

Pure Facts

Newsletter of the Feingold® Association of the United States



September, 1997

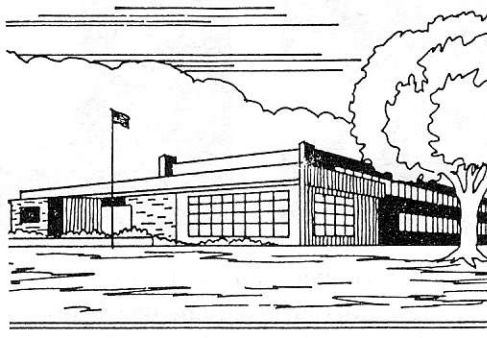
Vol. 21, No. 7

Back to school, and back to "sick buildings?"

The school cafeteria is not the only place where chemically sensitive children and adults are likely to encounter problems; the building itself may be triggering various health, learning and behavioral effects.

According to the American Lung Association, as many as 20 percent of the country's schools are troubled with poor indoor air quality, and even more have inadequate ventilation systems. For the chemically sensitive person, this can lead to various different effects such as: headaches, nausea, respiratory problems, allergic reactions, irritability, mental confusion, distractibility, and aggressive behavior.

Most people are aware that the air outdoors can be polluted, but few understand that indoor air is likely to be



even more unhealthy, especially in the tightly sealed "energy efficient" buildings constructed since the early 1970s.

The Lung Association suggests that those responsible for our schools make sure the ventilation system is working properly, and that school bus drivers not allow the engines to idle near air intake vents. They recommend using floor mats at entrances to collect dirt and pollen, and drying wet carpets quickly to avoid the growth of mold.

Many schools are taking a closer look at the use of carpeting in schools.

Continued on page 3

It all comes down to money, and "regular ed" kids are getting short-changed.

A letter to the editor from Beverley Chura

As I sat in the workshop at the Feingold Conference, listening to the speaker describe ways a parent can obtain services for a special needs child, I couldn't help thinking of my own situation. None of my three children had learning or behavior problems; we began using the Feingold Program many years ago simply because it made sense to me to provide my family with good food. But I feel that I understand what other parents are facing, both through my years as a Feingold volunteer and in my role as a sixth grade teacher.

If one of my own children had needed special services, I would have been right up there, pushing for what-

ever interventions were required. And now, in the school where I teach, I see the many accommodations made for children with various handicaps, including small classes, bussing, and one-on-one instruction in some cases. Then I look at my students — children who don't fit any special needs categories — and know there are too many for me to provide each of them with the time I want to give. When schools figure the ratio of teachers to students, they count all of the teachers, some non-teaching personnel and resource teachers, as well as those who may have only eight in their class. This total is divided into the student population and the average comes out to

only eighteen children to a class. But this figure is a myth; I've had as many as 32 in a class. Why? Because the money is not there — at least not for them.

The children I teach every day are missing out on many resources because the money isn't there for them. The advocacy groups are also not there. Parents of "regular ed" children do not form national organizations, they do not lobby, or have celebrities work on their behalf. They are the invisible constituency, yet they will make up the majority of our future teachers, parents, business leaders, and congressmen.

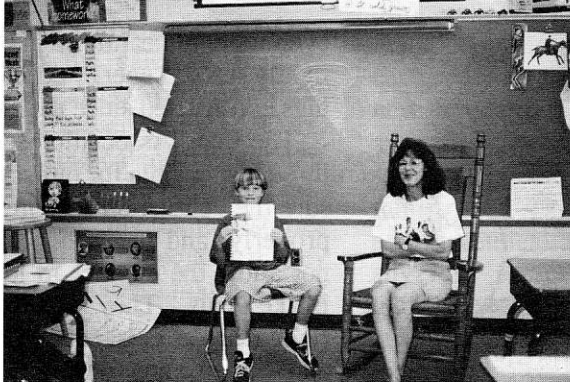
Continued on page 3

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.

