

The Ideas and Practices of Josei Toda: A Successor of Soka Education 1929—1939

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1. First

Today's topic, "The ideas and practices of Josei¹ Toda, a successor of Soka Education" is in fact an unexplored field in which there is little prior research. So today I would like to speak to you with a pioneering spirit and in a way as though I am chatting with my old friends and sharing recent developments with you. Thank you so much for this opportunity.

a. Value-Creating Education and Josei Toda

When we take a close and detailed look at the process of how Tsunesaburo Makiguchi formed his idea for the System of Value-Creating Pedagogy, we come to see his global way of thinking that is not bound by national boundaries, and we also see his humanitarian thoughts with which he cherishes not only those in his immediate surroundings but also the common people throughout the world who are living their daily lives. This clearly overlaps with the thoughts and practice of our founder, Daisaku Ikeda.

As you know, Makiguchi and Ikeda never had a chance to meet. Naturally, Ikeda inherited Makiguchi's ideas from Toda, and developed them widely. However, how did Toda himself take action to put Makiguchi's ideas into practice? This is today's theme. However, if I should try to share everything with you, we will still be here at dawn tomorrow morning! So today, I would like to focus on the years from 1929 to 1939.

b. Issue awareness as an educator

What kind of awareness of the issues facing Japan did Toda have before he encountered Makiguchi? Josei Toda, his original name being Jinichi, was born on February 11th 1900 in Shioya Village, a beachside

¹ Through 1929 to 1939 Toda called himself "Jogai" but I have used "Josei", the name by which he is generally known.

village in Ishikawa Prefecture. So, in 1930, for example, he would have been 30 years old. Later, his family moved to Atsuta Village in Hokkaido. Here, Toda graduated from the Atsuta Jinjo Koto Elementary School. After experiencing a couple of jobs, in 1918, when he was 18, he became a teacher at Mayachi Elementary School in a coal mining town. This is a town where fathers worked in tunnels, their faces blackened with coal, and mothers sifting and sorting the coals. He said, “At an agricultural college in Iwamizawa, I saw a coal miner’s lungs preserved in alcohol. They were completely blackened by coal dust. It was frightening.”

Later on Toda wrote, “For more than a decade, I was intensely interested in researching methods to help children with poor grades.” Toda was a young teacher in Mayachi, Hokkaido. The children there were poor, and, due to their disadvantaged educational environment, struggled with low grades compared to other children. Toda wanted to enable those children to become financially independent and to lead happy lives. He came up with his own unique method of instruction. It was also around this time that he began to call himself by the name of Jogai.

Two years later, in 1920, he quit his job and headed to Tokyo, where he considered entering a university. In January 1920, bearing an introductory letter, he visits Makiguchi, who was then principal of Nishimachi Elementary School. Makiguchi had just been demoted and transferred from Taisho Elementary School, primarily because he had refused to give special treatment to a child of an influential figure in the local community. When Toda met Makiguchi, Toda said to him, “I will definitely enable any low performing student to become a straight-A student.” Toda had come to Tokyo without a job. Makiguchi soon accepted him as a locum teacher for three months. Toda was 19 years old when he met Makiguchi.

Makiguchi was again relegated - this time to Mikasa Elementary School - after working at Nishimachi Elementary School for just half a year. Mikasa Elementary School was one of the schools in Tokyo for poor children. Toda was accepted as a fulltime teacher at this school. Here, Toda worked under Makiguchi. The greatness of Makiguchi is that he never succumbed to his circumstances even amid the harshest adversities. He would bring forth wisdom in such situations. Makiguchi employed the idea of the Penny Lunch System, practiced in a school in the suburbs of Chicago. He collected donations from supporters and began providing free lunches, consisting of a piece of bread and two cups of soup, for students who were unable to afford and bring their own lunch. This idea was introduced in the Yomiuri Newspaper. Makiguchi thought of ways to be economically efficient. Since it would be costly to maintain kitchen facilities for lunch menus which include rice, Makiguchi decided to provide bread. Eventually, rather than treating students on an individual basis, such as by giving rice cakes secretly to kids who could not bring their own lunch, he provided lunch equally to all the students.

