

AN ABSTRACT OF THE THESIS OF

Linda Ostrander for the Master of Science in

Psychology presented on July 15, 1993

Title The Relationship Between Locus of Control and Humor Preferences

Abstract approved: Mark B. J.

This study investigated the relationship of locus of control and humor preferences. One hundred and twenty undergraduate students were tested using Rotter's Locus of Control Scale and a humor preference task containing 10 aggressive and nonaggressive jokes. Fifty-four subjects' scores were discarded due to a lack of a decisive locus of control score or for failing to complete the test packet correctly. Thirty-seven subjects were ranked as external in locus of control and 29 were ranked as internal in their locus of control. Ten externals had a preference for aggressive humor, 21 had a preference for nonaggressive humor, 11 had no preference for humor, and 6 had a preference for both types of humor. Nine internals had a preference for aggressive humor, 22 had a preference for nonaggressive humor, 3 had no preference for humor, and 7 had a preference for both types of humor. The data were analyzed using a 2 x 2 Chi square. The value of the Chi square was .076. The value was below the tabled value for Chi square and the null hypothesis was accepted. It was concluded that external's lack of a humor preference and internals' preference for humor could support the theory

internals are naturally attracted to environmental tools they can use to alleviate negative emotions. It was also concluded further research, perhaps evaluating age as well, was needed. It was noted there were difficulties in obtaining humorous material consistent enough in its appeal.

The Relationship Between
Locus of Control
and Humor Preferences

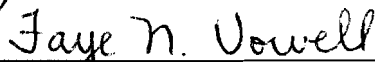
A Thesis
Presented to
the Division of Psychology & Special Education
EMPORIA STATE UNIVERSITY

In Partial Fulfillment
of the Requirements for the Degree
Master of Science

by
Linda Ostrander
July 1993



Approved for the Major Division



Approved for the Graduate Council

ACKNOWLEDGMENTS

My deepest thanks to the members of my thesis committee: Dr. Dungan, Dr. Goor, and Dr. Weaver. I would also like to express my gratitude to my mom, dad, and children (Ryan and Ian) for enduring this painful process with me. Thanks is also extended to Terri Adkins and Jaime Arnold for their friendship and help with confusing computers and troublesome rhetoric.

TABLE OF CONTENTS

CHAPTER 1.....	1
Introduction.....	1
Review of the Literature.....	2
Purpose of the Study.....	12
Definitions.....	12
CHAPTER 2.....	14
Population.....	14
Materials and Procedures.....	14
CHAPTER 3.....	17
CHAPTER 4.....	19
REFERENCES.....	23
APPENDIX A.....	27

CHAPTER ONE

INTRODUCTION

Mel Brooks once said "Tragedy is when I cut my finger. Comedy is when you walk into an open sewer and die" (Smith, 1992). How people perceive their participation in the world and interact with it determines whether or not they cope with it in a healthy fashion. This introduction discusses locus of control in terms of using humor as a coping mechanism.

Locus of control is, basically, a person's perception of who has the control of what is happening. Locus of control is either internal (self) or external (others). Self-perception of one's own participation and control in the world colors a person's entire existence. Mel Brooks perceived his cut finger as a tragedy brought on by himself. He did not fault the sharp object he cut himself on as the culprit or the person who put the object "in harm's way". One's internal or external locus of control determines what coping mechanisms a person will use to deal with day to day life.

Humor is in part a coping mechanism used to alleviate the tensions and tragedies that daily affect human existence. Mel Brooks' definition of comedy fits this concept. When something outside of a person's immediate control occurs (like a friend walking into an open sewer and dying), some form of coping (colored by a person's locus of

control) must occur. Using humor to deal with the world can give a person a sense of control over his or her own feelings.

There are many factors involved in coping with the world in a healthy fashion. The literature review will focus on two factors, using the perceptions of one's control in the world (locus of control) and coping with what life hands you (using humor in the therapeutic setting).

Review of the Literature

Reviewing the literature for this particular topic entails investigating both humor and locus of control. This review will begin with humor explored within the clinical setting and then evaluate locus of control as an indicator of possible humor usage.

