often because he made the conscious decision to keep it clean as much as possible. It appears that Alex was off his diet on March 15, the night his car crashed.

Terri notes, "Particularly now we are grateful that the Feingold Program gave Alex the opportunity to be himself and explore life to the fullest. We had an excellent and loving relationship with him and can say we have no major regrets. But we do miss him painfully."

Fading laughter  
Fleeting shadows across my mind  
Colored glimpses of the past  
Green eyes that twinkle  
Lean blue jeans  
Black back hat, always on the head  
Fine brown locks, hidden from my view  
now that you're gone  
What am I to do?

You were just taking wing  
And though still on a string  
You took responsibility  
Perhaps with too little care  
You didn't know, and didn't realize  
The consequences that were waiting there.

Now objects have no clarity  
Only grief to feed despair  
As I lift my eyes  
Take in dull, gray sky and wonder,  
How can this be so?  
Why did my Alex have to go?

You live in such a hurry  
Making life a frenzied rush  
As if you always were aware  
That 17 years, my son  
Were all that you could spare.

Now pain and grief  
Mask our love and joy,  
While warm memories still linger  
You see that's all we've left,  
Since you're gone, my boy.

Time moves ever onward  
Like the drifting of warm sand,  
But in a life like this,  
It's hard to understand  
Where can we find some joy  
Since we've lost our boy?

How do we find new happiness  
To define what normal now can be  
Since we were a happy Four  
But now a sad and lonely three.

*J.P. Huber*  
5/94

## Setting Goals

A goal is not enough; you need to have a MEANS of reaching the goal — how can this be done? Will the child be given extra help, a tape recorder, a special diet (which can be both a 'means' and a 'need'), an extra set of books, printed homework assignment?

### What are some effective techniques for helping the child?

When a child has difficulty reading a page of text, a T-square can help keep the eyes focused on one line at a time. (A T-square is a graphics arts tool readily available at office supply or art supply stores. The top of the T slides along the edge of a book, and the body of the tool is like a ruler that can be moved down the page, one line at a time.)

The student who has difficulty writing might be given a print-out of the homework, or perhaps a classmate can help him copy down the assignment. The buddy system is especially helpful if the child needing assistance in one area has a skill he in turn can offer other students.

The youngster who cannot go from here to there without losing a textbook may need to have an extra set of books at home.

For a child who gets too easily upset, a 'requested time out' might be the best approach. Children can do this at home, but schools are not set up for a student to leave the classroom and cool off. Consider arranging for such a child, who finds he is losing control, to be allowed to leave the class and go to the nurse's office until he can calm down.

### Where do parents and teachers find resources to give them graphic examples of techniques to use — or do they think hard and come up with ideas on their own?

Some of the strategies can be developed by parents and teachers if they will ask 'What would make the situation easier for the child/parent/teacher?' Dr. John Taylor's School Survival Kit is excellent. (For information and a free catalog on other materials to help children learn, call 1-800-847-1233.)

**Why does it seem that the people who are supposed to be so good at this, why are they missing the point? Is it because the ones who are advising aren't actually teaching? Or is it that the parents who are pleased with the help their children are getting are not the ones who call you?**

There is probably more than one answer. Each child is so different and may need a unique set of strategies, and the teacher may not be trained in the skills that are needed.

### Suppose the child just doesn't like his teacher, or the other way around?

It's hard to get a child moved from one teacher's class to another. The problem might not be anyone's fault, but just a personality clash between child and teacher. Get a professional to put it in writing that the child needs to be removed from the class.

*Editor's note: A chemically sensitive child can be harmed by being in a class with a 'screaming' teacher. Many of these children are especially troubled by loud noises.*

### Does a parent have any leverage if she threatens to home school her child?

No, not really.

### Do you find that there are a handful of categories of problems the children have, either an inability to write or read; do you find that the same pattern repeats itself, or that there is a repertoire of standard problems that are typical?

No, I don't think there's any one particular area that is prevalent, or one particular disability

### What are some examples of issues you have helped parents to resolve?

A child with fine motor deficits will have a lot of difficulty writing. Teach him to write by using the gross (large) muscles. Let him write huge letters until he can do so smoothly, then gradually reduce the size of the letters he is to make. At the beginning the child may be making a single letter that fills an entire page; or it may be drawn on a huge pad of newsprint paper. Start at

the place where the child is able to do the task well. Then gradually reduce the size of the paper as the muscle control improves.

