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TYPES OF ADOLESCENT AFFECTION.

By THEODATE L. SMITH.¹

Among the myriad problems which arise in connection with adolescent development there is no phenomenon which demands careful study more than that of the rise of feelings which, in their highest development, give to the life of man or woman a depth and meaning otherwise unattainable. Protean in form, imperious in its demands, full of possibilities for good or evil, this fundamental impulse is too often made a subject of jest or of unintelligent criticism. As a subject of scientific study in relation to its origin, development, normal manifestations and effects upon character, it has received little attention. There is an extensive literature on the pathological manifestations of sex, some of which claims to deal with the psychology of love and of women, but however valuable such literature may be to the alienist, it contains few pages in which a normal woman can trace even the faintest reflection of her own development. Among the psychologists who have given special attention to the emotions Ribot (24), Sergi (27) and Havelock Ellis have each contributed a chapter dealing with love. Joanny Roux (23) and Mantegazza (20) have made special studies, and the *American Journal of Psychology*, July, 1902, contains an article by Sanford Bell entitled "A Preliminary Study of the Emotion of Love between the Sexes."

In all these studies, the point of view is practically that of Ribot "that the sex instinct, the last in chronological order with man and the higher animals, gives rise to the emotion of love with its numerous individual varieties." It is not surprising that psychological studies based upon a theory which, in laying undue emphasis upon one factor, neglects those upon which all the higher phases of love depend, namely, the altruistic instincts, should fail to satisfactorily explain many of the phenomena of love. In the biological series, as in man, the beginnings of altruism are clearly traceable to the maternal

¹ Data for this study have been collected by Miss Lillie A. Williams, of the Trenton State Normal School; by Dr. Margaret K. Smith, of the New Paltz Normal School; Mr. W. S. Monroe, of the Westfield Normal School; and a large collection of material gathered and epitomized by Dr. G. Stanley Hall has been at the author's disposal. To these and many other friends who have furnished aid and encouragement, the author wishes to express sincere thanks.

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and gregarious instincts, and we find no trace of anything which can be called love of mates until the parental instinct has reached a high state of development. Maternal care and sacrifice for offspring are found much lower in the scale of life than any traces of paternal or conjugal protection. Female spiders have been observed to sacrifice their lives in defense of their eggs but they are known to sometimes devour their mates. While there are scattered instances of a prolonged association of males and females observable in insects and fishes, there is little evidence of anything that can be termed affection between mates below the warm blooded animals. Probably the highest development of this is found among birds, and it is to be noted that when, as in the case of the cuckoo, the maternal instinct has degenerated, there is also failure of any true mating or signs of affection between males and females. A study of primitive races and the evolution of marriage (22-29) shows that in man, as in animals, sex love is the latest form to develop and that maternal love exhibits the earliest forms of self-sacrifice.

Another element which has been too little recognized in the evolution of altruism, of which love is the highest expression, is the influence of the gregarious instinct which, in both man and animals, takes an altruistic form long before the appearance of anything in the relation of animals of different sexes shows even the faintest foreshadowing of an altruistic factor. It is highly developed in the ants, bees, and termites, among which there exists an elaborate system of division of labor. It is probable that there is here a mixture of the maternal instinct, since the care and feeding of the young devolves upon the workers, which are sexually undeveloped females. The important rôle of the gregarious instinct, as a factor in evolution, has been brought out by Kropotkin (16) in his "Mutual Aid." Sex attraction by itself is not love, nor is there contained in it the essential element from which the higher types of love can develop, though when combined with the altruistic elements derived from other instincts, it may become the basis of one of the strongest and purest emotions of which the human soul is capable. The strong attraction between the sexes which seems to appear normally at adolescence has been recognized from the earliest times by the systems of seclusion, varying from those of the orient to the conventual and boarding school systems of the occident. But even convent walls do not prevent girls from falling in love, as history has repeatedly illustrated. Nor is it repression which is needed but an intelligent comprehension of the needs of adolescence, which, based on psychological principles, shall furnish a mental, moral, and physical regimen which will tend to prevent precocious development and preserve unsullied manly and womanly ideals.

The material for the present study has been collected from many sources. Some was obtained in answer to a questionnaire issued by Dr. G. Stanley Hall in 1895, many facts and individual cases have been reported by teachers of wide experience, a few old school girl diaries kindly loaned to the writer have furnished unusual glimpses into adolescent feelings, and to the following questions 114 answers were received:

I. Will you give a list of people of both sexes whom you particularly like, designating them by letters or numbers. Tell why you first liked them and why you like them now, mentioning mental, moral and physical characteristics.

II. Give a list of people of both sexes whom you dislike. Tell why you disliked them first and why you continue to do so.

III. Give cases.

(a) Where you have at first liked a person and the feeling changed to dislike. Give reasons for your change of feeling.

(b) Give cases where you have at first disliked a person and the feeling has changed to liking. Reasons for change.

IV. How do you know

(a) When people like or love you?

(b) When they dislike you?

(c) How would you show your love for others?

V. Give your ideal of what you would like to be. Do any of your friends approach this ideal and if so in what respects? Has this ideal changed as you have grown older and if so in what respects? Give your ideal (a) For a man. (b) For a woman.

Personal observation covering a period of fifteen years in boarding schools and colleges has been supplemented by studies in biography and literature and many individual contributions. The results of observation and reminiscence have been compared and the two classes of data have served to check each other. The material has been classified according to the relative and absolute age of those forming attachments and whether of the same or opposite sex.

The first class of cases considered is that of attachments between boys and girls of approximately the same age where the girl is under thirteen—38 cases between the ages of four and ten, and 112 between the ages of ten and thirteen were examined. Of the 38 cases between the ages of four and ten, fifteen were between children of the same sex and twenty-three between those of opposite sex. They are characterized by the absence of self consciousness in manifesting the affection and no difference is observable in the character of affection. This

conclusion is not in agreement with that of Mr. Bell (5) who thinks that there is an element of sex attraction normally present even at this early age. But Mr. Bell's cases are all of affection between boys and girls, and no comparison of similar attachment between those of the same sex was made. A few typical cases are given to illustrate the similarity of the manifestations of affection in both classes of cases.

M., 5, M., 5. Two boys who never quarrel. One cannot play five minutes with any one else without quarrelling.

F., 6, F., 7. Always plays with a little girl of seven. Sits with her in school; is willing to share anything with her, and is unhappy when separated from her. Very jealous.

M., 6, M., 8. Two boys so fond of each other that if one has a chance to go somewhere, he will not go unless the other can go too. Are very affectionate.

F., 5. The first day that I went to school I was sent out to play with a little girl about my own age named Barbara. When we came back to the class room we were friends, and for five years I enjoyed one of the sweetest and least interrupted friendships of my life. We never quarrelled, never forgot each other. In term time I slept at Barbara's house or she slept at mine two or three times a week. When separated, we wrote letters constantly. There was never any rivalry between us. I thought Barbara a much better child than I. I was good with her but away from her for five minutes I would often get into a quarrel with other children and cry with rage. We were parted at ten years of age by the removal of her family to another city and have never met since, but the memory of her as a child is of the tenderest.

M., 7. Will do almost anything for his sister (9 years); follows her, holds her hand and begs to be kissed.

