

University of Windsor

Scholarship at UWindor

Electronic Theses and Dissertations

Theses, Dissertations, and Major Papers

1-1-1981

IRONY OF IRONIES: INTERFACING VICARIOUS SUPERIORITY AND INTERACTIVE INCONGRUITY HUMOUR THEORIES.

SARAH YEE WAH TSANG

University of Windsor

Follow this and additional works at: <https://scholar.uwindsor.ca/etd>

Recommended Citation

TSANG, SARAH YEE WAH, "IRONY OF IRONIES: INTERFACING VICARIOUS SUPERIORITY AND INTERACTIVE INCONGRUITY HUMOUR THEORIES." (1981). *Electronic Theses and Dissertations*. 7190. <https://scholar.uwindsor.ca/etd/7190>

This online database contains the full-text of PhD dissertations and Masters' theses of University of Windsor students from 1954 forward. These documents are made available for personal study and research purposes only, in accordance with the Canadian Copyright Act and the Creative Commons license—CC BY-NC-ND (Attribution, Non-Commercial, No Derivative Works). Under this license, works must always be attributed to the copyright holder (original author), cannot be used for any commercial purposes, and may not be altered. Any other use would require the permission of the copyright holder. Students may inquire about withdrawing their dissertation and/or thesis from this database. For additional inquiries, please contact the repository administrator via email (scholarship@uwindsor.ca) or by telephone at 519-253-3000ext. 3208.

0-315-05519-7



National Library of Canada

Bibliothèque nationale du Canada

CANADIAN THESES ON MICROFICHE

THÈSES CANADIENNES SUR MICROFICHE

53413

NAME OF AUTHOR/NOM DE L'AUTEUR Sarah Yee Wah Tsang

TITLE OF THESIS/TITRE DE LA THÈSE Irony of ironies: interfacing vacarious superiority and interactive incongruity humor theories.

UNIVERSITY/UNIVERSITÉ University of Windsor, Windsor, Ontario

DEGREE FOR WHICH THESIS WAS PRESENTED/ GRADE POUR LEQUEL CETTE THÈSE FUT PRÉSENTÉE Ph.D.

YEAR THIS DEGREE CONFERRED/ANNÉE D'OBTENTION DE CE GRADE Oct. 1981

NAME OF SUPERVISOR/NOM DU DIRECTEUR DE THÈSE Dr. John J. La Gaipa

Permission is hereby granted to the NATIONAL LIBRARY OF CANADA to microfilm this thesis and to lend or sell copies of the film.

L'autorisation est, par la présente, accordée à la BIBLIOTHÈQUE NATIONALE DU CANADA de microfilmer cette thèse et de prêter ou de vendre des exemplaires du film.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

L'auteur se réserve les autres droits de publication; ni la thèse ni de longs extraits de celle-ci ne doivent être imprimés ou autrement reproduits sans l'autorisation écrite de l'auteur.

DATED/DATE Aug 13, 1981 SIGNED/SIGNÉ Sarah Yee Wah Tsang

PERMANENT ADDRESS/RÉSIDENCE FIXÉE _____



National Library of Canada
Collections Development Branch

Canadian Theses on
Microfiche Service

Bibliothèque nationale du Canada
Direction du développement des collections

Service des thèses canadiennes
sur microfiche

NOTICE

The quality of this microfiche is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us a poor photocopy.

Previously copyrighted materials (journal articles, published tests, etc.) are not filmed.

Reproduction in full or in part of this film is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30. Please read the authorization forms which accompany this thesis.

THIS DISSERTATION
HAS BEEN MICROFILMED.
EXACTLY AS RECEIVED

AVIS

La qualité de cette microfiche dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de mauvaise qualité.

Les documents qui font déjà l'objet d'un droit d'auteur (articles de revue, examens publiés, etc.) ne sont pas microfilmés.

La reproduction, même partielle, de ce microfilm est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30. Veuillez prendre connaissance des formules d'autorisation qui accompagnent cette thèse.

LA THÈSE A ÉTÉ
MICROFILMÉE TELLE QUE
NOUS L'AVONS REÇUE

Ottawa, Canada
K1A 0N4

NL-339 (Rev. 8/80)

IRONY OF IRONIES: INTERFACING VICARIOUS SUPERIORITY AND
INTERACTIVE INCONGRUITY HUMOUR THEORIES

by



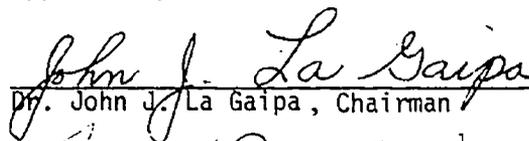
Sarah Yee Wah Tsang

A Dissertation
submitted to the Faculty of Graduate Studies
through the Department of Psychology
in Partial Fulfillment of the
requirements for the Degree
of Doctor of Philosophy at
The University of Windsor

Windsor, Ontario, Canada

1981

Approved by



Dr. John J. La Gaipa, Chairman



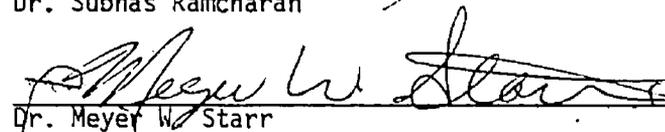
Dr. Jeffrey H. Goldstein, V Temple University



Dr. Roland Engelhart



Dr. Subhas Ramcharan



Dr. Meyer W. Starr

DEDICATION

to the memory of
the late Professor Lawrence La Fave
whose theory pervades this study

ABSTRACT

IRONY OF IRONIES: INTERFACING VICARIOUS SUPERIORITY AND INTERACTIVE INCONGRUITY HUMOUR THEORIES

by

Sarah Yee Wah Tsang

The findings of this study constitute a connecting link between vicarious superiority humour theory (La Fave, 1972; La Fave et al., 1976) and interactive incongruity humour theory (La Fave, 1980). La Fave and his associates suggest that an irony of irony provides the necessary connecting link between superiority and incongruity theories. The irony is that under specifiable conditions an extreme insult will be judged less insulting than a mild insult. The irony of irony occurs when the extreme insult is instantaneously restructured cognitively and pleasantly reinterpreted as a compliment in disguise.

A 2x2x2 independent groups design was employed in this study. The three two-valued independent variables are 1) relationship: friend (F) vs. enemy (En); 2) degree of realism of the characteristic-attribution: realistic (R) vs. unrealistic (U); 3) degree of insult: extreme (Ex) vs. mild (M). Two hundred and fifty-six students at The University of Windsor were randomly assigned to the eight experimental conditions.

A three-way interaction is predicted for each of the three dependant measures. These hypotheses predict that subjects will find the items 1) more amusing, 2) less insulting, and 3) more kidding (less serious) under the condition of friendly relationship, unrealistic characteristic-attribution, and extreme insult (FUEX) than any other combination of relationship, degree of realism of the characteristic-attribution, and degree of insult. Hypotheses

1 and 2 are substantiated at $p < .05$ and $p < .01$ respectively. Hypothesis 3 is only tentatively substantiated. However, the highly significant main effects suggest that the kidding-serious scale is a sensitive measure that might prove to be a useful tool for studies on humour and play.

Across the three dependent measures, there are three main effects on degree of insult. Mild insults are perceived as less amusing, less insulting, and less kidding (more serious), while extreme insults are judged as more amusing, more insulting, and more kidding (less serious). When one takes into consideration the information provided by the insulting scale, one finds that subjects do correctly perceive an extreme insult as significantly more insulting than a mild insult. Yet, when the extreme insult is paired with a friendly relationship and an unrealistic assigned attribute, subjects' judgements are reversed, i.e., subjects now judge that condition to be least insulting, surpassing all other conditions, including the mild insult conditions.

These data confirm the explanation suggested by La Fave that under this specifiable condition (FUEX) the insult is taken non-literally and regarded as a pseudo-insult. La Fave offered this interpretation to explain how individuals can believe themselves to be amused at their own expense. Moreover, this non-literal interpretation enhances one's self-esteem due to feelings of being a good sport to a friend and being emotionally secure (i.e., non-threatened) regarding an unrealistic characteristic attributed with a high degree of exaggeration.

Psychologically perceiving such non-threatening incongruity (violation of social norms) among friends enables an individual to cognitively restructure the intent of the communication as ironic, realizing the discrepancy between what is said and what is meant -- which is the essence of

irony. Ironically by seeing through this irony, the individual's cognition undergoes a higher, more abstract level of transformation; instead of feeling insulted, the person feels that he/she is being complimented and hence is amused. This transformation serves the function for man to transcend the usual formula of stimulus-response.

The present study investigates only one type of irony, i.e., the irony involved in left-handed insults. Another type of irony involving left-handed compliments could also be tested in the future.

ACKNOWLEDGEMENTS

I would like to express my appreciation to Dr. John J. La Gaipa, chairman of my Dissertation Committee, for his assistance and constant availability.

I wish to thank Dr. Meyer W. Starr for his advice, especially during the statistical analysis stage. Also, I would like to thank my other Dissertation Committee members -- Dr. Roland Engelhart of the Psychology Department and Dr. Subhas Ramcharan of the Sociology and Anthropology Department. Their encouragement and support is much appreciated.

Further, I would like to thank Dr. Jeffrey H. Goldstein for his valuable comments as the external examiner of my dissertation.

Finally, a word must be said to acknowledge Dr. Ann Marie Guilmette, my comrade and critic, for her constant availability from the start until the end of this study.

