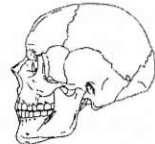
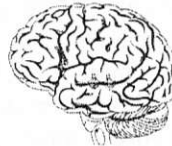


Bullying and violent behavior can have many causes.

Inadequate parenting and poverty are not the only triggers for disturbed behavior. Too many harmful substances in the environment and diet, and too few nutrients can be a recipe for trouble.

One mom wrote on our message board. "I had tears in my eyes as I read the latest *Pure Facts* (July/August 2001 issue). The whole violence thing is why we started Feingold. I could so relate to the articles. Joshua's story would have been my son's if we hadn't found Feingold. When people would shake their heads and say, 'How could Columbine happen?' I would think 'I know how it could happen.' And my little guy is just 4!"

Everyone has occasions when they have angry impulses, but these generally don't translate to action. Most people have the ability to inhibit their behavior, to "put the brakes on" and keep their impulses in check. But for some people, the impulse appears to by-pass the brain's control system. Children who destroy items for no logical reason, teens whose reckless driving puts lives at risk, the hockey dad who beat another dad to death over their children's practice session — there's something out of whack when the angry impulses take over.



The vulnerable brain

There are many potential offenders that can damage the brain, especially the developing brain of an infant or child. One of the best known is **lead**. Dr. Roger Masters of Dartmouth University spoke with *Pure Facts* about the damage heavy metals such as lead can cause. "A toxic chemical often has the effect of destroying a key chemical (neurotransmitter) in the brain. For example, dopamine is a neurotransmitter that is needed to fire the inhibition circuits in the brain. You can think of it as a key connection in the brake pedal of the brain. Therefore lead uptake destroys inhibition. It can lead to ADHD or violent behavior — both due to an inability to stop."

Dr. Masters and his colleagues have researched the effect of exposure to lead and to fluoridated water. Sodium fluoride occurs naturally in water in some areas, but communities that add fluoride to their water generally use a different form — a combination of hydrofluosilicic acid and sodium silicofluoride, called "silicofluorides" or "SiFs." These chemicals appear to be handled differently by the body than naturally occurring fluoride.

They found that children who live in communities that use SiFs have higher levels of lead in their blood. The researchers also documented a connection between high levels of lead and **manganese** (another potentially damaging heavy metal) and correspondingly high levels of violent crime.

Continued on page 4

The Waldorf Schools

They date back 83 years, but these schools have a modern message for today's families.

The Waldorf School movement was established by the Austrian educator/philosopher, Rudolph Steiner. He sought to educate the whole child — body, soul and spirit — in such a way that the child can unfold and grow into his or her unique self. Waldorf schools use the classical definition for "educate," meaning to draw out those

"When children relate what they learn to their own experience, they are interested and alive, and what they learn becomes their own. Waldorf schools are designed to foster this kind of learning."

Waldorf Education...An Introduction

qualities already in the child, which are of great value. The success of Waldorf graduates attests to the value of this approach.

The philosophy behind this is based on a recognition that at each stage of development, a child acquires a different set of skills and experiences.

Continued on page 8

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 the preservatives BHA, BHT, and TBHQ.

Traditional education may not always work

Here's a story with a happy outcome, thanks to a determined mom who would not give up on her son's education even if it meant doing things a little differently.

Karl was a handful as a baby and toddler, easily frustrated and sleeping only a few hours a night. His constant colds and chronic fluid in the ears slowed his speech development. Pre-school was not a positive experience. Although he was "bright," Karl found it nearly impossible to follow the rules. Kindergarten was no better, and by first grade, with a teacher who was a strict disciplinarian, things rapidly fell apart. Reading did not come easily and sitting at a desk all day was torture.

