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To: Pro-Life Leadership in the United States
From: Marjory Mecklenburg, President MCCL
Re: National Organization



Pro life leaders from ¹⁸ states (list the states) around the U.S. met in Chicago April 8 to take initial action to organize a national pro-life movement which would insure ^{adequate} representation ^{and participation} of all states in the national decision making processes. These leaders expressed ^{their concern} ~~were concerned~~ ^{about} ~~regarding~~ the lack of ^{state representation being} proposed by the ~~members~~ of the new NRLC, Inc. They also were ~~concerned~~ ^{concerned} that a national office ^{with} ~~and~~ staff was not slated to be opened in Washington ^{by the NRLC, Inc. Two} for ~~several~~ more months.

This meeting of 26 pro-life leaders took place at the O'Hare International Towers ^{where} ~~the~~ the recently formed Executive Committee of the NRLC, Inc., was also meeting. The NRLC, Inc., differed with the other leaders assembled on several points. The most important area of disagreement was in relation to state representation. The NRLC, Inc., proposed a rigid system of built-in control with no power to the states to elect board members of NRLC, Inc. Under this proposal the board members were to be advisory only. The Executive Committee

The Conference of Delegates of the State Bar of California recommends to the Board of Governors of the State Bar that the State Bar sponsor the adoption of a United States Constitutional Amendment by the Congress of the United States, and that it urge ratification of such Amendment by the Legislature of the State of California, as follows:

Right to Life Amendment

1. The right to life is the paramount right of all persons.

2. A child conceived but not yet born is an existing person so far as may be necessary for the protection of his or her right to life.

3. Congress and the several states shall have the power to enforce this Article by appropriate legislation, but nothing contained herein shall inhibit either Congress or the several states from adopting such laws as are necessary to preserve the life of the mother of such child when there exists a reasonable medical certainty that continuation of any pregnancy will result in the death of the mother.



SUGGESTIONS FOR SPEAKING TO SCHOOL AUDIENCES

Generally the allotted time period in a school situation is 50 minutes.

To utilize this to the fullest extent, ask that the group hold their questions until after your initial presentation. This allows you to present the bulk of your material before getting tied up with questions.

Emphasize the humanity of the fetus and positive solutions to problems involved with difficult pregnancies. Students identify with, and have a great deal of empathy for the '16 year old who made a mistake'. They have little knowledge of the unborn child, its development, characteristics, etc. They tend to think of the fetus in terms of a 'tissue' or a 'glob of protoplasm'. It's humanity must be made real to them.

Use Visual Aids. The life size fetal models and the filmstrip, "Life Before Birth", are extremely effective (Viewing the entire filmstrip usually requires too long a time - frames 49 thru 74 are adequate.) If the filmstrip is not available, the Life Magazine Educational Reprint, "Life Before Birth" is helpful.

Have literature available for them to take if they desire.

Avoid the 'flippant' or highly emotional approach. Students accept much more readily, one who is calm, serious and sincere.

Present main points as clearly and concisely as possible. Don't get bogged down with complicated statistics.

Point out the responsibility of the younger generation in areas of social concern. Their challenge is to defend the primary right of life at all stages and conditions - man or women - black or white - young or old.

A suggested outline for a school presentation:

Introduction - pertinent information regarding your background, experience, how you became involved in the issue, etc.

Humanity of the unborn.

The Law - purpose, ramifications for society if the law protecting innocent life is removed.

Examine commonly given arguments for removing the law -

- Fetal Abnormalities
- Rape and Incest
- Mental Health
- Unwanted Children
- Women's Rights
- Population Problem

Positive Solutions to difficult pregnancies.



GENERAL SUGGESTIONS FOR SPEAKING TO SCHOOL AUDIENCES

If possible, avoid debate type situations. Too often in debating a topic of this nature, the personalities of the debaters tend to over-shadow the logical, rational presentation of the facts. The time limitations of a debate also hamper the in-depth presentation of material that an issue of this seriousness requires.

The time period in a school situation is usually 50 minutes. To utilize this to the fullest extent, ask that the group hold their questions until after your initial presentation. This allows you to present the bulk of your material before getting tied up with questions.

The humanity of the fetus must be made real. Students identify with, and have a great deal of empathy for the '16 year old who made a mistake'. They have little knowledge of the unborn child, its development, characteristics, etc. They tend to think of the fetus in terms of a 'tissue' or a 'glob of protoplasm'. Experience has proven that this aspect of our presentation, utilizing the models, slides and facts of fetology has the most impact on high school audiences.

Use visual aids. The fetal models and the slides are extremely effective. 'A picture is worth a thousand words.' It is essential to at least use the slides. Direct comment from students and teachers has proven their impact.

Aspects appearing to be of foremost interest and concern to school audiences are - the humanity of the unborn child, rape, the 'unwanted child', the population problem, woman's rights, and positive solutions to difficult pregnancies.

Present main points as clearly and consisely as possible. Don't get bogged down with complicated statistics and explanations.

Be certain that the audience has a clear understanding of the terms you use - though familiar to many of us, they may be new and unfamiliar to them. Don't assume a great deal of prior knowledge.

Convey the compassion and loving concern that we feel for both the mother and the child through your words, attitude and actions, but avoid self-rightousness and preaching.

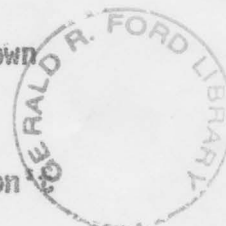
Avoid the 'flippant' or the highly emotional approach. Students accept much more readily, one who is calm, serious and sincere. Resist the temptation to meet hostility with hostility, instead conquer it with patience, respect and kindness.

Don't mention God in public schools - not only does this make people suspect that we can only defend our position on religious grounds, but also, most public schools object to religiously orientated discussions.

Avoid preaching sexual morality - this may confuse the issue. If confronted with questions about sexual morality, point out that this is an area for the individual conscience, whereas, abortion violates the human rights of another human being, therefore, it is not a private matter.

Point out the increasing concern among the younger generation about human rights issues. Many young people are becoming aware of abortion as a human rights issue.

Have literature available for them to take with them if they desire. Have a packet of more in-depth information for the instructor.



SAMPLE SPEECH OUTLINE

Introduction

Personal qualifications, reason for your involvement with the issue, etc.

Brief explanation of the present Minn. abortion law.

Humanity of the Unborn Child

Development and characteristics of the unborn child, utilizing slides and models.

Man's Right to Life

Present the abortion debate in its wider context - as a fundamental confrontation between the 'social engineers' and the 'total humanitarians'.

Explore the threat to all human rights posed by the 'social engineers'.

Comment on frequently heard pro-abortion arguments

Freedom of choice

Laws shouldn't legislate private morality

Woman's rights

The 'unwanted and unloved' child

Rape & incest

Population & ecology

Positive alternatives to abortion

Point out the challenge to society to meet the needs of the pregnant woman who is considering abortion because she is in desperate need of help.
(Hilgers & Shearin, Induced Abortion: A Documented Report, has an excellent section on this.)

Counseling - Birthright

Education - marriage and parenthood classes

Adoption

Improved aid to the handicapped

Explain that MCCL not only opposes abortion but actively supports positive alternatives.

Explanation of SOUL - a pro-life group of young people.



Other aspects that can frequently be discussed during the question period-

Erroneous figures concerning the number of illegal abortion in the U.S.

Elimination of illegal abortions

Fetal abnormalities

Mental health

Methods and hazard of abortion

Discrimination against the poor

* * * * *

HELPFUL BACKGROUND MATERIAL

Handbook on Abortion - by Dr. & Mrs. J.C. Willke.

A well-reasoned, brief but thorough study of the abortion issue.

Induced Abortion: A Documented Report - by Dr. Thomas Hilgers & Dr. Robert Shearin. The authors, both in the Mayo Graduate School of Medicine, extensively document their book from the world's medical literature on abortion.

Amicus Brief of Dr. Bart Heffernan in the case U.S. v. Vuitch. A readable text, photos, detailed bibliographies in the area of law and medicine.

Let Us Be Born: The Inhumanity of Abortion - by Robert & Mary Joyce. Two educators in the field of philosophy examine the pro-abortion arguments and offer their own rationale for the need for legal protection of human life from the moment of conception.

Other helpful literature is listed in the bibliography of the teachers brochure.

SUGGESTED LITERATURE TO TAKE TO SCHOOLS

Andreini: "Pro & Con of Abortion"

Cavanagh: "Reforming the Abortion Laws: A Doctor Looks at the Case"

Minn. Nurses Ass. statement

Minority Social Worker Views Liberalized Abortion

SOUL information

Fact sheets - Abortion & the Law
Abortion & Morality
Abortion & Mental Health
Hazards of Abortion

Picture of aborted baby



Literature (continued)

Do not take religiously orientated material to public schools

Other literature to be used at the speakers discretion is available from the
MCCL office and from the St. Paul resource center

MODELS & SLIDES - available from the MCCL office and St. Paul resource center.

MCCL office
4808 Nicollet Ave.
Mpls, 55409
825-36]]

St. Paul Resource Center
Darla & Tom St. Martins
3041 Birchwood Rd.
St. Paul, 55119
739-8053



Words in parenthesis may be deleted or substituted. Actually this is only an attempt. I'm sure a good lawyer in Constitutional Law would completely revise this. Also I'm confident that you will be able to come up with some far better and positive approaches than many of these. What I am gravely concerned with is a positive legal protection of the following concepts and rights enumerated in the proposed model bill. Article #3 is poorly worded in the model, however I feel there is a great need of protection in this area. I am presupposing that any of the persons needing protection in the 5 model articles could be accused of denying the woman her "right to abortion" which leaves the nebulous question of whose rights infringe upon whom? Results of this court decision seem to imply an increasing control over our laws by the judiciary with resulting loss of control by the legislature unless strong and positive and good legislative action is produced. I do have some suggestions of possible help from our state legislators, however I have not taken any initiative in this direction awaiting your response, decisions, and input.

The following are some of our guidelines for legislation at this unfortunate point of history.

1. The wording must be strong, factual, to the point, but brief.
2. Concept of rights of all legal persons must be protected and singularly "driven in" -- do we presuppose from the decision that since the unborn baby is not legally human, it becomes legal property of the woman -- hence what right does the pregnant woman have to require that other persons dispense (or assist) of her property according to her wishes if it infringes on their rights, basic as individual American citizens -- this can become the "court game" following this decision.
3. The law must be totally comprehensive in protecting the rights of all remaining legal persons.
4. The law must be carefully drawn with assistance from a lawyer versed in Constitutional Law with the full wording of the Supreme Court decision available.
5. Ideally time is crucial -- it should be ready to present at the time of our State Supreme Court decision.
6. It may be politically practical to have any legislation introduced in both House and Senate by a freshman legislator with full senior legislative backing.
7. It also preferably could be co-authored in both houses on a bi-partisan basis.
8. Supreme Court decisions are not irreversible in history -- the social consequences may or may not be depending on the individuals in society. The First and Fourteenth Amendment are particularly important to many of us now to insure freedom in the state and national direction now. Dr. Ramsey was extremely farsighted and accurate -- there is a big job ahead.