F., 8, F., 9. Y. was devoted to G. who returned her affection in a measure, but Y. was always the one who was willing to do and sacrifice most. Was very jealous if G. played much with the other children. G. finally became intimate with another little girl who was very pretty. Y. was quite heartbroken.

These two children have played together for two years, are frankly affectionate. Seldom quarrel and like to share their possessions.

M., 10, F., 4. M. was quite devoted to F., used to ride her on his bicycle, bring her flowers, of which she was very fond, and on more than one occasion gave up his play time with the boys to amuse her. Had lost a sister about her age of whom he was very fond.

F., 7. Was teased so much about a boy that she thought she ought to like him. He brought her flowers and fruit, carried her books, etc. Lasted six months.

F., 6. A boy of her own age was devoted to her, gave her his toys, etc. She was teased unmercifully and despised him until another girl wanted him, then pretended she liked him. Used to quarrel and make up; made him jealous by being nice to other boys. Thinks now it was more fun than anything else.

The last two cases have been given to show the effect of suggestion which is responsible for many of the so-called love affairs between children, which unquestionably are productive of a precocity of ideas, and later, of feeling. There are also, as Mr. Bell has shown, cases of precocious development in children, but the cases of normal genuine affection between

children, whether of the same or different families, of the same or different sexes, appear to be characterized by the same manifestations, including jealousy. That self consciousness, ideas of love making and marriage are extremely common among the children in our public schools is only too evident. The massing of different grades in one building probably has a great influence in this respect since the younger children imitate those of the upper grades. To what extent this affects the normal development of the younger children is a problem which is as yet unsolved. In the 112 cases between ten and twelve inclusive, for girls this environmental influence is very strongly in evidence and it is probable that, by this age, there is an effect upon the emotions as well as upon the ideas. Yet in many of these instances, the evidence is unmistakable that the love making is largely imitative and is not accompanied by the emotions which should normally underlie the demonstrations, but tends towards precocious development much more strongly than in younger children. It rarely occurs between children where affection is of long standing and based upon real acquaintance.

BOYS AND GIRLS. AGES OF GIRLS 10 TO 12 INCLUSIVE.

F., 10. A girl and her brother (10) used to come to the house. At first they were shy of each other but the sister took pains to have them get acquainted. One day the sister said Ted wanted her to be his sweetheart and when she consented, he kissed. They got along nicely for a while and then he would n't speak to her. He told another girl that she had said mean things about him. She was provoked that he believed it and they never made up.

10 F. Liked the tallest and manliest boy in the room 15 years old. He was liked by all the girls but did not care for them. She never spoke to him unless he spoke first, thinking he would like her better if she did that way and also much afraid that he would find out she liked him and "make out" that he liked her. Of different temperaments and dispositions. Her mind was distracted from her studies. He never showed any particular liking for her.

F., 10. A playmate 9 years. Fair and of the good kind while she was dark and full of pranks. Always made fun of him behind his back and his face which he took in good part. Partners in games, together recesses, walked home together, skated and coasted together. Wrote notes, *she* never wrote silly ones. At one time all the boys and girls paired off and one of the boys married them. Thinks that she was "a perfect little fool." Have been friends ever since.

11 F. With a little boy who lived near. He brought her wild strawberries and candy. Used to hunt for stars together. Was invited to a social at his house. Felt proud at being called his girl. He gave her a carnelian ring. The family moved away soon after.

F., 11. *It was the fashion* among the girls of her set to have beaux and this boy in some way came with the others and liked her. Used to write notes to her. She thought that when they grew up they would marry, and was very much hurt when he told her that he preferred a girl of his own kind (Catholic). Now (17) it seems like a great piece of nonsense and she has forgotten his name and how he looked.

M., 14, F., 12. I had chosen Jeanne for my sweetheart and my two friends were the only beings who knew my secret. To do as they did, although I considered it a little silly, I wrote her name in cipher on the cover of my copy books; in every way and many I sought to persuade myself of the ardor of my passion, but I am bound to admit that the whole thing was a little artificial, for the amusing coquetry which Jeanne and I had indulged in early in our acquaintance had developed into a true and great friendship, a hereditary friendship I may call it. (From *A Child's Romance*.)

The following cases show a distinctly precocious development.

12 F. Very fond of a boy of 11. Jealous of his attentions to others. All she thought of going to school for. Used to give her cards and sent her a valentine which she valued highly. Was teased but liked it. Very careful not to let her parents find out about it. Thinks now she was foolish but at the time her feelings were sincere.

M., 12, F., 14. F., an adopted child of French parentage and bad heredity. Made advances to a nice boy of 14 who was visiting the family and liked her companionship because she was pretty and lively. Wrote him a regular love letter which surprised but rather flattered him. Carried on a regular love affair for about a week. Then the boy went away which ended it.

F., 13. Had played with a boy of my own age for several years. He was a neighbor and we had good times together. When we entered the grammar school we naturally walked to and from school together and our names were soon coupled. I soon grew shy and self conscious and even began to think myself in love with him. We were both silly for a time. It ended in the spoiling of a wholesome, pleasant friendship.

A teacher in the sixth grade writes. "One year a regular epidemic of pairing off was started by a new pupil somewhat older than the other children. Nearly every couple was married by a mock ceremony in which participation was not always voluntary though it happened in one or two cases that this started an intimacy." Several other teachers have reported similar instances in which the influence of older pupils, either in the same grade or in higher grades in the same building, is distinctly traceable. While no very definite age line can be drawn between the different types of intimacy existing between boys and girls, since there is so great individual variation in development, the cases occurring between the ages of 13 to 16 inclusive have been grouped together as belonging to the early stage of adolescence for girls. With the dawn of adolescence distinctly new elements are observable, the imagination receives a new impulse, there is an intensification of altruistic and egoistic impulses, and idealism which has hitherto played little part in the affections becomes strongly accentuated. In fact, so strong is this tendency to idealism, in both early and later adolescence, that there are numerous cases in which the object of affection is almost or quite a total stranger or even a character in history or romance. One young man fell in love with a composite photograph of a college class of girls and T. B. Aldrich has

illustrated this tendency to idealism in his story of Marjorie Daw, in which the hero falls violently in love with a young lady who existed only in the imagination and letters of his friend. Though it is impossible to draw any fixed line of demarcation between the real and ideal in love, since the ideal enters to a greater or lesser degree into every case, instances at the two extremes are widely separated and the extreme types of idealism will be treated by themselves.

OPPOSITE SEXES OF APPROXIMATELY EQUAL AGE,
14 TO 16 INCLUSIVE.

