WHOLE CHILD EDUCATION IN OLD ORDER MENNONITE 
AND CONSERVATIVE MENNONITE SCHOOLS: 
AN EXPLORATORY, MULTISITE CASE STUDY 

Abstract 

Twenty-first-century education has witnessed a surge in whole child education since children are coming to school homeless; hungry; and, in some cases, horribly neglected. To discover how two faith-based, Mennonite groups handle the complexity of educating diverse student learners, a multisite case study was conducted to determine what best practices are used to educate their children in their privately run parochial schools. Three forms of ethnographic practice (i.e., observation, interview, and questionnaire administration [LeCompte & Schensul, 1999b]) provided the qualitative data by means of purposeful sampling, and the California Achievement Test scores obtained from one school provided a quantitative assessment. Future research may add important data regarding whole child education best practice. 

Keywords: Whole child education, Old Order Mennonite, Conservative Mennonite, best practices, case study, purposeful sampling, self-actualization