



普通高等教育“十五”国家级规划教材

新世纪高等院校英语专业本科生系列教材

总主编 戴炜栋

阅读教程

Reading to Develop Your Ideas

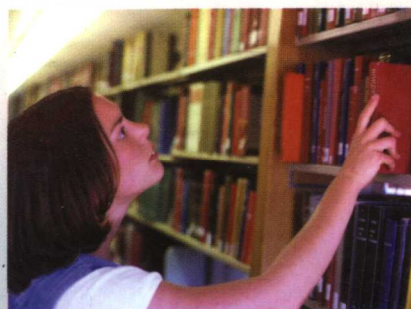
第四册

Book 4

主 编 蒋静仪

副主编 杨 瑛

Ann Hendrick



学生用书

Student's Book

上海外语教育出版社 外教社
SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS



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总 序

普通高等教育“十五”国家级规划教材
新世纪高等院校英语专业本科生系列教材

随着改革开放的日趋深入,社会各界对外语人才的需求持续增长,我国英语专业的招生规模逐年扩大,教学质量不断提高。英语专业本科生教育的改革、学科建设及教材的出版亦取得了巨大的成绩,先后出版了一系列在全国有影响的精品教材。21 世纪的到来对英语人才的培养提出了更高的标准,同时也为学科建设和教材编写提出了新的要求。随着中国加入世界贸易组织,社会需要的不是仅仅懂英语的毕业生,而是思维科学、心理健康、知识面广博、综合能力强,并能熟练运用英语的高素质的专门人才。由于中学新的课程标准的颁布,中学生英语水平逐年提升,英语专业本科生入学时的基础和综合素质也相应提高。此外,大学英语(公外)教育的迅猛发展,学生英语能力的提高,也为英语专业学生的培养提出了严峻的挑战和更新更高的要求。这就规定了 21 世纪的英语教学不是单纯的英语培训,而是英语教育,是以英语为主体,全面培养高素质的复合型人才。教材的编写和出版也应顺随这种潮流。

为了迎接时代的挑战,作为我国最大的外语教材和图书出版基地之一的上海外语教育出版社(外教社)理应成为外语教材出版的领头羊。在充分调研的基础上,外教社及时抓住机遇,于新世纪之初约请了全国 25 所主要外语院校和教育部重点综合大学英语院系的 50 多位英语教育家,在上海召开了“全国高等院校英语专业本科生系列教材编写委员会会议”。代表们一致认同了编写面向新世纪教材的必要性、可行性和紧迫性,并对编写思想、教材构建、编写程序等提出了建议和要求。而后,外教社又多次召开全国和上海地区的专家、学者会议,撰写编写大纲、确定教材类别、选定教材项目、讨论审核样稿。经过一年多的努力,终于迎来了第一批书稿。

这套系列教材共分语言知识和语言技能、语言学与文学、语言与文化、人文科学、测试与教学法等几个板块,总数将超过 150 余种,可以说几乎涵盖了当前我国高校英语专业所开设的全部课程。编写内容深入浅出,反映了各个学科领域的最新研究成果;编写体例采用国家最新有关标准,力求科学、严谨,满足各门课程的具体要求;编写思想上,除了帮助学生打下扎实的语言基本功外,还着力培养学生分析问题、解决问题的能力,提高学生的人文、科学素养,培养健康向上的人生观,使学生真正成为我国 21 世纪所需要的外语专门人才。

本套教材编写委员会由我国英语界的知名人士组成,其中多数是在各个领域颇有建树的专家,不少是高等学校外语专业教学指导委员会的委员。教材作者均由编

写委员会的专家在仔细审阅校稿后商定,有的是从数名候选人中遴选,总体上代表了中国英语教育的发展方向和水平。

鉴于该套教材编写理念新颖、特色明显、体系宏大、作者权威,国家教育部已经将其列入了“十五”重点教材规划项目。我们相信,继“高等院校英语语言文学专业研究生系列教材”之后,外教社该套教材的编写和出版,不仅会满足 21 世纪英语人才的培养需要,其前瞻性、先进性和创新性也将为外语乃至其他学科教材的编写开辟一条新的思路,拓展一片新的视野。

