

1-1-1973

The function of locus of control in the appreciation of aggressive humor.

Kendall Wayne Toney
University of Massachusetts Amherst

Follow this and additional works at: https://scholarworks.umass.edu/dissertations_1

Recommended Citation

Toney, Kendall Wayne, "The function of locus of control in the appreciation of aggressive humor." (1973).
Doctoral Dissertations 1896 - February 2014. 1870.
<https://doi.org/10.7275/hgas-qj57> https://scholarworks.umass.edu/dissertations_1/1870

This Open Access Dissertation is brought to you for free and open access by ScholarWorks@UMass Amherst. It has been accepted for inclusion in Doctoral Dissertations 1896 - February 2014 by an authorized administrator of ScholarWorks@UMass Amherst. For more information, please contact scholarworks@library.umass.edu.

UMASS/AMHERST



312066 0296 6091 0

**FIVE COLLEGE
DEPOSITORY**

© 1973

KENDALL WAYNE TONEY

ALL RIGHTS RESERVED

THE FUNCTION OF THE CONSCIOUS IN
THE APPRECIATION OF AGGRESSIVE ART

A Dissertation Presented

by

Pendell Wayne Moody

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

DOCTOR OF PHILOSOPHY

(1964)

(1964)

Major Subject: Psychology

THE FUNCTION OF BOARD OF CONTROL IN THE ASSOCIATION OF AGGRESSIVE PERSONS

A Dissertation

by

Wesley Wayne Thomas

Approved as to style and content by:

Det. G. Appley
Det. G. Appley, Ph.D. (Chairman of Committee)

Det. E. Lott
Det. E. Lott, Ph.D. (Member of Committee)

Ervin Staub
Ervin Staub, Ph.D. (Member)

Norman Simonson
Norman Simonson, Ph.D. (Member)

Stephen T. Blane
Stephen T. Blane, Ed.D. (Member)

ACKNOWLEDGMENTS

There are several special persons who must be
 mentioned to complete this story.

My Committee Chairman, Dr. J. C. Wiggly, has been
 of invaluable assistance to me. He has been a constant
 source of support and understanding, and helped me to believe
 that this project could be completed, even in the
 harshest of conditions. I am deeply grateful to him.

My statistical problems were solved with patience
 and understanding by Dr. Richard L. Smith, and I would like to
 know that he was always available to answer my statistical
 questions. I respect him for his knowledge, his patience,
 and his selflessness in sharing it with others.

My good friend and "boss" Dr. Anne L. Smith has been
 the driving force of this project with me from the beginning. She
 has accepted my many excuses from work without complaint,
 and tolerated my often divided attentions while at work,
 and has been a constant source of encouragement to me.

My wife Sandy has been my greatest source of comfort
 throughout the years that this project has been a constant
 burden to our lives. She has shown unlimited patience with
 me in my most despairing moments, and her love and en-
 couragement is constant when I don't have it myself.

by the acts of the 1942-1943 Congress, and the 1944-1945 Congress, and the 1946-1947 Congress, with covered as follows: function of the project.



Digitized by the Internet Archive
in 2015

(external controls), and has not been studied in relation to aggressive humor. The purpose of this study was to investigate the effects of locus of control and external controls upon the appreciation of aggressive humor. The primary hypothesis of the study was that the greater degree of control a person feels over his reinforcements, the less funny he will find aggressive humor.

The subjects were 120 male college students. Thirty subjects each were placed into the following groups based on their scores on two scales of locus of control and one scale of aggression: (1) High Aggression-Internal, (2) High Aggression-External, (3) Low Aggression-Internal, (4) Low Aggression-External.

Different levels of control over the outcome of the study were communicated by the three instructional sets. The high control instructions stated that the subjects had been especially selected to help develop a humor test for college students. The neutral instructions focused on defining the kinds of humor college students prefer. The low control instructions emphasized the large number of subjects in the study, and the random chance that any one subject's humor ratings would ever be used.

After reading the instructions, the subjects rated the funniness of sixty cartoons on a ten-point scale of humor. There were twenty each of Nonsense, Mildly-aggressive, and Highly-aggressive cartoons. After rating the cartoons,

C H A P T E R I

INTRODUCTION

Humor is an everpresent aspect of a person's life and is worthy of careful study. From Pogo, Peanuts, and the editorial cartoons in the daily newspaper to the plethora of situation comedies on television, the public is continually assaulted by material previously determined to be "funny" by professional humorists. A person's reactions to humor reflect something about him, and influence the way in which he is treated by other persons. To have a "sense of humor" is generally regarded as an asset in interpersonal relationships, and the ability to evoke laughter from others is valued by many persons as an important skill.

In research on humor, there have generally been three types of humor studied either individually or in various combinations: aggressive, sexual, and nonsense. Aggressive humor is the focus of the present study, and it is particularly interesting because it combines elements of a socially sanctioned form of communication (humor) and a socially inhibited behavior (aggression). Redlich, Levine, and Sohler (1951) stated that: "As emotional behavior, humor lends itself particularly to experimental and clinical investigation; it is one form of emotion in our culture that can be expressed freely without restraint or anxiety. It is public

and communicable; it is pleasurable and unstressful" (Redlich et al, p. 718). On the other hand, there are social prohibitions against the expression of aggression.

The study of aggressive humor has been focused particularly on the question of whether or not it has a cathartic effect upon a person's aggressive feelings or intentions (Levine, 1969). The results of the studies of this proposed relationship have been equivocal, in that, some studies have demonstrated a reduction in aggressive motivation following exposure to aggressive humor (Strictland, 1959; Dworkin & Efran, 1967); other studies have found no relationship (Young & Frye, 1966); and still others have found an increase in aggressiveness following exposure to aggressive humor (Berkowitz, 1970). The attempts to explain and understand the differences in these results have led to discussions of many issues other than the specific relationship between aggressive humor and aggressive motivation. Some of the discussion has involved differences in procedures. For example, in some of the earlier studies of the cathartic hypothesis, a cathartic effect seemed to occur whenever there was an intervening event, such as the passage of time, between the arousal of aggressive feelings and the exposure to aggressive humor (Strictland, 1959; Dworkin & Efran, 1967). If the arousal procedure were followed immediately by the presentation of the humor material, the cathartic effect did not occur (Bryne, 1957). More recently, this suggested effect has not held up consistently (Singer, 1968),

and the question of the effect of the intervening event is still unanswered.

Others have discussed the effects of different forms of humor material upon a person's appreciation of humor. Redlich et al (1951) feel that cartoons are the best form of humor through which to judge a person's reactions to humor, while Dworkin and Efran (1967) suggest that orally presented humor may be a more powerful means by which to study the effects of humor upon aggressive motivation.

A major area of concern has been the question of how personality differences influence a person's reactions to aggressive humor. The only consistent finding thus far is that aggressive or hostile persons prefer aggressive humor (Levine, 1969). However, even this direct relationship must be qualified when other personality variables such as need for social approval are considered along with a person's level of aggression (Hetherington & Wray, 1964).

Most investigators have acknowledged the potential influence of situational variables upon a person's reactions to aggressive humor, but there are few conclusions which can be stated regarding how these variables influence the appreciation of aggressive humor. It is clear that in order for humor to be appreciated its presentation must occur in a situation which will allow the person to adopt a playful, nonserious attitude, at least for a period of time (Levine, 1969). Other situational variables such as the sex of the

experimenter (Doris & Fierman, 1956), and the use of group or individual administration of the humor material (Perl, 1933) have been shown to influence a person's reactions to humor.

Realistically, it seems impossible to study the effects of personality variables upon a person's reactions to aggressive humor without also considering the potential effects of situational variables alone or in combination with the personality variables. Singer (1968), after discussing his results, suggested that situationally determined attitudes and sets probably were major influences in his subjects' reactions to humor, but in ways he could not specify. Levine (1969), in his discussion of experimental approaches to humor, indicates the need to account for the influence of many dispositional and situational variables, including personality and defensive styles.

Purpose of the Study

The present study is intended to investigate one variable which seems likely to influence a person's reactions to humor, that variable being locus of control. It is interesting that this variable has not been studied previously in this context, since the issue of control seems to be a central one to the concept of aggression. The expression of aggressive feelings is generally expected to be inhibited in our society. The extent to which a person does or does not express his

aggressive feelings properly often is perceived as an indication of his ability to control himself. Also, the expression of aggressive feelings is explained or justified often as a "loss of control." This is not an attempt to suggest that aggression behavior and appreciation of aggressive humor are equivalent in relation to "loss of control," but it will be shown later in the review of the literature that a person's feelings regarding aggression may be reflected in his reactions to aggressive humor.

The purpose of this study then was to investigate the relationship between a person's feelings of control over his reinforcements and his appreciation of aggressive humor. This relative feeling of control is defined here as the result of the interaction of a person's general feelings regarding locus of control and the external controls inherent in the situation in which he is exposed to the aggressive humor. The use of subjects differing in levels of locus of control and the manipulation of the external control cues allowed for the observation of the interaction of these two variables.

In order to better understand the potential influence of other variables upon this relationship, subjects were not only grouped according to their locus of control scores, but also according to their scores on a measure of aggression. Since the level of aggression within aggressive cartoons can vary greatly, and reactions to different levels of aggressive humor could lead to different interpretations, the cartoons

CHAPTER I

REVIEW OF THE LITERATURE

Introduction

The review of the literature is divided into several sections. The first section contains studies of Experimental Arousal, and includes most of the studies which have attempted to determine if aggressive humor can have a cathartic effect upon aggressive feelings. In addition, there are studies of the effects of anxiety arousal upon subsequent exposure to humor.

A second group of studies deals with the influence of Situational Variables upon humor appreciation. This group includes those studies in which the intention was to investigate certain situational variables, and also those studies whose results were inadvertently effected in unpredicted ways by situational variables. The next group of studies are concerned with the effect of Humor Content upon a person's appreciation of humor. In these studies, there is an attempt to relate specific aspects of the humor material itself to the results of the studies.

In the next section are studies focusing on Personality Factors, and their relationship to the appreciation of humor. These studies generally involve preselection of subjects on one or more variables, and then attempts to relate these

variables to the subjects' reactions to humor material. The next series of studies deals with the relationship between Aggressive Humor and Inhibition. These studies show that some of the same reactions a person shows to aggressive cues may be displayed when he is exposed to aggressive humor.

Another group of studies is presented to illustrate the potential effects of external controls upon a person's appreciation of aggressive humor (Aggressive Humor and External Controls). These studies were selected either because the author perceived his results as dependent to some extent upon the effects of external controls or because the effects of external control were not considered by the author and provide an alternative way of viewing the results.

A final group of studies involves the variable Locus of Control. The presentation of these studies is intended to highlight the differences on other variables of subjects differing on locus of control, so that a rationale can be developed to predict how the locus of control variable will effect the appreciation of aggressive humor.

Experimental Arousal

Most of the previous research involving humor has included the assumption, either implicitly or explicitly, that some sort of tension-releasing or drive-reducing process is involved in responding positively to humorous stimuli (Bryne, 1956). This view of humor is consistent with the psychoanalytic theory of humor. Freud felt that humor is a basic mechanism

of adaptation which accomplishes its goal through a release in the expenditure of feeling and through a pleasurable return to infantile modes of functioning (Freud, 1928).

According to Freud, aggressive humor can be regarded as one form of "tendentious humor": jokes which serve some sexual (probably defined) or aggressive purpose (Freud, 1960). While in all forms of humor some pleasure is derived from the mental processes involved (e.g., word play), in tendentious humor, the expression and partial gratification of impulses which are barred from more direct expression provide an additional source of pleasure. He proposed that aggressive humor is a veiled form of attack which satisfies an aggressive motive of its author. Cartoons, jokes, or anecdotes which disparage an object or emphasize themes of its destruction or suffering are all included in this category of humor.

When an audience laughs at or enjoys aggressive humor, it has accepted the humorist's implicit invitation to join in the assault. The presence of one or many devices within the humorous material which serve to make the aggression seem unreal or innocuous facilitates the process. This screen or "joke facade" presumably helps the humorist bypass his and his audience's inhibitions which would otherwise make expression and enjoyment of such material difficult. Thus, the presence of these inhibitions may be a necessary precondition for the fullest enjoyment of aggressive humor. Particularly strong inhibitions are likely to undermine the joke facade and therefore interfere with the appreciation of aggressive humor.

There have been several types of investigations involving aggressive humor which have focused on the potential cathartic effect of such humor as proposed by Freud. Many studies have involved attempts to "arouse" subjects and then measure the effects of aggressive humor on them (Strictland, 1959; Bryne, 1957; Dworkin & Efran, 1967). The results of these studies have been inconclusive, and, in part, reflect the wide variation in the intent of the arousal procedure, the arousal technique, the choice of dependent variables, and the type of humor stimuli used.

In one group of arousal studies, the purpose of the experimental procedure was to anger the subjects, and then have them react to humor material. Strictland (1959) predicted that subjects who were first frustrated and angered would respond more favorably to humorous material of a hostile nature than to other types of humor. He had two experimental groups (Hostile, Sexual) and a control group. Each subject in the Hostile group was met by a disgruntled experimenter at the beginning of the study and was told that he would be with him "in just a minute." The subject was made to wait for twenty minutes, and then had to complete a humor test. In the Sexual group, each subject rated a group of ten photographs of nude models on their sexual attractiveness, and then took the humor test. The control group was simply given the humor test.

The humor test consisted of rating thirty-three cartoons: eleven aggressive, eleven sexual, and eleven nonsense or

neutral. Strickland found that the Hostile group rated the aggressive cartoons significantly funnier than either the sexual or nonsense cartoons. Also, within the Sexual group, the sexual cartoons were preferred significantly more than the neutral or aggressive ones. He concluded that he had demonstrated the sensitivity of humor appreciation to situational influence and also that a subject's response to humor can generally be controlled by arousal of different types of motivation.

Although this study could be said to uphold the psychoanalytic theory of humor, Strickland reached a different conclusion. He felt that the concept of suppression could more adequately explain his data than repression. He suggested that repressed motivations might account for a person's consistent, long term humor preferences, operating in so called "neutral" situations. Suppression, on the other hand, may account for momentary short term preferences that can be superimposed when specifically provoked.

Bryne (1957) did a study quite similar to Strickland's but with different results. He had Aggression Arousal and Sexual Arousal experimental groups and a control group. His subjects were tested in groups. In the Aggression Arousal procedure, a second experimenter asked to use the subject group for a short pilot study, and then administered a confusing "spatial concentration test" in an insulting and provoking manner. Immediately afterward, a cartoon test was given by the first experimenter. The Sexual Arousal group read literary

between the time of arousal and the humor test. Bryne's subjects were given the humor test immediately following the arousal condition. While it is impossible to determine the extent to which the above procedural differences had an effect upon the findings in these two studies, the necessity for careful selection of the dependent variable and control of the effect of extraneous variables is evident.

Dworkin and Efran (1967) attempted to explain Bryne's negative findings as possibly the result of his experimental design. They felt that unless there is an independent measure of the effects of arousal, the negative relationships found between motivational states and humor preferences may merely reflect a failure to arouse the desired affect. They also suggested that orally presented material may be more potent than either cartoons or jokes, and the results of studies using only these forms of humor may not hold for all humor.

They investigated the relationship between anger and humor using an independent index of arousal, orally presented humor material, and a measure of the effect of humor on aroused anger. The arousal measure was a modified form of the Nowlis-Green Mood Adjective Check List (MACL, Nowlis, 1965). It consisted of twenty-eight words concerning mood. Subjects were instructed to indicate how they felt at a given moment by responding to each word on a four-point continuum from no (definitely do not feel this way at the moment) to yy (definitely feel this way at the moment). Two scores were

obtained from this measure: a hostility score and an anger score. The humor stimuli consisted of taped selections from comedy record albums. There were six hostile and six nonhostile humor selections, matched for funniness. There were also six control tapes consisting of documentary readings and music.

The arousal procedure was used with a group of thirty subjects who were first asked to write a short autobiographical sketch, and then were berated by the experimenter for the content and use of grammar in the sketches. Immediately following this arousal procedure, the subjects were told to fill out the MACL. Then twenty of the subjects were given a humor rating form and were told they were to rate the "funniness" of some taped selections on a seven-point scale ranging from "not funny at all" to "extremely funny." The remaining ten aroused subjects listened to the control tapes and rated them on "interest level." In a separate group of twenty control subjects, ten listened to the hostile humor tapes, ten listened to the nonhostile humor tapes, and then they rated them without having been aroused by the experimenter.

They predicted that: (1) angered subjects would rate humor as "funnier" than nonangered subjects; (2) feelings of anger would be mitigated by exposure to humor, and this effect would be greatest with the hostile humor; (3) angered subjects would appreciate hostile jokes more than nonhostile jokes, whereas nonangered subjects would appreciate nonhostile jokes more than hostile jokes; (4) there would be a positive relationship between the appreciation of humor and its effectiveness in

decreasing anger. Their results indicated that the arousal procedure was successful, and both the hostile and nonhostile humor resulted in significant decreases in hostility scores, while the control tapes did not. They also found a significant interaction between anger and humor content. In other words, the hostile humor was rated significantly funnier by the angered subjects than by the nonangered subjects. They concluded that humor preferences are sensitive to at least one kind of arousal: anger.

Singer (1968) questioned the conclusion by Dworkin and Efran that the reduced hostility scores of their aroused subjects following exposure to the humor material were the result of a cathartic effect, since there was no correlation between "funniness" ratings of hostile humor and the amount of aggression reduction as measured by the MACL. Singer examined the possible cathartic and tension-reducing function of hostile humor focusing on themes of revenge and destruction. Specifically, he had half of his "Negro" subjects first listen to a recording listing incidents of degradation and torture of civil rights workers in the South followed by excerpts from an actual speech by a militant segregationist (Arousal condition). The other half of the subjects listened to a shortened version of an essay by a noted "Negro" author in which the problems of "Negro" identity and race relations were presented in a noninflammatory manner. The subjects were then exposed to one of three tapes: (1) a hostile humor tape by a "Negro" performer who focused his wrath on segregationists, (2) a neutral tape

by the same humorist with the focus on the plight of the average man, or (3) a control tape which was a "lively" discussion by a "Negro" author from which all humorous remarks and laughter had been deleted.

Singer attempted to deal with some of the inconsistencies in the findings of former studies of the effects of motivational arousal upon humor appreciation. Both Strickland (1959) and Dworkin and Efran (1967) had found that aggression arousal increased appreciation of aggressive humor. Bryne (1957) found no such relationship. In both of the studies which found the positive relationship, there was an interposed activity between aggression arousal and the presentation of the humorous material. Strickland's subjects sat and waited for twenty minutes; Dworkin and Efran's subjects filled out a mood checklist. Bryne's subjects rated the humor material immediately following the arousal procedure. Singer had half of his subjects exposed to the humor material immediately following the arousal procedure, and then they filled out a mood checklist. The remaining subjects filled out the mood checklist immediately after being "aroused" and again after being exposed to the humor material, a pre-post condition. In addition, to maximize the "sensitivity" of his experiment: (1) the "hate object" of the arousal procedure was the target of the hostile humor; (2) a measure of motive strength served as the dependent measure of aggression rather than aggressive behavior; (3) tension was also measured to assure that seemingly cathartic effects were not due to increased anxiety or guilt; (4) the

experimental sessions were carried out in field settings.

Singer's major hypotheses were that: (1) angered subjects would show increased appreciation of hostile humor directed at the target of the aroused aggressive impulses; (2) for previously angered subjects, exposure to such humor would lead to a reduction of aggressive impulse strength; (3) among the aroused subjects, those exhibiting the most enjoyment of the hostile humor would show the greatest reduction in aggressive motivation.

Racial tensions during the time he gathered the data required a division of his subjects into early summer and late summer groups, by the clear differences in their patterns of responding. Also, the use of the mood checklist immediately following the arousal procedure not only measured the subjects' arousal state, but also seemed to reduce it in an unknown manner. Therefore, the data from those subjects who filled out the checklist immediately following the arousal procedure was not used in the testing of the hypotheses of the study.

Singer found that the arousal procedure evoked considerable aggressive impulses and anxiety, especially among the late summer subjects. However, the arousal of aggressive impulses had no effect on humor appreciation, even though both hostile and neutral humor reduced aroused aggressive motivation and tension. Singer concluded that there is no simple one-to-one relationship between the strength of aggressive impulses and appreciation of hostile humor. He suggested that situational

variables may have influenced his findings especially relating to the attitude set of his subjects prior to the introduction of the humorous material.

Dandy and Tettee (1969) investigated the potential cathartic effects of humor by having subjects evaluate an experimenter following his arbitrary attack on them. They hoped to determine if subjects' specific hostile feelings toward an anger arousing agent could be reduced through the enjoyment of hostile humor, even when the subjects were unaware of the hostile nature of the humor. Female subjects were run in pairs, and at the beginning of the experiment one was verbally attacked by a first experimenter who then departed. Plausible grounds were then created for the subjects to rate the first experimenter on the basis of "liking." The evaluation came either immediately after the attack, after rating a series of photographs, or after rating a series of hostile and nonhostile cartoons. They predicted that the subjects who were attacked would find the hostile humor funnier than those subjects who merely witnessed the attack. They also expected that those subjects exposed to the humorous stimuli after the attack would be less negative in their evaluation of the attacking experimenter than the subjects who evaluated the experimenter first prior to exposure to photographs of people for a comparable length of time. The subjects were also required to evaluate the attacking experimenter on a scale of liking.