The culprit was ADDitives, not ADD

At what age did your child first sleep through the night? Diann Ording will tell you that it wasn't until her son, Hunter, was in first grade.

Diann and her husband would be awakened several times each night to the screams of their youngest child, who could not settle down enough to sleep more than a few hours at a time. Today he sleeps 9 - 10 hours straight, and the Ordings often hear him say those magical words, "I'm tired and I want to go to bed."



Because of his high level of activity, Diann wondered if Hunter was hyperactive, but her doctor assured her that a child who could sit and play with Legos for a half hour or more didn't fit that diagnosis. By the time he was six, what Diann had suspected finally became obvious to his teachers and the others who dealt with Hunter: it was very hard for him to settle down and focus. The pediatrician prescribed Ritalin, and at first it seemed to work like a miracle, but after a few months, Diann became increasingly uncomfortable with the drug. Although it calmed Hunter, it took something away from him, "almost like a window shade that was pulled down over him and his personality." By the time Hunter arrived home from school, the tranquilizing effect had begun to wear off, the rebound set in, and the Ordings were left to deal with behavior Diann describes as "horrible."

Hunter hated having to take the Ritalin, so when Diann read an article on the Feingold Program she was glad to have another option. She found more information in the library and then on the Internet, and was dumfounded by what she read. Despite her eagerness

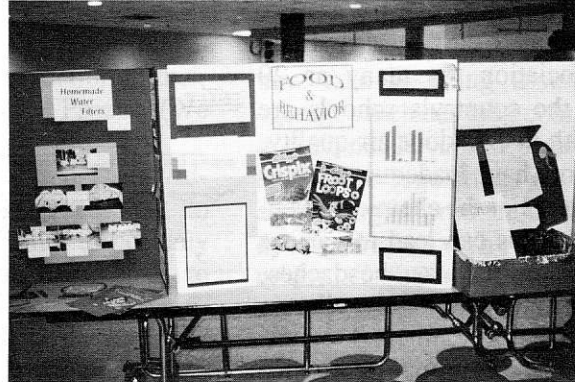
to find another option, she was skeptical the answer could be that simple. She decided to try it on her own, and joined the Association after she saw enough of an improvement to know she was on the right track. That was on February 23 of this year. Five weeks later, the first day of spring break, he was taken off Ritalin completely.

When Hunter went back to school, on the Feingold Program, the difference was obvious. Diann went to school with him that first day, and watched him paying attention, interacting appropriately, and she sat with him as he presented a project to the class. The relief was so profound, it was all she could do to keep from crying.

Another benefit from the Feingold Program was Hunter's improved appetite. The Ritalin had made him lethargic and disinterested in eating; he was very thin and not growing. In the five months since he has been off medicine and on the Feingold Program, Hunter has gained ten pounds and grown more than an inch.

It was Hunter's idea to create a science fair project based on what he has learned about food additives. Two groups of mice were used. One group was fed water and Crispix cereal (Feingold-acceptable); the other group received water and Froot Loops cereal (not Feingold-acceptable). Both groups received a limited amount of protein — identical foods in identical quantity. The "Crispix mice" did typical mouse-things: played together,

ate, and slept beside each other. In contrast, the "Froot Loop mice" showed aggressive, anti-social behaviors; they slept fitfully, and literally bounced from the bottom of the cage and off of the top. The charts that accompanied his display documented the activities of both groups. Parents attending the school's science fair ex-



hibit were clearly surprised at what they saw, and Hunter's teacher praised him for showing so much initiative and for educating the adults.

The next demonstration of the Feingold Program's effect came when Hunter's older sister graduated from high school, and family members came from around the country. For the first time, Diann didn't have to spend her time trying to keep track of her son's actions every minute, and worry about what he would get into. The family was amazed at the change they saw in Hunter.

There have been added benefits for the Ording family as they continue on the Program. Hunter's baseball and soccer games have improved, and with his head "feeling clearer" he can more easily focus on the sport. Diann's arthritis-type symptoms have gone, and the whole family no longer seems to need medicine for sinus infections and headaches.