戴炜栋

上海外国语大学校长

前言

这是一套为全国英语专业本科一、二年级学生编写的英语泛读教材。全套共分为四册,供第一、第二学年计四个学期使用。

什么是泛读?应用语言学家的定义是:泛读就是大量阅读,阅读者对所读的材料不必面面俱到。泛读旨在培养学习者良好的阅读习惯,学习者通过阅读不断积累词汇和语言结构知识,提高对阅读的兴趣(Richards et al, 1985)。

诚然,泛读的基本意义就是多读,以增加对目的语的语感,这一点对于初级和中级语言水平的学习者十分重要。对中、高级语言水平的学习者而言,通过阅读来积累目的语的语言知识依然十分重要,但是他们要学会在一个更高的层次上来习得目的语,要学会总结、归纳文章作者的观点并与自己的思想和观点融合在一起,也就是说要学会通过阅读来总结和发展自己的观点,只有这样学习者才能更好、更有效地习得目的语。

本套教材本着这一编写宗旨,结合英语专业本科学生较高的目的语水平,在设计了常规的阅读理解、词汇等练习外,还设计了各种形式与主题相关的讨论题让学习者围绕文章拓展讨论,让他们将所阅读的文章与自己的观点融会在一起,从而更好地掌握所学内容,帮助习得目的语。

本套教材是在“主题为基础”、“协作性学习”的原则下编写的。每个阅读单元的主题就像一根绳索,将所有阅读文章有机地串联在一起。学习者通过阅读同一主题下各种体裁的文章,可从不同角度深化自己对每个相关主题的理解。“协作性学习”将学习者从传统的学习模式中解放出来,变被动为主动,提高学习兴趣。学习者通过协作性学习,达成知识共享,学会从多角度看待和理解问题,同时提出问题和解决问题的能力也得到了加强。

为体现本套教材编写的宗旨和原则,使用本教材时可遵循如下步骤:

1. “课前阅读”(Pre-reading):

“课前阅读”是每一单元的引子,从诠释名人名言切入,过渡到教材中设计的与本单元主题相关的问题,激活学习者的思维,为课中阅读作一个铺垫。

2. “课中阅读”(In-reading):

“课中阅读”每一主题下的四篇文章以不同的形式、从不同的角度描述或论证与主题相关的各种思想观点。为培养学习者的自主学习能力,学习者应在课堂讲解、讨论之前独立完成所有的阅读文章(快速阅读文章除外)。课堂教学以学习者为主,以教师指导、小组讨论、课堂辩论等为辅;教师对学习者的阅读中难以解决的问题提供支持,不必也不需要逐句的解释。要大力鼓励学习者参加协作性的小组和班级讨论,运用文章中的内容和语言知识表达自己的观点。

3. “课后阅读”(Post-reading):

“课后阅读”是本套教材的重要部分,也就是教材所要强调的:通过阅读来发展自己的观点。教材中设计的各种练习是为了促进学习者与文章、文章作者以及其他学习者之间的互动。所以这一部分设计的活动和任务学习者应逐一去完成,并要充分利用信息时代所提供的大量资源去进行更多的真实阅读,然后去总结、归纳所作的大量阅读,最终形成自己的观点,与同学

共享。

课堂教学时间非常有限,对泛读教学来讲更是如此。要让学生多读书、读好书,教师一定要从传统的教学模式中脱离出来,在课堂上要避免不停地讲解,而应利用有限的时间来启发、指导学生,增加有限课堂教学时间内教师与学生、学生与学生的互动。教师退出主导地位而以学习者为中心的教学模式在国外的第二语言教学中已得到充分认可,相信中国的学习者经过一定的训练后也会成为这种学习模式的受益者。

本套教材希望以一种较新颖的形式,将学习者置于整个学习过程的中心,通过教师提供必要的支持,使其更快、更好地习得目的语。

最后本套教材的编写者要就此机会向秦秀白教授表示衷心的感谢。可以这样讲,没有秦秀白教授的鼓励、支持和指导就没有这套教材。

由于时间仓促,加之编写者水平有限,书中错漏之处在所难免,还请各位专家及本书的使用者批评指正。

编 者
2005年3月

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UNIT ONE

ANIMALS AND THEIR RIGHTS

There would be nothing left of human society if we treated animals not as property but as independent holders of rights ... (W)ould bacteria have rights?