Rather than following the school's recommendation to use the new miracle drug for hyperactivity, Karl's family decided to try the Feingold Program and a different teacher. The response to the Program was positive, as was the change to a less structured classroom, but a lot of damage had already been done. Because he had learning deficits in reading and math Karl was placed in the "slow" reading



group. The time spent in the Resource Room meant he missed classroom instruction and fell further behind. Self-esteem issues and teasing continually eroded Karl's confidence and his academic struggles continued in fourth and fifth grade.

On the positive side, it was not just Karl who benefited from the Feingold Program. School had also been difficult for his mom, Ann. She was very moody and suffered from frequent migraine headaches. On the Program, both the moodiness and headaches eased. She was relieved to understand why school had been so difficult for her. Ann and Karl worked together to close the gaps in his education; this forged a life-long closeness between them, one that held them together in the difficult teen years.

The public school system was failing Karl so his family looked into other options. Phonics helped with reading, and his math tutors were able to explain things in a way that a harried classroom teacher couldn't. But all the gains

didn't erase Karl's basic feeling that he was stupid. The humiliation of first grade never really disappeared.

Junior high school gave Karl little pleasure and his compliance with the Program began to slip. As he got taller and heavier, he could cheat on his diet without the overt reactions of childhood, and he began cheating on a regular basis. Now Karl had more temper outbursts and more difficulty with peers and teachers. The short class periods and movement between classes helped with his restlessness, but it provided more opportunity for fights and a lot of negative attention from school authorities. Things were also deteriorating at home. The loving, cooperative child had become a difficult, surly teenager who resented the need for help with homework and gradually turned in fewer assignments.



Summer school was the only way to make up the classes Karl didn't pass, but it was not the unpleasant experience the family was expecting. The teacher was gifted, didn't believe in homework — just short supervised study periods, often held class outdoors, and graded not just the answer on a test, but also the written problem-solving steps. He always found something to praise and expressed optimism that there would be continual improvement. The single subject, intense structure of the classes seemed to help Karl concentrate. He got the first "A" he had ever seen on a report card, and another in the second session.

Ninth grade was a struggle and Karl's family began to explore other types of schools, but private school was more than the family budget could stand. Once again summer school offered a chance to make up class credits, but a more permanent solution needed to be found. The only option appeared to be night school. Ann still remembers the look of absolute bliss on her

son's face the day the transfer was arranged and he walked out of that school building for the last time.

Night school was offered for people who had dropped out of high school but had decided to come back and get a diploma. Instead of constant teasing for being "stupid," Karl now found mentors in his fellow students. They were serious about education and listening to their stories offered the motivation to work hard that the traditional school didn't.

During the day he worked as a mechanic's helper and saw that others valued his skill. His self-esteem grew. He could now see the value in school subjects that had previously seemed irrelevant. Karl learned that a quick temper didn't help in a work situation or keep a girl friend. He began to eat less junk food and watched his diet more carefully. Being sharp became more important than fitting in.



The following year Karl transferred to a high school vocational program and graduated. He vowed never to return to school but life has its own way of teaching lessons. After two years living on minimum wages, more education looked like a good idea. He attended a community college, followed by additional technical education, and now has a satisfying career.

Karl's family knew he was intelligent and capable but traditional schools didn't work for him. They are grateful their public school system offered so many options. Ann also feels that without the help of the Feingold Program and its volunteers, she and her husband wouldn't have been able to cope with the stresses during those turbulent years. She urges every parent to explore all possible educational options until they find the right one for their child, and always strive to make home a safe haven. Keep the cupboards full of acceptable foods for yourself and set an example your adult children will eventually follow.

Parents as teachers

Our family began a new quest for excellence in education in 1995. My son, Timothy, who had been successfully on the Feingold program since he was 4 years old, started having serious trouble when he entered 3rd grade, a tough year for any child.

The problems actually began in kindergarten where Tim had trouble "keeping to himself." I pulled him out of school and restarted him in kindergarten the following year and he did better. Perhaps it was a bad teacher-child relationship, I told myself. He then went into first grade with a screaming teacher. Tim cannot handle loud noises or screaming teachers, so after a fight with the principal over my son's right to a quieter teacher, we had him moved into another classroom. He did better there.

