



# 向下紮根・往上結果

## ——中小學在萬佛聖城三十年的經驗(三)

### 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 (III)

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.

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西班牙籍的葛西亞老師，在五年前，帶著妻子和兩個未滿六歲的兒子來到萬佛聖城。他說：「大約十六年前，我來到美國。很快就意識到這裏的教育系統，並不比西班牙的優越。我常常讀到關於毒品、打群架、少年懷孕，



Mr. Gracia from Spain brought his wife and two young sons to the City of Ten Thousand Buddhas five years ago. He said: "I came to the U.S. more than 16 years ago. Soon I realized that the education system here was not better. I kept reading about drugs, gang fights, teen pregnancies, and schools with metal detectors. And the problem was not just the students; teachers were walking out of schools demanding better salaries and the students being left alone without education."

"Just as things were looking hopeless, I came across the Venerable Master's

及校園中設置金屬檢測器等。並且問題不只在於學生，教師們走出教室要求提高薪水，而學生則被丟在一邊沒有課上。」「當好像看不到希望時，我卻發現了宣公上人辦學校的遠見。他完全看清了現今教育系統的問題所在，並提出了他的解決方法。這裏沒有什麼火箭科學，只是純粹的直覺性智慧。」這是年輕的葛西亞，以及他出生於中國新疆的妻子張敏博士到萬佛聖城的動機。

根據創辦學校的理念，以及絕大部份義務老師熱心的投入，培德中學期許每位畢業生都能夠達到四種教育目標：

vision of the schools. He had seen the problems with the current education system and had laid out his set of solutions. There was no rocket science here, just pure intuitive wisdom." This was what motivated the young Mr. Gracia and his wife, Dr. Min Zhang from Xingjiang, China, to move to the City of Ten Thousand Buddhas.

Based on the philosophy of establishing the school, as well as the overwhelming enthusiasm of the volunteer teachers who put all their heart and efforts into the school, Developing Virtue Secondary School hopes that every graduate would be able to achieve four kinds of educational goals:

1. To have a good moral character, interact harmoniously with others, and possess leadership and communication skills;
2. To develop their own inherent spiritual wisdom through meditation and other spiritual practices and teachings;
3. To explore and develop their individual academic potential and talents in the humanities, sciences or arts.
4. To express a multinational, global awareness and understanding; and



1. 具有良好的品德，和諧的處世態度，以及領導溝通的能力；

2. 透過打坐及其他靈性的教導與學習，啟發內在本具的智慧；

3. 在學術方面發展各人的潛能和人文、科學、藝術方面的才華；

4. 具有全球性的宏觀胸襟，去欣賞和尊重不同的文化和宗教。

良好的教育環境，以及明確的教育目標，吸引了有心的家長們把子女送到萬佛聖城來接受教育。一位家長陳果崙說：「美國友人問我，怎麼捨得讓兩個女兒去那麼遠的地方讀書？我說：『萬佛聖城有清淨幽美的環境，注重道德教育，又有佛法、中文、打坐課程，這種完美的教育是別處找不到的。為了她們好，有些東西是須割捨的。我們的小孩即使現在和我們在一起，上大學時不也多半要離開我們嗎？她們不過是提早幾年離開罷了！』」

1991年朱建和居士放棄了外交官的工作，偕妻子帶著年僅兩歲多的女兒，開了九天的車，從東岸華府橫越美國來到萬佛聖城當義工，主要是讓女兒接受良好的教育。他說：「每一位育良小學和培德中學學生都是最幸運的天之驕子，因為他們能夠在最清淨、最重視品德的環境之中，培養完整的人格並接受優良的學術教育。」現在女兒已經就讀東岸之大學，他回憶說：「回顧這十幾年來，果凡在育良小學和培德中學的求學生涯，她不僅學到尊師重道、戒殺護生、與人分享等為人處事的觀念與良好習慣，也度過了沒有毒品暴力種種染污的青少年時期。我們經常聽到人家說，果凡小時候總是鎖著眉頭，現在可是常帶微笑的開朗女孩了。」

2007年畢業的劉親智同學，是父母在1994年把他從馬來西亞帶到萬佛聖城，從幼稚園到高中，接受一系列的完整教育，父親做義工，母親則在學校幫忙行政工作。他以優良的成績與表現，得到普林斯頓大學四年全額獎學金。去年他在大學裏首度成立佛學社，開始分享他從小到大所學習到的佛法，目前有十餘個同學加入。這是畢業生把自己所得到的體驗，擴大到校外的成果。他的父親劉

show an appreciation and respect for a variety of cultures and religions.

Having an excellent environment and also a clear educational goal attracted many parents to send their children to the City of Ten Thousand Buddhas to receive their education. One parent, Helen Liu, said, "My American friends asked me why I wanted to send my daughters to a school so far away. I replied, "The City of Ten Thousand Buddhas has a pure and beautiful environment, and the school emphasizes developing virtue and instilling goodness. Plus, the students also study Buddhism, Chinese and Meditation there. This wonderful kind of education is not something you can find anywhere else in America. For their sake, some things need to be sacrificed. An old Chinese saying goes: 'A banquet won't last forever.' Even if our children lived with us now, when they go to college don't we have to part with them then? Our daughters just left us a few years earlier, that's all."

