

Fall 1998

A Comparative Study of 1-12 Public School Systems of the United States and People's Republic of China

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A COMPARATIVE STUDY OF 1-12 PUBLIC SCHOOL SYSTEMS
OF THE UNITED STATES
AND PEOPLE'S REPUBLIC OF CHINA

A Project Report
Presented to
The Graduate Faculty
Central Washington University

In Partial Fulfillment
Of the Requirements for the Degree
Master of Educational Administration

By
Sean Xiong Chi
December, 1998

ABSTRACT

A COMPARATIVE STUDY OF 1-12 PUBLIC SCHOOL SYSTEMS OF THE UNITED STATES OF AMERICA AND PEOPLE'S REPUBLIC OF CHINA

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The purpose of this study was to recognize and extrapolate the major similarities and/or differences between the public education systems of the United States and the People's Republic of China. The researcher was primarily concerned with the examination of similarities and differences in origin, evolution, structure, organization, curriculum, funding, law and governmental regulations in Grades 1-12 school systems in the two countries. The researcher's analysis of the project was intended to provide other educators and researchers with a picture of the nature of the two school systems. There is no value judgement of either country's educational system in this comparative study.

ACKNOWLEDGEMENT

First of all the writer of the project would like to express his deep appreciation of and gratitude to Dr. Gregory Chan and Dr. Jack McPherson for their support, guidance and friendship throughout my master's work. Their gracious ways brought me into the program and sustained me through the tense times. In addition, I would like to thank Dr. Frank Carlson for his participation as a member of my committee.

I would also like to express my special appreciation to my wife, Fay Yu Chi, whose support is impeccable. She has been of immeasurable encouragement and assistance.

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Chapter 1

BACKGROUND OF THE STUDY

Introduction

The cross-cultural study of academic achievement has been and continues to be a field of interest for educators, researchers, educational policymakers, and the general public. International comparative studies in education provide alternative perspectives on early childhood educational practices, school curricula, school policies, student backgrounds, and other sociocultural variables that affect teaching and learning (Fletcher & Sabers, 1995 p.455).

In the above statement, Fletcher and Sabers have explained how comparative studies on education can provide diversified views of educational systems that may have profound influence on each individual country, even including how the style of teaching and learning may be affected.

McGinn (1996) contended that increased globalization has also affected the consensus about the proper tasks of education. As a product of their surrounding communities, schools have been organized to reproduce values and institutions considered central to the identity of community they represent and, as a result, have been shaped and developed organically by international processes. Stated McGinn: "The limitations or achievements of the school mirrored the limitations or achievements of the community. Schools teach democracy in democratic societies, authoritarianism in authoritarian societies. Globalization, however, bring winds of change to buffet communities" (p.350).

According to McGinn, the educational system of each country has its own characteristics and roots and it represents its own values. What the education of each country brings to its people has reflected the fundamental elements of each specific community or society. Intercultural exchange or comparative study may introduce many new concepts or ideas to each other.

The focus of this project was to compare some of the similarities and differences between the 1-12 public school systems in the United States and People's Republic of China. Seven aspects of 1-12 public school systems within the two countries were reviewed. These were followed by the descriptions and results of the original study, including a comparative evaluation of publicly and commercially available data and tests.

Purpose of the Project

The purpose of this study was to recognize and extrapolate the major similarities and/or differences between the public education systems of the United States and the People's Republic of China. The researcher was primarily concerned with the examination of similarities and differences in origin, evolution, structure, organization, curriculum, funding, law and governmental regulations in Grades 1-12 school systems in the two countries. The researcher's analysis of the project was intended to provide other educators and researchers with a picture of the nature of the two school systems. There is no value judgement of either country's educational system in this comparative study.

Limitations of the Project

For the purposes of this project, it was necessary to set the following limitations:

1. Research: The preponderance of research and literature reviewed for this project was primarily limited to the past ten (10) years.
2. Selected Resources: Data regarding to the American grades 1-12 public school systems were identified through Educational Resources Information Centers (ERIC) computer search, other Internet sources and libraries. Information regarding to the Chinese grades 1-12 public school systems were obtained through personal interviews, visits to research institutes, government offices, libraries, and universities.
3. Scope: The project focus was limited to public elementary and secondary education systems in the United States and People's Republic of China.

Definition of Terms

Significant terms used in the context of this study have been defined as follows:

1. Elementary education: Schools usually including the first Six (6) grades have been referred to in this project as elementary education, both in the United States and the People's Republic of China (The Merriam-Webster Dictionary, 1997 p.235).
2. Secondary education: Schools usually including grades 7- 12 have been referred to in the project as secondary education, both in the United States and the People's Republic of China (p.625).

3. Public schools: free, refers to tax-supported schools controlled by local governmental authorities, which applied to both the United States and People's Republic of China (p.562).
4. Compulsory school attendance laws: In the United States, the idea that all youth should be compelled to attend school were recognized at an early stage of national development. The first compulsory attendance law was enacted in Massachusetts in 1853. The idea was widely accepted by the turn of the century, at which time thirty-two states had enacted such laws (Alexander et al, 1998 p.215).
5. Nine Year Compulsory Schooling: On April 18, 1986 the Chinese People's Congress approved a "Compulsory Education Act", to enforce nine year basic education for the general public and to eliminate some six million school dropouts from elementary and lower middle school each year. This was the first act of its kind and promoted basic education in the nation (Zhang et al, 1997, p.1).
6. Curriculum: a plan for learning (Wiles & Bondi, 1993, p.31).

Chapter 2

REVIEW OF RELATED LITERATURE AND INFORMATION OBTAINED FROM SELECTED SOURCES

Introduction

For purpose of comparing public school systems in the United States and People's Republic of China, the review of research, literature, and information obtained from selected sources, summarized in Chapter 2 have been organized to address the following:

1. Overview of Grades 1-12 Public School Systems in the United States and China
2. Governance and Support of Grades 1-12 Public Education in the United States and China
3. Grades 1-12 Public School Curriculum Practices and Issues in the United States and China
4. Grades 1-12 Public School Administration in the United States and China
5. Teacher Education and Professional Development in the United States and China
6. Grades 1-12 Public School Funding in the United States and China
7. Education Law and Regulations in the United States and China
8. Summary

Data primarily within the past ten (10) years regarding to the American grades 1-12 public school systems were identified through Educational Resources Information Centers (ERIC) computer search, other Internet sources and libraries. Information descriptive of the Chinese grades 1-12 public school systems were obtained through

personal interviews, visits to research institutes, government offices, libraries, and universities.

Overview of Grades 1-12 Public School Systems in the United States and China

At present, the United States has achieved recognition as the only superpower, while China has achieved status as the most populous country in the world. The former, a typical capitalist country has free market economy, and the latter, a socialist country that is currently emerging from a central planning economy to a market-oriented economy. The United States is a young country with a history of approximately 230 years, while China is one of the ancient civilizations with a history of more than 5,000 years.

Education has become the foundation of every society and it is the root of every culture. Through studying educational systems, people can understand not only the history of a nation, but also see its future. Even though there are enormous differences between the two countries, educators from both countries have attempted to identify how these differences have affected the public education systems of the two countries. Educators have also sought to identify similarities in the two systems.

United States:

Students: According to data provided by the National Center for Education Statistics, the public school system in the United States has provided education for 90% of children, pre-kindergarten through grade 12 (p. 16). Because of mandatory school attendance laws, 100 percent of children ages 6-15 are enrolled in either public or private schools. In 1994, 64 million students, approximately one quarter of the total U.S. population were enrolled in elementary and secondary schools, and colleges and

universities. This figure included 36 million students in K-8 schools, and 13.6 million in grades 9-12. Eighty-eight percent of students in grades K-8 and 91% of students in grades 9-12 were enrolled in public educational institutions (U. S. Department of Education, 1996, p.124).