Second grade was much better. His teacher liked him and was into artsy kinds of things, very hands-on, which is Tim's learning style. I was concerned about his apparent inability to read, but she said I should not worry, just keep reading to him. He could barely read anything so I hired a tutor over the summer and we worked hard.

Our pediatrician told us about Feingold when Tim was in pre-school. In two weeks our home went from a scene from Helen Keller's dining room to one where our little boy sat at the table and talked calmly with us.

By third grade Tim was obviously falling farther and farther behind. He still couldn't read or even give sounds for letters or combinations! At the same time his behavior was heading down hill. I talked with the teacher, counselor, and principal. This teacher obviously thought the trouble was Tim; she said he had the intelligence to do better, but obviously was not trying. I got the sense that she didn't like him. I tried to get her to make small adjustments to help him, things like putting her hand on his shoulder to remind him to focus. She would agree to make changes, then later deny she had.

I was not able to get Tim moved to another class and every time I saw the school's motto, "doing what's best for the child," I became angry because I

Another option for school

An estimated 850,000 of the 50 million schoolchildren in the United States receive their education at home.

There is a wealth of information and help for the parent who is considering becoming their child's teacher. Conduct an Internet search for "homeschooling," "homeschool support groups," and parent support groups in your state.

Even if your child is enrolled in school full time, you might find helpful books and resources from the homeschooling community to enable you to give your child help in his weakest subjects. If you are not comfortable as your child's tutor, see if you can find an older student who wants to earn some extra money. (That generally isn't hard!)

didn't believe they cared about *my* child. I soon was labeled a trouble-maker, and this made it even worse for Tim.

By mid October my husband and I decided to pull him out of third grade with the philosophy that we could not do any worse than this, and it was the best thing we ever did for our son. He had become a tearful little boy, not wanting to get up for school each morning. Then he returned home grouchy, and behaving obnoxiously. Soon, Tim again became the happy, loving child we knew he was since we began Feingold. We had not realized how much stress the entire family had been living with!

The traditional schools did not work for Tim. His learning styles don't correlate with theirs. The staff wanted us to believe that Tim has learning disabilities, but I think that they are learning *style* differences. They were right about the fact that he is intelligent, most children are, but they were wrong that he was not trying hard enough to do his homework, which took him close to five hours for the work that would take another child 30 minutes.

Neither my husband nor I had ever considered homeschooling. I come from a long line of teachers and my husband was an excellent student who went on to get a Ph.D. But we were very worried about Tim's lack of education so we moved the classroom into

our home, and the results have been wonderful. After seeing an article in *Pure Facts* about the Read America program I sent for the materials and used them with Tim. He quickly learned to read and began to make up for lost time. I later traveled to Florida and received training and certification to teach children how to read with this new method that goes beyond phonics. [To learn more about Read America see www.readamerica.net]

Perhaps you've never considered homeschooling for your child. You may think, "I'm not that patient," or "I don't know the teaching techniques." If you observe your child and see the ways he learns best, you will be able to relax, knowing your child is happier and ready to learn in the style right for him. How about socialization? I'm happy to report that there are plenty of other places for a child to be social, in fact, Tim is a very outgoing child.

It has been rewarding to me and my husband to spend time with our son, to not turn him over for peers and others to influence his behavior in a negative way. We have learned to appreciate all his gifts and talents, and I have realized that learning can and should be fun! Oh yes, another plus for us was that we didn't have to deal with school lunches and all of the junk food now offered in so many schools.

Chris Sashegyi

Vulnerable brain, from page 1

In May of last year the *Archives of Pediatric and Adolescent Medicine* published an article titled "The relationship between lead exposure and homicide." The authors identified areas in the country with very high and very low levels of lead in the air. They found that those regions with the highest lead concentrations had four times the level of homicides as the low-lead areas.

