

Every human has the right to pursue happiness. Music is important in life because it is a guaranteed way to accomplish the emotional desire of feeling happy. This is certain because there are numerous styles of music which have accumulated since the beginning of time. Therefore, there is a type, or there are several types, of music for everyone in the world. Furthermore, humans must have a way to express themselves emotionally, beyond verbal communication. Playing an instrument, singing a song, or simply closing your eyes and listening to your favorite CD are safe and effective ways to unveil those powerful emotions. Finally, music provides meaning in itself beyond emotions; music brings meaning to life (Robert Glidden). Searching and discovering one's musical style, expressing one's emotions, and understanding the meaning of life are three ways in which people can pursue happiness through music.

Music classes in schools are like extra credit classes which benefit the students' overall grade point average. Music students have shown to receive higher scores on ACT and SAT tests than non-music students, as well as higher grades in school than non-music students. Music in schools benefits faculty as well. Students increase their level of creativity, originality, and expression through music classes. These benefits can be used in other classes besides strictly music classes. Students can more easily participate in classes if they have the ability to create new and interesting opinions in those classes beyond the obvious and unoriginal ideas given from the non-music students. Also, music should be taught in the schools because music educators need a place with students to express and provide their knowledge of the beautiful world of music.

The music taught in schools should have a wide variety of styles for the purpose of broadening students' knowledge of different styles of music, and allowing them to be more open minded individuals in everyday life. It is obvious that learning and teaching different styles of music provides music students with an expansive background of music styles. However, students will also have a deepened knowledge of human culture through learning the different styles of music and where those styles originated. This benefits other music classes such as music history, and it supports other non-musical classes such as history, which is usually a required class sometime in one's high school career. Furthermore, a wide variety of musical styles will strengthen and expand students' instrumental technique. Providing a wide variety of music to students will permit them to dig deep in to the music and pull out its special and unique characteristics. Some new music students may believe European classical music is and will always be their musical passion, but play for them modern European jazz that they have not heard before, and they just may have a newfound musical infatuation. Stylistically diverse music grants an opportunity to become culturally inclined and emotionally united with abundant musical categories.

Students who are serious about music should take higher levels of music classes. While everyone should be allotted to participate in simple and general music classes, only the students who are truly moved and touched by music should be able to further their understanding of music. Music is a gift for everyone to open, but music education is a special gift which only the well-deserved individuals can unwrap. Music education is a privilege and should not be taken for granted. This being said, only students whom are serious about learning music and exploring its beauty should learn more about it. While

music is a wonderful gift, some people appreciate it or enjoy more than others.

Therefore, why force somebody to learn something, especially as delicate as music, that they have no interest in? Math, science, English, and sometimes other subjects are required to be taught by the teachers and learned by the students in all schools at all levels. So, why add another “requirement” or “prerequisite” to the painful list? Who would want music to become associated with needs and requirements? Forcing music education upon students will only make them steer away from it- which is the last thing that should happen to music. It is extremely important for all students to experience some type of music education in their lives, but after that first step, it should be up to the student where, how, or if he or she will continue his or her education in music.

Those students who have chosen to learn music completely from their own free will are the students who should become future music educators. The music teachers who are the most helpful will become the most appreciated and the most valued musical educators. People need music as much as music needs people. This scale of people and music must be balanced in order to create effective music educators. The most important characteristic for a music educator to have is that of helpfulness. Helpfulness causes students to have a stronger desire to learn than a music teacher who does not possess helpful qualities. It also creates a curiosity in students to learn more about music itself. Most importantly, it develops a chain reaction; helpfulness makes the student more willing to help others and give others encouragement. These “others” first start out with the student’s peers. Next, after the student has become a teacher, the “others” are now that teacher’s students. Finally, the “others” snowball into fellow music educators, and

all of these “others” are stronger music students, stronger educators, and stronger individuals.