P. R. Portes, T. E. Cuentas, and M. Zady, "Cognitive socialization across ethnocultural contexts: Literacy and cultural differences in intellectual performance and parent–child interaction," *Journal of Genetic Psychology*, 161 (2000), 79–98.

H. Pullmann, J. Allik, and R. Lynn, "The growth of IQ among Estonian schoolchildren from ages 7 to 19," *Journal of Biosocial Science*, 36 (2004), 735–40.

N. Rao and S. M. Stewart, "Cultural influences on sharer and recipient behavior: Sharing in Chinese and Indian preschool children," *Journal of Cross-Cultural Psychology*, 30 (1999), 219–41.

L. W. Rodney, D. L. Johnson, and R. P. Srivastava, "The impact of culturally relevant violence prevention models on school-age youth," *Journal of Primary Prevention*, 26 (2005), 439–54.

D. Rudy and J. E. Grusec, "Authoritarian parenting in individualist and collectivist groups: Associations with maternal emotion and cognition and children's self-esteem," *Journal of Family Psychology*, 20 (2006), 68–78.

S. M. Stewart, M. H. Bond, W. Chan, R. M. Zaman, R. Dar, and M. Anwar, "Autonomy from parents and psychological adjustment in an interdependent culture," *Psychology and Developing Societies*, 15 (2003), 31–49.

T. Tulviste, "Sociocultural variation in mothers' control over children's behavior," *Ethos*, 32 (2004), 34–50.

I. A. Valdivia, B. H. Schneider, K. L. Chavez, and X. Chen, "Social withdrawal and maladjustment in a very group-oriented society," *International Journal of Behavioral Development*, 29 (2005), 219–28.

R. E. Varela, E. M. Vernberg, J. J. Sánchez-Sosa, A. Riveros, M. Mitchell, and J. Mashunkashey, "Parenting style of Mexican, Mexican American, and Caucasian-non-Hispanic families: Social context and cultural influences," *Journal of Family Psychology*, 18 (2004), 651–57.

P. G. Vinden, "Children's understanding of mind and emotion: A multi-culture study," *Cognition & Emotion*, 13 (1999), 19–48.

Q. Wang, "The emergence of cultural self-constructs: Autobiographical memory and self-description in European American and Chinese children," *Developmental Psychology*, 40 (2004), 3–15.

Q. Wang and M. D. Leichtman, "Same beginnings, different stories: A comparison of American and Chinese children's narratives," *Child Development*, 71 (2000), 1329–46.

Q. Wang, M. D. Leichtman, and K. I. Davies, "Sharing memories and telling stories: American and Chinese mothers and their 3-year-olds," *Memory*, 8 (2000), 159–78.

T. S. Weisner, "Introduction,' in T. S. Weisner (ed.), *Discovering Successful Pathways in Children's Development: Mixed Methods in the Study of Childhood and Family Life* (Chicago, IL: University of Chicago Press, 2005), pp. 1–20.

20   Designing, implementing, sustaining, and evaluating idiocultures for learning and development: The case study of the Fifth Dimension

Michael Cole

Of the multitude of contributions that Çiğdem Kağıtçıbaşı has made to our understanding of culture and human psychological development, I focus here on her achievements in the creation of development-promoting early childhood education. The work that I present does not approach in scale that which Professor Kağıtçıbaşı has accomplished in her native land of Turkey. However, I hope that the model underlying the project I describe will provide ways to think about two important issues facing developmentalists today. First, how to design development-enhancing environments for culturally diverse populations of children living in a wide variety of socio-ecological conditions. Second, how to create modes of higher education that will produce young practitioners who are capable of implementing and developing such environments.

Designing education after school

The first peculiarity of the approach adopted in the project described here is that it is designed to take place in the *after*-school hours. Consequently, it presupposes the existence of a society where schooling is pervasive, if not universal, and cultural circumstances where children's after-school hours are not highly institutionalized; rather, they are characterized by a great variety of arrangements, including participation in unsupervised play, attendance at various kinds of youth clubs, formal or informal sports activities, and various cultural enrichment activities such as music, dance, art, and the like.

It also presupposes that the society in question has a variety of institutions of post-secondary education, designed to train experts in a variety of knowledge required for participation in advanced industrialized societies with their expectations of high levels of literacy and numeracy, and specialized technical knowledge. Such social conditions ordinarily co-occur and, to one degree or another, currently exist in many