Diann has told many friends about the program that helped her family, and she is interested in establishing support meetings in the Williamsburg, VA area. If you would like to participate, call Diann at (757) 220-2120.

The fourth largest school system in the country, Dade County, FL, restricts the use of carpeting in school. Not only is this an economical move for the system, but carpeting is much harder to clean than hard surfaces, and is a notorious haven for microbial contaminants. An even more serious issue than older carpeting is the installation of new carpeting, which can give off powerful fumes as the chemicals in it "gas out." The glues used to secure carpeting can also contain toxic solvents that add to the pollutants in the air. Carpeting is likely to pose the biggest risk for children in the younger grades — because they are more likely to sit on the floor and because their smaller body size makes them more vulnerable.



Oil based paint and roofing materials (tar, asphalt) are capable of making children and adults in a school very sick. To minimize exposure, this work should be done during school breaks or at least on the weekend.

Pest management, both inside the building and on the school grounds, can be successful without the use of poisons. Integrated pest management (IPM) uses the least toxic substances in order to accomplish the desired effects. You can learn more about IPM by contacting The National Coalition Against the Misuse of Pesticides (NCMP) in Washington DC, at (202) 543-5450.

A pioneer in the campaign for safer schools is a former teacher who became sick after exposure to chemicals in her school. You can learn more about ways to improve your child's school by contacting Irene Wilkenfeld at: Safe Schools, 205 Paddington Drive, Lafayette, LA 70508.

For many states the cost of special ed has grown so rapidly, it has created a fiscal crisis. But the conflict between the needs of special ed and regular ed can be resolved, and the key is saving money in those areas where it can be saved, and directing those savings to the areas where children are being short-changed.

Those of us involved in Feingold know there are proven ways to reduce the costs faced by our public schools.

The first step to improving the educational opportunities for all of our children is to "clean up" the school cafeterias. Remove the "a la carte" offerings, which actually refers to the additive-laden junk foods being sold in school cafeterias. If food service directors do not want to get rid of these snack foods, they can replace them with natural counterparts.

In the breakfasts and lunches served, remove those petroleum-based additives which are eliminated on the Feingold Program. This was done in 803 public schools in New York City. Over a period of several years the additives were eliminated in the breakfast and lunch programs in the schools, and the sugar content was reduced. Even though there was no effort to alter the food the children ate outside of school, this change alone resulted in a dramatic improvement in standardized test scores, from the 39th to the 55th percentile.

Academic improvement would mean fewer children who require remedial help, self-contained classrooms, or special placement in outside facilities. The monetary savings to the school system would be dramatic. One Feingold mom calculated that the amount her child's school system saved because her daughter was on the Feingold Program and did not need to be in a special ed classroom came to more than \$60,000. This was based on costs in the 1970s and 1980s; today the cost savings would be far greater.

When Fairfax County, VA tested out an "additive-free school lunch" they found that the costs were comparable to the food they had previously

been serving. The county has since abandoned their commitment to removing the worst of the additives, and the lunches being served today are as bad as those served in any other school system.

Also in Fairfax County, a juvenile detention facility instituted a diet of natural food and found that the behavior of the youngsters improved significantly. What kind of cost saving would a school system realize if the children's behavior improved dramatically?

The other way schools could save money while improving the education of all of the children is to educate themselves about behavior and learning problems, their causes, and options for treatment. Many professionals believe they are very proficient in understanding "ADD" but are not aware they have heard only one theory, and that chances are they have been taught by the pharmaceutical companies who are enjoying enormous profits from this primarily American "disorder." (ADD is generally estimated to be ten times more prevalent in the United States than in Europe.)

When a teacher or school counselor advises a parent to have a child placed on medicine (and this does happen!) the result may be a more subdued child, but the source of the problem has still not been addressed, and according to numerous studies, there is no long-term academic improvement for the child. (Swanson et al., *Exceptional Children*, Vol. 60, No. 2, 1993)

In contrast, when a parent is told of the Feingold Program, the improvement in the child's behavior and learning ability which results is permanent, and does not incur any expense for the school system. Feingold parents and children take on nearly all of the responsibility for maintaining the diet, and the school gains in many ways.

