

My Memories of City of Ten Thousand Buddhas and My Dream

我在聖城的回憶和夢想

A Talk given by Pam Qian on June 21, 2019 at City of Ten Thousand Buddhas

Chinese Revised by Janet Lee

錢沛竹2019年6月21日講於萬佛聖城大殿

李采真 中譯修訂

My name is Pam Qian and I'm an alumni of Developing Virtue Girls School. I graduated from the Girls School in 2016. I would like to share my memories of CTTB and my journey after my graduation from DVGS.

During the first couple of months, an upper classmate made an announcement at school one morning and asked if anyone was interested in translation. I immediately signed up for it and thought it was for a translation club or some other school activity. However, that Friday night I was told to come to the Buddha Hall after evening ceremony with Jinzhi Shi and an upper classmate. And guess what? They took me to the stage where I am sitting right now. Well, clearly when I signed up for translation, I did not expect to be onstage because I was still new. I didn't even know there was a path between the Venerable Master's picture and the Guanyin statue. And I didn't know that doing translation meant that I would sit somewhere above all of the Dharma Masters and translate Venerable Master's lectures.

That night during the lecture, I sat next to my upper classmate pondering how unqualified I was and how I might scrap everything; but that wasn't even the biggest surprise that night - the Dharma speaker finished early and because there were five minutes left, I was asked to introduce myself. I was



我叫錢沛竹，是培德女校的校友，二零一六年的畢業生。想跟大家分享我在萬佛聖城的回憶，還有畢業後的一些閱歷。

我到剛到聖城最初幾個月的某個早上，有位高年級學姐在學校尋求對翻譯感興趣的學員。我立即報名，以為那是翻譯社團或是校內活動。沒想到那個週五晚上，我被告知晚課之後跟隨近智師和那位學姊一起到佛殿，結果就被帶到這個講台上。報名

翻譯時，我才剛到聖城不久，根本沒想到居然是在講台上翻譯。我不知道在上人像和觀世音菩薩中間有走道；也不知道他們指的翻譯，是坐在法師們上方的位子翻譯上人的開示。

當天晚上的聽法，我坐在學姐旁，心裡不斷打妄想，擔心自己的能力無法勝任，擔心會把事情搞砸。但是當晚最大的亮點還在後頭。當天的講法者提前結束講法，剩下五分鐘的時間，我被要求自我介紹。因為我沒有聽過講法，不曉得講法要以「諸佛菩薩，宣公上人，各位法師，各位善

very new to Dharma talks so I didn't know that I was supposed to start with: "All Buddhas, Bodhisattvas, Venerable Master, Dharma Masters and all Good Knowing Advisors." Instead, I said: "Hello, everyone," and I was very loud. I was so nervous that I could hear my voice shaking and my anxiety was broadcasted to the entire Buddha Hall. That was the longest five minutes of my life. After it was over, I tripped over my robe at least 3 times on my way getting down off of the stage.

Well, that was not a terrific start, but I found translation interesting, and I wanted to try out more. I told myself that I had nothing to lose because I already embarrassed myself on the first day. Since then, I began helping with translate the Venerable Master's lectures on the *Shurangama Mantra* every Friday night. For me, translating the lectures on Shurangama Mantra was not just to read through this a single text, but to understand the broader Buddhist principles and traditional Chinese culture.

Translating also helped me with my public speaking skills, especially when I was often asked to translate on the spot. I remember during my second year at CTTB, one Dharma speaker did not have an interpreter, so they asked me to translate on the spot. It wasn't my first time doing consecutive interpretation, but the lecture consisted of many ancient Chinese phrases that I didn't really understand myself. I was so worried that I would translate it wrong that I started reciting Guanyin Bodhisattva, and it went OK.

This experience really helped me with my public speaking skills. One time during college, when I was participating in a training program at Google, I had to give a presentation with backup slides that I had never seen before. The point of this activity was to practice my improvisation skills and to stay calm in unexpected situations. However, this practice was particularly stressful not just because I had no idea what was in the slides, but also because I was talking to several Google software engineers who were some of the smartest people in the world. Before I gave the presentation, I thought of my experience of doing the consecutive translation at CTTB and started to recite Guanyin Bodhisattva. My presentation actually went well. During the presentation, I was able to quickly read through the bullet points on the slides and to make connections with my previous knowledge and experiences. I realized that since I already didn't know what was coming up on the next slide, there was no way that it could get any worse. As long as I could come up with something to say and keep the presentation going, I would be doing fine. After my presentation, some people actually came up to me and told me that they liked my presentation and learned something

