

I Acknowledge Mine

Essay by Jane Goodall

Do animals have **RIGHTS?**

KEY IDEA People express their love for animals in a variety of ways, such as pampering pets or contributing money to protect natural habitats. But we often buy products that were tested on animals, and such tests can cause suffering or even death. In this selection, Jane Goodall raises questions about our moral responsibility toward chimpanzees used in medical labs and the importance of **animal rights**.

DEBATE Should our society recognize animal rights? With a group of classmates, list the reasons for your position on the issue. Then debate the topic with another group.



ELEMENTS OF NONFICTION: PERSUASIVE TECHNIQUES

Writers use **persuasive techniques** to help convince readers about an issue. Such techniques include **emotional appeals**—statements intended to stir up strong feelings. In the following example, Jane Goodall includes disturbing details and emotionally charged words to arouse pity in readers:

... young chimpanzees, in similar tiny prisons, rocked back and forth or from side to side, far gone in misery and despair.

Emotional appeals can be an important element of an effective argument. However, writers sometimes exaggerate problems or use appeals to cover up flawed reasoning. As you read “I Acknowledge Mine,” notice Goodall’s use of emotional appeals.

READING STRATEGY: SUMMARIZE

When you **summarize** an argument, you briefly restate the text’s main ideas and important information. Summarizing can help you understand and remember what you read. When you summarize, you should

- present ideas and information in the same order in which they appear in the text
- leave out examples and details that are not essential for understanding the writer’s key points

As you read, use a chart like the one shown to help you summarize important ideas and information.

Main Idea	Details
<i>Chimpanzees in the lab suffered from overcrowding and isolation.</i>	<i>The youngest were kept in pairs in small, dark cages. Older ones lived alone, without any companionship or stimulation.</i>

VOCABULARY IN CONTEXT

To see how many vocabulary words you know, substitute a different word or phrase for each boldfaced word.

1. Criminals feared the **stark** prison.
2. The crowd was loud and **boisterous**.
3. This pill can **alleviate** pain.
4. Must you disagree so **stridently**?
5. I admit my **complicity** in the error.

Call of the Wild

Beginning in 1960, British naturalist and author Jane Goodall devoted herself to observing the behavior of wild chimpanzees in the Gombe Stream Chimpanzee Reserve in Tanzania. There, Goodall made some startling discoveries. For example, she saw chimpanzees make and use tools, disproving the theory that only humans use them. She also observed a chimpanzee “adopt” a younger, orphaned chimpanzee.



Jane Goodall
born 1934

Championing Chimps Goodall’s observations over several decades support her belief that chimpanzees are highly intelligent creatures capable of feeling emotions and forming long-term relationships. As a leading authority on chimpanzee behavior, Goodall has written dozens of books, ranging from scholarly works to illustrated children’s books. Today, she dedicates her time to lecturing about wildlife conservation and animal welfare.



MORE ABOUT THE AUTHOR

For more on Jane Goodall, visit the Literature Center at ClassZone.com.

Background

Chimpanzees and Research Because about 98 percent of chimpanzees’ genetic material is identical to ours, they have long been used by researchers for studying the progression and treatment of human diseases. In recent years, they have been used in the study of hepatitis C and HIV. The use of chimpanzees in research has grown increasingly controversial, however, and has been banned in some nations, including Great Britain, Sweden, and New Zealand.

I Acknowledge Mine

Jane Goodall

It was on December 27, 1986, that I watched the videotape that would change the pattern of my life. I had spent a traditional Christmas with my family in Bournemouth, England. We all sat watching the tape, and we were all shattered. Afterward, we couldn't speak for a while. The tape showed scenes from inside a biomedical research laboratory, in which monkeys paced round and round, back and forth, within incredibly small cages stacked one on top of the other, and young chimpanzees, in similar tiny prisons, rocked back and forth or from side to side, far gone in misery and despair. I had, of course, known about the chimpanzees who were locked away in medical research laboratories. 10 But I had deliberately kept away, knowing that to see them would be utterly depressing, thinking that there would be nothing I could do to help them. After seeing the video I knew I had to try. . . . **A**

The videotape had revealed conditions inside Sema, a federally funded laboratory in Maryland. Goodall took action, criticizing Sema for violating government standards and causing psychological harm to chimpanzees. The president of Sema denied these charges. Several months after Goodall first viewed the videotape, she received permission to visit the laboratory.

