

高等学校教材

Extensive Reading
英 语 泛 读

(第四册)

姜德杰 赵德玉 刘肖沛

ENGLISH

中国矿业大学出版社



内 容 简 介

本书一套四册,供本、专科英语专业、各专业研究生及涉外专业使用,也是大学英语四级、六级考试、研究生入学考试、EPT 考试以及 TOEFL、GRE 等出国考试的优选阅读材料。本教材选材广泛,生词及词组注释简单明了,极易记忆;练习分阅读理解、替换填空、词汇强化等三形式以利提高学生的阅读理解能力。在阅读的过程中,学生通过对优秀作品阅读,可一方面提高英语水平,同时又陶冶情操、提高修养!这是其它类似读物所没有的,是一种鼓舞人心的挑战,此书不可不读。

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出版说明

《英语泛读》教材(1套4册)是一套供本、专科英语专业,各专业研究生及各涉外专业使用的英语泛读教材,也是大学英语四、六级考试、研究生入学考试、EPT考试以及TOEFL、GRE等出国考试良好的阅读材料。

本套教材是编著者经过不断地探索、研究、实验,综合国内外阅读教材的特点,本着思想性、知识性、趣味性、实用性、挑战性相结合的原则,采纳现代外语教学理论中交际法的某些观点,即以培养学生使用英语的能力为目的,通过在我院英语专业、各涉外专业、研究生、英语辅修专业及TOEFL培训班中试用几轮后而推出的一套全新教材。

本教材有以下特点:(一)选材广泛,涉及政治、经济、历史、地理、人文、文化、教育、体育、科技、贸易、宗教等领域,既有经典之篇,又有崭新之作。(二)生词及词组注释力求简单明了,个别词复现率高旨在增强记忆。(三)练习形式分为阅读理解(Reading Comprehension)、替换式填空(Replacement)、词汇强化(Vocabulary Building)三种形式。阅读理解意在提高学生的阅读理解能力,检验学生对于课文内容的理解程度;单词替换可帮助学生记忆每篇文章所学的典型词汇;词汇强化是通过同根词、派生词、复合词、相似词及词组等的辨析例句,扩大学生的词汇量,同时理解各词、词组之间的异同。(四)本教材的思想性和挑战性是其编著者的一种新的尝试,在试用过程中收到了良好的效果。学生通过阅读鼓舞人心的经典之篇、催人泪下的真实故事、正气盎然的爱国之作、无情自然灾害之生动描述、与人交往的精辟论证、各种职业的苦乐分析、社会问题的剖析暴露等等无所不及的优秀文章,既在不知不觉中提高了自己的英语水平,又同时陶冶了情操,提高了修养。教材内容可读性强,难度适当,练习形式新颖,目的性强,都较好地实现了编著者突出挑战性的特点。

全套教材共分四册,每册分十六个单元,每个单元包括二至四篇文章(根据文章的长短而定),每篇文章后都附有生词、词组解释和练习。

在本教材的编写过程中,我们得到了青岛化工学院各级领导极大的关怀和支持,也得到了外语系外籍教师以及广大同仁的指导和帮助,在此一并表示衷心的感谢。

欢迎使用本教材,恭请广大读者批评指正。

编著者

1995年11月

于青岛化工学院

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UNIT 1

Passage One

Ending the Homework Hassle

(by John Rosemond)

1 Each new school year, some parents wonder how much help they should give their children with homework. Still others worry about how best to structure homework rules. Here are some guidelines all parents can follow to help their kids discover the true lessons that homework teaches.

HOMEWORK'S VALUE

2 The obvious aim of assigning homework is to get your child to practice and strengthen academic skills. By devoting the proper time to homework, your child stands a much better chance of making good grades.

3 But homework has other important values. Homework can and should be a character-building experience. Handled properly by teachers and parents, homework helps a child develop emotional and behavioral skills needed in the adult world. I call these attributes homework's "Seven Hidden Values."

4 1. Responsibility; Homework is the child's responsibility. When parents get too involved, they set the process on its head. The lessons get done, but the real lessons don't get learned.

5 2. Independence; Because it's the first time someone other than a parent assigns frequent tasks to the child, homework breaks new ground. How this golden opportunity is managed will either enhance or obstruct the child's progress toward self-direction.

