



伟大的声音

The Great Address

在清华、北大 听英文讲座

The English Lectures at Tsinghua
and Peking University

{ 一流学府的思想之声 著名人物的智慧集锦 }

杨一兰◎选译

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英汉对照
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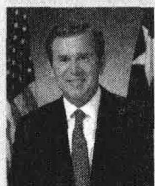
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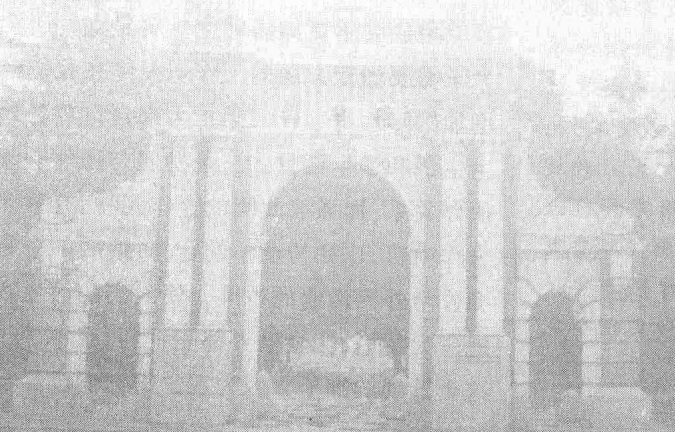
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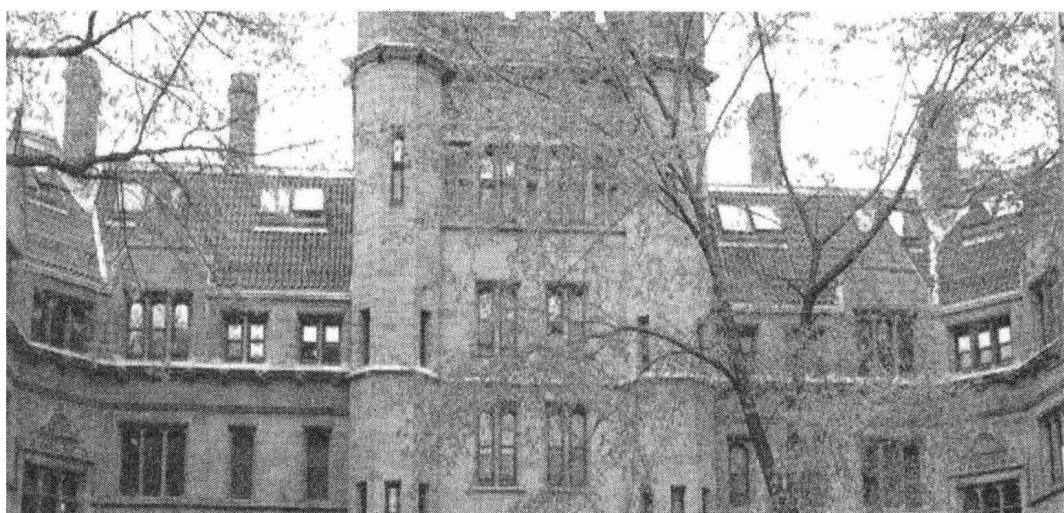
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在清华听英文讲座

The English Lectures at Tsinghua University

中国梦在某种意义上是最大的梦想,是我们共有的梦想。因此,我们不是孤独的。有史以来中国梦就吸引着全世界的眼球,从哥伦布到马可波罗,探险家们长途跋涉都是为了揭开中国的神秘面纱,为了发现这里的财富。





理查德·莱温(Richard Levin, 1947—), 出生于美国西海岸加利福尼亚州的三藩市。1968 年获得斯坦福大学历史学学士学位, 之后, 在牛津大学研究政治学和哲学, 并获硕士学位。1974 年获耶鲁大学经济学博士学位, 留校工作, 任经济学教授。莱温教授已从事教学、研究和行政工作 20 年, 在出任耶鲁大学校长之前, 曾任耶鲁大学经济系主任和文理研究生院院长。

领导力

理查德·莱温

非常感谢! 我很高兴能来到这里和大家在一起。我的一位好朋友曾多次向我提起过这门课程, 他是耶鲁大学管理学院的毕业生。我很期待这种对话性课程能够一直开展下去。(掌声)

.....