Today the number of children being diagnosed as autistic is increasing at a spectacular rate, and the costs to schools will continue to skyrocket. Now is the time for educators to learn everything they can about the connection between diet, behavior and learning.

How a teacher can help a child with ADD — positive feedback

Many teachers (and parents) have a great deal of trouble offering positive feedback to children. Often, what a teacher views as a positive comment carries a hidden message. *All* children need positive feedback in school to encourage them in their learning and social skills. Here are some tips for sending clear, supportive signals.

This article is based on information provided in a course on how teachers can help children with attention and learning problems. It is taught at the College of Staten Island (New York) by Pat Palmer and Judy Schneider. Both are Feingold moms, and long-time volunteers with the Association.

It is one of a series of articles which have been published in *Pure Facts*, providing suggestions on how both parents and teachers can help children with learning difficulties.

Avoid generalities - instead, tell the child specifically what you like. For example, don't just say "You did a good job," but rather say "Your math pages were very neat today."

Avoid adding barbs to your positive statement - Don't say "The kids like you better when you're well behaved." Say "It was a pleasure having you in class today."

Avoid insincere compliments - The child can sense when a compliment is truthful. When it is obvious that many children do not like the child, he should be supported through the process of acknowledging the problem, identifying what he can do to change their opinion of him, thus achieving acceptance by his peers. These strategies will preserve self-esteem and promote problem ownership and problem-solving skills.



Avoid adding a tail to a compliment Don't say "this is good work BUT..." Offer the compliment, and at another time offer the criticism. Similarly, avoid the "if only" compliment. Telling the child that her homework was correct, but adding "if only your handwriting were better" is not a compliment.

Avoid sarcasm - It may be tempting to sarcastically compare students. If you say to John, a good student, "Even David knows the answer to that question," you're hurting both children.

Give praise and compliments consistently and with sincerity to all the children in your class. Even the most difficult child should receive a form of praise at the end of the day. A simple statement of fact can be encouraging, "I know today was a difficult day for us both. Tomorrow we can start fresh."

Criticism should be given in a caring manner, in private, as a heart-to-heart talk with the child and perhaps the parent. A teacher needs to be aware of the potential loss of face and ostracism that occurs among children.

Avoid unfair competition - If a teacher tells the class that the child who can stay in his seat best for the day will receive a surprise, when one child is in a wheelchair, it isn't fair competition. Neither is asking a child with attention deficits to concentrate as long as a child without them.

Avoid the temptation to send "zingers" - "Well, class, as usual we can't go to lunch until Kevin collects his things."

Try to focus on the issue, not the child. If she needs more time to finish her work, rushing her will not accomplish anything. The important issue is that the child understand the lesson, not how quickly she can complete it.

If the child has a social skill deficit, the teacher should focus on teaching the skill needed, not on punishing the child when she exhibits inappropriate behavior.

A teacher can accomplish a great deal by conveying confidence in the child and the class as a whole, to assure them they can do better and learn more every day.

Auditory Integration Training (AIT) is a form of intensive sensory integration or music therapy, given over a ten day period. Sensory integration is the ability to take in, sort out and connect information from the world around us. Studies have shown AIT to be of benefit to people with ADD, dyslexia, autism and related disorders. An estimated 20% of the population suffer from distortions in hear-

The Georgiana Organization, Inc. Auditory Integration Training

ing or sensitivity to certain sounds which can contribute to inappropriate or anti-social behavior, irritability, lethargy, impulsivity, restlessness and high tension levels. Improvements reported after receiving AIT include

more appropriate affect, expression and interaction, better articulation and auditory comprehension and an overall increase in academic and social skills.

AIT first gained widespread publicity with the publication of Annabel Stehli's book *The Sound of a Miracle, A Child's Triumph over Autism*.