Teachers: As of 1998, there were 2.4 million public school teachers in the United States. Slightly more than one half were teaching at the elementary school level in the American public school system. (U.S. National Center for Educational Statistics, Digest of Education Statistics, annual.)

School Finance: Federal government expenditures for education in the United States has amounted to more than \$ 100 billion in K-12 education. To put these dollars in perspective, that is more than the entire national budget for all but six nations in the world. Twenty five percent of the world's funding for education spent in the United States, while only 6% of world population resides in the US. The public school systems have often been the largest employers in each community, and more people have a stake in the local educational system than any other organizations in their community (Holenbeck, 1998, p.1).

China:

Students: The China Education Statistics Yearbook indicated the public school system of the People's Republic of China has provided grades 1-12 education for more than 95% of Chinese children (p.3). In People's Republic of China because of implementation of Nine-year Compulsory Education Law, 98.8% elementary school-age children enrolled in the elementary schools in the nation since 1996. In 1996 there was

about 234.43 million children that is around 1/5 population in the country were enrolled in elementary, and secondary schools, colleges and universities. This figure includes 136.15 million students in elementary schools, 68.28 million in secondary schools (Educational Statistics Yearbook of China, 1996, p.2).

Teachers: There were 3.46 million teachers teaching at 98,705 secondary schools and 5.73 million teachers teaching at 645,983 elementary schools in China. In addition, there is also 1,609,681 of administrative and supporting staff in the Chinese educational system (Essential Statistics of Education in China, 1997, p.1).

School Finance: The People's Republic of China has been a typical case of "poor country runs a big educational system". According to a survey conducted by the United Nations Educational, Scientific and Cultural Organization (UNESCO), with only 1.4% of total world expenditure invested in education, China has to educate 17.9% of the student population in the world. In 1991, People's Republic of China annual expenditure per pupil was the equivalent of \$10.31 (U.S), which was far below than the world average of \$42 (U.S.) per student. However, China provided formal schooling for more than 200 million people and vocational training for an additional more than 700 million people (Wang, 1997, p.47).

Governance and Support of Grades 1-12
Public Education in the United States and China

United States:

In the United States, primary responsibility for education has been a state or local responsibility. There are fifty different state systems and within each state many differences exist among local school districts. In the entire country there are 15,000 different local school districts (Lunenburg et al, 1997, p.232).

Table 1 has illustrated the hierarchy profile of American educational governance and how US educational policy being evolves into practice.

TABLE 1

The Policy-to-Practice Continuum in the American Education System

Federal	State	Intermediate	District	School	Classroom
President	Governor	Board of	Superintendent	Principal	Teacher
US Congress	Legislature	directors	Board	Site	Students
Secretary of	Chief State		District Office	Council	
US	School Office		Staff	Teachers	
Department	State				
of Education	Department of				
	Education				

(Source: Johnson & others, Introduction to the Foundation of American Education, 186)

According to the Tenth Amendment to the U.S. Constitution, education has been made a function of the states. Each of the fifty states has its own responsibility for education. The elementary and secondary schools are operated by local governmental units, (i.e., school districts). The Federal government has also assumed a leadership role by supporting educational innovation, research and development. The Department of Education has

typically supported special educational programs and projects through financial aide to states and local school districts. State governments execute their educational function through the State Department of Education under the leadership of the chief state school officer. Typical state-level educational functions include: operational, regulatory, service, developmental, and public support and cooperation. All local school districts have similar purposes but differ in characteristics. The school district is advised by a school board and its daily operations are managed by a superintendent. Legal authority for operating local school systems is given to local boards of education through state statutes (Johnson et al, 1996 p.186-199).

China:

Educational administration in China has incorporated of several levels: central, provincial, prefecture, county, township, and individual schools. The national supreme educational administration is the Ministry of Education. It is directly under the jurisdiction of the China State Council. This ministry has 470 staff determining major educational policies, drafting related laws and regulations, ensuring overall planning, development, implementing state educational policy and programs, and managing and monitoring all the education monetary appropriations and other related financial programs in the country. At the provincial level, each of the 30 provincial governments has its own educational bureau. The local provincial bureau deal primarily with higher education, general education, professional or vocational education, and educational planning and finance issues within each province. At the prefecture level, each of the 200 prefecture governments in China has its own department of education. The prefecture education bureaus, along with the total 2137 county education bureaus under their direct

leadership, are the most important local levels of educational administration with authority over elementary and secondary education. These organizations oversee how central educational policies and programs are carried out, and are directly responsible for the performance of each school. Table 2 has profiled the Chinese system of educational governance and policy practice.

TABLE 2

The Policy-to-Practice Continuum in the Chinese Education System

China State Council	Provincial Government	Prefecture/city government	County /District Government	<ul style="list-style-type: none"> • Key schools • Normal schools • General urban elementary/secondary schools • Rural District Government Rural secondary school / element. School
People's Congress	Provincial Bureau of Education	Prefecture Education Bureau	County Education Bureau	
China Ministry of Education				

(Source: Lofsted, Educational Planning and Administration in China, p.67-69).

Grades 1-12 Public School Curriculum

Theory and Practice in the United States and China

The United States:

Although the fifty state departments of education in America have shared some common required elements in their public school curricula, considerable variance has been found in specific program offerings. This variance has been due in large part to local and regional difference within American Society (Johnson et al, 1996, p.431).

According to Wiles and Bondi, four factors which have influenced changes in thinking about the curriculum of American schools have been paraphrased below:

1. Social forces: Dynamic changes in population demographics and the impact of new technologies have significantly altered American school curricula.
2. Treatment of knowledge: Increasing public awareness of what is being taught in school and how that information is being conveyed to students has impacted the school curriculum. If the image of education in the future is inaccurate, or if the knowledge given students does not prepare them for the future, then the schools have betrayed those they teach.
3. Human growth and development: Understanding patterns of human growth and development have caused educators to perceive formal educational planning from the perspective of the individual student.
4. Learning as a process: Changed realities in American education have suggested schools can promote multiple types of learning in the classroom and stimulate different types of development in students (Wiles et al, p. 248).

Following the period of experimentation with open space, team teaching, non-gradedness, and extended enrichment, which characterized the 1970's and 1980's, the focus of American education returned to an emphasis on "the basics". Fueled by concern about international competition on the quality of education, "basics" were redefined from minimum skills to higher standards, benchmarks, and a more rigorous curriculum. By the late 1990s, the American elementary curriculum in many school districts generally included:

- "Implementation of national standards in reading, writing and mathematics

- The use of performance-based assessments with rubrics
- Competency-based instruction
- Academic skills placement tests
- State standards and frameworks along with assessment items and benchmark tests
- Aligning the curriculum through a deliberate curriculum approach that was designed to teach essential learning skills in a systematic and sequential manner”(p.301).

American middle schools have provided a transition from the elementary school to high school, to help students bridge the gap in their development between childhood and adolescence. Middle schools have provided a diversified curriculum which have been both exploratory and fundamental. In nature, while giving students opportunities for the development of problem solving skills, reflective thinking processes, in a student-oriented learning environment. The middle school curriculum encourages personal curiosity, with one learning experience inspiring subsequent activities (p.327).

