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## The development of the concept of love.

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THE DEVELOPMENT OF THE  
CONCEPT OF LOVE

A Dissertation Presented

By

JOHN J. FALKOWSKI

Submitted to the Graduate School of the  
University of Massachusetts in partial  
fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

August

1975

Psychology

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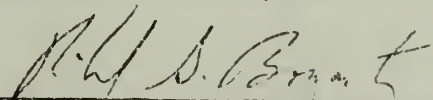
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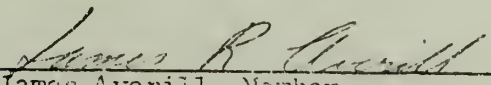
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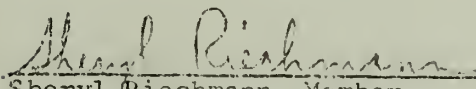
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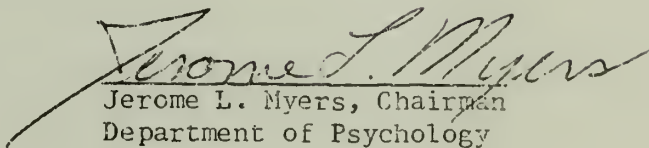
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## ABSTRACT

The present investigation was designed to examine the development of the concept of love across a wide segment of the life span. Two hundred subjects participated in the study; there were 10 males and 10 females in each of ten different age groups. The age groups consisted of: preschoolers, second, fifth, eighth, and eleventh graders, 20-25, 30-35, 40-45, 50-55, and 60-65 year olds. Subjects in the youngest three age groups were interviewed, while subjects in the other seven age groups were given an anonymous questionnaire to complete.

The questions asked in the interview were close paraphrasings of those contained in the questionnaire. The questionnaire consisted of 8 open-ended, essay-type questions and 2 questions which required subjects to rate various items. The open-ended questions inquired into various aspects of the concept of love as: the meaning of love, the difference between liking and loving, the activities involved in loving, the objects of love, and the reasons for loving. The other questions required subjects to rate the influence of various factors on their concept of love and to indicate the degree to which they agreed or disagreed with various statements about love.

Responses on the 8 open-ended questions were categorized, and analyses performed to determine the relationship between the use of these categories and both age and sex. In addition, the relationship among the various categories of each open-ended question was examined. Age and sex differences were also evaluated with respect to subjects'

ratings of items on the 2 non-open-ended questions.

Two general trends were characteristic of the present data. First, the aspects of the concept of love investigated in this study, underwent a series of progressive differentiations and elaborations from the preschool years until the early adult years. These elaborations and differentiations were reflected in changes with age in the meaning attributed to love, the distinctions given between liking and loving, the reasons offered for loving, and the activities mentioned as part of loving. Second, the changes in the concept of love in the adult years were much less pronounced than those in childhood and adolescence. In addition, few sex differences in the concept of love were found. Finally, 6 major factors of influence on the concept of love were identified.

The findings of the present study were discussed in relation to Piaget's stages of cognitive development and to various aspects of people's socio-emotional development. The data from this investigation appear to reflect the progression of the individual from the pre-operational to the formal operational stage of cognitive development. In addition, various aspects of people's socio-emotional development, particularly changes with age in life roles, appear to have had a substantial influence on the kinds of responses which subjects gave in describing their concepts of love.

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## INTRODUCTION

Though I have all faith, so that I could move mountains,  
and have no love, I am nothing.

I Corinthians 13:1

How do I love thee? Let me count the ways.

Browning, Sonnets from  
the Portuguese

Love is the state in which man sees things most widely  
different from what they are. The force of illusion  
reaches its zenith here...

Nietzsche, The Antichrist

Quotes as those above have abounded within literature since antiquity and illustrate the pervasiveness that the concept of love has assumed within man's thinking and living. The common occurrence of topics dealing with love in books, popular music, mass media, religion, etc. illustrates the importance that the concept of love plays in every facet of life within modern societies. Particularly within the United States and other western, industrialized nations, love has been discussed, advocated, condemned, glorified, and advertised by preachers, poets, novelists, psychologists, sociologists, and the common man. Considerations of love appear to play a role in the way parents raise their children, individuals choose and divorce their mates, and people make out their wills. Religions have extolled love as being the proper way to lead one's life and to reach redemption. Poets and philosophers have warned of the pitfalls of love as well as praised its virtues. Advertisers have employed the word love in selling every imaginable commodity, from perfume to cars.

Because of the pervasiveness of the use of the concept of love, it has come under the close scrutiny of a vast number of individuals. O-

the "non-scientific" level, as mentioned above, love has been discussed by lyricists, novelists, etc. for thousands of years. References and treatises on love can be found in both the Bible and the writings of Plato. With the Middle Ages came a drastic increase in the number of these writings, and this intense concern with the nature and the function of love continues unabated today.

At a "scientific level," love has been the focus of concern for a large number of psychologists, sociologists and philosophers. In general, the ideas of these individuals about love have been expressed in book form (May, 1968; Menninger, 1942; Lepp, 1963; Morgan, 1964). For example, Lepp (1963) described a theory of the origins of love and the connection of love to sexuality, which was based on her psychoanalytic work with neurotic patients. Menninger (1942) described love as being a basic need and discussed the ways in which he believed this need could be satisfied through work, play, and participation in social organizations. In general, the content of most of these books has emphasized the authors' ideas concerning the nature of human love and its function in interpersonal relationships. These ideas usually reflect the writer's own experiences with love as well as his or her reflections on the experiences of others.

Systematic investigations of love have begun only in the last fifty years. These investigations have included historical, sociological and psychological analyses of love. In general, these studies have been concerned with that aspect of love referred to as romantic love. Goode (1959) defined romantic love as a "strong emotional attachment, a cathexis, between adolescents or adults of opposite sexes, with at



least the components of sex desire and tenderness." A number of these systematic investigations of love are now considered.

### Historical Perspective

Historical studies of love, as those done by Albert (1973) and Halverson (1970), have traced the roots of what has been referred to above as romantic love to twelfth century France. Biegel (1951) reported that the concept of romantic love had its roots in the lyrical works of troubadour poets of southern France in the twelfth century. These early manifestations of romantic love were referred to as courtly love because they were more a part of the thoughts and actions of members of the nobility than of members of lower social classes. Apparently, the concept of courtly love was adopted by these nobility as a method of inhibiting sexual advances on their wives by persons outside of the royal hierarchy. This was accomplished by connecting with love codes of conduct which specified certain rules and conventions that tended to inhibit extramarital sexual activity by institutionalizing in non-threatening ways certain aspects of male-female relationships outside of marriage.

Again, according to Biegel (1951), romantic love arose later as a bourgeois adaptation of courtly love, which was promulgated by the romanticist writers who first appeared in Europe in the fourteenth century. Their advocacy of romantic love was in part a reaction to a number of changes of the period which they viewed as dehumanizing, as the increase in materialism, the decline of the family structure, and the rise of rationalism. For the next three hundred years, romantic love

apparently served a social-maintenance function by preserving the tradition within western society of arranged marriages. During this time, romantic love was connected with sexual activity and considered to be appropriate behavior only in relationships outside of marriage.

Through this legitimization of adulterous behavior in the name of love, sexual frustrations within marriages were resolved without the disintegration of the arranged marriages themselves.

In the nineteenth century, opponents of this traditional system of arranged marriages began using love as a weapon in their attack on this system. These reformers argued that love, and not wealth, lineage, or status, was the only appropriate prerequisite for marriage. The impact of this last development in the history of romantic love remains a fairly strong one within American society today, where a marriage without love is usually considered bound for failure.

#### Cross-Cultural Perspectives

A number of investigators (Kharchev, 1964; Gluckman, 1955; and Goode, 1959) have examined the function that love serves in non-western societies. Original studies by Lowie (1931), Linton (1943), and Murdock (1949), contended that love plays a minimal role in non-western societies; however, more recently Gluckman (1955) offered some evidence suggesting the contrary. An example of cross-cultural work in this area was done by Goode (1959), who reviewed the findings on love as a motive for marriage in a number of different societies. He reported that in the United States and other western countries, marriage without love is considered wrong. In China and Japan, however, only re-

spect between spouses is required for marriage. In contrast to both of these views, love in India, although not considered to be a prerequisite for marriage, is considered to be something which should develop within a marriage after a number of years. In summary, then, a number of investigators have examined the function of love in various societies. They have found in general that love, although not entirely absent from the thoughts, motives and actions of non-western peoples, does not appear to be as intense a motive for marriage or as central an issue in the lives of people as in western industrialized societies.

#### Sociological Studies of Love

In addition to cross-cultural considerations of love, a number of sociological studies and treatises on love have been done. Goode (1959) viewed love, in particular romantic love, as functioning within society to preserve kinship ties, family socio-economic statuses, etc. Similarly, Greenfield (1965) saw love as functioning to establish and preserve the nuclear family, and indirectly as a means of placing individuals within a social system. Rosenblatt (1967) found that love as a component in marriage was most prevalent in societies where married couples lived close to their relatives, and functioned to protect these couples from the devisive pressures that relatives might exert.

On another level of analysis, sociologists and social psychologists have disagreed on the value of love within relationships. A number, including Albert (1973) and Casler (1971), have viewed love negatively, arguing that it has been overemphasized and leads to unhappy marriages, divorces and stunted growth on the part of the individuals involved.



Contrary to this position, Biegel (1951) and Greenfield (1965) have viewed love as satisfying deep psychological needs, functioning to alleviate work dissatisfaction, and compensating for possible decreases in wealth as a result of marriage commitments.

#### Psychological Studies of Love

In general, psychological investigations of love have been concerned primarily with love in adolescence and the early 20's and have usually studied college age populations. For example, Ellis (1949a) compiled a list of physical attributes listed by college women as characteristic of their boyfriends, for example, height, weight, age, and intelligence. In addition, he had the same women rate how high their love had been for previous lovers. Ellis (1949b) collected data from another group of college women on the number of different lovers they had had at one time, age of their first infatuation, and the age at which they recalled "falling in love" for the first time. He found that most women had had only one lover at a time, that the median age of first infatuation was 12 years, and that the median age of first "falling in love" was 17 years. Similarly, Jablonska (1948), in a study in Poland, recorded the age of the first love (romantic) and how long it lasted. Her findings were similar to those of Ellis (1949b). In addition, she reported that subjects listed three different kinds of love, depending on various combinations of sensual or idealistic elements that were involved in their relationships.

A number of studies have investigated the strength of romantic love as opposed to conjugal love in relationships. The term conjugal

love, as employed by these researchers, usually refers to a conception of love which emphasizes more "realistic" or practical components of a relationship (e.g. religious similarity and shared values), and de-emphasizes the ideal or romantic components (e.g. physical and personality attraction). Knox (1970), in a study of high school seniors, found that sons and daughters of deceased or divorced parents had higher romantic (as opposed to conjugal) love scores than children from intact families. In addition, he found that there was a positive, although non-significant, correlation between romantic love scores and both number of older siblings and amount of time spent listening to popular music. He found a significant negative correlation between romanticism scores and number of novels read. Dion & Dion (1973) found that females expressed more romantic concepts of love than males. Knox & Sporakowski (1968) found an increase in conjugal concepts of love and a decrease in romantic conceptions with progression of the individual through college and marital engagement. Lee (1974) expanded on the romantic-conjugal distinction and described six different types or "styles of loving" in adult relationships. Each of these types was a product of a number of different individual orientations toward important elements in a relationship: active vs. passive, sexual vs. non-sexual; ideal vs. practical.

Swensen and his colleagues took a slightly different approach to the study of love than the researchers above. Swensen (1961, 1970) and Swensen & Gilner (1964) administered questionnaires to undergraduate college students and inquired of them what they did when they loved a number of different individuals, as a boyfriend, mother, etc.

They arrived at seven distinct factors involved in adult loving: material evidence of love (giving gifts, washing dishes, etc.), non-material evidence of love (advice, showing concern), self-disclosure of intimate personal facts, verbal expression of affection and feelings, physical expression of love, and the willingness to tolerate unpleasant aspects of the loved person. Swensen (1961) and Fiore (1966) found that the particular factors above that were involved in the relationship were dependent upon who the loved person was. For example, with spouses and opposite sex friends, all eight factors were usually involved in the relationship. However, with parents, material evidence of love, toleration, advice, moral support and encouragement predominated over disclosure of intimate facts and physical expressions of love.

#### Developmental Studies of Love

There have been few developmental studies of love. Researchers in general have focused on love in interpersonal relationships in adolescence and the early adult years; that is, on romantic love. Virtually no studies have been done with older adults or children. One exception is a study by Knox (1970), who examined the romantic-conjugal elements in the love relationships of three groups: high school seniors, persons married less than five years, and those married over twenty years. He found a sinusoidal relationship, with high school seniors and those married more than five years being most romantic. Aside from this study, the area of research on the development of love in adult life is barren.

Along with this, there have been no detailed investigations of the development of a concept of love in children. A number of individuals have offered theoretical treatises without empirical support on the development of love in childhood and in adult life. At one level, there has been the theorizing of psychoanalysts such as Rambert (1948) on the effects of breast feeding, toilet training, etc. on the development of love in adult life. At another level, several investigators (Bloom, 1967; Orlinsky, 1972) have offered theoretical formulations and hypotheses concerning the nature of the changes in love behavior, loved objects and feelings associated with love with age.

Bloom (1967) offered a stage theory of love based on Erikson's (1950) characterization of stages. Bloom's theory gave particular emphasis to changes in love in later life. In infancy, Bloom viewed love as being hedonic or involving the taking of stimulation and nourishment by the child with little awareness of the process on the part of the child. In the second stage, affection-attraction, the child essentially engages in taking again, but this taking involves satisfaction of secondary rather than primary needs. In the following stage, romantic-idealization, the child explores the relationship between self and parents and siblings. The next stage is one of reciprocal friendship, in which the child's love is expressed in contributions to a group or in friendship formation. The next two stages, orgasmic love and contractual love, are identical to what others have referred to as romantic love. Bloom then proposed eleven other stages in adult love which describe how the individual changes in response to the aging pro-

cess in his or her love relationships.

Orlinsky (1972) proposed another theory of the development of love. His theory is based on a consideration of changes in individuals with whom a person engages in interpersonal relationships. The primary tenet of the theory is that "each love relationship is a medium or vehicle of personal growth; that it is through participation in each love relationship that one progresses to the next stage of psychological development in the life cycle." Without going into detailed accounts of each of them, Orlinsky's eight stages are: symbolic acceptance, affectionate responsiveness, seductive possessiveness, idealization, intimate friendship, romantic passion, conjugal mutuality and somatic nurturance. Predictions about behaviors in each of these stages are based on the relationships involved in them. For example, in early childhood, the child's mode of experience would be affectional responsiveness toward the parent, while the parent's mode of experience would be personal nurturance toward the child. In addition to descriptions of love at different developmental levels, Orlinsky (1972) also discussed two types of love for non-human objects. The first of these is analogic extension, or the substitution of an object for a missing or desired loved one. The other is symbolic extension, or love which arises out of an intervening associational link between "loved persons and loved objects," as love of the sea, love of the mountains, etc.

In summary, considerations of love play an important role in many facets of modern life, particularly within modern industrialized nations. Love has been a topic of intense interest to poets, philosophers, social scientists and the common man for hundreds of years. The histor-



ical origins of the concept of love, love in other cultures, and the function of love in different societies have come under close scrutiny by a number of investigators. Psychological studies have focused primarily on romantic love in adolescence and in the early adult years. There have been few developmental research studies of love; most of the literature in this area has focused on theoretical formulations of how love changes with age.

## DESIGN OF PRESENT INVESTIGATION

The present investigation was designed to help fill the void in the developmental literature on love. The purpose of the present study was to determine the changes that occur in the experiences and conceptions of love across the life span. This investigation was motivated particularly by the absence of a single study on love in childhood and by the sparseness of studies addressed to changes in the adults' love experiences.

There were a number of approaches in which an investigation of this kind could have been undertaken. The first approach would have been to attempt to operationalize a definition of love and then design an instrument for measuring the quantity of this love at different ages. Another approach along these lines might also have involved the designing of an experiment to determine how an individual's level of love might be affected by an experimental manipulation. This approach has been a common one in research, particularly within American psychology. However, for a preliminary investigation of the concept of love, it was decided that this approach would be inappropriate. There were several reasons for not adopting this approach. First, this approach would presume some assumption of love as being a unitary construct, with differences between individuals in love reflecting quantitative rather than qualitative differences. Studies by Lee (1974) and Jablonska (1948), however, have both indicated that even with adults there were qualitative differences in the conception of love. Another problem with a traditional approach to the problem was that it was especially vulnerable to the experimenter's biases. That is, there was

the real problem that the administration of a test based on an apriori definition of love would force subjects to fit their conception and experiences of love into a predefined structure. Because of this, the experiment might not have been measuring an individual's own true feelings, actions, and thoughts with respect to love. This is not to argue that this method of social scientific investigation is always inappropriate. However, given the present limited theoretical base of knowledge on the subject, and because of the apparent qualitative aspects of love, this approach was not considered to be as valuable as others.

An alternative approach to the study of love was undertaken in the present investigation. The present project was of an exploratory nature and was primarily intended to discern an outline of the conceptions of love at different ages. Because of the exploratory nature of the investigation, it was decided that an approach similar to that found in much of the work of the Swiss psychologist, Jean Piaget, would be most effective. In brief, this approach amounts to asking individuals of different ages direct questions about various aspects of love; for example, what does love mean to you, how do you feel when you love someone, and what do you do when you love someone. It was hoped that this approach would avoid the rigid quantitative conceptualization of love and the experimenter biasing effects of the other approach. In addition, it was hoped that the present approach, although possibly cumbersome in terms of the quantity of data and its analysis, would yield the most information about the development of love across the life cycle, and would outline areas that might be considered in future



investigations.

### Pilot Studies

The present research endeavor was an outgrowth of two pilot studies, one with children aged 3 to 8 years, and one with a college aged population. The first pilot study, with children aged 3 to 8 years, involved an individual interview with each child. Each interview lasted about 30 minutes and consisted of a number of questions, such as what does love mean to you, what do you do when you love someone, and who do you love. These questions were preceded by a warm-up period and interspersed with other neutral questions (eg. how old are you, do you like school) in order to make the child as comfortable as possible during the interview. The child's responses were tape-recorded and later transcribed.

The second pilot study was done with a group of college aged students. This study required subjects to fill out a questionnaire consisting of questions about their concept of love. With a few exceptions, the interview questions were similar to those contained in the written questionnaire. In addition, there were several questions designed to explore the differences between liking and loving and to determine the relative influence of difference factors on the individuals' conceptions of love. These two pilot studies were used in the planning of the present investigation.

For the present study, an interview format was used with children in the younger age groups (i.e., preschool, second and fifth graders), and the questionnaire format was used with older age groups (eighth

graders and older). The reason for interviewing the younger subjects was essentially a pragmatic one--their inability to fill out a written questionnaire. A written questionnaire, rather than an interview, was used with older subjects for several reasons. First, there was the obvious savings in time that a written questionnaire affords. Second, the written questionnaire assured the anonymity of subjects' responses and hopefully made them more open in expressing their opinions. With regards to this second reason, Ellis (1947) found the questionnaire method superior to the interview method in eliciting more open responses to questions concerning love relationships.

#### Adult Questionnaire

The questionnaire consisted of ten questions about love which were drawn from and modified from the eighteen questions in the pilot study. Appendix A contains a copy of the questionnaire. The most important reason for decreasing the length of the questionnaire from eighteen to nine questions was that subjects in the pilot study reported the questionnaire to be burdensome in length and repetitious in content. The average subject took over one hour in answering the pilot questionnaire; and because of this length, questions at the end tended to receive much less consideration by the subject than questions at the beginning. Because of this, it was decided that a thirty minute questionnaire would be more appropriate. Nine questions were discarded from the 18 of the pilot study for several reasons: repetitiveness with respect to other questions, meager responses to them on the part of pilot subjects, and a subjective judgement of their being less impor-

tant to the study of love at this time. For example, the questions how do you feel when you love someone and how does someone feel when they love you were eliminated because the preponderance of responses consisted of the same acclamations (e.g., good, magnificent, fine). An initial question in the pilot study explored individuals' distinctions between liking and loving. This was followed by several other questions requesting subjects to select two individuals listed as loved and two listed as liked and to tell why they loved and liked these individuals and why these individuals loved them. For reasons of economy and because of the exploratory nature of the present study, it was decided that the like-love distinction would not be explored in as much depth at this time; hence, the why questions with respect to liking were eliminated. In addition, several questions that subjects felt contributed to the repetitiveness and boredom of the questionnaire were eliminated. For example, subjects were asked what they did when they loved someone and what someone did when they loved them. The latter question was eliminated because of its "repetitiveness" and because subjects evidenced a great deal of difficulty in answering questions concerned with making judgements of the actions, motives, etc. of another person.

In short, the two basic requirements for each question in the present study were that first, it would relate something in a descriptive sense about the nature and conceptualization of human love, and second, that it would relate something about changes in the nature and conception of love with age. With these requirements in mind, a brief description of each of the questions and pilot data relating to it follows.

Question 1: What does love mean to you?

Essentially, this question called for individuals' definitions of love. It was intended to provide an overall view of the concept of love. The question was kept general in order to discern those elements of a person's love that transcended the particular persons and things loved. It was placed first in the questionnaire in order to minimize the possibility that the other questions might cause temporary or situational changes in the subject's thoughts on love and interfere with the revealing of his or her true feelings, conceptions, and dispositions.

Question 2: For you is there a distinction between liking and loving? If yes, what is the distinction?

The primary purpose of this question was to discover the distinctions that people make between liking and loving and to determine whether these distinctions change with age. Data from the pilot studies mentioned earlier suggested that at least four different types of distinctions were made. One distinction was that living things are loved; non-living things are liked. Another was a matter of degree, with loving being more intense than liking. Others saw loving growing from liking. The fourth distinction involved a total acceptance of a person in loving as opposed to not accepting certain aspects of a person or thing which is only liked. The present study was designed to further explore the nature of these and other distinctions.

Question 3: In column A below list those people or things that you both love and like and their relationship to you (e.g. Joe--friend, Sally--cousin, music, mother). In column B list those persons or things that you love but don't like, if you make that distinction. In

column C list some of the people or things that you like but don't love, if you make that distinction.

Again, it was the intent of this question to provide both descriptive and developmental information about love. For example, at a descriptive level, the number of people who love someone or something but don't like them could be determined (column B). In addition, the categories of individuals listed most often in each of the columns could be calculated. For example, parents may be listed more often as loved, while more distant relatives, as aunts and uncles, may be listed as liked more often. In addition, the types of things that are loved as opposed to the types of things that are liked could also be investigated.

At a developmental level, the number of subjects listing certain persons or things loved (column A), loved but not liked (column B), and liked (column C) could be calculated for each age, and changes in these numbers noted. It was hypothesized that these changes would reflect changes in the individuals' development. Some support for a hypothesis of this type came from the pilot data of the youngest group of children. Preschoolers primarily listed parents and siblings as loved, while older children began listing teachers and school friends as loved too. Similar changes might be expected at other developmental stages. For example, adolescents traditionally have been viewed as being hostile or rejective of their parents. This hostility may be reflected in the data in a decrease in the percentage of adolescents listing parents as loved as compared to the percentage of people in older or younger age groups. Additional information about changes in



loving and liking for different categories of non-human objects would also be provided by this question.

Question 4: Go back to question 3 and circle the names of those persons or things in Column A that both love and like you, those persons or things in column B that love you too, and those persons or things in column C that like you.

At a descriptive level, this question was designed to discover whether mutuality is a necessary prerequisite for loving in human relationships. That is, do people love only those who love them in return? This same question may also be asked with respect to liking.

Developmental issues similar to those of the previous question could also be investigated with respect to question 4. For example, in the pilot data with children, the percentage of subjects who indicated that everyone they loved also loved them in return, decreased from 100% at 3 years of age to 9% at 8 years. Given that the younger children were at the preoperational stage of cognitive development, and given that one characteristic of this age is egocentricity, it is not surprising that they believed that everyone they loved also loved them. In contrast, the older children in the concrete operational stage, having shed some of their egocentricity in the process of acquiring operations, considered the possibility that everyone they loved did not necessarily love them in return. One hypothesis with respect to the older age groups might be that the percentage of subjects demonstrating this mutuality in their conceptions of love relationships would increase with age after adolescence. This increase might reflect the realization, brought about by the attainment of formal operations and

through social experiences, that relationships based on a one-sided love are usually not enduring. This realization might then be responsible for individuals shifting their judgements of who they love to include only those who love them in return. The purpose of this question was then to expand upon the findings of the pilot data and to explore a developmental hypothesis similar to the one mentioned above.

Question 5: Go back to question 3 and select two of the persons or things from column A and tell why you love them.

This question was included on the questionnaire in order to determine the reasons an individual gives for loving different persons or things. At a descriptive level, different categories of responses could be ascertained. For example, from the pilot data with adult subjects, a number of possible categories emerged. Categories of responses given by these subjects included the personal attributes of the individual loved, that the individual satisfied certain of the subjects' personal needs, as making them happy when they were sad, etc., and reciprocal commitments; that is, some subjects loved an individual because the individual loved them.

The differences in reasons for loving as a function of the relation of the individual to the person loved could also be determined by this question. For example, the differences in the reasons given for loving parents as opposed to opposite sex friends could be discovered, if these differences existed. A number of studies mentioned earlier in the introduction, as Orlinsky (1972) and Lee (1974), indicated that these differences in reasons for loving were to be expected.

Developmental changes in the use of various categories of reason-

responses could also be investigated. It is reasonable to expect changes in these reasons for loving with age. For example, Bloom (1967) contended that for very young children, the love experience primarily involved the satisfaction of needs. This suggests that the number of subjects indicating satisfaction of personal needs as the reason for loving someone would decrease with age. However, it is also possible that this number would remain the same and only the types of personal needs satisfied would change with age.

Question 6: What do you do, if anything, when you love someone or something?

Question 7: Select two of the persons or things that you listed as loved in column A of question 3 and tell what you do when you love them.

Question 6 and 7 together were designed to discover the "how's" of loving; that is, what people do when they love someone or something. Question 6 was a general one designed primarily to determine whether individuals view their love as involving certain actions as opposed to others, or whether they view it primarily in terms of feelings rather than actions. In addition, question 6 was designed to reveal which actions or feelings involved in loving are the same irrespective of the person or thing loved. Question 7 was similar to question 5 in that it permitted a determination of the differences in loving as a function of the types of individuals or things loved. From both questions 6 and 7, categories of actions involved in loving could be determined.

From the pilot data, a number of categories of responses to these



two questions were suggested. The first was a category of affiliative responses, which consisted of answers as, "when you love someone you try to be near them." Another category involved physical responsiveness, as kissing, hugging, etc. toward the loved one. The third category was one of non-physical responsiveness; this included helping the person, sharing feelings and doing things for him or her.

At a developmental level, the number of subjects at each age using the various categories could be calculated. One hypothesis in this regard might be that the number of subjects indicating that they play games with someone when they love them decreases with age. Another might be that the percentage of subjects indicating that they offer moral support when they love someone increases with age. In both of these cases, the typical actions involved in loving would reflect behaviors characteristic of the age, for example, play with preoperational children and emotional support with formal operational adults. Still another possibility might be that certain categories of responses, for example, physical expressions of hugging and kissing, would be involved in loving at all ages.

Question 8: Mark off how much you agree or disagree with the follow-

ing statements.	1	2	3	4	5	6	7	8	9	10
	strongly								strongly	
	disagree								agree	

A. It is possible to love someone when you are asleep. B. Everyone loves someone or something. C. Love must be mutual. D. It is possible to love someone but not like them. E. We know how to love the instant we are born.

This question consisted of a number of statements on which subjects

were asked to rate the amount of their agreement or disagreement. This question served a number of functions. First, it was different from the other questions in that subjects were asked to agree or disagree with statements others had made about love rather than indicating their opinion via open-ended questions. The types and quality of information gathered in this question could be contrasted with other items on the questionnaire in order to determine what the "best" investigative tools or approaches to the future study of love might be. Another reason for the inclusion of this question was that it permitted the further probing of certain areas of love that were suggested by the pilot data. Still another reason for asking this question was that items from this question could be compared to responses to other, similar questionnaire items. For example, responses to item C about love being mutual could be compared to responses on question 3 on which subjects were asked to indicate which of the people they love, love them too. In this way, ideas of people concerning love, in this case mutuality, could be compared with their "love lives" or "love behaviors" as measured by question 3. Finally, this question permitted inquiry into certain areas of love that for reasons of economy could not be pursued with open-ended questions. For example, item A attempted to unravel individuals' conceptions of love with respect to the when's and where's of loving.

At a developmental level, mean ratings of the items for each age could be calculated. Differences in these means with age could then be studied to determine whether they formed a significant developmental

pattern. For example, on item A, it might be possible that concrete operational children would disagree with this statement because of the concrete limitations of their cognitive level, while individuals in the formal operational stage would agree with the statement because of their ability to abstract.

Question 9: If you were to rate the influence of the following factors on your present concept of love, how would they stand. Use this rating scale:

0	1	2	3	4	5	6	7	8
Of no								
influence			moderately				extremely	
			influential				influential	

Factors: A. movies, plays; B. television; C. friends; D. boyfriend, girlfriend; E. teachers; F. religion; G. husbands, wives, "lovers;" H. animals; I. school; J. brothers/sisters; K. magazines, newspapers; L. books; M. observations and reflections on the experiences of others; N. poetry, musical lyrics; O. personal experiences; P. parents; Q. music; R. others \_\_\_\_\_.

Essentially, this question was designed to ascertain the contribution of different factors to an individual's conception of love. An effort was made to be all inclusive with respect to these items; however, space was provided for other factors that may have affected the subject. The order of items on the list was randomized.

At a developmental level, changes in the mean ratings of these factors could be analyzed as in the previous question in order to determine whether certain of these factors might be more important than others at different points in development. For example, it might be possible that schools and teachers affect an individual's conception

of love in adolescence but exert less of an influence as the person grows older. Similarly, it might also be possible that the effects of parents on the conception of love would be more enduring and that the impact attributed to them by subjects would vary little across the life span.

Question 10: Having answered the previous questions, do you have anything to add in response to question 1--What does love mean to you?

This question was included to determine whether the questionnaire had an effect on how subjects responded to the question of "what does love mean." It was hypothesized that the act of filling out the questionnaire might bring certain memories, associations, relationships, etc. to mind and that this might in turn affect subjects' responses.

Other Considerations. As in the pilot study, the questionnaire included an instruction sheet explaining the purpose of the study, assuring subjects of their anonymity, and encouraging them to give responses that represented their own conceptions of love. A biographical information sheet followed the instruction sheet and requested subjects to supply information concerning their age, sex and marital status.

As in the pilot study, each question was contained on a separate page with space provided at the bottom of the page for subjects' comments about the appropriateness of the question, its form, etc. Finally, a series of questions on the last page of the questionnaire allowed subjects to critique the whole questionnaire. These comment questions were: do you have any general comments about this questionnaire or the study of love in general, which question was the most interesting to you, which the least interesting, do you have any suggestions for pos-

sible future questions, how long did it take you to fill out the questionnaire, do you think it was too long, too short? A further description of the instructions and the procedures used in filling out the questionnaire can be found in the method section. A copy of the questionnaire is contained in Appendix A.

### Children's Interview

The questions asked in the interviews with children were identical to those asked of adults with several minor changes. The kinds of determinations and hypotheses with respect to these questions are identical to those discussed earlier with respect to the adult questionnaire.

Question 1. What does love mean to you?

Question 2. What do you do when you love someone?

Question 3. I'd like you to give me the names of the persons or things that you love.

Question 4. You said you love \_\_\_\_\_. Does \_\_\_\_\_ love you?

On question 4, each of the individuals and things listed in question 3 as loved were inquired about as to their love for the subject.

Question 5a. Is there anyone or anything that you like but don't love?

Question 5b. Is there anyone or anything that you love but don't like?

Question 6. You said you love \_\_\_\_\_. Why do you love \_\_\_\_\_? You said you love \_\_\_\_\_. Why do you love \_\_\_\_\_?

As with the adult questionnaire, reasons for loving two of the persons or things listed in question 3 were solicited. However, instead of the child selecting these individuals, the interviewer did this. In general, the individuals chosen were a parent and friend, unless



the child listed a number of things as loved. In this case, a parent and one object (or animal) were used in this question. There were a number of reasons for these choices. First, a number of studies mentioned in the introduction indicated that love for family members involves different experiences than love for non-family members; in addition, love for things involves different experiences than love for people. Also, the pilot data suggested that among family members, children are clearest about their relationships with their parents.

