



向下紮根・往上結果

——中小學在萬佛聖城三十年的經驗

Planting the Roots Down, Producing the Fruits Above:

A Thirty-year Experience of the Elementary and High Schools at the City of Ten Thousand Buddhas

法界佛教總會董事釋近梵 2009年3月29日發表於第二屆世界佛教論壇

A talk by Bhikshu Shi Jin Fan of Dharma Realm Buddhist Association at the World Buddhist Forum on March 29, 2009.

李果宜 英譯 English translated by Stephanie Li

育良小學、培德中學創辦人宣化上人，中國東北吉林省人。幼年家貧失學，至十五歲始入私塾讀書，由於體會出讀書貴在「專心」之訣竅，在兩年半的時間即學貫四書、五經等古書及十餘本醫書。有感於自己書讀得太晚，貧窮人家甚至沒有受教育之機會，因此自十八歲（1936年）開始，在自家創辦公益（本使用義務學校，但被改成公益，應是大陸之習慣用法）學校，免費教導鄰近三十餘位貧苦兒童讀書。這是上人創辦義學之始。

1962年上人由香港赤手空拳到美國弘揚佛法，初期住在一個沒有窗戶的地下室中，自稱「墓中僧」，待緣而化。1968年應華盛頓州立大學師生之請，開設暑假楞嚴講修班，九十六天後結業時，五位美籍青年請求剃度出家，隨後到臺灣受具足戒，這是法界佛教總會在美國建立僧團之始。由於上人德行感召，追隨者逐漸增多，僧團日益壯大，分支道場亦相繼成立。

上人有感於世風日下，道德漸趨淪亡，唯有提倡教育，才能振衰起敝，挽救世道人心。因此於1976年，在三藩市國際譯經學院成立育良小學，顧名思義，就是要培育優良的兒童。學校以「

Venerable Master Hsuan Hua of Jilin, Dongbei, China, was the founder of Instilling Goodness Elementary School and Developing Virtue Secondary School. Because his family was poor when he was young, he didn't attend school until he was 15; and from there, he realized that the key to studying was concentration. Subsequently, he was able to learn the *Four Books*, *Five Classics* and various texts of Chinese traditional medicine in two and a half years. Because he himself had started school at a later age and knew that poor families couldn't afford to send their children for schooling, at age 18 (in 1936), he established a school in his own home for the 30 or so children around his neighborhood, and he taught them for free. This was how the Venerable Master began establishing free schools.

In 1962, the Venerable Master came empty-handed to America from Hong Kong to propagate the Buddhadharma. In the beginning, he lived in a windowless basement, calling himself "The Monk in the Grave" and waiting for the right time to teach. In 1968, he started a Shurangama Sutra Summer Study Session at the request of students from Washington University. After the 96-day session, five Americans requested to shave their heads and leave the home life under the Master, and later they received the complete precepts. This was the start of the Sangha community of Dharma Realm Buddhist Association. Inspired by his virtue, more and more people came to study and learn from him. The Sangha community was expanding day by day, and branch monasteries were established one after the other.

The Venerable Master felt that the moral values of society were on a decline and that the only way to reverse the trend was to advocate proper education. Therefore, in 1976, he established Instilling Goodness Elementary School at the International Institute for the Translation of Buddhist Texts in San Francisco. The name of the school expresses its purpose: to instill goodness in the children. The school emphasizes filial respect as its core value. Its aim is to teach children the foundation of being a human being; especially in



孝」為宗旨，目的是要教育幼童做人的根本道理，尤其在西方國家，提倡孝道是最契機的方法。

一開始，只有八位4到8歲的兒童，校長則是上人的美籍在家女弟子易果參（Terri Nicholson），教職員則包含了幾位比丘尼。「創辦學校這個理念既新鮮且令人振奮；我們不但幫助把佛法帶入西方國家，還建立學校，教導孩子們如何做個好人。」在慶祝建校三十周年的書上，易果參如此回憶著。

1978年學校遷入距三藩市北部110英里，清淨寬廣，占地488英畝的萬佛聖城。繼而於1981年成立培德中學，以「忠孝」為宗旨，除了孝道之外，進一步教育學生忠於國家，對己盡責。學校除了加州政府規定的正式課程外，並以中國「孝、悌、忠、信、禮、義、廉、恥」古八德來教導學生，使他們將來能成為卓越的公民，進而影響整個世界的風氣。瑜珈市的市民知道有育良、培德之後，逐漸地把子女送來就讀，學生人數因而增多。為了讓學生專心課業，1982年開始採男女分校制。

