

## Quotes Advocating for Music

These materials may be used in a standalone manner (social media posts) or combined with other materials (parent letter, concert program, or student presentation).

“It is in Apple’s DNA that technology alone is not enough - it’s technology married with liberal arts, married with the humanities, that yields us the results that make our hearts sing.”

– Steve Jobs, in introducing the iPad 2 in 2011

“In my own philanthropy and business endeavors, I have seen the critical role that the arts play in stimulating creativity and in developing vital communities...the arts have a crucial impact on our economy and are an important catalyst for learning, discovery, and achievement in our country.”

– Paul G. Allen, Co-Founder, Microsoft

“Logic will get you from A to B. Imagination will take you everywhere.”

– Albert Einstein

“When I hear people asking how do we fix the education system, I tell them we need to do the opposite of what is happening, cutting budgets by cutting music programs... Nothing could be stupider than removing the ability for the left and right brains to function. Ask a CEO what they are looking for in an employee and they say they need people who understand teamwork, people who are disciplined, people who understand the big picture. You know what they need? They need musicians.”

– Mike Huckabee, Former Arkansas Governor, TV commentator and Presidential Candidate

“The life of the arts, far from being an interruption, a distraction, in the life of the nation, is close to the center of a nation's purpose - and is a test to the quality of a nation's civilization.”

– President John F. Kennedy

“In every successful business...there is one budget line that never gets cut. It’s called ‘Product Development’ – and it’s the key to any company’s future growth. Music education is critical to the product development of this nation’s most important resource – our children.”

– John Sykes, President, VH1

“During the Gulf War, the few opportunities I had for relaxation I always listened to music, and it brought me great peace of mind. I have shared my love of music with people throughout this world, while listening to the drums and special instruments of the Far East, Middle East, Africa, the Caribbean, and the Far North, and all of this started with the music appreciation course that I was taught in a third-grade elementary class in Princeton, New Jersey. What a tragedy it would be if we lived in a world where music was not taught to children.”

– General H. Norman Schwarzkopf, United States Army

“Music is exciting. It is thrilling to be sitting in a group of musicians playing the same piece of music. You are part of a great, powerful, vibrant entity. And nothing beats the feeling you get when you’ve practiced a difficult section over and over and finally get it right. Music is important. It says things your heart can’t say any other way, and in a language everyone speaks. Music crosses borders, turns smiles into frowns, and vice versa. These observations are shared with a hope: that, when schools cut back on music classes, they really think about what they’re doing - and don’t take music for granted.”

– Dan Rather, CBS News

“The things I learned from my experience in music in school are discipline, perseverance, dependability, composure, courage and pride in results... Not a bad preparation for the workforce!”

– Gregory Anrig, President, Educational Testing Service

“Music is an essential part of everything we do. Like puppetry, music has an abstract quality which speaks to a worldwide audience in a wonderful way that nourishes the soul.”

– Jim Henson, television producer and puppeteer

“Should we not be putting all our emphasis on reading, writing and math? The ‘back-to-basics curricula,’ while it has merit, ignores the most urgent void in our present system – absence of self-discipline. The arts, inspiring – indeed requiring – self-discipline, may be more ‘basic’ to our nation’s survival than traditional credit courses. Presently, we are spending 29 times more on science than on the arts, and the result so far is worldwide intellectual embarrassment.”

– Paul Harvey, syndicated radio show host

“It [music education] is terribly important, extremely important -- because when you are a child, you are in a receptive age... In high schools, public schools -- that's where they must have the best influence, the first influence, which will go through their whole life.”

– Eugene Ormandy, conductor of The Philadelphia Orchestra

“It is our job, as parents, educators, and friends, to see that our young people have the opportunity to attain the thorough education that will prepare them for the future. Much of that education takes place in the classroom. We must encourage our youngsters in such pursuits as music education. In addition to learning the valuable lesson that it takes hard work to achieve success, no matter what the arena, music education can provide students with a strong sense of determination, improved communication skills, and a host of other qualities essential for successful living.”

– Edward H. Rensi, President and Chief Operation Officer, U.S.A. McDonald's Corporation

“A grounding in the arts will help our children to see; to bring a uniquely human perspective to science and technology. In short, it will help them as they grow smarter to also grow wiser.”

