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**“Crisis and conflict” The Limits of an Educational System:
Case of study: American School System**

A Dissertation Submitted in Partial Fulfillment of the Requirements for a
Master's Degree in Literature and Civilization.

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Dedication

I dedicate this modest work to:

My beloved Mother and Father “Ali &Warda”

My dearest brothers and sisters “Khaled, Haider, Sihem and Sonia”

My sweets Nieces and Nephews “Kinda, Hanin, Assil, Rooya, Loubna, Badri, Kossay,

Amine and AbdElrahman”

My best friends “Mounira, Wafaa, Soumia, Sara, Nacira, Leila, Soumia, Nadia, Rima,

Yasmin, Souaad, Amira, Aicha, Hanane and Lamia” and my adored

Grandmothers, uncles, aunts and

All my Family

I dedicate this work to the memory of my beloved grandfather “Rabeh”

Acknowledgments:

All the praise is due to God alone, who helps and gives me
the capacity for doing this work

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colleagues who have kindly helped me

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Abstract:

This current study is concentrated on the crises and conflicts that grope the American educational system in terms of elementary and secondary school. The problematic that is stated is how these crises and conflicts have impacted negatively on the social and economic sides in USA. The present study aims at studying and finding the reasons that are very contradictory in the sense that how the most powerful nation in the world has an unsuccessful school system. Also, in order to know if this academic failure is attributed to many American authorities or it is partly because of its administration and organization. The approach that is implied is somehow eclectic, a combination between descriptive, analytical, and statistical in order to describe the administration and organization of school system, and to analyze the causes and effects that lead to this fail-system. The analysis demonstrates that from an expansive viewpoint, the American educational system can be portrayed by its huge size, governmental structure, obvious decentralization, and rising diversity. But even if the American educational system characterizes by its large size, still it is in big crisis and conflict. In spite of devoting a colossal budget, the results are terribly deceiving. That's why we are interested to study this phenomenon which has become really an issue and a challenge in the American social system.

الملخص

تتمثل هذه الدراسة الحالية في الأزمات والصراعات التي تلمس النظام التعليمي الأمريكي من حيث المدارس الابتدائية والإشكالية كيف أثرت هذه الأزمات والصراعات سلباً على الجوانب الاجتماعية والاقتصادية في والثانوية. وذلك بطرح الولايات المتحدة الأمريكية و تهدف هذه الدراسة إلى البحث عن الأسباب التي تبدو متناقضة جداً، بمعنى كيف أن أقوى دولة في العالم لديه نظام مدرسي فاشل وكذلك من أجل معرفة ما إذا كان هذا الفشل الدراسي من طرف العديد من السلطات الأمريكية أو هو جزئياً بسبب إدارتها وتنظيمها. والمنهج الذي تتضمنه هذه الدراسة هو وصفي، تحليلي وإحصائي من أجل وصف تنظيم وإدارة النظام المدرسي، وتحليل الأسباب والنتائج التي تؤدي إلى هذا النظام الفاشل. بحيث يوضح التحليل من وجهة نظر واسعة أن نظام التعليم الأمريكي يتميز بحجمه الضخم، الهيكل الحكومي، واللامركزية الواضحة وارتفاع التنوع العرقي ولكن حتى لو كان النظام التعليمي الأمريكي يتميز بحجمه الكبير، لا يزال في أزمة تعليم كبيرة و نتائج مخيفة للغاية بالرغم من الدعم المالي الضخم. لذلك نهتم بدراسة هذه القضية التي أصبحت حقاً مشكلة كبيرة في المجتمع الأمريكي.

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1. Introduction: Background to the study:

Since the early 1980s, the issue of America's hesitating school system has become a serious concern, and education at that time as education today, because it remains a topic of dynamic debate, rapid change, and enduring values. As the 19th century was the Progressive era, in terms that education went from being completely private to being accessible to the common masses, the 20th century was characterized by inclusivity, to include many different types of people and treat them with equal way, and the idea of education for all.

For Instance, the Kindergarten was in most public school programs by 1910, State controlled free public education was the rule, School attendance was mandatory, education was universal. Public schools did not force parents to use the public schools, so parochial schools, a school which is controlled by a religious organization, and other private schools were viable options. And all racial, religious and ethnic groups should have access to the same type of education in the same type of setting.

(Education in the United States6)

Early on, the Americans reached that their future as a free people rested upon their own wisdom and judgment, and not that of some distant ruler. That's why education's quality, character, and costs didn't change since its founding. Also each nationwide experience shaping the American character has been played out in its classrooms: immigration and enlargement of cities, race and handling of minorities, westward expansion and economic increase, personal freedom and the nature of community. Two centuries ago, American schools have contributed to define the American identity.

However, the decentralized nature of U.S. education takes an important part in its failure and it has its origins in the early history of the United States. As The Tenth Amendment (1791) of the U.S. Constitution (1787) states that “the powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.”(*Education in the United States* 6) So these cumulative reasons that might have led the American education to a form of crisis, and that’s what I want to investigate and reach it through this study.

Crisis in k-12 education (frequently use the terms K-12 education to refer to all primary and secondary education, from Kindergarten prior to the 1st grade of formal schooling, through secondary graduation 12th Grade) is considered as one of the biggest challenges facing the nation and affected all the society. Thus the American educational system is more different than other countries, because it’s not a national system; it’s mainly the responsibility of the individual states and local government.

Although the federal government often gives money to schools, it exercises a very little control over them. And each State has its own department of education and laws to regulate the financial affairs, the hiring of school personnel, student attendance, and curriculum.

Despite it has a different system in its states, there are some common points, as an example the division of the education system into three levels: elementary/primary education, secondary education, and postsecondary/higher education (college or university). Also the American schools have never in their history housed such bright, intelligent and high achieving students and teachers that caused many problems as a

high dropouts rates ,low test scores and deficits in history and sciences and math. As well as they grow up without basic skills such as reading and writing.

Therefore, many states and communities provide schools or special classes for children with special educational needs, including those with emotional and behavioral problems, moderate and severe learning difficulties, communication problems, partial hearing or physical disabilities. There are also private schools catering for gifted and talented children and most public schools have gifted and talented programs.

2. Aim of the study:

When I was at first year master, I was really astonished when my teacher said that America suffered from its educational system, and its system in dropouts, because when I was young I used to hear that America is a forceful country and it has an economic, industrial and a technological domination around the world. So that's why I want to investigate and inquire through this work, and find the reasons which seems to me very contradictory, how the most powerful nation at the world has an unsuccessful school dropout. Then it has the most successful higher education.

3. Significance of the study:

For someone from another country, the U.S. educational system appears as one of the most successful and valuable systems in the world, logically; this educational successes that may lead to this global domination and achievements in economic, industrial, militarily and technological sides. But through this study, we are interested to show and confirm to all people how this dominant nation has a bad school system and find the reasons that are behind this big failure.

4. Statement of the problem:

According to many reports issued by the American authorities, we are really feared by this abomination of school failure and crisis in America, so I'm going to discuss the causes and consequences of these crises and conflicts inside education and what's behind this failure in the primary and secondary school. Consequently; the problem I intend to state in this study is how these crises and conflicts have impacted negatively on the American social and economic sides.

5. Research questions:

The study focuses on the crises and conflicts of the American educational system and its effect on society at large, so based on that issue I come to state my problem analysis as follows:

- What is the American educational crisis?
- Which crises and conflicts that grope the American education?
- How can schools provide an equal access to all yet maintain high academic Standards?
- What about the government intervention to reform the American school system?
- Who is the responsible, the corpus or the status or the society at large?

6. Hypotheses:

- If the American educational system has failed, this is attributed and confirmed by many American authorities.
- If the American schools in dropouts, it's partly because of its administration and organization.

7. Methodology:

This work is based on data collected from the books and internet; throughout this study I carry out the descriptive, analytical and statistical method because I am interesting to describe the organization and administration of school system then find and analyze the causes and effects that are behind this failure.

8. Limitation of the study:

Recently, the American educational system has become overly focused on the last element “accountability” at the expense of progress on the others. But due to the federal education reform, No Child Left Behind, the accountability is increasing by measuring schools annually on student tests in reading and math, with increasing consequences for those that did not ameliorate, but it largely failed to treat the other elements of the field, a disparity that partially explains why the enterprise has not achieved its aims. So according to these new chronological changes I limit the study during the last decade till nowadays.

9. Literature review:

Many researchers have debated about the fact of the American education crisis. According to GeneV. Glass (2004): “crisis” has been the galvanizing metaphor for discussing the American education since the early 1980s” Glass wants to argue that there is a crisis in the American education by giving us some scientific arguments from reality, and he said that there is no relationship between crisis and dropouts, poor achievement, and low test scores, that means they are not the main reasons which lead to this crisis. But the real crisis appeared in their cultural level compared with others

countries. In addition to the poor management of the system as he mentioned “they divide the charter school system in two kinds, one for the poor people and the other for the rich people (private schools). So according to Glass “that arises from the loss of the sense that we are all in this together” that means the education crisis is everyone’s responsibility.

Whereas, Roger Sipher (2006) in his famous essay “so that to go to school if they don’t want to” he blames the mandatory attendance laws and puts it as a first reason that led to the education’s failure in America. Thus, he demands to get rid of this compulsory attendance laws in the elementary and the secondary schools by putting six arguments to argue his point of view, as he said education is for those who want to learn and attend, it is not mandatory for those who don’t want. Also he proposes some solutions to this problem as, abolishing the compulsory attendance laws, and let them choose.

Then, according to David Berliner (2001) in his book “the manufactured crisis: myths fraud and the attack on America’s public school” he describes how the education crisis is manufactured, and he attacks the public schools. As he said that there are two barriers that break down the public school scores, the first is the disappearance of a broad middle class and the second is the system that ignores the evidence. As well as, he supports his arguments with scalpel-precision to eviscerate the myths of the global education reform Movement. As he praises the good schools and teachers that are aroused in the midst of poverty, but they don’t change the overall relationships shown the data.

While Nikhil Goyal (2000) said that: “American schools are failing, because they are suppressing children by forcing them into a compliance -based model of education. All children are natural learners. We’re born with curiosity, creativity, wonder, and intrinsic motivation. Research shows that with more years of formal schooling, those very qualities are stunted tremendously. Moreover, schools largely resemble prisons: children are cut from society and social media are banned.” In which he declared another cause to this failure that when they force children into compliance-based model of education, they didn’t get success in their studies, but they should let them with their nature.

Also Sam Chaltain (2000) said that “we won’t get more great schools until we get more clarity around the ultimate purpose of schooling.” At an ideal school, adults understand that their mission is to help children to grow not just cognitively, but also socially, emotionally, linguistically, ethically and physically. We can’t address all those different developmental needs of children until we restore some balance to what we value. Consequently, Chaltain blames the adults that caused the education’s failure and he declared that they cannot provide a good school and all the student’s needs without putting an ultimate goal of schooling.

Come again, if Geen.V Glass has worked about school crisis in the US from only the status side as he said that the real crisis appeared in the poor management of the system, and Roger Sipher has blamed the mandatory attendance laws and put it as a first reason that led to the education’s failure. Also David Berliner has attacked the public schools and he describes how the education crisis is manufactured. In addition

to Nikhil Goyalin which he declares that they shouldn't force children into compliance-based model of education, but they should let them with their nature.

As well as Sam Chaltain who has said that they cannot provide a good school and student's needs without putting an ultimate goal of schooling. But none of them has really tackled the issue in its depth, that's why this topic needs to be studied from two other important points the first one, are the effects of the historical events or the misuse system effect on education? This is what we want to realize through this study.

10. Structure of the study:

The work is divided into four chapters: the first chapter deals with general introduction (theoretical framework).The second chapter is about the roles played by the three government levels (local, state and federal government) in education policy, administration and financing. While the third one contains a general description of the organization and structure of U.S. education, with an emphasis on the elementary, secondary, postsecondary, vocational and technical education and the implementation program. Then the fourth one is about "crises and conflicts of school system» which consist of; defining crisis, conflict, and education, the influence of education conflict and peace building and the relationship between education and conflict and between education and social protection. Finally, I ended up the work by a general conclusion in which I intend to bring my personal appreciation of the issue and eventual recommendations

Chapter two:Education Policy and Administration (status)

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1. Introduction:

Every nation educates its children according to its values, priorities and requirements. Thus, the history of American education plays a significant role to explain why states and local governments carry on applying a considerable degree of authority over primary and secondary education policy and administration.