For more information on AIT, contact the Georgiana Organization (in Connecticut) at (860) 354-9253.

September 1997

People are talking about diet and behavior

...but in many cases, what they are saying is not accurate. The August 18 issue of *Business Week* contains an article on ADHD; it's titled "Why Johnny Can't Sit Still." The author has brought out many valid points about this phenomenon, but misses the boat with this statement: "Although many people swear that sugar and additives exacerbate the symptoms, no studies have confirmed a dietary connection."

FAUS has written to *Business Week* and provided copies of the most recent studies which demonstrate that food additives do indeed trigger hyperactive behavior. These are the studies by Egger (*the Lancet*), Kaplan (*Pediatrics*), Boris (*Annals of Allergy*) and Rowe (*Journal of Pediatrics*).

Members who want to add their voice can write to:
Yvette Hernandez, Readers Report
Business Week
1221 Avenue of the Americas
New York, NY 10020

Please talk about us!

One of our members called to thank FAUS for her School Year Calendar, and said she has called all of the advertisers to learn more about their products. She made a point to tell them that she learned of them through the Feingold Association.

The more times companies hear about the Feingold program the more likely they are to provide the products we want.

A happy note on one of "our kids"

Proud mom, Elaine Johnson, recently wrote to FAUS:

"Dear Friends at Feingold,

"I thought I'd pass on the good news to you. My son, who began the diet at age two years, has just been accepted to a Master's program at the University of Chicago. Thanks to the Feingold diet, he was doing well even before he started kindergarten; never was labeled; never needed an IEP; never displayed any symptoms or had any problems learning. He was successful during elementary and high school. He graduated from college 2 1/2 years ago and has been working in Washington, DC.

"I am totally convinced that his life would have been significantly less satisfying and less successful without our adherence to the diet."

Thank You Thank You Thank You Thank You

... Colleen Smethers and Kathy Leinen, our multi-talented twosome, for the fabulous job they did in running our School Year Calendar fund-raiser. This is a very time-consuming task and they handled it like pros. Calendar advertising pays to print and mail them to our members; the donations we receive in return will help us to meet the costs of an increased number of requests coming in to our offices.

...Kathy Shannon for presenting the Feingold Program at a workshop held in Visalia, CA.

...to Shula Edelkind for her work on setting up the FAUS web site, which has brought information and help to thousands of new families. Check us out at www.feingold.org.

Watertown, NY area - Conference on Autism

A coalition of organizations will be sponsoring a 2-day seminar October 4-5, titled "Putting the Pieces Together - Innovative Treatments for Autism and Related Disorders."

For information call 1 (800) 585-8703.

Welcome to our new Program Assistants

Yuma, AZ: Ramona Evans (520) 343-4977

Rancho Cucamonga, CA: Kim Tyrus (904) 484-0494

Pompano Beach, FL: Bonnie Zanetti (954) 720-7007

Naples, FL: Susan Bowles (941) 591-2284

Richland, MS: Tina Craft (601) 939-9124

Owasso, OK: Joy Davidson (918) 272-4717

And welcome back to 2 long-time volunteers who have come out of retirement to once again help Feingold families:

Grand Junction, CO: Hellen Carroll (970) 243-8567

Scottsdale, AZ: Carolyn Savoy (602) 970-4406

Getting Acquainted

Atlantic Highlands, NJ - Joan Benderson would like to meet other Feingold moms in her area. Joan can be reached at (732) 872-1409.

Gibsonia, PA - Lorrie Miller has had her three-year-old on the Program for one year, and would like to meet other Feingold moms. She can be reached at (412) 443-5532.

Panama City, FL - Tim Stuhr follows the Program for his eight-year-old son. He invites other members to communicate via his email address:

Tstuhr@beaches.net

FAUS Product Information Center Report

from Donna Curtis

Product Alert!

BAIN DE SOLEIL Sun Filter Creme has octyl salicylate on the label and should be moved to Stage Two of your *Foodlist & Shopping Guide*.

On a dairy-free diet?