A major shift in curriculum focus in American high school occurred during 1990's, when Americans discovered academic standards for secondary school students were below their foreign counterparts. American business and industrial leaders also expressed concern about other problems present in the grades 1-12 school system such in student literacy, work ethic, and the ability to solve problems. New standards called for promotion of a comprehensive curriculum to emphasize problem solving, integrated tasks, real life problems, and higher order thinking processes. Assessments of student

work now demanded authentic evidence of student performance through the use of portfolio artifacts and exhibits/demonstrations of student achievement (p. 329).

China:

In 1950, China People's Press undertook the major task of editing and publishing unified textbooks for all elementary and secondary schools in China. From 1950 to 1990, the China People's Press published eight textbook editions for use nationwide. China opening to the outside world in the early eighties witnessed a change from a centralized system of writing and publishing textbooks to a decentralized system, which now permits China People's Press to join with each provincial department of education in production of textbooks. For example the final version of any new textbook is reviewed by a national curriculum and teaching materials review committee. The China Ministry of Education (CME) established this committee in 1986, which included 20 sub-committee curriculum experts and additional 200 subject specialists selected nationwide. During the last ten years, the CMC reviewed 3,000 different kinds of textbooks from different disciplines, as well as 75 kinds of maps, audio, and video teaching materials. Some of these teaching materials received immediate CME approvals; some have required periodic review, while others were rejected. Standard practice of the China People's Press has generally required that the teaching materials be first field-tested prior to formal adoption and use. 1990 version textbooks were tested in 2,370 elementary schools and 500 secondary schools throughout China. There were 330,000 students participated in the field-testing these texts which lasted over 5-6 years for elementary schools and 3-4 years for secondary schools (Wu, 1998, p.12-30).

The China National 1-12 Curriculum and Teaching Materials Review and Approval Committee has utilized the following criteria to review new versions of textbooks:

1. When evaluating new textbook design:
 - State law, regulations and policies
 - Educational goals, tasks, and State requests
 - Requests of the curriculum plan and teaching outline established by the Ministry of Education
2. When evaluating textbook contents:
 - Must be scientifically correct and reach common acknowledgement and acceptance if they involve new technologies
 - Must be achievable by students according to the Education Outline established by the Ministry of Education
 - Level of difficulty must be achievable by students
 - Depth and scope of subject must comply with the Education Outline established by Ministry of Education
 - Related subjects/disciplines must be addressed
 - Textbook content design must reasonably cover student ideological training for students, including patriotism, socialism, and other official ideologies.
3. When evaluating textbook organization:
 - Subject logistics must fit with the biological and psychological characters of student development
 - Subject-matter pace/density should be addressed

4. When evaluating homework assignments:

- Assignments should improve students' problem-solving abilities.
- Assignments should assure student mastery of content
- Assignments should be reasonable and practical (Ren, 1997, p.1-2).

Grades 1-12 Public School Administration in
the United States and China

United States:

Research related to effective schooling and well-managed schools in the United States, based upon interviews, observations, and analyses of self-studies involving 571 middle, junior high, and high schools, produced the summary of characteristics profiled in Table

3.

As a human-intensive business, personnel management has traditionally been a key part of school administration. According to Lunenburg et al (1996) p. 529, in America, the personnel process consists of five major steps:

- Human resource planning: Because the supply and demand changes from time to time, school districts have to forecast the number and type of employees needed for forthcoming school years.
- Recruitment: Searching for employees from both inside and outside of school districts.
- Selection: Choosing ideal individuals from among all applicants, doing reference checks, assessment, and gathering biographical information.

TABLE 3

Characteristics of Effective U.S. Schools

Attributes	Indicators
Clear academic goals	Presence of written goals Evidence of actions toward goals Consistency in statements of principals, teaching staff, and parents Evidence of discussion and communication of goals
High expectations for students	Academic requirements Student report on homework and work demands in class Reports on academic and behavioral standards Enrollments in honor or advanced placement classes
Order and discipline	Classroom-hallway observation Description of climate Identification of discipline as a problem area Data on suspension
Frequent monitoring of student progress	Descriptions of assessment and evaluation procedures Identification of testing procedures
Meaningful student responsibility and participation	Information on student government, extracurricular programs and participation, and community programs Assessments of student autonomy in the school student perceptions
Teacher efficiency and moral	Procedures for staff participation Assessments of teacher autonomy Assessment of teacher influence in the school Assessment of rewards and incentives
Academic learning time	Classroom observations Reports on actions to increase instructional time Estimates of homework by students
Positive school climate	Attendance data for staff and students; data on discipline Staff and student perceptions Observations on climate, teacher-student relations, facilities, etc.
Administrative leadership	Interviews with staff, parents, and administrators Description of administrative roles Assessment of administrative involvement in instruction
Community support and involvement	Parents' and teachers' perceptions Parent, community, and business involvement

(Purkey et al, 1983, 353-358)

- Training and development: Determining training needs, and designing, implementing and evaluating training programs
- Performance appraisal: Systematic observation and evaluation of employee behavior.
- Compensation: Wage and salary levels are tied to what other organizations in the field pay for employee's academic training and experience

In the United States, each community has great concern about the academic performance and management of local public schools. As taxpayers who finance local schools, citizens have a keen interest in school issues, including fiscal accountability, class size, teacher pay, parental involvement, and student discipline. School administrators, and teachers have to spend a lot of time interacting with the public to keep them informed about what is happening in the schools. School districts must share their commitments, responsibilities and goals with the school community. School authorities must respect all members of the community regardless of race, ethnicity, religion, or educational background. School-community engagement is an on going process. By engaging people and groups from the community, school districts often turn potential adversaries into allies (Thompson, 1998, p. 54-57).

China:

It has been widely believed in China that the quality of a school is indicated by the quality of its students. Although academic achievements provide a ready indicator to measure students' performances, non-academic indicators are hardly available. In the late 1970s and 1980s, people judged the quality of schooling based upon student achievement

in subject learning and the percentage of students admitted to high school and post-high school education. Instruction was test-oriented and students were test-driven in learning. Teachers did not pay attention to the other needs of students. In the 1990s, this one-sided perception about the quality of education was widely criticized. To change the situation, the Chinese government requested elementary and secondary school education to make three adjustments: (1) abandoning the practice of selecting only a small number of students with high grades for high school and post-secondary education; (2) Nurturing a well-rounded students by shifting away from exclusive emphasis on knowledge education by giving equal attention to morality, intelligence, physical, aesthetic, and vocational education that nurtures well-rounded persons; and (3) moving away from passive education that constrained the students initiative, to a kind of education that activated their learning potentials and developed the complete individual. (Tang, et al, 1997, p. 41-43).

Today, Chinese educational authorities have sought to evaluate schools in 12 areas, as follows:

1. School rules and regulations
2. Quality of principals and/or other building leaders
3. Plans for the development of school goals and objectives
4. Management of educational and teaching quality
5. Staff development with a focus on mentor teacher training
6. Stability of teachers and staff force
7. Coordination between schools, society and family
8. Appearance, climate and discipline of schools

9. Research studies and instruction of innovation
10. School management and control of class size
11. Extracurricular activities
12. Utilization and management of school facilities (Tang, 1997, p. 44-47).

Since the majority schools in China are run by the state, there has been little direct relationship between schools and the local school community. Schools provide certain kind of services for communities, such as cleaning the streets or looking after traffic during rush hours, and communities may provide various kind of facilities for schools. However, it is difficult to secure school support from local communities because the entire Chinese social environment has become increasingly profit-oriented and communities are hesitating to support schools for free. Communication between parents and schools relies more upon parent-teacher meetings every two months or each semester. Although some teachers may talk to individual parents from time to time, the contents of such communication generally focus more on the student study habits and performance at school. Occasionally, some schools may invite a parent who has special skills or knowledge to teach extracurricular activities at schools. (Tan, 1996, p.7)

Chinese schools in rural areas have closer relationships with their local community. School teachers are involved in all kinds of community work from family planning, environmental protection, to village or township management. Local communities tend to solve school problems, such as school building repair and maintenance (Wang, 1995, p.16).