6 3. Perseverance; There's no point to a child's doing homework if every time the child becomes frustrated, parents step right in and make it all better. It's OK to let the child struggle a little with a problem.

7 4. Time management; Children need to be told when to finish their homework, not when to start it. That way, instead of learning to waste time, the child learns to manage it.

8 5. Initiative; Like a muscle, the ability to be a self-starter strengthens with exercise. That's why it's essential that the child decide when it's time to begin each homework assignment.

9 6. Self-reliance; Homework can affirm a child's feeling of competency. Mismanaged, it deflates that feeling. Unfortunately, there is no in-between.

10 7. Resourcefulness; The ability to be inventive in the face of problems is the very stuff of being human. Homework provides a wonderful setting for the child to practice such cleverness.

11 Although many educators encourage parents to get involved with their children's homework, parents should actually stay at a respectful distance. It stands to reason that

the more responsibility a parent assumes for a child's homework, the less the child assumes. The more help a parent provides, the more the child develops feelings of helplessness.

STAYING AWAY

- 12 To stay out of the homework business, think ABCs:
- 13 A is for "All By Myself". Take Caitlin, for instance; her parents have the right idea. They insist she do her homework in private. This defines Caitlin's homework as her responsibility, and also helps Mom and Dad resist the urge to hover.
- 14 B is for "Back Off". Caitlin's parents also know to stay out of her homework unless she asks for assistance. If the request is legitimate, then they help — but only for one of two reasons: First, because Caitlin is stuck at some point, has given it her all, and truly needs guidance. Second, because the homework is finished and she wants one of them to check it over.
- 15 In either instance, they understand that help should be brief and encouraging, rarely lasting longer than 15 minutes. Their norm is usually five minutes. If 15 won't do it, then Caitlin's parents should consider referring the problem back to her teacher.
- 16 C is for "Call It Quits at a Reasonable Hour." In other words, set a time limit on your child's homework. The deadline should be consistent, say 8 p. m., but can be temporary suspended for special projects and when extra study time is needed for major tests.

(from *Better Homes and Gardens*, Oct., 1990)

New Words and Expressions

hassle *n.* quarrel

attribute *n.* quality

enhance *v.* add to

frustrate *v.* prevent from doing sth.

initiative *n.* capacity to see what needs to be done and enterprise enough to do it

competency *n.* (=competence) being competent

resourcefulness *n.* 善于应变

assume *v.* take up

hover *v.* wait about

norm *n.* pattern

guideline *n.* direction

set (sth.) on its head: upset; confuse

obstruct *v.* block

perseverance *n.* constant effort to achieve sth.

deflate *v.* discourage

stuff *n.* inner quality

define *v.* explain the meaning of

legitimate *a.* reasonable

consistent *a.* regular

Exercises

I. Reading Comprehension:

1. This passage tends to _____.
(A) teach children how to do their homework
(B) lay special emphasis on homework
(C) advise parents to give appropriate aids to children
(D) urge parents to give as much help to children's homework as possible

2. What is supposed to be the aim of setting homework?
 - (A) To help children to master what they have learnt.
 - (B) To occupy their spare time.
 - (C) To establish coordination between children and parents.
 - (D) To help children get good scores in examinations.
3. When the author says "homework has other important values," he means that _____.
 - (A) children become more mature when they do their homework
 - (B) children, in the long run, will behave better as a result of doing homework
 - (C) children's character is formed in the process of doing homework
 - (D) children will become melancholy as long as they do their homework
4. Which of the following is recommended by the author?
 - (A) Parents should insert help as soon as the child comes across a problem.
 - (B) Children are responsible for their homework, parents had better stay aside.
 - (C) Children should know when to begin doing their homework rather than when to finish it.
 - (D) It is helpful to have the child work a bit when he encounters a problem
5. Which of the following statements is true according to the author?
 - (A) Children should learn to be creative.
 - (B) Children should depend on their parents.
 - (C) Parents are responsible for their children's homework.
 - (D) Homework offers an excuse for parents' interference.
6. Caitlin's parents insist that _____.
 - (A) she should do her homework all by herself
 - (B) she should do her homework under the guidance of her parents
 - (C) she should only hope to get help from parents when necessary
 - (D) parents work as intensifier when she does her homework

