

## GUAM BEHAVIOR

|  | <b>Traditional</b>  | <b>Contemporary</b>  |
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| <b>What kinds of discipline are used for different behaviors?</b>            | <ul style="list-style-type: none"> <li>• Respect is very important</li> <li>• Parents had absolute authority over children</li> <li>• Corporal punishment e.g. spanking with belt, or hitting with hands</li> <li>• Denial of privileges. Given a lot of housework and not able to go out with friends</li> <li>• Village council determined punishment for behaviors that were unacceptable within the village; usually the family paid for the misconduct through fines (monetary, fine mats, etc.)</li> <li>• Scolding, shaming, and admonishing</li> </ul>          | <ul style="list-style-type: none"> <li>• Less corporal punishment now</li> <li>• More verbal discipline</li> <li>• Grounded from going out; talking on the phone or using computers/ electronics</li> <li>• Westernized forms of punishment (restriction and time-out corners)</li> <li>• New laws took away some parental authority over children (child abuse laws)</li> </ul> |
| <b>What are acceptable and unacceptable behaviors for males and females?</b> | <ul style="list-style-type: none"> <li>• Strict rules of courtship: unmarried young women were chaperoned at social activities; courting couples were not allowed to meet unsupervised</li> <li>• Women were strictly protected and forbidden to smoke, drink, and be out alone in public</li> <li>• Girls helped their mothers with household tasks; boys protected their sisters and helped with farm and outdoor tasks</li> <li>• Children regardless of age respected their parents and elders and did not answer back/question their parents' decisions</li> </ul> | <ul style="list-style-type: none"> <li>• More freedom for young people</li> <li>• Couples date freely and unsupervised</li> <li>• What's good for one gender is acceptable for the other</li> <li>• Signs of disrespect and disobedience toward parents, (answering back, expressing defiance) is more common</li> </ul>   |
| <b>Who has the responsibility of disciplining children?</b>                  | <ul style="list-style-type: none"> <li>• Mothers were responsible for teaching children about proper behaviors and punishing them for misbehaviors</li> <li>• Older children were responsible for younger children</li> <li>• Discipline was the woman's domain; father stepped in only when mother tried and child refused to listen</li> </ul>  | <ul style="list-style-type: none"> <li>• Same as traditional</li> <li>• Women are still primarily responsible</li> <li>• Working couples are beginning to share the responsibility for disciplining the children</li> </ul>  |

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| <b>How is children's behavior controlled and misconduct eliminated?</b> | <ul style="list-style-type: none"> <li>• Strict discipline (scolding, spanking, pinching, or assigning chores) and harsh punishment</li> <li>• All elders were expected to discipline children</li> <li>• Older children disciplined younger children</li> </ul>   | <ul style="list-style-type: none"> <li>• Sometimes grandparents, aunts, and uncles are authorized to discipline children; less corporal punishment and more denial of privileges</li> <li>• Parents are more apt to call government agencies for support</li> <li>• Harsh punishment is not condoned by law (parents aware of child abuse laws)</li> </ul>   |
| <b>What role does language or dialect play in social control?</b>       | <ul style="list-style-type: none"> <li>• Chamorro was the common language and the only language used in ordinary communication; also used in prayers and religious instruction; never formally taught as a language in the schools</li> <li>• During Spanish and Japanese occupations, Chamorro remained the language of Guam</li> </ul>   | <ul style="list-style-type: none"> <li>• Following the Organic Act of Guam, English became the dominant language of Guam and Chamorro was banned in schools because it was thought to hamper learning of English</li> <li>• Chamorro/English are both official languages of Guam, but the dominant language is English</li> <li>• English is used more frequently by the younger generation</li> </ul> |
| <b>What are the stories/proverbs associated with behavior control?</b>  | <ul style="list-style-type: none"> <li>• Legend of Sirena, a young girl who consistently angered her mother by going to the beach to swim instead of completing her tasks. Exasperated, the mother decided to put a curse on Sirena and change her into a fish. At that moment, Sirena's godmother appeared and told the mother that she could only change Sirena from the waist down (godmother had the right from the waist up) – illustrates the importance of obedience and the power of the mother and the godmother</li> </ul> | <ul style="list-style-type: none"> <li>• Same as traditional</li> </ul>  |

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| <p><b>What are the stories/proverbs associated with behavior control?</b></p> | <ul style="list-style-type: none"> <li>• <i>Guse'ña magacha' un dakon ki un kechao</i>: It is easier to catch a liar than a lame</li> <li>• <i>Munga tumula hulo' sa' siempre hinegsen papa' hao</i>: Don't spit upward as it may hit you on the way down (watch what you say because it may come back to haunt you)</li> <li>• <i>Nangga ya i kamyo un tinina</i>: Do not boast or brag, let others acknowledge your deeds</li> <li>• <i>I taotao ni kumekuentos yangen ti lalayo pues malalago</i>: One who talks is either envious or jealous</li> </ul> | <ul style="list-style-type: none"> <li>• Same as traditional</li> </ul> |
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