– Robert E. Allen, Chairman and Chief Executive Officer, AT&T Corporation

“Some people think music education is a privilege, but I think it’s essential to being human.”

– Jewel, singer, songwriter, and instrumentalist

“Arts Education aids students in skills needed in the workplace: flexibility, the ability to solve problems and communicate; the ability to learn new skills, to be creative and innovative, and to strive for excellence.”

– Joseph M. Calahan, Director of Corporate Communications, Xerox. Corporation

Visit [Be Part Of The Music](#) for additional resources.

## Advocacy Statistics

When using statistics, use them sparingly. Too much data causes the typical reader to become disengaged and uninterested. These materials may be used in a stand-alone manner or combined with other materials.

Secondary students who participated in band or orchestra reported the lowest lifetime and current use of all substances (alcohol, tobacco, drug abuse).

*Texas Commission on Drug and Alcohol Abuse Report. Reported in Houston Chronicle, January 1998*

In an analysis of U.S. Department of Education data on more than 25,000 secondary school students, researchers found that students who report consistent high levels of involvement in instrumental music over the middle and high school years show "significantly higher levels of mathematics proficiency by grade 12." This observation holds true regardless of students' socio-economic status, and differences in those who are involved with instrumental music vs. those who are not is more significant over time.

*Catterall, James S., Richard Chapleau, and John Iwanaga. "Involvement in the Arts and Human Development: General Involvement and Intensive Involvement in Music and Theater Arts." Los Angeles, CA: The Imagination Project at UCLA Graduate School of Education and Information Studies, 1999.*

Students with coursework/experience in music performance and music appreciation scored higher on the SAT: students in music performance scored 57 points higher on the verbal and 41 points higher on the math, and students in music appreciation scored 63 points higher on verbal and 44 points higher on the math, than did 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 Pittsburgh, Pennsylvania School District analyzed its 1997 dropout rate in terms of students' musical experience. Students with no ensemble performance experience had a dropout rate of 7.4 percent. Students with one to two years of ensemble experience had a dropout rate of 1 percent, and those with three or more years of performance experience had a dropout rate of 0.0 percent.

*Eleanor Chute, "Music and Art Lessons Do More Than Complement Three R's," Pittsburgh Post-Gazette, April 1998.*

Students with band and orchestra experience attend college at a rate twice the national average.

*Bands Across the USA.*

Music students out-perform non-music students on achievement tests in reading and math. Skills such as reading, anticipating, memory, listening, forecasting, recall, and concentration are developed in musical performance, and these skills are valuable to students in math, reading, and science.

*B. Friedman, "An Evaluation of the Achievement in Reading and Arithmetic of Pupils in Elementary School Instrumental Music Classes," Dissertation Abstracts International.*

One in three of today's school-aged children will hold an arts-related job at some time in his or her career.

*Education Commission on the States.*

The College Board, in a publication about college admissions, states, "Preparation in the arts will be valuable to college entrants whatever their intended field of study."

*Academic Preparation for College: What Students Need To Know and Be Able To Do, The College Board*

A 1997 Gallup Survey on Americans' attitudes toward music revealed that 89% of respondents believe music helps a child's overall development, and 93% believe that music is part of a well-rounded education.

*Americans' Attitudes Toward Music, The Gallup Organization, 1997.*

According to a 2000 survey, eighty-one (81) percent of people responding believe that participating in school music corresponds with better grades and test scores. This is an increase of fourteen (14) percent over the 1997 results for the same question.

*Attitudes, NAMM (International Music Products Association), 2000.*

More music teachers are role models for minority students than teachers of any other subject. Thirty-six (36) percent of surveyed minority students identified music teachers as their role models, compared to twenty-eight (28) percent for English teachers, eleven (11) percent for elementary teachers, and seven (7) percent for physical education teachers.

*"Music teachers as role models for African-American students," Journal of Research in Music Education, 1993.*

Researchers at the University of California and the Niigata Brain Research Institute in Japan have found an area of the brain that is activated only when reading musical scores.