Teacher Education and Professional
Development in the United States and China

United States:

Teachers in the United States must obtain an official teaching certificate before they can legally teach in any public school. These certificates must then be periodically registered and renewed in most states. Each state determines the requirements for teacher certification and they vary from state to state. Other conditions that must be met in order to be hired as a teacher. These include successful completion of a professional preparation program, having good moral character, being a U.S. citizen or legal resident, being licensed by the state, and receiving a contract from the hiring school district. Once teachers receive their certification, it is their responsibility to keep it renewed. This may require evidence of additional coursework, professional experience in a public school, or passage of a standardized examination such as the National Teachers Examination (NTE). Teacher tenure legislation exists in most states, and tenure or fair dismissal laws are mandatory and apply to all school districts throughout the country (Johnson, 1996, p.43, and 277).

In addition to formal school training and preparation, American teachers must accept continued in service training due to public concern for the quality of education.

Evaluation of teaching performance is provided for by means of clinical supervision, peer coaching and staff development designed to improve teaching competency. These evaluation techniques emphasize that supervisors or school principals must monitor teaching, help teachers improve their instructional performance, and build and nurture the teachers' motivation (Bittel, 1990, p. 232).

Principals and educational administrators in the United States have typically been hired by local school districts. Although there are no national standards for administration certification, individual states are hastening to study and adopt standards for licensing school administrators to improve the performance of these practitioners. In general, each candidate for school administrator certification should have a master degree in a related field, obtains administration certification complete a required certification program, and have prior teaching experience. The superintendent and the board of education of each school district have the right to hire and fire school building administrators (p.237).

China:

Chinese public school teachers in grades 1-12 must have graduated from a normal school, college or university and are assigned to their teaching positions by different levels of governments, (i.e. county, prefecture, provincial, or Ministry of Education). China Ministry of Education requires that all elementary school teachers be a normal school or high school graduate, middle school teachers must be graduates of a normal college or any other 3 year college, high school teachers must have graduated from a normal university or any other kind of 4 year university program. Although a high percentage of teachers in rural areas do not meet these requirements, those teachers who do not have the required degree must undertake further training until they receive a Teaching Material and Instruction Certificate that is earned by passing a provincial unified test. To receive teacher certification the candidate must satisfy minimum test requirement and continue teacher training until they fulfill all state requirements (He et al, 1996, p. 277).

Chinese 1-12 public school teachers are required to fulfill three levels of continuing inservice training. The first level requires that every teacher hold the required degree or obtain a Teaching Material and Instruction Certificate; Level 2 requires each teacher to obtain a Special Subject Certificate; the third level focuses on educational theory and practice. To accommodate this training, at present, China has established a four level-provincial, prefecture, county and town teacher training network. From the Central government to the local township government, funds are invested to build training schools, purchase textbooks and other equipment needed to improve the quality of the teaching force. China Ministry of Education anticipates that by the year 2000, teachers throughout the country will meet with the required teacher qualification standards established by the state (p. 280).

School principals in Chinese 1-12 public schools may be appointed by any of the four levels of educational authorities (i.e., Central, provincial, prefecture, or county government). National standards require principals of elementary schools be graduates of normal schools and have senior-level teaching experience; principals of middle or high school should be graduates from normal universities with senior-level teaching experience. State-owned normal schools provide administrator training for all principals of 1-12 schools. This training may range from a few weeks, or months, to 2 years. The training covers education policy and regulations, school administration, and school management and practice. The amount or type of training is determined by the individual's qualifications. The provincial education authorities provide some inservice training for principals, focused local education characteristics (p. 287).

Grades 1-12 Public School Funding
in the United States and China

United States:

Education has become big business. To replace the existing 84,000 public elementary and secondary schools in the United States would require an estimated \$ 1.3 trillion based on about \$75/\$100 per square foot. The 1994 entire U.S. operating school budget for K-12 education was more than \$ 257 billion, which is about 4.7% of the country's Gross National Product. The three major sources of revenue or financial support for public schools are provided by the local, state, and federal government. As indicated in Table 4, state and local money remain the basic sources of revenue for public education (Lunenburg et al, 1996, p.329).

TABLE 4

Summary of Governmental Support for K-12 U.S. Education
by Dollars and Percentage, 1989-1994

	Amount in thousand of Dollars				Percentage of Total School Revenue		
	Total	Federal	State	Local	Federal	State	Local
1989-90	207,752,932	12,700,784	98,238,633	96,813,516	6.1	47.3	46.6
1993-94	257,057,671	17,916,961	117,598,758	121,541,952	7.0	45.7	47.3

(Source: Digest of Education Statistics 1993, Washington, D.C.: U.S. Government Printing Office, 1993 Table 156, p.151; Estimates of School Statistics 1993-94 (Washington, D.C.: National Education Association, 1994, Table 2,p.8)

The three primary sources of taxation that have provided revenue for American schools are property taxes, sales taxes and income taxes. The advantage of property tax is its stability, while the limitation is that it bears heavily on housing, and, as a result, it can not apply equally on all properties. Sales and income taxes provide major sources of school funding and are readily accessible to districts (Johnson et al, p.208).

Other sources of school support is provided by the federal government, such as special financial aid for Special Education. State governments may provide additional support through lotteries and through taxes on businesses and occupations, motor vehicle, usage, cigarettes, licenses, and fees. Local governments receive extra sources of revenue for education through sale of bonds, capital project levies, investment interest, sale of school properties, and insurance settlements (Holenbeck, 1998, p.15-16).

State constitutional law has mandated school budgeting functions for both executive and legislative branches of state government in America. At the local school district level, superintendents propose school budgets to boards of education for approval. Typically, the annual school district budget addresses four major categories: (1) objects of expenditures, such as salaries, supplies and travel; (2) functions of expenditure, such as instruction, transportation and plan facilities; (3) programs of expenditure, such as English, math, gifted education; and (4) location of expenditure, such as school building, groups of school buildings, or district. Typically only 5 to 10 percent of the district budget is available for modification after board adoption; 65 to 70 percent of the district budget is used to fund for salaries and benefits; 15 to 20 percent is maintained for operating expenses such as utilities, water, insurance, repair and maintenance;

approximately 5 percent should be committed for reserve and replacement (Lunenborg, 1996, p.342).

China:

Prior to the 1980s, all funding for Chinese public education was primarily provided by the central government appropriations. Students of 1-12 public schools paid only token tuition. The students of institutions of higher learning paid no tuition while enjoying free lodging. Some students received People's Scholarship. As shown in Table 5, since 1990 the educational investment has become a multi-source cause. Student tuition in 1-12 public schools has increased and vocational schools as well as universities have charged student tuition. The Chinese government has encouraged state-owned enterprises, social entities, and individual charities to support education. The major reason for this change has been the dramatic increase in cost due to burgeoning student enrollment and diminished Chinese government educational appropriations during the current transition to a market economy (Wang, 1996, 93).

