

## CHAPTER I

### INTRODUCTION

Public school music in the United States has progressed significantly from its inception in 1838. In that year, music became part of the public school curriculum in Boston. On November 14, 1837, the school board in the city of Boston passed the following resolution: "Resolved - That in the opinion of the School Committee, it is expedient to try the experiment of introducing vocal music into the Public Schools of the City."<sup>1</sup>

This study is an investigation into the development of the music program in the public schools of the Rosedale District of Kansas City, Kansas. Although Rosedale is just a part of the larger metropolitan area of Kansas City, Kansas, it does have a strong, lengthy, and varied musical heritage.

The area which is now known as the Rosedale District of Kansas City, Kansas, had its beginnings as a small Indian village, inhabited by several different tribes. The most notable of these tribes were the Kansa and the Shawnees. Music played a vital role in the lives of these early dwellers. "Music was an important aspect of the Kansa culture and held great importance in the various tribe dances."<sup>2</sup>

In 1825, during the term of President James Monroe, the Kansa ceded their lands in Kansas to the United States Government. The Shawnees settled on the south side of the Kansas River adjacent to the State of Missouri. Their reservation was approximately 25 miles wide by 125 miles long and contained nearly 1,600,000 acres.<sup>3</sup>

The Shawnees lived in the Rosedale area for about forty years. After the Kansas-Nebraska Bill passed in 1854, the Territory was opened for settlement, and a new treaty was made with the Shawnees. As a result, many of the Shawnee Indians were moved to what is now the State of Oklahoma.

The newly acquired government land was ready for the industrial explosion that was about to happen. Many settlers moved west bringing with them the opportunities for industrial development. The railroads were the first industries to move into the Rosedale area. The rapid development of the railroad aided in the forming of many small towns in the area. The town site of Rosedale was recorded in Wyandotte County, Kansas, on May 16, 1872.<sup>4</sup>

The newly formed town site was a prime location for one of the largest manufacturing operations to locate in the area. In 1875, the Kansas Rolling Mill was established in Rosedale. The major product was iron railroad rails. "About 100 families came to Rosedale with the Rolling Mill. After the Mill was located, Rosedale became a 'boom' town."<sup>5</sup>

Two years after the Rolling Mill came to Rosedale the town site of Rosedale became a city of the third class. With the rapid growth of industry and the growing population, Rosedale was ready to turn its attention to the development of schools. The first school in Rosedale was conducted in a part of a public town hall. Around 1880, the first school building was built in the city. It was named The Public School later changed to White School. The number of students in average attendance was 250.<sup>6</sup>

The high school was organized in 1884 under George E. Rose Superintendent of the Rosedale, Kansas schools. The high school operated on a three-year course until 1903 when a four-year course was established.

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<sup>1</sup> Excerpts from minutes of the quarterly meeting of the Boston School Committee, 14 November 1837.

<sup>2</sup> William E. Unrau, The Kansa Indians, A History of the Wind People 1673-1873 (Norman, OK: University of Oklahoma Press, 1971), 45.

<sup>3</sup> Margaret Landis, The Winding Valley and the Craggy Hillside: A History of the City of Rosedale, Kansas (Kansas City, KS: Arrowhead Printing, 1976), 3. <http://www.kckpl.lib.ks.us/KSCOLL/lochist/rosedale/rosedale.htm>

<sup>4</sup> G. W. Harrington, Historic Spots of Milestones in the Progress of Wyandotte County, Kansas (Merriam, KS: Mission Press, 1935), 157.

<sup>5</sup> Landis, History of Rosedale, 6.

<sup>6</sup> "History of Rosedale High School," 1940 TMs, 3, Superintendent of Business Affairs Office, Library Building, Kansas City, Kansas.

