

Let Me Help You

# Sell Your Homework

12-Week Course of Study:

*24 Ways to Write  
What You Think*

*Lesson 11*

**THE EXPOSÉ  
THE NOSTALGIA PIECE**

By Professor Dick Bohrer, M.Sc., M.A.

Dick Bohrer's Glory Press  
West Linn, Oregon

© copyright by Richard W. Bohrer, 1986, 2001, 2005  
All rights reserved. No part of this manual may be reproduced without written permission  
of the publisher at Glory Press Books, P. O. Box 624, West Linn, OR, 97068

# Introduction

Lesson 1: SELL YOUR HOMEWORK  
Stop, World! I Want to Speak  
What's This About Libel

Lesson 2: SELL YOUR HOMEWORK  
Letters to the Editor  
Praise Articles  
Judgmental Articles

Lesson 3: SELL YOUR HOMEWORK  
Humorous Columns  
Entertaining Articles  
Revealing Articles

Lesson 4: SELL YOUR HOMEWORK  
Humorous Political  
Analysis and Critique

Lesson 5: SELL YOUR HOMEWORK  
Music Recital Reviews  
Articles that Instruct  
Articles of Comment

Lesson 6: SELL YOUR HOMEWORK  
Advice Columns  
Political Articles  
Articles That Correct

Lesson 7: SELL YOUR HOMEWORK  
The Commentary

Lesson 8: SELL YOUR HOMEWORK  
The Speech Critique

Lesson 9: SELL YOUR HOMEWORK  
The Article of Persuasion

Lesson 10: SELL YOUR HOMEWORK  
The Testimonial  
Book Reviews

**Lesson 11: SELL YOUR HOMEWORK**  
**The Exposé**  
**The Nostalgia Piece**

Lesson 12: SELL YOUR HOMEWORK  
The Discussion  
The Performance Review  
Personal Columns

*How To Write . . .*

# **AN EXPOSITORY ARTICLE TO EXPOSE WHAT YOU'VE FOUND IN YOUR RESEARCH**

**Whether you use the library, the internet, the telephone, this kind of article can take time and money.**

**Research isn't easy.** Once you know your topic and the slant you want to take, you want to look for sources who will fortify your logic and reasoning.

Research librarians offer their services gladly, but you have to know first what you want them to find. You may need the *Congressional Record*. You may need *Google* on the net. You need to find knowledgeable people who can tell you what you don't know and refer you to others who know more than they do.

My managing editor, Jerry B. Jenkins, co-author of the *Left Behind* series of novels, assigned the history of abortion to me for our magazine's extended feature on that subject. He also

wanted to know where evangelicals fit into the picture.

"The history of abortion?" I whimpered. "I need to get to the people who know."

"Don't worry," he said. "We'll fly you where you need to go and make your appointments for you. Just tell us when and where."

I walked the floor of my office. How do I start? Which books do I need? What people do I need to see?

The following article answers those questions.

My only tip, learned the hard way, is check your machinery if you are going to rely on it when you interview—as I mentioned in an earlier lesson.

He had given me liquid gold—the rush of pent-up anguish now finding a magazine that would let the world know how he felt about abortion.

You wake up screaming nights later when you find your recorder is set on PAUSE.

© copyright by Richard W. Bohrer, 1986, 2001, 2005

All rights reserved. No part of this manual may be reproduced without written permission of the publisher at Glory Press Books, P. O. Box 624, West Linn, OR, 97068

Your source will be gracious, but the second run at it sometimes loses the passion of the first.

Now, I admit I am giving you a number of anti-abortion articles. But the subject is significant, and my having written them enables me to use them and to analyze them better than if I had used articles by someone else.

As we go through this article, I will insert the method of construction and miscellaneous comments in parentheses.

## Abortion's Incredible History (and Where the Evangelical Fits)

*by Dick Bohrer*

**Every twenty-four hours 3,600 American babies are aborted. That's 1.32 million a year. And it's all perfectly legal. The Supreme Court has declared abortion an American freedom.**

**It's not even called "abortion" any more.**

**The medical profession calls it "post-conceptive fertility control."**

**Many feminists call it "voluntary miscarriage" and "every woman's right."**

**Pro-life demonstrators call it "murder."**

**Many evangelicals call it "none of my business."**

(Transition statement)

**Note the factors that have brought us to this point.**

(General statement)

**Most states have had restrictive laws against abortion for years.**

(Beginning of time sequence.

Each paragraph begins with a date for emphasis)

**But in 1962, when the American Law Institute proposed a model statute which would allow abortion cases of rape, incest, threat to the life or health of the mother or in cases of grave defect in the child, the states began to adopt it and abortion became more permissible by law.**

**In 1969 the National Association for Repeal of Abortion Laws formed and members laid the groundwork for abortion on demand. Among them were Bernard Nathanson, M.D., and Betty Friedan.**

**On July 1, 1970, New York Gov. Nelson Rockefeller signed a law allowing licensed physicians to perform abortions through the twenty-fourth week of pregnancy. New York quickly became an abortion capital.**

**On April 3, 1971, President Richard Nixon protested:**

**"From personal and religious beliefs, I consider abortion an unac-**

ceptable form of population control. Further, unrestricted abortion policies or abortion on demand I cannot square with my personal belief in the sanctity of human life—including the life of the yet unborn.