TABLE OF CONTENTS

	Page
DEDICATION	iii
ABSTRACT	iv
ACKNOWLEDGEMENTS	vii
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF APPENDICES	xii
 Chapter	
I INTRODUCTION	1
Levels of Analysis and Functions	2
Research in Superiority Theories of Humour	19
Research in Incongruity Theories of Humour	25
Statement of Problem	32
Statement of Hypotheses	34
II METHOD	36
Subjects	36
Experimental Design	37
Stimulus Materials	39
Procedure	41
Pilot Study	43
Pre-Test	44
III RESULTS	45
IV DISCUSSION	67
Confirmation of Hypotheses	67
Theoretical Implications	68
Limitations and Future Research	74
Practical Applications	77

	ix
APPENDICES	79
REFERENCES	118
VITA AUCTORIS	129

LIST OF TABLES

Table		Page
1	Mean Amusing Rating for All Levels of the Independent Variables.....	46
2	Mean Insulting Rating for All Levels of the Independent Variables.....	47
3	Mean Kidding-Serious Rating for All Levels of the Independent Variables.....	48
4	Analysis of Variance for Amusing.....	49
5	Studentized Range Statistic for All Two-Way Interactions of the Independent Variables on Amusing.....	51
6	Studentized Range Statistic for the Three-Way Interaction of the Independent Variables on Amusing.....	52
7	Analysis of Variance for Insulting.....	53
8	Studentized Range Statistic for All Two-Way Interactions of the Independent Variables on Insulting.....	55
9	Studentized Range Statistic for the Three-Way Interaction of the Independent Variables on Insulting.....	56
10	Analysis of Variance for Kidding-Serious.....	58
11	Studentized Range Statistic for All Two-Way Interactions of the Independent Variables on Kidding-Serious.....	59
12	Studentized Range Statistic for the Three-Way Interaction of the Independent Variables on Kidding-Serious.....	61
13	Duncan's Multiple Range Test for Amusing.....	62
14	Duncan's Multiple Range Test for Insulting.....	63
15	Duncan's Multiple Range Test for Kidding-Serious....	64
16	Correlation Between Amusing, Insulting, and Kidding-Serious Ratings.....	65

LIST OF FIGURES

Figure		Page
1	Joke Found Amusing to Achieve Balance.....	6
2	Joke Found Unamusing to Achieve Balance.....	7
3	Balance Achieved by Joke Esteeming Ingroup.....	10
4	Balance Achieved by Pseudo-Insult.....	12
5	Balance Achieved by Pseudo-Compliment.....	14
6	Amusing, Insulting, and Kidding-Serious Ratings by Eight Conditions.....	66

LIST OF APPENDICES

Appendix		Page
A	Four Types of Experimental Items Across Eight Conditions.....	79
B	Control Items Across Eight Conditions.....	88
C	Instructions to Subjects.....	90
D	Raw Data.....	93

CHAPTER I
INTRODUCTION

Intellectual interest in humour goes back at least thousands of years. Explanations of humour offered by philosophers date as far back as the early Greeks.

According to Chapman and Foot (1976, p.1), such ancient Greeks as Plato and Aristotle conceived of humour as based on the degradation of the defects and misfortunes of others. At that time, having a so-called "sense of humour" was considered to be undesirable, a reflection of malevolence and ignorance. However, over the centuries, the possession of a sense of humour has been transformed, becoming more desirable.

Omwake (1937) and Allport (1961) found that only 1.4% and 6% respectively of college students confessed to having a below average sense of humour. Leacock (1930, p. 327) states, "Any man will admit, if need be, that his sight is not good, or that he cannot swim, or shoots badly with a rifle, but to touch upon his sense of humour is to give him a mortal affront." For Frank Moore Colby (quoted in Bergler, 1956, p. iii), "Men will confess to treason, murder, arson, false teeth or a wig. How many will own up to a lack of humour?" Browning (1977, p. 1) adds: "Whatever else Americans believe about themselves, they are positive they have a sense of humour. An American can tolerate almost any kind of criticism except the observation that he or she is humourless." McGhee (1979) notes that everyone attaches great importance to the possession of a good sense of humour; humour and laughter can

often be used as an index of whether a person is depressed or in a good mood. A number of clinical psychologists and psychiatrists have taken the position that indeed a sense of humour is a desideratum in psychotherapy (eg., Balance, 1970; Mindess and O'Connell, 1975).

The functions or purposes of humour abound in the humour literature. (Cf., Allan, 1977; Berger, 1977; Bradshaw, 1977; Burand, 1977; Davies, 1977; Fine, 1977; Fry, 1977; Grossman, 1977; Gruner, 1976; Healey, 1977; Husband, 1977; Kane, Suls and Tedeschi, 1977; Killinger, 1977; La Fave and Mannell, 1976; La Gaipa, 1970, 1977; Levine, 1969, 1977; Linfield, 1977; Martineau, 1972; Mindess, 1976; Mishkin, 1977; Myrdal, 1962; Radcliffe-Brown, 1940; and Zijderfeld, 1968.) However, there exist so many functions for humour, and there are so many which overlap, that merely typologizing or describing the functions of humour is often more confusing than enlightening. Therefore, an attempt to devise a more parsimonious list of such functions, without losing comprehensiveness in the territory, would have to be made. The best single way to cut down the list seems to be to avoid, where possible, overlapping functions. And, as Sarup (1972) suggests, the best single method of avoiding functions which overlap is to distinguish between levels of analysis.

Levels of Analysis and Functions

Physiological Level. At this level, such physiological indices of amusement as GSR and heart rate, as discussed in Godkewitch (1976), are considered. At the theoretical level, physiological arousal is accounted for by such psychoanalytic concepts as catharsis and tension reduction, and such related constructs as motivational

arousal (often used by behavioristic humour researchers, such as Berlyne, 1972; Byrne, 1961; et al.). Although the philosopher Herbert Spencer (1860) presented cogent ideas for a tension reduction theory of laughter several decades before Freud, and Plato (1871) wrote about catharsis thousands of years before Freud, nevertheless, humour researchers often cite Freud (1905) as the originator of motivational arousal theory. For a further discussion and for references in this area, see Keith-Spiegel (1972) and Godkewitsch (1976).

Unfortunately, such roughly synonymous terms as tension reduction, catharsis, motivational arousal and relief are ambiguous; sometimes they refer to the physiological level, and at other times to the mental. Further, when they refer to the mental, they sometimes indicate the conscious (i.e., phenomenological) mental, and at other times the unconscious mental (as in Freud).

Additionally, the behavioural measure laughter is often treated as a physical indicator of catharsis, tension reduction, relief, and arousal decrement. However, not all laughter is a consequence of amusement (La Gaipa, 1971, 1977); nor are all humorous experiences accompanied by laughter (La Gaipa, 1977). That is, humour is neither a necessary nor sufficient condition of laughter (Giles and Oxford, 1970; La Fave, Haddad and Maesen, 1976; La Gaipa, 1977).

At the physiological level, humour may serve the function of returning the organism to a homeostatic steady state, thus reducing physiological stress. At higher levels (individual psychological and social psychological), humour may serve the homeostatic function of restoring balance to the individual or cohesion to the group. However,

not all writers on humour agree with the observation. For instance, Fry (1977) contends that laughter (even in the case of amused laughter) could kill a person. (Yet perhaps Fry merely means that too much of any good thing, including laughter, could be dysfunctional, rather than eufunctional, at the physiological level.)

Individual Psychological Level. At this level, humour can be used to increase or decrease the happiness of a given individual, or to change the individual's self-esteem (cf. La Fave, Haddad and Maesen, 1976). As well, this level may reflect the machiavellian, manipulative uses of humour by an individual to increase his or her power (La Gaipa, 1977). At the individual level of analysis also, humour is employed as an educational or propagandistic tool by which to change the attitudes and beliefs of the individual (Gruner, 1976).

The balance theory of Heider (1958) has been applied to humour theory by Gutman (1968) in an attempt to better understand the individual psychological level of analysis. Goldstein (1976) exhibits how such a cognitive consistency theory is relevant to an individual's humour appreciation. Brown (1965, p. 549) states that such cognitive consistency theories as balance theory assume that cognitive inconsistency is motivating (i.e., a nonsteady state in a homeostatic system), and cognitive consistency is nonmotivating (thus a steady state). The basic assumption of such cognitive consistency theories then, seems to be that of psychological hedonism, the view that human seeks happiness, since cognitive consistency appears to be judged as a happy state. La Fave, Haddad and Maesen (1976) contend that an amusing experience represents a happiness increment.

Therefore, humorous material which serves the function of restoring balance or cognitive consistency for the individual should be more amusing to that person than humour which fails to serve that function. However, Goldstein (1976, p. 107) maintains that balance theory cannot handle or explain the case in which the person is amused at his own expense.

However, an example of amusement at a joke at one's own expense can be represented in a P-O-X triangle. P in Figure 1 represents the person's present self. O indicates his past self. X stands for a joke. The (-) sign between P and O means the individual dissociates (i.e., detaches) his present self from his past self. The (-) sign between the O and the X indicates that the joke is at the expense of the individual's past self. Therefore, it is possible for the individual's present self to like the joke (represented by a + sign between the P and the X), because doing so is a happy state representing a state of balance.

Chapman's (1975) safety-valve theory may be relevant here if the laughter he is referring to represents what Giles and Oxford (1970) and La Gaipa (1977) call humorous laughter. The reason is that the individual by finding the joke funny and by dissociating his present self, P, from his past self, O, is able to have two negatives, rather than one. If a (+) sign (for association) existed between P and O, then balance theory would seem to predict (consistent with common sense) that he would have to dislike the joke in order to achieve balance and have an even number of negatives (cf. Figure 2).

Balance theory seems to be useful at the individual level of

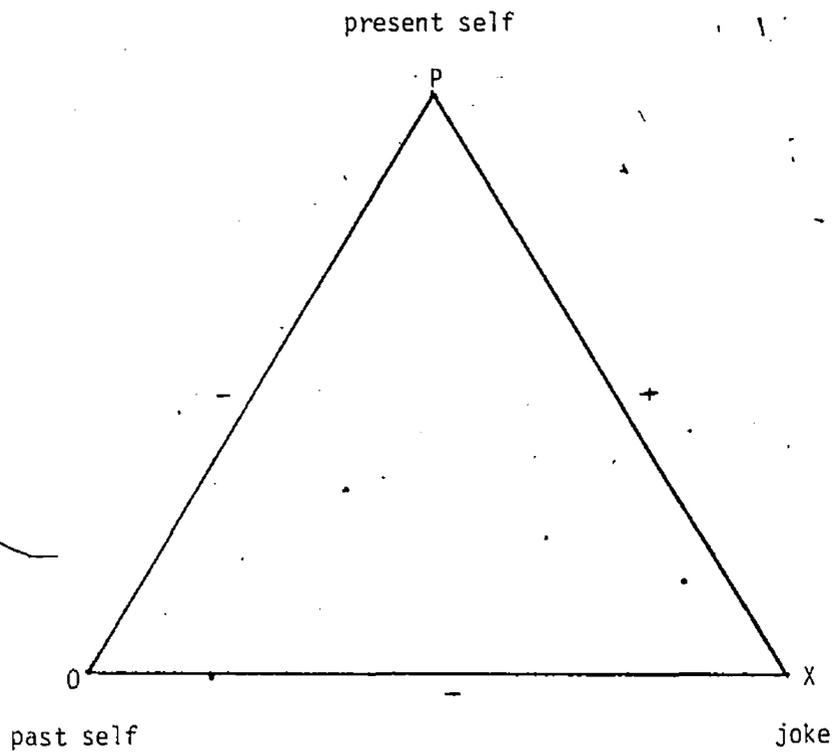


Figure 1. Joke found amusing to achieve balance.

