

University Curriculum View of John Brubacher

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Abstract

At a time when the size of higher education was growing, Brubacher argued that higher education should adhere to the integration of general education and professional education, the close connection between the two should not be separated artificially but harmoniously balanced. For this reason, university courses must combine advanced academic pursuit with social problem solving as the appropriate standard, and organize all subjects in the way of disciplinary logic and multiple synthesis. Releasing the integrated function of the course for giving consideration to students' life and work, seeking knowledge and practice, professional knowledge and cultural accomplishment.

Keywords

General education, Professional education, College courses.

1. Introduction

The contradiction between general education and professional education has a long history in colleges and universities and this contradiction caused widespread concern and public debate. It started around the end of the 19th century. After the completion of the first industrial revolution, scientific knowledge diverged and grew rapidly, making it impossible for any one person to become a master of all knowledge or encyclopedic knowledge, only to become a master of a limited field of knowledge. So, should universities offer general education, which is narrow learning, or should they offer both general and professional education? That's the question Brubacher posed to higher education in his famous *On the philosophy of higher education*. And he gave a clear answer to this question, that is, general education and professional education are inseparable, that is, university specialized courses and general courses need to be integrated.

2. The Rationality of the Integration of General Education and Professional Education

Before the 19th century, liberal education was a must for nobles and gentlemen. At that time, higher education was a privilege, and its service objects were generally limited to a few academic elites, who were not required or disdained to consider the problem of making a living. Therefore, they held an attitude of contempt and opposition to professional education. Liberal education advocates a rational education. Newman once said, "liberal education in itself is merely the development of reason; its object is the acquisition of it." This kind of reason is cultivated by studying things. Therefore, theoretical education is the core of free education, and the result of free education tends to establish a common philosophical system. Therefore, "as long as higher education is of marginal importance in social programs, the breakdown of social foundations is relatively slow. The college is still only an isolated institution, and liberal education is still liable to be regarded as something of value in itself." But after the industrial revolution of the 18th century, things changed. Because of the higher education in the allocation of the career ladder level and occupies an important position in

social structure, more and more young people begin to realize receiving higher education is a kind of responsibility, the privilege of receiving higher education from a few to social gives each school-age youth a civil right, everyone should enjoy the opportunity of higher education. In this case, higher education must deal with the economic development and higher education to the requirement of new talent scale put forward new challenges, through active participation in a wide range of social activities to establish their legal status, by the same token, liberal education had to be by making their own subjects that associated with the current things to prove the rationality of the existence, so free education began to consider its relevance. Two big changes began to take place in higher education. The first is the boom in professional education. In the period when liberal education was dominant, professional education was degraded. Since Aristotle, professional education was regarded as narrow and specialized education, and Newman also proposed the same idea. However, the industrial revolution, which began in the 1760s, promoted the development of capitalist economy and industrial production, so a large number of professional and technical personnel were urgently needed, and more and more attention was paid to the cultivation of specialized and practical talents. Therefore, professional education has been greatly developed in universities and has a tendency to replace liberal education. It is characterized by the establishment of new higher education institutions outside the traditional university system and the comprehensive implementation of science and technology education. What France did was to close all its traditional universities and set up special institutes; Britain adopted the method of bypassing traditional universities and setting up new ones to implement science education and professional education. Later, a large number of city universities were set up to train senior technical personnel directly for the development of local industry and commerce, which led to the transformation of the purpose of university education from liberal education to professional education.