Submitted: Mrs. Mary Brenny
8530 Riverview Lane, No.
Brooklyn Park, Minn.
Ph -- 566-3408



Feel free to call me concerning any questions. I will be awaiting your decisions and directives.

Submitted -- sample idea for legislative concerns in the State of Minnesota following Supreme Court decision of 1-22-73.

4803

BECAUSE (medically or personally) INDUCED ABORTION INVOLVES THE DIRECT DESTRUCTION OF A (an innocent) LIVING BIOLOGICAL HOMO SAPIENS (without due process of the law) AND THEREFORE CONSTITUTES A SERIOUS SOCIAL -MORAL CONFLICT IN THE ABILITY TO EXERCISE PERSONAL AND RELIGIOUS FREEDOM OF THE AMERICAN CITIZEN; THE STATE OF MINNESOTA SHALL ENNUMERATE THE (privileges or immunities of any person regarding life, property or liberty to exercise the freedom of religion and/or moral conscience in regard to abortion in the) FOLLOWING:

- Art. #1 -- No person shall be required to submit to; to perform; to assist either directly or indirectly in any way; or to be involved in any manner however remote to; induced abortions either medical or self-imposed.
- Art. #2 -- No institution, hospital, clinic or other facility shall be required or forced to permit abortions on their premises or under their auspices, nor shall their freedoms be denied in their right to formulate any further policies or considerations regulating the performance of abortions in accordance with their policies or facilities above (or beyond) the aspect of the law.
- Art. #3 -- No institution, organization, or person shall be required to educate, inform, or counsel regarding any aspect of abortion; nor will their freedom of speech and view (conviction) regarding this issue be restricted by law.
- Art. #4 -- No institution, place of business, or manufacturer, or person involved therein shall be required to manufacture, distribute or sell any instrument, device, or drug related to abortion.
- Art. #5 -- No person shall be discriminated against for exercising their rights (freedom) in any of the above, nor shall their job, security or welfare be jeopardized.



4803 Nicolet Ave. So.

orig

Jack LaVoy

AN ACT RELATING TO THE RIGHT OF A WOMAN TO GIVE BIRTH TO HER CHILD
AND PERMITTING HOSPITALS AND OTHERS TO REFUSE TO PERMIT ABORTIONS
TO BE PERFORMED ON THEIR PREMISES

Be it enacted by the Legislature of the State of Minnesota:

Section 1. The term "governmental assistance" as used in this Act, shall include federal, state, and local, grants, loans and all other forms of financial aid.

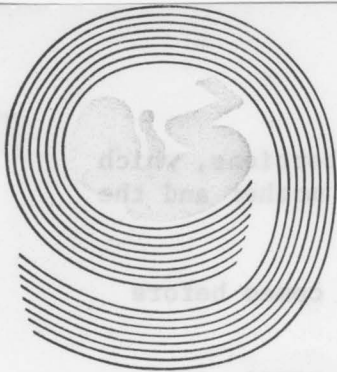
Section 2. No woman shall be denied governmental assistance for refusing to accept an abortion.

Section 3. No ^{private} hospital, clinic, or other medical facility shall be denied governmental assistance for refusing to permit its facilities, staff, or employees to be used for the purpose of performing abortions.

Section 4. No abortion shall be performed on a woman unless prior to the abortion, the woman shall have been advised orally and in writing that she is not required to submit to the abortion and that she shall not be deprived of governmental assistance for refusal to submit to the abortion.

Section 5. No employee of the State of Minnesota, or any subdivision thereof, shall recommend that any woman shall have an abortion. The decision with respect to an abortion shall be left exclusively to the woman and her personal physician.





MINNESOTA CITIZENS CONCERNED FOR LIFE, INC.

4803 NICOLLET AVENUE MINNEAPOLIS, MINNESOTA 55409 PHONE AC 612 825-3611

The Supreme Court ruling on abortion has removed all the protection of the law from the unborn child. Abortion-on-demand is now available up to 6 months and even until birth because of the mental health provision in the ruling.

The implications of the Court decision are wide-reaching and profound. The decision has destroyed the principle that every human being (no matter what their condition, race, stage of development, etc.) is entitled to the protection of their basic rights by the law. If life can be violated at its beginning, why not at its end - or at any point between, once life becomes burdensome or unwanted?

Protection CAN be restored to unborn children by an amendment to the U.S. Constitution, which would protect all human life from its beginning to its end. The amendment must be passed by Congress and then ratified by two-thirds of the state legislatures.

If you respect life and are truly concerned about human rights for all human beings -

HERE'S WHAT YOU CAN DO NOW

I. WRITE LETTERS TO:

A. Congressmen and Senators

- write a sincere letter in your own words expressing your concern over the Supreme Court decision.
- ask them if they will support a Human Life Amendment to the U.S. Constitution.
- keep this issue before your Senator and Congressman. Periodically write to them.
- if you receive a vague reply, immediately write back asking them to further explain their position.
- write letters thanking them if they have clearly stated their support of a Human Life Amendment.
- limit your letter to the issue. Avoid form letters.

The Honorable (Walter Mondale or Hubert Humphrey)
United States Senate
Washington, D.C. 20510

Dear Senator _____

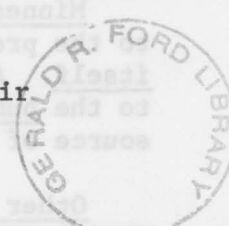
The Honorable (your Congressman's name)
House of Representatives
Washington, D.C. 20515
Dear Congressman _____

B. President Nixon

- ask him to appeal to Congress for support of a Constitutional amendment protecting all human life

President Richard M. Nixon
The White House
Washington, D.C. 20500

Dear Mr. President:



C. The Governor and State Legislators:

- ask them to support the MCCL sponsored bill regulating abortions, which provides as much protection as now possible for both the mother and the unborn child.
- ask them to support any other pro-life legislation which comes before the legislature.

If you are unsure of your Congressman or Representatives names, call your local County Court House

D. Newspapers and periodicals

- particularly after news-stories and articles promoting anti-life values.

E. Stations, networks and advertisers

- when anti-life programs are carried on radio and TV.

II. OBTAIN THE SUPPORT OF LOCAL PHYSICIANS, NURSES, AND HEALTH FACILITIES.

A. Ask local hospitals and physicians to announce they will not perform abortion.

Discuss the issue with your doctor. If he is going to perform abortions, inform him that you do not care to be the patient of an anti-life doctor.

B. Ask local nurses to announce they will not assist in abortions.

C. Ask all medical, paramedical and other personnel and all health facilities to publicize the non-liability law in Minnesota.

Minnesota law protects all people from liability for refusing to perform or assist in the performance of an abortion. MCCL will offer legal assistance, in this regard.

D. Do not use the services of a hospital which permits abortions.

If your doctor wants you to use an 'abortion' hospital - politely advise him to use another hospital.

E. Write to your accident and health insurance carrier - if they cover abortion, it should be a special rider to be paid for by the person wishing such coverage - simply, you don't want your premium dollar paying for abortion.

III. EXPAND PRO-LIFE ORGANIZATIONS. Obtain more members, more funds, more help.

Minnesota Citizens Concerned for Life is a Pro-Life organization dedicated to the protection and fostering of the most basic value of our society - life itself. A non-sectarian group, its members are bound together by a dedication to the human rights for all mankind. The monthly newsletter is an excellent source of ideas and information and provides current suggestions for action.

Other Pro-Life groups in Minnesota are SOUL, a youth pro-life movement, HEALTH PERSONNEL CONCERNED FOR LIFE, open to anyone whose profession is in the health field) and MINNESOTA DOCTORS FOR HUMAN LIFE.

IV. SUPPORT organizations providing ALTERNATIVES to abortion to women with problem pregnancies, such as BIRTHRIGHT.

V. KEEP INFORMED YOURSELF. Discuss the issue with acquaintances, friends, relatives and neighbors. Stimulate them to action.

VI. PROMOTE PRO-LIFE OPINIONS AND ACTIVITY within social and civic groups which you are associated with - church groups, business and professional clubs, unions, etc.

WORKSHOP OUTLINES

POLITICAL CAMPAIGNS & ELECTIONS

- * 1. Do you think our group can use the political questionnaire as a tool during political campaigns?
- * 2. Where and how should the results be published to be of the greatest advantage to us?
- 3. What kinds of people do you think we can turn to for accurate political advice and information about campaigns and elections?
- * 4. Should we make it a point to get advice from both political parties? Why?
- 5. How can we help our legislative allies at election time?
- * 6. What criteria do you think we should use in selecting enemy targets who we will attempt to defeat at election time? (Chance of success, political power of the enemy, the degree to which the enemy has angered us)
- 7. Should our targets be public or private?
- 8. How would you suggest that we promote pro-life political activity in a target district?
- 9. When is the best time to influence candidates?
- * 10. Which people have the most influence on a politician?
 - A. Influential people in his community
 - B. Any people who live in his district
 - C. Contributors to his campaign
 - D. People who have worked on his campaign
 - E. His own political party leaders or legislative leaders
 - F. Special interest groups such as labor or business
 - G. His mother, wife, children or friends



11. Who should speak to a candidate about the pro-life point of view?
- A. Only official lobbyist or group representatives
 - B. Every pro-life person who get a chance
 - C. People from his own district primarily
 - D. Others
- * 12. What is the best way to educate candidates?
- A. Person to person contact
 - B. Mailings
 - C. Resolutions
 - D. Good Media coverage
 - E. A combination of the above
13. What kinds of mailings are most likely to influence candidates, and when should they be sent?
14. Should mailings be sent to:
- A. Friendly candidates?
 - B. Enemy candidates?
 - C. Unknown candidates?
 - D. Undecided candidates?
 - E. All candidates?
15. What if your funds are limited?
16. Do we have an obligation to help friendly candidates articulate their position well?

POLITICAL PARTIES

- * 1. Do you think the right to life movement would be most effective if it:
- A. Formed a third party?
 - B. Allied itself with one of the major political parties?
 - C. Remained non-partisan, supporting pro-life candidates whatever their party?
- * 2. What is the most realistic aim for the pro-life movement?
- A. To vote all pro-abortionists out of office
 - B. To be able to organize a block of purely pro-life votes which could swing the election in two-party districts.
 - C. To run our own pro-life candidates
3. Would you recommend that pro-life people become active in political parties? Why?
4. What could a citizen do within the party to promote the pro-life cause?
5. Do you think that party workers have more influence on politicians than ordinary citizens? Why?
6. How do you become influential in a party? How do you get active in a party?