TABLE 5

Major Sources of Chinese Educational Funds (in percentage)

	1992	1993	1994
Appropriation within budgets	62.13	60.79	59.38
Additional tax for Education	10.17	9.49	8.92
From Enterprises	5.59	6.14	5.99
School income From vocational training/services	4.98	4.88	4.08
Private schools		0.31	0.72
Charities from social groups or individuals	8.03	6.62	6.55
Tuition	5.48	8.22	9.87
Others	3.66	3.55	4.49
Total	100	100	100

(Source: Educational Statistics Year Book, 1992, 1993, 1994)

As indicated in Table 5, budgetary appropriations for education in China have decreased since 1992, while student tuition increased annually. During this period, there has been increasing number of private schools and public schools income from vocational training and services has decreased (p.96).

Table 6 has further indicated how the share of central government support for education in China has diminished since 1990. Since 1985, local governments have financed and managed the entire 1-12 school system while the central government has financed only some university programs under its direct leadership and reduced financial aid for a limited number of special projects (p. 98).

TABLE 6

Allocation Between the Chinese
Central Government and Local Governments

	Appropriation (in 100 million US dollar)				In percentage			
	1990	1991	1992	1993	1990	1991	1992	1993
Total	56.5	58.52	65.7	78.57	100	100	100	100
Central	7.78	7.59	8.69	10.05	13.77	12.97	13.23	12.80
Local	48.72	50.93	57.01	68.52	86.23	87.03	86.77	87.20

(Source: Educational Statistics Year Book, 1992, 1993, 1994)

Education Law and Regulations in
the United States and China

United States:

All three levels of government, federal, state, and local, have exercised some degree of authority and control over public education. The federal government has exercised profound influence in educational matters, primarily through the provisions of the federal

Constitution, decisions of the U.S. Supreme Court, and Congressional enactments. The states have been given full power over public education through the Tenth Amendment to the U.S. Constitution. State board of education, state departments of education, and local boards of education are delegated responsibility for actual administration of public school systems. The state board of education and the department of education of states issue and process certification for all professionals hired by school systems, such as superintendents, principals, curriculum specialists, business managers, school psychologists, counselors and classroom teachers. The states also have the power to revoke certification. The relationship between a school board and its professional employees is contractual. The general legal principles in contracts, such as offer and acceptance, consideration, legal subject matter and forms, apply to this relationship. The local board of education has legal authority to terminate school personnel. Tenure laws protect teachers, and local boards of education must follow dismissal procedures to fire teachers in school districts (Lunenburg, 1996, p.376).

The law has become part of daily practice in American public education. One such area has involved government versus local control of education. Court decisions based on first and fourteenth Amendments to the U.S. Constitutions have consistently favored local control of schools. However, local boards of education must develop and adopt policies that harmonize with federal and state legislation and court decisions. In classrooms, teachers and school administrators must deal with law as it relates to pupil personnel management, such as tort liability, school attendance, corporal punishment, suspension and expulsion, search and seizure, freedom of expression and school safety. In addition, American educators must cope with such legal issues as desegregation, various kinds of

discrimination, religion in the school, and challenges to state initiatives. Another area of concern for today's school administrators is the growing body of law regulating the employee personnel process. These issues involve teachers' rights that are conditions of employment, teacher tenure, academic freedom, and liability for negligence (Johnson et al, 1996, 225-270).

China:

When the communists came to power in 1949, the new government took control of all aspects of education and schooling. China did not have any education related law until 1980, when the People's Congress approved and issued its "Educational Degree Act", the first independent law concerning education in the People's Republic of China. Soon afterwards, the Chinese press began publishing information describing educational programs and laws in other countries. In 1986, the Chinese People's Congress again approved and issued "The Compulsory Education Act", establishing the foundation to guide the Chinese public school system by a national law instead of by political orders from different levels of educational authorities. Today, Chinese education law and regulations emanate from four major sources: (1) Chinese People's congress: issues and approves basic educational laws, such as the Teacher's Law of 1993, Education Law of 1995 and the Vocational Education Law of 1996; (2) China State Council: the highest executive branch of Chinese government, issues special education regulations and decisions to govern the education of the country; (3) The Provincial Governments issue local regulations according to the local specific environment which cannot conflict with the law approved by the Chinese People's Congress or regulation issued by China State Council; and, (4) regulations issued by different Ministries of the Central Chinese

Government. As China has just begun building its legal system to guide public education, and current laws about education are not sufficient or sophisticate in real practice, the executive orders and regulations set by the China Ministry of Education and by provincial education bureaus often play more important roles to offset the inadequacy of Chinese educational laws (Li et al, 1998, p. 152-155).

With the strong historical influence evolving from several thousand years of feudal society, Chinese people learned to care more about officials and their words rather than law and regulations. Local officials often arbitrarily set up their own policies and regulations at their convenience, which normally conflicted with education laws or regulations set up by either the central or provincial government. Secondly, local officials and authorities, especially at county and prefecture levels, often either did not obey the law or did not enforce the law strictly. They did not punish those who broke the law. When local community members disagreed with schools and teachers, community viewpoints always prevailed. Some regulations established by the local authorities did not protect the interests of schools, teachers and students. To the contrary, more restrictions were imposed on schools, teachers and students. In many places in China, teachers were underpaid or not paid in time. As result, many teachers disrespected the Chinese legal system and, became law offenders in many circumstances (p. 156-160).

Summary

The literature reviewed and information summarized in Chapter 2 supported the following themes:

1. Both the United States and the People's Republic of China have devoted great attention and resources to education. Upon the consideration of the great numbers of students enrolled in and people employed by the public school systems of the two countries, education is a huge business.
2. The United States has decentralized governance of the grades 1-12 public school system. Education in America has been a state and local responsibility. In contrast, the People's Republic of China has centralized governance on their public school system. The central government of China has established national educational policies and local governments have made sure these policies are carried out.
3. Even though there were some common requirements in public school curriculum in the United States, there have been many differences among curricula of the fifty states due to regional differences. There has been one unified curriculum in the People's Republic of China, prepared and published by the People's Education Press with the approval of the China National 1-12 Curriculum and Teaching Materials Review and Approval Committee.
4. Both the United States and the People's Republic of China have demanded the operation of effective schools and the maintenance of good school-community relationships.

5. Both the United States and the People's Republic of China have emphasized teacher education and professional development. Both countries have required certification for educators prior their teaching and have encouraged teachers and school administrators to pursue on going professional advancement.
6. Grades 1-12 public school systems of the United States and the People's Republic of China have been financed by governmental tax revenue. Individual state governments in the United States and the provincial governments of the People's Republic of China have played more important roles in grades 1-12 public school finance.
7. The law has been involved with every aspect of American education and each level of government has had legal responsibilities. The Peoples' Republic of China has begun to build a legal framework to guide the development of its educational system.

Chapter 3

PROCEDURES

The purpose of this study was to recognize and extrapolate the major similarities and/or differences between the public education systems of the United States and the People's Republic of China. The researcher was primarily concerned with the examination of similarities and differences in origin, evolution, structure, organization, curriculum, funding, law and governmental regulations in Grades 1-12 school systems in the two countries. The researcher's analysis of the project was intended to provide other educators and researchers with a picture of the nature of the two school systems. There is no value judgement of either country's educational system in this comparative study.

The contents of Chapter 3 have been organized to address:

- Need of the Project
- Data Collection and Organization of Research and Information Obtained from Selected Sources

Need for the Project

The need for the project was influenced by the following considerations:

1. The writer (Sean Xiong Chi), a Naturalized American citizen, lived in China for his first thirty years. Since receiving his college education in the United States during the 1980's, the writer has become increasingly interested in the similarities and differences of educational systems in both the United States and China.

