Preface

The idea for *Knowledge is Power* was originally conceived in 2003 as a result of discussions involving the four authors. We decided we wanted to write a textbook which looked at various "mega-trends"—trends that have had, or will have, an impact on everyone. It was hoped that such big issues would be of great interest to the students and, at the same time, help them to develop their knowledge about these topics. It was also hoped that the students would be motivated to develop their own opinions and debate them actively, particularly with regard to some of the more controversial topics.

The resulting 20 essays try to examine some of the "mega-trends" of the early 21st century. While they, of course, could not cover every area, they do deal with a wide variety of topics, from the popularity of Harry Potter to English as an international language via China and India, and the ethical issues involved with cloning, marriage, and terrorism.

We also decided that we wanted to write a textbook that would allow teachers to explore other activities in the classroom not usually associated with reading classes. The teacher's book that accompanies the main text provides a number of ways to exploit the essays and possibly even make them into a more communicative and rewarding experience for the students. It is hoped that, in this way, teachers will be able to easily adapt the textbook to their teaching aims and styles.

It has been a pleasure to work with Professor Shimamura of Chuo University, who has been the leader of the project; Ms. Kumiko Hoshi, whose coordinating skills have been invaluable; and Mr. Anthony Sellick, who has brought his wide-ranging knowledge to bear on the textbook. I would also like to acknowledge all the help we have received from Seibido during the writing process.

Finally, while we have done our best to keep the text as up-to-date as possible, it is inevitable when writing about fast-moving trends that some things will have changed between the time the book was written and the time it is published.

<div align="right">John Barton</div>

はしがき

昨今の英語教育は，従来のReading，Composition/Grammar中心の授業から，Speaking，ListeningなどCommunicationに重点を置いたいわゆる自己発信型の授業へと大きくシフトしており，この傾向は大学においても顕在化するまでになった。

このようにして英語を学ぶほとんどの学生が，授業で培った能力を恒常的に実践する機会に恵まれることは稀だという厳然たる事実があるにせよ，英語教育をめぐるこうした時流に棹さす動きはますます強まるだろう。インターネットの急速な普及，経済のみならずあらゆる分野における国際化の波が，否応なしに今日を生きる日本人を「使える」英語の修得へと駆り立てるからである。「21世紀日本の構想」懇談会の最終報告に代表される「英語第2公用語」論が，その是非は別にして，その辺の事情を象徴的に物語っている。

当然の成り行きと言うべきか，このような風潮にあってその歪みも顕著になりつつある。Communicationを重視するあまり，社会的背景の知識や論理的思考が高度に要求される英文を読み解くことが，大学の英語教育の現場から徐々に消えつつあるのは実に憂慮すべきことだろう。最近とみに実感させられるのは，Communicationを重視する反動のためか，かつての大学生なら読めたはずの新聞・雑誌の論説文や長文のエッセイを読みこなすだけの力量を備えることが極めて困難な状況になったことである。

大学は知の探求の場であるから，学生の知的興味を刺激する場でなければならない。Readingの授業ならテキストを媒介にして，例えば，生きることへの深い洞察，文化や政治，経済，科学などのわれわれが直面している諸問題への理解が不可欠である。外国人とのCommunicationを重視した自己発信型の授業では，これらの諸問題をどう考え，どう伝えるかが求められるはずである。

本書の*Knowledge Is Power*は，このような大学における英語教育の現状と学生の力量に配慮しつつ，その足りない部分を補うべくReadingに重きを置いて企画・編集された。その意味で，日本の高校・大学で英語教育にたずさわり，その辺の事情に明るい二人の若き英国人John Barton，Anthony Sellickの両氏を，本書の執筆者に迎えることができたのは幸運であった。彼らは英国の大学・大学院で学び，彼らの好奇心の発露である日本に魅せられて久しい。彼らが描く21世紀の主潮とも言うべき世界像は，彼らの洞察力と知見の一端を垣間見せ，彼らの力量が並々ならぬことを示している。

昨今の同種のテキストが，理解しやすい内容にする必要上，ややもすればtopicalな話題に偏り，時の経過とともに忘れ去られる傾向があるのに対し，本書の特色は各エッセイが共時的なテーマでありながら通時的な視点をも意識した，いわばrelevantな視点から事象に対する深い洞察を行った点にある。その意味で，学生諸君は知的好奇心を大いに満足させながら，過去・現在・未来へと至る広い視野から，今日さまざまな分野に生じている事象について考察できるだろうと強く信じている。

2004年清夏

編著者

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Science & Technology

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Knowledge is Power, But Whose?

