

李柏嵐談現代佛教高等教育

Barbara Reed on Modern Buddhist Higher Education



編輯部 文

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What challenges are faced by modern Buddhist higher education today? How can Buddhist higher education demonstrate its strengths amid a tide of globalization of capitalism? On the evening of May 9, 2017, Professor Barbara Reed of Saint Olaf College in Minnesota, delivered a speech, “Visions of a Modern Buddhist Education for the World” at the City of Ten Thousand Buddhas’ (CTTB) Dharma Realm Buddhist University (DRBU) conference room.

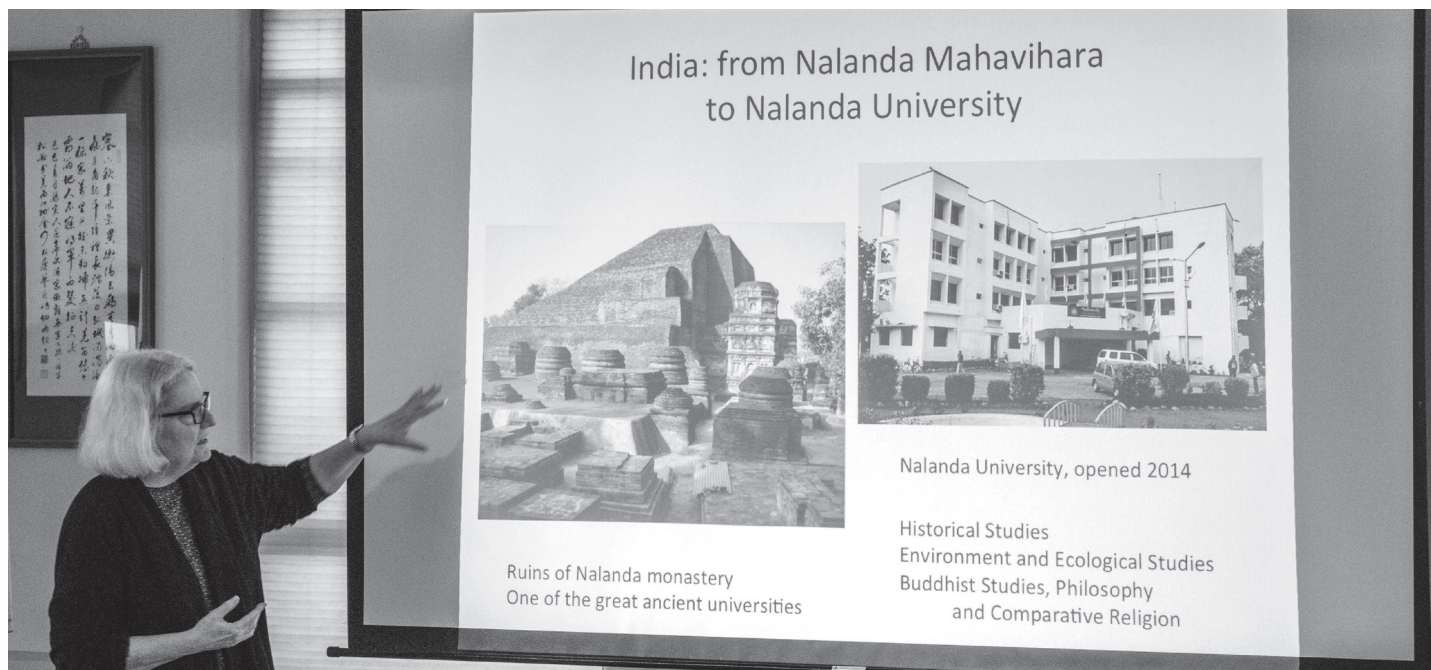
Professor Reed’s specialty area is in Religion and Asian Studies. She once stayed in Taiwan for five months to study on six Buddhist universities. During her speech, she introduced over ten Buddhist universities in Asia, including India’s Nalanda University that had been reconstructed in the 21st century. The government of India placed great importance on this reconstruction.

Professor Reed believes that modern Buddhist higher education has the support of Buddhist practitioners throughout the world. Its multicultural aspect has become a great advantage. However, due to the impact of consumerism and global capitalism, the number of enrolled students has been decreasing. Additionally, the challenges facing Buddhist higher education include: the lack of reputation of the universities, the struggle to

當代佛教高等教育面臨什麼樣的挑戰？如何在資本主義全球化的浪潮下發揮力量？美國明尼蘇達州聖歐拉夫學院教授李柏嵐，於2017年5月9日晚間，在萬佛聖城法界佛教大學會議室，以「現代佛教教育的全球視野」為題，發表演講。

李柏嵐的專長領域是宗教與亞洲研究，曾在台灣停留五個多月，研究台灣的六所佛教大學。她在演講中介紹了十餘所亞洲佛教大學，例如在21世紀重建的印度那爛陀大學，備受印度政府的重視。

李柏嵐認為，當代佛教高等教育多擁有全球信眾的支持，吸收多元文化的優點。但也面臨消費主義與



全球資本主義的衝擊，學生數量不斷減少；學校知名度不夠；創辦人圓寂後，其願力與願景如何持續；佛教大學與政府和教育認證單位的關係，在在考驗著佛教高等教育的未來發展。

李柏嵐在法界佛教大學旁聽了四堂課，發現學生們的課堂報告非常有深度，例如一名法大學生針對《法華經》的報告，就讓她感受到學生們從學習中所開發的智慧。她發現一般的佛教大學經典研究課程，偏重歷代的註解，但法界佛教大學著重研究經典原文，並提供學生們修持的機會。李柏嵐認為法界佛教大學的教育模式非常珍貴，並說：「當今世界需要法界佛教大學所提供的這種有意義的高等教育，很期待看到法大未來五年的發展。」✿



continue the founder's vision subsequent to his passing, as well as the relationship that exists between the universities and their associated government and accrediting agencies. All these factors challenge the future development of Buddhist higher education.

Professor Reed audited four classes at DRBU. She discovered that the students' presentations in class were quite in-depth and sophisticated. For example, one student's presentation of the *Lotus Sutra* allowed the student to demonstrate the vast wisdom developed through her studies in Buddhism. She discovered that the typical Buddhist university's curriculum tend to rely on interpretations of the Buddhist text. However, DRBU places an emphasis on studying the original Buddhist text and provides students with the opportunity to practice. Professor Reed believes that DRBU's education structure is invaluable. She stated, "The world needs this type of meaningful higher education that DRBU provides. I really look forward to seeing DRBU's development within the next five years." ✿