Once again, in 1922, at Mikasa Elementary School, an effort was made to force Makiguchi to resign by a school inspector of the City of Tokyo, who wanted to have an associate of his to become principal of the school. However, at this time, Tamon Maeda, who was the third assistant official working for the City

of Tokyo, asserted, “Makiguchi is my friend, and someone who can be trusted.” With this comment, Makiguchi was transferred to Shirokane Elementary School, which was one of the most outstanding schools in the City of Tokyo.

Around this time, Toda left the Mikasa Elementary School. Then he got married to Tsuta Urata. In 1923, on Makiguchi’s recommendation, Toda opened an tutorial school, and called it “Jishu Gakkan.” Business went well. In 1925, he joined Chuo University’s preparatory course, and in 1928, was accepted to the Economics Department of the same university. However, in 1924, he lost his one and only daughter Yasuyo due to tuberculosis. In 1926, his wife also died with tuberculosis, while he himself was ravaged by the same disease.

I would like to summarize Toda’s situation before he prepared publication of “Soka Education Pedagogy.”

1. He ran the Jishu Gakkan and concentrated on education.
2. He realized his dream of entering university, joining Chuo University.
3. He lost both his wife and daughter to tuberculosis, while he himself suffered from the same sickness.
4. He published his first book “*Katei Kyoikugaku Soron* (An Anatomy of Home Education)” in December 1929 and also made preparations to publish the “*Suirisiki Sido Sanjutsu* (Guidebook to Mathematics Through Reasoning based on the principles of Value-Creating Pedagogy)” which was to be published in June 1930.

2. Realizing publication of “The System of Value-Creating Pedagogy”

In the preface of the first volume of “The System of Value-Creating Pedagogy” which was published on November 18, 1930, Makiguchi states: “Mr. Toda sympathized with my state of agony and determined to dedicate his entire being for the completion and promotion of this theory, devoting all his resources, so that now, our positions have reversed and I am in the one being dragged along by him.” He also expressed his profound appreciation to Toda stating to the effect that “Today’s success of the Folk High School, which is said to have revived the national life of Denmark, is an achievement not of the advocator N.F.S. Grundtvig, but rather that of his young and energetic successor, Kristen Kold.” How was Toda involved in the publication and promotion of the (Soka Pedagogy) System?

“The System of Value-Creating Pedagogy” Vol.1 Preface p.10

a. The Birth of the expression Value-Creating Pedagogy

The November 19th 1924 issue of the Tokyo Asahi Newspaper carried a statement by Makiguchi in which he said, “Pedagogies to this day have tended to be those of scholars leaning toward philosophical research. However, I hope to complete a scientific pedagogy based on the day-to-day realities of teaching.” Makiguchi began noting down his thoughts from around 1893, when he first began teaching at

an elementary school affiliated with Hokkaido Teacher's College, his alma mater. Although he wished to publish his pedagogy based on his actual experience of educating children, it was difficult to do so since Makiguchi made himself extremely busy, earnestly taking action for children.

However, his dream of publishing his ideas persisted. A great step toward realizing this dream, it can be argued, took place one night in February 1930 in a conversation between Makiguchi and Toda at Toda's home. The following quotation is from the novel "Human Revolution" written by Toda:

In February 1930, under the clouds where no stars could be seen, there was a cold wind, a characteristic of winter in Tokyo. The clock had struck midnight about five minutes earlier.

Makiguchi: "It is a fact that no theory exists in Japan on which elementary school teachers can rely. Conventional pedagogies to date are founded on incomplete philosophy, aesthetics, or logics and ethics. How can one say that a pedagogy founded on an incomplete basic science is perfect?"