Question 7. What do you do when you love \_\_\_\_? What do you do when you love \_\_\_\_?

The selection of the two individuals or things used in this question was identical to that of question 6.

Question 8. A. Do you love \_\_\_\_ when you are asleep? B. Does everyone love somebody? C. If you love someone, does that person love you too? D. Can you love someone but not like them? E. Can little babies love?

Question 8 was designed to be the analog of question 8 on the adult questionnaire. In general, the person selected in part A was a parent for the same reason given in question 6. Part C was intended to investigate mutuality in the child's conception of love without using the word mutual, as in the adult questionnaire.

Question 9. Where did you find out about love? Who told you about love?

This question was designed to replace question 9 of the adult questionnaire, which was precluded by the oral format of the interview with children. The above probe questions were designed to elicit informa-



tion similar to that of adults about the factors which contribute to the child's conception of love. A copy of the interview questions can be found in Appendix B. A complete description of the procedures involved in the interviews can be found in the next section.

## METHOD

## Subjects

Two hundred subjects participated in the present investigation. There were ten different age groups with 10 males and 10 females in each of the groups. The groups were: preschoolers, second, fifth, eighth, and eleventh graders, 20-25, 30-35, 40-45, 50-55, and 60-65 year olds. The youngest subject was just 3-years-old; the oldest was 65. With one exception, all the subjects in the 20-year-old age group and younger were single. With only a few exceptions, all of the subjects in the 30-year-old age group and older were married.

Because of the wide variety of ages sampled and the difficulty in recruiting subjects, no attempt was made to balance groups with regards to socio-economic status, religion, etc. Since elements of an individual's conception of love are certainly affected by cultural influence, a brief description of the composition of each of the age groups is in order. Whenever the religious or socioeconomic status of a particular age group appeared to affect the data, it is clearly noted in the discussion section. The preschool subjects all attended a university laboratory school in Amherst, Massachusetts. The majority of these subjects were sons and daughters of university faculty members or graduate students. The second, fifth, eighth, and eleventh graders attended three different Catholic schools in Easthampton and Northampton, Massachusetts. Most of these students were the sons and daughters of lower middle class working people. The 20-25 year olds were undergraduate students at the University of Massachusetts in Amherst, Massa-

chusetts. The 30-35 year olds were primarily recruited from non-student populations in the Amherst-Northampton area. However, because of the preponderance of academic institutions in the area, most of these 30-year-olds were similar to the 20-year-olds in socio-economic and religious composition. The majority of the 40-year-olds were professionals: teachers, psychologists, school principals, etc. in the Southwick, Massachusetts school district. The 50-55 and 60-65 year olds were primarily recruited from a middle class, Jewish population in the New York City area. There were also a few lower, middle class Catholics from the Wilmington, Delaware area in these latter two age groups.

#### Procedure

Younger subjects (preschoolers, second, and fifth graders) were given an oral interview while older subjects (eighth grade and older) were administered the written questionnaire. The specific questions asked in the interviews and on the questionnaire were described in the previous section and are not repeated here.

Interviews. Children were selected for interviews on the basis of having received parental permission and given their own approval. Interviews were done on a one-to-one basis in private (unused classrooms, school libraries, cafeterias, etc.). The interviews were conducted by a 25-year-old male, psychology graduate student and a 20-year-old female, undergraduate psychology student. Wherever possible, the female interviewer questioned female subjects and the male interviewer questioned male subjects. This was done because experience in the pilot studies indicated that younger subjects had a better rapport with an

interviewer of the same sex.

Subjects were accompanied by the experimenter from the classroom to the interview location. This time was used for exchanging names and engaging in other "small talk" designed to put the subject at ease. The experimental setting was very simple, consisting usually of just a table, two chairs, a tape recorder, and a list of interview questions nearby. After both the subject and experimenter were seated, the experimenter informed the subject of the nature of the study. No deception was involved in this explanation. A sample instruction was:

O.K., Joey. My name is John. I'm here from the university and what I'm trying to find out is what people at different ages think about love. I'm here at your school to find out what kids in (your) grade think about love. I'm asking each kid for their own opinion about love--an opinion means what you think about love. That means that this is not a test--there are no right or wrong answers and each kid says something different. O.K. Do you have any questions?"

In order to make the situation less stressful, the experimenter engaged the children in helping to prepare the tape recorder and informed them that they would have a chance to hear themselves on tape after the interview.

The interviewer then proceeded to ask the interview questions. With young children, interviewing is a complex and difficult art involving the interpretation of pauses, grimaces and other non-verbal cues. Perhaps the most difficult situation which arose was one in which the child responded to a question with "I don't know." This required some interpretation as to whether the subject really did not know or whether this was a response due to fear or shyness. In general, this situation was handled by again explaining to the child that there

were no right or wrong answers and that each person responded differently. If again, the child responded with "I don't know," the question was skipped over and returned to later. In most cases, the above situation arose early in the interview, when some children were still apprehensive about the experimental situation. Usually the postponement of certain questions to the end of the interview was successful in eliciting a response to the question. The interviewer refrained from prompting the subject on any of the questions. If the child responded by answering, "I don't know what you mean," the interviewer usually repeated the question or gave the child a close paraphrasing of it. Lengthy and elaborated explanations that might have influenced the child's responses were avoided. Most responses by the child were followed by an inquiry from the experimenter as, "is there anything else?" If the subject responded negatively, the interviewer proceeded to the next question.

Interviews lasted about 15 minutes on the average. At the end of the interview, the interviewer played back the end portion of the interview for the subject to hear. This tended to make the situation more enjoyable for the child, and virtually all of them were smiling or at least at ease when they were accompanied by the interviewer back to the classroom.

Questionnaires. The questionnaire fill-out was much less uniform a procedure than the interview format described above. All subjects received the same questionnaire which had as its first page an instruction sheet. This instruction sheet contained information similar to that explained verbally to the children, with a little more elaboration



and sophistication. What was emphasized, however, was the fact that the questionnaire was anonymous and that responses should reflect the subject's own opinions or conceptions about love. The instructions also informed subjects where they could obtain answers to their queries (telephone numbers, addresses, etc.). A copy of the instructions as well as the questionnaire can be found in Appendix A.

A number of different procedures were used in both how the subjects were obtained and how the questionnaires were filled out. Subjects in the 20-25 year old age group were obtained through signs posted around the university campus. Specific times were arranged in which 5 to 8 subjects could complete the questions in a small group setting. This arrangement was devised in order to assure the feeling of anonymity among individual participants. Subjects in the 30-35 year old age group were obtained in two ways, through ads in local newspapers and through neighborhood centers. Ads in the newspaper explained the nature of the study and the time and location of fill-out sessions at local libraries. These sessions were conducted in a fashion similar to those with the 20-25 year olds. In addition to this, a number of subjects were recruited through questionnaires left at several neighborhood centers. Subjects in the correct age range filled out the questionnaire and deposited it in boxes left at the center. With all subjects in the 20-25 year old age group and older, two dollars was paid for participation which usually lasted about 30 minutes to 1 hour. This two dollar incentive was most successful in obtaining 20-25 and 30-35 year olds. Older subjects, 40-45 years old and older, were usually in better financial condition and the monetary reward meant little



or nothing to them; in fact, many refused to take it. In general, the 60 subjects in the 40-45, 50-55, and 60-65 year old groups were obtained through acquaintances, relatives, work associates, etc. In order to assure anonymity, all of these subjects returned the questionnaire to the experimenter in previously addressed, stamped envelopes.

## RESULTS

### Preliminary Considerations

The data collected on both the questionnaires and in the interviews was analyzed in basically two different ways. Questions 8 and 9 (references to question numbers refer to the number of the question on the questionnaire), in which subjects had to make ratings, yielded numerical data which was analyzed using analyses of variance, correlations, and factor analyses. However, the other questions involved open-ended responses on the part of subjects and consequently did not produce the neat, numerical data of questions 8 and 9. Consequently, a categorical analysis was performed on these questions. Because of the complicated nature of these categorical analyses, a detailed description of the procedures used in analyzing them is in order now; specific descriptions of the statistical analyses of all the questions are found later in this section.

The first step involved in analyzing the open-ended response questions (questions 1 to 7 and 10), was to arrive at a number of distinct, mutually exclusive, and exhaustive categories for each question into which individuals' responses could be classified. This was accomplished for each question by first selecting at random questionnaires of several subjects at a number of different age groups and reading them. This initial reading suggested a number of possible categories for the question. Using these preliminary determinations, several subjects of both sexes in each age group were selected and judges attempted to classify their responses into these categories. This procedure inevitably

resulted in the deletion of some categories, the addition of new ones, and most importantly, the refinement of the scope and content of the preliminary categories.

With the categories well-defined and understood, responses on the questionnaires were classified by three judges. The judges consisted of a child psychology graduate student, an undergraduate psychology student, and a professional teacher. Each subject's responses were evaluated independently by two of the judges. If there was any disagreement on a classification, the judgements were discussed and a consensus arrived at.

Basically, two different problems arose in scoring the questionnaires in the above manner. The first problem was one in which subjects gave responses which were not answering the question. For example, a subject might have mentioned why he or she loved a particular person on a question which asked for what the reasons for loving a person were. Initially, this problem caused a great deal of confusion when it was felt that every response had to be classified. However, when it became clear that in responding at length, subjects occasionally wandered from the question at hand, these errant responses were ignored (by consensus also), and the marking became easier and more consistent.

The other, more difficult problem, was the one in which a subject first gave a response which was very generalized and then did not get more specific. For example, on question 6, some subjects replied that when they loved someone, they showed it by kissing, verbally expressing the love, or doing something for the person loved. Each of these three

clarifications of "show them" involved separate categories and subjects' responses were treated accordingly. However, a few subjects answered with only the response "show them." In cases as this, where several interpretations of a response could be made, a decision was made to place the response into one category. After this placement, all identical responses were classified in the same way. In this manner, all responses in the questionnaire were handled in a consistent fashion. Appendixes C to F contain examples of acceptable and unacceptable responses for all categories on all questions.

After each of these open-ended questions was "scored" as above, various statistical analyses were performed. The basic analysis carried out was a chi square frequency analysis (McNemar, 1969) for each category within a question. A frequency count was made to determine from the classifications above, the number of subjects who used a particular category of response as opposed to those who did not use it. Whether these numbers varied with age or sex was determined using the chi square. Although the usual requirement for the  $\chi^2$  analysis is an expected cell frequency (E) greater than 5, for  $df > 2$ , discontinuities and skewness in the  $\chi^2$  distribution are not a problem if  $E > 2$  (McNemar, 1969). In several analyses, in which the number of subjects giving a particular response was small, adjacent age groups were combined to avoid an  $E < 2$ . In addition, the contingency coefficient was calculated to determine the degree of the relationship between the use of a particular category and age and sex. In addition, phi coefficients (Hays, 1963) were also calculated between categories of a particular question to determine whether subjects who used one category in respond-

ing, tended to use certain others also.

Each of the questions in the study is now discussed in detail. In analyzing the data, it was found that determining the categories for some questions first made the determination of others easier. Because of this, questions are discussed in the order in which they were analyzed, rather than in the order in which they appeared on either the questionnaire or in the interview.

Although the primary interest in the present study was developmental changes, sex differences were investigated in every analysis. Because of the small number of subjects of each sex at each age (10 males and 10 females), analyses of sex differences were done only across groups. Because only a few sex differences were found, only significant differences are discussed below. Unless otherwise stated, the reader should assume that there are no sex differences.

### Analysis of Questions

Question 6. What do you do, if anything, when you love someone or something?

There were 12 different categories of responses to question 6. Category 1 involved physical expressions of love and included kissing, hugging, etc. Category 2 consisted of verbal expressions of love, which included responses as "you tell them you love them," "express it verbally," and "express your feelings." Category 3 was doing things to please or make a person happy, including "you are nice to the person," "make them something," and "give them something they want." Category 4 was to interact or keep them company, and this category included



responses as, "try to be with them as often as possible," "go somewhere together for fun," and "I write to them." Category 5 was to give and share self and to engage in open communication. This category involved responses indicating a shared life and knowledge between people, for example, "give of myself, my time and my energies," "share responsibilities," "confide in them," and "bond myself to the person." Category 6 was understanding, respect and a willingness to let the loved person be himself or herself. Responses involved in this category, among others, were: "try to understand them," "accept them the way they are," and "be sensitive to their feelings." Category 7 was to provide support for the loved person's physical and emotional well being and included responses as, "take care of them," "try to help them with their problems," and "try to make life easier for them." This category is different from category 3 in that it involves "deeper" and more prolonged actions of concern and protection than just trying to please or make happy. Category 8 was to derive enjoyment from, and involved responses as, "I get excited when I see them," "we enjoy each other," and "feel pleasure with them." Category 9 was to be oneself, to be open, and included, "I'm honest with them," "I'm open," and "I'm not burdened by any phoniness." Category 10 was to change oneself or better oneself to meet the expectations of the person loved. Responses in this category included, "work at bettering myself," "try to be the best person I can," and "try to live up to their expectations." Category 11 was to do nothing in particular and to just feel love. This category involved responses as, "it automatically shows up," "do what feels right," and "feel an emotional reaction." Category 12 was other



responses. This category was not a "catch-all," but involved a combination of two or three categories which contained very few responses, or responses which may not have been directed at the question. These included, among others, "make them feel the love I feel," "depend on them," and "marry them." Less than 5% of the subjects gave responses in this last category. The examples given for the above categories are only a few of the responses that actually helped define the category. The reader is encouraged to consult Appendix C for other examples, in order to gain a fuller understanding of each category.

There was a significant relationship between the use of category 1, physical expressions of love, and age,  $\chi^2(9) = 16.84$ ,  $p < .05$ . The proportion of subjects at each age who used category 1 are listed in Table 1. This category of response was fairly common among preschoolers, declined in the second to eighth graders, and increased and then remained fairly constant after the eleventh grade and throughout the adult years.

There was a significant relationship between the use of category 2, verbal expressions of love, and age,  $\chi^2(1) = 19.94$ ,  $p < .018$ . The proportion of subjects at each age who used category 2 responses in answering question 6 can be found in Table 1. None of the preschoolers or second graders evidenced this type of response. However, there was an increase in the number of people using this category, beginning with the fifth grade and reaching a peak in the eighth grade. There was a slight decrease in the use of the category after the eleventh grade.

There was a significant relationship between age and the use of category 3, do things to please or make happy,  $\chi^2(1) = 18.93$ ,  $p < .025$ .

The proportion of subjects at each age who gave responses in this category can also be found in Table 1. A closer examination of the data suggests that this significant age difference was primarily due to the fact that virtually no preschoolers gave this type of response. A subsequent analysis, excluding preschoolers, showed no significant change in the use of this category with age.

The fourth category of response to the question of what people do when they love, was to interact with or keep the loved person company. There were no overall age differences here. However, if only subjects in the first four age groups are considered, there was a significant relationship between age and the use of this category,  $\chi^2(3) = 11.20$ ,  $p < .01$ . The frequency of use of this category is contained in Table 2. Evidently, there was a decrease in this type of response in the preschool to fifth grade years and a subsequent increase in the eighth grade which remained fairly constant in later years. This decrease in the early years was identical to that found in category 1, and is examined more closely in the discussion section.

There was a highly significant relationship between age and the occurrence of category 5 responses (give-share self),  $\chi^2 = 33.20$ ,  $p < .0001$ . The proportion of subjects who used this category at each age can be found in Table 2. None of the subjects in the youngest three age groups evidenced any of this type of response in their concepts of love. Beginning with eighth graders, however, there was a steady increase in reports of the involvement of this type of behavior in loving until a maximum was reached among 30-35 year olds. After this, there was a slight, non-significant decrease in reports of this type of loving be-

Table 1

Proportion of Subjects at Each Age Giving Responses in  
Categories 1, 2, and 3 of Question 6 (What Do When Love)

## Category 1 (Physical Expressions)

Age Group	pre	2nd	5th	8th	11th	20-25	30-35	40-45	50-55	60-65
Proportion	.55	.50	.15	.25	.25	.35	.45	.25	.45	.35

$$\chi^2(9) = 16.84, \underline{p} < .05$$

Contingency Coefficient,  $C = .28$

## Category 2 (Verbal Expressions)

Age Group	pre	2nd	5th	8th	11th	20-25	30-35	40-45	50-55	60-65
Proportion	.00	.00	.05	.35	.30	.25	.10	.15	.20	.20

$$\chi^2(9) = 19.94, \underline{p} < .018$$

Contingency Coefficient,  $C = .30$

## Category 3 (Do Things To Please)

Age Group	pre	2nd	5th	8th	11th	20-25	30-35	40-45	50-55	60-65
Proportion	.05	.60	.55	.40	.35	.35	.45	.55	.40	.50

$$\chi^2(9) = 16.84, \underline{p} < .05$$

Contingency Coefficient,  $C = .28$

havior.

Category 6 of question 6 involved understanding, respect, and allowing the persons loved to be themselves. There was a significant relationship between the occurrence of this type of response and age,  $\chi^2(9) = 21.31$ ,  $p < .011$ . Table 2 contains the proportion of subjects at each age who used this category. There was a steady increase after the fifth grade in this type of response until 20-25 years, when the use of it reached a maximum. After that age, there were no significant changes in the frequency of occurrence of the response.

There was no overall significant age change in the use of category 7, providing support for physical and emotional well-being. However, considering only the first five age groups, there was a significant increase in the occurrence of category 7 responses,  $\chi^2(4) = 10.60$ ,  $p < .05$ . The proportion of subjects at each age who used this type of response is listed in Table 3. In addition, there was an overall sex difference with regards to this response, with women using it significantly more often than men,  $\chi^2(1) = 8.32$ ,  $p < .004$ . These proportions can also be found in Table 3. At every age, women listed providing support for physical and emotional well-being in loving more often than men did.

There were no age differences in the use of category 8, derive enjoyment from. In general, few subjects (about 5%) employed this category at any age.

Category 9 of question 6 was to be open and be oneself when loving. Because of the small number of subjects giving this response, adjacent age groups were combined for purposes of statistical analyses.

Table 2

Proportion of Subjects at Each Age Giving Responses in  
Categories 4, 5, and 6 of Question 6 (What Do When Love)

Category 4 (Interact-Keep Company)

Age Group	pre	2nd	5th	8th	11th	20-25	30-35	40-45	50-55	60-65
Proportion	.25	.20	.05	.50	.35	.20	.30	.30	.45	.30

$\chi^2(9) = 14.47$ , n. s. pre to 8th:  $\chi^2(3) = 11.20$ ,  $p < .01$

Contingency Coefficient = .31

Category 5 (Give/Share Self-Open Communication)

Age Group	pre	2nd	5th	8th	11th	20-25	30-35	40-45	50-55	60-65
Proportion	.00	.00	.00	.05	.25	.35	.45	.30	.15	.30

$\chi^2(9) = 33.20$ ,  $p < .0001$

Contingency Coefficient = .38

Category 6 (Understanding-Respect-Let Person Be Self)

Age Group	pre	2nd	5th	8th	11th	20-25	30-35	40-45	50-55	60-65
Proportion	.00	.00	.10	.20	.25	.45	.20	.20	.30	.25

$\chi^2(9) = 21.31$ ,  $p < .011$

Contingency Coefficient = .31



There was a significant relationship between the occurrence of this type of response and age,  $\chi^2(4) = 25.26$ ,  $p < .001$ . The proportion of subjects at each age who gave this category of response can be found in Table 3. From this table, it is evident that being open and being oneself as an aspect of loving was almost exclusively characteristic of the concept of love among the eleventh graders and 20-25 year old age group. In fact, 60% of all subjects giving this response were 20-25 year olds.

There was no relationship between age and the number of subjects stating that they changed themselves to meet the expectations of a loved one (category 10). Only 11 subjects out of 200 gave a response in this category. Similarly, the relationship between age and the frequency of subjects giving category 11 responses was not significant. Only 7 out of 200 subjects maintained that love involved doing nothing but feeling.

Finally, less than 5% of the subjects gave responses that could not be classified into one of the above categories mentioned earlier; usually these responses were not directed at question 6. There were no age patterns to the occurrence of these category 12 responses.

Another way to examine age differences in the use of the various categories in question 6 is to consider which ones occur most frequently at a given age. Table 4 lists the three most frequently occurring categories for each age group. With the exception of preschoolers, category 3, do things to please or make happy, appears to be an important component of loving at every age. Similarly, physical expressions of love occur at every age except among eighth graders, eleventh graders,



Table 3

Proportion of Subjects at Each Age and of Each Sex Giving Responses in Category 7, and Proportion of Subjects at Each Age Giving Responses in Category 9 of Question 6 (What Do When Love)

Category 7 (Provide Support for Physical and Emotional Well-Being)

Age Group	pre	2nd	5th	8th	11th	20-25	30-35	40-45	50-55	60-65
Proportion	.05	.15	.35	.30	.45	.35	.40	.35	.20	.20

$$X^2(9) = 12.31, n. s. \quad \text{pre to 5th: } X^2(2) = 10.60, \underline{p} < .05$$

$$\text{Contingency Coefficient} = .39$$

Category 7 (Provide Support for Physical and Emotional Well-Being)

Sex	Male	Female
Proportion	.17	.36

$$X^2(1) = 8.32, \underline{p} < .004$$

$$\text{Contingency Coefficient} = .21$$

Category 9 (Be Open-Be Oneself)

Age Group	(pre,2nd)	(5th,8th)	(11th,20-25)	(30-35,40-45)	(50-55,60-65)
Proportion	.00	.00	.20	.05	.00

$$X^2(4) = 25.26, \underline{p} < .001$$

$$\text{Contingency Coefficient} = .24$$

Table 4  
Most Frequently Used Categories at Each Age  
on Question 6 (What Do When Love)

preschoolers

1. Physical Expressions (.55)<sup>1</sup>
4. Interact-Keep Company (.25)
12. Don't Know (.10)

5th graders

3. Do Things To Please (.55)
7. Provide Support (.35)
1. Physical Expressions (.15)

11th graders

7. Provide Support (.45)
4. Interact-Keep Company (.35)
3. Do Things To Please (.35)

30-35 year olds

5. Give/Share Self (.45)
1. Physical Expressions (.45)
3. Do Things To Please (.45)

50-55 year olds

4. Interact-Keep Company (.45)
1. Physical Expressions (.45)
3. Do Things To Please (.40)

2nd graders

3. Do Things To Please (.60)
1. Physical Expressions (.50)
4. Interact-Keep Company (.20)

8th graders

4. Interact-Keep Company (.50)
3. Do Things To Please (.40)
2. Verbal Expressions (.35)

20-25 year olds

6. Understanding-Respect (.45)
5. Give/Share Self (.35)
1. Physical Expressions (.35)
3. Do Things To Please (.35)

40-45 year olds

3. Do Things To Please (.55)
5. Give/Share Self (.30)
7. Provide Support (.30)
4. Interact-Keep Company (.30)

60-65 year olds

3. Do Things To Please (.55)
1. Physical Expressions (.35)
4. Interact-Keep Company (.30)
5. Give/Share Self (.30)

<sup>1</sup>Numbers in parentheses refer to the proportion of subjects giving responses in the category.

and 40-45 year olds. It appears that among eighth graders, this response is "replaced" by verbal expressions. Giving-sharing self, open communication (category 5) and providing support for physical and emotional well-being (category 7), predominate almost exclusively among subjects 20-25 years of age and older, according to Table 4. Finally, keeping company and interacting (category 4) appears to be more frequent among the youngest and oldest age groups.

In addition to the above analyses, the relationship among various categories was investigated. The phi correlation coefficients (Hays, 1963) derived from the Pearson product moment correlation, were calculated between all possible pairs of categories. Because the use of various categories related to the age of the subject, separate phi correlations were calculated for subjects in the younger age groups (preschool to eleventh grade) and for subjects in older age groups (20-25 to 60-65 years of age). These correlation coefficients can be found in Tables 5 and 6 respectively. Significant differences (between older and younger subjects) in the values of the phi correlations are clearly noted in these tables. In addition, an overall correlation matrix was constructed; this matrix can be found in Table 7. A high, positive value (significant) of these coefficients implies that with respect to the two correlated categories, if a subject gave a response in one category, he or she was likely to have given a response in the other, and a subject who did not give a response in one category, probably did not give a response in the other.

Among the younger age groups, if a subject gave a response in the category of physical expressions, he or she tended not to give responses

Table 5

## Phi Correlation Coefficients Between Categories of Question 6

(What Do When Love) For Subjects in the Preschool to 11th Grade Age Groups

Categories	1	2	3	4	5	6	7	8	9	10	11	12
1. Physical Ex.	<u>.03</u>	<u>-.33</u> ***	-.22*	-.17	-.04	-.21*	-.14	-.10	-.08	-.12	<u>.01</u>	
2. Verbal Ex.		-.03	.08	.14	.04	-.04	-.08	-.06	-.10	-.07	-.13	
3. Do Things			-.07	-.12	-.08	.09	-.06	.03	.06	-.02	-.11	
4. Keep Company				.13	-.07	.05	-.01	-.09	-.15	-.11	-.19	
5. Give/Share Self					.05	.14	.16	-.03	-.06	-.04	-.08	
6. Under./Respect						<u>.23</u> *	-.07	.18	.05	-.06	<u>.22</u> *	
7. Provide Supp.							-.12	<u>.24</u> *	.04	.03	-.11	
8. Derive Enjoy.								-.03	-.05	<u>.26</u> **	-.06	
9. Be Self									<u>.57</u> ***	<u>.39</u> ***	<u>.04</u>	
10. Change Self										<u>.20</u> *	<u>.21</u> *	
11. Noth./Feel It												<u>-.05</u>
12. Other-Don't Know												

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ Note: Correlations underlined are significantly different ( $p < .05$ ) from those of the 20-25 to 60-65 year old age group.

Table 6  
Phi Correlation Coefficients Between Categories of Question 6  
(What Do When Love) For Subjects in the 20-25 to 60-65 Year Old Age Groups

Categories	1	2	3	4	5	6	7	8	9	10	11	12
1. Physical Ex.	<u>.46</u> <sup>***</sup>	<u>-.02</u>	-.14	-.05	.04	-.03	-.09	-.07	-.08	<u>.17</u>	.06	
2. Verbal Ex.		-.12	-.09	.02	.11	-.11	.13	.05	.01	.17	.04	
3. Do Things			.08	-.14	-.08	.07	-.15	-.12	.06	.02	.12	
4. Keep Company				.02	-.08	.18	.17	-.12	.04	-.03	.08	
5. Give/Share Self					.06	.03	.02	-.04	.14	.08	.08	
6. Under./Respect						<u>.07</u>	.04	.14	.06	-.13	-.13	
7. Provide Suppo.							.04	<u>-.10</u>	-.14	-.12	-.12	
8. Derive Enjoy.								-.09	.25*	.11	.11	
9. Be Self									<u>.27</u> <sup>***</sup>	<u>-.06</u>	-.06	
10. Change Self										.19	.19	
11. Noth./Feel It											<u>.48</u> <sup>***</sup>	
12. Other-Don't Know												

\*  $\underline{p} < .05$ , \*\*  $\underline{p} < .01$ , \*\*\*  $\underline{p} < .001$

Note: Correlations underlined are significantly different ( $\underline{p} < .05$ ) from those of the preschool to 11th grade age groups.



Table 7

## Phi Correlation Coefficients Between Categories of Question 6

(What Do When Love) For Subjects at All Ages

Categories	1	2	3	4	5	6	7	8	9	10	11	12
1. Physical Ex.		.26*** <u>-.17*</u>	-.18*	-.07	.02	-.12	-.10	-.07	-.08	-.04	.04	.02
2. Verbal Ex.			-.07	-.01	.10	-.08	.05	.03	-.05	.07	-.06	
3. Do Things				.01	-.10	.08	-.10	-.06	.06	.00	.02	
4. Keep Company					.06	.12	.10	-.10	-.06	-.06	-.08	
5. Give/Share Self						.12	.08	.01	.05	.05	-.02	
6. Under./Respect							.13	.02	.18*	.05	-.09	.02
7. Provide Supp.								-.02	.02	-.05	-.05	-.11
8. Derive Enjoy.									-.06	.11	.17*	.01
9. Be Self										.35*** <u>.08</u>	.19***	.06
10. Change Self											.20***	.17*
11. Noth./Feel' It												
12. Other-Don't Know												

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ 

Note: Correlations underlined vary significantly with age.

of doing things to please, keeping company, or providing support for physical or emotional well-being. However, subjects who indicated that loving involved respect or understanding, also tended to list providing physical and emotional support for a person as part of loving. Among the older age groups, subjects who expressed love physically, were also likely to indicate that they expressed it verbally.

Question 1. What does love mean to you?

There were 9 different categories of responses that were used in analyzing question 1. Category 1 involved subjects defining love in terms of its content or what they did when they loved someone. Therefore, any response which could have been classified into one of the categories of question 6 was included in category 1. Category 2 involved subjects defining love by contrasting it with liking. Examples of category 2 responses included, "it's a special feeling more than liking," "you like someone deeply," and "it's more than just hanging around with them." Category 3 consisted of responses defining love by specifying different kinds of loving. Examples of this category were, "you love mother...but if you love a friend...," "there are different kinds of love," and "it is different things with different people." Category 4 involved responses in which subjects stated the effects of love, for example, "it makes you feel good," "it's an essential part of everyone's life," and "it's what the world needs to be truly healed." Category 5 consisted of responses in which subjects mentioned the object of their love. Examples of this category were, "I love my sister," "love is a good friend," and "we choose people who balance our deficiencies." Category 6 consisted of subjects giving as their defini-

tion of love their reasons for loving. This category included responses as, "it borders on the instinctual level," "it's a part of a religious impulse," and "everyone has to love." Category 7 involved defining love in terms of how it develops, for example, "it takes a long time to develop," "it means less as you grow older," and "depends on both internal and external stimuli." Category 8 consisted of responses that emphasized love as being a mutual or reciprocal process between two or more people. Examples of category 8 include, "it's a relationship between two people," "there's a mutual respect for each other," and "love requires a response." Category 9 was "don't know." This was not a category for subjects who did not answer the question, but for individuals who genuinely answered that they did not know what love was. In order to gain a fuller understanding of the above items, Appendix D should be consulted for more example of acceptable and unacceptable responses in each of the above categories.

There was a significant relationship between age and the use of category 1, content of loving,  $\chi^2(9) = 92.31$ ,  $p < .0001$ . Table 8 contains the proportion of subjects at each age who gave this type of response in answering the question. As is evident from this table, the describing of what one does in loving appeared to be an integral part of defining loving for all subjects. Younger children, preschoolers and second graders, however, do not employ this category as often.

Because of the small number of subjects giving category 2 responses, adjacent age groups were combined for purposes of statistical analysis. With regards to category 2 responses, loving compared to liking, there was a significant degree of association between age and the use of the

category,  $\chi^2(4) = 12.25$ ,  $p < .02$ . The proportion of subjects who used the category at each age can also be found in Table 8. As is apparent from Table 8, this method of defining love was most frequent among younger subjects. There was an increase with age in the number of subjects who contrasted loving with liking until the fifth grade, after which there was a decrease. With one exception, this response was totally absent among the adult sample.

There was a significant relationship between age and the use of category 3, different kinds of loving,  $\chi^2(9) = 29.16$ ,  $p < .001$ . The proportion of subjects at each age who employed this method of defining love can be found in Table 9. From Table 9, it is apparent that the mentioning of different kinds of love is almost exclusively characteristic of answers given by adults. In addition, more 20-25 year olds gave this type of response than any of the other adult age groups.

With regards to category 4, effects of love, there was a significant association between its use and the age of the subject,  $\chi^2(9) = 27.91$ ,  $p < .001$ . The proportion of subjects involved at each age are listed in Table 9. As with category 3, this response was absent among the younger age groups. It appeared among the eighth graders for the first time, and subsequently increased until reaching a maximum among the 30-35 year olds. There was then a slight decrease in the number of subjects giving this response after this age; however, this decrease was not significant.