One call came from the parent of a little girl who has difficulty using language. The resource teacher was supposed to have the child look at a picture and tell a story based on it. What ended up happening was that the child spent her time in the resource room drawing a picture, but there was never enough time for her to talk about it!

There is no need for her to draw the picture; the teacher should select a picture and spend the time working on language skills. She can ask the child questions about the picture, and encourage her to describe what she sees. This little girl has trouble sorting out information, and her teacher's questions could help her learn to do this. As it is, the child hates going to the class, and isn't receiving any help.

### Let's say that when the learning specialist first meets with her she has difficulty telling a story. Do you think that with encouragement and practice that she'll gradually get the hang of it, or is the reason why she's having difficulty always going to be there?

If the appropriate help is provided, the child should be able to learn the skill she is missing. Address the problem by teaching the child to ask the same questions all of the time. Give her the list of what she needs to ask about the picture: who, what, where, when, why, how.

You can also use this technique with a written text. Tell her you are going to read a paragraph, and these are the questions she needs to ask herself. Give her a copy of the text and have her use marker pens to highlight each part. Different colored markers could be used, i.e., red marker to highlight the part which tells "who", yellow for "what", etc. This will give a child concrete tools to use that will address the difficulty she is having. Eventually, she should be able to simply look at a picture or read a passage and be able to know how to describe it because she will have learned what questions to ask.

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**How would you help the child who has trouble reading?**

Many children who have trouble reading are being taught with whole word recognition, and this can be a big problem for ADD kids. Phonics can be very important for them since they can't slow down or focus enough to be able to learn to recognize new words. By teaching a child phonics, you provide a tool, a means for deciphering all language. Just as the 'who, what, where, when, why and how' in the previous example are tools, phonics provides the means by which a child can solve the problem on his own. Adults use phonics every day in learning complicated new words, and journalists use the 'who, what...' technique in their work. These tools have been used for many many years because they work well; why withhold them from children?

**Many children with learning problems really just have trouble 'getting it together'. What would you suggest?**

The child with organizational problems, who forgets to bring his homework assignment from school, or forgets to bring the finished work back to school, needs to have a clearly defined structure. Get a loose leaf binder with colored dividers, as well as inserts with pockets to hold loose papers, and a calendar such as the school year calendar, where there is room to write in assignments.

The finished homework and books should be put by his shoes, or by the door so he won't forget to take it in to school.

This child needs to have not just a desk, but a picture of what a neat desk should look like. You can't assume that she will understand what you are talking about; some kids need to have things clearly spelled out.

Use simple rules, and when a child breaks a rule, don't assume he understands what he has done wrong. Tell the child what rule was broken, or, better yet, see if the child can tell you what rule was broken, and what should have been done.

**Editor's note:** *I hit upon a great way of correcting my kids back when they were pre-teens, and wish I had used it earlier. When they would break a rule, I would ask them if they wanted me to deliver the 'lecture' or if they wanted to do it themselves. Generally they preferred to give the 'here's what rule was broken' lecture, rather than listen to Mom preach. This way their ego stayed in better condition, and both of us knew they understood the rules. Later, when my daughter was a teen with a driver's license it came in handy. She had the use of our old mini-van, and we had cautioned her that driving the van across the Wilson Bridge on a windy day was a potentially hazardous experience. She called and asked if a friend could use the van, and we agreed, but before I had a chance to suggest it, she told me she had already given her friend the 'van on the bridge' lecture.*

**What are some of the suggestions you offer to the teachers in the classes you teach?**

Where the child sits in the classroom is important. The child with a learning problem should not be seated near a window, by a pet, or any other distraction.

Children who are disruptive are generally put in the back, but these kids need to be in the front of the class. This way the teacher can cue them (with a pre-arranged signal) to get them to focus on their work without making it obvious and embarrassing them.



**How can a teacher deal with the child who can't get his work done in the allowed amount of time?**

If the project is a test, the teacher can let the class know 5 or 10 minutes before the test is over; this will help all the students, but particularly the one who works slowly. A teacher may want to provide more time than most of the class needs for a test or project, then allow those who finish early to read, do homework, etc. If it's appropriate, a child who finishes a project early might be allowed to help a slower student.

**You have said that you disagree with the practice of punishing a child by keeping him in at recess.**

Yes, it's sad to see schools withhold recess as punishment for the ADD child. They need the diversion and chance to run off some energy. If a teacher wants to use recess as a time for discipline, it could be combined. Instead of free play, a child might be required to take a supervised walk around the edge of the school yard, or even perhaps to 'run laps' as is often done in high school. Wearing off some excess energy may help the child to settle down when class resumes.