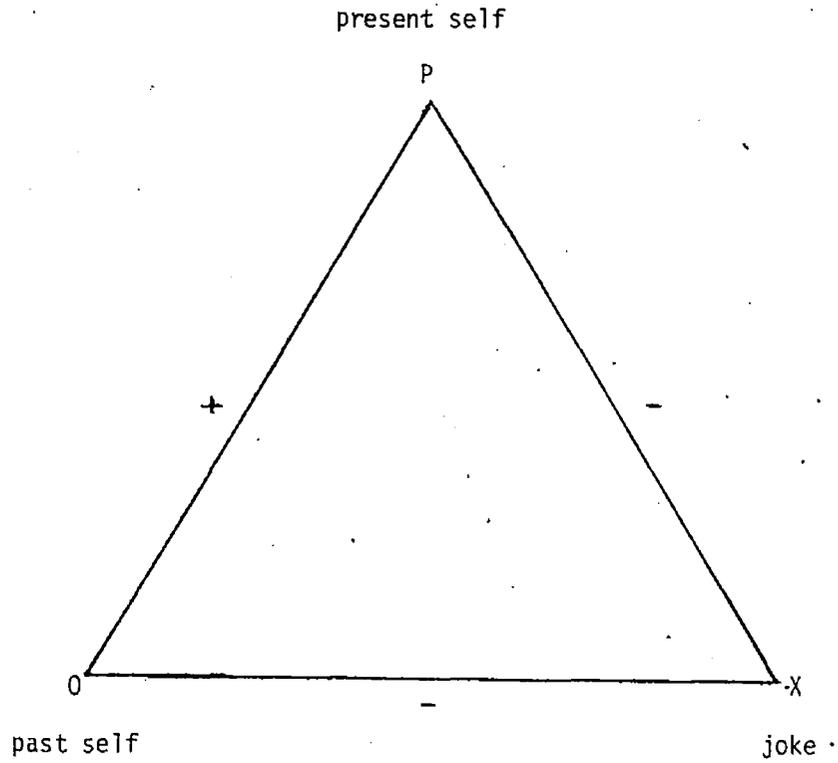


Figure 2. Joke found unamusing to achieve balance.

humour theory. However, balance theory, though perhaps useful, is a long way from being an adequate theory due to the ambiguity of what a given plus or minus sign can represent. Therefore, balance theory can be applied ad hoc for postdiction, but it does not seem possible to predict with it.

One reason for the controversy and confusion which continue to plague this area is that terms such as tension reduction, motivational arousal, and stress are used ambiguously, sometimes to refer to the physiological level of the individual and sometimes to the individual's mental level. However, La Gaipa (1968) has employed the term stress to apply clearly to the mental level and such clear specification in other studies could help resolve the contradictions in the tension reduction humour literature, as Mannell (1977) also has suggested.

Social Psychological Level. This area of study may be more clearly conceived of as the relation of one individual to other individuals in group situations (both intra- and inter- group relations). Martineau is one such social scientist who has made significant contributions in the area of intragroup relations in humour. He (1972, p.116) astutely observes: "When the humour is judged as esteeming the ingroup, it functions to solidify the group."

Why would this result occur? Balance theory would again appear useful in explaining this phenomenon. The typical member, P, of the group, O, would hold a positive attitude with respect to O. The joke, X, would be positive with respect to group O. But since P also considers himself as part of the group, so P feels complimented by the joke too, P's self-esteem is enhanced vicariously. Therefore, a positive

relationship is added between X and P. Since the triangle contains three positives (i.e., no negatives), and zero is an even number, the typical group member is put in a balanced state by the group. Since a balanced state is a happy state, the typical group member finds such group experience enjoyable. By causing the group members to enjoy themselves, such jokes or humorous events increase group cohesiveness. After all, members of a group are more likely to 'stick together' voluntarily if they enjoy the ingroup experience (Sherif and Sherif, 1969). This balanced triangle is shown in Figure 3.

Another interesting possibility that Martineau (1972, pp.118-119) mentions is that humour which is judged by ingroup members as disparaging the outgroup may solidify the ingroup (i.e., increase ingroup cohesion). This event seems especially likely if the ingroup members all hold a negative attitude with respect to the outgroup.

La Gaipa (1977) found another interesting ramification of hostile wit. When the ingroup is the target, the tempo of ingroup conversation slows. Yet, when the outgroup is disparaged, the tempo of ingroup conversation quickens. With respect to this latter finding, however, one would suspect that it would only occur if the outgroup was disliked by ingroup members. If the outgroup was liked, the flow of ingroup conversation would probably slow down as well.

Other functions which humour serves with respect to group relations involves pseudo (i.e., 'left-handed') compliments and left-handed insults. Left-handed or pseudo-insults have been studied by La Fave, Mannell and Guilmette (1977). They found, as predicted, that extreme insults by a friend, which attributed to the

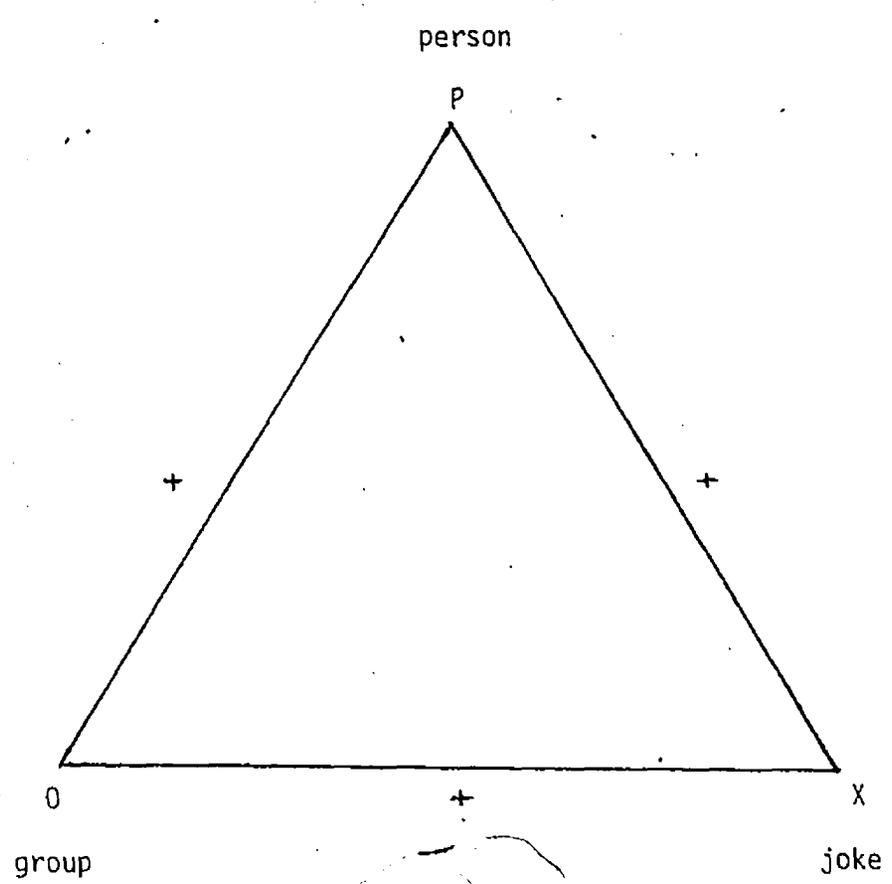


Figure 3. Balance achieved by joke esteeming ingroup.

'victim' a very unrealistic trait, had a significant chance of being judged amusing by the 'victim'. La Fave et al. reasoned that such pseudo-insults were really compliments in disguise--telling the 'victim' in effect that he is a good sport who can take a joke.

In terms of balance theory, in order for the individual to restore balance, the joke (i.e., pseudo-insult) must have been judged as a compliment in disguise by the 'victim'. Therefore, the 'victim' would find the 'insults' funny. The reason she/he would find it funny is because it can be represented by a balanced triangle of zero negatives. Let P represent the 'victim', O be the aggressor, one who delivers the 'hostile' wit, and X be the insulting 'joke'. Then a plus sign should be placed between P and O to represent a positive relationship. Similarly, a plus sign should relate O to X to indicate association (since O is the one who tells the joke X). At first it might look like a negative sign belongs between X and P because the communication directed at P is negative. However, that is the literal interpretation of the message. But P does not decode the message literally; rather, he believes that the intention of O was to deliver him a pseudo-insult or a compliment in disguise. Since a compliment is a plus, so a plus sign is assigned, providing no negatives, or a state of balance, for P. This balanced triangle is shown in Figure 4. The left-handed insult seems to be one type of humorous communication used in the joking relationship discussed by Radcliffe-Brown (1940), Zijderveld (1968), and Martineau (1972), among others.

