

MUSIC EDUCATION STATISTICS AND INFORMATION

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Music majors are the most likely group of college grads to be admitted to medical school.

Lewis Thomas, Case for Music in the Schools, Phi Delta Kappa, 1994

Students who participate in school band or orchestra have the lowest levels of current and lifelong use of alcohol, tobacco and illicit drugs among any group in our society.

H. Con. Res. 266, United States Senate, June 13, 2000

High school music students have been shown to hold higher grade point averages (GPA) than non-musicians in the same school.

National Educational Longitudinal Study of 1988

78% of Americans feel learning a musical instrument helps students perform better in other subjects.

Gallup Poll, "American Attitudes Toward Music," 2003

Nine out of ten adults and teenagers who play instruments agree that music making brings the family closer together.

Music Making and Our Schools, American Music Conference, 2000

With music in schools, students connect to each other better—greater camaraderie, fewer fights, less racism and reduced use of hurtful sarcasm.

Eric Jensen, Arts With the Brain in Mind, 2001

71% of Americans surveyed by the Gallup Poll believe that teenagers who play an instrument are less likely to have disciplinary problems.

Gallup Poll, "American Attitudes Toward Music," 2003

A study of 7,500 university students revealed that music majors scored the highest reading scores among all majors including English, biology, chemistry and math.

The Case for Music in the Schools, Phi Delta Kappa, 1994

Students who were exposed to music-based lessons scored a full 100% higher on fractions tests than those who learned in the conventional manner.

Neurological Research, March 15, 1999

The schools that produced the highest academic achievement in the United States today are spending 20% to 30% of the day on the arts, with special emphasis on music.

International Association for the Evaluation of Educational Achievement (IAEEA) Test, 1988

Music enhances the process of learning. The systems they nourish, which include our integrated sensory, attention, cognitive, emotional and motor capacities, are shown to be the driving forces behind all other learning.

Konrad, R.R., Empathy, Arts and Social Studies, 2000

Teaching through the arts motivates children and increases their aptitude for learning.

Eric Jensen, Arts With the Brain in Mind, 2001

During moments of musical euphoria, blood travels through the brain to areas where other stimuli can produce feelings of contentment and joy—and travels away from brain cell areas associated with depression and fear.

Dr. Frederick Tims, reported in AMC Music News, June 2, 1999

Students of lower socioeconomic status gain as much or more from arts instruction than those of higher socioeconomic status.

James Catterall et al., 1999

95% of Americans in a 2003 Gallup Poll believe that music is a key component in a child's well-rounded education; three quarters of those surveyed feel that schools should mandate music education.

Gallup Poll, "American Attitudes Toward Music," 2003

Martin Gardiner of Brown University tracked the criminal records of Rhode Island residents from birth through age 30, and he concluded the more a resident was involved in music, the lower the person's arrest record.

Music Linked to Reduced Criminality, MuSICA Research Notes, Winter 2000

With music instruction in schools, teachers found that students were less aggressive.

Konrad, R.R., Empathy, Arts and Social Studies, 2000

Students of lower socioeconomic status who took music lessons in grades 8–12 increased their math scores significantly as compared to non-music students. But just as important, reading, history, geography and even social skills soared by 40%.

Gardiner, Fox, Jeffrey and Knowles, Nature, May 23, 1996

Middle school and high school students who participated in instrumental music performances scored significantly higher than their non-band peers in standardized tests.

University of Sarasota Study, Jeffrey Lynn Kluball; East Texas State University Study, Daryl Erick Trent

In 2003, 54% of American households reported having a least one musical instrument player, the highest figure since the study began in 1978.

Gallup Poll, "American Attitudes Toward Music," 2003

The College Entrance Examination Board found that students in music appreciation scored 63 points higher on verbal and 44 points higher on math than students with no arts participation.

College-Bound Seniors National Report: Profile of SAT Program Test Takers. Princeton, NJ: The College Entrance Examination Board, 2001

The world's top academic countries place a high value on music education. Hungary, Netherlands and Japan have required music training at the elementary and middle school levels, both instrumental and vocal, for several decades.

