

CENTS & SENSIBILITY

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傳統的知見和智慧

There has been a flurry of activities in the last couple of years regarding how to educate our college students in a global competitive environment. Because education is one of the four major efforts of DRBA, I would like to share a part of my talk in a Taiwan forum about “Cultivating globally competent talents”.

The forum consists of a Pulitzer Prize winner in Journalism (the equivalent of Nobel Prize in Journalism) from Stanford, four university presidents from Taiwan and HongKong, a professor from Berkeley and me. Why was there such a need to talk about the future of higher education now? Well, one reason is that the world of tomorrow will be very different and is changing fast. For example, it will have many complex problems with complexity far exceeding what we can tackle from traditional means.

To succeed in tomorrow's world, a college graduate must have both cents and sensibility. When I say “cents” I mean the capability to make a living. When I say “sensibility” I am talking about meaning and purpose. To make cents, a college graduate must be competent, and to make sense, she must be able to find meaning for herself and help others to find meaning as well.

There are three distinctive types of competence:

1. Technical: In the face of knowledge explosion, we need to teach students to learn how to learn fast so that they are prepared to continuously upgrade themselves in new contexts.
2. Relational: a student must be armed with abundance thinking, which leads to win-win relationships, as she enters a global

過去幾年，有一系列關於在全球競爭環境下應如何發展高等教育的研討展開。因為在法總裡，大學教育也是上人的四大志業之一部分，所以我想分享我最近在台灣的一個教育論壇「如和培養大學生成為一個世界性的人才？」的一點想法。

這個論壇中有一位是史丹佛大學的普立茲新聞學獎得主——（這等於是新聞學裡面的諾貝爾獎）、一位柏克萊的教授、四位台灣和香港大學的校長，還有我。為什麼現在有這麼多的會議關於高等教育何去何從？一個原因是世界變的很快。將來的世界上有許多很複雜的問題，是傳統教育模式所不能解決的。

我認為一個大學畢業生將來要成功的話，他需要具有傳統的知見和智慧。當我說他有傳統的知見的時候，就是說他有謀生的能力；當我說他有智慧，我是講他知道人生是有意義和目的。假如他要能謀生的話，他一定有基本的能力；他假如有智慧的話，他必須是意義的創造者，幫自己也能夠幫助別人找到生命的意義。

傳統的知見有三種不同的能力：

- 一、技術的能力：今天我們的整個社會在知識大爆炸中，所以我們教學生不但要教他們怎麼學習去學，更要教他們怎麼學習去學得很快；以使他們可以在新的知識裡面一直不斷地提昇自己。
- 二、人際交往能力：一個學生現在必須具有一個豐裕的胸懷，當他進入全球性多元化的組織時，便可以從雙贏的方向來思考。
- 三、概念形成的能力：以後的學生必須具

workforce consisting of more and more free agents.

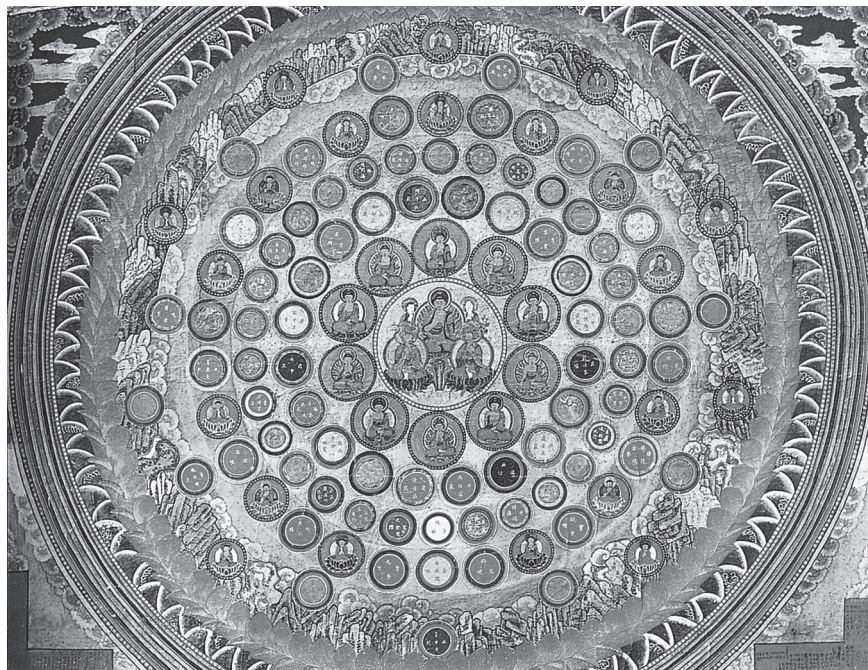
3. Conceptual: our students need to cultivate design thinking in order to understand a broad spectrum of ideas—and their applications—with both analytical and intuitive thinking (utilizing both of their left and right brains).