Richard Epstein

There is simply no “defect” that humans and animals don’t share, in contrast to human infants and the mentally retarded, who have very limited intelligence. Since the retarded have the same rights as people who aren’t retarded, it is nothing but “speciesism” to deny animals their rights.

Gary Francione

The animal liberation movement is not saying that all lives are of equal worth or that all interests of humans and other animals are to be given equal weight, no matter what those interests might be. It is saying that where animals and humans have similar interests [avoiding pain and enjoying pleasure]... those interests are to be counted equally, with no automatic discount just because one of the beings is not human.

Peter Singer

SECTION ONE: Pre-reading

Fairy tales we read in our childhood often have animals as heroes. From very young, we learned that monkeys are smart, rabbits clever, mice busy carrying food into their holes, and Mother Bear and Daddy Bear work hard to raise their children as humans do. However, we grow up by eating animal flesh; we grow up to see little animals being experimented on in laboratories. Medical advances in treating diseases of human beings, it is claimed, are

made through such experiments on animals. Don't you think our childhood education about animals seems to be paradoxical to what we have to face later in life? Are we justified to test on and kill animals to appease human suffering? Please think of the following questions before reading the texts.

1. Reflect on your childhood experience. Did you keep pets? How would you feel if your pet was killed for meat?
2. Some people say that those who eat meat are always more energetic. Do you agree? Do you think eating meat is a necessary means for keeping healthy?
3. Do you know that rabbits and mice are animals constantly experimented on in laboratories? Do you feel bad about this? Explain.
4. In some countries in the world, there are organizations specially set up for the protection of animals. What do you think their major responsibilities are? What do you personally think about their work?
5. People claim that animals are tested on so that medical science can improve. Diseases in human beings can be better treated based on our discoveries through animal testing. How do you personally feel about such a claim?
6. Do you think tests on animals can be substituted so that medical experiments can still be done without hurting or killing animals? Give examples.

SECTION TWO: In-reading

READING ONE

Most of our childhood readings contain stories about lovable animals. We are, on the other hand, persuaded by our parents to eat animal meat, as it is believed to benefit health. This seems to place us in a conflicting situation. The author of "Animal Liberation" below presents to us this paradox in our childhood education.

Animal Liberation

1 Our attitudes to animals begin to form when we are very young, and they are dominated by the fact that we begin to eat meat at an early age. Interestingly enough, many children at first refuse to eat animal flesh, and only become accustomed to it after strenuous efforts by their parents, who mistakenly believe that it is necessary for good health. Whatever the child's initial reaction, though, the point

to notice is that we eat animal flesh long before we are capable of understanding what we eat is the dead body of an animal. Thus we never make a conscious, informed decision, free from the bias that accompanies any long-established habit, reinforced by all the pressures of social conformity, to eat animal flesh. At the same time children have a natural love of animals, and our society encourages them to be affectionate

towards pets and **cuddly**, stuffed toy animals. From these facts stems the most distinctive characteristic of the attitude of children in our society to animals — namely, that there is not one unified attitude to animals, but two conflicting attitudes that coexist in one individual, carefully **segregated** so that the inherent contradiction between them rarely causes trouble.

2 Not so long ago children were brought up on fairy tales in which animals, especially wolves, were pictured as cunning enemies of man. A characteristic happy ending would leave the wolf drowning in a pond, weighed down by stones which the **ingenious** hero had sewn in its belly while it was asleep. And in case children missed the implications of these stories, they could all join hands and sing a nursery rhyme like:

“Three blind mice, see how they run!
They all ran after the farmer’s wife
Who cut off their tails with a carving
knife.
Did you ever see such a thing in your
life
As three blind mice?”

