

科学就是力量 ▼ 知识就是财富

Education

教育卷

双语

十万个为什么

BILINGUAL SO MANY WHY

► 主编 / 谢志敏 ◀



- Why can study not get away from the teacher?
- 为什么学习离不开老师?
- Why is schooling different from home?
- 为什么上学和受教育是不同的?
- Why to train a large E-ed?
- 为什么要普及网络教育?
- Why do some parents choose to let their child at home?
- 为什么有的家长选择让孩子在家?
- Why was Maria Montessori a pioneer in modern education?
- 为什么玛丽亚·蒙台梭利是教育先驱?
- Why are the cracks worse than the holes?
- 为什么贫困的优秀学生值得重视?

北方文艺出版社





❀ 双语 ❀

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DOUBLE LANGUAGE
SO MANY WHY

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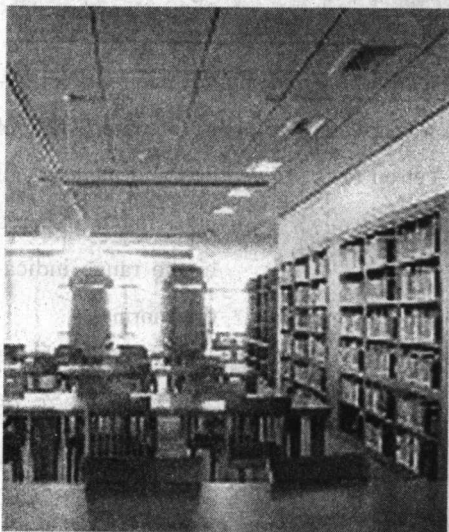




Why May Education Protect Against Effects of the Shrinking Brain

为什么接受教育能使 智力免受大脑萎缩的影响？

It is known that the brain shrinks as the body ages, but the effects on mental ability are different from person to person. Interestingly, in a study



of elderly men and women, those who had more education actually had more brain shrinkage.

大脑随年龄的增长而萎缩是众所周知的事实，但是这对智力的影响因人而异。有趣的是，一项有关老人的研究表明，实际上接受过较多教育的人大脑萎缩得较多。

Study author Dr. Edward Coffey, a professor of psychiatry^① and of neurology^② at Henry Ford Health System in Detroit said "The finding suggests that education allows people to withstand more brain-tissue loss before their mental functioning begins



to break down.”

研究报告的作者,底特律的亨利·福特健康中心的精神病学和神经病学教授爱德华·科菲医生说:“这项研究成果表明,接受过教育的人在脑功能开始崩溃之前更能经受得住大脑组织的丧失。”



Examining brain scans^③ of 320 healthy

men and women ages 66 to 90, researchers found that for each year of education the subjects^④ had, there was greater shrinkage of outer layer of the brain known as the cortex^⑤. Yet on tests of cognition and memory, all



participants scored in the range indicating normal.

研究人员对 320 名年龄在 66 岁到 90 岁的身体健康的男子和女子的脑部扫描 X 光片研究后发现,受

试者的受教育经历每多一年,其大脑外层叫做脑皮层的部位就多一份萎缩。然而,所有受试者的认知能力和记忆能力的测试分数均在



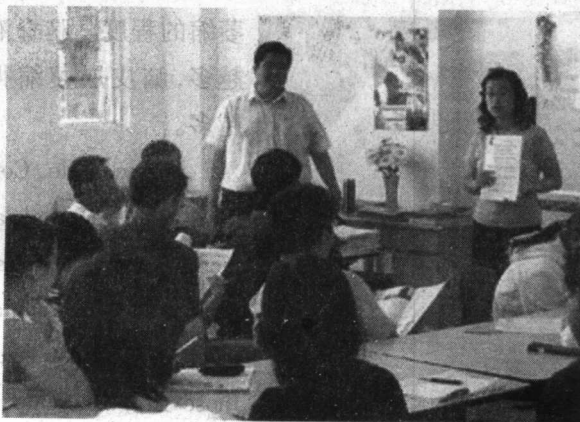
正常范围以内。

“Everyone has some degree of brain shrinkage,” Coffey said. “People lose (on average) 2.5 percent per decade starting in adulthood.”

科菲说：“每个人都有某种程度的大脑萎缩。人成年后，每十年平均萎缩2.5%。”

There is, however, a “remarkable range” of shrinkage among people who show no signs of mental decline, Coffey noted. Overall health, he said, accounts for some differences in brain size. Alcohol or drug use, as well as medical conditions such as diabetes^⑥ and high blood pressure, contribute to brain tissue loss throughout adulthood.