CITIZEN LOBBYING

1. Do you see a need for central co-ordination of the pro-life lobby effort at the state capitol?
2. What characteristics are valuable in a volunteer lobbyist?
- * 3. What kinds of information will a lobbyist need in order to lobby effectively?
- * 4. Do you see a need to organize a special pro-life legislative back-up committee which will be ready to alert members and other pro-life allies when a critical vote is coming up and calls and letters could influence a legislator?
- * 5. What other groups in this state area are likely to be allies of the right to life groups? How can you reach them?
- * 6. Who should we go to for advice?
7. Is any politician capable of giving completely non-partisan advice especially if he is a powerful politician with a real stake in his party?
8. How can we balance off partisan political advice?
9. What is the value of marches or rallies at the capitol?
- * 10. How should we treat our legislative allies?
- * 11. How should we treat our legislative enemies?
12. Is it ever possible to neutralize a powerful enemy? How?
- * 13. Is it important to understand the power-structure in the legislature? How can this information be useful to you?
- * 14. Does every legislator have equal or relatively equal power in your state? How is it distributed? Where are the concentrations of power? How can you affect the power brokers?
15. What makes a legislator powerful?
- * 16. How can lobbyists find out about pending anti-life legislation or bills containing sections which could be interpreted to relate to abortion?
17. What factors should we consider in choosing authors for pro-life bills?
- * 18. Briefly, how does a bill become a law?
19. How can a bill be blocked from becoming a law?
20. How should we go about preparing a possible bill?



- * 21. What technique can we use to get a bill reported favorably out of a sub-committee or committee?
- 22. What are our responsibilities for the bill? What are your chief author's responsibilities?
- * 23. How should we organize and choose speakers to testify at a hearing?
- * 24. Should pro-life lobbyists also lobby other legislation at the same time?
- 25. Is a reputation for honesty, accuracy and a willingness to stand by your political deals worth the effort?
- 26. How can you keep abreast of what is going on informally among committee members or legislators?
- 27. If a legislator indicates he is pro-life in answer to a poll or in private conversation with lobbyists, does this mean that you can always count on his vote for pro-life legislation?
- * 28. Where can we find background information and photographs of state legislators, and the legislative process?
- 29. Can you ever expect a legislator to betray his party or another legislator of his party?
- * 30. How can pro-life lobbyists get good press?
- 31. How should we treat reporters?
- 32. Should we seek advice or help from sympathetic professional lobbyists at the capitol?
- 33. What kind of a relationship should we try to develop with legislative staff people?
- 34. What arguments are most effective with legislators?
- 35. Do you think lobbyists should bring religion into the discussion or concentrate primarily on the human rights aspects of the issue?
- 36. What is the most important thing for a lobbyist to remember?
- 37. What should the pro-life lobbyist try to create for herself and her organization?



EDUCATION MANUAL FOR LOCAL PRO-LIFE GROUPS

Practical Ideas & Suggestions to Implement
a Variety of Educational Programs

Minnesota Citizens Concerned for Life
4803 Nicollet Avenue
Minneapolis, Minnesota 55409
(612) 825-6831



PREFACE

This manual is offered as an aid or guide to local Pro-Life chapters in their efforts to develop and maintain a pro-life education program. All of the ideas presented will not be feasible or practical for every chapter. Many of the suggestions, however, can be modified or adapted to fit the need of a particular locale. In some areas of a state certain projects may be more feasibly pursued on a regional rather than a local level.

Although not intended to be "all-inclusive", hopefully, the manual will be of practical value as a source of ideas, for new chapters, and as a means of comparison or review for older established chapters.

Prepared by: Mary Schmit, Education Coordinator,
Minnesota Citizens Concerned for Life,
Member--National Right to Life Education
Committee.

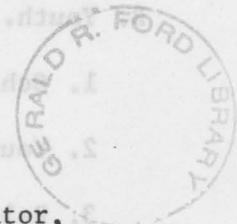


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LOCAL CHAPTER
PRO-LIFE EDUCATION PROGRAM

- Goals:
- I. Education of chapter members
 - II. Education of the public in local areas

I. EDUCATION OF CHAPTER MEMBERS

A. Include some kind of educational presentation at every meeting - either as a main feature of the program or as an addition to the business meeting. For example:

1. Speakers:

a. To discuss:

- 1) various aspects of the abortion issue (ex. new methods of abortion, hazards and complications, legal issues related to the Supreme Court decision passed and proposed legislation, etc.)
- 2) alternatives to abortion (ex. Birthright, various agencies offering aid for women with problem pregnancies, adoption, etc.)
- 3) related issues such as euthanasia, care for the handicapped, the retarded, the elderly, etc. (One chapter recently sponsored an evening emergency resuscitation class.)
- 4) certain programs may be periodically repeated to aid members in keeping up with current information and developments.

b. Doctors, lawyers, social workers and others with expertise in various areas may be invited as speakers.

c. Utilize chapter members who may have attended workshops, seminars, etc. to give reports and lead discussions.

2. Films

- a. Various films on abortion and other related issues are available for loan from a variety of sources.
- b. Films from groups such as Planned Parenthood are available for loan from their offices. (If you request films for a "Pro-Life Chapter Meeting", you may find they are "all in use" or "not available", thus, you may wish to reserve them as an "interested party" for showing to a group of "concerned individuals"!) Viewing these films is helpful in better understanding the pro-abortion rhetoric and refuting it.

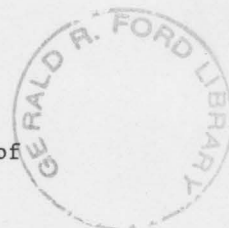
3. Cassette tapes

4. Review and discussion of current books and articles on life-science issues.

- a. The National Right to Life Newsletter is an excellent source of current information, ideas, resources, etc.

B. New Members

1. Have available packets of materials for new members. Include group policy statement and other appropriate background information concerning the pro-life movement.



C. Chapter Newsletters

1. Many chapters or regions develop newsletters and utilize these to keep members informed and motivated.
2. Besides including items of local interest, newsletters can be used to focus attention on items of particular importance reported in newsletter of statewide groups or in the National Right to Life News.

D. Chapter Libraries or Resource Centers

1. The extent of these will depend upon the availability of funds.
 2. Choose a central location at which items can be collected and stored.
 3. Include items such as:
 - books
 - pamphlets
 - current literature
 - clippings
 - slides
 - movies
 - cassettes
 - fetal models
 - copies of letters sent to government officials, media and replies
 - bumper stickers
 - posters
 - buttons
 - bracelets
 - (particularly effective teaching devices)
 4. Keep members informed of what is available in the resource center.
 5. Develop a specific system of checking materials in and out. They often have a tendency to disappear!
- E. In addition to chapter meetings, informal coffee parties may be utilized to keep members informed and up-to-date.
- F. Encourage members to support and to become involved in community "human life" projects such as aiding the elderly (Meals on Wheels programs, etc.), working with the handicapped, retarded, mentally ill, etc., and, of course, aiding women with problem pregnancies. Involvement of this kind demonstrates our total commitment to human life and gives credibility to our message. (Unfortunately in the minds of many, pro-life people have only an "anti" image.)

II EDUCATION OF THE GENERAL PUBLIC

A. Adults

1. Speakers

- a. Informed speakers who can articulate the pro-life viewpoint can influence a wide variety of audiences.
- b. Be on the alert for prospective speakers among chapter membership. All types of speakers are needed - those who have the ability to handle larger more difficult assignments and those who are comfortable with smaller sympathetic groups.
- c. Prospective speakers should be provided with speaker packets containing basic materials and current pertinent information. These may be available from your own resource library or from a state-wide group. (Speakers packet are available from MCCL, 4803 Nicollet, Minneapolis, MN 55403 for \$2.50.)
- d. Arrange periodic speaker training sessions. These sessions may be of a "workshop" type, perhaps on a regional basis, or of a more informal, local type--reviewing appropriate speaker aids and utilizing "role-playing" techniques.
- e. Arrange opportunities for prospective speakers to accompany and observe experienced speakers.
- f. Establish speakers teams as necessary and choose appropriate situations for new speakers.
- g. It is important when assigning speakers to schedule the "right" person for a particular group. Consideration should be given to the age and type of the audience and to the attributes and personality of the speaker.
- h. When arranging for a pro-life presentation, obtain as much information as possible concerning the audience. Although all pro-life presentations contain certain basic elements, information concerning the type of audience enables the speaker to focus on certain aspects that are most meaningful to the particular group.
- i. If possible, avoid debate type situations. Too often in debating a topic of this nature, the personalities of the debaters tend to overshadow the logical, rational presentation of the facts. The time limitations of a debate also hamper the in-depth presentation of material necessary to clearly explain the pro-life position. When two speakers are scheduled, most pro-life speakers find it advantageous to follow the pro-abortion speaker, rather than to precede them.
- j. Speakers should provide appropriate literature for the audience. Membership in Pro-Life groups should be stressed with sympathetic audiences and in every appropriate situation speakers should have membership envelopes or blanks available.

2. Public Informational Meetings

- a. Choose a convenient "neutral" location. Local public libraries and schools frequently provide meeting rooms. Avoid meeting at churches if possible.
- b. Arrange for a topic and speaker that will stimulate the public's interest and motivate them to attend. (In some areas, for instance, a program on euthanasia will draw more people than a presentation on abortion. In the course of the evening, however, the relationship between the two can be traced.)



c. Publicize the meeting.

- 1) Utilize daily and/or weekly and religious newspapers in the area. Send an article and picture if possible along with an invitation to attend.
- 2) Place notices in church bulletins each week beginning 2 - 3 weeks before the presentation.
- 3) Send letters to all clergymen in the area, inviting them and their congregations.
- 4) Prepare flyers to be sent home with all grade school children, passed to all attending Sunday services in as many churches and schools as will cooperate, and at meetings of civic, fraternal organizations, etc.

d. Have appropriate literature, books, bracelets, etc., available at the meeting.

e. Maintain an open accepting atmosphere, in so far as possible, so that it is evident to those attending, even those hostile to our cause, that we are concerned about all human beings (truly pro-life) and do desire rational communication.

3. Churches

Pastors or boards of local congregations and parishes should be approached, preferably by a member of their particular church, and encouraged to utilize one or more of the following means of educating their members -

- a. Pro-life liturgies or services - with specially chosen readings, petitions and songs to emphasize the value of life and the necessity of reverence for life in all situations.
- b. Homilies - dealing with the pro-life viewpoint on abortion and related life-value issues.

- 1) by the pastor or layman in the congregation
 - 2) by doctor and wife teams or other qualified pro-life speakers
- A slide presentation and question and answer session might follow the service.

c. Educational programs

- 1) groups within the congregation should be encouraged to plan programs dealing with life-value issues.
- 2) study and discussion groups should be encouraged to study these issues in-depth.

d. Bulletin inserts

- 1) on a continuing basis, including informational material, current suggestions for action, basic information such as techniques for effective letter writing and, when action is indicated, the names and addresses of whom to write, etc.

e. Books & Literature - in church libraries and book racks

f. Miscellaneous efforts to maintain awareness of pro-life issue

- 1) utilization of posters and other visual aids
- 2) encouragement of membership in pro-life groups by keeping membership envelopes readily available.
- 3) inclusion of prayers for expectant mothers, for women with problem pregnancies, for aborted babies, for the elderly, the handicapped, etc., in the services.
- 4) periodic tolling of bells for babies killed by abortion.
- 5) active support of groups such as BIRTHRIGHT, an organization dedicated to serving women who have unplanned or unwanted pregnancies.

g. A pro-life congregation or parish liaison

- 1) a particular person from the council, the board or the general membership of the church might be appointed as a pro-life liaison. This person would be responsible for keeping the church members up-to-date on events dealing with life-value issues and would relate the opinions and attitudes of their church membership to the pro-life group.
- 2) in Minnesota a pilot project has been initiated by one chapter in an effort to open communication between their chapter and all denominations in the area, even those on record as favoring abortion. Basically, the program involves personally contacting all the churches, asking for prayer and further communication in regard to the life-value issues.

h. Some chapters have initiated programs in which members were asked to "sponsor" churches and synagogues in the area, so that each might receive the National Right to Life News (and in some cases the newsletter of the state right to life group also).

