

Analysis of the Differences Between China and the United States in Education

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Abstract

I spent my first year studying in the United States in 2015. Instantly, it was approaching to the end of this year. Looking back on the tough time this year, I suddenly felt that I should write something down. Before I came to America, I had many interviews, among which I always talked about the differences between Chinese and American education by asking and guessing at that time, but now, I still can not find something new. In this document, I put together the answers to the interview questions about the differences between China and the United States in education, which will be combined with my own experience through this year. The following points are my superficial opinions on this issue.

Key words: Education; Comparison; Difference

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1. PRESSURE

When I was in China, I always asked my classmates who studied in America a question: of American education that can make them impressive? The answers were nothing but less homework and easy course. Generally speaking, they have low pressure. To be honest, the answer was real and right. Only comparison can make differences and the scale of differences can determine the depth of an impression. There is no doubt that the gap between Chinese and American high school in the amount of homework and the

content of courses is exaggerated. Actually, when I first came to America, I just like a fish out of water, which did not mean I can not adopt myself to the languages or diet other than the easy life. (See the private lifestyle) Just like a tug-of-war, each team pulled desperately with red-faced, even pulled all his body hanging on the rope, however, if one side lets go the rope, the other must be upside down. Indeed, experiencing tense junior school life in China, I always have an unreal feeling in abroad. Taking Burke Healy, my high school, for an instance, we have 7 lessons a day, each of them will last 50mins. We usually got to school at 07:35 am and left at 03:15 pm. Our class is always beginning at 8:10 am, among which there is a short break about 5mins and the lunchtime is one hour.

Now, I studied in Woodberry Forest School, Ohio, USA, think of the question I asked before: Of the USA's education that can make them impressive? The answers were nothing but less homework, easy course and various activities. Generally speaking, they have low pressure. According to my own experience, in the first semester, I think their answers are true. There are many differences in Chinese and American high school, but pressure is the most obvious one, which is proven by our comparison. When I first came to the United States, I could not adapt myself to the new life, which did not mean the languages or diet rather than the easy life. How can I describe it? It is just like a tug-of-war, each team pulled desperately with red-faced, even pulled all his body hanging on the rope, however, if one side lets go the rope, the other must be upside down. After my first arrival, I had the feeling of smashing the first weighing over ten kilos in the cotton. Such "relax" is a higher state which can not be believed. So what made me so relaxed that I felt uncomfortable? Firstly, the school time. In China, my concept of home is a bit vogue. House is only a place we can sleep in. Why do you think so? I leave home every day for six and a half or so, go back home at about half past nine in the evening, I almost stayed at the school for 14 hours. So, my

understanding of the school is far more than the understanding of the home. Compared with the United States, I went to school at 07:30 am, we have 7 lessons, about 50 minutes in a class among which we have an hour lunch, and leave school at 03:15 pm. So the whole school time is 8 hours. The extra six hours really make me at a loss. Secondly, the amount of homework. I choose many different courses, involving Mathematics, Physics, Art, IT, History, Languages, Labor Skills and so on. However, I often spent less than 2 hours per day doing my homework. Compared with Chinese course, the American one is rich in its content but most of them are superficial and simple concept. Take physics as an example, there are more than ten kinds of knowledge (scientific inquiry, sound, light, electricity, earth, waves, heat and so on) in the physics of the ninth grade junior high school in the United States. The exercises is only a few pages, which focus on the distinction of concepts with some easy calculations and inferences. Chinese students who studied in the United States have plenty of spare time and less pressure due to the large, extensive and superficial homework. Thirdly, the activities. It is proved that a large number of high-participation and interesting activities can effectively alleviate the pressure on the examination of students. I still remember that it was a final exam in junior high school, everyone was busy in revising and exercising. Almost everyone ignored the snowflakes floating outside the window but it snowed heavier and heavier, the next day, the campus was wrapped in silver. In the afternoon, the nap ringing did not ring. In the meantime, each classroom had heard on the radio "During the noon time, our school organized a 'snowball time', everyone had to participate in and paid attention to your own safety." As you can imagine, everyone was excited and had a happy noon time so when we go back to the classroom, all the depression and tension seem to disappear as the melting of snow. Unfortunately, Chinese school can not have many opportunities to organize such activities because of the test pressure. The United States is different, almost every week, we will receive a wide range of "surprise notification." For example, today is Campus Environment Day, please remember to receive a free donut from the Environmental Studies Club; today is the Graduates Day, the 12th graduates can freely decorate the school; today is the Campus Courage Day, please wear blue basketball clothes.... Even more important are the consistent and unexpected holidays and the so-called "late arrivals". There are many inexplicable holidays like Labor Day, Teacher Training Day, bad weather leave and so on. Can you imagine the feeling that I worked hard and stayed late last night but suddenly know I do not have to go to school the next day. The so-called "Up Late Day" is the Wednesday of the second week of every month, on which every student can be up late 2 hours, the school began formal classes at 9 o'clock and the duration of each class