3 For children brought up on these stories and rhymes there was no inconsistency between what they were taught and what they are. Today, however, such stories have gone out of fashion, and on the surface all is sweetness and light, so far as children’s attitudes to animals are concerned. Thereby a problem has arisen: what about the animals we eat?

4 One response to this problem is simple evasion. The child’s affection for animals is directed towards animals that are not eaten: dogs, cats and other pets. These are the animals that an urban or suburban child is most likely to see. Cuddly,

stuffed toy animals are more likely to be bears or lions than pigs or cows. When farm animals are mentioned in picture books and stories, however, evasion may become a deliberate attempt to mislead the child about the nature of modern farms, and so screen him from reality. An example of this is the popular Hallmark book *Farm Animals* which **presents** the child with pictures of hens, turkeys, cows and pigs, all surrounded by their young, with not a cage, shed or **stall** in sight. The text tells us that pigs “enjoy a good meal, then roll in the mud and let out a **squeal**!” while “Cows don’t have a thing to do, but switch their tails, eat grass and moo.” British books, like *The Farm* in the best selling Ladybird series, convey the same impression of rural simplicity, showing the hen running freely in an orchard with her chicks, and all the other animals living with their offspring in spacious quarters. With this kind of early reading it is not surprising that children grow up believing that even if animals “**must**” die to provide human beings with food, they live happily until that time comes.

5 Recognizing the importance of the attitudes we form when young, the Women’s Liberation movement has suggested changes in the stories we read to our children. They want brave princesses to rescue helpless princes occasionally. To alter the stories about animals that we read to our children will not be easy, since cruelty is not an ideal subject for children’s stories. Yet it should be possible to avoid the more **gruesome** details, and still give children picture books and stories that encourage respect for animals as independent beings, and not as cute little objects that exist for our amusement and tables; and as

children grow older, they can be made aware that most animals live under conditions that are not very pleasant. The difficulty will be that non-vegetarian parents are going to be reluctant to let their children learn the full story, for fear that the child's affection for animals may disrupt family meals. Even now, one frequently hears that, on learning that animals are killed to provide meat, a friend's child has refused to eat meat. Unfortunately this in-

stinctive rebellion is likely to meet strong resistance from non-vegetarian parents, and most children are unable to keep their refusal in the face of opposition from parents who provide their meals and tell them that they will not grow up big and strong without meat. One hopes, as knowledge of nutrition spreads, more parents will realize that on this issue their children may be wiser than they are.

(From *Animal Liberation*. By Peter Singer. Perennial. 1991.)

(858 words)

Words in Focus

bias *n.*

Bias is a tendency to prefer one person or thing to another, and to favour that person or thing.

cuddly *adj.*

A cuddly person or animal makes you want to put your arms round them and hold them close to show your affection.

segregated *adj.*

A segregated group of people is kept apart from other people belonging to a different sex, race, or religious group.

ingenious *adj.*

Something that is ingenious is very clever and involves new ideas, methods, or equipment.

present *v.*

If you present someone with something, you give it or show it to them.

stall *n.*

A stall is a small area of a shed where one cow or horse is kept. There are usually several stalls in a shed, separated from each other by a wall or a fence.

squeal *n.*

A squeal is the long, high-pitched sound people or things can make.

gruesome *adj.*

Something that is gruesome involves death or injury and is very unpleasant and shocking.

Check Your Comprehension A

Answer each of the following questions with the information from the text.

1. What is the contradiction in animal education mentioned in the text?
2. In the text, the author quotes a nursery rhyme. What's the theme of the nursery rhyme?
3. How are the animals described in the book *Farm Animals* and *The Farm*? What kind of false impression does that kind of description leave on children who read them?
4. What is the author's attitude towards eating meat? What expressions in the text indicate his attitude?

Check Your Comprehension B

Read the following statements and then decide whether each of them is true or false, based on the information in the text. Write T for true or F for false in the space provided.

