

新

SAT ESSAY

写作满分宝典

徐冬一 编著

- ★10大精选领域
- ★10篇综合精讲
- ★10次模考+范文解析
- ★20篇精品译文
- ★150个长难句精析

阅读、分析、写作 (Reading+Analysis+Writing)
全面突破, 高分必备

北京新东方SAT名师

徐冬一



北京邮电大学出版社
www.buptpress.com

内 容 简 介

《新 SAT Essay 写作满分宝典》是一本旨在服务广大新 SAT 考生,帮助大家获得作文高分的辅导书。本书紧密结合改革后新 SAT 考试的考察机制,全面综合地为考生提供 Essay 写作的知识、技能。凭借深厚的学科功底以及耀眼的教学成果经验,徐冬一老师为本书安排了非常合理的框架体系以及内容:

1. 全书精选 10 大不同领域,广泛涉猎该考试可能涉及的多方面“源文本”(source text)领域。对全书所有英语原文都进行了翻译,为广大读者提供精湛专业的译文,增进读者理解,提升吸收效果。某种程度上说,这既是一本新 SAT 写作书,又是一本阅读精读书。对照原文和译文,发现诸多妙译高解,也将成为一个充满享受的学习过程。

2. 全书共安排 10 次模拟考试,分属不同领域。模考按照正式考试的要求设计,解决广大考生备考过程中因无题可练,平时备考不足,导致考场意外频发的问题。每次模考之后,都附有精彩范文,供读者参考。

3. 全书所有“源文本”(source text),都附有详细解析,以解决考生学习过程中可能遇到的各种问题,全面排疑解惑。全书精选 150 余个有代表性的长难句,逐个进行详细分析讲解;同时,每篇原文文章都附有对文章整体脉络的分析,以及多种手法的识别结果,紧扣现行考试要求,对夯实基础,提高应试能力,意义重大。

该书是一本全面强化、巩固新 SAT 作文考试所强调的阅读、分析、写作(Reading + Analysis + Writing)三方面能力,实战性极强的专业考试辅导书籍。读者如果能尽量内化书中内容,定将获得实实在在的提高。一本宝典在手,全方位突破新 SAT Essay 考试。

图书在版编目(CIP)数据

新 SAT Essay 写作满分宝典 / 徐冬一编著. -- 北京: 北京邮电大学出版社, 2017.7
ISBN 978-7-5635-5104-0

I. ①新… II. ①徐… III. ①英语—写作—高等学校—入学考试—美国—自学参考资料 IV. ①H315

中国版本图书馆 CIP 数据核字(2017)第 113085 号

书 名: 新 SAT Essay 写作满分宝典

著作责任者: 徐冬一 编著

责任编辑: 张会良

出版发行: 北京邮电大学出版社

社 址: 北京市海淀区西土城路 10 号(邮编: 100876)

发行部: 电话: 010-62282185 传真: 010-62283578

E-mail: publish@bupt.edu.cn

经 销: 各地新华书店

印 刷: 北京鑫丰华彩印有限公司

开 本: 880 mm × 1 230 mm 1/16

印 张: 26.75

字 数: 551 千字

版 次: 2017 年 7 月第 1 版 2017 年 7 月第 1 次印刷

ISBN 978-7-5635-5104-0

定 价: 88.80 元

• 如有印装质量问题请与北京邮电大学出版社发行部联系 •

我在北京新东方学校教 SAT。这些年,从我的课堂走出了众多高分学员,其中不乏满分,几乎每个班里,都有多名首考即获高分的案例。

但是班级的容量毕竟有限。为了与更多希望获得高分,希望去到世界著名大学,经历、创造更多精彩的 SAT 考生分享一些成果,我决定写一本书。

这就是《新 SAT Essay 写作满分宝典》(以下简称《宝典》)的起点;也是我做“徐冬一的英语和故事”这个公众号的初衷:《宝典》专攻应试,公号扩充人文知识——同学们不仅走出去,还能成为一个有知识宽度的人。这个过程,值得去投放心力,哪怕只起到一点点作用,也都很有意义。

《宝典》我写了很久,到全书最后一字结束,看着四百多页的书稿,那一刻,心情反倒平静。我按照经典的标准去写她,只要现行考试存续,她就会一直绽放光华。这本书一定会帮到很多人,也希望她能帮到更多人走向更广阔的未来。

