

The most exciting and rewarding program which the Reading Clinic has conducted is our 13.7 Special Summer Individualized Reading Program. It became identified as The 13.7 Program because that (13.7) is the age at which sixth graders automatically are ejected into seventh grade—ready or not!

The program included over-age sixth, seventh and eighth graders from the public schools and those private schools participating in Title I Projects.

The students 1200 strong met in small groups (12-15) at ten centers for four hour sessions each morning for six weeks.

Teachers were chosen from the regular teaching staff of the elementary and secondary schools. They were given a one week workshop in Reading Techniques conducted by the six reading clinic staff members who served as principals for the program under the direction of the supervising director of the Reading Clinic. This staff development workshop improves the reading program for the summer session and contributes to the effectiveness of the teachers when they return to their regular school assignments.

Materials of instruction included The Washington Post contributed by the Post and magazines contributed by District News. The D.C. Citizens for Better Public Education provided funds for activity books to be given to the students, and, as part of the individualized reading program the students were given the opportunity to select the books they preferred and keep them. The newspapers, magazines and activity books provided wonderful motivation which gave meaning to the traditional materials of instruction.

A variety of instructional materials, team teaching, individualized reading, creative writing and painting, and using the tape recorder combined to provide powerful motivation for the students and teachers. This resulted in a relaxed atmosphere conducive to learning for everyone involved in the 13.7 Program.

The only criterion for selection of instructional materials and books was the interest of the learner. Their interests were many and varied—from seventh graders who brought their babies to school every day to oversized and over-aged eighth graders who had already conflicted with the law and were bitter, disillusioned and aggressive. Fortunately most of them found a book, magazine or project to which they could relate and their individualized program of instruction was built around that interest. Everything from hot-rods and hair-do's to civil rights and cooking was in evidence. Attendance was proof of interest and attendance was consistently high. The 13.7 Program was different but effective!

BOOKS FOR DISTRICT OF COLUMBIA SCHOOLS

ABINGDON PRESS, NEW YORK, N.Y.

**Give Me Freedom*, May McNeer (5-7), 1964. Biographies of Penn, Paine, Lovejoy, Stanton, Markham, Einstein and Marion Anderson.

ATHENEUM PUBLISHERS, NEW YORK, N.Y.

**Playtime in Africa*, Efua Sutherland (2-5), 1962. Collection of verses and photographs of children at play in Africa.

The Spider Plant, Yetta Speerack (4-6), 1965. A 12-year-old Puerto Rican girl adjusts to New York City apartment-house living.

BOBBS MERRILL CO., INC., NEW YORK, N.Y.

**Booker T. Washington: Ambitious Boy*, Augusta Stevenson, (3-5).

**George Carver: Boy Scientist*, Augusta Stevenson, (3-5).

CRITERION BOOKS, INC., NEW YORK, N.Y.

Fofana, Rene Guillot (5-7), 1962. Fofana, young chief of the Lobi tribe, and a French boy share an extraordinary adventure in the jungle of Equatorial Africa.

**Looking for Orlando*, Frances Williams Brown (7-9), 1961. A Quaker boy and his family engage in the dangerous activities of the Underground Railroad and shelter a young Negro.

THOMAS Y. CROWELL CO., NEW YORK, N.Y.

**United Nations Day*, Olive Rabe (2-4), 1965. Purpose, work, and spirit behind the U.N., with emphasis on its promotion of brotherhood throughout the world.

**By Secret Railway*, Enid L. Meadowcraft (4-up). A Chicago lad in 1860 befriends a Negro boy and becomes involved with the Underground Railroad.