

# Pure Facts

Newsletter of the Feingold® Association of the United States



March, 2000

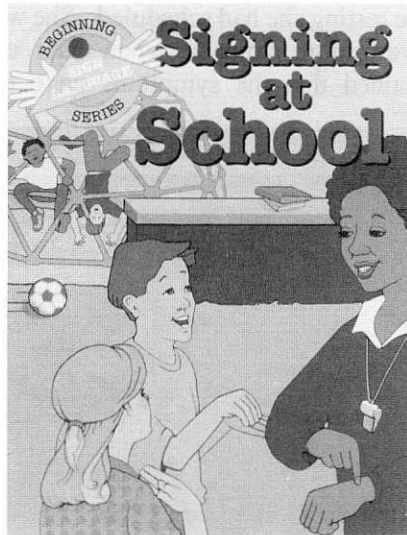
Vol. 24, No. 2

## How a teacher can help a child with attention deficits

Maintaining attention is not the only problem facing some children; it can also be hard to get their attention. Here is a strategy that may help.

**H**ow can a teacher communicate a message to a child without drawing too much attention to the student? It is helpful to have a pre-arranged signal, such as touching a child's shoulder to remind him to stay on task, and many teachers use this sort of technique.

Pat Palmer, a former president of FAUS, teaches a course on how teachers can help children with ADD. She offers another suggestion. Use sign language to quietly convey a message to a child across the classroom, without having to go over to him, draw attention, or distract the other students.



An introduction to signing can be a useful part of any child's education, and could encourage a greater understanding of others who are different from them. It is also likely to appeal to the children's desire to have a special language to share with their friends.

A little book, called *Signing at School*, is a good choice for the beginner, providing signs for the most basic messages as well as the words most likely to be used in a classroom or other school setting. It is available through the FAUS resource catalog.

*Continued on page 4*

## The many effects of daylight

Most schools and office buildings in the United States are illuminated with a form of lighting that has been found to be detrimental to human health as well as the ability to focus and learn. Fortunately, good alternatives are available.

**D**aylight is essential for the well-being of many living things. Sunlight enters our bodies through our eyes. This activates our endocrine system, which in turn affects our immune and nervous systems. Lack of sunlight has been connected with the depression some people experience during the darker winter months. This condition is called Seasonal Affective Disorder (or "S.A.D."). In December of 1993 the *Journal of the American Medical Association* noted that light therapy should be regarded as a first-line treatment for many patients with this form of depression.

The special bulbs used in light therapy come close to duplicating the light rays from the sun. When the sun's light is broken up by a prism we see a rainbow of colors that represent the various wavelengths of light. At each end of the spectrum are the wavelengths we cannot see: infrared and ultra violet. Conventional fluorescent light bulbs provide only a portion of the wavelengths, so while they offer light, they don't have the benefits of natural daylight. Patients with S.A.D. use special "full spectrum" light bulbs that confer the same benefits as natural sunlight.

Light can also affect a child's health and ability to learn. For about twenty years researchers have experimented with various types of lighting in schools, and have compared the results. A Canadian study in the early 1980s found "over the two year period students under full spectrum fluorescent lamps...developed fewer dental cavities and had better attendance, achievement, and growth and development than students under other lights."

*A Study Into the Effects of Types of Light on Children - A Case of Daylight Robbery, By Warren E. Hathaway, Ph.D.*

*Continued on page 4*

The Feingold® Association of the United States, Inc., founded in 1976, is a non-profit organization whose purposes are to support its 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

Special focus on creating healthier schools

## Michael's story

The unexpected source of this child's severe reaction was in his school.

Michael Roscoe was beginning first grade. A bright, happy 6 year old with lots of friends, his experience in school promised to be a very positive one. Michael's mother, Rita, was at home with little sister, Alexandra. Rita liked to cook and used few processed foods; she was glad that Michael would be able to have a hot lunch at school, and it would be especially nice when winter came to their small New Hampshire town.

