

Pure Facts

Newsletter of the Feingold® Associations of the United States



September, 1996

Vol. 20, No. 7

The new regulations on pesticides

On August 3 President Clinton signed into law a bill which will change the regulation of pesticides used on foods. But this leaves Feingold families with many uncertainties over how this might affect food additives.

The Food Quality Protection Act was passed with overwhelming support by both the Senate and House, and was approved by consumer and industry groups which generally find themselves on opposite sides. The main issue was: How far should the law go in protecting the public from the risk of cancer triggered by exposure to pesticides used on foods? How bad must a pesticide be before it is considered too dangerous to use?

The law will require that pesticides be judged to cause no more than one additional case of cancer for every one

million people who are exposed to it during their lifetime. It replaces the 1960 Delaney Clause, which stated that no chemical could be deliberately added to food if it was found to cause cancer in humans or animals. While Delaney did not address pesticides which are sprayed on crops, it did apply to the pesticide residue which would be found in processed food.



At the time the Delaney Clause was adopted, the technology for identifying chemical residue in foods was primitive by today's standards. It is now possible to detect such residue in minute quantities. Critics of the current regulations pointed out that new pesticides were being excluded so as a result, older ones, which actually posed greater risks, were continuing to be used.

The details of the new regulations are being worked out by the Environmental Protection Agency (EPA), and

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How a teacher can work with a child diagnosed with "ADD"

Last month *Pure Facts* described a workshop presented at the FAUS Annual Conference by our retiring-president, Pat Palmer. This is a continuation of the information she provided.

Copying from the blackboard

This can be almost impossible for the child who has problems with eye/hand coordination or other difficulty with writing. It's best for the teacher to have this information on a hand-out. The most important goal is to have the child learn the work, not to learn how to copy off a blackboard.

Getting started

When the children come into class, I suggest teachers allow time for them to organize their notebooks, pencils, and papers. Base this time allowed on the child who takes the longest.



Homework

Teachers generally send home whatever did not get done in class. This means some children bring home an awful lot of homework! They really shouldn't have more than an hour or two each night. Homework is supposed to reinforce what the child has learned during the day; it shouldn't be an ordeal each evening for the child and his parents.

Every child needs a break after school. Some may prefer to get the homework done first, but for young children especially, it's better for them

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The Feingold® Association of the United States, Inc., founded in 1976, is a non-profit volunteer organization whose purposes are to support members in the implementation of the Feingold Program and to generate public awareness of the potential role of foods and synthetic additives in behavior, learning and health problems. The program is based on a diet eliminating synthetic colors, synthetic flavors, and the preservatives BHA, BHT, and TBHQ.

Special issue on teaching interventions

to have some physical activity, to be able to play, and then do the homework after dinner or later in the evening.

If you find your child is spending too much time on homework you may want to write into the IEP (individualized educational program) that no more than one or two hours will be spent on homework, depending on what is appropriate for their age. The parent is only expected to get the child to do what he is capable of doing during that time.

Consider which parent is better suited to work with the child...it isn't always Mom.

Allow the child to work in the environment that best suits him. For one youngster, this may be a quiet place in his bedroom. For another it could be at the kitchen table. Some work best with the radio on while others don't. Also, remember how important it is for the chair and desk/table to be the right "fit." (See the July/August *Pure Facts*.) The child's feet should be firmly "planted" on the floor when he sits down, and this can be as simple as putting a book under his feet.



He may need timed breaks. For the child who has started the Feingold Program and is having success, you can show him that he can lengthen his time of focus. Use a timer to determine how long he will try to focus on his work. You might start by having work periods that last only ten minutes, with breaks in between. Then, the following week, lengthen the time by a few minutes, perhaps it can be 12 minutes instead of 10. This will teach the child to focus for longer and longer periods, and he will eventually be able to work for as long as he is comfortable without the need for a timer or outside intervention. He will be able to get up, take a break, and come back to the work, to set his own pace.

We adults don't usually work on a project for hours at a time. We take breaks, leave it for awhile, and come back to our project.

When homework assignments are given, it's helpful if the teacher provides a list of books or other materials to complete the assignment. How many kids have come home with a homework assignment, but without the book needed to do it? Or, they come home with the book, but they don't know which page they're supposed to do. The teacher can spell it out on the blackboard.

