**Conclusions**

The majority of musicians surveyed did not show moderate or low hand dominance, in fact the majority had a high degree of dominance. Therefore, I cannot conclude that having musical training has necessarily resulted in an equal development or dominance of both cerebral hemispheres in the surveyed individuals.

The musicians that have a moderate degree of dominance did not seem more likely to have one-right handed parent and one left-handed parent, however they did seem more likely to have one or both parents with artistic ability. The musicians with higher degrees of dominance were not consistently more likely to have parents that were both right-handed, and did not seem more likely to have no parents or only one parent with artistic ability. Therefore, I cannot conclude that having "right-brain" genetic influence from a parent has necessarily caused an individual to have an equally dominant cerebral hemispheres, although a parent with artistic ability may have been more likely to have given his or her child the opportunity to develop right-brain skills by encouraging the child's receiving musical training

When math and English strengths were compared, there was a 13.33% difference between the percentage of individuals who felt math was their strongest academic subject and the percentage of those who felt English was their strongest subject. When weaknesses were compared, there was a 3.34% difference between the percentage of individuals who felt English was their strongest academic subject and the percentage of those who felt math was their strongest subject. There was not a drastic percentage difference between the two strengths or weaknesses.

The percentage of individuals who felt that English was their strongest subject and the percentage of those who felt that math was their strongest subject when the individual began musical training before or at the same time as learning to read were the same. The more time that passed between the two ages seemed to show growing fluctuation between the two percentages except for the difference of 3 to 4 years. The percentage difference was definitely uneven as opposed to the individuals who began training prior to or at the same time as learning to read, where it was even. My conclusion is that an individual seems more likely to have equal skills in math and English if they have had less time between the age of receiving musical training and the age of learning to read.

The percentage of individuals with a moderate degree of dominance who felt English was their strongest subject was not the same as the percentage of those who felt math was their strongest subject. Therefore I cannot conclude that having nearly equally dominant cerebral hemispheres will necessarily mean having roughly even English or math skills.