They found no significant differences in subjects' evaluations to hostile and nonhostile humor. However, exposure

to humor did have a significant effect on the rating of the first experimenter, in that the subjects exposed to the humor before the evaluation rated the experimenter higher on the liking scale than did the subjects who evaluated him first or were exposed to the photographs first. From their findings, it was impossible for them to determine if exposure to hostile humor or to humor in general was responsible for the reduction of hostile feelings toward the insulting experimenter. They suggested that exposure to humor might produce responses incompatible with the expression of hostility.

Berkowitz (1970) questioned the findings which suggest that aggressive humor can have a cathartic effect on a person's aggressive inclinations. He, in fact, felt that aggressive humor can function as a stimulus to aggressive responses rather than lead to inhibition of further aggression. He criticized Landy and Mettee's (1969) results in that their subjects were not aware of the hostile nature of the humor to which they were exposed. Berkowitz stated that catharsis requires that affect must be clearly and consciously experienced, and this feeling then is followed by a reduction in this same emotional state. A minimal requirement of catharsis, from Berkowitz's point of view, is that the subjects be aware of the aggressive nature of the humor, something which was not true of Landy and Mettee's subjects. He also questioned Singer's (1968) findings as a verification of the cathartic value of aggressive humor. He suggested that the hostile humor directed at the source of Singer's subjects feelings of arousal, i.e., the "hate object,"

might have provided a "sense of mastery" over the source of the frustration and reduced the subjects' level of anger, disregarding the effect of the hostile humor.

To test his own hypotheses, Berkowitz set up the following study. He had subjects either provoked or given a non-arousing treatment by a peer and then listen to a tape of a hostile or a nonhostile comedian. Next, the subjects evaluated their peer either before or after rating the humor. In this study, the hostile humor was clearly understandable as hostile, but was not directed at the source of the subjects' frustration. Berkowitz predicted that the aggressive or hostile humor would function as a stimulus to further aggression. He found that subjects exposed to hostile humor were significantly more aggressive in their evaluation of their peer than subjects exposed to neutral humor. He concluded that angry people will be less aggressive toward their tormentors after exposure to hostile humor only if this humor is regarded as belittling to the instigator or if the aggressive nature of the humor is not clearly detected. In other cases, hostile humor would lead to increased aggressiveness.

In addition to studies of anger arousal, several researchers have specifically measured the effects of humor appreciation on subjects who have been made anxious. O'Connell (1960) measured college students' level of adjustment with a self-report inventory; placed them either in a stressful or nonstressful condition; then had them rate a series of jokes. The stress groups were berated by a faculty member regarding their attitude

while completing the self-report inventory which had been given on a previous day. O'Connell predicted that the aroused subjects would appreciate the humor material significantly more than the unaroused subjects. This hypothesis was not confirmed. He did find an interaction between level of adjustment and degree of stress. Thus, maladjusted persons appreciated the hostile humor less when stress was administered and the opposite was true for the well-adjusted subjects.

Bryne (1958) also investigated the effect of increased tension upon the appreciation of humor. He predicted that cartoons would be rated as more amusing under conditions of increased tension as compared with neutral conditions. His subjects were tested in two sessions. The first session was to establish a base humor rating and was carried out during a regular class in which the subjects rated a set of cartoons on their funniness. Three weeks later, the subjects were tested under one of three possible conditions: (1) prior to a midterm exam, (2) prior to a class party, (3) following a midterm exam. The subjects' testing consisted of their rating a set of cartoons equivalent to the set of cartoons previously rated. The subjects' ratings were found not to have been effected significantly by the experimental treatments. Bryne did find a cartoon sequence effect, with the cartoons being rated funnier from the beginning to the end of the series, even though the order of the cartoons was counterbalanced. He concluded that this effect may have been influenced by the drive to complete

the task, and that as the subject neared the end of the series, his drive level increased and thus his response to the humor.

Levine and Abelson (1959) investigated the anxiety arousing effect of humor material itself. They used the cartoons which make up the Mirth Reponse Test (Redlich, et al, 1951) and had each cartoon rated on a seven-point scale of disturbingness by a group of psychiatrists and psychiatric residents. The average disturbingness rating was used as a measure of the potential anxiety-arousing qualities of each cartoon. Each subject first looked over each cartoon ostensibly to become familiar with the stimuli. The experimenter noted any spontaneous reactions of the subjects to each cartoon. Then the subject was asked to sort the cartoons into piles of those he liked, those he disliked, and those toward which he felt indifferent. Finally, he was asked to select the five cartoons he liked the most and the five he liked the least. The subjects were psychiatric patients with widely varying severity of symptoms, and the control group consisted of Naval enlistees. They found that the psychiatric patients showed a preference for cartoons which were rated as minimally disturbing, whereas the control subjects appeared to have no preference and enjoyed the more disturbing ones equally well as the less disturbing ones. The authors concluded their findings suggest that the response to humorous stimuli may be significantly influenced by emotional disturbances and mental illness.

Instead of attempting to increase their subjects' anxiety or anger through arousal, Singer et al (1967) attempted

to bring about a marked heightening of the inhibitions against expressing aggression. They predicted that such an increase in their subjects' inhibitions against aggression would result in decreased ability to enjoy aggressive humor, but would not affect ratings of nonaggressive humor. They also predicted that this effect would be more pronounced as the intensity of the aggression in the cartoons increased. Their subjects were first to rate a series of etchings by Goya; either those featuring brutality and sadism (Inhibition condition) or those featuring benign social scenes (Control condition). Then the subjects rated twelve cartoons on an eight-point scale from "not at all funny" to "extremely funny." The cartoons were either mildly aggressive, highly aggressive, or minimally aggressive (neutral). As they had predicted, their Inhibition group subjects rated the aggressive cartoons as less funny than the control subjects, and the difference was greater for the highly aggressive cartoons. It was also found that the inhibition condition had no significant effect on the Inhibition groups' ratings of nonsense or neutral cartoons as compared to the Control groups' ratings. These findings suggest that the experimental procedure did lead to a heightened inhibition against aggression for the subjects in the inhibition condition and the inhibitions significantly affected their appreciation of the aggressive cartoons.

This series of studies points out clearly the difficulty in assuming that exposure to aggressive humor will generally have a cathartic effect upon a person's aggressive feelings.

While the results of certain studies indicated that arousal of anger led to a preference for aggressive cartoons (Strictland, 1959; Dworkin & Efran, 1967), in other studies, no such relationship was found (Singer, 1968; Bryne, 1957). In fact, Berkowitz (1970) concluded that his results showed an increase in aggressiveness by his subjects after they had been exposed to aggressive humor. However, it is agreed by most of the authors that under certain circumstances exposure to aggressive humor can lead to a reduction in aggressive feelings.

Berkowitz (1970) listed two of these circumstances: (1) when the aggressive content of the humor is not detected by the subjects, (2) when the humor is perceived by the subjects as belittling to the "anger instigator."

In the studies of anxiety arousal, there are two conclusions which seem possible. First, the arousal of a general state of anxiety in subjects seems to have little effect upon appreciation of humor. However, the arousal of anxiety specifically related to the humor material, either through presenting cartoons of varying degrees of "disturbingness", or through exposing subjects to pictorial scenes of violence before exposing them to the humor may lead to an inhibition of the appreciation of the humor material (Levine & Abelson, 1959; Singer et al, 1967).

Situational Variables

In addition to studies focusing on arousal of specific motivational states, other investigators have looked at

situational variables as they relate to the appreciation of humor. Doris and Fierman (1956) apparently inadvertently discovered a potential effect of the sex of the experimenter in relation to the appreciation of humor of subjects differing in levels of anxiety. On the basis of a self-rated general anxiety questionnaire, two groups of subjects were selected: High anxious and Low anxious. The humor stimuli were cartoons selected from the Mirth Response Test and then divided into three groups: aggressive, sexual and nonsense. Each subject looked over the cartoons while their overt reactions were being noted by the examiner, and then rated each cartoon on a fifteen-point scale from "Very much disliked" to "Very much liked." The subjects then had to explain the point of each joke. There were two examiners, one male, one female, and each ran an equal number of male and female subjects. They found that the High anxious subjects rated the aggressive cartoons significantly lower than the Low anxious subjects, but this difference was significant only for the subjects who were tested by the examiner of the opposite sex. More specifically, the sex of the examiner seemed to primarily effect the Low anxious subjects who stated a greater preference for aggressive cartoons when tested by the opposite sex examiner.

Young and Frey (1966) attempted to study some of the effects of situational variables and anger arousal upon humor appreciation. In one part of their study, they had subjects exposed to a hostile experimenter or a neutral experimenter either individually or in groups. The subjects then rated a

series of forty jokes on a five-point scale of funniness, and then selected the category that best fit the joke: humor, wit (aggression), nonsense, or sex. The difference between the individual and the group administration condition was simply the placement of a partition on a table top to separate the subjects. There was no control for laughing in the "individual" condition even though the subjects could not see or talk to each other. Following the presentation of the jokes, the subjects filled out a questionnaire for the experimenter to obtain an index of their attitude toward the experimenter and the experimenter. Their findings indicated the effectiveness of their arousal technique as there was a significant increase in the insulted subjects' aggressive attitudes toward the experimenter as compared with the control subjects. There were no significant differences in responses from subjects under the group condition when compared to the individual condition, which seems quite understandable since the two procedures were not markedly different, except for the lack of visual cues from the other subjects in the "individual" condition. There were no findings to indicate that the subjects' exposure to humor had any cathartic effect on their aggressive attitudes toward the insulting experimenter.

An additional part of their study involved the use of an attractive female confederate who became an "accidental" member of each experimental group. Depending upon the experimental condition, she reacted one of three possible ways while receiving the series of forty jokes: (1) she laughed at all ten sex

jokes and ten others; (2) she made no response to the sex jokes, but laughed at twenty others; (3) she acted embarrassed by the sex jokes but laughed at twenty others. The results of this part of the study demonstrate the profound effect that a confederate can have over other subjects' responses to humor. The authors reported that the male subjects seemed to key their responses to any available cues from the female confederate and seemed to lose their discriminatory ability in relation to the funniness of the jokes.

Malpass and Fitzpatrick (1959) attempted to study the effect of individual versus group administration upon humor appreciation, among both male and female subjects. The procedure involved the presentation of jokes or cartoons of three types (aggressive, sex, and whimsical) to subjects either individually, in small groups (6-7Ss) or in large groups (26-30Ss). The subjects were asked to rate the humor material on a seven-point scale for funniness. All the subjects went through each of the three administration procedures, and thus were their own controls. They found that subjects rated jokes as significantly funnier in large groups than in either the small groups or individually. For cartoons, the individual condition led to significantly higher ratings than either the small group or the large group conditions. The only other significant difference was between male and female subjects' ratings of sexual humor, with the males giving the higher ratings. Malpass and Fitzpatrick's findings are consistent with Perl's (1933) study

in which he found that vocally presented jokes were rated funnier when administered in a group rather than individually.

This series of studies has shown the potential influence of situational variables upon humor appreciation. They have demonstrated that the sex of the experimenter, the method of administering the humor material, and the presence of an "attractive" confederate of the opposite sex can all significantly effect a person's appreciation of humor material.

Humor Content

The reactions of persons to the characters depicted in humorous material have been the focus of some investigations. Although Hammes and Wiggin's (1962) purpose was not to study the "identification" of their subjects with the characters in their humor material, they nevertheless concluded that this effect may have accounted for their findings. The purpose of their study was to investigate the relationship between level of anxiety as measured by a self-rating scale and the appreciation of humor focusing on depression, worry, and tension. Subjects were selected based on anxiety scores and for each of two anxiety levels there were groups of sixteen males and sixteen females. The subjects rated the cartoon strips (taken from Peanuts) on a seven-point scale of humor. Ten of the thirty cartoons were judged "a priori" to be "emotional" ones. The authors predicted that High anxious subjects would give significantly lower ratings compared to the Low anxious subjects.

Their results indicated that this effect was found in the male subjects only. The authors suggested the phenomenon of "identification" as an explanation for this unexpected result. The "vicious" cartoons largely involved male characters and the high anxious male might have been more likely to have identified with the cartoon character's predicament, and thus found the humor less amusing.

The findings of Roberts and Johnson (1957) are not consistent with the interpretation of Bernard and Higgins concerning their results. In their study, Roberts and Johnson had twenty-four psychiatric patients rate the funniness of a series of twelve cartoons on a four-point scale, then describe each point of each cartoon, and tell what were the thoughts and feelings of the cartoon characters. The subjects were also given an "Empathy Inventory" and were rated on empathic capacity by two psychologists who knew them well. They predicted a positive relationship between ability to empathize and perceived funniness. These subjects who rated the cartoons most humorous, gave the most empathic responses to the cartoons. Because Roberts and Johnson did not indicate the types of cartoons used in their study, and because of the different subject populations used, it is difficult to compare the above two studies. However, the question of the effect of a subject's potential identification with the characters in humorous material remains to be tested.

James and Priest (1962) attempted to locate the locus of humor, through the manipulation of the perceived character of

the protagonists in an aggressive joke. They predicted that a "good" person who acts in a hostile manner would be seen as less hostile and more humorous than a "bad" person doing the same thing. They also predicted that a victim who "deserved" the hostility he received would elicit more humor than an undeserving victim. They presented similar jokes with the following variations in the character of the aggressor and the victim: good aggressor-bad victim; good aggressor-good victim; bad aggressor-good victim; bad aggressor-bad victim. Each subject read four different stories. He was instructed to read them all first, and then rate the following: (1) the humor to the story, (2) the hostility of the punchline, (3) the social acceptability of the aggressor, (4) the social acceptability of the victim, (5) the justifiability of the aggression. Both of their major hypotheses were confirmed. The major source of humor in the jokes was the character of the aggressor: when the aggressor was perceived as socially acceptable, the joke was rated as significantly more humorous. In addition, the justifiability of aggression was primarily determined by the perceived character of the aggressor.

This group of studies has shown that the content of the humor material may specifically enhance or inhibit a person's reactions to humor. There are some inconsistencies in the results regarding the effect of "identification" upon the appreciation of humor. However, Gutman and Priest (1969) demonstrated that the perception by the subjects of the protagonists in a humor situation can lead either to an increase or decrease in

strength, and the appreciation of hostile cartoons is simply an expression of hostility by individuals who also express hostility in other situations. Those individuals with strong aggressive drives who experience drive reduction by expressing hostility in a given situation have increased ability strength for the expression of hostility in other situations.

Wetherington and Wray (1966) studied subjects differing in levels of aggressive need as measured by the Aggression scale of the Edwards Personal Preference Schedule. They attempted to investigate the effects of stress, and the performance of an aggressive act on ratings of aggressive, sexual, and violence cartoons by high aggression and low aggression subjects. Subjects first either tried to assemble several easy block designs (nonstress condition) or several difficult block designs which could not be completed within the time limit (stress condition). In the Stress condition, the subjects were then berated by the experimenter for their poor performance. The experimental aggression condition involved the female subjects administering "shocks" to the insulting experimenter while a female experimenter, a woman, "calibrated" a shock apparatus and berated the first experimenter for his behavior while being "shocked." These subjects then were witnessed to an aggressive model and also committed an aggressive act. Following this procedure, the subjects then rated forty-five cartoons on a five-point scale of funniness.

They found that for High Aggression subjects, the experimental aggression condition led to significantly higher

ratings of aggressive humor, and the Stress condition alone had no significant effect on cartoon ratings. The effect of the aggression on Low aggression subjects was to lower their ratings of aggressive cartoons significantly in combination with the Stress condition, and near the .05 level of significance without the Stress condition. The authors explained their findings for High aggression subjects as being indicative that the experimental aggression condition provided implicit approval of the performance of aggressive acts, and led to the increased ratings of aggressive humor. These results are consistent with those of Bryne (1955) and Berkowitz (1970). The Low aggression subjects' performance was explained in terms of the experimental aggression condition mobilizing the inhibitions toward aggression of subjects who customarily express little hostility. Their increased inhibitions could have then led to their lower ratings of the aggressive cartoons.

In an earlier study (Hetherington and Wray, 1964), the influence of aggressive drive and need for social approval upon humor preferences under an alcohol and non alcohol condition was investigated. Subjects were grouped according to their scores on the Marlowe-Crowne Social Desirability Scale and the Aggression scale of the Edwards Personal Preference Schedule. Groups of eight subjects were run at a time. All the subjects were given a drink, half of the drinks contained a quantity of alcohol which was not detectable by smell or taste. After a forty-five minute waiting period, the subjects were asked to rate thirty cartoons on a five-point scale of funniness. Half

of the cartoons were aggressive and the other half were non-sense cartoons. Their results indicated that need for social approval inhibited the expression of aggressive preferences. Under the influence of alcohol, however, the aggressive needs were expressed in significantly higher ratings of the aggressive cartoons. Low aggression subjects rated the aggressive cartoons similarly low regardless of the presence of alcohol. High aggression-Low need for social approval subjects also seemed uninfluenced by the alcohol condition. They concluded that the interpretation of the relationship between aggressive needs and humor preferences must consider the role of other situational and personality variables.

These studies have shown that persons who are highly aggressive, as determined by aggression measures or observation, tend to prefer aggressive humor when they are compared with persons low in aggressiveness. However, this relationship can be influenced by other variables, such as the need for social approval, which may inhibit even a highly aggressive person's reactions to aggressive humor. At the same time, persons low in aggressiveness seem less effected by external conditions in their reactions to aggressive humor. One exception is that the observation of aggressive behavior may mobilize his inhibitions and result in even lower ratings of aggressive humor by the low aggression subject.

Aggressive Humor and Inhibition

Since a person's reactions to aggressive humor may not be perceived by him as a loss of control, is it reasonable to assume that similar prohibitions are felt by a person when exposed to aggressive humor as when he is reacting to other aggressive stimuli? There is evidence to suggest that such a relationship does exist. Levine and Redlich (1955) reported that often a person fails to "get" the point of a simple joke or cartoon, not because he fails to understand it, but because some essential detail is overlooked or misperceived. They suggest that intellectual or perceptual blocking is taking place, often due to the relationship between the content of the humor material and an area of conflict for the person reacting to the material. They concluded that "... humor actually taps deep preconscious conflicts" (Levine & Redlich, p. 566). They are suggesting that a person's prohibitions regarding the expression of aggressive feelings might easily be aroused by exposure to aggressive humor.

Gutman and Priest (1969) found that when their subjects rated the "funniness" of the same aggressive jokes with variations only in the character of the aggressor and the victim, they rated as "funniest" the jokes involving a "good" aggressor and a "bad" victim. The major determinant of the "funniness" of each joke was the character of the aggressor; that is, jokes involving aggressors who were seen as socially acceptable were rated as significantly funnier than jokes involving socially

unacceptable aggressors. Also, the subjects saw the aggressive humor as positively justified only when the victim deserved his fate and the aggressor was a good person. Therefore, the subjects seemed to be applying similar standards of acceptability to aggressive humor as they would to other aggressive behavior.

Gollob and Levine (1967) found that as their subjects were made aware of the aggressive content of the cartoons they were rating by being asked to explain them, their ratings of the "funniness" of the cartoons dropped significantly. One explanation for the lower ratings is that the inhibitions against aggression experienced by the subjects increased as they became aware of the aggressive content of the humor material.

These above observations and studies suggest that similar inhibitions are experienced by persons when they are exposed to aggressive humor as they experience when exposed to other aggressive cues, at least under certain circumstances. These circumstances include when (1) aggression is a major source of conflict for the person, (2) the personality traits of "goodness" and "badness" of the protagonists in the humor material are clearly presented, (3) the person is required to explain the nature of the "funniness" of aggressive cartoons.

Aggressive Humor and External Controls

One of the explicit ways in which control has been exerted upon subjects responses to humor has been the use of

behavioral models. Young and Wray (1966) found that an attractive female accomplice could establish an overt response pattern while supposedly rating humorous material which a group of male subjects would follow without regard to the belittling funniness of the cartoons. Hetherington and Wray (1966) in one experimental condition, had subjects observe aggressive behavior by a female experimenter toward another experimenter and also participate in the aggressive behavior. In attempting to explain the results obtained from their "high-aggression subjects," they concluded that: "... the experimental aggression situation was interpreted as one giving implicit permission for the performance of hostile acts or that the female experimenter served as an aggressive model" (Hetherington & Wray, p. 232). In either case, the control of the situation came from an external source, and in effect was an endorsement of aggressive behavior.

Berkowitz (1970) predicted that aggressive humor could act as a stimulus to increased aggressive behavior. His results confirmed this hypothesis. However, his choice of an aggressive humor stimulus was a most interesting one: a tape recording of the comedian Don Rickles. Mr. Rickles is well-known as an "insult comic" whose routines generally consist of making hostile comments about specific individuals, thus providing a model of arbitrary aggressiveness. It is certainly possible that in Berkowitz's study, the major factor in the aggressive humor effect on the subjects' subsequent increase in aggressive behavior was the implicit endorsement of such behavior provided by

the aggressive model in the humor stimulus.