然而，科菲指出，在没有智力衰退迹象的人中有“很明显的”大脑萎缩现象。他说，整体的健康水平说明大脑体积存在着某些差别。嗜酒或吸毒，以及像糖尿病和高血压之类的疾病都会影响整个成年期大脑组织的丧失。





In the absence of such medical conditions, Coffey said, education level helps explain the range of brain shrinkage exhibited among the mentally-fit elderly. The more-educated can withstand greater loss.

科菲称,排除掉这类疾病方面的因素,教育水平的高低有助于解释在智力健康的老年人中出



现大脑萎缩的程度。接受过较多教育的人能承受较多的脑组织萎缩。

Coffey and colleagues gauged shrinkage of the cortex by measuring the cerebrospinal^⑦ fluid surrounding the brain. The greater the amount of fluid, the greater the cortical^⑧ shrinkage.

科菲和同事们通过测量大脑周围脑脊液的体积而测算出脑皮层



萎缩的程度。脑脊液越多,脑皮层萎缩得越多。

For example, Coffey's team reported, among subjects of the same sex and similar age and skull size, those with 16 years of education had 8 per-



cent to 10 percent more cerebrospinal fluid compared with those who have four years of schooling.

科菲领导的研究小组发表的报告说,在性别相同、年龄相似和脑壳体积相差无几的受试者中,接受过16年教育的人比接受过4年教育的人多8%到10%的脑脊液。

Of course, achieving a particular education level is not the definitive measure of someone's mental capacity. And, said Coffey, education can be "a proxy for many things". More-educated people, he noted, are often less likely to have habits, such as smoking, that harm overall health.



当然,具备某种特定的教育水平并不能确定某人具有多大的智力。科菲说,接受过教育能在“很多事物上表现出来”。他指出,受教育程度较高的人不太可

能染上像抽烟之类的对全身健康有害的习惯。

According to Coffey, people should strive throughout life to keep their brains alert by exposing themselves to new experiences. Traveling is one way to stimulate the brain, he said; a less adventuresome way is to do crossword puzzles.

据科菲说,人的一生应该不断地努力,通过新的生活体验使大脑处于警觉状态。旅游是激活大脑的一种方法,较少冒险的方法是玩



拼字游戏。

关键词注解：

- ①psychiatry *n.* 精神病学, 精神病治疗法
- ②neurology *n.* 神经学, 神经病学
- ③brain scans 脑部扫描 X 光片
- ④subject *n.* 接受试验的人, 题目, 主题, 学科, 国民
- ⑤cortex *n.* 脑皮层, (植物的) 皮层, 树皮
- ⑥diabetes *n.* 糖尿病
- ⑦cerebrospinal *adj.* 脑脊液的
- ⑧cortical *adj.* 脑皮层的

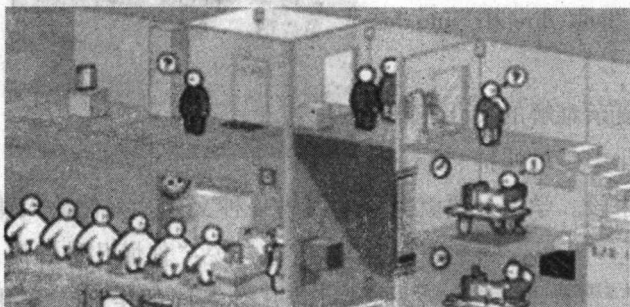




Why Does Learning a Foreign Language Mean Learning Another Culture

为什么学外语就是学文化?

Languages are marvelously complex and wonderfully complicated



organs of culture: they embody the quickest and the most efficient means of communication within their respective culture. To learn a foreign language is to learn another culture. In the words of a poem and philosopher, "As many languages as one speaks, so many lives one lives." A culture and its language are as inseparable as brain and body; while one is a part of the other, neither can function

ing within their respective culture. To learn a foreign language is to learn another culture. In the words of a poem and philosopher, "As many languages as one speaks, so many lives one lives." A culture and its language are as inseparable as brain and body; while one is a part of the other, neither can function





without the other. In learning a foreign language, the best beginning is with the nonverbal linguistic elements of the language, its gestures, its body language. Eye contact is extremely important in English. Direct eye contact leads to understanding, or, as the English maxim has it, seeing eye-to-eye. We can never see eye-to-eye with a native speaker of English until we have learned to look directly into his eyes.



