

Transactive Category

Transactive writing is produced "to get something done" in the real world (e.g., to provide ideas and information for a variety of purposes, to persuade readers to support a point of view). These pieces are produced for purposes and audiences beyond completing an assignment to demonstrate learning for the teacher. The idea of authentic purposes and audiences implies that students will actually use forms like those seen in the real world. They may choose from a variety of forms.

Transactive Category examples:

- a letter for the local newspaper
- an editorial published in the school newspaper
- an article for a class or team magazine
- a speech or proposal for the site-based council
- a letter to their parents
- a report based on inquiry/research in which a student analyzes a situation, draws a conclusion, advocates a position, and/or solve a problem
- a business letter which solves a problem, responds to a complaint, analyzes a situation, or requests an action
- a case study which deals with such issues as school problems, local issues, national concerns, historical problems, scientific issues, or psychological profiles
- a review of a book, film, video, television program, restaurant, cultural event, or work of art
- an accident, investigative, or progress report or an inspection, or feasibility study
- a memo to propose, report, or analyze
- a feature article similar to those found in a newspaper or magazine
- a commentary
- an interview with detailed reflection
- a manual, handbook, guide, or instructions
- a pamphlet or brochure
- a model such as a fitness plan, or dietary plan
- a cost analysis
- consumer information

Sample Transactive Writings

The following are student sample writings with explanations of each type:

Speech:

Outline for a Persuasive Speech

Introduction

Capture Attention:	Immediately focus the audience attention on some aspect of your proposition.
Motivate:	Make your audience want to listen by describing a problem that exists and how this problem directly affects them. Speak from the viewpoint of the audience. Show how the problem endangers them. Tell its size and implications.
Assert:	Briefly state your exact proposition, which is the solution to the problem you have just described.
Preview:	Give an initial summary of your main points, indicating to your audience the ideas for which they should listen.

Body

- Point 1 + Support: Give details of your solution. What specifically is the plan? What are the rules? Who will administer them? Use concrete verbal support.
- Point 2 + Support: Show that this plan is practical and will work. Has it worked in other places? Specifically give examples. Are there safeguards for making it work? Tell them. Will it do what you say it will do? Give examples, testimony, and statistics.
- Point 3 - Support: Show that this plan is desirable and will benefit the audience. Here you can effectively use motive appeals in addition to verbal support.

Conclusion

- Action: Tell the audience what they can do to promote the plan; for example, they can write their congressman, or subscribe, amend, do, give buy, clean up, etc.

If you happen to be taking a stand against a proposition, follow the same steps but show how the plan is not needed, not practical, and not desirable.

NOTE: The On-Demand section of this booklet contains more tips on writing speeches and another sample speech. See pages 62-64.

Sample Speech

Mr. Chairperson and Members of the Board:

Rape. Murder. Incest. Missing Limbs. People forced into jobs that are little better than slavery. Despair. Horror. Inhumane brutality.

The above phrases may look as though taken straight from the headlines, but in reality they are the stories told in many controversial novels that are studied and discussed around the world. These subjects are commonplace in our real world. Yet around our nation and in this very community, we attempt to prevent our children from learning about these uncomfortable subjects in a structured environment where misunderstandings can be corrected. The censorship of the literature that shaped (and continues to shape) our world will cause that literature to fail in its ultimate purpose-to open the minds and hearts of its readers-if we do not allow our youth to read it.

Admittedly, books like Alice Walker's *The Color Purple* are exceedingly uncomfortable to read. This book describes in detail the pain of a young black girl's life in the Deep South, inspiring both revulsion and pity in the minds and hearts of its readers. And yet, in reading the novel, one gains a sense of how "the other half lives." Every problem that surfaces in our world has been described at some point in literature. Permitting our youth to read books like Robert Penn Warren's *All the King's Men* (a true story of sordid political corruption) allows them to become familiar with the problems of our world. They may not find answers in the stories they read, but becoming familiar with difficult issues early in life allows youth to form an opinion early on and begin to think about solutions to problems, or why solutions exist. As this Board has been

fortunate enough to recognize before, education is not merely the rote memorization of trivial facts. True education is the development of an individual's ability to synthesize, apply, and infer—in short, to think for oneself. Doris Lessig once commented that "People who read have at least part of their minds immune from indoctrination. If you read, you learn to think for yourself." Great literature, no matter how uncomfortable, provides the students and teachers of this system with the opportunity to think for themselves.