Recently, the American educational system has become overly focused on the last element “accountability” at the expense of progress on the others. But due to the federal education reform “No Child Left Behind” the accountability is increasing by measuring schools annually on student testing, with increasing consequences for those that did not ameliorate.

We can say that, this reform makes great improvements and achievements in American educational system, but is it enough to make it a successful system in the world? So that’s what we want to study through this chapter, in addition to how the elementary and secondary education are financially supported by the three government levels, local, state, and federal, and other private contributors and nongovernment institution

1. The Government’s role in American Education:

Re-building an education system is one of the necessary tools that governments use to develop and sustain legitimate influence. Yet education programs for progressing stable countries and programs for post-conflict countries, for many different reasons, may evade the state. If the state is already brattled (easily broken), this will not

increase stability, and may add an undermining influence. (*Education in Crisis Situation*26)

As in America, the most remarkable characteristic of education is its decentralization system. Thus, every state has its own authority to make and realize education policy within its jurisdiction so long as such policy does not abuse the provisions of the U.S. Constitution or federal rule. So according to 10th Amendment, education is not a federal responsibility but a state and local matter; this makes government's activities unbalanced which negatively affect the educational system, this is what we are going to show in the next chapter.

2.1. The role of local government:

Theoretically, the local government has many responsibilities for operating the public education system in US, but in fact, the most of local control has been frustrated, because the major tasks are operated by the state government which control academic standards, financing methods, and policy and curriculum guidelines. The public education is also separately developed within each state and varied from one state to another. Furthermore, the local schools are divided into two types, boards and districts. (Par 2. 3 Dragolove)

This is considered as a distinct disadvantage to the decentralized system. The local school districts frequently levy property taxes, which are the main source of financing of the public school system. Hence, one of the most problems that are aroused by the heavy dependence on the local property tax is a disproportion in the quality of education received by the students.

2.1.1 Local School Districts:

Though state governments have definitive authority over education, most states delegate some decision-making powers and the process of public primary and secondary schools to local education agencies, or school districts. “There are approximately 15,000 school districts in the United States, each oversee its jurisdiction’s public schools” (*Education in the United States* 29)

In the sense that, every school district controls and manages its own affairs and issues. Moreover, the amount of control that is applied by local school districts varies from one state to another, because the majority of states give districts significant authority to determine school budgets and utilize curriculum. Consequently, many school districts further delegate decision-making and budgetary authority to individual schools, a practice known as school-based management.

As well as, the school districts are responsible to hire and set teachers and administrators salaries, implement the curriculum, plan and manage teacher in-service training, coordinate the student’s transportation on school buses, construct and maintain school buildings and purchase equipment and provisions.

2.1.1 Local School Boards:

Each school district is ruled by a local school board, its policies must generally conform to the regulations of the state school board and the acts of the state legislature. School board members are generally voted, although, in some districts, they may be chosen by other government officials. The school board selects and hires the district

superintendent, who is responsible for implementing policy and managing the day-to-day operations of the school district. (*Education in the United States*29)

Thus, we can say that the superintendent has enough formal power to preserve the sense that their school systems are supervised and, since these administrators are appointed by elected officials that the schools are subject to democratic control. Also local school boards are responsible for establishing curricula, hiring personnel and deciding when schools should be closed, consolidated, or constructed.

2.2. The role of state government:

"State governments exercise primary accountability and oversight for government run schools."(Par.11 "Christians Investing in Education")

State governments use primary accountability and supervise for government runschools, in which they have the authority to establish and pass laws governing school practices, also state governments often opt to delegate much of their authority to local school districts, but they can reclaim that authority. Moreover, the emergence of the Common Core State Standards, the most recent advance in state educational oversight, which was developed by state governors in combination with state-level education departments and outside proficient.

The majority of state departments of education choose to institute additional educational benchmarks, a level of quality which can be used as a standard, for other subjects containing science, social studies, art, and foreign languages. Consequently, each state generates, implements, and puts in force its standards differently, but standards usually supply a framework for states and districts to

estimate which schools are performing well, which requires disciplinary intervention and which would benefit from additional support. For example “At present, 44 states and the District of Columbia have chosen to implement Common Core State Standards.” (Par.11“Christians Investing in Education”)This later was as an example to how the government state implements and enforces its educational standards, so that is came under its ultimate authority over education matters in which includes enacting education-related legislation and fitting state funds for education.

In other sense, it aims at operating many roles such as: developing curriculum guidelines, permitting private primary and secondary schools to manage within their jurisdictions, certifying school teachers and administrators, directing statewide studentachievement tests, increasing liability plans and reporting on student performance to the U.S. Department of Education, determining minimum requirements for high school graduation, distributing state and federal funding to school districts and establishing the minimum number of school days per year. (*Education in the United States* 28)

2.2.1State Legislatures:

State legislatures generally delegate an important amount of policy-making authority to the state board of education. State boards of education are bodies of citizens appointed by the legislature or the governor, or popularly elected, depending on the state. The state board is responsible for approving statewide educational policies and determining budget priorities.(*Education in the United States* 28) In some cases, the state board is responsible for all levels of education, including vocational and

postsecondary education, while in many states the board concentrates on education at the basic levels (elementary and secondary).

2.2.2 State Departments of Education:

In general, the executive agency for education is the state department of education, in which it has a head state school officer who is the responsible for controlling the state department of education, and reporting periodically to the state board of education. Whilst, some chief state school officers are popularly elected, most of them are appointed by the governor. (*Education in the United States* 28)

This signifies that the state government has generally an unlimited power over education domain, it has the power to control education in the state through the enactment of laws, and it also has the power to create other bodies and award them with some of its power.

2.3The role of the federal government:

Although, the U.S. Federal government donates approximately 10% to the national education budget, education is primarily the responsibility of state and local government. According to AntonellaCorsi-Bunker “for example, in Minnesota, almost 80 percent of public education funds come from state sources. About 17 percent come from local sources, while less than 5 percent come from the Federal government .”That means thateach government’s level grants a different amount of funding to schools. Even though, the federal government has little authority in terms of education, it hugely supports the education matters.

2.3.1 U.S. Congress:

Whereas the most of daily schools operations take place at the state and local level, the federal level has also an important role towards these operations. Since the Congress is the supreme lawmaking body of the country, it has passed several laws directly and indirectly affecting education and passed a federal budget each year, it sets aside enough money to fund about 10% of government-run schools' operating costs. (Par.5 "Christians Investing in Education")

Sometimes this funding comes with limited regulations and rules. Thus, these schools must comply with different requirements from three government's levels in order to acquire this funding, because federal educational funding comes from taxation. For example, the Federal government spent 72\$ billion on education in 2013, making it the third biggest area of discretionary spending.(Par.5"Christians Investing in Education")

In addition to the financial supported by the U.S. Congress, they tried to remake and reform the education system by an important federal programs "No Child Left behind Act" by President George W. Bush.(Par.1 Mehta)

2.3.2 No Child Left Behind Act:

No Child Left behind Act was passed by Congress in 2001, with great bipartisan, supported by two political parties, sustains by President George W. Bush,and signs into law on January 8, 2002 Who expressed that: "Too many of our neediest children are being left behind." ,and "We know that every child can learn. Now is the time to ensure that every child does learn." Also, as he advised parents: "As parents, you are

your children's first teachers and their strongest advocates. You have a critical role to play - both in how you raise your children and in how you work for meaningful and accurate accountability in their schools."(*Education in the United States 7*)

Thus, this Act is as landmark in education reform planned to ameliorate student accomplishment, change the culture and the system of schools, and put more responsibility on parent's role and new options for them, as removing from failing schools, tutoring after school programs and summer school. Further to Jason Kamras (2005) who is said that "No Child Left Behind's greatest strength is that it has institutionalized high expectations for every child in America."

Moreover, this law comes as a reauthorization, a renewal of an authorization, of the Elementary and Secondary Education Act(ESEA), that has afforded K-12 funding to schools since 1965, and by the enacting of the ESEA "the federal government has spent more than \$242 billion through 2003 to help educate disadvantaged children"(*Education in the United States 7*)

While no child left behind Act established a deep change to the existing law – it required accountability that ensures that funds are used to improve the quality of education presented to everyone in the state and annually testing in core subjects as reading and math. On the other hand, the federal government cannot constitutionally oblige states to obey with No Child Left Behind, but all the American states cooperate in order to keep on receiving federal education funds. Consequently, this Act includes many basic education reform pillars such as: stronger accountability for results, developed flexibility and local control, extended options for parents, and an emphasis on teaching methods that have been confirmed to work

through accurate scientific research. This means, a 2001 law that sought to use principles and accountability to push all students to proficiency by next years.

As well as No Child Left Behind act applies to all children who attend public schools “including kids with disabilities, kids with behavior problems, and other kids who have traditionally been written off - minorities, immigrants, and English as Second Language (ESL) youngsters.” (Par .2 “No Child Left behind Act”) that means this Act was generally established in order to set educational standards for achievement at different grade levels and to take steps to improve the performance of those who don’t meet the standards. In addition to 2001 reform there is another recent one which is “Race to the Top” is an Obama administration project that has tried to incentivize changing by offering competitive grants to states following reform agendas.

2.3.3 U. S. Department of Education:

In order to support education at the federal level, the congress enacts laws which are implemented by the primary agency of the federal government “The federal Department of Education”. In doing so, its main functions are to set up policy for, administers and coordinates much of the federal financial aid for education, to enforce federal educational laws concerning privacy and civil rights, and gather data on US schools. For instance, “in 2002, the Department had about 4,800 employees and a budget of more than 54 \$billion.” (*Education in the United States* 30) That means it’s ambitious to ensure equal access to education and to encourage educational excellence throughout the nation.

The department of education is headed by an education secretary who controls education matters but does not administer school. Thus, it pursued its mission by two

major ways: the first, the Secretary and the Department play a leadership role in the continuing national dialogue over how to develop education for all students. This includes many activities such as; increasing national and community consciousness of the education challenges confronting the nation, distributing the newest discoveries on what works in teaching and helping communities work out solutions to difficult educational problems. The Second, the Department follows its double goals of access and superiority through the direction of programs that cover all education's areas and range from preschool education through postdoctoral research. (*Education in the United States 30*)

Specifically, the main roles of education department are to distribute financial assistance to appropriate applicants throughout the nation for three education's levels. And for the education of individuals with disabilities and individuals who are uneducated, disadvantaged; and for the education of immigrants, American Indians and people with limited English proficiency.

In addition, identify the major issues and problems in education and focusing national attention on them. For example, the Secretary brings national attention to education issues through speeches, publications, the media and personal appearances, and the department highlights education subjects by sponsoring and contributing in national conferences. (*Education in the United States 31*)

While the Department of Education is the guide federal agency in education's matters, there are number of other federal agencies as "the Departments of Agriculture, Commerce, Defense, Energy, Health and Human Services, Homeland Security, Interior, Labor and State; the National Endowments for the Arts and

Humanities; the National Institute of Museum and Library Services” (*Education in the United States*³¹) whose provide funding and other support for educational activities in areas linked to their task.

