

DEWEY, ALBERS, NEWTON: AMERICAN PRAGMATISM AND MID-CENTURY DESIGN EDUCATION

CRAWFORD, T. CARTER

North Carolina A & T State University, Landscape Architecture Program, tc Crawford@ncat.edu

RICE, ARTHUR

North Carolina State University, College of Design, art_rice@ncsu.edu

ABSTRACT

The goal of this paper is to sketch one element of the intellectual history of design education: the confluence of American pragmatism and Bauhaus modernism, particularly in the discipline of landscape architecture. An investigation of the philosophy of John Dewey, the teaching methods of Josef Albers, and the writings of landscape architecture professor Norman Newton reveal a number of intellectual consonances. Primary sources for this work are writings by the three principal players. Supporting sources are comments and writings by their students and by other investigators. These sources are analyzed hermeneutically to discern commonalities in the theories and practices of the three principals.