II. Replacement. Choose a word or phrase from the list below to replace the one in brackets. Change the form if necessary.

compromise, be anxious, it is certainly right that, consolidate, by oneself, apart from, trouble, have, before, use, make

1. Still others <worry about> how best to structure homework rules.
2. The obvious aim of assigning homework is to get your child to practice and <strengthen> academic skills.
3. By devoting the proper time to homework, your child <stands> a much better chance of making good grades.
4. Because it's the first time someone <other than> a parent assigns frequent tasks to the child.
5. There is no <point> to a child's doing homework if every time the child becomes frustrated, parents step right in and make it all better.
6. Unfortunately, there's no <in-between>.

7. The ability to be inventive (in the face of) problems is the very stuff of being human.
8. (It stands to reason that) the more responsibility a parent assumes for a child's homework, the less the child assumes.
9. They insist she do her homework (in private).
10. Because Caitlin is (stuck) at some point, has given it her all, and truly needs guidance.

III. Vocabulary Building. Fill in the blanks with the phrases given. Change the forms if necessary.

be set for, set off, set out, set upon, set on, set up, set to music, set on fire, set one's heart on, set to work

1. Careless handling of international relations can _____ a war.
2. He admitted that he had stolen the apples, but said that he had been _____ by some older boys.
3. Stop emptying your pipe into the wastepaper basket: you'll _____ the home _____.
4. She has _____ going to Europe after graduation.
5. Michael _____ the pieces on the chessboard.
6. Schubert _____ some of Goethe's lyrics(抒情诗) _____.
7. They _____ as soon as they arrived.
8. Wilkins _____ a new time in the 200 meters.
9. Two masked men _____ him as he was going down a dark sideroad.
10. I've done my work and I _____ the examination.

Passage Two

TV IN THE CLASSROOM

Will television as teacher harm our school kids?

(by Andera Atkins)

- 1 Michael Griest, a government-events teacher in Peekskill, New York, always had a current-events section in his Participation in Government class. But last year he changed his method of delivery — to television. Now the students in his classes watch a daily 15-minute news program. "I am so happy that I've used it," announces Griest, who's been teaching social studies for more than 20 years.
- 2 Like many other American teachers, Griest had never included TV in his lessons before. There was always so much material to cover, so many things to do, he says, that the idea of TV never entered his mind.
- 3 Then, last fall, Peekskill High School — like thousands of schools across the nation — began making Cable News Network's "CNN Newsroom" available to teachers.

4 "I thought I would try it for a week," Griest says. "I was absolutely amazed. Today's students are of a TV age. For some reason, the things they see on TV stick with them."

5 TO WATCH OR NOT TO WATCH? The 16mm films that most of us watched as school kids weren't just a diversion for our tired teachers; the films served as useful educational supplements. So, too, are many of today's educational videos shown on TVs in classrooms all over the country. That's not the problem.

6 The conflict, say many educational experts, lies in moves to administer daily doses of TV in the classroom. Add to that commercials shown to a captive audience—America's students — and you have the makings of a schoolboard brawl.

7 At issue are two new television broadcasts aimed at high school students — CNN Newsroom and Whittle Communications' Channel one.

8 Channel One, a newscast developed by Whittle Communications, includes two minutes of commercials for such goods as snack foods, candy, and sneakers. The 4,500 subscribing school systems are required to show the 12-minute program — with its ads — to most students 92 percent of the time it's aired. In return, Whittle donates an average of \$ 50,000 in video equipment to each participating school.

9 CNN's program, which does not include free equipment, is broadcast to about 10,000 schools and runs for 15 minutes, but has no commercials or viewing requirements. Both are free to schools that use them.

10 The benefits of using such programs have not only been debated in the educational community over the last year, they also have refocused interest on how and why TV is used in American schools.

11 CHANNELING TV's ADVANTAGES. Many experts say that schools fail kids when they don't use television. Peggy Charren, executive director of Action for Children's Television, thinks commercial television isn't doing its job. But she believes in good educational television in the classroom.