was reduced to 15 to 20 minutes. This day will be relaxed, full and compact. Unfortunately, I missed almost all of "Up Late Day" and acted like a fool who stayed at school for extra 2 hours (certainly I did not waste my time). Fourthly, the class contents. This part is related to the homework mentioned earlier. Because its speciality like extensiveness and superficiality, our class contents lack coherence. Unlike China, if you let your mind wander in a class or go back to school after a sick leave, you will absolutely not understand what teachers say. In the United States, students can skip the class for several days, but they can still participate in and understand the lesson content after they came back. This is a common phenomenon exists in all the disciplines, even the difficult ones such as calculus and AP. In the meantime, our homework is not really hard but the names of many subjects sound scary. As for Chinese Mathematics, the difficulty and depth of homework are higher than the so-called AP math. This year, I previewed half of AP physics by myself and kept pace with the AP class (a class I did not choose). I asked my physics teacher for a final exam paper to test myself and the score was exceeded almost 80% students who studied AP. Therefore, independent and simple class contents made American students have no worry, so their mentality is naturally good. Fifthly, the teachers' attitudes. One of the reasons that American students can not feel pressure is teachers' attitude. The teachers in each class I choose showed special tolerance for the students. After my first arrival, I could not believe that a student can walk leisurely pass the teacher and blow his nose during a class. Regardless of the discipline, let's talk about the academic. The teachers in the United States are very different from the teachers in China. The American teachers show little concern about their students' scores. In other words, score is your own business which just needs to satisfy yourself, in return, you should shoulder the responsibility on your own. What they should do be taught, invigilate and answer questions. As for the others, they did not care. I think this maybe is why American students have low pressure. Just as you can see, if teachers are not in a hurry then parents are in no hurry; if parents are not in a hurry, then the students themselves also are not in a hurry. So, who will worry? Sixthly, the different application system. Although there are some reforms in China's entrance examinations, they also focus on "one-time exam", which directly influences the school's teaching methods and correspondingly the high-pressure and devil teaching came out. In the United States, the entrance examination centers on the so-called "GPA", a kind of conversion, which put all the score of homework and exam in a table then calculate the average. In this way, it does not mean "a test for lifetime", so their pressure is naturally alleviate. The above are all about how little pressure the United States has over China. However, everything can not see in one side. To be honest,

the pressure of studying in the United States is still much greater than that of China, which based on my own experience (all is on track). Everyone said American schools emphasize students' usual performance rather than their examination. I think it reasonable when I first came to the United States, otherwise, why they come up with "GPA" system? Whereas, when I was really into the American class, I found that it emphasized the usual performance rather than the examination, or emphasize the examination other than the usual performance. Why can I say that? I remember the first time I was in physics class, our teacher gave us a table, named "learning law and semester scoring standards." The learning law is a test that learns from what you are good at (auditory, visual, participatory); and the semester scoring standards refer to how the final physical grades of this semester will be recorded. The a few obvious words "examination accounts for 80% of the final exam" made me blind. Is it the same? In fact, it is absolutely same! And why do you say it emphasize the usual performance? That is the reason we all know that all the usual score will be included in the scoring system. So, then I found that no matter where it is, whether it places emphasis on examinations or the usual performance. Good students are always good and they will never be too much pressure, while the students who do not know how to learn will never be relaxed regardless of the places. Actually, the above article is still inferior, the most important is "what kind of person you want to be." In the United States, everyone has their own life and the right to choose their lifestyle. All are rooted on "what kind of person you want to be." Compared to China, the United States does not have huge employment pressure, or that of living pressure. In ou community, there are some tramps who can not afford to buy a house and live on beg, but their life are still very impressive and happy. Take some money every day to buy snacks and drink a little wine. They spent all the money, but for a comfortable and happy life. If it is Christmas or other major holidays, these tramps even have turkey and party. This is also a live that lie on the cold concrete floor, snuggle on the metal buckets, grill charcoal fire. Therefore, no one in the United States worry about the living problem. The dream and goal are two factors which determine the level of people's achievements. I think this is why Americans often emphasize "dreams". Ambitious people, compared to those who did not have a dream or have a small dream, their pressures are deemed too much bigger. In senior high school, if you want to be a tramp in the future, you can learn nothing, do not learn well, no one can force you, or you can not choose any challenge class, you can take half class every day, you can wander on the campus all day and you can not do homework at night, leaving it to the next day's self-taught lesson and finish it carelessly; everything is your own choice. Otherwise, if you want to make a difference, you should choose the most