There have also been external controls which have had the effect of inhibiting responses to aggressive humor. Girden, Gollub and Levine (1967) were able to inhibit their subjects' responses of aggressive humor by first exposing them to a series of cartoons showing scenes of brutality and sadism. A less explicit type of control seemed to affect the responses of their subjects. Abelson's (1959) subjects who were psychiatric in-patients. The subjects showed a preference for cartoons which had been rated as minimally disturbing, whereas the normal control subjects appeared to enjoy the more disturbing cartoons equally as well as the less disturbing ones. Levine and Gollub concluded: "... the response to humorous stimuli may be significantly influenced by emotional disturbances and mental illness. This finding may merely confirm the conception, but it also provides some support for the assumption of a qualitative relationship between humor response and anxiety" (Gollub & Levine, p. 12).

While it may be true that the subjects' feelings of anxiety led to their lower ratings of the disturbing cartoons, the amount of their anxiety may have been as much the result of which the experiment took place as the result of emotional disturbances. The status of psychiatric patients is that they are under the complete control of the staff of the hospital where they are hospitalized. The behavior of each patient is continually being examined for indications of

"sanity." It is possible then that in this study the implicit controls in the hospital setting led the patients to behave in what they perceived to be a "sane" manner by responding minimally to the more disturbing cartoons.

The results of the above studies indicate that external control cues such as those provided specifically by behavioral models or more generally by the expectations regarding patients' behavior inherent in a psychiatric hospital setting may enhance or inhibit a person's appreciation of aggressive humor.

Locus of Control

Regardless of any controls imposed upon a person from outside sources, every person seems to fall somewhere on a continuum regarding the degree to which he feels he has control over his own destiny (Rotter, 1966, 1971; Lefcourt, 1966). The population can be broken down into two general categories regarding this locus of control variable: Internals and Externals. Internals are persons who generally believe that they can control the reinforcements they receive through their own behavior. Externals, on the other hand, believe that their reinforcements are under the control of outside agents - luck, chance, fate, powerful others. Thus, Internals feel they can change their environment.

It seems reasonable to expect that groups of persons with such different expectations will deal with aggression in

different ways, and will also react to aggressive humor differently.

Externals, by their limited expectations of being able to direct their lives, seem to place themselves in the position of experiencing much more frustration than Internals. Following from the frustration-aggression hypotheses (Buss, 1961; Dollard et al, 1939), which suggest that frustration often leads to aggression, it could be predicted that generally Externals would experience more aggressive feelings than Internals. Williams and Vantress (1969) substantiated this notion to some extent in their finding of a significant correlation between subjects' scores on the Internal-External Scale (Rotter, 1966) and the Buss-Durkee Hostility Inventory (Buss, 1961). They also found that Externals scored significantly higher than Internals on five of the eight Buss-Durkee subscales.

The presence of aggressive feelings does not necessarily lead to their being expressed. However, there is another quality that Externals exhibit which would tend to increase the likelihood of their expressing their negative feelings more openly than Internals. Externals not only expect that they have little control over their reinforcements, but when given the choice, they seem to prefer to be in situations where they have little control over themselves. For example, when given the choice of standing different distances from a target in a dart throwing task, significantly

more Externals than Internals chose to throw from a greater distance, giving them less control (Julian, Lichtman, and Ryckman, 1968).

Watson and Bauml (1967) found that Externals made more errors, took longer to reach a criteria, and asked for more practice trials, when learning paired associates to avoid a shock was presented as a skill task in which they potentially had control than when the avoidance of the shock was presented as based on chance alone. The opposite was true for Internals, they appeared much more anxious under the chance conditions than under the skill condition. Thus, the same experimental condition when presented as either a skill condition or a chance condition led to significantly different reactions from Internals and Externals.

Other examples deal with the amount of information required by Internals and Externals under circumstances in which they had little control except through informing themselves. Externals tend to gather less information when in such situations. Seeman and Evans (1962) found that Externals in a tuberculosis hospital knew significantly less about their conditions than Internals in the same hospital. Also, Seeman (1963) found that Externals in a reformatory knew significantly less than Internals about the reformatory rules and probation laws.

Therefore, it seems that Externals prefer to keep themselves in situations where they have little control, even

There are opportunities to increase their knowledge of their situation or increase their control over it.

Another variable which has been shown to influence a person's reactions to aggressive humor is the need for social approval (Hetherington & Wray, 1968). There is evidence to suggest that Externals are less concerned than Internals about behaving in socially appropriate ways. Altrocchi et al. (1968) found a significant negative correlation between male subjects' scores on the Marlowe-Crowne Social Desirability Scale and the Internal-External Scale. Goss (1971) administered both the Internal-External Scale and the Edwards Social Desirability Scales to five different groups of subjects and found variable but significant negative correlations between the scores.

To explain these results, he suggests that perhaps Internals, feeling they have some control over the reinforcements they will receive, try to influence the dispensers of these reinforcements by behaving in socially desirable ways. Conversely, externals, who feel they have little control over their reinforcements, may not be as likely to attempt such influence.

Hares, Ritchie, and Davis (1968) took Internals and Externals, administered a battery of psychological tests to each subject, and then gave him a list of "interpretations" explicitly reflecting his performance on the tests. At the end of the study the subjects were given the opportunity to

these steps to deal with personality problems suggested by the interpretations. The socially appropriate response would seem to have been the expression of interest in dealing with once problems. However, externals were significantly less committed to confronting their problems than were internals.

Other evidence comes from Adams-Webber (1969) who had Internals and Externals provide endings to stories involving persons behaving immorally. He found that Internals' story endings more often involved feelings of self-blame, guilt, and need for atonement, whereas in the externals' story endings, the feelings were more likely to be denial of personal blame or guilt and projection of blame onto others. Thus, it seems that Externals are less sensitive to breaches of moral codes and would be more likely to react spontaneously to aggressive humor with less concern than Internals for the social appropriateness of their reactions.

The above studies suggest a pattern of responding for Internals and Externals which may relate to their reaction to aggressive humor. Externals generally have more aggressive feelings than Internals, are less concerned about behaving in a socially appropriate manner, seem to prefer to place themselves in situations where they have little control, and are uncomfortable in situations where they are given some control. Conversely, Internals seem to have fewer aggressive feelings, and more influenced in their behavior by need for

social approval, seek to place themselves in positions of control, and are uncomfortable in situations where they have little control. These findings raise several questions regarding the relationship between locus of control and appreciation of aggressive humor. How will the Internals and Externals react to cartoons containing different levels of aggression? What effect will changing the external control cues have upon humor appreciation? Will varying the perceived level of external control modify the subjects' feelings regarding the importance of their participation in the study? Will Internal subjects who score high on a measure of aggression respond in a significantly different manner to aggressive cartoons than Externals who are also high on the aggression measure? It is hoped that the present study will provide some tentative answers to these questions.

Summary of the Literature Review

The findings of the experimental studies of humor reviewed in this chapter have illustrated the complexity of the humor process and the need to understand the numerous variables which influence the appreciation of humor. Although much of the attention of investigators has been directed at the inferred cathartic effect of humor upon the strength of the aggressive drive, the findings have shown every possible relationship: a reduction in drive strength, no change, and an increase in drive (Levine, 1969).

11

The studies of anxiety and humor have shown that the experimental arousal of a general state of anxiety or stress seem to have less effect on the appreciation of humor than either the subject's general level of anxiety as a personality factor or the arousal of anxiety specifically related to the content of the humor material (Bryne, 1962; Singer et al, 1967).

Although procedural differences may account for some of the discrepant results in the studies of arousal of anxiety, many other potential factors have been discussed and investigated. The effect of situational variables upon humor appreciation has been mentioned often, especially as a way of explaining results which were not consistent with the hypotheses of a study. It has been demonstrated that such general effects as national racial tensions (Singer, 1962) and the setting of a study within a psychiatric hospital (Levine & Abelson, 1959) or more specific factors such as the sex of the experimenter (Toris & Fierman, 1956) can significantly influence a person's reactions to humor material.

The effect of the content of humor material upon humor appreciation has led investigators to suggest that subjects may "identify" with the characters in a cartoon or a joke. Depending upon other factors such as the level of anxiety of the persons, this identification may lead to an enhanced or inhibited appreciation of the humor material (Hammes & Wachtel, 1962; Roberts & Johnson, 1957). Cutman and Priest (1963) have shown that changing the character of the

"aggressor" and the "victim" in a joke can significantly effect its funniness rating by subjects.

The effect of personality factors upon humor appreciation has also been demonstrated in the studies reviewed here. There have been a limited number of studies completed in this area, but they have shown some interesting results. The most consistent finding has been that aggressive persons prefer aggressive humor (Levine, 1969). However, even this finding must be qualified when other factors such as the person's need for social approval are considered along with his level of aggression. The role of personality factors in the appreciation of humor seems to be an area in which a great deal more research needs to be done.

The studies which were concerned with the relationship between a person's feelings regarding aggressive behavior and his reactions to aggressive humor have shown that under certain circumstances, a person may react to aggressive humor with feelings and behavior similar to his reactions to other aggressive cues.

Since the present study is concerned with locus of control, humor studies whose results seemed influenced by external controls either through the experimental design or otherwise were reviewed. Evidence was presented which suggests that external controls have effected the results of some of these studies and the concept of external controls provides an alternative explanation for the results other

than the one provided by the author (Levine & Abelson, 1959; Berkowitz, 1970).

Locus of control studies were reviewed to highlight the differences between Internals and Externals which might influence their reactions to aggressive humor under various circumstances. The findings indicate that Externals are likely to be more aggressive, less bound in their behavior by social convention; while Internals are probably less aggressive and more likely to behave in socially appropriate ways. Also, Externals believe that they are dependent upon others for their reinforcements, and as a result expect to have little control. In fact, when given the choice, they usually choose to be in situations where they have little control. Internals believe that they can control their reinforcements and seek to be in positions of control. Externals are more comfortable in situations where chance rather than skill will determine the eventual outcome, while Internals feel the opposite. In the section on the locus of control studies, several questions were raised regarding how a person's feelings of locus of control would relate to his appreciation of aggressive humor. The hypotheses of the study suggest how the present author is interpreting the nature of this relationship.

CHAPTER III

METHOD

Hypotheses

It is the general hypothesis of this study that the greater degree of control a person feels over his reinforcements, the less funny he will find aggressive humor. The specific hypotheses are as follows:

1. Under the Neutral instructions condition, the Externals' average funniness ratings of the Highly-aggressive cartoons will be significantly higher than the Internals' average ratings.
2. Under the High control instructions condition, the average funniness ratings of the Externals will be significantly higher than the Internals' average ratings for both the Mildly-aggressive and the Highly-aggressive cartoons.
3. Under the Low control instructions condition, the Internals' average funniness ratings of the Mildly-aggressive cartoons will be significantly higher than the Externals' average ratings.
4. The High-aggression-Externals' average funniness ratings will be significantly higher than the High aggression-Internals' average ratings for both the Mildly-aggressive and the Highly-aggressive cartoons.

5. On the post ratings questions, the Internals' average ratings of the importance of their participation in the study will be significantly higher than the Externals' average ratings.

6. On the post ratings questions, the Internals' average ratings of the extent to which skill was involved in rating the cartoons will be significantly higher than the Externals' average ratings.

Subjects

The subjects were 120 male college student volunteers who were given credit toward their psychology course grade or were paid for their participation. Of the 120 subjects, 17 were paid volunteers, and they were generally divided evenly among the treatment groups.

The subjects were selected from an original group of 225 students who were administered two questionnaires which measure feelings of locus of control and one questionnaire which measures feelings of aggression. The subjects were selected on the basis of their scores on these measures. A subject was considered to be an External if he scored above the mean on both of the locus of control measures, and an Internal if he scored below the mean on both these measures. The dividing point for the aggression scale was also the mean, with High aggression subjects being those who scored above the mean and Low aggression subjects those who scored

below the mean. Therefore, each subject was placed in one of the following categories: (1) High aggression-Internal (HAI), (2) Low aggression-Internal (LAI), (3) High aggression-External (HAE), (4) Low aggression-External (LAE).

Humor Material

Cartoons were used as humor material. They were selected from recent issues of national magazines and paperback collections of cartoons. From an initial pool of several hundred cartoons, one hundred fifty were selected by the author to be presented to the judges. The criteria for the selection of the judges' pool of cartoons were that the cartoons be easily understood, not be humorous primarily because of sexual content, and be generally related to the categories for the final cartoons. Each of the ten judges, male college students who were paid volunteers, first was given the following instructions: "Rate the following cartoons on how funny you think each one is. The rating scale goes from 1 (Not at all funny) to 10 (Extremely funny). It is important that you be as honest as possible in your ratings and not spend too much time on any one cartoon." Below these instructions was a sample rating scale marked from 1 to 10 as follows:

RATING SCALE

| | | | | | | | | | |
|---------------------|---|---|-------------------|---|---|---------------------|---|---|--------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Not at all funny | | | Somewhat funny | | | Moderately funny | | | Extremely funny |

Immediately after rating the cartoons, the rating sheets were collected and the judge then was given these instructions regarding categorizing the cartoons:

"Now you are to place each cartoon in one of the four following categories based on your feelings about the cartoon and the definitions of the categories.

Highly-aggressive (HA) These cartoons depict the direct expression of hostile feelings, in which the undisguised intention is to ridicule, humiliate, or injure.

Mildly-aggressive (MA) These cartoons depict the expression of hostile feelings under some control, where the aggressive intention appears somewhat diluted. Although the major source of humor in these cartoons is the expression of hostile feelings, the effect is somewhat blunted in comparison to the Highly-aggressive cartoons.

Nonsense (N) These cartoons depend primarily upon exaggeration, absurdity, incongruity (putting things together which usually don't go together), or surprise for their humor value. There may be some aggression displayed in these cartoons, but it will not be the source of the humor in the cartoons.

Mixed (M) This category is for those cartoons which you feel do not fit into any of the above categories. It should be used only when you feel strongly that a cartoon will not fit any of the above categories.

Mark the appropriate letter or letters for the category you select beside the number corresponding to each cartoon."

Each judge rated and sorted the cartoons individually in a single session. These sessions lasted from forty-five minutes to one hour. The cartoons were presented in a different random order to each judge.

The cartoons were placed into one of the three files

categories if six of the Judges placed the cartoon in the category. For the selection of the sixty stimulus cartoons, the cartoons given the highest ratings were used first. The percentage of judges placing a cartoon in a particular category and the number of cartoons meeting that criteria within the three cartoon categories were as follows: Nonsense cartoons: 100%-2 cartoons, 90%-6 cartoons, 80%-9 cartoons, 70%-3 cartoons; Mildly-aggressive cartoons: 80%-4 cartoons, 70%-12 cartoons, 60%-4 cartoons; Highly-aggressive cartoons: 100%-1 cartoon, 80%-4 cartoons, 70%-10 cartoons, 60%-5 cartoons. The only limiting factor in the final selection was the need to match the groups of cartoons upon mean funniness ratings. The final twenty cartoons in each category had a mean funniness rating of 4.97 on the ten-point scale. The stimulus cartoons are reproduced in Appendix A.

Instruments

The Rotter Internal-External Scale was administered to all the subjects (Rotter, 1966). The I-E Scale (see Appendix B) contains items which deal with a person's beliefs about the nature of the world. This is a forced-choice scale in which the subject reads a pair of statements and then indicates with which of the two statements he more strongly agrees. The scores range from zero (the consistent belief that individuals can influence the environment, that rewards come from internal forces) to 23 (the consistent belief that all rewards come from external forces).

The mean score for the 141 students tested on this measure was 11.71, S.D.=4.49. The mean and standard deviation for the 120 subjects were 11.55 and 4.02. Rotter (1971) reported that the average score on the I-E Scale at that time was about 11.00. However, he also mentioned that the average score had been increasing steadily in recent years, especially on college campuses, as a result of the increase in externality among college students. The current scores seem in line with the average score reported by Rotter, especially with the trend toward higher average scores.

A subject scoring 12 or above on the I-E Scale was considered an External; a subject scoring 11 or below was an Internal. The means and standard deviations for the Internals' and Externals' I-E Scale scores in this study were: Internals--Mean=8.37, S.D.=2.64; Externals--Mean=14.76, S.D.=2.14. A summary of the means and standard deviations for all the treatment groups on the three screening instruments is contained in Appendix C.

In addition, a second questionnaire, developed by Dr. Edwin Staub was administered as a check on the I-E Scale (see Appendix B). This questionnaire is designed to measure a concept similar to that of the I-E Scale. It consists of thirty-six statements, each of which the subject must respond to by placing it on a five-point scale from -2 (Very untrue of me) to +2 (Very true of me). The statements deal with the way the subject feels and acts under specific circumstances,

in general (about eight-steps).

The mean score on the Stang scale for the 245 students tested was 1.74, $S.D.=11.07$. For the 120 subjects, the mean was 1.77 and the standard deviation was 11.63. Thus, the scale is extended in this study, a subject's score had to be 9 or above on this scale and 12 or above on the I-L Scale. Internals scored 1 or below on this scale and 11 or below on the I-L Scale. The following means and standard deviations are for the Internal and external scales on the Stang scale: Internals--Mean=6.53, $S.D.=2.90$; Externals--Mean=10.09, $S.D.=11.10$.

To determine if the I-L Scale and the Stang Scale were measuring a similar concept, Pearson product-moment correlation (Hornker, 1961) was completed on the I-L scores and the total scores for the 245 students in the original testing group. The resulting $r=.27$. This correlation coefficient was significant at the .001 level ($t=4.79$, $df=243$), suggesting that to some extent the two scales were measuring a similar concept. There was no other readily available data regarding the relationship between these two scales.

The effect of using scores on both the scales as criteria for placement of subjects into the Internal and External groups was the elimination of many of the original subjects from eligibility for participation as subjects. In fact, the major reason for subjects not being used as subjects was that their I-L Scale scores and Stang Scale scores did

not both fall above or below the respective means for the two scales.

A questionnaire to measure a subject's self-reported aggressive feelings was also administered. This scale was developed by Saltz and Epstein (1963) (see Appendix B), and consists of fifty-four statements, each of which the subject responds to on a four-point scale from 1 (definitely false) to 4 (definitely true). All of the eight hostility items refer to feelings and daydreams rather than overt behavior.

A mean aggression score of 17.14 was found for the original group tested, with a standard deviation of 4.08. For the subjects group, the mean was 17.12, S.D. 3.81. The Internals' and Externals' scores on this scale were as follows: Internals--Mean-17.05, S.D.=4.38; Externals--Mean=17.20, S.D.=3.20. High aggression subjects were those scoring 18 or above, Low aggression subjects' scores were 17 or below. The Low aggression subjects' mean score was 11.01, S.D.=2.31, and the High aggression subjects' mean score was 21.19, S.D.=2.24.

Saltz and Epstein (1963) report that scores on this aggression or hostility scale relate directly to the hostility in pictures containing no direct cues for aggression. They consider that on this scale a high score is equivalent to the statement: "I am a person with strong hostile feelings" (Saltz & Epstein, p. 472). Since Saltz and Epstein selected their Low hostility and high hostility subjects using extreme

groups, it is not possible to compare the present distribution of scores with those of 1941 subjects.

Procedure

Thirty subjects each were placed in the following groups: High Aggression-Internal (HAI), Low Aggression-Internal (LAI), High Aggression-External (HAE), and Low Aggression-External (LAE). Ten subjects from each of the four groups were randomly assigned to receive one of the following sets of instructions:

NEUTRAL

You are participating in a study to determine the kinds of humor college students prefer. You will be given a series of cartoons, one at a time, and you are to rate each one on how funny you think it is. The rating scale goes from 1 (Not at all funny) to 10 (Extremely funny). It is important that you be as honest as possible in your ratings, and not spend too much time on any one cartoon. At the end of the experiment, you will be asked some questions regarding your reactions to the experiment.

HIGH CONTROL

You are participating in a study to help in the development of a humor test for college students. You have been selected from your preliminary tests to help determine the funniness of a series of cartoons, some of which will become a part of the final humor test. You will be given the cartoons, one at a time, and you are to rate each one on a scale from 1 (Not at all funny) to 10 (Extremely funny). It is important that you be as honest as possible in your ratings, and not spend too much time on any one cartoon. At the end of the experiment, you will be asked several questions about your ratings, and you will be given more information about the development of the test.

LOW CONTROL

You are one of several thousand students participating in a number of experimental studies to determine the funniness of a series of cartoons. Upon completion of all the studies, a specific number of students' ratings records will be randomly selected from each study and their ratings will be compared with the same number of students from the other studies. You will be given the cartoons one at a time, and you are to rate each one on a scale from 1 (Not at all funny) to 10 (Extremely funny). It is important that you be as honest as possible in your ratings, and not spend too much time on any one cartoon. At the end of the experiment, you will be asked some questions.

These sets of instructions, along with five others, had been pretested on fifteen male college students regarding the amount of control, the importance and the impact they would feel as a participant in each of the eight experiments. The fifteen judges, who were paid volunteers, rank ordered the eight sets of instructions with the number one set being the instructions which would give them the feeling of most control, importance, and impact upon the results. The complete instructions for this pretesting appear in Appendix I along with the eight sets of instructions which were used. The final instructions were selected because of their rankings by the judges, and in the case of the Neutral instructions to some extent because of its face validity.

The mean rankings of the final instructions were as follows: Low control-6.0, Neutral-4.6, High control-2.6. The instructions selected to be the Low control and High control ones were the lowest and highest ranked by the judges.

The verbal instructions were selected from several possibilities which were ranked somewhat midway between the low control and high control selections. The choice of the final verbal instructions was made because they contained the least irrelevant information of all the possibilities.