“For surely, the unborn have rights also recognized in law, recognized even in principles expounded by the United Nations.”

But pro-abortion factions were already agitating their issue into the courts to discredit restrictive abortion laws. One made its way to the Supreme Court in the now famous *Roe v. Wade* case.

In 1982, Janet Roe, a pseudonym, filed suit to overturn a Texas law prohibiting her right to have an abortion.

The Texas Criminal Appeals Court had ruled that the state of Texas “has a compelling interest to protect fetal life.” It forbade the “termination of the life of the fetus or embryo, except for the purpose of saving the life of the mother.” Since the life of “Janet Roe” was not in danger, the court refused her permission to have an abortion.

On January 22, 1973, the U. S. Supreme Court held seven to two that the Texas statute was unconstitutional—a landmark decision that not only emptied the highest court of criminal appeals in Texas of the right to interpret its own state statute, but also canceled abortion laws in all fifty states.

(Results of that decision)

That decision made all unborn children “non-persons” under the law.

It implied that human life in the developing child does not begin until birth. Thus, the unborn child cannot enjoy the protection of the Fifth Amendment (citizens cannot be deprived of life without due process) or the Fourteenth Amendment (guaranteeing equal protection under the law).

The Court established laws that would govern the freedom of women in the fifty states to abort their children at any time for any reason prior to viability (that point in time when the child can live outside the womb). When viability does occur is left to the attending physician to determine. (Note: Words are defined and Amendments explained as a service to the reader. Few readers consult dictionaries when they encounter words they can’t define. This is not done in the more academic periodicals.)

Following viability, states may regulate or prohibit abortion but, in any case, must allow it if the life or health of the mother is threatened. The Court defined her “life or health” to mean her physical, emotional, or psychological health, her age, her marital status, or the infant’s prospects of distressful life and/or future.

(A second case)

A companion case, *Doe v. Bolton*, had other abortion-limiting provisions the Court ruled unconstitutional. Thus, virtually every restriction against abortion-on-demand was removed.

(The minority's side of the decision)

Dissenting Justice Byron White wrote:

"I find nothing in the language or history of the Constitution to support the Court's judgment. The Court simply fashions and announces a new constitutional right. As an exercise of raw judicial power, the Court perhaps had authority to do what it does today, but in my view its judgment is an improvident and extravagant exercise of the power of judicial review."

(Other pro-abortion victories)

A month after the *Roe v. Wade* decision, the pro-abortion faction petitioned the federal courts to order city and state hospitals to make no charge to poor women and to require that state and federal governments fund abortions for the poor as a part of Medicaid. The courts granted the petition.

(Transitional statement)

**Pro-abortion and pro-life mem-**

**bers of Congress have been waging legislative war ever since.**

(The pro-life thrust)

In September, 1976, the Hyde amendment restricted the federal funding of Medicaid abortions to those necessary to save the life of the mother. As an appropriations bill and not a part of national law, it has had to be reconsidered and re-passed yearly since then (although Congressman Harold Volkmer, D-MO, has authored an amendment to make it part of the permanent Social Security law). Later modifications have permitted federal payment for abortions of children conceived by rape or incest.

(Pro-abortion counter thrust)

In January, 1980, U.S. District Court Judge John F. Dooling, Jr., of Brooklyn, NY, declared the Hyde amendment unconstitutional. His ruling has gone to the Supreme Court for review.

Dooling declared poverty a significant factor in deciding for abortion. Eliminating funds for abortion, he said, also interfered with a woman's right to freely practice her religious beliefs.

(A pro-life source from the House of Representatives)

**Congressman Henry Hyde (R-IL) told MOODY MONTHLY (Note:**

To keep the interview objective, I had him telling the magazine and its readers instead of saying “he told me.”) **“We’re talking about the question literally of life and death. In our society there is no person more weak or defenseless or vulnerable than the unborn child.**

**“You hear horror stories about back alley abortions, about children being born poor, born in a ghetto, born deaf or dumb or blind, or with some crippling disease, and what a horrible thing that is. But the humanity of the unborn is always left out of the discussion.**

**“It is the function of law to protect innocent human life. When the mother—who should be the natural protector of her unborn—becomes its adversary, then it is the function, the duty, the responsibility of law to intervene to protect that innocent human life.**

**“We are also told that we are denying to poor women something available to rich women when we stop Medicaid abortions. At least the unborn of the poor have a fighting chance to be born.**

**“Since January 22, 1973, we have struggled in Congress to reverse that tragic decision and to return our country’s laws to where they were before.**

**“In the House we have considerable strength for our point of view. But in the Senate, where we usually get about 35 votes out of a possible**

**100, we need a two-thirds majority to pass the human life amendment to the Constitution which spells out that human life begins at conception and is entitled to due process of law.”** (Note: Each paragraph in an extended quote begins with quotation marks to show the person is still speaking. No closing quotes occur until the last word is said. If there is a quote within the quote, single quotation marks are used around it to set it off as such.)