- _____ 1. Many children want to eat meat because they understand meat is good for health.
- _____ 2. When we start eating meat in our childhood, we understand that we are eating the dead body of an animal.
- _____ 3. According to the author, we eat meat both because it's a habit and because other people in our community are doing the same.
- _____ 4. In our childhood, the choice between whether to eat meat or to love animals gives us trouble.
- _____ 5. The theme of the nursery rhyme quoted in the text is "Killing bad animals."
- _____ 6. In the text, dogs and cats are described as animals that children do not eat.
- _____ 7. In the popular book *Farm Animals*, the animals seem to live a free and happy life.
- _____ 8. It is suggested that in children's stories, we should depict animals as independent beings.

Check Your Vocabulary A

Match each word in the left column with its synonym in the right column.

- | | |
|---------------|---------------|
| 1. strenuous | a. change |
| 2. segregated | b. separated |
| 3. disrupt | c. shriek |
| 4. gruesome | d. effortful |
| 5. ingenious | e. unpleasant |
| 6. squeal | f. lovely |
| 7. alter | g. spoil |
| 8. initial | h. talented |
| 9. cute | i. first |

10. unified j. common
 k. same
 l. conform
 m. decline
 n. shocked

Check Your Vocabulary B

The following sentences are taken from the text. Paraphrase the sentences with a special focus on the italicized parts to show that you understand their meanings.

1. Many children at first refuse to eat animal flesh, and only become accustomed to it *after strenuous efforts by their parents*. (Para.1)

2. There is *not one unified attitude to animals*, but two conflicting attitudes that coexist in one individual, carefully segregated so that *the inherent contradiction* between them rarely causes trouble. (Para.1)

3. When farm animals are mentioned in picture books and stories, however, evasion may become a deliberate attempt to mislead the child about the nature of modern farms, and so *screen him from reality*. (Para.4)

4. The difficulty will be that non-vegetarian parents are going to be reluctant to let their children learn the full story, for fear that *the child's affection for animals may disrupt family meals*. (Para.5)

5. Unfortunately this *instinctive rebellion* is likely to meet strong resistance from non-vegetarian parents. (Para.5)

Group Discussion

Get yourselves into groups and discuss each of the following questions based on the infor-

mation you get from the text and also your own knowledge, experiences, and beliefs.

1. Do you agree that most children start eating meat because their parents want them to? Give examples to support your position.
2. The author mentions a contradiction in animal education. Can you think of some ways of solving this contradiction?
3. In some culture, people do not eat dog meat. Why do you think they do so? Do you eat dog meat? Why or why not?
4. We have heard about campaigns for “going vegetarian.” Would you like to become a vegetarian? Explain.

READING TWO

You have just read a text about the contradictions in our childhood education about animals. In the text below, the author speaks on the side of the scientists who experiment on animals and openly declares that “I’m the enemy (of the animal).”

A Scientist: “I am the Enemy”

1 I am the enemy! One of those **villified**, inhumane physician scientists involved in animal research. How strange, for I have never thought of myself as an evil person. I became a **pediatrician** because of my love for children and my desire to keep them healthy. During medical school and residency, however, I saw many children die of leukemia, prematurity, and **traumatic** injury — circumstances against which medicine has made tremendous progress, but still has far to go. More important, I also saw children, alive and healthy, thanks to advances in medical science such as infant respirators, **potent** antibiotics, new surgical techniques and the entire field of organ transplantation. My desire to tip the scales in favor of the healthy, happy children drew me to medical research.

2 My accusers claim that I inflict torture on animals for the sole purpose of career advancement. My experiments suppos-

edly have no relevance to medicine and are easily replaced by computer simulation. Meanwhile, an **apathetic** public barely watches, convinced that the issue has no significance, and publicity-conscious politicians increasingly give way to the demands of the activists.

3 We in medical research have also been unconscionably apathetic. We have allowed the most extreme animal rights protesters to seize the initiative and frame the issue as one of “animal fraud.” We have been complacent in our belief that a knowledgeable public would sense the importance of animal research to the public health. Perhaps we have been mistaken in not responding to the emotional tone of the argument created by those sad posters of animals by waving equally sad posters of children dying of leukemia or cystic fibrosis.

4 Much is made of the pain inflicted on these animals in the name of medical sci-