

A Study on Academic Influence of the Chinese Translation Version of On the Philosophy of Higher Education by John S. Brubacher

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Abstract: Using bibliometrics, this study analyzes the articles citing the Chinese translation of John S. Brubacher's seminal text, *On the Philosophy of Higher Education*. The purpose and significance of this study is: through a comprehensive description of the academic influence of the Chinese version in China, to provide research hotspots and shortcomings for the researchers in this area, to seek scientific cooperation with the core authors, to provide reference for building and perfecting the philosophy system of higher education. So, this study includes a discussion of their academic influence by year, source, author and institution; and finds that the book has become a time-honored research classic cited or elaborated or questioned by scholars of higher education in China, Huazhong University of Science and Technology is greatly influenced by the Chinese translation version, and Wang Jianhua from Xiamen University Higher Education Institute is much more affected than other authors. In addition, this paper examines the high frequency keywords and their co-occurrence in these citing articles to investigate the hotspots of academic influence and focus of this influential book. The hotspots of citing articles mainly include academic freedom, university autonomy, general education, professional education, university culture, value orientation, education fairness, administrative power, government, university organization, professorship, liberal education, etc. A content analysis is used as well to sort the main ideas of his research and evaluate the impact of *On the Philosophy of Higher Education* in China.

Keywords: John S. Brubacher, *On the Philosophy of Higher Education*, Academic Influence, Citing Article

1. Introduction

John S. Brubacher (1898-1988) was a famous scholar in the field of higher education in the 20th century. Many of the classic monographs on higher education were written by Brubacher, such as *Higher Education in Transition: an American History*, *Bases for Policy in Higher Education*, *On the Philosophy of Higher Education*, etc. Among these books, *On the Philosophy of Higher Education* has become a classic in the field of higher education. "It is a famous academic monograph recommended by ACRL for his scientific research on the comprehensive and in-depth study of the higher education", "The author has constructed a complete philosophical system of higher education" [1]. The book cited by scholars widely, the academic position is beyond doubt.

In this book, Brubacher used philosophical theory to answer various problems that have arisen in the development of

higher education since World War II. Based on the current status of higher education in the United States at that time, he put forward eight basic questions about higher education, that is "The Higher Learning", "Academic Autonomy", "Academic Freedom", "Higher Education for Whom?", "General and Specialized Education", "Pedagogy of Higher Education", "Ethics of Scholarship", and "The University as a Church" [2].

Since the Chinese translation version of *On the Philosophy of Higher Education* publishing in 1987, its interpretation, research and debate have been very prevalent. The influence on China's higher education is significant. The book provides resources and samples for imitation and reference for higher education researchers in China. The Chinese translation version has an increasingly profound impact on China's higher education disciplines, theoretical research, and practice [3].

There are two versions of the Chinese translation of the

book *On the Philosophy of Higher Education*. One is the version of Zheng Jiwei as the first translator in the 1987 edition. This version was revised and reprinted in 1989 and 1998; the other version was Wang Chengxu as the first one published in 2002. Both versions were published by Zhejiang Education Press, and the scholars involved in the translation were actually five people including Zheng Jiwei, Wang Chengxu, Zhang Weiping, Xu Hui, and Zhang Minxuan of Zhejiang University (formerly Hangzhou University), but the first translator has exchanged.

Both Chinese translations have higher influence in Zhejiang edition books in China. By 2006, Zheng's version was cited 3702 times, and ranked first in all Zhejiang edition books; Wang's was cited 1536 times, ranking fifth [4].

2. Research Status, Research Methods and Samples

2.1. Literature Review

In these studies cited the Chinese version of the book, there are some voices of questioning and introspection. Some scholars believed that the accuracy of "The Higher Learning" as a logical basis of higher education philosophy and the accuracy of the book as "a complete philosophy system of higher education" are not worth continuing to explore [5]. Other scholars believed that it is not enough to use "The Higher Learning" as the basis of philosophy of higher education; it's not necessary to attempt to coordinate epistemology and politics, there is no clear limit to academic autonomy and academic freedom, vocational education is not just professional education to learn special knowledge [6].

Through the quantitative statistical analysis of literature cited in the work (thesis), one can understand the academic influence of the work (thesis), and can also ascertain the most influential work or author in a particular subject area [7,8]. With regard to the study of the academic influence of the Chinese version of "On the Philosophy of Higher Education", there have been some achievements in China, but more are qualitative comments, and the number of academic papers combined with quantitative research is small.

