

House Concurrent Resolution No. 26

94TH GENERAL ASSEMBLY

3942L.031

5 **Whereas**, providing art, drama, and music education teaches our children to
2 compete creatively in our global economy; promotes greater success in math, reading, problem
3 solving, decision making, self-esteem, self-discipline, and accepting responsibility to finish
4 tasks; and contributes to higher attendance and graduation rates; and

6 **Whereas**, comprehensive arts education is eroding in our public schools, with
7 instructional time for art and music being reduced by 22% in school districts; and

9 **Whereas**, the federal government recognizes the importance of art education in our
10 children's education by designating it as a required core academic subject; and

12 **Whereas**, students who participate in the arts outperform those who do not on
13 virtually every measure. Researchers have found that sustained learning in music and theater
14 correlates to greater success in math and reading, with students from lower socioeconomic
15 backgrounds reaping the greatest benefits; and

17 **Whereas**, the arts are uniquely able to boost learning and achievement for young
18 children, students with disabilities, students from economically disadvantaged circumstances,
19 and students needing remedial instruction. A 1992 Auburn University study found significant
20 increases in self-concept of at-risk children participating in an arts program that included music,
21 movement, dramatics, and arts, as measured by the Piers-Harris Children's Self-Concept Scale;
22 and

24 **Whereas**, skills learned through the discipline of music transfer to study skills,
25 communication skills, and cognitive skills useful in every part of the curriculum. In 1992,
26 researchers at the University of Montreal used various brain imaging techniques to investigate
27 brain activity during musical tasks and found that sight-reading musical scores and playing music

28 both activate regions in all four of the cortex's lobes, and that parts of the cerebellum are also
29 activated during those tasks. Likewise, in 1994, researchers in Leipzig found that brain scans
30 of musicians showed larger planum temporale (a brain region related to some reading skills) than
31 those of non-musicians. They also found that the musicians had a thicker corpus callosum (the
32 bundle of nerve fibers that connects the two halves of the brain) than those of non-musicians,
33 especially for those who had begun their training before the age of seven; and
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35 **Whereas**, researchers have found music therapy to be beneficial in unlocking the
36 social interactions autism prevents in autistic children and in treating people who may not be able
37 to speak as a result of brain damage from a stroke; and
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39 **Whereas**, the schools that produce the highest academic achievement in the United
40 States today are spending 20% to 30% of the day on the arts. United States Department of
41 Education data from 1999 show that students who report consistently high levels of involvement
42 in instrumental music during the middle school and high school years show "significantly higher
43 levels of mathematics proficiency by grade 12"; and
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45 **Whereas**, with music in schools, students connect to each other better, resulting
46 in greater camaraderie, fewer fights, less racism, and reduced use of hurtful sarcasm. With music
47 instruction in schools, teachers found that students were less aggressive. Nine out of ten adults
48 and teenagers who play instruments agree that music making brings the family closer together.
49 College-age musicians are emotionally healthier than their non-musician counterparts for
50 performance anxiety, emotional concerns, and alcohol-related problems; and
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52 **Whereas**, the National Association for Music Education reports that schools that
53 have music programs have significantly higher attendance rates (93.3% as compared to 84.9%)
54 and graduation rates (90.2% as compared to 72.9%). As the percentage of students enrolled in
55 a music class increases, so does the graduation rate of the school:
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57 **Now, therefore, be it resolved** that the members of the House of
58 Representatives of the Ninety-fourth General Assembly, Second Regular Session, the Senate
59 concurring therein, hereby acknowledge the commitment of school districts in Missouri to enrich
60 the lives of students through the fine arts and commend their efforts; and

61 **Be it further resolved** that the General Assembly recognizes the importance
62 of fine arts in our children's public education and the profound effect they have on the ability of
63 students to interact, communicate, learn, and achieve in a global economy, where every
64 advantage available is necessary; and

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66 **Be it further resolved** that the General Assembly strongly urges and
67 encourages the Governor of the State of Missouri and the Department of Elementary and
68 Secondary Education to secure these advantages to our students by seeking additional funding
69 for fine arts education from all available sources, including federal grants and aid; and

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71 **Be it further resolved** that the Chief Clerk of the Missouri House of
72 Representatives be instructed to prepare properly inscribed copies of this resolution for Governor
73 Matt Blunt, the Missouri Department of Elementary and Secondary Education, and each school
74 district in Missouri.