**You also object to food being used as a reward.**

Food is inappropriate for many reasons - even beyond the Feingold member's obvious objection. A reward should be something that makes a child feel proud of his accomplishment (stickers, a ribbon). It should be something she can show off to the family, and receive additional praise and recognition from them.

Several years ago *Pure Facts* published an article called 'Edward and the KISS Program' which gave detailed suggestions on a system of rewards for a child having problems in school. *Contact FAUS for a reprint of the article; please enclose a long, self addressed stamped envelope and send it to FAUS at P.O. Box 6550, Alexandria, VA 22306.*

Many children need to have an immediate reward; eventually the time lapse between the accomplishment and the reward might be lengthened, and later it could be a certificate given after a good week. An effective reward system begins by giving the child an opportunity to experience the satisfaction of his success, and eventually the child's own pleasure in his accomplishments becomes the reward.

A smile, pat on the back, or even applause is a wonderful reinforcement for good performance, but be aware that some kids may not recognize subtle gestures, and may not even understand a smile of approval.

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**How can a teacher praise a child who simply doesn't do many things well?**

A teacher may say "I never can find anything good to say about him," but you can find SOMETHING positive to say...even if it's: "Thank you for trying harder." "I know it was hard for you today." "Congratulations, you got your homework in today." Find one good thing to say to each child.

Many professionals, with the best of intentions, attempt to improve a child's self-esteem by repeatedly telling him he is o.k., but the child does not believe this. Self-esteem is based on self-value. Value comes from success, from achievement, pride, and a sense of accomplishment.

*Any of the suggestions given above may be written into your child's IEP.*

A detailed description of IEPs is available at no charge from the National Information Center for Children and Youth with Disabilities (NICHCY- formerly called the National Information Center for Handicapped Children & Youth) P.O. Box 1492 Washington, DC 20013-1492. Phone 1-800-695-0285. Ask for their September 1993 issue (Volume 3, Number 2) of *News Digest*.

## Taking the IEP to College

When your learning disabled student goes to college he will need to bring a written diagnosis of his disability and register with the college's office of learning disabilities, which in turn will make suitable arrangements with the professors. This is true regardless of the student's age.

## Summer Thirst

Encourage your kids to drink plenty of fluids during the hot months. Water is an ideal choice, but if they don't like it, try diluted lemonade or juice. If they don't want these, you may be able to get them to consume fluids in the form of popsicles or the many melons that are available this season.

## Summertime Coolers

*Our thanks to Karen Small for these natural refreshers.*

### Simple Soda Syrup

In a small pot cook under low heat:

2 cups sugar

1 cup water

Stir often until the sugar is dissolved and the mixture is clear. Store it in the refrigerator. After the syrup has cooled add 1 Tablespoon pure vanilla extract.

### Vanilla Soda

Mix:

1/4 cup simple syrup

12 oz. can selzer water

Ice - crushed or cubed

### Lemon-Lime Soda

Make up simple syrup, but omit vanilla. Mix:

1/4 cup plain simple syrup

12 oz. can selzer water

3 Tbsp. fresh lemon juice

1 1/2 Tbsp. fresh lime juice

Ice - crushed or cubed



*Susan Lynn delights her family with this colorful, natural alternative.*

### Watermelon Jell-Oh

You can use up that leftover watermelon after the family has had all they want. Cut the melon from the rind and remove seeds. Liquify the melon in the blender and strain to remove any pulp. Prepare it as you would any gelatin, following the recipe on the Knox box or in our recipe book.

Watermelon makes great popsicles and is a good way to add color to a Stage One diet.

Susan uses her food dehydrator to make watermelon juice into delicious fruit roll-ups.

## Poison Ivy Relief

No need to slather on the pink liquid or swallow something purple, and risk a reaction that will make your itchy child jumpier than ever.

Many Feingolders have successfully used Rhus Tox, a homeopathic preparation available at well-stocked health food stores.

It comes in small white "sugar pills" that are allowed to dissolve in the mouth.

Another dye-free product to soothe and reduce the itch of poison ivy is CalAl, a natural calamine and aloe preparation from Aubrey Organics. It is available in many health food stores.

## Pure Facts

Editor: Jane Hersey

*Contributing to this issue:*

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Terri & John Huber

*Pure Facts* is published ten times a year and is a portion of the material provided to members of the Feingold Association of the United States. For more information contact FAUS, P.O. Box 6550, Alexandria, VA 22306 (703) 768-FAUS.