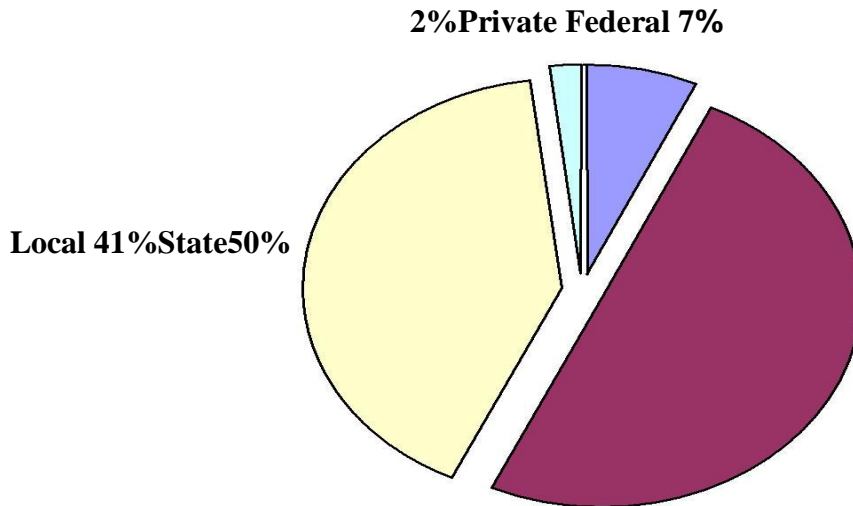
2. Education’s financing:

In general, Public spending on education is a crucial investment in national Prosperity and has a critical way on progress towards the Education for All goals in America, that’s why education’s financing is considered as a main issue for governments and donors, givers. Also US education’s financing is characterized by its decentralization, because the major funding sources are state, local, and federal governments, further to private and nongovernmental contributors. For example, “Of the estimated \$750 billion spent nationwide on education at all levels, approximately 61 percent of total education expenditures occur at the elementary and secondary level, while 39 percent are at the postsecondary level. These expenditures altogether represent about 7 percent of the U.S. Gross Domestic Product.” (*Education in the United States* 32)

Consequently, the US is considered as one of the uppermost spending nations worldwide; because it’s approximately allotted 7 % from its Gross Domestic and National Product to education, in other word it is yearly spend about \$500 billion to public elementary and secondary schools from state and local governments. In addition to some federal government’s funding and some grants from corporations and foundations and fundraising activities. While, the state and local governments provide about 90% of education funding, the rest of all funding is spent by the federal

government and non-governmental entities and other private donors as it is illustrated in the following figure:

Figure 1: Funding for Elementary and Secondary Education



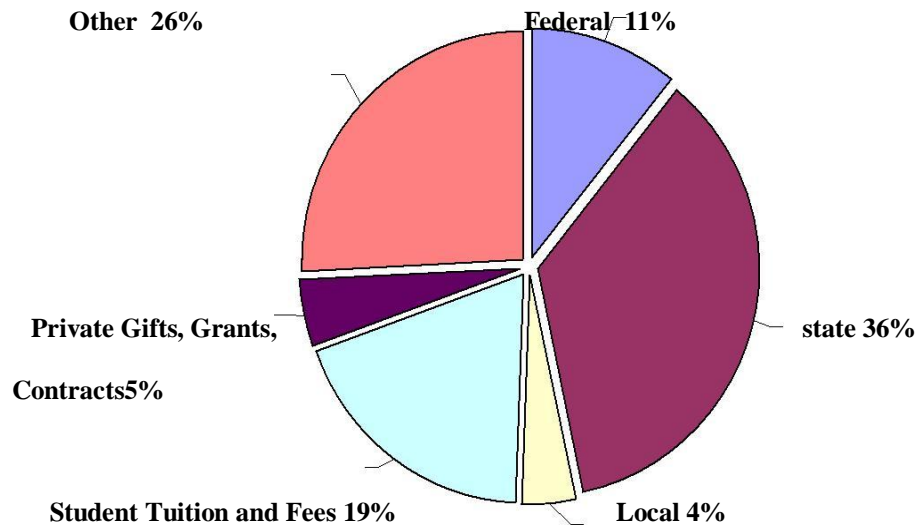
Source: 2002 Digest of Education Statistics, Table 157. (Washington, D.C.: NCES, 2003). Adopted from, *Education in the United States*, by USDE, 2003

This figure represents the funding proportion that come from each government level, which significantly varies by state. So the state government contributes by 50%, the local by 41%, the federal by 7%, and the private contributors by 2%. As we have said before the state government creates the revenue for educational spending from income taxes, corporate and sales taxes, whereas, the local school districts rely deeply on property taxes.

This heavily reliance on property tax revenue that make the quantity of funding available for education at the local level can vary significantly depending on a community's property values. As well as, there are some states have "equalization of funding" laws that require them to ensure that all schools have a specified amount of funds available per student, in order to reduce the funding disparity that may

result. (*Education in the United States* 33)

Figure 2: Funding for Public Postsecondary Education:



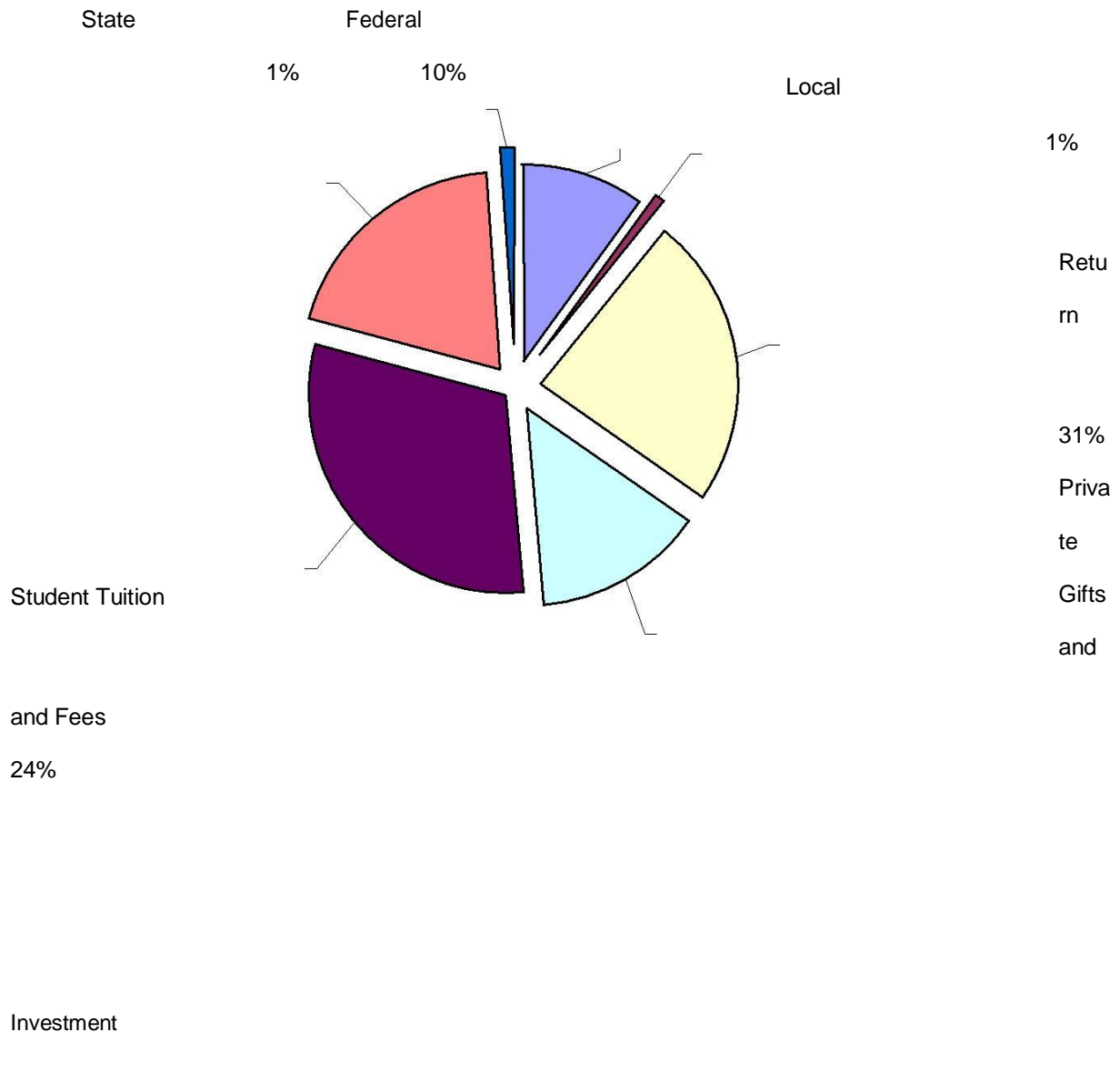
Source: 2002 Digest of Education Statistics, Table 335. 2003 Adopted from, *Education in the United States*, by USDE, 2003

The above figure shows the amount of funding for public postsecondary education, which comes from the federal level by 11%, the state level by 36%, and the local one by 4%. In addition to private gifts, grants, contracts by 5%, and student tuitions and fees by 19% and others by 26%.

The following figure is considerably different by its funding sources. The investment return is contributing by 31%, the private gifts and grants by 14%, the student tuitions and fees by 24% and other private contributors by 20%. Further to federal government by 10% and the state and local by 1%. We conclude that from these two figures that the most postsecondary institutions are significantly relying on a different source to generate revenue, and there is a variation when compared between the private and public

institutions and even between individual institution of the same kind.

Figure 3: Funding for Private Postsecondary Education



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American education is basically paid for and almost utterly administered by governmental bodies or private institutions. This situation has developed regularly and is now taken so much for granted that little explicit attention is any longer directed to the reasons for the special treatment of education even in states that are predominantly free enterprise in organization. The result has been an indiscriminate extension of governmental responsibility.

The main government's role towards education is characterized by the most sweeping change of 2001, No Child Left behind Act, which is enacted to rework the curriculum, substitute underperforming teachers, and reorganize the internal organization of the school, between other measures. In addition to mandate state goals for what children should know in core subjects as reading and mathematics in grades three through eight as measured on standardized tests.

Chapter three: Organization and Structure of U.S Education (Corpus)

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1. Introduction:

Early American education was first and foremost religious or private, which carried mass schooling and literacy to the nation well before the public school system was legislated into existence. And during the 20th century, America developed an extremely successful middle class firstly by making postsecondary school universal, and secondly, by making college more accessible after the Second World War.

In America, education is offered at all levels from nursery school to graduate school. Elementary and secondary education contains twelve years of schooling the successful completion of which leads to a high school diploma. Unlike many other countries America has a distinctive feature for its educational system appears in its decentralized organization, because it doesn't operate a national education system. This may have many disadvantages that caused this educational crisis. (Par.5 Dargolove)

2. Organization and structure of U.S education:

The American education structure presents different paths from preschool through graduate school, and it is commonly for students to move among different school's types, or to leave the school and return later in life. However, Schools are typically described as organizations as the social scientists define it as social structures that:

- (a) possess a distinct set of goals agreed upon by their members
- (b) Operate under uniform rules and stable patterns of interaction
- (c) Are governed by a system of authority
- (d) Recruit members and resources to implement their purposes
- (e) Maintain autonomy in decision-making.” (par.1 “Defining Organizations and Bureaucracies”) In the sense that, these organizations have a complex and large goals and operations, to create rational and standardized sets procedure for employees to do their work. And there are many systems in schools, “including supervisory patterns,

age-grading, fifty-minute periods, systems of accountability, and ergonomic desks, all derive from the Scientific Management movement of the 1920s.(Par. 2 “Defining Organizations and Bureaucracies”) This movement, which revolutionized industrial practice, was actively practiced to educational institutions as well.

Moreover, schools in America—private and public, primary and secondary, private colleges and state universities — can be found everywhere, and through these schools, they are trying to operate one of the biggest universal education systems in the world.

Currently, the American educational system provides approximately 96,000 public elementary and secondary schools, and more than 4,200 institution of higher learning, ranging from small, two-year community colleges to massive state universities with undergraduate and graduate programs in excess of 30,000 students. (USA Education 4) we can say that the American educational system can be characterized by its huge size, organization structure, and augmenting diversity.