Teachers can help students plan their time on a project by providing an outline which blocks out periods of time and charts how far along the child should be on the project, to help him to stay on target.



Handwriting

One of the specific learning disabilities teachers often complain about is the child's handwriting. Handwriting involves fine motor skills. The way teachers generally try to get children to improve their handwriting is to have the child practice it over and over again. But there's a much more effective way to help these children.

Start by using the child's gross motor skills, and gradually work down to the fine motor control. I recommend a large easel pad. You want the child to understand what the letters look like and how you make them. [Pat demonstrated using gross motor skills to make a single very large letter on the pad.] I moved my whole body; I didn't move just my fingers or my wrist, but I learned how to make a letter with a fluid motion. Once the child knows how to make a letter on a big page like this, you then move on to the next step. Again, use these very large sheets of paper, but now draw red and blue lines -- solid and dotted, just like the page in his writing workbook at school. When the child is able to write the letters using these enlarged pages, gradually use smaller pages and closer lines.

As the size of the letter gets smaller, the child will go from using most of his body to make the letter, then perhaps use his whole arm. So, you continue to have the fluid movement, but he still is not using the fine muscles. There's a smaller pad than this, which is available from the FAUS Resource Catalog. The lines are still big, but by this time the child has worked down to using his wrist. As he improves the child can use progressively smaller pages. We use the child's gross muscles to learn the motion and shape of the letter, and then as the motor control improves he can gradually come down to the size of letter being taught. Unfortunately, this progressive help is not offered in most schools. You don't have to use a large easel pad; instead, give the child a piece of chalk and let him write on the sidewalk.

There are other useful tools to help with a child's handwriting. Have you seen the child who holds the pencil or pen right down at the point, or up at the end? [Pat demonstrated a pen shaped so that the finger can't slide to the tip or go up too high.] These are specifically made for someone who has a problem with gripping the pencil/pen or a fine motor problem.



Cursive vs. printing

For the child who has problems writing, it's easier to learn cursive than to learn to print. The rhythm of the writing seems easier for this child to handle than the stop and start of printing. If you feel this is important for the school to follow, have it written into the IEP.

Youngsters who have difficulty writing should be allowed to type reports, and for some children, giving an oral report is better yet.

The child who has gross motor problems should receive occupational therapy (OT) intervention. Children who are clumsy and lacking in balance need the OT.

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Pesticides, from page 1

they will be enforced by the Food and Drug Administration (FDA). It will be several years before the effects of this new law show up in the supermarket. Unfortunately for consumer advocates, the new federal law will prevent states from enacting stricter standards for products grown in their state.

How will this relate to food additives?

Although the Delaney Clause will no longer apply to pesticides, it is still in effect regarding food additives. FAUS has long protested that this law has been repeatedly violated and ignored, but it nevertheless has been a powerful deterrent to the introduction of even more food additives than we now have. [The best example of such

a violation is the continued use of Red No. 3, which is an acknowledged carcinogen.] Bills continue to be introduced to do away with Delaney altogether, but the Clause has withstood such assaults for many years. Its fate may be determined by the outcome of the elections in November; a pro-business Congress and Administration could finally repeal this protection.

Encouraging developments and questions that remain

It is a major victory for environmentalists that this new regulation will take into account the fact that pesticides are potentially more damaging for the very young or those in poor health. Another plus is that the EPA will also look at the potential for pesticides to add estrogen-like compounds into our food

and water; these have been cited as possible causes for increases in breast cancer and for reduced fertility in animals and humans.

We do not know how the EPA will reach the conclusion that a particular chemical will cause no more than one new cancer per million people. (One of the loopholes in this brand new law is that it allows the use of pesticides with double the risk — 2 cancers per million — if growers convince EPA that the riskier pesticide is necessary.) It is also unclear if there will be any acknowledgment that consumers rarely eat only one single synthetic chemical at a time. What happens when one consumes an apple with one pesticide and grapes with another? What is the effect of mixing the pesticide residue on food with synthetic dyes, with medicine, or with alcohol?

Teaching, from page 2

Language and speech delay

If a child has delays in language and speech it may manifest itself as ADD because it's very frustrating not to be able to respond well.