## Letter to Pure Facts

A comment in *Pure Facts* (March 1994) suggests I am critical of the routine use of tricyclic antidepressants. In fact, I strongly support the use of tricyclic antidepressants (except for desipramine) for treating ADHD, both in children and adults.

There is ample, well-controlled, and replicated scientific evidence for the effectiveness of tricyclic medications for treating ADHD in children. The point about which I was quoted ("the medical literature doesn't provide support for their use") concerned tricyclic treatment of depression (rather than ADHD) in children. Despite the mixed and inconclusive scientific literature on their use for childhood depression, the tricyclic agents remain an important and well-established option for treating ADHD.

The main focus of your article focused on the report of the fourth case of a child who died during the course of desipramine treatment. It should have been stated, as noted in the original scientific article, that the evidence in all four cases is quite sketchy. The current data are only suggestive, not conclusive or even strong evidence of, a link between the use of desipramine and the deaths. As more data comes in, it may turn out that desipramine poses special risks, but there is no evidence that the many other tricyclic agents have been involved in unexplained deaths in children. For now, some clinicians are choosing to use other tricyclic agents (such as nortriptyline) rather than desipramine for treating ADHD or depression in children. The article in *Pure Facts* would have been more accurate to note the uncertainty around desipramine raised by these cases, rather than to cast question over antidepressant treatments in general.

In short, despite the concerns about desipramine, other antidepressants have been demonstrated to be simple, safe, and effective biologic treatments for ADHD. The tricyclic medications are established to be

sound alternatives to psychostimulants and clonidine for treating individuals with ADHD.

Although other treatments may someday be supported by similarly rigorous studies, these medications are the first, and so far only, treatments (biologic or otherwise) to have demonstrated efficacy in reliable, valid, systematic, objective, blind, placebo-controlled tests that have been replicated in numerous scientific studies.

Thanks very much for allowing me to call these issues to your attention.

Charles Popper, M.D., Department of Psychiatry, Harvard Medical School  
Editor, *Journal of Child and Adolescent Psychopharmacology*

### Editor's note:

The Feingold Association does not oppose the use of drugs for ADD, ADHD, depression, or any other condition. It does oppose the exclusive use of drugs without first considering risk-free alternatives.

We recognize that a great deal of money and resources have been allocated to the study of drugs, and regret that none has been used to study the Feingold Program.

## Plummer's Helper?

The beleaguered Clorox Company may be facing a law suit from a Florida woman who now suffers permanent respiratory problems and vision impairment following exposure to Professional Strength Liquid Plummer™.

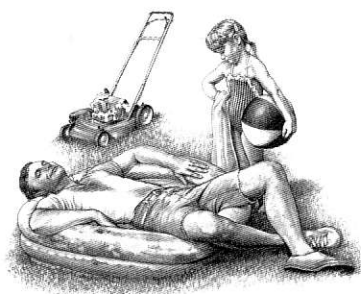
The newsletter *Our Toxic Times* reports that a bottle of the product had been on the back seat of her car when the childproof cap came off and the contents spilled on the back seat.

Her husband cleaned it up with a wet vac and nineteen hours later she got back in the car. She saw that the Liquid Plummer had not left a stain on the car seat, and she could not detect any odor. (Note: the 'sniff test' is generally an effective way of identifying a potential offending chemical.)

After spending 45 minutes in the car she was rushed to a hospital emergency room suffering from respiratory distress and toxic inhalation. The physician warned her not to get back in the car.

Two months later the car was tested and found to be extremely toxic.

Our *Toxic Times* is published by the Chemical Injury Information Network P.O. Box 301, White Sulphur Springs MT 59645.



## Chlorine

One by one, the chemicals which pervade our environment, and the very concept of 'better living through chemistry' are being questioned.

Chlorine came under fire last fall when the American Public Health Association called for the chemical industry to either prove the safety of chlorine compounds or to replace them as safer alternatives are found.

Recent research indicates that the chlorine compounds interfere with the body's hormones, especially the female hormone estrogen. Scientists suspect this can result in birth defects and breast cancer. Studies carried out in the Great Lakes area, where chlorine is widely used, have indicated that children of women who had eaten fish from the lakes were likely to have low birth weight, smaller head circumference, and various neurological effects such as short term memory deficits.

There are many chlorine compounds — including the infamous DDT, PCB's and CFC's — and they are used in countless ways.