除了正規的學術課程外，佛學課、打坐課、道德課，都是本校最具特色的課程。學校以中文為第二語言，弟子規、論語等儒家思想，是教導學生的主要素材，讓學生在做入處事、待人接物方面有行為之準繩。並每年參與北加州中文學校聯合會所舉辦的學術賽，如演講、作文、翻譯、書法、繪畫等等不同的項目。此外也參加中國文化常識比賽，學生在這些比賽中，除了學習更廣泛的常識外，更能拓展視野，與其他學校學生做學術交流。課外尚有國樂、舞龍、舞獅、書法、太極拳、民族舞蹈等極具中國傳統文化之社團活動。

陳曼億是畢業生嘉凡的母親，她說：「中

Western countries, promoting filial respect is the most basic solution.

In the beginning, there were only eight students ages 4-8. Terri Nicholson, an American laywoman, was the principal of the school; and the staff consisted of a few Bhikshunis (nuns). "The idea of establishing a school was new and inspiring; not only could we help bring in Buddhism in the Western world, we could also build a school to teach children to be good." This was Terri Nicholson's comment in the book commemorating the 30th anniversary of the school.



In 1978, the school moved to the City of Ten Thousand Buddhas, a spacious and pure environment on 488 acres located just 110 miles north of San Francisco. Developing Virtue Secondary School was established in 1981 with citizenship and filial respect as its core values. In addition to filial piety, the next step is to teach students to be loyal to their country and responsible for their own actions. In addition to the courses required by the government of California, the school also teaches the eight classical Chinese virtues of filial respect, kindness, citizenship, trustworthiness, respect, fairness, integrity, and humility, so that students become outstanding citizens in the future who can positively influence the world. After the local residents of Ukiah heard about the schools, they started sending their children to enroll; and the student population gradually increased. In 1982, to encourage students to focus more on their studies, a girls division and a boys division were established.

Other than the state-required curriculum, the school also teaches Buddhism, meditation, virtue studies, and ethics. The school teaches Chinese as its second language. It also uses *Standards for Students* and the *Confucian Analects* as core texts which provide guidelines on how to treat other people and deal with matters. In addition, every year, the school participates in the competition organized by the Association of Northern California Chinese Schools. The competition includes public speaking, essay writing, translation, Chinese calligraphy, drawing, etc. The school also participates in the Chinese Culture Competition. These competitions help students to develop their knowledge and expand their perspective through academic interaction with students from other schools. Other extracurricular activities of the school include Chinese orchestra, dragon dance, lion dance, Chinese calligraphy, taiji, folk dance and other Chinese cultural activities.

Susan Chen, the mother of alumna Yvonne Chen, said, "Chinese culture and influence was another key reason for me and many other



國文化的薰陶，是我和許多家長送孩子來聖城求學的另一個主要原因。她們有許多是第一次觸摸中國樂器，第一次學習中國舞蹈。看著這些孩子漸漸地在優質的傳統文化洗禮下，越來越有屬於中國女性的典雅氣質，心裏就有說不出的感動。嘉凡最大的收穫之一，是代表學校參加中國文化常識比賽。這個寶貴的經驗讓她常常津津樂道，反復回味。這個經驗已為她的人生寫下豐富的一頁，也把她的中文和中國文化常識，帶進了另一個讓她無比欣慰的層次。」

☞待續

parents to send our children to CTTB. It is the first time for many students to actually touch Chinese musical instruments and learn Chinese dances. Witnessing these children being gradually exposed to and influenced by the quality of traditional culture and value and seeing each possess more and more the temperament of a traditional Chinese female, I was so touched deep in my heart that I couldn't even put it into words. Yvonne's biggest achievement was to represent Developing Virtue Secondary School to participate in the Chinese Culture and Knowledge Competition. The valuable experience has become a frequent subject in her conversations that she is so fond of. The experience has enriched her life and brought her Chinese language and the knowledge of Chinese culture to another level. It also gave her unexpected satisfaction."

☞To be continued