The expression on the face of Makiguchi who made this statement was filled with youthfulness. After taking a big sip of cold green tea, he continued:

Makiguchi: "Research on the art of medicine is being conducted in the field of medical science. In the same way, in the field of pedagogy too, we must research educational technique. I will make myself a founder of this thought for the first time since Pestalozzi. I fervently wish to announce this pedagogy while I am serving as a principal of an elementary school. It is regrettable that in Japan, right up to the present day, there has been no man or woman to declare their educational theory while working at an elementary school. Regardless of whether society recognizes my theory or not, I strongly wish to announce it for the sake of future generations of elementary school teachers."

Toda, with his eyes shining, replied, "Let's do it. Why not use all my assets? I came out from Hokkaido without a single penny. Going back to a penniless state is nothing to me."

Makiguchi: "Okay, if you are so determined, let's do it! Then how should we name it?"

Toda: "Your pedagogy is one that creates value but it would be strange to call it Kachi Sozo Kyoikugaku, wouldn't it?"

Makiguchi: "It would also be funny to call it Sozo Kyoikugaku (Creation Pedagogy) too."

Toda: "Why not take the So of Sozo (Creating) and Ka of Kachi (Value) and name it Soka Pedagogy?"

Makiguchi: "Yes, that's good. That's it!"

(Seikyo Shimbun, April 10, 1952 issue)

So, this was how the expression Soka Kyoikugaku, or Value-Creating Pedagogy, was born.

b. Preparation of fees for publication

The printing process in those days was very costly compared to today because it required combining characters made from lead. When Makiguchi later retired from his job, he received a large retirement annuity, of which he used half for publication fees and the rest for building a new home. From this, we can infer that a very large amount of money was spent on publishing his work. I believe that Toda also somehow shared in the cost of publication.

c. Organizing the manuscripts

In the conversation between Makiguchi and Toda, which I introduced to you earlier, they decided to ask a junior from the Hokkaido Teachers' College, who was working at Jishu Gakkan, to organize all the manuscripts that Makiguchi had kept and accumulated. However, the completed manuscript was in no way in line with Makiguchi's vision. There was no consistency of thought. "What shall I do? Isn't there anyone who can do this?" Makiguchi murmured. Toda volunteered to take on the task. Thus, for the first time, the task was entrusted to Toda. At this time, Toda had finished submitting his manuscript for his guidebook to mathematics. In this "Guidebook to Mathematics through Reasoning," Toda states that the book is based on the principles of Soka Pedagogy, that is, that he categorizes and organizes mathematical questions based on the principles of instructional methods propounded by Makiguchi.

I believe that the reason why Makiguchi did not entrust this task to Toda from the outset was his concern over Toda's physical condition. After losing his wife and daughter with tuberculosis, Toda was also suffering from this disease. Moreover, not only was Toda extremely busy as a manager and teacher of Jishu Gakkan, but he was also a student studying at Chuo University.

The "The System of Value-Creating Pedagogy" was published by Fuzanbo, of which Taizo Oinuma, the publisher of the "Geography of Human Life," was a manager. Toda organized and prepared the manuscript to which Makiguchi made quite a few corrections and revisions.

From the time of the conversation between Makiguchi and Toda in February, it took less than ten months to see the publication of "The System of Value-Creating Pedagogy" in November. What made this possible was Toda's passion to bring Makiguchi's ideas into the world, as well as the devoted efforts of people who knew Makiguchi.

As you can see in Reference material 1, the book consisted of four volumes on general theory and eight volumes on various curricular topics. The System was only published up to the fourth volume. Toda helped organize the material up to the third volume, which was published in July 1932. In the same month, Makiguchi retired from his profession as a teacher. When Makiguchi began writing on Volume 4, Theory on Educational Method, it turned out that one volume was not enough, so he decided to shift half of its contents to volume five.

d. In order to publish as an incumbent school principal

Toda's struggle during the publication of this book was not limited to this. Around this time, the Education Bureau Chief of the City of Tokyo tried to force Makiguchi to resign as principal of Shirokane Elementary School and to appoint a successor who would do as he was told. Many children who attended Jishu Gakkan were also students at Shirokane Elementary School. So, Toda met the students' parents one by one, and they united to promote a movement to prevent Makiguchi from being transferred to another school. As a result, Makiguchi was able to publish the first two volumes as an incumbent school principal, just as he wished.