(A pro-life source from  
the U.S. Senate)

**Senator Jesse Helms (R-NC) has led the Senate fight, proposing one amendment after another.**

**He told MOODY MONTHLY, “I don’t know how much longer we as a nation can allow abortion, because we become a part of what we condone. We’re a sinful nation. Somewhere, we’ve got to draw the line.”**

(Evangelical responsibility—the other half of the assignment)

*Where do evangelicals fit into the picture?*

**Curtis Young, executive director of the Washington, D.C.-based Christian Action Council, told MOODY MONTHLY, “Christians are browbeaten. The secular nation has been saying to Christians, ‘Don’t impose your morality on us. We believe in the separation of**

church and state, you know.’

“But Luther said, ‘It is the job of the magistrate to uphold the law of God and it is the job of the preacher to hold him to do so.’”

Hyde agrees. “The most ill-conceived argument we hear in Congress against the pro-life position is that we are trying to impose our theology on a free people, that this concept of the sacredness of human life is only a religious concept that has no place in a secular state. This argument is made so ably and so often, that it is persuasive with many people.”

(Evangelicals don’t know  
what abortion is)

Other analysts suggest that Christians are reluctant to fight because they don’t really know what abortion is.

They don’t know that abortions during the first three months of pregnancy (trimester) involve the scraping of the developing child from the wall of the womb with sharp instruments.

They don’t know that abortions performed in the second trimester involve salt solutions that burn and poison the infant, so that he dies in the womb and is expelled.

They don’t know that third trimester abortions use the Caesarian-section delivery and that once he has emerged, the child is usually allowed to die.

Christians don’t realize that fundamental issues of right and wrong are violated every day on a national scale, when women have the freedom to choose whether they will bring the human life developing within them to birth or not.

Dr. Harold O. J. Brown, chairman of the Christian Action Council, professor and chairman of the Systematic Theology Division at Trinity Evangelical Divinity School, and author of *Death Before Birth* (Nelson), has said, “No society can grant ‘freedom to choose’ where fundamental principles of justice are involved—as in murder, robbery, war, rape, and the like. ‘Freedom of choice’ can never justify freedom to take innocent lives at will.”

Even Bernard Nathanson, M.D., turned against the abortion movement he had helped found. He wrote in his book *Aborting America* (Doubleday): “There are 75,000 abortions in my past medical career; those performed under my administration or that I supervised in a teaching capacity, and the 1,500 that I have performed myself. . . . I now regret this loss of life. . . . The errors of history are not recoverable; the lives cannot be retrieved.”

(Why are evangelicals apathetic?)

*Why aren’t evangelicals drawing the line?*



Is it that they do not believe the unborn are in God's plan? Have they forgotten Psalm 139:15-16: "My substance was not hidden from Thee, when I was made in secret, and intricately wrought in the lowest parts of the earth. Thine eyes did see my substance, yet being unformed; and in Thy book all my members were written, which in continuance were fashioned, when as yet there was none of them."

Have they forgotten that most of the adopted children in their own churches and families would have lost the right to life even before birth had their natural mothers taken the abortion route?

(What some evangelicals are doing)

Here and there voices are being raised.

\* David Gotaas, pastor of the Winnetka (IL) Bible Church, asked his congregation recently, "If the church itself does not stand up for some of the higher standards in our community, which institution will?"

"Which agency will be for pro-life or pro-morality or pro-decency or pro-America if the church isn't going to stand up?"

\* A San Diego man walked from his home to the steps of the Supreme Court building in Washington, D.C. as an act of protest.

\* Residents of St. Louis, Phoenix, Washington, D.C. and other cit-

ies around the country have staged pro-life sit-in demonstrations at abortion clinics in an effort to dissuade women patients.

\* Pickets met a presidential hopeful every time he crossed the Iowa border to campaign during the weeks preceding that state's January caucuses. Their signs?

"A vote for \_\_\_\_\_ is a vote for abortion."

"Respect life, \_\_\_\_\_, and I'll respect you."

\* Close to 100,000 angry Americans marched on the Capital in Washington, D.C. on the January 22, 1980, anniversary of the Supreme Court's *Roe v. Wade* decision.

Nearly every major city has at least one emergency counseling center to urge pregnant women to consider alternatives before having an abortion. They may be found in a phone book under such names as:

\* Alternative Inc., Alternatives to Abortion, Birth Choice, Inc.; Birth-Right; Choose Life, Guidelines, Heartbeat, Help, Inc., Help-Line, Life-Line, Personal Crisis Service, Pregnancy Aid. Pregnancy Counseling; Pregnancy Guidance, Problem Pregnancy Help, The Society for the Preservation of Human Dignity.

