

Editorial

This issue of *Music and Arts in Action*, an open-access peer-reviewed journal published by the SocArts Research Group of the University of Exeter, UK, brings three new articles.

These articles, representing different disciplines, cover topics in music sociology, drama education, and music and health, together highlighting the importance of the arts in everyday life.

In *I Wasn't Part of the World: Reasons for Not Listening to Mobile Music*, Eva Schurig makes the case for researching and understanding the reasons why people choose not to listen to mobile music. For this work, Schurig conducted two studies that explored the preferences of both listeners and non-listeners. The findings of this work are grounded in the detailed analysis of interviews and empirical observations of mobile music listening practices. This work offers a novel perspective on mobile music listening in everyday life, suggesting that the decision to switch off the music seems to depend on the activity being conducted while listening to music.

Next, in *How Can Writing Give Voice to Youth Theatre Members and Why is That Important?* Dermot Daly suggests that for some young people, engagement and participation in youth theatre may be difficult because of a variety of external factors. In this article, Daly presents a quantitative case study that looks at a theatre writing workshop that was conducted with the aim of giving voice to a targeted cohort. Using questionnaires and a contextualising ethnographic approach, the author shows how, through writing and storytelling, voice and agency can be emboldened, aiding in improving the participation of young people in theatre.

Finally, in *Exploring Meaningful Experiences of Group Music and Imagery Sessions: An Intrinsic Case Study*, Petra Jerling and Liesl Van Der Merwe explore the meaning that participants ascribe to their lived experiences during their participation in Music and Imagery (MI) sessions. For this work, Jerling and Van Der Merwe delivered four individual and three online MI group sessions to all the participants. The findings of this case study are grounded in the data collected from the feedback discussions of the three online MI sessions, as well as the data from the focus group that was organised after the three online group sessions. The authors concluded that MI sessions can enhance personal well-being and experiences of meaning-making.

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The Editorial Team. Jo Parsons, Erinn Epp, Sergio Sorcia Reyes, Mariko Hara, Eva Schurig, Wendy McMahon, Craig Robertson and Rita Gracio.

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