In 1991, John Chu left his job as a diplomat, accompanied his wife and a two-year old daughter and drove for nine days from Washington, D.C., to come to the City of Ten Thousand Buddhas to become a volunteer. It is mainly because he would like his daughter to receive a good education. He said: "All of the students at Instilling Goodness School and Developing Virtue School are most fortunate to receive an excellent education that fosters their whole personality within a pure, pristine environment that emphasizes the development of virtuous character. In retrospect, during the 14 years of Nancy's education at Instilling Goodness and Developing Virtue Schools, not only did she learn good habits of being respectful to teachers, refraining from killing, protecting life and sharing her views and interacting with others in appropriate ways, but she also passed through her teenage years untroubled by violence, drugs and other negative influences. I have often heard other people say that when Nancy was younger, she always used to frown. However, now she has turned into a cheerful girl who always has a smile on her face."

Qin Zhi Lau, who graduated in 2007, came to the City of Ten Thousand Buddhas with his parents from Malaysia in 1994. He attended school here since kindergarten, receiving a complete education here at the CTTB. His dad works as a volunteer and his mother helps with the administrative work in the school. With his high academic grades and excellent performance, he has received a full four-year scholarship at Princeton University. Last year, he started a Buddhist association in the University and has shared what he learned since young, and there are now over 10 students who have joined. This is one of the achievements of the graduates from the CTTB, where they've taken their experience and expand it outside the scope of the school. His father, Teck Hok Lau, said, "The Venerable Master often said, 'The purpose of an education is to understand – not to get wealthy or famous.' We hope that our children will walk this path. I have already wasted half of my entire life, and I hope my children will not walk on my footsteps and make the same mistakes I did. I feel very happy that I made the right choice in 1994."





德福居士說：「宣公上人常說讀書是為了明理，不是為了名利。我們希望孩子們真真實實地朝這個方向走。我已經虛度了大半輩子的工夫，不希望孩子們再步著我的後塵，走那麼多的冤枉路。想到這裏，不禁為自己在1994年所做的抉擇而慶幸。」

2007年也是培德中學意義重大的一年，學校通過了美國西部院校協會（WASC）的嚴格評鑒，成為全美第一所佛教立案的合格高中，畢業生的成績將被全美各大學院校所接受，並可簽發國際學生簽證。學生在此薰陶和訓練之後，畢業生已有多人進入加州大學柏克萊等各分校、史丹福大學、哥倫比亞大學、普林斯頓大學、麻省理工學院等名校就讀。有些學生於完成學業後，即回到母校加入義務教師的行列。

事實上，育良小學和培德中學是超級迷你學校，從幼稚園到高中大約只有一百七十人，但是投入教學的老師卻超過四十位，大家齊心協力為教育而努力。這種特殊的教育環境，不但讓學生受到佛法的薰陶，也學習了中國儒家的思想，並且不和現代學術脫節，培育出更健康的下一代。這種教育，表面上似乎是教育了學生，事實上還教育了老師和家長，也會教育更多有緣的人。

學生的來源已逐漸擴大到美國各州及加拿大，以及亞洲的中國大陸、臺灣、香港、新加坡、馬來西亞、泰國、菲律賓，還有歐洲的西班牙、法國、荷蘭、比利時、盧森堡等國家。這些分佈在世界各地的學生，將會把所學帶回去。誠如義務老師陳威宏所說：「我們的學校雖然規模不大，人數不多。但是每一位學生就好比一顆種子，只要盡心盡力地培植他們，將來每一顆種子都會變成一棵大樹；當這些大樹開花結果時，也將是百千萬億新種子誕生之時。」



Year 2007 is also Developing Virtue Secondary School's most important and memorable year. The school has undergone strict evaluation and finally been accredited by WASC (Western Association of Schools and Colleges). And it is the first accredited American Buddhist high school. The graduates' academic grades are recognized by all universities, and the school is allowed to issue student visas for international students. Many students, upon graduating, are accepted to good schools such as the University of California in Berkeley, Stanford University, Columbia University, Princeton University and MIT. Some students, after receiving their college degrees, have come back to join the volunteer teaching program.

In reality, Instilling Good Elementary and Developing Virtue Secondary School is really a miniature school. From kindergarten to high school, there are only approximately 170 students; but there are about 40 teachers and everyone is doing their best to work as one for the school. With this kind of special environment, not only would the students receive Buddhist teachings, they would also learn the Chinese Confucian values; and yet, the education they receive would not be apart from present day learnings. The school is cultivating and training and gets healthier with each generation. This kind of teaching, on the surface, looks like an education for the students; but in reality, it's also teaching the teachers, parents and others.

Currently, the students are from various places; from different states in the U.S., Canada, Asia (China, Taiwan, Singapore, Malaysia, Thailand, Philippines), Europe (Spain, France, Netherlands, Belgium, Luxembourg). These students from different parts of the world will in the future take what they've learned back to their own countries. A volunteer teacher, Mr. Chen Wei-Hong, said: "Our school is neither large nor populous. However, every student can be said to be like a seed. All it takes is true dedication in raising them, and in the future, each and every seed will become a great tree. And when this tree flowers and bears fruit, it will give birth to millions of new seeds."