12 "People who are afraid of TV are afraid of change. At one point, the pencil was a new technology," she says. "We just have to figure out how to maximize the technology for the benefit of knowledge."

13 Around the country, educators are calling for better use of TV — and other technologies — in schools.

14 "If we're going to talk about revolutionizing learning, television and computers have to be a part of that process," says Keith Geiger, president of the National Education Association, the nation's largest teacher's union. Geiger and others see TV as a way to erase some of the disparities between rich and poor school districts.

15 "Distance learning" programs are just one example. Kids who want to take a class not offered by their school, for instance, watch the class on TV as it's being taught in another school hundreds of miles away.

16 But television has important applications in regular classrooms, too.

17 "You can't see the bottom of the Aegean Sea easily from most classrooms," says Sam

Gibbon, director of "The Voyage of the Mimi," an award winning children's science program produced by the Bank Street College of Education.

18 Aside from taking kids to new places, television can illustrate scientific and mathematical concepts, recreate historic events, or bring current events into the classroom.

19 "TV is not a substitute for a book, but it can supplement a book," says Dorothy Singer, Ph.D., of Yale University's Psychology Department.

20 MIXED GRADES FOR CHANNEL ONE. Channel One has been one of the most criticized introductions to the classroom since the Theory of Evolution.

21 The top education officials in New York, Rhode Island, and California have banned use of Channel One in public school classrooms because of the commercials. Recently, the North Carolina state Board of Education ruled against Channel One, too.

22 "I think the Whittle scheme is one of the greatest disasters perpetrated on schools ever," says Edward Palmer, an international children's television programming consultant. "News is not education. We must bring an education to the news — that's what allows us to make sense of it. The Whittle program is mindlessly copying the standard news format. It doesn't pack any depth."

23 Says Charren of Action for Children's Television: "We think it's outrageous to be bartering the school day to advertisers. The next thing you know, you'll have textbooks with ads in them every 10 pages."

24 Although Channel One President Ed Winter says he understands such criticisms, he counters, "They don't reflect the realities of America's schools and how bad off we are. We have undermotivated students, poor conditions, and demoralized teachers who don't have equipment. I think the sooner we deal with real world problems and get technology in the schools, the better off we'll be."

25 HOW CHANNEL ONE WORKS. A typical installment of Channel One begins with brief coverage of the day's "top" stories followed by the "Focus" section, which concentrates on a particular subject. Then come the first commercial break. Back on-screen, the program anchors then introduce the segment of that week's continuing series — perhaps focusing on Eastern Europe or the environment. Finally, the "Pop Quiz" of the day is followed by another commercial break.

26 Each time a city, state, or country is mentioned, a colorful map highlights its location — a concession to the reputedly poor geography skills of most American students. Winter says that children who watched Channel One regularly fared better on a follow-up current events test than those who did not watch the program.

27 But John Brunner, associate director of communications for the Cincinnati Public Schools, one of the districts that didn't renew Channel One, said the difference in scores was not "educationally significant." Those who watched Channel One scored only 45 percent on the test, he reports.

28 Still, some educators say Channel One's commercials are worth enduring because of the equipment that comes with them.

29 WHERE'S THE TEACHER? All of this enthusiasm for TV is not meant to usurp the teacher's role in the classroom. In fact, using television in an intelligent manner means more work for conscientious teachers.

30 In Susan Scurich's first- and second-grade classes at Marshall Elementary School in San Francisco, students watch one 30-minute reading program and one 15-minute science program each week. Both instructional programs are by courtesy of a local public broadcasting station. Scurich was so enthusiastic about her students' response that she sought and received a grant to get a TV and VCR for her own classroom.

31 Before showing the programs to her class, Scurich reviews them, consults the accompanying teacher's guide, and prepares a lesson. Then she turns on the TV.

32 "I'm right up there by the screen, focusing the kids' attention on certain segments. 'Now watch this,' I say. 'This is coming up.' They see me up there all involved and they follow suit," she says.

33 "The most successful programs for classroom use are short ones that leave a well-defined role for the teacher," Palmer says.

34 TURNING KIDS INTO TV CRITICS. Not only can television underscore a teacher's lesson, it can teach kids to be critical viewers, say Singer of Yale University. By pointing out the use of special effects and advertising gimmicks and by questioning television's information sources, teachers can demonstrate TV's weaknesses.