For this class, the material furnished 231 cases described in detail, and collective observations were furnished by a number of teachers. The first point noted in regard to these was their transient character. Their devotion extends from a few weeks or months to several years and, in some instances, several affairs were carried on at once. Very few ended in marriage. Of one High School with an average of one hundred pupils it is reported that among the numerous intimacies covering a period of four years only two resulted in marriage and one of them ended in divorce. The extent to which the High School is a college preparatory school is probably a factor here, as few of these early love affairs survive any prolonged separation. They are highly emotional while they last but, as at this age, emotional development far outruns that of judgment, they are only accidentally based on qualities that ensure permanence. Finck (9) somewhat fantastically enumerates fourteen ingredients of love which he divides into two groups, the egoistic and the altruistic. Under the first he includes individual preference, monopolism, jealousy, coyness, hyperbole, mixed moods and pride; under the second, sympathy, affection, gallantry, self-sacrifice, purity, adoration, and admiration of personal beauty. It is doubtful whether all of these ingredients could be detected in any one case, yet in so far as the division serves to point out the prevalence of egoistic and altruistic elements it is suggestive. Judged by the standard of the relative proportion of egoistic and altruistic elements, there are two very distinct types of adolescent love with many gradations between, the one representing, perhaps, the purest and most ideal sentiment in human life, and the other, fortunately seldom a wholly unmixed type, presenting one of the perplexing educational problems. A large part of the material collected from High Schools inclines toward this latter type. This may be due, in part, to the fact that cases of the first type are not open to casual observation and are far less likely to be reported in detail by those giving reminiscences. The reasons for attraction where given were carefully noted and in order of frequency:

those given by girls were, dress and manners, good looks, social position, personal attentions, muscular strength and in four cases, similarity of tastes. Very few of the boys gave reasons for the attraction but those who did mentioned chiefly personal beauty and attractive manners. A soft, pleasant voice was mentioned in a few instances. The good and bad effects of these intimacies were noted for each case and the results summarized. The good effects were, for girls, incitement to better school work, particularly if both were in the same class, effort to be more ladylike and pleasing, and greater interest in out of door life, for boys, improvement in manners, in school work, and in personal neatness. The bad effects, which occurred in 83 % of the cases, including some in which good effects were also present, were neglect of lessons, of other friends, jealousy, deceit, willfulness, unwholesome excitement and precocious ideas. In cases where personal familiarity was allowed, loss of mutual respect and a lowering of ideals was a consequence realized in retrospect. These effects are more noticeable in girls than in boys, and it is undoubtedly true that girls acquire a taste for this sort of excitement which interferes seriously with their normal development. Very few of the attachments formed during these years are based on any real knowledge of character or similarity of tastes and their transitory character is apt to create a craving for further excitement of the same sort. In cases where personal liberties have been allowed, kissing, love letters, etc., the mature reaction is usually one of disgust and regret. Disapproval and prohibition lead in many cases to deceit and untruthfulness. Though environment has an influence, and many of the most undesirable manifestations of these intimacies are due to it, there is nevertheless a fundamental law of life to be reckoned with here and after the dawn of adolescence there is normally an attraction between boys and girls. Sometimes there is repulsion or both factors may exist at the same time in the same individual. Among primitive tribes, this is the age of marriage, but the complicated conditions of modern civilization have so far separated the age of marriage from the years of early adolescence, that the feelings of responsibility and anticipations of founding a home which tend to develop the altruistic factors in love are lacking. Another factor whose importance is too little realized is the influence of what boys and girls read. "The Duchess," Rhoda Broughton and Mrs. Southworth are favorite authors at this age, and it is, perhaps, not to be wondered at, that a girl who from kindergarten days has heard talk of sweethearts, at that age considered "so cunning," and whose ideals have been derived from the above mentioned authors, should, by the time she has reached High School Age, have somewhat precocious

ideas as to the relations with her boy acquaintances, and that these relations should prove to many girls a distinct source of intellectual and moral detriment—Miss Eastman's Study, *The Evolution of Dodd's Sister*, a book which it would be well for teachers and parents to read thoughtfully (8), has pictured with great clearness the deteriorating effects of some of the influences which are unfortunately prevalent in our public schools. There are undoubtedly genuine love matches which have begun in childish or early adolescent friendships, and of which the later love is the flower of the childish affection, but in the few instances in which these have been reported, there has been no courting during the boy and girl period and the dawn of romantic love has been a distinctly marked epoch in the lives of both. These cases belong to the altruistic as opposed to the egoistic type of which the following are typical cases gathered chiefly from our public schools.

F., 13. Liked a schoolmate. Paid her some attention and was nice to her but liked another girl better. Towards the close of the term they became rivals in class and he said some unkind things which were repeated to her. Two or three years later the attachment was revived and he liked her best. Never affected her studies; felt happier when he went with her but did not feel angry or jealous when he went with other girls. Her opposite in temperament and disposition. Thinks it was silly but harmless.

15 F. Fond of a boy of 18. Liked the attention. He used to carry her books for her and go to picnics with her. Her mother objected and she stopped answering his letters. Did not care very much.

F., 14. Attached to a boy of her own age. Used to go to school early to talk together. Skated together, went rowing. Went to parties and singing school, sleighing and coasting. Did not affect her lessons, smiled at him in school. Specially attracted by his gentleness. Thinks it was only friendship on both sides. During the latter part of the time another boy tried to "cut out" the first one and they became very jealous of each. She became disgusted and dropped them both.

F., 14. Girl thought she was in love with a boy. Blushed when he came round or when his name was mentioned. Would wait for each other. Were perfectly happy when together. When they parted seemed disappointed. Have kept it up for five years.

M., 14. On the first day of school saw a new girl who had a wholesome sensible face. Instantly said to himself "If I am ever married it will be to that girl." He was.

F., 16. Carried on three affairs at once. No. 1 dated back to her third year when she lived in the house with a boy of 6. For two years they were "like twins" then she moved away. But the boy remembered her and wrote to her when she was 16. For two years they wrote to each other once a day—love letters. She tried to exert a religious influence. Finally told her that he loved her and was coming to see her. She was scared and stopped writing. After some months began again, was more cautious, heart would beat at sight of his letters. Another lapse and renewal. He went to see her and her love died. Says that his apparently continues.

During this correspondence No. 2 walked to and from school with her, spent afternoons with her, made her blush every time he looked

at her, etc. After she left No. 2, took long walks with No. 3. Thinks No. 3 was really *the one*. No. 3 was Irish-American six years older than herself, and her opposite in many ways. Never had much power over him. He was quiet and dignified but uncultured. She resorted to various schemes to see him but never invited him to the house with others. Used to go without lunch or supper to meet him. For two years received him Sunday evenings when her parents were absent. Rejoiced in the fact that she was the only girl he liked while lots of girls liked him. She desired his praise because he would not flatter.

F., 14. Fell in love with the boy next door who had lived there six years before. Did not attend the same school but studied together. She taught him to play tennis, swing Indian clubs, to play the piano, to lace his shoes in a particular way, and to recite her favorite poems "Paul Revere's Ride" and "The Charge of the Light Brigade." He taught her to skate, swim, ride horseback, ride a bicycle, collect, press, and name flowers, to fish by torchlight, to make Jack Lanterns and classify birds' eggs.

One reason she liked him was because she could boss him. Both were lazy, loved fun and noise and were particular about toys, books, personal appearance and manners. She read omnivorously and he did not like to read. He liked anything to eat and her list of foods was very limited. She loved to dance, he did not. He was jealous and she liked to provoke it.