There is also the type of joking in which left-handed compliments are used. Suppose O delivers a pseudo-compliment to P. The

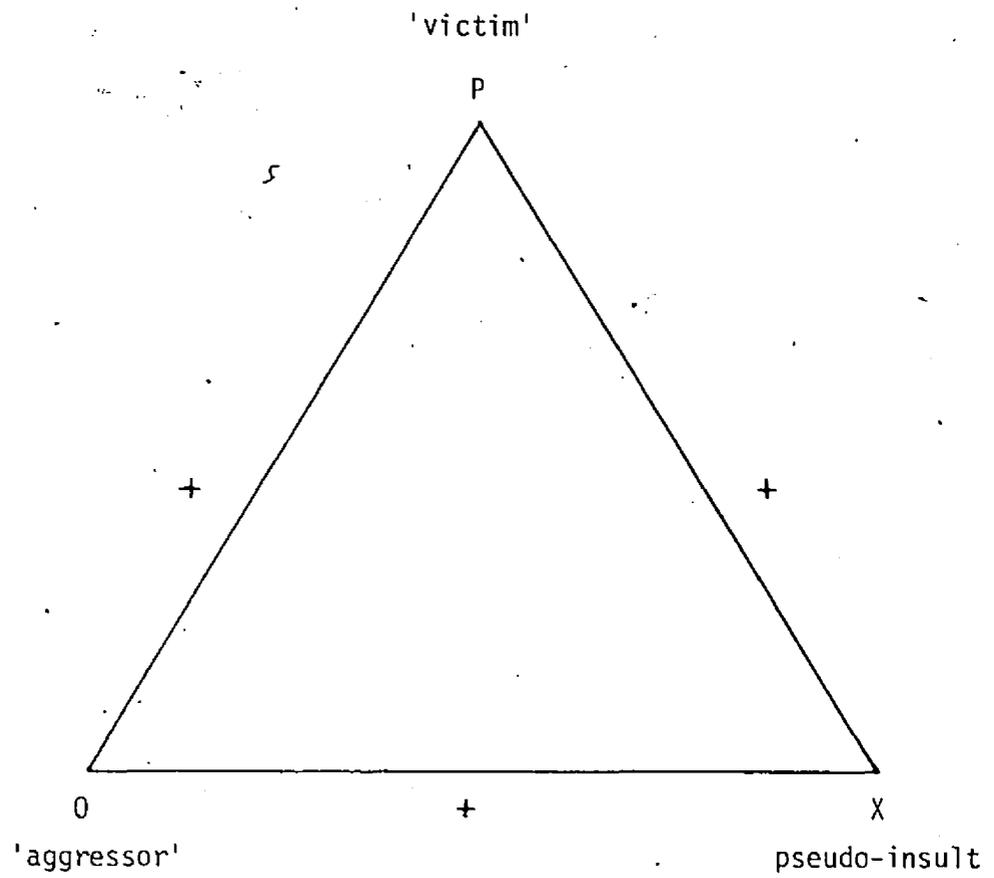


Figure 4. Balance achieved by pseudo-insult.

relationship between O and the left-handed insult communication, X, is positive, in that O is associated with the remark. Suppose also that the relationship between O and P is negative; they are enemies. Since human seeks balanced states, therefore balance theory would seem to predict that P will judge the communication negatively. But, literally, the communication was positive; i.e., a compliment. P will look for an opposite (i.e., negative) meaning in O's remark. (S)he will probably find it not amusing, thus achieving balance. This balanced triangle is shown in Figure 5.* However, O, and probably others who also dislike P, will be amused.

What effects will left-handed insults and left-handed compliments have upon ingroup cohesion? It would appear that the habitual exchange of left-handed insults between group members would increase ingroup cohesion. In fact, the frequently ample use of left-handed insults can be observed among ethnic group members. Also, as anthropologist Sally Snyder¹ (personal communication) observed--(anti)Polish joke books sold best in Hamtramck (a Polish suburb in the greater Detroit area).

Alternatively, the habitual use of left-handed compliments between group members should lead eventually to group conflict and group disintegration. Yet the use of left-handed compliments towards an enemy outgroup should increase group cohesion if other members of the ingroup share in the communication. Nevertheless, left-handed insults directed at an outgroup in the presence of other ingroup members would

1. Snyder, S., Personal communication, University of Windsor, 1975.

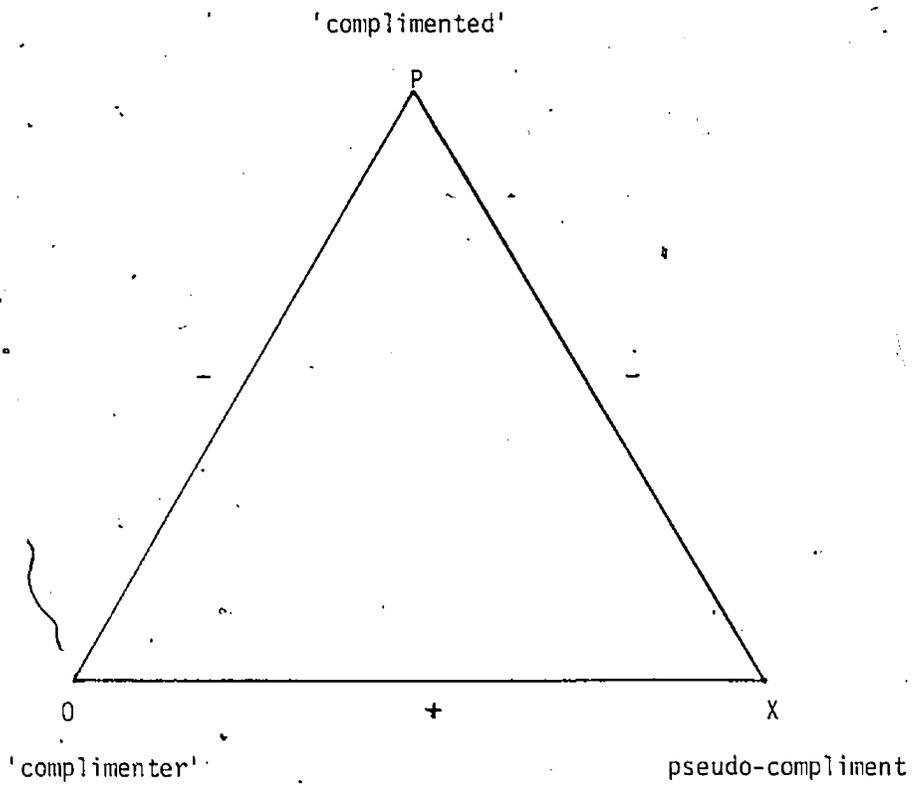


Figure 5. Balance achieved by pseudo-compliment.

probably not increase ingroup cohesion and could probably even decrease it by causing the ingroup to lose its common enemy.

Another social function of humour in intragroup relations is to serve as a social control device. In this case humour serves the politically conservative function of helping maintain the status quo. Such a social control function of humour has been discussed by, among others, Bergson (1911), Radcliffe-Brown (1940), Zijderveld (1968), and Martineau (1972).

For instance, if a group member violates a group norm or custom and his deviant behaviour is not threatening to the other group members, a la Rothbart (1976); then the group members will be amused (because they feel superior to one who commits such incongruous behaviour). However, if an enemy outgroup member commits such behaviour, possibly they would feel threatened rather than amused. If an ingroup member deviates in their presence, they would likely attribute to him an accidental, unintentional, faux pas. Thus, they could feel superior to this member. However, an enemy outgroup member might deviate from their norm in defiance, or because he does not share their norm. That is, he might deviate intentionally. Thus they will not as likely be inclined to judge his behaviour as amusing since intentional defiance of their norm does not make them feel superior, and might represent a threat.

If the ingroup member deviates in a way not dangerous to the group, they probably will engage in ridicule laughter. Such laughter will represent a negative social sanction for the 'good' group member, indicating to him that he has made a fool out of himself (causing him to lose status in his valued group). He will then likely make an attempt

to "correct" his behaviour (i.e., resume conformity to the group norm in question). In this manner, ridicule laughter serves the function of keeping group members 'in line' (i.e., maintaining the status quo).

Another use of humour to help maintain the status quo, according to Zijderfeld (1968), is the use of what Healey (1977) has called "The Wise Fool." The Wise Fool continually insults the King and yet gets away with it. In fact, the King demands it of him. But why would the King do that? One reason, according to Zijderfeld, is because the Fool's status is so low that he makes all political dissent look ridiculous. And in doing so he helps justify and thus maintain the status quo and the power of the King.

When the Wise Fool situation is applied to intragroup relations, it appears to be that a small group will often have a member that plays the role of clown (possessing the lowest status in the group). But nonetheless he increases group cohesion by giving the other members a scapegoat and butt for their joke. And the group loves him for the role he plays. As one often observes in group interaction, if an enemy outgroup attacks their clown, the other group members will defend him. That is, the clown is a low-status member; but he is not an outcast.

Another way humour can be related to interpersonal relations is that humour can serve the function of "getting even." Such revenge is referred to by Zillmann and Bryant (1974) as retaliatory equity. Such repartee between small group members apparently can be related to the theory of Games of Von Neumann and Morgenstein which is so commonly used in social psychology. More specifically, retaliatory equity theory seems to refer to a zero-sum game. That is, when one group member uses

hostile wit at the expense of another, the former's gain may be assumed equal to the latter's loss. Zillmann and Bryant (1974) posit that retaliatory equity is more amusing to a third party than either under- or over-retaliation. However, Mannell (1977) failed to replicate these Zillmann and Bryant findings.

When humour is treated as a function, it typically refers to a 'stimulus' complex and function is viewed as an independent measure meaning purpose. However, humour may also be determined by something else; that is, humour may be a function of something else. When that happens humour is a dependent measure. In such instances, some theorists would prefer that humour be treated as a mental experience à la La Fave (1972, p. 196) equating it with amusement -- an O in a S-O-R model -- unlike laughter, which is a response (R). However others, especially behaviourists, would treat humour, as a dependent measure, differentially; they would treat it as a response, i.e., as laughing, smiling (Berlyne, 1972), and/or GSR (Langevin and Day, 1972).

McGhee (1979, pp. 42-43) defines humour as a form of intellectual play and distinguishes two forms of such intellectual play:

One is relatively serious in nature and is characterized by a desire to expand existing knowledge, and the other lacks serious intent and is characterized by a playful consideration in fantasy of events or relationships known to be impossible ... The cognitive experience of humor has characteristic underlying physiological (arousal) changes and overt behavioral reactions (smiling and laughter) associated with it, but these are byproducts of humor.