To develop such kind of competence, academic institutions must provide broadly educational background for students to understand the basics of liberal arts and science as well as different cultures so that they develop an appreciation of the relevance of a broad range of subjects from literature, art, philosophy and history, to mathematics, biology, and physics, as well as some key technologies. In other words, we must train our students to be trans-disciplinarians. Such students are efficient synthesizers of information who can put together the right information at the right time. They are also effective facilitators who can make wise choices utilizing collective wisdom. These people can help any organization to make cents – profits for shareholders, good benefits for employees, etc.

But that is only half of the equation. A great university must do more to address the problems humanity faces at its current cross-roads. These include:

1. the rapid destruction of our natural environments
2. the increasing divide between haves and have nots
3. The prevalence of deficit thinking that creates a highly conflict-prone society in an instantly connected world
4. The need for healing everywhere as people feel insecure, isolated, depressed, a sense of hopelessness, and totally lost in a world filled with fake relationships.

Much of what we face today is, in some sense, the result of failed leadership in all career domains: business, finance, government, industry, etc. Many of these failed leaders are products of elite academic institutions, many of them, unfortunately, put their focus primarily on academic excellence, neglecting the fact that leadership is essentially a moral act.



有設計性思維——邏輯分析與直觀感知的能力，因為他能左右腦同時並用。所以他可以把很多不同的東西放在一起來吸收並應用。

要開發這樣的一種能力，一個大學必須提供學生廣泛的教育背景，讓學生了解基本的文科和理科，以及不同的文化，因而培養學生對不同學科關聯性的鑒賞能力——包括文學、藝術、哲學、歷史、數學、生物學和物理學，以及一些關鍵技術。換句話說，我們需要訓練我們的學生是具有跨科際性的人才。這種學生，他們是可以很快地組合不同的訊息，然後把對的訊息在對的時候，放到對的地方。他們也是一個非常有效率的組合者，他們可以把一個機構裡不同專長的人組合起來；這樣可以幫助機

構發展得很好，可以為機構賺錢，好好的照顧所有的員工等等。

可是，這只是方程式的一半；一個好的大學，必須鼓舞學生、幫助社會——針對我們現在人類所面對的難題有所幫助。這些難題包括：
一、生態環境日益破壞。
二、貧富差

距日益擴大。

三、今天在社會上充滿了「赤字思維」，把社會變成一個充滿衝突的社會。

四、幾乎每一個人都需要得到心靈上的修復，因為人們缺乏安全感，感到孤獨、失落、絕望並迷失在虛假的人際關係之中。

今天我們面臨這麼多的問題在某種程度上可以說是我們所有行業領導者失敗的結果，不管是在政府、在工業界、在商業界等等；可是這些失敗的領導者多數是知名大學培養出來的學生。很不幸的是今天很多的大學，大部分的資源都放在學術的發展上，而忽略了領導力本質上是一種道德的行為。

A great university in the 21st century must cultivate a new crop of leaders who are meaning makers—those who can find meaning for themselves and help others to find meaning. Meaning can be derived from three distinct aspects:

1. Self-transcendence—meaning is the result of peace of mind knowing that one has made the effort to become the best one could be.
2. Purpose—Nietzsche said, “He who has a why to live can bear almost any how.” Meaning makers are powered by purpose, and inevitably find the “how” that realizes their “why.”
3. Service—there is no meaning without service, so meaning makers put stakeholders first and make sure their needs are met.

Meaning maker can help an organization to make sense of it, which means the organization has good senses of its collective identity, direction, working environment for employees, social contributions to communities, etc.

To nurture meaning makers, an academic institution must embody ethical behavior, service attitude, and innovation as the core culture of a university through its course wares, decision-making processes, and all other functions. In other words, a university must be a living laboratory in which students can experience the qualities of leadership.

The graduates of great institutions of tomorrow will be a new crop of broadly educated, thoughtful, moral leaders who are equipped with an abundance mindset with a good understanding of our mutual interdependence. They will help to create meaning and well-being (good sense) as well as shared prosperity (good cents) wherever they are. ❀

廿一世紀的頂級大學必須培養一批新的領導人，他們是意義的創造者——可以為自己找到意義，也能幫助別人找到生活的意義。意義可以從三個角度來看：

- 一、自我提昇。這種人有一個很平和的心情，因為他知道要在自己力所能及的範圍內做得最好。
- 二、有目的。尼采曾說過：「善問者能找到解決任何問題的方法。」意義創造者在意義的引導下，終能走到他的目的地。
- 三、服務。因為沒有服務就沒有意義。意義創造者總是把別人放在第一位並確保滿足他們的需要。

意義的創造者可以幫助一個機構瞭解這個機構本身的特性——這個機構的共同性格，目標、好的環境，大家有意願一起去為社會做貢獻，等等。

要培養這種意義創造者，一個大學的核心文化必須由道德的行為、服務的理念，與創造力組成。換言之，一個好的大學也是一個領導力的實驗室。在這裡，學生們可以由學校的課程，與教授的互動，校方做決定的程序中體驗到高質量的領導行為。

所以我覺得將來真正好的大學，他們教出來的學生是有一個很廣的教育面，從文學到科學；做人周到，是有道德的人。同時他們瞭解我們人和人之間是相互依存的。所以他們會致力於建立一個文明與共富的社會。 ❀



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