A specter is haunting the world- the specter of intellectualisation. Someone may cheer it as the omnipotent cure for widespread poverty of the developing countries and the sluggish development of the Western world whereas others may felt threatened and may call for an alliance to exorcise this specter. Different people might have different views. However, it remains certain that, like it or not, intellectualisation has come. It is coming not as a wick specter nor as a benefactor. Its meaning depends on our attitude and action. In the face of the challenges brought by intellectualisation, skill is power, knowledge is power, courage is power. Above all, education is power. With education, we can transform the wick specter of intellectualisation into a benevolent genie. Good education upgrades the quality of the population and brings forth wealth to a country. So nowadays, parents put a lot of efforts in providing quality education to their children.

When Should Education be Started?

This question has been asked by teachers, parents, and early upbringing did not override her concern over the poor and the weak. She started her career in the library of Harvard University. The English translation only reappeared to the world in the recent decades.

Maria Montessori

Maria Montessori was an Italian physician and educator. She was born in a wealthy family in Italy in 1870. She received a medical degree at 26 years old and became the first female doctor in Italy. Her background and early upbringing did not override her concern over the poor and the weak. She started her career in teaching the mentally retarded children at 28 years old. In the course of teaching, observation, experimenting and analysis, she had designed several teaching aids and tools. She had also established several important educational principles. She established "Children's Home", which offered education to poor children. In 1909, she wrote a book 'Montessori Method of Education', which laid a foundation for development of early childhood education in the coming decades. Her principles of education had been widely researched and practised in many developed countries. Dr. Montessori
stated that the most important learning stage of a person was from birth to six years old rather the age of university education and it was at that stage that one's wisdom be developed and shaped. Again her theory was not in line with the contemporary belief of her days. At the beginning of the twentieth century, there were not many schools for children younger than six years old. Both Pastor Witte and she were the innovative and pioneering educators of their days.

The Establishment of Kindergarten

The literal meaning of Kindergarten is Children's Garden. It is the education for young children which serves as a transition from home to the more formal schooling. Children are taught to develop basic skills through creative play and social interaction. Kindergarten is part of the preschool system in many countries. Children attend Kindergarten to learn to communicate, play, and interact with others appropriately. As stated above, the general belief of those days did not favour early education. It took quite sometime to have sufficient courage for Friedrich Wilhelm August Froebel to establish the first kindergarten in 1840. Froebel used 'Kindergarten' to describe this institution. This marked the beginning of formal childhood education and paved the way for the forthcoming long-lasting preschool system in the modern world. The first kindergarten in the United States of America was founded by Meyer Schurz in 1856. Her success drove her to offer her education to other children as well. Later that year, Peabody founded the first English-language kindergarten in America in Boston, following Schurz’s model. Gradually kindergartens became more prevalent in the modern society.

Despite the short history and the humble beginning, we have got flourished development of childhood education over the past two centuries. Thanks to the advancement of psychological, neurological and educational theories, we have got different schools of theory and systems in this area. Having looked back at the beginning and the old days, let us move forward and take a glimpse at the modern line of thought regarding childhood education. Multiple Intelligence is one of the most influential theories.

Multiple Intelligence

Multiple Intelligence was established by Dr. Howard Gardner, a developmental psychologist in Harvard University. This theory was based on the study of differences in ability among people who got brain injury. Traditionally schools only emphasised training in language and mathematical abilities. However, these two areas cannot account for the whole of human intelligence. Different people have different combination of strengths in different abilities. For example, an architect or a sculptor is good at visual spatial ability, an athlete or a ballet dancer is good at kinesthetic ability, a personnel manager is good at dealing with interpersonal affair. Dr. Gardner claimed that the conventional explanation of intelligence was too narrow. So under the theory of Multiple Intelligence, holistic education should cover a comprehensive range of abilities namely:

1. Linguistic intelligence
2. Logical mathematical intelligence
3. Visual spatial intelligence
4. Musical intelligence
5. Kinesthetic intelligence
6. Interpersonal intelligence
7. Intrapersonal intelligence
8. Naturalistic intelligence

Linguistic Intelligence

Linguistic intelligence encompasses the ability to learn and use language in grammatical, phonetic and semantic aspects. People with high linguistic intelligence can think, read, discuss, write in language with competence.