Table 1: U.S. Education System at Glance

| | |
|---|----------------------|
| Total elementary and secondary schoolenrollment | 53 million |
| Percentage of population age 6-17 enrolled inschool | 98 percent |
| Number of elementary and secondary schoolteachers | 3.4 million |
| Number of public elementary and secondaryschools | 93.000 |
| Number of private elementary and secondaryschools | 27.000 |
| Percentage of elementary and secondary students attending private schools | 10 percent |
| Average expenditure per pupil in public elementary/secondary school | 7524 \$ |
| Number of public school districts | Approximately 15.000 |

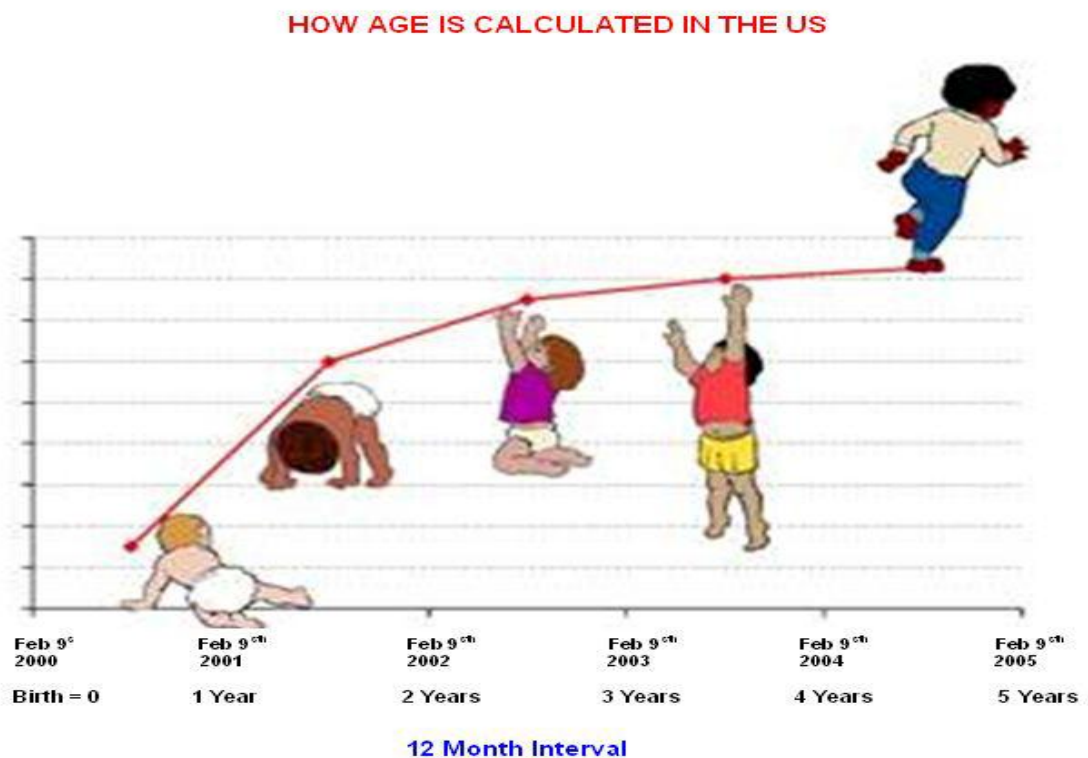
Sources: Data from: 2002 Digest of Education Statistics. 2003 ; 2000 Condition of Education.

Adopted from, *Education in the United States*, by USDE, 2003

The chart describes the American education system at a glance, in terms of elementary and secondary levels, in which summarizes the number of schools and teachers which are representing highest proportions, in addition to the total school enrollment, the percentage of student attending in private schools, and the average of school spending during 2002.

2.1 Early childhood education:

In United States, the age of person is calculated starting from physical birth; in contrast with other countries are starting from conception. For example, newborns begin at zero and each passing of twelve months period that means, from the original date of birth appends one year To the person's age. Hence, we can explain that by this curve.



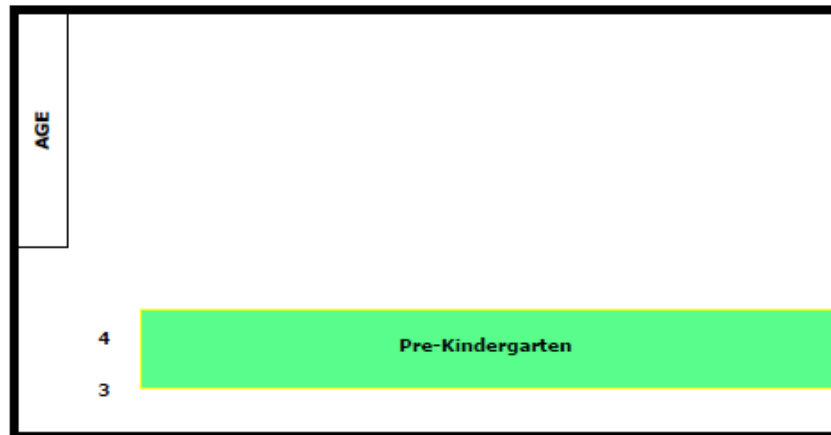
Adapted from: Guide to the Education System in the US, by Antonella Corsi-Bunker

The curve shows that when a child born on February 9th, 2000, this child would be one year one February 9th, 2001; and two years old on February, 2002; and into the open.

Early childhood education comes in a different of forms in the United States, including preschool, nursery school, prekindergarten and kindergarten, and day care centers. This later refers to early childhood settings that center their aim on alternate care for children while their parents are working or in school. They could involve academic schooling and only socializing activities. In fact, day care is depending on the setting which means it is not required and is not free, because it could be much expensive. Day Care programs habitually present daily programs, for 12 hours. While Meals are depending on the school, transportation is the responsibility of parents. But there are some private day care centers that might present private transportation, in which depending on the ability of funding by families.

Pre-School is also called Pre-Kindergarten or Pre-K or PK, which refers to the first formal academic classroom-based learning environment that a child usually attends in the United States. Thus, in order to prepare those children for the more instructive and academically kindergarten, they begin about the age of three, the traditional "first" class that school children participate in. (*Guide to the education system 4*)

Moreover, kindergarten education is generally offered by the public elementary school, with average class size 20 students. Also it offers 2 or 3 hours sessions per day and a few days per week, where Children starts to learn the alphabet, colors, language development, arts, music and crafts, dramatic play, and other elementary essentials. (*Guide to the education system 4*) Furthermore, Pre-Schools distinguish themselves by evenlyfocusing on reaping a child's physical, social, emotional, and cognitive development. They usually pursue a set of organization-created teaching standards in determining curriculum and instructional activities and aims.

Figure 4: Pre-kindergarten age

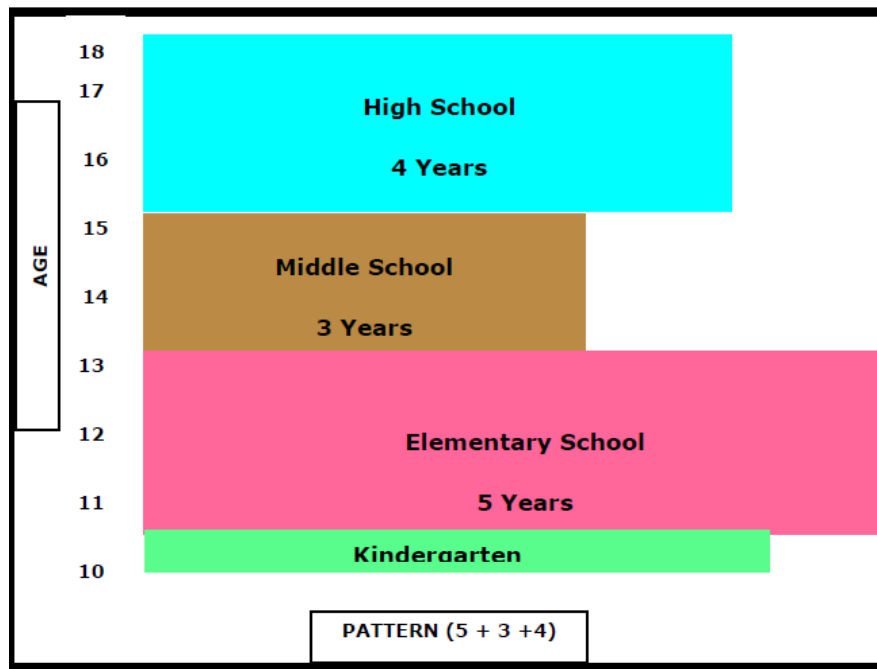
Adapted from, *Guide To the Education System in the US*, by AntonellaCorsi-Bunker

The map shows pre-kindergarten age from 3 years until 5 years. According to US Department of Education statistics “Overall, 64 percent of 3- to 5-year-olds are enrolled in early childhood education and 52 percent of these children attend full-day programs” (*Education in the United States* 14) that means the majority of American children are joined in preschool education, and most of them are attended free public kindergartens.

2.2 Elementary and secondary education:

In America, schooling is generally compulsory for all children. And to refer to all primary and secondary education grades, the educators frequently utilize the terms K-12 education. When they span twelve academic years, from kindergarten to the first grade of formal schooling, during secondary education (twelfth grade) (*Guide to the Education System in the US* 5) in other words, the US children go into school around age 5, in which they spend from six to eight years, and elementary education is pursued by 4 to 6 years of secondary education. For example, “Estimates are that 20 million young people, ages 10to 15, attend middle schools today.” (*USA Education* 5)

Figure 1: Elementary school (K-5), middle school (6-8), high school (9-12)

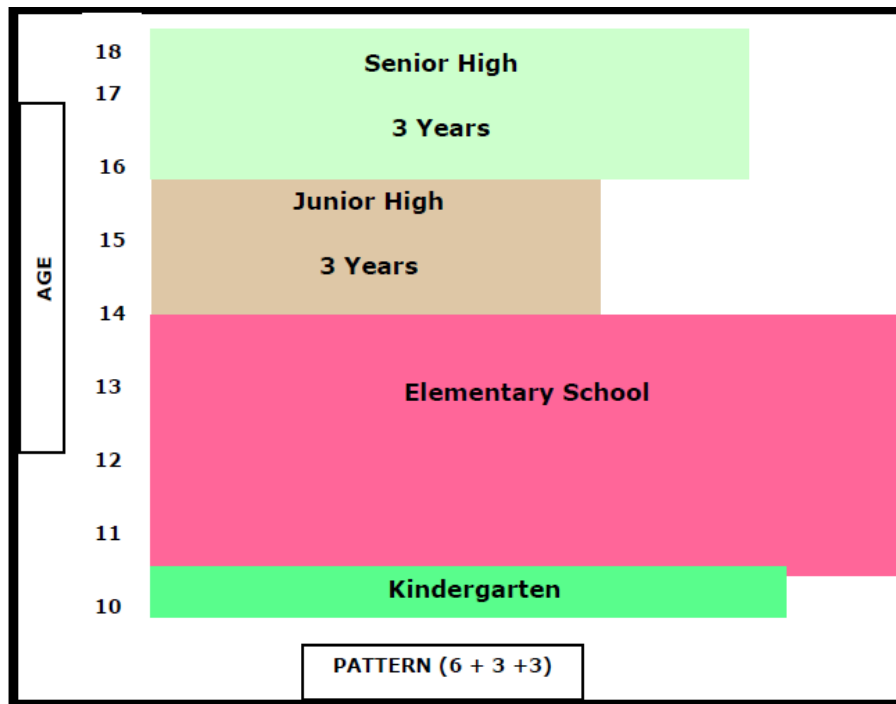


Adapted from: *Guide to the Education System in the US*, by Antonella Corsi-Bunker

This plan presents the k12 education in America, which starts from kindergarten by the age of 3 till 5, and elementary from 5 to 8 years which followed by 4 to 6 years of secondary level. The last 4 years of secondary education are usually referred to as “high school” by age of 14 to 17 or 18.

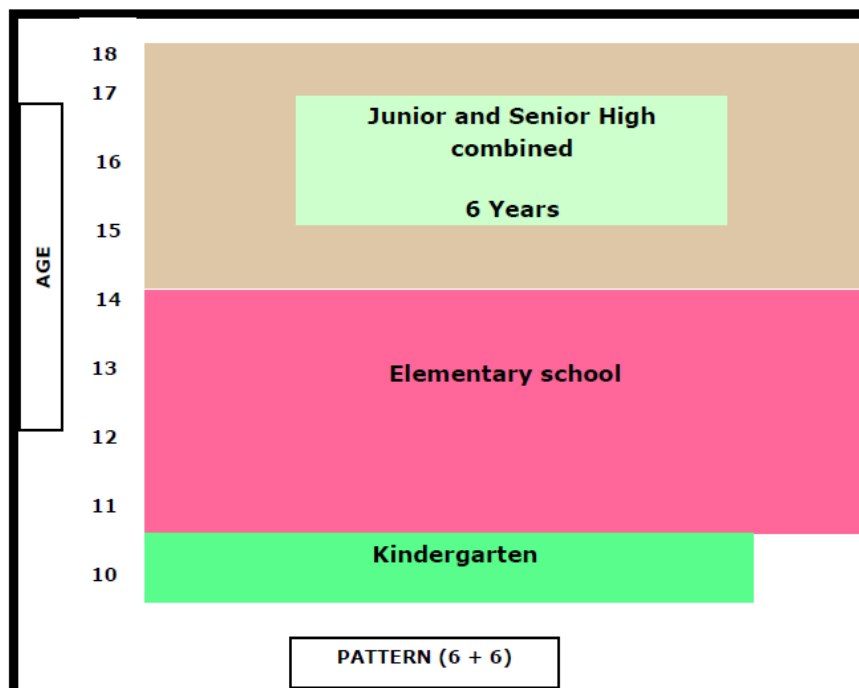
Furthermore, the graduation from high school who fixes on to proceed the student’s education may enter a vocational or technical institution, 4 years college or university, 2 years community or junior college. (*Guide to the Education System in the US 7*) we will describe all these educational grades afterward. As Corsi-Bunker declared “In High School, students in their first year are called freshman, in their second year sophomore, in their third year junior, and in their last and fourth year senior” that means each student’s grade has its typical name.