At that time, the school was made an accredited high school. "The course of study was composed of history, language, mathematics, English and one or two of the sciences. The faculty was composed of three teachers."<sup>7</sup>

The exact date that music was introduced into the public schools of Rosedale is unknown. Musical activity was evident in the elementary schools well before the turn of the century. A music supervisor was hired in 1910. Boys and girls glee clubs were added to the curriculum at the high school in 1911. A great interest in music was shown by the early residents of Rosedale. Many musical groups were active in the small community.

The Argentine District was annexed into Kansas City, Kansas in 1910. Following the annexation of Argentine, the City Council passed a resolution inviting Rosedale to become a part of the city. Much controversy follows that invitation.

On July 15, 1913, a special election was held at which time the question of consolidation of Rosedale with Kansas City was submitted to a vote of the Rosedale electors. The proposition to consolidate carried by a majority of 118 votes. The opponents of consolidation were in control of the city government and would not take the necessary steps to bring about consolidation. For nearly eight years no further steps were taken. The legislature of 1921 passed a resolution for the consolidation of cities which said in substance that when a smaller city, adjoining a city of the first class of a population of 5,000 or over, had voted it desired to consolidate, the Governor, upon certification of such fact, should issue his proclamation consolidating the smaller city with the larger one. It was just one of those many acts of legislation that just fit Wyandotte County and was intended to compel consolidation of Rosedale with the larger city. On June 30, 1921, the Rosedale Council instructed the city clerk not to certify the result of the 1913 election and at the same time instructed the city attorney to commence mandamus proceedings in the supreme court to compel him to make the certificate. In the spring of 1922 the friends of consolidation elected a council favorable to consolidation. The old council on April 5, 1922, at once rescinded its resolution of June 30, 1921. The necessary certificate was made and on April 7, 1922, Governor Allen issued his proclamation consolidating the two cities.<sup>8</sup>

Upon annexation, Rosedale became the Eighth Ward of Kansas City, Kansas. "In 1922, there were 7 public schools in Rosedale with 56 teachers and about 2,000 in enrollment."<sup>9</sup>

## PROBLEMS AND PURPOSE

The purpose of this study is to inquire into and trace the development and growth of the public school music program in the Rosedale District of Kansas City, Kansas. The program was studied from its earliest recorded existence until the opening of J C Harmon High School in 1973. In 1973 Rosedale Junior-Senior High merged with Argentine Junior-Senior High to form J C Harmon. The school facilities at Rosedale Junior-Senior High School became Rosedale Middle School in 1973. The development of the music program is traced and documented with particular attention given to the purpose of the program, its objectives, and its outcomes. Answers were sought to the following questions:

1. What was the status and organization of the program from its inception to 1973?
2. What effects did the establishment of Bell Memorial Hospital, later the University of Kansas Medical Center, have on the community of Rosedale and the music program of the public schools?
3. What effects did consolidation into Kansas City, Kansas have on the community of Rosedale and the music program?
4. How did the music program in the community of Rosedale compare with the music programs in the other parts of Kansas City, Kansas?

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<sup>7</sup> Landis, History of Rosedale, Kansas, 30.

<sup>8</sup> Harrington, Historic Spots of Wyandotte County, Kansas, 250-251.

<sup>9</sup> Landis, History of Rosedale, Kansas, 68.

This study is an attempt to look at these questions and provide historical data that will help with future developments in the growth of music education.

### **NEED FOR THE STUDY**

Historical research into specific music programs in Kansas schools has received little attention by researchers. Such limited investigation in this area leaves a very inadequate record of any one particular program. "Historians gather, organize, and report evidence of the recent and remote past in order to explain the present and prepare for the future."<sup>10</sup>

Historical research investigation in music education is important because it provides significant information on people, events and curricula. "An awareness and understanding of art and music and its historical implications is an essential factor in the education of every individual."<sup>11</sup>

The Rosedale District, along with all of Kansas City, Kansas, is rich in musical culture and heritage. There is a great need to document and preserve that history for present and future generations.

### **METHOD OF STUDY**

Using the techniques of historical research, information was gathered pertaining to the history of public school music in the Rosedale District of Kansas City, Kansas. The activities and curriculum were traced.

