

**A READING INSTRUCTION SURVEY  
OF  
CONNECTICUT ELEMENTARY SCHOOLS**

**AN ABSTRACT OF  
A THESIS  
PRESENTED TO THE GRADUATE FACULTY  
OF  
WESTERN CONNECTICUT STATE COLLEGE**

**IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE  
MASTER OF SCIENCE**

**by  
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An extensive survey of reading instruction in the United States was made in 1962 by Austin and Morrison. The purpose of the present study was to focus upon the status of reading programs in the elementary schools of Connecticut at this time. A three-page questionnaire was devised and sent out to the principals of elementary schools throughout the state. Replies were received from 389 principals and the results tabulated.

By far the greatest number (97 per cent) of the schools replying depend upon conventional basal texts for their reading instruction. However, phonics plays a role in some supplementary capacity in many of the schools. At least two-thirds of the schools employ supplementary programs, while most others believe their overall programs inherently include phonics.

In at least two-thirds of the schools formal reading instruction does not begin until the first grade. Formal spelling is taught in grade one in only 46.3 per cent of the cases. Identification and writing of letters are introduced equally in kindergarten and first grade. Introduction of phonics is general in kindergarten in only 33.6 per cent of the replies but is taught to some degree in another 12.7 per cent. Most replies indicate the use of some sight words

prior to teaching word analysis.

Reading consultants or remedial teachers are quite generally available. Of the replies, 69.0 per cent show availability of reading consultants; 67.9 per cent show use of remedial teachers. Many schools, 45.6 per cent, have both at their disposal; only 13.3 per cent have neither.

The State of Connecticut requires special educational provisions be made for children who are perceptually handicapped. But as of the 1966-1967 school year only 22.1 per cent of the schools had programs in being, while only 8.6 per cent had plans underway. In most of these schools the Frostig Program was the one used or considered.

Relatively few schools were projecting changes in their reading programs at the time the study was made. Though great interest in reading programs was indicated, the trend, insofar as revealed by this study, is still conservative with little evidence of innovation or experimentation.