1. Are information and knowledge the same thing?

2. Why is this era called the Information Age?
    a) Because more people than ever are going to university.
    b) Because everyone has computers.
    c) Because information has become very important and easy to get.
    d) Because there is more information than before.

3. Where do you get your information about the world from?
   Write the three sources that you use most often.
    a) _____
    b) _____
    c) _____

Word and Phrase Exercises

Choose a word from the list below to complete each sentence.

1. A person who ignores the morality of society can be described as _____ .

2. The way the author wrote about the terrorist attack showed his or her own point of view or _____ on the incident.
3. It is important to _____ all the options before making a decision.
4. He managed the project _____ so it was successful.
5. If the referee of a soccer match always gives decisions in favor of one of the teams, he could be accused of showing _____ .

| amoral | effectively | consider | slant | bias |

1 It is often said that we are living in the Information Age. This observation tells us that having information is important. Furthermore, a famous saying in English is, "Knowledge is power," and this tells us that having knowledge is important. So having both information *and* knowledge is important in our lives, but what is the difference between knowledge and information?

2 The *New Oxford Dictionary of English* defines information as "facts provided or learned about something or someone," and knowledge as "facts, information, and skills acquired by a person through experience or education; the theoretical or practical understanding of a subject." So it can safely be said that knowledge gives us the skills to use information effectively. But how can this be powerful? If two men like to eat fish and one knows how to fish while the other knows of a good fishing spot, who is the more powerful? It is the man who knows how to fish, since the other man cannot effectively use the information he has.

3 Let us consider some examples that are more relevant to the Information Age. One of the principal tools of the Information Age is the
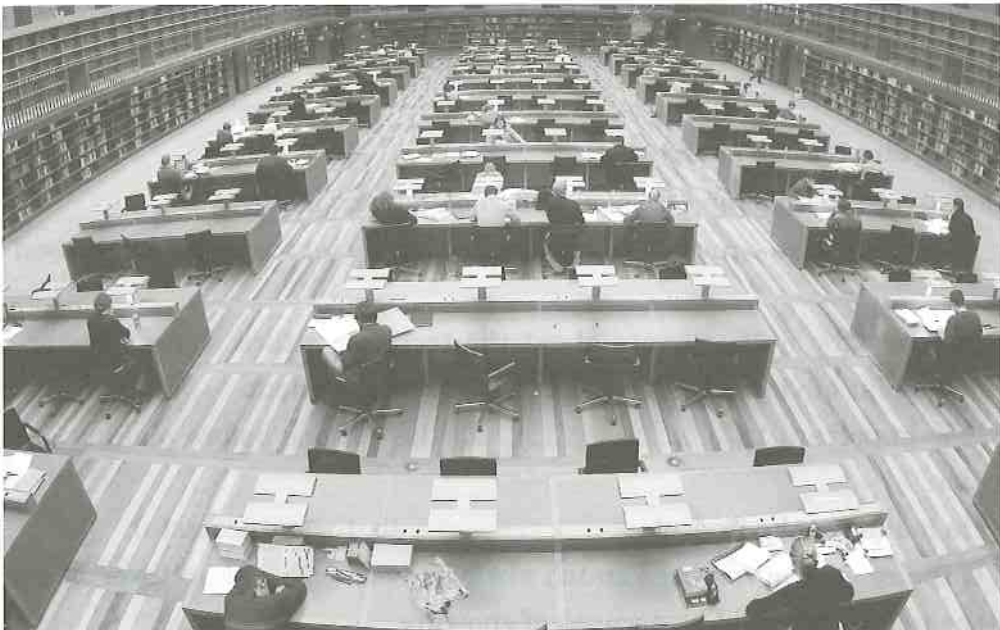
Students studying at the library of the Technical University in Dresden, Germany on October 24, 2003.

computer. This means that people who cannot use computers face difficulties in the job market. People who *can* use computers and who have knowledge of how to use a computer, have power over those who *cannot*; they can get better, higher-paid jobs, and can also charge money to teach and share their knowledge. 5

4 Through computers, we can access the Internet and the World Wide Web, where we can view tens of millions of pages of information. Indeed, the content of the Internet can be overwhelming, and to use it effectively, we need two related knowledge skills. These are the ability to search the Internet efficiently in order to find the information we need, and the ability 10 to judge the quality of the information we find. The reason we need these skills is because the Internet is unregulated—anybody can write anything, so we need to be able to separate good information from bad. Of course, we need both these knowledge skills whenever we get information from anywhere, whether from newspapers, the television, or even our friends. 15 But because there is so much information on the Internet, these knowledge skills become even more important.

