



Building in the child:

- increased literacy
- intrinsic motivation
- complex symbolization and meaning skills
- intelligence, imagination and play
- integration of sensory data
- spatial and sequential reasoning
- delayed gratification
- attuned-reciprocal response
- attentiveness and alertness
- regard for other
- secure attachment
- musical development

*For more information,
please contact:*

**Richards Institute of
Education and Research**

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An Innovative Program For All Teachers

Education Through Music

*A language-based program
in which song, movement
and interactive play promote
emotional, social, cognitive and
musical development.*



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Education And Research**

What is ETM™?

Education Through Music is the study of artful teaching and the process of learning. Based on English language songs, it is designed to promote the study of sound and the acquisition of language. Together with movement, these build the imagaic system and symbolization processes, thereby

***laying the foundation
for the building
of intelligence.***



Why should I enroll in an ETM class?

- Have more energy at the end of your day than when you started.
- Enhance your teaching by understanding how the brain functions.
- Experience the laughter, joy and élan that ETM activities offer; revitalize your spirit.
- Learn engaging, unique and successful materials for teaching music and language literacy.
- Enter the state of “play”—the state for optimal learning.
- Gain new and helpful tools for guiding the stabilization of children.
- Build strong, secure adult-child relationships rooted in attachment.

Children become the model that is set before them. The kind of stimulation and interaction a child experiences with adults creates permanent biological wirings within the brain, establishing a neural blueprint for life-long learning. If we want to change the children, we must first change the adult figures that influence their lives.

How does ETM benefit children?

- Develops focus and attentiveness while reducing distractibility and impulsivity.
 - Enhances working memory, strategizing, language structures and auditory processing.
 - Creates a classroom of eager, alert children with eyes and faces brightened.
 - Stabilizes the emotional system, promoting self-monitoring and motivation.
 - Cultivates social interactive skills and regard for others while reducing aggression.
 - Increases both spatial awareness and sequential thinking.
 - Promotes complex symbolization abilities—increasing meaning, understanding, and literacy.
- Children are engaged easily in ETM activities in most settings. Teachers engage children in singing and play-state activity for approximately 30 minutes.

***“Each song is investigated through
the mediation of its game.”***

— Mary Helen Richards in *Aesthetic Foundations for Thinking, Part 2*

How does ETM benefit children?

(continued)

In settings where children are harder to engage, where they are at-risk, abused, or emotionally disturbed, children may at first appear resistant. ETM has been highly effective with all styles of learners, including gang members and physically violent children.

Who uses ETM and where is it used?

- Classroom, music, special education, pre-school and middle school teachers.
- Speech and language pathologists, occupational therapists, physicians, clinical psychologists and researchers.
- Parents, grandparents and daycare providers.

Although the activities of ETM promote the effective aesthetic development of the child, teachers or parents need no prior musical training.

How does one experience ETM and learn about it?

- **Winter Course** sessions are held September through May in various locations throughout the United States by specially trained teachers who are active educators.
- **Summer Day Camps** offer opportunities for children, parents and teachers to experience ETM, storytelling and expressing imagination.
- In mid-July, a weeklong **Summer Colloquium** attracts over 100 people annually.

The Richards Institute was founded in the summer of 1969 in California by Mary Helen Richards and sponsors a number of courses taking a fresh look at the art of intriguing and delighting children.

“In the games the child has a chance to practice social interaction—with many different people. He learns to pay attention to others, to be aware of the beauty of others, and to know that their beauty does not lessen his own.”

—Mary Helen Richards in *Aesthetic Foundations for Thinking, Part 2*



What are people saying about ETM?

“I find stabilizing work being done with ETM that is paramount to the well-being of children and adults. One of the most miraculous was a little boy in a special day class. “Henry” had multiple handicaps, was low functioning, non-verbal, and needed lots of special services. After playing Rig a Jig many times, and asking Henry if he’d like to run or skip, his answer was always unintelligible and I would just pick one. One day, after asking him, he looked up at me and clear as day said, ‘I want to skip!’ Everybody in the room froze!” —Elaine LeCain, Music Specialist K-6, Violinist

“ETM is an experience and can be known only through doing ... If our children’s schooling were to include ETM, play as a force could be opened again in our children—as well as in adults.” —Joseph Chilton Pearce, *“The Biology of Transcendence”*

ETM is able “to achieve therapeutic results in 35 minutes which can take me up to 6 months to achieve in a clinical setting.” —Dr. Sigurd Zielke, *Clinical Psychologist*

“Education Through Music is a highly recommended course for teachers enrolled in the Masters Program focused on Arts in Education. Through ETM, teachers experience play, learn from the whole and then the parts of a song or musical form, and are brought to the cutting edge of brain research and learning theory. ETM is a way for teachers to gain assessment skills for increasing the learning potential of each individual student. ETM gives energy, insight and inspiration to both new and experienced teachers!” —Dr. Crystal Olson, Ed.D., Assistant Professor, College of Education, California State University, Sacramento

“ETM is a joyful celebration of learning and being together that promotes the kind of healthy children we want to know. It is the best teaching I do—and it challenges me to constantly improve everything I do with my students. Far beyond the benefits of higher test scores, I see tremendous

gains in focus, social development and emotional stability.” —Joann Yabrof, second grade teacher, Adjunct Faculty, California Lutheran University School of Education

“What I like most about ETM is that it takes all the different clusters of knowledge — cognitive, sensory-motor, social, and emotional — and coordinates them in the whole being in an effective manner to help children and adults achieve higher psychological functioning, and all in a positive and fun way.”
—C. Donel Crow, Ph.D., Licensed Psychologist

“ETM is of enormous benefit in that it creates a state of mind open to learning.”
—Joseph Chilton Pearce, *“Evolution’s End”*

“... I wish I could take one of my children back ... my kids are quite a bit older now...when I think about what this is going to build the foundation for—the band, the choral, and the fine arts performances that we have here and the appreciation for the arts that you are obviously instilling, I wish I could go back and do it over again...there are great things ahead for these kids.”

— Peter Gustaafson, Parent and School Board President



ETM’s Mission Statement: “To foster the well being and development of children and their caregivers, through the study of song and play, promoting this central value in communities everywhere.”