After school had been in session for about two weeks, Michael's teacher called and wanted to speak with Rita. The first teacher's conference concerning her first child would be rewarding, Rita felt sure, and she was eager to learn how well her son was doing. What she heard was a shock. Michael was not doing well at all. In fact, he was so distant in class, that his teacher brought up the possibility that he may

have characteristics of autism. Stunned, Rita looked at the sample of his work she was shown, but that couldn't be Michael's; his teacher must have the wrong papers. They didn't look at all like the writing he had done at home.

After leaving the school that day, she thought about something Michael had said. He had told her that the food in the school's cafeteria had been bothering him, saying "I start to feel real funny after I eat that food." Rita was aware that she is sensitive to certain foods, and began to wonder if those lunches were connected to the puzzling symptoms her son was showing. She began to research autism since it was the label his teacher mentioned, and in one of the books she saw a reference to the Feingold Program.

Rita read through the materials from the Association and decided to run a very pure test, so for two weeks she kept Michael home from school and followed the *Getting Started* booklet to the letter. When he returned to school, it was with lunch box in hand. His teacher was amazed at the difference in Michael, and canceled all of the testing she had scheduled. She was even more amazed when Rita explained that the symptoms were the

Rita hears praise from the teachers for both of her children, described as well behaved, considerate, and focused on their work. She spends some time volunteering in the classes and sees other children with problems she believes are related to their diet; despite the terrific cooperation she has received from the school personnel, nobody has considered that other children are being adversely affected by the food they eat at lunch.



Michael and Alexandra, December 1999

result of two weeks of school lunches.

Michael "flew through first grade," Rita recalls, and has excelled — both in school — and out. He is eleven years old now, an honor student, with lots of friends, and at the age of 10 he earned his black belt in karate.

Rita is grateful that everyone in the school has been so supportive with Michael's diet, letting her know in advance if there will be any food or projects she should know about. Her pediatrician was skeptical when she first began the Program, but has since referred other parents to Rita for information on diet.

Alexandra, now seven and a half, follows the Program too, and both children are experienced label readers. Like her big brother, Alex is an excellent student, and at school conferences

some. Shortly after he had eaten, Michael began to cry and laugh, all at the same time, and was unable to stop himself. The bizarre behavior continued for about 30 minutes. Rita encouraged him to drink a lot of water and ran a warm bath for him as soon as they arrived home. Both of these interventions seemed to help, but Rita was puzzled and wondered what had caused such a dramatic reaction. On Monday she received her issue of *Pure Facts*, which included a Product Alert: Wendy's had recently followed McDonald's and switched the oil they use for frying. The new oil was preserved with TBHQ.

How does Michael feel when the food he eats is different from his friends? "I don't really mind; it would be worse to have a reaction."

After five years on the Feingold Program, the family is very knowledgeable about food additives and the ones that create the worst problems. For Michael, the most severe reactions have come from eating food with TBHQ. Rita described an incident one Friday night when the family went to Wendy's for dinner. Since the French fries were included in the Fast Food guide at that time, they ordered

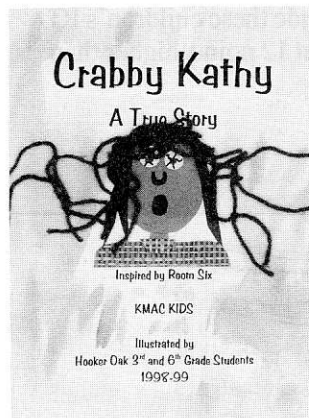
## Children as teachers

When the reading teacher at their school developed various health problems, the third graders at the Hooker Oak Elementary School in Chico, California began to investigate. The children had been studying the effects of indoor air pollutants and suspected they could be to blame. Their reading specialist, Kathy Sarrett, loved to teach, but when she worked in the school's portable library she experienced: sinus infections, coughing and sneezing, headaches, sore throat, and red swollen eyes. She felt terrible and became cranky.

