

Coming of age in Samoa; a psychological study of primitive youth for western civilisation - Scholar's Choice Edition

By Margaret Mead

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Editorial Review

Review
"Illuminating and interesting . . . Corroborates, through practical demonstration, the psychosexual theories promulgated by Freud and his pupils." -- -- *Dr. A. A. Brill*

About the Author

Margaret Mead (1901-1978) was associated with the American Museum of Natural History in New York for over fifty years, becoming curator of ethnology in 1964. She taught at Columbia University and the New School for Social Research as well as many other universities throughout her lifetime. Some of her books include Culture and Commitment, Continuities in Cultural Evolution, andThe Mountain Arapesh.

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Chapter One

Introduction

During the last hundred years parents and teachers have ceased to take childhood and adolescence for granted. They have attempted to fit education to the needs of the child, rather than to press the child into an inflexible educational mould. To this new task they have been spurred by two forces, the growth of the science of psychology, and the difficulties and maladjustments of youth. Psychology suggested that much might be gained by a knowledge of the way in which children developed, of the stages through which they passed, of what the adult world might reasonably expect of the baby of two months or the child of two years. And the fulminations of the pulpit, the loudly voiced laments of the conservative social philosopher, the records of juvenile courts and social agencies all suggested that something must be done with the period which science had named adolescence. The spectacle of a younger generation diverging ever more widely from the standards and ideals of the past, cut adrift without the anchorage of respected home standards or group religious values, terrified the cautious reactionary, tempted the radical propagandist to missionary crusades which might be urged upon the teacher. The theorist continued to observe the behaviour of American adolescents and each year lent new justification to his hypothesis, as the difficulties of youth were illustrated and documented in the records of schools and juvenile courts.

But meanwhile another way of studying human development had been gaining ground, the approach of the anthropologist, the student of man in all of his most diverse social settings. The anthropologist, as he pondered his growing body of material upon the customs of primitive people, grew to realise the tremendous rôle played in an individual's life by the social environment in which each is born and reared. One by one, aspects of behaviour which we had been accustomed to consider invariable complements of our humanity were found to be merely a result of civilisation, present in the inhabitants of one country, absent in another country, and this without a change of race. He learned that neither race nor common humanity can be held responsible for many of the forms which even such basic human emotions as love and fear and anger take under different social conditions.

So the anthropologist, arguing from his observations of the behaviour of adult human beings in other civilisations, reaches many of the same conclusions which the behaviourist reaches in his work upon human babies who have as yet no civilisation to shape their malleable humanity.

With such an attitude towards human nature the anthropologist listened to the current comment upon adolescence. He heard attitudes which seemed to him dependent upon social environment--such as rebellion against authority, philosophical perplexities, the flowering of idealism, conflict and struggle--ascribed to a period of physical development. And on the basis of his knowledge of the determinism of culture, of the plasticity of human beings, he doubted. Were these difficulties due to being adolescent or to being adolescent in America?

For the biologist who doubts an old hypothesis or wishes to test out a new one, there is the biological laboratory. There, under conditions over which he can exercise the most rigid control, he can vary the light, the air, the food, which his plants or his animals receive, from the moment of birth throughout their lifetime. Keeping all the conditions but one constant, he can make accurate measurement of the effect of the one. This is the ideal method of science, the method of the controlled experiment, through which all hypotheses may be submitted to a strict objective test.

Even the student of infant psychology can only partially reproduce these ideal laboratory conditions. He cannot control the pre-natal environment of the child whom he will later subject to objective measurement. He can, however, control the early environment of the child, the first few days of its existence, and decide what sounds and sights and smells and tastes are to which might be urged upon the teacher. The theorist continued to observe the behaviour of American adolescents and each year lent new justification to his hypothesis, as the difficulties of youth were illustrated and documented in the records of schools and juvenile courts.

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