challenging course, preview the class and participate in all activities.... This point is same for American and foreign students. You should bear in mind that the future is in your own hands. In the United States, the pressure does not alleviate but enforce. The domestic education only provides a way that you must be successful, but when you choose to come to the United States, it gives you the power to choose pressure. The United States will always be a paradise where poor students and top-notch children co-exist. When you stand on such a crossroads, all the weight (indulgence or challenge) only follows your heart and depends on yourself.

2. MULTIPLE CLASSROOM

We have been learning from America since the founding of new China. We study:

American highway, railway, power supply and education as well. American classrooms have been famous for their rich content and multiple choices in the world. Innumerable educators in China are devoted to gaining some experience in order to develop the best classroom and teaching models. I'd like to take my learning career as an example. From the micro-classroom in 2008 to the black-and-white edition in 2010 to the concept of the future class in 2015, we always walk firmly on the road. So, after a year of my personal experience life as an American high school teenager, what kinds of views do I have on American classroom? Let's start with China. I have received 9 years of compulsory education at home which impresses me most is discipline, while it's also the most obvious contrast to America. Chinese classroom has a very strict discipline. As an old saying goes, "nothing can be accomplished without norms or standards." Sitting posture, classroom etiquette and so on are quite important. If we are against the discipline, we will be punished. However, all of these are unimaginable in America. American classroom, to put it mildly, we call it "not to stick at trifles". In fact, it's very inattentive and even negligent. The teacher does not have the right to require students to obey the classroom discipline except for being quiet, not being impolite and raising hands. Teachers can't even touch the students with their hands. I have seen in history class in person that, a girl was eating brazenly, absorbedly and audaciously. However, the teacher did not stop it. In English class, two students were on the "Shore" (round desk) wrangling flushed, deliriously and out of mind. However, the teacher did not stop it. In math class, the teacher passionately lectured in the front, a student expressionlessly crossed him to sharpen a pencil. The automatic pencil sharpener has a resounding voice. However, the teacher did not stop it. I don't know whether it is because the American Constitution gives people the right to pursue and possess life, freedom, happiness or the tradition of American classrooms. I am very puzzle. How

can this class be efficient? Could students know that they have wasted their time? Is it not clear to the teacher that the students have wasted his time? But when I think of what was taught and the work done, I am relieved. After all, when compared to China, American education teaches different content, emphasizes different aspect. In America, they cover wide and shallow aspect. However, in China we cover small and fine aspect. In this case, I can understand. Secondly, curriculum selection in the United States is very special. Compulsory education in China is the standard course of national unification. All schools, including public school and private school are the same course—4 main subjects(Chinese, Mathematics, English, Science), 4 minor subjects(Art, PE, Labor, Computer), 2 tiny minor subjects (minor subjects too)(politics, history and geography—We always put these two subjects together) After all, we take the same exam.(Not according to regions) Nevertheless, America is quite different. Americans are bold and unconstrained. They teach what you want to learn. American schools have a large number of subjects to choose from. From the perspective of difficulty, these subjects are divided into 5 categories (general, honorary, AP) (ESL, IB)(same grade). From the perspective of breadth, it involves mathematics, English, science, information technology, art, history, psychology, philosophy, performance, sport, diet, business, debate and so on. The condition of opening a class is the student's suggestion. At some rich schools, a single course can be set up just for one student's requirement. Therefore, the optional subjects in some schools can reach two hundred or three hundred. This is what China can't do now. After all, we have more students. Thirdly, the overwhelming majority of the teachers are kind and the relationship between teachers and students is clear. I'm not quite clear why every American teacher is so friendly. This is a problem that bothers me for a long time till that day. It was a Friday afternoon. Our English teacher was ill and a substitute teacher came. This female teacher was very serious, serious expression, serious talking and her face virtually blazed with murderous hatred which reminded me of seeing my math teacher again as if I came back to school. Fortunately, everything was going on normally that the teacher introduced herself and gave today's task. When it came to: "I have my rules in my class. Everyone must... Otherwise... must... otherwise..." Suddenly, all the students' face looked annoyed. Some students began to make trouble, speak nickname loudly, laugh, whisper, jeer. A girl whispered to me, "hey, put down your cell phone well, or she'll find your cell phone." I have nothing to say. Although the lesson was finished that day, everyone was not happy at all except for me. Therefore, my conclusion is that good attitude teachers coddle their students which indirectly affect the living space of strict teachers because students will not be happy when a teacher is harsh. So, why not become kind and friendly?