35 "Once you teach them to be sophisticated TV viewers, there's a lot of discriminating," says Singer, who with her husband, Jerome, wrote *The Parents Guide: Use TV to Your Child's Advantage* (Acropolis Books, Ltd.). The Singers conducted a study asking children to keep track of their TV viewing habits. Once they became aware of how much time they wasted, the children watched fewer hours of TV. Singer says that kids can be taught that just as you don't open every book in the library — you don't watch every show on TV.

(from *Better Homes and Gardens*, Oct., 1990)

New Words and Expressions

diversion *n.* sth. which turns the attention from serious things

conflict *n.* quarrel

move *n.* sth. done to achieve a purpose

schoolboard *n.* 地方上的教育委员会

brawl *n.* 吵架; 喧嚷

dose *n.* amount to be taken at one time 剂量

captive *a.* kept as a prisoner

sneaker *n.* sports shoe

subscribe *v.* agree to take regularly for a specified time

donate *v.* contribute

channel *v.* cause to go through

erase *v.* rub out; remove

disparity *n.* difference

supplement *v.* make an addition to

ban *v.* order that sth. must not be done

perpetrate *v.* commit (an error)

mindlessly *ad.* paying no attention

outrageous *a.* immoral; offensive

barter *v.* exchange

counter *v.* meet an attack

demoralize *v.* weaken the confidence of

anchor *n.* (= anchorman) 电视节目报道员

segment *n.* section

concession *n.* that which is conceded 让步

fare *v.* progress

panel *n.* group discussion

usurp *v.* wrongfully take

by courtesy of 经由, . 的途径

gimmick *n.* trick used for publicity purpose, to identify sth. 妙句

sophisticated *a.* having many parts

discriminate *v.* see a difference between

Exercises

I. Reading Comprehension:

1. Why did Michael Griest introduce TV into his teaching?
(A) He found the students were interested in TV programs.
(B) The students remembered the contents from TV better than from textbooks.
(C) He was much relieved from his hardwork.
(D) The students were bored in textbook studying.
2. As for TV Watching in the classroom people are debating _____.
(A) how to lead the students to a profitable TV watching
(B) too much TV watching harms their eyesight
(C) teachers are strongly opposed to TV watching
(D) parents have a negative idea about TV watching
3. What is the immediate effect of introducing TV into the classroom?
(A) CNN is doing better than Channel One.
(B) Channel One is doing better than CNN.
(C) Students are bored with the commercials.
(D) It sets people thinking about the use of TV in education.
4. Peggy Charren's idea about TV is that _____.
(A) TV can be educational if properly programed
(B) TV is a nuisance in school education
(C) the commercials are spoiling the audience
(D) the students fail because they watch too much TV
5. Keith Geiger thinks that _____.
(A) TV can solve a lot of educational problems
(B) TV is less important than computer
(C) TV can change the boring part in the process of education
(D) TV education can be equally available to both rich and poor schools
6. Compared with textbook teaching, TV teaching is _____.
(A) less expensive
(B) more profitable
(C) less instructive
(D) more realistic
7. Edward Palmer says that _____.

- (A) students learn little from news
 - (B) news is important in education
 - (C) Channel One is spoiling student's studies
 - (D) news is not interesting to students
8. What will be the result of introducing TV into education?
- (A) Teachers will be removed.
 - (B) Teachers will have an easier time of it.
 - (C) Teachers will have more work to do.
 - (D) Teachers will work better.
9. Which of the following statements is true according to the Singers?
- (A) When children realize that they are wasting time watching TV, they will stop it.
 - (B) Children, like adults, do not waste time watching every program from beginning to end.
 - (C) When children become engrossed in TV watching they will neglect their studies.
 - (D) Children are intelligible enough to develop a way to combine study with TV watching.

