Why Clemson Students SHOULD play in band!

- Students with coursework/experience in music performance and music appreciation scored higher on the SAT: 53 points higher on the verbal and 39 points higher on the math for music performance, and 61 points higher on the verbal and 42 points higher on the math for music appreciation than students with no arts participation. —1999 College-Bound Seniors National Report: Profile of SAT Program Test Takers, The College Entrance Examination Board, Princeton, New Jersey

- Data from the National Education Longitudinal Study of 1988 showed that music participants received more academic honors and awards than non-music students, and that the percentage of music participants receiving As, As/Bs, and Bs was higher than the percentage of non-participants receiving those grades. —NELS:88 First Follow-up, 1990, National Center for Education Statistics, Washington, DC

- A research team exploring the link between music and intelligence reported that music training is far superior to computer instruction in dramatically enhancing children's abstract reasoning skills, the skills necessary for learning math and science. —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

- “Many colleges view participation in the arts and music as a valuable experience that broadens students’ understanding and appreciation of the world around them. It is also well known and widely recognized that the arts contribute significantly to children’s intellectual development.” —Getting Ready for College Early: A Handbook for Parents of Students in the Middle and Junior High School Years, U.S. Department of Education, 1997

- What a tragedy it would be if we lived in a world where music was not taught to children. —H. Norman Schwarzkopf, General, U.S. Army, retired
The very best engineers and technical designers in the Silicon Valley industry are, nearly without exception, practicing musicians. —Grant Venerable, “The Paradox of the Silicon Savior,” as reported in “The Case for Sequential Music Education in the Core Curriculum of the Public Schools,” The Center for the Arts in the Basic Curriculum, New York, 1989

“To compete effectively in today’s rapidly changing business climate, a firm must have employees who can think creatively and work productively in a team environment. Arts education facilitates development of those skills more effectively than most classes in traditional “basic” subjects. I firmly believe education in the arts is both basic and significant in providing young people important skills for the workplace.” —Jim Bennett, Secretary and General Counsel, Maytag Corporation

A study of 811 high school students indicated that the proportion of minority students with a music teacher role-model was significantly larger than for any other discipline. 36% of those students identified music teachers as their role models, as opposed to 28% English teachers, 11% elementary teachers, 7% physical education/sports teachers, and 1% principals. —D .L. Hamann and L. M. Walker, “Music teachers as role models for African-American students,” Journal of Research in Music Education, 41, 1993

Researchers in Leipzig found that brain scans of musicians showed larger planum temporale (a brain region related to some reading skills) than those of non-musicians. They also found that the musicians had a thicker corpus callosum (the bundle of nerve fibers that connects the two halves of the brain) than those of non-musicians, especially for those who had begun their training before the age of seven. —G. Schlaug, L. Jancke, Y. Huang, and H. Steinmetz (1994). “In vivo morphometry of interhemispheric assymetry and connectivity in musicians.” In I. Deliege (Ed.), Proceedings of the 3d international conference for music perception and cognition (pp. 417-418), Liege, Belgium

Music education opens doors that help children pass from school into the world around them – a world of work, culture, intellectual activity, and human involvement. The future of our nation depends on providing our children with a complete education that includes music. —Gerald Ford, former President, United States of America

Music is about communication, creativity, and cooperation, and, by studying music in school, students have the opportunity to build on these skills, enrich their lives, and experience the world from a new perspective. —Bill Clinton, former President of the United States of America

The arts enrich communities and employees, and also stimulate the kind of intellectual curiosity our company needs to stay competitive. —Norman R. Augustine, Chairman and Chief Executive Officer, Martin Marietta Corporation