在我给你们的阅读材料中提到的另外一个项目就是让大学更加国际化。要建立一所全球化的大学需要做四方面的工作: 一是在我们的课程中增加国际性内容; 二是扩大来自世界各地的学生生源和学生数量; 三是发展与国外一流大学的伙伴关系, 加强彼此间的合作, 我们有很多这样的合作项目, 比如与清华的合作; 最后一个是把技术当作与外界沟通的桥梁, 使我们的信息在世界各地广为传播, 让全世界都能听到。我不想过多重复这个计划的细节, 因为我觉得你们已经在阅读材

料里得到了足够的信息。我想我应该单纯地谈一谈我们从这两个项目中得到的几条经验。然后我们可以就此展开讨论。

第一条经验,请允许我指出一点,就是以上的项目有一个共同点,它们都对大学这种机构的传统职能进行了扩展。

大学是开展教育的基本机构,它的任务是让学生对未来的生活做好准备,引导他们树立价值观,培养他们的求知欲和思维能力,使他们成为能够进行终身学习和思考的有所成就的人。教育的主要目的就是这个。教育还有着通过研究扩展人类知识、将科学知识转化为可供商用的实用技术来发展经济和改善人们的生活等其他的目的。因此我们在中心任务之外还有着一个核心的公共目标。

不过这些项目的确是某种意义上的额外目标,但它们对学校的良好公众形象的树立和当地环境的切实改善是有实际意义的。它们还扩大了学校的国际影响力,把我们的发展重心从国内扩展到国际,这确实远远超越了大学的最初使命。我相信通过建立与世界范围内的高校的强大联结,我们确实可以在很多重要的领域,帮助达成一个拥有共识的网络,而这将深刻影响民族间的关系。大学拥有比政府更为长久的生命力。而且我想我们在学院里发展出的那种人与人之间的关系形态,和我们在高校间所寻求的那种合作伙伴的关系,将对解决未来在政治领域中不时会出现的各种问题产生重要的影响。因此当中美之间的关系陷入困境时,我们两国的教育机构之间拥有的友好关系可能会有助于缓解紧张局势。

那么,我们能从为了拓宽视野和延展目标而把教育机构的职能推向新的方向和领域这种事上得到什么经验呢?第一,你需要树立一些明确的、雄心勃勃又切实可行的目标。你或许会出现两方面的失误。要是目标过于轻易就能实现,你就不可能有大的成就,而如果目标不切实际,你就会失败。所以你应该力争把目标定的高远些,但要保证你對自己究竟能走多远有清醒的认识。我经常在脑海中描绘那种有着坚定而有力信念的理想主义者的形影。一方面,要有一个能够实现的远景目标,另一方面,要全心务实,在每个阶段只去完成水到渠成的任务。我觉得掌握好现实与幻想之间的平衡,是正确的做法。要有开阔的视野,但在设定目标时要符合实际,保证那些目标能够通过努力而实现。

.....

第二条经验是,从我们的项目上,我也看到一个事实,那就是一个好的领导者应该愿意去承担风险。如果你认为某件事对你的机构的成功很

重要,你就要去赌一把。整个的纽黑文计划就是一场很巨大的赌博。当初我刚刚上任,在第一次谈到这个计划时,我就遭到了许多同事的劝阻。他们说这对耶鲁来说可能是个浪费钱的无底洞。你往这个城市注资,可能会遭遇地方当局的阻挠,而且你想要开展的计划看上去也不太有可行性,它会变成一场大尴尬。或许你也可能会成功,但是你如果成功的话,这个城市的人将会问你要更多的钱。不过我当时宁愿冒险。我觉得那样做很重要。因为那时候学校周边的糟糕环境已经影响到耶鲁大学对学生的吸引力。而且这将不仅仅是一个环境的吸引力的问题,我想它也关系到我们的未来。所以我们下了赌注。我当时觉得交通是问题的关键,我们必须处理这件事,哪怕结果是失败的,它也能给我们带来声誉。因此降低风险的一种办法就是要尽力站到一个能够掌控局势的位置,这样即使在这点上失败,也能赢得另外的东西。我们认定这个计划对我们的未来很重要,就算我们遇到了市政当局的阻挠,我们也是在力图做一件有益的事。所以不要害怕去做冒风险的事。

.....