II. Replacement. Choose a word or phrase from the list below to replace the one in brackets. Change the form if necessary.

last, broadcast, find a way into, regard, in effect, demand, cling to, besides, reason, work out, make-up, do the same

1. He says that the idea of TV never <entered> his mind.
2. For some reason, the things they see on TV <stick with> them.
3. The films served as useful educational <supplements>.
4. They see me up there all involved and they <follow suit>.
5. Add to that commercials shown to a captive audience — America's students — and you have the <makings> of a school-board brawl.
6. <At issue> are two new television broadcasts aimed at high school students.
7. The systems are required to show the 12-minute program to most students 92 percent of the time it's <aired>.
8. CNN's program is broadcast to about 10,000 schools and <runs> for 15 minutes.
9. We just have to <figure out> how to maximize the technology for the benefit of knowledge.
10. Educators are <calling for> better use of TV.
11. Geiger and others <see> TV as a way to erase some of the disparities between rich and poor school districts.
12. <Aside from> taking kids to new places, television can illustrate scientific and mathematical concepts.

III. Vocabulary Building. Fill in the blanks with the words given. Change the form if necessary. Some words can be used twice.

television, telegram, telegraph, telephone, telescope, televise, telemeter

1. I have just had a _____ to say that my poor friend Bunbary is very ill again.

2. He _____ the time of his arrival.
3. I can get you the number from the _____ book.
4. He looked at the ship through his _____.
5. The company relies mainly on _____ advertising.
6. They are going to _____ the football game.
7. People are puzzled by the data _____ from the spaceship.
8. The two cars collided and _____.
9. He _____ the steamship office to find out at what hour the steamer was due.
10. The king spoke to the people on _____.

Passage Three

KIDS AND CHOLESTEROL

Protecting Your Child's Future

(by Nick Gallo)

- 1 Cholesterol concerns aren't just for adults anymore. An 18-year-long study in Bogalusa, Louisiana, revealed children younger than 10 years old with fatty streaks in their arteries. These deposits may represent the beginnings of artery blockage. The children with the highest levels of cholesterol were linked to the highest prevalence of fatty streaks.
- 2 "The evidence is clear that heart disease begins in childhood." Says Gerald Berenson, M.D., a cardiologist at Louisiana State University and director of the Bogalusa Heart Study.
- 3 The evidence also isn't cause for panic. Children with high blood cholesterol are not in any danger of imminent heart attack. They are at risk for future problems.
- 4 WHO SHOULD BE CHECKED? Despite the evidence, not all experts agree that every child needs a cholesterol check. The American Academy of Pediatrics (AAP) recommends cholesterol testing only for kids over age 2 who have a family history (parent, sibling, grandparent, uncle, or aunt) of high cholesterol or early heart attack.
- 5 On the other hand, advocates for mass screening say testing will spot a large number of children who have exceedingly high levels of blood cholesterol. They may not have a family history of heart disease or be aware of one.
- 6 The debate over testing is complicated, but if you're concerned about cholesterol, there is at least one good reason to have your child tested. An elevated measurement often spurs families to get serious about making changes in everyone's diet, notes Peter Belamarich, M.D., a staff member at Columbia-Presbyterian Hospital's Children's Cardiovascular Health Center in New York City.
- 7 CHOLESTEROL CAN BE MEASURED by a simple blood test, either in your doctor's

office or at "health fairs" located in many malls and public places.

8 Experts say two or more cholesterol measurements taken over a period of several months are needed to establish a diagnosis of high blood cholesterol.

9 **ASSESSING THE RESULTS.** As blood cholesterol levels rise, so too does the risk of developing heart disease. The optimal cholesterol level for children is believed to be about 140 milligrams per deciliter to 170 mg/dl. (Don't worry about the units of measurements. Just remember the numbers.)

10 The AAP recommends dietary counseling for children who have blood cholesterol levels above 175 mg/dl. One-quarter to one-third of American children are in that range.

11 Most physicians, however, reserve serious attention for levels that exceed 200 mg/dl, because children in this range have the greatest risk of developing high cholesterol in adulthood. About 5 percent of kids top that mark.

12 **CHILDREN WITH CONSISTENTLY HIGH READINGS** need to see a family physician or pediatrician. Your doctor will want to discuss your child's other risk factors for adult heart disease.

13 Family history of high cholesterol or early heart disease is especially important, says Peter Kwiterovich, M. D., professor of pediatrics at Johns Hopkins University. "If we have a biological connection, then it's more reasonable to suspect the high number means something," he says.