There were no age differences in the use of category 5, objects of love. Overall, approximately 10% of the subjects used this type of response in answering question 1. Although more preschoolers gave this

Table 8  
Proportion of Subjects at Each Age Giving Responses in  
Categories 1 and 2 of Question 1 (What Love Means)

Category 1 (Content of Love)

Age Group	pre	2nd	5th	8th	11th	20-25	30-35	40-45	50-55	60-65
Proportion	.25	.55	.90	1.0	1.0	.95	1.0	1.0	.95	1.0

$$\chi^2(9) = 92.31, \underline{p} < .0001$$

$$\text{Contingency Coefficient} = .56$$

Category 2 (Compares Loving to Liking)

Age Group	(pre,2nd)	(5th,8th)	(11th,20-25)	(30-35,40-45)	(50-55,60-65)
Proportion	.13	.18	.05	.03	.00

$$\chi^2(4) = 12.25, \underline{p} < .02$$

$$\text{Contingency Coefficient} = .24$$



Table 9

Proportion of Subjects at Each Age Giving Responses in  
Categories 3 and 4 of Question 1 (What Love Means)

Category 3 (Different Kinds of Love)

Age Group	pre	2nd	5th	8th	11th	20-25	30-35	40-45	50-55	60-65
Proportion	.00	.00	.00	.10	.00	.40	.20	.20	.25	.20

$$\chi^2(9) = 29.16, p < .001$$

Contingency Coefficient = .36

Category 4 (Effects of Love)

Age Group	pre	2nd	5th	8th	11th	20-25	30-35	40-45	50-55	60-65
Proportion	.00	.00	.00	.15	.35	.35	.40	.20	.20	.15

$$\chi^2(9) = 27.91, p < .001$$

Contingency Coefficient = .35

response than subjects from other age groups, there were still several respondents in each of the other groups who answered in this fashion.

There were no age differences in the use of category 6, mentioning the reasons for loving, in answering question 1. Few subjects at any age (only 5% of the sample) gave this type of response.

Category 7 of question 1 involved the mention of how love develops. Because of the small number of subjects using this category of response, adjacent age groups were combined for purposes of statistical analysis. There was a significant association between age and the use of this category,  $\chi^2(4) = 12.83$ ,  $p < .02$ . The proportion of subjects at each age who gave this response can be found in Table 10. Concern over the development of love appeared most strongly in the early adult age groups, 20-25 and 30-35 year olds. Before these ages, category 7 responses were virtually absent and after the 30-35 year olds, there was a decrease in the number of subjects giving this response.

The number of subjects using category 8, love as a mutual-reciprocal process, was also significantly related to age,  $\chi^2(9) = .014$ ,  $p < .014$ . These proportions are also listed in Table 10. There was a regular increase in the number of subjects who included mutuality as a defining aspect of love. This increase reached a maximum among the eleventh graders and decreased slightly thereafter.

Finally, there was a significant relationship between age and the proportion of subjects using category 9, "don't know,"  $\chi^2(9) = 75.79$ ,  $p < .0001$ . As can be seen from Table 10, a large number of the pre-schoolers were unable to define love. This inability, however, quickly disappeared by the second grade, and every subject from the fifth grade

Table 10

Proportion of Subjects at Each Age Giving Responses in  
Categories 7, 8, and 9 of Question 1 (What Love Means)

## Category 7 (How Love Develops)

Age Group	(pre,2nd)	(5th,8th)	(11th,20-25)	(30-35,40-45)	(50-55,60-65)
Proportion	.00	.00	.13	.15	.05

$$\chi^2(4) = 12.83, p < .02$$

Contingency Coefficient = .25

## Category 8 (Love as a Mutual-Reciprocal Process)

Age Group	pre	2nd	5th	8th	11th	20-25	30-35	40-45	50-55	60-65
Proportion	.00	.15	.10	.35	.50	.40	.30	.20	.30	.25

$$\chi^2(9) = 20.77, p < .014$$

Contingency Coefficient = .31

## Category 9 (Don't Know)

Age Group	pre	2nd	5th	8th	11th	20-25	30-35	40-45	50-55	60-65
Proportion	.45	.05	.00	.00	.00	.00	.00	.00	.00	.00

$$\chi^2(9) = 75.79, p < .0001$$

Contingency Coefficient = .52

on had something to say about the meaning of love.

As with question 6, it is helpful to consider which of the above nine types of responses predominates at each age. Table 11 lists the three categories used most often by subjects at each age. This table reinforces a number of the findings mentioned above. Among preschoolers, the prominence of category 9 responses illustrates the difficulty of defining love at this early age. At every age, it appears that the most preferred method of defining love was to discuss what kinds of things are involved in loving, that is, the content. Comparing loving to liking was most common in the early school years; primarily the second and fifth grades. After the fifth grade, love as a mutual or reciprocal process became and remained an important dimension in subjects' definitions of love. Different kinds of love (category 3) was of concern more often in the older, adult age groups, 20-25, 40-45, and 60-65 year olds, than in the younger age groups.

As with question 6, the relationships among the various categories of responses were investigated through the computation of phi correlation coefficients between each pair of categories. Tables 12 and 13 contain the correlation matrices of these coefficient values for subjects in the younger (preschool to eleventh grade) and older age groups (20-25 to 60-65 years) respectively. Table 14 contains the overall correlation coefficients between categories for subjects at all ages. As indicated from significant correlations in the tables, among younger age groups, a subject who answered question 1 by discussing the content of love was unlikely to either compare it to liking, or to specify the objects of love. However, this same hypothetical subject was

Table 11

Most Frequently Used Categories at Each Age  
on Question 1 (What Love Means)

<u>preschoolers</u>	<u>2nd graders</u>
9. Don't Know (.45) <sup>1</sup> 5. Objects of Love (.25) 1. Content of Love (.25)	1. Content (.55) 2. Compares to Liking (.20) 8. Mutuality (.15) 5. Objects of Love (.15)
<u>5th graders</u>	<u>8th graders</u>
1. Content of Love (.90) 2. Compares to Liking (.25) 8. Mutuality (.10)	1. Content of Love (1.00) 8. Mutuality (.35) 4. Effects of Love (.15) 5. Objects of Love (.15)
<u>11th graders</u>	<u>20-25 year olds</u>
1. Content of Love (1.00) 8. Mutuality (.50) 4. Effects of Love (.35)	1. Content of Love (.95) 8. Mutuality (.40) 3. Diff. Kinds (.40)
<u>30-35 year olds</u>	<u>40-45 year olds</u>
1. Content of Love (1.00) 8. Mutuality (.30) 7. How Love Develops (.25)	1. Content of Love (1.00) 8. Mutuality (.20) 3. Diff. Kinds (.20) 4. Effects of Love (.20)
<u>50-55 year olds</u>	<u>60-65 year olds</u>
1. Content of Love (.95) 8. Mutuality (.30) 3. Different Kinds (.20)	1. Content of Love (.95) 8. Mutuality (.25) 3. Different Kinds (.20)

<sup>1</sup>Numbers in parentheses refer to the proportion of subjects giving responses in the category.



Table 12

Phi Correlation Coefficients Between Categories of Question 1  
(What Love Means) For Subjects in the Preschool to 11th Grade Age Groups

Categories	1	2	3	4	5	6	7	8	9
1. Content	<u>-.22</u> *	.08	.20*	<u>-.22</u> *	.01	.06	.26**	<u>-.56</u> ***	
2. Compares to Like		-.06	-.04	-.14	-.08	-.04	-.21*	-.13	
3. Diff. Kinds			-.04	-.05	-.03	-.01	.10	-.05	
4. Effects of				-.01	.27**	.30**	.14	-.11	
5. Objects of					-.07	-.04	-.11	-.12	
6. Reasons for						-.02	.14	-.07	
7. How Develops							<u>-.05</u>	-.03	
8. Mutuality									-.18
9. Don't Know									

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

Note: Correlations underlined are significantly different ( $p < .05$ ) from those of the 20-25 to 60-65 year old age groups.

Table 13

Phi Correlation Coefficients Between Categories of Question 1  
(What Love Means) For Subjects in the 20-25 to 60-65 Year Old Age Groups

Categories	1	2	3	4	5	6	7	8	9
1. Content		<u>.02</u>	-.17	.10	<u>.06</u>	-.18	.06	-.02	--
2. Compares to Like			-.06	-.06	-.03	-.03	-.04	-.06	--
3. Diff. Kinds				-.03	.14	.02	.07	.04	--
4. Effects of					-.03	.11	.13	-.03	--
5. Objects of						.05	-.12	.18	--
6. Reasons for							<u>.38</u> ***	.17	--
7. How Develops								<u>.10</u>	--
8. Mutuality									--
9. Don't Know									--

\*  $\underline{p} < .05$ , \*\*  $\underline{p} < .01$ , \*\*\*  $\underline{p} < .001$

Note: Correlations underlined are significantly different ( $\underline{p} < .05$ ) from those of the pre-school to 11th grade age groups.

-- Correlation coefficient could not be calculated.

Table 14

Phi Correlation Coefficients Between Categories of Question 1  
(What Love Means) For Subjects at All Ages

Categories	1	2	3	4	5	6	7	8	9
1. Content		<u>-.26</u> ***	.08	.19**	<u>-.15</u> *	-.03	.11	<u>.18</u> **	<u>-.56</u> ***
2. Compares to Like			-.11	-.08	-.09	-.07	-.08	<u>-.17</u> *	-.07
3. Diff. Kinds				.04	.06	.03	.13	.07	-.09
4. Effects of					-.03	.17*	.19**	.05	-.11
5. Objects of						-.01	-.09	.03	-.08
6. Reasons for							.29***	<u>.16</u> *	.06
7. How Develops								<u>.08</u>	-.06
8. Mutuality									-.13
9. Don't Know									

\*  $\underline{p} < .05$ , \*\*  $\underline{p} < .01$ , \*\*\*  $\underline{p} < .001$

Note: Correlations underlined vary significantly with age.

likely to mention the mutuality requirement of love. In addition, if a younger subject discussed the effects of love in answering the question, he or she was also likely to discuss both how love develops and the reasons for loving. Among the older age groups, a subject who listed the reasons for loving in defining the concept, also tended to mention how love develops.

Question 2. For you is there a distinction between liking and loving? If yes, what is the distinction?

There were 8 different categories of responses to question 2. Category 1 contained responses which indicated that liking and loving differed quantitatively from one another; that is, loving involved more depth than liking. Examples of category 1 were, "loving is a stronger feeling than liking," "you care more about someone when you love them," and "you know them better when you love them." Category 2 involved responses on the part of subjects which viewed loving as growing from liking. Examples of this category were, "loving is something that sometimes grows from a relationship," "you need to like someone before you can love them," and "liking can eventually turn to loving." Responses falling into category 3 viewed loving and liking as being directed toward different types of individuals. Essentially, subjects who gave this response maintained that there were certain people who were loved because of who they were, and others who could never be loved no matter how much they were liked. Examples of category 3 responses were: "you should like everyone...you can't love everyone," "if you like someone, it is because you can't love the person," and "liking you can do for even a casual acquaintance; loving requires a

greater knowledge of the person." Category 4 contained responses that viewed love as being a whole entity which transcends both time and situation. In essence, this position maintained that a person who is loved might be disliked at certain times; however, this temporary dislike would not affect the love that existed for the person. This category included statements as, "if you have an argument with your mother, at that time you probably don't like her, but you continue to love her," "I love my parents, but I don't like the way they are sometimes," and "when you love the person, you accept the good and bad things about them." Category 5 stressed the necessity of reciprocity in loving but not in liking; for example, "in loving, it is important that they love me." Category 6 consisted of responses making the distinction that people are loved; things are liked, for example, "I cannot love a thing; it must be a person." Category 7 consisted of responses in which subjects viewed loving as being qualitatively different from liking. Examples of this category included, "loving involves trust; liking does not," "liking is a rational feeling; loving is an emotional feeling," and "if I like someone, it means that I care for that person but not the way I would care for him if I loved him." Category 8 involved answers in which subjects made no distinction between liking and loving or statements of inability to explain the difference between liking and loving.

Analyses similar to the preceeding two questions were carried out on question 2. Question 2 was not asked of preschoolers because of pilot work suggesting that few children of this age could understand the question. In addition, the attention span of preschoolers was lim-



ited enough so that the number of questions in the interview had to be decreased. As a result, this question was eliminated from the interview with preschoolers. Therefore, the following findings are with respect to second graders to 65 year olds only.

There was no significant relationship between age and the use of category 1, quantitative differences. Approximately 50% to 75% of subjects of all ages gave responses indicating that loving was deeper or involved more depth than liking.

Adjacent age groups were combined for purposes of statistical analysis on category 2, because of the small number of subjects using the response. There was a significant relationship between age and use of category 2, loving grows from liking,  $\chi^2(3) = 10.99$ ,  $p < .05$ . The proportion of subjects who made this distinction is given in Table 15. This response was totally absent among the youngest three age groups, increased to a maximum in the 20-25 year old age group, and then declined slightly thereafter.

There were no significant differences with respect to age in the use of either category 3, different domains, or category 4, love being transcendent over time and situation. In both cases, subjects in the eighth grade and older tended to use these distinctions more often than second or fifth graders; however, these differences in use were not significant. Use of these categories varied between 10% and 30% of all subjects at each age.

Similarly, there were no age differences in the use of category 5, love is reciprocal, or category 6, one loves people and likes things. In fact, the use of these categories was restricted to a very small

number of subjects, 2% for category 5 and 5% for category 6.

There was no significant relationship between age and the number of subjects giving category 7 responses, indicating that loving is qualitatively different from liking. This category of distinction was second to category 1, in terms of the number of subjects using it; approximately 26% of the subjects gave responses in this category.

There was a significant association between age and the use of category 8, responses indicating no distinction or don't know,  $\chi^2(8) = 33.25$ ,  $p < .0001$ . Table 15 contains the proportion of respondents who gave category 8 responses. The number of subjects who did not make a distinction between liking and loving decreased from the second to eleventh grades. By the eleventh grade, some distinction between the two was made by every subject.

Table 16 contains the three most used categories on question 2 for each age group. At all ages, subjects usually distinguished between liking and loving either in terms of loving being more than liking, or loving involving different things than liking. Second and fifth graders evidenced more uncertainty with regards to the distinction between the two, while subjects in age groups older than this tended to introduce the ideas of transcendence and different types of individuals loved in to their distinction between liking and loving.

Phi correlation coefficients were calculated to determine the relationship among the categories of question 2. Table 17 contains a matrix of these coefficients for subjects in the second to eleventh grades; Table 18 contains the values for the 20-25 to 60-65 year olds. Finally, Table 19 contains the values for subjects at all ages. As

Table 15

Proportion of Subjects at Each Age Giving Responses in  
Categories 2 and 8 of Question 2 (Difference Between Liking and Loving)

Category 2 (Loving Grows From Liking)

Age Group	(2nd,5th,8th)	(11th,20-25)	(30-35,40-45)	(50-55,60-65)
Proportion	.00	.18	.08	.08

$$\chi^2(3) = 10.99, \underline{p} < .05$$

$$\text{Contingency Coefficient} = .24$$

Category 8 (No Distinction-Don't Know)

Age Group	2nd	5th	8th	11th	20-25	30-35	40-45	50-55	60-65
Proportion	.30	.15	.05	.00	.00	.00	.00	.00	.00

$$\chi^2(8) = 33.25, \underline{p} < .0001$$

$$\text{Contingency Coefficient} = .39$$

Table 16

Most Frequently Used Categories at Each Age

on Question 2 (Difference Between Liking and Loving)

2nd graders

1. Quantitative Diff. (.45)<sup>1</sup>
8. Don't Know, No Diff. (.30)
7. Qualitative Diff. (.20)

5th graders

1. Quantitative Diff. (.70)
7. Qualitative Diff. (.15)
8. Don't Know, No Diff. (.15)

8th graders

1. Quantitative Diff. (.50)
7. Qualitative Diff. (.45)
3. Different Domains (.30)

11th graders

1. Quantitative Diff. (.50)
3. Different Domains (.35)
7. Qualitative Diff. (.25)

20-25 year olds

1. Quantitative Diff. (.70)
7. Qualitative Diff. (.25)
4. Love Transcends (.25)
2. Love Grows from Like (.25)

30-35 year olds

1. Quantitative Diff. (.75)
7. Qualitative Diff. (.35)
3. Different Domains (.15)
4. Love Transcends (.15)

40-45 year olds

1. Quantitative Diff. (.50)
7. Qualitative Diff. (.25)
3. Different Domains (.20)

50-55 year olds

1. Quantitative Diff. (.55)
7. Qualitative Diff. (.25)
3. Different Domains (.20)

60-65 year olds

1. Quantitative Diff. (.50)
7. Qualitative Diff. (.25)
3. Different Domains (.25)

<sup>1</sup>Numbers in parentheses indicate the proportion of subjects giving responses in the category.

Table 17

Phi Correlation Coefficients Between Categories of Question 2 (Difference Between Liking and Loving) For Subjects in the 2nd to 11th Grade Age Groups

Categories	1	2	3	4	5	6	7	8
1. Quantat. Diff.		-.02	-.26*	-.19	.10	-.13	-.36***	-.43***
2. Love Grows from Like			.14	-.04	-.02	-.02	<u>.09</u>	-.06
3. Diff. Domains				.02	.24*	-.05	-.04	-.17
4. Transcendent					-.03	-.03	-.03	-.10
5. Love Is Recip.						-.01	-.07	-.04
6. Love People							-.07	-.04
7. Qualitat. Diff.								-.22*
8. Don't Know								

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

Note: Correlations underlined are significantly different ( $p < .05$ ) from those of the 20-25 to 60-65 year old age group.



Table 18

Phi Correlation Coefficients Between Categories of Question 2 (Difference  
Between Liking and Loving) For Subjects in the 20-25 to 60-65 Year Old Age Groups

Categories	1	2	3	4	5	6	7	8
1. Quantat. Diff.		.14	-.26**	-.17	.06	-.03	-.29*	--
2. Love Grows from Like			.00	-.15	-.07	.13	-.21*	--
3. Diff. Domains				-.03	.15	.10	-.10	--
4. Transcendent					.04	-.05	-.17	--
5. Love Is Recip.						-.06	.21*	--
6. Love People							-.20*	--
7. Qualitat. Diff.								--
8. Don't Know								--

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

Note: Correlations underlined are significantly different ( $\underline{p} < .05$ ) from those of the pre-school to 11th grade age groups.

-- Correlation coefficient could not be calculated.

Table 19

Phi Correlation Coefficients Between Categories of Question 2 (Difference  
Between Liking and Loving) For Subjects at All Ages

Categories	1	2	3	4	5	6	7	8
1. Quantat. Diff.		.09	-.25***	-.17*	.07	-.04	-.32***	-.29***
2. Love Grows from Like			.04	-.10	-.05	.13	-.11	-.06
3. Diff. Domains				-.01	.18*	.07	-.07	-.12
4. Transcendent					.04	-.02	-.11	-.09
5. Love Is Recip.						-.04	.12	-.04
6. Love People							-.15*	-.06
7. Qualitat. Diff.								-.15*
8. Don't Know								

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

Note: Correlations underlined vary significantly with age.

can be seen, there were fewer relationships among categories than in the preceeding two questions. In general, subjects at all ages who gave responses describing loving as being quantitatively different from liking were likely not to distinguish between liking and loving in terms of different individuals loved or in qualitative differences between the two concepts. Conversely, if a respondent used either of these latter three categories, he or she was unlikely to describe the differences between liking and loving in quantitative terms. In addition, among older subjects, a respondent who described the differences between liking and loving in qualitative terms was unlikely to state that loving grows from liking or that people are loved and things liked. However, this same subject was likely to indicate that love involves mutuality, while liking does not.

Question 3. In column A below, list those people or things that you both love and like and their relationship to you (e.g., Joe--friend, Sally--cousin, music, mother). In column B, list those persons or things that you love but don't like, if you make that distinction. In column C, list some of the people or things that you like but don't love, if you make the distinction.

Question 3 differed somewhat from the preceeding questions, in that various categories of responses to the question were not drawn up. Instead, individuals' responses to each of the parts of the above question were checked off from an initial list of people and things. This initial list contained: mother, father, brother, sister, daughter, son, husband-wife, grandparent, grandchild, aunt-uncle, nephew-niece, cousin, male friend, female friend, friend (sex unspecified), other people,

pets-animals, nature, seasons, music, food, hobbies, personal possessions, other things, activities, and other. Because of the size of the list (25 items), it was combined in a number of ways in order to have enough subjects at each age listing an item to make an analysis possible. The final list consisted of twelve items: parents, siblings, children, spouse, other relatives, same sex friend, opposite sex friend, unspecified sex friend, other people, animals, things and activities. For purposes of organization, each of the parts of question 3, A, B, and C is considered here separately.

Column A. Column A requested a list of persons or things that were both loved and liked. The number of subjects at each age who listed and who did not list each of the 12 items was computed. This data was then analyzed with respect to age and sex using the same chi square analysis as in the previous three questions. A number of findings of this analysis are trivial in the sense that the explanation for the results are uninteresting. For example, the fact that preschoolers to eleventh graders do not have children was bound to affect the results of the analysis with respect to number of children listed, although this result would be a relatively uninteresting one. Situations similar to this one are noted in the results below. In the discussion below, the use of the word "loved" refers to its sense in column A, that of loved and liked.

Data with respect to parents being loved were examined first. There was a significant relationship between the number of subjects listing parents as loved and age,  $\chi^2(9) = 79.42$ ,  $p < .0001$ . Table 20 contains the proportion of subjects at each age who listed one or more

parents as loved. From Table 20, it can be seen that virtually all subjects in the eighth grade and younger listed a parent as loved. However, beginning with the eleventh grade and continuing through the 60-65 year old age group, there was a gradual but substantial decrease in the number of respondents who reported loving a parent. These numbers reflect in some part the death of parents among older subjects. However, this significant finding is not an uninteresting one in the sense of the example given above of children. First, the above finding with parents addresses itself to the question of love for a deceased person. The above finding may also reflect movement away from the parent among adults and a concomitant loss of love, or it may instead be due to the death of the parent. These issues are addressed more fully in the discussion section.

There was no relationship between the number of subjects listing a sibling as loved and age. This number remained fairly high (50%-60%) until after the 30-35 year old age group, after which there was a slight decrease. There was, however, a sex difference in this listing of siblings as loved, with females listing siblings as loved significantly more often than males (71% vs. 45%, overall). In addition, this overall sex difference was reflected at each age group. With the exception of the 20-25 year olds, females listed siblings as loved more often than males at each age. Interestingly, in about 80% of these cases, females listed a sister as the sibling loved.

There was a significant association between the number of subjects listing their children as loved and age,  $\chi^2(9) = 140.51$ ,  $p < .0001$ . As mentioned earlier, this finding is somewhat uninteresting because if



only those age groups in which subjects were married (primarily 30-35 years and older) are considered, then no significant changes in the number of people listing their children as loved existed.

With regards to love for one's spouse, a situation similar to the above was evident. There was an overall significant relationship between age and the listing of a spouse,  $\chi^2(9) = 123.81$ ,  $p < .0001$ ; however, if only those age groups in which there was a substantial number of married subjects (30-35 and older) are considered, there were no significant changes in the numbers with age. At least with this sample, there was no evidence of a decrease with age in the number of respondents who said that they loved their spouse.

The proportion of subjects listing other relatives (aunts, nephews, grandparents, etc.) as loved in column A at each age are contained in Table 20. There was a significant association between these numbers and age,  $\chi^2(9) = 31.20$ ,  $p < .0003$ . Unlike several of the previous findings, the changes here were more cyclical than linear in the sense that there was first an increase, then a decrease, and then an increase in these numbers with age. As can be seen from Table 20, there was a sharp increase in the number of children listing relatives as loved from the preschool years to the eighth grade. After this age, there was a significant decrease in these numbers which reached a minimum within the 30-35 year old age group,  $\chi^2(3) = 18.21$ ,  $p < .0001$ . Following this age, there was then an increase (between 40-45 and 60-65 years) in the number of respondents who reported love for various other relatives,  $\chi^2(3) = 9.16$ ,  $p < .05$ .

The data with respect to the number of subjects listing a same sex

Table 20

Proportion of Subjects At Each Age Listing Parents  
and Other Relatives as Loved on Question 3A

## Parents

Age Group	pre	2nd	5th	8th	11th	20-25	30-35	40-45	50-55	60-65
Proportion	.95	1.0	1.0	1.0	.85	.85	.70	.50	.30	.25

$$\chi^2(9) = 79.42, p < .0001$$

Contingency Coefficient = .53

## Other Relatives

Age Group	pre	2nd	5th	8th	11th	20-25	30-35	40-45	50-55	60-65
Proportion	.10	.55	.45	.80	.40	.35	.15	.35	.55	.55

$$\chi^2(9) = 31.20, p < .0003$$

Contingency Coefficient = .37

friend as loved can be found in Table 21. These numbers represent a significant relationship between age and the reporting of a same sex friend as loved,  $\chi^2(9) = 24.02$ ,  $p < .001$ . The pattern of changes is a complicated one. There was a sharp decrease between preschoolers and second graders in the number of children who mentioned a friend of the same sex as loved, Fisher's Exact Test = .01. After the second grade, until 20-25 years, there was a gradual increase in the number of subjects who maintained that they loved a same sex friend,  $\chi^2(4) = 15.0$ ,  $p < .01$ . Throughout the remaining adult years, the number of people who stated that they loved a same sex friend decreased,  $\chi^2(4) = 13.73$ ,  $p < .01$ . To summarize, reported love for a same sex friend was found to be fairly common among preschoolers but relatively absent in the second grade. There was an increase in reported love for a same sex friend throughout the school years and then a decline after the college aged years. In addition to these age differences, there was a significant sex difference in the number of subjects listing a same sex friend as loved,  $\chi^2(1) = 4.81$ ,  $p < .03$ . As can be seen from Table 21, women reported loving a same sex friend much more often than men.

With regards to opposite sex friends, again, there was a complicated pattern of results. Overall, there was a significant association between age and the number of subjects reporting that they loved an opposite sex friend,  $\chi^2(9) = 60.95$ ,  $p < .0001$ . Table 21 contains the changes in the proportion of subjects listing an opposite sex friend as loved. There was a sharp decrease in the number of subjects who stated that they loved a friend of the opposite sex from preschool to second grade. However, after the second grade and continuing through

Table 21

Proportion of Subjects at Each Age and of Each Sex Listing a Same Sex Friend as Loved and Proportion at Each Age Listing an Opposite Sex Friend as Loved on Question 3A.

## Same Sex Friend

Age Group	pre	2nd	5th	8th	11th	20-25	30-35	40-45	50-55	60-65
Proportion	.40	.05	.15	.40	.20	.70	.30	.35	.15	.15

$$\chi^2(9) = 27.03, \underline{p} < .001$$

Contingency Coefficient = .35

## Same Sex Friend

Sex	Males	Females
Proportion	.21	.36

$$\chi^2(1) = 4.81, \underline{p} < .03$$

Contingency Coefficient = .16

## Opposite Sex Friend

Age Group	pre	2nd	5th	8th	11th	20-25	30-35	40-45	50-55	60-65
Proportion	.25	.00	.20	.60	.50	.80	.25	.35	.05	.00

$$\chi^2(9) = 60.95, \underline{p} < .0001$$

Contingency Coefficient = .48

the 20-25 year old age group, there was an increase in the occurrence of subjects listing an opposite sex friend as loved. Beginning with the 30-35 year old age group and continuing throughout the adult years, these numbers decreased. All of the above changes were significant.

A number of subjects listed simply "friends" in column A, without regard to their sex. This data was analyzed separately and referred to as unspecified sex friends. The proportion of subjects who listed and who did not list subjects in this category are found in Table 22. There was a significant relationship between these proportions and age,  $\chi^2(9) = 31.65$ ,  $p < .0002$ , with eleventh graders listing unspecified sex friends as loved most often. From this finding, it should not be inferred that eleventh graders love friends more than people in other age groups; in fact, the previous considerations of opposite and same sex friends argue against this inference. This data appears to suggest that among this mid-adolescent age group, there was a tendency not to distinguish among friends loved on the basis of sex.

The other people category of question 3 included, teachers, in-laws, neighbors, etc.; in short, any person not represented in the above categories. There was no significant relationship between the number of subjects who listed an "other person" as loved and age. Overall, approximately 32% of the respondents listed someone in the other person category.

Similarly, with the listing of animals as loved, there was no relationship between age and the number of subjects who reported loving an animal. Although this response was more common among preschoolers, second and fifth graders, the difference among ages in these numbers



was not significant. Overall, approximately 27% of the subjects listed an animal as loved.

There was a significant relationship between age and the listings of things as loved,  $\chi^2(9) = 24.11$ ,  $p < .004$ . The changes in the proportion of subjects mentioning things as loved can be found in Table 22. As can be seen from this table, in general, there was an increase among the younger age group in the number of subjects listing a thing as loved. This number reached a maximum among the 20-25 year old age group and declined, although not significantly, thereafter.

A similar relationship occurred with respect to the listing of an activity as loved,  $\chi^2(9) = 16.89$ ,  $p < .05$ . The proportion of subjects at each age reporting that they loved a certain activity can also be found in Table 22. The pattern of changes is similar to that for things. There was an increase in the proportion of subjects loving an activity until 30-35 years and then a slight, non-significant decrease afterwards.

Another perspective on column A may be achieved by considering who or what was reported as loved by the most number of subjects at each age. Table 23 contains a listing of the three most frequently mentioned persons or things at each age and the proportion of subjects mentioning them. These proportions reinforce a number of the specific findings with respect to age mentioned above. In the first five age groups, love for parents, brothers, and sisters predominated. Gradually, these people were "replaced," first by opposite sex friends in the 20's, and then by spouses and children in later years. Finally, in the 40's and 50's, other relatives, nephews, nieces and grandchildren



Table 22

Proportion of Subjects at Each Age Listing an Unspecified Sex Friend,  
a Thing, and an Activity as Loved on Question 3A

## Unspecified Sex Friend

Age Group	pre	2nd	5th	8th	11th	20-25	30-35	40-45	50-55	60-65
Proportion	.05	.15	.20	.15	.55	.05	.10	.00	.15	.15

$$\chi^2(9) = 31.65, p < .0002$$

Contingency Coefficient

## Things

Age Group	pre	2nd	5th	8th	11th	20-25	30-35	40-45	50-55	60-65
Proportion	.10	.50	.15	.25	.50	.65	.50	.40	.40	.25

$$\chi^2(9) = 24.11, p < .004$$

Contingency Coefficient = .33

## Activities

Age Group	pre	2nd	5th	8th	11th	20-25	30-35	40-45	50-55	60-65
Proportion	.00	.20	.25	.30	.10	.35	.40	.25	.25	.20

$$\chi^2(9) = 16.89, p < .05$$

Contingency Coefficient = .28

Table 23  
Items Most Frequently Listed as Loved at Each Age  
on Question 3A

preschoolers

parents (.95)<sup>1</sup>  
 siblings (.65)  
 same sex friend (.40)

2nd graders

parents (1.0)  
 siblings (.60)  
 things (.50)

5th graders

parents (1.00)  
 siblings (.60)  
 animals (.50)

8th graders

parents (1.0)  
 other relatives (.80)  
 siblings (.75)

11th graders

parents (.85)  
 siblings (.65)  
 unspecified sex friend (.55)

20-25 year olds

parents (.85)  
 opposite sex friend (.80)  
 sibling (.70)

30-35 year olds

spouse (.75)  
 parents (.70)  
 children (.65)

40-45 year olds

children (.85)  
 spouse (.70)  
 parents (.55)

50-55 year olds

spouse (.85)  
 children (.80)  
 other relatives (.55)  
 other people (.55)

60-65 year olds

children (.90)  
 spouse (.65)  
 other relatives (.55)

<sup>1</sup>Numbers in parentheses are proportions of subjects listing that person or thing as loved.

began appearing more often.

Column B. Column B was included in the questionnaire after several pilot subjects protested that columns A and C were not enough, and that for them there were people who they did not like but who they still loved. Other subjects, however, found such a contention ludicrous. The inclusion of column B was designed to determine the number of people who thought it was possible to love but not like someone or something, and whether this number changed with age or sex, and finally, whether certain people or things were loved but not liked more than others. Columns B and C were not asked of preschoolers because of the pilot work in which preschoolers found the various combinations of love and like confusing and not understandable. As a result of this confusion, these subjects often left the experimental session without answering the remaining interview questions. Therefore, the discussion below is restricted to subjects in the second grade and older.

The first analysis which was performed involved a determination of whether there was a relationship between age and the proportion of subjects using column B or listing names in response to the analogous interview question. These proportions are listed in Table 24. There was a significant relationship between age and the proportion of persons listing someone or something as loved but not liked,  $\chi^2(8) = 23.33$ ,  $p < .003$ . Excluding second graders, there were few subjects in the younger age groups, fifth or eighth graders, reporting this. There were no changes with respect to age from the eleventh grade on. Interestingly, there was a near even split, with about 50% of subjects at all ages listing someone in column B and about 50% not listing someone.