15 F. Fell in love with a handsome young Scotchman, 19, blue eyes and auburn hair. The second day she went to walk with him and if he did propose intended "to cling to him, weep tears of joy, and accept him." Ignored all young men but made great efforts to be nice to the girls. They rowed, talked and drove together were much alike but he was an infidel. She could not study, her thoughts were full of him and what she should say when he proposed. At the end of two weeks he departed without asking her to correspond with him. Thinks if he had known her feeling that he would have ignored her.

F., 15. Went to the same school. Had to be carried on on the sly.

M., 17. Would look at each other in school and blush if caught. Either one would blush if the other was talked about. Liked to play in games together and be together at recesses. They did not get their lessons as well. They have had several quarrels and now their friendship is not as great.

F., 15. Attached to a boy of the same age. Talked of him continually, lessons suffered. When she could talk to him would hardly speak to any one else. Much alike in tastes, etc. Does not like to hear about it now.

16 F. Had always cared more for her lessons than for boys. One winter she formed the habit of going to parties with girls older than herself and was allowed to go with a gentleman. Her interest in her studies was much weakened. Sometimes she would stay out of a school the day after a party and even if she went would be half an hour late.

16 F. Was attracted to a young man who came from the city and who lived opposite. He was 19, very dark, jolly, well-educated and a fine conversationalist. The last attracted her most and she tried to study hard to be able to talk as well as he. She tried to be in the yard when he went to his business and to be ready for church at the same time. He sent her books, bon-bons and flowers. She thought at the time that he liked her but thinks now that he was amused.

16 F., 17 M. Like in temperament, unlike in disposition. His tastes were less refined. His muscular strength had a great charm. It did not affect her lessons or her liking for other people. He made

efforts to be with her and showed his affection by acts and words. She had no rivals and was not jealous.

16 F. Her sister was now left out. He was one of the go ahead kind while she was slow and easy. For two years they "sort of fooled along" quarrelling often and making up. Then they began to get in earnest. They would sit up till 11 or 12 two nights in the week or they would take long walks together. She would be very tired but it was of no use to say anything to her she would do what he wanted her to do.

F., 16½. When she entered the high school was attracted by a good looking boy. Did not meet him for nearly a year. Then their lessons were neglected for they spent their time writing notes. Was jealous if he smiled at another girl. Lost her liking when he began to grow homely. Thinks now it was silly but would not want to have it left out of her life.

16 F. Had always liked the boy and when she was teased about him began to think she loved him. Everybody seemed to know that she liked him. Does not know if he cared for her but he was always offended when she was with any one else.

In the class of attachments where there is disparity in age, there is a much greater element of idealism and they usually tend more toward the altruistic type. The good or bad effects in such cases are largely dependent upon the character of the older man or woman. The idealism lies almost wholly with the younger and the influence with the elder. Numerous cases are reported of girls falling in love, or imagining themselves in love, with their male teachers, and a boy often experiences his first touch of romantic devotion in chivalrous admiration for his teacher or some young lady with whom perchance his actual acquaintance may be slight. Frequently the devotion is quite unknown to its object and the feelings find outlet in a diary, letters which are written but never sent, poetic effusions, the writing of the loved one's name and occasionally anonymous gifts of flowers. Sometimes these attachments ripen into deeper feeling but many of them seem to be a mere outlet for the effervescence of adolescent emotion, and though in the hands of an unscrupulous man or woman such attachments might be productive of great evil, they are oftenest either quite harmless or a positive power for good.

M., 14. "André was ardently in love with a young lady almost six years older than himself who had already been introduced into society. I believe that his affair was a case of real and deep affection."

M., 14. "As for Paul—alas! His heart affair was very shocking to me, for it did particular violence to the ideas which I then had. He was in love with a little shop girl who worked in a perfumery store, and on his Sunday holidays he gazed at her through the show case window. He also wrote verses dedicated to her." PIERRE LOTI.

F., 16. Was persuaded by a man of 24 that she had become his "inspiration," and that her work in life was to comfort and uplift him. He was affectionate and good-natured, showed some signs of jealousy, but she was so shocked that he learned to repress it. Gentle home influence was brought to bear and she finally saw the truth and dismissed him.

13 F. A young man 9 years older came to board in the family. Thought him very homely and bashful. Her uncle liked him. These two men, a young lady of 18 and herself often went boating, played games, etc. The young man paid her more attention than he did the older girl. They were of the same tastes, but of different dispositions. He took her to places of entertainment and joined her when alone. The other girl tried a number of schemes to get him and finally succeeded.

14 F. Became much attached to her new tutor who was 20. He was poor but educated and refined; never lost his patience with her. She became very anxious to please him and, after a time, allowed him to select all her books. She was obliged to obey him while she usually had her own way with the boys she knew. Thinks he knew that she cared for him, and that he cared for her. Thinks it was not foolish but a very helpful attachment, and that she acquired habits of reading and of industry and learned to overcome her passions. She would not have allowed any one else to speak to her about these things, and she is still helped by his letters. Thinks it was foolish for her to imagine that she loved him in any other way than as a friend.

15 M. Went away to school. Was attracted by a girl of 17, of the same temperament, disposition and tastes. She was more cultured, and was an excellent musician. She had a beautiful form and was good looking. Began his attentions by asking if he might see her home from prayer meeting. After that often walked home with her. The boys teased him "quite some," but he liked it. All the time felt a kind of longing to be in her presence. It had no bad effect for she was very bright and he studied very hard to make a good showing. Improved his conduct for he feared her disapproval. He knew that unless he was careful, his relatives would disapprove. He won their approval by his prudence. He thinks of it now as an idle fancy or a sweet dream.

15½ F. Took a fancy to a young doctor about 25 who came to the town. Unlike in temperament and disposition, but both were very fond of books and compared favorite authors and passages. Never mentioned her liking, but thinks he liked her as well as she liked him.

F., 15-18. At 15 spent two months cruising in a lighthouse tender on the Great Lakes. Was attracted to by the second mate. Thought she "should like to know him, to befriend him, and to be a guiding, helping, elevating influence to him." In two months never got beyond remarks about the weather, and good mornings. She was too shy to step across the social gulf. Blushed at being helped into a boat by him. Felt her heart beat at the sound of his voice or his footstep.

The second summer desired him to love her. Spent hours thinking of him. Interfered with her sleep but not with her appetite. These summer trips were idle hours. The rest of the year was spent in study, and she thought little of him till after the third summer.

The third summer, was 17, growing pretty and felt herself more mistress of the situation. The young man sought her whenever circumstances permitted. No talk of love but an atmosphere of sentiment. Did not see him after that summer but corresponded with him for two years. Carried his letters, slept with them under her pillow, and was thrilled by them, though by no means love letters.

The young man was 25 or 26, tall, well built, wavy blonde hair and moustache. Without culture or much education, but manly and honest, and pure minded. Never took the slightest advantage of her evident liking for him. Parents knew nothing of it.

M., 19, F., 30. She was his ideal of beautiful womanhood. She gave him her picture, and he afterwards said of it, that he did n't dare

to even think anything that he should n't with that picture in the room. The influence was one of the best in his life.

LOVE OF AN IDEAL.