Song Nana (2012) used the CSSCI (Chinese Social Sciences Citation Index) as the research object and interpreted articles that cited the Chinese version of the book; believed that due to the differences in the English and Chinese contexts and the differences between the Chinese and American cultures, that produced a certain degree of misreading (mistranslation) [9]. Another paper that compares the number of articles cited in the Chinese version in the journal of Higher Education collected by Information Center for Social Sciences of Renmin University of China, and the number of articles in the domestic review of the book, and divides the introduction of "On the Philosophy of Higher Education" in China into three stages: the introduction as a reference book (1987-1998), the introduction as a commentary (1999-2003), and the introduction as criticism and reflection (2004-present) [10].

2.2. Research Questions and Purpose

So, what exactly is the academic influence of the Chinese version of *On the Philosophy of Higher Education*? This paper attempts to answer some questions from the point of view of the book being cited:

Who (author, institution) cited the Chinese version book?

Which year did the citing articles cite the Chinese version book?

Which type of article did cite the Chinese version book?

What did citing articles say about the Chinese version book?

Therefore, the purpose and significance of this study are as follows: Through a comprehensive description of the academic influence of the Chinese version in China, to provide research hotspots and shortcomings for the researchers in this area, to seek scientific cooperation with the core authors, to provide reference for building and perfecting the philosophy system of higher education.

2.3. Research Methods and Samples

The research methods adopted in this paper mainly include "bibliometrics" and "content analysis", and the combination of qualitative and quantitative methods is used to investigate the academic influence of the Chinese version of "On the Philosophy of Higher Education".

The research samples of this paper are sourced from the China Knowledge Network Database Resource (www.cnki.net). The database includes more than 8,000 Chinese academic journals, much of international outstanding academic conferences, and much amount of master's degree dissertations. Its search function is very comprehensive.

The specific approach is: In the advanced search of the CNKI homepage, select "References" as the search item and the search content is "Brubacher and *On the Philosophy of Higher Education*". A total of 9148 citing articles of Brubacher's book were retrieved (retrieve time: 2018/5/10). There are 5685 journal articles, 3391 dissertations, and 72 conference articles. Due to the small number of conference articles, only used journal articles and dissertations as research samples, totaling 9076 articles.

3. Academic Influences

3.1. Distribution Characteristics of Citing Articles

3.1.1. Annual Distribution

More than 9076 articles have cited the Chinese version publication of Brubacher's "On the Philosophy of Higher Education" since it published in 1987. Figure 1 shows the annual distribution of citing articles from 1987 to the present. Find that the earliest citing article of "On the Philosophy of Higher Education" is a journal article with the title of "University Professor and University Education Policy", published on the journal of "Advanced Engineering Education Research" in 1998. It quoted to the view of political theory in "On the Philosophy of Higher Education" when discussing the

role and role of university professors in formulating university policies but not neglecting the leadership role of government and university administration [11].

By 1992, there was a citing article of the book every year. Since 1993, the number of citing articles has gradually increased, and has increased sharply after 1999; the total amount of citing articles peaked in 2007 and 2008. After 2009,

the number has declined, and has dropped significantly in the past two years.

From the types of citing articles, the number of journal article was more than the number of dissertation in each year; the number of journal article remained at more than 400 in 2007-2013, and 2015; the trend of dissertation number was basically consistent with that of the journal article.

