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From Bud to Blossom: What It Takes to Flourish

 Imagine a seed within the depths of dry soil. Dry soil can be a fatal risk to the development of a seedling. And even though the seed has an innate potential to flourish, the risk is much too pronounced for the sight of a little bud; unless, however, the seed is cradled with the care of a parenting resource. The French writer and diarist Anais Nin once said, “There came a time when the risk to remain tight in the bud was more painful than the risk it took to blossom” (Garofalo and Garofalo). Trailing behind the wisdom of Nin, the seed takes the risk to blossom, as it would be much more painful to take the risk of not developing at all. Every day from sunrise to nightfall, the seed is pampered by its parenting resource in order to bloom into a strong sunflower one day. Just like the little bud of the seed, a toddler can be strong and fully developed; a parent just must be willing to take the risk. It must be the responsibility of the parenting resource to flourish the bud of the child, and, whether the child is surrounded by dry soil or fertile soil, the child can thrive to his fullest potential simply by the participation in a preschool program. Although many parents are not willing to take the risk to enroll their children in a preschool program due to its tuition price, the advantages expand much further than financial responsibility and time consumption; instead, businesses and parents alike should avoid the risk of an underdeveloped child and promote the preschool program.

 A preschool program is not only beneficial to children, but it is also effective for parents. By enrolling their children in a preschool program, parents are given the opportunity to enhance their parenting skills. The opportunity lies within the emphasis of interaction between parent and child; many preschool programs promote this value. From attending a preschool session with their child to chaperoning a field trip, parents are constantly encouraged to interact with their child in a positive learning environment. One study of a preschool program in Birmingham reveals that “mothers who participated used more positive forms of discipline, including more discussion and less physical punishment” (Schulman 7). There are also many other studies that confirm parent participation will enhance parenting skills. However, many parents overlook the benefits of participation and interaction, and, instead, disapprove the “immense” amount of times consumption. As the economy declines, more and more parents are trying to find work which, in turn, does not allow them much time to interact with their children. Many parents will just simply argue, “There is not enough time.” Sound familiar? Even though it may be true that a preschool program can be time consuming, the time of parental interaction encouraged is necessary for proper child development. This time from the preschool program can make the significant difference between a wilted flower and the everlasting, strong stalk of a sunflower. One study performed at the Chicago child-parent centers supports this theory. The study revealed that “children in the preschool group were less likely to have been abused or neglected” (Schulman 6). This indication is very important to note and can be explained by the positive interaction between parent and child during preschool. If parents are too busy occupying their time by finding a job or working, it can be easy to neglect a child by placing him as a least priority. A preschool program can eliminate this possibility, and, instead, provide parents the opportunity to enhance their preventing skills.

 Not only can parents provide their child with the foundation to grow in a preschool program because of its positive interaction between parent and child, but also because of the path to financial stability and independence that the program provides. In this particular case, beginning school earlier has a vast amount of benefits. By beginning school earlier, children will be able to take hold of their education. Children are constantly introduced to new techniques of learning styles and communication in the preschool curriculum. When exposed to this type of learning at this early experimental rate, a child will be able to respond promptly and comprehensively later in kindergarten and so on. From new techniques to a variety of types in communication, preschoolers are constantly blooming intellectually, emotionally, and mentally. A clear example of this cognitive development, which can be used later in higher education as well, is often seen on the first day of school for any preschooler. For most children attending the first day of preschool, they find themselves alone and upset without their parents’ comfort. With not much control of his emotions, the young child will be found crying in the corner of the classroom. However, as the day continues, the child will no longer be crying in the corner; instead, the child will have discovered the key to making friends, communicating with the teacher, and controlling his emotions overall. Often times, the effects of preschool can even be evident on the first day, and, throughout this everyday routine in preschool, children will blossom in their social skills and communication skills. These skills are particularly molded in preschool as the building blocks to one’s future. Consider the businesses and companies of today. Corporate presidents and entrepreneurs would not be where they are today without their set of specific skills, most of which were developed from preschool. Communication is vital in everyday life and most especially in the workforce; therefore, children who are exposed to the primitive stages of future skill sets are more likely to succeed in their independence towards financial stability. Even though the evidence is clear even on the first day of school, however, some parents argue that the expensive tuition actually delays the future of financial stability due to the contradicting debt created by the program. As contradicting as it may seem, studies suggest quite the opposite. Many participants and non-participants of a preschool program were surveyed at the age of twenty-seven by The High/Scope Perry Preschool Study. The results revealed the true independence and financial stability that the preschool program paved for them: thirty percent of participants owned a home (compared to measly five percent of non-participants), seventy-three percent of participants owned a car (compared to a only fifty-nine percent of non-participants), thirty percent of participants owned a second car (compared to a scanty thirteen percent of non-participants), and seventy-six percent of participants had savings accounts (compared to meager fifty percent of non-participants). The study reveals an overall advance in financial stability and independence compared to the non-participants of the preschool program (Shulman 3). With everyday preschool observation and support of numerous studies, it is quite clear that a preschool program allows a child to be nurtured by the fertile soil of education to one day produce the beautiful blossom of an everlasting tree of money.

 Just like the little bud of the seed, a child can be strong and fully developed. Preschool programs can provide the proper nourishment for such growth. From early cognitive stimulation to a positive, interactive environment, parent and child can grow together on the same undertaking. Although many parents are not willing to take the risk to enroll their children in a preschool program due to its tuition price, the advantages are much more profitable; instead, businesses and parents alike should avoid the risk of an underdeveloped child and promote the preschool program. Simply, the parent just must be willing to take the risk. It must be the responsibility of the parenting resource to flourish the bud of the child, and, whether the child is surrounded by dry soil or fertile soil, the child can thrive to his fullest potential simply by the participation in a preschool program. Just as Nin had stated, it is much easier to just take a chance rather than risking the loss of an opportunity. So it is the decision of the business and parents of today: Shall we risk the opportunity of our blooming tomorrow or shall we rather nestle into the frozen ground of the sheltered today?

Works Cited

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