

Prelearning: Trials and Trends

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Abstract

A decade after its professional debut, prenatal stimulation has reached a definitive stage. The developmental mechanism responsible for what has become called prelearning is being validated through numerous tests as children specially enriched before birth both mature and increase numerically. Nevertheless, despite a growing body of published research, international formation of an investigators' network, and substantial media recognition, the importance of so pervasive a consciousness breakthrough remains underrealized. This brief survey will update current and projected clinical evaluations seeking to address that inequity, as well as venture an implication for human evolutionary direction.

Zusammenfassung

Ein Jahrzehnt nach dem Beginn ihrer professionellen Umsetzung hat die pränatale Stimulation einen klaren Rahmen gefunden. Die Mechanismen des „Prelearnings“ sind durch zahlreiche Tests geklärt und gesichert, da die vor der Geburt besonders geförderten Kinder zahlreicher werden und mit zunehmendem Alter über einen längeren Zeitraum beobachtet werden konnten. Nichtsdestoweniger wird die Bedeutung dieses Forschungsdurchbruchs unterbewertet, und dies trotz einer wachsenden Menge von wissenschaftlichen Arbeiten, der Aufnahme internationaler Verbindungen zwischen den einzelnen Wissenschaftlern und eines beträchtlichen Medieninteresses. Diese kurze Übersicht gibt den Stand der laufenden und projektierten klinischen Untersuchungen, um dieser Unterschätzung gegenzusteuern. Sie will dabei gleichzeitig die Implikationen dieser Forschung für die menschliche Entwicklung im allgemeinen ausloten.

Fostered by a generation of discoveries in the neurosciences, prenatalology, and developmental psychology, fetal sensory stimulation or prelearning has attained programmatic puberty. Although isolated and typically idiosyncratic instances of parental intuition have benefitted some youth now well into adolescence, the originally independent efforts of Rene Van de Carr, M.D., Donald Shetler, Ph.D., and the author have resulted in approximately 10,000 prelearners on every continent, the majority under age 10, enjoying significant behavioral, creative, and cognitive gains. While the genesis, explanation, and pilot work behind this innovation have been documented elsewhere ¹, more recent activities deserve outlining.

1. The Institute for Prenatal Studies in Maple Falls, Washington, is conducting the first clinically controlled study of 50 children, ages 3 to 30 months, stimulated *in utero* by The Prelearning Program, sonically curricularized cardiac variants applied 2 hours daily starting midterm. Preliminary data indicate 25% overall improvement on a standardized comprehensive measurement, 30% in linguistic areas. Expanded evaluations, both in subject number and by different instruments, are planned with developmental psychologists at the university level.
2. Several dozen infants experiencing The Prelearning Program are being compared with a control group by Mikhail Lazarev, M.D., at the Children's Rehabilitative Center, Moscow. This test will continue to add subjects and monitor longitudinally over the next few years.
3. Utilizing controls, psychologist Peter Hepper, Ph.D., Queen's University of Belfast, will be exposing 100 prelates to The Prelearning Program, specifically targeting its mitigative effects upon Downs syndrome.
4. Sylvia Winchester, R.N., Denver, is preparing a fetal alcohol syndrome trial employing The Prelearning Program with Native Americans in two tribal areas.
5. Chairat Panthuraamphorn, M.D., Bangkok, has completed a controlled hospital study ² of 24 mothers and infants receiving a variety of prenatal stimulation practices, including auditory, showing substantial advantages.
6. Neurophysiologist Thomas Blum, Ph.D., Berlin, has tracked favorable fetal responses to sonic stimuli ³, and will be applying new brain imaging techniques for recording prelearner benefits.
7. Psychologist Melita Kovacevic, Ph.D., University of Zagreb, is preparing to examine curricularized linguistic imprinting in prelates.
8. Isabel Cantallops Fiol, Ph.D., Department of Mathematical Psychology, University of Barcelona, will be conducting double-blind sonic stimulation of unborn rats at the University of Washington, Seattle, to ascertain specific performance effects as well as neuroanatomical changes in cell count and/or differentiation.
9. The author has commenced a prenatal pilot study with sonic stimuli based on progressively sequenced EEG patterns rather than cardiac variants. Neonatal evidence indicates this cortically derived alternative as prelearning's next generation.

10. Provision for fetal stimulation across a wide spectrum of sonic modes will be shortly available worldwide through a miniaturized microprocessor unit, replacing earlier commercial technology.

The above explorations complement ongoing infant experiments by Anthony DeCasper, Ph.D., University of North Carolina, Greensboro; Andrew Meltzoff, Ph.D., University of Washington; and Marie Claire Busnel and Carolyn Grenier-Deferre in France.

As prelearning products proliferate, the question arises of implications beyond individual improvement. The animal research⁴ of neuroanatomist Marian Diamond, Ph.D., University of California, Berkeley, suggests a major evolutionary elevation possible, evoking Lamarckian if not morphogenetic arguments. Indeed, that a particular cultural intervention could be revising to ontogenetic advantage the biologic process of normative brain cell death shortly before birth is most exciting, with the corresponding postDarwinian inference that a comprehensive expansion in human phylogenetic consciousness may have already begun.

References

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