Full perceptive description and documentation should be made of music education in the United States. Such records help us understand the present and gain insights for the future. There is also a sense of urgency as much vital primary source material can be permanently lost.<sup>12</sup>

This study was conducted by means of research into various local newspapers, the holdings of the Wyandotte County Historical Society, the Kansas State Historical Society, the Kansas City, Kansas Public Library, and the records of the Kansas City, Kansas Board of Education. Personal interviews were conducted with people who had knowledge of or played important roles in the development of the music program in the public schools of the Rosedale District.

Both primary and secondary sources of information were cited. Techniques that were used in this study are outlined in The Modern Researcher by Jacques Barzun and Henry F. Graff<sup>13</sup> and A Guide to Research in Music Education by Roger P. Phelps.<sup>14</sup>

External and internal criticism techniques were used to determine authenticity and credibility. When a source was doubted or unclear, it was checked with other sources for verification.

### **RELATED LITERATURE**

A variety of studies have been written on the history of area public school music programs. Several studies reviewed in this section contained background material about Kansas City and surrounding area music programs.

In his study of secondary instrumental music in the Kansas City, Missouri Public Schools, Fenton Fly described the creation of government funds and foundations which provided field concerts in the schools by

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<sup>10</sup> George N. Heller, "On the Meaning and Value of Historical Research in Music Education," Journal of Research in Music Education, 33 (Spring, 1985), 4.

<sup>11</sup> James Milford Crabb, "A History of Music in Kansas City 1900-1965" (DMA diss., Univ. of Missouri at Kansas City, 1967), 106.

<sup>12</sup> Robert A. Choate, "Research in Music Education," Journal of Research in Music Education 13 (Summer 1965): 69-70.

<sup>13</sup> Jacques Barzun and Henry F. Graff, The Modern Researcher, 4<sup>th</sup> ed. (New York: Harcourt Brace Jovanovich, Inc., 1985).

<sup>14</sup> Roger P. Phelps, A Guide to Research in Music Education, 3<sup>rd</sup> ed. (Metuchen, NJ: The Scarecrow Press, Inc., 1986).

professional musicians. These contributed to the growth of the public school music program. He also noted that the interest in concert and secular music in Kansas City parallel public school music growth.<sup>15</sup>

In "A History of Music in Kansas City, 1900-1965," J. Milford Crabb noted several trends that affected the Kansas City schools in both Kansas and Missouri. The development of junior high schools, the age of industry, the hiring of symphony musicians to teach elementary string classes, and the Music Supervisors National Conference in 1923 adopting the slogan "Music for Every Child; Every Child for Music" all had an influence on the public school music program in Kansas City.<sup>16</sup> Although part of the Crabb study deals with music in the school systems, it is really a study of all music in Kansas City and differs from this study which focuses on public school music in the Rosedale District of the Kansas City, Kansas schools.

Diane McCarty's "The History of Public Schools Music in Baldwin City, Kansas" deals with the effect that the Methodist Church had on the development of school music in Baldwin City. McCarty also studied the role of Baker University in the formation and development of the program.<sup>17</sup>

In "History of Public School Music in Iola, Kansas" Kenneth R. Walker examined the purpose of the music program in Iola. He concluded that the philosophy of performance, the music appreciation curriculum growth, and the growing numbers of teachers and students all had a great influence on music education in the Iola schools.<sup>18</sup>

In his study "A History of Music Education in the Black Community of Kansas City, Kansas 1905-1954," Reginald T. Buckner used segregation as the major focus. He cited the "separate but equal" doctrine as the point of examination and centered on the study of music education in the black community.<sup>19</sup> The Buckner study is an extensive investigation into the history of the black schools of Sumner High School, Northeast Junior High, and the feeder elementary Schools. It provided much background information on the schools of Kansas City.

In order to explain and understand the significance of the events that happened in the public schools of Rosedale, Kansas, a detailed review must be made of historical events in public school music education across the nation. Many related texts deal with the history of music in public school education in the United States. Four major texts will be researched and reviewed in this section.