The term "humour", meaning fluid or moisture, has its origin in Latin. A person was thought of as being in "good humour" when the four humors were in balance; whereas a person with an imbalance was

said to be "out of humours" or not himself. But through the centuries, the meaning of the term became more general in its usage; it refers to a person's temperament, mood or state of mind.

Humour researchers find it difficult to define the term in a manner which encompasses the entire area of study. Many definitions found in the dictionary tend to be circular. For example, "Humour" is defined as a keen perception of the ludicrous or incongruous and/or something designed to be comical or amusing. Nevertheless, the importance of humour cannot be denied and everyone seems to have a definite knowledge of what it is even though no one, at the present time, has a definite (precise) understanding of what humour is. Hence, humour is like many of the aesthetic experiences; yet the content of these experiences need not be the same from one individual to another.

What humour researchers have been doing thus far is to develop and investigate different aspects of humour, hoping that in a later stage of development, they will be able to put the different pieces together.

Keith-Spiegel (1972) lists eight early humour theories. Three of these humour theories have proven especially resistant to extinction; they are: (1) theories on motivational arousal, (2) superiority theory and (3) incongruity theory. However, most attempts to deal experimentally with motivational arousal have failed, largely due to the tautological, ambiguous or undefined handling of the terminology in this area (Zillmann and Cantor, 1972; McGhee, 1979). The ideas in the motivational arousal theories also appear to permeate investigations of superiority and incongruity humour. Thus motivational arousal has become implicitly incorporated in most of the recent literature which focuses on superiori-

ty or incongruity.

The purpose of this study is to interrelate these two major areas of humour theory, in a manner which seeks to improve upon both. One of these areas, enhanced self-esteem, has traditionally been covered (at least in part) by such terms as superiority, tension reduction or relief theory, and sense of mastery. The other major area, of the two to be interrelated, has traditionally been labelled as incongruity or surprise humour theory.

Research in Superiority Theories of Humour

The pioneering experiment in the superiority humour area was performed by Wolff, Smith, and Murray (1934). In that experiment Wolff et al. employed two types of subjects, Jews and Gentiles, and two types of jokes, experimental (anti-Jewish) jokes and control (anti-Scottish) jokes. Wolff et al. (1934) predicted correctly that these experimental jokes would be judged funnier by Gentiles than Jews. No significant difference between these two groups was predicted with respect to the control jokes. However, Gentiles also found the anti-Scottish jokes significantly funnier than did Jews. Hence the hypothesis failed to be substantiated.

Wolff et al. (1934) thought they were testing the sudden glory or superiority humour theory of philosopher Thomas Hobbes. Hobbes' theory nonetheless, is essentially individualistic; to test that theory would necessitate inserting the subjects' own personal names in the jokes, but inserting each subject's name proved impractical therefore Wolff and his associates did not do so. Nevertheless, what inadvertently they had accomplished by substituting group names, such as "Ikey", for personal

names, was to transform unconsciously the theory they were testing from Hobbesian superiority humour theory to a social psychological vicarious superiority humour theory (as La Fave, Haddad, and Maesen, 1976, p:76, have indicated). That is, Wolff et al. (1934) predicted that Jews, holding a positive attitude with respect to Jews, would find anti-Jewish jokes less funny than the Gentiles would (Gentiles, presumably, would not positively identify with the Jews). Further, since neither group would identify with Scots, both Jews and Gentiles should not differ significantly in their humour judgements of anti-Scottish jokes.

The results of this experiment fail to substantiate a vicarious superiority humour hypothesis; rather, these data empirically seem to support a personality-trait humour hypothesis (i.e., regardless of the type of joke used, Gentiles are more readily amused than Jews). Nonetheless, Wolff et al. did not interpret their data in that manner. Rather, they decided that their experimental design was inadequate. What had happened, they decided with serendipitous hindsight, is that Jewish subjects had sympathized with the Scots (as Jews themselves had been negatively stereotyped as stingy, just as the Scots were in their Scottish jokes).

The next experiment on vicarious superiority humour theory was by Middleton (1959). He also failed to anticipate that subjects may positively identify with a reference group (or, preferably, identification class) which is not their membership group. Hence Middleton failed to foresee (as La Fave, 1972, p. 201, indicates) "that university subjects of lower-class parentage might identify positively with the middle-class and that Negroes -- perhaps Uncle Toms and Aunt Jemimas -- would

find anti-Negro jokes as funny as whites would." Yet, Middleton also acknowledged ad hoc that the positive reference group may not have been the membership group.

The third experiment in a vicarious superiority humour theory tradition was performed by La Fave (1961; 1972; La Fave, et al., 1976). For the first time vicarious superiority humour hypotheses were consistently substantiated and in a carefully controlled experimental design, employing four religious identification classes, which excluded plausible alternative theoretical explanations (such as a personality-trait interpretation). Also, mathematically interrelated subhypotheses were substantiated and earlier related inconsistencies in the literature were reconciled (La Fave, 1961; La Fave, 1972; La Fave et al., 1976). La Fave's experimental design systematically varied not only the victim of the joke but also the victor too. The fact that attitude toward the victor influenced humour judgements in the predicted ways contradicts theories by Koestler (1964) and Zillmann and Cantor (1976). In addition, La Fave's construct of attitude switching (not to be confounded with attitude change) was supported (La Fave, 1972; La Fave et al., 1974).

Four more experiments by the La Fave group in this area also succeed in substantiating all vicarious superiority humour hypotheses, as do the other well-controlled experiments in this area (cf., La Fave et al., 1976).

The basic theoretical proposition from which the more specific hypotheses are deduced and employed in such vicarious superiority hypotheses has been expressed by La Fave et al. (1976, p. 66) as follows:

Let S believe J is a joke in which A seems to S victorious and/or B appears the butt. Then the

more positive S's attitude towards A and/or towards the 'behaviour' of A, and/or the more negative S's attitude towards B and/or towards the 'behaviour' of B, the greater the magnitude of amusement S experiences with respect to J.

Further hypotheses consistent with vicarious superiority humour theory can be developed when conjoined with La Fave's (La Fave et al., 1974; La Fave, 1977) construct of attitude switching. However, that construct must be sharply distinguished from another which pervades social psychological theory -- viz., attitude change.

Consistent with La Fave's definition of attitude -- an attitude has both an evaluative and a cognitive component. La Fave also distinguishes the active conscious from the static nonconscious storage system. If the evaluative component of an attitude in conscious awareness transforms, but the cognitive component remains roughly constant, attitude change has occurred. However, if the cognitive component of an attitude in consciousness transforms, then, regardless of what happens to the evaluative component, attitude switching has transpired.

La Fave² (personal communication) points out that the number of types of attitude switching which can be generated using mathematical logic on several basic types is potentially infinite. However, generalization switching, is the only one for which experimental evidence has been provided.

The vicarious superiority humour experiment by La Fave, 1967 (cf., La Fave, 1972; La Fave et al., 1976) employed as 4 of its 20 jokes dialogue between the Christian and the Agnostic. In 2 of these 4 jokes

2. La Fave, L. Personal communication, University of Windsor, 1978

(permutation 1) the Christian is victorious in the dialogue and the Agnostic the butt. In the other 2 of these 4 jokes (permutation 2), however, the Agnostic is the victor and the Christian the victim.

In this experiment Christian is considered to be the "super-group", as three (i.e., Catholics; Baptists, and Jehovah's Witnesses) of the four experimental religious groups prefer to consider themselves Christian; while only the members of the remaining one of the four experimental groups, Agnostic, prefer to view themselves as non-Christian. Of the remaining 16 jokes, 4 pit Jehovah's Witness against Catholic, 4 involve such a "zero-sum" game between the Catholic and Baptist, 4 between the Catholic and Agnostic, and the remaining four between the Baptist and Agnostic. In each of these subsets of 4 jokes involving dialogue between the same two groups, one group wins in 2 jokes (permutation 1) and the other group is victorious in the remaining 2 (permutation 2).

Since vicarious superiority humour theory was supported in this experiment, on any given subset of 4 jokes involving dialogue between the same two groups, the group which was victorious found that particular joke funnier, *ceteris paribus*, than the losing group. For instance, when Catholics were pitted against Jehovah's Witnesses, those jokes in which the Catholic won and the Jehovah's Witness lost would tend to be judged funnier by the Catholic than by the Jehovah's Witness and conversely for that permutation in which the Jehovah's Witness won and the Catholic lost. Hence if two groups are competing in a zero-sum game and one finds a given joke especially funny, the other tends to find it especially unfunny.

But in the Christian vs. Agnostic conditions, the situation is that the three groups are "in the same boat" and therefore loyal to the same "supergroup", Christian against the common enemy -- Agnostic. Generalization attitude switching then predicts that the 'sense of humour' of the three Christian groups (Catholics, Jehovah's Witnesses, and Baptists) would be similar; i.e., that they would find especially funny a joke in which the Christian defeats the Agnostic and unfunny a joke in which the Agnostic 'beats' the Christian; and conversely for the Agnostic. Such was the finding -- substantiating the generalization attitude switching hypothesis.

An amusing example of generalization attitude switching is provided by H.G. Wells (1905, p. 322):

The botanist has a strong feeling for systematic botanists as against plant physiologists, whom he regards as lewd and evil scoundrels in this relation; but he has a strong feeling for all botanists and indeed all biologists, as against physicists, and those who profess the exact sciences, all of whom he regards as dull, mechanical, ugly-minded scoundrels in this relation; but he has a strong feeling for all who profess what he calls Science, as against psychologists, sociologists, philosophers, and literary men, whom he regards as wild, foolish, immoral scoundrels in this relation; but he has a strong feeling for all educated men as against the working man, whom he regards as a cheating, lying, drunken, thievish, dirty scoundrel in this relation; but as soon as the working man is comprehended together with these others, as Englishmen, he holds them superior to all sorts of Europeans, whom he regards ...