以下几个方面,值得跟大家细说。

关于选材: 2015 年新 SAT 问世,Essay 单项相比较以往考试模式,堪称颠覆。变化之后的形式,对那些较少接触到“文本分析性写作”的中国考生而言,挑战更大。现在写作考试要考阅读,须读一篇很长的“源文本”(source text),再从多方面分析,并最终用优质语言写出一篇能够展现出理解与分析能力的文章。因此,想要获得高分,准备的功夫必然更多。为应对“源文本”的多样性,我定下十大主题,从《时代周刊》、《卫报》、《大西洋月刊》等多种权威杂志中,精选多篇文章,广泛涉及考试出题可能触碰到的多个领域,包含教育、科技、环境、政治等,文章或论实事热点,或为历史经典,或写文艺批判,或议人世变迁,篇篇都值得细细品味。这些主题,帮助考生在备考过程中,尽可能地扩大应试储备,综合提高应试素养。短期内,这些文章可以作用于考试;长远看,这些思想精粹、真知灼见,更会影响到人之为人的内核,了解不同观点,开启更多视角,看到更多面的世界,体会更多彩的人生。

关于译文：我在武汉大学英语系读完本科，又去厦门大学读了英语语言文学硕士，专业惯性使然，一直对译文品质有较高追求，所以，本书每篇译文都经过字斟句酌，细细打磨。但凡入选本书的英语原文，每字每句，都经由我译成汉语，都是“徐冬一版”的译文。已经数不清有多少次，为了一个“的”字的去留和位置，反复调整，在这个语境下，用“现实”还是“现状”，在另一个语境里，用“生存”还是“生活”……为了在直译与意译的不同表达间定下最切合的版本，不断推敲，辗转反侧，力求为读者呈现值得信赖的精品。严复先生在《天演论》中曾说：一名之立，旬月踟蹰；王尔德曾花了一上午的时间加进一个逗号，又花了一下午把它去掉……这些大师的作品之所以经得住审视，抵得过时间，总有道理。治学典范在前，时时鞭策，唯有精益求精，严谨以待，才不负读者期待。中英对照的排版，适合读者做精读练习，即便做翻译类读物，也都是适合的。

关于讲解：新东方的教学实践，很大程度上影响了《宝典》的成书。课堂上，我发现不少学员在理解“源文本”时存在问题。因此，为了让广大考生练一篇就练透，每篇“源文本”后都附有精细讲解，包括大量生词、长难句结构和理解，包括文章整体架构脉络，也包括现在考试所要求的多种写作手法的识别。从出版物的角度看，全书内容科学、充实并且高度有效；从读者角度看，这是一个非常长本领的过程，按照要求练习，不仅会学好作文，连**400分的阅读单项**，也会受益。

关于范文：本书中有10次模考，有难写的，也有不那么难写的。难易的编排，为我有意为之，毕竟考试并不总是轻松。平时见惯了“风浪”，考试就不会慌张。每次模拟考试之后，我都写了范文。这些范文的品质，已经高于官方指南OG提供的范文。换言之，如果考生能够尽可能多地从范文里吸收营养，作文的高分，甚至满分，就会在不经意间离自己越来越近。希望读者能够仔细认真研究这些范文，多多借鉴思路，吸收其中的精华。如能持之以恒，效果必定显著。

关于该书使用方法：

1. 被注释的单词：都是学生可能不认识或者一时想不起来的，不都是SAT词汇，标

记注释是为读者省去查单词之苦,提高学习效率;

2. 单词释义: 大多单词都不只有一个意思,书中单词注释主要基于源文本;

3. 主体部分每章分为两个部分: 第一部分为精读热身,针对考生的 Reading 和 Analysis,即阅读和分析两个单项。该部分文章长度不固定,重点在能力准备,尽量读懂,吸收背景知识,分析文章脉络和确定文章手法;第二部分为“模拟考试”,建议大家严格按照考试时间,拿出 50 分钟,在横格本上用铅笔写文章,中间不要间断,不要查找资料,完成考试后,建议对照范文,重点在提高能综合展现阅读、分析、写作(Reading + Analysis + Writing)能力的应试水平。

值得一提的是:

《宝典》不光是优质的备考书籍,更能长久地提升“分析性写作”水平,滋养英语综合能力。不少名校在新生入学后,会安排写作测试,根据写作能力分班或做其他安排,其考试形式很可能依然具有“分析性写作”的特征。考完 SAT 别把书扔了,带到大学去,它会继续陪伴、帮助大家。

如果把写下《宝典》的第一个字,看作是向前迈了一步,那画上全书最后一个句号,也可以算是对漫漫来时路的一份别样总结了。回头望去,多少年,太多人和事陪伴、指引、磨砺,所以我要感谢:

感谢新东方,为我提供一方天地,能与这么多优秀的同学结缘。发挥光热的同时,我自己也收获成长。

感谢我的学生们,我现在仍然清楚记得大家年少稚气的面庞,记得大家的声音,记得大家坐在教室的位置,记得大家的奋发和注定的不凡。老师会一直祝福大家,学业、事业、家庭,直至所有的人生。

师恩难忘。感谢厦门大学英文系陈菁教授,武汉大学外语学院刘世平教授以及辽宁省东港市第二中学姜晓丹老师。

陈菁教授是我的硕士导师,厦门大学著名教授,全国口译界权威。陈教授循循善诱,师恩没齿难忘,唯有不断精进,才能不负老师当初的信任和期望;

就读武汉大学时,曾有幸选修过刘世平教授的课。刘教授是著名学者,师者之风,儒骨仁心,德高身正的风范,至今仍影响着我,如明灯,是指引;

姜晓丹老师是我的高中英语老师。姜老师人品贵重,春风化雨。当年的谆谆教诲,让我切身感受到一名好老师可以对学生未来的人生产生多么积极深远的影响。

感谢三位授业恩师,祝福三位老师更多桃李,安康顺遂。

感谢北京邮电大学出版社所有为《宝典》的顺利出版尽心尽力,辛苦付出的同志们。

感谢我的父亲、母亲,我的二舅、舅妈,老姨、姨夫,感谢新东方国外考试推广管理中心主任刘烁炀老师,感谢帮助我的亲人们、支持我的好朋友们,尤其感谢我的先生,没有他做坚强的后盾,《宝典》付梓,恐遥遥无期。所以,这本书,也是家庭的果实,感恩。

做了 SAT 教师,回读梁启超先生的《少年中国说》,有了更多感慨。如果梁先生还在世,有机会坐进 SAT 课堂里,看今日少年之风华,先生可放心矣。

世界是你们的,世界是我们的,世界终归还是诸位中国少年的。

希望所有的 SAT 考生,都能走进理想的大学,未来属于你们。

加油,共勉!

徐冬一

(冬一姐姐)

2017.3 北京

微博: 冬一姐姐徐冬一

微信公众号: 徐冬一的英语和故事

第一部分	考试简介	1
第二部分	基础知识	17
第三部分	精讲精练	25
第一章	文学分析	26
精读热身:	王尔德童话 Why We Need Fairytales: Jeanette Winterson on Oscar Wilde	30
模拟演练:	灰姑娘 The Nature of Cinderella	47
第二章	深度阅读	56
精读热身:	科幻著作 The Underrated, Universal Appeal of Science Fiction	59
模拟演练:	伟大美国小说 Why We're Still Searching for the 'Great American Novel'	77
第三章	教育巡礼	92
精读热身:	全球化教育 Navigating Globalised Higher Education: There's More than One Route to Excellence	95
模拟演练:	在大学 In College, Choose to Thrive	110
第四章	科技进步	121
精读热身:	图灵遗产 Alan Turing's Legacy: How Close Are We to 'Thinking' Machines?	125
模拟演练:	词典电子化 How Going Electronic Changed Dictionaries	142

第五章 环境生存	152
精读热身: 建筑之未来 The Future of Architecture: Moss, not Mirrors	155
模拟演练: 绿色革命 Rachel Carson: The Green Revolutionary	169
第六章 女性视角	184
精读热身: 女权主义 Feminist Is a 21st Century Word	186
模拟演练: 职场妈妈 There's Nothing Wrong with the Mommy Track	199
第七章 时代冲击	210
精读热身: 现代生活 Modern Life Is Killing Us	214
模拟演练: 传统媒介 Why I Already Miss Physical Media	230
第八章 世相采风	244
精读热身: 扮成维多利亚人 Why We Shouldn't Laugh at Those Dress-Up Vox Victorians	246
模拟演练: 庞贝古城 Pompeii's Second Destruction	262
第九章 热点探讨	273
精读热身: 英国脱欧 Why Brexit Happened — and What to Do Next	279
模拟演练: 欧洲难民危机 Time for Honesty, Unity and Solidarity	302
第十章 历史回声	312
精读热身: 撒切尔夫人演讲 The Lady's not for Turning	317
模拟演练: 原子能 Atoms for Peace	340
第四部分 附录	355
附录一 部分不规则动词变化表	356
附录二 SAT Essay 拼写必会词汇表	370