\* Francis Schaeffer and C. Everett Koop, M.D., have authored *Whatever Happened to the Human Race?* (Revel), produced a

film series, and toured the United States seeking to rouse evangelicals to the abortion issue.

- \* **Christian Action Council (788 National Press Building, Washington, D.C. 20045) has sought to 1) educate evangelicals, 2) inform Congressmen of biblical principles, and 3) encourage churches to open crisis pregnancy centers to minister to pregnant women.**

(Having told who is doing what, end with what the reader can do about it.)

What can evangelicals do?

**Write politicians**

**Write letters to editors.**

**Pass out pro-life fliers.**

**Subscribe to the “National Right to Life News,” Suite 341, National Press Building, Washington, D.C. 20045.**

**Join the Christian Action Council. Minister. A new mission field—eight million women who know the guilt of aborting their own children—need counsel.**

**Pray. Pray for the men and women in the legal and medical professions. Pray for the Supreme Court and Congress. Pray that God will bring righteous men into government.**

- **The point is less what the concerned evangelical *can* do, but rather what he *will* do.**

**Writers have** at least a dozen ways to write expository articles. Choose a structure and follow it like a recipe book. It will give you confidence and you will have a sense of where you’re going while you’re writing.

### **1. Single topic sentence.**

This is the old English composition method we learned in high school and college.

You tell everything you are going to cover in the very first sentence and then you tell only that as you develop the article.

If your thesis is “Never trust a shark,” the entire article will talk about sharks and how untrustworthy they are.

At no time will you go into feeding or mating habits or into habitat.

You talk only about that one thing.

Karen Holloway wrote on “Liars in Waiting,” another opinion article in “Moody Monthly” (April, 1982):

**Hawkeye lies, Trapper John lies, Mrs. Jefferson lies, Archie Bunker lies, Laverne and Shirley lie. How can all this lying and deceit help but have an adverse effect on . . . children and adults who listen in?**

In her article development she tells incidents from the sitcoms mentioned that prove her point. She does not depart from her thesis.

### **2. Multiple topic sentence.**

This structure will begin with a topic sentence that embraces the entire topic.

But in its development it will cover main points, each of which acts as a topic sentence for its section.

This will be used if the author has several major points to tick off as he presents his prejudice.

One writer wrote a critique of a popular education curriculum where each student studies at his own pace and a monitor, not a teacher, directs his learning.

The article opened by identifying the system and by praising it:

**To its credit, (it) is attractively and professionally marketed. . . . And it is reasonably priced. It sounds good in theory.**

The next paragraph kicks the criticism into high gear:

**But there are defects . . . subtle and serious, that often don't surface until years later.**

The author then presents five major points, each of which begins with its own topic sentence: **The Classroom Teacher. Methodology. Untrained personnel. Individualization. Extra Curricular Activities.**

### 3. Not only . . . but also.

This structure is clearly two-part. The lead sentence or paragraph will

contain a **not only** as well as a **but also** or just an **also**. It develops first the **not only** section and then, naturally, the **but also** point. It's that easy. The same structure works with **then** and **now**.

**The Falkland Islands dispute between Britain and Argentina not only resurrects an old military feud. It also raises a religious one.**

### 4. Multiple questions.

This structure is no more than what it says.

It opens with a question and then presents each section with a question as its introduction. The entire article is question and answer.

This is good to use when the writer wants to confront the reader with important opinions or decisions he might not yet have taken a position on.

**What would you do if . . . ?  
Should children be allowed to . . . ?  
Would any reasonable person . . . ?**

### 5. Double barrel/triple barrel.

When you have two points to your topic or three, you state them both in the lead paragraph and then expand on them one at a time in turn.

### 6. Chronological.

This structure would begin with a point in time, possibly when for the first time the writer was confronted with the topic he'll discuss.

**Nearly 19 years ago I had the luckiest half-hour in my life. Waiting for a train in Boston . . .**

**The first time my wife—then my bride—said, “Honey, will you do something for me?” I learned my lesson. We were on our way from . . .**

**The first—and last—time I took a taste of liver . . .**

### **7. Statement/story.**

This structure begins with a statement that serves as an introduction to a story.

The tone of the article will be critical, but its method is entertaining.

**Discrimination, like dandruff, crops up when you least expect it. There was the day, for instance, when . . .**

Within the article, this same statement/story sequence should occur two more times.

Make another declarative point relative to your topic and follow it with an anecdote that demonstrates what you mean.

### **8. Frame and flashback.**

You use this structure when you have an essential thesis, but there’s a story involved.

Present your topic and your opinion.

Develop it.

Then support it with a retelling of an incident that seems to crystallize all you’re writing about.

Then return to the frame and either continue the point you are pressing or re- state it.

Or begin at the climax, retell the story, return to climax and finish with what was learned.

