

A Cross-Cultural Outline of Education

I. On what does the educational process focus?

1. Environment (other than human)
 1. Flora
 2. Fauna
 3. Climate
 4. Geographical features
 5. Anthropomorphized flora
 6. Anthropomorphized fauna
 7. Anthropomorphized or zoomorphized machines
 8. Anthropomorphized or zoomorphized natural phenomena other than flora or fauna (winds, rivers, mountains, etc.)
 9. Space
 10. Time
 11. Motion
 12. Space-time-motion
 13. The world view of the culture
 1. Isolate-static
 2. Communicate-changing
 1. Engulfing
 3. Hostile or pacific
 1. Hostile
 2. Pacific
 3. Selectively hostile or pacific
 4. Geographical position of places studied
 1. Near: own town, state or province, village, tribe
 2. Near-distant: other states or provinces, nation in general; other villages or tribes
 3. Distant: other lands
 5. Temporal position
 1. Immediate
 2. Contemporary
 3. Near past
 4. Distant past
 5. Mythological past
 14. Clothing
 15. Food
 16. Transportation and communication
- 2a. Values
 1. Good and bad: moral rules
 2. Work, success, failure
 3. Being on time
 4. Culture
 5. Proper dress
 6. Strength, activity, power
 7. Beating the game
 8. Politeness, tact
 9. Cooperation, helpfulness, togetherness
 10. Patriotism
 11. Cleanliness, orderliness
 12. Thrift, saving, don't waste
 13. Parents are good
 14. Prettiness, beauty
 15. Love
 16. Mother, motherhood
 17. Happiness
 18. Competitiveness
 19. Equality
 20. Novelty, excitement
 21. Pride

22. Knowledge as value
23. The "beautiful person"
24. Private property
25. Democracy
26. Family
27. Responsibility
28. Generosity, doing more than required, non-commercialism
29. The state
30. Deference
31. Enlightened self-interest
32. Independence, toughness
33. Physical intactness
34. Sense of emergency
35. Constancy
36. Solicitude for others, kindness
37. Composure under stress
38. Courage
39. Knowledge as means to an end
40. Compromise
41. Fun, relaxation
42. Friends, friendship, faithfulness
43. Fairness
44. Flattery, empty praise
45. Honor (integrity), personal autonomy
46. Self-restraint
47. Trying hard, don't give up
48. Fame, ambition
49. Honesty
50. Prestige
51. Niceness, likeableness
52. Respect for authority
53. Excitement
54. Gentleness, non-violence
55. Speed, alertness
56. Sacredness, etc., of parents
57. Flexibility
58. Modesty
59. Tolerance
60. Freedom
61. Peace
62. Progress
63. Wealth
64. U.S.A.
65. Loyalty
66. Money, greed, etc., are corrupting
67. Smartness, cleverness, thinking
68. Profit
69. Size
- 2b. Value conflict
3. Institutions
 1. Social structure
 2. Religion
 3. Economic system
4. Technology, machines
5. Reading, writing, and arithmetic
6. Social manipulation
 1. Recognition-seeking behavior
 2. Manipulation of others
 3. Manipulation of self
7. Responsibility
8. How to compete
9. How to take care of others