We need to know that you are fine, so will I. In China, it is impossible for a teacher to adapt to the students. It concerns Chinese culture that the deep-rooted thought of teacher dignity makes Chinese students respect teacher which is a matter of no harm because it greatly increases the efficiency and the cohesion of the class. However, whether the teacher is kind or severe, in the United States, the line between teachers and students is completely clear. The teacher is the teacher. Student is the student. As mentioned before, teachers only need to teach, invigilate, answer questions and not to make students gaffe. As for other things, they can' do and also are not allowed to do. Like family education, it's completely impossible. I remember that once I wanted my English teacher's to give me her phone number but she said, "no I can't give you, this is the job requirement. I can only give you my job mailbox (monitored). Otherwise, I'll be fired." Thus, the so-called American teacher-student relationship only exists in the daily 50 minutes. The other time, teachers and students are strangers with each other except for saying hello. In China, the relationship between teachers and students is much more close. I often hear that in mountain area a teacher carries on the back a student to go to school or such kind of thing that when student's parents are not at home, they request the teacher to take care of their children for an afternoon. Taking my junior high school teachers as an example, they are both teachers and friends. Every day, they will tell us a lot of truth and experience, and welcome us to play at their home. This is completely impossible in the eyes of American teachers. Fourthly, the classroom model. There is a fundamental difference between classroom models in America and China, which is also the focus of many Chinese educators. In America, the elective system has been widely applied to schools. Each teacher has his own classroom, which is also named after the teacher. And there is a big cupboard for all students where they can put their heavy textbooks and pick up books before class. Students attend class in one of the teacher's classroom for 50 minutes and then go to another teacher's classroom. When they attend another class, their classmates are also different. There was almost no break between classes, because when they walk into another classroom and take a seat, the class has already begun. There are 6 classes and one Self-study a day. Classes start at 8 o'clock in the morning and finish at 03:15 in the afternoon. In China, taking my junior high school as an example, we arrive at school at 07:15 in the morning and leave school at 03:15 in the afternoon. We have 7 classes a day, 45 minutes for each class. What's more, there is a 10-minute break between each two classes. We are in a fixed classroom and have fixed classmates for three years. Different teachers come to our class and give us their lessons. I can't say which one is better in these two models, but in my heart, I prefer the Chinese model. The reason why school days are regarded