The second is the shift from liberal education to general education. After professional education replaced liberal education in western higher education, liberal education gradually declined. However, humanist scholars did not disappear because of this. They seized on the shortcomings of science education and professional education and called for the reform of modern university system and the restoration of university tradition. The so-called "restoration of the university tradition" is actually the ideal spirit of rationalism, humanism, liberalism and liberal education pursued by the classical universities since the middle ages, and hopes to solve the crisis faced by the society through this way. However, since the background of the emergence of liberal education has ceased to exist, and its formulation is easily associated with various misunderstandings, and professional education still has some rationality to some extent, thus, the general education in universities has been produced instead of the two. At this time, the general education is actually the free education in the new era, but it gives the free education a new meaning, that is, under the premise of not denying the professional education, in order to realize the modern goal of free education must once again turn to the education of the whole person, the comprehensive individual education. Third, in the face of the above-mentioned changes in the training objectives of higher education in response to the requirements of The Times, the defenders of the liberal discipline tradition do not favor the transformation of "liberal education". They believe that making changes in liberal education, such as adopting the elective system, is a false liberalism. They feared that the introduction of specialized subjects would lead to the creation of an academic Gresham's law. In this regard, Brubacher believes that general education and professional education should go hand in hand. The reason for this is that many modern occupations have been imbued with theory, and the empirical approach to business has become obsolete, professionals who are competent and enjoy their work to the fullest also need to dabble in culture. So general education is necessary. In addition, in order to make liberal education and

professional education develop logically, teaching students not only to "work" but also to "behave", Liberal education and professional education should be combined so that they can flourish and develop on their own, for society needs "both professional and research expertise"; On the contrary, the isolation of the two is extremely detrimental to the development of universities. He quotes Whitehead as saying, "it is probably a case of mental illness to sever the university's close association with occupation and professional practice, and to pass up opportunities for imaginative and creative action." Therefore, the goal of talent training in future higher education is the balance between general education and professional education.

3. Curriculum Design that Integrates General Education and Professional Education

As higher education has moved from the fringes of society to the centre, large Numbers of new students have been drawn to careers that require different kinds of expertise. The popularity of new practical courses has challenged the traditional curriculum and diversified criteria for academic evaluation must be worked out. Universities must adjust their teaching and curriculum to accommodate changes in student and career diversity. Brubacher explored these changes, which include teaching type, course selection, course structure, course organization, learning motivation, grading system, etc That is, the goal of university education, which must go hand in hand between general education and professional education, is embodied in curriculum design. The educational content stipulated by free education is the so-called "seven arts" in ancient Greek and Roman times, including "three arts" and "four subjects". However, since the second half of the 19th century, professional education has continuously infiltrated into universities, which is not only reflected in the graduate education level and professional education, but also eroded into the field of undergraduate education. In this way, on the one hand, college students should master certain professional knowledge and skills in order to better adapt to the needs of society and make preparations for their livelihood. On the other hand must obtain certain general education knowledge, has the good cultural accomplishment. There are more and more college courses, but college students have limited time and energy after all. In order to ensure a certain balance between general education and professional education, this puts forward the problem of how to arrange college courses for higher education philosophy. Therefore, Brubacher made an in-depth analysis from two aspects: the suitability of the course and the organization of the course.

3.1. Relevance of the Course

Brubacher believes that both the selection of courses and the structure of courses should consider the "relevance" of courses. The question of relevance is a complex one. It involves who, what, or for how long? Is it for students or society as a whole? Is it a practical social problem or the perfection of the logical system of a discipline? Is it a short-term present or a long-term future? The answers to these questions are mixed. The relevance of the curriculum is related to the rationality of higher education. The so-called rationality refers to the improvement of advanced academic and social problems. Many people are often paranoid about one end, some insist on the high academic as the standard, some insist on solving social problems as the standard. The insistence on advanced scholarship as a standard of relevance dates back to Aristotle and continues to this day, and this school advocates seeking a higher degree of relevance in theoretical rather than practical disciplines. The representative figure who insisted on solving social problems as an appropriate standard was Dewey .Starting from the philosophy of pragmatism, he claims that teachers and students should select one of profound academic materials that are useful to overcome the present difficulties to learn, college courses should be envisaged for each students all the pronoun of real life, he further

expectations, after experienced many difficult events, the student union organization for himself a set of systematic knowledge has been confirmed.