Humor is an essential part of communication. Humor, however, has the intangible qualities that such subjects as love, peace, and happiness possess. Its existence depends solely on those involved in the interaction and the flow of events at the time. Even with such an unpredictable and fickle existence, humor is a frequent and important element in most forms of interaction. Eventually, within the bounds of therapy, humor will most likely be attempted by either the therapist and/or the patient. The fact that humor is a naturally occurring event in communicating implies that humor has always been a part of therapy whether it is recognized or not. Reynes and Allen (1987) referred to

humor as a tool of assessment and therapeutic intervention. Even with such definite uses and legitimate claims as a standard means of communication, humor usage in therapy has been used sparingly, if not avoided all together.

Humor for assessment purposes essentially started when Freud officially recognized humor as a part of therapy in his 1905 book Wit and It's Relationship to the Unconscious, which was subsequently translated into English (1960). This book was inspired by Wilhelm Flies's (Freud's mentor) comments on the galley proofs for the Interpretation of Dreams (Jones, 1953). He commented the dreams were full of jokes. Since Freud believed that dreams are the gateway to the unconscious world of the mind, interpretation of humor became vital to therapy. Freud believed the underlying meaning of what is found to be funny can lead to the discovery of abnormalities in people's psyches and serve as a key to their personality.

Humor can be used as an indicator of a person's mental condition. According to Freud (1960) when humor is used tension is released and pleasure is had. It is one of the few socially acceptable means of relieving tension on a conscious or unconscious level. By studying how people release their tensions through the socially acceptable means of humor, mental conditions can be monitored and assessed.

The first introduction of humor used in this fashion in America was introduced by Bliss in 1915. As a footnote to

her paper she stated she had come to these conclusions on her own and had not read Freud's book before coming to her own similar conclusions. His book was not published in the U.S. until 1917. Much contemporary literature, including Bliss', written on humor was of an opinionated anecdotal fashion. Overall, even the mere existence of humor in a patient was assessed as a sign of mental health.

Kambourapalou (1926) was one of the first to do experimentation in the area of humor. After completing correlational studies, she concluded humor can assess intelligence, abnormalities, and sanity. Her subjects (70 students at Vassar) were asked to keep a diary in which they recorded everything that caused them to laugh during one week's time. Kambourapalou then gave them a list of jokes to rank to see if the subject's humor preferences were consistent. She found consistency in their preferences. The causes of laughter were classified into six categories: no objective cause; objective physical cause; objective cause based on the mental inferiority of another; humor, personally directed at another's mental inferiority; incongruity in situations; incongruity in ideas. Kambourapalou discovered that humor based on an objective cause involving the mental inferiority of another was the predominant cause for laughter. She also determined subjects with a better academic standing tended to enjoy nonsense jokes (incongruity of ideas) more than other

subjects.

Cattel and Laborsky's (1942) correlational study used humor as a way of assessing personality traits. They felt people consistently prefer certain types of humor that could be measured. Cattel and Laborsky agreed with Freud that repressed information could be obtained by monitoring what people found humorous. They believed there was a relationship between humor and projection tests that could be fostered into a useful diagnostic tool. The researchers created a humor test to investigate compatibility, emotional maturity, and recovery from repression. They created 13 clusters of jokes based on subject matter, form, comprehension level, novelty, violation of societal values, and repression release. Cattel and Laborsky decided no definite conclusions could be reached until each of these clusters was more defined. They indicated that further testing was needed.

Redlich, Levine and Sohlar (1951) used Cattel and Laborsky's research to create the Mirth Response Test (MRT). They used cartoons in a three step method of free expression, sorting, and inquiry. Many of the subjects used in the initial study were in therapy and the test was based on prior clinical diagnosis. Blanchard (1951) stated in a review of their work that this test would be extremely helpful in assessing patients, especially children. She expressed this was a much better indicator of problems than

mere observation. Rosenheim (1974) suggested the careful introduction of a humorous remark in the initial interview with a patient could be of diagnostic value as well as an indicator of its further use in therapy.