Perhaps the best example of applying the lessons of literature to the real world lies in *The Jungle* by Upton Sinclair. The novel discusses the horrific working conditions forced upon workers in the meatpacking industry. This book easily teaches its readers why we have unions and federal regulations about workplace safety and products. Harriet Beecher Stowe's *Uncle Tom's Cabin* was a major instigation factor in the American Civil War. Shakespeare's *Hamlet* and *The Marriage of Figaro* have been used for centuries as political statements. And yet, we forbid our children to read books that have changed history! Admittedly, no one wants his or her children to have to see the horrors that adults deal with every day, but by exposing our youth to these problems, they are better equipped to deal with them ten years down the road. The shock of discovering that these problems do, in fact, exist is lessened considerably.

Allowing these subjects to be taught in school, where proper guidance and interpretation can be applied, can further alleviate this shock. Students' doubts, fears, and questions can be addressed and resolved in an open and comfortable environment. The material discussed is painful and difficult, and if students read these books alone and unguided the wrong impressions can be given and fear and panic generated. Joseph Conrad's *Heart of Darkness* is a dark tale of murder and self-discovery. It is also a very psychologically disturbing book one that should be read with care. Open, fluid discussion of the novel can soothe much of the difficulties it creates. As one who first read the book at a young age and was disturbed by its implications, I can readily vouch for the importance of guided reading. These controversial novels we attempt to ban are books that have changed lives, and if carefully taught and carefully read, they can once more change lives and attitudes that may one day determine the course of the futures of both our nation and our world—futures that rest on the minds of the children this Board is responsible for educating.

Interestingly, many of the novels we attempt to ban are novels that are, in the greatest sense of the term, classic literature. They have been studied for many years as texts essential to the development of students' understanding of literature and the world around them. The *Confessions of Nat Turner* and *Andersonville* have become supplemental reading for Civil War students, and yet they cannot be found in our school libraries! And though the label "classic" on novels such as these often evokes a groan, any true reader knows that a book bearing that label is worth reading. Even if one doesn't enjoy the book, one can at least appreciate the message it sends and its intrinsic literary merit. Therein lies the key to all great literature. Each individual can make of it what they will, but yet it ties us all together with the deepest and strongest threads of humanity. James Baldwin, author of several controversial books himself, put it this way: "You think your pains and your heartbreaks are unprecedented in the history of the world, but when you read. It was books that taught me that the things that tormented me were the very things that connected me with all the people who were alive, or who have ever been

alive." Perhaps that is the greatest gift of education—the background and knowledge to prepare for problems, with the comforting reassurance that we are truly all in this together.

For all these reasons, the censorship of literature can easily be called an upsetting trend at best; at worst it is an abhorrent practice in which youth are deprived of a vital part of their education. Education's avowed purpose lies in preparing our youth for the world they will one day face. If we continue to shield the men and women that will one day lead our world from the problems that world faces, how can they possibly be expected to solve them? What kind of preparation is that? The written world has the power to shake the very foundations of everything we stand for—and it also has the power to reaffirm those foundations. Previous generations have recognized that power and utilized it to the fullest extent. By ignoring that power, we do nothing so much as determine the failures and flaws of our future. Mr. Chairman, we owe it to ourselves and to our future to allow our youth the opportunity to think and grow in ways that only the greatest, and sometimes most uncomfortable, literature can stimulate. Let our youth understand that what connects them connects everyone else in this world; that the problems we face have been faced - and conquered - before. Let them read the books early that raise the problems they need to face—so that when those problems are met down the road, the first thought is not panic, but a desperately needed solution.

Persuasive Letters

Persuasive Letters are written with the intent to persuade a person, company, group of people to support an action, complete a task, move in a new direction, etc.