第三条经验很重要。我确信每位到这里来讲“领导力”这个课题的人都提到过它。那就是:你要挑选一个卓越的团队。领导力不可能由一个人独立做成,你要有卓越的人在下面支持你。进一步来讲,就是你的团队成员要有想像力,而且他们本身就极具领导能力。这里我要说的特别经验是,当你挑选团队时,要能跳出圈外,不要按通常的思路去挑选。要愿意去冒突破按资历排序这一选人的常用模式的险,愿意为高品位人才冒这种险。因此我在所有涉及到要挑选学院院长和项目领导者的情境中,都倾向于抛开惯例去寻找那些有着出色领导才能的人,而非通常意义上的学者。他们不符合通常的模式。

下一条经验:如果你选用了前面所说的强大、独立并有超强领导才干的人时,要分外注意。你要做好协调,因为那些能强又有独立性的领导人通常都有自己的工作方式和主张。他们不会总倾向于去做上级希望他们做的事,尤其是在大学这种机构里。在商业领域,你知道的,老板可以建立指标,用奖金的方式奖惩人们的表现。大学却不能通过这种方式运转。很多原因决定你不能使用个人奖励机制。你不能发放大额奖金,这甚至是违法的。在非营利性机构中,薪酬标准的制定要参照其他机构的情况。你不能给人们发高薪,这是学校非营利性的社会公共服务机构的属性决定的。法律上说你不能付给人们过高的工资。不过你给他们的待遇又必须与社

会上的其他企业中的同类职位相比富有竞争力,那你要怎么做呢?你 cannot 通过钱的方式吸引人与你合作,就要找到一种使他们的个人愿望与学院愿望相结合的方式。这就要求详细考量是哪些人在为你工作,他们真正想要的是什么。像杰弗里·加顿,他是我们的好朋友。我们两个人在个人特质上很相像,也惺惺相惜。加顿是我们商学院的领导。他热爱写作,也需要时间。他每周都为报纸的专栏写东西。他为《商业周刊》写专栏文章。他还就管理和国际政治经济写书。我们在一开始就达成了共识。随便你想写多少就写多少,时间随使用。不过要保证你发表的东西旁边要显眼地标注上“耶鲁管理学院”。这样你的作品就可以为学院做宣传。这是一个如何在个人与机构间找到结合点的简单事例。我可以给你们讲更多的事例,但是我想多留点时间讨论。

最后一条经验是:分享荣誉,不要独占荣耀。你要让为你工作的人成为英雄。这是为什么呢?这不是要假装谦让。我是说,有时候我在特意显示谦让。但这真的是一个上佳的管理策略。因为假使你让人们发光和得到荣誉,即便那是我的点子,他们去执行,他们也会变得更有动力。他们会变得更加享受工作和更有忠诚性。如果你能使别人,哪怕是通过一起协作的事获得荣誉,它将是一条有效的策略。我总是发现它很有用。顺便提一句,我确实在有关城市的那一章写了点东西。不光是你的雇员,你的协作者也是一样,都需要同等的对待。这就是说,如果你得到了协助,要始终让你的协助者在荣誉上得到公平的分享。

总结一下。这种种举措都包含一个共同点,即通过某种特定的方式把机构的职能进行了拓展。我想这种特定的方式可以被概括为:从大的社会范围内的角度,来看待机构本身的问题。因此无论是当地的计划,还是全球性的计划,我认为,它们都是共通的,都是关于在狭隘的教育职能之外,为大学寻找更多的新的社会责任的尝试。这些尝试拥有有价值的社会意图,通过其他方式扩展了大学对社会所做的贡献,在理论上来看,它改善了我们城市的物质条件。这不是在开玩笑。纽黑文市的事情与以前相比的确有了很大改善。另外,我认为全球性伙伴关系的建立有助于发展国家间的相互理解。

The Leader Power

Richard Levin

Thank you very much. It's really great pleasure to be here with all of you. I've heard a lot about this class from my good friend here, who was a graduate of Yale School of Management. I really look forward the conversation that will flow. (Applause)

...