Reynes and Allen (1987) indicated that determining a patient's favorite joke and noting what in general a patient finds humorous can give a therapist insight into the patient's ultimate, underlying problem with life. Many authors agree with this kind of assessment (Poland, 1971; Rosenheim, 1974; Sands, 1984; Saper, 1987). Poland expressed another aspect of assessment for a patient finishing therapy. He stated "Mature humor is a reflection of analytic work successfully done" (p. 204).

Humor used as a means of therapy came out of the necessity for therapy to become more than a place to "dump ones woes" in a Freudian fashion. Staunch tradition could no longer ignore the benefits of quicker methods of therapy. This instigation of humor as a working part of therapy created many methods as well as objections and accolades (Prerost, 1976; Sands, 1984; Saper, 1987).

Some of the methods of using humor in therapy are based on the jolting of a patient's world in order to get to the deeper meanings of why he or she is in therapy. Pasquali (1986) indicated that seriousness and humor are closely related. He said "Only if we can laugh at our seriousness painted with its paradoxical elements, can we reach a deeper

level of seriousness" (p. 232). Whatever the patient's problem, it is serious enough to bring the patient into the therapist's office. Humor, skillfully used, can help a therapist reach patients and give them ways to cope. Humor can offset the seriousness of the situation and open it up to solutions in a less tense atmosphere.

Cade (1986) used this method for a couple in therapy. In one particular session, the wife was espousing all the wrong qualities her husband possessed. Cade could not get a word in edgewise, and the husband was staring off into space not really listening. Cade finally said in a very calm voice "Why don't we just kill him?" The wife went on a little further and then said "What?". Cade repeated himself and then mentioned several interesting ways they could accomplish this. The husband was now listening and so was his wife. They looked at one another, laughed, and turned their attention back to what the therapist had to say. Each had shared in the humor and had benefited from its introduction into the session.

Other methods with a more experimental base have been conducted. Humor used literally as a tool has been conducted by Prerost (Prerost, 1976, 1985, 1987, 1989; Prerost & Brewer, 1977). He found in his studies in 1977 and 1987 that aggression can be alleviated using humor and locus of control can determine the healthy use of humor to dissipate aggression. Having an internal locus of control

instigated subjects to use aggressive humor to calm themselves down after an anger provoking incident. Prerost has suggested if this approach could be taught in therapy, self anger reduction could become a very plausible tactic.

Prerost (1985; 1989) has worked with a technique called Humorous Imagery Situation Technique (HIST). The patient imagines himself or herself in a situation and is encouraged over time to explain why people are laughing in the setting or encouraged to introduce the laughter provoking material themselves. The patient is told to resolve what is happening in these images. Prerost noted that this technique was most successful with mildly depressed individuals or anxious patients. The anxious patient in the 1985 study reduced her level of anxiety over 28 sessions using the technique in 24 of those sessions. Prerost (1989) states the therapist's understanding of the patient's use of humor can be integrated into ways of helping. He also noted the skill of the therapist in using this technique is very important.

The use of humor can be a powerful tool. Sands (1984) said "humorous effects are not always predictable" (p. 451). When anyone is particularly sensitive, aggressive, or unsure of his alliance with the therapist, humor could have a treacherous result. Kubie (1971) wrote the destructive potential of humor in therapy. His main points stressed that only experienced therapists should use humor in their

practices. Inexperienced therapists run the risk of misusing or overusing humor. Kubie pointed out humor can be used primarily to amuse the therapist at the patient's expense. Patients personal histories can limit their enjoyment of humor and the therapist weakens the position he or she holds with patients.

Poland's (1971) reply to Kubie's article, cited two particular cases where humor was a necessary ingredient in therapy. Poland finished his article by stating that even though humor had possible destructive capabilities its potential constructive purposes outweighed its misuse. Many articles favorably leaned towards the use of humor but still carried warnings about possible misuse (Sands, 1984; Saper, 1987; Prerost, 1989).