Figure 2: Elementary school (K-6), junior high school (7-9), senior high school (9-12)



Adapted from: Guide to the Education System in the US, by AntonellaCorsi-Bunker

OrFigure 3:Elementary school (K-6) and junior and high school combined (7-12)



Adapted from, Guide To the Education System in the US, by AntonellaCorsi-Bunker

These figures can explain the educational structure more than the previous one. In that sense, the elementary education (six years) is followed by three years “middle school” which also called “junior high”, plus another three years “high school” which also named “senior high” as we have seen in the first pattern (6+3+3), but in the second the junior and senior are combined(6+6).

A.School Calendar and Daily Routine:

“Each fall almost 50 million young Americans walk through the doorways of about 1000.000 elementary and secondary schools for the start of new school year.” (Par 1 “about the United States”)In another, in most states and districts; school starts at the end of August or the beginning of September and persists until June, by filling classrooms from kindergarten to the twelfth grade. As well, there are 2 weeks as a holiday in late December and 1 week in the early of autumn.

The school year usually lasts 180 days, and a school day is also divided into 45 minute periods, with short break between periods. While, in the primary level children almost attend classes for an average of five hours a day, the secondary school day consists of five to six instructional period. But both of them are spent five days a week, in which the most afternoons are spent on extracurricular activities such as clubs,sports, performing arts and community service opportunities.(Pauwels 88)However, there is a significantly variation among schools in terms of daily schedule, the school day starts from about 8 a.m. to 3 p.m., and children also takes a break of about half an hour as a daily lunch break. Some students buy their meals at school and, “About a third of U.S. students—those from low-income families—receivefree or reduced-price breakfast and/or lunch each day, paid for by the federal government.” In general, students have lunch inthe school cafeteria, and those who have a law- income are obtained gratis cost for breakfast or lunch every day by the federal government.

B. Students Transportation:

“More than half of U.S. public elementary and secondary students use the bus service to travel to and from school each day.”(*Education in the United States* 15) That means, for students presenting schools situated away from their houses, they take bus which is generally afforded by the school district. While, most of students whose have 16 years old and more take their cars, there are many parents drive their children to school every day.

C. curriculum:

In general, the state government sets large curriculum procedures for what student must learn and be able to do. Usually, schools or school districts choose textbooks, according to Bryant “Cut \$92.2 million from textbook purchasing and \$42 million (46 %) from instructional materials purchasing”, and holding to state procedures. Primary schools do not allot students to specific classes or teachers based on their capacity. On the other hand, teachers frequently set up mathematics or reading groups based on the levels of student achievement. (*Education in the United States* 16) Thus, by these different achievement groups students obtain distinguished coursework so that they may develop at a fitting rate in mastering class curriculum.

“At the secondary school level, each student’s coursework is generally composed of courses required for graduation—with requirements varying by district and state—and elective courses”(Education in the United States 16) for example, the public junior school student finishes the next one year long courses among 9th and 12th grades: 4 years of English; 4 years of history; 3 years of mathematics; 3 years of science; 2 years of foreign language; 2 years of arts; 4 years of technical, vocational or business education; 1 year of computer science; and 2 to 3 years of other topics.

Whereas, the majority of students graduate from high school at 17 or 18 years old, some of them graduate later they have been kept in grade. And some of them drop out and return and come back to school a year or two later, or fail and decide to complete the General Educational Development which certificate program. In addition, the US examination is not like other countries, because there is no final exam, but only a high school diploma.

“By 2001, almost all states, plus the District of Columbia, had developed and put in place *academic standards* that described what students should know and be able to do in mathematics, language arts, science and social studies.” (*Education in the United States* 17) In the sense that, the academic standards are considered as an early issue because many states made a considerable increase in the use of standards, to identify educational efforts and desired outcomes, to express the body of knowledge that all student should learn, and to describe what level of performance is considered basic, superior, and skilled.

Moreover, in order to describe the academic performance in every subject area, students receive classroom grades which are used on letter scale. For instance, when students earn credits for courses which they take and are graded by alphabet letters: “grade A stands for excellent; B for good; C for average; D for poor; E for very poor; and F for failure.” (Pauwels 88)

2.2 Private and public schools:

A. Private schools:

“Of the estimated 55.8 million children attending elementary and secondary schools during the 2007-2008 academic year, about 6 million, or 11 percent, were enrolled in

private schools. More than half of the nation's private school students attend Catholic schools, the nation's oldest private school system." (*USA Education* 7)

Also, "Seventy-nine percent of all private schools have a religious affiliation while the remainder is nonsectarian." (*Education in the United States* 19)

So, Private schools strongly thrive in America, because are supported by churches and other religious organizations. Also it is reflected the religious diversity in America by surrounding the major religions such as Jewish, protestant, Quaker, Islamic, and Greek Orthodox faiths.

Whereas, the most of U.S. children attend public schools, private schools are about 24% of all schools, 10% of all student, and 12% of all teachers in US. Thus, the private schools are considered as the most important institution in America. Private schools are ruled by bodies that are self-governing as religious organizations or independent boards of trustees. In addition, they are mainly received funding by private sources, as tuition payments and other nonpublic sources. For example, "Average annual tuition cost at private elementary and secondary schools is \$4,689 per pupil" (*Education in the United States* 19)

Furthermore, "Another 1.1 million students are home-schooled by their parents under guidelines established by each of the 50 states" (*USA Education* 8) that means, there is another schooling feature in US which is "Homeschooling" when students among ages 5 until 17 receive their education within homeschooling, "homeschooling has been legal in all 50 states since 1993, and currently, between 1.5 and 2 million Americans children learn this way" (Pauwels 90) parents cite many motivations to select those homeschooling to their children, and that provide, religious values, and some family causes as they believe that education be better at home more than at school, and choose to educate their children themselves.

B. Public schools:

The American public education system was founded to furnish every citizen of America the beginnings of an education, and to allow them to make the essential choices to sustain a democratic government. (Par.14 Wright) in other word, the American public school has tended to reflect the educational ethics and financial capacities of the societies in which they are situated.

As well as the public schools are aroused as a reaction to the great invasion of immigrants who had a diverse cultures and religions. Because, the mainly focus of the public schools is to set up social order and enormous numbers of immigrant children into a public school location. A distrust of parents was common through the beginning of public schools, because parents are not capable to guard tier children, so these children should be gathered up and enforced into schools, but, these forcing and mistrusting parents may have created varied outcomes. For example, while some students are received a respectable education, there are many received a poor quality education especially those who are in urban regions.

2.3Student Diversity:

“As a national average, U.S. students in public schools are 61 percent white, 17 percent black, 16 percent Hispanic, 4 percent Asian or Pacific Islander and 1 percent American Indian or Alaskan Native.” (*Education in the United States* 20) according to these statistics we can conclude that, students in U.S. schools speak to almost every ethnic foundation and nationality on the globe. As a national normal, American students at schools are 61% white, 17% dark, 16% Hispanic, 4% Asian or Pacific Islander and 1% American Indian or Alaskan Native. However, the populace attribute of a given nearby school or area frequently change from the national average.

The most different school regions are those in significant metropolitan ‘relating to a large city’ territories, for example, Los Angeles, New York, Washington and Chicago, however; assorted students populaces are progressively discovered even in littler urban communities, cities and rural regions. However, English is obviously the prevalent tongue for government, society and instruction, business. English language is taught to all American students, yet “more than 400 local languages other than English are spoken to in these same schools, in a few schools, particularly at the basic level” students with constrained English capability get content direction in their local tongue while they learn English. More than 9 percent of government funded school students are considered to have constrained English aptitude. (*Education in the United States 20*)

2.4 Parental Involvements:

A part of the American education is the high level of parental contribution. ‘Parent force’ is not just agreed, yet is invited and supported through neighborhood Parent Teacher Associations (PTAs) connected to each school. PTAs meet consistently and concern about numerous parts of a school's issues including the educational program, offices, school hours and after-school exercises and projects. Parents are urged to go to meetings and demonstrate an enthusiasm for the school and their youngsters' instruction (it's likewise a decent path for newcomers to make companions). Schools compose guardian days, 'back to school' evenings and guardian educator meetings, where parents can meet instructors and analyze their children's school timetable. (*Guide to the Education System in the US10*)

We consider that the high level of parental involvements is considered as a main aspect of American education system. Because, it is commonly encouraged by teachers and associations that work to bolster schools and build the inclusion of families in the instructive advancement of their children.

3. Teacher and Teaching:

The American primary and secondary teachers get their preservice teaching at 4 year universities and colleges. Despite the fact that the prerequisites for coursework and work on showing vary by college and state, most probable educators must finish a college degree and pass one or more exam to be authorized. The most of educators procure graduate degrees and complete extra preparing through their careers. Some states and school locale have created "alternative certification programs" to prepare ambitious instructors who are leaving professions in different fields. Teachers are generally obliged to be authorized by the instructor authority power of the state in which they instruct.

(Education in the United States 20)

Table 1: Basic Information on U.S. Public School Teachers

| | |
|---|---|
| Median age | 44 years |
| Gender | Women 74%, Men 26% |
| Highest degree held | Bachelor's 44%, Master's 55%, Doctorate 1.7% |
| Median years of teaching experience | 15 years |
| Average hours per week spent on teaching duties | 49 hours |
| Average teaching days per year | 180 days |
| Average annual salary as a classroom teacher | \$35,549 |

Source: 2002 *Digest of Education Statistics*, Table 70.2003. Adopted from: *Education in the United States*, by USDE, 2003

This table describes the basic information on American public school teachers, in terms of elementary and secondary education. That gives the teacher's gender and median age in which they are appeared in great age (44 years) and women are more than men. Then,

when we compare the average teaching days and weeks per year, we find that are 180 days and 49 hours is less than other countries.

Furthermore, every state oversees its own educator certification exam. Educators ensured in one state are not guaranteed to educate in another state, unless there is a unique correspondence understanding among states. While correspondence is rare, educators moving to another state are generally needed to finish extra coursework and another exam. To get work, approaching educators pertain to and are contracted by the public schools district in which they wish to educate or the individual tuition based school.

Moreover, the majority of educators instruct the same rank and subject for quite a while, and they infrequently educate the same students for more than a year. "On average, teachers make up 52 percent of the staff in U.S. school districts. District-level administrators make up 2 percent; principals and assistant principals 2 percent; teacher aides 11 percent; and other staff 33 percent." (*Education in the United States* 20) We can say that there is a shortage of qualified teachers in US, due to many causes as teacher's retirement, expanded student enrollments. So we think that, teacher recruitment and teacher quality is presently main issues in America, this is what we will be discussing in the next chapter.