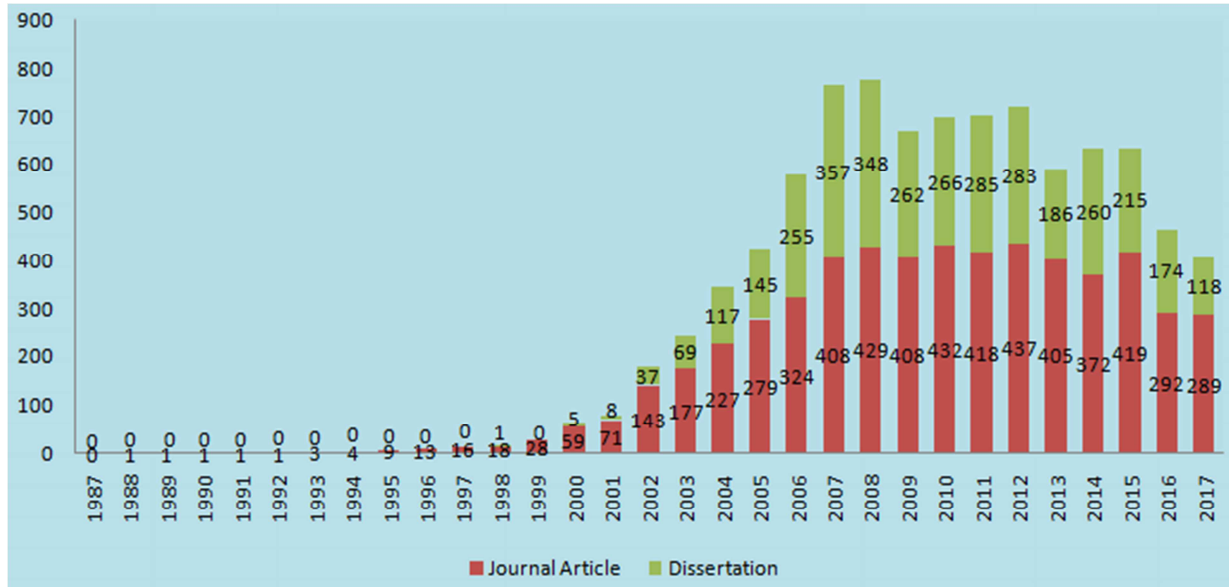


Figure 1. Annual distribution of citing articles.

3.1.2. Source Distribution

There are 1,528 sources of citing articles (5.9 articles per source), of which 1272 are Chinese journals (4.5 articles per journal), 256 are degree-award institutions (13.2 articles per inst.), and the citing articles are more concentrated in the dissertations of universities. Table 1 and table 2 list the degree-award institutions and journals with 30 or more citing articles that can basically reflect the distribution of the academic influence of the Chinese version of "On the Philosophy of Higher Education".

The book has a great influence on the dissertations of East China Normal University, Southwest University, Huazhong University of Science and Technology, Hunan Normal University, and Central China Normal University (Table 1). In particular, East China Normal University has a high number of 201 articles, far more than the number of citing articles in the journal of "Higher Education Studies" with the largest number of journal articles (Table 2). From the statistics of dissertations in CNKI, there are 1421 dissertations in the higher education disciplines of East China Normal University (date of search: 2018/05/11), and 14.1% of dissertations cite the Chinese translation version.

Table 1. Main Sources Distribution (for dissertations).

Degree-award institution	Number of citing articles
East China Normal University	201
Southwest University	199
Huazhong University of Science and	180

Degree-award institution	Number of citing articles
Technology	
Hunan Normal University	155
Huazhong Normal University	109
Suzhou University	82
Shanxi University	79
Shandong Normal University	75
Hunan University	74
Central South University	73
Jilin University	73
Northeast Normal University	69
Wuhan University of Technology	67
Nanjing Normal University	66
Xiamen University	51
Jiangxi Normal University	49
Fujian Normal University	48
Guangxi Normal University	48
Zhejiang Normal University	44
Hebei University	44
Hohai University	44
Northwest Normal University	44
South-Central University for Nationalities	39
Xiangtan University	39
Sichuan Normal University	38
Lanzhou University	38
Shan Dong University	38
Qufu Normal University	36
Henan University	36
Shaanxi Normal University	35
Shenyang Normal University	33

Table 2. Main Sources Distribution (for journal articles).

Journal name	Number of citing articles
Higher education research	187
Jiangsu Higher Education	167
Heilongjiang Higher Education Research	124
Modern university education	120
Modern Education Science	111
Higher Education Exploration	101
China Higher Education Research	98
Journal of National Academy of Education Administration	92
University Education Science	91
Meitan Higher Education	89
Modern education management	80
Tsinghua Journal of Education	69
Research in Educational Development	67
Fudan Education Forum	59
Educational Research	56
Higher Agricultural Education	53
Journal of Higher Education Management	52
Research in Higher Education of Engineering	52
Cultural and educational information	49
China Electric Power Education	45
Education and Vocation	43
Academic Degrees & Graduate Education	42
China adult education	41
Educational exploration	41
Higher Education of Science	40
Education Review	37
International and Comparative Education	36
Modern Education Management	36
Design Research	34
Journal of Educational Science of Hunan Normal University	32
Journal of Yangzhou University (Higher Education Study Edition)	31
Journal of Inner Mongolia Normal University(Educational Science)	30

3.1.3. Author Distribution

There are 6,266 first authors in total of 9076 citing articles, that is, each author published 1.4 articles that cited the Chinese version of "On the Philosophy of Higher Education". Table 3 is the names of the first authors who published 10 or more citing articles. These authors are deeply influenced by the Chinese translation. Among them, Wang Jianhua from the Institute of

Higher Education of Xiamen University publishes the most number of citing articles, far more than other authors. The authors in table 3 are all from university higher education institutes or related colleges, even university leaders. According to "Price's Law", it can be calculated that the core authors should have 5 articles or more. Therefore, there are as many as 175 core authors who are most affected by the Chinese translation version.

