

1. 乔布斯夫人的新闻报道 □ 节选 □

Marlene Castro knew the tall blonde woman only as Laurene, her **mentor**. They met every few weeks in a **rough** Silicon Valley neighborhood the year that Ms. Castro was applying to college, and they e-mailed often, bonding over conversations about Ms. Castro's difficult childhood. Without Laurene's help, Ms. Castro said, she might not have become the first person in her family to graduate from college.

It was only later, when she was a freshman at University of California, Berkeley, that Ms. Castro read a news article and realized that Laurene was Silicon Valley royalty, the wife of Apple's co-founder, Steven P. Jobs.

"I just became 10 times more appreciative of her **humility** and how **humble** she was in working with us in East Palo Alto," Ms. Castro said.

The story, friends and colleagues say, is **classic** Laurene Powell Jobs. Famous because of her last name and **fortune**, she has always been private and **publicity-averse**. Her philanthropic work, especially on education causes like College Track, the college prep organization she helped found and through which she was Ms. Castro's **mentor**, has been her **priority** and focus.

Now, less than two years after Mr. Jobs's death, Ms. Powell Jobs is becoming somewhat less private. She has tiptoed into the public sphere, pushing her **agenda** in education as well as **global conservation, nutrition** and immigration policy.

"She's been mourning for a year and was grieving for five years before that," said Larry Brilliant, who is an old friend of Mr. Jobs.

"Her life was about her family and Steve, but she is now **emerging** as a potent force on the world stage, and this is only the beginning."

But she is doing it her way.

"It's not about getting any public **recognition** for her giving, it's to help touch and **transform** individual lives," said Laura Andreessen, a **philanthropist** and **lecturer** on **philanthropy** at Stanford who has been close friends with Ms. Powell Jobs for two decades.

While some people said Ms. Powell Jobs should have started a **foundation** in Mr. Jobs's name after his death, she did not, nor has she increased her public giving.

Instead, she has redoubled her **commitment** to Emerson Collective, the organization she formed about a **decade** ago to make grants and investments in education initiatives and, more recently, other areas.

"In the broadest sense, we want to use our knowledge and our **network** and our relationships to try to effect the greatest amount of good," Ms. Powell Jobs said in one of a series of interviews with The New York Times.

2. 关于人文学科衰落的新闻报道 □ 删改 □

In the past few years, I've taught nonfiction writing to undergraduates and graduate students at Harvard, Yale, and Columbia's Graduate School of Journalism. Each semester I hope, and fear, that I will have nothing to teach my students because they already know how to write. And each semester I discover, again, that they don't.

The teaching of the humanities has fallen on hard times. So says a new report on the state of the humanities by the American Academy of Arts and Sciences, and so says the experience of nearly everyone who teaches at a college or university. Undergraduates will tell you that they're under **pressure** — from their parents, from the burden of debt they **incur**, from society at large — to choose majors they believe will lead as directly as possible to good jobs. Too often, that means skipping the humanities.

In other words, there is a new and narrowing **vocational emphasis** in the way students and their parents think about what to study in college.

There is a **certain literal**-mindedness in the recent **shift** away from the humanities. It suggests a number of things.

One, the rush to make education pay off presupposes that only the most immediately **applicable** skills are worth acquiring. Two, the humanities often do a bad job of explaining why the humanities matter. And three, the humanities often do a bad job of teaching the humanities.

What many undergraduates do not know — and what so many of their professors have been unable to tell them — is how **valuable** the most **fundamental** gift of the humanities will turn out to be. That gift is clear thinking, clear writing and a lifelong **engagement** with literature.

Writing well used to be a **fundamental principle** of the humanities, as **essential** as the knowledge of mathematics and statistics in the sciences. But writing well isn't **merely** a utilitarian skill. It is about developing a **rational grace** and energy in your **conversation** with the world around you.