



# 2003年國樂聯合演奏在聖城

## 2003 CHINESE ORCHESTRA RECITAL AT THE CITY OF TEN THOUSAND BUDDHAS

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今年五月十一日，萬佛聖城育良小學、培德中學及法界聖城柏克萊國樂團，在萬佛聖城道源堂舉行了精彩的演奏會，邀請萬佛聖城的住眾以及附近社區民眾，一同歡度母親節。男女校國樂團分別演出「饗宴」、「滄海一聲笑」等合奏、獨奏共計二十六首樂曲。

育良小學、培德中學國樂團在男校顏亞日老師（時任男校校長）與同修丘韻宜老師的大力推動之下，於一九九五年正式成立，並且成為男女校最多學生參加的社團活動之一。八年來，男女校國樂團演出的曲目不斷增加，並添購不少新樂器以應樂團的成長。每年除了在萬佛聖城的敬老節與懷少節慶祝會上表演之外，並應邀前往瑜伽市以及北加州其他地區演出。顏亞日老師與丘韻宜老師在欣見國樂團的成長茁壯之餘，也盼望學生們能珍惜愛護自海外專程運來的中樂器，因為這些樂器絕大部分都是善信捐贈的。

顏亞日老師和丘韻宜居士目前每月定期前往柏克萊法界宗教研究院與西沙加緬度法界聖城指導國樂。他們聽說宣公上人曾經開示，將來會藉音聲轉法輪。因此，他們也很希望藉著提倡國樂來協助弘揚佛法。

在美國中小學設立國樂課是一種新鮮的做法，雖然中西樂皆為音樂教育，一般的美國學校若有音樂課皆教以西樂。美國之中英雙語學校很少，由中英雙語學校設國樂課是一個好的開始。中西音樂教育皆能達到同樣的教育目的，不同的是國樂取於中華文化，能給學生多

The Chinese orchestras of Instilling Goodness Elementary and Developing Virtue Secondary Schools, as well as the Chinese orchestra from Berkeley Buddhist Monastery and the City of the Dharma Realm (West Sacramento), held a wonderful recital at the Daoyuan Hall of the City of Ten Thousand Buddhas (CTTB) on May 11, 2003, to celebrate Mother's Day. People from the local community and CTTB residents were invited. The program included performances of 26 pieces of solo, duet and orchestral music, including Matsuri and Ocean of Laughter, among others.

The schools' Chinese orchestras were established in 1995 by Agis Gan, the Boys' School teacher and principal back then, and his wife Wanyee Hew. Orchestra has become one of the most popular extracurricular activities for both the Boys' and Girls' schools. In the eight years since the orchestras began, more pieces have been added to the repertoire each year, and new musical instruments have been acquired as the orchestras grow. The orchestras perform annually for Honoring Elders' Day and Cherishing Youth Day at CTTB. They are also invited to perform in Ukiah and other places throughout Northern California. Mr. and Mrs. Gan are pleased with the growth of the orchestra. They only hope that students will take good care of the instruments, most of which were donated by benefactors.

Mr. and Mrs. Gan now go to Berkeley Monastery and the City of Dharma Realm in West Sacramento on a monthly basis to teach Chinese music there. They heard that the Venerable Master Hua said years ago that Buddhadharmā will be propagated with the help of sound and music. They hope their efforts in teaching Chinese orchestra will help propagate Dharma in the future.

It is quite unique to have Chinese orchestra class in secondary/elementary schools in the United States. Both Western or Chinese music can be used to teach music; however, American schools offer only Western music. There are few Chinese/English bilingual schools in the United States, and offering a Chinese music class at



一層文化之認識與瞭解。

似乎這裡一般父母皆喜愛兒女學習音樂，尤其是參加國樂團。因為學生在學習樂器與參加樂團中受益良多。其中包括：一、中華文化之認識，瞭解與體會，二、音樂技能之學習，三、音樂對心性之陶冶，四、團隊精神之體會，五、表演藝術及禮節之行持，六、平衡與舒解讀書之壓力，七、有品味之娛樂。

在對中華文化之認識，瞭解與體會方面：中華音樂歷史悠久，於四千多年前之商周時期已有完美的樂器，周朝時期已把樂器編為八大類。從商周緣傳至今，中華音樂尚以五音為主音。此五音為：宮，商，角，徵，羽；有循環不止累；相生不息，和諧共鳴之效。中華音樂之特色，是以旋律為主，並且前後和諧共鳴，因此能平衡人之心性--對演奏者與聽眾皆然，學生自然於無形中受惠。音樂技能之學習：樂團所要求之音樂技能是多方面的。個人方面有身、心、眼、耳，情之協調；樂團方面有拍子、節奏、速度，聲量之默契；另外還有演奏者與觀眾之互動等等。學生因此學習到樂團之演奏並非機械化的，而是有機一體化。

音樂能陶冶學生的性情，也提升了品德，他們變得做事有紀律，待人處事能更和諧、更厚道。樂團演奏必須團員合作無間，個人除了奉獻自己之部份，也要接受其他人演奏之部份，這是一種互相成就的團隊精神。學生在不知不覺中，已體會也培養了團隊合作之品德。

學習國樂與表演觀摩是不可分的。二者合為課業之整體。因此除了敬老節，懷少節及一系列應邀表演之外，也設立了觀摩會，藉著多種形式幫助學生演奏技術進步純熟。



a bilingual school is a good start. Western and Chinese music both serve the purpose of music education. However, since Chinese music comes from Chinese culture, students have the opportunity to understand its culture.

Parents seem to like their children to study music and join the Chinese orchestra, because they gain many benefits from learning an instrument and working in a group. These benefits include: (1) They get to understand and experience Chinese culture; (2) they gain skill in playing an instrument; (3) their dispositions are positively influenced by the music; (4) they develop team spirit; (5) they learn the art and etiquette of performance; (6) playing music relieves the stress of studying; (7) they enjoy quality entertainment.

Orchestra students learn about and experience Chinese culture. Chinese music has a history of over four thousand years. During the Shang (2205-1766 B.C.E.) and Zhou (1122-249 B.C.E.) dynasties, there were perfect music instruments, which in the Zhou dynasty were divided into eight categories. From the Shang and Zhou dynasties to the present, Chinese music has been based on the pentatonic scale: *do, re, mi, sol, la*, creating cyclic, regenerating, harmonious and resonating effects. Typically, in Chinese music, the melody is the body, with the former and latter parts harmonizing and resonating with it. That's why Chinese music can balance the dispositions of both the players and the audience. The students are imperceptibly influenced.

Playing in an orchestra requires a variety of skills. Individually, it requires the cooperation of the body, mind, eyes, ears, and feelings. Within the orchestra as whole, there are tacit understandings of beat, rhythm, speed, and volume. Also, there are the interactions between the performers and the audience. Therefore, students learn that performance must be organic and integrated rather than mechanical.

Music can elevate students' character and uplift their spirit. They learn to be more organized in their work and more harmonious and considerate in dealing with people and matters.

An orchestra performance relies on each individual's cooperation. Everyone contributes his part, while tuning in to the parts played by others. It is teamwork, based on mutual support. Without realizing it, students learn to work as a team.

In general, the study of Chinese music is inseparable from musical observation. Thus in addition to performing on Honoring the Elders Day and Cherishing Youth Day, students have chances to observe other performances, giving them more avenues to develop their playing skills.