

Harold Rugg

Harold Rugg (1886-1960) was a key figure within the progressive education movement during the early part of the 20th century. An educational reformer and social reconstructionist, he saw formal schooling as having a key role to play in the restructuring of American society (Barone, 2010). His books *Culture and Education in America*, *The Great Technology*, and *American Life and the School Curriculum* demonstrated his belief that societal issues could be addressed through school curriculum reform (Barone, 2010). Rugg is credited with remaking the social studies curriculum and developing the first set of school textbooks dedicated to social studies (Barone, 2010 & Kliebard, 1995). Although initially very well received, the series of textbooks, *Man and his Changing Society*, later became imbued in controversy (Kliebard, 1995).

Several political and labour organizations within the U.S. believed that the textbooks relayed pro-socialist ideas and would undermine the stability of American society (Barone, 2010 & Kliebard, 1995). As a result, many school districts censored specific content within the books, pulled them from the shelves, and in one instance the textbooks were even burned publically (Kliebard, 1995 & Evans, 2007). Beginning his teaching career at the University of Chicago, Rugg spent the majority of his academic career as a professor at Teachers College, Columbia University where he researched child-centred approaches to learning, creativity and creative self-expression within schools (Barone, 2010). He also worked to advance the Deweyan-style of progressive education (through the writing of influential books like, *The Child-Centred School: An Appraisal of the New Education*) and promoted a scientific approach to curriculum design (Barone, 2010).

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References

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