"A History of Music Education in the United States" by James A. Keene traces the growth of music education in the public schools and notes the political economic influence on the arts. "The history of music education in the United States has shown that the educational climate in America reflected other sociological and political events."<sup>20</sup>

In his book "Historical Foundations of Music Education in the United States," Lloyd F. Sunderman traced the growth of instrumental music after World War I. He cited the role of John Phillip Sousa, the national contest movement, and the development of radio and recording technology as having a great influence on the development of music education. He noted that during this time "Americans were primarily interested in expanding industrial, social, and material frontiers within our borders. Americans were fused with the idea of doing things, big thing."<sup>21</sup>

In "Music in American Education: Past and Present," A. Theodore Tellstrom outlined and examined major educational movements and their relationship to music in the public schools. He outlined music

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<sup>15</sup> Fenton Fly, "A History of Secondary Instrumental Music in the Public Schools of Kansas City, Missouri" (DMA diss., Univ. of Missouri at Kansas City, 1967).

<sup>16</sup> Crabb, "A History of Music in Kansas City."

<sup>17</sup> Diane McCarty, "The History of Public School Music in Baldwin City, Kansas" (master's thesis, The Univ. of Kansas, 1981).

<sup>18</sup> Kenneth R. Walker, "The History of Public School Music in Iola, Kansas" (master's thesis, The Univ. of Kansas, 1984).

<sup>19</sup> Reginald T. Buckner, "A History of Music Education in the Black Community of Kansas City, Kansas 1905-1954" (Ph.D. diss., Univ. of Minnesota, 1974; see also "A History of Music Education in the Black Community of Kansas City, Kansas, 1905-1954," *Journal of Research in Music Education* 30 (Summer 1982): 91-106.

<sup>20</sup> James A. Keene, *A History of Music Education in the United States* (Hanover, NH: Univ. Press of New England, 1982), 366.

<sup>21</sup> Lloyd Frederick Sunderman, *Historical Foundations of Music in the United States*, (Metuchen, NJ: The Scarecrow Press, Inc., 1971), 259.

education throughout history and related it to changing educational philosophies. For example, he cited the influence of "The New Education" movement of the early twentieth century.

A broad curriculum, comprehending all possible educative experiences, was made available for the many sided development of the child -- its body, mind, and soul. Skill and knowledge became merely the means rather than the end, and no real distinction was made between music for the intellectual and moral ends.<sup>22</sup>

Music, more than ever before, was approached and studied for the emotions. "Music was assigned the cultivation of the emotions. It was accepted as the means by which joy, grief, pleasure, and ecstasy could be expressed."<sup>23</sup>

Edward Bailey Birge's book "History of Public School Music in the United States" discusses the development of the singing school and the introduction of music in the public schools of Boston as having a great effect on the early history of public school music. In subsequent history he noted the development of concert bands and symphony orchestras, the establishment of conservatories of music, and the development of the contest and festival movement all had a lasting effect on the formation of public school music.<sup>24</sup>

The music program in the Rosedale District of Kansas City, Kansas, has been influenced along many of the aforementioned lines. This study traces that progression and notes its relationship to the history and development of public school music in the United States.

Treaty with the Kansa Indians, 1925: <http://digital.library.okstate.edu/kappler/Vol2/treaties/kan0248.htm>

“Winding Valley and the Craggy Hillside” by Margaret Landis (online)  
<http://www.kckpl.lib.ks.us/KSCOLL/lochist/rosedale/rosedale.htm>

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<sup>22</sup> A. Theodore Tellstrom, Music in American Education: Past and Present (New York: Holt, Rinehart and Winston, 1971), 107.

<sup>23</sup> Ibid, 113.

<sup>24</sup> Edward Bailey Birge, History of Public School Music in the United States, 2<sup>nd</sup> ed., (Bryn Mawr, PA: Oliver Ditson Company, 1937).