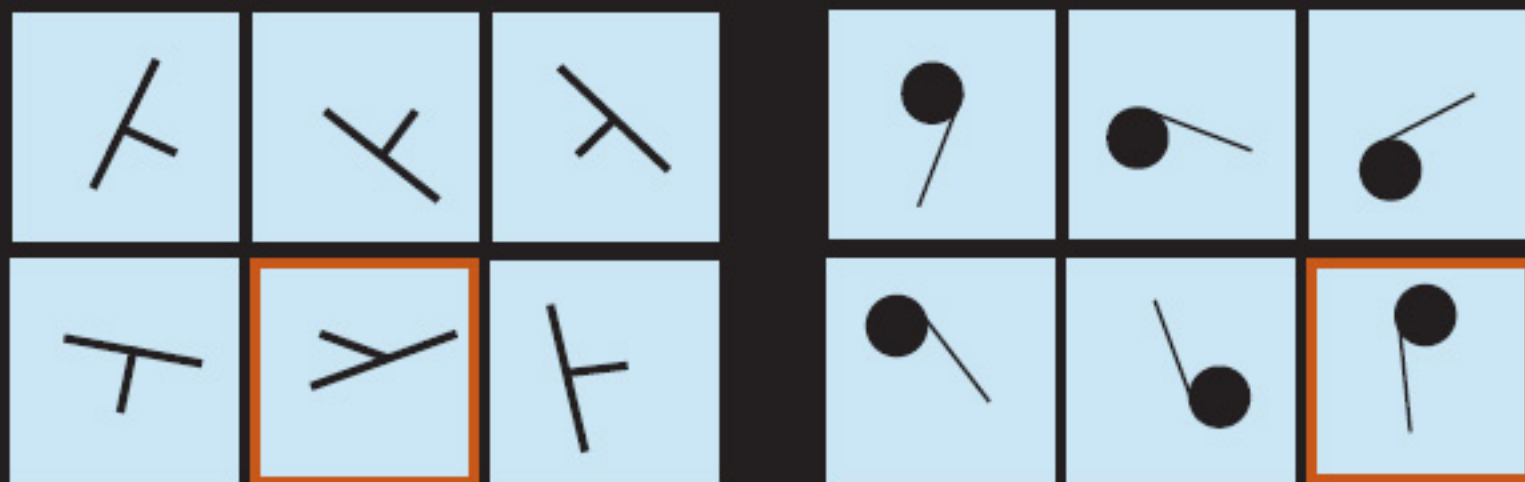


ARTS AND MATH

“Learning, Arts, and the Brain,” a new report from a three-year, seven-university research project supported by the Washington-based Dana Foundation, includes a paper by researcher Elizabeth Spelke titled “Effects of Music Instruction on Developing Cognitive Systems at the Foundations of Mathematics and Science.”



In Ms. Spelke’s study, students in middle and high school who had intensive music training tended to score better when asked to identify geometric differences between figures, such as those shown above, compared with a group of students who had little or no musical training. The two groups did not differ on tasks, such as those shown below, designed to measure students’ numerical skills by requiring them to estimate the number of dots on a page.