The second graders provided an exception to the general age trend mentioned above. A reconsideration of the original interviews suggests that many of the second graders may not have understood the question. This possibility exists since a number of the second graders who listed people as loved but not liked had previously listed these same people as loved and liked. There were no sex differences in the use of column B.

The persons or things mentioned in column B by the greatest number of subjects were (in order from highest to lowest): parents, siblings, other relatives, and things. Twice as many subjects listed parents and siblings than any other category of people or things. Few subjects at any age listed in column B: spouse, same sex friend, unspecified sex friend, animals or activities. As a result, these groups were not analyzed further.

There were no relationships between age and the proportion of subjects mentioning any of the following in column B: siblings, other relatives, and things. There was a borderline significant relationship between age and the proportion of subjects listing parents as loved but not liked,  $\chi^2(8) = 15.16$ ,  $p < .057$ . If the two second graders mentioned above, who listed their parents as loved but not liked are excluded, this relationship becomes a significant one,  $\chi^2(8) = 19.37$ ,  $p < .02$ . The proportion of subjects at each age listing parents in column B is contained in Table 24. In general, the proportion of people listing one or both parents as loved but not liked increased until the 30-35 year old age group. The decrease in the 40-45 year old and older groups was similar to the decrease found earlier in the proportion of subjects

Table 24

Proportion of Subjects at Each Age Listing Someone or Something as Loved But Not Liked on Question 3B, and Proportion of Subjects at Each Age Listing Parents as Loved But Not Liked on Question 3B

## Use of Column B

Age Group	2nd	5th	8th	11th	20-25	30-35	40-45	50-55	60-65
Proportion	.35	.10	.15	.55	.60	.50	.55	.60	.45

$$\chi^2(8) = 23.33, \underline{p} < .003$$

$$\text{Contingency Coefficient} = .34$$

## Parents

Age Group	2nd	5th	8th	11th	20-25	30-35	40-45	50-55	60-65
Proportion	.10	.10	.10	.10	.30	.40	.20	.15	.05

$$\chi^2(8) = 15.16, \underline{p} < .057$$

$$\text{Contingency Coefficient} = .28$$



in these age groups who listed parents as both loved and liked (column A).

With respect to children mentioned in column B, there was an overall significant association between the proportion of subjects mentioning children and age. However, if only the ages in which subjects were married (30-35 years and older) are considered, there was no significant age difference. Although not significant, more subjects in the 50-55 year old age groups than at the other ages reported that they loved but did not like one or more of their children.

There were too few subjects listing an opposite sex friend in column B to perform a chi square analysis. However, 6 of the 7 subjects who did list an opposite sex friend in this column were in the 20-25 and 30-35 year old age groups. In general, this opposite sex friend was an ex-boyfriend or ex-girlfriend.

Column C. Column C, persons or things that one liked but did not love, was included to further explore the distinction between liking and loving. However, given the large number of people and things that most subjects liked, this column was often filled out less carefully than columns A or B, in that relationships of individuals listed were sometimes not specified. Because of this, and because the primary purpose of question 3 was to discover who or what is loved, rather than who or what is liked, the discussion of column C is kept brief.

Most importantly, parents, siblings, children, and spouses were rarely listed in column C, in contrast to columns A and B. Only 1 subject reported liking but not loving a parent, and only 4 subjects reported liking but not loving a brother or sister. Not a single spouse



or son or daughter was included in column C.

Listed most often in column C were: activities, things and friends (same sex, unspecified sex, and opposite sex), and other people. There were no significant age differences in the number of subjects listing either other relatives, animals, or things as loved.

There was a significant relationship between age and the reporting of activities as liked, with eleventh graders and older groups doing this more frequently,  $\chi^2(9) = 25.30$ ,  $p < .002$ . The proportion of subjects involved at each age is listed in Table 25.

The exact same pattern of results was obtained with respect to individuals classified as other people. There was a significant association between age and the number of subjects listing "other people" as liked,  $\chi^2(8) = 33.74$ ,  $p < .0001$ , with eleventh grade and older subjects doing this more often. Table 25 contains the proportion of subjects at each age listing other people as liked.

With regards to the mention of friends as liked but not loved, the results were more complex. There were significant relationships between age and number of subjects listing same sex and opposite sex friends as liked,  $\chi^2(8) = 33.43$ ,  $p < .0001$  and  $\chi^2(8) = 30.64$ ,  $p < .0002$ , respectively. In general, most of the subjects reporting these friends in column C were in the age groups from the eighth grade to 40-45 years. The only exception to this was eleventh graders, who listed few same sex or opposite sex friends. However, if the number of subjects who did not specify the sex of a friend in column C is considered, then the above findings are greatly attenuated. The groups which were highest in frequency of subjects not specifying the sex of the friend liked

were also lowest in frequency with respect to opposite and same sex friend--second, fifth, and eleventh graders, 50-55 and 60-65 year olds. As a result, it appears that subjects at all ages listed friends in column C with about the same frequency; however, subjects in certain age groups tended to specify the sex of the friend liked more often than others.

Question 4. Go back to question 3 and circle the names of those persons or things in column A that both love and like you too, those persons or things in column B that love you too, and those persons or things in column C that like you too.

This question was designed to explore whether reciprocity is an essential aspect of love; that is, whether a person believes that everyone or everything loved also returns that love. In order to explore this question, the items listed in category 3 were divided into three groups; people, animals and things. This division was necessitated by pilot work and other questions in the present study which suggested that the components of love for people, animals and things might involve basic differences.

Questionnaires and interview responses were scored in the following fashion. Each column of question 3 was considered separately, and for each subject, the people, animals, and things listed in each column were examined separately. If a subject reported that everyone he listed as loved (people, column A), also returned the love, then the subject was scored as being reciprocal. If even one of the individuals listed in column A, for example, was not reported as loving the subject, then the subject's response was counted as being non-reciprocal.

The rationale for this type of scoring was dictated by the intent of the question. In the example above, although only 1 of 8 of the items in the classification was non-reciprocal, it nevertheless demonstrated that for this particular subject, reciprocity was not a necessary condition for love.

With regards to reciprocity with respect to people in column A, there was no overall relationship between age and the number of subjects giving reciprocal responses. However, if only subjects in the first four age groups, preschool, second, fifth, and eighth grades are considered, then there was a significant difference,  $\chi^2(3) = 8.66$ ,  $p < .05$ . Table 36 contains the proportion of subjects at each age who were classified as reciprocal. All preschoolers stated that everyone they loved, loved them in return. The number of subjects who maintained this decreased with age throughout elementary school, but subsequently increased in the 20-25 year old age group. Overall, among adult age groups (20-25 and older), approximately 70% of the subjects reported reciprocity in their loving people, in that everyone they loved, also loved them, in their opinion.

With regards to animals and column A, there were no significant age differences. Overall, about the same percentage of subjects, as above, 70%, reported that the animals they loved also loved them.

There were no significant age differences in the number of subjects reporting reciprocity with respect to things. Few subjects (less than 10% overall) at any age maintained that things which they loved, also loved them.

With regards to people in column B, there were no significant age

Table 25

Proportion of Subjects at Each Age Listing an Activity and an Other Person as Liked on Question 3C; Proportion of Subjects at Each Age Giving Reciprocal Responses to People on Question 4 (Love You Too)

## Activities

Age Group	2nd	5th	8th	11th	20-25	30-35	40-45	50-55	60-65
Proportion	.05	.10	.30	.55	.50	.60	.35	.45	.45

$$\chi^2(8) = 25.30, p < .0015$$

Contingency Coefficient

## Other People

Age Group	2nd	5th	8th	11th	20-25	30-35	40-45	50-55	60-65
Proportion	.10	.05	.10	.50	.20	.45	.30	.60	.55

$$\chi^2(8) = 33.74, p < .0001$$

Contingency Coefficient = .40

## Reciprocal Responses-People

Age Group	pre	2nd	5th	8th	11th	20-25	30-35	40-45	50-55	60-65
Proportion	1.0	.85	.80	.65	.60	.80	.70	.55	.60	.75

$$\chi^2(9) = 15.92, p < .075 \text{ (n.s.)} \quad \text{pre to 8th: } \chi^2(3) = 8.66, p < .05$$

Contingency Coefficient = .32

differences. However, the percentage of subjects reporting that someone whom they loved but did not like also loved them, was somewhat lower (63%) than the corresponding percentage in column A (70%). Similarly, there were no age differences with respect to either animals or things in column B. Overall, these numbers were similar to those for animals and things in column A.

There were no age differences with respect to reciprocity and people, animals and things liked in column C. The pattern of results was similar to columns A and B; about 70% of the subjects reported that people and animals they liked, also liked them and virtually no one reported things which they liked as also liking them.

Question 5. Go back to question 3 and select two of the persons or things from column A and tell why you love them.

Questions 5 and 7 were designed to explore possible differences in love that might exist as a function of the individual or thing loved. In the interview sessions with preschoolers, second and fifth graders, the interviewer selected the two items used in questions 5 and 7. In each case, a parent, usually the mother, and a thing were selected. This choice was dictated by the feeling that the contrast between these items would be greatest. If a child did not list a thing as loved, then an animal or a friend was selected. Subjects who completed the questionnaire were free to select whomever or whatever they desired in answering questions 5 and 7.

There were 13 different categories of responses that subjects gave in answering question 5. Category 1 included responses which indicated that the reason a person (animal or thing) was loved was because of the



care, concern and help that the person had provided the subjects. Examples of category 1 responses were: "gives me things I lack--sensitivity, organization, '....," "we help each other over the hard spots of life," and "they brought me up and fed me." Category 2 consisted of reasons for loving because of the understanding and acceptance which the person loved had provided for the subject. This category included responses as, "she understands me," "I can be myself with her," and "they believe in me for myself." Category 3 consisted of answers in which a person was loved because of the positive feelings which the subject derived from association with him or her. This category included responses as, "it's a great feeling being with her," "they give me a great deal of pleasure," and "I feel relaxed around him." Category 4 involved reasons for loving based on the positive effects which the person loved had on the subject's life. It contained responses as, "gives me strength in life," "has brought meaning into my life," and "because they brought me into this world." Category 5 consisted of responses in which another person was loved because of the experiences which had been shared by the subject and the person loved. Examples of this category included, "because of all the things we've done together," "we've grown together," and "we spend alot of time together." Category 6 involved reasons for loving based on things held in common--goals, interests, etc., between the subject and the person loved. Examples of category 6 responses included: "there is a convergence of present and future interests," "I identify with him," and "we are very compatible." Category 7 responses stressed the loyalty, dependability, and sacrifices of the person loved as the reason for loving him or her.



This category included responses as, "she is always there when I need her," "scrubbed floors to keep the family together," and "always there to listen to me." Category 8 involved loving because of the non-physical attributes of the person loved, and consisted of responses as, "because she is a concerned and accepting person," "we complement each other," and "because they are super-smart." In this example of category 8, the reference to the person loved as being concerned and accepting referred to the attributes of the person toward others in general. If the subject had been referring to these actions in relation to himself or herself, the response would have been classified into either category 1 or 2. Category 9 contained reasons for loving based on the physical attributes of the person loved, as "voluptuous and exciting," "physically attracts me," and "they're beautiful." Category 10 included responses of open communication and shared knowledge between the subject and the person loved. Examples of category 10 responses included, "we can communicate with each other," "we have a wonderful rapport," and "we open ourselves up to each other." Category 11 involved loving a person because of who they were, and included responses as, "because he is a member of my family," "because they are my children--they are part of me," and "because she is my mother." Finally, category 12 consisted of responses which stated that the reason for loving a person was based on the person's love for the subject. Examples of category 12 responses were: "because they feel the same as me," "she loves me too," and "they gave me their love." Category 13 consisted of responses of "don't know." The above examples are only a few of the responses which helped define the various categories of question 5.

The reader is encouraged to consult Appendix F for more examples of these categories, in order to gain a more complete understanding of each of them.

The use of each of the above categories was investigated in relation to various types of people or things loved. Because subjects at most ages were free to choose whomever or whatever they wanted in answering this question, the number of subjects at each age who used any single category of person or thing was very small. Because of this, in order to obtain enough responses to make statistical analysis possible, two courses of action were taken. First, the number of categories of people and things loved was shortened from 12 used in analyzing question 3 to 7 types. This was achieved by combining a number of categories and eliminating several others. First activities and things were considered together. Second, opposite sex friends were combined with spouses. This last combination was justified in part because the opposite sex friends chosen by subjects were usually long-time boy-friends or girlfriends, fiances or persons with whom the subject was living. In this sense, spouses and opposite sex friends were considered together as "lovers." The unspecified sex friend category, other relatives and other people categories were eliminated because so few subjects at any age chose any of these people in answering question 5. In addition to combining categories, several adjacent age groups were sometimes considered together, in order to gain some insight into age changes in the reasons people gave for loving. For example, enough preschoolers, second, fifth, eighth, and eleventh graders discussed a parent on the question, that it was unnecessary to combine groups. How-

ever, among adult age groups, fewer subjects chose parents in answering question 5. Consequently, the 20-25 and 30-35 year olds were considered as one group and the 40-45, 50-55, and 60-65 year olds as another. Other choices for discussion required other combinations. For example, with respect to things, subjects were divided into two groups, preschool to eleventh graders, and 20-25 to 60-65 year olds.

Parents. There was a significant relationship between age and category 1 responses,  $\chi^2(6) = 21.95$ ,  $p < .005$ . The proportion of subjects at each age who answered that they loved their parents for the care, concern, and help they provided, are listed in Table 26. In general, younger children gave this as a reason for loving their parents much more often than older aged subjects. There was an increase in the proportion of subjects giving responses in this category in the older groups. However, this figure may be less reliable since so few subjects at this age chose a parent to discuss.

There was a significant relationship between age and the use of category 2 responses (understanding, acceptance),  $\chi^2(6) = 31.73$ ,  $p < .0001$ . Table 26 contains the proportion of subjects at each age giving category 2 responses as a reason for loving their parents. The age trends of category 2 were opposite to those of category 1; younger subjects tended not to give this as a reason for loving their parents, while older subjects tended to use it in greater numbers. Respondents in the 20-25 and 30-35 year old age group reported loving their parents because of the understanding and acceptance which their parents provided, more often than subjects at any other age.

With respect to parents and category 3 (positive affect from associ-

ation with), category 4 (positive effect on life), category 5 (shared experiences), and category 6 (common goals and interests), there were no significant relationships between age and the number of subjects giving responses for them. Fifth graders and older subjects were more likely to mention the effects that their parents had on their lives than younger subjects. Few subjects at any age used categories 3, 5, or 6.

Category 7 involved reasons for loving based on dependability, loyalty, and sacrifice. An overall significant relationship between age and use of the category was found,  $X^2(6) = 30.60$ ,  $p < .0001$ . However, because of the low number of subjects giving responses in this category, a more reliable analysis was done considering preschoolers to fifth graders as one group, and eighth graders to 65 year olds as another. This analysis too, yielded a significant association between use of the category and age,  $X^2(1) = 27.86$ ,  $p < .001$ . Not until the eighth grade, did subjects begin reporting that they loved their parents because of the dependability, loyalty, and sacrifice that the parents provided. Table 26 illustrates the use of category 7 with age.

There was no significant association between age and the number of subjects who said they loved their parents because of non-physical attributes, physical attributes, shared knowledge, who they are, or because they loved the subject. Few subjects gave any responses in these remaining categories.

On category 13, only 8 subjects out of 105 reported that they loved their parents but didn't know why. This number was too small for statistical analysis. However, it should be noted that the majority of

Table 26

Proportion of Subjects at Each Age Giving Responses in  
Categories 1, 2, and 7 With Parents on Question 5 (Why Love)

Category 1 (Care, Concern, Help)

Age Group	pre	2nd	5th	8th	11th	(20-25,30-35)	(40-45,50-55,60-65)
Proportion	.63	.10	.10	.18	.23	.40	.57

$$\chi^2(6) = 21.95, p < .005$$

Contingency Coefficient = .40

Category 2 (Understanding, Acceptance)

Age Group	pre	2nd	5th	8th	11th	(20-25,30-35)	(40-45,50-55,60-65)
Proportion	.00	.00	.05	.27	.23	.60	.28

$$\chi^2(6) = 31.73, p < .0001$$

Contingency Coefficient = .48

Category 7 (Loyalty, Dependability, Sacrifice)

Age Group	(pre to 5th)	(8th to 60-65)
Proportion	.00	.39

$$\chi^2(1) = 27.86, p < .001$$

Contingency Coefficient = .42



these "don't know" responses, as with other questions, was made by pre-schoolers.

Overall, parents were listed as loved most often because of the care, concern, and help they provided, because of their understanding and acceptance, and finally because of their loyalty, dependability, and sacrifice. Categories other than these three were used by fewer subjects at all ages.

Siblings. In considering love for brothers and sisters, the ten age groups were divided into two for purposes of statistical analysis, preschoolers to eighth graders, and eleventh graders to 65 year olds. There were, however, no differences with age in the number of subjects using any of the thirteen categories. The reasons given by the most number of subjects for loving a brother or sister were those in category 1, because of the care, concern, and help the sibling provided, or in category 11, because of the relationship involved.

Lovers. In considering age differences in the reasons for loving a spouse or opposite sex friend, only subjects in the eighth grade and older were considered. The eighth and eleventh grade subjects were combined into a single group. There were no overall significant differences between these age groups and the use of any of the categories. However, considering these groups in terms of the youngest (eighth grade to 30-35) and oldest (40-45 to 60-65), there was a significant difference in the proportion of subjects giving responses in category 3,  $X^2(1) = 4.40$ ,  $p < .05$ . Table 27 contains these proportions. Subjects in the eighth grade to 30-35 years old listed good feelings from association with an opposite sex friend or spouse as a reason for lov-

ing them more often than subjects who were 40-45 years old or older. Overall, the reasons given for loving an opposite sex friend or spouse by the greatest number of subjects were: care, concern, help (category 1), acceptance, understanding (category 2), and the non-physical attributes of the person (category 8).

Children. In considering the reasons that subjects gave for loving their children, subjects were divided into two groups, with 20-25, 30-35, and 40-45 year olds as one group, and 50-55 and 60-65 year olds as the other group. There were no significant relationships between these older and younger parents, in the number using one category as opposed to another, in describing why they loved their sons and daughters. Category 5 approached statistical significance (Fisher's Exact Test = .06), with younger parents reporting that they loved their children because of shared experiences with them more often than parents in the older age groups. The categories used by the greatest number of subjects overall were: category 3, positive affect derived from association with, and category 8, nonphysical attributes of the person loved.

Same Sex Friend. In considering changes in the categories of reasons for loving a friend of the same sex, subjects were considered in two age groups, eleventh graders and younger, and 20-25 years of age and older. The use of two of the categories of question 5 changed significantly with age.

There was a significant relationship between age and the proportion of subjects who gave category 6 responses, that they loved a same sex friend because of common interests, goals, etc. (Fisher's Exact

Test = .02). The proportion of subjects in each age group giving this category as a reason for loving is listed in Table 27. Apparently, common goals and interests assumed a greater importance among adult subjects in determining whether a same sex friend was loved, than among younger subjects.

Similarly, with respect to category 8, non-physical attributes, there was a significant relationship between age and the proportion of subjects listing this as a reason for loving a friend of the same sex,  $\chi^2(1) = 7.74$ ,  $p < .005$ . Table 27 contains the proportion of respondents at each age who mentioned category 8. Again, older subjects, more often than younger subjects, reported that the non-physical attributes of a same sex friend were the reasons for loving him or her.

Among younger subjects, category 1 responses, indicating love because of the care, concern, and help provided by a same sex friend, were given by more subjects than any other response. Overall, the categories used most often by subjects of all ages in describing the reasons for loving a same sex friend were categories 1 (care, concern, and help) and 8 (non-physical attributes).

Animals. In investigating the reasons for loving animals, subjects were divided into two age groups for statistical purposes, pre-school to the fifth grade, and the eighth grade to 60-65 years old. There were, however, no differences in the use of any of the categories between older and younger subjects. The category used by the greatest number of subjects as a reason for loving an animal was category 8, non-physical attributes.

Things-Activities. For purposes of analysis, subjects were divided

Table 27

Proportion of Subjects at Each Age Giving Responses in Category 3  
With Opposite Sex Friend (Spouse) and Categories 6 and 8 With  
Same Sex Friend on Question 5 (Why Love)

## Category 3 (Positive Affect)

Age Group	(8th to 30-35)	(40-45 to 60-65)
Proportion	.36	.16

$$\chi^2(1) = 3.85, p < .05$$

$$\text{Contingency Coefficient} = .24$$

## Category 6 (Common Interests and Goals)

Age Group	(pre to 11th)	(20-25 to 60-65)
Proportion	1.0	.65

$$\text{Fisher's Exact Test} = .02$$

## Category 8 (Non-Physical Attributes)

Age Group	(pre to 11th)	(20-25 to 60-65)
Proportion	.92	.35

$$\chi^2(1) = 7.74, p < .005$$

$$\text{Contingency Coefficient} = .50$$

into two age groups, preschool to eleventh grade, and 20-25 to 60-65 year olds. There were no significant differences between ages in the use of various categories of reasons in describing why a thing or an activity was loved. Overall, the reasons given by the greatest number of subjects referred to the physical and non-physical attributes of the object or activity (categories 8 and 9) and the satisfaction derived from it (category 3).

Table 28 contains a summary list of the categories used by the greatest number of subjects across ages, giving subjects' reasons for loving each of the seven categories of people or things. Category 1 involved reasons for loving because of the care, concern, and help provided by the person loved. It was used by more subjects than any other category with parents, siblings, lovers, and same sex friends. This category was less important in the description of parents' love for their children. The non-physical attributes of the person loved (category 2) tended to be the most important in love for children, same, and opposite sex friends, and spouses. Category 4, positive effects on a person's life, was mentioned by the greatest number of subjects in reference to their parents and their spouse (opposite sex friend). Finally, reasons for loving animals and things usually related to the physical and non-physical attributes of the animal or object.

Question 7. Select two of the persons or things that you listed in column A of question 3 and tell what you do when you love them.

In an inquiry similar to question 5, this question was designed to investigate if what people do in loving varies according to the particular person or thing loved. Subjects who completed the questionnaire



Table 28

Categories Used Most Often on Question 5 (Why Love)  
For Each Type of Person or Thing Loved, Across Age

Parents

1. Care, Concern, Help (.70)<sup>1</sup>
2. Understanding, Accept. (.17)
7. Loyalty, Dependability (.17)
4. Positive Effect (.15)

Sibling

1. Care, Concern, Help (.44)
11. Who They Are (.38)

Spouse (Opposite Sex Friend)

1. Care, Concern, Help (.38)
8. Non-Physical Attributes (.33)
2. Understanding, Accept. (.30)
3. Positive Affect (.27)
4. Positive Effect (.23)
5. Because They Love (.23)

Same Sex Friend

1. Care, Concern, Help (.40)
8. Non-Physical Attributes (.40)

Children

3. Positive Affect (.35)
8. Non-Physical Attributes (.37)

Animals

8. Non-Physical Attributes (.37)
11. Who They Are (.30)
9. Physical Attributes (.22)

Things-Activities

3. Positive Affect (.53)
8. Non-Physical Attributes (.28)

<sup>1</sup>Numbers in parentheses are proportions of subjects giving that type of reason.

were free to choose whomever or whatever they wanted in answering this question. However, the interviewer selected the two items for the subjects who were interviewed, and this selection was identical to that of question 5.

The same groupings of individuals were considered in the present analysis: parent, sibling, spouse-opposite sex friend, children, same sex friend, other relatives, animals, and things-activities. No new categories of responses were needed for question 7; the same ones employed in question 6 were used here.

In the analysis of question 7, the same problem of the small number of responses for each category existed as in question 5. The problem was more serious in the present question, however, because a majority of subjects at most of the ages filling out the questionnaire maintained that what they did in loving was the same irregardless of the person loved. These same subjects usually referred back to their response in question 6, without mentioning anyone specific and without adding additional information. The percentage of subjects at each age group who asserted that the activities involved in loving were the same across all individuals, ranged from 5% among eighth graders to 60% among 60-65 year olds.

Although the above finding is an important one with respect to the concept of love, it did preclude the possibility of examining age changes in categories with respect to different persons or things. Too few subjects at each age remained who did select and discuss what they did in loving different people to permit reasonably reliable statistical analysis. However, some indication of possible differences in the

use of the categories may be obtained from Table 29. This table contains the categories used most often by the subjects in describing what they did in loving particular people or things.

Question 8. Mark off how much you agree or disagree with the following statements. A. It is possible to love someone when you are asleep. B. Everyone loves someone or something. C. Love must be mutual. D. It is possible to love someone but not like them. E. We know how to love the instant we are born (a 1-10 rating scale was provided).

Question 8 was designed to examine various ideas about love in a fashion different from the previous open-ended questions. Subjects who filled out the questionnaire were asked to rate the above five statements on a scale from 1 (strongly disagree) to 10 (strongly agree). For subjects who were interviewed, preschool, second and fifth graders, the same statements were incorporated into questions, to which subjects replied yes or no. For example, statement B was asked as, "Do you think everyone loves somebody?"

Because of the differences in the form of the responses, ratings on the questionnaire and yes/no responses in the interviews, the data was analyzed in two different ways. The responses on the interviews were subjected to a categorical analysis using the chi square statistic to determine whether there were age or sex differences in the number of subjects responding yes or no to the question. The ratings on the questionnaire were evaluated using an analysis of variance (Myers, 1972).

A. It is possible to love someone when you are asleep. This question was designed to determine whether individuals restricted love to waking, conscious states or whether they believed that love was an en-

Table 29

Categories Used Most Often on Question 7 (What Do  
When Love) For Each Type of Person or Thing Loved, Across Age

Parents

- 3. Do Things To Please (.60)<sup>1</sup>
- 1. Physical Expressions (.33)

Sibling

- 4. Interact-Keep Company (.46)
- 3. Do Things To Please (.38)

Children

- 7. Provide Support (.52)
- 1. Physical Expressions (.45)
- 3. Do Things To Please (.35)
- 6. Understanding (.25)
- 4. Interact-Keep Company (.26)

Spouse (Opposite Sex Friend)

- 3. Do Things To Please (.41)
- 1. Physical Expressions (.32)
- 4. Interact-Keep Company (.32)
- 5. Give/Share Self (.25)
- 7. Provide Support (.25)
- 6. Understanding (.25)

Other Relatives

- 4. Interact-Keep Company (.65)
- 3. Do Things To Please (.58)
- 1. Physical Expressions (.29)

Animals

- 1. Physical Expressions (.21)

Things-Activities

- 4. Interact-Keep Company (.24)
- 8. Derive Enjoyment (.19)

Same Sex Friend

- 4. Interact-Keep Company (.57)
- 7. Provide Support (.36)
- 3. Do Things To Please (.36)

<sup>1</sup>Numbers in parentheses are proportions of subjects giving that category of response.

tity which transcended specific stages of consciousness. The statement also addressed itself as to whether individuals viewed love as being a state of existence or a process.

With respect to statement A, preschoolers, second and fifth graders were asked, "Do you love your mother when you are asleep? There were no age or sex differences in the way these subjects answered the question. Approximately 87% of the subjects overall answered that they loved their mother when they were asleep.

There were no age or sex differences in the rating of statement A among the other seven age groups. The means ranged from 6.35 among 60-65 year olds, to 7.55 among 30-35 year olds. Overall, the statement received a mean rating of 6.85, indicating that subjects tended to agree, although not very strongly, that it is possible to love someone while asleep.

B. Everyone loves someone or something. This statement addressed itself to the question of whether love is a necessary characteristic of the human condition. There were no age or sex differences in the number of preschool, second, or fifth graders who answered yes or no to the question containing statement B. About 86% of the subjects at these three ages answered yes, that indeed everyone did love somebody.

There was a significant age effect in the way older subjects rated this statement,  $F(6, 126) = 4.36$ ,  $p < .001$ . Table 30 contains the mean rating of these responses with age. These means are illustrated in Figure 1 so that the age trends might be more visible. Among eighth and eleventh graders, there was fairly strong agreement with this statement. However, this agreement decreased sharply among 20-25 year olds



and 30-35 year olds, with the latter group tending slightly toward disagreement. Agreement with this statement then increased among the older three age groups. In addition to this age difference, there was a significant sex effect,  $F(1,126) = 12.86$ ,  $p < .001$ . These means are contained in Table 30 also. Women agreed more strongly than men that everybody loves someone. This overall sex effect was reflected in each age group; women on the average rated this statement higher than men at every age except 60-65.

C. Love must be mutual. This statement was intended to further explain the importance attributed to mutuality and reciprocity in love.

There was a significant relationship between age and the number of subjects agreeing with this statement by answering yes in the interview sessions,  $\chi^2(2) = 10.60$ ,  $p < .01$ . There was a sharp decrease, from 66% among preschoolers to 15% among fifth graders, in the number of subjects who believed that love must be mutual.

There were no age or sex differences in the ratings of the older age groups. Eighth and eleventh graders tended to agree somewhat (6.1, 6.2) with the statement. However, by 20-25 years of age, there was moderately strong disagreement (3.25) with it. Among the other four age groups, mean ratings varied from 4.3 to 5.45. In general, among adult subjects (20-25 and older), there tended to be disagreement, although not very strong, with this statement. The findings of the other question concerned with mutuality in love, question 4, were similar to these. On question 4, there were no age changes among adults in the number of subjects receiving reciprocal scores, and similarly, there were no significant age changes among adults in their ratings here.

Table 30  
 Mean Rating of Statement B (Everyone Loves Someone), Question 8  
 as a Function of Age and Sex

Age Group	Rating
8th graders	8.55
11th graders	8.75
20-25 year olds	6.55
30-35 year olds	5.10
40-45 year olds	7.80
50-55 year olds	8.10
60-65 year olds	7.35

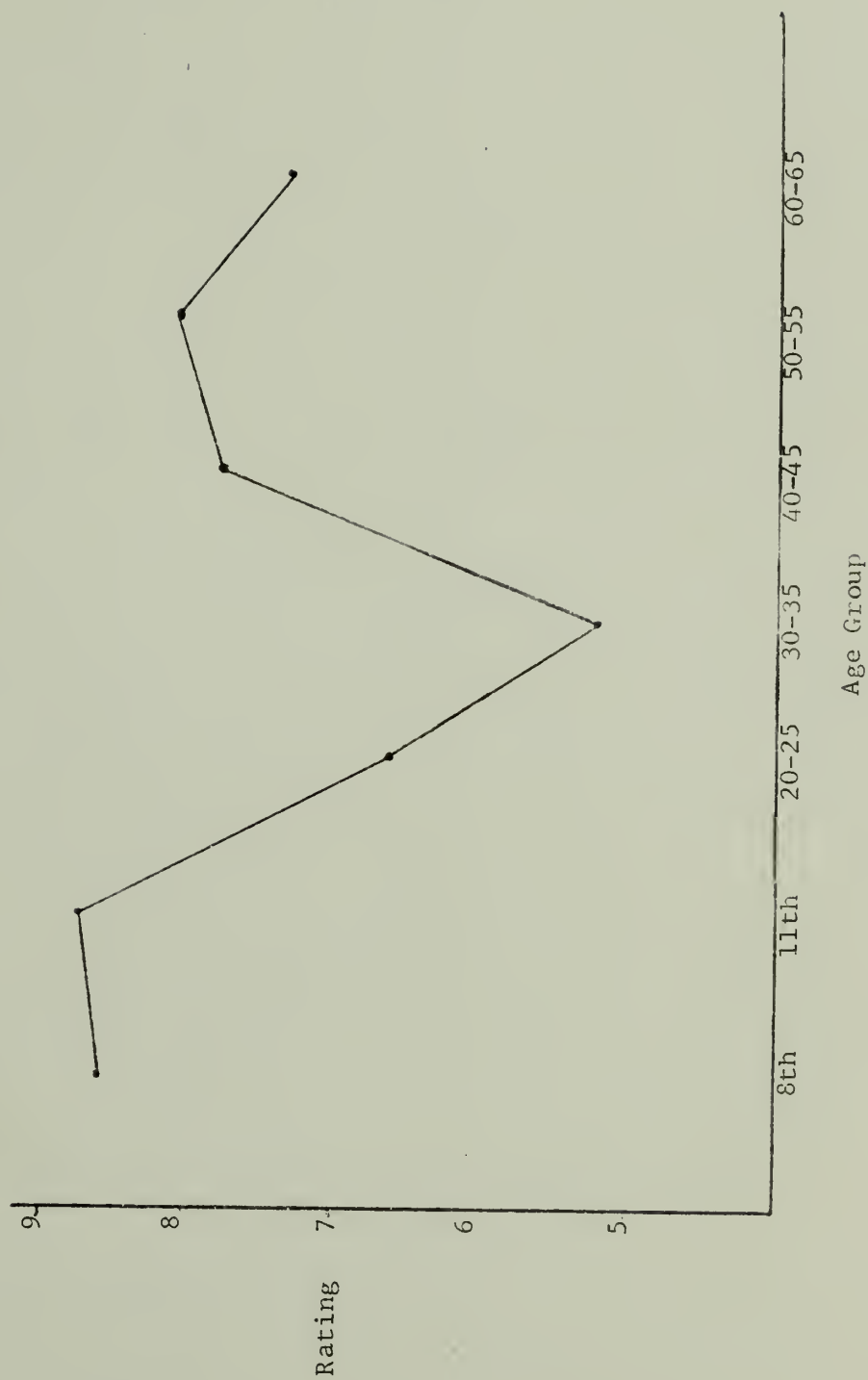
Note. Maximum rating = 10.00

$F(6, 126) = 4.36, p < .001$

Sex	Rating
Males	6.62
Females	8.29

$F(1, 126) = 12.86, p < .001$

Figure 1  
Mean Rating of Statement B (Everyone Loves Someone), Question 8  
as a Function of Age



However, with question 4, there was a significant decrease between preschoolers and eighth graders in the number of subjects reporting that everyone they loved loved them. This decrease is mirrored here in the decrease in the numbers of the same age groups who believed that love must be mutual.