The subjects were run individually, and the instructions were written. There was no communication between the experimenter and the subjects regarding the content of the instructions. After reading the instructions, the subject then rated each cartoon in turn on a ten-point scale of funniness:

RATING SCALE

| | | | | | | | | | |
|------------|---|---|----------|---|------------|---|---|-----------|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Not at all | | | Somewhat | | Moderately | | | Extremely | |
| funny | | | funny | | funny | | | funny | |

Then the subject answered the following questions:

1. How important do you feel your participation in this experiment will be to the final outcome? (circle one number)

| | | | | | | |
|------------|---|---|-----------|---|---|-----------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Not at all | | | Somewhat | | | Very |
| Important | | | Important | | | Important |

2. To what extent do you believe that skill is involved in making these ratings? (circle one number)

| | | | | | | |
|-------|---|---|-------|---|---|-------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| No | | | Some | | | Great |
| Skill | | | Skill | | | Skill |

After completing these questions, the subject was mailed some time later a general explanation of the purpose, predictions, and procedures of the study (see Appendix C for copy).

Data Analysis

The data analysis consisted of a 2 (Internal-external) x 2 (High aggression-Low aggression) x 3 (High control, Neutral, Low control) repeated measurements design (Fryers, 1972). This design was used for the humor ratings. In addition, several analyses of the simple main effects in the humor ratings were completed to clarify the nature of the significant interactions in the data. The data from the post ratings questions were analyzed separately with a completely randomized analysis of variance with three factors.

CHAPTER IV

RESULTS

Humor appreciation was measured by the "funniness" ratings which a subject gave each of the sixty stimulus cartoons. There were three humor scores for each subject: his average ratings for the Nonsense, the Mildly-aggressive, and the Highly-aggressive cartoons. In addition, each subject answered two questions after rating the cartoons, and these responses provided two additional scores for analysis.

To test the several hypotheses related to the funniness ratings, a 2 X 2 X 3 repeated measurements analysis of variance (Myers, 1972) was carried out on the subjects' average ratings. The results of this analysis are summarized in Table 1. Those results which directly relate to the hypotheses of the study will be presented first, followed by a discussion of the additional significant results.

Instructions and Humor Ratings

The first hypothesis of this study referred to the predicted differences in the aggressiveness of Internals and Externals under "neutral" conditions. It stated that under the Neutral instructions condition, the Externals' average funniness ratings of the Highly-aggressive cartoon would be significantly higher than the Internals' average funniness ratings. A related implication of this hypothesis

Table 1

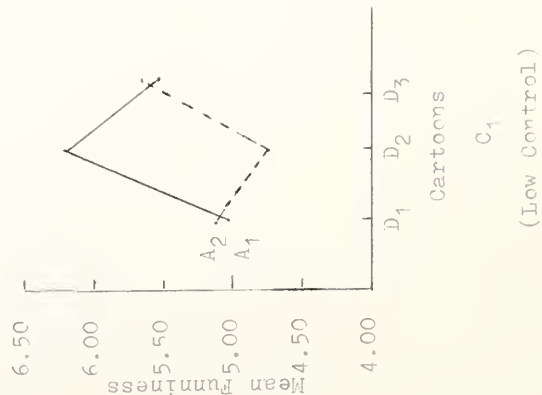
Analysis of variance of the subject's
mean funniness ratings of cartoons

| Source of Variance | Sum of Squares | df | Mean Square | F |
|--------------------|----------------|-----|-------------|---------|
| A | 1.60 | 1 | 1.60 | .00 |
| I | 1.08 | 1 | 1.08 | .00 |
| C | 7.10 | 2 | 3.55 | 2.10 |
| D | 1.31 | 2 | .66 | .47 |
| AE | 5.12 | 1 | 5.12 | .16 |
| AC | 15.59 | 2 | 7.77 | 4.79 * |
| BC | 17.42 | 2 | 8.71 | 5.27 ** |
| AD | 17.44 | 2 | 8.72 | 5.18 ** |
| BD | 1.08 | 2 | .54 | .19 |
| CD | 5.72 | 4 | 1.44 | 1.00 |
| ABC | 6.44 | 2 | 3.22 | 1.90 |
| ABD | 5.54 | 2 | 2.77 | 1.65 |
| ACD | 22.17 | 4 | 5.54 | 3.40 ** |
| BCD | 15.47 | 4 | 3.86 | 2.74 * |
| S/AEC | 175.09 | 108 | 1.62 | ---- |
| S/BCD | 7.13 | 4 | 1.78 | 1.26 |
| SS/AEC | 304.73 | 216 | 1.41 | ---- |

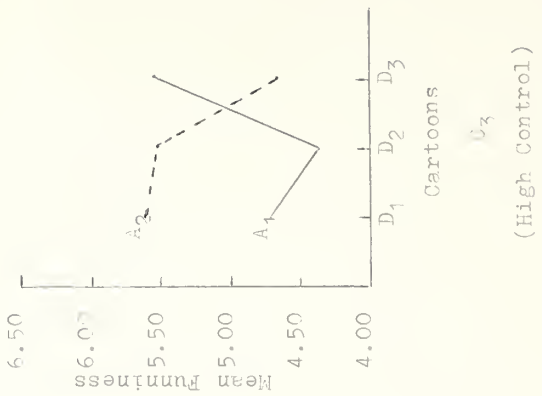
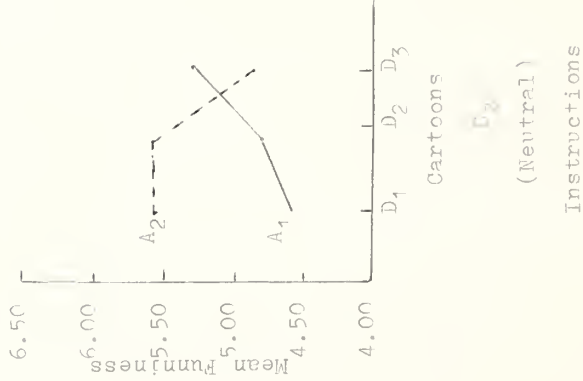
A=Locus of control (I,E)
I=Aggression (Low, High)
C=Instructions (Neutral, Low
control, High control)
D=Cartoons (Nonsensical, Mildly-
aggressive, Highly-aggressive)

* $p < .05$

** $p < .01$



A₁ = Internal
A₂ = External



D₁ = Nonsense
D₂ = Mildly Aggressive
D₃ = Highly Aggressive

Figure 1. Subjects' mean funniness ratings as a function of locus of control, cartoon type, and instructional set.

Instructions condition, the average funniness ratings of the Externals would be significantly higher than the Internals' average ratings for both the Mildly-aggressive and the Highly-aggressive cartoons. Once again, the significant A:D interaction was the relevant factor in this hypothesis. As shown in Figure 1, the hypothesis could have been accepted only in part. Tests of the simple main effects of A were carried out to clarify the results. As predicted, the Externals average ratings of the Mildly-aggressive cartoons were significantly higher than the Internals' ratings ($F(A \text{ at } C_3D_2) = 8.01, df=1,108; p < .01$). The reverse was true for the Highly-aggressive cartoons. They were rated significantly funnier at the .05 level by the Internals ($F(A \text{ at } C_4D_3) = 4.56, df=1,108$). The pattern of the ratings of the Internals and Externals was therefore quite similar under the Neutral and High control conditions.

The third hypothesis referred to placing the subjects in a situation in which they had little control and determining the effect of that lack of control on the humor ratings of the Internals and Externals. The hypothesis was that under the Low control instructions condition, the Internals would rate the Mildly-aggressive cartoons as significantly funnier than the Externals would. The average ratings related to this hypothesis are plotted in Figure 1, and the significant A:D interaction was the relevant one to this hypothesis. A simple main effects analysis indicated that the Internals' ratings of the Mildly-aggressive cartoons were significantly

higher than the Externals' ratings ($F(1 \text{ at } 3, 102) = 12.44$, $df = 1, 102$; $p < .01$).

Locus of Control X Instructions X Cartoons Interaction

The major results related to the significant interaction between the locus of control, instructions, and cartoons variables will be summarized in this section. First there were significant differences in the funniness ratings of the cartoons by the Internals and Externals even under the Neutral instructions condition. Under both the Neutral and the High control instructions, the Internals and Externals reacted to the cartoons in a similar manner. The Externals rated both the Nonsense and the Mildly-aggressive cartoons significantly funnier, whereas the Internals rated the Highly-aggressive cartoons significantly funnier. However, under the Low control instructions condition, there was a significant change in the pattern of responding by both the Internals and the Externals in relation to their reactions under the other instructions conditions. The major shift was in the ratings of the Mildly-aggressive cartoons, with the Internals now rating them as significantly funnier than the Externals. It is apparent also from these results, that the subjects reacted with measurable differences to the different types of cartoons, although at times in a manner which was not predicted.

Locus of Control and Aggression Interaction

The fourth hypothesis was based on the predicted interaction of the subjects' feelings of locus of control and feelings of aggression, and the effect this interaction would have upon the appreciation of aggressive humor. The hypothesis was that the average funniness ratings of the High aggression-Externals would be significantly higher than the High aggression-Internals' average ratings for both the Mildly-aggressive and the Highly-aggressive cartoons. This requires the examination of the interaction of the locus of control (A), aggression (B), and the cartoons (D) variables. As shown in Table 1, the ABD interaction was not significant ($F(ABD)=1.96$, $df=2,216$). Therefore, since there was no significant overall interaction effect which was a necessary condition for the present hypothesis to be acceptable, the hypothesis was rejected. In Figure 2, the APL means were plotted. As is shown in the graphs, there was little difference in the ratings of the High aggression-Externals and the High aggression-Internals for the Mildly-aggressive cartoons, and the order of the ratings was in the opposite direction of the predicted one. There was a greater difference in the ratings of the Highly-aggressive cartoons with the High aggression-Internals having given the higher ratings, also the reverse of the predicted order.

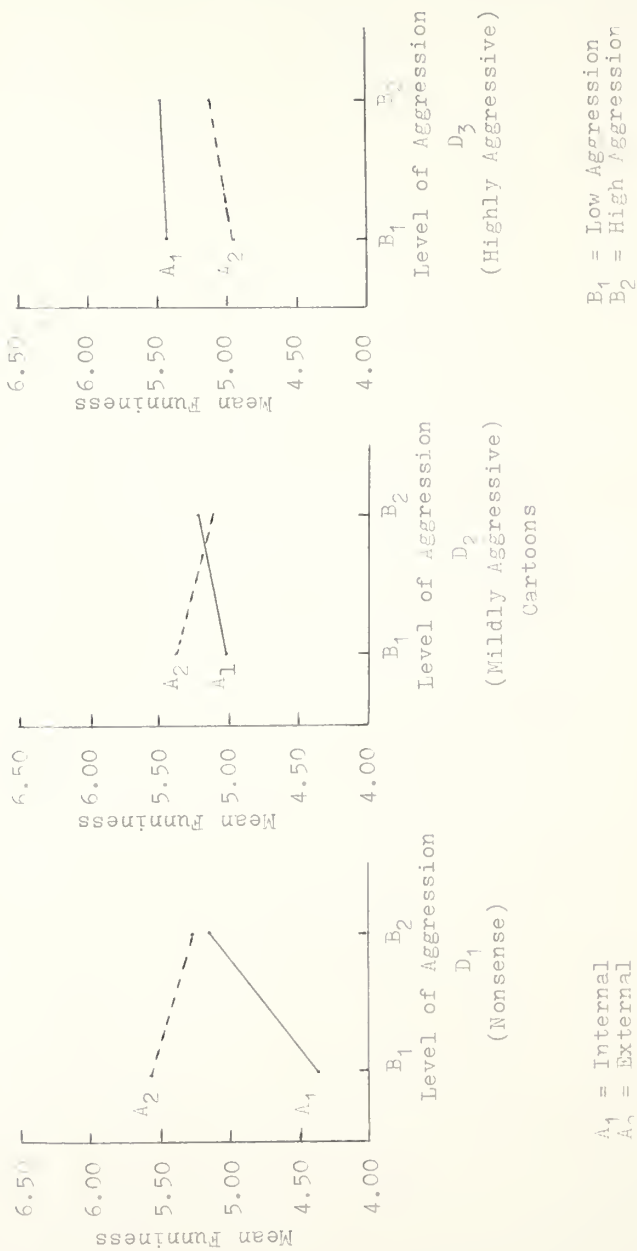


Figure 2. Subjects' mean funniness ratings as a function of locus of control, aggression level, and cartoon type.

Results of Control and Post-Ratings Questions

The next two hypotheses referred to the subjects' responses to the two questions which were presented to them upon completion of the cartoon ratings. The first question asked each subject to rate the importance of his participation in the study to the final outcome of the study. The subjects responded on a seven-point scale. The related hypothesis stated that the Internals' ratings of the importance of their participation in the study would be significantly higher than the Externals' ratings. To test this hypothesis, a three-factor completely randomized analysis of variance (Myers, 1972) was completed on the subjects' ratings. The results of this analysis are summarized in Table 2. For the hypothesis to be accepted, the main effect of the locus of control variable (A) would have to be significant, and it was not ($F(1)=.05$, $df=1,108$). Therefore, the subjects' feelings of the importance of their participation in the study, as measured by a related question, were not significantly affected by their being either an internal or an external.

The final hypothesis was related to the second question asked of the subjects. This question required them to indicate on a seven-point scale, the amount of skill they felt was needed to make the cartoon ratings. The hypothesis stated that the Internals' ratings of the extent to which skill was involved in rating the cartoons would be significantly higher than the Externals' ratings. These ratings were also analyzed

Table 2

Analysis of variance of the mean
importance of participation ratings by subjects

| Source of Variance | Sum of Squares | df | Mean Square | F |
|--------------------|----------------|-----|-------------|------|
| A | .07 | 1 | .07 | .05 |
| B | 4.40 | 1 | 4.40 | 3.12 |
| C | 8.21 | 2 | 2.60 | 1.84 |
| AB | .67 | 1 | .67 | .48 |
| AC | 1.05 | 2 | .52 | .37 |
| BC | .51 | 2 | .15 | .11 |
| ABC | 6.35 | 2 | 3.17 | 2.25 |
| S/ABC | 152.90 | 108 | 1.41 | ---- |

A=Locus of control

B=Aggression

C=Instructions

using a three-factor completely randomized analysis of variance, and this analysis is summarized in Table 7. The above hypothesis would be accepted only if the main effect of the locus of control (A) variable were significant, indicating a significant difference in the ratings of the Internals and the Externals. The A effect was not significant ($F(A)=1.31$, $df=1,108$), and therefore the hypothesis was rejected.

Instructions and Locus of Control Interaction

The locus of control (A) and instructions (C) interaction was significant at the .05 level ($F(AC)=4.79$, $df=2,102$). The nature of the interaction is best illustrated in the plot of the subjects' mean ratings in Figure 2. Although the Internals' and Externals' ratings differed under all the instructions conditions, the major factor contributing to the interaction was the effect of the Low control instructions upon the Internals' ratings. The only significant simple main effect in this interaction was for the Internals over levels of the instructions condition ($F(C \text{ at } A)=6.67$, $df=2,102$, $p<.01$). Thus, for the combined ratings of all the cartoon types, the externals were minimally effected by the different instructions condition, while the Internals showed a significant increase in their average ratings of all the cartoons under the low control condition.

TABLE 3

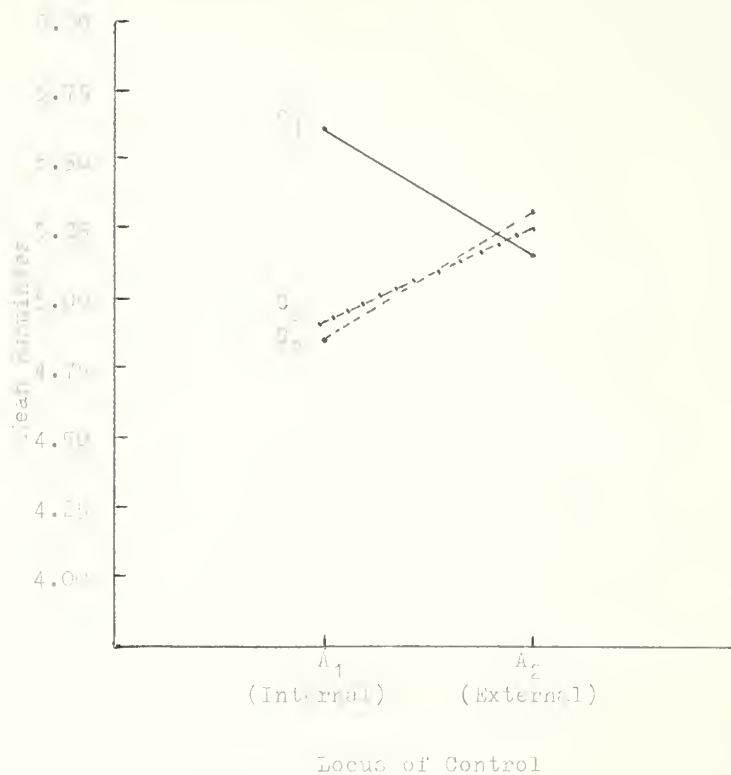
Analysis of variance of the mean
skill ratings by subjects

| <u>Source of Variance</u> | <u>SUM OF SQUARES</u> | <u>DF</u> | <u>Mean Square</u> | <u>F</u> |
|---------------------------|-----------------------|-----------|--------------------|----------|
| A | 4.40 | 1 | 4.40 | 1.71 |
| B | 1.00 | 1 | 1.00 | .32 |
| C | .31 | 2 | .15 | .04 |
| AB | 1.00 | 1 | 1.00 | .30 |
| AC | 2.21 | 2 | 1.10 | .33 |
| BC | 6.21 | 2 | 3.10 | .92 |
| ABC | 10.71 | 2 | 5.35 | 1.50 |
| S/ABC | 364.10 | 108 | 3.37 | ---- |

A=Levels of control

B=Aggression

C=Instructions



Q₁ = Low Control
 Q₂ = Neutral
 Q₃ = High Control

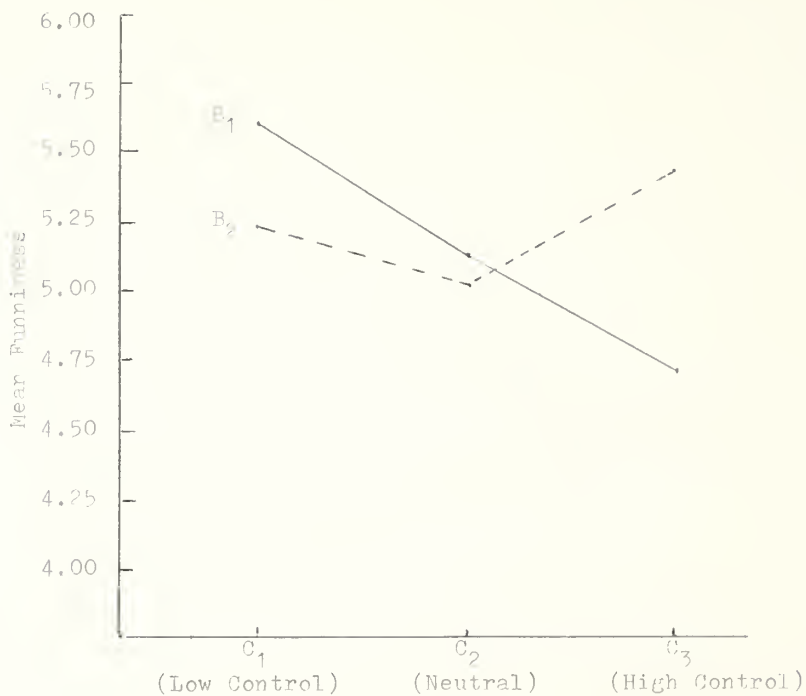
Figure 3. Subjects' mean funniness ratings as a function of instructional act and locus of control.

Instructions and Aggression Interaction

There was a significant interaction effect at the .01 level between the aggression (B) and instructions (C) variables ($F(BC)=5.37$, $df=2,108$). As is shown in Figure 4, which is a graph of the FC means, there were two factors contributing to the interaction effect. The first factor was the significant effect ($p<.01$) of the instructions upon the ratings of the Low aggression subjects. ($F(C \text{ at } \bar{Y}_1)=6.77$, $df=2,108$). As the level of control communicated by the instructions increased, the Low aggression subjects' ratings dropped significantly. The other major factor in this interaction was the effect of the High control instructions upon the Low aggression and High aggression subjects' ratings. This difference was significant ($F(B \text{ at } \bar{C}_2)=9.33$, $df=1,108$, $p<.01$); with the High aggression subjects giving the higher ratings.