["The relationship between lead exposure and homicide," Paul B. Stretesky and Michael J. Lynch, *Archives of Pediatric and Adolescent Medicine*, May 2001]

"It's the breakdown of the brain's inhibition mechanism that's the key to violent behavior. The presence of pollution is as big a factor in predicting crime as poverty." *Dr. Roger Masters, Dartmouth University*

Other researchers have connected lead levels in children to juvenile convictions and disciplinary problems in school. At levels of lead that are half the amount the government considers safe, other scientists found that IQ levels were reduced in proportion to the amount of lead in the child's body.

Although lead is no longer used in gasoline and most paints, it is still a threat, especially for children living in poverty, both in cities and in the countryside. Air pollution, peeling lead-based paint and antiquated plumbing systems can all contribute to the risk faced by a child growing up in poverty.

"The literature now contains more than 50 studies from at least 10 different countries that demonstrate an adverse consequence of exposure to low levels of lead on neuropsychiatric function."

*Dr. James Linakis,
Brown University*

Mercury has long been associated with damage to the brain and nervous system. Another heavy metal known to cause damage to the brain is **cadmium**, found in paint pigments, some fertilizers, batteries, cigarette smoke, and as a by-product of various mining and manufacturing procedures.

An autopsy of the man who went on a shooting rampage at a California McDonald's in 1984, killing 21 people, found that he had extremely high levels of cadmium. This was traced to the fact that he had been a welder; he quit his job, saying the fumes were making him "crazy."

Toxic metals interfere with the body's ability to use dopamine and serotonin, chemicals in the brain that help us control impulses. When the child has both excess levels of heavy metals, along with a poor diet, he will be at even greater risk. *Dr. William Walsh and colleagues at the Health*



"Perhaps conservatives who have long argued that it is time to get tough on crime will now join with environmentalists to get tough on industrial polluters."

Dr. Michael Zimmerman, Dean, University of Wisconsin College of Letters

Research Institute in Illinois found that children who had disturbed behavior often had too much copper in their system, and were deficient in zinc.

["Elevated Blood Copper/Zinc Ratios in Assaultive Young Males" *Physiology & Behavior*, Vol. 62, No. 2, 1997]

The December 2001/January 2002 issue of *Pure Facts* described the work of Neil Ward, a British researcher who found that Yellow dye No. 5 can cause a reduction in the levels of zinc in a child's system. Zinc is an important mineral that plays a part in most aspects of good health and can be lost during the processing of foods.

"Our work adds the wrinkle that in communities using silicofluorides in water lead is more likely to be absorbed and rates of violence are higher. Here, communities need to stop using a poison that has never been tested."

Dr. Roger Masters



Genetics

Dr. Feingold believed that genetic inheritance played a part in determining which children were most at risk for behavior and learning problems. It has long been recognized that genes also play a part in risk for many different health problems. This appears to also be the case with determining behavior later in life. A 1997 study of twins found that when a child showed anti-social behaviors at an early age the chance of a twin having these behaviors was far greater when the sibling was an identical twin than when the twin was fraternal.

An important marker for future problems was the age at which the child showed symptoms. A.K. Blake writes in the publication *Crime Times*, "One factor that differentiates 'experimenters' from chronic offenders is the age at which they begin exhibiting antisocial behavior. Those who start before puberty tend to be lifelong offenders, while those who commit their first offenses after puberty usually 'grow out' of their antisocial behavior."

["Evidence for a genetic etiology of early-onset delinquency," Taylor et al, *Journal of Abnormal Psychology*, Vol. 109, No. 4, 2000.]

Continued on page 5

Behavior modification

In a British study published last year, the researchers found that children who had serious behavior problems at age 3 were at an increased risk of becoming adult offenders. Blake sums up their findings: "Tantrums, bed-wetting, inattention, poor concentration, and poor social skills at age 3 correlated with later criminal convictions while family and social circumstances did not."