Some years ago a certain college professor offered as a tentative definition of love, "general benevolence concentrated on the individual," and to certain phases of adolescent emotion the phrase seems applicable. The emotion seems to exist in a diffused state and, to attach itself to some real or imaginary individual whom the alembic of youthful fancy transforms into its highest ideal. Marie Bashkirtseff (2), at the age of twelve, was passionately in love with an English duke, to whom she had never spoken, and saw only on occasional walks. He was quite unconscious of her existence, and had she really known him he probably would have had little attraction for her though he served as an objective point on which to concentrate her emotion. She thus writes of him in her diary: "I must write his name for if I neither mentioned it to any one nor even wrote it down here, I could no longer live. It is some consolation to write it," and in all her early dreams of greatness, it was the homage of this unknown man which was the most intense element.

On hearing of his impending marriage she is overwhelmed with grief and jealousy, but a year later she sagely writes: "Nothing in the world is lost. If we cease to love one individual, this affection is immediately transferred to another even without our being conscious of it. If one does not love a man, one loves a dog or a piece of furniture, and with the same ardor only in a different fashion." Marie Bashkirtseff was, as in this case, often wise beyond her years, and as a precocious product of social conditions denied all wholesome childish surroundings; a woman in experience while a child in years, she furnishes a psychological study of adolescence the more valuable because by its very exaggerations it throws a more vivid light upon normal development. The legend of the Flying Dutchman and the ideal love of Senta is a poetic rendering of the impulse to love and sacrifice which the dawn of womanhood brings to normally developing girls. Dante's love for Beatrice and Petrarch's for Laura are the classic types of love almost wholly ideal and yet which served as the inspiration of life work in both cases. Dante's actual acquaintance with Beatrice Portinari was very slight, and he was only twenty-five when she died, but his love's memorial was the *Divine Comedy* which he finished when he was fifty-six. The love of knights for their ladies in the days of chivalry was chiefly of this type, and each knight carried with him his lady's favor as an inspiration to deeds of knightly prowess. A pathetic instance of this impulse to love

something is described by Barrie in "Sentimental Tommy," where the lonely Grizel, cut off by circumstances from human affections, falls in love with her own image in the glass, imagines it as fond of her and sorry to see her unhappy. In Mr. Lancaster's (17) returns, out of 69 cases, all under the age of twenty-five, nine (2 m. 7 f.) loved purely imaginary characters and in many other cases there was a large element of idealization. In the writer's own returns a number of instances of this sort were reported though not specially requested. The tendency to hero worship so common in adolescence is closely akin to this.

M., 15. Fell in love with a picture of a girl whom he had never seen but whom a friend of his knew and described to him. Used to day-dream about her and refrain from doing things that she would not like. Some years later he met her but they never became well acquainted.

M., 14. Pierre Loti (19), at fourteen, fell in love with a beautiful girl whom he saw in a dream and in his later years writes of the experience. "It took me a very long time to forget her; I loved her, loved her tenderly, and the thought of her always stirred into life an emotion that was sweet but sad; and during those moments everything unconnected with her seemed colorless and worthless."

¹F., 19. "My first love was an ideal person. Did not last long."

¹F., 37. "My first love was an ideal character and much older than myself."

¹M., 21. Idealized a girl, love only lasted a few weeks; 2d case, idealized love, lasted two or three weeks; 3d, a teacher much older, idealized, lasted several years.

F., 40. At the age of fifteen was intensely in love with a teacher of twenty-four. "She was in reality a charming woman but I knew her very slightly outside the class-room. I was really in love with an ideal but it was genuine love and my heart always beat faster at the sight of Miss A. I never became really acquainted with her though her influence was lasting. Her standards were high and I wanted to do what would win her approval. She herself knew nothing of my feeling for her."

F., 38. "When about fifteen I was very much in love with one of the male characters in one of 'Sophie May's' books. The book was illustrated and I did an unconscionable amount of dreaming over the picture of this character. As I remember this must have lasted more than a year. It was, in fact, a form of continued story and the effect on the whole was good because even in small matters I used to try to measure up to what I imagined his standards would be."

Save for a possible tendency to overmuch day-dreaming these ideal love affairs appear not only harmless but in many cases a positive moral benefit and they certainly afford a safe outlet for emotions which might find expression in less desirable ways.

But these emotional outpourings are by no means confined to the attachments formed between those of opposite sex. Both boys and girls fall in love with those of their own sex, and we find these exclusive attachments existing between those of

¹ Mr. Lancaster's cases.

approximately the same and those of disparate age, as in the types already described. They tend toward the egoistic or altruistic type according to the characters of the individuals, the object of affection is often highly idealized, they present the same emotional characteristics and evoke very similar demonstrations. Any one who is familiar with boarding schools and colleges or any institution where girls and young women are grouped together, is familiar with these affairs and knows that when carried to excess they have objectionable features and tend to a selfish exclusiveness and emotional excitement which if continued is certainly unwholesome and harmful. There is frequently an excess of demonstration, silliness, disregard of other interests, and in some cases neglect of studies and other duties. In girls of delicate physique the emotional excitement may become injurious, as in any other love affair, especially if the course of love does not run smoothly, but these cases are a small percentage of the entire number. This type of love has never received serious recognition and treatment. In his "Psychology and Pedagogy of Adolescence" Mr. Lancaster (17) devotes a brief paragraph to it and says "The love of the same sex is not generally known but is very common. Without solicitation 49 cases have been reported. It is not mere friendship. The love is strong, real and passionate. Many of the answers to the syllabus were so beautiful that if they could be printed in full no comment would be necessary." Save this brief paragraph of Mr. Lancaster's, the only references to this type of love known to the writer are allusions to it as a pathological manifestation. Such an assumption can be based only on the theoretical ground that it fails to agree with the theory that all love is an evolution of the sex instinct, as it fails to present any signs of abnormality save those which are incident love affairs in general. Its frequency has never been statistically investigated but out of 91 answers which Mr. Lancaster received in answer to his request for cases of first love, 49 cases were love between those of the same sex. Over four hundred cases have been collected by the writer but have no statistical value in this regard as this type was especially requested. It would be interesting to obtain actual statistics of the number of college graduates who have completed a four years' course without being the subject or object of a feminine love affair. Some are neither very deep nor lasting, as happens with other love affairs, and doubtless imitation plays some part as it is often rather the fashion for freshmen to select some senior as the object of her adoration, to whom she sends flowers or shows her devotion in whatever ways may be permitted. Mr. Lancaster quotes a case in which thirty girls were in love with one particularly brilliant and attractive senior. Cases of this kind are almost purely idealistic,

as there is seldom much actual intimacy between seniors and freshmen, but the emotion is genuine and intense while it lasts. When there is actual acquaintance and intimacy the case is somewhat different, and more particularly in the case of younger girls the manifestations of affection are more open to criticism. Excessive demonstration and monopolism are characteristic features. When the intimacies are founded on qualities which insure mutual sympathy and respect, these features are generally temporary, and if the attraction is based on superficial or imaginary qualities, it soon dies a natural death. Many of these intense intimacies settle down into life long friendships and at their worst probably furnish an outlet for the stress and strain of adolescent ferment and prevent premature love affairs with the opposite sex. Their worst feature is usually the monopolism which, unless of brief duration, is apt to deprive a girl of the broader associations which are one of the benefits of school and college life. The question is of course pertinent whether these attachments interfere with the normal development of love which ends in marriage. The writer has never known of a case among women though occasional complications and jealousy are not unknown. Two have been reported among men. One of these occurred in the case of twin brothers where an engagement was broken on the very eve of marriage because the groom elect decided that he could not leave his brother. At the age of sixty these two men were still living happily together. In the other case the jealousy of the woman caused a broken engagement. It is probable that the maternal instinct which, though often unconscious, is very strong in young girls, and the influence of environment and tradition would tend to prevent any interference in the case of girls.¹

F., 8, F., 9. 8 met 9 when she first went South. 9 was a bright and entertaining girl. 8 took a fancy to her instantly and begged her to come to see her and stay all the time. 8 would run away to see 9 and sometimes stay half a day. All secrets shared, made all plans together. When 8 came North the parting was pitiful. When separated were very lively and wrote often. As they grew older letters grew less frequent.

