



The effect of public school kindergarten on achievement in reading
by Elnora A Wright

A THESIS Submitted to the Graduate Faculty in partial fulfillment of the requirements for the degree
of Master of Science in Education at Montana State College
Montana State University
© Copyright by Elnora A Wright (1957)

Abstract:

The present study was a comparison of average achievements in reading from grade one through grade three and mental maturity of non-repeaters, and number, achievement, and mental maturity of repeaters in two school systems in Montana, Bozeman with kindergarten and Helena with no kindergarten. A comparison of medians of all Bozeman children against all Helena children showed that Bozeman second graders on Metropolitan Achievement tests averaged nine months higher in achievement in reading than Helena second graders on Gates Primary Reading Test; but by the end of grade three, the Helena children on Coordinated Scales of Attainment were nearly even with Bozeman children on Metropolitan Achievement Tests. In comparison of 391 children who remained in the Bozeman schools from kindergarten through grade three and 649 children who remained in Helena schools from grade one through grade three, second graders of Bozeman exceeded Helena children by seven months; and in grade three, Bozeman children exceeded Helena children by six months. Again this comparison was made on the basis of different tests. The average Intelligence Quotient of the two groups was 114.5 in Bozeman on California Mental Maturity Test and 103.7 in Helena on Kuhlmann-Pinch Mental Maturity Test. The testing procedure was Standardized by giving those tests which had been given in Helena to Bozeman children. The results were as follows: On Cates Reading Test, 45 Bozeman second graders exceeded 606 Helena children by 4.4 months, significant to the one per cent level of probability. On Coordinated Scales of Attainment, 48 Bozeman third graders exceeded 649 Helena children by 2.1 months, a difference significant to 1 per cent. On Kuhlmann-Finch Mental Maturity, 50 Bozeman fourth graders had an average Intelligence Quotient of 110.66, 7.01 points above Helena fourth graders with an average score of 105.65. This difference is significant to a two per cent level. Because of the significant difference in Mental Maturity, the advantages of the Bozeman children in reading through grade three cannot be conclusively attributed to kindergarten experience. Further investigation might show a correlation between scores on Mental Maturity tests and years of school experience up to grade four. From the Bozeman data, 84.6 per cent of the total children enrolled in the Bozeman Public Schools from 1950-1955 had kindergarten and produced 55.7 per cent of the repeaters; while 15.4 per cent of the children had no kindergarten and produced 44.3 per cent of the repeaters.

195
THE EFFECT OF PUBLIC SCHOOL KINDERGARTEN
ON ACHIEVEMENT IN READING

by
Elnora A. Wright

A THESIS
Submitted to the Graduate Faculty
in
partial fulfillment of the requirements
for the degree of
Master of Science in Education
at
Montana State College

Approved:

Millard Frankles

Head, Major Department

W. S. Monson
Chairman, Examining Committee

Leon Johnson
Dean, Graduate Division

Bozeman, Montana

June, 1957

N378
W 931e
CIP 2

10 98

ABSTRACT

The present study was a comparison of average achievements in reading from grade one through grade three and mental maturity of non-repeaters, and number, achievement, and mental maturity of repeaters in two school systems in Montana, Bozeman with kindergarten and Helena with no kindergarten. A comparison of medians of all Bozeman children against all Helena children showed that Bozeman second graders on Metropolitan Achievement tests averaged nine months higher in achievement in reading than Helena second graders on Gates Primary Reading Test; but by the end of grade three, the Helena children on Coordinated Scales of Attainment were nearly even with Bozeman children on Metropolitan Achievement Tests. In comparison of 391 children who remained in the Bozeman schools from kindergarten through grade three and 649 children who remained in Helena schools from grade one through grade three, second graders of Bozeman exceeded Helena children by seven months; and in grade three, Bozeman children exceeded Helena children by six months. Again this comparison was made on the basis of different tests. The average Intelligence Quotient of the two groups was 114.3 in Bozeman on California Mental Maturity Test and 103.7 in Helena on Kuhlmann-Finch Mental Maturity Test. The testing procedure was standardized by giving those tests which had been given in Helena to Bozeman children. The results were as follows: On Gates Reading Test, 45 Bozeman second graders exceeded 606 Helena children by 4.4 months, significant to the one per cent level of probability. On Coordinated Scales of Attainment, 48 Bozeman third graders exceeded 649 Helena children by 2.1 months, a difference significant to 1 per cent. On Kuhlmann-Finch Mental Maturity, 50 Bozeman fourth graders had an average Intelligence Quotient of 110.66, 7.01 points above Helena fourth graders with an average score of 103.65. This difference is significant to a two per cent level. Because of the significant difference in Mental Maturity, the advantages of the Bozeman children in reading through grade three cannot be conclusively attributed to kindergarten experience. Further investigation might show a correlation between scores on Mental Maturity tests and years of school experience up to grade four. From the Bozeman data, 84.6 per cent of the total children enrolled in the Bozeman Public Schools from 1950-1953 had kindergarten and produced 55.7 per cent of the repeaters; while 15.4 per cent of the children had no kindergarten and produced 44.3 per cent of the repeaters.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
General statement of the problem	1
Purpose of the study	1
History of the kindergarten	4
Previous studies in the field	7
Definition of terms	12
Delimitation	13
Procedure	14
Summary	15
II. COLLECTION AND INTERPRETATION OF DATA	16
Helena Schools	16
Bozeman Schools	18
Interpretation of data	20
Summary	30
III. CONCLUSIONS AND SUMMARY	32
Comparison of data from Bozeman and Helena Public Schools	32
Conclusions	40
Summary	44
Suggestions for further study	46
LITERATURE CITED	48

LIST OF TABLES

TABLE	PAGE
I. Reading Medians Expressed in Grade and Months and Mental Maturity Scores for Classes of First Graders Beginning Each Year 1949-1952; Helena Public Schools, Helena, Montana	17
II. Reading Medians Expressed in Grade and Months and Mental Maturity Scores for Classes of First Graders Beginning Each Year 1950-1953; Bozeman Public Schools, Bozeman, Montana	19
III. Mean Reading Scores for Children Who Remained in the Bozeman Schools from Kindergarten through Grade Three Listed According to Chronological Age	22
IV. Mean Reading Scores for Bozeman Children with No Kindergarten	23
V. Mean Reading Scores for Children Who Remained in the Helena Schools from Grade One (No Kindergarten) through Grade Three Listed According to Chronological Age	25
VI. Comparison of Total Mean Reading Scores Expressed in Grade and Months of Bozeman and Helena Children (Non-Repeaters)	26
VII. Comparison of Total Mean Reading Scores Expressed in Grade and Months of Bozeman and Helena Children (Repeaters)	27
VIII. Comparison of Bozeman and Helena Children, Grade Two, Gates Reading Tests	37