### **9. Repetitive statement.**

You use this method when you are exploding a commonly believed myth—or what you believe is a myth.

Let’s say your mayor is telling citizens in your town that he needs more funds to subsidize housing and welfare for the poor. And let’s say you know he has all the funds he needs.

You will present his points one by one and then will write,

**But that’s simply not true. . . . It’s not true. . . . But it’s not true. . . . That’s not true.**

Then you tell what is true and you’ve scored your points.

### **10. Cause and effect.**

State the problem at the beginning of the story and tell what caused it. Discuss it. Then tell the effect it will have unless something is done.

Or if there has already been an effect, describe it and comment on it—pro or con. If you can include an anecdote or two, do so.

Anecdotes do marvelous things to

articles. They keep a reader interested when his attention might otherwise flag.

But give all the ramifications of the cause first and then all the effects.

A variation could be to give a cause and then an effect, another cause and another effect until you have finished.

## 11. Propaganda.

When you write propaganda, you throw all your weight to one side.

You write with unusually colorful and emotional verbs.

You try your best to persuade and then convince the reader that your beliefs are the right ones and the only ones he should consider. You ignore logic, but you are not illogical. You arouse sympathies and animosities.

Get people to love what you love and hate what you hate, in other words.

Give a call to action so that the reader will write his Congressmen at once or will vote your way or give money to your cause.

Perhaps you received the following in the mail before the last election:

**Dear Fellow American:**

**I imagine you're as concerned as I am about the situation in America today. Our government is suffering from acute meanness of spirit, a malady inflicted on us all by a few strident voices.**

**People just don't seem to count any more, unless they're rich. Our**

**health and welfare don't seem to matter. Preserving the natural beauty of our land and the integrity of our environment gets a low priority. Justice, fairness, compassion, magnanimity are all going down the tubes.**

**We're fast becoming—**

**\* A country where only money speaks and only the exercise of raw power gets results.**

**\* A country dedicated to building military might at the expense of the least fortunate among us, while increasing numbers go hungry.**

**\* A country where our national spirit is being corrupted, our traditions and values undermined.**

**It doesn't have to be this way . . .**

**Won't you be part of this vital movement?**

**Won't you make a tax deductible contribution of \$25 or more to support our cause? We'll be most grateful for whatever help you can provide.**

**I've enclosed a contribution form and postage-paid reply envelope for your convenience.**

**I hope we can count on you.**

## 12. Expose.

This kind of article turns on the light and exposes frauds and unrighteousnesses wherever they occur.

You write in a logical manner as if a lawyer were presenting a brief.

You document your accusations.

You underwrite rather than over-write.

Your verbs will be factual, not rousing or emotional.

But the overall effect will rouse the reader to action.

Propaganda turns people off.

Factual, unemotional, analytical, logical criticism turns them on.

I'm going to present an article by Ron Starner, my Liberty student, in the form that he and you would use to present it to an editor.

You put your name and address in the upper left hand corner. If you are going to submit the article under an assumed name, you will put your name in the upper corner and the assumed name under a title you give it.

Then the accountant will send the check to you.

Notice that I typed the article double space in Courier New bold, the

type that is easiest for editors to read.

I typed "For immediate release" to indicate that there was no need to wait for permissions. The article could be printed whenever the editor chose to do so.

I also began the first lines half way down the page. Editors like this. Then they can write suggestions to one another as the article travels through the editorial staff or they can send directions to the printer if they choose to print it.

On page two, I wrote the page number followed by a slash and the author's last name. I used the familiar-to-editors "add one" to indicate that this sheet of paper was the first page added to the first.

When you submit to editors, it helps to use their language.

I put three x's at the end to note that the article had ended.

Ron Starner  
Liberty University  
P. O. Box 0000  
Lynchburg, VA

First American Rights  
400 words

For immediate release:

The win-at-all-costs philosophy made Woody Hayes a loser. When he realized his Ohio State Buckeyes were going to lose to the Clemson Tigers in the 1980 Gator Bowl in Jacksonville, Fla., Hayes punched a Clemson player who had just intercepted a pass.

Despite his incredible record of wins as head coach at OSU, that one act forever banished Hayes from college football. The win-at-all-costs philosophy makes children losers.

In June 1980, a 10-year-old boy lost his qualifying

2/Starner, add one

match in a tennis tournament in Boca Raton, Fla. His irate father began shouting obscenities at one of the officials. The boy, in tears, lost more than just a game. He lost respect for his dad. The win-at-all-costs philosophy makes all of us losers.

Last year, when the Detroit Tigers won the World Series, thousands of jubilant fans celebrated wildly by burning police cars, throwing beer bottles and shooting guns. An industrial town frustrated for years by losing teams and a losing economy, Detroit gave victory a new meaning.

That meaning was this: We won and we can do anything we want. The aftermath? More than \$100,000 in property damage, 81 people injured, one dead.