Brubacher pointed out that the single standard of suitability of the above courses is not sufficient. Although taking a single advanced academic as the criterion of suitability may be beneficial to construct students' knowledge structure and cognitive structure and improve students' intelligence, it is easy to cause students to pay no attention to the practical problems of the society. Although attention is paid to students' direct experience and interest in learning, it does not highlight the solid foundation of learning that teachers should have. Therefore, Brubacher argues that in the modern society, to meet the relevance of the curriculum, we must combine the advanced academic needs with the principles of solving social problems, so that the two go hand in hand.

3.2. The Way the Course is Organized.

The essence of higher education is professional education after high school, but this kind of professional education is based on general education. Therefore, college curriculum must be conducive to the cultivation of generalists, which requires the organization of college curriculum should adopt the unification of vertical organization and horizontal organization. Brubacher talked about the organization of courses in this chapter. He believed that modern people attach importance to the organization of subjects in an interdisciplinary way. There are two ways of organizing university courses, one is to organize them according to the discipline structure, and the other is to organize them in a multi-dimensional and comprehensive way.

The former, according to the discipline structure organization curriculum. Brubacher thinks that this kind of university curriculum organization is logical, every step of which is dominated by concepts, and any discipline attaches great importance to the way of establishing concepts. Brubacher cites Bell's argument that this way of organizing college courses is reasonable, "At the current stage of knowledge organization," says bell, "we can no longer train people to take on specific intellectual tasks or to provide a purely vocational training. In fact, the gradual decline of specialization shows that one can no longer educate one for a career. Channels for rational migration, continuing education and vocational intermediate training must be provided. This can only be achieved by laying a foundation in terms of the way the concept is explored." To this end, he proposed that scientific research should begin not with a discipline, but with a problem of multifaceted nature, a complex combination of disciplines. This is because: first, people are trained in a subject after acquiring the basic knowledge of common culture; Second, apply this discipline to explore some problems in this field; Thirdly, the subjects are connected by questions. Therefore, the relationship between subjects can be explored through problem research, providing a kind of outline structure for the curriculum. This requires the university curriculum must consider the multi-disciplinary, with the discipline structure logic to organize the curriculum.

The latter, according to the multi-integrated way of organizing the curriculum. Comprehensive discipline is the product of scientific development, and one of the important characteristics of modern scientific development is highly integrated on the basis of highly differentiated. Therefore, the phenomena or problems of a certain discipline should be studied in a multidisciplinary way. As higher education research has accelerated over the past two decades, we have indeed seen the work of experts. Sociologists have done a lot of research on college admissions and quality, Economists focus on human capital theory and the economic behavior of universities, Policy analysts have isolated the main areas of decision-making, studying both policy formulation and policy implementation. Historians help us understand the flow of historical events and how the past constrains the present. This kind of collective research, through proper reporting and the pooling of different experts, helps

learned people to understand the special contributions of different professions, and to integrate them, leading to a wider and deeper understanding. It is the responsibility of those who divide knowledge to put it together.

4. Summary and Reflection

General education in universities is related to students' extensive cultural quality and accomplishment, while professional education in universities points to students' accurate subject knowledge and skills. The conflict between liberal education and specialized education is not so much a process of binary opposition as a choice of organic balance. Brubacher's views on liberal education and professional education and the integrated university curriculum require that we should take a comprehensive and balanced thinking to realize the dynamic and harmonious balance between liberal education and professional education, instead of being paranoid in perfecting advanced learning and solving social problems. From the perspective of the development of university education, the course of university has gone through the transition from the emphasis on general education to the emphasis on professional education and then to the emphasis on general education and professional education. From the perspective of the characteristics of The Times of university education, the curriculum should reflect the comprehensive requirements of the society for broadcasting literacy and profound professional knowledge. The relevance of the contemporary curriculum lies in how to combine advanced academic needs with norms for solving social problems, to organize the curriculum through disciplinary structure or multiple and overlapping logic, to release the integrated function of the curriculum for giving consideration to students' life and work, seeking knowledge and practice, professional knowledge and cultural accomplishment.

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