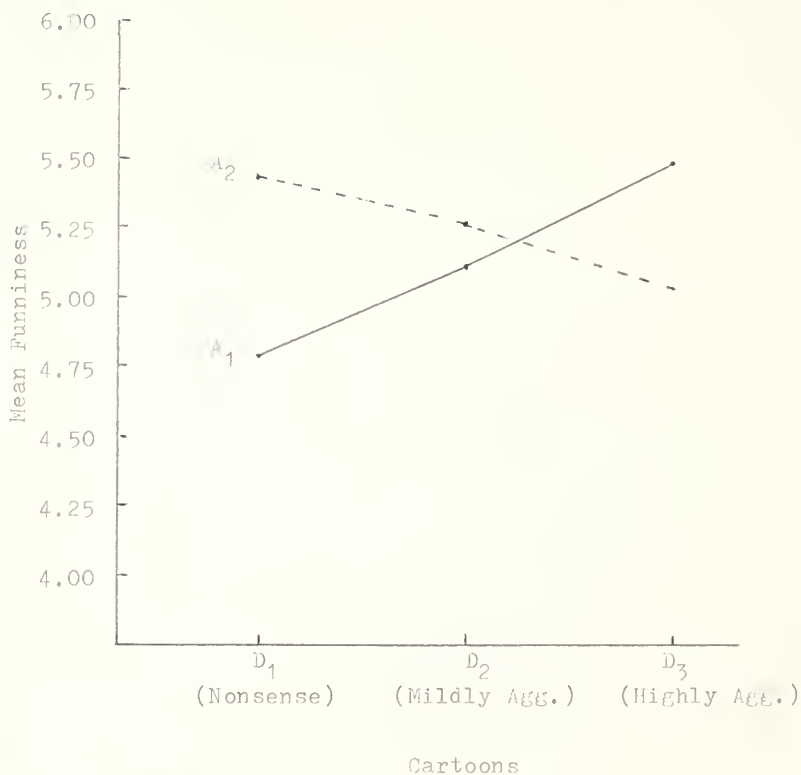
Cartoons and Locus of Control Interaction

The interaction between the locus of control (A) and the cartoons (D) variables was also significant ($F(AD)=6.18$, $df=1,116$, $p<.01$). The AD means are shown in Figure 5. There were two factors of importance in this interaction. First, the ratings of the Nonsense cartoons were significantly different for the Internals and Externals ($F(A \text{ at } \bar{D}_1)=9.82$, $df=1,108$, $p<.01$). Also, there was a significant increase in the ratings of the Internals as the aggression



B₁ = Low Aggression
B₂ = High Aggression

Figure 4. Subjects' mean funniness ratings as a function of aggression level and instructional set.



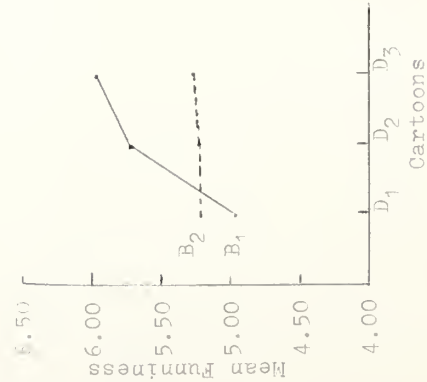
A₁ = Internal
A₂ = External

Figure 5. Subjects' mean funniness ratings as a function of locus of control and cartoon type.

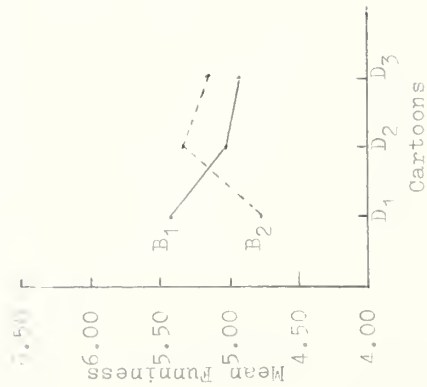
within the cartoons increased ($F(1 \text{ at } 1, 10) = 8.71$, $p < .01$).

Aggressiveness X Instructions X Cartoons Interaction

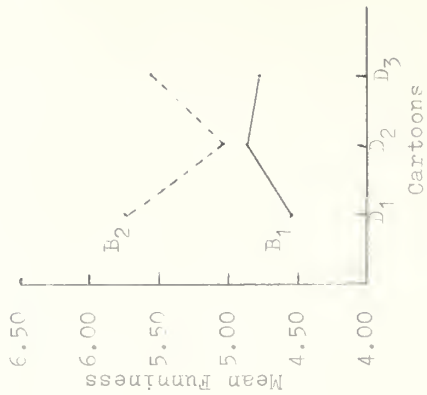
The final significant interaction was for the aggressiveness (1) X instructions (2) X cartoons (4) variables ($F(10) = 4.7$, $df = 4, 216$, $p < .05$). The data were plotted in Figure 6. There were several significant components to this interaction effect. The most obvious from the plot of the data was the significantly higher ratings of the rousers cartoons by the high aggression subjects when compared to the ratings of the low aggression subjects under the high control condition ($F(1 \text{ at } 0, 10) = 8.74$, $df = 1, 10$, $p < .01$). The next factor was the significant increase in the ratings of the low aggression subjects under the low control condition as the aggressiveness within the cartoons increased ($F(1 \text{ at } 1, 10) = 8.7$, $df = 2, 216$, $p < .05$). The next component of the interaction was the decrease in the ratings of the highly-aggressive cartoons by the low aggression subjects as the level of control in the instructions condition increased ($F(1 \text{ at } 1, 10) = 8.7$, $df = 2, 10$, $p < .01$). The final factor to this interaction was the significant changes in the ratings by the high aggression subjects of the rousers cartoons over levels of the instructions condition ($F(1 \text{ at } 1, 10) = 7.15$, $df = 2, 10$, $p < .05$).



C₁
(Low Aggression)



C₂
(Neutral)



C₃
(High Control)

B₁ = Low Aggression
B₂ = High Aggression

D₁ = Nonsense
D₂ = Mildly Aggressive
D₃ = Highly Aggressive

Figure 6. Subjects' mean funniness ratings as a function of aggression level, cartoon type, and instructional set.

Journal of Experimental Psychology
1968, Vol. 75, No. 2, 101-110

Introduction and Overview

The general hypothesis of this study was that there is an inverse relationship between a person's feelings of control over his environment and his expectation of aggressive behavior, i.e., as a person's sense of control over his environment increases, his feelings of aggressive behavior will decrease. Thus, individuals, who generally feel themselves to be dominated or lack reinforcement, will rate aggressive behavior as being more desirable, and generally will be more likely to engage in aggressive behavior. Conversely, persons, who generally feel themselves to be dominant or have reinforcement, will rate aggressive behavior as being less desirable, and generally will be less likely to engage in aggressive behavior. Thus, persons, who feel they have more control over their environment, will rate aggressive behavior as being less desirable, and generally will be less likely to engage in aggressive behavior. Thus, persons, who feel they have less control over their environment, will rate aggressive behavior as being more desirable, and generally will be more likely to engage in aggressive behavior.

Some of the specific predictions of this study were that individuals, who feel they have more control over their environment, will rate aggressive behavior as being less desirable, and generally will be less likely to engage in aggressive behavior. Conversely, individuals, who feel they have less control over their environment, will rate aggressive behavior as being more desirable, and generally will be more likely to engage in aggressive behavior. Thus, persons, who feel they have more control over their environment, will rate aggressive behavior as being less desirable, and generally will be less likely to engage in aggressive behavior. Conversely, persons, who feel they have less control over their environment, will rate aggressive behavior as being more desirable, and generally will be more likely to engage in aggressive behavior.

External Controls, Levels of Control, and Aggressive Arousal

The two hypotheses which were at least partially accepted made predictions regarding changes in the subjects' mood ratings as a function of the level of control communicated to the subjects by the instructional sets.

The first significant hypothesis concerned the high control instructions, and under this control condition, it was predicted that the externals' mood ratings (both the mildly-aggressive and the highly-aggressive cartoons) would be significantly higher than the internals' ratings. There were two major reasons for this prediction. First, externals seem to be potentially more susceptible to control, and would seem to feel especially frustrated in a high control situation. Internals, therefore, being in control, and with a high level of control cognition, should have less reason than would other circumstances to react to aggressive humor.

The hypothesis proved to be true only for the mildly-aggressive cartoons, as shown in Figure 1. A significant negative shift occurred in the ratings of the highly-aggressive cartoons: the internals rated these significantly lower than the externals. It is obvious that these results were only partially explained by the hypothesis. The remaining results cannot be explained in several ways. First of all, the mildly-aggressive and the highly-aggressive cartoons would have been perceived quite differently by the subjects, and hence the differences in their level of aggressive

content. Perhaps, Mildly-aggressive cartoons, which display a more subtle expression of aggression, provide a "safer" way for a person to express his aggressive feelings in a situation where he feels uncomfortable. This might explain the Externals' differential reactions to the Mildly-aggressive and the Highly-aggressive cartoons. On the other hand, the Highly-aggressive cartoons may provide a more direct means of expressing aggressive feelings and would be favored by someone in a position of control and comfortable in that position.

There are other possible explanations. Perhaps the high control instructions had no effect upon the subjects' humor ratings, and the present rating patterns of the Internals and Externals reflect their usual pattern of responding to different levels of aggressive cartoons. This explanation does not hold up however, as will be seen in the later discussion of the effects of the other instructional sets upon the humor ratings of the Internals and Externals.

Another possible explanation is that the subjects do respond to different levels of external controls, but this particular set of instructions did not communicate a level of "high control." The protesting of the high control instructions and several other sets suggested that the high control instructions communicated a greater sense of control than the other instructional sets. The possibility that the instructions were not perceived as expected should be

considered, and will be discussed further in a later part of this chapter.

The hypothesis regarding the effect of low control in situations upon the subjects' feelings generally predicted a reversal of the response patterns under the High control instructions. The specific prediction was that, under this control condition, the Internals' average ratings of the Mildly-aggressive cartoons would be significantly higher than the Externals' average ratings. The rationale for this prediction was similar to that stated for the High control instructions. The Internals, in a situation where little control was possible, would express their feelings of frustration through increased ratings of the Mildly-aggressive cartoons. Externals, who seem to prefer to be in situations where there is little control, would be more "comfortable" under the Low control instructions condition, and their ratings of the Mildly-aggressive cartoons would decrease.

The reason the prediction was limited to the Mildly-aggressive cartoons was the feeling that if the Internals were to express their aggressive feelings at all, it would be through a preference for the Mildly-aggressive cartoons rather than the Highly-aggressive cartoons. As was discussed in Chapter II, Internals seem to be less aggressive persons than Externals, and at the same time seem more likely to believe in socially appropriate ways. This combination of

factors led to the prediction that they would prefer aggressive humor in which the aggressive intentions were somewhat masked.

Even though the results under the High control condition proved this expectation to be false, nevertheless, as seen in Figure 1, the hypothesis regarding the low control condition was accepted. The Internals' ratings of the cartoons indicated their preference for the Mildly-aggressive cartoons under the Low control condition. The explanation suggested above regarding the Internals' tendency to react more readily to the Mildly-aggressive cartoons than the Highly-aggressive cartoons would explain the results under the Low control condition but not the High control results. Therefore, the Internals' preference for the Mildly-aggressive cartoons must be partially a result of their exposure to the Low control instructions.

Other evidence which suggests that the low control instructions did have an effect upon the ratings of both the Internals and the Externals was the pattern of the Externals' ratings, as compared to their ratings under the High control conditions. While under the low control instruction, the Externals' ratings of the Mildly-aggressive cartoons decreased, and there was an increase in their ratings of the Highly-aggressive cartoons. This pattern was similar to the pattern of the Internals under the High control condition.

The relationship between feelings of locus of control, external controls (instructional sets) and the level of aggressive humor can be examined further by looking at the effects of the Neutral instructions upon the ratings of the Internals and the Externals. Based primarily on the expectation that Externals are more likely to express aggressive feelings in most "neutral" situations, and that this expression would be more direct than indirect, it was predicted that under the Neutral instructions condition, the Externals' ratings of the Highly-aggressive cartoons would be significantly higher than the Internals' ratings. Not only did the prediction prove false, but the Internals' ratings of the Highly-aggressive cartoons were significantly higher than the Externals' ratings.

There are at least two possible explanations for this finding. The first is that the prediction was incorrect because Externals do not generally have more aggressive feelings than Internals. However, the Externals' significantly higher ratings of the Mildly-aggressive cartoons under the Neutral instructions condition would suggest that this explanation is not necessarily correct.

A more plausible explanation is the possibility that the Neutral instructions may not be "neutral," but may actually fall somewhere on the continuum of control between the Low control and High control instructions. This possibility is substantiated somewhat by comparing the graphs of the mean ratings under the Neutral and the High control condition.

The rating patterns for the Internals and Externals under the Neutral and High control conditions were very similar. It appears that the differences in the patterns of the ratings under the Neutral condition were simply more clearly defined under the High control condition. The implications of this finding will be discussed later in this chapter.

A simple one-to-one relationship between feelings of locus of control and appreciation of aggressive humor is not an adequate explanation of the findings in the study thus far. There were several factors related to the results of the locus of control x instructions x cartoons interaction which indicate the need to modify this initial prediction.

Levels of Aggressive Humor

The first factor was the selectivity of the subjects' reactions to the Mildly-aggressive and the Highly-aggressive cartoons. It was predicted that the subjects would react differently to these two levels of aggressive humor, but not in such an apparently independent manner. The one major difference in these two types of cartoons involved the directness of the expression of the aggression within the cartoons. In the Highly-aggressive cartoons, the aggression was meant to be direct, with the intentions of the aggressor being obvious. In the Mildly-aggressive cartoons, the aggression displayed or implied was often subtle or indirect.

This difference in the two types of aggressive cartoons can be related to the concept of the "joke facade" as proposed by Freud (1960).

It felt that contained within aggressive humor material there were "devices" which could mask the aggression in a cartoon or joke seem to be unreal or impossible. The joke or cartoon thus allows a person to bypass his inhibitions regarding aggression, and enjoy the aggressive humor he might otherwise not find amusing or enjoy more fully the aggressive humor he might find only mildly amusing without the joke device.

In the present context, the mildly-aggressive cartoons have a greater joke facade than the highly-aggressive cartoons, by definition. Therefore, the mildly-aggressive cartoons may provide a "safer," more socially acceptable way for a person to express his aggressive feelings. The highly-aggressive cartoons depend less upon a joke facade and provide a more direct means of expressing aggressive feelings.

The findings regarding the ratings of the different levels of aggressive cartoons have some implications for understanding the confusion surrounding the question of the cathartic effect of aggressive humor upon aggressive drive. In most studies of the cathartic hypothesis, only one level of aggressive humor material was used. A predominance of mildly aggressive or highly aggressive humor material in the stimulus materials could have effected the results significantly.

For example, Frye (1957) exposed his subjects to mild aggressive cartoons among the subjects he had previously exposed into a state of frustration and anonymity. He concluded that the findings indicated the failure of the aggressive humor to provide a cathartic effect on the subjects' aggressive feelings. If, however, his aggressive cartoons were primarily high in aggression, the results may have been influenced as much by this factor as the presence or absence of anonymity. The aroused subjects may have reacted primarily to the directness of the aggression in the cartoons, as a result increasing their inhibitions, and decreasing their ratings of the cartoons. Similar findings were reported by Collet and Levine (1967). They found that making subjects aware of the aggressive content of cartoons led to lower funniness ratings. This example is not an attempt to dispute Frye's findings, but is intended to generally raise the question of the validity of conclusions reached in studies of aggressive humor unless different levels of aggressive humor are used.

Stanger et al (1967) did divide their aggressive humor stimuli in four categories: (1) Mild aggression-Direct, (2) Mild aggression-Mitigated, (3) High aggression-Direct, (4) High aggression-Mitigated. The purpose of the study was to produce an inhibition of the enjoyment of aggressive humor by first exposing the subjects to etchings of brutality and then having them rate the funniness of the cartoons. The

predicted inhibition of the ratings did occur. However, the subjects' ratings did not differ significantly on the dimensions of Mild versus Direct aggression or Mitigated versus Direct aggression. One possible reason no differences were found was the fact that there were only two cartoons in each category. The authors also suggested that the Mitigated and Direct cartoons may not have differed sufficiently.

Feelings of Control and External Controls

The next important factor in the locus of control instructions X cartoons interaction was the effect of the interaction of the subjects' feelings of control and the external control cues upon the subjects' humor ratings.

The present results suggest that the less control a person feels, the more likely he will choose the indirect way of expressing his aggressive feelings by giving higher ratings to the Mildly-aggressive cartoon. When a person is said to feel that he has greater control over a situation, he is more likely to express his aggressive feelings directly, through his ratings of the Highly-aggressive cartoons, while being less responsive to the Mildly-aggressive cartoon.

The only part of the results which may have seemed inconsistent with this conclusion were the ratings of the cartoons under the Low control condition. They rated the Mildly-aggressive cartoons as funnier than the Highly-aggressive cartoons, and thus behaved very much like the

When a person's felt control increases, he is more willing to take risks, as demonstrated by the professor-subjects' willingness to express their aggressive feelings more directly under the condition of high felt control. This behavior also suggests that a person is more willing to assume responsibility for his behavior under conditions where his internal and external cues regarding control are generally congruent. Under the conditions of low felt control, a person seems more likely to express his feelings indirectly, take fewer risks, and be less willing to assume responsibility for his behavior.

Based on the results thus far, it is possible to state that a person's appreciation of aggressive humor is dependent, in part, upon three factors: (1) the degree of control a person expects he can exert over his reinforcements, (2) the degree of congruence between this feeling and external reality, (3) the intensity and directness of expression of the aggression within the humor material. More specifically, as a person's internal expectations of control become more congruent with external control cues, he will express aggression more directly.

There are some aspects of the overall relationship between the locus of control (1) and the instructions (2) conditions which related to the discussion of felt control. The significant 10 interaction is shown in Figure 3. Although the data in this interaction was not differentiated according to type of cartoon, it is interesting to note

overall ratings of the Internals as compared to the externals were higher under the low control condition, while the opposite was true for the High control condition. These data suggest that Internals who are in situations which are inconsistent with their expectations of control are more humorally responsive to all types of humor, not just aggressive humor. The externals, in terms of their overall ratings of all types of humor, seem to be affected minimally by the control condition to which they are exposed.

external Control

Another important aspect of the interaction was the similarity of the subjects' ratings under the Neutral and the High control instructions. The same relationship was also mentioned in relation to the AGI interaction as shown in Figure 1. These results raise the question of whether or not the Internals and externals interpreted the Neutral and High control instructions as different in terms of the "control" variable. The Neutral instructions simply indicated that the purpose of the study was to determine the kinds of humor college students prefer. The High control instructions stated that the subject was especially selected from his preliminary tests and was participating in the development of a humor test for college students. Looking at the data for the High control and Neutral instructions in Figure 1, it appears that the response pattern of both the Internals and externals was established in the Neutral

condition, and the only difference under the high control condition was an amplification of the difference. This suggests that the basic feelings of control communicated by both the instructional sets were similar, but that under the high control condition, the feeling of control was more clarified and led to a more precise definition of the response in the Internal and the External. This amplification seems to be acceptable in terms of the content of information contained in the two kinds of instructions. The neutral instructions were generally vague regarding the purposes of the study, the high control instructions were more specific.

One possible explanation for the similarity of the response patterns of the Internal and the External under the Neutral and the High Control conditions is that the Neutral instructions were not "neutral," but fell somewhere on the control continuum between the low control and the high control conditions. Another possible explanation is that it is impossible in a study such as the present one to communicate different degrees of control to subjects except at the extreme points on the continuum of control. In other words, each of these sets of instructions may simply have communicated to the subjects the presence or absence of some control over the study's outcome and may not have been interpretable in terms of levels of control. It is clear that the low control instructions should have led the subject to believe that they had no control over whether or not their

ratings would be said. Based on the results of both the ABD and the AC interactions, it is possible that the subjects interpreted the Neutral and the High control instructions as indicating they had some control over the situation, and not a different level of control under the two sets of instructions.

Level of Control and Need for Social Approval

The interaction between the level of control (A) and the cartoons (D) variables was a significant one. As shown in Figure 5, the interaction involved the significant increase in the average ratings of the cartoons by the Internals as the aggressiveness within the cartoons increased, and the significantly higher ratings of the Nonsense cartoons by the externals. These results were not consistent with the predictions of the study. It was expected that there would be little or no difference in the average ratings of the Nonsense cartoons by the Internals and Externals, and that the Externals would rate both the Mildly-aggressive and Highly-aggressive cartoons as funnier than the Internals. Although the primary reason for including the Nonsense cartoons in the study was to provide a "control" group of cartoon whose ratings could be compared with those of the aggressive cartoons, the results suggest that the Nonsense cartoons were not merely "neutral" in their effect. If, as is mentioned earlier, the Mildly-aggressive cartoons provided a more

socially acceptable means of expressing aggressive feelings, perhaps the enjoyment of nonaggressive cartoons could provide even a "safer" way of expressing feelings, even feelings of aggression.

Even if this interpretation is not acceptable, the question of the effect of the need for social approval upon the ratings must be discussed. It was predicted at the beginning of the study that the Internals would be more likely to be influenced by the need for social approval than the externals. This prediction was based first on the studies showing significant negative correlations between scores on the Internal-external Scale and the measure of need for social approval (Altrocchi et al, 1964; Gane, 1971). This correlation indicated that as externality increases, the need for social approval decreases. Additional evidence came from studies suggesting that when given a choice, Internals would be more likely than Externals to behave in socially appropriate ways (Phares et al, 1978; Adams-Walker, 1966). However, the current results suggest that the Externals may be more influenced by this factor than the Internals. This conclusion is based on the Externals' significantly higher ratings of the nonsense cartoons. Hetherington and Troy (1954) found that groups of subjects high in need for social approval rated nonsense cartoons as funnier than the groups low in this variable. They concluded: "High ratings of nonsense cartoons may result from the notion that a 'normal

of humor' is a desirable trait, or from the implication that the selected cartoons must be funny and are therefore likely to evoke the approbation of the experimenter" (Hetherington & Wray, 1964, p. 62). Considering the AD means alone, the data suggests that the Internals are less bound by the need for social approval and prefer the more direct expression of their feelings through the appreciation of the aggressive cartoons. Hetherington and Wray also commented on the high ratings of aggressive humor: "...high rating of aggressive cartoons is more ambiguous in this regard. Appreciation of aggressive humor might elicit experimenter approval but aggressive behavior is also a potential source of disapproval" (Hetherington & Wray, 1968, p. 68).