Humor for therapeutic purposes (either as a tool of assessment or a therapeutic tool) has existed in professional literature since the time of Freud. Unfortunately, it has been more disputed in journal articles than used as an element in experiments themselves. Prerost (1976; 1985; 1987; 1989) has proven its potential uses for research, as have his contemporaries and others before him (Cattel & Laborsky, 1942; Kambourapalou, 1926; Sands, 1984).

Locus of control research involves a person's perceptions of control. It involves the amount of responsibility one accepts for what happens to oneself.

Rotter did research involving locus of control in 1966. He created a locus of control scale that indicates whether a subject feels this responsibility or not. Many subsequent scales have been created with specific purposes in mind. Nowicki and Strickland (1973) created a locus of control instrument for children and based its reliability on Rotter's 1966 scale. Reid and Ware (1973, 1974) devised a scale based on Rotter's work that looked specifically at feelings of power and death anxiety.

Rotter reviewed his work on the scale in a 1989 APA award address (Rotter, 1990). He noted that humans were complex and irrational. Rotter stated that theories (such as locus of control) were vital to psychologists to give insights into the motivations and emotional states that effect behavior.

A study done by deMan & Devisse (1987) used Rotter's locus of control scale. The results reflected Rotter's views of the link between emotional states, motivations and locus of control. They found there was a relation between social isolation, alienation, and external locus of control and low self esteem. These links to negative states of being have implications for therapy.

Locus of control research for use in therapy is a popular research topic. The work of Lester (1988; 1989a; 1989b) in the area of locus of control coupled with suicidal tendencies and/or depression is well documented. Prerost

(1976; 1983; 1987) has also taken an active interest in using locus of control as an element in his humor studies.

Lester (1988; 1989a; 1989b) infers with his studies that locus of control is the key in citing the potential possibilities for suicide and depression. By finding out how one views his world and who is responsible for one's problems, or perceived problems, a therapist could better serve a patient and perhaps hedge off impending disaster for the patient.

Prerost (1976; 1983; 1987) uses locus of control as a way of getting a patient to alleviate what might cause the patient to perceive his or her world in an anxious or depressed state. The possibility of teaching a new state of mind such as internal locus of control is, according to Prerost, a viable possibility. Putting these two factions of humor research and locus of control is an interesting and vital use of naturally occurring dimensions in human interaction. One is a way of perceiving the world and the other is a naturally occurring phenomena in human nature. The marriage of these two concepts could prove to be of great interest and use to a therapist.

Each of these strategies has been touted as vital to therapy on its own. Poland (1971, 1990) is a strong advocate for the use of humor in therapy, as are many others (Prerost, 1989; Ness, 1989; Ruxton & Hestor, 1987; Johnston, 1990; Yovich, Dale, and Hudak, 1990).

Foon (1987) published a literature review involving the use of locus of control as a predictor of therapeutic outcome. Foon concluded that locus of control has two purposes in therapy: one was to be aware of how the client views the world and the other purpose was for the therapist to be aware of his or her own outlook on the world. Each of these states affects the other.

Purpose of the Study

This study was designed to investigate the effects of locus of control and subsequent preference of aggressive or nonaggressive humor. Prerost (1987) did a similar study testing locus of control in angered subjects and their preferences for aggressive or nonaggressive humor. Prerost's study induced anger in subjects. This study's purpose is to investigate preferences for a certain type of humor based on one's locus of control. If there is a pre-existing preference, it would affect any study involving locus of control and humor.

A method for relieving negative emotions would be extremely valuable to patients in therapy. A possible outlet is through the use of certain types of humor used as a sociably acceptable means of release.

Definitions

For the purpose of clarity, certain terms will be defined. A working definition of the terms aggressive humor and nonaggressive humor will be provided.

Aggressive Humor

Prerost (1983, 1987) insinuated aggressive humor dealt with hostile factors that did not involve any threat to the subject. This is the type of aggressive humor used in this study. The humor was determined as aggressive first by the researcher and then by a panel of six judges. Three of these judges were faculty at the university and three were undergraduate students.

Nonaggressive Humor

This type of humor was not to contain any hostile factors that the aggressive humor used in this study contained. This type of humor was also judged by a panel of six judges: three university faculty members and three undergraduate students.