2. This project afforded the writer an opportunity to conduct an in depth investigation of the grades 1-12 public education systems in both the United States and People's Republic of China.
3. As an individual educated in both the United States and People's Republic of China, the writer, has become aware of the unique nature of educational structures in the United States and China, which contributed to the development of a comparative study of the grades 1-12 public education systems of both countries.
4. Undertaking this project coincided with the writer's graduate studies in Educational Administration at Central Washington University.

Data Collection and Organization of Research and Information Obtained from Selected Sources

After gathering basic information descriptive of the American 1-12 public school system through use of ERIC and Internet sources, the writer traveled to the People's Republic of China between September 2 and September 22, 1998, to collect information about the Chinese public school system essential for this project. During this visit, the writer consulted with representatives from the General Education Department of the China Ministry of Education, China Central Educational Information Research Institute, China People's Education Press, and Beijing Normal University. In addition to interviewing government officials, research scholars and school principals, the writer obtained information from selected professional publications, which were either commercially available or internally used by Chinese educators and officials.

The writer's graduate study course work at Central Washington University provided a basis for organizing the project research into the seven major areas of comparison between the school systems of the United States and the People's Republic of China, as presented in Chapters 2 and 4 of the project. Specifically, courses such as Educational Administration (EDAD) 561, School Supervision; EDAD 564, High School and Middle School Curriculum; EDAD 580, Educational Administration; EDAD 581 and 587, Public School Budget/Finance; EDAD 583, School and Community; EDAD 586, The principalship; and EDAD 594, School Law, provided an organizational structure for comparing the school systems of the two countries.

Chapter 4

RESULTS OF THE STUDY

-A Comparative Summary of Public school Systems in The United States and the People's Republic of China

The purpose of this study was to recognize and extrapolate the major similarities and/or differences between the public education systems of the United States and the People's Republic of China. The researcher was primarily concerned with the examination of similarities and differences in origin, evolution, structure, organization, curriculum, funding, law and governmental regulations in Grades 1-12 school systems in the two countries. The researcher's analysis of the project was intended to provide other educators and researchers with a picture of the nature of the two school systems. There is no value judgement of either country's educational system in this comparative study. To accomplish this purpose, current research and literature concerning the subject was reviewed.

Information presented on the following pages in Chapter 4 has been organized in summary form in seven parts, as follows:

1. Overview of Grades 1-12 Public School Systems in the United States and China
2. Governance and Support of Grades 1-12 Public Education in the United States and
China
3. Grades 1-12 Public School Curriculum Practices and Issues in the United States and
China
4. Grades 1-12 Public School Administration in the United States and China

5. Teacher Education and Professional Development in the United States and China
6. Grades 1-12 Public School Funding in the United States and China
7. Education Law and Regulations in the United States and China

Overview of Grades 1-12 Public School Systems
in the United States and China

Although the public school student population in both the United States and the People's Republic of China represents a quarter to one fifth of the entire population of each country respectively, Chinese students have less opportunity to receive education in institutions of higher learning after graduating from high school, than their American counterparts. This fact may be explained upon consideration of the greater freedom of access to higher education in America. In contrast, high school and post secondary school admission policies are more selective and competitive in China, and fewer high schools and colleges are available. Tables 7 and 8 provide information detailing student distribution among elementary school, secondary school, and college/university from 1990 to 1994 for both the United States and the People's Republic of China.

TABLE 7

1990-1994 Percentage of Elementary School, Secondary School and
College/University Students in Overall Student Population in China

	Elementary school Students	Middle School Students	College and University students
1990	69.7%	29.1%	1.2%
1992	68.7%	30.1%	1.2%
1994	68.2%	30.3%	1.5%

(Source: Wang, Educational investment and production, p.150).

TABLE 8

1990-1994 Percentage of Elementary school, Secondary School and
College/university
Students in Overall Student Population in **the United States**

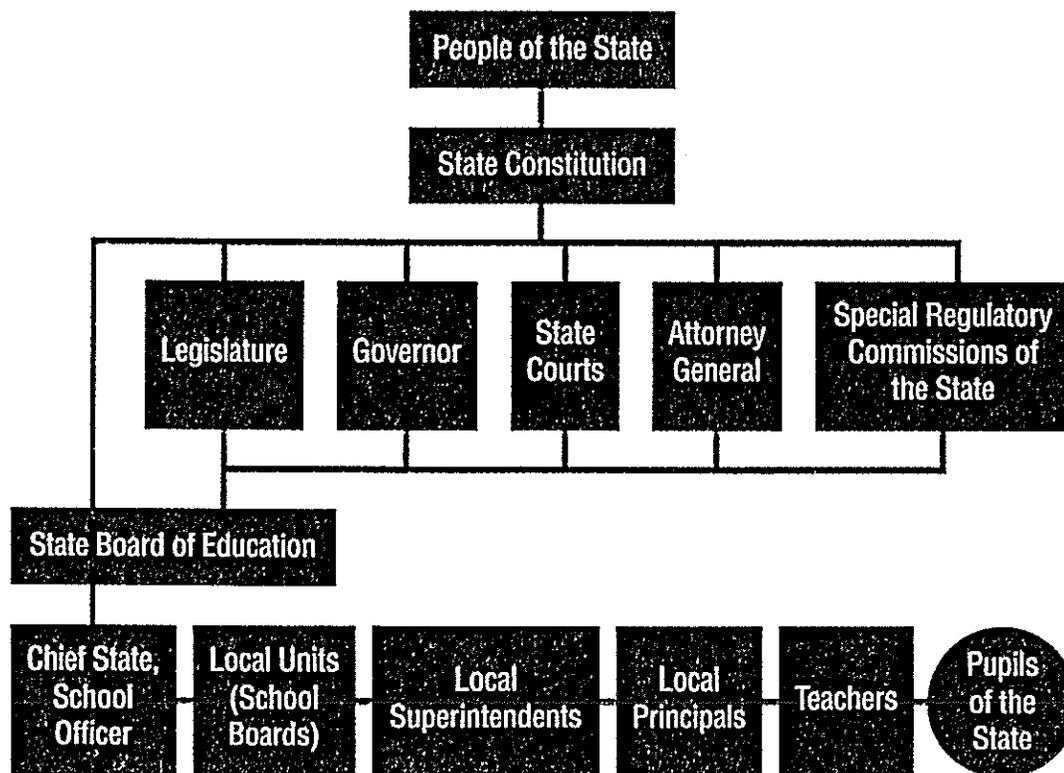
	Elementary school Students	Secondary School Students	College and University students
1990	56.4%	20.7%	22.9%
1992	56.3%	20.6%	23.1%
1994	56.6%	21.1%	22.4%

*(Source: U.S. National Center for Education Statistics, annual, and Projections
of Education Statistics, annual).*

Governance and Support of Grades 1-12 Public Education
in the United States and China

In the United States, the federal government's powers related to education have been delegated to the states, through the Tenth Amendment of the Constitution. State legislative officials respect the prevailing political climate and wishes of the people with respect to education and other policy issues. In effect, the people elect state legislatures and speak through laws enacted by the officials they have elected. Chart 1 below shows a typical structure of a state school system.