The concept of felt control may be related to the need for social approval and may provide some understanding of the present findings. It seems reasonable to predict an inverse relationship between felt control and the need for social approval. As a person's felt control increases, he is willing to express his feelings more directly, and thus would probably be less bound in his reactions by social convention. As his felt control decreases, he may seek to minimize the decrease by behaving in socially appropriate ways.

In the present study, two of the three control conditions seemed to communicate a sense of control to the subjects, even though this was not the intention for the

Internal condition. Under such circumstances, externals would have a low sense of felt control, and this might increase their need to behave in a more socially appropriate way, i.e., through his ratings of the nonsense cartoons. This overloading with instructional sets which communicated a sense of control to the subjects might explain the externals' higher overall ratings of the nonsense cartoons in this study.

The current findings certainly leave open to question the issue of whether Internals or externals are more likely to be influenced by the need for social approval. The most definitive conclusion possible from the current data is that the need for social approval may exercise more control over Internals under certain circumstances and externals at other times.

Aggression & Instructions Cartoons Interaction

There were two significant interactions in this study which provided an opportunity to examine the relationship between feelings of aggression, instructional sets, and ratings of cartoons. The first interaction was between the Aggression (B) and instructions (C) variables, and the BC means are plotted in Figure 4. There were two significant factors in this interaction. The first was that subjects with high control instructions upon the ratings of which low aggression and High aggression subjects with low aggression

aggression subjects giving the significantly high ratings. The second factor was the significant decrease in the overall ratings of the low aggression subjects as the degree of control in the instructions increased.

This relationship between the level of aggression and the instructions variables can be examined further when the significant FCD (aggression \times instructions \times cartoons) interaction is considered. The BCD means are plotted in Figure 6.

There were several significant simple main effects of importance in this data. There was a significant decrease in the low aggression subjects ratings of the highly-aggressive cartoon, as the level of control in the instructions increased. Therefore, the low aggression subjects were perhaps less frustrated under the high control condition and more frustrated under the low control condition. Additional evidence of this possible effect was the significant increase in the low aggression subjects' ratings under the low control condition as the level of aggression within the cartoons increased. It seems then that the low aggression subjects were most aggressive under the low control condition and became less aggressive as the external controls increased.

There were two significant simple main effects involving the high aggression subjects, both related to their ratings of the nonsense cartoons. First, their ratings of the nonsense cartoons varied significantly with the level of

and overall evaluation, and, secondly, the ratings of the
Tanner cartoons were significantly higher than the low
aggression subjects under the high condition condition. Al-
though the differences were not significant, the ratings
of the low aggression subjects increased as the extent of
exposure increased.

The data in the aggression & distraction & exposure
conditions suggest that subjects grouped on aggression
differed in terms of effort and/or in the degree of motivation
in their ratings of cartoons. In addition, the subjects
were not aware of the effects of the extent of exposure
on their ratings of cartoons. The subjects were not aware
of the effects of the extent of exposure on their ratings
of cartoons. The subjects were not aware of the effects
of the extent of exposure on their ratings of cartoons.

Effects of Content and Presentation

The lower ratings of the low aggression subjects and
the higher ratings of the high aggression subjects were
observed in the ratings of the cartoons and the high
aggression subjects. These were parallel to the ratings
of the cartoons. The subjects were not aware of the
effects of the extent of exposure on their ratings of
cartoons. The subjects were not aware of the effects
of the extent of exposure on their ratings of cartoons.
The subjects were not aware of the effects of the extent
of exposure on their ratings of cartoons. The subjects
were not aware of the effects of the extent of exposure
on their ratings of cartoons. The subjects were not aware
of the effects of the extent of exposure on their ratings
of cartoons. The subjects were not aware of the effects
of the extent of exposure on their ratings of cartoons.

to the entire group of cartoons as the external control was changed. The Internals, then, may be more similar to low aggression subjects than to high aggression subjects, and this finding may substantiate to some extent the expectation in this study that Externals are generally more aggressive than Internals. The high aggression subjects in the AD interaction and the Externals in the AD interaction reacted similarly in their overall cartoon ratings in that neither group were significantly affected in their ratings by the changes in the external control pass.

Both the Internals in the AD interaction and the low aggression subjects in the PD interaction increased their ratings of the aggressive cartoons under the low control condition. However, the Internals were selective in their reactions to the different types of aggressive cartoons, while the Low aggression subjects did not react more differently to the Mildly-aggressive and the Highly-aggressive cartoons. A similarity was shown between the Externals' and the high aggression subjects' responses to the "consensus" cartoons, especially under the high control condition. This provides additional evidence of the possible relationship between externality and high aggression.

There was, in fact, a prediction in this study regarding the interaction between aggression and locus of control. The hypothesis stated that the High aggressive-external subjects would rate the Mildly-aggressive and Highly-aggressive cartoons as significantly funnier than the Mild

extroverts-internal subjects. However, the overall difference was not significant, and the hypothesis was rejected. The rationale for the prediction was that Extraverts who were also high on a scale of aggression would be in greater conflict than Extraverts high in aggression who were low on a scale of aggressive feelings. Therefore, they would rate the aggressive response as less than those attributed to the "externals' feelings. Thus, it was expected that there would be a relationship between being external and having high on a scale of aggression which would lead to high ratings of aggressive responses. In retrospect, this was a rather naive prediction which ignored the specific effects of the different levels of control communicated by the instructions and also the different levels of aggression within the conditions. There is still a possibility that a general relationship exists between a person's position on a locus of control scale and his level of aggressive feelings, but this relationship is probably more complex than the predictions of the current study took into account.

Post Rating Questions

The two hypotheses regarding the subjects' ratings of aggression regarding their participation in the study were also rejected because of insignificant differences in the subjects' ratings. In both instances, it was expected that the internal would rate higher than the external the

importance of their participation to the success of the study, and secondly, the amount of skill involved in rating the cartoons. There are several possible reasons for the failure to find differences. First, it may have been too simplistic an hypothesis to expect that the fact of a subject being an Internal or an External would influence his score in the other factors in the study. For example, the instructions did influence the subjects' cartoon ratings, and it is reasonable to assume that they also affected the subjects' perception of the task he had to complete. Thus, the Internal under the Low control condition might have felt that his participation was less important than the Internal under the High control condition, and their ratings may have cancelled each other out, in effect. Another explanation is that the questions may have tapped the wrong factor. For example, if a person's ratings of the questions suggested that he felt his participation in the study was important to the success, and that the task of rating the cartoons was one requiring a high level of skill, those ratings may have reflected his feelings of self-esteem rather than his attitude about the task of the study. In addition, since the process of rating cartoons was probably perceived by most persons as one primarily involving opinions, it may have been unrealistic to expect the subjects to perceive the rating task as one involving different levels of skills. Regardless of the reasons that these questions failed to differentiate between the Internals and Externals, it seems obvious that the

levelled and the respondents to these added little, if anything, to the understanding of the meaning of this study.

Conclusions

This study was designed to explore the relationship between a person's feelings of control over his reinforcement and his appreciation of aggressive humor. It was predicted that there was an inverse relationship between these two factors, i. e., the greater degree of control a person felt over his reinforcements, the less funny he would find aggressive humor. This formulation proved to be too simple, since it did not adequately reflect the nature of the relationship between feelings of control and perceived controls, nor did it account for the possible impact of different levels of aggressive humor.

Based on the findings of this study, a person's appreciation of aggressive humor is dependent upon at least two factors: (1) his level of "felt control" which is the degree to which his expectations of control are consistent with the external control cues available to him (2) the levels of aggressive humor to which he can respond. As his level of felt control increases, a person is more likely to express his aggressive feelings directly through a preference for highly aggressive humor material. As his felt control decreases, he is more likely to express his aggressive feelings indirectly through a preference for mildly aggressive humor material. In turn, a person exhibiting a preference for

These professional behavior may be reflecting a low level of self-control, which is a person's capacity to regulate his behavior. It may (generally) be a function of the level of self-control.

The concept of felt control also seems related to the concepts of risk, responsibility, and the need for social approval. As a person's level of felt control increases, he seems more likely to take risks, and willing to accept responsibility for his behavior, and less concerned in his behavior by the need for social approval.

There was also evidence in this study of a relationship between feelings of locus of control and feelings of responsibility. More specifically, there was evidence suggesting that the degree to which a person feels able to control his reinforcements is inversely related to his general level of responsibility feelings.

Limitations and Suggestions for Further Research

The findings in this study have a number of limitations, and to some extent their limitations are international. There was an attempt to control to limit the effect of "extraneous" variables to help insure that the results would reflect the basic nature of the relationships being studied.

The use of male college students in studying these relationships is an arbitrary decision to exclude female subjects. However,

there was a rationale for this decision. The major consideration was the need to have a controlled understanding of variables of locus of control and appreciation of aggressive intent. The current work, at its core, involving women's rights would seem to be changing potentially both women's feelings of control over their environments and also their reaction patterns to aggressive intent. While any examination of such possible changes would provide the basis for an interesting research project, it was felt that including women in the present study might serve to confound results and clarify the basic relationship being studied.

The exclusive use of college students as subjects also limits the degree to which the findings may be generalized. Future research should be focused on the question of whether a generalization of the generalization to aggression, the concept of self-control, as an important variable in the human appreciation of aggressive intent as a basis for action college students.

The rationale for the use of student judges was to provide a similar frame of reference for both the judges and the subjects regarding the functions of the cartoons, an interpretation of the content categories of the cartoons, and the perception of the instructional role. In this regard, the choice of judges led to a certain compromise which would be avoided in future studies. The judges were not concerned with the scales used to score the subjects, and it is

impossible to determine. For example, a greater concentration of internally imposed controls during the judgment. However, there was no evidence of any difference in the significant main effects of the cartoons designed to suggest any response bias of the judges in their "judgment ratings" or their assessment of the cartoons into the categories.

The fact that the ratings of the subjects were significantly different and the high control instructions condition suggests that the neutral instructions were not "neutral" but fell somewhere between the low control and the high control instructions in the level of control communicated to the subjects. In future studies, more attention should be given to the specific factors within sets of instructions which communicate different levels of control. The present instructions were not varied specifically along any dimension but were selected on the basis of the ratings of the judges. However, the most powerful single factor in the present instructions seemed to be the explicit upon the random selections of subjects' ratings emphasized in the low control instructions. In future studies, varying the instructions along the chance-skill dimension might provide a more qualitative comparison of control that was possible in the present study.

The "level of sensitivity" of the judges to the interpersonal and personal in the cartoons, as compared with the emotional sensitivity of persons, subjects, and participants in psychological experiments, was not practiced at a standard or level of

proved to cause them some difficulty in categorizing the cartoons, especially in discriminating between the concepts of the mildly-aggressive cartoons and the highly-aggressive cartoons. This difficulty resulted in some hesitations in the selection of the final stimulus cartoons. One of the cartoons used in the study had been selected by only six of the ten judges as belonging in the category to which they were assigned. These were all aggressive cartoons. In future studies, a combination of "lay" and "professional" judges would seem appropriate with their actual agreement regarding the familiarity of the cartoons and the placement of the cartoons into categories being used to control for any potential response bias by either group.

The content of the cartoons was not controlled except in a very general way. For example, there was no control of the number of male aggressors versus female aggressors or male victims versus female victims. Obviously, controlling such a factor would be important, and studying the reactions of male and female subjects to cartoons controlled for this variability could be quite interesting.

The instruments used to measure the subjects' responses also placed some limitations upon the scope of the study. Findings may be generalized. A factor which is unclear is whether the locus of control scales and the aggression scale measured what they were purported to measure. There is a considerable amount of research on this subject which

suggests that the Terman-McCormac Social Scale measures a person's beliefs regarding issues of morality. The low and significant correlation between the T-M Social Scale and the Iliad Scale supports the suggestion that these scales are somewhat related, but more data are needed to be convinced regarding the relationship of the concepts they are measuring. The aggression scale has been shown to relate to hostility in TAI studies, suggesting that the scale does tap a person's level of aggression. Thus it seems reasonable to assume that the scales used in this study were generally measuring the concept they were designed to measure.

A more realistic criticism of the convenience power for selecting the subjects was the use of the means of two distributions for all the scaling in the cut-off point for dividing the subjects into "intermediate" and "extreme" low aggression and low aggression subjects. The decision to use the means as the cut-off points was an arbitrary one based on the need to insure the availability of enough subjects in all the treatment groups. However, in a two-factor, plus significant differences were found between the mean ratings of groups divided at the mean on a scale, and it is likely that the differences found were spurious, and not simply the possible artifacts of using subjects who fall at the extreme ends of the continua.

It is difficult to control for the potential influence of the subject's level of aggression upon task performance.

REFERENCES

- Adams-Webb, J.R. Generalized expectancies concerning the locus of control of reinforcement and the perception of social reactions. Br. J. med. psychol., 1969, 42, 340-347.
- Altmaier, J., Palmer, J., Ballman, R., & Davis, L. The Marlowe-Crowne, Repressor-Sensitizer, and Internal-external scales and attribution of unconscious hostile intent. Psychol. Rep., 1960, 23, 1229-1230.
- Berkowitz, L. Aggressive humor as a stimulus to aggressive responses. J. Amer. soc. Psychol., 1970, 16(4), 710-717.
- Bryne, D.E. The relationship between humor and the expression of hostility. J. Amer. soc. Psychol., 1956, 52, 84-89.
- Bryne, D.E. Response to humor as a function of drive arousal and psychological distance. Unpublished doctoral dissertation, Stanford University, 1957.
- Bryne, D.E. Drive level, response to humor, and the cartoon sequence effect. Psychol. Rep., 1960, 4, 439-447.
- Bryne, D.E. Some inconsistencies in the effect of motivation arousal on humor preferences. J. Abnorm. soc. Psychol., 1963, 62, 158-160.
- Dick, A.A. The psychology of aggression. New York: Wiley, 1961.
- Ellis, J.L. Locus of control and social desirability. J. consult. clin. Psychol., 1961, 26(1), 440.
- Feshbach, J., Ross, I., Miller, L., Novack, C., & Berk, D. Frustration and aggression. New Haven: Yale University Press, 1960.
- Fors, J. & Fierman, M.A. Humor and anxiety. J. Abnorm. soc. Psychol., 1956, 52, 59-62.
- Imboden, J. & Fren, J.S. The angrier: more social desirability to varieties of humor. J. Amer. soc. Psychol., 1966, 6(2), 234-236.
- Jordan, C. Humour. Int. J. Psychoanal., 1928, 9, 1-6.

- Freud, S. Jokes and their relation to the unconscious. (Ed. & trans. by J. Strachey) (orig. Publ. 1905) New York: Norton, 1963.
- Gellob, H.F. & Levine, J. Distraction as a factor in the enjoyment of aggressive humor. J. ler. soc. Psychol., 1967, 5(3), 368-370.
- Gutman, J. & Priest, R.P. When is aggression funny? J. ler. soc. Psychol., 1967, 12(1), 60-69.
- Haines, J.A. & Wiggins, C.I. Manifest anxiety and appreciation of humor involving emotional content. Percept. Mot. Skil., 1962, 14, 221-224.
- Hetherington, E.M. & Bray, Nancy. Aggression, need for social approval, and humor preferences. J. Abnorm. soc. Psychol., 1964, 68(6), 685-690.
- Hetherington, E.M. & Bray, Nancy. Effects of need for aggression, stress, and aggressive behavior on humor preferences. J. ler. soc. Psychol., 1966, 4, 220-224.
- Julian, J.W., Lichtman, C.M., & Ryckman, R.W. Internal-external control and the need to control. J. soc. Psychol., 1968, 76, 43-49.
- Koehler, R.R. Simplified statistics. Bloomington, Illinois: McKnight & McKnight Publishing Co., 1961.
- Kirk, R.L. Experimental design: procedures for the behavioral sciences. Belmont, California: Brooks/Cole Publishing Co., 1968.
- Lewis, T. & Mettee, L. Evaluation of an aggressor as a function of exposure to cartoon humor. J. ler. soc. Psychol., 1969, 12(1), 66-71.
- Lefcourt, H.R. Internal versus external control of reinforcement: a review. Psychol. Bull., 1966, 62(4), 206-225.
- Levine, J. Motivation in humor. New York: Atherton Press, 1969.
- Levine, J. & Abelson, R. Humor as a disturbing stimulus. J. Gen. Psychol., 1957, 60, 191-200.
- Levine, J. & Feldlich, D.K. Failure to understand humor. Psychological Quart., 1955, 24, 560-572.

- Libert, T. L. & Fitzpatrick, J. L. Social facilitation as a factor in reaction to humor. J. Soc. Psychol., 1950, 50, 205-208.
- Murray, H. S. The psychology of power. J. Abnorm. Soc. Psychol., 1934, 29, 66-81.
- Quinn, J. L. Fundamentals of Experimental Design. Boston: Allyn & Bacon, Inc., 1972.
- Rowles, V. Research with the mood adjective check list. In E. L. J. & C. L. (Eds.) Affect, cognition, and personality. New York: Springer, 1967, pp. 352-380.
- McConnell, W. J. The adaptive functions of wit and humor. J. Abnorm. Soc. Psychol., 1946, 10(2), 267-270.
- Smith, R. S. The influence of social factors upon appreciation of humor. Amer. J. Psychol., 1937, 45, 308-312.
- Thoresen, J. J., Ritchie, L. L., & Davis, R. L. Internal-external control and reaction to threat. J. Soc. Psychol., 1968, 10(4), 402-404.
- Wodrich, E. C., Levine, J., & Schler, T. L. A clinical response test: preliminary report of a psychodiagnostic technique utilizing dynamics of humor. Amer. J. Orthopsychiat., 1951, 21, 717-724.
- Whitely, A. J. & Johnson, T. R. Some factors related to the perception of funniness in humor stimuli. J. Soc. Psychol., 1977, 46, 57-63.
- Winters, J. E. Generalized expectancies for internal versus external control of reinforcement. Psychol. Monographs, 1966, 80(1, Whole No. 602).
- Winters, J. E. Internal control and internal control. Psychology Today, 1971, 5(1), 70-71, 70-71.
- Wise, C. Epstein, S. Perceptual hostility and self-reports as related to self-reported hostility, guilt, and conflict. J. Abnorm. Soc. Psychol., 1963, 67(5), 463-479.
- Zeeman, E. Alienation and social learning in reformatory. Amer. J. Sociol., 1963, 69, 270-284.
- Zeeman, E. & Evans, J. Alienation and learning in a hospital setting. Amer. Sociol. Rev., 1962, 27, 772-783.

- Singer, J. Expression aversion, hostile humor, and the rest. J. Pers. Soc. Psychol. Suppl., 1967, 8(1, Pt. 2).
- Singer, J., Gollob, H.F. & Levine, J. Inhibition of inhibitions and the enjoyment of aggressive humor. J. Pers., 1967, 36, 563-569.
- Stickland, J.W. The effect of motivation caused by humor preferences. J. Abnorm. Soc. Psychol., 1960, 59, 278-281.
- Watson, D. & Samuel, Evelyn. Effects of locus of control and expectation of future control upon present performance. J. Pers. Soc. Psychol., 1967, 6(1), 212-215.
- Williams, C.B. & Vantrise, E.L. Relation between internal-external control and aggression. J. Psychol., 1967, 71, 50-61.
- Young, P.D. & Frye, Margaret. Hate and laughter, some are not-why? Psychol. Rep., 1966, 18, 747-754.

ALLEGRIA

WILLIAM CHRYSLER

Normal Cartoon

Mildly-Aggressive Cartoon

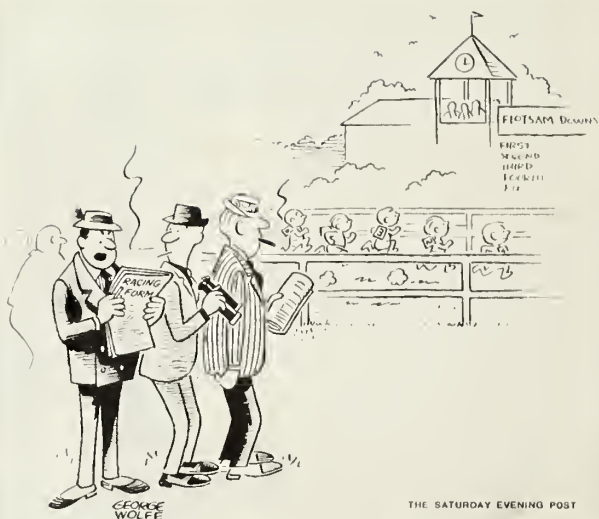
Highly-Aggressive Cartoon

PLEASE NOTE:

Pages 114-173. copyrighted Cartoons
not microfilmed at request of author.
Available for consultation at University
of Massachusetts Library.

UNIVERSITY MICROFILMS.

