Dear VOCDC Parents as well as the extended VOCDC & university community:

I want to welcome our new parents to the Vivian Olum Child Development Center and encourage you to introduce yourself to other parents and staff. Also, I want to extend a “welcome back” to families who were away for the summer. Our parents find that the Vivian Olum Center is a warm and supportive community of families who will welcome you and your child(ren). We try to have at least one “all center” family-oriented event each term. In addition, each classroom has a social event each term just for the parents and children enrolled in their classroom. You’ll get a monthly newsletter from your child’s lead teacher with lots of information, including family-focused events. In order to save paper and make sure everyone gets our newsletters, we email them to the addresses you have provided.

We still have a few openings in our toddler and preschool classrooms. We are waiting until mid-October to recruit community families so, if you know anyone at the university looking for child care, please have them contact us.

Because we had over 20 of our student staff graduate in June, we have added several new students to our classroom staff. Please introduce yourself to them. Most all of our new students start out as classroom aides, however we have a few who are graduate students and several with experience from other centers, as well as many education and FHS majors. They will be eligible to become student assistants winter and spring term.

I trust that fall term is going well for all of you and encourage you to stop by and say “hi” when you have time.

Sincerely, Carol Snead, Director

"Teachers and caregivers have daily opportunities to be the catalysts for spectacular developmental advances for children. We help provide love and attention, a healthful environment, good nutrition, and appropriate interpersonal interaction day after day. So, whether we think of these dramatic changes as miracles or simply developmental advances, they are all around us, just waiting for a chance to happen — and waiting for us to help. The opportunity to be part of such miracles in the lives of young children is a bonus of our professional work that should not be taken lightly."

A quote from Betty Caldwell, researcher, author, past president of NAEYC
Our Best Wishes to Kelley Foley, Lead Teacher, Builders:
Kelley began working at VOCDC when she was student in Family and Human Services pro-
gram. After graduating, she worked at another childcare center, and later was hired to be a
lead teacher at Vivian Olum Child Development Center and working in that position for 4
years. She recently accepted a position with the Eugene Relief Nursery and will be leaving
VOCDC. She feels that this job affords her more flexibility with her family and because her
husband used to work there, she is very familiar with the valuable contribution this program
makes to families in our community who are at risk. We will miss Kelley and wish her the very
best. Please take the opportunity to make a page for the scrapbook we are putting together
so that she can remember all the relationships she has enjoyed with you and your child(ren).

The recruitment process for a new lead teacher is in progress. Builder parents are asked to
assist Susan Schneider and Carol Snead in reviewing applications and interviewing candi-
dates. If you are a Builder parent and available to help with the recruitment, please contact
Susan or Carol.

Email Difficulties

This is the time of year when we are sending a lot of
classroom and program information to you via email.
Unfortunately, there are issues with sending email due
to changes in the routing addresses and new servers.
We are posting hard copies of all the newsletters and
memos that we are sending out in the next month un-
til we get all our staff, student and parent addresses
re-entered into our email directories with their new
routing address. Thank you for your patience.

Fall Fundraising:

We now have Entertain-
ment Books to sell as a
fall fundraiser. Lots of
organizations sell them and
we hope you, your friends
and family will buy one
from us! More information
is available at the front
desk!

Bilingualism and The Developing Child

“There is no doubt that speakers of more than one language have nimble brains.” This bold claim was
made in Psychology Today (October 2010; psychologytoday.com) in an article that also made these claims...

♦ “All told, half of the world’s population conducts life in multiple languages.... “
♦ “Infants as young as 4 months who live in bilingual environments can distinguish between two lan-
guages, monitoring lip and facial movements. Babies also show a strong preference for the language
their mother spoke during pregnancy... “
♦ “Contrary to conventional wisdom, bilingual children are not delayed in language acquisition. In fact, words
learned before age 5 have an added emotional kick, regardless of how many languages are learned. Because
the child's brain is developing so quickly, across so many regions, the words learned during this critical period
carry thick visual and emotional associations....”
♦ “Bilingualism enhances attention and cognitive control in kids and adults. Also bilinguals are better at learning
additional languages, even if those languages bear little resemblance to the ones they already know.”
Ellen Galinsky, president and cofounder of the Families and Work Institute, helped establish the field of work and family life at Bank Street College of Education, where she was on the faculty for twenty-five years. At the Institute, she continues to conduct seminal research on the changing workforce and changing family. She has written over 40 books and received numerous honorary degrees and awards, including the 2004 Distinguished Achievement Award from Vassar College. She served as the elected president of the National Association of Educators of Young Children. Ellen Galinsky’s most recent book has been well received by psychologists, pediatricians, the early childhood professional community and, most importantly, parents. MIND IN THE MAKING focuses on what Galinsky defines as the Seven Essential Life Skills:

