

FULFILL YOUR CHILD'S POTENTIAL

Child-Development Brochure

Kindergarten Is Too Late

by Masaru Ibuka. Original publisher: Gomma-shobou (1971)



This is a terrifying book to read for those who have children above three years of age. Terrifying because it gives them the feeling that either they have missed the boat that took all the “education mamas” and “education papas” to the kingdom of enlightenment, or they have been giving the wrong training to their children now in kindergarten or in school.

However, if you have read Dr. Glenn Doman’s *How to Teach Baby to Read*, the chances are you will appreciate and enjoy this book by Masaru Ibuka, and wish that you had come across it earlier. Glenn Doman writes the introduction to *Kindergarten Is Too Late*, recommending it as a book that **offers a plan** to change our whole approach to the bringing up of small children.

Both Ibuka and Doman have the same belief:

“The period for the most concentrated, and in some areas the most effective learning is **NOT** during our school days or our college years: it is the period **BEFORE** we are sent to kindergarten – the first two or three years of life.”

Masaru Ibuka makes astonishing (and interesting) suggestions for the early development of the child. Since a small child would rather learn than eat, why not let him learn foreign languages at the same time as his mother tongue? Why not let him learn to swim at the same time as crawl? Why not let him learn to read, and learn to play a musical instrument? According to Ibuka, the infant's brain can take an almost infinite amount of "input" and there is no ground for concern about "force-feeding" or over-stimulating him: **"like a sponge, the infant's brain absorbs,** and if it comes to a point of saturation, it automatically stops taking any more in."

Because children hunger for learning experiences, they should be exposed only to the very best, says Ibuka, and be offered lessons in as many different skills as possible, rather than training in any one particular field.

The author claims that training in violin playing develops powers of concentration (his friend Dr. Suzuki has already taught thousands of two- and three-year-olds to play the violin). Another interesting claim of Ibuka's is that excellence in one thing gives confidence in others. Even if the reader does not agree fully with Ibuka about early-development theories, this book will at least encourage him to think about satisfying the **young child's immense curiosity** about his environment.

Ibuka has another message: that the human intellectual potential is far greater than people realize and certainly much greater than any present educational system allows. He makes this suggestion: that we strive to develop this potential in children to the fullest extent, and that we change some of our current educational practices toward that end.

Parents and teachers of very young children should read *Kindergarten Is Too Late* and use its revolutionary ideas to help such children acquire many forms of learning before it is too late – in the all-important years before kindergarten or the pre-primary stage.

ANNE PARKIR



ABOUT THE AUTHOR

Masaru Ibuka, 1908 – 1997, born in Japan, co-founded the Tokyo Telecommunications Engineering Corporation in 1946, which later became known as Sony Corporation.

He took part in the development of the magnetic recording tape, is known for Japan's first transistor radio and television and served Sony in leading positions for more than 25 years. At the height of his career, he wrote the book *Kindergarten Is Too Late*.

Every child learns
every moment of the day



Education begins
on Day One



A baby is born with billions of brain cells. The connections, or pathways, between these brain cells support learning and form the mind.

These connections spread and **grow strong through stimulation and regular use.** And they grow weak when not stimulated and used. A child's mind is shaped by the input it receives from birth.

Source: Carnegie Corporation of New York

Everything is connected:

How the Brain Is Wired

Before a baby is even born, its brain begins producing the billions of brain cells, or neurons, that make up the mind. Development occurs so fast that it actually produces even more neurons than it will eventually need.

After birth, the brain continues to grow—quickly. The neurons continue to reach out and experiment with new connections at an explosive rate. **Everything that the child experiences in this period of growth will determine what connections will stay and grow stronger and what connections will be disconnected and deleted.**

As your child grows up, this process slows down and fewer connections are made more slowly.



The early years are the prime years for making new connections.



These **connections** in your child's developing brain are just like your connections to people in your life. They need to be stimulated and reinforced in order to become strong and lasting. Connections that are not reinforced atrophy.

The neurons spin out axons—the telephone or DSL lines of the nervous system. Axons are made to connect. They reach out to other neurons, making temporary connections. These connections will develop into the network that makes up the mind.

The physical growth of the brain from birth to adulthood



birth
1/4 size



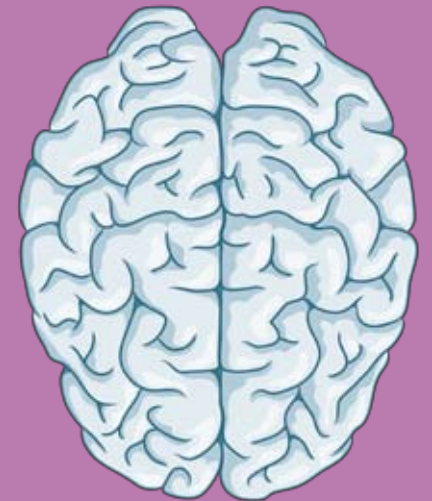
18 months
1/2 size



3 years
3/4 size



6 years
9/10 size



adult
full size

From birth the brain grows at a rate of one milligram per minute.

Source: *The Brain Book* by Peter Russell



birth to age 2 – 30 percent



by age 8 – 80 percent

Intellectual growth
of the brain from
birth to adulthood

You can see why it
is crucial that your
child get off to the
right start.

Source: *Stability and Change in
Human Characteristics* by
Benjamin S. Bloom, University
of Chicago



by age 4 – 50 percent



by age 18 – 100 percent

There is no control over the physical growth of a child's brain.



But you – as a parent –
can control what kind
and **quality** of stimulation your
child's brain is exposed to.