(1)



THE SATURDAY EVENING POST

"Fourth race, purse \$7500—for three-year-olds!"

© THE SATURDAY EVENING POST

(2)



"My trumpet player couldn't make it tonight, and I was wondering..."

THE SATURDAY EVENING POST

© THE SATURDAY EVENING POST

(3)



"Looks like Wesselman's
hit on something
interesting."

Drawing by Chas. Addams; Copr. © 1955
The New Yorker Magazine, Inc.

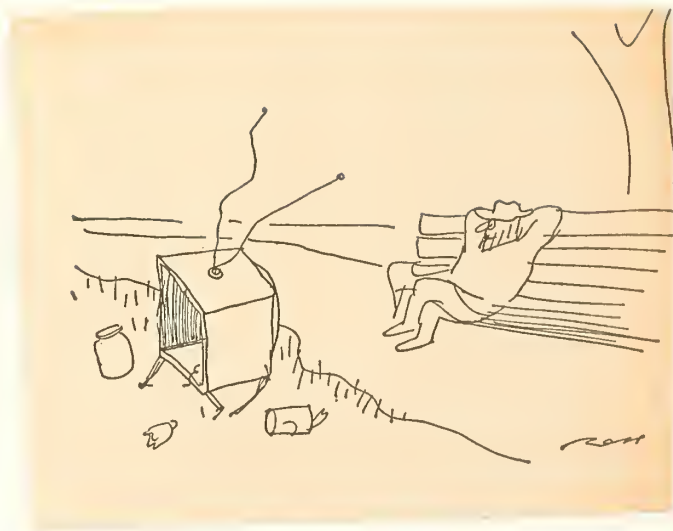
(4)



"Room for one up front, sir."

From BUMS VS. BILLIONAIRES by Al Ross.
Copyright © 1972 by Al Ross. Used by
permission of Dell Publishing Co., Inc.

(5)



From BUMS VS. BILLIONAIRES by Al Ross.
Copyright © 1972 by Al Ross. Used by
permission of Dell Publishing Co., Inc.

(6)



"Better let him play through, Hartley."

**Drawing by Charles Addams;
McClure Syndicate Features**

(7)



"We could never have done it without him."

Drawing by Chas. Addams; Copr. © 1957
The New Yorker Magazine, Inc.

(8)



"Seems like an awful lot of cellar for a one-family house."

Drawing by Chas. Addams; Copr. © 1956
The New Yorker Magazine, Inc.

(9)



"You're right. It is still wet."

Drawing by Chas. Addams; Copr. © 1957
The New Yorker Magazine, Inc.

(10)



Drawing by Charles Addams;
McClure Syndicate Features

(11)



"I think I've just about got my mole problem licked."

Drawing by Charles Addams;
McClure Syndicate Features

(12)



From THE INFERNAL REVENUE SERVICE edited by Phil Hirsch. Copyright © 1972 by Pyramid Publications.

(13)



"A man was selling them door to door."

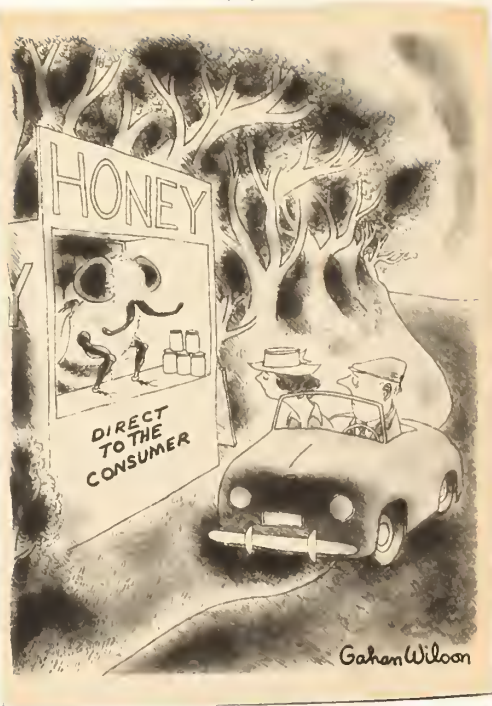
From I LOVE YOU KID, BUT OH MY WIFE by Stanley and Janice Berenstain. Copyright © 1961 by Stanley and Janice Berenstain. Used by permission of Dell Publishing Co., Inc.

(14)



From THE INFERNAL REVENUE SERVICE edited by Phil Hirsch. Copyright © 1972 by Pyramid Publications.

(15)



Reproduced by special permission of PLAYBOY Magazine; copyright © 1959 by Playboy.

(16)



"I'm on jury duty!!"

Reproduced by special permission of PLAYBOY
Magazine; copyright © 1958 by Playboy.

(17)



COPYRIGHT TED KEY (1970).



"I GUESS INSTEAD OF FILLING THE BAG
WITH A LOT OF LITTLE POTATO CHIPS..."

From CHICKEN-FRIED FUDGE AND OTHER CARTOON DELIGHTS
by Tom Eaton. Copyright © 1971 by Tom Eaton. Used by
permission of Scholastic Magazines, Inc.

(19)



*"They made their getaway in a '64, '65, '66,
'67, '68, '69, '70 or '71 Volkswagen!"*

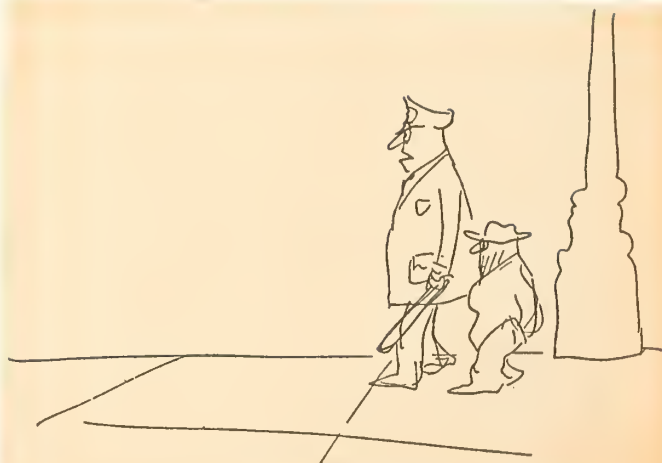
Reproduced by special permission of PLAYBOY
Magazine; copyright © 1963 by Playboy.

(20)



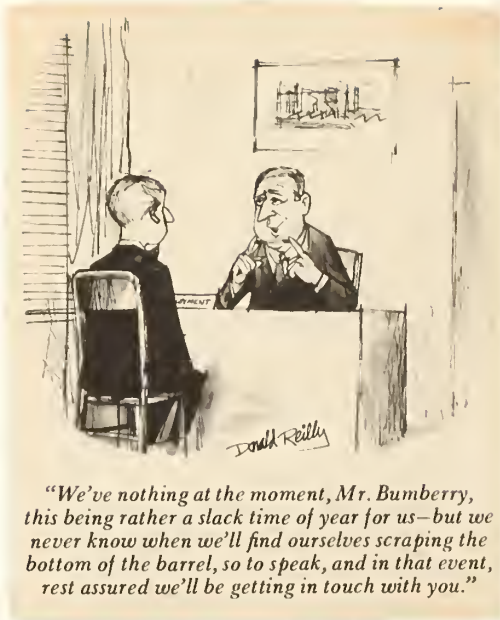
© THE SATURDAY EVENING POST

(21)



"So I pick on you a little. That doesn't mean
you gotta call me 'the long arm of the law.'"

From BUMS VS. BILLIONAIRES by Al Ross.
Copyright © 1972 by Al Ross. Used by
permission of Dell Publishing Co., Inc.



"We've nothing at the moment, Mr. Bumbery, this being rather a slack time of year for us—but we never know when we'll find ourselves scraping the bottom of the barrel, so to speak, and in that event, rest assured we'll be getting in touch with you."

Reproduced by special permission of PLAYBOY Magazine; copyright © 1962 by Playboy.



"IF YOU DON'T LIKE MY COOKIES,
DURWOOD, JUST SAY SO."

From CHICKEN-FRIED FUDGE AND OTHER CARTOON DELIGHTS
by Tom Eaton. Copyright © 1971 by Tom Eaton. Used by
permission of Scholastic Magazines, Inc.

(24)



"He starts kindergarten soon. Why wait for his junior year
in college to send him abroad?"

From THE SAVAGE EYE by Brian Savage.
Copyright © 1971 by Brian Savage. Used
by permission of Dell Publishing Co., Inc.



"Let's give her a blast of insecurity.
When she passes by, everybody ignore her."

From BOYS LOVE GIRLS...MORE OR LESS by Mort Gerberg.
Copyright © 1970 by Mort Gerberg. Used by permission
of Dell Publishing Co., Inc.



From **BOYS LOVE GIRLS...MORE OR LESS** by Mort Gerberg.
Copyright © 1970 by Mort Gerberg. Used by permission
of Dell Publishing Co., Inc.

(27)



"Sorry—this isn't my diocese."

Reproduced by special permission of PLAYBOY Magazine; copyright © 1968 by Playboy.

(28)



"Exchanging diets?"

COPYRIGHT TED KEY (1969).

(29)



*"Know what really hurts? When my
four-year-old calls me the fuzz."*

Reproduced by special permission of PLAYBOY
Magazine; copyright © 1969 by Playboy.

(30)



"Why can't you read a newspaper in the morning,
like other men?"

From BOYS LOVE GIRLS...MORE OR LESS by Mort Gerberg.
Copyright © 1970 by Mort Gerberg. Used by permission
of Dell Publishing Co., Inc.



"Of course we're incompatible! That's the beauty
of our marriage!"

From BOYS LOVE GIRLS...MORE OR LESS by Mort Gerberg.
Copyright © 1970 by Mort Gerberg. Used by permission
of Dell Publishing Co., Inc.



From BOYS LOVE GIRLS...MORE OR LESS by Mort Gerberg.
Copyright © 1970 by Mort Gerberg. Used by permission
of Dell Publishing Co., Inc.

(33)



*"Don't tell me you're going to be
a nagging wife, Myrtle."*

Reproduced by special permission of PLAYBOY
Magazine; copyright © 1960 by Playboy.

(34)



"You may not think it's funny now, but . . ."

COPYRIGHT TED KEY (1969).

(35)



"It does give him a certain incentive."

Drawing by Charles Addams;
McClure Syndicate Features

(36)



"Now, after the account is seated, turn slowly to the pencil sharpener, all the while grinning fiendishly."

From THE INFERNAL REVENUE SERVICE edited by Phil Hirsch. Copyright © 1972 by Pyramid Publications.

(37)



From THE INFERNAL REVENUE SERVICE edited by Phil Hirsch. Copyright © 1972 by Pyramid Publications.



"... and in compliance with the Truth-In-Lending law,
we are compelled to advise you that we'll break both
your legs if you don't pay back the money by the first
of the month."

From THE AGE OF HILARIOUS edited by Phil Hirsch.
Copyright © 1971 by Pyramid Publications.

(39)



*"Is that why you built this, Professor
Grinbaum—so you could spit on them?"*

Reproduced by special permission of PLAYBOY
Magazine; copyright © 1963 by Playboy.

(40)



"You'll never get away with this, Gerald!"

Appeared in ARGOSY Magazine. Used by
permission of Popular Publications, Inc.



"You remind me of myself when I was a young man, Dirkson; so I'm firing you before you try to take over the company."

Reproduced by special permission of PLAYBOY Magazine; copyright © 1965 by Playboy.

(42)



"ARE YOU ANGRY AT ME, WANDA?"

From CHICKEN-FRIED FUDGE AND OTHER CARTOON DELIGHTS
by Tom Eaton. Copyright © 1971 by Tom Eaton. Used by
permission of Scholastic Magazines, Inc.

(43)



*"Bad news, Pearson—you've just
been voted 'Fink of the Month.'"*

Reproduced by special permission of PLAYBOY
Magazine; copyright © 1965 by Playboy.



"And now, enemies of the United States, beware!"

From THE SAVAGE EYE by Brian Savage.
Copyright © 1971 by Brian Savage. Used
by permission of Dell Publishing Co., Inc.

(45)



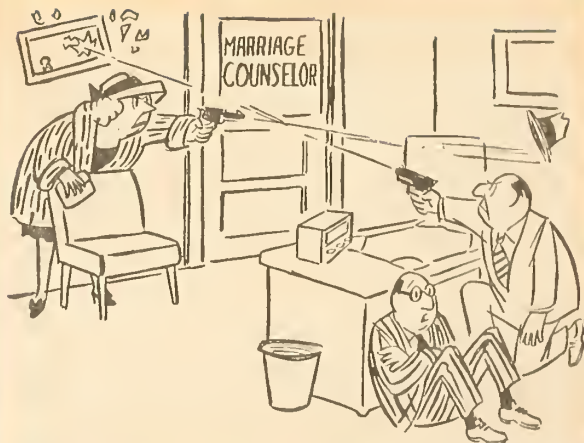
"They could at least have hanged us in effigy!!"

Reproduced by special permission of PLAYBOY Magazine; copyright © 1960 by Playboy.



From THE SAVAGE EYE by Brian Savage.
Copyright © 1971 by Brian Savage. Used
by permission of Dell Publishing Co., Inc.

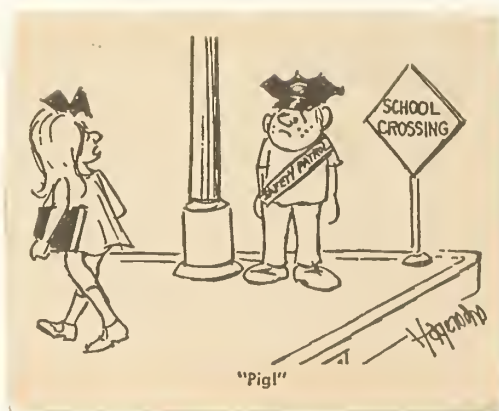
(47)



"Offhand, I'd suggest a trial separation."

From THE AGE OF HILARIOUS edited by Phil Hirsch.
Copyright © 1971 by Pyramid Publications.

(48)



From THE AGE OF HILARIOUS edited by Phil Hirsch.
Copyright © 1971 by Pyramid Publications.

(49)



*"God bless the old gentleman.
He simply thrives on controversy."*

From THE SAVAGE EYE by Brian Savage.
Copyright © 1971 by Brian Savage. Used
by permission of Dell Publishing Co., Inc.

(50)



"Spal?"

COPYRIGHT TED KEY (1969).

(51)



"There! It went off accidentally again!"

© THE SATURDAY EVENING POST

(52)



"Still mad at me, stupid?"

© THE SATURDAY EVENING POST

(53)



"Our incentive plan is quite simple. Make one mistake and you're through!"

© THE SATURDAY EVENING POST



*"They have to remind us of our rights only before
they arrest us—not before they shoot us."*

Reproduced by special permission of PLAYBOY
Magazine; copyright © 1970 by Playboy.

(55)



Reproduced by special permission of PLAYBOY Magazine; copyright © 1965 by Playboy.



Reproduced by special permission of PLAYBOY Magazine; copyright © 1962 by Playboy.

(57)



Reproduced by special permission of PLAYBOY Magazine; copyright © 1967 by Playboy.

(58)



Reproduced by special permission of PLAYBOY Magazine; copyright © 1966 by Playboy.

(59)



"I don't know. He's always squabbling with the neighbors about something."

Appeared in ARGOSY Magazine. Used by
permission of Popular Publications, Inc.

(60)



Drawing by Charles Addams;
McClure Syndicate Features

WINTER 1971

REVISIONS

1970-1971

REVISIONS

1970-1971

170

This is a questionnaire to determine the way different people feel and act in different circumstances, or in general under most circumstances. Please answer each item by giving as true a picture of how you act and feel as possible. Read each item carefully and show to what degree the feeling or action it describes is true of you by writing the appropriate number to the left.

If it is very true of you, put down the number +2 in the space on the left. If it is fairly or to some extent true of you, write number +1. If you feel the item is equally true as untrue, write number 0. If it is fairly untrue, or to some extent untrue of you, write number -1. If what the item describes is very untrue of you, write number -2 in the space to the left.

+2 Very true of me

+1 Pretty true of me

0 About as much true as untrue

-1 Pretty untrue of me

-2 Very untrue of me

- _____ 1. I often let myself go when I am angry.
- _____ 2. I often do things for my own personal satisfaction regardless of whether or not anything is accomplished by it.
- _____ 3. I try to avoid letting other people influence me.
- _____ 4. I feel that the most important thing to pass on to one's children is the ability to relax and feel comfortable with other people.
- _____ 5. My goal is to consciously and rationally determine every move I make.
- _____ 6. I love to talk about my innermost feelings.
- _____ 7. I constantly desire to be the person in charge of things.
- _____ 8. I can get quite heated up over some matter which interests me.
- _____ 9. With people's motives varying as much as they do, I find it necessary to be at least somewhat on guard in all of my relationships.
- _____ 10. I am rather spontaneous in speech and action.
- _____ 11. I always like to know in advance exactly what is going to happen in a situation.

- _____ 12. When I get bad news, I hide what I feel and behave as if I didn't care.
- _____ 13. I am often influenced in my decisions by my emotional reactions.
- _____ 14. Regardless of the task or game, I feel uncomfortable doing things I am not good at.
- _____ 15. I like to keep myself free from emotional entanglements.
- _____ 16. I am uncomfortable in a car when someone else is driving.
- _____ 17. I like the idea of having someone know me as well as I know myself.
- _____ 18. I am convinced that getting along with people involves being careful to say the right thing at the right time.
- _____ 19. I find that there are many times when I enjoy sitting back and letting other people run things.
- _____ 20. I enjoy being a "mystery" to other people.
- _____ 21. I am rarely thrilled or excited.
- _____ 22. I do not like to drink because it may make me do something which I will regret later.
- _____ 23. I try to avoid situations in which I might, even temporarily, feel helpless or powerless.
- _____ 24. I feel there is no such thing as being too "open" with other people.
- _____ 25. One of the most important things to me is the ability to choose or determine my own actions.
- _____ 26. I am rarely, if ever, able to "let go" and be myself.
- _____ 27. I am more interested in a person's behavior than in his inner life.
- _____ 28. I enjoy being impulsive and not knowing what I am going to do until I do it.
- _____ 29. When I am working with someone else on a project that I care about, I constantly feel like checking up on him, even though I know he is basically competent.
- _____ 30. I talk a great deal about myself, my experiences, my feelings and my ideas.

- _____ 31. I am uncomfortable in situations that I cannot immediately alter, and that require that I "wait and see".
- _____ 32. If most people knew what I really thought, they wouldn't like me.
- _____ 33. I would rather go without something than ask a favor.
- _____ 34. I tend to express myself passionately, without caution or restraint.
- _____ 35. I prefer that people be unable to predict my behavior.
- _____ 36. I demand independence and liberty above all else.

The following are some statements on feelings, attitudes and behavior. Read each statement and decide to what extent it applies to you. Score "1" if the statement is definitely false for you; "4" if it is definitely true. A rating of "2" will indicate that the statement is mainly false, a rating of "3" that it is mainly true.

| Definitely False | Mostly False | Mostly True | Definitely True |
|---------------------|-----------------|----------------|--------------------|
| 1 | 2 | 3 | 4 |

Be honest, but do not spend too much time over any one statement. As a rule, first impressions are as accurate as any.

Any questions?

Remember to note whether the statement refers to feeling, attitude or behavior and respond accordingly.

1. Once in a while I put off until tomorrow what I ought to do today. _____
2. I am usually calm and not easily upset. _____
3. I feel that might makes right. _____
4. Once in a while I think of things too bad to talk about. _____
5. Life is often a strain for me. _____
6. I notice my hand shakes when I try to do something. _____
7. I have daydreams that I make a fool of someone who knows more than I do. _____ *
8. I work under a great deal of strain. _____
9. I think it is wrong to seek revenge since two wrongs don't make a right. _____
10. I am no more nervous than most other people. _____
11. I have daydreams about hurting someone I don't like. _____ *
12. I would rather win than lose a game. _____
13. I wish I could find a way to handle my angry feelings more satisfactorily. _____
14. If I could get into a movie without paying and be sure I was not seen I would probably do it. _____
15. It is foolish to be nice to those who are inconsiderate. _____
16. I try not to let things upset me because I have such a terrible temper. _____
17. When embarrassed I often break out in a sweat which is very annoying. _____
18. My table manners are not quite as good at home as when I am out in company. _____
19. I have a great deal of stomach trouble. _____
20. When I express my anger, I am usually sorry afterwards. _____

21. I blush no more than others. _____
22. I feel there are situations where one is justified in hurting another person's feelings. _____
23. I sweat very easily, even on cool days. _____
24. I believe that aggressive feelings should be expressed. _____
25. I am a very nervous person. _____
26. I can never condone physical violence. _____
27. I wonder why I act so nice to people I can't stand. _____
28. I do not read every editorial in the newspaper every day. _____
29. I never get so mad as to feel like beating or smashing things. _____ *
30. When someone annoys me, my first impulse is to tell him (her) off. _____ *
31. I feel anxious about something or someone almost all of the time. _____
32. I feel very sorry after telling someone off, even though he may have deserved it. _____
33. I have very few headaches. _____
34. At times I feel like swearing. _____
35. I fail to defend myself when I should, and I get overly aggressive when I shouldn't. _____
36. At times I feel that I am going to crack up. _____
37. I am not easily angered. _____
38. Sometimes when I am not feeling well, I am cross. _____
39. I find it hard to refuse favors, even to people I dislike. _____
40. I do not often notice my heart pounding, and I am not often short of breath. _____

* Hostility Scale Items

41. I picture myself taking revenge on someone I dislike. _____ *
42. I have been afraid of things or people that I know could hurt me. _____
43. I feel that people are too much concerned with satisfying their own desires at the expense of others. _____
44. I do not tire quickly. _____
45. I think of ways to get even with certain people. _____ *
46. I have nightmares every few nights. _____
47. We are never really justified in being hostile to others. _____
48. My sleep is restless and disturbed. _____
49. Some of the destructive thoughts I have really frighten me. _____
50. I do not always tell the truth. _____
51. I get angry sometimes. _____
52. I have diarrhea once a month or more. _____
53. I do not have unusually strong hostile feelings and impulses. _____ *
54. I do not have as many fears as my friends. _____

* Hostility Scale Items

This is a questionnaire to find out the way in which certain important events in our society affect different people. Each item consists of a pair of alternatives lettered a or b. Please select the one statement of each pair (and only one) which you more strongly believe to be the case as far as you're concerned. Be sure to select the one you'd actually believe to be more true rather than the one you think you should choose, or the one you would like to be true. This is a measure of personal belief; obviously there are no right or wrong answers.