CHART 1

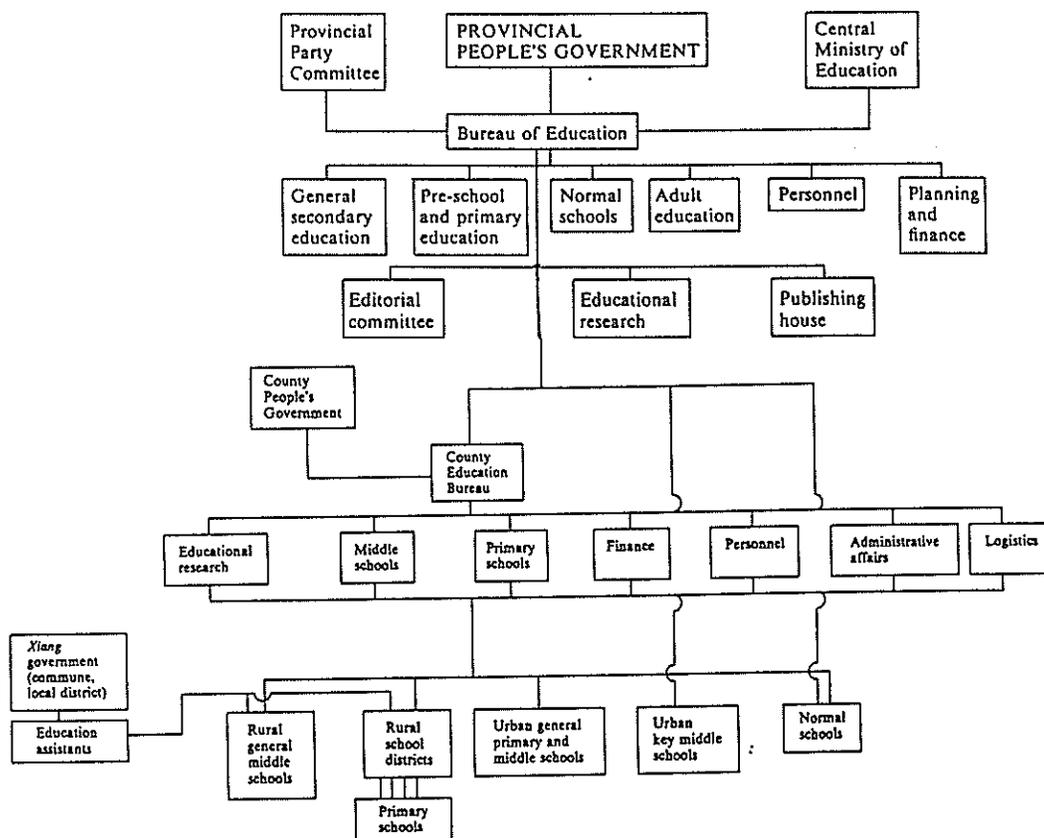
Typical Structure of a State School System in the United States

(Sources: Johnson et al, 1996, p.195)

In spite of effects made by provincial governments to play a more important role in educational matters for the grades 1-12 public education in the People's Republic of China today, fundamental educational policy still is mandated primarily by the Central government. As a result, provincial bureaus have been more concerned with carrying out policies and political orders established or given by the Chinese Communist Party or Central Government rather than attempting to respond to local, public wishes concerning schooling. Chart-2 shows a typical structure of a provincial school system in the People's Republic of China.

CHART 2

A Typical Structure of a Provincial School System in
the People's Republic of China



(Sources: Lofstedt, 1984, p.67-69)

Grades 1-12 Public School Curriculum Practices and Issues
in the United States and China

There are many ways to measure what students have learned in school, but there is no single way to measure the wide array of skills and experiences that formal education provides. Educational graduation rate (i.e., finishing elementary school, middle school, or high school) is not only an indirect measurement of how much subject matter a student

may have learned, may also indicate how much knowledge students have gained in learning civic responsibilities, social skills, work ethics, and life skills. Table 9, below, provides a comparison of the education completion rates between the United States and the People's Republic of China.

TABLE 9
Elementary, Secondary School Graduation Rate of
the United States and China (in %)

	China			United States		
	1993	1994	1995	1993	1994	1995
Elementary School	81.8	86.6	90.8	N/A	N/A	N/A
Middle School	44.1	47.8	48.3	N/A	N/A	N/A
High School	N/A	N/A	N/A	86.7	86.1	86.9

(Sources: U.S. Department of Commerce, Bureau of the Census (1996) & Educational Statistics Yearbook of China, 1996)

Information is limited with regard to numbers of Chinese high school student graduates and numbers of student graduating from American elementary and middle school. However, available data indicated that American youth receive more schooling than their Chinese counterparts, especially, when compared to the graduation rate of Chinese middle school and the graduation rate of American high schools. In addition, as stated in Chapter 2, the People's Republic of China is currently only committed to 9-year of basic compulsory education throughout the entire nation.

Grades 1-12 Public School Administration in the United States and China

Student/teacher ratio has typically reflected teacher workload and the availability of teachers' services to their students. The lower the student/teacher ratio, the higher the availability of teacher services to students. The student/teacher ratio has implications not

only for the cost, but also for the quality of education. Table 10 below compared pupil/teacher ratios between the United States and the People's Republic of China.

TABLE 10
Pupil/Teacher Ratios in Public School Systems of
both the United States and China

School Year	The People's Republic of China			The United States		
	1993	1994	1995	1993	1994	1995
Elementary School	22.37	22.85	23.3	18.8	19.0	19.1
Secondary School	14.97	15.41	16.11	15.2	14.9	14.9

(Sources: U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics, 1995 & Educational Statistics Yearbook of China, 1996)

According to the table 10, the Chinese public school system has been characterized by a higher pupil/teacher ratio than the United States, at all levels of education.

Teacher Education and Professional Development
in the United States and China

Tables 11 and 12 have provided a summary of the educational background of 1-12 public school teachers in both the United States and China.

TABLE 11

Education Attainment of Chinese Full Time School Teachers

	University Graduate	3 Year College Graduate	Specialized Normal School	High School Graduate or lower
Elementary School Teachers	0.32%	7.2%	70.66%	21.82%
Middle School Teachers	10%	65.5%	18.9%	5.6%
High School Teachers	57.9%	38.7%	2.5%	0.9%

(Sources: *Essential Statistics of Education in China, 1997, p.33 & p.50*).

TABLE 12

Education Attainment of American Full Time School Teachers

	Bachelor's	Master's	Education Specialist	Doctorate
Under 30 years old	76.3%	21.5%	1.5%	0.1%
30-39 years old	52.8%	42.0%	4.0%	0.5%
40-49 years old	43.1%	49.6%	5.8%	0.8%
Over 50 years old	41.4%	48.8%	6.7%	1.9%

(Sources: *U.S. National Center for Education Statistics, Digest of Education Statistics, 1995*).

Table-11 indicates Chinese elementary and secondary school teachers have different qualifications and educational training. Chinese elementary school teachers generally have the least schooling, and, in some areas of the country these teachers do not even hold a high school diploma. Table 12 shows both elementary and secondary school teachers in the United States have identical educational preparation and training, and, regardless of where these teachers work, they all hold at least a bachelor degree. Table 12 further indicates that a higher percentage of older teachers in America hold advanced degrees.

Grades 1-12 Public School Funding in the United States and China

Although most American school related costs have increased more than the inflation rate in recent years, and both federal and state governments have reduced educational funding, American public schools still expend more money per pupil than their Chinese counterparts.

TABLE 13

1990-1994 Chinese Public School Expenditures Per Pupil (in US \$)

	Elementary School Students	Middle School Students	College and University students
1990	11.09	25.60	345.36
1992	16.99	36.70	474.02
1994	20.63	44.42	569.49

(Source: Wang, Educational investment and production p.150).

TABLE 14

1990-1994 American Public Elementary and Secondary Schools Expenditures Per Pupil (in US \$)

	1990	1992	1994
Expenditures per pupil enrolled	4,604	5,139	5,333

(Source: National Education Association, Washington, DC. Estimates of School Statistics Database.)