语言是极复杂难解的文化工具：它们在各自文化中是最快捷、最有效的交流思想的手段。学习外语就等于学习另一种文化。一位诗人兼

年轻的爸爸妈妈大多意识到：熟练掌握外语（主要是英语）能让孩子在将来的学习、工作等方面具有很强的竞争力。

由于儿童早期是语言发展的关键期，许多父母都支持在幼儿阶段就让宝宝学习外语。

ENGLISH

你的宝宝学外语了吗

责任编辑：Cx



哲学家曾这样说：“你懂几种外语，你就过着几种不同的生活。”文化及其语言正像人脑与人体一样不可分割。虽然其中一个另一个的部分，但是失去一部分，另一部分就不能运转。学习外语最好是从这种语言的非言语的语言学成分开始，即从手势、体语开始。在英语中，眼睛的接触极其重要。眼睛直接接触导致理解，或者正如英语格言说的：意见完全一致。直到我们学会从说英语母语的人眼中

看出全部的意思，才能和他会意交融。



Why Does the Public Education Role Take Place Variety

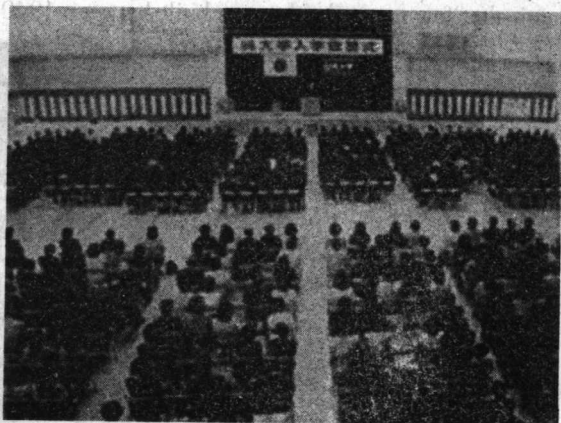
为什么公共教育的角色会发生变化?

One of the most important social developments that helped to make possible a shift in thinking about the role of public education was the



effect of the baby boom of the 1950s and 1960s on the schools. In the 1920s, but especially in the Depression conditions of the 1930s,

the United States experienced a declining birth rate-every thousand women aged fifteen to forty-four gave birth to about 118 live children in 1920, 89.2 in 1930, 75.8 in 1936, and 80 in 1940. With the growing prosperity brought on by the



Second World War and the economic boom that followed it young people

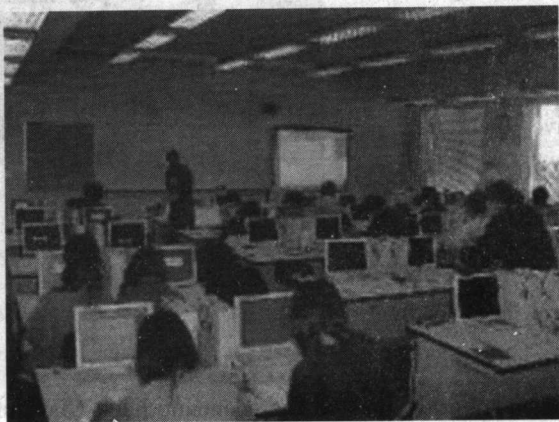


married and established households earlier and began to raise larger fami-



lies than had their predecessors during the Depression. Birth rates rose to 102 per thousand in 1946, 106.2 in 1950, and 118 in 1955. Although economics was probably the most important de-

terminant, it is not the only explanation for the baby boom. The increased value placed on the idea of the family also helps to explain this rise in birth rates. The baby boomers began streaming into the first grade by the mid 1940s and became a flood by 1950. The public school system suddenly found itself overtaxed. While the number of schoolchildren rose because of wartime and postwar conditions, these same conditions made the schools even less prepared to cope with the flood. The wartime economy meant that few new schools were built between 1940 and 1945. Moreover, during the war and in the boom times that followed, large numbers of teachers left their profession for better-paying jobs elsewhere in the economy.



一项重要的、



有可能使人们对公共教育的角色的看法发生转变的社会发展是本世纪五六十年代的生育高峰对学校的影响。在20年代,尤其是在30年代后的大萧条

中,美国经历了一次出生率的下降——1920年每千名年龄在15岁至44岁的妇女生下大约118个存活婴儿,1930年89.2个,1936年75.8个,1940年80个。随着二战带来的持续繁荣以及随之而来的经济增长,年轻人比大萧条中的同龄人更早地结婚成家,而且比前辈养育更大的家庭。1946年出生率上升到102‰,1950年达106.2‰,1955年达118‰。对于生育高峰,经济有可能是最重要的决定因素,但它并不是惟一的解释。不断受到重视的家庭观念也有助于解释出生率的上升。到40年代中期为止,这些生育高峰出生的孩子们开始源源不断地进入小学一年级。到了1950年,就形成了一股洪流。公共教