14 Children who are overweight, smoke, or have high blood pressure also are more likely to develop later problems.

15 **CHILDREN AT GREATEST RISK**—either because of cholesterol levels or family history of heart disease — should have a second, more sophisticated blood test called lipoprotein analysis. The test will measure low-density lipoprotein (LDL), the "bad" cholesterol that deposits cholesterol in arteries. High LDL-cholesterol levels in adults are strong predictors of heart attack.

16 The test will also reveal levels of high-density lipoprotein (HDL), commonly called "good" cholesterol because it ferries excess cholesterol back to the liver for elimination. Some kids—an estimated 15 percent—with high total cholesterol have an unusually large amount of good HDL, which raises their total, says Dr. Belamarich. In this case, the total cholesterol may not be as risky as it looks and might not require dietary changes.

17 What if LDL-cholesterol is too high? Don't panic, says Dr. Belamarich. "Most kids are healthy and in no immediate danger," he reassures parents. "Don't scare your child or label him as having a disease when he's not even sick."

18 Explain to your child that your family can stay healthier by changing its eating habits and lifestyle. Emphasize that changes will be moderate.

19 **MOST IMPORTANT**, pay attention to saturated fat, which is the chief culprit in raising blood cholesterol. Saturated fats are prominent in animal fats like butter, whole milk, and meat; coconut and palm oil are also highly saturated.

20 Because meat and dairy products provide important nutrients, you shouldn't eliminate

them from your family's diet, notes Dr. Kwiterovich.

21 Instead of banning meat, which is rich in protein, iron, and zinc, choose lean cuts of meat, trim the fat you can see, and emphasize chicken (without the skin) and fish in your main meals.

22 Serve dairy products, which are rich in protein, calcium, and vitamins A and D, but encourage your children to try low-fat and nonfat varieties.

23 Use polyunsaturated and monounsaturated fats, such as corn oil, olive oil, and safflower oil, instead of butter and lard.

24 Egg yolks are rich in cholesterol and should be limited to three per week, but egg whites contain no cholesterol and can be used freely.

25 Fruits, vegetables, and whole grains are good sources of complex carbohydrates. Soluble fiber, found in oat bran, beans, cereals, fruits, and vegetables, can lower cholesterol.

26 MAKE CHANGES GRADUALLY, otherwise you'll be facing pitched battles with your kids. Instead of switching overnight from whole milk to skim milk, for example, try weaning them first with 2 percent, then 1 percent.

27 Don't go overboard, says Ellyn Satter, R. D., author of *How to Get Your Kid to Eat ... But Not Too Much* (Bull Pub.). "Kids need some fat in foods because it carries the flavor and makes things taste good," she says, adding that kids without high cholesterol don't need restrictive diets.

28 Dr. Belamarich agrees that it's not necessary to outlaw favorite foods if you place sensible limits on them. Stock up on low-fat snacks like gingersnaps, pretzels, and frozen juice bars. Save high-fat treats like candy bars, ice cream, and cake for special occasions or have them once a week instead of once a day, he says. "The vast majority of kids can eat ice cream at a birthday party."

29 However, those kids who fail to lower their blood cholesterol through dietary means are advised to try an even more restrictive low-fat, low-cholesterol diet, under the supervision of nutrition specialists.

30 A very small percentage of kids have sky-high cholesterol levels of 400 mg. or more. These children, who are at very high risk for developing heart disease in adulthood, may ultimately warrant drug therapy.

31 THE MOST COMMON MEDICATIONS used to treat high cholesterol in childhood are cholestyramine and cholestipol, two drugs that draw cholesterol out of the intestine. Although these drugs seem safe, they taste bad and can cause gassiness and constipation. Some experts fear that the drugs may drain away vitamins and minerals.

32 Drug treatment is reserved for children with serious inherited problems or those who after lengthy dietary therapy still have an excessively high cholesterol level. The AAP recommends that drugs be limited to children with cholesterol levels above 200 mg/dl and only if a child fails to respond to diet therapy after six months.

33 Many doctors are even more conservative. Dr. Belamarich says he typically considers initiating treatment only after a child has undergone one year of a supervised very low-fat di-