



# Revisiting Dewey: Best Practices for Educating the Whole Child Today

*Daniel W. Stuckart, Jeffrey Glanz*

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Since the passage of the No Child Left Behind Act of 2001, high-stakes testing has become a ubiquitous feature of public school children's daily rituals. Reform advocates argue that testing leads to greater alignment of the curriculum with teaching and learning, teacher and student accountability, and in some cases, a preservation of our cultural heritage. Opponents contend that testing results in prolific cheating, higher drop-out rates, and a narrowing curriculum with emphases on teaching to the test. Moreover, some evidence suggests that a singular focus on passing the test at all costs leads to neglect in other areas including attending to students' spiritual and ethical needs as well as developing abilities to collaborate with others, communicate effectively, and innovatively solve problems. Nearly a century ago, Dewey proposed a philosophy of education addressing the needs of the whole student. He provided insights into the development of intelligence, the importance of socially useful skills, and the healthy growth of the individual. In the context of high-stakes testing and best practices, his insights may be more prescient than ever.

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