The children in Mrs. Ruth Sweet's third grade had been learning about health problems that can arise from indoor air pollutants, and took a close look at the school's library. They found: chemical cleaners, dust/dust mites, fumes from a copy machine, "stinky" felt-tip pens, mothers wearing perfume, mold spores from plants, dirty air vents, closed windows, and chemicals gassing-off from the carpeting.

When these problems were corrected, Kathy Sarrett was able to work in the library without feeling bad or acting crabby.

The children in the third and sixth grades created a book they called "Crabby Kathy." This delightful account of indoor air pollution and how it was resolved made such an impression on the National Institute of Environmental Health Sciences, they have printed and distributed 2000 copies. For information see [www.niehs.nih.gov/kids/kathy.htm](http://www.niehs.nih.gov/kids/kathy.htm).



A Canadian teenager has identified a possible diagnostic test for the condition generally referred to as chronic fatigue syndrome (CFS). This condition, which is characterized by extreme fatigue and flu-like symptoms, has long been dismissed by many doctors as a figment of the patient's imagination since traditional tests do not show evidence of a physical difference. Many CFS sufferers report that they became ill after a major exposure to an environmental chemical. They do best when they avoid synthetic food additives and various other chemicals.

Dilnaz Panjwani, a Toronto high school student, has shown that patients with CFS have low levels of an enzyme found in the blood. (The enzyme is called 2,3 diphosphoglycerate, or 2,3-DPG.) She then expanded her research to investigate multiple chemical sensitivity and chronic fibromyalgia.

This work earned the teen a second place award at the prestigious Intel International Science and Engineering Fair in Ottawa. It is like "bringing home a Silver from the Olympics." Scientific research is nothing new to Panjwani, who began entering competitions at the age of 12. She hopes that her work will lead to the development of effective treatments for these syndromes.

Dr. Anthony Komoroff, a professor of medicine at the Harvard Medical School believes that the majority of patients who exhibit symptoms of CFS have a genuine physical problem, a view he says is shared by a growing number of professionals. Dr. Komoroff reviewed studies on CFS in the October 1997 issue of the *Journal of the American Medical Association*.

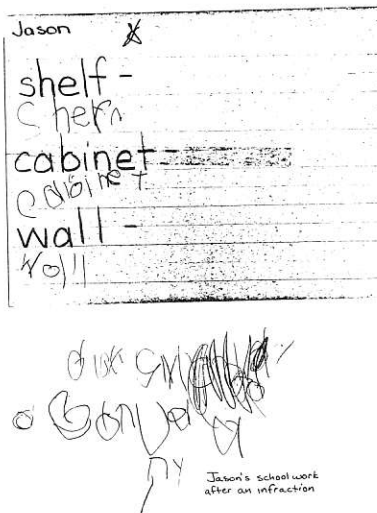
## Pesticide use in schools to be investigated

"...I was struck by the fact that while we have a national framework for protecting workers from environmental and health hazards on the job, we have no such system for protecting children from toxic substances in the classroom..." *Sen. Lieberman*

Schools routinely use a wide assortment of pesticides both inside the buildings and on the playground. Connecticut's Senator Joseph Lieberman has called on the Environmental Protection Agency to take the first steps to protect the welfare of children in the United States.

The General Accounting Office has found that there is no system for identifying the childhood illnesses that have occurred as a result of exposure to pesticides in our schools. Lieberman cited an increased risk of leukemia and brain cancer in children who are exposed to them.

The School Environment Protection Act proposes to require that schools



Here a 5 year old child's handwriting on a normal day, and then after his classroom had been treated with pesticides — not surprising since these chemicals are designed to damage the nervous system of insects.

first use the least toxic method of pest control in school buildings and on the grounds. The bill has been introduced by Senator Robert Torricelli. Information is available from: Beyond Pesticides/National Coalition Against the Misuse of Pesticides, 701 E Street, SE, Suite 200, Washington, DC 20003. You can call (202) 543-5450 or e-mail [ncamp@ncamp.org](mailto:ncamp@ncamp.org).

