

## 我为演讲狂

对许多人来说，实现目标的最大障碍是与生俱来的一种恐惧——害怕丢脸，害怕尴尬，害怕被嘲笑。那真的是太傻了！必须停止这种担心。

——杰瑞·朱克

除了你自己，没有人可以书写你的命运，未来掌握在你自己手中，你的生活由自己做主。只要你胸怀大志，并努力去做，就绝对没有什么事情是做不到的。

——巴拉克·奥巴马

要不断使心智成熟起来，当你不知不觉变得停滞不前，厌倦生厌，或者自以为是时候的时候，要听听自己内心轻轻敲响的警钟。

——大卫·卡尔霍恩

让自己幸福的方法是喜欢自己，喜欢自己的方法是只做让自己感到骄傲的事情。

——马克·刘易斯

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**我为演讲狂**

**——永不言弃**



# Unleashing Our Most Ambitious Imaginings(Excerpt)

Drew Gilpin Faust

Inauguration Speech at Cambridge, Massachusetts

October 12, 2007

I stand honored by your trust, inspired by your **charge**. I am grateful to the Governing Boards for their confidence, and I thank all of you for gathering in these festival **rites**. I am indebted to my three **predecessors**, sitting behind me, for joining me today. But I am grateful to them for much more — for all that they have given to Harvard and for what each of them has generously given to me — advice, wisdom and support. I am touched by the greetings from staff, faculty, students, **alumni** and universities, from our honorable **Governor**, and from the **remarkable** John Hope Franklin<sup>®</sup>, who has both lived and written history. I am grateful to the community leaders from Boston and Cambridge who have come to welcome their new neighbor. I am a little **stunned** to see almost every person I am related to on earth sitting in the front rows. And I would like to offer a special greeting of my own to my teachers who are here — teachers from grade school, high school, college and graduate school — who taught me to love learning and the institutions

## 让我们展开最富挑战性的想象力(节选)

德鲁·吉尔平·福斯特

在剑桥的就职演讲,马萨诸塞

2007年10月12日



站在这儿,你们的信任让我倍感荣幸,你们所赋予的责任让我深受鼓舞。在此,感谢董事会对我的信赖,感谢在场所有来参加这个节日盛典的朋友们。我很感激坐在我身后的三位前辈,谢谢他们今天能与我在一起。但是,我要感谢他们的远不止这些——我还要谢谢他们给予哈佛的一切以及他们每个人给我的建议、学识和支持。我收到了很多问候,有来自全体教职员、学生、校友及各所大学的问候,来自我们尊敬州长的问候,还有来自著名史学家约翰·霍普·富兰克林的问候,对此我深受感动。此外,还要感谢波士顿和剑桥的各位领导来这欢迎我这个新邻友。看到几乎所有与我关系密切的人都坐在前排,我真是受宠若惊。我还想给今天到场的,从小学、中学到大学及研究

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**charge** / tʃɑːdʒ / *n.* 责任

**rite** / raɪt / *n.* 仪式,典礼

**predecessor** / 'priːdisəsə / *n.* 前辈,前任

**alumni** / ə'lʌmnaɪ / *n.* 校友

**governor** / 'gʌvənə / *n.* 州长,总督

**remarkable** / ri'mɑːkəbl / *adj.* 非凡的,显著的,卓越的

**stun** / stʌn / *vt.* 使震惊

that **nurture** me.

We gather for a celebration a bit different from our June traditions. **Commencement** is an annual rite of passage for thousands of graduates; today marks a rite of passage for the university. As at Commencement, we don robes that mark our ties to the most ancient traditions of **scholarship**. On this occasion, however, our **procession** includes not just our Harvard community, but scholars — 220 of them — representing universities and colleges from across the country and around the world. I welcome and thank our visitors, for their presence reminds us that what we do here today, and what we do at Harvard every day, links us to universities and societies around the globe.

Today we mark new beginnings by gathering in **solidarity**; we celebrate our community and its **creativity**; we commit ourselves to Harvard and all it represents in a new chapter of its distinguished history. Like a congregation at a wedding, you signify by your presence a pledge of support for this marriage of a new president to a venerable institution. As our colleagues in anthropology understand so well, rituals have meanings and purposes; they are intended to arouse emotions and channel intentions. In ritual, as the poet Thomas Lynch<sup>②</sup> has written, “We act out things we cannot put into words.” But now my task is in fact to put some of this ceremony into words, to capture our meanings and purposes.

...