[“Association between behaviour at age 3 years and adult criminality,” Stevenson and Goodman, *British Journal of Psychiatry*, Vol. 179, July 2001, pp 197-202.]

Crime Times is published quarterly by the non-profit Wacker Foundation. It focuses on the link between brain dysfunction and aberrant/criminal/psychopathic behavior. See www.crimetimes.org.

Character Counts!

In October of last year the Department of Education published the results of a six year program in which schools foster the ethical traits of: trustworthiness, respect, responsibility, fairness, caring and citizenship. Children were not just told what they may not do (such as verbally abuse other students), they were expected to go out of their way to find positive things to do in helping other children. Fairness and cooperation were presented as the appropriate behavior.

Discipline problems declined in schools that implemented the program, as did bullying. And teachers saw that in an atmosphere of support like this, children were better able to focus on learning.

Researchers at the South Dakota State University found that the program changed student attitudes and behavior. When they reached middle and high school the students were less likely to lie, drink alcohol and tease others. The findings indicate a dramatic drop in: the use of force, teasing based on race or ethnicity, illegal drug use, vandalism, stealing, cheating, and detention.

For more information see www.character.org.

This may have little effect on the children reacting to toxins, but it can make a difference in children who do not have these risk factors, as well as the garden variety bully.

Marian Gormley wrote in the publication *Welcome Home* about her son's experience as a victim of bullying. Jake's tormentor was a girl in the fourth grade class he had entered in mid-year. Marian and her husband worked with their son, with role playing and advice. A conference with the teacher also helped, but the biggest change came when Marian met face-to-face with her son's young tormentor. "As we were leaving Jake's classroom, children began to arrive. I easily recognized the bully Jake had described. On the spur of the moment, I went over to her with a smile on my face. I knew I had the right girl when she responded with a look of guilt and dread before I even introduced myself. 'Hi! Are you Annette?' I asked. She nodded. Offering her my hand, I said 'I'm Mrs. Gormley, Jake's mom. I've heard a lot about you and just wanted to introduce myself.' Startled, she looked at me and hesitantly shook my hand. I left the school that morning, hoping but not daring to believe that things would soon get better for Jake." (Things did get better and Annette's bullying diminished.)



Resource suggestions for dealing with bullies

For parents:

Facing the Schoolyard Bully: How to Raise an Assertive Child in an Aggressive World by Kim Zarzour

Keys to Dealing with Bullies by Barry and Francine McNamara

For teachers:

The Bully Free Classroom: Over 100 Tips and Strategies for Teachers K-8 by Allan L. Beane

You Can't Say You Can't Play by Vivian Gussin Paley

For children:

Secret of the Peaceful Warrior by Dan Millman

Stick Up for Yourself!: Every Kids' Guide to Personal Power and Positive Self-Esteem by Gershen Kaufman and Lev Raphael

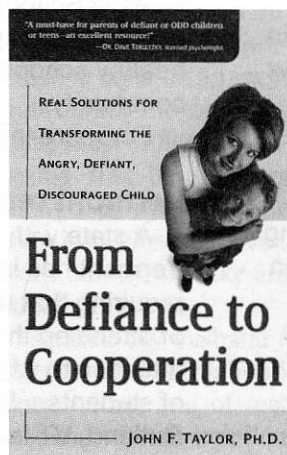
Reprinted from *Welcome Home*, published by Mothers At Home, www.mah.org

From Defiance to Cooperation

Although this book is directed toward the parents of defiant children the ideas presented are valuable for any parent. Dr. Taylor shows why so much of the advice on dealing with children's misbehavior is not effective. He rejects the "ignore-nag-yell-punish cycle" and points out that "the ultimate reason for excess plays for power is fear." He shows how the purpose of discipline is to teach conscience-based self control, and how a parent can accomplish this.