**Skill 1: Focus and Self Control**
Children need this skill in order to achieve their goals, especially in a world that is filled with distractions and information overload. It involves paying attention, remembering the rules, thinking flexibly, and exercising self-control.

**Skill 2: Perspective Taking**
Perspective taking goes far beyond empathy; it involves figuring out what others think and feel, and forms the basis for children’s understanding of their parents’, teachers’, and friends’ intentions. Children who can take others’ perspectives are also much less likely to get involved in conflicts.

**Skill 3: Communicating**
Communicating is much more than understanding language, speaking, reading and writing—it is the skill of determining what one wants to communicate and realizing how our communications will be understood by others. It is the skill that teachers and employers feel is most lacking today.

**Skill 4: Making Connections**
Making connections is at the heart of learning—figuring out what’s the same and what’s different, and sorting these things into categories. Making unusual connections is at the core of creativity. In a world where people can google for information, it is the people who can see connections who are able to go beyond knowing information to using this information well.

**Skill 5: Critical Thinking**
Critical thinking is the ongoing search for valid and reliable knowledge to guide beliefs, decisions, and actions.

**Skill 6: Taking On Challenges**
Life is full of stresses and challenges. Children who are willing to take on challenges (instead of avoiding them or simply coping with them) do better in school and in life.

**Skill 7: Self-Directed, Engaged Learning**
It is through learning that we can realize our potential. As the world changes, so can we, for as long as we live—as long as we learn.

Ellen’s book is full of interesting anecdotal stories and practical strategies to support your child’s acquisition of these important skills. These are skills that develop over a lifetime as even adults continue to develop higher level strategies for implementing them in our relationships and responsibilities at home, work and in the community. A copy of the book is available in Carol’s office if you would like to check it out.
Last year, I was teaching a bouncy folkdance to a group of first graders, when many students began coughing uncontrollably. Their teacher looked at me, and looked at her students. These six-year-olds had to stop to catch their breath.

David Kahan points out that though the National Association for Sports and Physical Education recommends 60 minutes of vigorous physical activity per day for every child, only one in five American schools provide more than 60 minutes per week of Physical Education instruction.

In *Spark: The Revolutionary New Science of Exercise and the Brain*, John J. Ratey, M.D. describes how physical activity encourages brain cells to fire together, and wire together. "For the brain to learn," he says, "these connections must be made; they reflect the brain’s fundamental ability to adapt to challenges. The more neuroscientists discover about this process, the clearer it becomes that exercise provides an unparalleled stimulus, creating an environment in which the brain is ready, willing, and able to learn."

We benefit from any increase in exercise. For instance: Dynamic "moving" classrooms encourage children to seek out dedicated space to gently bounce on a physio ball, to stand, to walk in place, or to stretch. Movement sequences based on brain patterns, such as the Brain Dance, developed by Anne Green Gilbert, can serve as a transition before, during or after any part of a lesson.

And with just 15 minutes per day of dancing, a child can increase cardio, strength and flexibility capacity, while having all kinds of fun. Those daily 15 minutes, over a year, can be life-changing. Activities like dance respond to new research that demonstrates how the quality of movement experience actually strengthens the brain’s ability to adapt to change. Physical activity that is improvisational in nature, that invites a sense of adventure and exploration, leads to greater behavioral flexibility.