Even repeated viewing of the videotape had not prepared me for the **stark** reality of that laboratory. I was ushered, by white-coated men who smiled 20 nervously or glowered, into a nightmare world. The door closed behind us. Outside, everyday life went on as usual, with the sun and the trees and the birds. Inside, where no daylight had ever penetrated, it was dim and colorless. I was led along one corridor after another, and I looked into room after room

ANALYZE VISUALS

What aspects of this photograph give it an emotional appeal?

A SUMMARIZE

How would you summarize the information in lines 1–12?

stark (stärk) *adj.*
harsh or grim



lined with small, bare cages, stacked one above the other. I watched as monkeys paced around their tiny prisons, making bizarre, abnormal movements.

Then came a room where very young chimpanzees, one or two years old, were crammed, two together, into tiny cages that measured (as I found out later) some twenty-two inches by twenty-two inches at the base. They were two feet high. These chimp babies peered out from the semidarkness of their tiny cells as the doors were opened. Not yet part of any experiment, they had been waiting in their cramped quarters for four months. They were simply objects, stored in the most economical way, in the smallest space that would permit the continuation of life. At least they had each other, but not for long. Once their quarantine was over they would be separated, I was told, and placed singly in other cages, to be infected with hepatitis or AIDS or some other viral disease. And all the cages would then be placed in isolettes.

What could they see, these infants, when they peered out through the tiny panel of glass in the door of their isolette? The blank wall opposite their prison. What was in the cage to provide occupation, stimulation, comfort? For those who had been separated from their companions—nothing. I watched one isolated prisoner, a juvenile female, as she rocked from side to side, sealed off from the outside world in her metal box. A flashlight was necessary if one wanted to see properly inside the cage. All she could hear was the constant loud sound of the machinery that regulated the flow of air through vents in her isolette. **B**

A “technician” (for so the animal-care staff are named, after training) was told to lift her out. She sat in his arms like a rag doll, listless, apathetic. He did not speak to her. She did not look at him or try to interact with him in any way. Then he returned her to her cage, latched the inner door, and closed her isolette, shutting her away again from the rest of the world.

I am still haunted by the memory of her eyes, and the eyes of the other chimpanzees I saw that day. They were dull and blank, like the eyes of people who have lost all hope, like the eyes of children you see in Africa, refugees, who have lost their parents and their homes. Chimpanzee children are so like human children, in so many ways. They use similar movements to express their feelings. And their emotional needs are the same—both need friendly contact and reassurance and fun and opportunity to engage in wild bouts of play. And they need love. **C**

Dr. James Mahoney, veterinarian at the Laboratory for Experimental Medicine and Surgery in Primates (LEMSIP), recognized this need when he began working for Jan Moor-Jankowski.¹ Several years ago he started a “nursery” in that lab for the infant chimpanzees when they are first taken from their mothers. It was not long after my visit to Sema that I went for the first of a number of visits to LEMSIP.

Once I was suitably gowned and masked and capped, with paper booties over my shoes, Jim took me to see his nursery. Five young chimps were there at the time, ranging in age from about nine months to two years. Each one was

B PERSUASIVE TECHNIQUES

Reread lines 37–44. Why might Goodall have chosen to include rhetorical questions—questions that do not require answers—in her appeal to the reader’s sympathy?

C GRAMMAR AND STYLE

Reread lines 50–53. Notice how Goodall uses imagery and figurative language—comparing the chimpanzees to orphaned refugee children—to convey a sad tone.

1. Jan Moor-Jankowski: director of LEMSIP.

dressed in children's clothes—"to keep their diapers on, really," said the staff member who was with them. (Someone is always with them throughout the day.) The infants played vigorously around me as I sat on the soft red carpet, 70 surrounded by toys. I was for the moment more interesting than any toy, and almost immediately they had whisked off my cap and mask. Through a window these infants could look into a kitchen and work area where, most of the time, some human activity was going on. They had been taken from their mothers when they were between nine and eighteen months old, Jim said. He brings them into the nursery in groups, so that they can all go through the initial trauma together, which is why some were older than others. And, he explained, he tries to do this during summer vacation so that there will be no shortage of volunteer students to help them over their nightmares. Certainly these **boisterous** youngsters were not depressed.