- 1) a model letter was prepared and members were asked to personally write to the church or synagogue they wished to sponsor.
- 2) a follow-up phone call was made to the church or synagogue to verify acceptance or rejection of the offer.
- 3) future plans include a pro-life workshop for the clergy of the area.

4. Organizations - civic, business, professional, service, fraternal, social, etc.

- a. Encourage programs with speakers, slides, films, etc., dealing with pro-life issues - abortion and related aspects, alternatives to abortion, euthanasia, etc.
- b. Some groups, which might reject an abortion program per se, might be exposed to pro-life philosophy through some other means such as a program on BIRTHRIGHT, the elderly, the handicapped, the retarded, etc.
 - 1) Program chairmen are often looking for inexpensive programs on current topics. It is advantageous to contact them in the spring or early summer when the following years program is being planned.
 - 2) Program requests from a member of the particular organization often receive preference, thus encourage chapter members to promote pro-life programs within the various organizations to which they belong.
- c. Senior citizens groups may be very interested in life-value issues, particularly when they realize how the ramifications of abortion and the development of an "abortion mentality" relate to euthanasia. Members of these groups should be encouraged to become active in pro-life groups.
- d. In arranging speakers for particular groups such as doctors, lawyers, hospital personnel (in-service hospital training sessions), etc., you may wish to call on a leader in the particular field from outside your locality. (Remember the old adage, "A speaker from 50 miles away becomes an expert!") Consult with your state-wide group regarding specialized speakers.

5. Coffee Parties

These are excellent means of reaching people on a personal basis and can be used to teach more about the issue and related topics, stimulate discussion, overcome apathy, promote membership, learn more about political issues, meet candidates, etc.



- a. In some chapters a particular member is appointed "coffee party chairman", to promote and assist in arranging coffee parties.
- b. Parties can be arranged anytime of the day or evening, for a variety of groups - neighbors, couples, families, business associates, "opinion-makers" of the community, etc.
- c. Responsibilities of the hostess:
 - 1) set time, place and arrange for speaker through local chapter or regional coordinator
 - 2) invite guests
 - 3) provide refreshments
 - 4) inform speaker of:
 - type and size of group
 - general background of guests
 - extent of their knowledge on the issue
 - any other pertinent information that might aid the speaker in choosing appropriate visual aids and relating to the audience.
 - 5) maintain an open atmosphere in which people feel free to communicate.
- d. Responsibilities of speaker:
 - 1) On the basis of information provided by the hostess adapt presentation to the needs and interests of the particular group.
 - 2) Choose appropriate visual aids.
 - 3) Select appropriate literature to bring for the guests.
 - 4) Check on the availability of necessary equipment - projector, screen, extra bulb, extension cord, etc.
- e. In some areas a coffee party devoted to the issue of euthanasia may attract more people than one dealing with abortion or MCCL. This is particularly true if the program includes a film (for example, one such as "Who Shall Survive?") as a basis for discussion. A program of this type offers an excellent opportunity to convey the entire pro-life viewpoint.

Some pro-life people have been very successful in hosting this type of evening coffee party for their minister or pastor and particular members of their congregation, or for their school board members, legislators, mayor, councilmen, and other influential members of their community.

4. Libraries and Bookstores

- a. Survey available pro-life books, literature and audio-visuals in local libraries and bookstores. (Have your children ask for pro-life materials for a project - very effective!) Do this on a continuing basis as these materials tend to "walk away".
- b. Encourage individual members to request particular pro-life books, literature and audio-visual materials from libraries and book stores. Librarians will often purchase items upon request. In some situations librarians may be approached with a bibliography of pro-life books and materials and encouraged to purchase at least some of them. (Take a librarian to lunch!)
- c. A chapter may wish to donate pro-life books and materials to a local library, or a donation may be made through a respected professional in the community (doctor, lawyer, etc.). Hardbound books are preferable for library use if funds are available to purchase them and if they are published in this form. A cooperative library may agree to hardbinding paperback books, or if facilities are available, this may be done before they are presented to the library.
- d. Request that pro-life books and materials not be catalogued under Religion.

- e. Encourage pro-life displays and promotion of pro-life books in libraries. Though in all probability, these would not promote the local pro-life chapter, per se, pro-life philosophy and values can be communicated through displays of pro-life books, exhibits on fetal development (some libraries have displayed sets of fetal models), motherhood, the elderly, the handicapped, the retarded, etc.

5. Pro-life displays

Be on the alert for all opportunities in which pro-life displays can be promoted, and all places in which literature, posters, flyers, etc., can be utilized.

a. For booths & displays consider:

- 1) conventions (convention listings may be obtained through local chambers of commerce)-particularly important are those involving people in the medical fields, educators of all types and community leaders
- 2) state and county fairs (reserve booths early in the year through County Extension Agents)
- 3) community celebrations and educational type gatherings
- 4) shopping centers
- 5) libraries
- 6) banks
- 7) store windows

b. For literature, posters, flyers, etc., consider:

- 1) doctor and dentists offices, hospital waiting rooms, and doctor and personnel lounges
- 2) beauty shops
- 3) business offices
- 4) laundromats
- 5) employees' coffee rooms
- 6) bulletin boards of shopping centers, bowling alleys, grocery stores, etc.

c. Carefully choose appropriate displays and literature. Emphasize our "pro-life" commitment rather than just an "anti-abortion" stance. Strive to express our concern for all defenseless human life, and the fact that the abortion is a pivotal issue - society's attitude on abortion affecting its attitude toward human life at all stages and conditions.

- 1) a positive theme for booths and displays that has been successfully used by MCCL is--LOVE LIFE, RESPECT LIFE, DEFEND LIFE, from the Beginning to the End
- 2) the appropriate display and literature featured at a booth will vary depending upon the occasion (a medical convention, for example would require an approach different from that of a state fair), the prevailing attitude of those viewing the booth (a hostile vs. a sympathetic, but perhaps apathetic groups, etc.). In planning the backdrop for a display strive for "clean" uncluttered lines with an easily identifiable theme.

--a design artist has recently produced for MCCL a positive, portable display incorporating our name, a brief summary of our purpose, our theme--LOVE LIFE, RESPECT LIFE, DEFEND LIFE, from the Beginning to the End--a large picture of an unborn child, and several smaller pictures of a pregnant woman, an elderly couple and a handicapped child. This display has proved to be an indispensable aid. A colored photo of this display along with plans and directions for producing it are available for \$.50 from MCCL, 4803 Nicollet, Minneapolis, MN 55409.

--one of the main attractions in any display, always generating great interest are fetal models. I would strongly recommend purchase and wide utilization of these. They are excellent teaching tools.

--a slide show at a booth always attract great attention. Last year MCCL experimented with a 12 minute continuous slide show which we found to be extremely successful. We are in the process of improving this presentation and announcement of its availability will be made in the National Right to Life News.

- d. Select people to staff pro-life booths with discretion, choosing those who are able to communicate the pro-life message in a calm, rational manner. To the inquiring public, the persons staffing the booth and their attitude, symbolize the pro-life movement. Training sessions or at least written instructions for booth workers are important.
 - e. When promoting literature, posters, etc. at appropriate sites, use a variety of materials. It is not necessary that the particular pro-life group always be identified. For example, bumper stickers such as "I'm glad you were born" can often be displayed in areas where other materials might be objectionable or be removed.
6. Utilize community newspapers, shoppers guides, radio and TV stations, etc.
- a. Obtain as much publicity as possible. Submit to the media:
 - 1) announcements of meetings and special events (who, where, when, why)
 - 2) reviews of meetings, speakers, films, etc.
 - 3) stories on action, particularly positive action showing our concern for human life.
 - 4) pictures
 - 5) double space write-ups and submit as early as possible
 - b. Try to obtain free time for public service announcements concerning the issue and related aspects.
 - c. Encourage the media to print or broadcast special features on life-value issues. (Establish rapport with editors and radio and TV announcers!)
 - d. Consider TV and radio commercials and newspaper ads, if money is available.

7. Pro-life Reading Centers or Open Pro-Life Resource Centers

In some areas it may be feasible to establish reading centers or resource centers of a "walk-in" type, that would be conveniently located and open to the public.

8. Adult Education Programs

- a. Encourage and promote the inclusion of the pro-life viewpoint in courses dealing with life-value issues. This would include courses in areas such as women's rights, health, marriage and family life, human rights, etc.
- b. Be alert to community education situations (such as Human Rights Seminars, etc.) into which pro-life displays and perhaps seminars could be incorporated.

9. "Person-to-Person" Education

The importance of word-of-mouth, person-to-person education needs to be continually emphasized. Coffee klatches, socials, meetings, "rap" sessions, class discussions, individual conversations with friends, relatives, neighbors, business associates--all of these offer opportunities to present the pro-life viewpoint, to answer misconceptions and to offer alternative approaches.

Most individuals (unless they are active pro-abortion advocates) have only a superficial, emotion-based commitment to permissive abortion. They very often totally change their view when another person whom they respect offers truthful, intelligent answers and a total picture of the anti-life situation. Members need to become well informed themselves so that they can rationally and accurately present the pro-life viewpoint.

Wearing a Circle of Life bracelet, medallion, or pin signifies a personal commitment to the pro-life cause and is a subtle yet distinct expression of silent protest against anti-life mentality. It stimulates interest and questions, and provides an excellent opportunity to explain the pro-life philosophy--oftentimes motivating the questioner to consider his or her commitment to life.

B. Youth

This is a particularly important group to educate as they are exposed to a great deal of anti-life rhetoric, propaganda and pressure.

1. Schools

Great tact and diplomacy must be used in dealing with schools, teachers and other people who work directly with youth. These influential groups or individuals must be exposed to the pro-life philosophy in a rational, logical manner. Even if they are not completely convinced of the justice of our cause, hopefully, they can be at least "neutralized", so that they will strive to be objective when dealing with sensitive issues. It does little good, for instance, to "force" a speaker into a class, but in doing so, antagonize the teacher to such a point that he or she subtly (or not so subtly) influences the students the rest of the year toward anti-life values.

a. Be aware of what is being taught in schools concerning life-value issues. Determine to whatever extent possible if anti-life values are being subtly incorporated in various class curriculums--perhaps in some instances, without the teacher even being aware of the values he or she is communicating.