One form of language problems in children and adults is called aphasia. This is where the child understands what you're saying and understands what his response is supposed to be, but has difficulty in verbalizing. We see this in people who have had strokes. Such a person is angry because they can't tell you what they want to say. If you have a child with this problem seek out a good speech therapist who can evaluate the child.



Hearing and quality of hearing

Some children have very hypersensitive hearing. I used to take my son to church. He was fine until the organ music began, then he would scream, and I would have to leave. He acted like the noise was painful. This is the same child who told the fluorescent lights to stop buzzing; nobody else could hear them. He told the radiators to be quiet, because he heard these things. A person who is distracted by this super-sensitivity to noise will tune out the world around him when he is trying to focus.

There is interesting research being conducted that suggests you can have a different rate of hearing in each ear. So, if one ear is hearing sooner than the other, the person must decode what they hear before they can respond to it. That puts them out of sync with the rest of the world.

Learning to read

Many of these children need phonics. They need the tools to decipher language, and phonics is the way to do it. Our kids aren't patient enough to learn "whole word recognition," and they don't want to memorize whole words. But if you give them the tools to decipher the language they'll do very well, so phonics is a better way to teach reading and language to these children.

Read all directions twice to be sure the children have heard them. Have the students repeat to you what the direction was.

Certain distractions

We often hear about children who are distracted by things like the noise of a page turning, but some children who are not bothered by background noise of this type will have difficulty in the classroom if there is a discussion group going on while the child is trying to focus on something else. This child will be extremely distracted, even if the group is on the other side of the classroom; so I tell teachers who have kids with ADD to try not to divide up into groups, but to have the children work independently.

Phonics readers

One homeschooling Feingold mom tells us her children have enjoyed using the Phonics Practice Readers, which are available from Modern Curriculum Press (800-321-3106).

The little books cover every sound in the English language, and progress in small increments from very simple to more complex. She suggests beginning with their packet of 8-page books, which sell for \$15.90.

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Note taking

By the time a child reaches seventh and eighth grade he will need to learn to take notes. This involves many skills. The child needs to:

- 1) pay attention
- 2) translate what he hears into what he puts down on the page
- 3) remember what has just been said in order to put it on the page
- 4) comprehend the language and the words to put them on the page
- 5) be able to coordinate the hand-writing to write it in a legible manner on the page
- 6) integrate all this together to make sense of the notes he just took.

Note-taking is a very complicated skill. Keep in mind that you are asking a child to do six things at one time and you'll have a better idea why he's having trouble taking notes.



Visual tracking

Following the letters across the page is a problem for many children, but it is one many teachers don't pick up on. Effective reading involves holding your head relatively still and moving your eyes to follow the words across the page.

When a child reads, if you see him lay his head on the desk or cock his head to one side, he's probably only tracking with one eye. This means he is moving his head in order to focus on the words, rather than holding his head still and moving only his eyes.

I know personally how difficult it is to track on a page if you have a visual problem. I suffered from this all through school and nobody knew it. Only after I was out of school and went to a specialist did I gain a better understanding of what I was dealing with visually. I could read, and could read the eye chart across the room, but I had trouble tracking across the page. The

way I compensated is the way they teach people to speed read. This involves reading down the center of the page, using peripheral vision mostly, so the eyes don't track left to right. One benefit is that I learned to read very rapidly. It was a compensation I didn't realize I was doing until years later. If I tried to track across the page I would lose a word, and I'd have to go back and find the word I lost because the sentence didn't make sense. That still happens to me today, but now I understand what's going on. If you have a child who's trying to read something and has to go back two or three times a line to make sense of what he is reading, he's going to read three times slower than his classmates. Watch the way the child holds his head for clues that he's only tracking with one eye.

The Feingold mom who told us about the phonics practice readers is very enthusiastic about another series which enabled her son to work around his problem with tracking.

It is a series of reading workbooks where the text is written in narrow columns, similar to newspapers. Both this format, and an enclosed "slider" help the child to follow the text, even if he has a problem with tracking.

Each story in the workbook poses questions, which the child answers. He then receives immediate feedback, so this is a powerful motivator to keep his interest and to encourage him to go on.