Taylor provides a skillful insight into the mind of both the developing infant and the defiant child, who is likely to be labeled ADHD, and shows the many factors, including negative school experiences, that can contribute to their defiance.

See www.add-plus.com for a schedule of Dr. Taylor's seminars on Oppositional Defiant Disorder and ADHD.



From Defiance to Cooperation
by John Taylor, Ph.D.
Prima Publishing 2001

March 2002

What is your story?

Dr. L. Eugene Arnold, professor of psychiatry at Ohio State University, has been invited by a medical journal to contribute an article on complementary treatments for ADHD. He plans to focus on how alternative treatments fill gaps not covered by the standard treatments and how they might be used together with standard treatments for the patient's benefit.

He is looking for reports of the following situations:

1. If you use both stimulant medicine and an elimination diet such as the Feingold diet, and/or nutrient supplementation, are you able to use less medication than expected? If you were using only stimulant medication before beginning the diet, or supplementation, were you able to reduce (or eliminate) the amount of medicine required?

2. Were you or your child a "stimulant failure" in which medicine for ADHD was tried but did not work or created unacceptable side effects? Did diet and/or supplements work for you after you had to discontinue medication?

Please send your stories to shula@feingold.org or mail them to our New York office:

FAUS Story, 127 East Main St., Riverhead NY 11091

We will forward them to Dr. Arnold for use in his article. Names and personal information will not be used, but please provide your name and a contact number or e-mail address in case he needs to reach you for more information.

We are hopeful that this will lead to more research in this area — it has been almost totally ignored until now.

This information has been reprinted from the Feingold E-mail newsletter. Visit our home page at www.feingold.org to sign up for your free subscription.

Indianapolis, IN - Dr. John Taylor will be presenting his popular seminar on ADHD on April 12 and again on the 13th. If you live in the area and would like to represent FAUS at the seminar please call us at (703) 768-3287.

San Francisco Bay Area Members - A Feingold workshop is held every 4th Wednesday of most months at the PHP Family Resource Center in Santa Clara. Call (408) 727-5775, ext. 135 for details.

Let's contact the restaurants!

The December/January issue of *Pure Facts* contained a sample letter for you to send to your favorite restaurant chains, asking them to identify the menu selections that could be enjoyed by families on the Feingold Program. Our thanks to all who sent us copies of the letters they received in response. It was not surprising to learn that the companies we have heard from thus far did not have very much to offer; but this is a valuable first step in making them aware of our wishes.

Please continue to send in your letters. You will find a copy of the form letter, plus addresses of the major chains on our web site.

Type in www.feingold.org and click the option on the left side, "Write Your Restaurant." Then, please send us a copy of your response and we will collect the information. Mail copies to:

FAUS, P.O. Box 6550, Alexandria, VA 22306.

Unhealthy schools to be studied

A new law requires the U.S. Department of Education to study the effects of decaying school buildings on the health of the children who attend. The Department will then report to Congress on ways to address the problems that have been associated with asthma and other respiratory effects, rashes and learning difficulties.

Instrumental in developing the legislation was the Healthy Schools Network, a New York State-based advocacy group that champions environmentally healthy schools for students, personnel and the community.

For more information see www.healthyschools.org

Vermont responds to high drug use

A state with one of the highest rates of Ritalin use, Vermont has introduced a bill to prohibit schools from requiring that a student be medicated as a condition of attending the school. State senators hope to call attention to what they believe is the overmedication of students. David Egner, a child psychologist from Rutland, VT is also critical of the practice. He noted, "You severely sedate them and use a drug that will make students 'manageable.' It's teaching the kid that you can't function unless you're drugged."

