

A COMPARISON OF SCHOOL READINESS OF FIVE-YEAR  
OLDS IN A MONTESSORI SCHOOL AND IN A  
UNIVERSITY LABORATORY KINDERGARTEN

by

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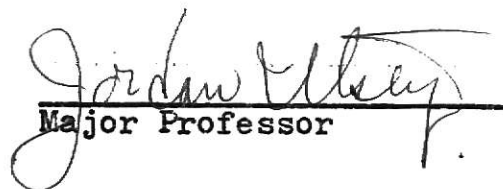
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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION . . . . .	1
Statement of Problem . . . . .	2
Definition of Terms . . . . .	2
Delimitations . . . . .	3
II. REVIEW OF LITERATURE . . . . .	4
Literature Supporting the Montessori . . . . .	
School . . . . .	4
Literature Supporting the University . . . . .	
Laboratory Kindergarten . . . . .	13
Literature Supporting the Montessori and . . . . .	
University Laboratory Kindergartens . . . . .	19
Literature on Related Studies . . . . .	23
Summary of Literature . . . . .	29
III. INSTRUMENT, SUBJECTS, AND METHODS OF . . . . .	
PROCEDURE . . . . .	31
IV. PRESENTATION AND ANALYSIS OF DATA . . . . .	37
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . . .	40
BIBLIOGRAPHY . . . . .	43
APPENDIX . . . . .	46

LIST OF TABLES

TABLE	PAGE
1. Daily Schedule For A Montessori Kindergarten . . . . .	9
2. Function of Laboratory School . . . . .	14
3. Daily Schedule For A University Laboratory Kindergarten . . . . .	16
4. A Comparison of Montessori Kindergarten to Conventional Kindergarten . . . . .	21
5. Personal Data of Montessori Kindergarteners .	34
6. Personal Data of University Laboratory Kindergarteners . . . . .	35
7. Differences in Mean Score and t-ratio of the Montessori and University Laboratory Kindergartens on the Screening Test of Academic Readiness . . . . .	38

## CHAPTER I

### INTRODUCTION

Preschools have a momentous responsibility to America and its society. They must initiate youth to their first and foremost formal schooling. Rambusch (1962:6) has said of the responsibility of the preschool,

. . . in the complex and competitive culture of the next decade in America, the goals of early education must be related to terminal educational goals.

Research reveals that society now and in the future will make challenging demands on its inhabitants. It will be the preschools' responsibility to develop its pupils so as to meet these demands. Preschools must instill in their pupils fundamentals and abilities for obtaining the skills necessary for making adequate adjustments in their environment.

The University Laboratory Kindergarten and the Montessori Kindergarten are two established revolutionized disciplines of preschool level education in America. Each of them has its own goals and methods. Which of their goals and methods best meet the demands of society? Which better prepares youngsters for terminal educational skills? Which

is most significant as a preschool discipline? The answers are not simple, but in the development of this study, the facts will be presented and the issues will be clarified.

### Statement of Problem

The major purpose of this study was to identify and compare the readiness of five-year olds in a Montessori Kindergarten and in a University Laboratory Kindergarten, using the Screening Test of Academic Readiness (STAR). A further purpose of this study was to compare the philosophies and curricula of the two schools.

It was hypothesized that: (1) the child whose early education has been enriched by the Montessori method of teaching is better prepared for later schooling than a child with no preschool preparation; (2) the child whose early education has been enriched by the University Laboratory Kindergarten is better prepared for later schooling than a child with no preschool preparation; and (3) the children prepared by the Montessori or the University Laboratory Kindergarten will show no significant difference in readiness.

### Definition of Terms

The following terms will be used:

Montessori Method. The child is considered a self-activated learner at work in a prepared environment of