10. Use of the mind
 1. How to think
 2. Disjunction
 1. When to disjoin
 2. How to disjoin
 3. From what to disjoin
 3. Concentration
 1. Interest stimulation defining purpose; motivation
 2. Force
 3. Shutting out external stimuli
 4. Visualization
 5. Focused retention
 4. Preparation of the mind
 5. "Mental discipline"
 11. Body parts or functions
 1. The voice
 2. The sphincters
 3. Care of the body (like getting enough rest)
 4. Posture
 5. How to relax
 6. The mouth
 12. Art
 13. History
 14. Some other facts about which information is communicated
 1. About systems of rewards and punishments
 2. About what the culture promises its members
 3. About permitted and forbidden activities
 4. About how to get pleasure and avoid pain
 5. About whom to love and whom to hate
 6. How to handle frustration
 7. The difference between the real and the manifest (this refers to situations in which an effort is deliberately made to enable the child to see "behind" the obvious)
 8. About death
 9. About sex relations
 10. About race, class, or ethnic differences
 - 15a. Instruction in identifiable adult tasks
 - 15b. Teaching about adult tasks
 16. Scientific abstractions
 17. Science (general)
 18. Routine procedures
 19. Childish handiwork
 20. Cultural stereotypes
 21. Warfare and associated activities
 22. Safety
 23. Songs, music
 24. Mythology
 25. The object system
 26. Games
 27. Cultural fictions
- II. How is the information communicated (teaching methods)?
1. By imitation
 2. By setting an example
 3. By instruction in schools, ceremonials, or other formal institutions
 4. By use of punishments
 5. By use of rewards
 6. Problem-solving
 7. Guided recall
 8. Giving the child tasks to perform beyond his immediate capacity
 1. Jamming the machine
 9. Mechanical devices
 10. By kinesthetic association
 11. By experiment
 1. By teacher
 2. By pupil
 12. By doing
 13. By symbolic association
 14. By dramatization
 15. By games or other play
 - 16a. By threats
 - 16b. By trials
 17. By irrelevant association
 18. By relevant association
 19. Through art
 1. Graphic
 2. Music, general
 3. Songs
 4. Literature (stories, myths, tales, etc.)
 20. By stating the opposite of the truth ("Water's a solid, isn't it?"); writing antonyms
 21. By holding up adult ideals
 22. Acting in undifferentiated unison
 23. Physical force
 24. By positive or negative assertion
 25. Repetition
 26. By specifically relating information to the child's own body, bodily function, or experience
 - 27a. Through ego-inflation
 - 27b. Through ego-deflation
 28. Through use of humor
 29. By telling
 30. By watching
 31. By listening
 32. Question and answer
 1. Teacher question, pupil answer
 2. Pupil question, teacher answer
 33. Holding up class, ethnic, national, or religious ideals
 34. By doing something on his own
 - 35a. By repeating the child's error to him
 - 35b. By repeating the child's correct answer
 36. By accusing
 37. By following a model
 1. Human
 2. Non-human
 38. By comparison
 39. By filling in a missing part
 40. By associative naming (e.g., a book mentions gingham as a material, and teacher asks students if they can name other materials)
 41. By identifying an object (like going to the board and underlining "a noun" in a sentence)
 - 42a. By group discussion
 - 42b. By class discussion
 43. Physical manipulation
 1. Bodily manipulation
 2. Bodily mutilation and other physical stresses
 44. Rote memory
 45. By working together with a student (as when teacher and student work together to make a battery, or as when teacher and student go over reference books together)
 46. Through special exhibits
 47. By having children read substantive materials (e.g., reading the chemistry lesson in the reader)
 48. By putting the child on his mettle ("Now let's see how well you can read.")
 49. Through group projects
 50. By giving procedural instructions

51. By demanding proof
52. Through reports by students
53. By pairing (e.g., one child gives a word and calls on another child to give a sentence with the word; one child gives the state and another gives the capital)
54. By asking for volunteers
55. Through isolating the subject

III. Who educates?

1. Males or females?
2. Relatives or others?
3. On which age group does the burden of education fall?
 1. Peers
 1. Boy
 2. Girl
 2. Older children
 1. Male
 2. Female
 3. Adolescents
 1. Male
 2. Female
 4. Adults
 1. Male or female
 2. Younger or older
 3. Married or unmarried
 5. Others
4. Is education by "successful" people?
5. What rewards accrue to the educator?
 1. Enhanced status
 2. Material rewards
 3. Emotional satisfactions
6. Are there education specialists?
7. Does the educator wear distinctive dress or other insignia?
8. Is the educator of the same or of a different social group from that of the person being educated? (national, racial, class, etc.)

IV. How does the person being educated participate? (What is his attitude?)

1. Accepting
2. Rejecting, resistive
3. Bored, indifferent
4. Defiant
5. Inattentive
6. Social closeness of teacher and child
7. Social distance of teacher and child
8. Finds the process painful?
9. Finds the process gratifying?
- 10a. Competitively
- 10b. Cooperatively
- 11a. With inappropriate laughter
- 11b. Ridiculing peers
12. Laughter at humor of peers or teacher
13. Overt docility
14. Eagerly
 1. Facial expression
 2. Hand-raising
 3. Talking out
 4. Heightened bodily tonus
15. Through making independent decisions and suggestions
16. Asks for clarification, direction, etc.
17. Through spontaneous contributions or other demonstrations not precisely within the context of the lesson
18. Through spontaneous contributions within the context of the lesson