F., 12, F., 10. Do not care for opposite sex. Always went together. One always called for the other and took her home. Thinks weak-minded girls give and strong-minded girls receive. Thinks this is very desirable in a teacher.

F., 10, F., 10. Sat together in school, studied together. Told each

¹The strength of this instinct is strongly manifested among the blind. Dr. Anagnos, of the Perkins Institution, states that because of the strong sympathy between the blind, it is necessary to separate the boys and girls at an early age and to instruct them as to the hereditary dangers of marriages between two blind persons. He states that the girls are far more responsive than the boys, and gives some instances of heroic self sacrifice of personal happiness.

other their private opinions of various matters. One was not supposed to tell anybody the things the other told her.

F., 12. Two girls who lived near each other were firm friends from the time they were four years old. Often quarreled but became friends almost immediately. Threats of whipping would not keep them apart.

F., 12. One very light with a sweet, loving disposition, the other dark and quick-tempered. If they had a quarrel, fought it out and were twice as good friends as before. Usually got along beautifully. Went to school together, sat together and were together in everything. Always stayed together from Friday night till Monday morning.

F., 12. When the girl first liked her, she used to run away. The girl persisted and kept telling her how much she loved her. They are very intimate now. But this girl does not care as much as the girl who sought her.

F., 13, F., 14. Are devoted to each other; share everything; always want to be dressed as near alike as possible. When the family went to the seashore, 13 begged to be allowed to stay at home and visit B. instead.

F., 14. Two girls of quiet, earnest disposition and great desire for a confidential friend. A. kept a diary which she one day showed to B. In this she told of her love for one of her teachers. This passion was the chief topic of conversation between them. They became very intimate but A. never opened her whole heart to B. B. was very jealous of this love affair. She told everything to A. and neglected all her other friends. She bitterly regretted it when one of them died. The intimacy was regarded unfavorably by the other girls in the set. A. was not demonstrative as to kisses, etc. B. would have liked to be but feared to displease A. They always sat very close together with their arms round each other. Sometimes spent the night together when they would talk for hours. Lasted for $3\frac{1}{2}$ years when it was dissolved almost by mutual consent. A. wrote to B. and said that she had discovered her affection was all a sham and thought their intimacy had better cease and that they hold the same relations to each other that they did to the other girls. And they did.

Normal School. Constantly together, call each other dear. When one is away over Sunday the other rushes to meet her on Monday morning screaming with joy. One is quiet and one is very excitable.

F., 14, F., 15. Fifteen was rather sophisticated, had spent most of her life in hotels and boarding-schools. Strong physically and somewhat of a leader. Fourteen was a little country girl sent to same school. A regular love affair, accompanied by excessive demonstration, developed. The younger girl was not strong and inclined to be jealous. Her health suffered and the matter became serious. There was some interference which had little effect except to cause hysterical fits of crying. After some months of love-making the two girls settled into an intimate friendship which did not exclude companionship with other girls and has proved lasting.

17, 19. 17 is very passionate and impulsive; while 19 is quiet and sarcastic though she has an affectionate disposition. 17 gives, 19 receives. 19 has the most desirable qualities for a teacher though perhaps a little too sarcastic. 17 gave flowers, visited 19 in her room, told her how much she loved her and reproached her for not returning her affection. Sometimes 19 would get tired and do things purposely to provoke her. 17 would be angry but would forgive her. 19 felt that she could do anything, and yet she was really fond of 17. 17 felt jealous and uncertain. Thinks this love was injurious for they shut out others who would have been of more benefit to them.

17, 19. Go about with their arms about each other. One always goes to the other's room at 9 o'clock.

17. Fell in love with a girl, not at all her style, but she had cute little ways. She returned it to some extent, then lost her interest. They are intimate now.

17. Much in love, called each other "dear" and "sweetheart." Went round with their arms about each other's necks. Wrote loving notes and showed their letters to each other.

F., 16, 17. Not alike; tastes differ in people, dress, music, school, etc. Go to places together when possible. If one stays at home the other stays with her. Have been intimate for four years and have never had any hard feelings for each other.

18. One is much weaker in body and mind and lavishes affection on the other who receives and leads. The latter is becoming imperious and the other is growing into her image morally and mentally. They spend a good deal of time in reading trashy books and corresponding with men they have never seen. Even on the street they hold hands and in the corridors they cling to each other and kiss often.

18. Very fond of each other, always together. One day D. went to the park with a party and did not ask M. to go. M. was so angry that she left school.

Two college girls. A. fell in love with B. the first week that she was in college. Both were good students and B. was brilliant in some lines of work. Neither were demonstrative and A.'s affection was the greater. A ten minute's call from B. "used to brighten the whole day for her." A. was very homesick at first, but was entirely cured after she knew B. Her happiest days during vacation were those on which she received B.'s letters. The love proved lasting and they have spent as many as possible of their summer vacations together since leaving college.

C. and D. in same college class; intimacy began in the Freshman year and lasted through college. Neither neglected her work but they spent every available minute together. They were not demonstrative in public but it was an understood thing that callers were not wanted when they were together. Used to spend twilight together and were never in a hurry to light the gas. The intimacy was the subject of much comment and few could understand it. C. was bright but superficial; rather demonstrative. Her sense of honor was not high and she was not strictly truthful. D. was straightforward and truthful to the point of bluntness and despised any form of deceit; was rather reserved but capable of intense feeling. She must have known A.'s failings but her devotion to her was unwavering. No one knew the cause of the final rupture, which happened about a year after they left college, but it was a great grief to D. and she was unwilling to speak of C. afterward.

F., 37. "I fell in love when I was in college, and the love has been one of the sweetest and best influences in my life. I thought then as I think now that my friend was the noblest and sweetest woman I ever knew and I know that my life has been blessed and helped by her influence."

Enough examples have been cited to show that love between two girls presents much the same characteristics as that between girls and boys, and that effects vary according to the temperament and ideals of the individuals. The objections to it, however, are far less serious and, except in cases where owing to the character of one of the girls, the influence is bad, non-interference is probably the best policy, though sympathetic recognition and counsel may raise the ideals and hasten

the discarding of objectionable features when they exist. When, however, a girl combines the power of fascination with bad qualities the effects are quite as disastrous in the school domain as in the larger world, possibly worse, since the influence is more direct and there are fewer restraints.