- 1) This is best accomplished by encouraging members to investigate schools and curriculums as individual concerned parents or taxpayers, not as a member of a pro-life group. They need not even identify themselves as pro-life members and should not infer that their investigation is a pro-life "project". We surely want to avoid being labeled as "vigilante" groups!
- 2) The advice of sympathetic administrators or teachers may be sought in reviewing curriculum.
- 3) Values clarification programs should be carefully scrutinized - in some situations they have been known to communicate anti-life values.
- 4) Classes in which life-value issues are often discussed are home economics, family life and child guidance classes, social studies, contemporary problems, biology, health and sex education classes, euthanasia and death education units in various classes, and "mini-course" programs.

b. Speakers

- 1) Carefully select school speakers, being very sure they are the type of people who can "relate" well to students, and discuss issues with them.
- 2) If there are no school speakers available in your area, consult with leaders of your state organization. In some instances speakers from other areas can be recruited, or young people representing the youth pro-life movement, can be called upon to speak.
- 3) Publicize the fact that pro-life speakers and materials are available.
 - Opportunities to address school classes are seldom gained by approaching public school boards (this is an effective procedure with parochial schools, however). Public school boards are generally reluctant to endorse programs or presentations which they perceive to be "controversial". Acquainting teachers and students with the services offered by pro-life groups (speakers, materials, etc.) is usually the most effective means of access to schools.
 - Special "teacher brochures" can be mailed to department chairmen and/or teachers in areas such as home economics, social studies, science and health. You may wish to include a letter with the brochure. (A sample of the MCCL brochure is included with this booklet.)
 - Brochures and letters can be mailed in the fall of the year to the chairmen of the home economics, science, social studies and health departments of the junior and senior high schools and junior colleges in the area.



-Informational display booths at teacher conventions are effective means of reaching teachers. These displays should be of professional quality, however, and carefully staffed with sensitive articulate spokesmen.

- 4) Encourage sympathetic students to be aware of situations where the pro-life philosophy might be incorporated, and to request pro-life speakers whenever possible. (This is the ideal way to secure a speakers invitation - through a student request.)
 - 5) If speakers from groups such as Planned Parenthood or Zero Population appear in the school, pro-life students and parents (again, most effectively as individuals, not as pro-life members) should insist that for the sake of educational objectivity, pro-life speakers must be given an equal opportunity to address students. (And these just happen to be available through pro-life groups!)
 - 6) In scheduling speakers, experience has proven that presentations to class-size groups, even though this necessitates the speaker repeating the program several times, are usually far more effective than presentations to large assemblies.
- c. When questionable situations arise, encourage parents to meet with teachers on an individual basis, again as concerned parents and taxpayers rather than pro-life members, in an attempt to alleviate the problems. If no satisfactory agreement can be worked out, further meetings with the teacher and the principal should be arranged. In some situations school board members may eventually need to be involved.
- d. If the local school district publishes a "Community Resource" list, request that a pro-life speaker or contact person be included. (Avoid the "anti-abortion" label - insist on a "pro-life" description.)
- e. Provide counselors and school nurses with factual materials regarding abortion and alternatives. This can be done by direct mailing from the chapter, through a concerned parent, or perhaps best, by a pro-life professional in the community such as a doctor.
- f. Provide school libraries with pro-life materials, books, and audio-visual materials
- 1) Encourage sympathetic librarians to order these materials
 - 2) Encourage students to request pro-life materials
 - 3) Provide these books and materials for the library. (Again, this may be best accomplished through a sympathetic teacher or a professional in the community.)
- g. In an area where a chapter is relatively confident that a set of fetal models would be utilized by a school district, and if funds are available, consideration may be given to donating a set of models to the school (or informing appropriate teachers or department chairmen that the chapter set is available for loan).
- h. Encourage core groups of pro-life students to form pro-life groups and become affiliated with the National Youth Pro-Life Coalition. Aid and support these groups in every way you can.
- i. Encourage pro-life student "leaders" to wear and promote Circle of Life bracelets and medallions.
- j. Essay contests for high school students
- 1) If carefully planned and organized, a project of this type can have good educational impact.
 - increases the knowledge and strengthens the convictions of those students who are already pro-life
 - students who have not previously thought through the issue may be motivated by the cash prizes to investigate and consider the issue.
 - it provides an opportunity to introduce pro-life educational materials into the schools.

- 2) Superintendents should be asked for permission to distribute notices of the contest.
- 3) Pro-life teachers should be asked to promote the contest. Where teachers are not sympathetic, notices might at least be posted on bulletin boards.
- 4) Qualified judges should be carefully chosen.
- 5) Cash prizes should be established.
- 6) Winners should be publicized as widely as possible
 - a picture, story and, if possible, reprints of the essays should be published in the local paper.
 - winner or winners might read their essays on the local radio station.
- 7) Region IV in the St. Cloud area has initiated this project. They will be reporting on its success in the near future.

2. Youth Centers and Clubs

Encourage pro-life students and adults working with these groups to promote discussion, programs and speakers on the issue and related aspects, and to circulate appropriate literature.

3. Religious Education Classes

Encourage members of particular churches to emphasize to their pastor, boards, principals, etc., the necessity of teaching pro-life values and stressing reverence for life throughout the religious education program. Even very young children can be taught to respect life at all stages and conditions, without going into the details of abortion.

4. "Coke and Coffee" parties

"Mother and daughter" or "father and son" coke and coffee parties including slides and/or films and discussion can be effective means of communication and provide an opportunity to distribute books (such as HANDBOOK ON ABORTION) and other pro-life materials.

5. Colleges in your area.

- a. Seek the aid and advice of sympathetic college faculty and administrators concerning the most effective way of influencing the college community, both students and faculty. They may also aid in identifying pro-life students and other pro-life faculty members and promote the acquisition of pro-life material in college libraries and bookstores.
- b. Support pro-life students in the college community

Urge them to:

 - 1) request pro-life speakers where ever possible.
 - 2) request pro-life books and materials from the college library and bookstore.
 - 3) form pro-life groups on the campus
 - 4) enlist their aid in continually supplying student lounges, dormitories, etc. with appropriate pro-life literature.

6. Young children should begin to be exposed to pro-life values at an early age. Numerous appropriate approaches may be utilized. Two that have recently been brought to my attention are--a display and simple presentation on fetal development geared to young children that could be used at fairs and utilization of puppets to communicate simplified pro-life messages (ex. value and worth of every human being no matter what their stage or condition).



C. VISUAL AIDS

"A picture is worth a thousand words". Visuals are important in telling the pro-life story. Pictures can portray the humanity of the unborn child, the reality of abortion, the conditions of the elderly, the handicapped and the retarded far more precisely than words. When using visuals consider the following:

1. In relating the reality of the humanity of the unborn child, emphasize the beautiful development of the child and the facts of fetology.
2. When showing the picture of aborted babies, don't dwell on the "goriness" of the pictures. Their impact is greater if you simply state the facts and let the pictures speak for themselves.
3. In choosing the sequence in which to show the pictures of the developing baby, consider the importance of the audience's initial visual judgement. Experience has proven that starting with a picture of a clearly recognizable human baby and then proceeding backwards in terms of age (from the known to the unknown) is usually the most effective sequence in which to show the slides. Some experienced speakers, however, have developed other sequences which they feel are effective.
4. Analyze your audience carefully when choosing how many and which pictures to show. It is not necessary to always show all the pictures. In some situations it may be wiser to display only pictures of the developing baby. On other occasions it may be most advantageous to show only a few selected pictures of the developing child and abortion results.
5. Because objections are frequently raised, or comments made, concerning the pictures (emotional tactics, gruesome, etc.), when showing them explain that:
 - a. Reality is frequently unpleasant to view (for example, the MyLai victims, or ghetto children bitten by rats).
 - b. The photos are factual and accurate.
 - c. We also find the pictures unpleasant to view, but in order for people to make an informed decision on an issue as important as abortion, they must have a complete understanding of exactly what abortion involves. We use them as a teaching tool to inform.
 - d. Pictures do effect people's emotions. Any picture showing the killing of an innocent human being should effect us - if it doesn't we should question how hardened we've become - what kind of an insensitivity we've developed to the destruction of defenseless human beings. If this destruction is kept abstract and unseen, it can more easily be rationalized. It often requires actual photos to jolt us out of our comfortable complacency and to make us aware of the reality going on around us.
6. In situations where it is not possible to show slides, utilize colored pictures or brochures.
7. Visuals should not be solely relied on to communicate the pro-life message. They should be used, carefully, in conjunction with other facts and information that demonstrate our concern for both the mother and the unborn child, and for all defenseless human beings.
8. Always preview films prior to showing them. A variety of films are available and not all are appropriate or meaningful for every audience.

None of us have "all" the answers or ideas, but together we can encourage and help each other in our endeavors to reach our goal.

WE MUST WIN THE MINDS AND HEARTS OF THE AMERICAN PEOPLE TO A RIGHT TO LIFE WAY OF THINKING.

INDISPENSIBLE SOURCES OF CURRENT INFORMATION

ESSENTIAL READING for keeping informed on pro-life issues.

NATIONAL RIGHT TO LIFE NEWS

This official publication of the Nat'l Right to Life Committee is edited by Alice Martie. This paper is an invaluable source of information concerning pro-life issues and developments on the national level. Available through membership in Nat'l Life. Subscriptions are also recommended for schools, public libraries and elected officials (and are available in such cases at a reduced rate.)

APPENDIX

The following listing is not intended to be an "exhaustive" one.

(For a more complete detailed catalogue, including pictures and sketches of pro-life materials, see HOW TO TEACH THE PRO-LIFE STORY BY DR. & MRS. J. C. WILLKE--\$2.95 Hiltz & Hayes Publishing Company, 6304 Hamilton Avenue, Cincinnati, Ohio 45224.) Included in this listing are many of the pro-life materials and audio-visual aids most widely used in Minnesota, and included on our Pro-Life Bibliography which we have distributed throughout the state for several years.

INFORMATION RETRIEVAL SERVICE

Offered by Americans United for Life, a national educational organization for the defense of human life (the organization sponsoring publication of ABORTION & SOCIAL JUSTICE by Hilgers & Horens), this service provides an extensive monthly cumulative indexed mailing of articles relating to pro-life issues, published in newspapers and magazines throughout the United States. Subscription to this service is highly recommended.

Available for \$25 donation
Americans United for Life
230 N. Michigan Ave.
Suite 212
Chicago, Ill. 60601



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ESSENTIAL READING for keeping informed on pro-life issues.

NATIONAL RIGHT TO LIFE NEWS

This official publication of the Nat'l Right to Life Committee is edited by Alice Hartle. This paper is an invaluable source of information concerning pro-life issues and developments on the national level. Available through membership in Nat'l Right to Life. Subscriptions are also recommended for schools, public libraries and elected officials (and are available in such cases at a reduced rate.)

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BOOKS

Wilke, HANDBOOK ON ABORTION

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Cincinnati, Ohio 45224

Hilgers & Horan, ABORTION AND SOCIAL JUSTICE

Nineteen contributing authors (including Marshall McLuhan and noted fetologist, Dr. A. W. Liley and other distinguished writers and social activists) who recognize the complexities of the abortion question explore every aspect of the problem, including the Supreme Court decision. The full range of argumentation against abortion is presented: biological, medical, psychological, sociological, legal, demographic and ethical.