80 I stayed for about forty minutes, then Jim came to fetch me. He took me to a room just across the corridor where there were eight young chimpanzees who had recently graduated from the nursery. This new room was known as "Junior Africa," I learned. Confined in small, bare cages, some alone, some paired, the youngsters could see into the nursery through the window. They could look back into their lost childhood. For the second time in their short lives, security and joy had been abruptly brought to an end through no fault of their own. Junior Africa: the name seems utterly appropriate until one remembers all the infants in Africa who are seized from their mothers by hunters, rescued and cared for in human families, and then, as they get older, banished into 90 small cages or tied to the ends of chains. Only the reasons, of course, are different. Even these very young chimpanzees at LEMSIP may have to go through grueling experimental procedures, such as repeated liver biopsies² and the drawing of blood. Jim is always pleading for a four-year childhood before research procedures commence, but the bodies of these youngsters, like those of other experimental chimps, are rented out to researchers and pharmaceutical companies. The chimpanzees, it seems, must earn their keep from as early an age as possible.

During a subsequent visit to LEMSIP, I asked after one of the youngsters I had met at the nursery, little Josh. A real character he had been there, a 100 born group leader. I was led to one of the cages in Junior Africa, where that once-assertive infant, who had been so full of energy and zest for life, now sat huddled in the corner of his barred prison. There was no longer any fun in his eyes. "How can you bear it?" I asked the young woman who was caring for him. Her eyes, above the mask, filled with tears. "I can't," she said. "But if I leave, he'll have even less."

This same fear of depriving the chimpanzees of what little they have is what keeps Jim at LEMSIP. After I had passed through Junior Africa that first day, Jim took me to the windowless rooms to meet ten adult chimps. No carpets or toys for them, no entertainment. This was the hard, cold world of the adult research

boisterous (boi'stər-əs)
adj. noisy and lacking in restraint or discipline



2. **biopsies:** removals of tissue samples from a living body for examination.

110 chimps at LEMSIP. Five on each side of the central corridor, each in his own small prison, surrounded by bars—bars on all sides, bars above, bars below. Each cage measured five feet by five feet and was seven feet high, which was the legal minimum cage size at that time for storing adult chimpanzees. Each cage was suspended above the ground, so that feces and food remains would fall to the floor below. Each cage contained an old car tire and a chimpanzee. That was all.

JoJo's cage was the first on the right as we went in. I knelt down, new cap and mask in place, along with overalls and plastic shoe covers and rubber gloves. I looked into his eyes and talked to him. He had been in his cage at least ten years. He had been born in the African forest. . . . Could he remember, I
120 wondered? Did he sometimes dream of the great trees with the breeze rustling through the canopy, the birds singing, the comfort of his mother's arms? Very gently JoJo reached one great finger through the steel bars and touched one of the tears that slipped out above my mask, then went on grooming the back of my wrist. So gently. Ignoring the rattling of cages, the clank of steel on steel, the violent sway of imprisoned bodies beating against the bars, as the other male chimps greeted the veterinarian.

His round over, Jim returned to where I still crouched before JoJo. The tears were falling faster now. "Jane, please don't," Jim said, squatting beside

A chimpanzee greets Jane Goodall at the Laboratory for Experimental Medicine and Surgery in Primates.



me and putting his arm around me. “Please don’t. I have to face this every
130 morning of my life.” **D**

I also visited [the pharmaceutical company] Immuno’s two labs in Austria. The first of these, where hepatitis research is conducted and where chimpanzees are used to test batches of vaccine, was built some time ago. There I got no farther than the administration building. I was not allowed into the chimpanzee rooms because I had not had a hepatitis shot. And—how unfortunate!—the closed-circuit TV monitors could not, for some reason, be made to work that day. In the lobby, though, there were two demonstration cages, set there so the public could see for itself the magnificent and spacious housing that Immuno was planning for its chimpanzee colony. (This they
140 felt was necessary because of all the criticisms that were being made about the small size of the existing cages, dangerous criticisms leading to expensive lawsuits.) The present cages, I knew, were not very large. The new ones looked identical to those at LEMSIP. . . .