D. It is possible to love someone but not like them. This statement was designed to further investigate the phenomenon of loving but not liking, first introduced in column B of question 3.

Among preschoolers, second, and fifth graders, there were no significant age or sex differences with respect to this proposition. Subjects were fairly evenly split, with 54% agreeing and 46% disagreeing with it.

Among the subjects rating the statement on the questionnaire, there was a significant effect for age,  $F(6,126) = 2.54$ ,  $p < .025$ . Table 31 contains the mean ratings of this statement with age; Figure 2 is a graph of these means. There was a progressive shift from moderate disagreement among eighth graders to moderate agreement among 60-65 year olds, that it is possible to love someone but not like them.

E. We know how to love the instant we are born. This statement was designed to explore whether people view love as being instinctual or learned. The question asked in the interview, "Do you think little babies love?" was a paraphrasing of the above and does not address itself as precisely to the innate-learned comparison as the statement on the questionnaire. Although there were no significant age differences among the younger age groups, the percentage of subjects who agreed with the statement did show some decrease, from 94% among preschoolers to

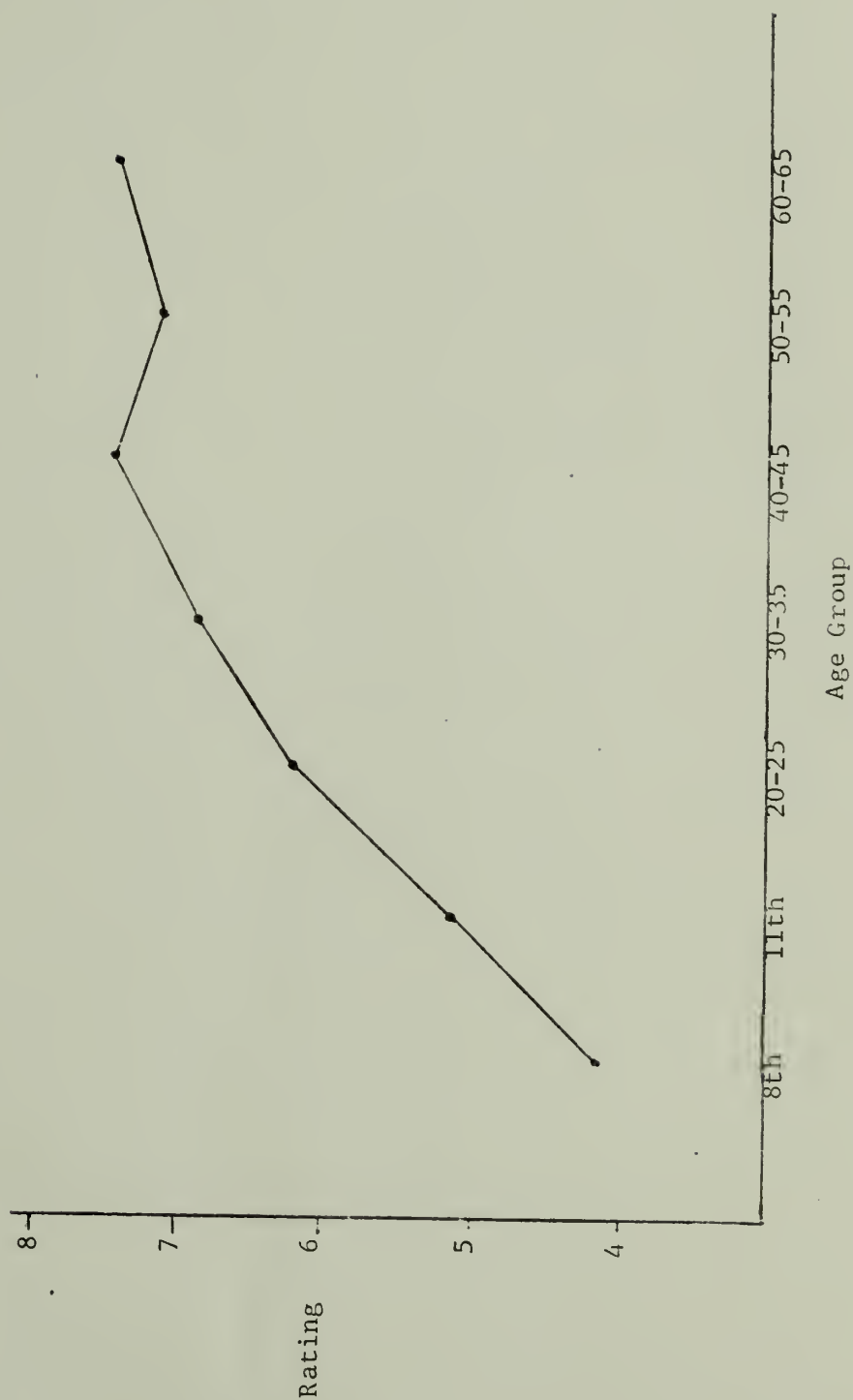
Table 31  
Mean Rating of Statement D (Love But Not Like), Question 8  
as a Function of Age and Sex

Age Group	Rating
8th graders	4.20
11th graders	5.20
20-25 year olds	6.25
30-35 year olds	6.85
40-45 year olds	7.45
50-55 year olds	7.10
60-65 year olds	7.45

Note. Maximum rating = 10.00  
 $F(6, 126) = 2.54, p < .025$



Figure 2  
Mean Rating of Statement D (Love But Not Like), Question 8  
as a Function of Age



75% among fifth graders.

Among adults rating the questionnaire, there was no overall significant effect of age on the rating,  $F(6,126) = 2.03$ ,  $p < .075$ . However, there was some tendency for subjects in the age group from the eighth grade to 40-45 years to disagree with the statement (means from 3.35 to 4.65), while subjects in the two older age groups, 50-55 and 60-65 years of age, tended to agree slightly (mean = 6.0 for both groups) with the statement, that we know how to love the instant we are born.

Question 9. If you were to rate the influence of the following factors on your present concept of love, how would they stand. A. movies, plays, B. television, ..., Q. music. (on a scale from 0, no influence, to 8, extremely influential).

Question 9 was asked in order to determine how various factors affect conceptions of love and whether the influence of the factors changes with age. Children who were interviewed were asked, "Where have you found out about love? How have you found out about love?" Because of the differences in the nature of the data provided by the interviews and questionnaires, the data from each of them is considered separately.

#### Interviews.--Preschool, Second and Fifth Graders.

The interviews with the children in the youngest three age groups were reviewed and 8 different groups of influence identified: parents, other relatives, friends, other people, teachers, church-religion, television, and don't know. The number of children at each age and of each sex who reported each of the above factors as having been a source of their knowledge about love was recorded. This data was then ana-

lyzed using a chi square analysis.

The number of children who reported that they had found out about love from their parents increased with age,  $\chi^2(2) = 5.76$ ,  $p < .056$ . Table 32 contains the number of subjects at each age who reported parents as influencing them. Primarily, the increase was between the preschool and second grades, with little difference between the second and fifth grades.

There were no significant age differences in the reporting of relatives as a source of information about love. Approximately 20% of the subjects attributed some influence on their concept of love to relatives.

Only 4 subjects reported that other people, as neighbors, family friends, etc. had an effect on what they thought about love. All 4 of these subjects were in the oldest age group interviewed, the fifth grade.

Similarly, only 4 children stated that friends had an influence on their concept of love. These 4 children were from the youngest age group, the preschoolers.

There was a significant age difference in the number of subjects attributing knowledge about love to school teachers,  $\chi^2(2) = 14.34$ ,  $p < .0008$ . These numbers are also listed in Table 32. School teachers exerted the greatest influence among second graders.

There were no significant age changes in the number of subjects stating that they had found out about love on television or in church. Only about 10% of the subjects in these youngest three age groups attributed any influence to religion and television.

Table 32

Proportion of Subjects at Each Age Interviewed Reporting  
Being Influenced by Parents and Teachers in Question 9

## Parents

Age Group	preschoolers	2nd graders	5th graders
Proportion	.25	.55	.60

$$\chi^2(2) = 5.76, p < .056$$

Contingency Coefficient = .30

## Teachers

Age Group	preschoolers	2nd graders	5th graders
Proportion	.05	.50	.10

$$\chi^2(2) = 14.34, p < .0008$$

Contingency Coefficient = .44

Although there was no overall significant age difference in the number of subjects who replied that they did not know where they found out about love, this response was more frequent among preschoolers (40%) than either second or fifth graders (15%). There were no sex differences in the attribution of influence to any of the above factors.

In summary, preschoolers in general were unable to identify where they had found out about love. The minority who could, usually attributed their knowledge about love to parents. Parents were also most influential among second and fifth graders. In addition, relatives, as brothers, sisters, and grandparents, appeared to play some role in influencing the concepts of love among these latter two age groups. Finally, school teachers were reported as a source of knowledge about love more by second graders than either preschoolers or fifth graders.

#### Questionnaire--Ratings of Influence.

In the analysis of the data of the remaining seven groups, all of whom had completed the questionnaire, ratings of the influence of each of the 17 factors were considered separately. Each of these ratings was evaluated by an analysis of variance to determine the effects of age and sex on them.

Factor A was movies and plays. There were no age or sex differences in the influence attributed to this factor. In general, subjects tended to rate movies and plays fairly low (2.7, overall).

With regards to the influence of Factor B, television, there was a significant age effect,  $F(6, 126) = 2.45$ ,  $p < .05$ . Table 33 contains the mean ratings at each of the seven ages. These means are also graphed in Figure 3 in order to illustrate the direction of these age changes.

Table 33  
Mean Influence Rating in Question 9 of  
Television as a Function of Age

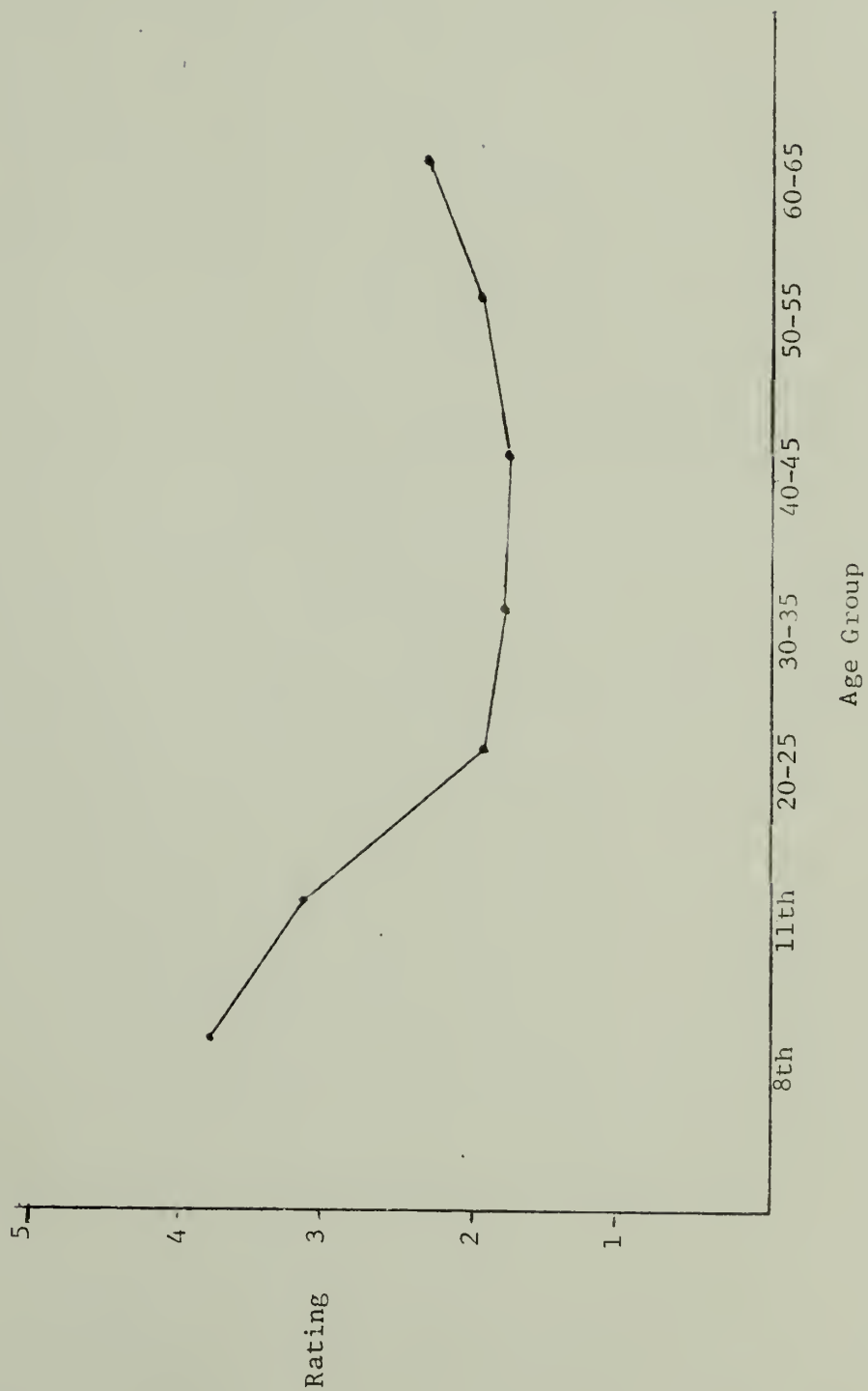
Age Group	Rating
8th graders	3.95
11th graders	3.25
20-25 year olds	2.00
30-35 year olds	1.90
40-45 year olds	1.85
50-55 year olds	2.05
60-65 year olds	2.40

Note. Maximum rating = 8.00

$F(6, 126) = 2.45, \underline{p} < .05$



Figure 3  
Mean Influence Rating in Question 9 of  
Television as a Function of Age



On the basis of these ratings, television was most influential among the youngest two age groups who completed the questionnaire, the eighth and eleventh graders. This influence, however, was not very strong at any age.

The third factor which subjects rated was Factor C, friends. There was a significant age difference in the influence attributed to friends,  $F(6,126) = 3.0$ ,  $p < .001$ . These means are listed in Table 34 and graphed in Figure 4. In general, the ratings of the influence of friends on subjects' concepts of love decreased with age from a fairly strong influence among eighth and eleventh graders to a less than moderate influence among 60-65 year olds.

The ratings of boyfriends and girlfriends were also affected by age,  $F(6,126) = 10.96$ ,  $p < .001$ . In addition, there was an interaction between age and sex,  $F(6,126) = 2.27$ ,  $p < .05$ . The means for both males and females at each age are listed in Table 35 and graphed in Figure 5. Perhaps not surprisingly, boyfriends and girlfriends had a greater effect on the concepts of love of subjects in the younger age groups. Among women, the decrease in the influence of this factor was less uniform than among men across age.

There were no age or sex differences in the ratings of either Factor E, teachers, or Factor F, religion. Overall, little influence was attributed by subjects to teachers (mean rating overall = 2.9), and slightly more to religion (mean rating overall = 4.2).

The next item on question 9 involved husbands, wives, and "lovers." There was a significant age effect in subjects' ratings of this item,  $F(6,126) = 3.21$ ,  $p < .01$ . The means for each age are listed in Table

Table 34  
Mean Influence Rating in Question 9 of  
Friends as a Function of Age

Age Group	Rating
8th graders	6.00
11th graders	6.20
20-25 year olds	5.65
30-35 year olds	4.65
40-45 year olds	4.45
50-55 year olds	5.20
60-65 year olds	3.95

Note. Maximum rating = 8.00

$F(6, 126) = 3.00, p < .001$

Figure 4  
Mean Influence Rating in Question 9 of  
Friends as a Function of Age

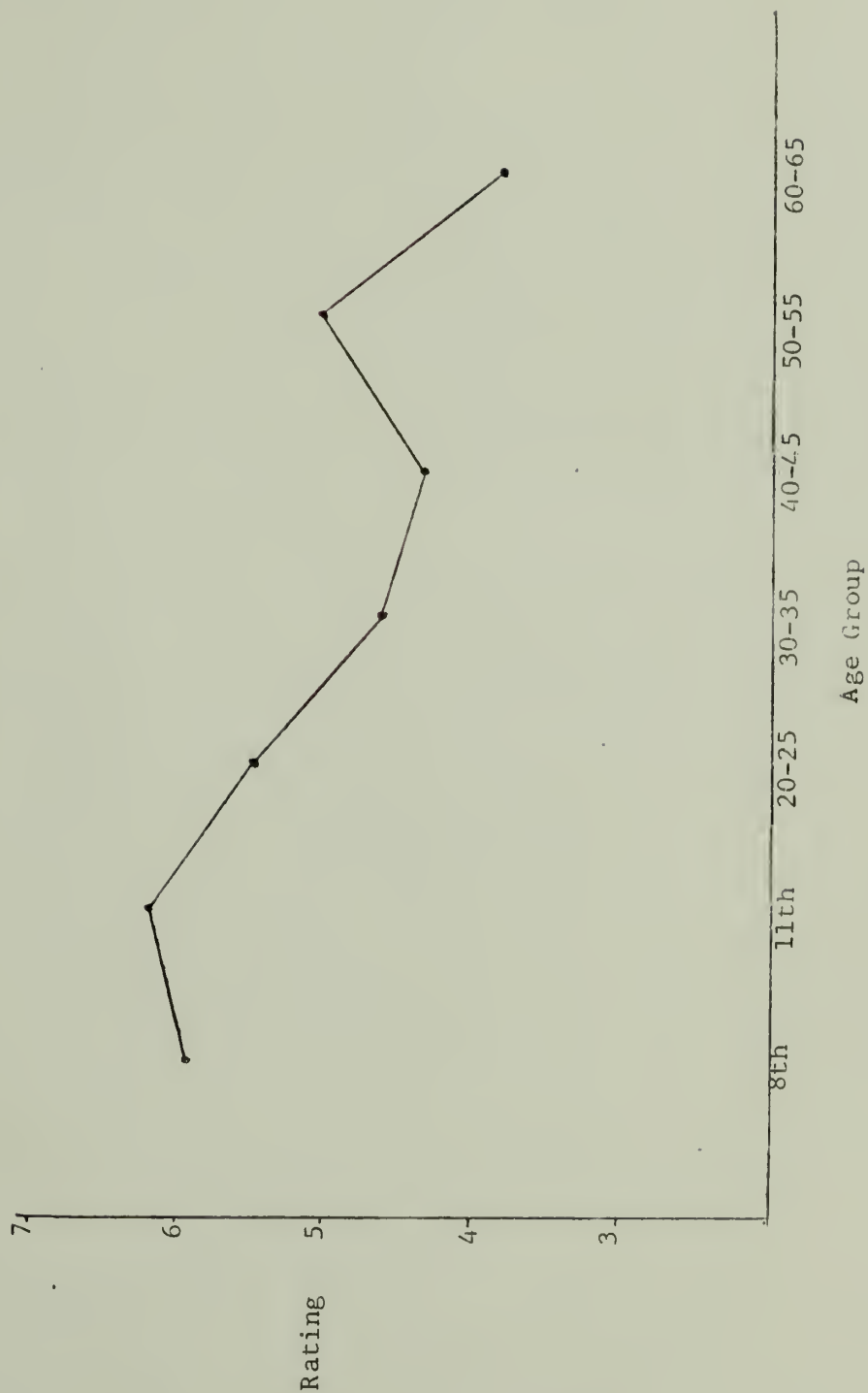


Table 35  
 Mean Influence Rating in Question 9 of  
 Boyfriend/Girlfriend as a Function of Age and Sex

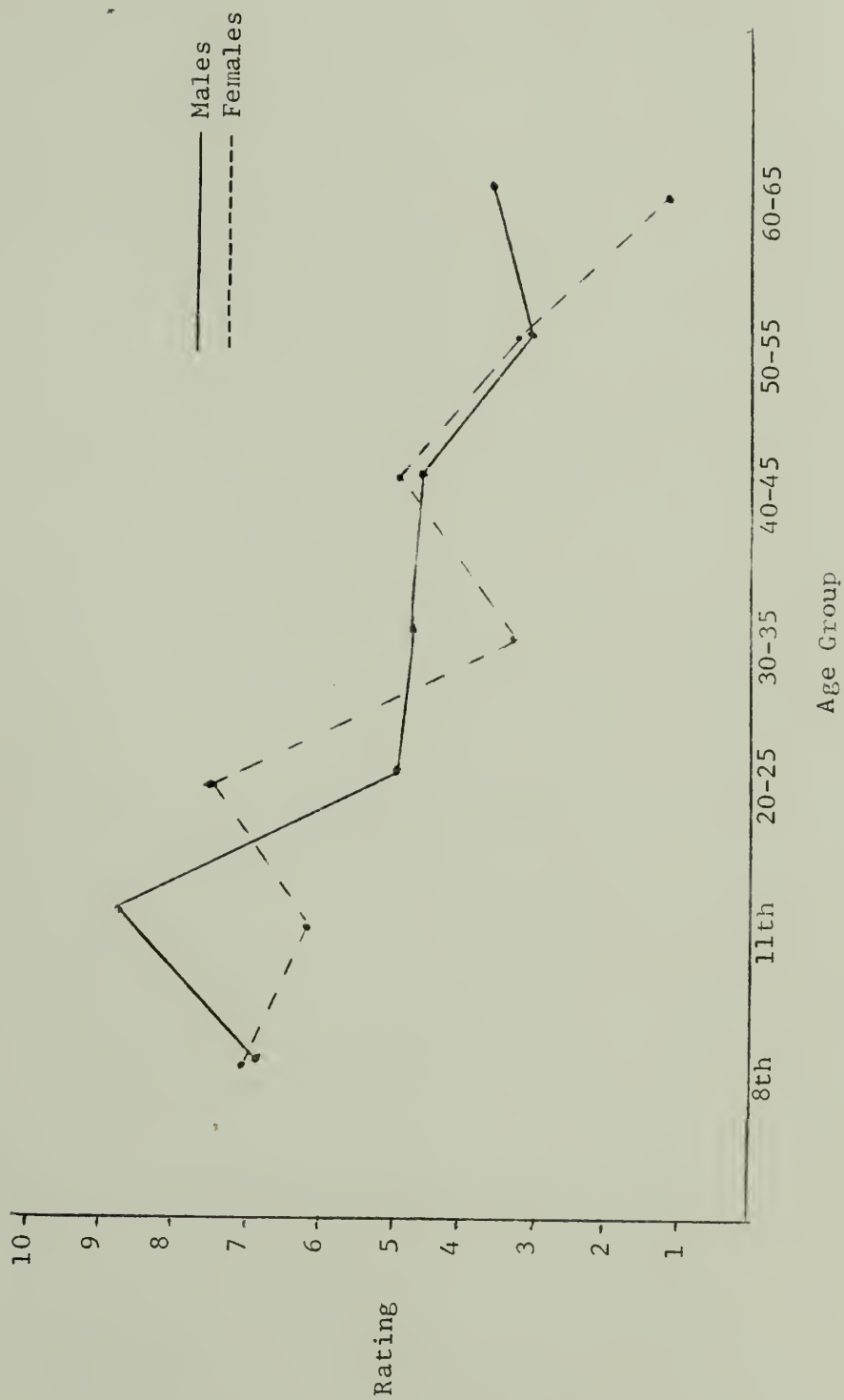
Age Group	Rating	
	Males	Females
8th graders	6.90	7.20
11th graders	7.90	6.30
20-25 year olds	5.00	7.60
30-35 year olds	4.90	3.40
40-45 year olds	4.90	5.10
50-55 year olds	3.10	3.30
60-65 year olds	3.70	1.20

Note. Maximum rating = 8.00

Age:  $F(6, 126) = 10.96, p < .001$

Age x Sex:  $F(6, 126) = 2.27, p < .05$

Figure 5  
Mean Influence Rating in Question 9 of  
Boyfriend/Girlfriend as a Function of Age and Sex





36 and graphed in Figure 6. There was a steady increase with age in the importance attributed to spouse and "lovers" on subjects' conceptions of love.

There were no age or sex differences in the ratings of animals (H) or school (I). Little influence was attributed to either factor (mean overall ratings = 3.8 and 2.4, respectively).

Subjects then rated the influence of siblings. There was a significant difference in these ratings with age,  $F(6,126) = 2.30$ ,  $p < .05$ . Table 37 and Figure 7 contain these means. The effect attributed to siblings was greatest among eighth and eleventh graders, 20-25, 50-55 and 60-65 year olds. In addition to this age difference, female subjects rated the influence of siblings higher than male subjects,  $F(1,126) = 3.47$ ,  $p < .06$ . The overall mean rating of males and females can also be found in Table 37. Interestingly, it should be recalled that females also listed their brothers and sisters as loved significantly more often than males in question 3.

Neither the influence of magazines and newspapers (K) nor books (L) changed with age or sex. Books were rated higher (3.8) overall than magazines and newspapers (2.38), but neither rating was very high.

Factor M referred to the influence on the concept of love resulting from observations and reflections upon the experiences of other people. The ratings of this factor were influenced by age,  $F(6,126) = 3.09$ ,  $p < .01$ . Subjects in the middle three age groups rated it moderately influential, while subjects in the younger and older four groups rated it less strongly. The means on this item for each age can be found in Table 38 and Figure 8.

Table 36  
 Mean Influence Rating in Question 9 of  
 Husbands/Wives/Lovers as a Function of Age

Age Group	Rating
8th graders	5.60
11th graders	4.70
20-25 year olds	5.85
30-35 year olds	6.95
40-45 year olds	7.40
50-55 year olds	7.35
60-65 year olds	6.70

Note. Maximum rating = 8.00

$F(6, 126) = 3.21, \underline{p} < .01$

Figure 6  
Mean Influence Rating in Question 9 of  
Husbands/Wives/Lovers as a Function of Age

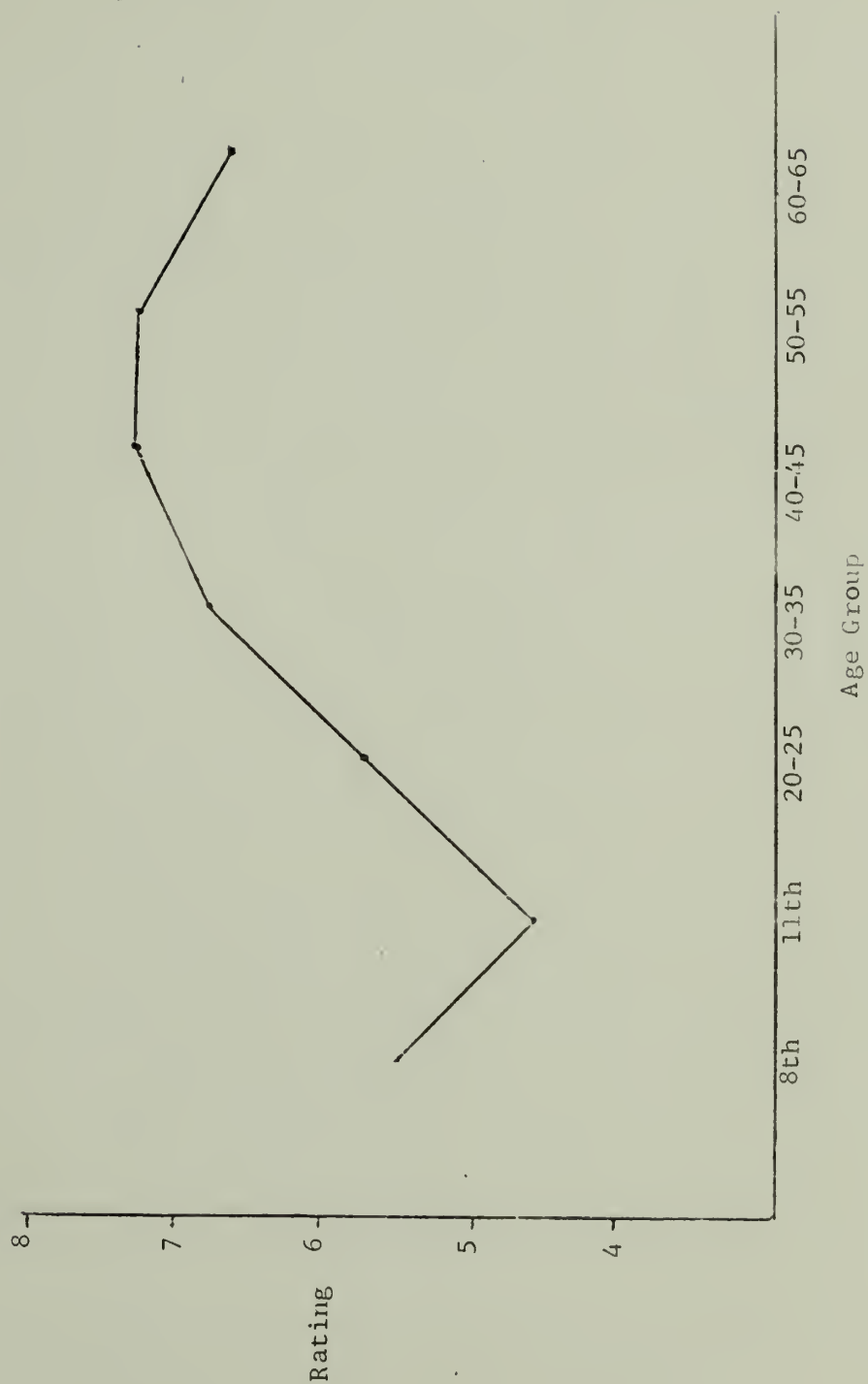


Table 37  
 Mean Influence Rating in Question 9 of  
 Sibling as a Function of Age and Sex

Age Group	Rating
8th graders	5.70
11th graders	5.25
20-25 year olds	5.40
30-35 year olds	3.60
40-45 year olds	4.00
50-55 year olds	5.45
60-65 year olds	5.65

Note. Maximum rating = 8.00

$F(6, 126) = 2.30, \underline{p} < .05$

Sex	Rating
Males	4.61
Females	5.40

$F(1, 126) = 3.47, \underline{p} < .06$

Figure 7  
Mean Influence Rating in Question 9 of  
Siblings as a Function of Age