Highly recommended for an accurate and in-depth understanding of the pro-life viewpoint.

Paper, 328 pp., \$1.95

Hardbound \$6.95

Sheed & Ward
64 University Place
New York, N.Y. 10003

Hilgers, INDUCED ABORTION: A DOCUMENTED REPORT (Rev. Ed.)

An informative report with extensive documentation from the world's medical literature on abortion. Much of the material presented has been reprinted in ABORTION & SOCIAL JUSTICE. This book, however, is an excellent quick reference for a wealth of facts for pro-life speakers.

Paper, 84 pp., \$2.00

MCCL
4803 Nicollet
Minneapolis, MN 55409

Willke, HOW TO TEACH THE PRO-LIFE STORY

Outlining the Willkes' speaking techniques and suggestions, this book also functions as a catalogue of a variety of materials available for presenting the case for the unborn.

Paper, 170 pp., \$2.95

Hiltz & Hayes Pub. Co.
6304 Hamilton Ave.
Cincinnati, Ohio 45224

Marx, THE DEATH PEDDLERS

An expose of the pro-abortionists plans to move into "the golden age of easy abortion" within "five to ten years". A factual report on a national pro-abortion planning symposium.

Paper, 191 pp., \$1.95

St. John's Univ. Press
Collegeville, MN 56321

Joyce, LET US BE BORN: THE INHUMANITY OF ABORTION

Two educators in the field of philosophy examine the pro-abortion arguments and offer their own rationale for the need for legal protection of human life from the moment of conception.

Paper, 98 pp., \$1.95

Franciscan Herald Press
1434 W. 51st St.
Chicago, Ill. 60609

Wertham, A SIGN FOR CAIN

Although we may not completely agree with certain statements, this exploration of human violence is essential reading for those concerned about society's recognition of, and the preservation of, individual human rights. Chapter 8 & 9 present details of the German medical profession's euthanasia program of German nationals to purify the race. With the prevalence of anti-life forces today, knowledge of this recent experience is vital.

Paper, 375 pp., \$1.25

Werner Books, Inc.
315 Park Ave. S.
New York, N.Y. 10010



MARRIAGE & FAMILY NEWSLETTER

edited by John E. Harrington, MSW, ACSW

This distinguished Newsletter is an invaluable source of facts and current information from in-depth studies concerning not only abortion, but many other facets of family life. Recent issues included the "Wynn Report"--a comprehensive follow-up study of women who have had abortions, "The Unwanted Child Syndrome Is a Myth", "Japan's 22 year Experience With Liberal Abortion Laws".

\$5.00 yearly subscription

Marriage & Family Newsletter
P.O. Box 190
Midnapore, Alberta
Canada TOL IJO

Ingelman-Sunberg, Wirsén and Nilsson, A CHILD IS BORN:
THE DRAMA OF LIFE BEFORE BIRTH

Unprecedented photos show the stages of human reproduction from conception to birth. Text concerns care of mother during pregnancy.

Paper \$3.95

Hardbound available

Dell Pub. Co.
750 3rd Ave.
New York, N. Y. 10017

Noonen, THE MORALITY OF ABORTION: LEGAL & HISTORICAL
PERSPECTIVES

Seven scholars probe some very necessary moral and legal issues of the continuing abortion controversy. Contributors are, John Noonan, Paul Ramsey, James Gustafson, Bernard Haring, Geo. Huntston Williams, John M. Finnis & David W. Louisell.

Hardbound, 176 pp., \$8.95

Harvard Univ. Press
Cambridge, Mass.

Dillon, LIFE IN OUR HANDS

A consideration of the ethical/medical questions of the 1970's including abortion, artificial insemination, cloning, genetic intervention and euthanasia.

Paper, 106 pp., \$1.25

Family Life Bureau, USCC
1312 Massachusetts Ave.
Washington, D.C. 20005

Neuhaus, IN DEFENSE OF PEOPLE

The author, an organizer and speaker for movements in racial justice and peace, while acknowledging ecological problems as very real, deals with the nature of the problems and with the dangers in the present response to them. The book reflects a sincere effort to focus the role of human values in contemporary public life.

Paper, 315 pp., \$1.95

Macmillan Co.
866 3rd Ave.
New York, N.Y. 10022

Sassone, HANDBOOK ON POPULATION

Written in question and answer format, it is a documented source book full of facts on population, pollution, energy, resources, food supply and related topics.

Paper, 208 pp., \$1.00

R. L. Sassone
900 N. Broadway
Suite 725
Santa Ana, Calif. 92701

Engel, A PRO-LIFE REPORT ON POPULATION GROWTH AND THE
AMERICAN FUTURE

Documented information on the thrust for population control, the involvement of Planned Parenthood - World Population in this movement, and the overall relationship of the abortion issue to that of population control.

Paper, 54 pp., 75c

Pennsylvanians for Human
Life
Southwest Region
Box 10417
Pittsburgh, Pa. 15234

Summerhill, THE STORY OF BIRTHRIGHT

The story of the Birthright movement and how it can and does work.

Paper, 134 pp., \$1.95

Prow Books
8000 39th Ave.
Kenosha, Wis. 53141

SLIDES & PRINTS

SLIDE SET - CINCINNATI RIGHT TO LIFE

An effective and popular collection of 22 slides with explanatory sheet. Available in English and Spanish.

Slides \$9.00
Filmstrip \$2.

Cincinnati
Rt to Life
P.O. Box 24073
Cincinnati, Ohio
45224

ABORTION - HOW IT IS

by Dr. & Mrs. J. C. Willke

A two-hour audio-visual presentation. This is a full recording of Dr. & Mrs. Willke's presentation, including questions and answers. Its chief value lies in training speakers. 2 cassettes, with 24 slides or filmstrip

With slides \$19.95
With filmstrip 15.95

A shortened 32 min. version of ABORTION - HOW IT IS, tailored for direct presentation to a group when a time limit exists. Also included is a manual containing a verbatim transcript of the recording. 1 cassette with 24 slides & manual. \$14.95

Hiltz & Hayes Pub. Co.
6304 Hamilton Ave.
Cincinnati, Ohio 45224

COLORED PRINT SET

16, 5" x 7" documented photos showing the developing child at various ages and the results of actual abortions.

Individual, laminated, color, 16" x 22" photos of the pictures in the Print Set are available on special order.

\$15.00 per picture

\$8.00
Cincinnati Right to Life
P. O. Box 24073
Cincinnati, Ohio 45224

POSTER: "Your feet when you were 10 weeks old"

A hand enclosed around the feet of a child at 10 weeks. Color 2'x2'

1 copy/\$2.00
2 copies/\$1.50

Hiltz & Hayes Pub. Co.
6304 Hamilton Ave.
Cincinnati, Ohio 45224

PHOTO: "7-8 Week Unruptured Ectopic Pregnancy"

An award winning photo taken at the University of Minnesota.

Color 8" x 10" \$10.00 ea.
B/W 8" x 10" \$ 4.00 ea.

Biomedical Graphic Communications
Mr. Martin Finch Dept.
C566 Mayo Memorial Bldg., Box 711
University of Minnesota
Minneapolis, MN 55455

CASSETTES

ABORTION - HOW IT IS

by Dr & Mrs J.C. Willke

Cassette and slides. See description under SLIDES & PRINTS.

FETAL HEARTBEAT

Actual recording of the heartbeat of an unborn baby at 10 weeks.

Cincinnati Right to Life
P. O. Box 24073
Cincinnati, Ohio 45224

THE REALITY OF ABORTION

EUTHANASIA

by Prof. Paul Marx

Recordings by the author of THE DEATH PEDDLERS, Dr. Marx presents facts and insights concerning abortion and euthanasia.

1 cassette \$5.25 Both cassettes \$8.99

Right to Life
2550 Via Tejon
Palos Verdes Estates, CA
90274



BROCHURES & PAMPHLETS

LIFE OR DEATH

by Dr. & Mrs. J. C. Willke

A 4 page, 8 1/2 x 11, widely used color brochure with documented pictures of both living and aborted babies. Informational text includes a full page of questions and answers. French, German, Spanish, Italian and Hungarian translations available.

Hiltz & Hayes Pub. Co.
6304 Hamilton Ave.
Cincinnati, Ohio 45224)

100 copies / 10¢ ea.
1,000 copies / 7.5¢ ea.
10,000 copies / 6¢ ea.
25,000 copies / 5.5¢ ea.

DID YOU KNOW

A smaller and less expensive version of "Life or Death", containing 6 photos and abbreviated text. Envelope size. Also available in numerous translations.

Hiltz & Hayes Pub. Co.
6304 Hamilton Ave.
Cincinnati, Ohio 45224

100 copies / 3¢ ea.
1,000 copies / 2¢ ea.

LIFE BEFORE BIRTH

LIFE Educational Reprint

A collection of outstanding colored photos of the developing child with accompanying text.

Gordon Flesch Co.
225 W. Beltline Hwy.
Madison, Wis. 53713)

MC NULTY TABLOID

A beautifully illustrated, 4 page, brochure with informational text concerning conception, life before birth, abortion and compassionate alternatives. Presents the pro-life message on abortion in a very positive way.

Rt to Life League of
So. Calif.
301 Kingsley Dr.
Los Angeles, Calif. 90020)

THE SUPREME COURT HAS RULED

by Dr. & Mrs. J. C. Willke

A newly published 4 page, 8 1/2 x 11, color brochure explaining the extent of the Supreme Court decision in a forthright manner and what an individual can do to secure passage of a Human life Amendment. Contains six new photos.

Hiltz & Hayes-Pub. Co.
6304 Hamilton Ave.
Cincinnati, Ohio 45224)

100 copies / 10¢ ea.
1,000 copies / 7.5¢ ea.
10,000 copies / 6¢ ea.
25,000 copies / 5.5¢ ea.

"MINI-MESSAGE"

Committee of Ten Million

An inexpensive envelope stuffer prepared by
Mr. Gilbert Durand.

Committee of Ten Million
P. O. Box 10391
Glendale, Calif. 91209

100 copies / \$1
1,250 copies / \$10

FETAL MODELS

Excellent realistic looking models available in 8 series set (depicting 1, 2, 3, 4, 5 and 7 month gestation), on a basic 3 series set (depicting 2, 5 and 7 month gestation). Both on 10" metal stands on wood bases.

Available for loan--MCCL
Purchase:

Denoyer-Geppert
5235 Ravenswood Ave.
Chicago, Ill. 60640

8 pc. set \$217.25
3 pc. set \$ 95.00

Because films vary widely in emphasis, quality and appeal, they should be previewed prior to showing to ascertain their appropriateness for a particular group.

Some of the films listed do not deal specifically with abortion or euthanasia, but do express concern for fellow human beings, or portray situations that stimulate concern. The total pro-life commitment can be drawn into discussions following their showing.

Most of the films can be rented, as well as purchased from the sources listed. Some may be available for rental from colleges or universities or other large audio-visual resource centers in your own area.

ABORTION--A WOMAN'S DECISION

A relatively unsophisticated film portraying the story of an unwed pregnant high school girl. A discussion outline is included. In some instances this film has been successfully used, in others it was felt to be too melodramatic.