19. Attentively
20. Spontaneously humorous
21. Spontaneously expressive
22. Approaches teacher physically
23. Mobile—free
24. Immobile—constricted
25. Through performing special assigned tasks
- 26a. Hostile to peers
- 26b. Protective of peers
27. Diversion to peers
28. Anxiously
29. Disjoined hand-raising
30. By whispering to teacher
31. Laughs at peers
32. Corrects teacher
- 33a. Disruptively
- 33b. Critically
 34. By carping criticism
 35. By praising work of peers
 36. Dishonesty, cheating, lying, etc.
 37. Attempts to maintain order
 38. Guiltily
 39. With sense of inadequacy
 40. With sense of adequacy
 41. By copying from peers
 42. Attempts to control the class
 43. No response
 44. Uses teacher's last name
 45. Uses teacher's first name
 46. Calls out to teacher
 47. Uses kinship term
 48. By public performance

V. How does the educator participate? (What is his attitude?)

1. Eagerly
 1. Facial expression
 2. Bodily movement
 3. Tone of voice
 4. Heightened bodily tonus
2. Bored, uninterested, etc.
3. Embarrassed
- 4a. Dominative
- 4b. Integrative
5. Insecure
6. Politely
7. Enjoys correct response
8. Resents incorrect response
9. Can't tell
10. Seeks physical contact with person being educated
11. Acceptance of blame
12. Putting decisions up to the children
13. Discouraging
14. Encouraging
15. Hostile, ridiculing, sarcastic, belittling
16. Relatively mobile
17. Relatively immobile
18. Personalizing
 1. Use of request sentence with name
 2. Use of name only
 3. Use of hand-name technique
 4. Use of equalizing, leveling term like "comrade"
19. Depersonalizing
 1. Use of class seating plan for recitation in succession
 2. Use of "next" or some such impersonal device

3. Use of "you" instead of name
 4. Pointing, nodding, looking
20. Irritable
 21. Accepts approach
 22. Repels approach
 23. Accepting of child's spontaneous expressions
 24. Rejecting of child's spontaneous expressions
 25. Humorous
 26. Handles anxiety, hostility, discomfort, etc.
 27. Acts and/or talks as if child's self-image is fragile
 28. Acts and/or talks as if child's self-image is irrelevant
 29. Defends child against peers
 30. Responds to non-verbal cue other than hand-raising
 31. Excessively polite
 32. Keeps word
 33. Fails to keep word
 34. Praises and rewards realistically
 35. Praises and rewards indiscriminately
 36. Critical (does not point out good things in student's work)
 37. Does not reward correct answer or good performance
 38. Does not punish incorrect answer or poor performance
 39. Acknowledges own error
 40. Uses affectional terms like "honey" or "dear"
 41. Awakens anticipation ("Now we are going to get some nice new books.")
 42. The inclusive plural
- VI. Are some things taught to some and not to others?
1. Do different age groups learn different things?
 2. Do the sexes learn different things?
 3. Are different groups taught different things?
- VII. Discontinuities in the educational process
1. Discontinuities between age-periods
 1. In regard to techniques
 2. In regard to values
 2. How do all of these apply between the sexes?
 1. Are discontinuities different for boys and girls?
 2. The secrecy of initiation rites
- VIII. What limits the quantity and quality of information a child receives from a teacher?
1. Methods of teaching
 2. Available time
 3. Quality of equipment
 4. Distance from the object
 5. Ignorance or error of teacher
 6. Stereotyping of the object
 7. Failure of teacher to correct pupil's mistakes
8. Failure of teacher to indicate whether the pupil's answers are right or wrong
 9. Failure of teacher to respond to a question
 10. General vagueness or fumbling of the teacher
- IX. What forms of conduct control (discipline) are used?
1. Relaxed
 2. Tight
 3. Sense of propriety
 4. Affectivity
 5. Reprimand
 1. Direct
 2. Gentle
 3. Mixed ("We like for you to have an opinion but it is childish for you to shout out your numbers like that.")
 4. Impersonal ("Some of you are holding us up.")
 6. Ridicule
 7. Exhortation ("How can I teach you if you keep making so much noise?")
 8. Command
 9. Command question or request
 10. "We" technique
 11. Instilling guilt
 12. Cessation of activity
 13. Group sanction
 14. Threat
 15. Putting the child on his mettle
 16. Non-verbal signal
 17. Reward
 18. Promise of reward
 19. Special stratagem
 20. Awakening fear
 21. Using a higher power
 1. Human
 2. Non-human
 22. Exclusion
 23. Punishment
 24. Encourages peer-group control
- X. What is the relation between the intent and the results of education?
1. Relatively high correlation between intention and results
 2. Relatively low correlation between intention and results
- XI. What self-conceptions seem reinforced?
1. Ego-forming factors
 1. Syntonic: praise, support, status inflation
 1. Grandiose self-conception
 2. Dystonic: blame, shame, guilt, fright, exclusion, depersonalization
- XII. How long does the process of formal education last?