In March 1931, after publication of the second volume, the Education Bureau Chief, realizing that he could not openly make Makiguchi resign, arranged for Makiguchi to be transferred to Azabu Shinbori Elementary School, which was scheduled to close down in April, 1932.

e. Value-Creating Pedagogy Support Group

Even in the case of a prominent scholar, understanding and support of many people are required in order to continue publishing books. To support the publishing of "The System of Value-Creating Pedagogy," friends of Makiguchi and Toda gathered and created a Value-Creating Pedagogy Support Group. Again, Toda contributed to the establishment of this group. This support group included 28 prominent figures, including Tsuyoshi Inukai, who was to become prime minister of Japan in December 1931. The first volume of the "System of Value-Creating Pedagogy" included a calligraphy by Inukai as well as a foreword by three individuals, Inazo Nitobe, who was one of the Under-Secretaries General of the League of Nations, sociologist Suketoshi Tanabe, and the folklore scholar Kunio Yanagita. This group also contributed to fighting against the forces that conspired to effect Makiguchi's transfer to another school.

During the brief period of his ascendancy, some 18 commentaries regarding Value-Creating Pedagogy may be found in educational magazines, general magazines and national newspapers throughout Japan. In addition, Makiguchi was invited to deliver a lecture at the Pedagogy Discussion Meeting of Tokyo Imperial University. The gist of his speech is introduced in the bulletin of the university's pedagogy research center. Apparently his Pedagogy received high praise for being a pedagogy born out of actual classroom experiences. This level of public approval was due to the support of Toda and the Support Group, as well as many friends of Makiguchi.

3. Editing and issuing educational magazines – Research and promotion of Value-Creating Pedagogy

Toda not only published the System of Value-Creating Pedagogy but also edited and issued an educational magazine, thereby dedicating himself to the spread and promotion of Value-Creating Pedagogy. Around the same time period of June 1930, he published the "Guidebook of Mathematics Through Reasoning" and issued an educational magazine for teachers of elementary schools, entitled "Shinshin

Kyozai Kankyo,” which is literally translated as “New Teaching Material: The Environment.” The 9th issue of the first volume, which was issued in November 1930, features the value-creating pedagogy and includes explanations on important text materials as well as the forward by Nitobe and Tanabe that had been introduced in the “System of Value-Creating Pedagogy,” and a prospectus of the Value-Creating Pedagogy Support Group. Please refer to Reference material 2. The educational magazine continued as a series for more than six years, changing its title from “New Teaching Material: Environment,” to “New Collection of Teaching Materials,” to “New Teaching Materials,” and to “Educational Remodeling.” While striving to promote Value-Creating Pedagogy through these research magazines, which helped elementary school teachers to put the pedagogy into practice, he provided a space in every issue for Makiguchi to contribute an article. Toda’s endeavors were not limited to editing alone. He also wrote the theses, “Guidelines for teaching mathematics” and “The establishment of the System of Value-Creating Pedagogy.”

4. Writing educational-reference books – based on the learning method of Value-Creating Pedagogy

Of the reference books written by Toda, only “The Guidebook to Mathematics through Reasoning,” which sold a million copies, is widely known. It is not a well known fact that he more than twenty other educational-reference books. Today, I would like to introduce to you his main works.

a. “*Katei Kyoikugaku Soron (An Anatomy of Home Education)*---Talking about entrance exams for middle level school, and turning our precious children into straight-A students”

This book was Toda’s first work, published in December 1929, a year before the expression “Value-Creating Pedagogy” was born. However, this expression does not appear in this book. Nevertheless, from this book, we can grasp Toda’s thoughts and method of instruction based on Makiguchi’s guidance as Toda wrote in his book as follows: “The method which I am about to present is part of Tsunesaburo Makiguchi’s Applied Pedagogy. Since I believe that Makiguchi will soon declare its principles in detail, I will limit myself to explaining the actual method of instruction.”