The following characteristics apply to a persuasive letter:

Addresses the appropriate audience (reader), one with the authority to take the action the writer desires

Engages the reader in the first paragraph

Expresses the situation clearly and succinctly

Indicates a thorough knowledge of the situation and evidence of deliberation

Acknowledges and addresses the reader's anticipated point of view

Provides specific details to support

NOTE: The On-Demand section of this booklet contains more tips on writing letters and another sample letter. See pages 67-72.

Sample Business Letter

2555 Fairview Drive
Owensboro, KY 42303
October, 7, 2002

Mr. Stu Silberman
1622 Southeastern Parkway
Owensboro, KY 42303

Dear Mr. Silberman:

How did life begin? All Daviess County schools present one theory consisting of two basic parts. First, the "big bang" spawned the universe. Second, after the solar system took shape, the earth eventually possessed a favorable combination of gases to support living things. Once the atmosphere formed, life on earth branched from one, single-celled organism, to the numerous and complex organisms that currently exist. This presentation of the Big Bang Theory and the Theory of Evolution provides a one-sided view to the question posed above, often forcing students to believe it as truth. To further educate DC students, and to present a different idea that would allow students to choose what they believe, creationism should be presented.

Presenting creationism in school, some say, is unconstitutional because it will violate the separation of church and state, as stated by the Constitution and specific Supreme Court decisions. However, the key word here is *presenting*. Merely telling students that creationism is the belief that an omniscient, all-powerful, and loving God created everything does not violate federal principles. Most people against this idea misinterpret it and think that teachers must transform into preachers of Christianity. However, as supported above, this misinterpretation would not happen.

To the Christians in our community, creationism is not a theory, it is truth. To them it is disheartening to see their reason of existence disregarded in favor of another. However, disregarding the current theory in use would not be logical, either. Simply presenting the two ideas with no preference would not only satisfy Christians, but it would stay within the boundaries of our laws. Most importantly, sir, it would provide a better and more balance education for the students of Daviess County.

Sincerely,

J. Scott Thompson

(The first paragraph should always introduce the purpose of the letter in a clear statement. It is also appropriate for the writer to point out his/her relationship to the issue or how the recipient is especially linked to the issue.)

Feature Article

The feature article can persuade, tell "how to," present the human interest side of an event, analyze a process, provide information on some unusual aspect of a subject, etc. The following characteristics apply to the feature article:

- Uses an introduction that captures the reader
- Provides reader with new information or a new perspective on old information
- Achieves success by being researched and well written
- Clarifies and interprets by giving depth and meaning to some complicated issue or item
- Employs appropriate tone for the subject

NOTE: The On-Demand section of this booklet contains more tips on writing feature articles and another sample article. See pages 65-66.

Sample Feature Article

Please Show Me Your... DNA?
By Celia Bby

Fifteen robberies and a double rape have occurred in St. Petersburg, Florida. Though police have a suspect and semen from the rapes, they have no way to match it with the suspect's. Then, a police officer tailing the suspect watches as he stops for a red light on this motorcycle and spits. The officer hurries to wipe up the puddle of saliva, and rushes it to the lab. Bingo- they have a match. The suspect is arrested with little chance of being released. How? Well, that little bit of drool contained one of the most reliable tYPes of identification discovered since the fingerprint-DNA.

The ever-changing world of forensic science has solidly incorporate DNA tests into cases, particularly those of rape and murder. Blood, saliva, hair follicles, skin-a person's DNA can be derived from any of these, and has been used frequently to pinpoint suspects. The fragility of DNA forces officers to collect and process DNA carefully for future clues and its invaluable use in court.

Handling evidence at a crime scene is a crucial part of any case. Cross-contamination occurs often, so police officers must be aware of their surroundings and possible clues. Using gloves and disposable tweezers help eliminate cross-contamination, although detectives might go through 100 pairs of gloves at one crime scene. Not only is the evidence vital to the police investigation, but prosecuting attorneys also need the evidence for court. During the O. J. Simpson trial, defense attorney Barry Scheck proved that the police had mishandled blood drops found a the scene, thereby causing the case to collapse.

