The following bibliography is my attempt to compile a small sampling of the many sources, both books and articles, which focus on or at least include discussion of music’s influence on ethics and character formation. Since the world of the ancient Greeks, music has been used as a tool to promote character in both individuals and societies. There continues to be research produced which delves into ethical implications of music in the ancient world. There’s also interesting work on modern applications of music in both democratic and totalitarian systems in the modern world. Also included is an article which reflects on attitudes of music in nineteenth-century America which hopefully aids the continuum of musical thought which one will find in the following sources.

**Education:**


Carr argues that appreciation of the outdoor environment and nature itself may not, in some cases, be able to be fully achieved by individuals without the aid of the arts including exposure to music.


This article investigates the values inherent in China’s education system since the Cultural Revolution. The authors examine how the central government of the Communist system controls and manages music education in the schools. They argue that music education is used to control and socially discipline Chinese students and citizens.
Musical instruments have been, and continue to be used as models for understanding character in human beings. The author investigates how an instrument provides insight into individual character: how an instrument is played and who plays it. This type of study has had an impact not only in artistic streams of study, but also in medical and philosophical realms.


This article invokes a return to the philosophy of Plato in modern education. Plato advocated that studying music, literature, and mathematics led one on the path of positive character and ethics. The authors argue that the time-tested guidelines laid down by Plato are still relevant and effective in teaching character to today’s students.


The author argues that music education is much more than instructing someone to play an instrument for pure pleasure or even to train someone to attain a professional proficiency. Rather music can serve as a vehicle to attain practical wisdom which, in turn, helps develop and form one’s character.


The author advocates the need for reform and change including new ideas from outside the bureaucracy of modern education. She believes that charter schools and home schooling and how music is used in each of those settings are effective models for general public education to emulate. The role of music is included as part of a broad discussion of music’s role in the general education of each student.
**Sociological/Political:**


The article describes the styles of music and the intended audiences of this music during the years leading up the Civil War. It is argued that music had a profound impact on the entire population including the large rural population that didn’t have prior access to music. Music brought communities and individuals together in ways that had not been achieved in a society and social structure that had been isolated before modern transportation and communication advances.


This article describes the practice of storytelling through music by the Bemba population of Zambia. Music reflects their culture and defines their character. Culture and character are interwoven.


This survey of Western music includes information about the ancient Greeks’ view of music and its affect on character.


The authors argue that music can and should be used to reach and teach at risk young people who attend after-school programs. Music can teach about cultural differences and expose students to new ideas through sound and through hands-on activities.

The authors offer their analysis of the state of education in the late 20th century and how music is part of one’s complete education. Written at a time when music programs were among other arts programs which were deemed non-essential, the authors provide arguments for the relevance and necessity of the arts in education.


The author describes how the Chinese government has complete control of music and that it actively uses music as a tool to spread propaganda about the West throughout China. This article is an excellent springboard into a conversation about the ethics of music and the use of music to achieve results outside of the artistic realm.

**Technological:**


The capability to download, copy, and manipulate music in various ways, has opened the door to debate about copyright and ownership of music. In this article, the author discusses the ethical implications of the choices the digital age offers us.

**Medical:**


In this study, a team of neurologists describes how music can be used to treat patients and stimulate the brain in various ways. This also invites a debate about ethics and whether the results are transient or more permanent.
Conclusion: Even in this brief list of sources, it is evident that music and its uses have implications with other fields such as medicine, politics, technology, education, etc. Music is certainly not a subject in a vacuum, but rather a vital tool which can be used to enhance, detract, or at least spur debate about its use to achieve various results in non-musical realms. In most cases, ethical questions will arise and arguments about music’s role in character formation are pertinent. I hope this sampling provides those who wish to further explore these questions and this subject with a starting point from which they may travel in several different directions.