FAUS Product Information Center Report

from Donna Curtis

Product Alert

Please remove the following products from your Foodlist because they are cooked in oil that is preserved with TBHQ:

SCHWAN'S Breaded Chicken Breast Tenderloin Strips, Ready to Cook Breaded Chicken Breast Tenderloin

TYSON Breast Tenders - Breaded Chicken with Rib Meat, Ready to Cook Breaded Chicken Breast Tenderloin, Roasted Chicken - Ready to Eat

Girl Scout Cookies

The cookies are made by three different bakeries that provide them for Girl Scout councils throughout the United States. Although the recipes are standardized, the ingredients are not necessarily identical. Only one bakery, Little Brownie Bakers in Kentucky, makes a cookie that is acceptable for use on the Feingold Program.

The Do-Si-Do cookies that come from the Little Brownie Bakery are acceptable for Stage One. The cookies do contain dextrose, a form of corn sweetener. The Little Brownie Bakery name and logo are on both the box and the order forms they supply to the councils.

All Natural Cookie Dough

Feingold members with a hankering for home-made cookie freshness with little time for the kitchen now have a "fast cookie" alternative. The City Bakery in New York, NY produces MAURY'S* All-Natural Cookie Dough in three flavors:

Stage One: Chocolate Chip, Gingerbread

Stage Two: Oatmeal Raisin

Look for it in health food stores.

Reminder

PAPA JOHN'S PIZZA offers two types of sausage: regular and Italian. The regular sausage is acceptable and is listed in the 2002 Fast Food Guide. The Italian sausage, however, contains BHA and BHT so it is not acceptable. When you order from Papa John's be sure to specify that you want the regular sausage, *not* the Italian version.

The newest and baddest!

Look out, America, HEINZ has done it again! In May they will introduce brightly colored frozen potato products, as well as chocolate French fries! Called "Funky Fries" the frozen potatoes will come in five different shapes and synthetic colors.

PIC Report

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

Stage One

EDEN* pastas: Biodynamic Whole Grain Rye Spirals, Twisted Pair Gemelli 70% Kamut & 30% Quinoa; 100% Whole Grain Kamut Vegetable Spirals; 50% Whole Grain Durum: Endless Tubes Rigatoni, Parsley Garlic Creste Di Gallo, Parsley Garlic Spaghetti, Pesto Gemelli, Spaghetti, Thick Kluski Ribbons; Golden Amber Durum Pasta Vegetable Ribbons
FRANKFORD Hollow Chocolate Rabbit in foil with no decorations - (not crispy chocolate)
HY-VEE (Hy-Vee) Health Market: All Natural Banana Nut Crunches & Flakes Cereal (*contains fructose*)
Honey Frosted Flakes - *midwest only*
MANISCHEWITZ Everything Matzos! Poppy, Salt, Onion & Garlic
MISS ROBEN'S* Sugar-Free Corn-Free Biscuit Mix; Sugar-Free Andi Wunderbread Bread Mix (CS); Sugar-Free Corn-Free Soft Pretzel Mix; Sugar-Free Pancake & Waffle Mix
PURE DE-LITE candies: Milk Chocolate Bar with Coconut, Dark Treasure Bites
SARGENTO 4 Cheese Mexican Blend Shredded Cheese
SCHNEIDER String Cheese
VEGGIE KAAS* Cheese Alternative: Mozzarella Style
WESSON Pure Vegetable Oil

Stage Two

BIONATURAE Organic Balsamic Vinegar (red wine vinegar, grapes); Organic Fruit Nectars: Apple, Apricot (apples), Bilberry (apples), Carrot Apple, Peach (apples), Pear (apples), Plum (apples); Organic Fruit Spread: Apricot (apples), Bilberry (apples), Peach (apples), Plum (apples), Strawberry (apples), Wildberry (apples, bilberries, blackberries, raspberries, strawberries)
EDEN* Golden Amber Durum Pasta Saffron Ribbons (cloves, paprika, red peppers)
HY-VEE (Hy-Vee) Health Market: All Natural Crunchy Cranberry Cereal (blueberries, plums), Honey Nut Soy O's (almonds), Organic Oat Bran Flakes (grapes), Peanut Crunch Moist & Chewy Granola Bar (grapes) *Midwest only*
MAMA MARY'S Gourmet Pizza Crusts (CP, CS, SB, wine vinegar)
PEACE CEREALS* Maple Pecan Crisp (cloves), Rainforest Flakes (berries)
PLOCHMAN'S Premium Mustard: Dijon (red peppers, wine vinegar), Honey Dijon (CS, red peppers, wine), Natural Stone Ground (red peppers)

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.