In cases where there is disparity of age the type of affection is usually more idealistic. Girls from twelve to eighteen often fall in love with their teachers, and since complete community of interests, and the intimacy of those of like age is not attainable, show their feelings by sending flowers and other attentions. They are shy and blush if spoken to or teased about their admiration, are happy if they can be near the object of their affection without attracting attention. If the teacher is sympathetic this often ripens into a very close relationship, for the love though differing in quality is by no means one-sided. Teachers are, as a rule, unmarried women and the maternal tenderness which has not found its outlet in motherhood is often given in full measure to her pupils, and often proves the basis of a lasting friendship. Probably this intimacy of teacher and pupil is nowhere carried to so great an extent as in convent schools. There the Roman Catholic pupils have often some favorite sister whom they make their confidant, and to whom they go for confession of an informal kind. And the instinct of motherhood, as strong in these women of secluded life as in others, finds its satisfaction in the care and affection which they give to these children of their adoption. The record which George Sand has given us of her three years of convent life gives with photographic clearness the daily routine for both pupils and sisters, and no one has more vividly described the phenomena of adolescent emotions which usually find their outlet in love or religion or both. At sixteen George Sand was an ardent religieuse and had she then been allowed to follow her inclinations would probably have passed her life in the convent. In some of the French convents the sisters are all women of noble birth, cultured and refined and with the halo of romance which their vocation throws about them, they possess a powerful attraction for their pupils which is sometimes exercised for propagandism, for love and religion lie very close together in a young girl's heart. The following case is a typical one: A brilliant young American girl of nineteen, sent to a French convent, formed a romantic attachment to one of the sisters, a woman of fine intellect and great personal charm. Her influence became so strong that the parents became alarmed and forbade any further Catholic influence on pain of withdrawal from the convent. This ended the propagandism but not the affection.

ATTACHMENTS BETWEEN BOYS.

Friendships between boys which include the romantic element are less common than among girls and appear to develop at a somewhat later age. Some of the highest types of love have been by this class of attachments. The love of David and Jonathan, of Damon and Pythias, Hector and Patroclus, and the numerous examples given in Platos Dialogues are too well known to need repetition. This phase of boy love is by Plato made the highest type of love, the love of the soul, "which has no regard to beauty or money or power, which endures the test of time, which expresses itself in service and sacrifice." To Plato the idea of this type of love as existing between men and women was impossible because the status of woman made any real companionship impossible except in the rare cases exemplified by Diotima. To-day the Platonic ideal is oftenest expressed in conjugal love, but the following cases show that such love in the form conceived by Plato still exists.

Two boys are very fond of each other. Go around with their arms round each other. When one is sent on an errand, gets the other to go with him. If one is away writes nearly every day. Does not think it is good for them; they cannot attend to their work as they ought and are dependent.

7 worships 9. 9 loves 7 but is sometimes bored. They live near each other and play together every day. 7 refused to go into New York to see the "Brownies" because he wanted to be with 9.

14. Used to go every night to see a boy of 15. Thought everything he did was just right.

16, 14. Were usually together and usually in mischief. When apart were pretty good boys. 16 was headstrong and obstinate and was the leader in all mischief. 14 was of a milder disposition and always ready to follow. Observer thinks it was bad for both boys.

16, 16. Were good friends for three or four years and then became very intimate. One was hardly ever seen without the other. Used to go down town together every night. Were called husband and wife. Close intimacy lasted about two years and then gradually died out.

20. Has been intimate with one young man for twelve years. They always travel together and are never out except with each other. Dispositions are alike. Feel lost when they do not see each other for "some few days."

Two young men in business in new always travel together and lunch together.

18, 20. 18 went up to 20 threw his arms round his neck and said "How I love you! You're the only one I ever loved. I will always be your friend. Come to me whenever you want anything, and if I can get it you shall have it." 18 was jealous if 20 went with any other young man.

20, 25. They show their affection for each other by doing favors, lending things, by acts and words. Makes them selfish for they do not go much with other boys. The boy who gives the most affection is the one who is mentally and socially inferior to the one to whom it is given. The boy who receives it is a good scholar and athlete. He is one who always liked to be petted.

M. 14, M. 17. Both fine boys, the affection between them was almost

lover-like and frankly expressed though there was never any excessive exhibition of it. The younger was intellectually superior, full of fun and mischief. The elder, slower but of solid worth, was in a way a balance wheel for the younger. Both are men now and the friendship continues. The elder is married.

M., 25. I do not know that I can fully express my feeling for A. He seems too much a part of my life. I cannot think of anything that would be right that I would not do for him. We can no longer be together as when we were boys but if he needed me there is no sacrifice which I would not make for him. I feel that much of that which is best in me, I owe to his influence.

Two young men about twenty-five, a great difference in education, A having a college education and B having left school at ten to support his parents and having acquired only such education as he could pick up in the spare hours of a laborious life. A has helped B greatly in this way. After more than a year's acquaintance, they became room-mates and B's devotion to A increased to such an extent that the young lady to whom he was engaged was, at times, quite jealous of his attachment. B is always ready to do anything possible for A and writes him affectionate letters now that they are separated. A says of B: "He seems to have as much real tender devotion for me as my mother has. I don't feel that I can tell my affection for him as I have the things he has done for me. I am very proud of them and they mean more to me than any one knows. I love him and there is nothing in my power which I have not done for him. I feel, however, that he loves me more devotedly than I do him and it humiliates me. He is a man in every sense of the word and glories in his manhood."

For the study of the love of later adolescence biography and letters furnish abundant examples. The letters of Marianna Alcafarado (1) and of Heloise to Abelard lay before us the very hearts of these women. In both cases we are struck by the utter self-abnegation and devotion and the struggle to hold fast the ideal of the man to whom everything had been sacrificed. The sole reproach which Marianna utters when she realizes that her lover is faithless is that he has destroyed her ideal of him. All other pain and suffering she can bear even gladly "had you but let me love you always." And through all the letters of Heloise, there is an undercurrent of passionate refusal to attribute any blame to the man whose cold and cruel selfishness ruined her life.

Of happy lovers we have fewer records, but history has preserved for us the picture of Vitoria Colonna's devotion to the Marquis Pescara, who could send her young husband to battle with smiling face lest her tears might dim the ardor of his courage, and we have one instance in the present generation where a prince¹ has laid aside his title and become a commoner that he might marry the woman he loved. But love stories do not belong to the life of adolescents only. Romance has come late in life to many of those who have created romance for others. Hawthorne, Tennyson and Elizabeth Barrett were forty

¹ Oscar, second son of Oscar II, of Sweden.

when they were married and their happiness was almost ideally perfect. Of Mrs. Tennyson it has been written "that she walked by his side for more than forty years, quickening his insight, strengthening his faith, fulfilling his every heart's desire." There is no selfish absorption in this type of love. The world is the richer for the love life of these men and women who found in each other the inspiration for their best work. In contrast with these we have the pitiful love story of Keats who, with ideals so high that perhaps no woman could ever have fully realized them, fell in love with a pretty face and graceful figure, knowing all the while that the graces of heart and mind which he so ardently desired were not hers. He seems to have realized from the first that he had been captivated by the physical charms of the pretty, frivolous girl, who doubtless loved him after her fashion but could be quite content to amuse herself with some other admirer in his absence, and who was quite incapable of the all-absorbing devotion which alone could satisfy her poet lover. Yet such was the power of his infatuation, which was perhaps rendered morbid by ill health, that he wore himself out in the struggle between his ideal and the reality so hopelessly below it. Of the effects of this type of love Browning has furnished a study in Andrea del Sarto.