Instead of switching levels of generality, either going up or down, another possibility is dimension attitude switching. Einstein (Merton, 1957, p. 288) provides a superiority humour example which combines generalization and dimension attitude switching:

If my theory of relativity is proven successful, Germany will claim me as a German and France will declare that I am a citizen of the world. Should my theory prove untrue. France will say I am a German and Germany will declare that I am a Jew.

Another type of attitude switching proposed by La Fave is temporal attitude switching. In this case "past me" is differentiated from "present me". For instance, an adult athlete is genuinely amused at a faux pas he committed years ago in the Kiddie League. Such amusement would at first view seem to contradict superiority humour theory. However, this athlete's self-esteem is not lowered by the embarrassing incident as a child because temporal differentiation has allowed him to detach his ego-involvement from his former, childish self.

Research in Incongruity Theories of Humour

The Gestalt psychologist emphasizes that certain structures, particular relations between elements of a perceived pattern, can prove disharmonious or disturbing. A theoretical basis for incongruity humour theory is thus offered by Gestalt psychology; i.e., man imposes structure upon an unstructured situation so that sense or meaningfulness is perceived in the nonsensical or incongruous. Under appropriate conditions, the achievement of such closure appears to present a pleasant, amusing mental experience.

Incongruity humour theories have not been infrequent, dating back at least as far as Aristotle (1895). Gerard (1759) views the objects of humour as uncommon mixtures of relations and the contrariety in things. Laughter for Beattie (1776) results from fusing two or more inconsistent or unsuitable circumstances. The description of laughter as "an affection arising from the sudden transformation of a strained expecta-

tion into nothing," was offered by one of the most noted of early incongruity theorists, Kant (1790).

Similarly, laughter results when "the conscious is transferred from great things to small -- only when there is a descending incongruity," argues Spencer (1860). By this view only those incongruities result in laughter which involve a descending incongruity form, in a sense, the sublime to the ridiculous. Not all incongruities then cause laughter.

Guthrie (1903) thinks that amusement ensues in a disharmonious situation only if simultaneously we are assured that everything is "all right."

Humour is for Bergson (1911) a consequence of "something mechanical encrusted on the living." He relates when a situation is inevitably comic, it must simultaneously belong to two altogether independent series of events and be capable of two entirely different interpretations simultaneously.

Byrne (1961) defines incongruency as a state of contradiction, disharmony or inconsistency.

To test a number of derivations from a cognitive theory of humour, Shultz (1972) performed two experiments. Both incongruity and resolution in his theory are treated as structural aspects of the joke. A subject must understand these two structural aspects to appreciate fully the humour intended. Shultz views his results as showing a tendency for a subject first to identify an incongruity and then resolve it for each cartoon. He observes that an appreciation of cartoon humour is determined by detection of an incongruity in the cartoon and then a resolution of the incongruity. By insisting that all jokes contain two

distinct structural dimensions, incongruity and resolution, Shultz has called attention to the structural aspects of humour, incongruity and resolution.

An analogous theory to Shultz's is that of Suls (1972)--who finds two major operations involved in the cognitive process of comprehending and appreciating verbal jokes. In the first operation, Suls maintains, a narrative schema is developed by the reader which directs him to some expectancy of the story's outcome. When the unexpected end of the joke surprises him, the reader tries to explain or resolve the incongruity involved by finding some cognitive rule (second operation). The joke is understood, leading to some unspecified level of appreciation, as a consequence of the two operations having succeeded in taking place.

Extensive research on humour judgements in children leads McGhee (1972) to conclude that "while level of cognitive mastery over stimulus elements plays a role in determining the perception of some incongruous depiction of these elements as humorous, other external cues may lead a child to see humour in a situation apart from his cognitive level." He adds that, "a child's general mood or frame of mind may also modify the influence of level of cognitive mastery on perceiving humour in incongruity."

In a similar vein with Berlyne, McGhee and Shultz, focus on the structural properties of humour. Although McGhee and Shultz may not agree on the way they deal with incongruity, with respect to resolution of a perceived incongruity, all would reach the same deduction.

Other relevant theorists include Rothbart (1973) and Nerhardt

(1970)--emphasizing violations of expectancy as central to the humour experience. Rothbart feels that a humour judgement demands the individual's decision that the incongruity perceived be inconsequential and safe. Nerhardt and Rothbart emphasize that incongruity concerns itself with expectancy violation. Yet, counter to McGhee and Shultz, neither emphasizes the resolution process.

Any resolution of the difference between these one- and two-stage models seems to require understanding that an expected event can be explained in a nonthreatening way. Contained within the one-stage model is such a resolution.

The role of discrepancy, not the need for any kind of resolution, would seem salient for Nerhardt (1970). However, by pointing out that the discrepancy must not be perceived as threatening, Rothbart is clearer with respect to the second stage.

Factual findings and other theories in the areas of arousal, curiosity and exploratory behaviour are the sources for Berlyne's (1960) explanation of the pleasure known when amused. The physiological aspects of humour are his main emphasis. Violation of expectancy for him leads to an arousal increment. However, humour is caused by the comprehension of the incongruity of violation.

Evidence for the psychophysical relativity of incongruity is offered by Nerhardt (1970, 1975, 1976, 1977); Deckers and Kizer (1974, 1975); and Gerber and Routh (1975). Their experiments measure discrepancy of weights established by a series of previously lifted weights. The most laughter and presumably humour was found to result from the most discrepant weights. Yet no one would consider weights by themselves

as amusing or as jokes. Nonetheless, the essential consideration is that these experiments offer support for the relativity of incongruity humour. By comparing Nerhardt's degree of discrepancy from a range vs. Deckers and Kizer's degree of discrepancy from a point (mean), Guilmette (1980) found that discrepancy from a range (which is similar to a norm) is significantly more amusing than the discrepancy of a point. This finding is theoretically consistent with a psychosocial interpretation of humour.

A series of psychosocial relativity incongruity studies stimulated by Nerhardt (1970, 1975, 1976, 1977) and based on the theoretical insights of La Fave, was carried out. Mutuma (1976) used picture-stories to manipulate the social norms of Caucasian North Americans and Black Africans. The subjects were observed to judge a picture-story amusing more frequently when it anticonformed to at least three value social norms of the preferred culture of the two cultures than when the picture-story nonanticonformed to all these value social norms of the subjects. Similar results were provided when substituting the joke and strange judgements.

The second study in the social-normative incongruity series was headed by Tsang (1976) who examined Caucasian North American and Hong Kong Chinese norms. This experiment was designed to determine whether three dimensions of social-normative anti-conformity were necessary to generate amusement or perhaps either one- or two-dimensions of social-normative anticonformity would be sufficient. She found that regardless of the number of social-normative anticonformity dimensions, the anticonformity items failed to be judged as more amusing, and were

judged as in poor taste and more playful than nonanticonformity items.

The third experiment in the social-normative incongruity series was headed by Issar (1976). Issar's experiment used amusement, hostility and surprising judgements as functions of ethnic group identifications (East Indian or Canadian), degree of social-normative incongruity, and ego-involvement. She found that the items which anticonformed to the subjects' non-ego-involving belief norms were judged as amusing and surprising. The items which anticonformed to the subjects' ego-involving attitude norms were judged as hostile. It appears then from Issar's experiment that when the norms anticonformed to are relatively non-ego-involving (as her belief norms were chosen to be), then one dimension of anticonformity may be sufficient to generate a significant amount of amusement. Her results seem consistent with those of Nerhardt, Deckers and Kizer, and Gerber and Routh, since those experiments generated significant amusement with discrepant weights analogous to unidimensional, non-ego-involving belief social norms.

McGhee (1979) notes that very young children find incongruity amusing when it is seen as make-believe; that is, as occurring in fantasy. However, humour is not always restricted to the world of fantasy. Children begin to experience humour in connection with unusual or incongruous events in the real world as early as age two or three. These reality-based incongruities are likely to be regarded as amusing if the occurrences are known to be impossible. As progressive cognitive development produces a greater sense of certainty about the range of possibilities for objects and events, the observation of events formerly assumed to be impossible might, if taken seriously, interfere with humour rather than contribute to it.

McGhee (1979) argues that irony is a more abstract form of this

reality-based incongruity. It is not uncommon for events in everyday living to somehow turn out opposite to what is expected or normal. Such situations are seen as ironic and incongruous, yet no attempt has been made to study irony as a developmentally more abstract form of incongruity-based humour. As in earlier forms of humour for real incongruities, the humour of irony results from the fact that something that really should not occur (although its occurrence is possible) has happened. The humour of irony is usually further fueled by related embarrassments or awkward situations accompanying the unexpected reversal of events. Again though, humour will be seen in such situations only if the person is able to see the light side of them: that is, to approach them in a playful frame of mind.

According to La Fave (1976, 1977, 1980), one of the reasons that some humans hold a sense of humour (in the sense of ability to be amused at one's own expense) involves an extreme insult. The irony of irony is that this extreme insult is judged less insulting than a mild insult. In fact, this extreme insult is apparently not judged as an insult at all; rather, 'a left-handed insult' or compliment in disguise. The "butt" of the "insult" would thereby gain self-enhancement or a sense of "superiority" (or at least a sense of mastery) for being treated as a good sport who could take a joke and who was thereby capable of being amused at the incongruity between the literal insult and the intended compliment.

The most general statement of vicarious superiority humour theory (La Fave et al., 1976, p. 66) is an epistemic proposition with reference to key terms. What matters in this theory is not whether a given item objectively is a joke but whether the subject believes it to be a joke; not whether a protagonist is really insulted but if the subject believes the protagonist to be insulted. This theory then can accommodate such ironies

of irony as pseudo-insults and pseudo-compliments, hence permitting the serious-playful distinction discussed by Mannell and La Fave (1976).

The extension cord from self-enhancement humour theory into incongruity humour theory referred to in the above two paragraphs is not into objective incongruity but into interactive incongruity. An irony then, is incongruous for us only if that irony is believed (or perceived).

According to La Fave, if experimental evidence could be provided for such an irony of irony, we would seem to have a major connective link between enhanced-self-esteem and interactive incongruity humour theories. Also, an extreme insult usually literally anticonforms to a social norm. Hence, extreme insults often function in ways similar to social-normative interactive incongruity.