22 min., color, sound, 16 mm

Purchase--\$200.00
ACTA Films
4848 Clark St.
Chicago, Ill. 60640

CELEBRATION IN FRESH POWDER

The story of a high school girl, who while on a weekend ski trip reveals to her friends and boyfriend that she is pregnant. Facing conflict and pressure she must choose between abortion, marrying her boyfriend or having the baby outside of marriage.

28 min., color, sound, 16mm

Paulist Productions
P.O. Box 1057
Pacific Palisades,
Calif 90272

WHO SHALL SURVIVE

A film portraying an actual situation at John Hopkins Hospital, where the parents of a newborn mongoloid infant refuse permission for a routine operation that will save the child's life. The infant is put in a sideroom, not fed and dies in 15 days.

26 min., color, sound, 16mm

Purchase--\$150.00
Medal of Greatness
1032 33rd St. N. W.
Washington, D. C. 20007

THE COMMITTEE

This unique film depicts the ramifications of permitting the power of life and death to be vested in an individual or group of individuals.

15 min., color, sound, 16 mm

Purchase \$100.00
Ill. Right to Life
53 W. Jackson Blvd.
Chicago, Ill.

SUCTION ABORTION

A film of an actual suction abortion with narration. This film should be shown with discretion preferably only by someone in the medical field.

9 min., color, sound 16 mm

Purchase--\$75.00
Cincinnati Right to Life
P. O. Box 24073
Cincinnati, Ohio 45224

LEO BEUERMAN

A true story of a severely handicapped man dwarfed, crippled and deaf almost from birth--whose unquenchable spirit and philosophy of life have enabled him to overcome his handicaps and live a fruitful life.

13 min., color

Rental:

Purchase: \$1 75

Centron Education Film
1621 W. 9th St.
Lawrence, Kansas 66044

University of Minnesota
AV Extension
2037 University Ave.
Minneapolis, MN 55455
(612) 373-3810
Rental Price: \$5.70

Augsburg Film Library
426 S. 5th St.
Minneapolis, MN 55415
(612) 332-4563 Ext. 328
Rental Price: \$17.50

NO MAN IS AN ISLAND (Color version)

A beautiful film illustrating humanity's dependence upon each other. Narration includes poem by John Donne.

Rental:

University of Minnesota
(See above)
Rental Price: \$7.20

Augsbury Film Library
(See above)
Rental Price: \$15.00

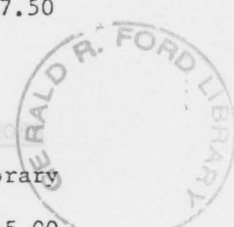
SOMEBODY WAITING

The film depicts severely retarded children in a California institution and the effect upon their lives of a concentrated program of individualized care and affection. It also portrays the inspiring and motivating effects of their response on the staff and the community.

Rental:

University of Minnesota
(See above)
Rental Price: \$9.80

University of California
Ex. Media Center
Berkeley, Calif. 94720
Rental Price: \$17.50



LITERATURE

A variety of literature concerning life-value issues, particularly abortion and euthanasia, is available from
 MCCL. Sample packet--\$3
 MCCL
 4803 Nicollet
 Mpls., MN 55409

STUDY GUIDES

Few comprehensive fully developed study guides on current pro-life issues have been brought to our attention (though there may be some available of which we're unaware). The following, however, are either already in study guide form, or can be easily adapted to such.

ABORTION & SOCIAL JUSTICE

edited by Dr. T. Hilgers & Denis Horan

This book, concerning every aspect of the abortion question, and consisting of individual chapters contributed by a number of authors, could easily be utilized as a study guide.

\$1.95

Quantity order:
 Sheed & Ward
 64 University Place
 New York, N. Y. 10003

RESPECT LIFE

A handbook containing nine program formats, each concerned with a specific theme relevant to respect for human life in our national and world community (The Unborn, The Mentally Retarded, Youth, The Aging, The Family, Justice & Human Development-Global and Domestic, Population, Peace-War).

Each unit presents a summary of the issue, suggestions for initiating on-going programs, a bibliography for further study of the theme and lists of available support material such as movies, slides, recordings, etc.

Published by the National Conference of Catholic Bishops, this Handbook is highly recommended as an excellent source book which could be adapted for use in churches, schools, religious education programs and adult education programs.

\$1.00

USCC
 1312 Massachusetts Ave.
 Washington, D. C. 20005

ABORTION, A STUDY IN HUMAN VALUES

by Eileen M. Doyle

A 12 chapter study guide for high school/adult education, emphasizing the nature and value of human life. Written within a Roman Catholic context, discussion questions and suggested readings are included. Published before the Supreme Court decision, an up-dating and a chapter on euthanasia are being added.

Loose-leaf, 300 pages, \$8.50

Committee for Life
 29 Rockville Ave.
 Rockville, N. Y. 11570

PRO-LIFE BUTTONS

Various buttons and bumper stickers are available from a variety of sources. (See Willke, HOW TO TEACH THE ABORTION STORY for a more complete listing and for sources closest to you.)

"LOVE LIFE"

White letters on a red background. 2 1/4" 25¢--MCCL
Quantity orders: Continental Press
P.O. Box 1063
St. Cloud, MN 56301

"GIVE LIFE A CHANCE"

Fetal Silhouette - black letters 25¢
Wis. Citizens Concerned Milwaukee SOUL N.G. Slater Corp.
for Life c/o Eliz. Laudreman 220 W. 19th St.
2021 N. 60th St. 3820 N. Oakland, Apt E New York, N.Y.
Milwaukee, Wis. 53208 Shorewood, Wis. 53211 10011

"ABORTION KILLS, CHOOSE LIFE"

Red and white. 2 1/4" 25¢--MCCL
Availablor from several
other sources throughout
the country.

"RESPECT LIFE"

Green lettering on white background 1 1/2" 15¢--MCCL
Quantity orders; Continental Press
(see above)

"THANKS MOM"

"Pro-life Sunday - Mother's Day"

White letters on a blue background 2 1/4" 25¢--MCCL
Quantity orders: Continental Press
(see above)

BUMPER STICKERS

*Adoption Not Abortion

I'm Glad You Were Born

MCCL--25¢

We Support a Human Life Amendment

MCCL--25¢

*Never To Laugh Or Love

*Provided through the courtesy of: Knights of Columbus
Columbus Plaza
New Haven, Conn. 06507

Contact the Knights for quantity orders.



JEWELRY

Jewelry Offered through Circle of Life



Bracelet (nickel silver)
\$3.00 plus .25 handling
Project of NRLC & NYPLC



Pin Charm (sterling silver)
\$4.25 plus .25 handling
Project of NRLC



Medallion (bronze)
\$6.00 plus .25 handling
Project of NYPLC



Symbolizes Respect for Human Life
From The Beginning To The End.



The Circle of Life with its eight penetrating lines is an ancient symbol of human life, used by many different cultures.



The Alpha and the Omega are the first and the last letters of the Greek alphabet and have traditionally symbolized the beginning and the end.



The penetrating lines coming together in the center symbolize UNITY.



The eight lines radiating out from the center symbolize LIGHT and TRUTH.



The symbol for woman.



The symbol for new life.



Together, the symbol of new life within woman.

Circle of Life
P. O. Box 6524
Rochester, Minnesota 55901

FOR ALL OF THOSE CONCERNED

- A PROTEST OF THE
JANUARY 22, 1973, U.S.
SUPREME COURT DECISION
ON ABORTION.

- TO BE WORN UNTIL THE
DECISION OF THE SUPREME
COURT IS REVERSED.

- DECLARES YOUR RESPECT
FOR ALL OF HUMAN LIFE
FROM BEGINNING TO END.

JANUARY 22, 1973 - The date
the abortion decision of the U. S.
Supreme Court was handed down.

A DAY OF INFAMY!!!

RECORDS

BARBARA SINGS FOR LIFE

Barbara Breur - Sipple

A beautiful pro-life album by a young talented folk singer (according to Dick Cavette, "the best up and coming folk singer in America today").

\$5.00 SOUL
4803 Nicollet
Mpls., MN 55409

UNBORN CHILD

Seals & Crofts

Nationally prominent recording artists, Seals & Crofts have just released this new pro-life album. (The featured song, also entitled, "The Unborn Child", is available as a single.) This is the first time that major trendsetters in the artistic media have brought attention to the pro-life philosophy and their efforts should be promoted.

Album and singles available Request at local
record store

SAMPLE LETTER SENT TO CHAIRMAN OF SOCIAL STUDIES
DEPARTMENTS IN METROPOLITAN AREA SCHOOLS--Fall, 1973

MINNESOTA CITIZENS CONCERNED FOR LIFE, INC.

4803 NICOLLET AVENUE MINNEAPOLIS, MINNESOTA 55409 PHONE AC 612 825-6831

DO INDIVIDUAL HUMAN LIVES HAVE ABSOLUTE OR RELATIVE VALUE?

ARE WE, AS A SOCIETY, TO EMBRACE A UTILITARIAN PHILOSOPHY (THE
SO-CALLED 'NEW ETHIC') WHICH SAYS THAT ONLY QUALITY HUMAN LIFE
HAS A 'RIGHT' TO THE PROTECTION OF THE COMMUNITY?

ARE WE TO DENY THE VERY CONCEPT OF EQUALITY BY SAYING THAT SOME LIVES
HAVE MORE 'VALUE' (OR SOCIAL USEFULNESS) THAN OTHERS?

ARE WE WILLING TO DEFINE "UNWANTED" PEOPLE AS SOCIAL 'AGGRESSORS' WHOSE
LIVES MAY BE SACRIFICED IN THE NAME OF THE "GREATEST GOOD FOR THE
GREATEST NUMBER"?

These questions are being seriously debated in the United States.
A whole complex of human values is at stake, though controversy often
focuses on the question of abortion. Regardless of Supreme court decision,
abortion remains one of the foremost medical, moral and social issues of
our time.

Minnesota Citizens Concerned for Life is a non-profit public
service organization dedicated to preserving and fostering respect for
life by supporting the civil and human rights of all human beings -
especially the unborn, the aged and all who are unable to defend themselves.

To articulate the Pro-Life viewpoint on abortion and related medical-
ethical issues (such as euthanasia), MCCL has established a Speakers Bureau.
If you are interested in a class presentation particularly relevant to
Social Studies classes, or if you wish further information, please contact
the MCCL office.

Also available from the MCCL office are numerous materials relevant
to contemporary life and death issues.

Particularly recommended for a clear and accurate understanding of
the pro-life viewpoint on abortion is the recently published book, ABORTION
& SOCIAL JUSTICE, edited by Hilgers & Moran (Sheed & Ward, New York, 1973.
Paper ed. \$1.95. Available from bookstores and also from MCCL). Nineteen
contributing authors (including Marshall McLuhan, Dr. A. W. Lilley and
Erma Craven, a Black social worker from Minneapolis) explore every aspect
of the problem, including the Supreme Court decision. The full range of
argumentation against abortion is presented: biological, medical, psycho-
logical, sociological, legal, demographic and ethical.

Visit the MCCL booths at the October teacher conventions to review
literature and speak with personnel.