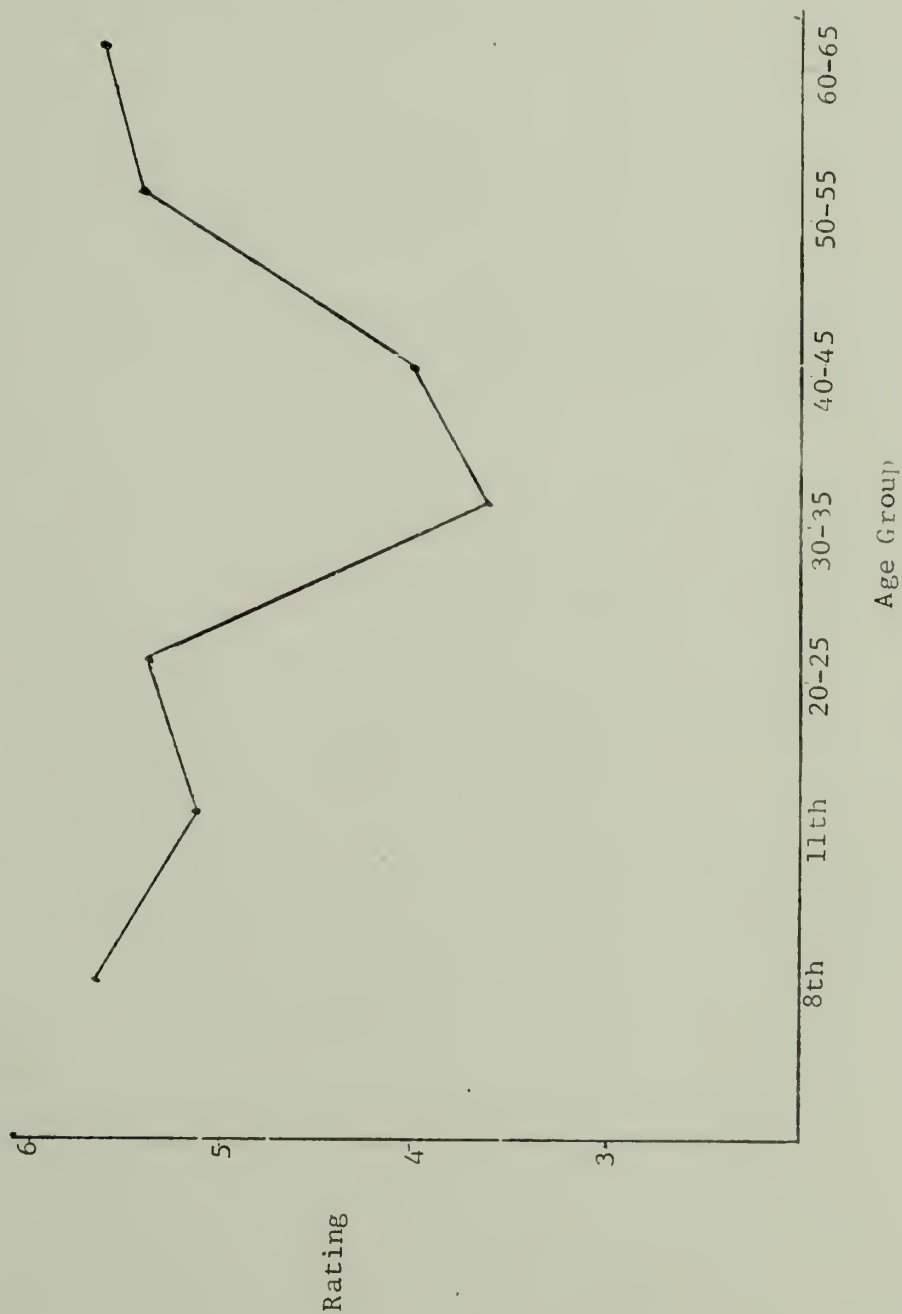


Table 38

Mean Influence Rating in Question 9 of  
Observation and Reflections on the Experiences of Others as a Function  
of Age

Age Group	Rating
8th graders	5.65
11th graders	5.45
20-25 year olds	6.45
30-35 year olds	6.00
40-45 year olds	6.60
50-55 year olds	5.45
60-65 year olds	4.15

Note. Maximum Rating = 8.00

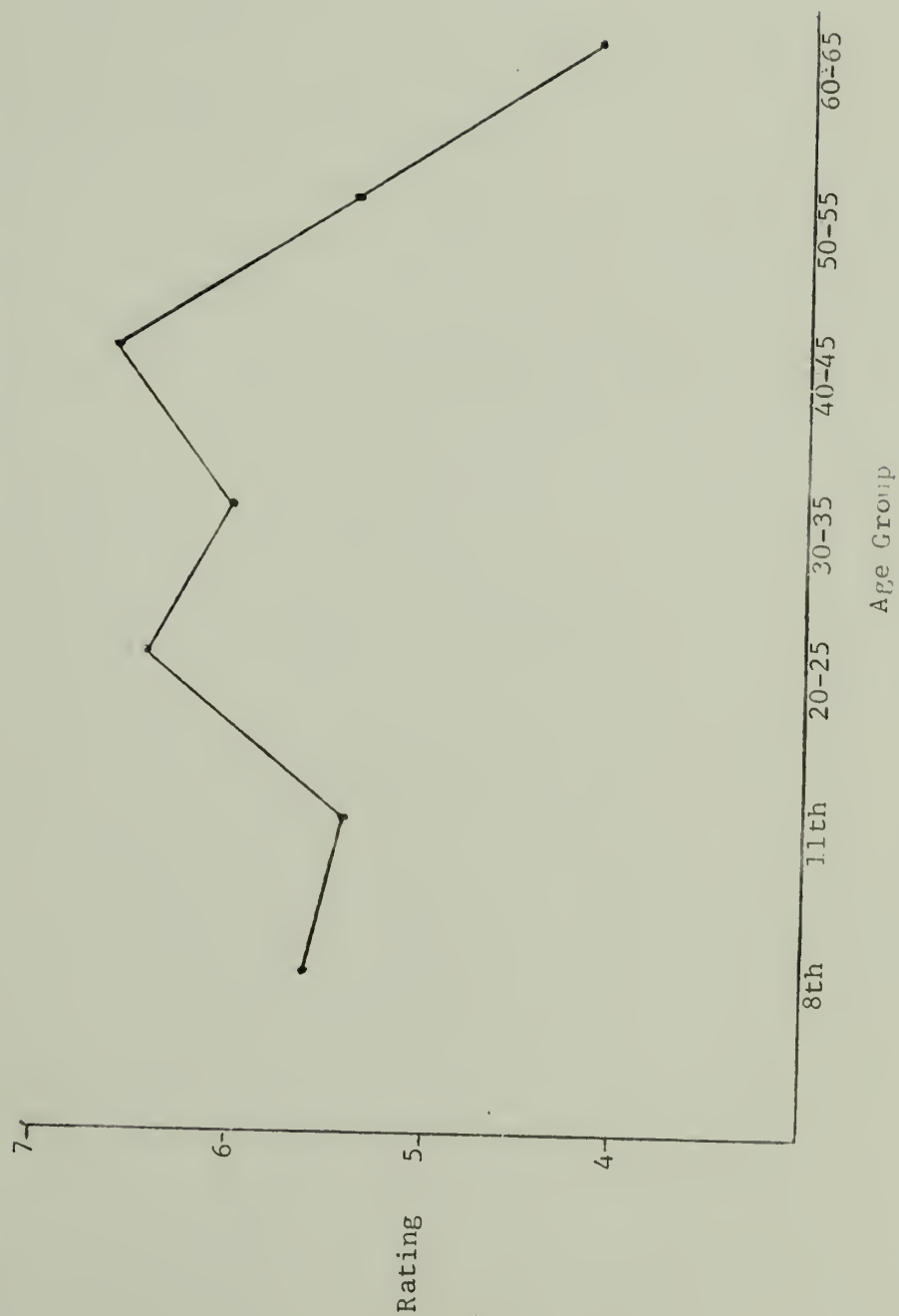
$F(6, 126) = 3.09, \underline{p} < .01$



Figure 8

Mean Influence Rating in Question 9 of

Observations and Reflections on the Experiences of Others as a Function of Age



There were no age or sex differences with respect to poetry and musical lyrics (N). The overall mean rating of this factor, 3.9, was not very high.

There were no age or sex differences in the influence attributed to personal experiences (Factor 0). However, the overall rating of personal experiences was fairly high, 7.1.

With respect to the ratings of parents, there were no significant age differences. The influence attributed to parents remained fairly strong (overall, 6.3) even at 60-65 years of age. Women in general rated the effect of parents on their conceptions of love higher than men (6.6 vs. 5.9),  $F = 4.02$ ,  $p < .05$ . This overall sex difference was reflected in higher means for women at every age except 60-65 years.

The last factor on the questionnaire was music. Except for 40-45 year olds, the rating of this factor decreased fairly steadily with age,  $F(6,126) = 2.24$ ,  $p < .05$ . At no age, however, was it very high (3.63, overall). The means for each age can be found in Table 39 and Figure 9.

Space was left at the end of question 9 so that subjects might list and rate other factors not contained in the above list. Some of these factors included: in-laws, the Bible, God, and therapy.

Table 40 contains an ordering of all factors rated as at least moderately influential (4.0 or greater) for each of the seven age groups who completed the questionnaire. A number of observations can be made from this table. First, personal experiences appeared to exert the greatest influence on concepts of love at most ages. In addi-

Table 39  
Mean Influence Rating in Question 9 of  
Music as a Function of Age

Age Group	Rating
8th graders	4.10
11th graders	5.15
20-25 year olds	3.15
30-35 year olds	2.70
40-45 year olds	4.20
50-55 year olds	3.30
60-65 year olds	2.80

Note. Maximum rating = 8.00

$F(6, 126) = 2.24, p < .05$

Figure 9  
Mean Influence Rating in Question 9 of  
Music as a Function of Age

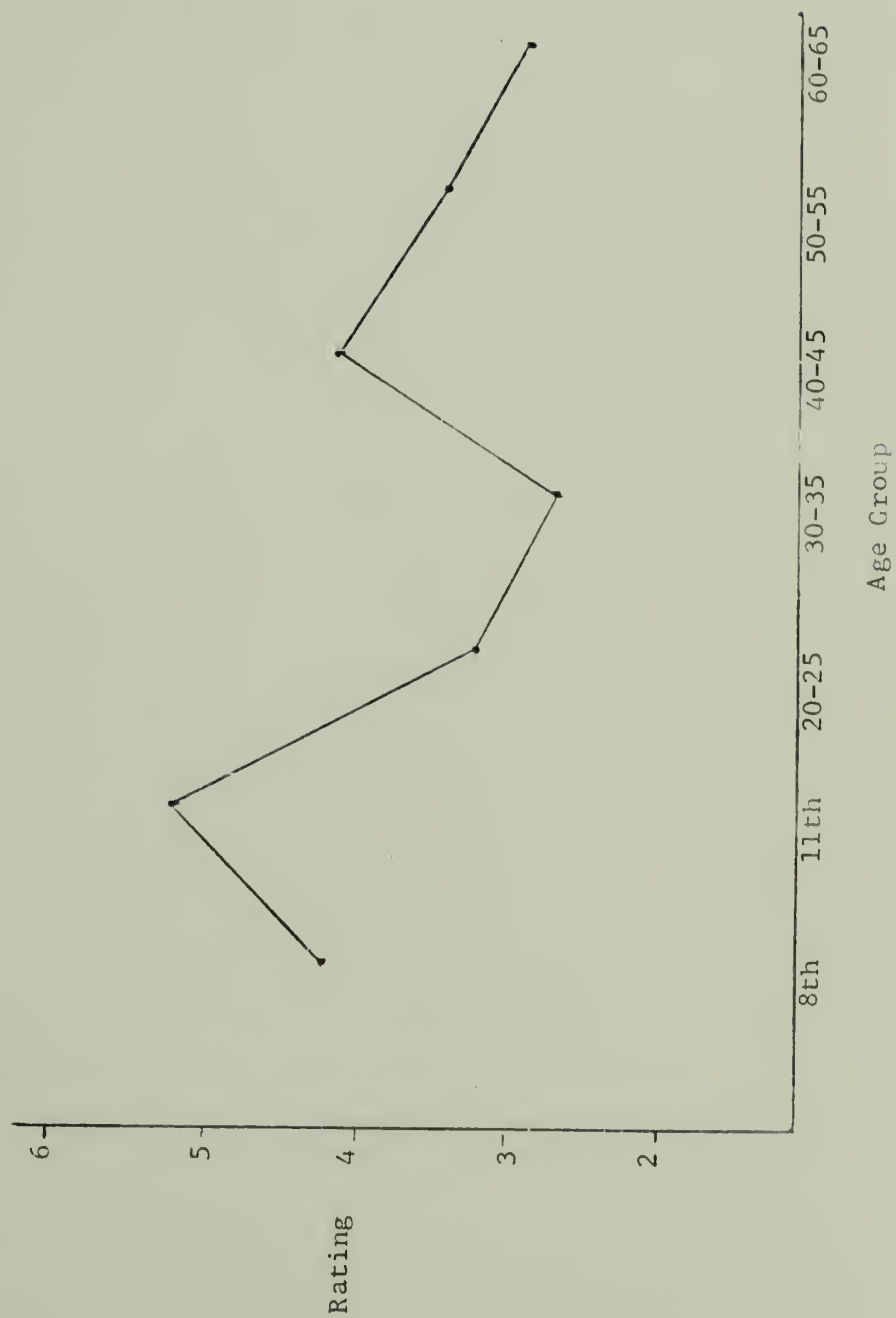


Table 40  
Rank Ordering of Moderately Influential  
Factors in Question 9 For Each Age

8th graders

Parents (7.1)<sup>1</sup>  
 Boyfriend/Girlfriend (7.05)  
 Personal Experiences (6.8)  
 Friends (6.0)  
 Siblings (5.7)  
 Observations & Reflec. (5.65)  
 Husbands/Wives/Lovers (5.60)  
 Religion (4.45)  
 Music (4.1)

20-25 year olds

Personal Experiences (7.7)  
 Observations & Reflec. (6.45)  
 Parents (6.35)  
 Boyfriend/Girlfriend (6.30)  
 Husbands/Wives/Lovers (5.85)  
 Friends (5.65)  
 Siblings (5.4)  
 Animals (4.0)

40-45 year olds

Personal Experiences (7.55)  
 Husbands/Wives/Lovers (7.4)  
 Observations & Reflec. (6.6)  
 Parents (5.4)  
 Boyfriend/Girlfriend (5.0)  
 Poetry/Musical Lyrics (4.55)  
 Friends (4.45)  
 Music (4.2)  
 Books (4.15)

60-65 year olds

Personal Experiences (6.9)  
 Husbands/Wives/Lovers (6.7)  
 Parents (6.45)  
 Siblings (5.65)  
 Religion (4.45)  
 Books (4.35)  
 Observations & Reflec. (4.15)

11th graders

Boyfriend/Girlfriend (7.1)  
 Personal Experiences (6.65)  
 Parents (6.25)  
 Friends (6.2)  
 Observations & Reflec. (5.45)  
 Siblings (5.25)  
 Poetry-Musical Lyrics (5.0)  
 Religion (4.8)  
 Husbands/Wives/Lovers (4.7)

30-35 year olds

Personal Experiences (7.25)  
 Husbands/Wives/Lovers (6.95)  
 Observations & Reflec. (6.00)  
 Parents (5.5)  
 Friends (4.65)  
 Books (4.5)  
 Boyfriend/Girlfriend (4.15)

50-55 year olds

Husbands/Wives/Lovers (7.35)  
 Personal Experiences (7.1)  
 Parents (6.7)  
 Observations & Reflec. (5.45)  
 Siblings (5.45)  
 Friends (5.25)  
 Religion (4.8)  
 Books (4.0)

<sup>1</sup>Mean rating

tion, observations and reflections on others' experiences were also rated highly. Another trend was that people, as parents, friends, etc. had a greater effect on conceptions of love than things, as books, magazines, etc. The influence of both siblings and religion was stronger among the youngest and oldest age groups than among those groups in between. And finally, the influence of friends, relative to other factors, decreased with age.

In order to examine the relationship among the various factors, the Pearson product moment correlations (McNemar, 1969) were calculated for each pair of items. The correlation matrix of these values is contained in Table 41. The values of these correlations did not vary with age. In addition, a factor analysis (Kaiser & Caffry, 1965) was performed on the 17 items in question 9. Table 42 consists of the varimax rotated factor matrix (Nie, Bent & Hull, 1970) and contains the correlations between the 17 items of question 9 and the 6 common factors identified by the analysis. Finally, Table 43 contains the grouping of the 17 items on question 9 with the common factors on which they loaded most heavily. Ratings of husbands, wives and "lovers" did not correlate highly with any of the factors in the context of the present question. In summary, without repeating the information contained in Table 43, there appeared to be 6 basic dimensions of influence on conceptions of love: family, experience--direct and vicarious, friends, music-poetry, media, and school.

Question 10. Having answered the previous questions, do you have anything further to add in response to question 1--What does love mean to you?



Table 41

Pearson Correlation Coefficients Between  
Factors in Question 9

[illegible]

Table 41  
(continued)

Factors	J	K	L	M	N	O	P	Q
A.movies,plays	.11	.52****	.44****	.09	.37****	-.18*	.09	.38****
B.television	.14	.45****	.15	-.11	.19*	-.24**	.13	.33****
C.friends	.32****	.23**	.22**	.18*	.31****	.15	.25**	.28****
D.boy/girlfriend	.13	.03	.01	.26**	.31****	.18*	.10	.21**
E.teachers	.27****	.24**	.16	.12	.17*	.04	.24**	.22**
F.religion	.25**	.14	.04	.03	.14	.01	.26**	.20*
G.husbands/wives/	.03	-.02	.04	.13	.01	.19*	.07	.05
H.animals	.22**	.23**	.16	.07	.19*	.11	.20*	.32****
I.school	.28****	.30****	.19*	.20*	.15	-.04	.21**	.16
J.brother/sister		.15	.14	.08	.07	.03	.40****	.22**
K.mag., newspapers			.56****	.09	.30****	-.06	.13	.20*
L.books				.27****	.28****	.15	.10	.11
M.observ. & reflec.					.33****	.38****	.04	.11
N.poetry, music lyr.						.15	.10	.66****
O.personal exper.							.12	.06
P.parents								.22**
Q.music								

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

Table 42  
Pearson Correlation Coefficients Between Items  
on Question 9 and the Six Principal Factors

Factors	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6
A.movies,plays	.03	.28	<u>.73</u>	-.25	.32	-.02
B.television	.17	.17	<u>.51</u>	-.50	.41	.07
C.friends	.36	.14	.18	.10	<u>.52</u>	.09
D.boy/girlfriend	.07	.15	-.02	.22	<u>.69</u>	.12
E.teachers	.41	.07	.14	.04	.24	<u>.64</u>
F.religion	<u>.45</u>	.10	-.02	.00	.03	.27
G.husbands/wives/	.11	.02	.04	<u>.17</u>	.01	-.32
H.animals	<u>.39</u>	.18	.18	.05	.05	.04
I.school	.32	.04	.21	.08	.11	<u>.68</u>
J.brother/sister	<u>.58</u>	.02	.08	.03	.10	.05
K.mag.,newspapers	.16	.12	<u>.72</u>	-.01	-.01	.15
L.books	.10	.03	<u>.71</u>	.32	-.06	.03
M.obser. & reflec.	.00	.13	.14	<u>.59</u>	.18	.07
N.poetry,mus.lyr.	.03	<u>.77</u>	.24	.25	.18	.07
O.personal exper.	.13	.03	-.07	<u>.60</u>	.11	-.16
P.parents	<u>.58</u>	.04	.05	.05	.07	-.02
Q.music	.30	<u>.79</u>	.11	-.05	.13	-.01

Note: Highest correlation for each item is underlined.

Table 43

Grouping of Question 9 Items with Principal Factors

<u>Factor 1</u>	<u>Factor 2</u>
Parents (.58) <sup>1</sup>	Music (.79)
Siblings (.58)	Poetry, Musical Lyrics (.77)
Religion (.45)	
Animals (.34)	
 <u>Factor 3</u>	 <u>Factor 4</u>
Movies, Plays (.73)	Personal Experiences (.60)
Magazines, Newspapers (.72)	Observations & Reflec. on Ex-
Books (.71)	periences of Others (.59)
Television (.51)	Husbands/Wives/Lovers (.17) <sup>2</sup>
 <u>Factor 5</u>	 <u>Factor 6</u>
Boyfriend/Girlfriend (.69)	School (.68)
Friends (.52)	Teachers (.64)

<sup>1</sup>Numbers in parentheses are correlations with principal loading factors (regression coefficients)

<sup>2</sup>Husbands/Wives/Lovers did not load highly with any of the principal factors.

Very few subjects answered question 10 and those who did usually reiterated statements made on question 1 without adding anything new.

Comments.

The last page of the questionnaire solicited various comments from subjects about their participation in the study. Subjects at all ages took on the average between 30 minutes and 1 hour to answer the questionnaire, with a range from 20 minutes to 2 hours. In seven of the eight age groups, question 1 (what love means) was listed by the greatest number of subjects as the most interesting question in the study. Overall, question 3 (who is loved, etc.) was reported by subjects to be the least interesting one in the questionnaire.

## DISCUSSION

In order to gain a fuller understanding of the data presented in the previous section, two different possible organizations of the discussion were considered. The first approach involved discussing the concept of love in general at each age. For example, the concept of love for preschoolers could be described, followed by descriptions for second graders, fifth graders, and each successive age group thereafter. The second approach involved an organization similar to that of the result section. In this approach, changes with age in specific aspects of the concept of love could be examined. For example, changes with age in the reasons for loving could be discussed, followed by an examination of changes in objects of love, etc.

This latter approach was adopted here for several reasons. First, to attempt to offer a complete description of the concept of love at every age or to attempt to propose some type of stage theory of love, as in the first approach, would be totally premature at this time. As mentioned earlier in the introduction, the present investigation is one of a very small number of developmental studies on love. Because of this, the limited scope of the present endeavor, and the complexity of the concept of love itself, any theory of the development of the concept of love that might be offered at this time would be based more on speculation than on fact. Therefore, the discussion here will be limited primarily to those aspects of love specific to this study. In addition, every attempt will be made to relate the present data to other aspects of development. Although this focus is less likely to produce a new overall theory of the development of love, it will provide an empiri-



cally based outline of a number of specific components involved in this conception and suggest directions for future research and theorizing.

Before proceeding to this discussion of the inferences to be drawn from this data, an important distinction must be examined. This is the distinction between the concept of love and the experience of love. Alternatively throughout this paper, references have been made to "what the concept of love involves," "what love involves," "conceptions of love" and "experiences of love." Although the absence of a consistent use of a particular expression may indicate the lack of an underlying theoretical structure or understanding of the topic being studied, this is not the case here. Often the word "concept" is taken to connote a strictly cognitive entity and the word "experience" a strictly non-cognitive entity, with the cognitive and experiential domains being considered disjoint. However, the relationship between these domains is one of complex interaction rather than mutual exclusivity. This interrelationship between cognitive structures and experiences has been most clearly delineated in the work of Jean Piaget. A general principle of development which emerges from Piaget's work may be stated in very simplified terms as: the ways in which people think structure their experiences, and concomitantly, their experiences affect the ways in which they think. For example, with respect to love, the concept of love of a 17-year-old affects the manner in which he engages in a new relationship with a girl friend, and the experiences subsequently encountered in this relationship affect his concept of love. Because of this reciprocal relationship between cognitive structures and experiences, the present study cannot be considered a purely

cognitive or purely an experiential one--it has elements of both.

If this is indeed the case, then perhaps the title of the present paper, the development of the concept of love, is a misnomer. This is not the case, however, because of the way in which the data were collected. It is not a misnomer primarily because all of the data were gathered through the self-reports of subjects in interviews and on the questionnaires. No measurements or observations were made in either an experimental or naturalistic setting. In this sense, the experiences as well as the thoughts of subjects on love were processed in a cognitive or conceptual mode. For example, if subjects stated that they loved their mothers, they indeed were relating something of their experience of love. However, at the same time, this reference for love of mother related something about the domain of individuals loved in the concept of love. In this respect, all of the data collected here demonstrate something with respect to peoples' reports of the concept of love, while at the same time, indirectly relates information about the actual experiences of love.

This issue of the distinction between the concept and the experience of love, although perhaps a difficult one both semantically and theoretically, does however, offer some structure for organizing the discussion of the findings of this study. Certain of the questions in the study appear to pertain more to underlying cognitive structures, while other questions pertain more to the functional application of these structures in experiences. For example, question 1, what does love mean, relates more to the underlying structure or basic meaning of the concept of love than question 3, who do you love, which more

closely relates to the discriminating or functional aspects of the concept. Employing this structure-function perspective as a framework, the discussion below is organized into three parts. First, those questions, 1, 2, and 8 which address themselves to the more basic underlying aspects of the concept of love are considered. Then, the questions 3, 4, 5, 6, and 7 which are concerned with the functional aspects of the concept are examined. Finally, the agents which influence both the structural and functional aspects of the concept of love are considered through a discussion of question 9. After this, the data on sex differences is examined, and finally suggestions for future research are offered.

#### Structural Components of the Concept of Love (questions 1, 2, and 8)

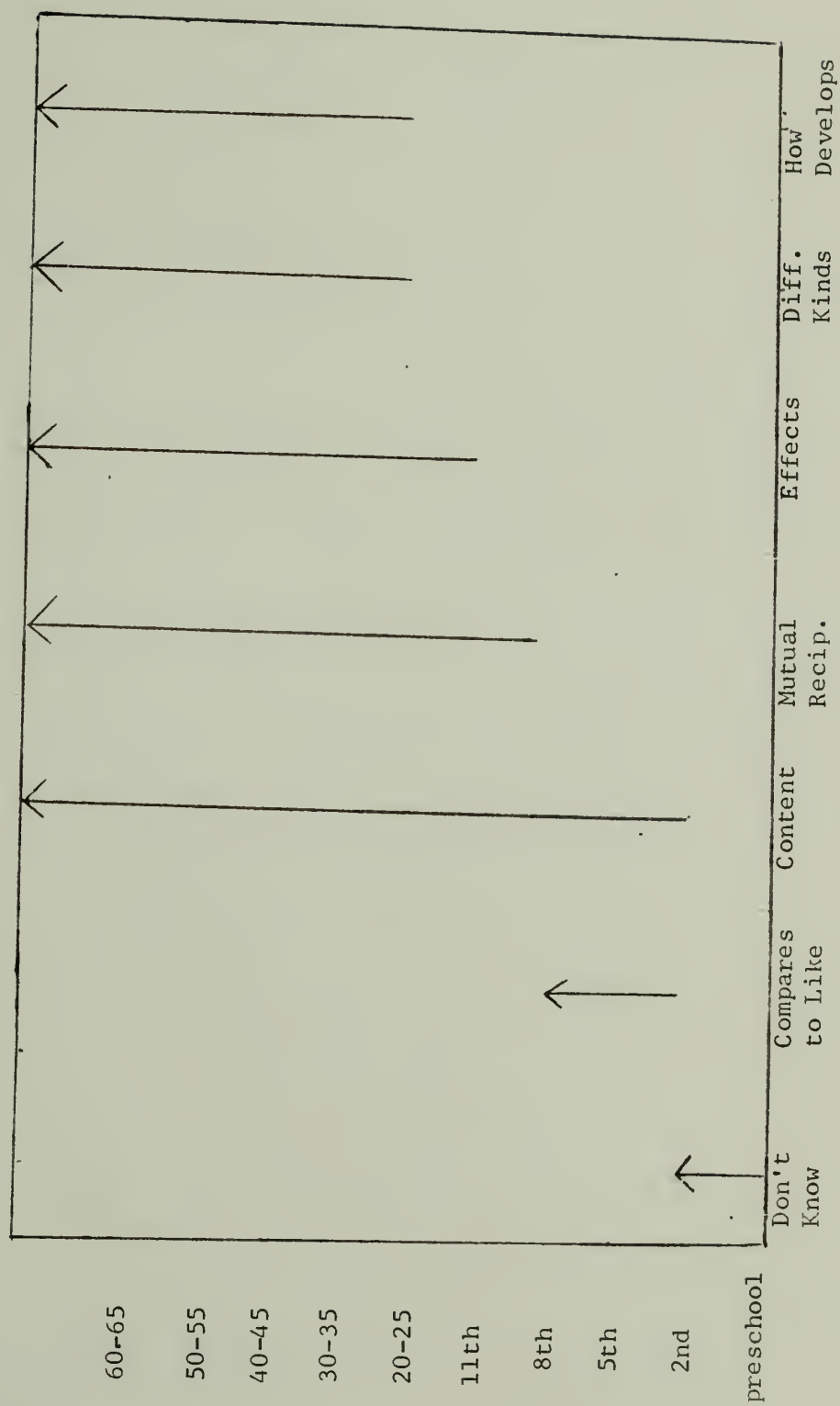
Two general principles of development appear to characterize the findings of the present investigation with respect to the concept of love on questions 1, 2, and 8. The first principle is that the concept of love is a fairly undifferentiated one among children in the pre-operational stage of development (preschoolers); it then undergoes a series of progressive differentiations and elaborations during the concrete operational and early formal operational (adolescence) years of development. The second general principle suggested by the data is that the changes in the concept of love within the adult years (until 65) are not nearly as extensive as the changes in the earlier years. The support for these contentions is now considered.

Question 1 and Question 3. Evidence for the first contention is contained in the data of the two questions which address themselves to the

basic structure of the concept of love, question 1 (what does love mean), and question 8 (agree-disagree with statements about love). Figure 10 summarizes the findings of the result section with respect to question 1.

On question 1, the most common response among preschoolers was "don't know," indicating a lack of knowledge. However, in the second grade group, virtually every subject was able to answer the question. Some may argue that this lack of knowledge on the part of the preschoolers might only reflect the shyness of these children in the interview sessions, or their ignorance of the dictionary meaning of the word "love." This, however, was probably not responsible for the data. Few of the preschool children who were interviewed were lacking in verbal ability, and most of them conversed at great length about a wide variety of topics. In addition, the method in which the preschoolers were chosen for interviewing is incompatible with the shyness contention offered above. Subjects were chosen on a volunteer basis with the initial approach and conversation usually being initiated by the child. Because of this arrangement, the composition of the subjects among the preschool group tended to involve the least shy and most verbal of all the children. Likewise, the contention that the "don't know" responses reflected an absence of the word "love" from the preschool child's vocabulary rather than an unelaborated concept of love can also be dismissed for the following reason. Most of the children who responded to question 1 with "don't know" were able to list the persons and things which they loved in question 3. When confronted by the experimenter with the contradictory nature of their responses of being able to de-

Figure 10  
Summary of Results of Question 1 (What Love Means)





scribe who they loved but not knowing what love meant, these children usually did not find this situation disturbing, and subsequently continued to maintain their lack of knowledge on question 1.

The time between the preschool years and the second grade represents a period of transition in intellectual development from the pre-operational to the concrete operational stage. The data from the present study suggests that concomitant with this intellectual development, there was a fundamental change in the concept of love. This change consisted primarily of a greater differentiation of different aspects of the concept as well as a further elaboration upon the basic concept of preschoolers. Virtually every second grader had something to say about the meaning of love. In fact, the principle method of defining love for second graders was to describe the kinds of activities involved in loving. This method of defining love then remained central to the description of subjects in each succeeding age group.

Aside from the decrease in "don't know" responses and the increase in "content of loving" responses, data from question 1 indicates that the first differentiations of the concept of love grow in part from a comparison by the concrete operational child (second and fifth graders) of loving to liking. Apparently, a first step for children in acquiring an elaborated concept of love involves thinking about love in comparison to another somewhat similar concept, liking. The use of this mechanism is not surprising since very often adults use the two words, liking and loving, inconsistently and often interchangeably. For example, in an everyday conversation in one instance, a car might be loved and a friend liked, while in another, a good book liked and a neighbor



loved. Because of these usages, the unraveling of these two concepts seems to be a reasonable and logical approach by the child to an understanding of love.

In addition to this development, data suggest that there is an increasing differentiation in the concept of the concrete operational child with respect to the reciprocal aspects of love. Data from question 8 (statements about love), in which fewer children at each age from the preschool years to the fifth grade maintained that if they loved the person, that person also loved them, indicates an increasing realization on the part of children that other people have a different perspective and different feelings than their own with respect to love. This finding is in accord with Piaget's theory of development. One of the main characterizations in Piaget's theory of intellectual development of the transition from the preoperational to the concrete operational stage is the decrease in egocentrism as a result of a decen-tration of perspective on the part of the older child. The example above as well as other aspects of the data of the present study indicates that this concrete operational change in perspective also affects the development of certain components of the concept of love. More support for this contention is offered later in the discussion of question 4 (does \_\_\_\_\_ love you).