知識，阿彌陀佛。」做開場，我大聲地說：「大家好。」當時我非常緊張，我聽到自己的聲音在顫抖，我的焦慮通過麥克風傳遍佛殿的每個角落，那是我生命中最漫長的五分鐘。等一切結束後，我驚魂未定地走下講台，至少被身上的海青絆倒三次。

雖然不是好的開始，但是我對翻譯產生興趣，也願意多嘗試。我告訴自己：「反正也沒有什麼可損失，第一天就已經把臉丟光了。」從那時起，每週五晚上我開始幫忙翻譯上人的〈楞嚴咒〉開示講座。對我而言，翻譯〈楞嚴咒〉開示，不僅僅是閱讀經文，也讓我對佛教的教義和中華文化有深入的理解。

翻譯也培養我公開演說的能力，尤其我常被要求在講台上即席翻譯。我記得在萬佛聖城的第二年，有一次，一位講法者沒有口譯員，他們要我上台幫忙翻譯。雖然這我不是我第一次做即席翻譯，但是當時講者的講稿裡有很多艱澀的文言文，很擔心自己會翻錯。我在心中默念觀世音菩薩，結果翻得還可以。

這個經驗對我公開演講的能力非常有幫助。就讀大學期間，有一次，參加谷歌公司的培訓活動，其中一個訓練是使用從未看過的投影片作演講。這個活動的目的是訓練臨場應變能力，以及在突發狀況中保持冷靜。但是這個訓練讓我倍感壓力，因為我不僅對投影片內容一無所知，而且演講的對象是一群世上聰明絕頂的谷歌電腦軟體工程師。演說之前，我想到以前在萬佛聖城做即席翻譯的經驗，開始默念觀世音菩薩，後來演說進行得很順利。發表演說的時候，我快速瀏覽投影片裡的要點，將其與自身經驗和所學作連結。我意識到，由於不知道下一張投影片的內容，因此情況不可能變得更糟。我只需要繼續讓演說保持流暢，不中斷即可。演說結束後，有些人過來告訴我，他們喜歡我的演講，也從中學到一些新東西。當時，我打從心裡感恩在萬佛聖城的翻譯訓練，以及

new. At that moment, I was very grateful for the experiences I had at CTTB, and that I was able to transfer those experiences outside of CTTB.

I miss the people at CTTB because everyone here is so caring, compassionate, hardworking and understanding. When I first came from Beijing, China, all the students in the dorm helped me with my broken English. Every time when I asked them to repeat or to explain something they had just said, they were always very patient. They would share their experience of adapting to a new environment and how everything worked here in the school. They also encouraged me to be involved in school events and to take on leadership positions.

I was lucky enough to carry my friendship with them throughout high school and college. During my college years, whenever I felt down, I would call my high school classmates to talk to them. Three years after graduating from DVGS, not only do I still talk to people from my own class, I often meet up with all the students from Developing Virtue in the same area. These meet-ups are always enjoyable, because they give all of us an opportunity to share our memories and talk about stories that only people from this place understand. For example, even until today, whenever my college professors walk into the classroom and say, "Let's start," in my mind I still stand up, put my palms together and tell them "Amitufo."

The summer after high school, I interned at an educational technology startup in China. I traveled to 3 underserved villages in Southern China to talk to elementary and secondary school teachers about their educational technology software needs and requests. During the trip, I discovered that even though they had provided schools in developing areas with full Wi-Fi coverage and computers, their education system was challenged by a severe lack of teachers. Young adults [would rather consider] finding opportunities in big cities instead of returning to the village to teach. To improve the situation, my company and I worked with the government to design and build smart classrooms for them. We attached iPads to the classroom walls with building tutorials, practice, and other learning materials for students to teach themselves in all subjects. We also incorporated augmented reality and game information components into the tutorial systems to increase user engagement. From this experience, I realized that technology could lead to a revolution in the traditional classroom setting and began to focus on the field of educational technology.

Last summer, I worked on an intelligent child system where

自己能將這個經驗應用在校外其他工作上。

我想念聖城的住眾，因為這裡的每個人都非常照顧別人、非常慈悲、非常精進努力、有同理心。我剛從中國北京來到聖城的時候，宿舍裡的同學們幫助我學習英語。每當我要同學們覆述或是解釋她們所說的話，她們總是非常有耐心。同學們跟我分享融入新環境的自身經驗，告訴我學校的運作方式，並且鼓勵我去參加校內活動，擔任領導職務。