## Baby Talk

The signing vocabulary of the infant does not have to be limited to "bye-bye," "so big," and "pat-a-cake." New research has found that infants can use signs and gestures to communicate before they have the ability to use spoken words.

Signing, like speech, builds connections in the brains of infants, according to Linda Acredolo, a psychology professor at the University of California. She tracked the progress of children who began learning signing at about 11



months. Their language skills two years later were ahead of their peers, and at second grade these children's IQ score tested about 12 points higher than the control group.

The bonus for both the babies and their parents is the ability to avoid some of the frustrations that come when a baby cannot communicate.

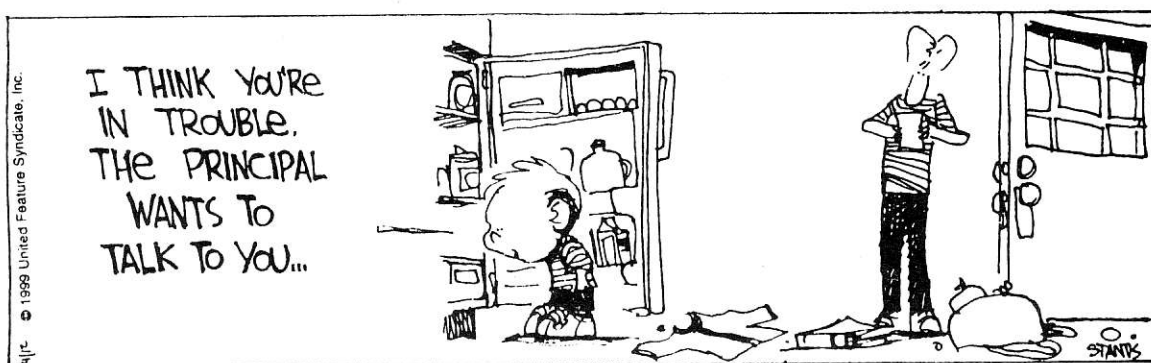
### Two books on the subject are:

*Baby Signs - How to talk with your baby before your baby can talk*, by Linda Acredolo, Ph.D., and Susan Goodwyn, Ph.D.

*Sign & Say - Baby's First Words*, by Meredith Layton, M.D., CCC-SLP.

To order *Signing at School*, published by Garlic Press, call the FAUS office in Riverhead, NY at (516) 369-9340.

## THE BUCKETS/SCOTT STANTIS



Reprinted with permission from Scott Stantis

### Light, from page 1

#### Idaho

The Butte County school system installed full spectrum lighting in all of the fixtures of their schools, and report that it has made a significant difference. Superintendent of Schools, Janet Aikele wrote, "In the elementary school our teachers have truly been amazed. They report that the attendance has improved 92% in the spring to 98% in the fall. They attribute it primarily to the full-spectrum lighting addition. They believe it has helped to reduce eyestrain, depression, and illness."

#### Vermont

Dover Elementary School principal, Frank Varra says that full-spectrum lighting "has transformed the inside light of our classrooms and has changed the whole atmosphere throughout our school."

#### Florida

The benefits of full-spectrum lighting were first documented by Dr. John Ott. His work with time-lapse photography led him to observing the effects of full-spectrum light on plants, and then to the benefits for humans. He conducted an experiment in the 1970s, using four windowless classrooms in the Gocio Elementary School in Sarasota. Two classrooms were equipped with conventional fluorescent bulbs, and the others had full-spectrum fluorescent lights.

There was a noticeable change in the classrooms that had the full-spectrum lighting. Several hyperactive children calmed down and improved their learning skills. There was also an improvement in the academic level of the other students.

Dr. Ott has written about his work in what has become a classic text: *Health and Light*.

