

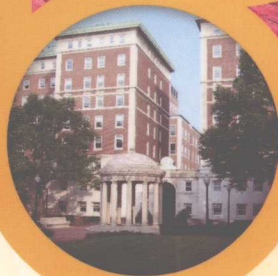
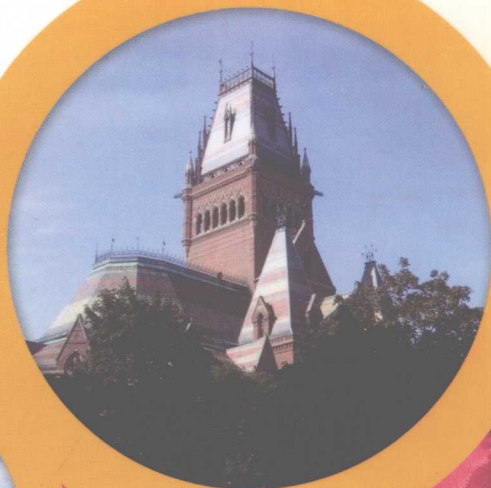
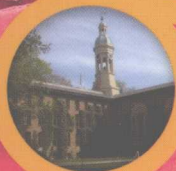


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*Selected Speeches by Presidents
of World-Famous Universities*

世界著名大学校长 演讲精选

- 主编 潘 丽
- 主审 王桂芝



欣赏闪光的语言
贴近睿智的心灵
感悟永恒的教诲

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2008

世界著名大学校长 演讲精选

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内 容 提 要

本书共分为五部分:就职演讲;典礼演讲;对新生演讲;对毕业生和校友演讲;会议演讲。全书共 24 篇演讲词。每篇演讲后均有单词及短语、专有名词注释、复杂句分析。

◆ 就职演讲——从著名学者到一校之长,展望学校建设,科研发展。

◆ 典礼演讲——现代大学担负着历史的使命,担负着人类文明发展的责任。

◆ 对新生演讲——面对莘莘学子清澈而好奇的目光,诲人不倦,谆谆教导。

◆ 对毕业生和校友演讲——放眼未来,携手共建和平美好的世界。

◆ 会议演讲——专家学者济济一堂,畅言社会发展,抓住机遇,迎接挑战。

本书适合本科水平以上英语学习者和英语爱好者,也可作英语教师教学参考书。

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前 言

演讲是沟通的升华,是交流的最高境界。从欣赏的角度看,演讲词是一种独具特色的文体。演讲词时常具有磅礴的气势,令人热血沸腾,很多演讲词流传下来成了脍炙人口的著名篇章,其中一些句子甚至成为妇孺皆知的名言。《世界著名大学校长演讲精选》一书精选当代世界著名大学校长演讲 24 篇。这些演讲有对学生的殷殷期盼,有对大学建设的前瞻远望,有对未来的憧憬,有对世界与人类的畅想。

打开书,我们会欣赏到严密的逻辑、优美的语言、不朽的词句;
合上书,我们会感悟到闪光的思想、深刻的哲理、永恒的智慧。
让我们一起,去倾听思想的声音吧!

本书包括生词注释、难句分析和翻译。还对专有名词进行了注释,有助于读者对演讲词的理解。本书多角度帮助读者从这些名人精妙超凡的演讲词中,掌握一定的演讲知识,并以此来指导英语学习。演讲词浓缩了语言的精华,对于英语爱好者来说是升华英语水平的一个绝好的工具。

本书适合本科水平以上的英语学习者和英语爱好者,也可作为英语教师的教学参考书。

编 者
2007 年 12 月

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Part I Inaugural Addresses

1. Inaugural Address of Dr. Amy Gutmann¹

Amy Gutmann, University of Pennsylvania²

October 15, 2004

Thank you, Chairman Riepe. Trustees, faculty, students, staff, and alumni, Governor Rendell, honored guests from other Universities, friends all:

Not long after the Penn Trustees announced that I would be the new President of Penn, a friend of mine at Princeton³, where I had worked happily for 28 years, asked me whether I really knew what I was getting into.

Yes, I thought I knew what I was getting into. And I was excited about it. From my own previous visits here, I knew I was coming to a beautiful campus in the heart of a great American city to lead a great Ivy League university⁴.

I knew about Penn's distinguished faculty, and how much I admired their teaching and scholarship.

I knew about Penn's staff, dedicated individuals who with competence and compassion keep this university running so well.