It is no surprise to learn that the Chlorine Chemistry Council strongly disagrees with the growing sentiment against these compounds.

Chlorine chemicals are used in the production of: pesticides, paper, drugs, computer chips, plastics, in dry cleaning, as well as in disinfectants for medical equipment, drinking water and swimming pools.

Feingold children sometimes react to the pool chemicals, and are especially likely to have problems with indoor pools, where the fumes are trapped in the enclosure.

## Get in the Swim

A Rhode Island company has developed a system for replacing 90 percent of the chemicals needed for pools. The product, called Vision, is a filtering system that kills bacteria through the use of copper and silver granules.

For more information, contact Fountainhead Technologies, 501 Valley Street, Providence, RI 02901. Phone 1 (800) YES-PURE.



# Feingold



# News

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July/August, 1994

## Northern Maryland

The next meeting will be September 12. Plans are underway to hold a Feingold reunion some time in the fall.

FANM now has a FAX machine; you can reach them by dialing 410-252-0118. When you hear the recording press \* # 1; that activates the FAX.

## New York

Diana Kane writes: If anybody is visiting the Saint James area on Long Island and needs anything for our program be sure to go to **Saint James Natural Foods**, 296 Lake Ave., Saint James, just north of Woodlawn Ave. (516) 862-6076.

Karen, Loren, and Rob are sisters and brother who own and operate this wonderful health food store. They are always willing to help in any way. I speak from my own experience beginning the Feingold Diet four years ago.

I had so many questions and so much research to do because my daughter is salicylate sensitive and corn sensitive. Karen and Loren made phone calls and looked up information in their reference books for me. I thank them for all their help.

Now that I am the area support group mother I recommend them to everybody.

Our support group meets on the *first Friday of every month at 8 pm* at Holy Cross Lutheran Church in Commack. There will be no July meeting. Any questions? Call me at (516) 724-2608

## Washington, DC Area

The Greengoods **1994 Organic Directory** for the greater Washington Area has just been published. It includes :

- information on area organic farmers
- farmer's markets in the Washington and Baltimore areas
- retail outlets for organic produce.

To order a copy send \$6 to GreenGoods, 7001 Carroll Avenue, Tacoma Park, MD 20912 (301) 891-1111.

## Food Allergy Help

Have you ever gone to your supermarket to buy brazilnut oil or pistachio flour, only to find they've sold out of them...again?

Now you can order unusual products like these, as well as flour made from almond, hazelnut and flax. These gluten-free flours are available from Omega Nutrition at 6505 Aldrich Road, Bellingham, WA 98226 or phone 1-800-661-3529.

*Thank You Thank You Thank You Thank You*

to Deborah Trischler and Jeannie Daughtery for representing FAUS at the 1994 International Parent to Parent Conference, hosted by the Family Support Network of North Carolina.

*Thank You Thank You Thank You Thank You*

to Gretchen Altabef for the wonderful article on her little girl's response to the Feingold Program. Gretchen's article was published in a Philadelphia area newspaper devoted to issues of parenting. As a result, our phone has been working overtime!

If you would like to consider writing about your family's success for a publication in your area, and want a copy of the article, please contact FAUS at P.O. Box 6550, Alexandria, VA 22306.

## New Program Assistants

Welcome to these new volunteers

**North Carolina** - Bryson City: Sally Morrissey  
(704) 488-9139

**Rhode Island** - Charlestown: Elizabeth Rowell  
(401) 364-7218

**Vermont** - Montpelier: Bonnie Bertolino  
(802) 223-7925

**Virginia** - Suffolk: Whistle Carey (804) 925-4852

The Careys are long-time Feingold members who have just relocated in Virginia. Welcome!

## Bulletin Board

West Palm Beach, FL - Susan Lynn would like to speak with other Feingold members in her area. Call her at (407) 659-3275.

Cleveland, Ohio - Kathleen Lance is having trouble getting those around her to cooperate with the diet and would love to swap notes with members in her area. Call her at (216) 572-4517.

Kingston, MA - Kim Costello is interested in meeting members in her area. She can be reached at (617) 582-1825.

One of our members in Bryan, TX would like to find milk which is free of bovine growth hormone. Please contact *Feingold News* with your suggestions.

One of our Feingold moms has twin boys and would like to correspond with other moms of twins. She is: Dalena Remillard, P.O. Box 375, Webster, MA 01570

## PIC Report

The following products have been either researched or re-researched and may be added to your Foodlist.