CHAPTER 2

METHODS

This section contains the descriptions of the methods and procedures used for this study. Specifically, it will review the population, materials and procedures, and statistical design.

Population

Participants were chosen from introductory Psychology and Sociology classes at Emporia State University. The students were tested during class. Six classes were used, with approximately 120 initial subjects. Some subject's data were dropped from the study due to not meeting the score criteria necessary. This procedure will be explained further in the Materials and Procedures section.

Materials and Procedures

Rotter's Locus of Control Scale. One of the measures used in this study was the Rotter Locus of Control Scale (1966). It is a 29 item forced answer test including six filler items to make what is being tested less easy to anticipate. Rotter reviewed the test and found it internally reliable; correlational analyses were used to determine its qualities relative to other testing instruments (Rotter, 1966). These analyses indicated that, overall, this particular locus of control test does measure what it says it measures. The instructions used were those provided in the instruction manual.

Jokes and Ratings Scale. The jokes were acquired from the Institute for Personality and Ability Testing (IPAT) Humor Tests forms A and B (1963, 1966). Aggressive jokes and nonaggressive jokes were used. The jokes were initially judged appropriate for the study by the researcher and a panel of judges. Three faculty members and three undergraduate students determined if the jokes were aggressive or nonaggressive. The panel sorted the jokes into two groups. One group was for jokes considered aggressive and the other was for nonaggressive jokes. Five jokes were selected for each category. Jokes that failed to be properly categorized were eliminated. For the study, they were presented in a written form and in a random order. They were ranked as either liked or disliked.

Procedures

Each subject received an oral introduction to the experiment and a written informed consent form. The subjects then received a test packet containing the two testing instruments. The subjects were informed as how to proceed through the testing packet. Written instructions preceded each section and the subjects proceeded at their own pace. Questions were answered by the experimenter. The subjects initially filled out the Rotter's Locus of Control Scale. The final section was the rating of the written jokes. As testing packets were completed, they were

collected by the experimenter and an assistant. After all the packets were collected, the experimenter further explained the experiment and questions were answered. The subjects were thanked for their time.

The testing materials were scored by the experimenter. Certain subjects' scores were dropped from the study. Scores that were obtained on the Rotter's Locus of Control Scale that did not clearly indicate internal or external locus of control were dropped. Subjects scoring from 10-13 were dropped from the study due to a lack of a decisive locus of control score. There were 66 subjects who met the criteria for inclusion based on locus of control. Preferences were based on liking three out of the five (or more) of the jokes in a category.

Statistical Techniques

The statistical design involved in this study was a two 2 x 2 Chi square test of independence. The independent variables were internal or external locus of control and aggressive or nonaggressive humor. The dependant variable being measured was the selection of the humor types - either aggressive or nonaggressive. The null hypothesis was there is no difference in the selection of the different types of humor by either the internal or the external locus of control subjects. The alternate hypothesis was that a difference would exist.

CHAPTER 3

RESULTS

There were 120 subjects tested. Out of that number of subjects, 54 were dropped either because their scores fell in the range specified for having an unclear locus of control or failure to complete the testing packet correctly. Thirty-seven subjects had an accepted score for external locus of control and 29 subjects had an accepted score for internal locus of control. These 66 subjects' scores were examined for their humor preferences.

Internal locus of control subject's scores included 9 who preferred aggressive humor, 22 who preferred nonaggressive humor, 3 who had no preference for humor, and 7 who preferred both types of humor. External locus of control subject's scores included 10 who preferred aggressive humor, 21 who preferred nonaggressive humor, 11 who had no preference for humor, and 6 who preferred both types of humor. Forty-three out of the 66 subjects preferred nonaggressive humor. This indicates that 2/3s of the subjects preferred nonaggressive humor.

A 2 x 2 Chi Square was used to analyze the data. The Chi square results were compared to the tabled critical values for Chi square. This statistical technique requires the degrees of freedom be based on the number of cells of data and not the number of subjects. Since the data were placed in four cells, the degrees of freedom used was three.