Traditional ice creams are listed in your *Foodlist* under "Desserts" but dairy-free ice creams can be found under "Dairy Substitutes." Most well-stocked health food stores carry a good selection of (good tasting) alternatives to milk-based ice creams.

New to the Program? Interested in obtaining PIC Reports from previous months? You can order past copies of *Feingold News* from our Virginia office. Specify which issues you want, and enclose one dollar for each. Please be sure to include your name and address. Write to:

Pure Facts
P.O. Box 6550
Alexandria, VA 22306

Address Change

Linda Sy Skin Care Products is now located at:
3210 Old Tunnel Road, Lafayette, CA 94949. They have two toll-free numbers.

Inside California call (800) 232-3376.

Outside California the number is (800) 422-3376.

Please make this change in the mail order section of your *Foodlist*.

Laura's Lean Beef

Featuring lean meat grown on ranches that do not use the growth-promoting drugs, Laura's Lean Beef has expanded their distribution to five new supermarket chains. They are:

Pathmark Stores: New Jersey, New York, Delaware, Pennsylvania, Connecticut

Genuardi's Family Markets: Philadelphia, PA area

Brookshire's: Texas (selected stores)

Randall's: Texas (selected stores)

Felpausch Stores: Western Michigan

Laura's Lean Beef is also available in selected markets in: Kentucky, Indiana, Illinois, Ohio, Virginia, West Virginia, North Carolina, Tennessee, Alabama, Louisiana and Oklahoma.

Laura's newest product is their 96% Lean Ground Round.

PIC Report

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

Stage One

AMY'S* Bagels: Poppy Seed, Sesame, Plain
COUNTY LINE Mozzarella Cheese (available in most regions of the U.S. except the Northeast and West)
DEL PINO'S Baby Shell Macaroni, Elbow Macaroni, Spaghetti, Egg Noodles (sold at Save-a-lot stores)
EARTH SCIENCE LABORATORIES Pristine Blue Water Treatment System. (Call (800) 257-9283 for the nearest dealer.)

FOOD FOR LIVING* Love Dreams cookies: Original, Double, Chocolate (available in CA, GA, FL, OR, WA)
HERB-OX Beef Flavor Bouillon Cubes (CS, MSG/HVP)
KELLOGG'S Pop Tarts: Brown Sugar Cinnamon (CS), Frosted Chocolate Vanilla Creme (CS)

NABISCO Ritz Air Crisps (CS,SF), Premium Soup & Oyster Crackers (SF)

PAMELA'S* Wheat-Free Shortbread: Pecan, Swirl (SB)
Simply Chocolate (SB)

PEOPLE DROPS Hard Candy: Banana (CS), Mint (CS), Lime Rickey (CS)

PEOPLE POPS (lollipops): Banana (CS), Mint (CS)
Lime Rickey (CS)

POW WOW Lowfat Caramel Popcorn (CS)
(found at Wal-Mart, Sam's Club, Aldi, Certified Grocers, Central Grocers, Specialty Foods)

PRINGLES Right Crisps (CS)

REAL FRUIT Lemon Peel Non-Fat Chunky Sorbet (CS)

SHOP-RITE Macaroni & White Cheddar Dinner mix
(Shop-Rite supermarkets - Northeast)

SOY BOY* Low-Fat Ravioli (dairy substitute)

TILLAMOOK Extra Sharp Cheddar Cheese, Natural Sharp Cheddar Spread (available via mail order (800) 542-7290 and in some Oregon stores)

Stage Two

ALBERTSON'S Pie: Blueberry (CS,CP,SF,apple)
Cherry (CS,CP,SF) (available at Albertson's supermarkets, located in southern and western states) *Read labels carefully as ingredients are subject to change!*

AMY'S* Pizza: Cheese (tomato), Roasted Vegetable (tomato, red pepper), Spinach (tomato)

AMY'S* Country Vegetable Pot Pie (red pepper)

