

### ***Music's Impact on our Lives.....***

In a 2000 survey, 73 percent of respondents agree that teens who play an instrument are less likely to have discipline problems.

- *Americans Love Making Music – And Value Music Education More Highly Than Ever, American Music Conference, 2000.*

Students who can perform complex rhythms can also make faster and more precise corrections in many academic and physical situations, according to the Center for Timing, Coordination, and Motor Skills

- *Rhythm seen as key to music's evolutionary role in human intellectual development, Center for Timing, Coordination, and Motor Skills, 2000.*

According to a 1991 study, students in schools with arts-focused curriculums reported significantly more positive perceptions about their academic abilities than students in a comparison group.

- *Pamela Aschbacher and Joan Herman, The Humanitas Program Evaluation, 1991.*

Students who are rhythmically skilled also tend to better plan, sequence, and coordinate actions in their daily lives.

- *"Cassidy Column," TCAMS Professional Resource Center, 2000.*

In a 1999 Columbia University study, students in the arts are found to be more cooperative with teachers and peers, more self-confident, and better able to express their ideas. These benefits exist across socioeconomic levels.

- *The Arts Education Partnership, 1999.*

College admissions officers continue to cite participation in music as an important factor in making admissions decisions. They claim that music participation demonstrates time management, creativity, expression, and open-mindedness.

- *Carl Hartman, "Arts May Improve Students' Grades," The Associated Press, October, 1999.*

The arts are recognized as a core subject in the Goals 2000: Educate America Act approved by both houses of Congress in 1994.

- *National Education Goals Panel.*

The College Board identifies the arts as one of the six basic academic subject areas students should study in order to succeed in college.

- *Academic Preparation for College: What Students Should Know and Be Able to Do, The College Board.*

When researchers analyzed the NELS:88 database of the U.S. Department of Education, which tracked 25,000 students over a ten-year period, they discovered that students who were involved in music scored higher on standardized tests and reading tests than students not taking music courses. This finding was consistent for students of all socioeconomic backgrounds.

- *Dr. James Catterall, UCLA, 1997.*

SAT scores of students who took part in music instruction surpassed students with no music training. Data collected from students taking the SAT, indicated that students taking music and arts averaged scores that were higher than non-music students by 60 points on the verbal section and 43 points on the math section.

Additionally, data revealed that for every year a student participated in music instruction, their SAT scores improved. Students with four or more years of music study received an average score of about 544 as opposed to a score just above 482 for those with half a at least one semester of music instruction, thus showing a strong correlation between music and academic success. (For more information see MENC Web Page)

*Source: The College Board, Profile of College-Bound Seniors National Report for 2001.*