The other initiative that I gave you to read is the case that is making the university more international, creating a global university and that had four components: one was strengthening the international content of our curriculum; a second was diversifying the areas of the world from which students came and increasing their numbers; the third was to develop partnerships and collaborations with leading foreign institutions. We have a number of joint programs, here in Tsinghua, for example. And finally, to use technology to bridge the gap around the world and to reach out to audiences worldwide. I won't review the details of those initiatives, because I presume you've read the papers. I thought I'd just try to draw a few lessons and illustrate them from those two cases. And then that would be a way to kick the discussion off.

So first lesson, let me say one thing, these initiatives have a common characteristic. They were extending the mission of the organization beyond the conventional mission.

Universities are primary institutions that are involved in education, preparing students for life, inculcating in them value and sense of curiosity, sense of critical thinking ability to develop and grow as persons throughout their entire lives through acquiring and having some learning, thinking and reflection. That's one main purpose. There were other main purposes to ad-

vance human knowledge through research, and that translate scientific fields pretty directly into commercially useful technologies that help the economy grow, and incomes rise and the quality of life improve. So we have a core public purpose behind our central tasks.

But these initiatives were actually in a sense of the periphery, but also very important to the institution's identity, improving the quality of local environment, and in a sense of reaching out worldwide, expanding our scope from being largely nationally focused to largely internationally focused. And that has a correlate consequence that really does go beyond the mission of the university. Because I do believe that by forging strong links with universities around the world, we actually help create a network of common understanding that has important implications for the relations between nations. Universities last a lot longer than governments. And the kinds of personal relationships that develop across our faculties, the institutionalized partnership that we are seeking to develop, I think it will actually play an important role in the future in dampening the volatility that sometimes arises in the political sphere. So when United States and China get uncomfortable with one and another, the fact that we have good relations between our educational institutions may help to dampen the tensions that might create.

So what are some of the lessons from trying to move organizations into new avenues and new areas in a sense of broaden the distance, widen the horizons of the organization? Well, the first is you have to set clear goals that are ambitious but also achievable. You can err either way, if the goals are't ambitious, you haven't, accomplished much; but if the goals aren't achievable, you'll fail. So you really have to push as far as you can, but be constantly aware of how far you can go. I often draw in my own mind the distinction of being an idealist, driven by some powerful ideas. On one hand, that having a vision that's out there that you want to realize; and on the other hand, being totally pragmatic, only trying to what is close by, which is easy to accomplish. I think the right thing is to strike the balance between the vision and pragmatism. Have a broad vision, but set the actual goals at levels that make you stretch, but they're achievable.