Statement of the Problem

The purpose of this study is to establish a connecting link between vicarious superiority humour theory and interactive incongruity humour theory. La Fave, Haddad and Maesen (1976) postulate the following humour formula containing three elements as the necessary ingredients for humour: amusement results from a sudden happiness increment consequent to a perceived incongruity, noting also that many of the resolutions of a perceived incongruity are dependent upon a feeling of superiority--an increment in self-esteem.

According to Fry (1963), "During the unfolding of humour, one is suddenly confronted by the explicit, implicit reversal when the punch line is delivered...the punch line combines communication and meta-communication. One receives the explicit communication of the punch line. Also on a higher level of abstraction, the punch line carries an implicit meta-

communication about itself and about reality as exemplified by the joke . . ."

La Fave and his associates (1976, 1977) suggest that an irony of irony provides the necessary connecting link between superiority and incongruity theories. The irony is that under specifiable circumstances an extreme insult will be less insulting than a mild insult. The irony of irony is that the three elements, cited as essential to amusement, occur when the extreme insult instantaneously (suddenly) is cognitively restructured (resolved incongruity) and pleasantly reinterpreted (superiority) as a 'left-handed insult' or compliment in disguise.

In the study suggested here, the three elements which La Fave, Haddad and Maesen (1976) identified as necessary ingredients for humour, will be engendered by stories which embed ironic statements.

Two individuals in a story will be described either as friends (positive relationship) or as enemies (negative relationship). This relationship variable, in the friendly mode, is expected to generate for the subject-reader a sense of vicarious identification.

In order to establish incongruity for the subject-reader, the degree of insult delivered to one of the two characters in the story is manipulated; such that, an extreme insult is delivered in half of the stories and a mild insult is delivered in the other half.

Further, as Nerhardt (1970, 1974, 1975, 1977) suggests, the greater the degree of discrepancy, the more likely amusement will occur. Degree of discrepancy is manipulated by realistically or unrealistically assigning some characteristic to the individual who will be insulted.

The variables introduced in the present study also serve the function of providing for the subjects rule-cues or frames which guide the interactions of the characters in the items, as suggested by Handleman and

Kapferer (1972).

In brief, the relationship variable (friendly mode) should combine with the discrepancy variable (unrealistic mode) and the insult variable (extreme mode) to provide amusement for the subject-reader. A story depicting these three components (friend; unrealistic, extreme) should be amusing, because the ability to resolve the incongruity (cognitive inconsistency) between what the reader believes to be the literal meaning of the insult and the intended ironic meaning should provide for the subject-reader a sense of vicarious mastery or enhanced self-esteem. The present study, then, is consistent with the notion raised by La Fave (1976; 1980) that an interactive approach to the study of humour is needed; i.e., humour appreciation will occur as a joint function of the mental state of the organism in relation to the stimulus situation.

In this study, amusement is employed as an indicator of the subject's level of humour appreciation. Two other dependent measures are to be utilized in accordance with what Sherif and Sherif (1969) describe as validity cross-checks, and Webb et al. (1966) refer to as multioperationalism. Degree of playfulness (kidding) has been successfully employed (as a positive correlate of amusement) by Mannell (1976), Tsang (1976) and La Fave et al. (1977). As well, measuring the perceived degree of insultingness would determine if subjects, under appropriate conditions, were influenced by the irony of irony.

Statement of Hypotheses

The following hypotheses involve a three-way interaction.

Hypothesis 1: Subjects will find items more amusing under the condition of friendly relation (F), unrealistic

characteristic-attribution (U), and extreme insult (Ex) than under any other combination of relationship, degree of realism of the characteristic-attribution, and degree of insult.

Hypothesis 2: Subjects will find items less insulting under the condition of friendly relation (F), unrealistic characteristic-attribution (U), and extreme insult (Ex) than under any other combination of relationship, degree of realism of the characteristic-attribution, and degree of insult.

Hypothesis 3: Subjects will find items more kidding (i.e., less serious) under the condition of friendly relation (F), unrealistic characteristic-attribution (U), and extreme insult (Ex) than under any other combination of relationship, degree of realism of the characteristic-attribution, and degree of insult.

7

CHAPTER II

METHOD

Subjects

Three hundred and forty-six University of Windsor students were tested in this study. Among these prospective subjects, 6 failed to qualify as subjects because they were spotted by the experimenter for comparing their items with each other during the testing session; 63 failed to qualify as subjects because they were in North America for less than three years. A minimum of three years residency in North America was established as a precaution; since some expressions and objects discussed in the items could have been culturally-bound and a new member to the country might not be familiar enough with these expressions. In addition, since the experiment was conducted during the summer session, with a high percentage of foreign students attending, this could be an important factor to control. This criterion also explains why sixty-three subjects were discarded.

Of the 277 qualified subjects, there were 34 in condition 1; 37 in condition 2; 35 in condition 3; 34 in condition 4; 37 in condition 5; 32 in condition 6; 34 in condition 7; and 34 in condition 8. In order to simplify computational procedures, each condition was made to contain 32 subjects by randomly discarding the requisite number of subjects for each condition.

Among the two hundred and fifty-six remaining subjects, there were one hundred and fifty-nine males and ninety-seven females; one hundred and seventy undergraduates and eighty-six graduates; their age

ranged from 17 to 51, with average age of 24.56, and the mode and median fall at age 23. The years for which subjects lived as North American residents ranged from 3 to 49.

The subjects were randomly assigned to the eight conditions with thirty-two subjects in each cell. Subjects were tested in a group situation with five or more members in each group.

Experimental Design

A 2x2x2 independent groups design is employed in this experiment.

Independent Variables. The three two-valued independent variables are 1) Relationship: friend (F) vs. enemy (En); 2) Degree of Realism of Characteristic-attribution: realistic (R) vs. unrealistic (U); and 3) Degree of Insult: extreme (Ex) vs. mild (M).

For the relationship variable, the interacting characters are portrayed either as friends or as rivals in each of the items. This relationship variable is designed to flatter the subjects differentially. In the friendly mode, a subject should perceive the interaction between the individuals depicted in the story as pleasant. This freedom-from-hostility, portrayed in the story, should serve to dissipate the subject's arousal level, resulting in enhanced self-esteem. Alternatively, in the enemy mode, the subject will be alerted to the animosity expressed by the characters in the story, causing an increase in arousal level and reducing the potential for a subject to perceive the story as ironic. Thus, the relationship variable serves to establish a particular level of attitudinal expectation for the subject; setting the moods for subjects' interpretations of items.

The second independent variable concerns the degree of realism of the characteristic-attribution assigned to the characters in the stories (items). In each story, the characteristics (possessed or not possessed by one of the two interacting persons or the object discussed by the interacting persons) are depicted as either realistic or unrealistic attributes. This degree of realism variable serves to establish a level of belief expectation for the subjects. In the realistic mode, a subject perceives that the character in the story does possess the attributed trait, such that the subject's belief remains consistent. Alternatively, in the unrealistic mode, a subject is led to believe that a character in the story possesses some attribute; later in the story, this belief is disconfirmed, resulting in an increase in the degree of incongruity experienced by a subject.

The third independent variable is the degree of insult delivered by one character to another in the story. In each item or story, the degree of insult is either extreme or mild. The extreme insult is objectively expressed as a very negatively connoted statement. However, due to the level of incongruity induced by this high degree of exaggeration, the subject is expected to subjectively re-interpret the statement as an ironic, unintentional, left-handed remark. Alternatively, the mild insult, represented by a simple, descriptive statement, is expected to be subjectively and objectively experienced as slightly negative or neutral by the subject.

The eight conditions generated from the three ~~two~~-valued independent variables are: 1) Friendly, Realistic, and Extreme (FREx); 2) Friendly, Realistic, and Mild (FRM); 3) Friendly, Unrealistic, and Extreme (FUEx); 4) Friendly, Unrealistic, and Mild (FUM); 5) Enemy, Realistic, and Extreme

(EnREx); 6) Enemy, Realistic, and Mild (EnRM); 7) Enemy, Unrealistic, and Extreme (EnUEx); and 8) Enemy, Unrealistic, and Mild (EnUM).

Dependent Variables. The dependent variables are amusing, insulting and kidding-serious. Subjects in each condition rated the items with respect to amusing, insulting, and kidding-serious on three five-point scales. The amusing rating, ranging from "not at all amusing" to "very amusing", is presented first. The insulting rating, ranging from "not at all insulting" to "very insulting", is presented second. The kidding-serious rating, ranging from "kidding" to "serious", is presented last.

Stimulus Materials

The stimulus materials consist of eight types of booklets (one for each condition). Each type of booklet contains a set of seven items (4 experimental items and 3 control items). The experimental items differ from one condition to another, while the control items, which serve as a disguise, are the same in all conditions.

Experimental Items. The experimental items were selected by a panel of four judges based on a pilot study. There are four main types of experimental items focusing on four different characteristics or attributes: 1) Acne; 2) Girlfriend; 3) Teeth; and 4) Weight. There are eight versions for each of the four types of characteristic-attribution, corresponding to the eight conditions. They are as follows: 1) FREx; 2) FRM; 3) FUEx; 4) FUM; 5) EnREx; 6) EnRM; 7) EnUEx; and 8) EnUM. These experimental items are presented in Appendix A.

Realizing that brevity is the soul of wit, the experimenter tried to employ as few words as possible to convey the message in each item;

meanwhile, also trying to maintain minimum variation between items within each characteristic-attribution. As a result, the number of words employed in the acne characteristic-attribution varies from 21 to 24 words per item across the eight conditions; 34 to 38 words per item across the eight conditions in the girlfriend characteristic-attribution; 22 to 29 words per item across the eight conditions in the teeth characteristic-attribution and 27 to 31 words per item across the eight conditions in the weight characteristic-attribution.

Also, the relationship (friend or enemy) of the characters in the experimental items was mentioned twice in each item to ensure the consolidation of the relationship variable in the subject's mind.

As well, in the four main types of experimental items, two of the stories depict male characters interacting and two of the stories depict female characters interacting. This counterbalanced design was implemented to prevent male or female subjects from establishing a sex-linked, vicarious identification with the characters in the items.