#### North Carolina

Innovative Designs is the name of a Raleigh firm that employs natural lighting and energy-efficient techniques in planning new schools. Some of the designs use the roof of the building as the primary source of light. Since daylight is cooler than the fluorescent lighting most schools use, the architects have found they can reduce the cost of cooling, even for schools located in the South.

After they learned about the work of Canadian researchers, linking school lighting and academic performance, the architects wanted to find out if the daylighting in the schools they designed had made a difference in the academic achievement of the students. They examined the test scores of three of the daylight schools they had designed and found they showed an average rise in test scores of 14 percent.

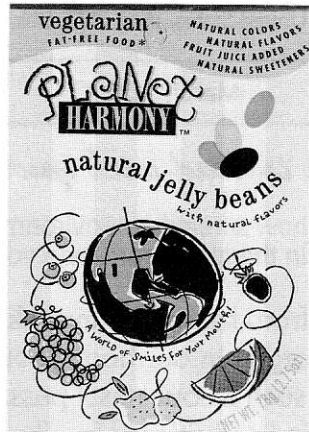
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## Jelly Beans at Easter

For years Feingold volunteers told parents that they could find an acceptable version of any food...except jelly beans. Now even jelly beans (Stage Two) are available.

**H**armony Foods of Santa Cruz, California has developed a line of natural candies that are marketed under the name "Planet Harmony."

These candies use natural colors so you will find more "earthy" tones than other jelly beans have; they are subdued, but attractive. The flavors are natural and the candies are sweetened with evaporated cane juice, grape juice concentrate, and natural extract of corn and barley malt. It is likely that children sensitive to corn syrup will be able to tolerate the corn/barley malt sweetener, but the grape juice can be a problem for the person who is salicylate-sensitive.



Available in some shops and health food stores and from the Squirrel's Nest Candy Shop in Middletown, Delaware. Call (302) 378-1033 or see [www.squirrels-nest.com](http://www.squirrels-nest.com).

If your child is on Stage One and you decide to allow these jelly beans, try to keep the rest of the diet as "clean" as possible to avoid an overload.

Many families like to fill Easter baskets primarily with small toys and limit the amount of candy. And, as always, try to have your child hold off on consuming sugary foods until after he has enjoyed a good meal.

In addition to their Jelly Beans, Planet Harmony has the following Stage Two candies:

- Natural Fruit Bears
- Natural Fruit Snacks
- Natural Gummy Bears

*Light, from page 4*

### Light and our skin

The small amount of ultra violet light we get from the sun helps our bodies to absorb vitamin D, which, in turn, enables the body to absorb calcium. This may explain why some of the researchers saw a reduction in dental cavities when the children were under full-spectrum lights.

Another possible benefit from using full spectrum lights is an improvement in skin texture. Many people suffer from dry skin during the colder months, a condition which may also be related to a reduction in absorbing vitamin D. Some Feingold members have found that using full spectrum lights has alleviated the problems they had with dry, rough skin, particularly on their hands.

Full spectrum lights are available in many of the stores that sell conventional bulbs. They are generally labeled as grow-lights, designed for plants. Some health food stores and some health catalogs carry them. A variety of companies selling bulbs and lighting fixtures can be found on the Internet. Use a search program to look for web sites under "full spectrum lighting."

## Gloves in a Bottle

Some school projects, such as fingerprinting, pose a problem for very sensitive children. The dyes can be absorbed through their skin.

**L**atex or plastic gloves are one way to avoid exposure to the dyes, but they can be awkward, especially for very little hands. An inexpensive product called Gloves in a Bottle might offer a good alternative.

It is a creamy, non-sticky white lotion that is applied to the hands, just like any skin cream. It quickly dries and leaves a thin barrier to protect the skin, while it resists washing off with soap and water. The protection lasts for about four hours.



Gloves in a Bottle has been researched by FAUS and does not contain any of the chemicals excluded by the Feingold Program.

