

General Education and Mental Training-Research Based on Several Important Literature

Douxu Lin^{1,2,3,a}, Ruiping Liu^{1,*}

¹*College Students Quality Education Research Center of Anhui Xinhua University, Key Research Base of Humanities and Social Sciences in Anhui Province, Hefei City, 230088, China*

²*College of Arts and Sciences, Lyceum of the Philippines University, Batangas City, Philippines*

³*College of Culture and Media, Anhui Xinhua University, Hefei City, Anhui Province, 230088, China*

^a869872003@qq.com

*Corresponding author

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Abstract: General education is an educational idea of how to train people in higher education. The researchers sorted out the philosophical origin of general education, analyzed the two classic reports of Yale Report and Harvard Redbook in the history of higher education, and explored the functional theory of mind, the transfer theory and the importance of learning classic works in general education. It shows that college general education is an educational concept about good people, urban citizens and all-round development of people, and provides a meaningful reference for college personnel training and teaching reform.

1. Introduction

The concept of General Education was proposed in the 20th century and originated from the liberal education in the ancient West ^[1]. The link between general education and university education is attributed to Professor Pckard (A.S.) in the United States. He believes that general education is a comprehensive education about classics, literature and science, whose purpose is to provide students with a general, comprehensive and comprehensive understanding of knowledge before learning professional knowledge ^[2]. The concept of general education began to develop after absorbing the liberal education concept of Europe, especially Britain, and its landmark document was the Yale Report published by Yale College in 1828 (full name: Reports on the course of Instruction in Yale College 1828) and "General Education in a Free Society" published by Harvard University in 1945 (also known as the "Harvard Committee Report"), in two classical literature on general education, All of them propose to train people's rationality and develop people's mind, and their purpose is to train people's mind or develop their mind.

2. The origin of Ancient Greek Philosophy of General Education Philosophy

The importance of rational cultivation can be traced back to the speculative spirit of ancient Greek philosophy. One of the basic spirits of Greek philosophy is the rational meditation. They attach importance to the training of human logos that is, the development of reason, which believe that reason is more pure and has a higher speculative nature. Especially in the period of the wise men movement, the wise men think that wisdom is the art of "Rutgers". Socrates usually lives like a wise man, and takes the education of youth as his own duty, believing that he is a lover of wisdom, his conversational teaching method also has the style of a wise man, and Plato was the first person to call himself a wise man. Socrates' famous saying "virtue is knowledge" expresses the practical spirit of sanalism. In 387 BC, Plato began to create academy, this is the earliest western universities, academy goal is not to teach practical skills, but pay attention to training, human thinking ability think mind potential truth, need to be through dialogue and induced training to discover the truth, the classic teaching method is to train people thinking ability, the development of the rational ultimate goal is to pursue good, and good motivation for rational activity. In the Republic and Fidro, Plato emphasized the importance of cultivating human reason, believing that passion is the tame horse, and reason is the horse driver. Rational cultivation can control people's ideological activities, reason corresponds to human wisdom, the nature of the soul is reason, and both passion and desire should be subject to reason. Aristotle, the concentrated master of Greek philosophy, emphasized that a special function of man that is higher than plants and general animals is rational thinking, that is, soul thinking. The higher soul contains a lower soul, and it makes a famous definition: man is a rational animal^[3]. In addition, Aristotle also divided the rational thinking function of man into theoretical reason (imagination and abstract) and practical reason (thinking and choosing), and further analyzed the rational value and significance of human cultivation. At the same time, Aristotle analyzed the relationship between sensory imagination and reason, believing that reason is the impression that acts on imagination, completely abstracted the known form from the sensible form and produced the concept of reason. This was an early exploration of the intrinsic occurrence mechanism of discipline of the mind. Aristotle also demonstrated the relationship between reason and virtue, believing that human reason is an ability to distinguish right from good and evil and avoid good from evil. When reason guides human behavior, reason becomes virtue, and further believes that happy life is also a state of activity with virtue. In ancient Greek philosophy, the order of human thinking is: personal speculation-personal practice-public practice. Therefore, they put special emphasis on excavating, developing and cultivating people's rationality, training people's thinking and mind, forming people's mental ability, and being rational, virtuous (good), happy and happy perfect people.

3. Discipline of the Mind in the Yale Report

Yale College was founded in 1701 (renamed Yale University in 1887). It is one of the nine colleges established by the University of Oxford and Cambridge during the American colonial period. It has always inherited the free education tradition of Oxford University in England. The release of the Yale Report was mainly related to the political, economic and higher education reforms in the United States at that time, as well as the pressure on the development of universities in Germany and Britain. Domestically and economically, the Jackson Movement (Jacksonian Movement) initiated by President Jackson. A called for rapid reform of higher education, adding practical courses and reducing or abandoning classical courses. Abroad, some universities in Germany and the UK, such as the University of Berlin and the University of London, have added practical courses, which makes these universities have a great influence in the world. The main courses and examinations of Yale College are classical language courses. Under the pressure of the

situation at home and abroad, Yale College is appointed by the Day J. It took nearly a year in a special committee to investigate whether to abandon the classical language study of Greek and Latin, and to solicit opinions on the development of the college.