To my mind, it should be required that all scientists working with laboratory animals, whatever the species, not only know something about the animals and their natural behavior, but see for themselves how their protocols³ affect individual animals. Researchers should observe firsthand any suffering they cause, so that they can better balance the benefit (or hoped-for benefit) to
150 humanity against the cost in suffering to the animal. Laboratory chimpanzees are prisoners, but they are guilty of no crimes. Rather, they are helping—perhaps—to **alleviate** human suffering. Yet in some of the labs I have described, and in others around the world, they are subjected to far harsher treatment than we give to hardened criminals. Surely we owe them more than that. **E**

Even if all research labs could be redesigned to provide the best possible environment for the chimpanzee subjects, there would still be one nagging question—should chimpanzees be used at all? . . . Of course I wish I could wave a wand and see the lab cages standing empty. Of course I hate the suffering that goes on behind the closed doors of animal labs. I hate even more the callous attitude that lab personnel so often show toward the animals in
160 their power—deliberately cultivated, no doubt, to try to protect themselves from any twinge of guilt. . . . Our children are gradually desensitized to animal suffering. (“It’s all right, darling; it’s only an animal.”) The process goes on throughout school, culminating in the frightful things that zoology, psychology, veterinary, and medical students are forced to do to animals in the process of acquiring knowledge. They have to quell empathy if they are to survive in their chosen fields, for scientists do things to animals that, from the animals’ point of view, are torture and would be regarded as such by almost everyone if done by nonscientists.

Animals in labs are used in different ways. In the quest for knowledge,
170 things are done to them to see what happens. To test the safety of various products, animals are injected with or forced to swallow different amounts

D PERSUASIVE TECHNIQUES

Reread lines 116–130. What details help make this passage a powerful emotional appeal?

alleviate (ə-lē’vê-āt’) v.
to make easier or provide relief

E SUMMARIZE

Briefly restate the key point that Goodall makes in lines 144–153.

3. **protocols** (prō’tə-kôlz’): plans for scientific experiments.

to see how sick they get, or if they survive. The effectiveness of medical procedures and drugs are tried out on animals. Surgical skills are practiced on animals. Theories of all sorts, ranging from the effects of various substances to psychological trauma, are tested on animals. What is so shocking is the lack of respect for the victims, the almost total disregard for their living, feeling, sometimes agonizing bodies. And often the tortures are inflicted for nothing. There is an angry debate, ongoing and abrasive, about the role of animals in medicine. Even though I am not qualified to judge a dispute of this
180 magnitude, which has become so polarized, it seems obvious that extremists on both sides are wrong. The scientists who claim that medical research could never have progressed at all without the use of animals are as incorrect as the animal-rights activists who declare **stridently** that no advances in medicine have been made due to animal research.

stridently (strīd'nt-lē) *adv.*
harshly; conspicuously

Let me return to chimpanzees and to the question of whether we are justified in using them in our search for medical knowledge. Approximately three thousand of them languish in medical research laboratories around the world, somewhat more than half this number (about one thousand eight hundred) in the United States. Today, as we have seen, they are primarily
190 used in infectious-disease research and vaccine testing; even though they have seldom shown even minor symptoms of either AIDS or hepatitis, the experimental procedures are often stressful, the conditions in which they are maintained typically bleak. . . .

Humans are a species capable of compassion, and we should develop a heightened moral responsibility for beings who are so like ourselves. Chimpanzees form close, affectionate bonds that may persist throughout life. Like us, they feel joy and sorrow and despair. They show many of the intellectual skills that until recently we believed were unique to ourselves. They may look into mirrors and see themselves as individuals—beings who have consciousness
200 of “self.” Do they not, then, deserve to be treated with the same kind of consideration that we accord to other highly sensitive, conscious beings—ourselves? Granted, we do not always show much consideration to one another. That is why there is so much anguish over human rights. That is why it makes little sense to talk about the “rights” of chimpanzees. But at least where we desist from doing certain things to human beings for ethical reasons, we should desist also from doing them to chimpanzee beings. We no longer perform certain experiments on humans, for ethical reasons. I suggest that it would be logical to refrain also from doing these experiments on chimpanzees. **F**

F SUMMARIZE
Summarize Goodall’s proposal for determining whether experiments on chimpanzees are justified.