Adults will find this product useful as well. It can protect your hands from

drying out when you handle a lot of paper — notorious for absorbing oil from the skin. Gardeners like to use it to avoid clumsy gloves, and painters find it makes clean-up easier. Some people spread it on their arms, legs and ankles when they are in wooded areas and expect to be exposed to poison ivy.

If you suffer from dry skin during the cold winter months, try using it along with hand lotion. Spread your favorite lotion on your hands. After the lotion has dried, spread on some Gloves in a Bottle and allow it to dry. The barrier will not only keep out irritants, but will also help to keep the lotion in contact with your skin, giving your hands a soft, smooth texture.

You may be able to find Gloves in a Bottle at Sally Beauty Supply stores and other shops that cater to beauticians. Also, some hardware stores have it. If you are unable find the product, call (800) 600-1881 for the name of a store in your area that carries it, or for information on how you can order it by mail.

# Butylated Hydroxytoluene, better known as "BHT"

For many years, researchers have tested BHT on laboratory animals. While the results have not been conclusive, many of the studies show disturbing physical changes.

## What is it?

Like its cousins, BHA and TBHQ, BHT is an "anti-oxidant" that is synthesized from petroleum.

## Where is it used?

BHT is added to foods that contain fats. It delays oxidation and helps to prevent rancidity. This extends the shelf-life of foods, which is a big plus for the manufacturer.

This additive is often not listed on food labels, and other times it is listed in a way that most consumers will not understand. Rather than use the familiar "BHT" it may be listed by its full name, or as "antioxidants."

## What are the effects?

We know from many years of practical experience that the three petroleum-based preservatives can trigger many behavioral, learning and health problems in our sensitive members. For some people, the amounts that can bring on a reaction can be very small.

## The Research

Studies on the health effects of BHA and BHT are mixed, with some showing beneficial effects and others indicating negative results.

Work in various countries, dating back as early as the 1960s have shown that BHT given in large amounts causes enlargement of the liver. Recent research supports this finding. "BHT resulted in a significant increase in liver weight." The liver developed a "moth-eaten" appearance. [Hepatotoxicity induced by the anti-oxidant food additive, butylated hydroxytoluene (BHT) in rats: an electron microscopical study. Safer AM, al-Nughamish AJ, *Histol Histopathol* 1999 Apr; 145(2):391-406.]

In one study female rats showed liver enlargement, and their pups failed to gain weight. [Hepatic and associated response of rats to pregnancy, lactation and simultaneous treatment with butylated hydroxytoluene. McFarlane M, et al., *Food Chem Toxicol* 1997 Aug;35(8):753-67.]

Some of the studies on BHT have explored their possible connection to

abnormal cell growth and cancer. "The food additive, butylated hydroxytoluene (BHT), encourages the development of tumors from previously initiated cells..." [Lung tumor promotion by BHT, Malkinson, AM, *Crisp Data Base National Institutes of Health*, 1999]

"...all published findings agree with the fact that BHA and BHT are tumour promoters." [Toxicology of the synthetic antioxidants BHA and BHT in comparison with the natural antioxidant vitamin E. Kahl R, Kappus H, *Z Lebensm Unters Forsch* 1993 Apr;196(4):329-38]

"...although most preservatives are now considered to be without potential adverse effects and are classified as GRAS (Generally Regarded As Safe) there have been problems concerning the safety of some of these chemicals, including the possibility of allergies from benzoic acid and sulphites, and formation of carcinogenic nitrosami-

nes from nitrites, and the possible rodent carcinogenicity of BHA and BHT." [Safety aspects of food preservatives. Parke DV, Lewis DF, *Food Addit Contam* 1992 Sep-Oct;9(5):561-77]

"...BHT inhibited respiratory control...caused the release of calcium and mitochondrial swelling. These mitochondrial effects...preceded cell death..." [Cytotoxicity of butylated hydroxyanisole and butylated hydroxytoluene in isolated rat hepatocytes. Thompson D, Moldeus P, *Biochem Pharmacol* 1988 Jun 1;37(11):2201-7]