This book was written for parents who have children in the sixth grade of elementary school. In the preface he wrote: “I cannot suppress my emotions, and I pray for the resolution of two major roots of our social pathology. One is “entrance examination hell”, and the other is the predicament of students with poor grades.” He addresses the question of why students come to have poor grades. He explains that originally, there is no child who cannot adjust to society, and that children who get poor grades do so because teachers try to educate children uniformly, ignoring the fact that each child has a different pace in understanding what they study.

Also, regarding the over-emphasis on middle level school entrance exams, which was a social issue back then, Toda explores ways to avoid this struggle for existence in which students must memorize a huge amount of information, while still making full use of the entrance exams. He encourages parents to foster

their children's "abilities" through home education. He encourages parents to raise their children into people of intellect who can reason and make decisions, rather than turning their brains into memorizing machines. As for these "abilities," Toda included the ability to give presentations, to observe, to exercise will power, as well as the strengths to understand, memorize and reason. I believe that the education provided at SUA is enabling you to acquire these strengths.

b. "Guidebook to Mathematics Through Reasoning based on the principles of Value-Creating Pedagogy"

Toda's second book was the "Guidebook to Mathematics Through Reasoning based on the principles of Value-Creating Pedagogy." This was published in June 1930. Makiguchi wrote in the preface of this book that for many years, the cause of flaws in arithmetic education lay in the absence of guidebooks to help students to smoothly progress in learning through reasoning, which should be the basis of arithmetic instruction. The publishing of this "Guidebook to Mathematics Through Reasoning" made it possible to provide perfect proof of Value-Creating Pedagogy and to validate its universality." In this book, Toda states: "For a long time, I have pondered on how instruction should be provided in the field of mathematics. The Practice of Reasoning is the key in mathematics instruction, and the development of the ability to reason is a practice through which one can discover both similarities and differences. He continued as follows, "In teaching children how to solve applied problems, the main focus should be on fostering the student's reasoning ability. It is not a learning in which we teach the way to solve a question or in which a student simply commits an answer to memory. Rather, it is a learning to enable the student to think how to solve a question. There is value in thinking, and the effect of learning this field comes from acquiring the habit to think." His idea was that practice of reasoning is the most important thing in teaching mathematics and arithmetic, and that students can foster their ability to think by conducting the practice of reasoning when they solve applied problems.²

The guidebook was widely used not only by children as reference material in studying but also by elementary school teachers as reference texts in conducting class.

c. Various curricular topics of "The System of Value-Creating Pedagogy" and Toda's educational-reference books.

After completing the organization and editing of the first to the third volumes of the System of Value-Creating Pedagogy, Toda began energetically writing reference books for fields other than arithmetic. Within elementary school Japanese language education, he published four books for fifth and sixth graders entitled "Guidance on Reading Through Reasoning," before and after the original Japanese language textbook was revised. Among the books that Toda edited was "Guidance on the three subjects of science,

² Naoyuki Masuda, "Study of *Suirishiki Shido Sanjutsu* written by Jogai Toda," *Soka Kyoiku Kenkyu*, vol. 5., pp. 126-127.

geography and history,” which contrasted the curricular topics of the System of Value-Creating Pedagogy, which remained incomplete. However, Toda’s reference books serve as a powerful clue in understanding the method of instruction in value-creating pedagogy. Please refer to Reference material 3.

5. Lastly

One of Toda’s classmates at Chuo University, Tadao Yamaguchi, who later became a professor of the same university said: “Toda was a man of heart and conviction, one who had the spirit to go through thick and thin for the sake of his mentor, and one who wholeheartedly supported President Makiguchi’s Value-Creating Pedagogy. Actually, Toda quit the university in the spring of 1930, but he maintained a deep friendship with his classmates. Toda never spoke about his reasons for quitting the university, but I believe that he made the decision to do so because of his poor health condition and in order to dedicate his entire being to publishing and promoting the System of Value-Creating Pedagogy. It was in 1934 that Toda completely overcame his tuberculosis. It is remarkable that he accomplished so much despite his illness.