Identification remains the sole use for DNA fingerprinting, and it has proved beneficial in many cases. DNA verified that Thomas Jefferson had an affair with a slave, and identified the remains of the last Russian czar and his family. Another interesting case involved a Florida detective who spotted an unsolved murder from 1986 where a trail of blood leading away from the victim showed that the attacker had been wounded. One drop of blood on a floor tile, stored for over ten years, gave enough DNA to match with a convicted sex offender about to be released from prison, On the flip side, DNA testing has proven the innocence of many prisoners, some only a step away from death row.

However, DNA does contain limitations. It cannot give characteristics of a person's face, hair color, age, etc.

It gives only the sex of the person and a speculation of which major racial group the person might belong to. Though it can place a person at a crime scene, it cannot describe the circumstance surrounding the act.

Though gathering DNA samples from anyone who had opportunity would lighten police work considerably, many questions this violation of privacy. This was brought into question when a comatose young woman was reaped in a nursing home and had a baby. The police collected DNA samples from all the male employees who had access to her room. The police stated that if anyone refuse to have their DNA

DNA taken, the police would issue a warrant through a grand jury. The state's ACLU did not agree with this, and stated they would go to court to defend anyone who refused to give a sample. These limitations of DNA only fortify the fact that it cannot take the place of basic police work, juries, and trials.

Improvements in testing DNA samples are rapidly moving towards a portable "lab on a chip." The entire system resembles the size of a briefcase and would allow investigators to process a DNA sample immediately, instead of waiting weeks for the results.

The recent passage of the DNA Analysis Backlog Elimination Act assists law-enforcement officials in collecting DNA and updating every state's processing of DNA. The Act provides money to states for analyzing backlogged DNA samples; in other words, adding their DNA samples to the FBI's Combined DNA index System. The two-year-old Index System collects genetic information from all fifty states and stores it on a computer. The system includes unidentified DNA from cases and known samples from convicts. Every state then has access to every convict in America, enabling officials to find a match quickly. The Act also required law enforcement agencies to collect DNA samples from federal prisoners, including offenders on parole, probation or under supervision for violent crimes.

Though DNA is still limited in its ability to explain every aspect of a crime, the fact remains that it has forever changed the face of criminal investigations. A stray hair or piece of skin on a victim's body now leads the police straight to a suspect. DNA has proven many innocent, as well as guilty, and will continue to be used as a means of upholding the statement "Innocent until proven guilty."

Information courtesy of:

Adler, Jerry and John McCormick. "The DNA Detectives." *Newsweek* 132:66, Nov. 16, 1998. Internet. Online. KYCVL. 11/12/01.

Dillon, Hall. "Forensic Scientists." *Occupational Outlook Quarterly* (43:2-7) Fall 1999. Internet. Online. KYVL. 11/12/01

"Forensic Science." *Encarta Online Encyclopedia 2000*. Microsoft Corp., 1997-2000. Available: <http://encarta.msn.com> 11/12/01

Sinha, Gunjan. "The DNA Detectives." *International Review of Law, Computers and Technology* 15:1, March 2001. Internet. Online. KYVL. 10/5/02.

(Feature articles might also utilize in-text references within the body of the article. It is also appropriate to set up a feature article in real-world format complete with columns, graphics, sidebars, bulleted lists, etc.)

Editorial

The editorial expresses the opinion of the writer concerning relevant and timely issues. While expressing this opinion, the writer may also be attempting to convince the reader to accept a particular point of view or to inform the reader about a specific issue.

- The following characteristics apply to the editorial:
- Addresses a subject that is timely and relevant to the intended audience
- Is concise and coherent
- Captures the reader's attention immediately in the opening
- Expresses the writer's opinion clearly
- Includes specific details that support the opinion and meet the needs of the audience.
- Anticipates the audience's point of view
- Answers potential questions the audience might have
- Conveys a thorough knowledge of the subject and correct information
- Follows an organizational plan that attracts the audience's attention
- Suggests a possible solution to the problem or issue addressed
- Avoids phrases like I think, I believe, in my opinion, it seems to me, or I for one
- Maintains a courteous and polite tone

NOTE: The On-Demand section of this booklet contains more tips on writing editorials and another sample editorial. See pages 73 -77.