According to the Yale Report, different types of schools have different educational purposes, while the educational purpose of traditional colleges like Yale College is free education, and the goal is to create social leaders and elites and make people have the quality of rational cultivation. Rational cultivation is the core concept of the report. The cultivation of reason is mainly the training of human Discipline of the Mind and mental equipment (furniture of the mind). Discipline of the Mind is to expand students' mind, and mental equipment is to equip the mind with spirit and knowledge. In order to achieve such educational purpose and goal, it is necessary to carry out "discipline of the mind, whose thought dates back to the ancient Greek philosophy in the fourth century BC, especially the period of Plato", emphasizing the study of classical works such as mathematics or philosophy, and training students' various mental abilities. The core idea of discipline of the mind is that the human mind is intangible and is the most essential part of man. Rational cultivation is to cultivate a natural person into a good citizen or citizen dominated by rationality, a "good man" or all-round development, so that people form self-esteem, self-confidence, self-reliance, self-improvement, sound personality and a good happiness.

The "report" proposes that only through learning classical works can people conduct formal training on people's feelings, imagination and memory, train students' mind, awaken people's potential, and cultivate people's reason. The method is to teach traditional lessons through classical language.

4. The Harvard Council Report and discipline of the mind

During and after World War II, the American economy witnessed a relatively large prosperity and development, but at the same time, the specialization of the practical value of "scientism" caused the decline of the humanities. Therefore, the American academic circle worried that this pattern might lead to the lack of humanistic spirit and the emergence of some small professional "one-dimensional people". Based on this disadvantage, The President of Harvard University, Conant, J.B. In 1943, it was founded by history professor Buck, P.H. As president, 12 famous professors from various disciplines at Harvard University formed a committee to complete the "Objective Issues of General Education in a Democratic Society" project. In 1945, the committee published a research result, the Harvard Committee Report, which is divided into six aspects: American education, General Education theory, diversification issues, General Education in middle school, General Education in Harvard College, and General Education in society, a comprehensive and systematic elaboration of the concept of General Education in the United States.

According to the Harvard Council Report, the purpose of General Education is to cultivate "whole people" (the whole man), "good people" (good man), "good citizens" (good citizen) and "useful people" (useful man), and the purpose of education is to cultivate good people, good citizens and useful whole people. The report also believes that "whole human" abilities include: effective thinking (to think effectively), exchange of ideas (to communicate thoughts), appropriate judgment (to make relevant judgements), and value discrimination (to discriminate among values)^[4]. Effective thinking logical thinking ability mainly adopt inductive deduction, analysis, through creative imagination, understand human nature and emotion, beyond reality, innovative ability to deal with complex reality problems, the cultivation of the ability to adapt to the reality of the society, the stronger the ability, the better the ability to adapt to the society, the logical thinking ability requires the cultivation of natural science, social science and humanities. The ability to exchange ideas requires the premise of effective thinking, mainly the ability to express their own thoughts and

understand the thoughts of others. People, people, society and different organizations need to communicate. For the currently isolated industries, cross-industry and cross-professional communication is needed. Communication can understand each other and win-win results. The ability to make appropriate judgment emphasizes the knowledge learned in the current daily practice of judgment and guidance. The ultimate goal of General education is to ask students to recognize the values of different cultures and then make wise judgments among different values.

5. The functional and psychological thought of discipline of the mind

The purpose of discipline of the mind is to improve people's ability in memory, judgment, thinking logic, imagination and aesthetics through the study of classical subjects. It is a process of rational cultivation, and its psychological thought is derived from functional psychology. Functional psychology originated in the Middle Ages and was developed in the naturalistic doctrine of Aristotle. According to Aquinas, a representative of functional psychology (Faculty Psychology), human functions, ranging from the sensory level to divine functionality, from the lowest to the highest level:

The vegetative soul: This is the lowest level of function, shared by plants, animals, and humans. It is responsible for the growth and nourishment of life.

The susceptible soul: This level is shared by animals and humans and primarily encompasses external sensory functions such as vision, hearing, touch, and taste. Additionally, it includes feelings, intuition, memory, and imagination within the brain.

The power of movement and desire: This refers to functions related to desire and motivation, providing feedback on the obstacles to goal realization.

The rational soul: This encompasses the understanding of both concrete and abstract aspects of the universe.