Now the question is how come the System of Value-Creating Pedagogy was never completed despite the presence of Toda, who devoted himself energetically for its publication and promotion? Considering Toda’s financial strength, it should have been possible to publish the fifth volume of which a preliminary manuscript was already completed, as well as to complete the general theory on this pedagogy. There must have been a good reason for why publication of these volumes never occurred. I would like to share my personal perspective on what was in Makiguchi’s mind.

As you can see in Reference material 4, in Japan, the textbooks for elementary school children joining school from the year 1933, changed into state compiled textbooks which were militaristic. The Sino-Japan War broke out in 1937, and in 1939, the Second World War. To become an outstanding teacher under conditions of war must be paradoxically to lead children in the opposite direction of happiness. For serious teachers, this was truly an impossible situation.

The aim of Makiguchi’s Value-Creating Pedagogy is to provide an “education for the happiness of children.” This expression seems to be a matter of commonsense in modern times. However, in the context of the times back then, this expression contains the educator Makiguchi’s unshakable and single minded determination never to tolerate war. The education in Japan at the time was structured so as to promote war. If Makiguchi had announced an effective pedagogy in such a context, it is very possible that the pedagogy would be used for opposite purposes, regardless of Makiguchi’s intent. This would have meant that he would indirectly support in leading children away from happiness. This, Makiguchi could never do. I believe that Makiguchi chose to refrain from going further in publishing his book, out of consideration for the demerits of publishing it in the midst of war.

In these circumstances, by conducting one-on-one dialogue with the people, Makiguchi resolutely began a challenge to fight against the huge and overwhelming power that was dragging people towards

unhappiness. This was consistent with his humanitarian ideas to cherish the common people which he had upheld since his youth.

In May 1939, Makiguchi shared his dream to establish a school based on Value-Creating Pedagogy, and entrusted that dream to Toda. From that time onward, Toda embarked on the second stage of his endeavors toward the great goal of establishing a school based on his mentor's pedagogy. In January 1940, Toda issued a magazine for learning, entitled "Shogakusei Nihon (Elementary School Children Japan)." This included correspondence materials. In each issue, he contributed a foreword and poured his passion into editing and publishing this magazine. Although there were strict restrictions, including the censorship by "schools" incorporated in the nation's militarism, Toda was able to shift his focus to providing Soka Education publications where his own will could be reflected.

November 18, 1930, the date of the publication of the System of Value Creating Pedagogy is the day on which the devoted student Josei Toda realized his mentor Tsunesaburo Makiguchi's cherished dream of many years. It was a day on which Josei Toda, the successor of Soka Education, realized his first step in realizing Tsunesaburo Makiguchi's grand dream of putting the pedagogy into practice.

Thank you very much for listening!

Reference Material 1 : A Comparison between the Vision for “The System of Value-Creating Pedagogy” and the actual publication

Vision for the System (insert in Vol. 2)

(General Theory)

- | | | |
|-------|-------------|---|
| Vol.1 | – Chapter 1 | Theory on pedagogy formation |
| | – Chapter 2 | Theory on the purpose of education |
| Vol.2 | – Chapter 3 | Theory on value system |
| Vol.3 | – Chapter 4 | Theory on remodeling educational institutions |
| | – Chapter 5 | Theory on remodeling educational system |
| Vol.4 | – Chapter 6 | Theory on educational materials |
| | – Chapter 7 | Theory on educational method |

Structure of what was actually published [Publishing date]

- | | | | |
|--------|-------------|--|-----------------|
| Vol. 1 | – Chapter 1 | Theory on pedagogy formation | [Nov. 18, 1930] |
| | – Chapter 2 | Theory on the purpose of education | |
| Vol. 2 | – Chapter 3 | Theory on value | [March 5, 1931] |
| Vol. 3 | – Chapter 4 | Theory on remodeling education | [July 15, 1932] |
| Vol.4 | | Theory on educational method (1) | [June 20, 1934] |
| | – Chapter 1 | Theory on introduction of education method | |
| | – Chapter 2 | Theory on teaching materials | |
| | – Chapter 3 | Theory on educational technique | |
| Vol. 5 | | Theory on educational method (2) | [Unpublished] |
- The structure for this volume was announced at the end of Vol. 4.
- The script was completed.