The next development, with respect to question 1 in particular, occurs with the advent of formal operations (eighth grade). Among the eighth and eleventh graders, there was an emphasis for the first time on love as involving a reciprocal or mutual process or relationship among people. Increases in this type of response appear to reflect the

influences of both intellectual and social development upon individuals at these ages. At an intellectual level, the attainment of formal operations represents a "freeing" of the domain of thought from strictly concrete matters and allows for a redirection of this thought in hypothetical and non-concrete matters. This increase in abstract and hypothetical thought evidently provides people of this age with the intellectual skills necessary to consider the actual processes that are involved in a loving relationship. Aside from these cognitive developments, changes in the social development of adolescents probably also contributes to this new elaboration of the concept of love. The years between the eighth and eleventh grades represent that period of adolescence where heterosexual relationships among peers becomes a new major and important form of interaction in personal growth. Because of these new intimate involvements with other people, it is not surprising that considerations of love defined in terms of it being a mutually reciprocal relationship between two people should appear at this time.

By early adulthood, the data indicates that the structural aspects of the concept of love become fully differentiated and elaborated. Among 20-25 and 30-35 year olds, aside from descriptions of love stated in terms of content and mutuality, there was an increase on question 1 in the number of subjects distinguishing different types of love, discussing how love develops, and mentioning the effects of love. Although these years (20-25, 30-35) do not involve any new stages of intellectual development beyond formal operations, these new differentiations of the concept of love do appear. How can these developments be explained? Probably what occurs in these later formal operational years

is an increased integration of experiences with cognitive processes. With adolescence, there is a newly acquired set of intellectual operations, yet little direct experience in the application of these operations. However, by 20-25 years of age, people have had an opportunity to experience and the time to reflect upon issues relating to different types of love, the effects of love, and the development of their own concept of love.

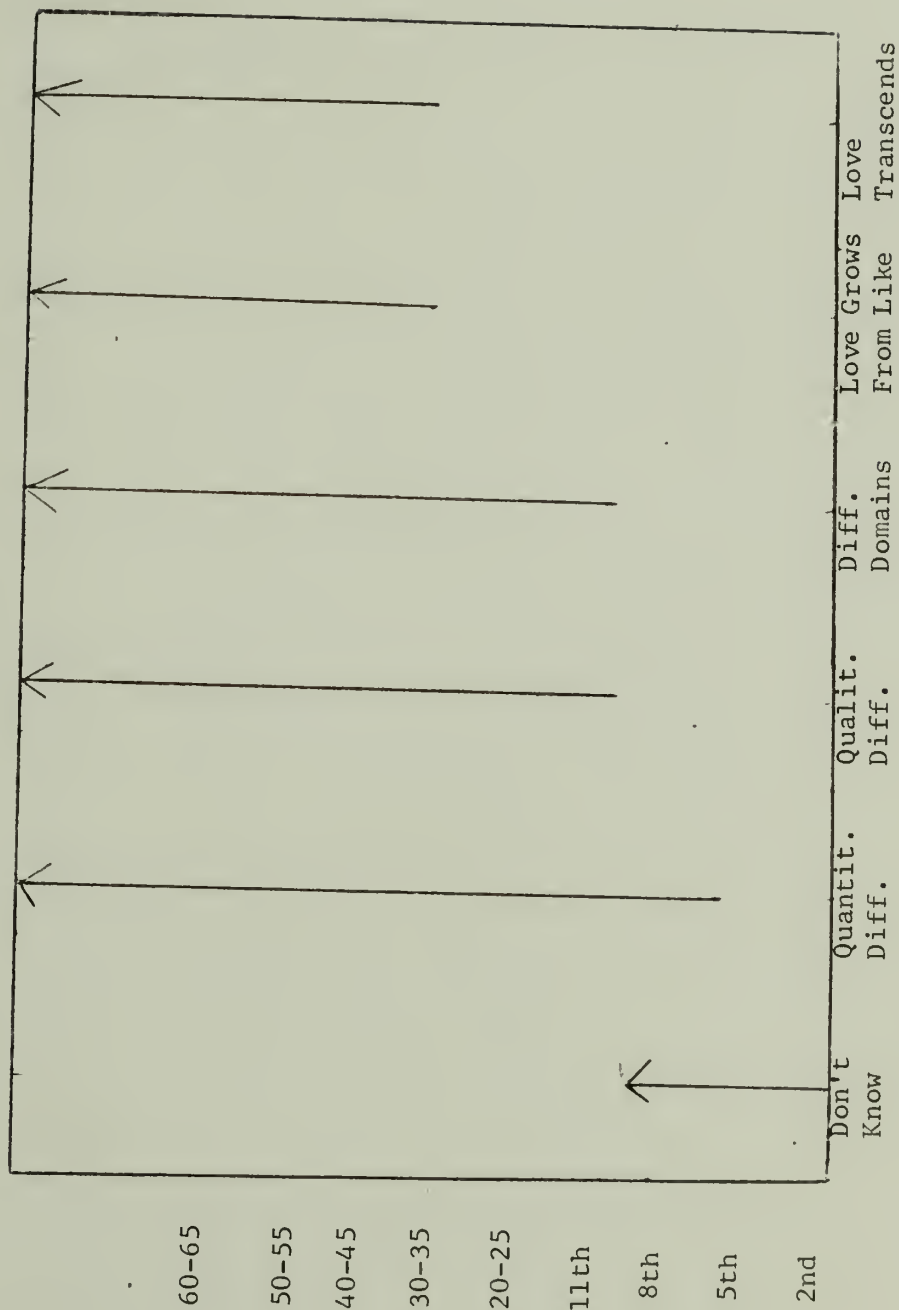
The second principle stated earlier in this section was that there are few changes in the concept of love in the adult years. After 30-35 years, there was some slight decrease in the number of subjects giving responses as elaborated in question 1 when compared with those among the 20-25 and 30-35 year old age groups. These decreases (mostly non-significant) probably reflect differences in the composition of the samples of subjects among the adult age groups, rather than some generalized constriction of the concept of love. Subjects in the 20-25 and 30-35 year old age groups were drawn mainly from highly academic populations. Because of this, aside from being more verbal, these subjects also probably spent more time in discussions and thoughts about topics as love than people in the 40-45 and older age groups who were from non-academic settings.

Although there were few pronounced changes in the concept of love during the adult years, data from question 8 (statements about love) indicates that the adult years are not totally quiescent in terms of changes in the concept of love. Agreement with three of the five statements on question 8 changed with age. Older subjects (40-45 and older) tended to have higher agreement that everyone loves somebody or some-

thing, that it is possible to love someone but not like them, and that the ability to love is inborn. These changes probably reflect in part the greater number of experiences of these older adults. For example, many older adults have had the experience of raising a child whose characteristics they may dislike, while at the same time maintaining a deep parental love for the child. This experience, more typical of older adults, would probably contribute to their greater agreement with the statement on question 8 that it is possible to love someone but not like them. Similarly, in the view of 20-25 and 30-35 year olds, there may appear to be a significant number of their peers who they feel have never "been in love," "fallen in love," or "found someone." Reflections upon this situation may have been responsible for the disagreement among 20-25 and 30-35 year olds with the statement on question 8 that everyone loves somebody or something. However, it is possible that as people get older, there are fewer of these "non-lovers," and hence the agreement among older adults that indeed everyone loves somebody or something. Although these conjectures are highly speculative, the data with respect to question 8 suggests that even in the adult years there appear to be some changes in the concept of love which probably derive in part from increased experiences of age.

Question 2. The changes in the concept of love as evidenced by responses to question 2 (differences between loving and liking) were less dramatic than those of question 1; however, they do appear to reflect the same developmental patterns of differentiation and elaboration as in questions 1 and 8. Figure 11 summarizes the findings of the result section with respect to question 2. Children at the youngest age (second

Figure 11  
Summary of Results of Question 2 (Difference Between Liking and Loving)





graders, in the case of question 2) had the most difficulty in answering the question and responded more often with "don't know" than older subjects. This type of response gradually decreased with age, while at the same time there was an increase in responses describing loving as being quantitatively or qualitatively different from liking.

From the data it appears that these latter two methods of describing the differences between liking and loving become a central part of the concept of love at every age after about 13 (eighth grade). The uses of quantitative or qualitative approaches to the description of the differences between the two constructs appears to be somewhat mutually exclusive, in that people tend to use one of these descriptions or the other, but not both. This differential use seems to reflect two different conceptual styles of thought that are related neither to sex nor to the age of the person involved. This difference needs to be explored in future studies to determine whether there are any developmental antecedents to these different styles.

As with questions 1 and 8, from the data on question 2 there appears to be a further differentiation of the concept of love with the attainment of formal operations. This change on question 2 consisted of the differentiation between liking and loving in terms of domains, with certain people considered capable only of being loved and others capable only of being liked. In addition, the distinctions between liking and loving appeared to have undergone their fullest elaboration by 20-25 years of age. Subjects in this age group tended to discuss liking and loving in terms of their respective developments, and they also began viewing loving as being a more constant and unconditional



state than liking across time and in various situations. These changes probably reflect the same integration between formal operational cognitive structures and experiences, which was discussed earlier in this section. As with questions 1 and 8, there appeared to be few dramatic changes after 20-25 years of age in this aspect of the concept of love.

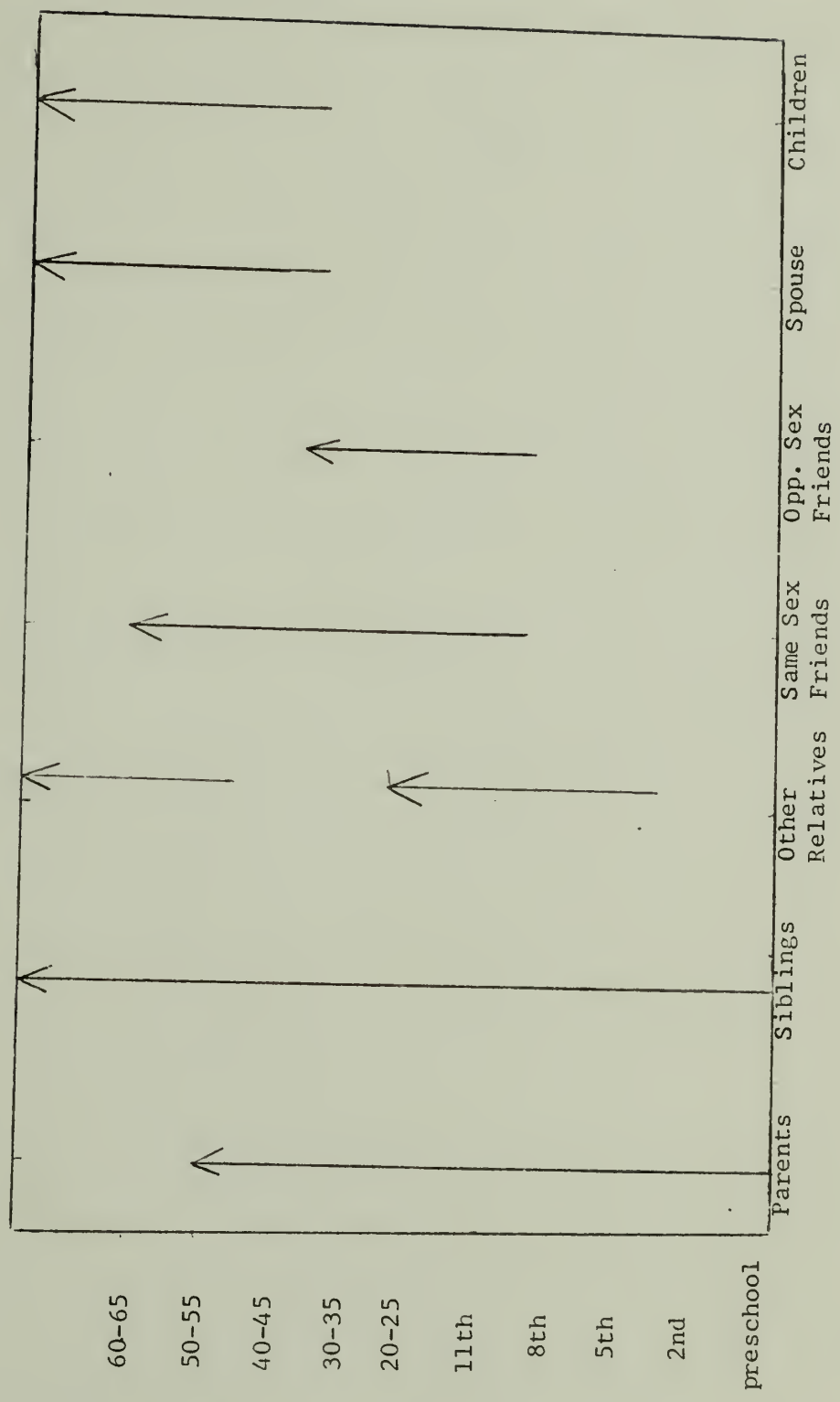
#### Functional Components of the Concept of Love (Questions 3, 4, 5, 6, and 7).

The other questions in the present investigation addressed themselves more to the functional aspects of the concept of love. Question 6 was concerned with the activities involved in loving, question 3 with the persons or things loved, and questions 5 and 7 with how the reasons for and the activities involved in loving change as a function of the specific persons or things loved.

Question 3. Data from column A of question 3 (who or what do you love) indicates that the social development of the individual may even have been more important than the cognitive development in determining the people or things listed as loved. Figure 12 summarizes the findings of the result section with respect to question 3A. The general pattern of results appears to reflect the progression of the individual through the various social roles in life; and the persons loved, in general, are those encountered by the individual in these roles (e.g., child-parent, lover-lover, parent-child). Evidence for these contentions is now presented.

Close family members, as parents and siblings, were listed as loved by almost all subjects until about 30-35 years of age, after which fewer subjects at each age indicated loving their parents. Interesting-

Figure 12  
Summary of Results of Question 3A (Who is Loved)



ly, the 30-35 year old age group was also the one in which a substantial number of subjects were married. Among this age group and the older ones, children and spouses began being listed as loved more frequently. This suggests that at about 30-35 years of age or with marriage, there may be a shift in the individual's perspective with respect to love in which spouses and children "replace" parents in the minds of people. This suggestion, however, is highly speculative since the present study did not investigate why people did not list parents; that is, no data on whether parents were alive were collected. Therefore, the decreased presence of parents in the domains of love of 30-35 years and older might have been due to either the death of the parents or to the "replacement" of them by spouses and children. Certainly among the 50-55 and 60-65 year olds, the former hypothesis (death) seems the more plausible one.

With respect to love and a same sex friend, an interesting developmental pattern of results occurred. Among preschoolers, children listing a same sex friend as loved was a fairly common occurrence. Among second and fifth graders, however, this was less common. Children in these latter two ages are often more conscious of the prohibitions associated with loving someone of the same sex, and hence do so less often. There appeared to be a lessening of this prohibition among older subjects, with the eighth grade to 20-25 year old subjects often listing a friend of the same sex as loved. The decrease after 40-45 may be in part due to the increased engagement of older adults with family members and a subsequent decrease in relationships with outside friends as a result of this family preoccupation.

With regards to opposite sex friends, a similar situation occurred. Among preschool, second and fifth graders, few subjects listed someone of the opposite sex as loved. However, beginning with the eighth grade (adolescence) this changed drastically. From the eighth grade through the 20-25 year old age groups, opposite sex friends were in the foreground of the description of subjects of whom they loved. After the 20-25 years of age, the presence of an opposite sex friend in a subject's domain of love became a fairly rare occurrence. These findings parallel other aspects of development. Traditionally, the elementary school years are considered to represent a period in which dating, heterosexual relationships, and marriage are all viewed "squeamishly" and the persons associated with these matters (members of the opposite sex) tend to be avoided as much as possible. However, adolescence is the time in which relationships among peers become predominately heterosexual and usually lead to engagement and marriage. The decrease in listing an opposite sex friend after 20-25 years of age is not surprising since love for a person of the opposite sex is often considered divisive within a marriage by the other partner.

Relatives other than family members appeared to play a greater role in the present study in the domains of love of children in the second through eighth grades and after 40-45 years of age. The early rise in the number of subjects listing other relatives as loved probably corresponds to the increased contact between the child and these relatives after about 5 years of age. Before this time, children, at least within the single family structure of American society, have little contact with relatives other than those in their immediate family.

After 5 years of age, a number of factors, as the increased willingness of parents to travel with older children, increases in the number of cousins through birth, and the increased accumulation of amounts of contact with these other relatives, are all probably responsible for these increases in listing other relatives as loved in the elementary school years. The number of subjects listing another relative decreased after the eighth grade until 30-35 years of age. This decrease was probably due to the increased estrangement of adolescents and young adults from other relatives. Among adolescents, this estrangement is often self-imposed, with the adolescent rejecting any contact with aunts, uncles, etc. in a spirit of rebellion and in assertion of independence. Among 20-25 and 30-35 year olds, this lack of love for other relatives may involve more pragmatic considerations as a loss of contact with these relatives because of living away at college, traveling to a new job location, and preoccupation with a new family. With the 50-55 and 60-65 year olds, the number of subjects listing other relatives rose sharply. Given that most of these other relatives were grandchildren, this age finding is not surprising.

In summary, the data with respect to column A of question 3 appears to correspond accurately to changes in the socio-emotional development of the individual. Among preschoolers, close family members are all important. Other relatives become more prominent in the domains of love of the elementary school child. With the advent of adolescence, members of the opposite sex become increasingly conspicuous in the reports of people loved. With marriage, the person's domain of love changes and includes spouses and children. Finally, in the later adult



years, the range of those loved expands to include grandchildren, nephews-nieces, and in-laws. In short, the data from the present study indicates that the domain of love does not remain static or constrict at any age, but it continues to change in response to the changes in the types of persons encountered as a result of the progression of the individual through various life roles.

Does part of the domain of love include people or things who are loved but not liked? Some clues with respect to the nature and to the developmental antecedents of this "love not like" aspect of the concept of love can be gathered from the data of the present study. This question was addressed by column B of question 3, and from the data it appears that for about one-half of the adult population, the phenomenon of loving but not liking is a real occurrence. Developmentally, before the eleventh grade, the number of subjects listing someone as loved but not liked was relatively small; however, beginning with adolescence, this number increased. In addition to this age finding, parents and siblings tended to be the persons listed most often as loved but not liked. Given the types of persons loved and not liked and the ages at which reports of this first occur, the use of the distinction love but not like appears to represent a position in which the individual dislikes the personality characteristics of a certain family member while at the same time retains deep seated feelings of love and loyalty. The developmental data indicated that this first occurs in adolescence; and for the adolescent, 20-25 and 30-35 year old, the parent almost always was the one listed as loved but not liked. These years correspond to the period of time when parental values, ideas, and ways of living are



often rejected by children in their search for independence. Often this rejection becomes the source of animosity between both parents and children, and this resultant animosity is often displayed by statements of loving but not liking. It is difficult to determine from the present study whether the people listed in column B were in fact parents or children who were really loved and their life styles or personality characteristics disliked, as suggested above, or whether the use of column B truly represents the possibility of a deep feeling of dislike for another person as well as a deep love for that person. It is also impossible to determine the reasons why certain subjects did not list anyone at all in column B. This may have been due to the fact that indeed for these people no one belonged in this category, or alternatively, that these subjects may have encountered the same situations with people as those who did list someone in column B but did not classify the situation as one in which they loved but did not like the person. All of these unanswered questions need to be investigated by future studies in order to unravel the seemingly paradoxical phenomenon of loving without liking.

Question 4. Although question 4 (go back and circle the names of those who love you too) addressed itself to the same kinds of issues as question 3, love relationships among specific persons, the data suggest that aspects of the individual's cognitive development played a more important role in determining the pattern of results on this question than on question 3. Overall, a majority of subjects at all ages indicated that everyone they loved also loved them. However, the proportion of subjects indicating this reciprocity was much higher in the

youngest three age groups, and in fact reached unanimity among preschoolers. It is possible that this indicates that preschoolers tended to list in question 3 close family members who indeed did love them, while older subjects were more likely to have listed someone more distant as loved, as a girl friend or boy friend, who was less likely to reciprocate their feelings. Although this is a plausible explanation of the data, another interpretation seems even more possible. In discussing question 1 (what does love mean) earlier, it was noted that a primary characteristic of the thought of the preoperational child is an egocentrism in perspective deriving in part from an inability to decenter. The same inability to decenter on the present question may have influenced the judgement of the preschoolers and led them to indicate that everyone they loved must also love them. Some of the pilot work which preceeded the present study suggests that precisely this phenomenon occurred. In the pilot study, the love relationships among the individuals listed as loved were also examined. For example, if a child listed his or her mother as loved and a friend at school as loved also, the question was asked whether the mother loved the friend and whether the friend loved the mother. In each of these cases, preschoolers maintained that indeed the mother loved the friend and vice-versa, even if the two did not know each other. With older children, this never occurred and the children were quick to point out and laugh at the suggestion that the two unacquainted persons could love each other. Therefore, the data here suggest that the reciprocal component of love as part of a general concept of love is dependent in part upon the cognitive development of perspective with the concomitant non-egocentric

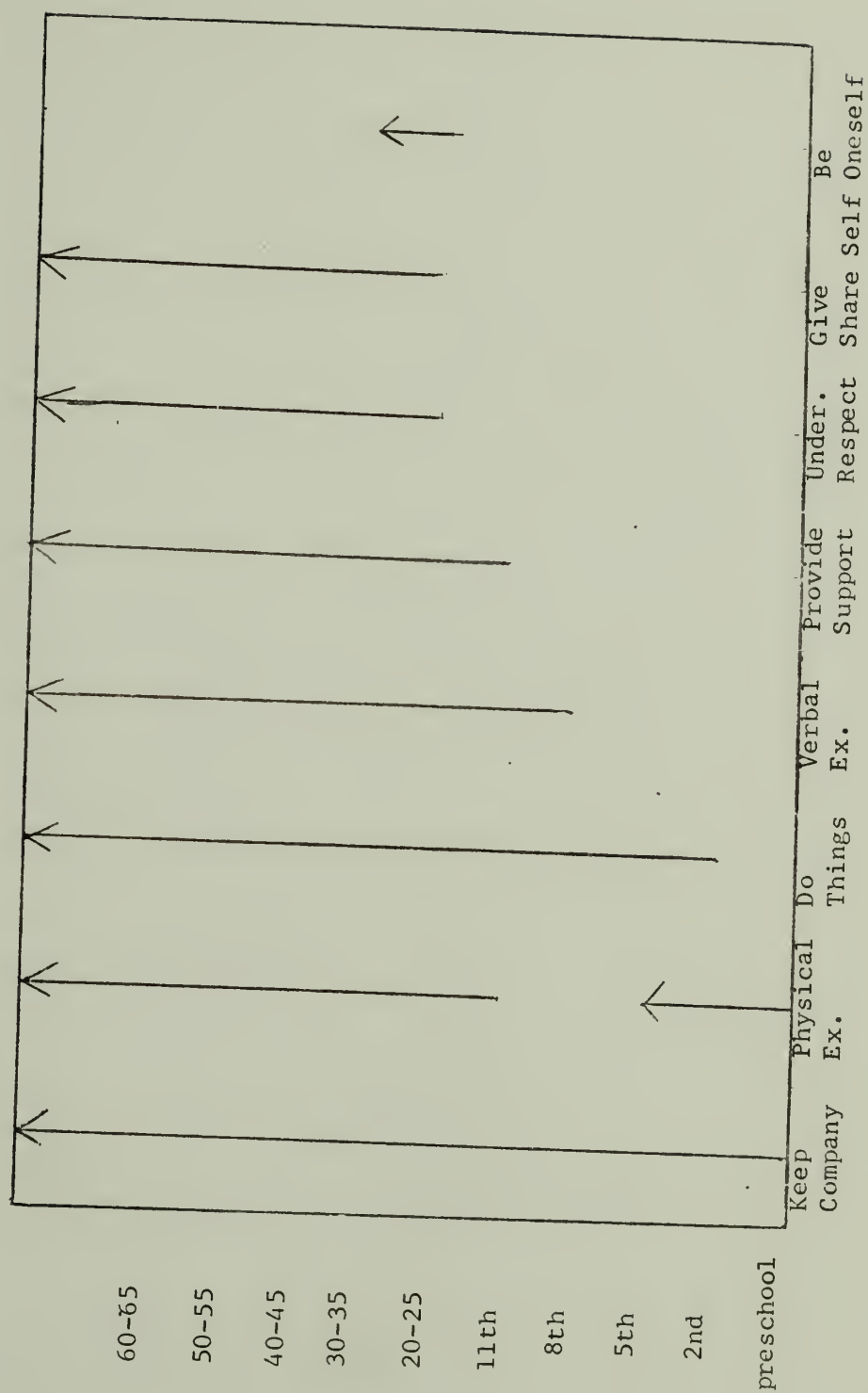
realization that everyone that one loves might not reciprocate this love. In addition, it should also be noted that the data with adults indicates that although unrequited love is a possibility, the majority of subjects reported that indeed everyone they listed as loved also loved them. Evidently with older subjects there is an increased realization resulting from experience that unreturned love is not enduring and may not even be love at all.

Question 6. Question 6 could have been included in the earlier discussion of the structural components of the concept of love because responses to this question were solicited without regards to any specific person. However, because question 7 (what do you do when you love \_\_\_\_ ) did inquire into the differential use of the same categories as question 6, question 6 is considered for organizational purposes in this section. Figure 13 summarizes the findings of the result section with respect to question 6.

The data from question 6, however, is strikingly similar to that of the questions concerned with the structural components of love, questions 1, 2, and 8. Certain categories of responses appeared to play a central role at all ages while other responses emerged only among particular age groups. For example, doing things to please a loved person appeared to be an important component of loving at every age while being open and being oneself was a unique characteristic of the responses of the 20-25 year old age group.

As with much of the data discussed earlier, preschoolers were unable to answer question 6 more often than subjects at any other age. This fact offers further support for the contention made earlier that

Figure 13  
Summary of Results of Question 6 (What Do When Love)



for preschoolers the concept of love is a fairly undifferentiated and unelaborated one.

For the preschool child who was able to answer this question, the act of loving usually involved a physical expression of love, as a hug or a kiss. Interestingly, reports of loving involving physical expressions were absent among children in the next three age groups, the fifth grade through the eleventh grade. It is possible that the increased interest in the members of the opposite sex in these years, together with the prohibitions placed on physical expressions of love among children of this age in these relationships, were primarily responsible for the lack of reports of physical exchanges in these ages. Some support for this suggestion, that the responses of fifth to eleventh graders were more in reference to boyfriend/girlfriend relationships than others and consequently lower on physical expression, is evident in the data with respect to eighth graders. These subjects had a higher frequency of verbal expressions of love than those in any other age group. This age is precisely the time when adolescents are more likely to engage in whispering, passing notes, and verbally communicating their feelings of affection for one another rather than engaging in physical relationships. In addition, the data indicates that the eighth and eleventh grade groups were the ones in which there was a high frequency of responses of keeping company or doing things together. This activity is probably more important among adolescents in dating, talking on the phone, etc. than to adults, whose constant companionship, for example in marriage, might lessen the importance of this facet of loving.

Most of the other categories of responses to question 6 do not ap-



pear with any great frequency until the adult years. Each of them in some way probably reflects both the advanced cognitive and socio-emotional development of the adult. These activities include, providing safeguards for another's physical and emotional well-being, being understanding and sensitive to another's needs, and sharing and giving of one's self. Each of these activities involves a high degree of intellectual development characteristic of formal operations as well as particular relationships, as a husband to wife or parent to child one, which are not usually found among children or young adolescents.

In general, however, the aspects of the concept of love as measured by this question did not change drastically within the adult years. For example, although 20-25 year olds elaborated more on the importance of understanding others and being oneself in loving than older ages, even at 60-65 years of age, the category of giving-sharing of onself and of openly communicating were still considered as important dimensions of love.

Question 7. The data from question 6 offers some support for the theoretical formulations of Orlinsky (1972) which were mentioned in the introduction, in which he maintained that the activities involved in loving reflect mainly the role relationships in which individuals find themselves. Question 7 (what do you do when you love \_\_\_\_\_) was designed in part to further explore this contention.

Some of the data from question 7 supports Orlinsky's contention, while other parts of it do not. The lack of support of his theorizing is due mainly to the fact that approximately half of the subjects in most of the age groups who completed the questionnaire maintained that



what they did in loving was the same for all individuals loved. Hence, many people asserted that what they do in loving is not affected by the role relationship with the particular person loved, as parent-child, wife-husband, or brother-sister.

Other aspects of the data from the interviews as well as from those who did respond to question 7 on the questionnaire, do however, offer some evidence for Orlinsky's theory of the development of the concept of love. With respect to parents and siblings, loving involved mainly doing things to please them, doing things with them, and expressing love physically. However, with respect to parents' love for their children, the repertoire of loving "behaviors" included not only these but activities more appropriate to a parent-child relationship, as providing safeguards for the child's physical and emotional well-being, and being understanding and sensitive to the child's needs. Similarly, the relationship with an opposite sex friend included all of the above as well as giving and sharing of self and open communication, a category which seems most appropriate in these relationships.

In summary, the data of question 7 indicates that for some people, the aspect of the concept of love concerned with what one does in loving is invariant across people loved. However, for other individuals, there does appear to be differences in the kinds of things involved in loving which depend on the person loved. Future studies in this area should direct themselves to discovering possible developmental antecedents as well as other variables which might explain the differences between these two groups of people.

Question 5. Question 5 (Why do you love \_\_\_\_\_) addressed itself to the

same issue of the variability of the concept of love as question 7; however, since subjects responded more frequently to it than question 7, developmental trends with respect to it are clearer. The data from this question provides for a possible expansion of Orlinsky's theorizing to include certain other developmental issues. For example, Orlinsky maintained that a parent-child relationship is characterized by certain kinds of activities. However, in the present investigation, parent-child relationships were also investigated at a number of different ages.

This child-parent issue was confronted first and a number of interesting results uncovered. The data indicated that among very young children, the reason given for loving a parent was because of the care, concern, and things which the parent provided. However, among older subjects the reasons were more often because of the understanding, acceptance, loyalty, and dependability of the parents. These reasons correspond exactly with the specific needs characteristic of each of these ages. For younger children, being taken care of in terms of both their physical and emotional needs is all important. However, among older subjects (20-25 and older), who are more autonomous in this respect, the understanding and acceptance of the parent of the person and his or her lifestyle tends to be more important.

Similarly, with opposite sex friends and spouses, there were differences among age groups which appear to reflect the various stages of relationships at each of these ages. For example, individuals under 30-35 years of age considered the positive affect associated with the company of the opposite sex person as more important than subjects of

other ages in terms of the number of subjects mentioning it as a reason for loving. This positive affect was usually described in terms of an intense emotional feeling often referred to as infatuation or "falling in love." These types of feelings often characterize the early stages of a man-woman relationship, while other reasons, as shared experiences, companionship, and common goals often become more important as the relationship matures. The data on question 5 of the present study tends to correspond to these aspects of development in interpersonal relationships.

Finally, younger parents tended to mention the experiences which they had shared with their children as reasons for loving them more than older parents. Given that older parents usually have less contact with their children and considering that the differences in life styles are probably more extreme between older parents and their children, this result is not surprising.

In summary, the results of question 5 tend to expand on Orlinsky's role relationship based theory of the concept of love. The present study indicates that indeed the reasons given for loving parents are different than those for loving an opposite sex friend. In addition, however, the data suggest that the reasons for loving parents, as well as others, change with age. The changes in these reasons appear to correspond precisely to the changing needs of the individual in the normal course of development.

Summary. Before considering the specific influences on the concept of love attributed by subjects to various factors, a brief summary of the preceeding discussion is appropriate. The consideration of the first

8 questions of the study was organized in terms of whether the questions addressed themselves to basic structural aspects of the concept of love or whether they referred more to the functional aspects of the concept. Questions 1, 2, and 8 were considered in the first organization since they were concerned with general aspects of the concept without a specific referent. The other questions, 3, 4, 5, 6, and 7 were discussed next under the functional organization, since they usually were concerned with love in reference to different types of people. Specific findings of each of the questions were discussed in detail and a number of specific principles of development that applied to most of the questions were formulated.

It was demonstrated that both the general cognitive and socio-emotional development of the individual determined the course of development of the concept of love. Cognitive development, particularly the transitions from the preoperational to the concrete operational and to the formal operational stages, determined in great part the pattern of changes, particularly with regards to questions 1, 2, 8, and 4, those questions concerned more with basic underlying structural issues of the concept of love. In general, it was found that a greater differentiation and elaboration of the concept characterized the transitions between these levels of cognitive development. The socio-emotional development of the individual exerted its greatest effect on questions 3, 5, 6, and 7, those questions concerned more with the functional relationship of the concept to specific individuals. With these latter questions, it was suggested that changing life roles with their accompanying needs determined to a great extent the pattern of changes in



certain aspects of the concept of love.