I knew about Penn's extraordinarily talented and energetic students, students who graduate to become local and global leaders, loyal to their alma mater.

And I knew about Penn's founder, Benjamin Franklin⁵. And I believed that his pragmatic vision for higher education is no less essential today than it was in 1749.

So, with all due respect for my friend, I did know what I was getting into—with one significant exception. I didn't actually know you personally, the people of Penn, and what you believed about your university.

Over the past four months, that has changed. I have had the pleasure of getting to know you and so many other members of my Penn family. You have informed me, you have advised me, and you have even fed me more than anyone could deserve—or in the matter of food, more than I could ever need.

But most of all you have helped me envision how Penn can better meet our responsibilities to higher education and the world. That is our mandate. I say "our" because I consider you not only partners but now also part of my extended public family. Family in the public and personal sense is

important to me.

Without the love of my immediate family, I would not be here today. I am proud of my husband, Michael Doyle⁶, and our wonderful daughter, Abigail Gutmann Doyle⁷. I also proudly bear the name Gutmann. It honors my parents, Beatrice⁸ and Kurt Gutmann⁹. They instilled in me a great love of learning, a commitment to defending the dignity of all people, and the confidence to pursue my dreams.

What better way to uphold these ideals than to serve as Penn's eighth president!

Our University has long advanced the idea that democracy depends on well-informed, public-minded citizens from all walks of life. Benjamin Franklin rightly believed that it was our job to educate students to become that kind of citizen. And educate, Penn does, and does well.

As you know, many Penn alumni have made their mark on history. Yet we have never had a Penn alum as president of the United States—unless you count William Henry Harrison¹⁰, who studied medicine at Penn for four months in 1791.

Fifty years later, Harrison stood hatless and coatless under snowfall to deliver a presidential inaugural address that ran for two hours.

I don't intend to follow in his footsteps. Harrison did manage to keep his promise not to seek a second term: He caught pneumonia and died one month later. I suspect he would have done better to complete his Penn education.

One day, I predict, Penn will claim a far wiser president. And I know that we will all be proud of her!

But securing bragging rights for Penn in the Oval Office¹¹ is far less important than educating great future leaders. It was the idea of connecting higher education to this higher purpose that drove Franklin to help found the University of Pennsylvania.

My predecessors as President were guided by Franklin's spirit. The late Gaylord Harnwell led Penn to become a major national research university.

Harnwell's successors were no less outstanding. They energized the campus, forged closer ties between Penn and Philadelphia¹², and gave Penn's academic profile international scope.

They are here today. Martin Meyerson¹³, Sheldon Hackney¹⁴, Claire Fagin¹⁵, and Judith Rodin¹⁶: Please rise so we can all show our appreciation for your great service to the University of Pennsylvania. Under your leadership, with the support of our extended Penn family, our University has accomplished so much.

So, how do we build on the progress that Penn has made? How do we rise from excellence to eminence in all our core endeavors?

My own background is in arts and sciences. I believe passionately in the pursuit of knowledge for its own sake.

But I also believe that universities have a responsibility to use knowledge to serve humanity. Today I want to emphasize how guided by our broader social responsibility, we can indeed rise from excellence to eminence.

Now this is a daunting task, not only because Penn has already accomplished so much, but also because the society and world that surround us are so very divided and our disagreements so divisive.

American society is a house not merely divided. It is a house sub-divided along multiple fault lines. Forty-five million Americans, more than eight million of them children, lack access to quality health care, and millions have little chance of a quality education.

Too many politicians choose to demonize one another rather than debate the issues.

Our civic life fails to make a virtue of our diversity.

Moreover, our whole world is even more dangerously divided than our society. Ignorance and hatred create murderous schisms that show no sign of narrowing.

The higher education community must take the higher road. We need to fix our moral compass, fuel our will, and fire our imaginations by what unites rather than divides.

From the moment I first set foot on this campus, I was inspired by a University community that is much more united than our society and to a greater degree than even some people at Penn recognize.

Now, today, let us put our unity on firmer ground.

I propose a compact—a Penn Compact—that expresses our boldest aspirations for higher education—a compact based on our shared understanding that “Divided we fail. United we flourish.” By honoring this Penn Compact, we will make the greatest possible difference in our university, our city, our country, and our world.

The Penn Compact that I propose encompasses three principles.

The first is increased access.

