

feelings and interests of the child. This would enable the child to develop his talents fully.

9. Pestalozzi argued that the complexity of a subject matter should correspond to the child's capacity to comprehend. This was in agreement to what was proposed by Jean Piaget a famous Swiss psychologist who said that a child's ability to comprehend follows a strict chronological order.
10. Pestalozzi emphasized on physical education which he envisaged as complementing intellectual education, through practice. In other words, knowing and doing should go hand in hand in order to make education meaningful in life.
11. Physical education should also be carried out within the same principles of intellectual education. In addition it should be turned into an art and must be taught according to rules. He argued that all practical skills must be based on the most elementary body movements.
12. He propagated for a firm discipline in class. Teachers are expected to motivate the children through the work being done and funs, avoid the use of external means of enforcing discipline.
13. He only advocated for corporal punishment when it was justified. But in this case the teachers and the students must have a relationship that would make the student understand why he is being punished. He advocated for vocational education especially for the poor children in order to prepare them for manual jobs during their adult life. He tried to set up schools for the poor children but they all failed due to the contradiction between his theories on education according to social classes which was in accordance with contemporary ideologies and his actual practice which was a result of his interest and his humanitarian thoughts.
14. He emphasized on natural education which prepared an individual to serve his family and

the community. Thus, to some extent education was to be based on the social classes of individuals. The top class children were taught or educated to acquire greater effort through greater knowledge while the poor children were educated to greater knowledge through need to work.

15. According to Pestalozzi the children of the middle classes were the most readily educable. This is because this class of people had a small share in the goods of this world but a high degree of working and staying in power" (Sifuna and Otiende 1992).

Criticisms of Pestalozzi's Theories

Criticisms of his theory were more based on jealousy rather than on intellectual or practical foundation. For example a pastor by the name J. R. Steinmiller from Switzerland who organized a teacher training course was jealous of pestalozzi's success and waged a vindictive campaign by insinuating that pestalozzi's method was play picky work designed to save children the effort of thinking and was unsuited to the rural schools of Switzerland.

Other critics mainly from Germany argued that what pestalozzi advocated for was not new since they had written on the same. While other criticisms from Germany found pestalozzi's method too intellectual, Pestalozzi was either stimulated to work harder on his theories by this criticism, though at times the criticisms frustrated his work.

Pestalozzi was wrong in taking counsel only from himself. He never reached complete perfect establishment of his methods and complained of not being understood by others of which he was not.

Present relevance of Pestalozzi's Theories to Education

1. Promotion of educational practices such as teaching practice which he experimented in his schools.
2. He emphasized on a child centred education.
3. He promoted the idea of teaching from the known to the unknown.
4. He emphasized on physical education as part of the education curriculum, which

consisting of five books which gives a number of general principles of a child development in a systematic form. Emile is the name of the boy who grows from childhood to adulthood through educational principles articulated by Rousseau.

Rousseau's Educational and General Theories

1. He saw the child as innocent and perfect. This is because the child is created by the author of nature who creates good things only. The opening part of Emile says that: 'everything is good as it comes from the hands of the author of nature; everything degenerates in the hands of man.
2. He asserts that each age state of life has its proper perfection and a maturity of its own. The different ages of Emile serve as a principle of the division of work. The first two books deal with infancy (between one to twelve years) where Rousseau recommends education of the body and the exercises of the senses. Children at this time are not to be intellectually instructed or instructed in moral discipline. The main education should be on how to use all his senses and body organs well.
3. Rousseau says that education should strictly be based on nature. In other words on what nature demands. Nature demands that a child should have liberty of movement and nothing should interfere with the activities of his limbs. But, as adults we interfere with this natural process by putting a child in over tight garments that restrict his movements.
4. Rousseau promotes the idea of parents particularly the mother bringing up his child. He is totally against the use of hired house helps or nurses. To him where there is no mother, there is no child and thus, there is no family. Mothers should be the ones who instruct their children on moral issues.
5. However, Rousseau does not promote equal education for women. According to him women's education should be relative to that of men. Thus, women should be educated to please their husbands, to be useful to them and to make themselves (women) honoured and loved by them. In fact, men were to teach their wives after marriage. The man was expected to instruct and mould his wife into his own individual interests. The woman is expected to be meek and obedient. Thus, according to him women are incomplete without their husbands. But his interpretations in this respect can be seen