1.1 SAT 考试整体介绍

SAT (Scholastic Assessment Test), 学术能力评估测试, 俗称“美国高考”, 由美国大学委员会(College Board) 主办, 其成绩是各国高中生申请美国以及加拿大等国大学入学资格及奖学金的重要参考。考试包含阅读(Reading)、文法(Writing and Language) 和数学(Math) 三个必考科目以及作文(Essay) 选考科目, 总时长 3 小时 50 分钟。

三个科目的时间分配如下:

- 阅读(Reading): 共 65 分钟
- 文法(Writing and Language): 共 35 分钟
- 数学(Math): 由两个 Section 构成, 共 80 分钟

以上三部分总分 1,600 分

- 作文(Essay): 共 50 分钟, 选考, 单独算分。

1.2 SAT Essay 写作考试介绍

1. 50 分钟考一道题目, 问题形式保持不变。近一小时, 看似充裕, 但事实上, 要完成一篇优秀作文依然紧张。所以此处值得提醒诸位考生, 不要掉以轻心, 时间并不宽裕。

2. 分析性写作。写作考试考阅读, 考试中须读 650 ~ 750 词的一篇长文章, 要从多方面分析, 并最终用优质语言写出一篇能够展现出理解与分析能力的文章。注意: 应基于文本进行分析, 而非表达考生同意与否等个人观点。

3. 从 reading/analysis/writing 三个方面分别评分, 两位阅卷人, 每人给分区间为 1 ~ 4 分, 两人分数加和, 满分 8/8/8, 各单项分数不合并。

4. 选考。SAT 本来就是一个区分度的考试, 选考的作文意味着“区分度中的区分度”, 对于追求出类拔萃的学员来说, 重要性一点都没有降, 从某种程度上讲, 反倒更加突显, 所以, “选”字对中国考生而言并无太多实际意义, 作文依然重要, 强烈建议选择并认真备考。

官方指南 OG 给定的测试形式:

以下形式在现行考试中, 基本保持不变

Prompt:

As you read the passage below , consider how [the author] uses

- evidence, such as facts or examples, to support claims.
- reasoning to develop ideas and to connect claims and evidence.
- stylistic or persuasive elements, such as word choice or appeals to emotion, to add power to the ideas expressed.

Assignment:

Write an essay in which you explain how [the author] builds an argument to persuade [his/her] audience that [author's claim]. In your essay, analyze how [the author] uses one or more of the features in the directions that precede the passage (or features of your own choice) to strengthen the logic and persuasiveness of [his/her] argument. Be sure that your analysis focuses on the most relevant features of the passage.

Your essay should not explain whether you agree with [the author's] claims, but rather explain how the author builds an argument to persuade [his/her] audience.

官方指南 OG 给定的评分标准:

两位阅卷人,每人给分区间为 1 ~4 分,具体如下。

Advanced: 4**Reading**

- ☆ The response demonstrates thorough comprehension of the source text.
- ☆ The response shows an understanding of the source text's central idea (s) and of most important details and how they interrelate, demonstrating a comprehensive understanding of the source text.
- ☆ The response is free of errors of fact or interpretation with regard to the source text.
- ☆ The response makes skillful use of textual evidence (quotations, paraphrases, or both) , demonstrating a comprehensive understanding of the source text.

Analysis

- ☆ The response offers an insightful analysis of the source text and demonstrates a

sophisticated understanding of the analytical task.

☆ The response offers a thorough, well-considered evaluation of the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature (s) of the student's own choosing.

☆ The response contains relevant, sufficient, and strategically chosen support for claim(s) or point(s) made.

☆ The response focuses consistently on those features of the source text that are most relevant to addressing the task.

Writing

☆ The response is cohesive and demonstrates a highly effective use and command of language.

☆ The response includes a precise central claim.

☆ The response includes a skillful introduction and conclusion. The response demonstrates a deliberate and highly effective progression of ideas both within paragraphs and throughout the essay.

☆ The response has a wide variety in sentence structures. The response demonstrates a consistent use of precise word choice. The response maintains a formal style and objective tone.

☆ The response shows a strong command of the conventions of standard written English and is free or virtually free of errors.

Proficient: 3

Reading

☆ The response demonstrates effective comprehension of the source text.

☆ The response shows an understanding of the source text's central idea(s) and of important details.

☆ The response is free of substantive errors of fact or interpretation with regard to the source text.

☆ The response makes appropriate use of textual evidence (quotations, paraphrases, or both) , demonstrating an understanding of the source text.