At the .05 level of significance a value of 7.82 was needed to reject the null hypothesis. The calculated Chi square value of the data was .076. This indicated the null hypothesis should be accepted which means there is no difference between the humor preferences of subjects with internal or external locus of control. The final results are clear, but, further experimentation is still needed to prove or disprove any humor preferences that internal or external people may have.

Overall preference or no preference were also noted and used. Internal scorers, in general, had a preference for humor. Only three internal subjects completely rejected the humor presented. Seven internal subjects indicated a preference for both types of humor. External subjects completely rejected the humor presented in 11 cases. Six external subjects had a preference for both types of humor. This indicates subjects with an internal locus of control may have some preference for humor in general. Subjects with an external locus of control may not have this preference.

CHAPTER 4

DISCUSSION

Kambourapalou (1926) did a correlational study that indicated humor can be used to assess intelligence, abnormalities, and sanity. She was one of the first to study the use of humor as a potential means of studying human behavior and drawing conclusions. Cattell and Laborsky (1942) used humor as an assessment tool for personality traits and Redlich, et al. (1951) used humor as a diagnostic tool. Each of these experimenters saw the potential use of humor for psychological purposes.

Using humor as a means of therapy was studied by Cade in 1986. Cade used it as a method to focus therapy back on the problems that existed in therapy. Prerost has done a number of studies that included experimenting with humor (1985, 1987, 1989 ; Prerost and Brewer, 1977). Two of Prerost's studies (1987, 1977) involved studying aggression alleviation using humor. Prerost postulated subjects with an internal locus of control use aggressive humor to calm themselves down. Prerost went on to predict anger reduction could possibly be taught in therapy using humor.

This study was based on Prerost's (1976; 1983; 1987) work with aggressive humor. Prerost did not test to see if subjects with an internal locus of control preferred aggressive humor to begin with or if they just preferred any type of humor. If these individuals saw humor as a tool in

their environment that they can use to alleviate discomfort with aggression, how did they view it when they were in a relatively nonaggressive state?

People with an internal locus of control have the view they are responsible for their own fate. They have a tendency to use what is in their environment to alleviate negative feelings and emotions. These "tools" are used to keep the person emotionally balanced. It is not clear how people with an internal locus of control relate to these resources when they are not needed to promote calm. It may be people with an internal locus of control are more receptive to these environmental resources than are people with an external locus of control. Humor could be appreciated more by people with an internal locus of control than those with an external locus of control in an overall sense. If there was a pre-existing preference for aggressive humor this preference would affect any study involving locus of control and humor. The preference would not necessarily lead to the conclusion that these individuals were using it as a means to alleviate their aggression but that it was just a quirk.

The results of this study indicated there does not seem to be any difference between the humor preferences of internal or external locus of control subjects. This has significant implications for further research. Prerost's (1976; 1983; 1987) studies have a higher validity if there

is not an initial preference for aggressive humor by subjects with an internal locus of control. Researchers will not have to compensate for preexisting preferences.

Some interesting facts did arise out of this study. The subjects with an external locus of control had more of a propensity to have no preference for humor at all. Eleven external subjects had no preference and three internal subjects had no preference. This overall tendency to prefer humor more than externals may indicate internals do have a propensity to collect tools from their environment or that they are more receptive to potential tools.

This study has potential for being replicated. Many additional factors could be studied. The age of the individuals involved could be collected as a means of gauging if humor is used by internals who are older or younger. Age also is a factor in maturity and locus of control. Perhaps humor's usage is more age-based than we realize. There needs to be a more consistent way to use kinds of humor in experiments. Because of the nuances involved in humor, it is difficult to generate material that is scientifically consistent and verifiable humorous. In this study, jokes were obtained from two humor tests that were over twenty years old. The jokes were somewhat dated and the level of humor was in question.

Continued study in the area of the use of humor for therapeutic purposes is needed. If something as natural as

humorous interaction can alleviate psychologically destructive factors it is well worth tedious effort to experiment with it further.