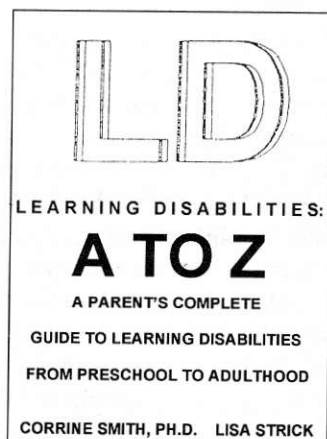
PAMELA'S* Wheat-Free Cookies: Carob Hazelnut (SB,grape), Chocolate Double Chip (SB,grape), Chunky Chocolate (SB,grape,almond), Peanut Butter (grape), Ginger (clove, almond), Chocolate Chip Walnut (SB,grape)

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.

Learning Disabilities: A to Z

by Corinne Smith, Ph.D., and Lisa Strick

If you are using diet management, but your child is still having problems in school this new book on learning disabilities could be helpful.



Learning Disabilities: A to Z
A Parent's Complete Guide to Learning
Disabilities from Preschool to Adulthood

This large book, nearly 400 pages, covers all of the issues parents are likely to encounter as they seek help for their child. Stories about children and young adults are interspersed with information on the rights of parents, and the resources that are available.

Although the authors are not informed about the use of diet for learning problems, or the studies that support it, they briefly acknowledge the prospect of "allergies" as a factor in learning problems, and the value of "good nutrition." But what the Feingold parent needs is the information they can impart on getting help for learning disabilities, and there is plenty of it.

Handwriting Practice Book 3

Learning to Write Cursive

This well-planned little book will help children improve their ability to use cursive writing, the preferred style of writing for those who have difficulties with motor control.



Both books are available through the FAUS Resource Catalog in our New York office.

Learning Disabilities: A to Z is \$25.00 (USA)

Handwriting is \$3.50 (USA)

Shipping and handling for U.S. delivery -

For orders up to \$20, add \$4.50

\$20.01 - \$30.00, add \$5.00.

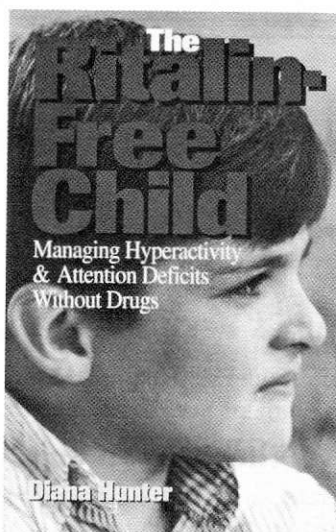
"The Ritalin-Free Child"

This is a small book with a lot of useful information. It's a refreshing break from many of the new ADD books being published.

Its title is deceptive; *The Ritalin-Free Child* is not 150 pages of drug-bashing. Instead, Diana Hunter takes a positive approach, offering a broad overview of what is now called ADHD, a brief history, possible causes, and suggested interventions (excluding medicine). She writes, "This book was written to give a different perspective on managing hyperactivity and inattention. Its purpose is to provide insight into the many ways these behaviors can be managed without drug therapy."

Hunter's credentials, as both an ADHD adult and parent of two such children, make her well qualified to lecture and write on the subject. The majority of the suggestions have a ring of reality that comes from having been on the front lines.

Unlike most books, she discusses how it feels to be told one's brain does not function normally. "While some children may find relief in knowing that there is a possible cause for some of the difficulties they face, the long-term effect of being told they have a problem with their brain could in fact be disastrous to their self-esteem."



published by Consumer Press
13326 Southwest 28th St, Suite 107
Fort Lauderdale, FL 33330

Since many children with attention problems have a harder time in school than at home, much of the book deals with problems in the classroom and the interaction between teacher, child and parents.

Suggestions for enhancing a child's feelings of success in school follow the same spirit of those offered elsewhere in this newsletter.