Often inaugural addresses contain lists of a new president’s specific goals or programs. But lists seem too constraining when I think of what today should mean; they seem a way of limiting rather than unleashing our most ambitious imaginings, our

生院所有培育过我的老师们致以特别的敬意,感谢他们教会我热爱学习。当然,还得感谢培育我的所有学校。

今天的聚会和以往 6 月份的毕业典礼传统有点不一样。对于数千名的毕业生来说,毕业典礼是一年一度必经的仪式;而今天却是一所大学将要经历的仪式。在典礼上,我们披上长袍,体现出了最古老的学术传统。但是,在今天,我们的队伍不仅仅是哈佛的团体,还有来自代表全国乃至全世界各高等院校的 220 名学者。对于所有客人的到来,我表示欢迎和感谢。因为他们的到来提醒我们今天在这儿要干什么,我们每天在哈佛要干什么,这将我们与全世界各大高校及社会团体联系起来。

今天,我们在此团结一致,标志着新的开始;我们在此庆祝自己的团队,庆祝它富有创造性;我们向哈佛做出承诺,标志着哈佛在辉煌的历史上进入一个新的篇章。如同参加婚礼以表示对婚姻的支持一样,大家今天齐聚一堂,表明了对哈佛新校长的拥护。我们研究人类学的同事已经深刻地理解到典礼的意义和目的:它是为了唤起我们的情感和沟通欲望。在典礼上,正如著名诗人托马斯·林奇所写,“我们用行动来表达难以言传的事。”而如今,我的任务事实上就是把典礼的部分用语言表达出来,以了解它的意义和目的。

.....

就职演讲常常会罗列新校长的一些具体构想或计划。但是,一想到今天典礼所应体现的意义,这样的罗列就显得过于束缚人。因为它

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**nurture** / 'nɜ:tʃə / *vt.* 养育,培育

**commencement** / kə'mensmənt / *n.* 开始,毕业典礼

**scholarship** / 'skɒləʃɪp / *n.* 学术,学识

**procession** / prə'seɪʃən / *n.* 队伍,行列

**solidarity** / ˌsɒlɪ'dærɪti / *n.* 团结

**creativity** / ˌkri:ɪ'eɪtɪvɪti / *n.* 创造力,创造

**profoundest** commitments.

If this is a day to **transcend** the ordinary, if it is a rare moment when we gather not just as Harvard, but with a wider world of scholarship, teaching and learning, it is a time to reflect on what Harvard and institutions like it mean in this first decade of the 21<sup>st</sup> century.

...

Universities are indeed **accountable**. But we in higher education need to seize the initiative in defining what we are accountable for. We are asked to report graduation rates, graduate school admission statistics, scores on standardized tests intended to assess the “value added” of years in college, research dollars, numbers of faculty publications. But such measures cannot themselves capture the achievements, let alone the aspirations of universities. Many of these metrics are important to know, and they shed light on **particular** parts of our undertaking. But our purposes are far more ambitious and our accountability thus far more difficult to explain.

...

Let me venture a definition. The essence of a university is that it is uniquely accountable to the past and to the future — not simply or even primarily to the present. A university is not about results in the next **quarter**; it is not even about who a student has become by graduation. It is about learning that moulds a lifetime, learning that transmits the heritage of **millennia**, learning that shapes the future. A university looks both backwards and forwards in ways that must — that even ought to — **conflict** with a public’s immediate concerns or demands. Universities make commitments to the timeless, and these

制约了我们去放飞最富挑战性的想象力,限制了我们去思考最深远的责任和义务。

如果今天是个不寻常的日子,如果现在是个不寻常的时刻,因为不仅是哈佛人相聚在一起,而是哈佛人与一个有着更为广阔的学术、教学与学问的世界在一起,那么,现在我们就该好好考虑一下哈佛及像哈佛这样的大学在 21 世纪前 10 年里会扮演什么样的角色。

.....

大学的确是要承担责任的。但我们这些从事高等教育的人首先需要搞清楚:我们为了什么去承担责任。人们要求我们报告毕业率、研究生院的入学统计数字以及标准考试的分数,目的是为了在大学评价中提高“附加值”。人们要看研究经费有多少,要看教师出版和发表论著的数量是多少。但这些硬性指标本身并不能说明所取得的成就,更不要提大学所期望达到的目标了。了解上述指标很重要,毕竟它们还可以体现我们工作中的一些具体情况。但我们的目标要比这些长远得多。因此,仅用指标来解释我们的责任和义务就更加困难了。

.....

让我斗胆地下一个定义。一所大学的精髓在于它向历史和未来所承担的独特责任——而不仅仅或仅仅是现在所承担的责任。一所大学并不只关注下一个 25 年会有如何的发展,也不只注重于学生毕业后会成为什么样的人。大学关乎的是受益终生的学问,是传承几千年传统的学问,是创造未来的学问。一所大学,既要回顾过去,又要展望未来,那么,它的教学方式必定——甚至是应该——会与大众当下

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**profound** / prə'faund / *adj.* 深奥的,意义深远的

**transcend** / træn'send / *v.* 超越

**accountable** / ə'kauntəbl / *adj.* 负有责任的

**particular** / pə'tikjulə / *adj.* 特定的

**quarter** / 'kwɔ:tə / *n.* 四分之一

**millennia** / mi'leniə / *n.* 一千年

**conflict** / 'kɒnflikt / *n.* 冲突,矛盾

investments have yields we cannot predict and often cannot measure. Universities are **stewards** of living tradition — in Widener<sup>®</sup> and Houghton<sup>®</sup> and our 88 other libraries, in the Fogg<sup>®</sup> and the Peabody<sup>®</sup>, in our departments of classics, of history and of literature. We are uncomfortable with efforts to justify these endeavours by defining them as instrumental, as measurably useful to particular contemporary needs. Instead we pursue them in part “for their own sake”, because they define what has over centuries made us human, not because they can enhance our global **competitiveness**.