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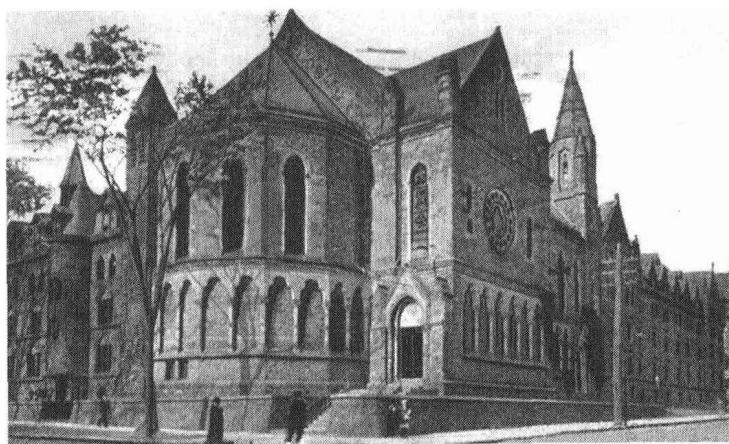
A second lesson, from this case that I would argue by the good leaders, would be: Have the willingness to take risk, be willing to make big bets when you think it's important for the success of your organization. The whole New Haven initiative was a giant gamble, when I started talking about it when I assumed the presidency, I had many faculty colleagues who urged me not to do it. They said this could be just a sink hole for Yale's money. You pour money into the city, you'll be resisted politically, the initiatives you try to launch are not very likely to work, and it'll be a huge embarrassment. Or may be it'll be a success, but if it is a success, the city will just then come after you and try to extract even more money. I was willing to gamble. I thought it was important to do it, because Yale was actually having trouble on attracting students because of bad conditions around the campus. It was not an attractive environment and I thought it was essential for our future. So we made the bet. I thought that communication was key because we had to position this as something that we would get credit for doing, even if it failed. Sooner way to mitigate the risk was to try to set up the situation as much as possible that even if you lost, you won. So making clear that it was an initiative important to our future. Had we run into resistance from the city political leaders, we could have always backed off this, and said we were trying to do the right thing, but it was politically unfeasible. So don't be afraid of making risky bets.

...

The third example of a lesson that really goes to something, I'm sure everyone who has come through here talk about leadership had said. And that is: you have to pick a great team. The leadership can't be done by one person. You need great people underneath you. More than that, I would say, you need people underneath you who have the imagination, strength and independence to be leaders themselves. My particular lesson here would be when you select a team, think outside the box, don't just make the conventional choice. Be willing to sort ties in the risk point, be willing to take a few gambles and go outside the conventional modes in order to get people of the absolute highest quality. So in a full host of cases where I have appointed deans of schools or heads of programs, I have defied convention and gone for

great people with great leadership skills who are not conventional academics, they don't fit the mold.

The next lesson, if you appoint such a strong and independent people with great leadership potential, be careful. You have to align their incentives, because strong and independent leaders are going to march to their own tune. They are not going to necessarily do what the president wants them to do, particularly in an organization like university. In a business organization, you know, the boss sets directives and he can reward with monetary incentives and punishments the people for their performance. Universities don't quite work like that. There are all kinds of reasons that just don't allow your personal reward to use. You can't pay large bonuses. It's not even legal to do that. In not-for-profit organizations compensation has to be in a range of comparable positions in other organizations. You are not allowed to give people large monetary rewards, because the institutions are essentially not-for-profit public charities performing a social purpose. The law says you can't overpay these people. You have to give them in line with their peers in other competing enterprises. So what do you do? You can't award people with money to get their cooperation that way, you have to find ways to align their personal goals and ambitions with the institution's. So that requires thinking a lot about who these people are who are working for you, and what they really care about. So Jeffery Garten, who was good friend of ours. We both very much like and admire. Jeff Garten is the head of our business school. He