The excellent education we offer must be more accessible. We must make a Penn education available to all outstanding students of talent and high potential. In a democracy and at great Universities, diversity and excellence go together. Keeping them together requires access based on talent, not income or race.

Penn must build on its commitment to need-blind admission and need-based financial aid. You will be as passionate and committed as I am after you meet even a few of our many scholarship students.

One example is George Sworo, a Sudanese¹⁷ refugee who has lived most of his life in a Ugandan¹⁸ refugee camp. George used his earnings from a summer construction job to build drinking wells for two villages in Uganda.

There's Hania Dawood, a Palestinian¹⁹ student who attended high school in Bahrain²⁰. Hania views her Penn education as her passport to fight for the empowerment of women in the Arab²¹ world.

There is Matt Feast²², a finance major and two-time All American and All Academic in wrestling whose energy and perseverance promise to propel Matt into leadership.

And then there is Jamie-Lee Josselyn²³, whom I met just last week. Jamie-Lee is the daughter of an auto mechanic and the first in her family to attend college. Her experience here as a writer has

transformed her life.

Imagine how much greater Penn could be if we could offer scholarships to more students like Jaime-Lee, Matt, Hania, and George. Our ongoing commitment to students like these must remain our sacred trust.

We also must make the most of what Penn's increased diversity affords us. This is not simply a matter of justice for those who deserve to have access. It is also an educational benefit for all of us.

Let us show the world how very much there is to learn from cultural diversity, and how productive respectful disagreements can be.

Let us extend the example of Muslim²⁴ and Jewish²⁵ students at Penn who pursued dialogue and fellowship after the tragedy of 9/11.

I pledge to do everything in my power both to increase access and educate our students to think independently and act compassionately. And I trust you will join me in this effort.

So that's what I mean by increasing access.

The second principle of our compact is about knowledge. We must better integrate knowledge from different disciplines and professional perspectives in our research and teaching.

Universities have a natural tendency to relegate each problem to the province of one or another academic discipline or profession. This inclination reflects a long-standing division between the liberal arts and the professions.

But the most challenging problems cannot be addressed by one discipline or profession. We cannot understand the AIDS epidemic, for example, without joining the perspectives of medicine, nursing, and finance with those of biochemistry, psychology, sociology, politics, history, and literature.⁽¹⁾

Yet as economic pressures mounted over the past three decades, many American universities shifted their attention toward professional education.

The casualty of this growing divide has not been the arts and sciences. They are as important as ever. The loss has been the knowledge that we can gain by better integrating liberal arts and the professions.

Penn has made worthy strides in integrating knowledge. Yet for all of our progress, we, like our peers, still remain too divided into disciplinary enclaves. We must better integrate knowledge in order to comprehend our world.

The time is ripe for Penn to achieve a truly successful partnership between the arts and sciences and the professions. And I know that our faculty will join me in putting this principle into ever more effective practice.

The third principle of the Penn Compact is to engage locally and globally.

No one mistakes Penn for an ivory tower. And no one ever will.

Through our collaborative engagement with communities all over the world, Penn is poised to advance the central values of democracy: life, liberty, opportunity, and mutual respect.

Effective engagement begins right here at home. We cherish our relationships with our neighbors, relationships that have strengthened Penn academically while increasing the vitality of West Philadelphia.

We will build on the success of the Penn Alexander School to strengthen public education in our neighborhoods.

We will embrace inclusion as an employer, as a neighbor, and as a developer of our campus to the east.

Working collaboratively, we will convert the parking lots of the Postal Lands into research facilities and playing fields. We will create a state-of-the-art cancer clinic and a proton therapy program in partnership with Children's Hospital. Our new Center for Advanced Medicine will save countless lives. It will also will provide thousands of jobs and beautify our eastern campus.

We will help drive economic and technological development throughout the city and Commonwealth. And we will build our national and international leadership by sharing the fruits of our integrated knowledge with the rest of our country and world.

We also will collaborate with other university leaders to expand the pipeline of people of color and women in the professions, including the professoriate.

The Penn campus and its environs will increasingly be a Mecca for the arts and culture. We will demonstrate how much arts and culture contribute to the eminence of our education, and to the quality of life in our community.

So, this is our compact: to increase access, to integrate knowledge, and to engage locally and globally.

It won't be easy. There will be challenges. But we will meet them and we will succeed. By putting our principles into ever better practice, our Penn family will rise from excellence to eminence in teaching and research as we become ever more accessible.⁽²⁾

I am asking much from all of you, but no more than I demand of myself. I pledge to you that I will engage in the full life of the University.

