

Abstract

The purpose of this study was to research the history and modern applications of progressive arts based learning techniques. The author traces the implementation of “child centered” education from its modern origins in Rousseau and Pestalozzi, to current advocates of these practices as exemplified in the works of Gardner and Eisner. The researcher suggests that these best practices should be more utilized in the modern secondary school in order to support and enhance learning and that this can be most effectively accomplished by combining these engaging and involving methods with structured lessons that have specific learning goals and are based in established standards and benchmarks.