Sample Editorial

See Next Page

Sample Brochure

See Next Page

Reparations not the Solution to African-Americans' Problems

African-Americans advocating reparations repeatedly declare, "You owe us," as they argue that they should be compensated by the U.S. government for the suffering and unpaid labor associated with the slavery that *some* of their ancestors endured 150 years ago. This contention proves to be utterly absurd when one examines the facts associated with this debate. Not only would this action be entirely unprecedented and conceived on misinformed notions, it would prove absolutely infeasible if implemented.

Many leaders of the reparations movement point to the reparations received by Holocaust survivors and the Japanese who were interned during World War II as a precedent, but - this reasoning quickly diminishes in credibility upon examination.

Unlike the aforementioned victims of transgression who have collected reparations, none of the recipients of slavery reparations would be direct victims or even closely related to the events. Thus, the sole qualification for their eligibility would inherently be based upon race. Therefore, the former compensation has little commonality with and certainly is not a precedent for the latter.

The American government choosing to issue reparations to African-Americans would set a dangerous and potentially costly precedent. If it decides to pay those who were not directly affected by injustices, many other groups whom our government could not afford to pay could come knocking for restitution as well, and they would then have a legitimate argument. Theoretically, the federal government would owe reimbursement for damages to the Irish-

Americans whose ancestors were oppressed along with many other Catholic groups; the Chinese whose ancestors were practically utilized as slave labor on the construction of the continental railroad; the Native Americans, who actually have a better case than African-Americans as their land was virtually stolen from their ancestors; and many other ethnic groups as well. Almost anyone in the country could make a theoretical case that they deserve compensation for some injustice that occurred to someone in their ancestry. Where would this absurdity stop, and would the United States have enough money to continue to function after it did? .

The next fallacy that can be observed in the pro-reparations argument stems from the assertion that African-Americans continue to suffer economic adversities because of the enslavement of their ancestors. There is little or no evidence to support this contention, yet a wealth of information to the contrary exists. Many blacks prosper in America including the rising African American middle-class that is now actually larger than the black underclass. In fact, West Indian blacks now living in the United States who are also descended from slaves have incomes equivalent to that of whites and almost twenty-five percent higher than the average income of blacks whose roots are in America. How is it that many blacks have prospered while some have lingered in destitution? The obvious answer is, just as in any community, some African-Americans simply do not motivate themselves to become educated and work diligently, simply using the slavery issue as an excuse for their own problems.

Though funds have not been granted to African-Americans in the form of "reparations" per se, trillions of dollars have been bestowed upon blacks as transfer and welfare payments, racial job quotas, affirmative action programs, and racial based contract guarantees since the Civil Rights Act of 1965. According to the supporters of reparations, however, blacks require financial reimbursement in order to heal the wounds begotten by slavery. One asks, "How is this money going to initiate healing any more effectively than the money they have already been receiving?" Many other advocates add that the time has arrived for America to admit its centuries of wrongdoing. One easily suppresses this argument by pointing out that this was done by the fighting of the Civil War, the issuance of the Emancipation Proclamation by President Abraham Lincoln, the Thirteenth, Fourteenth, and Fifteenth Amendments to the US. Constitution, the 1954 Supreme Court decision in Brown versus the Board of Education of Topeka, Kansas, the Civil Rights Act of 1965, and a host of other legislative acts. Obviously, money and apologies have not pacified the supporters of reparations in the past, so why would it placate them now?