The Oregon Department of Education affirms, "The arts are where learning starts, from a child’s first exploration of meaning on a page by finger painting to an adult’s use of the arts to develop, understand and communicate new ideas. The fundamental way in which we experience our world and express our selves is through the arts, and arts education develops essential skills and abilities for successful 21st century citizens." All Oregon school districts are required to provide a K-12 arts curriculum that is aligned to the Oregon Arts Content Standards. But arts assessment is a local responsibility. After completing an integrated arts program that fused dance and academics, local k-3rd grade students reflected on their experience this way:

"We learned about self control, and thinking before acting."
"Dance lets us have more energy. We get to move. And Learning to relax helps you to concentrate."
"Dance makes you want to study more."

Essential work must be done to support the shifts in policy that would allow more children access to the full range of their learning potential.

For information about community outreach, early childhood education, strengthening the schools or teacher-training, please write to founder Rachael Carnes at rachael@sparkplugdance.org

### Additional Hours at Vivian Olum Child Development Center:

Change in your work schedule? Big meeting scheduled outside of your normal work hours? We can help! Families utilizing a part time schedule can request additional hours if needed. Additional hour requests are approved on a first-come, first-served basis, and will be accommodated if there is space available in your child’s classroom. Additional hours are billed at an hourly rate and will be added to your next tuition statement after the hours have occurred. Additional hour request forms are available at the front desk. Please see Kristy if you have any other questions regarding additional hours.

Thank you.
New Children's Books in Review from The Book Vine


In the foreword of this collection, Eric Carle, a longtime creative partner of Bill Martin, Jr (Brown Bear, Brown Bear, What Do You See?), explains that the late writer would begin his books by establishing a rhythm before setting out to write the text. It was through rhythm that Martin overcame his fears and finally learned to read in high school, eventually earning PhD in education. Martin's facility with rhythm and love of language are evident in his selection of poems for this collection. He chose more than 120 poems and organized them into 10 child-friendly categories. Selected poets include Margaret Wise Brown, Nikki Giovanni, Langston Hughes, Robert Louis Stevenson, and Jack Prelutsky, and the poems are accompanied by illustrations from Lois Ehlert, Aliki, Steven Kellogg, Ashley Bryan, and many others.


Langston Hughes's soulful poem "My People," written in the 1920's, celebrates in only 33 words the beauty of being Black, using spare language and references to nature: "The night is beautiful./so the faces of my people./The stars are beautiful./so the eyes of my people." Striking sepia close-up photographs of African Americans accompany the text. Smith notes in the afterword that he wanted to show African Americans "as bright as the sun and dark as the night" as well as portraying "the newness of a newborn smile and the wisdom of wrinkled skin." In the photographs, babies are being loved by male and female caregivers, children are playing, and people are laughing, gazing, and dancing. Both the language and the photographs are striking on their own, and they also mesh beautifully.


This photo-essay about the shades of our skin is a pleasure to peruse. Its opening premise, that skin comes in many shades rather than colors, suggests to the reader that we are all on the same spectrum, none of us so different from the next. The photographs include bright-eyed close-ups and candid camera shots of children playing. One section is devoted to biracial families, a subject particularly hard to come by in children's books. "Even in the same family," write Rotner and Kelly, "there can be many shades.


This book won the coveted Caldecott Medal for 2010. In The Lion & the Mouse, Pinkney retells Aesop's fable about the lion who spares a mouse and is later saved by him. The story is portrayed with no text other than the animal sounds heard in the Africa Serengeti, which serves as the book's setting. Pinkney's illustrations of pencil, watercolor, and colored pencil in browns, yellows, greens, and grays bring intensity to the silent story and, as all wordless books do, invite children to supply the words and develop their own storytelling skills.


With well-crafted text, Godwin tells the story of a group of firefighters who rescue two families, including a child and cat, from a burning building in the middle of a big city. Godwin's writing is rhythmic and concise, bouncing playfully from the page: "this is the firefighter./These are his clothes./This is his truck./and this is its hose./This is the station. This is the bell./ And this is the signal/that all is not well. When danger strikes, Godwin's rhyme lends reassurance as the firefighters get to work.
Earthquake Preparedness Information

What you have on hand when a disaster strikes can make a big difference for your comfort and safety in the hours and days following the disaster. Basic services, such as electricity, gas, water and telephones, may be cut off, or you may have to evacuate at a moment's notice. If you are confined at home, it may take some time for professional emergency responders to get to you, so plan on storing enough supplies for everyone in the family for at least 3 days. For infants and toddlers, you'll want to be sure to include diapering supplies as well. For more information on how to build an emergency kit, visit the UO Emergency Management website: http://em.uoregon.edu/info/prepare05/

VOCDC is working with Krista Dillon, Emergency Planner/Response, to retrofit areas in our classrooms that would be hazardous in the event of an earthquake. We are planning to have an evening meeting of information and displays of the products we'll be using in the retrofitting. Many of the items are things that you can do in your home to be prepared for an earthquake. Watch for a date and time of this meeting in the November Newsletter.