5 In addition to newspapers and television, many people now use the Internet to get the news. But sometimes we find two news reports of the same event that say different things. Which should we believe? How can 20 it happen? In this situation, we need knowledge of slant and bias.

6 People have opinions and morals. They like some things more than others, and they think some things are good and other things are bad. When people support one idea more strongly than another, it is called a bias. Knowledge has no biases, so it is amoral, but information *can* be 25 biased.

7 Because of bias, every broadcast report and written document, including this one, will reflect to some extent the writer's intentions and opinions, and this is called slant. A writer's slant can be used to give a positive, negative, or balanced view of a topic through the way the words are used 30 and how the facts are presented.

8 Consider the use of slant in the following two descriptions of the same meal consisting of steak, a salad, and French fries:

1) The waitress brought the meal to my table with a friendly smile. The steak was well-done. With the steak was a green salad and golden French fries.

2) The waitress brought the meal to my table with a false smile. The steak was overdone. With the steak was a bright green salad and too-yellow French fries.

Which meal would you prefer to eat?

9 Bias can be used to deliberately design an article to support or oppose specific beliefs or opinions. For example, consider the facts of these two events: in 1983, the Soviet Union destroyed a Korean airplane, killing 269 people, and in 1988, the United States destroyed an Iranian airplane, killing 290 people; both were mistakes. At the time, the Cold War between the Soviet Union and the United States was at its height, and the reporting of the two events in the United States was very different, with the *New York Times* describing the Russian event as "cold-blooded murder," and the American event as "a tragic error." It is easy to see how bias like this can change the way that acts are viewed. The knowledge that slant and bias exist is extremely important if we are to get a fairer, more balanced picture of the news. It also helps us to think more clearly about the things politicians, governments, and advertisers tell us.

10 Knowledge *is* power. However, if we don't actively seek and use the skills that we need to evaluate the information that we are flooded with daily, then that power will be in the hands of other people such as friends, work colleagues, politicians, reporters, advertisers, and even textbook writers. Can you trust them?

Notes

"Knowledge is power"「知識は力なり。知っていれば心強い」イギリスの哲学者・政治家・文人であったフランシス・ベーコン (Francis Bacon 1561–1626) の著作に由来。**job market**「求人市場，就職戦線」**slant**「特定の見解を支持するものの見方」**bias**「(公正な判断に基づかない) 固定観念，先入観，ひいき目」**amoral**「道徳とは無関係の」**be biased**「一方に偏る」**French fries**「フレンチ・フライドポテト」***New York Times***『ニューヨーク・タイムズ』1851年に創刊された米国の代表的な日刊紙。

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E X E R C I S E S

True/False

Look at the following statements. Write T if the statement is true, and F if it is false. Write the number of the paragraph where you find the answer in the parenthesis.

1. ___ Without knowledge, we can't judge the information we get from the Internet very well. (#   )
2. ___ The ability to use a computer well to search the Internet is a knowledge skill. (#   )
3. ___ It is not necessary to evaluate the information we get from the Internet. (#   )
4. ___ Writers cannot avoid showing their attitudes or opinions in what they write. (#   )
5. ___ Knowledge of slant and bias does not help us to understand the news. (#   )

Guided Summary

1–3

Fill each gap with the most appropriate word from the list below.

judge	overwhelming	powerless	power	presented	discover

We are all living in the Information Age, where the amount of information available to us on the Internet can be 1) _____. However, almost all information is 2) _____ with slant and bias. In order to 3) _____ the facts and to find the truth, we must have knowledge of how to 4) _____ and use information. If we lack this knowledge or fail to use it, we place 5) _____ in the hands of others, and leave ourselves 6) _____.

Now listen and check your answers.