



Editorial

Welcome to Approaches: Music Therapy & Special Music Education

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Welcome to the inaugural issue of *Approaches: Music Therapy & Special Music Education*!

Approaches is the first peer-reviewed journal in Greece which is dedicated to the fields of Music Therapy and Special Music Education. It is a biannual electronic publication (spring and autumn) and it is accessible free of charge.

Approaches is an affiliate partner with the Greek Association of Primary Music Education Teachers (GAPMET), but it maintains independence of direction and activity.

Vision of *Approaches* is its contribution to the development and advance of scientific dialogue, the fertile connection of theory and practice, as well as the reliable public update through the publication of articles, research, interviews, as well as announcements in relation to the fields of Music Therapy and Special Music Education.

The creation of the journal aspires to contribute to the continuous development and advance of these two fields. The choice to develop both fields in parallel – instead of one of them – is based on the rational that Music Therapy and Special Music Education are different, but related fields. In this way, both their correct differentiation and the fertile dialogue between them can contribute to their mutual development. Additionally, the parallel development of these two fields reflects the contemporary challenges for close cooperation between music therapists and music teachers which belong to the broader music, social, political, financial and cultural framework (Ruud 2000; Stige 2001). This also coincides with the recent political and legislative circumstances in Greece, where the recognition of Music Therapy as a profession happened through the voting of the recent Special Education law (No. 3699, Official Journal of the Hellenic Republic. A 199/02.10.2008, Article 19) which defines also the employment of music therapists in special education settings. Music

Therapy as a profession in Greece is connected henceforth historically and politically with the developments in Special Education (for more details, see Tsiris 2009).

Having in mind the above, a main element of the philosophy of *Approaches* is the respect of pluralism in the practices and theoretical perspectives within our professions and disciplines. Therefore, it aims at providing space for multi-voiced dialogues and transdisciplinary collaborations that celebrate our diversity. From this perspective, the journal encourages the exploration of 'grey' areas, 'border zones' (Ansdell & Pavlicevic 2008) and emerging cultures within our professions, as we consider our differences as fertile points for dialogue and research. In these terms, we consider that the word 'approaches' suits appropriately the vision and philosophy of this new journal.

Approaches also tries to respond appropriately to the contemporary needs and challenges for international communication and partnerships. For this reason, it is published electronically, it is accessible free of charge, and has two official languages: Greek and English. In this way, *Approaches* holds the potential to become an international venue for communication among music therapy and special music education communities.

Stressing the importance of developing international partnerships, but also giving a personal greeting to *Approaches* for its beginning, we start this inaugural issue with welcome letters from seven colleagues from abroad who have contributed to the development of the Music Therapy and/or Special Music Education communities in Greece in various ways. These colleagues are in alphabetical order: Leslie Bunt (UK), Harald Goll (Germany), Nigel Hartley (UK),

Jackie Robarts (UK), Brynjulf Stige (Norway), Alan Turry (USA) and Tony Wigram (Denmark).

The articles that follow in this first issue reflect the plurality and diversity that is embraced and cultivated in *Approaches*. In the first article, Henry Dunn explores the nature of the client-therapist relationship in music therapy and raises various points with regards to the personal journeys that we undertake as therapists while we travel together with our clients. This exploration takes place through the presentation of a case study and with reference to Jungian psychology and the concept of the wounded healer.

In the following article Lucia Kessler-Kakoulidi presents the Dalcroze method and its application to children and adolescents with special needs. In this framework, she attempts to define the Dalcroze method and explore its relation with Music Therapy and Music Education. Therefore, she explores the differences and similarities between these fields – a debate that we hope will continue to the journal.

A similar exploration is continued by Metaxia Pavlakou, but this time with the focus on the non-clinical use of music in the wider spectrum of the relation between music and health. In this way, she leads us through the findings of her research which explored the possible benefits of participation in group singing for people with eating disorders in a non-clinical context.

Finally, Dimitra Koniari presents a theoretical paper where she studies the musical features of people with Williams Syndrome from a neuro-physiological and neuro-educational point of view. In this way, she brings to the forefront the significance of neurology and cognitive sciences in providing us with greater understanding of the psycho-somatic conditions of the people that we work with as music therapists or teachers.

All articles are published in the original language that each author submitted them in. In the end of the journal however, you will find their abstracts translated into Greek or English accordingly.

Closing this editorial it is important to stress that the creation and publication of *Approaches* is the harvest of a collective effort. For this reason, I want to express my heartfelt thanks to the editorial team of *Approaches* for their contribution to the editing process of the articles, to the administrative panel of GAPMET for their continuous financial and technical support throughout the creation of *Approaches*, as well as the team of e-learning of GAPMET (<http://e-learning.primarymusic.gr>) for their useful ideas and technical support wherever this was needed.

We hope you will participate and contribute to this collective effort and vision of *Approaches* by being an active reader of the journal, submitting your own article for publication and by sharing your own ideas and thoughts with us.

Once again, welcome to *Approaches*!

References

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