



Einstein Never Used Flashcards: How Our Children Really Learn--and Why They Need to Play More and Memorize Less

By Roberta Michnick Golinkoff, Kathy Hirsh-Pasek, Diane Eyer

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In *Einstein Never Used Flashcards* highly credentialed child psychologists, Kathy Hirsh-Pasek, Ph.D., and Roberta Michnick Golinkoff, Ph.D., with Diane Eyer, Ph.D., offer a compelling indictment of the growing trend toward accelerated learning. It's a message that stressed-out parents are craving to hear: Letting tots learn through play is not only okay-it's better than drilling academics!

Drawing on overwhelming scientific evidence from their own studies and the collective research results of child development experts, and addressing the key areas of development-math, reading, verbal communication, science, self-awareness, and social skills-the authors explain the process of learning from a child's point of view. They then offer parents 40 age-appropriate games for creative play. These simple, fun--yet powerful exercises work as well or better than expensive high-tech gadgets to teach a child what his ever-active, playful mind is craving to learn.

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Editorial Review

From Publishers Weekly

Authors and child psychologists Hirsh-Pasek, Golinkoff and Eyer join together to prove that training preschoolers with flash cards and attempting to hurry intellectual development doesn't pay off. In fact, the authors claim, kids who are pressured early on to join the academic rat race don't fair any better than children who are allowed to take their time. Alarmed by the current trend toward creating baby Einsteins, Hirsh-Pasek and Golinkoff urge parents to step back and practice the "Three R's: Reflect, Resist, and Recenter." Instead of pushing preschoolers into academically oriented programs that focus on early achievement, they suggest that children learn best through simple playtime, which enhances problem solving skills, attention span, social development and creativity. "Play is to early childhood as gas is to a car," say Hirsh-Pasek and Golinkoff, explaining that reciting and memorizing will produce "trained seals" rather than creative thinkers. Creativity and independent thinking, they argue, are true 21st-century skills; IQ and other test scores provide a narrow view of intelligence. The authors walk parents through much of the recent research on the way children learn, debunking such myths as the Mozart effect, and pointing out that much learning unravels naturally, programmed through centuries of evolution. Although the research-laden text is sometimes dense, parents will find a valuable message if they stick with the program, ultimately relieving themselves and their offspring of stress and creating a more balanced life.

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Review

"Explodes over-hyped education myths and tells you why relaxing and reclaiming your child's childhood is the best way to nurture his growing mind." *?Parenting magazine*

"A valuable message..." *?Publishers Weekly*

From the Inside Flap

Einstein Never Used Flash Cards

Here's the message that stressed-out parents are craving to hear: It's okay to play!

In fact, it's more than just okay-- it's *better* than drilling academics. After decades of research, scientists and child development experts have come to a clear conclusion: Play is the best way for our children to learn.

Children who are prematurely pushed into regimented academic instruction display less creativity and enthusiasm for learning in later years.

Children who memorize isolated facts early in life show no better long-term retention than their peers.

Children who learn through play also develop social and emotional skills, which are critical for long-term success.

Somewhere along the line, we've gotten off track by stressing academic products and programs to our

preschoolers. Thankfully, Dr. Kathy Hirsh-Pasek and Dr. Roberta Michnick Golinkoff have a simple remedy for our children that is based on overwhelming scientific evidence from their own studies and the collective research results of child development experts.

Einstein Never Used Flash Cards goes beyond debunking the myths spread by the accelerated-learning industry. Parents and educators will find a practical guide to introducing complex concepts through smart, simple, and loving play.

For every key area of a child's development (speech, reading, math, social skills, self-awareness, and intelligence), you'll understand how a child's mind actually learns. Then you'll discover exercises (40 in all) that will showcase emerging skills and leave your child smiling today-- and prepared for tomorrow.

Kathy Hirsh-Pasek, Ph.D., is a member of the psychology department at Temple University, where she directs the Infant Language Laboratory and participated in one of the nation's largest studies of the effects of child care. The mother of three sons, she also composes and performs children's music.

Roberta Michnick Golinkoff, Ph.D., is the H. Rodney Sharp Professor in the School of Education at the University of Delaware, where she holds a joint appointment with the departments of linguistics and psychology and directs the Infant Language Project. She has also been a recipient of the John Simon Guggenheim Memorial Fellowship and is the mother of a son and a daughter.

Together, the authors were featured on the *PBS Human Language* series and are the authors of *How Babies Talk*.

Diane Eyer, Ph.D., is a member of the psychology department at Temple University and author of *Motherguilt* and *Mother-Infant Bonding*.

Users Review

From reader reviews:

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Aaron Ryan:

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Donald Tuel:

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