Why do I care so much? Why, in order to try to change attitudes and
210 actions in the labs, do I subject myself repeatedly to the personal nightmare of visiting these places, knowing that I shall be haunted endlessly by memories of my encounters with the prisoners there? Especially in their eyes, those bewildered or sad or angry eyes. The answer is simple. I have spent so many years in the forests of Gombe, being with and learning from the chimpanzees. I consider myself one of the luckiest people on earth. It is time to repay something of the debt I owe the chimpanzees, for what they have taught me



about themselves, about myself, about the place of humans and chimpanzees in the natural world.

When I visit JoJo in his tiny steel prison I often think of David Greybeard,
220 that very special chimpanzee who, by his calm acceptance of my presence, first helped me to open the door into the magic world of the chimpanzees of Gombe. I learned so much from him. It was he who introduced me to his companions, Goliath and Mike and the Flo family and all the other unique, fascinating personalities who made up his community at that time. David even allowed me to groom him. A fully adult male chimpanzee who had lived all his life in the wild actually tolerated the touch of a human hand.

There was one especially memorable event. I had been following David one day, struggling through dense undergrowth near a stream. I was thankful when he stopped to rest, and I sat near him. Close by I noticed the fallen red fruit of
230 an oil nut palm, a favorite food of chimpanzees. I picked it up and held it out to David on the palm of my hand. For a moment I thought he would ignore

my gesture. But then he took the nut, let it fall to the ground and, with the same movement, very gently closed his fingers around my hand. He glanced at my face, let go of my hand, and turned away. I understood his message: “I don’t want the nut, but it was nice of you to offer it.” We had communicated most truly, relying on shared primate signals that are deeper and more ancient than words. It was a moment of revelation. I did not follow David when he wandered off into the forest. I wanted to be alone, to ponder the significance of what had happened, to enshrine those moments permanently in my mind.

240 And so, when I am with JoJo, I remember David Greybeard and the lessons he taught me. I feel deep shame—shame that we, with our more sophisticated intellect, with our greater capacity for understanding and compassion, have deprived JoJo of almost everything. Not for him the soft colors of the forest, the dim greens and browns entwined, or the peace of the afternoon when the sun flecks the canopy and small creatures rustle and flit and creep among the leaves. Not for him the freedom to choose, each day, how he will spend his time and where and with whom. Nature’s sounds are gone, the sounds of running water, of wind in the branches, of chimpanzee calls that ring out so clear and rise up through the treetops to drift away in the hills. The comforts
250 are gone, the soft leafy floor of the forest, the springy branches from which sleeping nests can be made. All are gone. Here, in the lab, the world is concrete and steel; it is loud, horrible sounds, clanging bars, banging doors, and the deafening volume of chimpanzee calls confined in underground rooms. It is a world where there are no windows, nothing to look at, nothing to play with. A world where family and friends are torn apart and where sociable beings are locked away, innocent of crime, into solitary confinement. **G**

It is we who are guilty. I look again into JoJo’s clear eyes. I acknowledge my own **complicity** in this world we have made, and I feel the need for forgiveness. He reaches out a large, gentle finger and once again touches the
260 tear trickling down into my mask. 

Some of the laboratories discussed in this selection have changed their practices, partly in response to Jane Goodall’s criticism and recommendations. For example, Sema, which is now called Diagon, no longer keeps chimpanzees in isolettes. The chimpanzees now live in more spacious, well-lit cubicles, and they are sometimes allowed to have contact with other chimpanzees.

G PERSUASIVE TECHNIQUES

Reread lines 240–256. What words and images in this passage appeal to your emotions?

complicity

(kəm-plī’s’ī-tē) *n.* association or partnership in a crime or offense

Comprehension

1. **Recall** What made Goodall decide to investigate research laboratories?
2. **Recall** What conditions did she find in the laboratories that she visited?
3. **Recall** How did the chimpanzee named David Greybeard behave when he came in contact with Goodall in the forests of Gombe?
4. **Clarify** Why does Goodall believe it is important for scientists who work with laboratory animals to know about their natural behavior?