As indicated by Table 13, the Chinese government allocates funds to elementary schools, secondary schools and college or universities in different proportions, providing significantly more funding for higher education than for elementary and secondary schools. The 1994 Chinese elementary school expenditure per pupil was only 0.3% of per

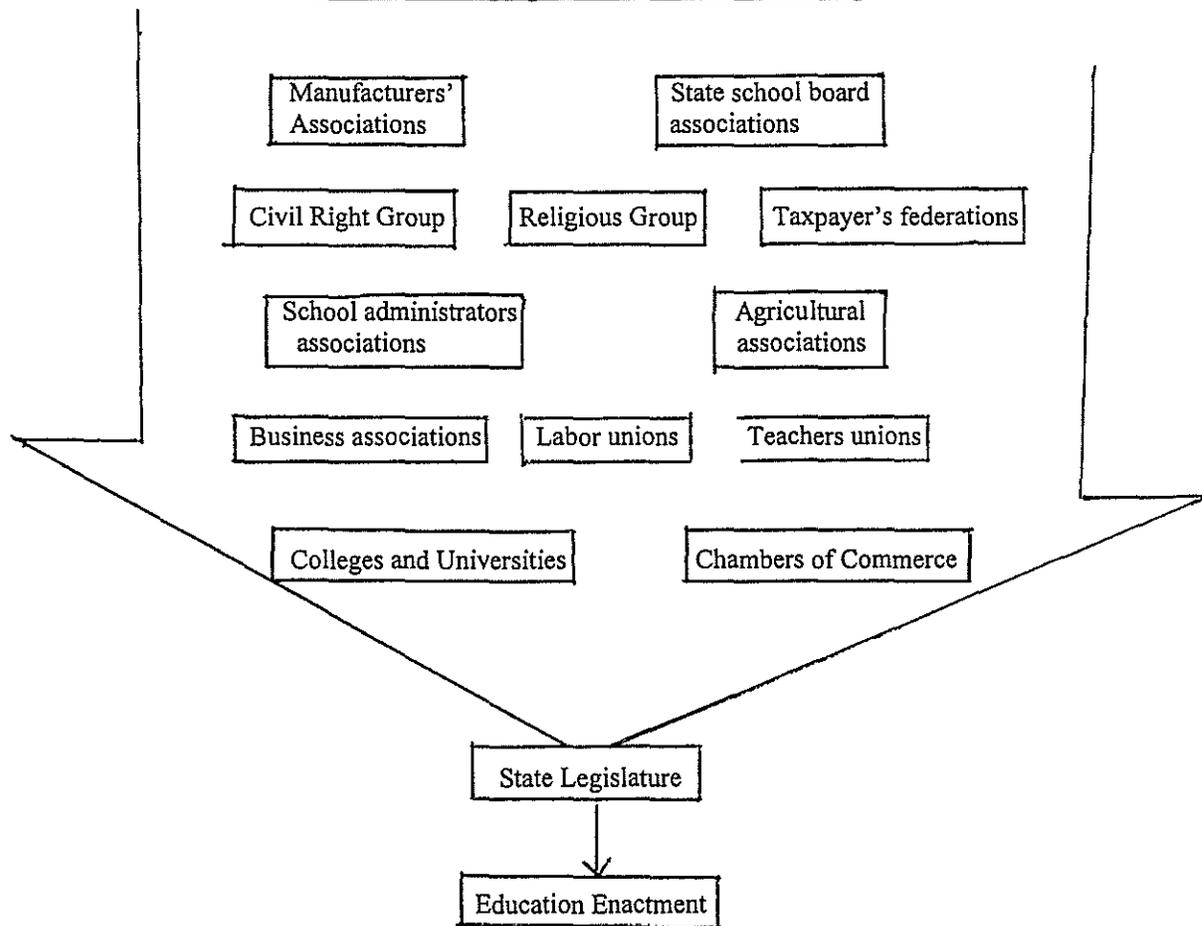
pupil expenditure in American schools, and Chinese secondary school expenditures per pupil for the same year was only 0.8% of their American counterparts.

Education Law and Regulations in the United States and China

In the United States, state government and local school districts play primary roles in the governance of public education. State legislatures have generally adopted laws that govern education within their respective states. Chart-3, below, shows how legislative decision-making influences education.

Chart 3

Influences on Legislative Decision Making



(Johnson et al, 1996, p.234)

In the People's Republic of China, aside from a few laws approved and issued by the Chinese National People's Congress, most educational regulations have been issued by the China Ministry of Education. Chart 4 illustrates the process used to regulate educational policy-making in China.

Chart-4

Process of Educational Policy-Making in China



(People's Education Press, 1998, p.564)

When comparing charts 3 and 4, it may be noted there is no built-in system of checks and balances in the development of Chinese educational policies. Essentially, these Chinese educational policies/regulations are issued by one Ministry of the executive branch of the national government.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to recognize and extrapolate the major similarities and/or differences between the public education systems of the United States and the People's Republic of China. The researcher was primarily concerned with the examination of similarities and differences in origin, evolution, structure, organization, curriculum, funding, law and governmental regulations in Grades 1-12 school systems in the two countries. The researcher's analysis of the project was intended to provide other educators and researchers with a picture of the nature of the two school systems. There is no value judgement of either country's educational system in this comparative study. To accomplish this purpose, current literature regarding seven aspects of 1-12 public schools of both the United States and China was reviewed and assessed.

Conclusions

Conclusions reached as a result of this project were:

1. Both the United States and the People's Republic of China have devoted great attention and resources to education. In comparison to the United States, China has provided significantly less funding for its grades 1-12 public school system, negatively impacting the education of its youth and its workforce of tomorrow.
2. The United States has decentralized governance of its grades 1-12 public school system, while the People's Republic of China has centralized governance of their

public school system. American states, by Constitution, statute, and practice, have become more involved in educational policy making.

3. Due to regional differences, the decentralized educational system in the United States has produced many different curricula. The People's Republic of China has imposed a unified, state dictated curriculum.
4. In their efforts to develop effective and accountable school systems, the united states has utilized both criterion referenced and normed testing standards to measure school and student performance, while Chinese schools and students have still been judged primarily by test driven scores.
5. Both the United States and the People's Republic of China have valued the academic preparation of their school teachers. At present, American teachers have achieved a higher level of education and more academic training than their Chinese counterparts.
6. Grades 1-12 public school systems in both the United States and People's Republic of China have been supported by governmentally imposed taxation. The American school system has more readily accessible funds, while sources of funding for China's public schools are underdeveloped at present.
7. The American legal system that supports public education has been operating for more than 200 years, while Chinese law relevant to education is still evolving. The underdeveloped Chinese legal system has slowed the development of Chinese public education.

Recommendations

As a result of this project, the following recommendations have been suggested:

1. The People's Republic of China should increase government funding for its grades 1-12 public school system. At present, provincial and local government appropriations total approximately 65% of the entire school funding base for China's public schools.
2. The United States should consider adopting national academic benchmarks for its grades 1-12 public schools, while the People's Republic of China should consider regional differences and adopt localized academic benchmarks/standards for their school system.
3. China should consider regional and local differences and characteristics to develop a more balanced curriculum.
4. Chinese schools should adopt American-style standardized assessment/measurement practice to validate student and school academic performance.
5. Educational authorities in the People's Republic of China should establish higher academic and certification requirements for teachers.
6. The Chinese Government may need to adopt some American-style tax practices to provide additional funding to support their public school system.

7. Chinese authorities should continue to develop legal practices, which effectively advance the evolution of a public school system, that respects local/regional differences rather than simply mirroring central government edicts.

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