4. Vocational and technical education:

Generally, the reason for vocational instruction has been to get ready students for entry level careers in occupations involving less than an undergraduate degree. In any case, this conventional center has now moved toward more extensive readiness that builds up the scholarly, professional and specialized abilities of students in vocational instruction programs. In addition, vocational and technical instruction is presented at the secondary, postsecondary and adult training levels. (*Education in the United States* 21)

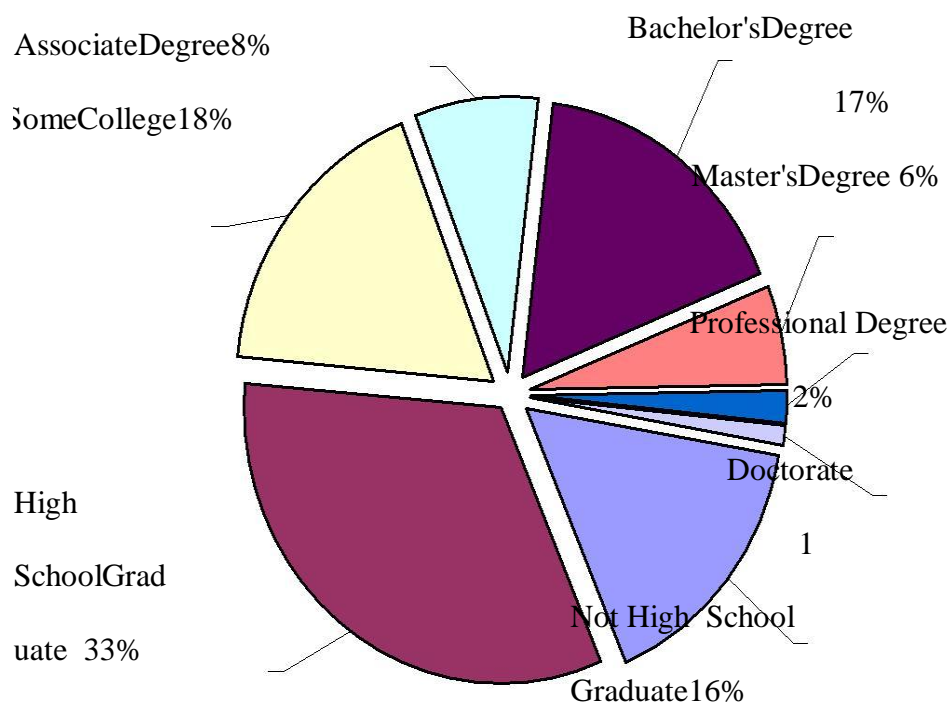
As well as, some states have very much created professional instruction projects with apprenticeships or work-based learning occasions in terms of secondary school level. The majority of public junior high students in vocational training projects work in part-time circumstances jointly directed by instructors and employers through their twelfth grade year of secondary school. These work practices may be given by the school or got autonomously by the student. Also, there are many various sorts of work-based learning practices can be presented, “including internships, apprenticeships and mentoring.” In another, U.S. child labor laws, previously mentioned, limit the level and intensity of vocational instruction that can be provided to students less than 18 years of age. (*Education in the United States 22*) So we can say as an outcome the most professional and technical training particularly for authorized occupations happen at the postsecondary level.

Besides, at the postsecondary and grown-up training levels, many organizations and different suppliers proffer degree and non-degree professional and technical education. These organizations incorporate public community colleges, were created to form a transitional link between high school and the university, and professional/technical foundations, and private deal and specialized schools, unions, proficient affiliations and free preparing administrations.

Postsecondary professional training for the most part plans students for work related fields and ends in a certificate, diploma or partner degree. Such fields include the art and industrial exchanges, certain territories of human services, hardware operation and individual administrations, for example, haircutting and grooming. Some professional level studies can prompt entrance into advanced education programs. This is for the most part valid for fields, for example, nursing and designing innovation, which are frequently accessible at both the junior college and college level. (*Education in the United States 22*)

We observe that, this figure shows the highest level of the adult education, from 25 years old and more. So, despite the high school graduate is presented a considerable value by 33%, the not high school graduate is also not low 16%, which means there are many students are undergraduate. Thus, there are few students with a master degree by 6% and doctorate by 1%.

Figure 1: Highest Level of Education Attained by Persons 25 Years and Older



Source: 2002 Digest of Education

Statistics, Figure 5(2002). Adopted from:

Education in the United States, by

USDE2003

5. Postsecondary education:

Postsecondary instruction in the United States is across the board and diverse. Included are degree-giving establishments, for example, schools, junior colleges and universities, and also non-degree-conceding foundations that give particular professional, technical and vocation training. (*Education in the United States*24) In sense that the postsecondary education is an optional final stage of official education and frequently delivered at colleges, academies, universities, and institutions of technology.

Besides, the flexibility and highly selective are the two most distinctive factors which are contributed to the American higher education system success. Because, students are liberated to drop out of school and come back later after few months or years.

5.1 Colleges and Universities:

“There are more than 600 public, and almost 1,800 private, four-year colleges and universities in the United States.”(*Education in the United States* 24)The scholastic titles granted by these establishments comprise college degrees such as the four year college education (bachelor’s degree) and graduate degrees, for example, the graduate degree and the doctorate. U.S. degree titles are not ruled by national laws;consequently, universities and colleges practice wide attentiveness in the terminology they use for degrees and project prerequisites for graduation.

The American college or university’s enrollment is selective and frequently expensive. Because, “the United States sees that the advanced learning as privilege, not as a right.” (Pauwel 92) that means, when you want to enroll; you should have a good marks in high school graduate and costly pay in order to enter these colleges and universities. After that graduation studies will take student to the master’s degree in 1 or 2 years, afterward on to

the doctorate degree in about four years or more.

Figure 5: the American Education System Diagram

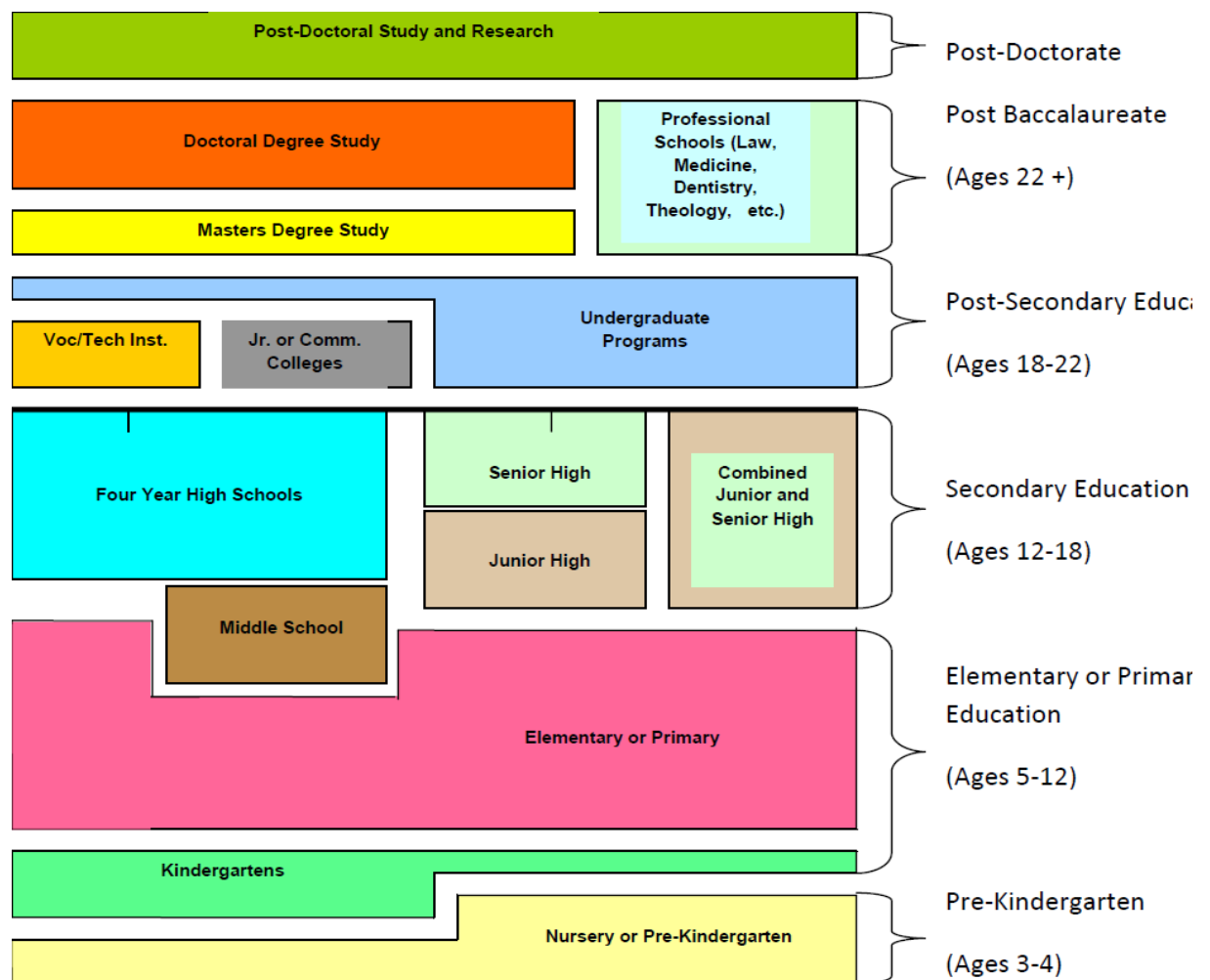


Chart Adapted from U.S. Department of Education, National Center for Education

Statistics. Adapted from, *Guide To the Education System in the US*, by Antonella Corsi-Bunker.

This diagram encompasses the all education levels at once, from prekindergarten by (ages 3-4), elementary education by (ages 5-12), secondary education by (ages 12-18), postsecondary education by (ages 18-22), till master and post doctorate degrees by age 22 and more.

6. Conclusion:

American schools have thus tended to reflect the educational values and financial abilities of the communities in which they are located. Hence, there is enormous variation between schools concerning subjects, courses, and other actions – it always depends on where the school is placed. At rest, there are some general points, for instance; the education system is divided into three levels: elementary or primary education, secondary education, and postsecondary or higher education (universities or colleges).

Chapter four: Crises and Conflicts of American School System

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1. Introduction:

American education is not as productive as it ought to be because of a result of various issues characteristic inside the framework. Due to the way issues of political and social contrasts have penetrated instructive approach and decision-making, students are not being presented a sound method for managing differences or seeing how to oversee contrasts. Besides, amidst all the more expansive scale discussion focusing upon sociopolitical and economic inquiries, there are more solid issues that are not being managed, for example, the issue of cheating in schools and even the disparity and potential wrongness of the grading system.

In general, it appears that the issues in the schools are identified with a powerlessness to settle on essential decisions about the fate of education in America. As opposed to concentrating on the areas of genuine and prompt critical significance and value, time is being exhausted by infighting and uncertainty. As opposed to wasteful time of these deliberations, the biggest issues that have an impact on the system in general and result of taught adolescents ought to be tended to and these other side contentions should be spared until a period comes that education in America is progressed. Thus, there are many issues that may lead to these crises and conflicts in education, so how can they ensure, modify, and fortify education framework, and give quality training to children? All these main points will be mentioned in this chapter.

2. Defining education, conflict, and crisis:

3. what is education:

Firstly, defining “education” as a term; is the process of teaching or learning in school or college, or the knowledge that you get from this. “Cambridge dictionary” as well, according to Alan Smith (2010) “Education is a fundamental right that should be maintained at all times, even in the most difficult circumstances. This is not simply an ideological statement. Where education is maintained in the midst of conflict it may provide an important mechanism for the protection of children against abuse”

We think that, education is a key right that ought to be kept up at all times, even in the most troublesome circumstances. This is not just an ideological expression. Where education is kept up amidst conflict it may give a vital instrument to the assurance of young people against ill-use. Also education can be a part of the issue and a part of the arrangement. Arrangements and practice at all levels inside the schooling system need to be examined as far as their capability to irritate or enhance conflict.

Secondly, defining education in the phrase “education in crisis” “is almost equally fraught with difficulties” (*Education in Crisis Situation 6*) in that sense, education in crisis is just as full of challenges. The focal reasonable question is whether there are recognizing characteristics between education in crises and education in peaceful creating nations. The Save the Children Collusion says; “Education for children affected by emergencies” is “education that protect the well-being, fosters learning opportunities, and nurtures the overall development (social, economic, cognitive, and physical), of children affected by conflicts and disasters” (*Education in Crisis Situation 7*) we can conclude that, education for children influenced by crises which secures the prosperity, and nurtures the general advancements as (social, financial, subjective, and physical), of children influenced by conflicts and catastrophes.

Besides, education services conveyed amid these circumstances and under these conditions are intended to bolster at the same time children's intellectual and enthusiastic

development, while including extra educational substance important to the crisis circumstances. It is sure parts of system usage, for example; quick preparing of paraprofessional educators, physical insurance for project staff, bundled material assets) and the new subjects identified with insurance and security area such as mine mindfulness, life aptitudes to counteract HIV disease) that change or are added to the fundamental substance through a crisis.