The child begins at a level where he is easily able to understand the work, and then proceeds at small increments so that he experiences continual success. This, plus the fact that children find the stories funny keeps their interest.

For information on the series, contact Phoenix Learning Resources at 1 (800) 221-1274. Ask for information on their Programmed Reading Series.

Teach the child to sit up straight, to use his finger to track on the page or to use a T square. This rests against the side of the book and the ruler is parallel to the line of text. The child can use the T square to help keep his eyes right on the line. If you use interventions like these, be sure to ask the child which works best; you don't want to make things harder.

The Laughing Classroom Everyone's Guide to Teaching with Humor and Play

by Diane Loomans & Karen Kolberg
Global Learning, P.O. Box 1203, Solana
Beach, CA 92075 \$14.95 + \$2.50 shipping



When laughter and education work together,
expect everything!

In her course for teachers, one of the things Pat notes is that children with symptoms of ADD can learn more readily when novelty is introduced in to their schoolwork. But then, who would not benefit from an unconventional way of presenting new information?

In their book, *The Laughing Classroom*, Loomans and Kolberg present a compelling and very serious argument for the inclusion of laughter, fun, and downright foolishness as a part of the school day. They describe how the "HA HA" can lead to the "AHA." There are abundant practical suggestions that the teacher can put to use. This is an enjoyable and entertaining book, even for the non-teacher.

Another good reason for introducing more humor into the classroom is for the benefit of the teacher — a profession that seems to get more difficult each year. As the authors note, "Remember, he or she who laughs, lasts!"

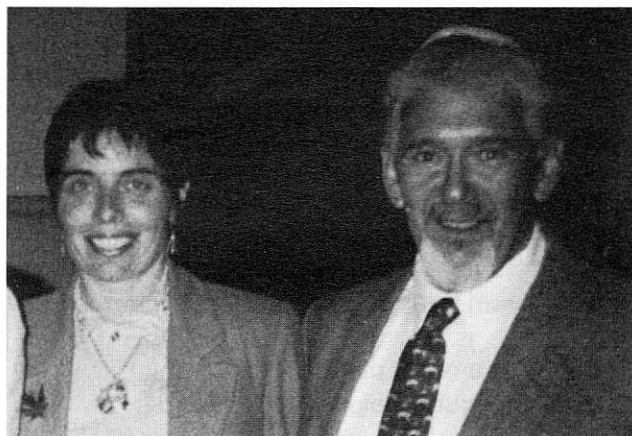
September, 1996

A Farewell to Lou

Members who have been with the Feingold Association for many years may remember Judie and Lou Frid. Both contributed their energy and enthusiasm to helping the association and bringing our message to many other families.

Judie served as the Regional Director for the Mid-Atlantic States and later as chair of the FAUS Bylaws committee. Locally, she held Feingold introductory meetings in Rockville, Maryland, and was a talented and empathetic leader of childrens' discussion groups. She attended many of the FAUS conferences. Like many of us, Judie began as a shy, reluctant volunteer. But (also typical of the Feingolder) her determination to share our information was more powerful than her shyness, and she became an assured, effective spokesperson.

Lou was the "Feingold kid" in the family, a big "teddy bear" of a man with a zest for life and a real caring for others. But since he was chemically-sensitive, Judie tells us, he could be a real grizzly bear when he consumed synthetic additives.



This summer, Lou lost his battle with cancer. He leaves many fond memories with those who knew him, and a legacy of help for all those who learned about our program as a result of his efforts. Lou's work on behalf of the Feingold Association continues today. Judie has asked that any gifts in his memory be sent to FAUS for the Lou Frid Memorial Fund. The donations are being used to provide copies of the new book about the Feingold Program, *Why Can't My Child Behave?* to libraries in Montgomery County, MD and Judie's home town of Philadelphia.

Each book carries an inscription in the front that it has been donated in Lou's memory.

Thank You Thank You Thank You Thank You

...to Susan Lynn, one of our multi-talented volunteers, for writing an article about the Feingold Program for her denomination's Christian magazine. If you enjoy writing, please consider submitting an article to any of the publications you receive. Contact FAUS if you would like to have information on the scientific studies.

