



Shirley Malcom,
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and Human Resources
Programs of the American
Association for the
Advancement of Science
(AAAS) states, "arts
education and science
education should not be
'bargained off against
one another' because
the two are connected by
'natural links': teamwork,
design, innovation,
communication, thinking
critically, and developing
discipline. It is not a
question of science or the
arts but of how to bring
both together in the
classroom."
*(Arts Education
for the 21st Century
American Economy,
1994)*



In 1994 the *Journal of
Music Therapy* reported
the results of a study
which suggests song
rehearsal facilitated
reading accuracy by
serving as a structural
prompt, supporting
previous findings that
music can facilitate recall
and retention. Twenty-
seven kindergartners
participated in a music
program, supplementing
their whole language
curriculum. One class had
song rehearsal of their
textbook set to music.
The second class had
spoken and song
rehearsal. The third class
had only spoken text
rehearsal. The subjects'
subsequent text readings
were analyzed for word
substitutions and
omissions. The first two
classes had greater
reading accuracy than the
third class.
*(Journal of
Music Therapy,
1994, v.31 pp. 238-247)*



A 1997 Gallup Poll
showed the percentage of
Americans who believe
arts education provides
the following benefits to
students:

- Teaches children to get along with others
82 percent
- Music is part of well-rounded education
90 percent
- Develop discipline and perseverance
86 percent
- Become more tolerant of other cultures
94 percent
- Provides sense of accomplishment
96 percent
- Improves overall intellectual development
89 percent
- Develop teamwork skills
95 percent

Over half of those questioned said that, if necessary, they favored cuts in administrative costs, extracurricular activities, and sports in order to pay for arts classes in the regular curriculum.



These Free Articles Are Available To You:

- *Understanding School Budgets* by Karl Bruhn outlines the five step process of developing a school budget.
- *Supporting School Music* by Larry Linkin focuses on the realities facing music education.
- *Music and the At-Risk Student* by June Hinkley focuses on music's role in rescuing at-risk students.
- *New Horizons for Senior Adults* by Roy Ernst and Scott Emmons focuses on music for lifelong learning.
- *Music to the Rescue* by John Willet discusses why the proven role of music and arts in education is often discounted.
- *There's An Army Out There* by Larry Linkin highlights the results of *Americans and the Arts VI* Harris poll.



Among Pacific Symphony Orchestra (PSO) members who responded to a 1992 survey, 95 percent said they had participated in school music programs as a child; had participated in such programs for an average of eight years, across the full spectrum of school music — classroom instruction 50 percent, concert band 40 percent, orchestra 76 percent, and choir 40 percent; and viewed their school music programs as critical. Two-thirds said the school music program was of "great importance" in awakening their interest in music; for 84 percent the school music program was important in reinforcing an existing interest. Fully two-thirds said that without their experience in school music, they would not have become professional musicians.

To order call the National Coalition for Music Education at 760-438-8001.