**Reaction Review**

 Human knowledge and literacy begin with early childhood development, particularly in regard to reading and writing. The article focuses on the first eight years of a child's life as the most important phase of individual enlightenment. As such, the type of environment and participants in a child's life determine the learning ability that the child would exhibit even in their later years. The article, therefore, suggests that a child should be exposed to learning materials from as early as one year old, so that their cognitive development is in line with their physical development. There are recommendations for influencing educational development, such as using pictures, symbols, and oral language for children at a lower age. With that, they will easily adapt to more complex instructions and learning objectives as they advance into higher learning phases.

 The article also argues that teachers continually use the wrong teaching methods and strategies on young learners. For example, it cites group discussions as an outdated method that was only effective in the previous ages but not today. Putting children in groups works against slow learners who may not be vocal enough to attract the teacher's attention during the learning process. Alternatively, children should be given time to practice independently, which breeds their confidence in the new ideas learned. The article underlines that children have self-correcting abilities that enable them to develop more sense of the learning materials than if pressured into learning. Additionally, language development also relies on the exposure of learners to different vocabularies from a young age, as young learners have good memorizing skills that would enhance their reading and writing skills. The article, therefore, proposes newer methods to be used in early childhood development programs and criticizes obsolete methods that are no longer effective for young learners.