#### Factors Which Affect the Concept of Love (Question 9)

There are a number of general observations that can be made from the data of question 9, in which subjects rated the influence of various items on their concept of love. First, it appears that certain items were rated more highly at all ages than others, with these higher ratings usually being given to human factors, as parents and siblings, rather than to inanimate things, as books and newspapers. Second, the influence of several items, as personal experiences and parents, remained constant with age, while others, as boyfriend/girlfriend, music, and friends, varied. These changes represented changes as a function of general development in the engagement of the subject with the particular factor. Evidence for the above two observations is now discussed.

With subjects in the youngest three age groups, the data consisted of a listing of where they had found out about love rather than the ratings of the questionnaire. With the exception of television, each of the items mentioned involved sources of knowledge derived from people, as parents, grandparents, siblings and teachers. There were two interesting findings in these reports. First, the number of subjects who could not identify the source of their knowledge about love decreased between the preschool and fifth grades. Secondly, the number of children reporting parents as their source of knowledge about love increased in this same period. These two facts together suggest that it is at about 6 years of age that parents begin discussing love

with their children, or that this is about the age when these discussions begin having an impact on the child. An interesting goal for future research is to uncover the specific mechanisms underlying this finding. For example, do parents begin discussing love at this age because they feel that it is an appropriate age, or does the impetus for this discussion come from questioning children as a result of new experiences encountered by them at school or from newly acquired intellectual operations which allow children to understand and think about concepts such as love.

In addition to these findings with parents, the data indicate that school teachers had a strong effect on the concept of love of second graders. This finding, however, is difficult to generalize because it is impossible to know whether this particular second grade sample had had a teacher who was particularly concerned with the topic of love. This possibility is even more likely because all of the second graders attended Catholic elementary schools, where issues of love are often discussed in the context of religion more openly than in public schools. Despite this though, the possibility that very early school experiences motivate children to make inquiries about love of their parents should not be discounted.

With older subjects (eighth grade and older) who completed the questionnaire, perhaps the most interesting finding was that the influences on the concept of love attributed through the ratings to parents and to personal experiences were high ones, and they remained high at every age. The high rating of parents at even 60-65 years, when few subjects even listed parents as loved, conforms to the general finding



in many areas of psychology (e.g., personality development, sex role typing, etc.) that the influence of parents on development is a substantial and enduring one. The fact that personal experiences were rated highest in four of the seven age groups and second or third highest in the remaining three groups indicates that a general principle in development in this area might be that the greatest influence on the development of the concept of love derives from one's own personal experiences.

Many of the other factors, however, did change with age. The influence attributed to a boy friend or girl friend decreased with age, while that attributed to a spouse or "lover" increased. In addition, the influence attributed to friends in general also decreased with age. All of these changes are similar to the pattern of results with respect to these individuals on question 3, which was discussed earlier. With regards to friends in general, opposite sex friends specifically, and spouses, the general pattern was that those individuals who were rated as most influential were those who were most engaging of the person's time and energy at a particular time in development. For younger people, boy friends or girl friends as well as the general peer group tend to be the ones who are the most engaging. With older people, the importance of the peer group declines and concomitantly the amount of time spent in interaction with a spouse or "lover" increases. The data from the present study suggest that these changing factors in a person's socio-emotional development also affect his or her concept of love.

In addition to the above findings, the influence ascribed to ob-

servations and reflections on the experiences of others, television, and music all declined with age. The data with respect to the observations and reflections on the experiences of others indicates that for younger people, a strong source of knowledge about love is gained through the vicarious experience of love. By 60-65 years of age, however, this source of knowledge appears to be much less important. Possibly the accumulation of personal experiences in one's life provides sufficient substance for thought about love in later years. This topic of the influence of the vicarious experience of love on the development of the concept is an interesting one which should be explored in future research. With respect to the other two factors which declined with age, the fact that much of the programming on TV and in popular music is concerned with adolescent or romantic kinds of love probably explains the greater influence of these two factors among the younger age groups.

In summary, the data from question 9 suggest a number of different principles. First, individuals' conceptions of love are more affected by direct and indirect experiences of love and by people (parents, friends, etc.) than by inanimate objects (books, music, TV). In addition, the data seem to indicate that a number of agents such as parents and personal experiences, have a strong and enduring effect on the concept of love, while other agents, as friends and TV, affect people of various ages differentially. This difference in effect appears to depend in part on the relative importance of the factor in the person's ongoing stage of development.

## Sex Differences and the Concept of Love

Although the relationship between sex and the concept of love was not a major focus of the present investigation, the number of males and females was still kept equal at each age group in order to examine whether any sex differences did exist. Surprisingly, there were very few of these differences between men and women. More women than men listed providing support for the physical and emotional well-being of a person as a part of loving (question 6). This finding corresponds to the general role of women, at least within American society, of being a "mother" or "caretaker" in providing for the physical and emotional needs of other people. In addition, females listed a same sex friend as loved more often than males on question 3. This finding corresponds to the greater prohibitions for men against loving someone of the same sex. Finally, on question 3, women reported loving a sibling (usually a sister) more often than men and on question 9, women rated the influence of both parents and siblings on their concept of love higher than men. These results were probably due to the greater closeness of women in general to the family, particularly within American society. Data from other studies suggest that females are encouraged to be more dependent on and to remain within the family longer than males, who are usually encouraged to be independent of parents and family from an early age.

In short, these findings with respect to sex and the concept of love concur with the findings of other studies on the effect of sex differences on development. However, it should be noted that the number of sex differences found here were very small. Therefore, at least with

respect to the present study, it must be concluded that the concepts of love of men and women, in general are much more alike than different.

#### Future Studies of the Concept of Love

Throughout this discussion section numerous suggestions of topics for possible future studies on the concept of love were offered. These suggestions are not reiterated here; however, there are two additional studies which could be done in the future which would be both interesting and valuable. Both of these investigations would involve extensions downward and upward in the ages at which the concept of love is studied.

The first study would involve interviewing children as young as possible about love. The kinds of questions asked of these children would have to be considerably simplified from those above. One method of studying the concept with children who have little expressive language ability might involve showing these children two pictures of people interacting. One picture might contain two people embracing while the other might picture two people fighting. The child would then be encouraged to point to one of the two pictures in response to the word love. In this way early discriminations of the concept of love might be obtained prior to the age of expressive language development. This type of study would aid in tracing the roots of the concept of love from the sensorimotor period to the preoperational period of development. In this way a more complete picture of the development of the concept of love would hopefully emerge.

A second important study would involve questioning people in

their 70's, 80's, or older years about love. In the present investigation, only a few changes in the concept in the adult years were found. The paucity in the number of these changes might have been expected considering that the years from 40 to 65 usually don't represent periods of drastic change requiring major new adjustments. However, beginning at about 65 years of age, a great many drastic changes do occur. The two most important of these changes from the standpoint of the concept of love are probably retirement from the work force and the death of a spouse. With retirement, couples have greater amounts of time to interact with each other, to enjoy each other more, or to become bored with one another. Similarly, with the death of a spouse, the surviving partner must make new life adjustments. Part of these adjustments probably involves reaching out to others for new sources of support and love. In both of these instances, retirement and the death of a spouse, the effects on the concept of love may be profound. Because of this, studies addressed to changes in love after 65 years of age are equally important in fully describing the development of the concept of love across the life span.

#### Summary

The results of the present investigation offer a number of suggestions about the concept of love and its development. Two general principles emerged from the data with respect to this development. First, the concept of love appears to undergo a series of progressive differentiations and elaborations between the preschool and early adult years (20-25). Second, the concept of love remains fairly stable dur-



ing the adult years, with fewer pronounced changes apparent than in adolescence or childhood.

The adult's concept of love is characterized by a number of different features. Activity or doing something when loving appears to be an essential component of the concept. Few adults consider love to be strictly a physical feeling. The doing in loving involves a wide variety of positive activities from understanding and offering moral support to keeping a person company and trying to please him or her.

In addition to the activity component, the adult concept of love involves an impression of how love develops, the relationship of love to other concepts as liking, and an appreciation of its effect both on the individual and on society as a whole. Most adults view love as being learned rather than instinctual and developing under the influence of parents and friends as well as through personal experiences and reflections upon the experiences of other people. For most adults, love is not a pitfall to be avoided, but a positive, if not essential aspect of living.

In the fully developed concept of love, there is a realization that there are different kinds of love. Not only are the differences in the love for spouses, children, or friends acknowledged, but also particular kinds of love for animals, things, and activities are seen to exist. Both different motivations or reasons as well as different kinds of activities appear to characterize these various types of love.

Although love is viewed among adults as involving different things with different people, two components appear to be common to every kind of love. These are the components of reciprocity and commitment. With



the exception of inanimate objects, an essential aspect of love appears to be reciprocity. For adults, love must be returned if it is to be enduring. This reciprocity is reflected in the reports of most adults that everyone who they love also loves them. Complementary to this reciprocal component is an aspect of commitment. Loyalty, dependability, and the willingness to make great sacrifices characterize the concept of love. This commitment factor apparently is the basis for the phenomenon of love for a person whose personal characteristics might be greatly disliked.

This rather complex concept of love among adults is certainly not apparent in the preschool years. Children at this age are able to mention whom they love, but are unable to describe what love means to them, their reasons for loving, or even the difference between liking and loving. To children at this age, love involves primarily superficial expressions of affection, as kissing and hugging. Children's concepts of love at this age are greatly restricted by the egocentric nature of their thought. An example of the effect of this egocentricity on the concept of love is in the judgements of children of love among other people. Preschoolers inevitably maintain that everyone whom they love must also love each other.

With the attainment of concrete operations in the early elementary school years, the first major differentiations in the concept of love appear. Apparently, a first step in these differentiations involves a consideration by children of the differences between liking and loving. In addition to this differentiation, there is an increased elaboration in the number and kinds of reasons and activities with

which they associate love. Although these developments are probably affected by the changing nature of cognitive structures, various socializing agents also appear to be instrumental in affecting changes at this age in the concept of love. It is possible that parents begin discussing love with their children for the first time during the early school years. In addition, the entrance of the child into school represents an emergence into a society much larger than that of the nuclear family. This emergence, with the concomitant interactions with teachers and members of the peer group, may have a substantial effect on the child's view of love by not only providing a forum for discussing the topic of love but by also providing experiences of love external to the child upon which he or she can reflect.

With the advent of adolescence and the attainment of formal operations in approximately the eighth grade, there is a further differentiation and elaboration of the concept of love. The concept of love in early adolescence begins resembling that of adults', with considerations of mutuality, and the effects of love assuming a greater importance. Part of the impetus for the developments in the adolescent years is probably due to the increased contact and the establishment of relationships with members of the opposite sex. It is through these relationships that the adolescent experiences probably for the first time, a kind of love different from that involved in the parent-child relationship. The new experiences encountered in these relationships apparently directs the adolescent to consider new aspects of love and to incorporate these aspects into his or her existing concept of

love.

In later adolescence, the last major changes in the concept of love occur. Along with a further elaboration upon the activities and reasons for loving, there is an increased concern with the different kinds of love and an interest in the development of love. These changes probably reflect the integration of previously held notions about love with the experience of new types of love which are encountered in adolescence. With this integration, the complex concept of love of the adult emerges.

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## APPENDIX A

## ADULT QUESTIONNAIRE

### INSTRUCTIONS

The following questionnaire is part of a research study on the development of the concept of love being conducted as part of a doctoral dissertation within the psychology department at the University of Massachusetts. The study is designed to discern the various elements of individuals' conceptions of love and how these conceptions change with age. In order to achieve this end, children 3-11 years of age are being interviewed orally while adults 16-65 years are being given a written questionnaire; in both cases the procedure consists of asking individuals questions about love.

The following questionnaire consists of ten questions about love. There are no right or wrong answers to any of the questions; therefore, feel free to give your own opinion in every case. All responses are absolutely anonymous. Do not put your name on the questionnaire; however, do fill in the section on sex, age and marital status. The present questionnaire has been shortened considerably from a previous one so that you would have time to answer each question completely. The questionnaire should take one-half hour to forty-five minutes to answer.

At the bottom of each page there is space provided for your comments about the questions on that page--their appropriateness, difficulty in answering, etc. In addition there is a comment page at the very end of the questionnaire. Please use these opportunities to communicate your feelings and thoughts about the present questionnaire or to offer suggestions for future studies on love.

If you have any further questions about how to fill out this questionnaire, please feel free to call John J. Falkowski at 253-5907. Thank you again for participating in the present study; your cooperation is invaluable and truly appreciated.

## BIOGRAPHICAL DATA

Age \_\_\_\_\_

Sex: Male \_\_\_\_\_ Female \_\_\_\_\_

Marital Status: Single \_\_\_\_\_ Married \_\_\_\_\_ Separated/Divorced \_\_\_\_\_  
Widowed \_\_\_\_\_

1. What does love mean to you?

Comment:

2. For you is there a distinction between liking and loving?  
If yes, what is the distinction?

Comment:

3. In column A below list those people or things that you both love and like and their relationship to you (e.g. Joe-friend, Sally-cousin, music, mother). In column B list those persons or things that you love but don't like, if you make that distinction. In column C list some of the people or things that you like but don't love, if you make that distinction.

A (love + like)

B (love but don't like)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

C (like but don't love)

_____
_____
_____
_____
_____
_____
_____

Comments:



4. Go back to question 3 and circle the names of those persons or things in column A that both love and like you too, those persons or things in column B that love you too, and those persons or things in column C that like you too.

Comments:

5. Go back to question 3 and select two of the persons or things from column A and tell why you love them.

Comments:

6. What do you do, if anything, when you love someone or something?

Comments:

7. Select two of the persons or things that you listed in column A of question 3 and tell what you do when you love them.

Comments:

8. Mark off how much you agree or disagree with the following statements.

A. It is possible to love someone when you are asleep.

1	2	3	4	5	6	7	8	9	10
strongly disagree								strongly agree	

B. Everyone loves someone or something.

1	2	3	4	5	6	7	8	9	10
strongly disagree								strongly agree	

C. Love must be mutual.

1	2	3	4	5	6	7	8	9	10
strongly disagree								strongly agree	

D. It is possible to love someone but not like them.

1	2	3	4	5	6	7	8	9	10
strongly disagree								strongly agree	

E. We know how to love the instant we are born.

1	2	3	4	5	6	7	8	9	10
strongly disagree								strongly agree	

Comments:

9. If you were to rate the influence of the following factors on your present concept of love, how would they stand.

Use this rating scale:

0	1	2	3	4	5	6	7	8
Of no								
influence			moderately					extremely
			influential					influential

<u>Factor</u>	<u>Influence Rating</u>
A. movies, plays .....	_____
B. television .....	_____
C. friends .....	_____
D. boyfriend, girlfriend .....	_____
E. teachers .....	_____
F. religion .....	_____
G. husbands, wives, "lovers" .....	_____
H. animals .....	_____
I. school .....	_____
J. brothers/sisters .....	_____
K. magazines, newspapers .....	_____
L. books .....	_____
M. observations and reflections on the experiences of others .....	_____
N. poetry, musical lyrics .....	_____
O. personal experiences .....	_____
P. parents .....	_____
Q. music .....	_____
R. others	_____
_____ .....	_____
_____ .....	_____

Comments:



10. Having answered the previous questions, do you have anything further to add in response to question 1--What does love mean to you?

Comments:

Do you have any general comments about either this questionnaire or the study of love in general?

Which question was the most interesting to you, the least interesting?

Do you have any suggestions for possible future questions?

About how long did it take you to fill out the questionnaire?

Do you think it was too long, too short?

Thank you

## APPENDIX B

## INTERVIEW QUESTIONS

1. What does love mean to you?
2. What do you do when you love someone?
3. Who do you love? What do you love?
4. Is there anyone or anything that you love but don't like?
5. Is there anyone or anything that you like but don't love?
6. You said you love \_\_\_\_\_, does \_\_\_\_\_ love you? (asked for each item listed in response to question 3)

You said you loved but did not like \_\_\_\_\_, does \_\_\_\_\_ love you?  
(asked for each item listed in response to question 4)

You said you liked \_\_\_\_\_, does \_\_\_\_\_ like you? (asked for each item listed in response to question 5)

7. You said you love \_\_\_\_\_, why do you love \_\_\_\_\_? (asked of two persons or things listed in response to question 3)
8. What do you do when you love \_\_\_\_\_? (asked of same persons or things as in question 7)
9. Do you love \_\_\_\_\_ when you are asleep? (one person selected from those listed in question 3)
10. Does everyone love somebody?
11. If you love a person does it mean that person loves you too?
12. Can you love someone but not like them?
13. Can little babies love?
14. Where have you found out about love?

## APPENDIX C

## SAMPLE RESPONSES--QUESTION 6

Question 6. What do you do, if anything, when you love someone or something?

Category 1. Physical expressions of love.

Acceptable Responses

1. kiss, hug, etc.
2. express it physically
3. state my feelings by touch
4. show it (through action)  
show my feelings

Unacceptable Responses

1. express your feelings (c.2)
2. demonstrate it in words (c.2)

Category 2. Verbal expressions of love.

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. tell them<br/>tell them how I feel about them</li> <li>2. express your feelings<br/>state your feelings verbally</li> <li>3. demonstrate it in words</li> <li>4. let them know I'll always be<br/>there</li> </ol> | <ol style="list-style-type: none"> <li>1. show it (c.1)<br/>show my feelings (c.1)</li> </ol> |
|--|---|

Category 3. Do things to please or make happy.

(This category involves doing favors or tokens for others; it involves "less depth" than category 7 in terms of emotional and physical importance of the act).

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. do something for them<br/>do whatever you can to make<br/>their day bright<br/>do things that they care about</li> <li>2. try to make them happy<br/>try to please them</li> <li>3. make them feel good</li> <li>4. make sacrifices for them</li> <li>5. you are nice to the person<br/>you are kind to the person</li> <li>6. treat them better than some-<br/>one disliked</li> <li>7. give them something they want</li> <li>8. share material possessions</li> <li>9. help them (in the sense of a favor)</li> </ol> | <ol style="list-style-type: none"> <li>1. take care of them (c.7)</li> <li>2. cater to their needs (c.7)</li> <li>3. try to keep them happy (c.7)</li> </ol> |
|--|--|



Category 4. Keep them company, interact with them.

Acceptable Responses

1. want to be with them
2. be available if needed
3. associate yourself with them
4. talk to them
  - play with them
  - write to them
  - wrestle with them
  - make things together
5. be responsive
6. spend time together
  - keep busy doing things together
  - go somewhere together
  - take them places

Unacceptable Responses

1. listen to their problems (c.5)
2. show interest in them (c.6)
3. stick through the rough parts of a relationship (c.6)

Category 5. Give/share self--open communication

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. giving of one's time and energy               <ul style="list-style-type: none"> <li>give more of myself</li> <li>give it whatever you can</li> <li>give of my time</li> <li>give of my energy</li> <li>give without expecting in return</li> </ul> </li> <li>2. share each other               <ul style="list-style-type: none"> <li>share responsibility</li> <li>share with them</li> </ul> </li> <li>3. establish a communicative relationship               <ul style="list-style-type: none"> <li>confide in them</li> <li>express your feelings to each other</li> <li>listen to their problems</li> </ul> </li> <li>4. bond myself to the person               <ul style="list-style-type: none"> <li>there is a special bond</li> <li>build a strong relationship</li> </ul> </li> </ol> | <ol style="list-style-type: none"> <li>1. tell them how I feel about them (c.2)</li> <li>2. associate yourself with them (c.4)</li> </ol> |
|--|---|

Category 6. Understanding, respect, sensitivity to needs--let them be themselves. (This category involves positive orientations toward an individual that are more cognitive than affective or behavioral)

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. understand them</li> <li>2. trust them</li> </ol> | <ol style="list-style-type: none"> <li>1. let them know I'll always be there (c.2)</li> <li>2. care <u>for</u> them (c.7)</li> </ol> |
|---|--|

Acceptable Responses

## Category 6., continued

3. think of their needs  
be more aware of their needs
4. be sensitive to their feelings  
try to be considerate
5. commiserate with their setbacks  
show them sympathy
6. be able to forgive and forget  
stick through the rough parts  
of a relationship (patience)
7. show concern
8. get to know them  
show interest in them  
be attentive to them
9. accept them where they are  
don't force yourself upon them  
acceptance of them
10. care about them

Unacceptable Responses

3. support them (c.7)

Category 7. Provide care for physical and emotional well-being (support)  
(This category involves "more depth" than the tokens of making someone pleased or happy as in category 3. It is more of a long-term, generalized sort of caring. Emphasis is on protecting the person, making them more secure).

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. give them help when they are down<br/>and out<br/>comfort them</li> <li>2. watch out for them<br/>protect them<br/>shield them from painful experiences</li> <li>3. take care of them<br/>do what can to make life easier<br/>for them</li> <li>4. try to help them with their problems</li> <li>5. provide for their needs<br/>cater to their needs</li> <li>6. encourage them<br/>support them</li> <li>7. try to <u>keep</u> them happy</li> </ol> | <ol style="list-style-type: none"> <li>1. <u>try to</u> please them (c.3)</li> <li>2. do things to make them happy<br/>(c.3)</li> <li>3. listen to their problems (c.5)</li> <li>4. show concern (c.6)</li> </ol> |
|---|---|

Acceptable ResponsesUnacceptable Responses

## Category 7., continued

- 8. put him to bed (pet)
- 9. feed him (pet)

Category 8. Derive enjoyment from. (This category was used primarily but not exclusively with things)

- 1. I enjoy them (it)
- 2. devour it
- 3. get as much of it as you can
- 4. get very happy  
get excited when I see them
- 5. want it around to look at
- 6. enjoy each other
- 7. make times together mean every-  
thing to us
- 8. enjoy their company and com-  
panionship

## Category 9. Be oneself, be open.

- 1. be open  
you just open up
- 2. be honest  
have them trust me
- 3. treat them the way I feel
- 4. unburdened by any phoniness
- 5. lay my cards on the table

- 1. do what they want (c.10)

## Category 10. Meet expectations, display optimal traits

- 1. work at bettering my habits  
motivated to change a behavior  
found offensive
- 2. be the best person you can
- 3. try to live up to the expect-  
tations of others

- 1. be yourself (c.9)

Acceptable ResponsesUnacceptable Responses

## Category 10., continued

4. do what he/she wants me to do
5. obey them

## Category 11. Feel it--Nothing

1. feel an emotional reaction
2. it automatically shows up
3. do what feels right for the  
given moment

## Category 12. Other Responses

1. try to have them love me in  
return
2. make them feel the love I feel
3. try to have them form a bond with  
me

## APPENDIX D

## SAMPLE RESPONSES--QUESTION 1

Question 1. What does love mean to you?

Acceptable Responses

Unacceptable Responses

Category 1. Content of love.

1. any response that can be categorized in question 6
2. you like the person

1. you like the person alot (c.2)

Category 2. Defines love by comparing it to liking.

1. a special feeling more than liking
2. not even included in liking
3. like someone really alot  
like someone deeply
4. more than just hanging around  
with them

1. you like them (c.1)
2. spend time together  
go places together (c.1)

Category 3. Different kinds of love.

1. there are so many different  
kinds of love
2. you can love mother...but if  
you love a friend...  
...could be a relationship between two boys, two girls...  
or could be the love of people you are related to  
it is also possible, in a somewhat different way, to love  
an animal

Category 4. Effects of love.

1. it's what the world needs to  
be healed  
it's the basis of human morality
2. it's fulfilling  
offers self-satisfaction  
makes you feel good inside

1. it involves doing something  
for a person (c.1)
2. love means one nice reason to  
exist (c.6)
3. people seek love so that they  
can be themselves (c.6)



Acceptable Responses

## Category 4., continued

3. brings me close to a person  
draws people together on occasion
4. because of love, you would do  
anything for a person

## Category 5. Objects of love.

1. I love my sister  
I love God
2. someone you can rely on in  
time of need  
someone who takes time to listen and help you
3. love is our children  
someone who is close to you as  
a brother, sister, mother  
or father
4. you love people  
you love animals as well as  
people

## Category 6. Reasons for loving.

1. borders on the instinctual level  
of human motivation  
everyone has to love someone  
maybe it's part of a religious  
impulse
2. love is one nice reason to exist
3. must bond ourselves to obtain  
the elusive happiness  
...in order to be truly happy  
in life, people seek out relationships in which they  
can be themselves

Unacceptable Responses

1. it's a relationship between  
two people (c.8)
2. it's when you love someone  
alot (c.2)

1. do nothing, just feel it (c.1)
2. someone you can be close to  
(c.5)
3. it's what the world needs to  
be healed (c.4)  
makes you feel good inside  
(c.4)

Acceptable Responses

## Category 7. How love develops

1. takes a long time to develop  
means something less the older  
you grow
2. the more you see them, the  
more you love them  
to love someone, you have to  
like them first
3. develops from communication  
and understanding  
depends on external and inter-  
nal stimuli  
it's related to awareness, as-  
sociation,... and time

## Category 8. Love as a mutual-reciprocal process

1. it's a relationship between  
two people  
each member of the love rela-  
tionship is not complete  
without the other  
more meaningful if that person  
loves you back
2. come to discuss things as a  
team
3. mutual respect for each other's  
thoughts  
must have common interests

Unacceptable Responses

1. more than liking (c.2)
2. has cultural prescriptive ele-  
ments (c.4)
3. borders on the instinctual lev-  
el (c.6)
4. let's us dare to be close (c.6)

1. you respect the person (c.1)
2. someone who does something  
for you (c.5)
3. it leads one to make commit-  
ments (c.4)

## APPENDIX E

## SAMPLE RESPONSES--QUESTION 2

Question 2. Is there a distinction for you between liking and loving?  
If yes what is the distinction?

Acceptable Responses

Category 1. Quantatative differences.

1. love is a stronger feeling  
there is more depth to the  
feeling
2. liking is less of an emotional  
commitment
3. give more of yourself in loving
4. liking is a small form of lov-  
ing  
love is like them alot
5. you know someone better  
enjoy something more  
care about them more  
do more for them

Unacceptable Responses

1. liking is a rational feeling;  
love an emotional one (c.7)
2. liking does not have the com-  
mitment of loving (c.7)
3. loving can grow out of liking  
(c.2)  
you need to like someone be-  
fore you can love them (c.2)
4. you care about someone in a  
different way (c.7)

Category 2. Liking grows from loving.

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. you need to like someone before<br/>you can love them</li> <li>2. loving can eventually turn to<br/>loving<br/>loving can grow out of liking</li> </ol> | <ol style="list-style-type: none"> <li>1. liking is a small form of lov-<br/>ing (c.1)</li> <li>2. love is like them alot (c.1)</li> </ol> |
|---|--|

Category 3. They involve different domains

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. you like lots of people, but<br/>you do not love all of them<br/>you can like a person but not<br/>love them<br/>you should like everyone, you<br/>can't love everyone</li> <li>2. I like many people, so far I<br/>love only one<br/>liking is something I can even<br/>do for an occasional stranger</li> </ol> | <ol style="list-style-type: none"> <li>1. I cannot love a thing--it must<br/>be a person (c.6)</li> </ol> |
|---|---|

Acceptable Responses

Category 4. Love transcends situations and time, like does not.

1. love means you always love them, like means you sometimes do and sometimes don't
2. liking depends more on how you get along
3. I love my parents--but I don't like the way they act sometimes
4. accept the good and bad things about someone you love, but you accept only the things you have in common with someone you like
5. liking means that I can forget about the person; loving means I can't

Unacceptable Responses

1. loving is deeper than liking (c.1)
2. you always want to be with the person (c.1)
3. liking does not have the commitment of loving (c.7)

Category 5. Love must be mutual, liking does not have to be mutual.

1. love must be mutual
2. ...and also know that they love me
3. you can like someone even if they don't like you

1. liking is not willing to spend all your time with a person (c.1)
2. more certain of her dependability (c.1)
3. it's a different kind of commitment (c.7)

Category 6. Love a person, but like a thing.

1. I cannot love a thing, it must be a person

1. you like lots of people or things but you do not love all of them (c.3)

Category 7. Qualitative Differences

1. liking is a rational feeling; love is an emotional feeling
2. you miss someone you love, but someone you like, it's his bad luck

1. loving is a deeper feeling (c.1)
2. there is less of a commitment in liking (c.1)
3. when you love someone, you care about them more (c. 1)

Acceptable Responses

## Category 7., continued

3. if you love someone you care about them in a different way
4. loving involves trust; liking does not  
you experience love physically  
you cultivate love  
you express it when you love someone  
love involves concern for the person

Unacceptable Responses

4. there is more intimacy in loving (c.1)
5. you can like lots of people, but not love all of them (c.3)
6. liking someone means that I can forget about them (c.4)

## Category 8. No distinction, don't know.

1. no, there is no distinction
2. yes there is a distinction...  
don't know what it is



## APPENDIX F

## SAMPLE RESPONSES--QUESTION 5

Question 5. Go back to question 3 and select two of the persons or things from column A and tell why you love them.

Acceptable Responses

Unacceptable Responses

Category 1. Because of the care, concern, help and things done by the person loved.

1. we support each other  
we help each other over the  
rough spots of life
2. they brought me up and fed me
3. she worries about me  
does as much as he can for me
4. they do all they can for me  
they are friendly toward me

1. she understands me (c.2)
2. makes me feel good (c.3)
3. because they brought me into  
this world (c.4)  
have made my life happy (c.4)
4. always there when I need her  
(c.7)
5. he is a thoughtful person (c.8)

Category 2. Because of the understanding and acceptance of the person loved.

1. she understands me  
he is thoughtful and consider-  
ate of me
2. can be myself with him  
she puts up with alot

1. we support each other (c.1)
2. he is a thoughtful person (c.8)
3. always there when I need her  
(c.7)

Category 3. Because of the positive feeling (affect) derived from association with the person.

1. great feeling being with her  
like the feeling of traveling  
on skis
2. enjoy sexual play together  
they give me a great deal of  
pleasure
3. feel relaxed around him

1. made my life happy (c.4)
2. support each other (c.1)

Category 4. Because of the positive effects one one's life

1. has brought meaning into my  
life  
have made my life happy

1. because they brought me up  
and fed me (c.1)

Acceptable Responses

## Category 4., continued

2. they brought me into this world  
brought me up to respect others  
and property
3. alone and incomplete without  
them
4. saved my life twice

## Category 5. Shared Experiences.

1. because of all the things we've  
done together  
spend alot of time together  
we go places together
2. growing together
3. shared his life with me

## Category 6. Common goals, interests, etc.

1. he loves the same things I do  
share the same feelings about  
things
2. we're very compatible  
commonality of background
3. have so much ESP  
identify with him
4. convergence of present and fu-  
ture interests

## Category 7. Loyalty, dependability, willingness to make sacrifices.

1. always there when I need her  
always there to listen to me
2. always so faithful  
devotes life to me

Unacceptable Responses

2. cares for me (c.1)
3. makes me feel good in every  
way (c.3)

1. great feeling, living with her  
(c.3)
2. she loves me too (c.2)
3. we can be open with each other  
(c.10)
4. loves the same things I do (c.6)

1. have a wonderful rapport (c.12)

1. all they do for me (c.1)
2. understands me (c.2)
3. gives me strength in life (c.4)

Acceptable ResponsesUnacceptable Responses

## Category 7., continued

3. would do almost anything for  
me  
scrubbed floors to keep the fam-  
ily together

## Category 8. Non-physical attributes

1. super-smart  
enthusiastic, goal oriented
2. has a good personality  
selfless, concerned, clarify-  
ing, accepting (to people  
in general)

1. cares for me (c.1)
2. thoughtful and considerate of  
me (c.2)

## Category 9. Physical attributes

1. voluptuous, sexy, exciting  
she's beautiful
2. physically attracts me

## Category 10. Open Communication--shared knowledge.

1. we can communicate with each  
other  
we can be totally open with each  
other
2. we have a wonderful rapport
3. get to know each other

1. share the same feelings (c.6)
2. grow together (c.5)
3. she understands me (c.2)

## Category 11. Who they are.

1. because they are my children  
because he is a member of my  
family
2. they are part of me (children)  
children--they are my immortal-  
ity
3. old deep (family) feelings

Acceptable Responses

Category 12. Because they love me.

1. because she loves me  
they give me their love
2. because they feel the same as  
I do  
they reciprocate my feelings  
for them

Unacceptable Responses

1. he loves the same things I do  
(c.6)
2. share the same feelings (about  
things) (c.6)