...to Luonna Lancaster and Pat Dunn for their work in helping FAUS to learn more about the requirements for inclusion in the United Way and Combined Federal Campaign programs.

Autism and the Feingold Program

The Association is developing a special program for people dealing with autism. So far we have compiled some dietary interventions, and are working on more detailed literature. The program is called "AIA," which stands for "Autism/Intolerance/Allergy."

If you are using the Feingold information for symptoms of autism, but do not have our current AIA literature, please contact the FAUS membership office in New York and request it. You can write to: FAUS, 127 East Main St., Suite 106, Riverhead, NY 11901, or call (516) 369-9340.

Greater Washington Family Expo

The Capital Expo Center in Chantilly, VA will be the site of this popular annual event. Mark your calendar for Saturday, November 2 and Sunday November 3, and watch the October issue of Pure Facts for details.

In nearby Prince William County, November 2 will also mark the date of a conference for families of children with special needs. More information will be provided next month.

Needed: a computer whiz to provide advice

More happenings in our membership office: We are trying to set up a dBase 5 or Visual dBase system and need to speak with a volunteer who has experience with one of these programs and would be willing to provide advice over the phone.

If you can help, please contact the FAUS office at (516) 369-9340.

Welcome to our new Program Assistants

Sandy, UT: Sharee Park (801) 523-0571

Visalia, CA: Kathie Shannon (209) 627-3905

Note from Donna Curtis, Director of the FAUS Product Information Center

Product Alert!

Please remove the ACE LOONEY TUNES Sugar Cones from your Foodlist. (Not all Foodlists have this product included.) The cones contain synthetic dyes.

Some Changes:

FRENCH'S Bold 'n Spicy Mustard is now called Hearty Deli Brown Mustard. According to the company there was no change in ingredients, just a change in procedure to create a smoother texture. It's still acceptable.

WALNUT ACRES Peanut Butter Cookies contain raisin juice, so they should be listed under Stage Two.

BROWNBERRY Natural Wheat Bread and Wheat Sandwich Buns are found in parts of the Mid-Atlantic states as well as the Midwest. The Natural Wheat Bread has been found in several stores in Florida, so it should be included in with the products in the Southeast.

Thanks go to our observant members who report changes in products, as well as availability of brands in their region.

FAUS publishes seven different Foodlist books:

- Region 1: Northeast
- Region 2: Mid Atlantic
- Region 3: Southeast
- Region 4: Midwest
- Region 5: South Central
- Region 6: Western States
- Region 7: Northwest

Current Feingold members may purchase additional Foodlists for their region or other ones. The cost is \$7 each, which includes postage. Send your requests to FAUS at either the Virginia P.O. box or to our membership office in New York.

Stage One Jams

Braswell's is a Georgia-based company that produces a variety of foods, including some Stage One jams.

Their Pure Pear Preserves (contains CS) have been located in the Stuckey's chain in southern Virginia, so if there's a Stuckey's near you it may be worth checking out.

Laura's Lean Beef

This popular product is now available in selected Dominick's stores in the Chicago area, as well as in some D'Agostino's in Manhattan. Since the distribution is growing so rapidly, the company suggests you call them at 1 (800) ITS -LEAN to find a supplier in your area.

PIC Report

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

Stage One

BREADSHOP* Cold Cereals: Kamut'n Honey: Honey Roasted Wheat Puffs, Krispie Corn Flakes

BREYER'S Ice Cream (in black container only):

Natural Butter Pecan, Natural Vanilla

CASA FIESTA canned beans: Garbanzos, Pinto Beans

CANTERBURY CUISINE Cinnamon Chocolate

Sprinkles, Divine Vanilla Sugar, French Vanilla Sauce

CANTERBURY CUISINE Mixes: Country Scone

Shortcake (CS), Cranberry Cake, Gingerbread, Northwest Applecake, Pumpkin Cake, Shortbread, Strudel Coffee Cake (CS)

These Canterbury Cuisine products may be ordered through The Squirrel's Nest Candy Shop. Refer to the mail order section of your Foodlist.

Note: The apple and cranberry cakes are listed as non-salicylates since you add the fruit; non-salicylate fruits can be used instead.