Table 3. Main Authors Distribution of the Citing Articles.

Author Name	Number of citing articles	Author Name	Number of citing articles
Wang Jianhua	31	Li Xiaoying	11
Gong Fang	20	Liu Zhentian	11
Xuan Yong	16	Wang Enhua	11
Liu Xin	16	Peng Yongjun	11
Sheng Zhengfa	15	Hu Rendong	11
Li Zhifeng	15	Jiang Hongchi	11
Chen Wei	15	Li Yunqing	11
Li Shuohao	14	He Shutong	11
Sui Yifan	13	Wang Fuyou	10
Zhou Guangli	13	Shao Bo	10
Bie Dunrong	13	Zuo Chongliang	10
Fang Zeqiang	13	Ma tingqi	10
Fan Huaqiang	12	Zhao Jun	10
Xiang Dongchun	12	Liu Fanfeng	10
Yang Kerui	12	Ma Fengqi	10
Chen Hefang	12	Guo Feng	10
Zhu Weihong	12	Zhu Xiaogang	10
Wang Fei	11	Zhang Yizhong	10
Zhang Chuting	11	Li Jianhui	10

3.1.4. Institution Distribution

According to the statistics of the institution of the first author, Huazhong University of Science and Technology, East China Normal University, Southwest University, Xiamen University, and Hunan Normal University published more than 200 citing articles. Table 4 lists 41 institutions with 50 or more citing articles. Undoubtedly, the Chinese translation version of "On the Philosophy of Higher Education" has the greatest influence on these institutions. These institutions are all from universities, of which China key universities account for the vast majority, while normal universities account for nearly 40%.

Table 4. Main Institutions Distribution of the Citing Articles.

Institution Name	Number of citing articles
Huazhong University of Science and Technology	432
East China Normal University	286
Southwest University	258
Xiamen University	245
Hunan Normal University	229
Nanjing Normal University	176
Huazhong Normal University	175
Zhejiang University	145
Nanjing University	136
Suzhou University	135
Wuhan University of Technology	115
Central South University	115
Hunan University	112
Shanxi University	111
Zhejiang Normal University	105
Jilin University	100
Beijing Normal University	99
South China Normal University	95
Jiangxi Normal University	86

Institution Name	Number of citing articles
Shandong Normal University	85
Shaanxi Normal University	82
Northeast Normal University	81
Guangxi Normal University	81
South Central University for Nationalities	80
Hebei University	78
Hohai University	73
Peiking University	73
Lanzhou University	70
Fujian Normal University	69
Xiangtan University	69
Shenyang Normal University	69
Northwest Normal University	67
Shantou University	61
Dalian University of Technology	60
Henan University	58
Qufu Normal University	56
Shan Dong University	55
Hunan Agricultural University	54
Zhejiang University of Technology	53
Shanghai Normal University	52
Fudan University	51

3.2. Content Analysis

3.2.1. Keyword Frequency

The content analysis of citing articles can understand the main manifestations of academic influence of the Chinese translation version of "On the Philosophy of Higher Education". The keywords are the vocabulary that the author can best reflect the content of his paper. Table 5 lists the 47 keywords whose frequency is 50 times or more in 9076 articles.

Table 5. High-frequency Keywords of Citing Articles.

Keyword	Frequency	Keyword	Frequency
High Education	830	University Culture	91
University	622	Reform	87
Colleges and Universities	533	John S. Brubacher	82
Academic Freedom	352	Professional Education	80
Academic Power	250	Value Orientation	79
College Students	202	Postgraduate Education	75
General Education	200	Vocational College	73
University Autonomy	174	University Teachers	71
Education Fair	171	Modern University	71
Countermeasures	170	Development	69
Administrative Power	168	Private colleges and universities	66
United States	156	Idea	64
University Spirit	153	Postgraduate	63
Modern University System	147	Ideological and Political Education	63
University Philosophy	125	Culture	62
University Teachers	121	De-administration	62
<i>On the Philosophy of Higher Education</i>	120	Popularization	62
University Governance	111	Innovation	62
Government	103	System	62
Research Universities	97	Course	61
Enlightenment	95	Teaching	61
Talent Development	93	Local Colleges and Universities	61
Problem	92	University Regulations	60

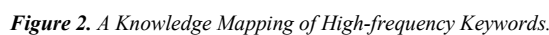
In table 5, "university" and "higher education" are the main objects of these citing article studies, and the contents of

research are mostly contained in the "eight basic questions" proposed by "On the Philosophy of Higher Education", such

keyword frequency, and the line thickness indicates the number of co-occurrences.