我很幸運地能夠在高中和大學期間持續跟同學們保持友誼。就讀大學期間，每當我感到情緒低落，就會給我的高中同學打電話。在過去這三年裡，我不僅僅跟自己的同班同學還有聯繫，也跟住在同一個地區的其他校友聚會。我非常喜歡這些聚會，因為我們總會聊一些回憶，有些故事只有聖城的人才懂。比如說，一直到今天，每當教授走進教室，他們會說：「我們開始上課。」但在我心裡，我還是會站起來，雙手合十，對他們說：「阿彌陀佛。」

高中畢業的那個暑假，我到中國一家教育科技新創公司實習。當時，我造訪中國南方三個偏鄉，訪問當地中小學教師們，了解他們卻乏的電腦教育軟體和需求。在訪查的過程中發現，即使政府為這些偏鄉地區的學校提供了完整的無線網路覆蓋和電腦設備，但是師資不足使教育系統受到嚴苛的挑戰。年輕人寧願去大城市就業，不願返鄉擔任教職。為了改善這個情況，我實習的那間公司與政府合作，為學生們打造一個智能教室。我們在教室的牆上架設內置教學、習作和其他學習材料等應用程式的平板電腦，讓學生可以自學所有科目。另外，也在電腦教學內容中增加臨場感和遊戲單元，以提高學生的參與感。透過這個經歷，我明白科技能在傳統教育中開創新局面，開始專注於教育科技這個領域。

去年暑假，我在一個兒童智能開發公司實習，這個系統是電腦螢幕有一個影像可

there is an avatar on the computer screen that can talk to the students and help them with their homework. The AI is able to understand the students' misconceptions and give the students some hints when they are confused. My biggest takeaway from this internship, however, was understanding how psychological principles apply in such systems. I learned how the system evaluated students and searched through natural language processing and how it guided students towards the correct answers. The pedagogic models were incredibly eye opening, because I had no prior background in psychology or education. I came to understand that although these teaching methods made sense intuitively to human teachers, it was hard to put them in code and to teach a robot to perform in a similar manner.

Education is one of the most present social issues we face today. It's a key to ending poverty, resolving quality and improving public health. My goals are to ensure that all children have access to equal quality educational resources and to create educational technology tools that personalized the student learning process.

I'm hoping to incorporate the virtue studies I learned at CTTB with many more children in the world to help them build characters. I'm always grateful for the type of education I received at CTTB, because it guided me to build proper values and made me the person I am today. I would like to express my sincere gratitude to the Venerable Master for establishing the school and teaching children and teenager virtues and the Dharma. In the future, I will like to help contribute to bring this type of education to other parts of the world so more children can benefit from it. ❀

以跟學生對話，協助他們完成家庭作業。人工智能可以找出學生理解的誤區，並給予提示幫助學生學習。這個實習經驗最大的收穫就是瞭解這些心理學的理論如何在電腦系統中運作。我學到人工智能系統如何評估學生，彙整學生的學習情況至電腦系統的自然語言處理，並引導學生找出正確答案。由於我沒有任何心理學或教育背景，這些教學模式令我大開眼界。我了解到，這些教學模式對人類教師而言可以是很簡單的直覺反應，但卻很難將它們寫成電腦代碼，也很難教一個機器人以類似的方式執行。

教育是現今面臨的社會議題之一。教育能改善貧困、資源不均、公共衛生等社會問題。我的夢想是為全世界的孩童提供平等的教育資源，為學生們打造個人化的教育科技工具幫助他們學習。

我也希望可以將自己萬佛聖城所受的道德教育帶給世界上更多的孩子們，幫助他們培養品德。我感恩自己在萬佛聖城所受的教育，它幫助我建立正確的價值觀，造就今天的我。我也非常感恩宣公上人創辦學校，教導孩童和青少年道德和佛法。將來，我也願意幫忙把這類型的教育帶到世界上的其他地方，讓更多孩子受益。❀

Simmons University senior crew member Peizhu Pam Qian (Beijing, China/Developing Virtue Secondary Girls School (Calif.)) was part of a four-person group chosen from universities throughout the world, that won the top prize in the Computing4Change competition hosted by the Association for Computing Machinery's Special Interest Group on High Performance Computing at The International Conference for High Performance Computing, Networking, Storage and Analysis (SC18) at the Kay Bailey Hutchison Convention Center in Dallas, Texas in mid-November. — Simmons University

西蒙斯大學（2018年）大四學生錢沛竹（來自中國北京/畢業於培德中學女子學校（加利福尼亞州））是從世界各地大學中選拔的一個四人小組的成員，該小組獲得了2018年11月中旬在得克薩斯州，達拉斯市Kay Bailey Hutchison會議中心舉行的高性能計算、網絡、存儲和分析（SC18）的國際會議上，由計算機協會高性能計算特別興趣小組主辦的Computing4Change競賽的最高獎。——西蒙斯大學提供

