

An Imaginative Trip for Unity through Diversity on < Gakuryoku > (“Scholastic Achievement”): Another “Powers of Ten”

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This article is an attempt to plan another “Powers of Ten”, not on “Universe” but on < Gaku-ryoku 学力 >. < Gaku-ryoku > is a uniquely Japanese word/concept and would literally be translated as “learning-power/force” but has, with much difficulty, been translated as “Scholastic Achievement”. “Powers of Ten” is a film produced by Charles Eames in 1977. The film is subtitled as “About the Relative Size of Things in the Universe”. Inspired by the brilliant film, this author has attempted 1) to explicate the meanings implicit in the fictional trip, in the film, through the Universe, 2) to transfer the explicated meanings and ideas to the domain of < Gaku-ryoku > Pedagogy, 3) to actualize the Unity through Diversity, by illustrating the part of the trip in the Pedagogy, and 4) to suggest the ways to integrate the diverse views on < Gaku-ryoku >. Some of the explicated meanings are: The necessity of Fictionalization in drawing the reality, Close relationship between Spatial and Temporal Perspectives, Implicit Presence of the viewing/drawing Subject, “External viewpoint” rather than “Being-in-the-World”, Alternate focusing upon the Universe, Man and/or the Elementary Particles, Visualizing the Invisible, Supports from the Modern Physics, Looking rather than Dwelling and Dialoguing, Linear straight traveling rather than Winding Wandering, and the Necessity of methods appropriate for investigating the < Gaku-ryoku >. Responding to the explicated general atmosphere of Japanese society in 2007, as the < Gi 偽 > (Hypocrisy/Deception) and < Shin 信 > (Faith/Trust), the necessity has been pointed out to explore fictitiously but validly the land of < Gi > much more than the land of < Shin >. While preparing for the trip, the futility of the “Operational Definition” mistakenly attributed to Bridgman has been revealed. Visiting the fictitious multiple sub-universes inhabited by common people, the imaginary dialogues heard there have been narrated, to show the diversity of the views on < 学力 >. The possible resources toward the ways to integrate the diversity have been suggested, including, for instance, G. W. E. Hegel’s Chapter on “Kraft und Verstand” in *Phenomenologie des Geistes*, F. Brentano’s *Psychology from an Empirical Standpoint*, E. Husserl’s Genealogy of Logic in *Erfahrung und Urteil* and *Phenomenologische Psychologie*, H. Spiegelberg’s elaboration of development of the concept “Force” in the “Phenomenological Method” Chapter in *Phenomenological Movement* and also some specific Buddhism Scriptures. A call for deeper investigations has been made to stimulate and encourage the younger generation of researchers to pursue further.