I will encourage our students to make the most of their Penn education.

I will support our faculty in pursuing eminence in research, teaching, and clinical practice.

I will lead our staff in creating the ideal climate for teaching and learning.

I will strive to keep our alumni ever more closely connected with the life of our University.

I ask that you join me in uniting behind our Penn Compact. Let us make this new beginning at Penn worthy of our boldest aspirations.

Together we shall rise, as together we serve.

单词及短语

mandate /'mændeɪt/ *n.* 命令, 要求

instill /in'stil/ *vt.* 慢慢地灌输

pneumonia /nju(:)'mɒnjə/ *n.* 肺炎

eminence /'eminəns/ *n.* 出众; 崇高; 显赫

endeavor /in'devə/ *n.* 努力,尽力
daunting /dɔːntɪŋ/ *adj.* 使人畏缩的
schism /'sizəm/ *n.* (政治组织等)分裂,教派
encompass /in'kʌmpəs/ *v.* 包含,包括
relegate /'religeɪt/ *v.* 提交
enclave /'enkleɪv/ *n.* 被包围的领土,飞地(指在本国境内的隶属另一国的一块领土)
ivory tower /'aɪvəri'taʊə/ 象牙塔;脱离实际的小天地
poised /'pɔɪzd/ *adj.* 平稳的
Mecca /'mekə/ *n.* 麦加圣地;众人渴望去的地方

专有名词注释

1. Amy Gutmann 艾米·葛曼
2. University of Pennsylvania 宾西法尼亚大学
3. Princeton 普林斯顿大学
4. Ivy League university 常春藤盟校,学校联盟的一种
5. Benjamin Franklin 本杰明·弗兰克林
6. Michael Doyle 迈克尔·道尔
7. Abigail Gutmann Doyle 阿比盖尔·葛曼·道尔
8. Beatrice 比阿特丽斯
9. Kurt Gutmann 库尔特·葛曼
10. William Henry Harrison 威廉·亨利·哈里森
11. Oval Office 美国总统办公室
12. Philadelphia 费城(美国宾西法尼亚州东南部港口城市)
13. Martin Meyerson 马丁·麦耶森
14. Sheldon Hackney 谢尔登·哈克尼
15. Claire Fagin 克莱尔·费根
16. Judith Rodin 朱迪斯·鲁丁
17. Sudanese 苏丹人
18. Ugandan 乌干达
19. Palestinian 巴勒斯坦人
20. Bahrain 巴林(国名,位于阿拉伯半岛)
21. Arab 阿拉伯
22. Matt Feast 马特·费斯特
23. Jamie-Lee Josselyn 杰艾米·李
24. Muslim 穆斯林
25. Jewish 犹太人

复杂句分析

- (1) We cannot understand the AIDS epidemic, for example, without joining the perspectives

of medicine, nursing, and finance with those of biochemistry, psychology, sociology, politics, history, and literature.

【解析】 句子的主干是 We cannot understand the AIDS epidemic, 后面是句子的补充成分。

【翻译】 例如,如果不使用医学、护理学的观点,没有生物化学、心理学、社会学、政治学、历史和文学方面知识的帮助,我们就无法了解艾滋病这种病。

(2) By putting our principles into ever better practice, our Penn family will rise from excellence to eminence in teaching and research as we become ever more accessible.

【解析】 句中 our Penn family will rise from excellence to eminence in teaching and research 是主句, by putting our principles into ever better practice 是方式状语,而 as we become ever more accessible 是时间状语从句。

【翻译】 通过把我们的原则与实践更好地结合,随着学生更容易进入这所大学学习,我们宾夕法尼亚大学在教学和研究领域将由优秀变为卓越。

2. Installation Address of Professor Stephen J. Toope The University of British Columbia¹: Here it is—It is yours

Stephen J. Toope², the University of British Columbia
September 29, 2006

Chief Campbell³, Deputy Minister Quayle⁴, Mayor Sullivan⁵, Mr Chancellor, Chair of the Board of Governors, Governors, distinguished representatives of sister universities, Fellow Professors, Students, Staff Members, Alumni representatives, my Family and Friends:

Thank you all for joining me today in honoring the history and the promise of the University of British Columbia. The installation of a new president is a singular moment in the life of any university; a moment to reflect upon the past, to celebrate the present and to imagine an even more illustrious future. You have asked me to take on a mantle worn by such notable predecessors as Frank Wesbrook⁶, Norman MacKenzie⁷, David Strangway⁸ and Martha Piper⁹. So my first words must be words of thanks to courageous and visionary forebears who in just under a century have built a university from extremely humble beginnings into a research and teaching powerhouse with global influence.