COLORADO SAUSAGE CO. Turkey & Pork Bratwurst, Breakfast Sausage (CS), Turkey & Veal Sausage (mail order)

FOR PETE'S SAKE Cookies: Chocolate Chip - Regular or Jumbo, Vanilla Chip - Regular or Jumbo (mail order)

KELLOGG'S Nutri-Grain Golden Wheat (CS) - label now reads "no sugar added"

NATURALLY* All Natural Canola Cooking Spray

SNOWS Minced Clams

WESSON All Vegetable Shortening

Stage Two

BREADSHOP* Granolas: Blueberry 'n Cream (grape), Crunchy Oat Bran (almond, grape, raisin, apple), New England Supernatural (almond, raisin), Peaches 'n Cream (grape), Raspberry 'n Cream (grape)

BREYER'S Ice Creams (in black container only):

Natural Coffee, Natural Deluxe Rocky Road (CS, almond), Natural Strawberry, Natural Vanilla/Chocolate/Strawberry combination

COLORADO SAUSAGE CO. Beef Weiners (CS, N, paprika), Firedogs (CS, N, paprika), Bratwurst (CS)

COLORADO SAUSAGE CO. Sausages: Cajun Brand (CS, N, paprika, red pepper), Cajun Brand Turkey (CS, N, paprika) (mail order)

The Feingold® Association does not endorse, approve or assume responsibility for any product, brand, method or treatment. The presence (or absence) of a product on a Feingold Foodlist, or the discussion of a method or treatment does not constitute approval (or disapproval). The Foodlists are based primarily upon information supplied by manufacturers and are not based upon independent testing.

Breakfast time

It used to be hard to find a cold breakfast cereal which combined the natural ingredients we want along with the flavor our kids have come to expect. Things have changed.

Few products epitomize the health food movement as well as granola. It was invented in 1965, the same year Dr. Feingold first used diet to help a patient with a very bad case of hives. Granola was the creation of a bread baker, Layton Gentry, who later sold his business to Jon Damon. This crunchy oats formula has been expanded into a dazzling array of flavors and brands, including some highly sugared versions sold by major cereal companies. It is sold as bars, cookies, and yogurt toppings.

Damon's company is called Breadshop's Natural Foods, and they have not only expanded their line of granolas, but offer puffed, flaked and shaped cereals in a product line which numbers 95 varieties. The company turns out 40,000 pounds of cereal each day. (This writer is especially partial to their sweetened Puffs'n Honey — enjoyed as a dessert or sweet snack, and their Raspberry 'n Cream granola.)



If you find some of the varieties are too sweet (2% of the honey used in the state of California goes into the Breadshop cereals), consider blending them with unsweetened cereal. Also, a small container of sweet cereal could serve as the dessert in your child's lunch.

Natural cereals are now sold in some supermarkets, as well as health food stores. While many are delicious, there are still some that are really awful. If you've had a bad experience with health food cereals, try not to let it turn you off to all of them. Consider sampling a different brand, or add some sugar if you find them too bland. Breadshop's and other companies offer serious competition to the major cereal manufacturers. Of course they do this without the use of preservatives, so don't expect the natural cereals to have the same amazingly long shelf life you find in those with "BHA added to the packaging to preserve freshness."

A lunchbox surprise

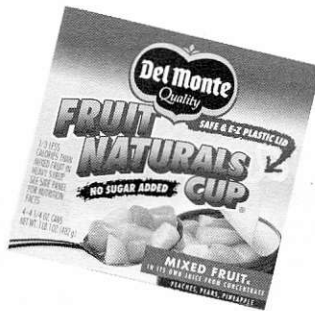
"Fruit cocktail," Feingold-style, can now travel to school with your child!

Sometimes the thing our kids miss when they are new to the Program is not so much the foods they once ate, but the various ways they are packaged. If your child can tolerate peaches (Stage Two) and would love to have small containers of things to go in his lunch box, consider Del Monte Fruit Naturals Cup of mixed fruits. This mixed fruit is the familiar fruit cocktail minus the corn syrup, the grapes, and — gone, but not missed — those red maraschino cherries.

In addition to the mixed fruit, Del Monte offers other fruits, one or more of which may be available in your region.

For those on Stage One, a good choice is the Dole brand of Tropical Fruit Salad. It does not come in individual servings, however.