If not convinced by any of the contentions above, one indubitably must recognize the simple infeasibility of this program because of the impossibility of determining exactly who receives the payments and the injustice of some having to pay. Not all African-Americans have

formerly enslaved ancestors in their background and, theoretically, should not receive reparations. In fact, there were 3,000 black slave-owners before abolition. Should not their descendants have to pay for reparations as well? More importantly, many Americans, white and non-white alike, have no ties to slave-holding whatsoever as less than ten percent of the white population possessed slaves in 1861. Some even aided in the cause of freedom. Should ancestors of those who held no slaves be required to pay? What about those whose ancestors fought and died in the Union army attempting to free the slaves, labored for abolition, or were conductors in the Underground Railroad? Does it not seem unethical to ask them to pay again? (If we are to assume that blacks suffer the pain of the slavery of their ancestors, we must also assume that whites make the same payment as theirs.) Thus, the sole method to make such a system just would be requiring all to trace their genealogy, which is both ridiculous and virtually impossible.

Clearly, the contention that reparations should be paid from tax dollars to African Americans in compensation for slavery proves both infeasible and illogical. Thus, one must advise the African-American leaders who advocate reparations to stop making excuses for their destitute and start taking action to correct their problems rather than blaming them on others and asking for a handout.

The Janson Monitor

*This piece contains factual information without a specified source. To avoid plagiarism, the writer should give credit through in-text or a reference list.

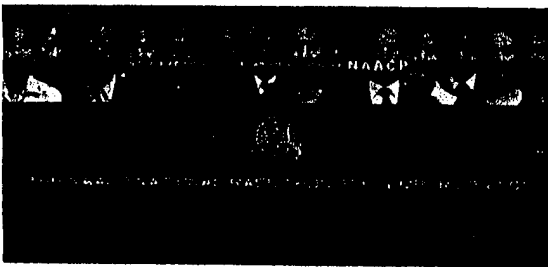
TACTICS

NAACP does not directly contribute to political candidates. Instead, focus is centered upon the judicial branch; we file litigation through the court system. This method has proven efficient on countless occasions in our historic timeline. For instance, the efforts of the NAACP and its finest attorneys in the *Brown vs. Board of Education Topeka* case contributed to an enormous step forward in the strive of African Americans for equal rights. On May 17, 1954, the U.S. Supreme Court announced its landmark decision to ban segregation in public schools.



-- . The band of attorneys for NAACP that argued in the *Brown vs. Education* case standing on the steps of the Supreme Court.

The NAACP exerts influence by targeting the courts that interpret and apply the law of public policy. We are always looking for people aspiring to make the difference.



NAACP NEEDS YOU!

Visit our website at www.naacpp.org

ORGANIZATION



Kweisi Mfume (left)

On February 20, 1996, the NAACP named Kweisi Mfume (pronounced Kwah-EE-see Oom-FOO-may), a former member of the U.S. House of Representatives, President and Chief Executive Officer of NAACP after he was unanimously elected to the post by the NAACP's Board of Directors.

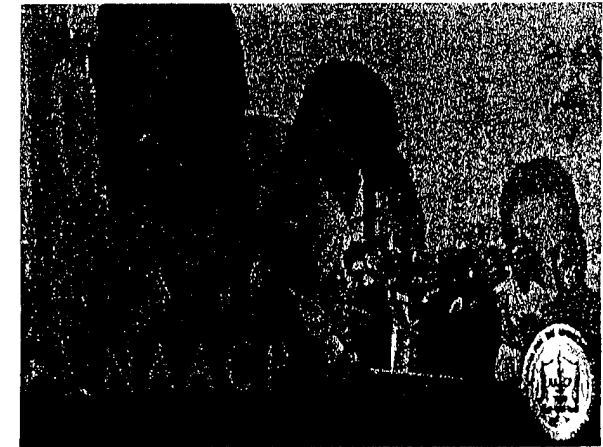
Leadership of NAACP:

President: Kweisi Mfume

Executive Officers: Julian Bond, Roslyn Brock, Francisco Borges, Carolyn Coleman, Charles Whitehead, Roy Williams

Board of Directors: determined in each state
Special Contribution Fund: determined in each state

Currently, the President and Chief Executive Officer, assisted by a 17-member executive committee of board of directors, heads the organization. In 2000, the NAACP had about 2,200 branches nationwide in addition to college and youth councils. We have seven regional divisions. Within each jurisdiction are state conferences composed of local branches. Each local branch has periodically scheduled meetings. The agenda and results of every meeting are reported to the state meetings, where after being reviewed and discussed, are then passed on to the national leaders. Calendars detailing schedules of events are available at <http://www.naacpp.org/cgi-bin/webevent.cgi?cmd=open&cal=cal1&token=admin:14ba8f8a14ba8f8a>.



NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE

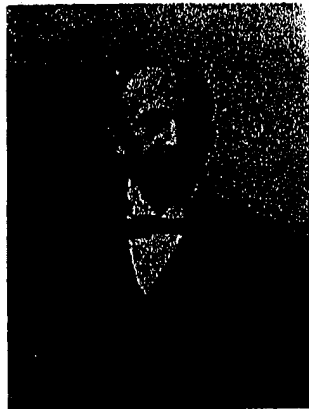


Jiaxi Ding

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HISTORY

The early years of the 20th century seemed to open with mistreatment of African Americans reaching an ugly peak. In 1908, a riot erupted in Springfield, Illinois when some white residents attempted to remove black neighbors and aroused a deep rage. The stormy times warranted action to resolve the tension. On Abraham Lincoln's birthday (February 12th) in 1909, sixty people, composed of members from the Niagara Movement (a group of African American leaders committed to an active struggle for racial equality) and white liberals, convened to form The National Association for the Advancement of Colored People. William Edward Burghardt Dubois, a concerned citizen and one of the most influential black leaders in first half of the century, shared in the founding of the NAACP and served as director of research and editor of its magazine, *The Crisis*, until 1934.



W.E.B. Dubois 1904

The founders of the NAACP believed in abolishing segregation and eliminating discrimination. Carrying on the tradition more than 30 years old, we will continue to fight and serve for racial, political, educational, and economic equality.

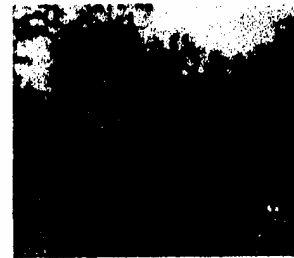
ISSUES

Labor: The Labor Division works to raise the economic standing of African Americans by:

- fighting discriminatory practices in the private and public employment sectors
- implementing programs to teach vocational skills
- advocating job fairs
- promoting affirmative action and equal opportunity employment programs
- rallying for more local job banks

Armed Services and Veterans Affairs: The duty of NAACP's Armed Services Division includes:

- ensuring that racial identity does not impede veterans and their dependents from receiving due benefits
- providing African American students who attend military academies financial aid towards college
- maintaining regular contact with the Department of Defense to push for fair processing of military discrimination complaints



We tend to support the Democratic Party. This trend began with Franklin Roosevelt (a Democrat), who insisted on equal treatment for African Americans in his New Deal programs. After World War II, most African Americans have come to see the Democrats as the party of civil rights.



MEMBERSHIP 50

In 2000, the NAACP counted a general membership of 500,000 registered individuals. The majority of our affiliates are African Americans of all ages. This organization enjoys a strong commitment from the younger generation. College students and youth account for approximately 13.4% of total membership.

The NAACP National Membership Department is responsible for generating the funds necessary for all the activities through membership fees. In other words, membership is the "lifeblood" of the NAACP. Whether it is new membership or renewal, the process is simple. It can be completed online at <http://www.naacp.org/work/membership/membership.shtml>. The fees and options are as follows: **Adult Memberships:** (1) Regular Adult: \$30, (2) Silver Life Membership: \$750; **Youth Memberships** (available to individuals ages 20 and under): (1) Youth without *Crisis* magazine: \$10, (2) Youth with *Crisis* magazine: \$15; **Junior Life Membership** (available to individuals ages 13 and under): \$100; **Bronze Life Membership** (available to individuals ages 14 to 20): \$400. Gift memberships for a family member and/or friend are also available.

Members enjoy privileges such as subscription to the magazine *The Crisis*, assurance of power their voice holds, and comfort derived from having the support of millions of Brothers and Sisters.