But more than a proud 12th President, I am also an eager new student of UBC, and what I have discovered so far is fascinating, often inspiring, and always instructive. For example, it was the first President of UBC, Dr Frank Wesbrook, who coined the university motto: Tuum Est¹⁰. I am happy to report that universities being what they are privileged sites of debate and contention over ideas, there has long been disagreement over the proper translation into English of that motto. Although Wesbrook initially translated the phrase as “it is yours”, he later wrote that he had come to prefer “it’s up to you” because it emphasized a student’s personal responsibility to learn and to

achieve. With great respect, I beg to differ; I think that "it's up to you" fits the predominant individualism of the early 20th century, but it underemphasizes the extent to which teaching, learning and research are collaborative ventures.

It is through social interaction that most great intellectual advances are made; even the archetypal lonely scholar of classics or philosophy sitting in her office and burning the midnight oil is interacting with earlier generations of scholars on whose shoulders she stands to make her own contribution to knowledge. Scientists who work in labs know deeply that their discoveries are all collaborative. Nobel prizes are awarded to individuals, but I have always found that tradition a tad disingenuous; few scholars in any field work in isolation. Universities are not merely places where individuals pursue their individual endeavors, they are places where people work together to dream and to achieve common goals.

We need to find more ways to encourage collaboration, from building more physical spaces on the model of the Michael Smith Laboratories¹¹ to seeding collaborative research that can attract support from outside the university. I am delighted to announce today the creation of the Martha Piper Research Fund, drawn from a five-year dedication of \$5 million dollars from the Trek Endowment. As you may know, this endowment is produced from the proceeds of the University Town Development. Beginning to Honor the remarkable contributions of my predecessor, the Martha Piper Fund will be available for important new research projects, providing one-time seed funding of up to \$25,000 for collaborative research projects, with a preference for interdisciplinary and international research teams.

What I like about "it is yours" is that the possessive pronoun "yours" in English can be singular or plural. And the attribution to the listener is not necessarily an attribution of ownership. No sensible construction of our UBC motto would suggest that each succeeding generation owns the University; merely that it is ours to cherish and to build together, as a trust for future generations.

So for today at least, let us accept this translation: Tuum Est—it is yours. But what is it that we have inherited in this great University, in all great universities? Let's be bold and frankly acknowledge the treasure that is ours: nothing less than the panoply of life itself. Please listen to the challenging words of the brilliant poet-singer, Leonard Cohen¹² who, like me, hails from Montreal¹³:

Here it is

Here is your crown

And your seal and rings;

And here is your love

For all things.

Here is your cart,

And your cardboard and piss;

And here is your love

For all this.
 May everyone live,
 May everyone die.
 Hello my love,
 And my love Goodbye.
 Here it is . . . Here it is . . .

So "here it is", the triumphs and the tragedies of the human condition; all of life open to study, reflection and action based in the University.

Let's start with the farthest, faintest stars in our known universe, discovered recently by a team of astronomers lead by UBC Prof. Harvey Richer¹⁴. These stars died long ago, but as Professor Richer puts it: "pinning down their age narrows down the age range for the Universe." Calculating the age of the universe; now there's a big ambition!

From outer space, to inner space: Salmonella and pathogenic E. coli are everyday pathogens studied in the lab of UBC Prof. Brett Finlay¹⁵. His team produces work leading to novel vaccines, diagnostics and therapeutics that can be used to control and treat infections caused by a wide range of diseases that move across the globe and threaten our health.

"Here it is":

Global environmental politics and corporate social responsibility are the objects of UBC Prof. Peter Dauvergne's¹⁶ work. He analyzes the environmental initiatives of international leaders in corporate social responsibility, explains why these initiatives are being undertaken, and assesses their impact in terms of transparency, citizenship and environmental accountability.

Understanding the complex and often confusing representations of diverse minorities within the mass media is the focus of Prof. Stephen Foster's work. He is coordinator of the CanWest Global Centre¹⁷ for Artists' Video in the Faculty of Creative and Critical Studies at UBC Okanagan¹⁸.