Both Dole and Del Monte have a rather large selection of fruits and combinations in different juices/syrups. Check the ingredient labels carefully to avoid salicylates and additives.



When you were little and your mom wished out the fruit cocktail, did you watch carefully, as I once did, to be sure your serving had at least one cherry — that little red spot of color that always promised more in the way of flavor than it delivered?

In those pre-Feingold days maraschino cherries were desirable, and if my bowl contained the most, I won. Little did I know what a hollow victory it was.

The maraschino cherries used in fruit cocktail need to be dyed with a color that does not "bleed" off on the other fruit; the only dye that fills the bill is Red No. 3. But it is known to trigger cancerous thyroid tumors, and over the years several different commissioners of the FDA (Food and Drug Administration) tried to ban it. Unfortunately, government agencies are closely connected to politics, so we continue to have it in our food supply.

It's nice to see we can now go back to enjoying fruit cocktail again.

At last ... a good use for Kool-Aid!

Teens have found a hip way to make their own personal statement — Kool-Aid dyed hair. In a twist that Feingold families will find amusing, several color-coifed users said they chose the drink mix because they “didn’t want to put chemicals on their hair.” They like the fact that the dye lasts for a week and a half — unless they get caught in a sudden rainstorm.

“It gives me a mad, happy feeling,” says 15 year old Ron Dow, adding that he likes Kool-Aid because it doesn’t contain chemicals that might damage his hair. [reported in The Wall Street Journal]

Purists prefer the unsweetened version as they say it provides a more concentrated form of the dye. The powdered drink mix is preferred by most teens over other alternatives, such as Jell-O. For those wanting to swap tips, there’s even a web site developed by one enthusiast.

Glowing Kool-Aid heads can be found at rock concerts, among the tattooed, tongue-pierced audience. This is publicity which is not welcomed by the parent company, Philip Morris, despite the fact that it may have had a part in the 7% increase in sales (\$296 million) the company enjoyed during the past year.

United Way and CFC

Next month the United Way and the Combined Federal Campaign will be in full swing. FAUS is working to fill the requirements that would officially add the Association to the list of United Way recipients. The agency will be reviewing our application in the winter, and we expect to be included by the 1997 season. However, we are already qualified to receive donations from members who wish to have their contribution, or a portion of it, given to FAUS. Rules vary from agency to agency, but many United Way and CFC chapters allow designated donations. Please ask your local representative for a designated donor form, and contact FAUS if you have any questions or wish our assistance. We can contact your local chapter and supply the documentation that FAUS qualifies.



School Year Calendar

Feingold members in the United States are now receiving their new 1996-1997 School Year Calendar.



In addition to keeping track of dates and activities, the calendar features some of the hard-to-find products which make life easier for Feingolders.

Once again, the calendar highlights some of our own “Feingold kids.” Be sure to share their photos and stories with your children, especially if they don’t know many other children using our program. Even if they don’t live near each other, our kids have lots of company.

Calendars are mailed out bulk rate, and only in the United States. If you joined after they were mailed, or if you live outside the U.S. and would like to have one, please contact the FAUS office in Virginia. The suggested donation is \$10. Proceeds help us better serve you.

Child Care Options

Whether you are a parent looking for a child care facility or someone who has considered caring for children in your home, you probably have many questions.

Holly McDonough-Abunassar is a child care provider who has taken a wealth of practical information on the subject, and published it in her book, *Making Home-Based Child Care Work for You*.

Checklists cover the pros and cons of establishing your own daycare business as well as what a parent should look for in a good facility. Questions for both parents and providers to ask are spelled out.

The author takes you through the legalities of obtaining a license, setting up a facility and estimating expenses. She suggests ways of marketing your services and trimming your costs, and offers a detailed list of the type of toys and equipment suitable for each age. Sample schedules are included, and there’s comprehensive information on the documentation you will want to keep. Sample forms in the book cover nearly every contingency you can imagine, and close to a hundred pages are devoted to creative activities children will enjoy.

The book sells for \$14.95 plus shipping. For complete details, contact the Child Care PPIN (Parent/Provider Information Network) at P.O. Box 574, Bowie, MD 20718-0574 or call (301) 262-0274.

Pure Facts

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