### Stage One (Non-salicylate)

COLUMBIA Kluski Noodles  
COOK'S CHOICE Pure Vanilla Extract  
DEBOLES Pastas (varieties without tomato)  
DUTCH GOLD Wild Flower Honey  
ENER-G\* Rice & Rye Bread Mix, WheatFree Barley Mix, WheatFree GlutenFree Corn Mix, WheatFree GlutenFree Potato Mix, WheatFree GlutenFree Rice Mix  
EREWON\* Cereals: Banana-O's, Galaxy Grahams  
FISHER Chopped Walnuts, Salted Sunflower Seeds  
FOOD LION All Natural Chocolate Morsels - Semi Sweet (Mid-Atlantic and Southeastern states)  
GUILTLESS GOURMET\* No Oil Tortilla Chips - No Salt Added  
GUITTARD Real Milk Chocolate Chips, Real Semi-Sweet Chocolate Chips  
HONEY ACRES Beekeeper's Best Honey (Midwest)  
KASHI Breakfast Pilaf, Puffed Kashi Cereal  
LIVING LIGHTLY\* Light Non-Dairy Frozen Dessert - Carob Peppermint; Peanut Butter Cup (candy)  
LOUIS RICH Carving Board Meats: Oven Roasted Turkey Breast - Thin Carved  
NEWMAN'S OWN ORGANICS SECOND GENERATION Pretzels  
NURSOY Liquids, Powder (CS) (infant formula)  
OLD VIRGINIA Hickory Smoked Dry Cured Bacon (available in Mid-Atlantic states retail and by mail order; E.M. Todd Co, Inc., 1128 Hermitage Rd, Richmond, VA 23220)  
POCKET PRETZELS Chocolate Covered Peanut Butter Filled (CS), Filled with Real Peanut Butter (CS) (available at Costco/Price Club)  
POWER VITES Vitamin Supplements (Northeast)  
S&W Natural Style Grapefruit Sections (canned)  
SHADYBROOK FARMS Ground Turkey  
SMA Liquid, Powder (infant formula)  
SPICERY SHOPPE Natural Maple Flavor  
TRADER JOE'S Chunky Chicken Pot Pie with Peas & Carrots, Fruit Floes Watermelon Juice Popsicles (CS) (available in CA and AZ)  
WEGMAN'S Chunk Light Tuna in Water, Elbow Macaroni with Vermont White Cheddar (mix) (available in NY and Erie, PA)  
ZORBA\* Black Calamata Olives, Green Olives,

### Stage Two (Salicylate)

ALTA DENA\* Yogurt: Black Cherry (CS, cherries)  
DEBOLES Pastas - varieties with tomato  
FROOKIES All Natural Honey Grahams (apple, grape, bell pepper, raisin)  
HEALTH VALLEY\* 100% Organic Bran Cereal w/ Raisins (apple, grape, raisin)  
HUNT'S Original Spaghetti Sauce - Traditional (CS, bell pepper, tomato, wine vinegar)  
KASHI Medley Cereal (apple, raisin)  
MOTT'S Apple Sauce Fruit Snacks (single serve): Cinnamon (CS), Dutch Apple Spice, Natural, Original (CS)  
MOTT'S Apple Sauce: Chunky (CS), Cinnamon (CS), Natural, Regular (CS)  
ZORBA\* Giardiniera (red peppers), Pepperoncini (peppers)

### Product Alert!

OROWEAT Bread with Raisin Syrup now lists **artificial flavor** on some labels.  
SACO Dolci Frutta Natural Chocolate Melting Wafers now have **vanillin** (synthetic vanilla flavoring).  
PLANTER'S Peanut Oil now contains **BHA/BHT/TBHQ** according to the inquiry form they filled out for FAUS. The company did not specify which preservative is now being added, and they have not returned our calls.  
BREAKSTONE New Creamier Cottage Cheese. If this product is available in your area, be sure to carefully check the ingredient label. We have received reports from some regions of **unacceptable additives** in this product.  
OIL OF OLAY Daily UV Protectant Beauty Fluid. There are 2 varieties; one has synthetic color & fragrance. **The acceptable version says "100% color & fragrance free."**

### Product Change

NEW MORNING Crispy Brown Rice Cereal now contains **peaches** and should be moved to Stage Two.  
PRE-SUN 29 Sensitive Skin Sunscreen has octyl **salicylate** and should be moved to Stage Two.  
LA CHOY Fancy Mixed Chinese Vegetables contain **sweet red peppers**, and should be on Stage Two.

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