SAMPLE LETTER SENT TO CHAIRMAN OF HOME ECONOMICS
DEPARTMENTS IN METROPOLITAN AREA SCHOOLS--Fall, 1973

MINNESOTA CITIZENS CONCERNED FOR LIFE, INC.

4803 NICOLLET AVENUE MINNEAPOLIS, MINNESOTA 55409 PHONE AC 612 825-6831

Home Economics Teachers:

Abortion continues to be one of the foremost medical, moral and
social issues of our time, regardless of the Supreme Court decision.
It is not an isolated issue, but one that is closely related to other
medical-ethical issues such as euthanasia. A whole set of human values
is at stake.

Because abortion is of concern to young people and because de-
cisions regarding abortion have far reaching ramifications for both the
individual and society, it is imperative that all aspects of the issue
be accurately and rationally presented and understood by society.

To provide facts and information and to articulate the pro-life
viewpoint on abortion and related medical-ethical issues, MCCL has es-
tablished a Speakers Bureau. If you are interested in a class presenta-
tion, particularly relevant to Family Living or Child Development classes,
or if you wish further information, please contact the MCCL office.

Also available from the MCCL office are numerous materials on fetal
development, methods of abortion, hazards and complications of abortion,
and other related topics.

Minnesota Citizens Concerned for Life is a non-profit public service
organization dedicated to preserving and fostering respect for life by
supporting the civil and human rights of all human beings - especially
the unborn, the aged and all who are unable to defend themselves.

Visit the MCCL booths at the October teacher conventions. Review
literature and speak with personnel.



SAMPLE LETTER SENT TO SCHOOL NURSES
IN METROPOLITAN AREA SCHOOLS--Fall, 1973

MINNESOTA CITIZENS CONCERNED FOR LIFE, INC.

4803 NICOLLET AVENUE MINNEAPOLIS, MINNESOTA 55409 PHONE AC 612 825-6831

School Nurses:

Because of the nature of your position, your counsel will undoubtedly be sought by both students and teachers concerning the issue of abortion and its related implications. Abortion, regardless of the Supreme Court decision, continues to be one of the foremost medical, moral and social issue of our times. It is not an isolated issue, but one that is closely related to other medical-ethical issues such as euthanasia. A whole set of human values is at stake. Decisions on abortion will have far-reaching ramifications for both the individual and society. It is imperative that all aspects of the issue be accurately and rationally presented and understood by society.

Minnesota Citizens Concerned for Life is a non-profit public service organization dedicated to preserving and fostering respect for life by supporting the civil and human rights of all human beings - especially the unborn, the aged and all who are unable to defend themselves.

To facilitate dissemination of facts and information on abortion and related medical-ethical issues, MCCL has established a Speakers Bureau. Doctors, nurses, medical technology personnel and informed laymen are available as speakers. Using fetal models, slides and other visual aid materials, their presentations are rooted in scientific, biological and medical fact.

Also available from the MCCL office are numerous books and materials relevant to abortion and other contemporary life and death issues.

Particularly recommended for a clear and accurate understanding of the pro-life viewpoint on abortion is the recently published book, ABORTION & SOCIAL JUSTICE, edited by Hilgers & Horan (Sheed & Ward, New York, 1973. Paper ed. \$1.95. Available through bookstores and from MCCL). Nineteen contributing authors (including Marshall McLuhan, Dr. A. W. Liley and Erna Craven, a Black social worker from Minneapolis explore every aspect of the problem, including the Supreme Court decision. The full range of argumentation against abortion is presented: biological, medical, psychological, sociological, legal, demographic and ethical.

Visit the MCCL booths at the October teacher conventions. Review literature and speak with personnel.

Please feel free to contact the MCCL office at any time for assistance, information and literature.

SAMPLE LETTER SENT TO CHAIRMEN OF THE SCIENCE DEPARTMENTS AND
THE PHYSICAL EDUCATION DEPARTMENTS IN METROPOLITAN AREA SCHOOLS--
FALL, 1973

MINNESOTA CITIZENS CONCERNED FOR LIFE, INC.

4803 NICOLLET AVENUE MINNEAPOLIS MINNESOTA 55409 PHONE AC 612 825-6831

Science Teachers

The issue of abortion continues to be one of great concern to our society, regardless of the Supreme Court decision. It is not an isolated issue, but one that is closely related to other areas of public concern such as euthanasia, test-tube babies, the question of when life begins and ends and the whole field of medical ethics. Decisions on abortion will have far-reaching ramifications for both the individual and society. It is imperative that all aspects of the issue be accurately and rationally presented and understood by society.

To provide facts and information, programs of particular interest to science classes, rooted in scientific biological and medical fact, are offered through the MCCL Speakers Bureau. Fetal models, slides and other visual aid materials available are helpful in stimulating discussion. If you are interested in a class presentation, or if you wish further information, please contact the MCCL office.

Also available from the MCCL office are numerous materials relevant to contemporary life and death issues.

Minnesota Citizens Concerned for Life is a non-profit public service organization dedicated to preserving and fostering respect for life by supporting the civil and human rights of all human beings - especially the unborn, the aged and all who are unable to defend themselves.

Visit the MCCL booths at the October teacher conventions. Review literature and speak with personnel.

SAMPLE OF LETTER WRITTEN BY MEMBERS OF THE ST. LOUIS PARK CHAPTER TO
LOCAL PASTORS OR RABBIS. (EACH CLERGYMAN IN THE AREA WAS SPONSORED
BY A PARTICULAR MEMBER.)

Dear Rev. (Rabbi) _____,

As pastor (rabbi) of _____ Church (Synagogue), I am sure you are concerned with the issue of abortion and its implications. Regardless of the Supreme Court decision, abortion continues to be one of the foremost medical, moral and social issues of our times. It is not an isolated issue, but one that is related to other medical-ethical issues such as euthanasia. A whole set of human values is at stake. It is imperative that all aspects of this issue be accurately and rationally presented to and understood by society.

Minnesota Citizens Concerned for Life (MCCL) is a non-profit public service organization dedicated to preserving and fostering respect for life by supporting the civil and human rights of all human beings - especially the unborn, the aged and all others who are unable to defend themselves.

Members of the St. Louis Park chapter of MCCL are interested in making sure that the clergymen of our city have access to the facts about these vitally important issues and to provide information about how the pro-life movement is growing and developing in Minnesota and across the nation. Individual members will be sponsoring city churches this year by purchasing for them a subscription to the National Right to Life News, and, hopefully, to the state newsletter. Sponsors will also be available to arrange for pro-life speakers and educational materials for your church (synagogue) if you should want them.

The papers above are published on a monthly basis. The MCCL Speakers Bureau can provide doctors, nurses, medical technology personnel and informed laymen to address your congregation. Using fetal models, slides and other visual aids, their presentations are rooted in scientific, biological and medical fact. Also available are numerous books and other materials relevant to abortion and other life and death issues.

I sincerely hope you will give your congregation the opportunity to be informed on these issues, which make up the most pressing moral question of contemporary society - how much should we value human life? People are looking to their religious leaders to help them answer that question.

I will contact you within the next week to discuss your church's inclusion in this project.

Sincerely,



ANNOUNCEMENT OF ESSAY CONTEST IN REGION IV

MINNESOTA CITIZENS CONCERNED FOR LIFE

ESSAY CONTEST

*Open to all High School students in St. Cloud, Sauk Rapids,
Sartell, and Collegeville

* Local Prizes: First Place \$50
Second Place \$25
Third Place \$15

*REGIONAL GRAND PRIZE: \$100.

TITLE CHOICES:

1. ABORTION: DOES A WOMAN HAVE THE RIGHT TO CHOOSE?
2. CONTEMPORARY FASHIONS IN LIFE AND DEATH
3. THE UNWANTED: SHOULD THEY LIVE?
4. THE QUALITY OF HUMAN LIFE IN AMERICA TEN YEARS LATER: JANUARY

22, 1983.

*Deadline: March 10, 1974. If mailing entry, send not later than
midnight on the 10th to:

Minnesota Citizens Concerned for Life
Central Region IV
17 Roger Road
Saint Cloud, Minnesota 56301

* Essays are to be 500 to 700 words in length, typed on standard
paper. They will be judged on content, writing quality,
and appropriateness to title.

SPEAKER WORKSHOPS

The following basic format has been successfully used by Minnesota Citizens Concerned for Life in conducting a number of speaker workshops.

I. Distribution of Speaker Packets

Packets should include an information sheet to be completed and returned by the participants, suggestions on strategy, general guidelines, aspects to include in presentations, sample outlines, sample speeches, and other appropriate information.

II. Review of Basic Resource Materials (including sources for current up-date information).

III. General Guidelines

This discussion should include practical suggestions on:

- persuasive speaking
- preliminary arrangements
- visual aids
- styles of presentation
- techniques on answering questions, etc.

IV. Elements of a Pro-Life Presentation

Important points to be included in a pro-life presentation are - man's basic right to life, threats to this basic right in contemporary society, the humanity of the unborn child, abortion methods and their hazards and complications, positive alternatives to abortion, common pro-abortion arguments.

Sample speeches are discussed. They are offered not as "perfect" models, but as aids and guides to new speakers, and have proven to be very helpful.

V. Questions on Abortion

A review of the most common questions concerning abortion and pro-life values and a discussion of the techniques of handling these questions.

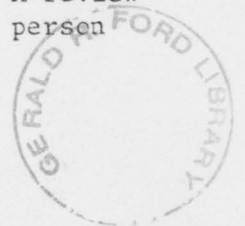
This format is quite flexible, can be tailored to fit any allotted time period, and can be conducted by one person or a panel coordinated by a moderator. Generally, a workshop can be conducted in a 2 1/2 to 3 hour session. If more time is available (two 2 hour sessions or two evening sessions) each section can be covered in more depth and the content of the workshop can be expanded.

A valuable addition is a discussion of the techniques of persuasive speaking, conducted by a person with expertise in Communications. Another helpful addition is an actual demonstration presentation by an experienced speaker. Role playing among the participants - one portraying an antagonistic questioner, another a timid questioner, etc. - is also valuable.

Prospective speakers are encouraged to accompany and observe experienced speakers, particularly actual classroom situations. Many new speakers prefer to begin by sharing the presentation with another speaker.

Periodic meetings of speakers for an informal exchange of experiences (both good and bad!) have proven to be extremely valuable for speaker morale. A review of speaker strategy and techniques is also often more meaningful after a person has had a few speaking experiences.

Speaker packets and other helpful information available from
MINNESOTA CITIZENS CONCERNED FOR LIFE
4803 Nicollet Ave.
Minneapolis, MN 55409
(612) 825-3611



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A call to share

Whatever ultimate meaning
life may have,
this much can be said already—
life is a call to share
in the world's making.
It is a chance to intervene,
to contribute,
to enhance what exists
by the sheer power
of one's own presence
and activity.
One cannot be good
simply by avoiding evil.
To be indifferent or apathetic
to the needs of one's neighbor,
to stand aloof from a world
begging for help,
is already to be guilty.

Robert O. Johann
Building the Human
The Seabury Press

Wheeler