The classical works written in Greek and Latin are the cultural inheritance of mankind for thousands of years. Through learning, we can improve the functionality, purify the human soul, and obtain rational cultivation. Classical works become a training material, and what is deep is a kind of nourishment brought by classical works, a kind of training of the mind, or a symbolic expression. However, with the development of functional psychology, discipline of the mind has a new understanding. In 1890, William James (William James) proved through experiments that the learning of a certain text material was not the improvement of memory ability, but the improvement of memory methods, which made the functional psychology of discipline of the mind have a new perspective. Educational psychologist Edward L. Thorndike also experimented on functional psychology, and denied the concepts of mind.

5.1 Discipline of the Mind and transfer

The report points out that people who learn through classical languages and classical works have the most potential and development advantages, train their senses, and thus develop their spiritual power, which enables people to move from the experience gained from one subject to another, and from general learning to later occupations. And Yale's professors also stressed in their report that our discipline of the mind discipline is not just the ancient languages, some modern courses are also included in the discipline of the mind courses, and the future lawyers will also learn physics. Because Physics can train students' ability to conclude and verify conclusions. "Composition" can train students' ability of written expression and simplicity. The training process of these courses is to train students' mental ability. After this ability is formed, students can move to their daily work and life.

Educational psychologists believe that learning transfer (transfer of learning) from one situation

to another depends on the mastery of knowledge or skills in the initial situation, and also depends on the similarity between the initially learned situation and the later applied situation. Therefore, although students learn traditional humanistic classics or modern courses to train their minds, migration is a complicated process. Although teachers may seem to be similar between them, the reality is not satisfactory. Excellent students with daily grammar and punctuation tests still can not be used well in their compositions; using mathematical knowledge to solve many problems in school, but they still cannot apply mathematical knowledge to their daily life. How to distinguish the influence of past learning experience on the current learning process and form a rapid migration? The experience of both learning, the degree of common composition between them, affects the smooth progress of the migration. Therefore, the transfer of discipline of the mind involves many factors such as students' initial learning and understanding, the situational learning and so on, which we need to constantly improve our course training to achieve.

5.2 Discipline of the mind and the study of the classics

According to the report, classical language learning is extremely important for all majors, each area of which has its early evolution, and many of which are Latin classics, which is particularly important for Latin learning. In addition, knowing Greek is conducive to the study and study of theology. For example, the New Testament of the Bible is written in Greek, which shows the importance of Greek learning. Of course, the professors who wrote the report also believe that there are a few geniuses in history, those who are not very proficient in the classics and have achieved great success, but for most people, professional research requires the study of classical courses. Even in the new era, some majors still require students to take classical courses, such as medicine. So how do the classics affect the students' minds and make them get their discipline of the mind? What is the mechanism by which it happens? The above theory of transfer is a description of the process of learning and transformation. What is its deep mechanism? What is its meaning and value of the classical curriculum itself? Classical courses are often taken from classic works, and their value is self-evident. Learning the classics is the way of discipline of the mind, but also the way of rational development. First of all, through the study of classical works, it can enhance the students' noble taste. Secondly, the study of classical works can train people's competence and equip people's mind. Students in the study of classical language benefit discussions and critiques of classical courses, which help train their memory, critical thinking skills, reasoning ability, and imaginative development. The functional training of wisdom, emotion and meaning reflects the concept of comprehensive development. Locke, the author of the "formal training theory" of educational psychology, believes that the mind, like the body, requires all aspects of ability to be acquired, and the classical course is also true for the training of students' mind. People's early discipline of the mind has laid a good foundation for their major and study.

Jung, founder of Analytical psychology, said: "Human psychology is the matrix on which all science and art are produced. "He used classical poetry as an example, arguing that the total number of great poetry comes from human life and draws strength from life. If we think that it only comes from personal factors, then we cannot understand the meaning of this poem. Because whenever the collective unconscious becomes a realistic experience and affects the conscious consciousness of an era, this phenomenon constitutes a creative behavior, which is of great significance to every person living in that era. After a classic work is created, it also contains the information passed down from The Times. An era is just like an individual, it has the limitations of its own consciousness, so it needs a kind of compensation and adjustment, which can be realized through the collective unconscious, pointing out a path to satisfaction for everyone who blindly desires and expects. Therefore, students learn classical language and classical courses, is with different times of the

prophet, leaders, heroes, from them get different levels of mental edification, form a generous humanities and liberal feelings, achieve rational cultivation, and become a qualified citizen, personality and all development^[5].

5.3 Discipline of the mind and the human overall development

The report clearly states that the purpose of college education should be discipline of the mind and education (the discipline and furniture of the mind), not to provide knowledge of several subjects, nor to provide specific professional education in any professional field, but to provide students to obtain comprehensive basic education in the limited time of school^[6]. The author of the report argue that "thorough education" (thorough education) is training for all officials, not just one or two or ignoring other functions., Of course, this thorough education, is not perfect, requires students in a few years learn all course is not practical, is to learn all courses is also a kind of "superficial education", and mainly clarify a kind of education idea, it is not superficial education, but make functional training thorough education, called on students to form the all-round development of people.

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