We pursue them because they offer us as individuals and as societies a depth and breadth of vision we cannot find in the inevitably **myopic** present. We pursue them too because just as we need food and shelter to survive, just as we need jobs and seek education to better our lot, so too we as human beings search for meaning. We strive to understand who we are, where we came from, where we are going and why. For many people, the four years of undergraduate life offer the only interlude permitted for unfettered exploration of such fundamental questions. But the search for meaning is a never-ending quest that is always interpreting, always **interrupting** and redefining the status quo, always looking, never content with what is found. An answer simply **yields** the next question. This is in fact true of all learning, of the natural and social sciences as well as the humanities, and thus of the very core of what universities are about.

By their nature, universities nurture a culture of restlessness and even unruliness. This lies at the heart of their accountability to the future. Education, research, teaching are always

所关心的或要求的有所冲突。大学立足于长远,这些投资使我们获得无法预测而且常常无法衡量的收益。大学是为现存传统服务的,这些传统体现在威德纳图书馆、霍顿图书馆以及我们另外八十八个图书馆,体现在福格博物馆、皮博迪博物馆以及我们的古典学院、历史学院和文学院。有人把努力当成去证明这些传统不过是工具,或者说这些传统对当代的某些需求只有一点用处而已,对这样的说法和做法我们感觉很不舒服。反之,从某种程度上来讲,我们追求传统是“出于这些传统自身的需求”,不是因为它们可以提高我们在全球的竞争力,而是因为几个世纪以来这些传统界定了我们何以为人类。

我们追寻这些传统,因为它们从深度和广度上增强了我们无论作为社会个体还是社会整体所需要的洞察力,而这些是我们在目光短浅的当下所不能得到的。我们追寻这些传统,还出于我们的需求。正如我们生存需要食物和住所以及完善自我需要工作和教育一样,我们需要寻找作为人类的意义。我们努力去理解自己是谁,从哪里来,要到哪里去以及为何如此。对许多人来说,四年的大学生活只不过是一个小插曲,让自己自由自在地去探索这些根本性的问题。但是,人们对意义的探索是永无止境的,这种探索不仅让现状得以阐释,而且让现状受到干扰进而得到重新的阐释。人们不断向前看,从不满足于已有的发现。一个答案出现后总是接着产生下一个新的问题。事实上,所有的学问,包括自然科学、社会科学和人文科学等都是大学所关注的核心问题。

从本质上来说,大学培育的是一种不断变化,甚至是难以捉摸的文化。这便是大学为未来承担责任的核心。教育、研究和教学常常都

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**steward** / 'stju:əd / *n.* 乘务员,在此引申为服务

**competitiveness** / kəm'petitivnis / *n.* 竞争能力

**myopic** / mai'ɒpik / *adj.* 缺乏远见的

**interrupt** / ɪntə'rʌpt / *v.* 打扰,阻碍

**yield** / ji:ld / *v.* 生产



about change — **transforming** individuals as they learn, transforming the world as our inquiries alter our understanding of it, transforming societies as we see our knowledge translated into policies — policies like those being developed at Harvard to prevent **unfair** lending practices, or to increase affordable housing or **avert** nuclear **proliferation** — or translated into therapies, like those our researchers have designed to treat **macular** degeneration or to combat **anthrax**. The expansion of knowledge means change. But change is often uncomfortable, for it always encompasses loss as well as gain, disorientation as well as discovery. It has, as Machiavelli<sup>⑦</sup> once wrote, “no constituency”. Yet in facing the future, universities must embrace the unsettling change that is fundamental to every advance in understanding.

...

Accountability to the future requires that we leap geographic as well as intellectual boundaries. Just as we live in a time of narrowing distances between fields and disciplines, so we inhabit an increasingly transnational world in which knowledge itself is the most powerful connector. Our lives here in Cambridge and Boston cannot be separated from the future of the rest of the earth: we share the same changing climate; we contract and spread the same diseases; we **participate** in the same economy. We must recognize our accountability to the wider world, for, as John Winthrop<sup>®</sup> warned in 1630, “we must consider that we shall be as a city upon a hill. The eyes of all people are upon us.”

...

Harvard is both a source and a symbol of the ever expanding