When you have decided which of the statements you believe to be more true, circle the letter corresponding to that statement.

Please answer these items carefully but do not spend too much time on any one item. Be sure to find an answer for every choice.

In some instances you may discover that you believe both statements or neither one. In such cases, be sure to select the one you more strongly believe to be the case as far as you're concerned. Also try to respond to each item independently when making your choice; do not be influenced by your previous choices.

1. a. Children get into trouble because their parents punish them too much.
b. The trouble with most children nowadays is that their parents are too easy with them.
2. a. Many of the unhappy things in people's lives are partly due to bad luck.
b. People's misfortunes result from the mistakes they make.
3. a. One of the major reasons why we have wars is because people don't take enough interest in politics.
b. There will always be wars, no matter how hard people try to prevent them.
4. a. In the long run people get the respect they deserve in this world.
b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.
5. a. The idea that teachers are unfair to students is nonsense.
b. Most students don't realize the extent to which their grades are influenced by accidental happenings.
6. a. Without the right breaks one cannot be an effective leader.
b. Capable people who fail to become leaders have not taken advantage of their opportunities.
7. a. No matter how hard you try, some people just don't like you.
b. People who can't get others to like them don't understand how to get along with others.
8. a. Heredity plays the major role in determining one's personality.
b. It is one's experiences in life which determine what they're like.
9. a. I have often found that what is going to happen will happen.
b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

10. a. In the case of the well prepared student there is rarely if ever such a thing as an unfair test.
b. Many times exam questions tend to be so unrelated to course work that studying is really useless.
11. a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
b. Getting a good job depends mainly on being in the right place at the right time.
12. a. The average citizen can have an influence in government decisions.
b. This world is run by the few people in power, and there is not much the little guy can do about it.
13. a. When I make plans, I am almost certain that I can make them work.
b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyway.
14. a. There are certain people who are just no good.
b. There is some good in everybody.
15. a. In my case getting what I want has little or nothing to do with luck.
b. Many times we might just as well decide what to do by flipping a coin.
16. a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
b. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.
17. a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand nor control.
b. By taking an active part in political and social affairs, the people can control world events.
18. a. Most people don't realize the extent to which their lives are controlled by accidental happenings.
b. There really is no such thing as "luck".

10. a. One should always be willing to admit mistakes.
b. It is usually best to cover up one's mistakes.
11. a. It is hard to know whether or not a person really likes you.
b. How many friends you have depends upon how much a person you are.
12. a. In the long run the bad things that happen to us are balanced by the good ones.
b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.
13. a. With enough effort we can wipe out political corruption.
b. It is difficult for people to have much control over the things politicians do in office.
14. a. Sometimes I can't understand how teachers arrive at the grades they give.
b. There is a direct connection between how hard I study and the grades I get.
15. a. A good leader expects people to decide for themselves what they should do.
b. A good leader makes it clear to everybody what their jobs are.
16. a. Many times I feel that I have little influence over the things that happen to me.
b. It is impossible for me to believe that chance or luck plays an important role in my life.
17. a. People are lonely because they don't try to be friendly.
b. There's not much use in trying too hard to please people if they like you, they like you.
18. a. There is too much emphasis on athletics in school.
b. Team sports are an excellent way to build character.
19. a. What happens to me is my own doing.
b. Sometimes I feel that I don't have enough control over the direction my life is taking.

29. a. Most of the time i can't understand why politicians behave the way they do.
- b. In the long run the people are responsible for bad government on a national as well as on a local level.

SUMMARY OF RESULTS AND DISCUSSION

| | <u>Test</u> | <u>Overall correlation</u> |
|--|-------------|----------------------------|
| All Subjects (N=185) | 3.34 | 11.77 |
| All Subjects (N=100) | 3.33 | 11.80 |
| Internal Subjects (n=85) | -5.30 | 3.13 |
| External Subjects (n=100) | 10.01 | 11.70 |
| Low Aggression Subjects (n=80) | 7.15 | 0.8 |
| Low Aggression Subjects (n=80) | 1.17 | 17.00 |
| Low Control Subjects (n=80) | 1.07 | 17.80 |
| Control Control Subjects (n=40) | 1.77 | 3.61 |
| High Control Subjects (n=40) | 1.77 | 17.70 |
| Low-Aggression-Internal Subjects (n=40) | - | 15.40 |
| Low Control-IAI (n=10) | -5.0 | 15.31 |
| High Control-IAI (n=10) | -7.0 | 0.95 |
| High Control-IAI (n=10) | -8.0 | 0.91 |
| Low-Aggression-External Subjects (n=40) | 15.7 | 7.70 |
| Low Control-IAI (n=10) | 11.7 | 1.20 |
| Control Control-IAI (n=10) | 12.0 | 7.70 |
| High Control-IAI (n=10) | 7.4 | 7.70 |
| High-Aggression-Internal Subjects (n=40) | -7.00 | 7.47 |
| Low Control-IAI (n=10) | -1.0 | 0.91 |
| Control Control-IAI (n=10) | -1.0 | 7.67 |
| High Control-IAI (n=10) | -4.0 | 1.00 |
| High-Aggression-External Subjects (n=40) | 12.3 | 1.90 |
| Low Control-IAI (n=10) | 12.3 | 7.40 |
| Control Control-IAI (n=10) | 0.0 | 1.67 |
| High Control-IAI (n=10) | 0.0 | 1.00 |

SUMMARY OF RESULTS

| | Mean | Standard Deviation |
|---|-------|--------------------|
| Low Stimuli (n=20) | 17.14 | 1.00 |
| Low Stimuli (n=20) | 17.17 | 1.00 |
| Internal Subjects (n=20) | 17.05 | 1.00 |
| External Subjects (n=20) | 17.20 | 1.00 |
| Low Regression-Internal (n=20) | 17.23 | 1.00 |
| Low Regression Subjects (n=20) | 17.07 | 1.00 |
| Low Control Subjects (n=20) | 17.14 | 1.00 |
| Control Control Subjects (n=20) | 17.20 | 1.00 |
| High Control Subjects (n=20) | 17.17 | 1.00 |
| Low Regression-Internal Subjects (n=20) | 17.10 | 1.00 |
| Low Control-IAI (n=20) | 17.17 | 1.00 |
| Medium Control-IAI (n=20) | 17.14 | 1.00 |
| High Control-IAI (n=20) | 17.17 | 1.00 |
| Low Regression-External Subjects (n=20) | 17.14 | 1.00 |
| Low Control-IAI (n=20) | 17.17 | 1.00 |
| Medium Control-IAI (n=20) | 17.14 | 1.00 |
| High Control-IAI (n=20) | 17.17 | 1.00 |
| High Regression-Internal Subjects (n=20) | 17.17 | 1.00 |
| Low Control-IAI (n=20) | 17.17 | 1.00 |
| Medium Control-IAI (n=20) | 17.14 | 1.00 |
| High Control-IAI (n=20) | 17.17 | 1.00 |
| High Regression-External Subjects (n=20) | 17.14 | 1.00 |
| Low Control-IAI (n=20) | 17.17 | 1.00 |
| Medium Control-IAI (n=20) | 17.14 | 1.00 |
| High Control-IAI (n=20) | 17.17 | 1.00 |

SUMMARY OF INTERNAL-EXTERNAL DATA

| | <u>Mean</u> | <u>Standard Deviation</u> |
|--|-------------|---------------------------|
| All Students (n=240) | 11.71 | 2.18 |
| All Subjects (n=120) | 11.55 | 1.05 |
| Internal Subjects (n=60) | 8.25 | 1.84 |
| External Subjects (n=60) | 14.78 | 1.11 |
| High Aggression Subjects (n=60) | 11.30 | 1.75 |
| Low Aggression Subjects (n=60) | 10.30 | 1.05 |
| Low Control Subjects (n=40) | 11.05 | 1.00 |
| Neutral Control Subjects (n=40) | 12.32 | 1.04 |
| High Control Subjects (n=40) | 12.79 | 1.37 |
| Low-aggression-Internal Subjects (n=30) | 8.1 | 1.81 |
| Low Control-LAI (n=10) | 8.5 | 1.25 |
| Neutral Control-LAI (n=10) | 8.0 | 2.71 |
| High Control-LAI (n=10) | 7.7 | 2.79 |
| Low-aggression-External Subjects (n=30) | 14.7 | 1.07 |
| Low Control-LAE (n=10) | 14.1 | 1.65 |
| Neutral Control-LAE (n=10) | 14.2 | 1.77 |
| High Control-LAE (n=10) | 14.4 | 1.41 |
| High-aggression-Internal Subjects (n=30) | 8.1 | 1.1 |
| Low Control-HAI (n=10) | 7.1 | 2.67 |
| Neutral Control-HAI (n=10) | 7.0 | 1.09 |
| High Control-HAI (n=10) | 7.6 | 1.65 |
| High-aggression-External Subjects (n=30) | 15.1 | 1.04 |
| Low Control-HAE (n=10) | 14.0 | 1.24 |
| Neutral Control-HAE (n=10) | 14.2 | 1.0 |
| High Control-HAE (n=10) | 14.1 | 1.11 |

Name _____

Age _____

Major _____

Rate the following cartoons on how funny you think each one is. The rating scale goes from 1 (Not at all funny) to 10 (Extremely funny). It is important that you be as honest as possible in your ratings and not spend too much time on any one cartoon.

RATING SCALE

| | | | | | | | | | |
|---------------------|---|---|-------------------|---|---|---------------------|---|---|--------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| ↓ | | | ↓ | | | ↓ | | | ↓ |
| Not at all funny | | | somewhat funny | | | Moderately funny | | | Extremely funny |

| | | | | | | | | | |
|---------------------|---|-------------------|--------|---|---------------------|--------|---|--------------------|---------|
| 1 ↓ | 2 | 3 | 4 ↓ | 5 | 6 | 7 ↓ | 8 | 9 | 10 ↓ |
| Not at all funny | | Somewhat funny | | | Moderately funny | | | Extremely funny | |

-
- | | | |
|-----------|-----------|-----------|
| 1. _____ | 26. _____ | 51. _____ |
| 2. _____ | 27. _____ | 52. _____ |
| 3. _____ | 28. _____ | 53. _____ |
| 4. _____ | 29. _____ | 54. _____ |
| 5. _____ | 30. _____ | 55. _____ |
| 6. _____ | 31. _____ | 56. _____ |
| 7. _____ | 32. _____ | 57. _____ |
| 8. _____ | 33. _____ | 58. _____ |
| 9. _____ | 34. _____ | 59. _____ |
| 10. _____ | 35. _____ | 60. _____ |
| 11. _____ | 36. _____ | 61. _____ |
| 12. _____ | 37. _____ | 62. _____ |
| 13. _____ | 38. _____ | 63. _____ |
| 14. _____ | 39. _____ | 64. _____ |
| 15. _____ | 40. _____ | 65. _____ |
| 16. _____ | 41. _____ | 66. _____ |
| 17. _____ | 42. _____ | 67. _____ |
| 18. _____ | 43. _____ | 68. _____ |
| 19. _____ | 44. _____ | 69. _____ |
| 20. _____ | 45. _____ | 70. _____ |
| 21. _____ | 46. _____ | 71. _____ |
| 22. _____ | 47. _____ | 72. _____ |
| 23. _____ | 48. _____ | 73. _____ |
| 24. _____ | 49. _____ | 74. _____ |
| 25. _____ | 50. _____ | 75. _____ |

76. _____
77. _____
78. _____
79. _____
80. _____
81. _____
82. _____
83. _____
84. _____
85. _____
86. _____
87. _____
88. _____
89. _____
90. _____
91. _____
92. _____
93. _____
94. _____
95. _____
96. _____
97. _____
98. _____
99. _____
100. _____

101. _____
102. _____
103. _____
104. _____
105. _____
106. _____
107. _____
108. _____
109. _____
110. _____
111. _____
112. _____
113. _____
114. _____
115. _____
116. _____
117. _____
118. _____
119. _____
120. _____
121. _____
122. _____
123. _____
124. _____
125. _____

126. _____
127. _____
128. _____
129. _____
130. _____
131. _____
132. _____
133. _____
134. _____
135. _____
136. _____
137. _____
138. _____
139. _____
140. _____
141. _____
142. _____
143. _____
144. _____
145. _____
146. _____
147. _____
148. _____
149. _____
150. _____

Name _____

Now you are to place each cartoon in one of the four following categories based on your feelings about the cartoon and the definitions of the categories.

Highly-aggressive (HA) These cartoons depict the direct expression of hostile feelings, in which the undisguised intention is to ridicule, humiliate, or injure.

Mildly-aggressive (MA) These cartoons depict the expression of hostile feelings under some control, where the aggressive intention appears somewhat diluted. Although the major source of humor in these cartoons is the expression of hostile feelings, the affect is somewhat blunted in comparison to the High Aggressive cartoons.

Nonsense (N) These cartoons depend primarily upon exaggeration, absurdity, putting together things that usually don't go together (incongruity), or surprise for their humor value. There may be some aggression displayed in these cartoons, but it will not be the source of the humor in the cartoon.

Mixed (M) This category is for those cartoons which you feel do not fit into any of the above categories. It should be used only when you feel strongly that a cartoon will not fit any of the above categories.

Mark the appropriate letter or letters for the category you select beside the number corresponding to each cartoon.

High Aggressive - HA

Nonsense - N

Mild Aggressive - MA

Mixed - M

| | | |
|-----------|-----------|-----------|
| 1. _____ | 26. _____ | 51. _____ |
| 2. _____ | 27. _____ | 52. _____ |
| 3. _____ | 28. _____ | 53. _____ |
| 4. _____ | 29. _____ | 54. _____ |
| 5. _____ | 30. _____ | 55. _____ |
| 6. _____ | 31. _____ | 56. _____ |
| 7. _____ | 32. _____ | 57. _____ |
| 8. _____ | 33. _____ | 58. _____ |
| 9. _____ | 34. _____ | 59. _____ |
| 10. _____ | 35. _____ | 60. _____ |
| 11. _____ | 36. _____ | 61. _____ |
| 12. _____ | 37. _____ | 62. _____ |
| 13. _____ | 38. _____ | 63. _____ |
| 14. _____ | 39. _____ | 64. _____ |
| 15. _____ | 40. _____ | 65. _____ |
| 16. _____ | 41. _____ | 66. _____ |
| 17. _____ | 42. _____ | 67. _____ |
| 18. _____ | 43. _____ | 68. _____ |
| 19. _____ | 44. _____ | 69. _____ |
| 20. _____ | 45. _____ | 70. _____ |
| 21. _____ | 46. _____ | 71. _____ |
| 22. _____ | 47. _____ | 72. _____ |
| 23. _____ | 48. _____ | 73. _____ |
| 24. _____ | 49. _____ | 74. _____ |
| 25. _____ | 50. _____ | 75. _____ |

76. _____
77. _____
78. _____
79. _____
80. _____
81. _____
82. _____
83. _____
84. _____
85. _____
86. _____
87. _____
88. _____
89. _____
90. _____
91. _____
92. _____
93. _____
94. _____
95. _____
96. _____
97. _____
98. _____
99. _____
100. _____

101. _____
102. _____
103. _____
104. _____
105. _____
106. _____
107. _____
108. _____
109. _____
110. _____
111. _____
112. _____
113. _____
114. _____
115. _____
116. _____
117. _____
118. _____
119. _____
120. _____
121. _____
122. _____
123. _____
124. _____
125. _____

126. _____
127. _____
128. _____
129. _____
130. _____
131. _____
132. _____
133. _____
134. _____
135. _____
136. _____
137. _____
138. _____
139. _____
140. _____
141. _____
142. _____
143. _____
144. _____
145. _____
146. _____
147. _____
148. _____
149. _____
150. _____

INSTRUCTIONS

You are to read all the following sets of instructions as if you were going to participate in each of 8 possible experiments as a subject. Then you are to determine the one set of instructions which would make you feel that your participation in the experiment would have the greatest impact on the results. Mark the letter corresponding to this set of instructions in the space beside the # 1 on your answer sheet. This rating can also be looked at in terms of your feelings of control: In which experiment would feel that you as an individual had the most control over the final results? A third way of looking at this rating is in terms of how important you feel your participation would be to the final outcome of the experiment. After listing your first choice, follow that by listing, in order, the remaining sets of instructions on this same dimension. Your eighth choice should be the set of instructions which would make you feel that your participation would have the least impact on the results, would make you feel the least control over the results, and would make you feel the least importance of your participation.

At the bottom of the answer sheet briefly give the reasons for your first choice (#1) and your last choice (#8).
Any questions?

A.

You are participating in a study to determine the humor preferences of college students. Previous experimental studies have shown that a person's ability to rate humor material is not only related to his sense of humor, but also to his level of intelligence and his perceptiveness. You will be given a series of cartoons one at a time and you are to rate each one on how funny you think it is. The rating scale goes from 1 (Not at all funny) to 10 (Extremely funny). At the end of the experiment, you will be asked to comment on your reactions to the cartoons.

B.

You are participating in a study of humor. You are to rate a series of cartoons on how funny you think each one is. The rating scale goes from 1 (Not at all funny) to 10 (Extremely funny). You will be asked some questions at the end of the experiment.

C.

You are participating in a study to help in the development of a humor test for college students. You have been selected from your preliminary tests to help determine the funniness of a series of cartoons, some of which will become a part of the final humor test. You will be given the cartoons one at a time and you are to rate each one on a scale from 1 (Not at all funny) to 10 (Extremely funny). At the end of the experiment, you will be asked several questions about your ratings, and will be given more information about the development of the test.

D.

You are one of several thousand students participating in a number of experimental studies to determine the funniness of a series of cartoons. Upon completion of all the studies, a specific number of students' ratings records will be randomly selected from each study and their ratings will then be compared with the same number of students from the other studies. You will be given the cartoons one at a time, and you are to rate them on a scale from 1 (Not at all funny) to 10 (Extremely funny). At the end of the experiment you will be asked some questions.

E.

You are participating in a study to determine the humor preferences of college students. Previous experimental studies have shown that a person's ability to rate humor material is based primarily on his spontaneous feelings and has little to do with his level of intelligence or his perceptiveness. You will be given a series of cartoons one at a time and you are to rate each one on how funny you think it is. The rating scale

NAME: _____

AGE: _____

MAJOR: _____

1.

2.

3.

4.

5.

6.

7.

8.

Comments:

1870

1870

SUMMARY OF HUMOR EXPERIMENT

The purpose of this experiment was to investigate the relationship between a person's feelings of control over himself and his reactions to various kinds of humor, especially humor involving the expression of aggression. Two of the questionnaires you filled out in the first part of the study were to measure the extent to which you feel that you control your life or that your life is controlled by outside sources - fate, luck, or powerful others. The third questionnaire measures the intensity of aggressive feelings of which a person is aware in himself. Based on your scores on these questionnaires, you were placed in a specific group either as an Internal (a person who feels he controls his life or an External (a person who feels his life is controlled by others), and as an High aggression or Low aggression subject.

(Note: If you were not selected for the second part of the experiment it was because your questionnaire scores did not meet the criteria previously determined to be necessary to be in the second part. About one half of all the subjects who filled out the questionnaires were eligible to be in the second part of the experiment.)

In the second part of the study, you read a set of instructions, rated sixty cartoons, and then answered two questions. The instructions were not the same for all subjects. In fact, there were three different sets of instructions. The

first set (High Control) were intended to make a subject feel that he had some control over the outcome of the study and that his participation was important. These instructions emphasized that the study was to help develop a humor test for college students. The second set of instructions (Low Control) were intended to present the opposite message: that the subject was one of thousands of persons rating the same cartoons, and that it was possible that his ratings would never be used at all. To some extent, these instructions involved a "deception" to establish a sense of more or less control for the subject in his participation in the study. The third set of instructions (Neutral) merely stated the experimental procedure in a straight-forward manner.

It was the general prediction of this study that the more a person feels in control of himself, the less angry he will feel in general, and the less funny he will find aggressive humor. Thus, Externals should rate aggressive humor as funnier than Internals, since they feel less in control of themselves. Also persons exposed to a situation in which they have few controls (Low Control instructions) will rate aggressive humor as funnier than persons in a situation where they are made to feel they have a great deal of control (High Control condition).