REFERENCES

- Blanchard, M. (1951). A review of the Mirth Response Test. American Journal of Orthopsychiatry, 21, 736-737.
- Bliss, S. H. (1915). The origin of laughter. American Journal of Psychology, 23, 236-246.
- Cade, B. (1986). The uses of humor in therapy. Family Therapy Collection, 19, 64-76.
- Cattel, R., & Luborsky, L. (1947). Personality factors in response to humor. Journal of Abnormal and Social Psychology, 42, 402-421.
- deMan, A. & Devisse T. (1987). Locus of control, mental ability, self-esteem and alienation. Social Behavior and Personality. 15, 233-236.
- Foon, A. (1987). Review: Locus of control as a predictor of outcome of psychotherapy. British Journal of Medical Psychology, 60, 99-107.
- Freud, S. (1960). Jokes and Their Relationship to the Unconscious. New York: Norton.
- IPAT Humor Test. (1963). Champaign, Illinois: Institute for Personality and Ability Testing.
- IPAT Humor Test. (1966). Champaign, Illinois: Institute for Personality and Ability Testing.
- Johnston, R. (1990). Humor: A preventative health strategy. International Journal for the Advancement of Counseling. 13, 257-265.

- Jones, E. (1953). The life and work of Sigmond Freud. 1. New York: Basic Books.
- Kambourapalou, P. (1926). Individual differences in sense of humor. American Journal of Psychiatry, 37, 268-278.
- Kubie, L. (1971). The destructive potential of humor in psychotherapy. American Journal of Psychiatry. 127, 37-42.
- Lester, D. (1988). Locus of control, anger, and suicide. Activas Nervosa Superior. 30, 315-316.
- Lester, D. (1989a). Locus of control, depression and suicidal ideation. Perceptual and Motor Skills, 69, 1158.
- Lester, D. (1989b). Relationship between locus of control and depression mediated by anger towards others. Journal of Social Psychology. 129, 413-414.
- Ness, M. (1989). In the field: Counselor education. Counselor Education and Supervision. 29, 35-43.
- Nowicki, S., & Strickland, H. (1973). Effect of locus of control and differential analogue procedures on the perceived therapeutic relationship. Journal of Consulting and Clinical Psychology. 38, 434-438.
- Pasquali, G. (1986). Some notes on humor in psychoanalysis. International Review of Psychoanalysis. 14, 231-236.
- Poland, W. (1971). The place of humor in psychotherapy. American Journal of Psychiatry. 128, 635-637.

- Poland, W. (1990). The gift of laughter. Psychoanalytic Quarterly. 59, 197-225.
- Prerost, F. (1976). Reduction of aggression as a function of related humor content. Psychological Reports. 38, 771-777.
- Prerost, F. (1983). Locus of control and the aggression inhibiting effects of aggressive humor. Journal of Personality Assessment. 47, 294-299.
- Prerost, F. (1985). A procedure using imagery and humor in psychotherapy. Journal of Mental Imagery. 9, 67-76.
- Prerost, F. (1987). Locus of control, humor, and reduction of aggression. Psychological Reports. 61, 886-896.
- Prerost, F. (1989). Humor as an intervention strategy during psychological treatment. Psychology, a Journal of Human Behavior. 26, 67-76.
- Prerost, F. & Brewer, R. (1977). Humor content and control. The Journal of Social Psychology. 103, 225-231.
- Redlich, F.; Levine, J. & Sohler, A. (1951). A mirth response test. American Journal of Orthopsychiatry. 21, 717-734.
- Reid, D. & Ware, E. (1973). Multidimensionality of internal-external control: Implications for past and future research. Canadian Journal of Behavioral Science. 5, 264-271.