Analysis

☆ The response offers an effective analysis of the source text and demonstrates an understanding of the analytical task.

☆ The response competently evaluates the author's use of evidence, reasoning, and/or

stylistic and persuasive elements, and/or feature(s) of the student's own choosing.

- ☆ The response contains relevant and sufficient support for claim(s) or point(s) made.

- ☆ The response focuses primarily on those features of the source text that are most relevant to addressing the task.

Writing

- ☆ The response is mostly cohesive and demonstrates effective use and control of language.

- ☆ The response includes a central claim or implicit controlling idea.

- ☆ The response includes an effective introduction and conclusion. The response demonstrates a clear progression of ideas both within paragraphs and throughout the essay.

- ☆ The response has variety in sentence structures. The response demonstrates some precise word choice. The response maintains a formal style and objective tone.

- ☆ The response shows a good control of the conventions of standard written English and is free of significant errors that detract from the quality of writing.

Partial: 2

Reading

- ☆ The response demonstrates some comprehension of the source text.

- ☆ The response shows an understanding of the source text's central idea(s) but not of important details.

- ☆ The response may contain errors of fact or interpretation with regard to the source text.

- ☆ The response makes limited or haphazard use of textual evidence (quotations, paraphrases, or both) , demonstrating some understanding of the source text.

Analysis

- ☆ The response offers limited analysis of the source text and demonstrates only partial understanding of the analytical task.

- ☆ The response identifies and attempts to describe the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's own choosing, but merely asserts rather than explains their importance, or one or more aspects of the response's analysis are unwarranted based on the source text.

- ☆ The response contains little or no support for claim(s) or point(s) made.

- ☆ The response may lack a clear focus on those features of the source text that are most relevant to addressing the task.

Writing

☆ The response demonstrates little or no cohesion and limited skill in the use and control of language.

☆ The response may lack a clear central claim or controlling idea or may deviate from the claim or idea over the course of the response.

☆ The response may include an ineffective introduction or conclusion. The response may demonstrate some progression of ideas within paragraphs but not throughout the response.

☆ The response has limited variety in sentence structures; sentence structures may be repetitive.

☆ The response demonstrates general or vague word choice; word choice may be repetitive.

☆ The response may deviate noticeably from a formal style and objective tone.

☆ The response shows a limited control of standard written English and contains errors that detract from the quality of writing and may impede understanding.

Inadequate: 1

Reading

☆ The response demonstrates little or no comprehension of the source text.

☆ The response fails to show an understanding of the source text's central idea(s) and may include only details without reference to central idea(s) .

☆ The response may contain numerous errors of fact and/or interpretation with regard to the source text.

☆ The response makes little or no use of textual evidence (quotations, paraphrases, or both) , demonstrating little or no understanding of the source text.

Analysis

☆ The response offers little or no analysis or ineffective analysis of the source text and demonstrates little or no understanding of the analytical task.

☆ The response identifies without explanation some aspects of the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's own choosing, or numerous aspects of the response's analysis are unwarranted based on the source text.

☆ The response contains little or no support for claim(s) or point(s) made, or support is largely irrelevant.

☆ The response may not focus on features of the source text that are relevant to addressing the task, or the response offers no discernible analysis (e. g. , is largely or exclusively summary) .

Writing

☆ The response demonstrates little or no cohesion and inadequate skill in the use and control of language.

☆ The response may lack a clear central claim or controlling idea.

☆ The response lacks a recognizable introduction or conclusion. The response does not have a discernible progression of ideas.

☆ The response lacks variety in sentence structures; sentence structures may be repetitive.

☆ The response demonstrates general or vague word choice; word choice may be poor or inaccurate.

☆ The response may lack a formal style and objective tone.

☆ The response shows a weak control of the conventions of standard written English and may contain numerous errors that undermine the quality of writing.

满分评分标准详解:

阅读:

☆ 充分理解源文本。

☆ 读懂文章中心思想、重要细节以及其之间关系,展现对源文本的全面理解。

☆ 对源文本中的事实或解释正确,无错误理解。

☆ 熟练使用文本证据(引用、释义或两者兼有)来展示对源文本的彻底理解。

分析:

☆ 对源文本富有洞察力的分析,展示对分析任务深刻到位的领会。

☆ 对作者的论据、论证、和/或风格与说服力要素、和/或考生自选的特征做出详尽的、考虑充分的评价。

☆ 包含可以证明论点的相关的、充分的和策略性选择的论证支持。

☆ 重点始终放在与完成任务最相关的源文本特征上。

写作:

☆ 文章紧凑,表现出高度有效的语言使用和掌握水平。

☆ 有非常明确的中心论点。

☆ 包括巧妙的引入和结论,无论在段落内部还是贯穿全文,都有深思熟虑并高度有效的观点展开。

☆ 句式结构多样,连贯应用精确词汇,具有正式风格和客观语气。

☆ 精通标准书面英语习惯,没有或几乎没有错误。

综上: 现行考试,考查更综合细致,评分更科学全面,更能反映学生真实水平。考生必须在 50 分钟规定时间内,以优质语言写出一篇展现其理解与分析能力的文章,才能获得高分。

新 SAT Essay 考试样题

(以 College Board 2015 年公布的 SAT 官方样题为例)

As you read the passage below, consider how Paul Bogard uses

- evidence, such as facts or examples, to support claims.
- reasoning to develop ideas and to connect claims and evidence.
- stylistic or persuasive elements, such as word choice or appeals to emotion, to add power to the ideas expressed.

Adapted from Paul Bogard, “Let There Be Dark.” © 2012 by Los Angeles Times.
Originally published December 21, 2012.

- 1 At my family’s cabin on a Minnesota lake, I knew woods so dark that my hands disappeared before my eyes. I knew night skies in which meteors left smoky trails across sugary spreads of stars. But now, when 8 of 10 children born in the United States will never know a sky dark enough for the Milky Way, I worry we are rapidly losing night’s natural darkness before realizing its worth. This winter solstice, as we cheer the days’ gradual movement back toward light, let us also remember the irreplaceable value of darkness.
- 2 All life evolved to the steady rhythm of bright days and dark nights. Today, though, when we feel the closeness of nightfall, we reach quickly for a light switch. And too little darkness, meaning too much artificial light at night, spells trouble for all.
- 3 Already the World Health Organization classifies working the night shift as a probable human carcinogen, and the American Medical Association has voiced its unanimous support for “light pollution reduction efforts and glare reduction efforts at both the national and state levels.” Our bodies need darkness to produce the hormone melatonin, which keeps certain cancers from developing and our bodies need darkness for sleep. Sleep disorders have been linked to diabetes, obesity, cardiovascular disease and depression, and recent research suggests one main cause of “short sleep” is “long light.” Whether we work at night or simply take our tablets, notebooks and smart phones to bed, there isn’t a place for this much artificial light in our lives.

- 4 The rest of the world depends on darkness as well, including nocturnal and crepuscular species of birds, insects, mammals, fish and reptiles. Some examples are well known—the 400 species of birds that migrate at night in North America, the sea turtles that come ashore to lay their eggs—and some are not, such as the bats that save American farmers billions in pest control and the moths that pollinate 80% of the world's flora. Ecological light pollution is like the bulldozer of the night, wrecking habitat and disrupting ecosystems several billion years in the making. Simply put, without darkness, Earth's ecology would collapse...
- 5 In today's crowded, louder, more fast-paced world, night's darkness can provide solitude, quiet and stillness, qualities increasingly in short supply. Every religious tradition has considered darkness invaluable for a soulful life, and the chance to witness the universe has inspired artists, philosophers and everyday stargazers since time began. In a world awash with electric light...how would Van Gogh have given the world his "Starry Night"? Who know that this vision of the night sky might inspire in each of us, in our children or grandchildren?
- 6 Yet all over the world, our nights are growing brighter. In the United States and Western Europe, the amount of light in the sky increases an average of about 6% every year. Computer images of the United States at night, based on NASA photographs, show that what was a very dark country as recently as the 1950s is now early covered with a blanket of light. Much of this light is wasted energy, which means wasted dollars. Those of us over 35 are perhaps among the last generation to have known truly dark nights. Even the northern lake where I was lucky to spend my summers has seen its darkness diminish.
- 7 It doesn't have to be this way. Light pollution is readily within our ability to solve, using new lighting technologies and shielding existing lights. Already, many cities and towns across North America and Europe are changing to LED streetlights, which offer dramatic possibilities for controlling wasted light. Other communities are finding success with simply turning off portions of their public lighting after midnight. Even Paris, the famed "city of light", which already turns off its monument lighting after 1 a.m., will this summer start to require its shops, offices and public buildings to turn off lights after 2 a.m. Though primarily designed to save energy, such reductions in light will also go far in addressing light pollution. But we will never truly address the problem of light pollution until we become aware of the irreplaceable value and beauty of the darkness we are losing.