

(Schedule A)

My Name is David Carr, I live in West Haven Connecticut, Today is June 27, 2011. Our Children go to Seth Haley Elementary. My previous experience includes Masters Level Youth and Family Counseling, Case Management and Family Preservation work.

I want to begin by recognizing and thanking the members of the Board of Education who make a generous commitment of their time and talent in the best interests of the public school students in West Haven and the future of your community. Thank you.

I am not here to discuss economic development. I am not here to discuss factors, reasons and issues new businesses and home owners may consider when they think about, or want to re-locate to our city. I am not here to discuss the potential that exists when the train station opens, or how West Haven will be viewed on the regional media when the next report hits about reduction in educational quality of services. I am not here to discuss the power of newspaper articles available on the internet.

I am in favor of increasing music education in our schools. I object to the elimination of any music program based on the following authoritative research. I have been unable to find any professional opinion that suggests that elimination of music and art education is a sound educational practice. There are numerous documented associations between music education, intelligence, and spelling ability in elementary school.

I therefore question the reason band elimination was ever suggested. I seek the names of and the source of the original proposal since it is clearly not in the best interests of education, or in the best interest of West Haven.

I support the people who provide direct service and learning experiences to the students in public schools. I support and applaud the teachers who are recognized for producing exceptional students.

First lets' look at the recent statistics from 2010 School & District Report Cards which can be found at..... www.conncan.org/learn/reportcards

Overall Student Performance	SCHOOL NAME	PERCENTAGE
Average percentage of students meeting state goals across all subjects RANK		
State Average		65.6%
	Anna V. Molloy School -2%	63.4%
	Edith E. Mackrille School -3%	62.2%
	Alma E. Pagels School -5%	60.7%
	Forest School -7%	58.3%

	Washington School -9%	54.8%
	Seth G. Haley School -15%	50.9%
	Savin Rock School -19%	46.2%
	Clarence E. Thompson -21%	44.1%

Now I will present a small sample of current research on the associations between music education, intelligence, and spelling ability in elementary school.

1) 2011 Advanced Cognitive Psychology Journal Katrin Hille,¹ Kilian Gust,¹ Ulrich Bitz,¹ and Thomas Kammer²

Musical education has a beneficial effect on higher cognitive functions. Boys playing an instrument showed better performance in spelling compared to the boys who were not playing, despite family members with instruments ($p < .01$). This effect was observed independently of IQ. Our findings suggest an association between music education and general cognitive ability as well as a specific language link.

..... Adv Cogn Psychol. 2011; 7: 1–6. Published online 2011 March 4. doi: 10.2478/v10053-008-0082-4 Copyright : © 2010 University of Finance and Management in Warsaw

2) By Michael Shasberger, D.M.A., Adams Chair of Music and Worship

That every student has unrestricted access to developmentally appropriate music experiences at least 30 minutes a day, three times a week in elementary school, Students involved in arts in the curriculum are:

- Four times more likely to be recognized for academic achievement
- Three times more likely to be elected to class office within their schools
- Four times more likely to participate in a math and science fair
- Three times more likely to win an award for school attendance
- Four times more likely to win an award for writing an essay or poem

Young artists, as compared with their peers, are likely to:

- Attend music, art, and dance classes nearly three times as frequently
- Participate in youth groups nearly four times as frequently
- Read for pleasure nearly twice as often
- Perform community service more than four times as often

Definitions of Effects of Music on Learning which can be specifically documented in this paper.

- Linguistic intelligence: The capacity to use words effectively, orally or written.
- Logical-Mathematical Intelligence: The capacity to use numbers effectively and to reason well.

- Spatial Intelligence: The ability to perceive the visual-spatial world accurately and to perform transformations upon those perceptions.
- Bodily-Kinesthetic Intelligence: Expertise in using one's whole body to express ideas and feelings and facility in using one's hands to produce or transform things.
- Musical Intelligence: The capacity to perceive, discriminate, transform, and express musical forms.
- Interpersonal Intelligence: The ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of other people.
- Intrapersonal Intelligence: Self-knowledge and the ability to act adaptively on the basis of that knowledge.

Westmont College, California, The Westmont College Magazine," Winter 2009

3) 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

4) 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*

5) 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*

6) □ 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*

7) 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* Read more: <http://www.bright hub.com/education/k-12/articles/11235.aspx#ixzz1PijluAna>

8) **Peggy Petrilli**, principal of Northern Elementary School in Lexington, Kentucky. Says "relying on extensive data showing that music and foreign language study can improve cognitive ability and academic achievement, we offer strong programs for both. Children in grades K-3 learn to play the violin; grades 4 and 5 learn to play trumpet, clarinet, piano, and percussion instruments. We also have Latin for fourth- and fifth-grade students... Principal magazine April 2005
<http://www.naesp.org/resources/2/Principal/2005/M-Ap32.pdf>

In closing, I am in favor of increasing music education in our schools. I object to the elimination of any fine art program in the West haven School, and advocate for increasing these areas of instruction for many of the reasons presented this evening.