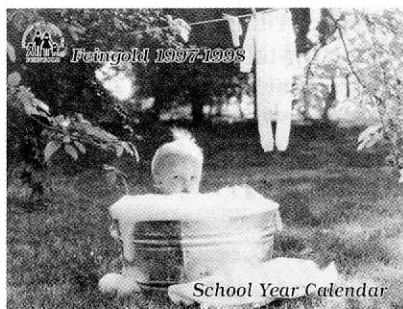
The experienced Feingold member who turns first to the index to look under "F" will see that not only is Dr. Feingold's work included, but so is the Association. Hunter has done her homework — unlike many writers who simply repeat what they have read about the Feingold program, without checking their facts. She does a fairly good job of explaining salicylate sensitivity, and understands the difference between "sugar" and additive-laden sugary foods. (Only experienced Feingolders will catch the few small errors as she describes food additives, but they do not really detract from the value of the book.)

The Ritalin-Free Child can serve as an introduction for someone new to the concept of ADHD. But it is also a valuable resource for those who are already well versed on the subject, including Feingold volunteers who are curious about all of the drugs now being used in the treatment of ADD and ADHD, and who want to know more about their side effects. The book contains a useful summary.

The cost of the soft cover book is \$12.95.

School Year Calendar

Feingold members in the United States are now receiving their new 1997-1998 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.

Perfume in the pews — pew!

When your neighbors get dressed for Sunday morning services, they probably dose themselves with perfume, cologne, or aftershave lotion. But one person's idea of beauty is another person's headache — or episode of hyperactivity, as was the case for one member family. Every Sunday when the children were exposed to these powerful chemicals, their behavior became distinctly un-angelic.

Now, instead of taking them to both the church service and Sunday school afterward, they drop their chemically-sensitive kids off in the Sunday school, while they attend the church service. This means that all they need to be concerned about are jelly beans, "bug juice," artificially-flavored cookies, etc.

The times, they are a'changing

Some editorial comments

Recent media attention has focused attention on an herbal alternative to antidepressant drugs. St. John's Wort, once known only to "health nuts," is the Cinderella remedy which has been found to be more effective in treating mild depression than the widely used Prozac. This information is no longer confined to alternative magazines, but has been embraced by traditional practitioners. The money lost to Prozac's manufacturer, Eli Lilly, might be recaptured with the introduction of their new peppermint flavored Prozac. (We are serious.)

Recently, the Food and Drug Administration gave the green light to pharmaceutical companies to not only advertise prescription drugs, but to tout their benefits as well. In the August 18 issue of *U.S. News & World Report*, columnist Arianna Huffington points out that this means that Prozac

ads will be able to promote the drug to parents whose children are "unusually sad or irritable" or who find it "hard to concentrate."

An FDA spokesman assured the public that drug ads would not result in inappropriate use because they are available only by prescription. But if expensive TV ads do not increase the sale of the product, and probably over-use, would the pharmaceutical companies spend the money to advertise?

FDA further assured the public that the agency would monitor the ads. This new task is being assumed by an agency which has long complained that it does not have sufficient manpower to enforce regulations on things such as labeling of produce which has been dyed or treated with pesticides. In the midst of federal downsizing, the agency has volunteered to further protect our interests. Sure.



Another way to help

Please keep the Feingold Association in mind when the United Way or Combined Federal Campaign comes to your place of work.

Although rules differ greatly from one area to another, many of our members will be able to fill out a form for their "designated donation" to be sent to the Association. These funds are put to work to improve our services to members and to educate parents and professionals about the help available. Contact FAUS at (703) 768-3287 if you would like more information.

Pure Facts

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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.

Membership includes the *Feingold Handbook, Recipes & 2 Week Menu Plan*, regional *Foodlist* containing thousands of acceptable U.S. brand name foods, *Medication List*, a network of Program Assistants available by phone, and a subscription to *Pure Facts*. The cost in the U.S. is \$49 & \$6 shipping. A *Pure Facts* subscription, if ordered separately, is \$28/year.

For more information or details on membership outside the U.S., contact FAUS, 127 East Main Street, Suite 106, Riverhead, NY 11901 or phone (516) 369-9340.

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