Waldorf Schools, from page 1

The one-year old learns through movement; the two-year old's world unfolds through language. The realm of fantasy comes alive at age three and this plants the seeds for imaginative thinking and creative problem-solving that will be of such value when the child is older. Imaginative play is a big part of the Waldorf kindergarten.

Academic subjects are not introduced until the child is ready to integrate them into the rich creative foundation he has already developed.

In contrast, many American schools ignore the child's inner timetable and wonder why the five-year old does not seem to do well with a 2nd grade curriculum. Joan Almon, chair of the Waldorf Early Childhood Association of North America, writes: "American education gives lip service to the idea of developmentally appropriate curriculum but, in fact, arbitrarily assigns curriculum areas to whatever age it wants. The general guideline in teaching reading, mathematics, and many other subjects seems to be 'the sooner the better' and the result is a hurried curriculum as well as a hurried child."

"At the elementary school level, one frequently hears about burnout among third- and fourth-grade pupils. After age nine, many children simply do not want to learn any more. In the high school, educators say that many students seem unable to think. Ask them a defined question that requires a true/false answer or a multiple choice, and they do all right. But ask them to think through a problem and explain their solutions, and many are at a loss. Few educators seem to see a relationship between these crises, but, from a Waldorf point of view, the problems of the elementary school and high school follow on the heels of early academics in the kindergartens as surely as night follows day."

"I come to the conclusion that the gift of fantasy has meant more to me than any talent for abstract, positive thinking."

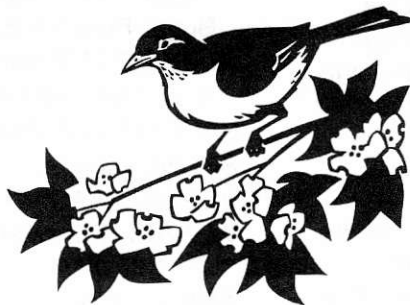
Albert Einstein

"Teaching thinking skills,' another 'movement' currently passing through the education system, is a response to a growing concern that Johnny can't think any better than he can read."

"Good thinking requires good analytic skills, but it also depends on imagination."

Jane Healy, educator and author of Endangered Minds

"The heavy reliance on computers to educate children has presented another hurdle for parents who want to raise creative children, eager to learn. Almon writes, "We look to machines as educators both at home and in the



Toxic Schools

Many schools are built on or near contaminated land sites, according to a report "Poisoned Schools: Invisible Threats, Visible Actions" from the Center for Health, Environment and Justice.

With the need for thousands of new schools, communities strapped for money, and with no regulations regarding site selection in most areas, children are being exposed to contaminated land.

The chemicals in the sites have been linked to childhood asthma, cancer, and other illnesses, as well as reduced IQ, disturbed learning and behavior problems.

Only one state, California, requires that school officials investigate prospective sites to determine if they have been used as toxic waste dumps.

[See www.childproofing.org/]

school but we are blind to the fact that, in the end, a machine can only educate the machine-like in us. It is not within the capacity of a machine to experience love, creativity, or morality, and it is unable to share these qualities with children. They can only be cultivated in the warmth and love between one human being and another. A child can learn to be an upright human being only from another upright human being."

For more information contact the Association of Waldorf Schools of North America, 3911 Bannister Road, Fair Oaks, CA 95628 (916) 961-0715, www.awсна.org/education-usa.html.

Pure Facts

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