the most important phase of life is that our most important and life-long friends are just made in the school days. Although the classroom model in America can also make students know each other, this friendship cannot be compared with the three-year friendship between students in China. The Chinese classroom model not only allows students to make friends with each other, but also greatly increases the cohesion of students. When they live and learn together, they will unconsciously produce a sense of collective honor, which enables them to realize the importance of cooperation and possess the experiences of multi-person cooperation. However, it is impossible to occur in America. In one day there are only 50 minutes for students to get together. If they don't live in houses close to each other, they are more like strangers. So how can the strong sense of collective honor be created? At least, it cannot be created just by cheering, jeering and flattering, which most Americans are especially good at. Finally, China's class is actually like a small society with more than 50 persons. The three years of getting along together are also a test for students. The on and off between friends, the joy and sorrow brought by the exams, the winning and losing of competitions are valuable experiences for them, which play an important part in their future life. But it's impossible for American students to gain these experiences. Fifthly, the protection of privacy. The American teachers think highly of students' privacy while Chinese teachers have no concept of it. Actually, the essential cause of this discrepancy is different ideas. Teachers in the United States respect their students not only to say, but to abuse, to corporal punishment. If you do that, the teacher you are waiting to jail. Human rights is a core national language of the United States. Since the Mayflower Treaty, all the political events of America have revolved around human rights. It is reasonable that all the movements centered on human rights, such as the United States Constitution, the three major United States Concorde, the U.S. Virginia convention, the awakening of the United States, the Enlightenment of the United States, the American Revolutionary War, the civil war in the United States, the black liberation of the United States, the U.S. immigration policy, the United States Indian policy, the expansion of the United States territory, the United States during the Industrial Revolution, the gilded age of the United States, the Big Stick policy, America's guild rises, the United States battle of gold and silver.... All these events made American citizen be crazy about the so-called "human rights", which is more like a kind of "obsession." Do not you see that Obama's firearms law has no end? In education, this obsession has also been a complete manifestation which is shown as the protection of privacy in school. Every American students have a Power School account, in which all of their grades can be found. If the students do not want to say, no one will know any of his

grades. As for the exam, teacher issued the answer sheets with face down one by one. After reading, they should hand in the sheet in which there are no ranks and percentage because both are taboo. In China, teachers tend to make students' grades on public and encourage competition, which absolutely arise students' enthusiasm but also virtually increased the competitive pressure and hurt few last people. In fact, no one is wrong with this issue. That is due to the different national conditions. I will analyze it in detail in the summary.

3. RESOURCES

This is a very simple point but it is also why almost all of the international students choose the United States. The distribution of educational resources between China and the United States is completely incomparable. Because of the population base, the average amount in China is 50 people per class and if the teacher is divided into 50, then each person can only have one-fifth of the teachers (this example is not very good). In the United States, it is basically one-seventh, one-eighth, or one-twentieth of China's scale. Both can not be compared. Study abroad means that you can be allocated to more educational resources. Let's talk about the equipment, there are thousands of schools in China. Although the United States has many schools, it is still far fewer than that in China. My school in America can be allocated the funds about 10 to 200,000 US dollars every three years to improve equipment, add new subjects and recruit better teachers. Furthermore, all public schools in America have such opportunities. In China, this is absolutely impossible. It is a fundamental difference between a developed country and a developing country.

4. STUDENTS

After talking about classes, resources and pressure, let's talk about students. The most direct way to compare the two systems is to take a look at products. In this case, students are the products of an educational system. Then, what can we know when compares the students in China with the counterpart in the United States? Firstly, there are two extremes in American students: extreme excellent and extreme lame (according to the big data). That is because education is not important for everyone in the United States as there are two obvious differences in its students. The student of diligent and eager to learn will learn better and become happier as they study more before becoming excellence while those who don't want to learn will spend the time aimlessly. Eventually, those aimless students will get worse and worse. But In China, we pay more attention to the average value and the educational system is committed to produce a large number of middle - end talents. And we will see that through the life of college

students in China. The education in China has never been devoted to and has not been able to stimulate students' interest at present. More still, instillation and compulsion are the main content of education in China. When the nine-year compulsory education ends and the basic requirements of finding a good job are met, who will still care the courses that they were good at such as Chinese, Maths, English, Politics, History and Geography? As we also don't need to use the quadratic function when we buy vegetables. And it's also a terrible thing if the only memory of being a student is "tense preparation for examination". Secondly, we will talk about interest. American education is committed to cultivate different people and unique self. If 100 American students are chosen randomly, they may all be different while more than 100 Chinese students are picked up randomly, then, it is almost certain that they must be same as if they are produced with a same mold from a factory. This is a terrible reality, but it DO exists. When I first arrived in the United States. As a Chinese, the only thing that was out of the American students' expectation was my 1.89 meter-height. While others were just as they expected. I had Black hair, yellow skin, small eyes, and wore glasses. I were good at maths but too polite and a little bit nerd. It is terrible. Thirdly, we will talk about etiquette. As a state of ceremonies, although China is often malicious slandered by foreign media. In the aspect of honoring teachers and respecting teaching, Chinese students do way better than American counterparts. A simple "thank you" or a few greetings will let teachers feel moved for a long time. In fact, what makes teachers be moved is not the words we say but the respect that lies behind the expression. But in this respect, American students do a worse job. Fourthly, sport. Does Chinese education attach little importance to sport? Actually, we pay great importance to it. We do morning jogs at school every day and we have sport activities in the big breaks everyday. Not to mention that we have sport competitions on campus tennis, football and basketball. And we do physical training in the evening. If the adjective used to describe the significance is attached to sport by Chinese education is "important", then "fanatic" shall be used by American education. American students' love for sport is beyond description. Can you image the ten-school league sport meeting held every month or every week's school football game? Yes, all these are indeed and they are happening. The state of Ohio which I lived won the national football game last year. As a result, Ohio Buckeye (a kind of fruit that the people of Ohio used to call themselves) had spread all over the country. when people in other states knew that we were from the state of Ohio, they would exclaim: "Wow! Your state was the champion!". These people even included the flight attendants of my flight. In school, students who are good at sport will be respected. All Aces students may be forgot, but the best sport athletes will always be