Typically, frail states are likewise connected with elevated amounts of bureaucratic inadequacy also as expanded wrongdoing and roughness that cause government establishments to lose their authenticity. In frail states the legislature is feeble however in place. Interestingly, in fallen states, the legislature is separated, or broken down, and unrealistic to keep up control over its territory. These features are the results of failure, not the major wellsprings of the failure. (*Education in Crisis Situation 7*)

A. What is Crisis:

The obscurity in defining “crisis” is part of a bigger conceptual issue with maintaining a difference among relief and improvement assistance. Firstly, according to Cambridge dictionary: “crisis” is a situation that has reached an extremely difficult or dangerous point; a time of great disagreement, uncertainty or suffering.

Secondly, we define “crisis” in education; according to USAID “United States Agency for International Development” that presently utilizes three Definitions of “crisis.” First, “the Agency uses crisis to refer to a broad range of circumstances in which children’s access to education is in jeopardy.” (*Education in Crisis Situation 5*) This definition tries to allude to a wide scope of circumstances in which youngsters' entrance to education is in peril. These circumstances fall under these four categories: political, financial, health, ecological. Political crises incorporate social instability and aggressive conflict; financial crises include severe destitution that shows in a huge rate of school–age youngsters living

on the roads, or being abused as child workers; healthiness crises encompass epidemics such as AIDs(Acquired Immune Deficiency Syndrome); and natural or common catastrophes incorporate volcanic emissions, quakes, storms...Etc. (*Education in Crisis Situation*6)

In the Second definition, USAID refers to crisis along a range of four diverse abilities of authority and parallel features for educational activities: the first one is no administration and education emergency, the second one is interim government and recovery, the third one is new government and rehabilitation, and the fourth one is established government and rebuilding. Furthermore, the third crisis's definition confines a crisis to a set of conditions that guide to an incapability of population to meet its basic requirements, habitually described as health, water, refuge, and sustenance.

B. What is conflict:

With conflicts enduring an average of twelve years and with refugees and IDPs "Internally Displaced Persons" dislocated for an average of seventeen and twenty years correspondingly, youngster 's generation risk missing out on an education and the chance to accomplish their potential. Young people simply cannot await the end of a conflict or crisis to carry on their education.

At first, according to Cambridge dictionary the term "conflict" is an active disagreement between people with opposing opinions or principles. We can say that, conflict is a struggle or serious disagreement among people.

Second, "conflict in education" according to West (2013) who points out "Conflict analysis, as a practice that strategically assesses and maps the political, economic, social, and security context of a local community assists donors and practitioners in the design of conflict sensitive programming."

4. Causes and Effects of Crises and Conflicts:

This is the season of year in the United States when parents start to turn their regard for sending youngsters back to class. Parents are hastily obtaining the most recent fashions so their youngsters can be in stride with their fellow students. Notepads, rucksacks, pens, pencils, coordinators and folios are taking off store shelves as parents attempt to prepare their children for another school year. Indeed, yet college-bound students get into the fray as they begin or come back to their quest for "higher education."

While it is usual and expected that parents give the physical things their child requires for another school year, most rely on the instructive system to do the real teaching. Consistently, parents gladly hand over their open- and responsive minded children, entrusting educators with teaching and arranging them for life. Is it true that they are just being taught how to gain a living, or how to live as well? Will they have the capacity to pass state-commanded capability tests and make it to graduation? Will they even graduate?

Because, there is a high rate of students fail every year, with some just accepting an endorsement of completion, not a real diploma. Few ever stop to consider what sort of instruction, if any, their children are getting. Some do consider, yet are more worried about whether school is even a secured milieu, giving an environment that will permit a student to learn. They may ask, "Will my kid be a victim of violence?" "Is the school building itself safe or will the roof come slamming down? "Are the buildings loaded with risky materials, microbes and infections that represent a health danger?" (Seitz 17)

For answer on these questions, we have to cite the various issues "such as financial problems, teacher's qualification, decentralization system, social promotion issues, curriculum implementation, crime and violence schooling" that lead to this academic failure.

First, truly since the 1980s, the federal government share of education expenditure

has dropped. Although, the real issue is not the great amount of money that granted, but how it is spent. Schooling spending is extremely unequal relying upon where one lives: while the most finances originate from property taxes, schools situated in poor districts have much less funding than those situated in more well-to-do regions. (Pauwels 90)

Recently, Irving Kristol attacked Clinton's social spending plans by confirming: "Look at the spending on public schools. It goes up and up, and the results go down and down and down" In that sense, despite that they have doubled funding for public education since the 1980s, but much money has not improved the academic level. So the main issue is how the money is used by the government.

As if every other issue confronting the education system were insufficient, there constantly looks to be a lack of funds. 50% of every public schools report having structures with no less than one lacking quality, and no room in the financial plan for repairs. They sort from broken rooftops, grounds and foundations, to poor warming and electrical systems, and other security concerns. (*Education and the Global Economic Crisis* 42)

Routinely, taxpayers are troubled with constantly expanding requests for more cash. They confront property tax augments twice a year on local ballots. Different states throughout the state face claims from those trying to change the way schools are financed. For example, "for the fourth time since 1997, the Ohio Supreme Court told the governor and state legislature that they have not properly devised an adequate education system—coupled with adequate funding—that enables each child to succeed. (*The Education Crisis* 4) that means, for many times courts demand from the federal and state administrators to change or modify the mismanagement of funding that are followed. Yet education is one of the first places state legislators look to cut budgets. While they pander (to pimp) to specific interest parties and fill their own pockets, schools battle to stay

above afloat. Moreover, Groups appear to be exceptionally ready to spend money to construct multimillion-dollar sports stadiums and offices for entrepreneurs so that developed men can play sports, whereas numerous schools carry out "pay-to-play" games programs on account of a shortage of subsidizing. (*The Education Crisis* 5)

Second, while the financial issue plays a critical role in education failure, the teacher's qualification level is also blamed. Sometimes, it is not up to standard. Which means there are many unqualified teachers or hardly qualified. When we examine the American education system we find two main realities that stand out: America is in trouble without superior teachers and teaching is a career in crisis, and that result from many reasons:

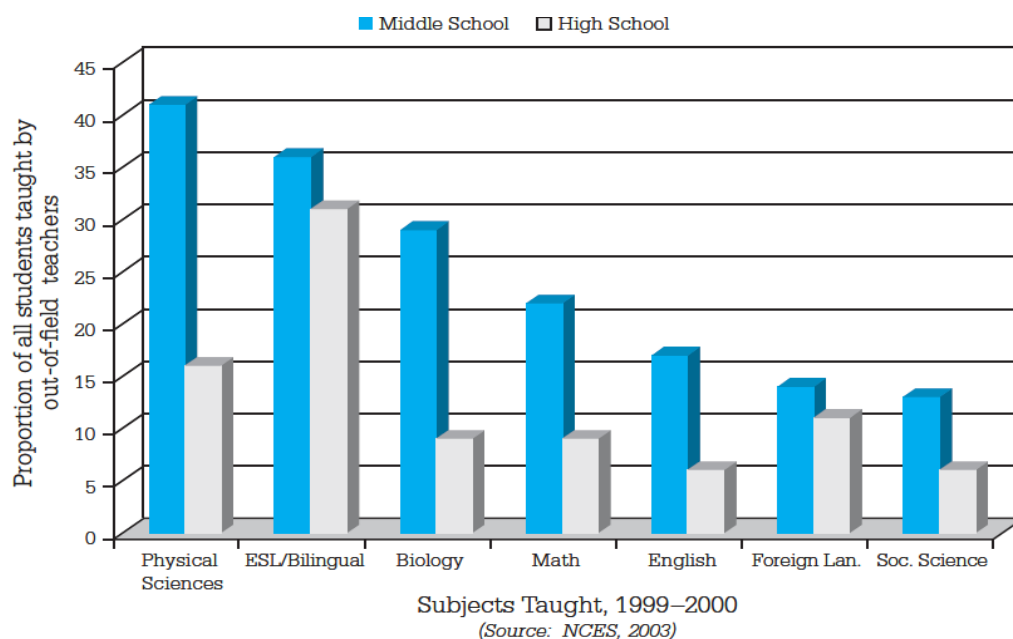
- Nearly a semi of the new teachers who enter elementary and secondary classrooms will leave the post through five years.
- Primary and secondary school educating is one of the country's most minimal paid, passage level vocations. Despite the fact that professional stability and advantages are engaging, instructors with 5 or even 10 years of experience can in any case discover themselves acquiring less than students' wages right out of school
- Whereas a few societies treat teachers with the appreciation concurred nearby religious and scholarly leaders, educating in America does not like the position to which it is deserved.
- In the country's middle schools, more than 20% of math educators and more than 40% of physical science teachers are instructing "out of field," a euphemism to illustrate those without the capabilities they require.
- Inner-city groups and rustic regions encounter the most difficulties in discovering superior-quality instructors for their classrooms. (Barzun 3)

In addition, at the point when NCES says "out of field" it implies that these teachers do not have a practice, or certification to educate the subject. By the carrier's own

guidelines, these educators are unfit. We consider that, due to “teacher’s shortage” in many states and districts; schools take whoever applies without even qualification. In another, teaching career does not attract the most applicants, because it does not greatly pay and is also not socially rewarding.

As well, there is another crisis in terms of teaching, that one of the most disturbing features of the National Association of Colleges and Employers review was the realization that considerable numbers of students at the middle and high school levels are being educated by mathematics and teachers who are “out of field” as it is illustrated at the following figure:

Figure 3: Many Students Taught by Out-Of-Field Teachers



Adopted from: “Teachers and the Uncertain American Future” by Center for Innovative Thought, 2006

Really, the information in this figure is significantly disturbing, as we have seen the most shockingly at the middle school level. In terms of the position of bilingual education and the teaching of English as a second language is similarly worrying. For example, 40% of middle school students in physical sciences are taught by unqualified teachers,

with also a big amount in biology approaching 30%, and approximately 13% in foreign language, and that in math exceeding 20%.

The third issue in American education is its decentralization system, as we have mentioned before in the second chapter, the American educational system is characterized by its highly decentralization, and the federal government is not heavily involved in determining curriculum or educational standards. That means it is not completely uniform the nation over, with each state making its own particular systems.

So according to Mitchell (2014) who defines decentralization as; to decentralize is “to distribute the administrative powers or functions of (a central authority) over a less concentrated area.” since the late 1700's, America has been known as "The Grand Experiment.” That makes her so unique in relation to whatever remains of the world and her government system. This government is not just for the individuals, and by the individuals; legislature is one of the first to decentralize the force. Some may contend that this choice by the establishing fathers was a wrong one; others contend that it's one of the best choices that have ever been made for the US. (Par.4 Mitchell)

There is another definition which is stated by Hanson (1997) “Decentralization typically transfers tasks and work, but not authority, to other units within an organization” we think that, decentralization cannot brace creativity without also betting corruption. Schools with flexibility to buy classroom PCs, personnel computers, without ambling offering likewise have opportunities to demand rewards. A central that can pick eccentrically qualified hopefuls, slighting certifications and test scores, can in like manner isolate in joining teachers or guardians. (Par.6 “the School Failure Myth in Perspective”)

Besides, the distinct disadvantage to the decentralized system is the local school districts. Because, local school districts frequently levy property taxes, which are the

main subsidizing for the public school system. One of the issues that emerge in light of the overwhelming dependence on the local property tax is an inequality in the nature of education received by the students. In that sense, wealthy communities can pay for more per student than poorer communities; consequently, the disparity in wealth affects the quality of education that received by children. As well, a real plus to the thought is the way that not all students are focused on the same subjects of study, which permits every student to work in a certain field.

Forth, the social promotion issue is also considered as a main factor in these crises; According to J. Aldridge “Social promotion is the practice of promoting students to the next grade even though they have not acquired minimum competencies expected of that grade.” That means children routinely move up the grade level, despite of their real capacities. The idea is not to wipe out the self-esteem “a feeling of having respect for yourself and your abilities” of children. But, indeed, children who do poorly at school are not supported to improve because they are sure they will pass anyway, thus; teacher’s assessment of student becomes insignificant and that’s why the most teachers are unqualified.