## Berkeley Schools opt for Organic

The Berkeley Unified School District voted unanimously to serve organic foods whenever possible in their school cafeterias. The new policy also calls for their schools to maintain organic gardens. These gardens will provide some of the produce for the program as well as a living classroom for the students.  
reprinted from [www.wholefoods.com](http://www.wholefoods.com)

## 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 telephone Help-Line, and a subscription to *Pure Facts*. The cost in the U.S. is \$69 & \$6 shipping. A *Pure Facts* subscription, if ordered separately, is \$38/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.

The articles in this newsletter are offered as information for *Pure Facts* readers, and are not intended to provide medical advice. Please seek the guidance of a qualified health care professional concerning medical issues.

[www.feingold.org](http://www.feingold.org)

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March 2000

## *A story to read with your child*

**H**ere is a story to help children understand how a healthier environment can result in a healthier body. Your child's teacher might be interested in using this in the classroom, and you are welcome to make photocopies.

Our bodies are designed to protect us from harmful things like germs, heavy metals, and toxic chemicals such as solvents. The biggest organ in our body is our skin, which acts like a blanket to protect us. The other parts of our body, such as our nasal passages, lungs, and intestines, are able to filter out many of the harmful things we encounter. Usually, our organs do a good job of protecting us, but when there are too many things for them to fight, or when we don't get enough good food, clean air, and pure water they start to wear down.

If our air is not clean it can irritate our eyes, nose and lungs. Most people think of pollution as something that happens outside, but the air inside buildings is often a bigger problem. Houses, schools and office buildings can have a lot of dust in the air if the heating and air conditioning ducts are dirty. Today most schools and office buildings have windows that don't open, so it's harder to let in fresh air.

When a lot of people are in a small space and there is too much carbon dioxide and not enough fresh air, the room can get stuffy, and people will feel sleepy, grouchy and have trouble paying attention. This is because we breathe in oxygen and breathe out carbon dioxide. In addition to bringing in fresh air, it is helpful to have plants in a room. Plants take in carbon dioxide and release oxygen.

Classrooms and offices may have a lot of different chemicals that can make our bodies work very hard, especially if the room does not have enough clean, fresh air. Think about everything in your classroom that gives off an odor. Some of the things might smell nice, like perfume, and some may smell unpleasant, like dry erase markers. Even the things that smell nice can be made from powerful chemicals, including petroleum, which is also used to make gasoline. When we breathe in these smells, the chemicals go right straight to our brains; some people feel fine when they breathe them, but other people don't feel very good. They might get a headache, get upset too easily, or have trouble paying attention.

Petroleum is also used to make some of the artificial chemicals that are added to foods. Many of the brightly colored food and drinks that are given to children use these chemicals. When a food or drink has a petroleum dye it generally has the color and number listed in with the ingredients. Look for things like "Yellow 5" or "Red 40" to see if the colors in the food are made by nature or by chemists. Some people get upset or don't feel well when they eat foods with these chemicals.

Another group of chemicals that are not good for humans or other living things are called pesticides. The word "pesticide" means that they are used to kill pests — generally certain insects. But things that kill insects can hurt people too. Some schools use what is called "Integrated Pest Management" which means that the things used to control insects don't hurt the people who are in the buildings.

With a little information and some small changes, schools and offices can be nicer places to be in, and a child's body can go from an "anybody" to a "superbody!"

## FAUS Product Information Center Report

from Donna Curtis

### Product Cautions

PIC has recently learned that CHESTAL COUGH SYRUP by Borion has a "new coating formula." Also, there appear to be two Chestal formulas, including one for children. Due to these changes, caution is urged when considering use of these products.

LIPTON Recipe Secrets Onion-Mushroom and Onion Flavor Soup Mixes now contain MSG/HVP, CS and N. They remain on Stage One.