Are there answers for America's mixed-up priorities? Yes, and they are found in the simple values that too many coaches of children's teams neglect today. These are the values of discipline, teamwork, sportsmanship and fair play, values that often take a back seat to



3/Starner, add two

the final score.

If a child cannot learn to handle defeat in a meaningless soccer game, how will he ever cope when he gets laid off from his job as an adult?

With the right coaching, that same child can learn the true joy of sports, which comes from the effort put forth and the satisfaction of doing his best. If he learns that one lesson young in life, he could lose every game as an adult--and still be a winner.

XXX

# A NOSTALGIA PIECE WHEN YOU WANT TO SHARE A MEMORY OF BY-GONE DAYS

**You want to touch people where they live? You want to touch hearts? Deal in nostalgia.**

**Aim** for significant holidays and then write “Remember when . . . ?” kinds of things.

As the average age in our nation moves higher, you have millions of people who remember when folks had ice boxes and the ice man drove his horse and wagon up and down streets delivering ice to their door.

And all the kids in the neighborhood would tail after him, trying to scoop up chips of ice that fell away from the great blocks he pried apart with his pick.

They would suck the ice and then spit the cold chip into their hand.

**Then they would** “make it rain on the sidewalk” by shaking their hand sharply toward the ground.

Now that doesn’t have any political significance. It’s a reminiscence of times when all of “us” were young. Readers derive real pleasure when writers recall long-forgotten things.

Not every opinion article has to shake all the birds out of the trees or rattle windows. Opinion can be fun.

Take the following news story and turn it into an opinion column that brings back vivid memories. Hook the reader with a good lead.

**Tell the news** peg—the point of the news you hang your story on.

Then help the reader reminisce and give your piece a happy ending.

Don’t try to turn out a moral.

Nostalgia is to enjoy.

## **Gunmen steal slippers supposedly used in filming ‘Wizard of Oz’**

**SAN FRANCISCO (AP) – Two gunmen – instead of one wicked**

witch – made off with a pair of ruby slippers supposedly used in the 1939 classic movie “The Wizard of Oz,” police said Tuesday.

Ted Smith told officers two men came into his novelty store, Humpty-Dumpty & Sons, pulled a gun and demanded that he place the size 6 shoes worn by Judy Garland in the movie in an empty cardboard box.

Smith said he took the slippers, which police said he valued at \$20,000, from their place of honor on a red and white gingham pillow in a locked cabinet and put them in the box.

“Of all the things for them to take,” lamented Smith, a professional clown who said he bought the shoes 10 years ago from a man who had worked in the wardrobe department at MGM Studios. Smith declined to say what he paid for the red-sequined, leather-lined, bowed slippers with the label, “Innes Shoe Co. Hollywood-Pasadena-Los Angeles,” but he said he was offering a \$10,000 reward for their return.

Smith said the slippers, which also had Miss Garland’s name in them, were one of six pair made for her to wear in the 1939 MGM film.

In her book, “The Making of the Wizard of Oz,” Aljean Harmetz, a correspondent for “The New York Times,” noted that Miss Garland wore a size 4B shoe and her stand-in wore a size 6. Mervyn LeRoy, producer of the film, is quoted as saying

that five or 10 pairs of the slippers were made in both sizes.

The book also noted that a pair of shoes purportedly worn in the production were auctioned for \$15,000 in 1970 to an unidentified Southern California man.

As a youngster I always had a touch of envy for the beggars and panhandlers I saw on the street. People put money in their cups. I wanted to have them fill my cup. But I didn’t have a cup. I tried inverting my hat—we wore Stetsons to church in those days, even as boys.

Perhaps you can dredge up a time when you would have been glad for any and all contributions. Uncle Sam isn’t the only one who should get his due. Let the following article springboard you into another article of nostalgia.

## **Uncle Sam happy to accept contributions**

**WASHINGTON (AP) - Conscience bothering you, only a week after the income tax deadline? Can’t forget about that little item you kept from Army days? Want to help reduce that monster budget deficit? Or just grateful to be living in the United States?**

**If so, the government has a special place for you and your money.**

**The Treasury Department’s bureau of government financial opera-**

tions handles four special accounts for Americans who want to contribute something extra to the government—or want to clear their conscience about something they should or shouldn't have done.

The oldest of the four is the Conscience Fund, set up in 1811 when “somebody sent us \$5,” William E. Douglas, commissioner of the financial operations bureau, recounted in a recent interview.

Before the year was out, the government had added \$250 to its coffers from people troubled by their conscience.

Since then, the fund has collected a total of \$4,814,352.94.

Douglas said the biggest sum sent in was about \$139,000 in 1950, when the account also received the most in one year, \$370,258.47.

Last year, it got \$238,069.23. The money goes into the general coffers for running the government.

Douglas said the reasons people send in “conscience” money vary, but most “have to do with the feeling that they have done something they shouldn't have done or should have done regarding the country or government very broadly.

“The theme that runs through is remorse,” he said.

