



Gateway - 영국귀족에게 나무심기의 경제적 정치적 의도

Economic and Political Intentions of Tree Planting to British Nobility



- (1) The idea that planting trees could have a social or political significance appears to have been invented by the English, though it has since spread widely.
- (2) According to Keith Thomas's history *Man and the Natural World*, seventeenth- and eighteenth-century aristocrats began planting hardwood trees, usually in lines, to declare the extent of their property and the permanence of their claim to it.
- (B) What can be more pleasant," the editor of a magazine for gentlemen asked his readers, "than to have the bounds and limits of your own property preserved and continued from age to age by the testimony of such living and growing witnesses?"
- (4) Planting trees had the additional advantage of being regarded as a patriotic act, for the Crown had declared a severe shortage of the hardwood on which the Royal Navy depended.



01편 - 성인과 청소년 간의 전두엽 피질의 활동 차이

Differences in activity of prefrontal cortex between adults and adolescents



[1] In an unusual brain-scanning experiment, scientists at Dartmouth College showed that adolescents use a more limited brain region and take more time than adults – about a sixth of a second more – to respond to questions about whether certain activities, like "swimming with sharks," "setting your hair on fire," and "jumping off a roof," were "good" ideas or not.

[2] Adults in the experiment appeared to rely on nearly automatic mental images and a visceral response to answer the questions.

[3] Adolescents, on the other hand, relied more on their ability to "reason" an answer.

[4] The ability to quickly grasp the general contours of a situation and make a good judgment about costs versus benefits arises from activity in the frontal cortex, the parts of the brain that are still under construction during adolescence.



02편 - 놀이를 통한 아동 발달

Development of Children through Play



[1] Children in all cultures acquire language through play.

[2] Their earliest production of language-like sounds (cooing and babbling) and first words are always playful.

[3] Later, children playfully rehearse more complex linguistic constructions, sometimes in monologue when alone.

[4] But of course, their language play is influenced by culture.

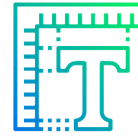
[5] Infants gradually restrict their babbling to the phonemes of their native language and, later, play with the words and grammatical constructions of that language.

[6] Children everywhere also engage in constructive play, thereby exercising the crucial human skill of building things, but what they build depends on what they see in the world around them.

[7] Children everywhere play in ways that exercise the human mental capacities of imagination and reasoning, but the scenes they imagine and the ideas they rehearse in such play derive from the culture.



03편 - 개념이 단어로 만들어지는 원리



The Principle in which Concepts are made into Words

[1] All words have to be coined by a wordsmith at some point

in the mists of history.

[2] The wordsmith had an idea to get across and needed

a sound to express it.

[3] In principle, any sound would have done, so the first coiner

of a term for a political affiliation, for instance, could have used

glorg or schmendrick or mcgillicuddy.

[4] But people are poor at recalling sounds out of the blue, and

they probably wanted to ease their listeners' understanding of

the coinage rather than having to define it or illustrate it with

examples.

[5] So they reached for a metaphor that reminded them of the

idea and that they hoped would create a similar idea in the

minds of their listeners, such as band or bond for a political

affiliation.

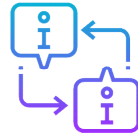
[6] The metaphorical hint allowed the listeners to understand

the meaning more quickly than if they had had to rely on

context alone.



04편 - 집단 내의 정보 공유



Information Sharing within a Group

[1] The status of the group members in a group can be important.

[2] Group members with lower status may have less confidence and thus be unlikely to express their opinions.

[3] Wittenbaum found that group members with higher status were, indeed, more likely to share new information.

[4] However, those with higher status may dominate the discussion, even if the information that they have is not more valid or important.

[5] Because they have high status, leaders have the ability to solicit unshared information from the group members, and they must be sure to do so, for instance, by making it clear that all members should feel free to present their unique information, that each member has important information to share, and that it is important to do so.

[6] Leaders may particularly need to solicit and support opinions from low-status or socially anxious group members.