(Particulars)

- | | | |
|--------|--|---------------------------------------|
| Vol. 5 | Research on moral education | [Everything from here is unpublished] |
| Vol. 6 | Research on composition instruction | |
| Vol. 7 | Research on reading and penmanship instruction | |
| Vol. 8 | Research on geography instruction | |
| Vol. 9 | Research on hometown education | |

- Vol.10 Research on arithmetic instruction
 Vol. 11 Research on science instruction
 Vol.12 Research on history instruction

Reference Material 2: History of educational magazines edited and published by Toda

	<u>Period of publication or change in title</u>
<i>Shinshin Kyozaï Kankyo:</i> (Innovative Teaching Materials: Environment)	Around June 1930
<i>Shin Kyozaï Shuroku:</i> (New Collection of Teaching Materials)	Around August 1932
<i>Shinkyo</i> : (New Teaching Materials)	Around July 1935
<i>Kyoiku Kaizo:</i> (Educational Remodeling)	July 1936 Date of discontinuance unknown

Reference Material 3: A comparison between the envisioned themes for the particulars in The System of Value-Creating Pedagogy and the titles of Toda's actual educational-reference books

Structure of particulars

- Vol. 5 Research on moral education
 Vol. 6 Research on composition instruction
 Vol. 7 Research on reading and penmanship instruction
 Vol. 8 Research on geography instruction
 Vol. 9 Research on hometown education
 Vol.10 Research on arithmetic instruction
 Vol.11 Research on science instruction
 Vol.12 Research on history instruction

Author / Title of publication [Publishing date]

[Refer to vol. 7 above]

Co-authored by Toda / Guidance on Reading Through Reasoning [April 15, 1933]

* Note 1

[Refer to vol. 8 above]

Edited by Toda / Guidance on the three subjects of science, geography and history [November 25, 1933]

[Refer to vol. 9 above]

* Note 2

[Refer to vol. 10 above]

Authored by Toda / Guidebook to Mathematics Through Reasoning [June 25, 1930]

[Refer to vol. 11 above]

Edited by Toda / Guidance on the three subjects of science, geography and history [November 25, 1933]

[Refer to vol. 12 above]

Edited by Toda / Guidance on the three subjects of science, geography and history [November 25, 1933]

* Note 1 = As for the research on penmanship instruction, Tomoaki Ebina, who received direct instruction from Makiguchi, introduces the instruction method.

* Note 2 = Toda published the 10th edition of Makiguchi's "A study of local education as a basic curriculum subject" on September 15, 1933.

Reference Material 4: Changes in Elementary School Education during 1929—1939 and the demand for educational-reference books

Around 1930: Entrance exams for middle level schools became a serious problem to the extent that they were expressed as "Examination Hell." Due to this situation, many educational-reference books for various subjects were published (educational-reference books of high quality were being sought).

1933: Starting from the first graders entering school in April, students began using textbooks compiled by the state with a strong flavor of militarism. With this move, new educational-reference books adjusted to the new textbooks were published.

1937: The Sino-Japan War begins.

1939: The Second World War begins.

1940: Entrance exams for entering middle level schools changed from a system of paper tests to a system of recommendation by elementary school principals, physical examinations and interviews to determine character. With this change, the demand for educational-reference books for entrance exams ceased.

1941: Elementary Schools were changed into National Elementary Schools under the wartime educational system.

1941: The Pacific War begins.