



“You’ve given me good reasons... and I haven’t come up with any.”

Pro-choice student at the University of Calgary admitting that I made a strong case for the pro-life view

Dear friends,

I recently watched the new movie Amazing Grace. It’s about William Wilberforce, the young man who as a British Member of Parliament (MP) pushed to end slavery in the early 19th century. I’ve written about him before as someone whose faith motivated him to do what was right despite the resistance of the most powerful empire at that time.

What the movie made quite clear, though, was that Wilberforce and his supporters didn’t just oppose slavery; they carefully thought through their actions and strategized to find the most effective ways to change people’s minds. In one scene, abolitionists brought undecided MPs to a slave ship. Slaves had been chained to the bottom of these boats for months and had to use their cramped compartments as toilets since they had little access to clean air and water. Many slaves had died. Wilberforce insisted that the MPs smell the stench of the boat and see the chains that held down its “cargo.” The abolitionists also brought their campaign to the general public and eventually succeeded in the abolition of slavery in the British Empire.



Training the Campus Pro-life students, U of C



Some of our volunteers (behind fence) at this year’s U of C GAP

Just as Wilberforce and the abolitionists showed the truth of slavery, CCBR is committed to showing the truth of abortion. At our recent Genocide Awareness Project (GAP) at the University of Calgary (U of C), I could again see how strategic this project is.

Part of our strategy is to train others to effectively share the

pro-life message. This year, I had the exclusive responsibility to train the Campus Pro-Life students, including many first-time volunteers. In fact, at GAP this year, the number of volunteers doubled from our last GAP in October. One volunteer said she was grateful for the training and that she was able to use what I taught her in her dialogues. She even shared how someone asked her an obscure philosophical question that she was able to turn into a debate about what the unborn are—exactly what I trained her to be able to do.

Of course, the power of GAP is that the evidence for our argument is on the signs we are displaying and on the pamphlets we hand out. I offered a student a pamphlet as he walked by our display. He took the pamphlet and began to walk away. As soon as he saw the pamphlet, he began to engage me and asked why we were comparing abortion to other genocides. After debating with him for almost twenty minutes, he walked away saying, **“You’ve given me good reasons for your view... and I haven’t come up with any.”**

Please make cheques payable to CCBR, write Jose Ruba on the note, and mail them to

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I also found out that GAP was happening at the same time as Muslim Awareness Week. Though this was not planned, the timing of GAP allowed us to reach Muslims, who are generally opposed to abortion. I challenged one female Muslim to take the pro-life message to her workplace. She works for Calgary's health department and so knew that taxpayers paid for women to get late-term abortions in the U.S. I told her that it wasn't an accident that she had her job and needed to advocate for the pro-life view there. I also said that if she needed more information, to check our website. She agreed and took a pamphlet.



I engage a Muslim student. Beside me is a volunteer I trained

Another Muslim student told me Islam respects the right to life of human beings but teaches that this value only begins forty days after conception. I explained to him that, scientifically, life begins at fertilization. I then asked, "If Islam teaches that human beings should be valued, then shouldn't we value life when it begins?"

"That's a good question and I have to think about that," he said, admitting what I said made sense.

Unfortunately, many students didn't make sense, questioning even the value of human life. One student insisted there is no objective truth. I asked if that was true and he said yes, not realizing his contradiction. I pointed to the pictures of abortion and the Holocaust and asked him if they were wrong. He responded that he only *disliked* the Holocaust, just as I dislike raisins, since there are no absolute rights or wrongs.

What was great to hear was that those listening to our conversation began to laugh. They knew that he had contradicted himself. In fact, when he left, a friend of his who was listening to us told me that this student was confused. He was willing to talk to this student and help him understand what I said. He explained that he knew about GAP and agreed with it and would help his friend do the same.

It was this feedback from students who've seen our display in the past that's been the most encouraging. Another passer-by shared that he had pro-abortion friends who became pro-life after they came by the display last year.

I don't know if they'll be making a movie about us as they've done for Wilberforce, but I know we're doing what Wilberforce did: exposing the painful truth of injustice so minds are changed. Thank you for being part of this legacy.

Sincerely,

Upcoming Schedule:

Throughout the next few months, I will continue to meet with church leaders here in Calgary to introduce them to our work. This is part of our goal to launch the truck project here.

Link of the month: I encourage you to watch the new movie about Wilberforce: <http://www.amazinggracemovie.com/>



Student in striped shirt who said life has no objective value

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