remembered. Don't you see the photos and names on the school golden wall of honor are all that of the athletes and leaders? If the sports for Chinese students are just for the need of examination, it's a kind of feeling, or even a kind of culture in American students' hearts. Fifthly, integrity. American high school attaches great importance to integrity. Thus the demand for "the regret drug" for students studying abroad is huge. During the time when I came back to China, I heard a piece of news. A Chinese girl who boarded in the house of my mom's friend had been dropped out and repatriated because of cheating. How many students are dropped put and repatriated because of the integrity problem every year? Because of cheating, they lost the valuable opportunity to study abroad forever and leave a spot in their lives. Compared with America, the teachers in China are very flexible at this respect. The most severe punishment is to call the parents, criticize and educate the students and ask them to reflect on themselves. As for the punishment of "dropping out" is absolutely not going to happen. However, integrity is the quality that we all should have. We really shouldn't have problems with this.

CONCLUSION

Conclusion should be drowning after talking so much. In fact, the so-called "educational differences" between China and US, is the difference between a socialist country (with China characteristics) with the capitalist countries; the difference between two different countries with different population density and the difference between a developing country and a developed country. Both Chinese education and American education pay attention to fairness. But fairness in China is to pursue fairness at the final point. Let me put it another way. Even if the starting point is not same for all students, but Chinese education pursues that every students have the same levels of graduation. While American education attaches importance to fairness to the starting point. People in the United States are generally affluent. Thus, the school gives everyone the same platform. But as for shining in it, that is your thing. This difference affects the students of two different nations and causes the so-called output difference. As for the difference of the population density is more obvious. The territory area of the United States is almost same as Chinese territory size, or even bigger. But the population of it is only 1/5 or even 1/10 of Chinese population. As we can see that every student in US can have more access to teaching resources because after guaranteeing the welfare of 1/5 population of that of China with bigger territory. America can spend a lot of money on education and buys more beneficial resources for the development of its students. The most important difference of all those is the difference between the developed countries and the developing countries.

Think about it! What is the purpose of our parents to earn money? Is it for improving life quality or for the happiness of kids? All these answers are too shallow. In fact, it is to let the children have the right to choose their own destinies. When a person does not have to worry about money or make a living, then he/she can have the right to choose things that they are found to do. But if the parents work really hard and the family still has to worry about a living, they will lose the right to make choices. For example, a person loves to sculpture. When his family was well off at early time, he lived happily. Because he could do whatever he wanted and learned whatever he wanted to learn. However, suddenly, his family was not well off anymore and had no money for him to continue studying sculpture. What would he choose under that circumstance? Did he choose to abandon his parents and get rid of family responsibilities in order to continue to do sculpture? Or did he shoulder the responsibility of a son and finds a job to support his family? I think, we will all make the right choice. The United States is like a rich man and the students are like his children. So students in the United States don't need to change their fate through learning. They can do whatever they want until they die. And that is why in the United States, students in high school have small pressure, multi courses and attach great importance to sport. Because they have the capital. While We, China doesn't have such capital. China is like a family which is still in the struggle for a better future and

the kids of the family have no choice. Wealth gap is still very huge in China, so Chinese students have to rely on learning to change the fate of their own and even that of the families. Therefore, Chinese students have no choice. At least at present, there is no choice. And this is the root and fundamental of all. As far as I'm concerned, the above three points are the main reasons of the educational differences between China and US.

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