Nostalgia  
STUDENT PAPER

Author: Joella Knight, Liberty University

Remember second grade? Back in the days of square metal lunch boxes housing those good peanut-butter-and-jelly sandwiches? Remember bathroom lines? Milk money? Recess?

**Remember** putting glue on your hands for the fun of it?

Then sitting for half an hour trying to peel it off in large hunks? Remember squatting in pebbled driveways, trying to pick out the prettiest rock?

Remember playing in large cardboard boxes? In sprinklers? In vacant lots?

Remember rolling down grassy hills? Hiding in the closet? Wearing Dad's shoes?

**Remember** fat crayons, eraser-worn pencils and handwriting tablets?

Remember your best friend? Band-aided knees? Bicycle rides?

Remember not understanding bank deposits, bills and car payments? Remember wanting to grow up?

**What can** you add to the following list? Or better yet, what article can you write sparked by one of the items that follows:

## Chilluns

- 1. Motherhood—if it was going to be easy, it never would have started with something called labor!**
- 2. Shouting to make your children obey is like using the horn to steer your car, and you get about the same results.**
- 3. To be in your children's memories tomorrow, you have to be in their lives today.**

4. The smartest advice on raising children is to enjoy them while they are still on your side.
5. Avenge yourself—live long enough to be a problem to your children.
6. The best way to keep kids at home is to make the home a pleasant atmosphere—and to let the air out of the tires.
7. The right temperature in a home is maintained by warm hearts, not by hot heads.
8. Raising a teenager is like nailing Jell-O to a tree.
9. Parents: People who bear infants, bore teenagers, and board newlyweds.
10. The joy of motherhood: What a woman experiences when all the children are finally in bed.
11. Life's golden age is when the kids are too old to need baby-sitters and too young to borrow the family car.
12. Any child can tell you that the sole purpose of a middle name is so he can tell when he's really in trouble.
13. Grandparents are similar to a piece of string—handy to have around and easily wrapped around the fingers of grandchildren.
14. A child outgrows your lap, but never outgrows your heart.
15. God gave you two ears and one mouth—so you should listen twice as much as you talk.
16. There are three ways to get something done: Do it yourself, hire someone to do it, or forbid your children to do it.

17. Adolescence is the age when children try to bring up their parents.
18. You know the only people in this world who are always sure about the proper way to raise children? Those who've never had any.
19. Cleaning your house while your kids are at home is like trying to shovel the driveway during a snowstorm.
20. Oh, to be only half as wonderful as my child thought I was when he was small, and half as stupid as my teenager now thinks I am.
21. There are only two things a child will share willingly: communicable diseases and his mother's age.
22. Money isn't everything, but it sure keeps the kids in touch.
23. Adolescence is the age at which children stop asking questions because they know all the answers.
24. An alarm clock is a device for waking people who don't have small children.
25. Why is it that our children can't read a Bible in school, but they can in prison?
26. How do you cope when the apple of your eye becomes a bone in your throat?
27. No wonder kids are confused today. Half the adults tell them to find themselves; the other half tell them to get lost.
28. The persons hardest to convince they're at the retirement age are children at bedtime.
29. Kids really brighten a household; they never turn off any lights.

## **IT IS MUCH LATER THAN YOU THINK**

Everything is so much farther away than it used to be. It is twice as far to the corner, and they have added a hill, so I've noticed.

I've given up running for the bus as it leaves faster than it used to.

It seems to me they are making stairs steeper than they used to be in the old days.

Have you noticed the smaller print they now use in the newspapers? There is no sense asking anyone to read aloud; everyone talks so low I can hardly hear them.

And material in dresses is so skimpy now, especially around the waist and hips.

It is almost impossible to reach my shoelaces.

Even people are changing; they are so much younger than they used to be when I was their age.

On the other hand, people my own age are so much older than I am.

I ran into a classmate the other day, and she had aged so much she didn't recognize me.

I got to thinking about the poor thing while I was combing my hair this morning.

And in doing so, I glanced at my own reflection.

Confound it, they don't make good mirrors like they used to either!

## **Born Before 1925**

If you were born before 1925, you have reason to be proud because you have survived a multitude of changes.

Consider what you have witnessed!

You were born before television, before penicillin, before polio shots, frozen foods, Xerox, plastic, contact lenses, frisbees and the Pill. You preceded radar, credit cards, split atoms, laser beams and ballpoint pens. You were here before pantyhose, dishwashers, clothes dryers, electric blankets, air conditioners, drip dry clothes . . . and before man walked on the moon.

In your time "closets" were for clothes, not for coming out of. "Bunnies" were small rabbits and "rabbits" were not Volkswagens.

"Designer Jeans" were scheming girls named Jean, and "fast food" was something you ate during Lent. A "gay" person was someone who was laughing all the time.

There were no such things as computer dating, dual careers, day-care centers, group therapy or nursing homes.

You never heard of electronic typewriters, artificial hearts, word processors or yogurt; and you never saw guys wearing earrings.

