

119TH CONGRESS
2^D SESSION

H. RES. 1108

Expressing support for designation of March 2026 as Music in Our Schools Month.

IN THE HOUSE OF REPRESENTATIVES

MARCH 5, 2026

Ms. VELÁZQUEZ (for herself, Mr. FROST, Ms. CLARKE of New York, Mrs. McIVER, Ms. NORTON, Ms. TITUS, Mr. DAVIS of Illinois, and Mr. EVANS of Pennsylvania) submitted the following resolution; which was referred to the Committee on Education and Workforce

RESOLUTION

Expressing support for designation of March 2026 as Music in Our Schools Month.

Whereas music has been present in every known human culture throughout history and modern times;

Whereas music is one of the most important manifestations of our cultural heritage, as it embodies our national identity and illustrates our shared history;

Whereas music education helps communities share ideas and values among cultures and generations, promoting a more cooperative and inclusive citizenry;

Whereas singing has existed in American classrooms since before the signing of the Declaration of Independence;

Whereas, in 1838, music as its own curriculum was first adopted by public authority in the public schools of Boston, Massachusetts;

Whereas the development of a musical people has been and remains dependent on a public commitment to the teaching of music in all schools;

Whereas State legislatures and educational agencies have supported music as part of the regular school curriculum;

Whereas the Every Student Succeeds Act identified music as part of a well-rounded education;

Whereas music is a means for exploring the emotional and aesthetic dimensions of the human experience;

Whereas music holds intrinsic value as an art form, providing opportunity for self-expression, fellowship, and spiritual fulfillment;

Whereas research has documented that participation in school music promotes student engagement, leading to improved social and academic outcomes, particularly for at-risk students;

Whereas research has documented that participation in school music also promotes cognitive, social, and emotional development, exercising skills valuable to the workforce such as motivation, attentiveness, self-discipline, teamwork, persistence, empathy, respect, and leadership; and

Whereas students attending public school in urban or rural communities, public schools with a high percentage of students from low-income families, and public schools that are majority Black, Hispanic, or Native American experience the most inequity in access to music education: Now, therefore, be it

1 *Resolved*, That the House of Representatives supports
2 the designation of Music in Our Schools Month and recog-
3 nizes—

4 (1) the fundamental importance of music to the
5 Nation’s culture;

6 (2) the long history of music as an integral part
7 of the Nation’s schools;

8 (3) the disparate access to high-quality music
9 education that exists across the country; and

10 (4) the need to do more to support the teaching
11 and learning of music in public schools.

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