1988 International Association for the Evaluation of Educational Achievement (IAEEA) Test

Music training helps under-achievers. Students lagging behind in scholastic performance caught up to their fellow students in reading and surpassed their classmates in math by 22% when given music instruction over seven months.

Nature, May 23, 1996

College-age musicians are emotionally healthier than their non-musician counterparts for performance anxiety, emotional concerns and alcohol-related problems.

Houston Chronicle, January 11, 1998

Children given piano lessons significantly improved in their spatial-temporal IQ scores (important for some types of mathematical reasoning) compared to children who received computer lessons, casual singing or no lessons.

Rauscher, F.H., Shaw, G.L., Levine, L.J., Wright, E.L., Dennis, W.R., and Newcomb, R., Music training causes long-term enhancement of preschool children's spatial temporal reasoning, 1997

U.S. Department of Education data show that students who report consistently high levels of involvement in instrumental music during the middle- and high-school years show "significantly higher levels of mathematics proficiency by grade 12."

James Catterall, Richard Chapleau, and John Iwanaga, "Involvement in the Arts and Human Development," 1999

Children who have received music instruction scored higher marks on tests of their spatial and arithmetic skills.

Rauscher, F.H., Shaw, G.L., Levine, L.J., Wright, E.L., Dennis, W.R., and Newcomb, R., Music training causes long-term enhancement of preschool children's spatial temporal reasoning, 1997

The foremost technical designers and engineers in Silicon Valley are almost all practicing musicians.

Dee Dickinson, Music and the Mind, 1993

Music has been linked to significantly higher test scores in writing.

Catterall et al., 1999

A Columbia University study revealed that 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

88% of Americans believe participation in music helps teach children discipline.

Gallup Poll, "American Attitudes Toward Music," 2003

Young children with developed rhythm skills perform better academically in early school years.

Eric Jensen, Arts With the Brain in Mind, 2001

The nation's top business executives agree that arts education programs can help repair weaknesses in American education and better prepare workers for the 21st Century.

The Changing Workplace is Changing Our View of Education, BusinessWeek, October 1996

Music integrated into seventh- and eighth-grade social studies results in better subject performance and better social behaviors and attitudes.

National Educational Longitudinal Study, 1988

When a child learns by experience that music forges direct links between self and world, self-expression becomes more fluent; the music helps interpret “who I am.”

Growing up Complete, the report of the National Commission on Music Education, 1990

96% of respondents to a U.S. Gallup Poll believe participation in a school band is a good way for children to develop teamwork skills.

Gallup Poll, “American Attitudes Toward Music,” 2003

There is a high relationship between interest in school music and high self-perception, high cognitive competence scores and general self-esteem.

Costa-Giomi, E., The McGill Piano Project, 1998

A study of 237 second-grade children involved with both piano keyboard training and innovative math software scored 27% higher on proportional math and fractions tests than students only using the math software.

Amy Graziano, Matthew Peterson, and Gordon Shaw, Neurological Research 21, March 1999

Researchers noted that the college-aged music students seemed to have surer footing when facing tests.

Houston Chronicle, January 11, 1998

Eye-hand coordination needed to learn writing can be developed by learning to play an instrument.

Catterall et al., 1999

Arts education increases interest in academic learning, cognitive and basic skills development and the development of academic achievement skills.

Konrad, R.R., Empathy, Arts and Social Studies, 2000

Just as music involves all aspects of learning (memory, recognition, emotion, motor control and perception), music education can work to stimulate brain nerve resources that might otherwise be left untapped.

Dr. Frederick Tims, reported in AMC Music News, June 2, 1999

Music has been linked to significantly higher test scores on computation and estimation.

Catterall et al., 1999

Pattern recognition and mental representation scores improved significantly for students given piano instruction over a three-year period.

Costa-Giomi, E., The McGill Piano Project: Effects of three years of piano instruction on children's cognitive abilities, academic achievement and self-esteem, April 1998

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