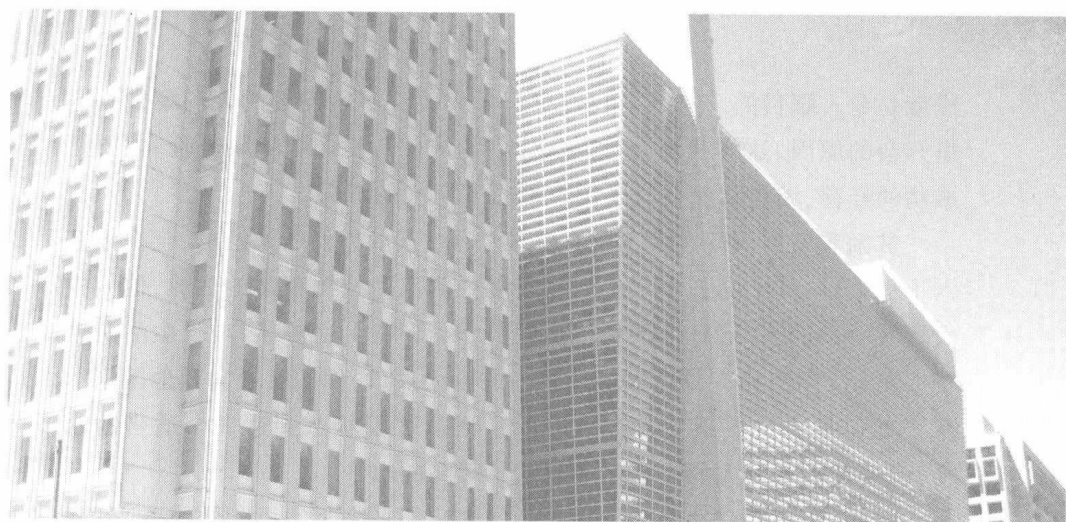


耶鲁大学中的一个小教堂

loves to write. He wants time. Every week he produces op-ed columns for the newspapers. He writes a regular column in Business Week. He writes books about management, about international politics and economics. We had an understanding from the beginning. You can do as much of this as you want. Take time to do it. But make sure that the Yale School of Management is prominently labeled in everything you publish. And your work will be a public relations vehicle for making the school more visible. So that's just a simple example of how to align incentives between the individual and the organization. I could give you more examples but I want to leave time for discussion.

And finally, one more lesson: share credit; don't hog the glory for yourself. You want to make the people that work for you the heroes. And why? This is not false modesty. I mean, I sometimes practice false modesty. But this is really a good management strategy. Because if you let people shine and get the credit, even if really I have the ideas, they did it, they are going to be much more highly motivated people, and they are going to enjoy their jobs and can be more loyal to the leader. If you are able to let people get credit for things that perhaps we've done jointly, so I've always found that to be a very effective strategy. By the way, I do write about this a little bit in the piece about the city, because even not just your employees, but your partners, should have the same treatment. That is, if you are involved in joint efforts, always let your partner get a fair share of the credit.

Let me wrap up. These various initiatives all have this common characteristic of extending the mission of the organizations in a particular way. And that particular way I would say is this: it's sort of seeing beyond the organization into the larger society. So both the local initiative and global initiative, I think, are communicating something, about the university taking responsibility for more than just its narrow task of educating people, which is a very worthy social purpose, but stretching the university to find other ways to contribute to the larger society, literally improving the material conditions in our city. This is no joke. Things really are better in New Haven than they were. And then developing this understanding across nations that I think is the consequence of global partnerships.



建设一个更加美好的世界

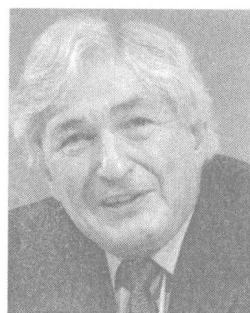
詹姆斯·戴维·沃尔芬森

尊敬的清华大学、宁夏大学和重庆工商大学的领导们,各位同学,各位来宾:

非常高兴能同时为三所大学的同学做演讲,也很高兴能就中国的普通民众和年轻一代所关注的热点问题与在座的诸位探讨。

请让我从这次令人饶有兴趣的中国之行谈起。它提出了一个在这个国家如何看待贫困和社会公正这样的根本问题,以及如何更广泛地使这个国家的人民从它的发展中获益。

在过去的二三十年里,你们把四亿的人口从日均收入低于一美元的水平提高到现在这个水平线以上。不过,你们仍有一到两亿的人口处在这个水平线以下。当然,按照你们的衡量标准,计算出的贫困人口数只有三四千万左右。不管你们用怎样的方式衡量,贵国在解决贫困问题上所取得的



詹姆斯·戴维·沃尔芬森 (James David Wolfensohn, 1933—), 生于澳大利亚, 获悉尼大学学士学位和法学学士学位。后移居美国, 获哈佛大学商学院工商管理硕士学位。沃尔芬森是纽约华尔街的一位享有国际声誉的投资银行家。他成功地使自己的公司——詹姆斯·戴维·沃尔芬森公司发展成一个强大的投资银行集团, 年度营业额高达 100 亿美元。1990 年任华盛顿地区肯尼迪艺术中心总裁。1995 年 6 月任世界银行行长。