It is important that your child get off to the right start and regularly experience input that stimulates and reinforces the connections between brain cells.



Give your child the right choice



fact

In many households, children aged 2 to 12 watch TV more than any other activity except sleeping, including hours spent in school.

Source: A. C. Nielsen Co.

fact

Academic achievement declines sharply for children who watch television for more than 10 hours a week, or an average of two hours per day.

Source: U.S. Department of Education

fact

This country [USA] spent over \$11.7 billion on video games in 2008 and for the third consecutive year, while 82% of American children play video games for an average of 10.4 hours/week.

Sources: Entertainment Software Association and NPD Group

Every child's world is full of *so much* to learn.
Yet children are faced with *so many* distractions.

Your child is always learning,
but who is doing the teaching?

Many parents are concerned
that children are becoming
LOOKWORMS
instead of **BOOKWORMS**.



Aren't you
concerned, too?



There are two types of children in every classroom...



...those who are well-prepared and tuned in.

...those who are ill-prepared and tuned out.



All children have the same advantages in the classroom. It is the advantages available **at home** that **make** all **the difference**.





How does your child connect to the world and to language?

Even before birth, an infant focuses on its mother's voice. After birth and in the following years, the child's brain begins to decipher and reproduce the sounds it hears at home.

Already **at six months** a baby can recognize the vowel sounds that form the basic building blocks of speech.

What can you do as a parent?

Talk to your baby as much as you can. This will significantly **speed up the process** of learning new words. The high-pitched, sing-song speech style helps babies connect objects with words.

Use this window of learning—before it closes forever.

Why should your child learn English?



Being able to speak, read and write English will give your child a major edge in school and on the job, increasing its chance of success in life.



Did you know?

3/4 of the world's mail is written in English.

Nearly 36% of Internet users communicate in English.



English has official or special status in at least 75 countries with a total population of more than 2 billion.

English is the main language of international business, books, newspapers, academic conferences, science, technology, diplomacy, sports and international competitions, airports and air-traffic control, pop music and advertising.

More than 1 billion people worldwide are learning English today, according to estimates.

More than 2/3 of the world's scientists read in English.

1/4 of the world's population speaks English with some degree of competency, and demand that the other 3/4 catch up is increasing.

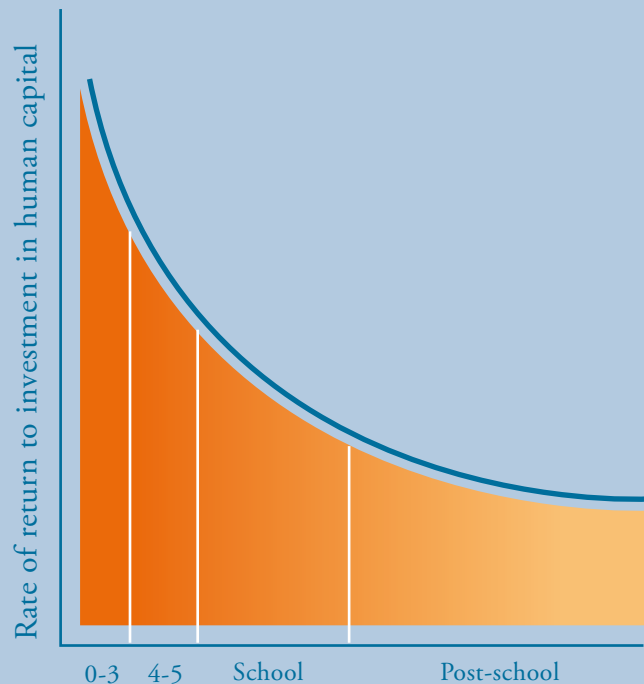


80% of the world's electronically stored information is in English.

It is absolutely vital that your child become fluent in English, the universal language – wouldn't you agree?

Investment in early childhood education:

Good for your child, and good for society



Research shows that early-education programs prepare children better for school and help to close the achievement gap between rich and poor pupils. They also breed economic success both for individuals and for a country's overall economy.

According to an influential recent report,* the “quality of life for a child and the contributions the child makes to society as an adult can be traced back to the first few years of life.”

The well-known High/Scope study concluded that

for every dollar invested in high-quality preschool education programs, over \$8 in benefits was returned to the program participants and to society as a whole.

Children who participate in early-education programs grow up to be better-educated – and higher-earning – adults.

*Arthur J. Rolnick and Rob Grunewald, “Early Childhood Development: Economic Development with a High Public Return,” *The Region*, December 2003, Vol. 17, No. 4 Supplement, pp. 6-12.

Source: “The Productivity Argument for Investing in Young Children.” Working Paper 5, Invest in Kids Working Group, Committee for Economic Development, October 4, 2004.

James J. Heckman, University of Chicago, American Bar Foundation and University College London

Dimitriy V. Masterov, University of Chicago

The High/Scope Perry Preschool Study started in 1962 and was conducted over 4 decades.

Among the study's major findings are:

During elementary and secondary school, participants had a **significantly higher average achievement score** at age 14 than nonparticipants.

At age 27, four times as many program participants as nonparticipants **earned \$2,000 or more per month.**

Over 65% of program participants **graduated** from regular high school compared with 45% of nonparticipants.

Significantly more of the program group than the non-program group **owned their own homes** at ages 27 and 40 (27% vs. 5% at age 27, 37% vs. 28% at age 40).

The benefits noted by the study may actually be underestimated, because the study does not measure the effects on future generations, e.g.:



Knowledge gained by parents who participated in early-childhood-education programs when they were young will likely be transferred to their own children.

The participants' children will benefit from the increased education and affluence of their parents.

The report further suggests that the chain of poverty may be broken.