Language learning in young children has been one of the prime concerns among parents. There are a few points for language learning to note.

a. It is important to master one’s mother tongue first. Language is the framework for thinking and thus the foundation for further intellectual development. Thus mastering one’s mother tongue enables the young to proceed further along the course of learning life.

b. The sequence of language is listening, speaking, reading and then finally writing. It is believed that such sequence is applicable to the learning of first, second or even third language. Unfortunately, our educational system at times gets wrong in the sequence of teaching, especially the teaching of second language.

c. The early learning of phonics or phonetics plays an important part in language learning. One can master spelling and develop an idiomatic accent earlier after acquiring the skill in phonics or phonetics.

d. Language learning in children had better been conducted in a funny manner. Children have the inborn affiliation for playing and having fun. The effectiveness of learning language will be enhanced if we can make good use of funny cartoon, songs, rhymes in the course of learning and teaching.

e. Learning language should not be just confined to class, playgroup or school. It is better if we can merge learning language in daily activities.

Logical Mathematical Intelligence

This is the ability in dealing with number, logical reasoning, deduction, pattern recognition, sequencing, sorting similarity and differences, measurement and classification. Engineers, scientists and mathematicians are good at this intelligence. From the studies of children’s mathematical ability, it was found that an infant less than one year old was able to sense the differences in the numerosity, ordinality, and adding and subtracting small quantities. At this stage, an infant can only deal with mathematical concept at sensory level. When reaching two years old, a child can express simple mathematical concept in simple language. According to Piaget’s theory of Intellectual development, the stage of concrete operations begins at seven years old. It is in this stage that a child develops the concept of conservation- that is such quantities as mass, number, weight and volume remains constant regardless of changes in appearance. Children in this stage show an ability to reason logically about objects
and to apply rules. In the course of teaching young children mathematical concept, it is better to use concrete materials to illustrate the abstract mathematical concept.

**Visual Spatial Intelligence**
This is the ability to sort out the relations in colour, line, shape, pattern, space. People with high visual spatial intelligence are good at thinking in the form of visual image. Artists and architects are good at this intelligence.

**Kinesthetic Intelligence**
This is the ability to express ideas or feelings in the form of bodily movement. People with high kinesthetic intelligence are skillful in learning through bodily action and bodily feeling. Athletes are generally good at this intelligence.

**Musical Intelligence**
People with high musical intelligence are skillful in detecting and sorting out rhythm, pitch, melody. They are able to think through rhythm and flow of melody.

**Interpersonal Intelligence**
People with high interpersonal intelligence are sensitive in detecting others’ emotion, motivation and feeling through observing others’ facial expression, intonation and gesture. They are fond of team work and they feel easy in the presence of others.

**Intrapersonal Intelligence**
People with high intrapersonal intelligence understand their own selves well. They are certain about one’s own emotion, temper, wish, strength and weakness. They often think of one’s value and direction of development.

**Naturalistic Intelligence**
We are living in the nature. We need to observe the nature in order to survive. Before the agricultural period, we needed to observe and to understand other animals’ habits and properties in order to hunt or to avoid being hunted. For agriculture, we needed to understand the change of weather in order to have good harvest. From the bodily contour and swimming action of fish, we got the aspiration of building boats and ships. From observing birds, we got the clues of designing aircraft. From ancient to modern, we have got to understand the elements of nature so as to survive. So naturalistic intelligence—the power of detecting the elements of nature and making good use of it are always with us in the course of historical development. Nowadays, we often talk about creativity. However, creativity does not mean that we create new things. The elements and materials are already present in nature. Detecting such elements and making new combination of the existing elements are the mechanism of creativity.

**Conclusion**
Childhood development has important impact on one’s personality formation and intellectual attainment thus is pivotal in the quality of one’s mental health in the future. It is important for parents and the policy maker to seize the golden period of a person- childhood, by offering tailored education and proper upbringing to our children when they are still young. From ancient to modern, the emphasis on childhood education started from zero to the current diversified development. Nevertheless, we should not lose sight of the most important element of upbringing: good parental bonding and a happy childhood. These are the basis on which children thrive well physically and psychologically.

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