To return to the powerful image of Leonard Cohen's song, "Here it is": the acid smell of urine, this time in the worst back allies of the Downtown Eastside¹⁹, where in 2000 UBC opened the Learning Exchange²⁰. The Learning Exchange brings volunteers from the UBC community — including students, staff, faculty, and alumni—to inner city schools and non-profit organizations that work in one of the poorest and most challenging urban sites in Canada. The volunteers contribute to community programs while learning about the issues that trouble our fellow citizens in the inner city. Despite its poverty, the Downtown East Side is not a defeated community, and has much to give to those who want to learn. For students, the community work is often integrated into academic course work—an approach called Community Service-Learning²¹ pioneered in Canada by Margot Fryer²², UBC's Learning Exchange Director.

The Kensington Cedar Cottage Neighborhood Committee is a passion for Kim Nulty who works with the landscape crews in Plant Operations and for her husband Jeff who is a graduate of Landscape Architecture²³ at UBC and works as a landscape designer in Plant Operations as well.

They have been involved in the visioning process for their neighborhood which has led to the start-up of many community groups. They played an active role in the Kensington Park Redesign Committee²⁴ and in various initiatives to green their community. Our UBC staff is found everywhere in the Lower Mainland²⁵ and in the Okanagan, making a difference to the communities in which they live, including of course, right here in University Town.

Here it is:

Through the First Nations House of Learning, UBC facilitates the participation of aboriginal students at the University, and assists them during their studies. For over twenty-five years, the House of Learning has also run summer youth programs for Aboriginal high school students, to encourage their studies and to encourage them to consider higher education. Other programs and Faculties are also working hard to support First Nations. In July 2006, 15 new Educational Doctorate students began a program in Educational Studies. This cohort is focusing on "Leadership with Aboriginal Education". This program is the only one of its kind in Canada. Of the 15 students, 12 are Aboriginal. But we must do more and better. As a clear signal of the importance of UBC's relationship with First Nations, I am announcing today the creation of a new position at the heart of university governance. UBC will soon have its first Special Advisor to the President on Aboriginal Affairs.

Here it is; it is yours.

Together we, as students, staff, faculty members, alumni, and governors, have inherited a treasure: the treasure of research and learning, the treasure of teaching, the treasure of knowledge inherited and new-won. It is our obligation to do our utmost to pass on that treasure with more added than when it was passed to us.

I am deeply honored that the Board of Governors has entrusted me with the task of helping to build this university. I say "helping to build" for I reiterate that universities are collaborative ventures. No single person is the repository of hope for major social institutions like universities. President Wesbrook was singular, even bloody-minded in driving the creation of UBC, but even he was not alone. The first cohort of teachers and students set academic standards that were worthy of emulation.

Students were of course crucial in ensuring that Wesbrook's vision would come alive. Their march out to Point Grey on the Great Trek of 1922 was an eloquent political statement of need and hope that resonated with the ambitions of the British Columbians of that era. With much cajoling and no small delay, the Government of this Province wisely invested in the future by providing the much needed seed money for those first tiny budgets of the University. More recently, the Government of British Columbia was instrumental in the creation of UBC Okanagan. The Province has long been the fundamental partner to UBC—and continues so today. In recent times the federal government too has invested significantly in post-secondary education across the country. Double cause for thanks.

At the very foundation of the university, Wesbrook's partners extended far beyond his academic colleagues and government. One of his chief supporters and principal advisors was the

eminent forester H. R. MacMillan²⁶ who would come to play a central rôle in the economic development of BC, and would be an early and generous benefactor to the University. The initial library collection was amassed through gifts from Wesbrook's medical friends including Sir William Osler²⁷. Philanthropy continues to be crucial to the pursuit of excellence at UBC, and we owe much to the wisdom, foresight and generosity of recent benefactors. Earlier this week we announced a million dollar gift from the law firm Ferris and Company for the Law Faculty. Just yesterday I announced a six million dollar gift from Dr Charles Fipke for UBC Okanagan. Thanks due again.

I must also signal a particular partnership that was central to the creation of UBC: the partnership with other universities. Lacking any library holdings to speak of, President Wesbrook asked his friend J.T. Gerould, the librarian at the University of Minnesota²⁸, to take a leave of absence from his job to tour Europe and collect books to bring to the new university in British Columbia. The University of Minnesota agreed to allow Gerould to take on the temporary assignment.

Thanks due again.