Critical Analysis

5. **Examine an Argument** Review the chart you created as you read. How would you **summarize** Goodall's proposals to improve the treatment of chimpanzees in laboratories?
6. **Interpret a Statement** Reread lines 194–208. How do you interpret Goodall's remarks about human rights and the **rights** of chimpanzees?
7. **Analyze Support** How does the example of Goodall's experiences with David Greybeard support her argument?
8. **Make Inferences** How does Goodall seem to feel about James Mahoney, the veterinarian who guided her visit to LEMSIP?
9. **Identify an Author's Perspective** What beliefs, values, and feelings influence the way Goodall views experimentation on chimpanzees? Support your answer with evidence.
10. **Draw Conclusions** Does Goodall think that chimpanzees should be treated differently from other animals used in laboratory experiments? Cite evidence to support your conclusion.
11. **Evaluate Persuasive Techniques** Does Goodall use **emotional appeals** appropriately in her argument, or are these appeals exaggerated or excessive? Provide examples to support your opinion.

Vocabulary In Context

VOCABULARY PRACTICE

Decide whether each statement is true or false.

1. To **alleviate** a problem is to make it worse.
2. A **boisterous** child may disrupt a quiet restaurant.
3. If you have **complicity** in a crime, you had involvement in it.
4. An elegantly decorated room can be described as **stark**.
5. To speak **stridently** is to ask in a sweet, quiet manner.

WORD LIST

alleviate
boisterous
complicity
stark
stridently

VOCABULARY IN WRITING

Using at least two vocabulary words, write about an issue that has inspired public debate. Here is an example of how you might begin.

EXAMPLE SENTENCE

*For years politicians have **stridently** debated how to limit our country's dependence on imported fuel.*

VOCABULARY STRATEGY: ANALOGIES

Analogies express relationships between pairs of words. Some common relationships are described in the chart.

Type	Relationship
Object to purpose	is used for
Synonyms	means the same as
Antonyms	means the opposite of
Cause to effect	results in or leads to
Grammar	is grammatically related to

PRACTICE Complete each analogy by choosing the appropriate vocabulary word. Identify the kind of relationship on which the analogy is based.

1. generosity : gratitude :: _____ : guilt
2. grateful : gratefully :: strident : _____
3. selfish : generous :: calm : _____
4. alarm : protect :: aspirin : _____
5. practical : useful :: bleak : _____

 **VOCABULARY PRACTICE**
For more practice, go to the Vocabulary Center at ClassZone.com.

Reading-Writing Connection

Deepen your understanding of “I Acknowledge Mine” by responding to these prompts. Then use **Revision: Grammar and Style** to improve your writing.

WRITING PROMPTS	SELF-CHECK
<p>A. Short Response: Write a Speech Suppose that Jane Goodall received an award for her efforts to help chimpanzees. Write a one- or two-paragraph acceptance speech for her, referring to experiences she describes in the selection.</p>	<p>A strong speech will . . .</p> <ul style="list-style-type: none">• summarize Goodall’s observations of chimpanzees in laboratories• reflect the values she reveals in her essay
<p>B. Extended Response: Analyze an Argument Write a three-to-five-paragraph personal response in which you analyze Goodall’s argument and explain how it affected your view on animal rights.</p>	<p>A thoughtful analysis will . . .</p> <ul style="list-style-type: none">• clearly state a personal opinion on animal rights• evaluate Goodall’s use of emotional appeals

REVISION: GRAMMAR AND STYLE

SET THE TONE Review the **Grammar and Style** note on page 608. **Tone** is a writer’s attitude toward a subject—humorous, angry, or sarcastic, for example—as expressed through **word choice**, **imagery**, and **formal** or **informal language**. In her writing, Goodall uses imagery and figurative language to express sadness and outrage over the treatment of chimpanzees. Note how she effectively uses nouns, adjectives, and participles to create disturbing images in the following example:

Here, in the lab, the world is concrete and steel; it is loud, horrible sounds, clanging bars, banging doors, and the deafening volume of chimpanzee calls confined in underground rooms. (lines 251–253)

Notice how the revisions in red help to establish tone in this first draft. Revise your responses to the prompts by making sure your choice of language and use of imagery match the tone you want to convey.

STUDENT MODEL

These chimpanzees spend all day and night in confinement, *small, dark* *they can only* *, like prisoners.*
When they look out from their cages, *see a blank wall.* ~~there is nothing to provide~~
~~them with stimulation.~~

WRITING TOOLS
For prewriting, revision, and editing tools, visit the **Writing Center** at ClassZone.com.