*"Musical Brain – Special Brain Area Found for Reading Music Scores," NeuroReport, 1998.*

Ninety-two (92) percent of people who play an instrument say they were glad they learned to do so, according to a 2000 Gallup Poll.

*Gallup Poll Shows Strong Support for Putting Music in Every School's Curriculum, Giles Communications, 2000.*

In academic situations, students in music programs are less likely to draw unfounded conclusions.

*Champions of Change, Federal study, 1999.*

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.*

The arts are one of the six subject areas in which the College Board recognizes as essential in order to thrive in college.

*Academic Preparation for College: What Students Need to Know and Be Able to Do, 1983 [still in use], The College Board, New York*

According to the National Education Longitudinal Study of 1988, music students received more academic honors and awards than non-music students. A higher percentage of music participants received As, As/Bs, and Bs than non-music participants.

*NELS:88 First Follow-up, 1990, National Center for Education Statistics, Washington D.C.*

Lewis Thomas, physician and biologist, found that music majors comprise the highest percentage of accepted medical students at 66%.

*"The Case for Music in the Schools," Phi Delta Kappan, February 1994.*

Research made between music and intelligence concluded that music training is far greater than computer instruction in improving children's abstract reasoning skills.

*Shaw, Rauscher, Levine, Wright, Dennis and Newcomb, "Music training causes long-term enhancement of preschool children's spatial-temporal reasoning," Neurological Research, vol. 19, February 1997*

"The arts enrich communities and employees, and also stimulate the kind of intellectual curiosity our company needs to stay competitive."

*Norma R. Augustine, Chairman and Chief Executive Officer, Martin Marietta Corporation.*

Visit [Be Part Of The Music](#) for additional resources.

# Articles Supporting Music Education

## Music is a Core Subject:

<https://www.bsomusic.org/stories/us-senate-designates-music-as-a-core-subject-what-does-that-mean/>

<https://www.pmea.net/wp-content/uploads/2012/10/Chapter-4-Pennsylvania-Art-and-Humanities-Education-Requirements.pdf>

## Benefits of Music for At-Risk Youth:

[https://www.nemc.com/resources/articles/benefits-music-for-at-risk-youth\\_72](https://www.nemc.com/resources/articles/benefits-music-for-at-risk-youth_72)

<https://thegrio.com/2012/06/11/at-risk-youth-and-creative-programs/>

## Benefits of Music Education for children:

<https://www.pbs.org/parents/thrive/the-benefits-of-music-education>

<https://www.nammfoundation.org/articles/2014-06-09/how-children-benefit-music-education-schools>

<https://nafme.org/20-important-benefits-of-music-in-our-schools/>

<https://www.raisesmarkid.com/all-ages/1-articles/16-the-effect-of-music-on-childrens-intelligence>

## Benefits of Music Education for Special Needs Children:

<https://www.connollymusic.com/stringovation/benefits-of-music-for-special-needs-children>

<https://www.accel.org/blog/how-music-helps-special-needs-students/>

<https://www.themusicroomleeds.com/tmr-blog/2020/4/16/the-power-of-music-for-children-with-special-needs>

[https://people.uwec.edu/rasarla/research/mtorg/adaptive\\_music/role\\_music.pdf](https://people.uwec.edu/rasarla/research/mtorg/adaptive_music/role_music.pdf)

## Music and Social Emotional Learning:

<https://www.tmea.org/teaching-resources/sel-in-music-education/>

<https://medium.com/inspired-ideas-prek-12/music-education-as-a-space-for-social-and-emotional-learning-3a94cde30585>

<https://prodigiesmusic.com/music-education-and-social-emotional-learning/>

## Music Education and Mental Health of Students:

[https://www.winmentalhealth.com/benefits\\_of\\_music\\_education.php](https://www.winmentalhealth.com/benefits_of_music_education.php)

<https://www.health.harvard.edu/staying-healthy/music-and-health>

## Music Education and LGBTQ+ students:

<https://commons.lib.jmu.edu/cgi/viewcontent.cgi?article=1247&context=master201019>

[The Power of Music Education](#) - A compilation of scholarly articles

[Tuning In: Six Benefits of Music Education for Children](#) - Good resources within the article

[The Argument for Music Education](#) - Focuses on the science of music and its effect on the brain