ORE-IDA French Fry products now say "New! Tastier & Crisper" on the package. Although the ingredients do not appear to have changed much, PIC will be investigating the change. Meanwhile please avoid use of ORE-IDA Shoestring Potatoes, French Fried Potatoes, and Golden Fries.

SHOP RITE now makes several varieties of frozen cheese pizzas, some with unwanted additives. Please avoid use of these pizzas while PIC investigates the new flavors and sizes.

### Product Research Requests

On the inside of the back cover of your Foodlist are instructions for submitting products to be researched. Please change the mailing address to: Donna Curtis, 1665 N. County Rd, Carthage, IL 62321-3417

### Easter Eggs and Candy

Nancy Kemble of the Squirrel's Nest Candy Shop would like to know if any families use the new natural color pastes to dye eggs this season. Please let her know how it worked out.

If you are planning to order chocolate candies, please do so right away. The cut-off date for shipping chocolates is the end of March since they don't travel well in warm weather.

### Getting Together

Cherry Hill, NJ - Holly Garemore is the mom of 2 year old Grace. She would like to meet other moms in her area and can be reached at (856) 616-1950.

### Thanks to...

Janet Stein of Plantation, Florida and Joann Werner of West Allis, Wisconsin for manning the Feingold Association tables at recent ADHD seminars given by Dr. John Taylor.

Terri Blessing for providing Feingold literature to teachers in her community. Terri lives in Howey-in-the-Hills, Florida.

## PIC Report

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

### Stage One

365 (Whole Foods) Mac n Cheese Mix: Alfredo (CS, SB), White Cheddar (CS, SB)

365 (Whole Foods) Root Beer (CS)

ALVARADO STREET BAKERY\* Bread: California Style, Oat Berry, Sprouted Multi-Grain, Sprouted Sourdough, Sprouted Hamburger and Hot Dog Buns

BARBARA'S\* Cereal: Cinnamon Puffins, Puffins Crunchy Corn

BLACK BEAR Breast of Turkey, Homestyle Black Pepper Turkey Breast, Catering Style Oven Roasted Turkey Breast, Gourmet U.S.D.A. Choice Roast Beef, Ready to Serve Rosemary Seasoned Ham (N)

ENER-G\* Aglutella Pasta: Imitation Rice, Macaroni, Straight Spaghetti, Tagliatelle

ENER-G\* Cream of Mushroom Soup (CS)

FRENCH MEADOW\* (mail order) Yeast Free Breads:

100% Kamut - Wheat Alternative, 100% Rye with Whole Grain, Country Style Baguette, Country White Loaf - Sourdough, European Sourdough Rye, French Basil, Organic Sourdough French, Spelt - Wheat Alternative, Sprouted Spring Wheat, Wheat Free Millet

FRENCH MEADOW\* (mail order) Pizza Crust: Spelt, Country Sourdough

To order call (612) 870-4740 or write to: 2610 Lyndale Ave South, Minneapolis MN 55408, or visit their web site at [www.frenchmeadow.com](http://www.frenchmeadow.com)

### Stage Two

ALVARADO STREET BAKERY\* Bread: Sprouted Wheat (raisins), Sprouted Barley (raisins)

BARBARA'S\* Salsa Pinta Corn Chips (paprika, tomato, bell & chili peppers)

BLACK BEAR Barbecue Flavor Breast of Chicken (CS, cider vinegar, paprika, tomatoes),

Pepper & Garlic Turkey Breast (paprika)

DIETZ & WATSON Italian Style Classic Tomato & Basil Ham (N)

DIETZ & WATSON Santa Fe Brand Turkey Breast (cider vinegar, paprika, peppers, tomatoes)

ENER-G\* Potato Bread (almonds)

SEITENBACHER\* Quick "N" Easy: Brown Gravy Mix (cloves, paprika, tomatoes), Garden Herb Sauce (cayenne pepper)

also available via [www.seitenbacher.com](http://www.seitenbacher.com)

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.