Starvation for Love. Through force of circumstances there are lives in which the impulse to love is repressed or thwarted in its normal development, and the effects of this are as important for psychology as the study of the varied expressions of the love impulse. Perhaps no woman throughout her childhood and youth was ever more heart-starved than Margaret Fuller. The forced growth of her intellect robbed her of her childhood's due; and her young womanhood, though crowned with intellectual success, left her with heart hunger still unsatisfied. In the very zenith of her success she wrote "I shall always reign through the intellect. But this, the life! Oh my God! Shall that never be sweet?" And again: "There comes a consciousness that I have no real hold on life, no real permanent connection with any soul. All life that has been or could be natural to me has been denied." Though her happiness came to her late in life, soon after the birth of her child she wrote, "In earlier days, I dreamed of doing and being much but am now content with the Magdalen to rest my plea hereon, 'She has loved much.'" In the life of the brilliant Russian mathematician, Sonya Kovalesky, we read the same pathetic longing for the satisfaction of her woman's heart. Often this craving, when it fails to find personal satisfaction, expresses itself in philanthropic work, especially in that for the benefit of children. In more restricted lives it finds an outlet in the

love of animals and flowers, which with some lonely women becomes a passion.

Miss Wilkins, Annie Trumbull Slosson, and the author of "Lovey Mary," have described typical instances of this. Probably a healthy nature always finds some outlet of service for the love and tenderness that have been denied expression in conjugal and maternal love, but when this occurs in connection with neurotic tendencies, various pathological phenomena (14) may result, hysteria (6), manias, the peculiar type of insanity known as "old maid's insanity," in which respectable middle aged women of the most austere lives suddenly become possessed by the delusion that some man with whom they perhaps are merely on terms of ordinary acquaintance is in love with them; patheticism, melancholia, and even suicide. Whether these phenomena are to be considered as direct or indirect results due primarily to loss of interest in life engendered by the already existing neurotic tendencies, is as yet an unsolved problem.

In reviewing the different phases of emotion of which types have been given, a great difference of quality is observable between the earlier and later adolescent manifestations. The intimacies of earlier adolescence are apt to be based largely on either physical attractiveness or external circumstances which have no connection with character, and they have, as a rule, little permanence, though frequently considerable intensity. Though reasons for attraction were not given in a sufficient number of cases at each age to justify the plotting of a curve, the following figures are significant. In one hundred and five cases between the ages of seventeen to twenty-five the qualities named as attractive to women in men were in the following proportions: Moral, 50.2%; Mental, 10.4%; Physical, 23.6%; Manners, 10.9%; while in 37 cases between the ages of twenty-three and twenty-five the proportions were: Moral, 87.2%; Mental, 20.1%; Physical, 15.3%; Manners, 6.5%. Very few of the younger cases gave definite reasons for being attracted, but those cited show the character of the attraction. These emotional developments are not confined to those of opposite sex, but exist between those of the same sex, and apart from differences due to social customs exhibit very much the same characteristics.

With the dawn of adolescence and corresponding to the physical development, there is a great influx of emotional activity. The tendency to self-sacrifice and devotion hitherto dormant asserts itself. Egoism, while on the one side it is intensified, on the other passes over into altruism: Social and ethical impulses arise and new ideals are formed which exert an influence upon action scarcely comparable with that of childish

ideals which are frequently mere fancies and quite inoperative as regards action. The importance of the ideal in adolescence can scarcely be overestimated, and the character of adolescent love affairs is largely determined by the character of the ideals. Its importance is recognized in even the most materialistic theories on the subject. Joanny Roux,¹ in his analysis of sex love, recognizes three phases in its evolution: physical attraction, the crystallizing stage in which the ideal is formed, and lastly, the stage of systemization in which the ideal is fixed upon a definite object. Upon this third phase depends the persistence of love and fidelity to the individual. A Russian woman, Anna Sergieff, in a pamphlet published in Leipzig, under the title "*Der Geschlechtstrieb, Die Idealisierung. Die Liebe*" discusses these same three factors but places *der Geschlechtstrieb* and *Die Liebe* in opposition to each other, and lays the stress upon *Die Idealisierung* as the important element in love. That such an opposition may exist is true, but in the broader and higher meaning, such a statement is to deny that men and women are attracted to each other by the qualities which are most essentially manly and womanly, and to detract from the ideal. And the view of Joanny Roux seems equally narrow in that it lays too much emphasis on mere physical attraction, and fails to recognize any type of love save the egoistic one. But in the emphasis laid upon the ideal both authors are psychologically true to fact. What a man or woman becomes depends largely upon his or her ideals. In all other things may loss be suffered, but if the ideals be degraded the loss is irreparable, and this is especially true in regard to the love between men and women. Such love became possible only when women ceased to be a chattel, bought and sold like any other, and the higher development of love came only when the social status of women rendered true companionship possible. And it is because the ideals of love among many of the boys and girls in the public schools are so far below what they should be that many of the cases cited in this paper are possible. False ideas of the relations of the sexes are acquired in the lower grades, and the mischief begun in childhood meets no corrective in the higher grades. Much of the reading done by girls and boys during early adolescence is of a highly emotional character, and in many cases the chief amusements are theatre going and social entertainment. Under such conditions a craving for excitement is created, and school work becomes distasteful and burdensome. Frequently the physical overstrain which results is attributed to overwork in school instead of the emotional drain which taxes the sys-

¹ *Psychologie de l'Instinct Sexuel* (23).

tem to a far greater extent. The studies of Marro (21), Lancaster (17), and G. Stanley Hall (13), have shown that emotional excitement during the early years of adolescence tends to precocious development of mind and of body. Such precocity is always a danger, and, if there are hereditary neurotic tendencies, may result in permanent injury, which, under suitable conditions, might be avoided. Dr. Hammond (14) considers that "Attendance at theatres and operas, the cultivation of music, the reading of poetry and novels, the study of art and any other influence capable of developing the emotional system at the expense of the purely physical and intellectual, favor the growth of hysterical tendencies." If this be true of such agencies as art and music, it is far more so of the excitement of these early adolescent love affairs. In the psychological realm lies a subtler, though quite as real danger. In the transient character of these attachments and their frequent repetition lies also the danger that the power of "crystallization" may suffer and with it the capability of an enduring affection.

It has frequently been asserted in recent years that in America the ideals of the family and home are degenerating and that this is due to the new industrial position of woman which removes her from the home. Doubtless to some extent this is true but is there not a more fundamental reason in the fact that so many boys and girls grow up with no training in the fundamental laws of sex, with false ideals of their relations to each other, and of self-sacrificing, enduring love upon which the foundation of home and family is built.

The present study is merely suggestive, and a wide field has been left untouched, but in thus presenting the material in condensed form, it is hoped that the importance of the subject and the need of further study along this line has been emphasized.

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