In figure 2, the focus of the citing articles research is mainly on the balance between "administrative power" and "academic power", "general education" and "professional education" in universities; how to deal with the relationship between "University" and "Government", "Academic Autonomy" and "Academic Freedom". The popularization of higher education is also highly concerned with the citing articles; of course, the evaluation and research on Brubacher's book is also a focus on.

on.



are the differences in Chinese and American culture and history. Therefore, many viewpoints cannot be completely transplanted to China [21]. In the process of interpreting the Chinese translation version, many scholars believe that after understanding and absorbing its ideas have important implications for the development of modern university education in China. In particular, with the expansion of the autonomy of colleges and universities in China, reforms in personnel training and curriculum structure are needed. Brubacher's thoughts on college curriculum development and curriculum design have important implications for the reform of university curriculum management in China [22, 23].

Another example is Brubaker's viewpoint of "personal autonomy". Some scholars believe that the essence of the "Ma Jiajue" incident in 2004 was the loss of "personal autonomy" [24]. The philosophical viewpoint of higher education in China's "political theory" has always occupied a major position. The ideas of "government standard", "scientific only", "technical only", "little humanities", "light moral

only", "technical only", "little humanities", "light moral

only", "technical only", "little humanities", "light moral

only", "technical only", "little humanities", "light moral

education" are serious. As time goes by, Brubacher's revelations about the university's function, academic freedom, and educational equity bring us particularly important insights [25]. The higher education in China needs to consider deeply from the level of philosophy of higher education and construct a philosophical system of higher education with Chinese characteristics [26].

(3) Question and Reflection

All along, scholars in China have studied Philosophy in the field of higher education based on the book of "On the Philosophy of Higher Education", and there is also a certain amount of research dependence. Until 2005, some scholars have questioned and introspect it. Yang Min used the starting point of "Does the philosophy of higher education need to build a strict logical system?" and profoundly rethought "higher education", "political theory" and "knowledge monopoly" [27]. Li Zhifeng considered that the book has three defects: there are limitations on the relationship between political theory and epistemological philosophical view; its philosophical concept ignores the human-centered theory; the philosophy of higher education can be handled as a whole, in fact, the conflict and coexistence of the philosophical view of modern western higher education is the main reason for promoting the diversified development of higher education [28].

Some scholars have questioned Brubacher's philosophical foundation of higher education political theory and epistemology, arguing that it "cannot cover all the legitimacy of the existence of higher education, and the reason why higher education exists and its more profound original foundation - The need for high-level development of people, "[29] Human being are the philosophical foundation and the common basis for higher education, and also the starting point and destination of higher education reform and development." The practice of higher education reform and development urgently requires the return of philosophy of higher education to people; promote students and teachers to "plan" and "go beyond" individual life to achieve the growth and development of social roles, so as to ensure the continuation and development of social and human civilization [31]. Philosophy of higher education should adhere to the issue of priority and grasp the requirements of the times [32].

Yang Xingfang made a comprehensive criticism, reflection, and summary of the malformation study of China's higher education philosophy in the sorrowful title of "30 years of reading and 3 years of awakening" [33]. Thought that "On the Philosophy of Higher Education" had been put in a wrong place from the book translated beginning. One of the main reasons for this book is that the scholars equate the "system of philosophical studies on higher education" based on Brubacher's "The Higher Learning" with the "philosophical system of higher education" and the "discipline system of philosophy of higher education".

4. Conclusions

Based on the above analysis, some conclusions can be drawn roughly:

From the annual distribution of citing articles, the academic influence of Brubaker's Chinese translation has rapidly increased since 1999, peaked in 2007-2008, and continued until 2015, and a slight decline in the past two years. The book has become a time-honored research classic cited or elaborated or questioned by scholars of higher education in China.

The authors who are greatly influenced by the Chinese translation version are all from higher education institutes or relevant departments of the national key universities, such as Huazhong University of Science and Technology, East China Normal University, Southwest University, Xiamen University, and Hunan Normal University. Wang Jianhua from Xiamen University Higher Education Institute is much more affected than other authors. The contents of citing articles mainly include academic freedom, university autonomy, general education, professional education, university culture, value orientation, education fairness, administrative power, government, university organization, professorship, liberal education, etc.

Unfortunately, the source of the study sample was flawed in this study. Although the CNKI is relatively comprehensive in the collection of journal papers, not comprehensive in dissertations. In particular, dissertations from top universities in China, such as Peking University, Tsinghua University, etc. are not included.

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