October is Domestic Violence Awareness Month

Toiletry Drive to Benefit Womenspace

Full sized shampoo, deodorant, razors, toothbrushes, lotion, pads, tampons and other unopened toiletries needed for survivors of domestic violence. Look for the purple bin in our administrative foyer. For more information contact the Women's Center at womenctr@uoregon.edu or 346-4095

In Intellectual Emergencies: Some Reflections on Mothering and Teaching, Lilian Katz makes these two observations about teachers' relationships with children:

"Relationships cannot be developed in a vacuum; we have to relate to each other about something — something that matters to the participants in the relationship. The content of our relationship with children should not be mainly about rules, regulations, and conduct, but about their increasing knowledge and developing understandings of those things within and around them worth knowing more about and understanding more deeply, more fully, and more accurately."

"Cultivate the habit of speaking to children as people — people with minds — usually lively ones. Appeal to their good sense. It is not necessary to be sweet, silly, or sentimental at one extreme, or somber, grim, or harsh at the other end. Let us be genuine, direct, honest, serious, and warm with them, and about them — and sometimes humorous too."
Let me introduce myself! I am Susan Schneider, the Infant Toddler Program Supervisor at VOCDC. My office is located within the Dreamer classroom, and I am always available to parents who may have questions or concerns about infant toddler classrooms, staff, or just general children’s issues. I have met many of the new parents this fall, but know that I have not met everyone, so I wanted to let you all know that you are always welcome to come and see me, email (susan@uoregon.edu) or call me at (541-346-6595). Remembering names is not my strong point, so please be patient as I get you all situated in my brain. I’m enjoying getting to know your children and have subbed in some of the classrooms this week as the need arose, continuing to establish relationships with the children little by little. I try to poke my head into each infant and toddler classroom nearly every day to see what groups are doing, support teachers, and spend time with the children. I love brainstorming with teachers and parents about solutions to quandaries that arise with children and finding ways to make sure teachers get the support they need to do their jobs and feel valued.

What happens between children and teachers (parents included) has such a major impact on children, as children’s brains grow and change at such a fast pace in their early years. Watching children discover new ways to see and interact with the world continues to give me reason to pause and see things anew as well. Developing communication, thinking and relationship skills in the early years have a long lasting effect on children’s lives and the world around them. I love being part of that growth process in any capacity. I also love knowing that our student staff leave here with some of the skills they will need as parents and see the importance of their interactions on children’s developing minds.

Here’s a little background. I earned my M.A. in Curriculum and Development, with a specialization in Early Childhood Education, at the UO in 1990 after working in the field for many years. I have worked with young children, primarily toddlers for nearly 30 years, 15 of them at the UO (14 years at VOCDC, 1 year at EC-CARES). My partner and I have also been foster parents for 15 years, fostering over 75 children. We have 3 adopted children as well: Chris is 26 years old, and lives close by, Melia is 16 and enjoying her sophomore year at Churchill H.S., and Lexi is 7, a second grader at Adams Elementary. We have had a specific interest in fostering infants with medical needs, and have had over 25 babies with us for anywhere from 1 week to 3 years before going on to permanent homes. We are taking a break from fostering for the moment, thoroughly enjoying our daughters, Lexi and Melia, in this phase of life, bonding, consulting and adventuring together whenever we can.

In the Center, I am scheduled 25 hours a week, wrapped around meetings with teachers and center needs for opening and closing administrative coverage, so I can be hard to find. I keep a copy of my scheduled hours outside my office or you can always ask at the front desk if I am “in” and where I might be found if you want to talk with me. If there is anything I can do to help make your experience here at VOCDC more positive, please let me know.