- Reid, D. & Ware, E. (1974). Multidimensionality of internal versus external control: Addition of a third dimension and non-distinction of self versus others. Canadian Journal of Behavioral Science. 6, 131-142.
- Reynes, R. & Allen, A. (1987). Humor in psychotherapy. American Journal of Psychotherapy. 41, 260-269.
- Rosenheim, E. (1974). Humor in psychotherapy: An interactive experience. American Journal of Psychotherapy, 28, 584-591.
- Rotter, J. (1966). Generalized expectancies for internal versus external locus of control. Psychological Monographs. 80, (Serial No. 609).
- Rotter, J. (1990). Internal versus external control of reinforcement. American Psychologist. April. 489-493.
- Ruxton, J., & Hester, M. (1987). Humor: Assessment and intervention. Clinical Gerontologist. 7, 13-21.
- Sands, B. (1984). The use of humor in psychotherapy. Psycho-analytic Review. 71, 441-460.
- Saper, S. (1987). Humor in psychotherapy: Is it good or bad for the client? Professional Psychological Research and Practice. 18, 360-367.
- Smith, R. (1992). The comedy quote dictionary. New York: Doubleday.
- Yovitch, N., Dale, J. & Hudak, M. (1990). Benefits of humor in reduction of threat-induced anxiety. Psychological Reports. 66, 51-58.

APPENDIX A
Testing Packet

INSTRUCTIONS FOR THE I-E SCALE

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 most strongly believe to be the case as far as you're concerned. Circle the letter in front of the statement you have selected. Be sure to select the one you actually believe to be more true rather than the one you would like to be true. This is a measure of personal belief: obviously there are no right or wrong answers.

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's ones 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 anyhow.
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 is really no such thing as "luck".
19. a. One should always be willing to admit mistakes.
b. It is usually best to cover up one's mistakes.
20. a. It is really hard to know whether or not a person really likes you.
b. How many friends you have depends upon how nice a person you are.
21. 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.
22. 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.
23. 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.
24. 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.

25. 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.
26. 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.
27. a. There is too much emphasis on athletics in high school.
- b. Team sports are an excellent way to build character.
28. 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.

The following jokes are for you to rate according to whether or not you like them. Please read through each joke and circle either the word "Liked" or the words "Not Liked". Be sure to respond to all ten jokes. When you are finished, please indicate this to the researchers and let them pick up your test packet. Thank you.

He: "I walked for miles and miles without seeing a human face."

She: "Where were you?"

He: "In a nudist camp."

Liked

Not Liked

Little boy: "My dad and I know everything in the world."

Companion: "All right, where's Timbuktu?"

The little boy thought for a minute and then answered:

"That's one of the questions my father knows."

Liked

Not Liked

The following item appeared in the morning paper: The body of a sailor was found in the river this morning, cut to pieces and sewed up in a sack. The circumstances seem to preclude any suspicion of suicide.

Liked

Not Liked

He: "Pardon me, but you look like Helen Green."

She: "So what? I look worse in pink."

Liked

Not Liked

Unhappy motorist (having just run over a lady's dog):

"Ma'am, I will replace your animal."

Lady: "Sir, you flatter yourself."

Liked

Not liked

"To what do you attribute your longevity?" The reporter asked the 102 year old man.

"To the fact that I never died." was the conclusive reply.

Liked

Not Liked

The young wife rushed into the police station and demanded:

"Where do I go to apologize for shooting my husband ?"

Liked

Not Liked

A little boy was shown a picture of the martyrs being thrown to the lions. He startled his friends by shouting: " Mom, just look at that poor little lion back there, he won't get any !"

Liked

Not Liked

"Does the new baby talk yet?"

"No," replied the big brother disgustedly, "he just yells and gets everything in the house worth having."

Liked

Not liked

A father was spanking his son when his son turned around and bit him. "Hey, what are you biting me for?" The son replied: "Well who began this war?"

Liked

Not Liked

I, Linda Ostrander, hereby submit this thesis/report to Emporia State University as partial fulfillment of the requirements for an advanced degree. I agree that the Library of the University may make it available for use in accordance with its regulations governing materials of this type. I further agree that quoting, photocopying, or other reproduction of this document is allowed for private study, scholarship (including teaching) and research purposes of a nonprofit nature. No copying which involves potential financial gain will be allowed without written permission of the author.



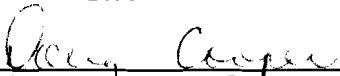
Signature of Author

8/12/93

Date

The Relationship Between Locus of Control and
Humor Preferences

Title of Thesis



Signature of Graduate Office Staff Member

August 16, 1993

Date Received