For you "time-sharing" meant togetherness; a "chip" meant a piece of wood; "hardware" meant hardware,

and “software” wasn’t even a word.

Back then, “Made in Japan” meant junk; and the term “making out” referred to how you did on your school exam.

Pizzas, McDonalds and instant coffee were unheard of.

When you hit the scene, there were 5 and 10 cent stores where you bought things for five and ten cents. Ice cream cones were a nickel. For five cents you could ride a street car all day with a transfer ticket, make a phone call, buy a Pepsi or enough stamps to mail one letter and two post cards.

You could buy a new Chevy coupe for \$600; and gas cost 11 cents a gallon.

In your day “grass” was mowed; “coke” was a cold drink, and “pot” was something you cooked in.

“Rock music” was grandma’s lullaby, and “aids” were helpers in the principal’s office.

You made do with what you had; and yours was the last generation that believed you needed a husband to have a baby.

You didn’t cry because you had to go to war, and the majority of you were quick to volunteer.

You’re a born survivor—and the last of a dying breed.

## **FUNNY, ISN’T IT?**

Funny how a \$10.00 bill looks so big when you take it to church, but so small when you take it to the mall.

Funny how big an hour serving God looks and how small 60 minutes are when spent playing golf or fishing.

Funny how long a couple of hours spent at church, but how short they are when watching a movie.

Funny how we get thrilled when a football game goes into overtime, but we complain when a sermon is longer than the regular time.

Funny how laborious it is to read a chapter in the Bible and how easy it is to read 200-300 pages of a best-selling novel.

Funny how we believe what newspapers say, but question what the Bible says.

Funny how people scramble to get a front seat at any game, but scramble to get a back seat at a church service.

Funny how we cannot fit a gospel meeting into our schedule with a yearly planner, but we can schedule for other events at a moment’s notice.

Funny how we need 2 or 3 weeks to fit a church event into our schedule, but can adjust it for a social event at the last minute.

Funny how much difficulty some have learning a simple gospel well enough to tell others, but how simple it is for the same people to understand and explain gossip about someone.

Funny how we can’t think of anything to say when we pray, but don’t

have any difficulty thinking of things to talk about to a friend.

Funny how we are so quick to take direction from a total stranger when we are lost, but are hesitant to take God's direction to be found.

Funny how people are so consumed with what others think about them rather than what God thinks about them.

Funny how so many churchgoers sing "Standing on the Promises" but all they do is sit on the premises.

Funny how people think that they can get more accomplished in a lifetime without God than in a hour with Him.

Funny how everyone wants to go to heaven, provided they don't have to believe or to think or to say or to do anything.

To stand up to any challenge, spend time on your knees!

## COMMENTS MADE IN THE YEAR 1957

"I tell you one thing. If things keep going the way they are, it's going to be impossible to buy a week's groceries for \$20."

"Have you seen the new cars coming out next year? It won't be long before \$2000 will only buy a used one."

"Did you hear the post office is thinking about charging a dime just to mail a letter?"

"If they raise the minimum wage

to \$1, nobody will be able to hire outside help at the store."

"When I first started driving, who would have thought gas would someday cost 29 cents a gallon. Guess we'd be better off leaving the car in the garage."

"Kids today are impossible. Those duck tail hair cuts make it impossible to stay groomed. Next thing you know, boys will be wearing their hair as long as the girls."

"I'm afraid to send my kids to the movies any more. Ever since they let Clark Gable get by with saying 'damn' in 'Gone With The Wind,' it seems every new movie has either 'hell' or 'damn' in it."

"I read the other day where some scientist thinks it's possible to put a man on the moon by the end of the century. They even have some fellows they call astronauts preparing for it down in Texas."

"Did you see where some baseball player just signed a contract for \$75,000 a year just to play ball? It wouldn't surprise me if someday they'll be making more than the President."

"I never thought I'd see the day all our kitchen appliances would be electric. They are even making electric typewriters now."

"It's too bad things are so tough nowadays. I see where a few married women are having to work to make ends meet."

"It won't be long before young



**couples are going to have to hire someone to watch their kids so they can both work.”**

**“Marriage doesn’t mean a thing any more; those Hollywood stars seem to be getting divorced at the drop of a hat.”**

**“I’m just afraid the Volkswagen car is going to open the door to a whole lot of foreign business.”**

**“Thank goodness I won’t live to see the day when the Government takes half our income in taxes. I sometimes wonder if we are electing the best people to Congress.”**

**“The drive-in restaurant is convenient in nice weather, but I seriously doubt they will ever catch on.”**

**“No one can afford to be sick any more; \$35 a day in the hospital is too rich for my blood.”**

**“If they think I’ll pay 50 cents for a hair cut, forget it.”**

Nostalgia looks back to the good old days. Draw on your own memories. Readers will love to read what you can recall.

In our final lesson in this series, we’ll explore articles that discuss, performance reviews and personal columns, vehicles that also let you write what YOU think.

Professor Dick