Given my own history, I am delighted to recall another university partnership that was even more important to UBC, indeed to higher education in BC as a whole—that is the partnership with McGill University²⁹ in Montreal.⁽¹⁾ As many of you will know, both UBC and the University of Victoria³⁰ were rooted in colleges created by McGill to bring higher education closer to the people of the new province of British Columbia. This history is instructive in at least two ways for the present day UBC. First, Canadian universities simply must cooperate if we are all to thrive. This need is especially urgent in what has become a global search for outstanding people and world-changing ideas. Second, BC has never had to go it alone. The Rockies³¹ may be a geological watershed boundary, but they are politically and socially penetrable. The University of British Columbia was founded as an expression of a local need for higher education, but from the moment of its inception, it was linked to the rest of Canada and it was linked internationally. Hence Wesbrook's famous injunction that UBC was to be "a Provincial University without provincialism".

Today, we might want to extend that metaphor, to account for UBC's remarkable position in the world. Let UBC be a Provincial University without petty provincialism; a national university without crass nationalism; and a global university without thoughtless deference to the rhetoric of globalization. I wish the same for all of Canada's major research universities.

To be without provincialism is to resist demands that would limit our vision to one that merely satisfies already identified local needs. Wesbrook wanted UBC to be a "people's university" but he had respect for the people, not condescension. To be of the people is to listen and to respond, of course, but it is also to engage and to challenge. Vancouver has made great strides as an inclusive city that welcomes new communities and that reduces physical barriers for the disabled. But research from UBC tells us that Canadian cities still have a way to go before we can claim to be truly inclusive societies and sustainable communities. We need to learn from Kim Schonert-Reichl's work on moral development and social education, from the studies of Martin Brokenleg on kids at risk, and from

Bill Rees^{'32} groundbreaking research on our ecological footprint.

British Columbia is, right now, an economic success story. The extractive industries are doing well, but research from UBC helps us to understand how to address threats to those industries, and how to diversify the BC economy. Armillaria root³³ disease is a fungus that is particularly damaging to the Interior Cedar-Hemlock zone. Profs Michelle Cleary and Bart van der Kamp have identified resistance mechanisms in western red cedar. Meanwhile, Prof. Terry Snutch's research at UBC's Michael Smith Laboratories led to the discovery of NMED-160³⁴, a compound with enormous promise as a powerful painkiller that is likely to be especially beneficial to sufferers of chronic pain. Prof. Snutch is cofounder of Neuromed Pharmaceuticals³⁵, which in partnership with Merck Pharmaceuticals³⁶, is moving to the full commercialization of NMED-160, a research spin-off success story. The public will benefit directly from this UBC-based research, as will the BC economy.

UBC is the home to thousands of the brightest students that BC has to offer; it is the primary source of leadership for Vancouver, for the Okanagan, for British Columbia today and tomorrow. But it is much more than that: it is a crucible in which the future success of our local society is tested. It is a source of new ideas, like the Learning Exchange, like Ray Cole's³⁷ work on green building practice. It is a principal site where received wisdom is challenged. That is what a people's university must be.

A national university is one that aspires to contribute productively to the great national debates, that attracts students, staff and faculty members from across the country, that links fruitfully with researchers at other Canadian institutions, and around the world.⁽²⁾ I believe that UBC needs to be pressed to do more in this regard. I was surprised to discover that in the entering undergraduate class at UBC this year, 12 percent of the students come from outside Canada, but only 8 percent from provinces outside British Columbia. If we do not do a better job amongst Canada's universities in furthering inter-provincial student mobility we will reap the consequences: regions that do not understand each other, provinces that perceive themselves to be isolated, the lack of those personal connections that make a truly national politics and society possible. I will encourage our student recruiters to increase the number of out-of-province applications, so that over the next three years we can move to balance the number of international and out-of-province entering undergraduate students. At the same time, our continuing primary responsibilities will be to educate the future leaders of this province, and to make this institution available to all qualified British Columbians.

UBC must also play an even more active leadership role in national research consortia. We already contribute to twenty of the twenty-one national Networks of Centres of Excellence—the highest level of participation by any university in the country. We should move with confidence to increase our participation at the national level in areas such as public health, democratic institutions and multiculturalism, and climate change and biodiversity, where UBC has great research and teaching strength. None of this is likely to descend into crass nationalism in the case of UBC; if anything, the need is to place the national perspective even more firmly on a radar screen that sometimes seems to have been strangely bifurcated between the local and the international, with only