Furthermore, we can say that this practice is not in the best interest of students, schools, businesses, colleges, and the communities because it gives some students the false sense that they have mastered essential skills for later achievement. In spite of the prevalence of social promotion issue, we did not find any data statistics about the number of students that socially promoted every year because few schools districts report these data and other districts have only limited data.

Fifth, the lack of a core national curriculum for all American students is too criticized. For example, subjects in American schools such as: history, geography or foreign languages are optional. While English, Science, and Mathematics students can pick the

subjects they want to study. For instance, “Less than 50% study a second language” (Pauwels 90) for instance, American schools additionally cover an excess of subjects on a trivial level. Analysts assert this "self-service" ,the serving of oneself, education is not dependable and that all children ought to educate from the same curriculum.

Therefore, the move towards Common Core State Standards and the two consortium creating evaluations have driven some to promote for a typical center or national curriculum. As called for by the Albert Shanker Institute in A Call for Common Content: “Core Curriculum Must Build a Bridge from Standards to Achievement.”(*Education in Crisis Situations* 35) That means the national curriculum has different difficult issues as demonstrated in closing the door on innovation and this reaction incorporates the next concerns:

- No constitutional or statutory basis for national standards, national assessments, or national curricula.
- No consistent evidence indicates that a national curriculum leads to high academic achievement.
- Developed national standards are inadequate for basing a national curriculum as planned by the administration.
- No body of evidence recommends a “best” design for curriculum sequences in any subject.
- No body of evidence justifies a single high school curriculum for all students. (Par.3 “The Truth in American Education”)

We can say that the most American student are not learning the skills and knowledge as it should be, even the fundamental skills as reading and writing are not totally mastered when they leave the high school. Generally, high school students have a reduced academic record, for example, they score approximately constantly last in

mathematics and sciences, in international tests. According to Pauwels “in one particular test, it was discovered that a third of American children had no idea where France was, and that 36% did not know their country had fought a war in Vietnam.” As well as, according to National Assessment of Education Progress ,“Two out of three eighth-graders can’t read proficiently, For African-American and Hispanic students across the country, dropout rates are close to 40%, compared to the national average of 27 %, and Seventy-five percent of students are not proficient in civics.”(Par.5 “NAEP”)

The sixth issue is “crime and violence schooling” The inner cities schools often face a high dropout rate and endemic violence problems. Vandalism, drugs and crime are an everyday reality. In some schools there are metal detectors to keep guns and knives out of the classroom. For example, “in Paducah, Kentucky, where three students were killed and five wounded. Even educators are the target of violence, as evidenced in the shooting death of a teacher in Fort Lauderdale, Florida. In the period from October 1, 1997 to May 26, 2000, there were at least 12 major incidents of school violence. Those incidences left 30 dead and 75 wounded or hurt.” (*The Education Crisis* 7)

Knowing that, these terrible crimes happened only in terms of school shootings, in addition to “In 1999 alone, there were about 2.5 million crimes involving theft or violence at school. Students between the ages of 12 and 18 were the victims. Of that 2.5 million, 186,000 suffered violent crimes, including rape, sexual assault, robbery and aggravated assault.”(*The Education Crisis* 8) we think that, on the top of these realities that school is just not a sheltered place any longer, and the merry days of sending your children off to class are Gone . Not just do families need to be concerned with their youngster's security to and from school, but, progressively; they have to be concerned with his security at school.

Further to these awful crimes, there is an additional issue adding to the decay of the American education system is the prevalent drug use. Yet, drug and alcohol testing and misuse amongst high school seniors have stayed at a high level. Many newspapers articles are loaded by tragic deaths of students whose early died because of drunk driving either their own or someone else's.

For instance, "a recent survey of high school seniors revealed that 80 percent have consumed alcohol. Fifty percent admitted to using alcohol in the thirty days prior to the survey" (*The Education Crisis* 8) we can say from these bad facts that it is far easier to drug a child into obedience than to treat the real reason of his behavioral troubles. Moreover, indeed, it is mostly extent in charge of an entire generation of exceptionally youthful youngsters being set on psychotropic substances, including "Ritalin and Adderall" The Drug Enforcement Agency (DEA) has grouped Ritalin as a calendar two medication practically identical to cocaine. Yet, 15% of American children use these substances. And over 20 million prescriptions for these stimulants were written in one year alone, all used to treat (ADHD) Attention Deficit Hyperactivity Disorder, attention and inhibitory control.

5. Relationship between education and conflict:

The relationship among education and conflict is not apparent. Education may have potential for fortifying social unity, rending it, or making more perplexed reaction. (*Education in Crisis Situation* 25) in any attempt to debate education especially in a public meeting often devolves into discussion and heated conflict. May be because a lot of Americans do not faith others to teach their children, but at the same time there is also a large number of school personnel are observer to some horrific parenting at home, thus in this point the conflict is started.

In that sense, parents and society both everywhere have a vested, self- interested portion in the education of their youngsters. Numerous parents see their kids as an expansion of themselves, with the capability of getting to be more, and better than the folks with direction around the pitfalls which the parents experienced.

Therefore, Schools and instructors have their own safety problems, funding and pay problems, and respect issues vested in the education of their students, adding to the obvious goal of building student's possibilities for advanced education or professional parts in adulthood. That means in America, parental and school goals and interests in the student conflict, turn into a cause of mistrust and non-interaction.

Finally, we think that the conflict arises when one or more participants view the current system or relationship as not working. At least one party is so dissatisfied with the status quo, that he or she is willing to speak-up in hopes of improving the situation. In spite of the fact that education may make conflict; it is additionally credited with resolving it, and is regularly viewed as a key instrument for re-building.

6. The impact of social history on education (slavery and racism):

The history of education in America, or basics of education coats the tendencies in educational philosophy, policy, institutions, further to formal and informal education in America from the 17th century to nowadays.

A. Slavery's impact on Education:

“One of the most brutal institutions humanity has created ceased to exist throughout the majority of the world only 150 years ago. Slavery, the concept of one man owning another, tore apart families, dehumanized people for centuries, and crushed millions of people's will to live.” (Par. 7 Mahmood) The impacts of slavery were destroying not only in the times it was experienced, but rather it has enduring effects all through America. One of the ways slavery influenced the individuals entangled in its hold was that it

delayed their capacity to get any type of education. So its deadly hold starved individuals from education In America.

Consequently, the effects of hundreds of years of slavery are still being felt in America. For example, Programs such as Affirmative Action have attempted to fight the racial hole in many of schools and universities. Whilst the annihilation of slavery in 1865 and the later Civil Rights movement have helped African Americans get a better education, a distinctive hole exists among the educational system. On the other hand, recently, the gap has stopped to reduce, because still confirming the persistence of deeply-rooted racial inequality regardless of the observed process of convergence. (Par.8 Mahmood)

Another path in which the impacts of slavery can be seen is in the presence of wage disparity. Although, the racial hole exists in the instructive field, we also find it in the economic side, demonstrating an immediate relationship between instruction and financial prosperity. “While the countries in which slavery was used as a means of labor do not exhibit qualities of underdevelopment with respect to countries of similar backgrounds without slavery.”(Par.8 Mahmood) we consider that there is an obvious existence of income disparity, thus, the effect of slavery on present income inequality is firmed by racial inequality.

We can say that at the point when taking an overview at the historical background of slavery and the disturbing impacts it had on mankind, slavery in the American nation is by and large highlighted and analyzed; causing on numerous neglect to recall the real source of the slaves. Also slavery not just crushed the individuals who were gotten in its grasp; however it additionally crushed the economies of the nation’s trading the slaves.

B). the Impact of Racism on Education:

The existence of Racism's continued has held back the progress of humanity in general. The educational hole among African American students and students of other races will keep on existing until racism stops to exist inside all people kinds, not simply whites. African Americans must be able to defeat the hundreds of years old concept that they are lesser than other races. Only then will we again start to see a decrease in the educational gap. (Par.4 "the history of Racism")

Moreover, for many years ago, education was segregated in America or even just accessible based upon race. Early incorporated schools, for example, the Noyes Academy, established in 1835, in Canaan, New Hampshire, were for the most part met with furious nearby resistance. Generally, African Americans got next to no to any formal education before the Civil War some free blacks in the North controlled to become educated.

For example, in the South of America where slavery was legitimate, numerous states had laws forbidding education subjugated African Americans to read or write. Some of them taught themselves, and others gained from white mates or more moderate experts, but most were not ready to teach how to read thoroughly and write. Schools with the expectation of complimentary non-white individuals were secretly run and sustained, as were the vast majority of the restricted schools for white children. Poor white youngsters did not go to class. The richer grower hired coaches for their youngsters and sent them to private institutes and universities at the appropriate age. (Par.4 "the history of Racism")

We can say about the relationship between Slavery and Racism is the racism ingrained itself into the hearts of not only the white people who abused its power, but the African Americans upon whom it was subjected. Thus the elimination of slavery, while helping in the improvement of African American education, could not stop to rid of the racial hole due to the persistent existence of racism within the American people.

7. Conclusion:

The lack of better education often leads to unqualification and unemployment. Because without a balanced, adjusted, taught citizenry having exclusive expectations, morals and ethics, a country can't want to keep up or development its position on the world. In addition, the main three subjects as reading, mathematics, and sciences are the tools that permit a society to develop, achieve, proceed and excel, thus; if the American educational system cannot correctly teach each generation of children to realize proficiency especially in these three subject areas, not only will it have failed, but so will the nation.

That signifies to the lack of teaching these true values in schools is clearly responsible for the continued poor performance of students in critical areas of learning and the deterioration of student behavior. We can conclude that during an era when America is progressively tested for world strength as a financial and military superpower, her educational system is failing.

General conclusion:

In general, once the educational system is founded on the wrong base. That wrong base is the main cause for the crisis in education, which leads to the rise in depravity and abuse, and the decrease in right behavior among children and society. Also the Inequality is at the heart of this education crisis. If any people do not operate swiftly, educational inequalities will become an even bigger source of division, both within and among social orders. Thus, the deep and continual inequalities in access to school are reflected in learning success while at school. As well as, the crisis in education is also undermining a common sense of global citizenship because it destroys the wish and confidence of all generations.

Particularly, the American educational system is constantly a hot-button (debatable) topic. From what should be educated to how to pay for education to how to maintain children safe in schools, these heated discussions emerge and increase rapidly, both inside the scholarly society and among the general public.

In US, there are huge numbers of dropouts and high school graduates who cannot read or count at proper levels. Almost invariably, however, these are students without a constant school practice because who have often moved, have no steady home support, or arrive from violence, alcohol or drug dominated society.

The difficulties facing the education system are not going to just go away. Consequently, in order to fix the broken parts of the system and develop education, there must be extreme change in the system itself and throughout society. In addition a social conflict will have to take place in order to convince the government to act on reforming the education system. So to achieve the quality of education that society will request, the government will have to reinvent the system of public schools. This will transform the mode in which Americans are formally educated.

However, the intrinsic problems in the American school system are too complex to be just solved, “such as unqualified teachers, economic problems (the lack of government funding), unbalanced system (decentralization), social promotion issues, curriculum implementation (the lack of a core national curriculum) and the widespread of crime, drug, and violence schooling” by money or by some reform for example. Although the American educational system portrays by the colossal size, apparent decentralization and increase diversity, but the lack of organization and administration and the shortening of authorities towards education are partly contributed to its terrible educational failure.

Throughout America’s history parents, teachers, and government administrators have been discussing what alterations must be realized for American children to obtain every chance possible to gain an education that will prepare them for the future. However these hails for reform are so demanding that many times the reforms formed to please the people are pushed through so fast those results are never completely considered.

recently, there are some governmental efforts to remake this fail-system such as the two federal programs that have required to reconstruct the American educational system; the first one by W. Bush “No Child Left Behind” in 2001, that wanted to use standards and accountability to shove all students to proficiency by next years, and the second one by B.

Obama, “Race to the Top” which is as an administration plan that has attempted to incentivize change by offering competitive funds to states pursuing reform programs. Unfortunately, all these actions have created progress in few areas, but they have not led to prevalent improvement because most of these solutions are only superficial. That’s why American schools still languish in the middle of best global grades.

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