Control Items. Three unmanipulated control items were selected, by the same panel of judges, to be used as distractor items (Cf., Appendix B). These three control items are inserted in the second, fourth and sixth positions, and randomized within each set of test booklets, along with the experimental items. Thus, these unmanipulated control (C) items were presented in the identical item position in a random order for all subjects across all experimental conditions (positions 1,C,3,C,5,C,7). The manipulated experimental (E) items were presented in positions E,2,E,4,E,6,E according to the assigned conditions.

Hence, a total of 32 experimental items and 3 dummy (i.e., control) items were used in this experiment. Each of the 35 items

(whether experimental or control) was assigned a random number. Accompanying each item was a five-point rating scale.

Each subject received a large envelope containing materials from one of the eight conditions. Inside the large envelope there were three smaller envelopes, each containing a set of seven items and their appropriate rating scales.

Procedure

Experimental Setting. Prior to a meeting with subjects, the experimenter found out how many possible subjects would be participating in order to determine how many test packages to bring along. Then, the experimenter selected an equal number of package(s) from each of the eight conditions to match as closely as possible to the subject sample. The experimenter then shuffled these test packages and later, randomly distributed the packages to the subjects. Hence, the experimenter was also 'blind' as to which condition any specific subject received. In this manner, the subjects were randomly assigned to one of the eight conditions.

Subjects were tested in a group situation (five or more subjects in each setting). Subjects were led to believe that they were participating in a person perception task.

At a test site, subjects were instructed not to start until everyone in the room had been given a package and the experimenter finished reading with them the instructions on the outside of the package (Cf., Appendix C). They were also instructed not to communicate with anyone else in the room during the session. They were also reminded to take out only one envelope at a time; to return all of the material to that same envelope before proceeding to the next; and that they should take out the envelope

numbered 1 first, 2 second, and the envelope numbered 3 last. Then, the subjects were allowed to proceed, completing the task at their own pace.

Presentation of Materials. After the experimenter finished reading with the subjects the overall instructions pasted on the outside of the large envelope, subjects were then instructed to proceed.

They removed and returned the contents of the smaller envelopes numbered 1, 2 and 3 respectively. In the first envelope numbered 1 were the amusing ratings (a set of five-point scales ranging from "not at all amusing" to "very amusing"), along with an instruction sheet and a set of seven randomly assigned items (four experimental items in positions E,2,E,4,E,6,E; three control items in positions 1,C,3,C,5,C,7).

In the second envelope numbered 2 were the insulting ratings (a set of five-point scales ranging from "not at all insulting" to "very insulting"), along with an instruction sheet and the same set of seven randomly assigned items (four experimental items in positions E,2,E,4,E,6,E; three control items in positions 1,C,3,C,5,C,7).

The last envelope numbered 3 contained the kidding-serious ratings (a set of five-point scales ranging from "kidding" to "serious"), along with an instruction sheet. The same set of items (four experimental items in positions E,2,E,4,E,6,E; three control items in positions 1,C,3,C,5,C,7) were, for the last time, presented to the subjects with the rating scale but again in yet another random order. The last page of this booklet was a data sheet of the subject's age, sex, education, and a question asking how many years they had been in North America (Canada or United States).

Pilot Study

A 2x3 independent groups design, focusing on relationship (friend or enemy) and degrees of insult (extreme, medium, or mild), was conducted as a pilot test. Also, to ensure that subjects vicariously identify with the 'victim', the subjects were asked to rate each item twice (once judging from the 'victim's' perspective and a second judgement from the subject's own perspective).

The results from this study demonstrate that there were no significant differences between the three levels of insultingness. However, the two most divergent levels (extreme versus mild) of insultingness did successfully provide for differences in judgement. In addition, there were no significant differences between the 'empathic judgements' of the subjects as compared with the subjects' 'own' judgements.

On the basis of this pilot study, the following modifications were applied: 1) only two levels of 'insult' (extreme versus mild) are used; 2) the relationship between characters is mentioned a second time before the 'insult' is delivered; 3) degree of realism of the characteristic-attribution was added as one of the independent variables to increase the degree to which subjects perceive the characteristic as (in)congruous; and 4) only one response from each subject for each dependent measure rating is required, however, it is accompanied by a note to remind the subject to empathize with the character in the item.

The dependent measures remain unaltered. They are as follows: 1) amusing rating, 2) insulting rating and 3) kidding-serious rating.

Pre-Test

A pre-test was employed to determine if an order effect is possibly created by the fixed-order presentation of the dependent measures. Since the amusement rating is the most volatile (highly susceptible to redundancy effects) dependent variable, no manipulation of the order for the amusement rating was performed. However, the insulting rating and the kidding-serious rating were manipulated and appeared variably as the second or third rating scale, increasing the eight original conditions to sixteen. A total of forty subjects were randomly assigned to these sixteen conditions with at least two subjects per cell. An ANOVA and a MANOVA were performed to test for order effect. However, no terms involving the order effect were found to be significant.

CHAPTER III

RESULTS

Summaries of means for all levels of the independent variables (relationship; degree of realism of the characteristic-attribution; and degree of insult) are presented in Tables 1, 2, and 3 on the dependent measures of amusing, insulting and kidding-serious respectively. The means presented in these tables are based on subjects' total ratings for all four experimental items of any given dependent measure.

In order to determine whether subjects found the eight types of stimuli employed to be differentially amusing, an analysis of variance was performed upon their ratings of these materials along a "not at all amusing -- very amusing" dimension. The results of this analysis yield three significant main effects and a three-way interaction effect, as presented in Table 4. From the data in Tables 1 and 4, the significant relationship main effect, $F(1,248)=5.44$, $p < .05$, indicates that subjects rate the conditions more amusing when the interacting characters are friends than are enemies. The significant degree of realism of characteristic-attribution main effect, $F(1,248)=33.26$, $p < .001$, indicates that subjects rate the conditions more amusing when an unrealistic trait is attributed to one of the interacting characters. The significant degree of insult main effect, $F(1,248)=5.21$, $p < .05$, indicates that subjects rate the conditions more amusing when one of the interacting characters extremely insults the other. The three-way interaction effect, $F(1,248)=4.77$, $p < .05$, indicates that subjects judge the condition friend-unrealistic-extreme as most amusing.

Based on the ANOVA results for amusing, a least square mean difference test was performed a posteriori to determine which factors

TABLE 1

Mean Amusing Rating for All Levels of the
Independent Variables

Relationship (Rel)	Degree of Realism: Characteristic (Char)	Degree of Insult (Ins)
Friend (F) 7.23	Realistic (R) 5.95	Extreme (Ex) 7.23
Enemy (En) 6.49	Unrealistic (U) 7.78	Mild (M) 6.50

Rel X Char		Rel X Ins		Char X Ins	
	R	U		Ex	M
F	6.05	8.42	F	7.89	6.58
En	5.84	7.14	En	6.56	6.42
				Ex	M
				6.23	5.66
				8.22	7.34

Rel X Char X Ins

	Ex		M	
	R	U	R	U
F	6.28	9.50	5.81	7.34
En	6.19	6.94	5.50	7.34

Direction of Rating:

highest mean (9.50)=most amusing

lowest mean (5.50)=least amusing

TABLE 2

Mean Insulting Rating for All Levels of the
Independent Variables

Relationship (Rel)	Degree of Realism: Characteristic (Char)	Degree of Insult (Ins)
Friend (F) 9.67	Realistic (R) 8.30	Extreme (Ex) 8.86
Enemy (En) 8.90	Unrealistic (U) 10.27	Mild (M) 9.71

Rel X Char		Rel X Ins		Char X Ins	
	R	U		Ex	M
F	9.00	10.34	F	9.77	9.58
En	7.59	10.20	En	7.95	9.84
				Ex	M
			R	6.86	9.73
			U	10.86	9.69

Rel X Char X Ins				
	Ex		M	
	R	U	R	U
F	7.25	12.28	10.75	8.41
En	6.47	8.72	9.44	10.97

Direction of Rating:

highest mean (12.28)=least insulting

lowest mean (6.47)=most insulting

TABLE 3

Mean Kidding-Serious Rating for All Levels of the
Independent Variables

<u>Relationship (Rel)</u>	<u>Degree of Realism: Characteristic (Char)</u>	<u>Degree of Insult (Ins)</u>
Friend (F) 12.44	Realistic (R) 9.20	Extreme (Ex) 11.63
Enemy (En) 9.69	Unrealistic (U) 12.92	Mild (M) 10.50

Rel X Char

	R	U
F	10.20	14.67
En	8.20	11.17

Rel X Ins

	Ex	M
F	13.56	11.31
En	9.69	9.69

Char X Ins

	Ex	M
R	9.81	8.59
U	13.44	12.41

Rel X Char X Ins

	Ex		M	
	R	U	R	U
F	10.06	16.06	9.34	13.28
En	8.56	10.81	7.84	11.53

Direction of Rating:

highest mean (16.06)=most kidding (i.e. least serious)

lowest mean (7.84)=least kidding (i.e. most serious)

TABLE 4
Analysis of Variance for Amusing

Source of Variation	SS	d.f.	MS	F
A Relationship	35.25	1	35.25	5.44*
B Degree of Realism: Characteristic-Attribution	215.72	1	215.72	33.26***
C Degree of Insult	33.79	1	33.79	5.21*
A x B	18.60	1	18.60	2.87
A x C	21.97	1	21.97	3.39
B x C	1.41	1	1.41	0.22
A x B x C	30.94	1	30.94	4.77*
Residual	<u>1608.53</u>	<u>248</u>	6.49	
Total	1966.21	255		

* p < .05
 ** p < .01
 *** p < .001

were significantly contributing to these effects.. All levels of interactions were significant and hence are not reported here. A more conservative measure (studentized range q) was then performed. Only the characteristic main effect was significant $q(2,248)=8.13$, $p < .01$. All two-way interactions were significant: Rel X Char $q(4,248)=8.1$, $p < .01$; Rel X Ins $q(4,248)=4.26$, $p < .01$; and Char X Ins $q(4,248)=8.04$, $p < .01$. Further, for the Rel X Char interaction, studentized range tests on all ordered pairs (Table 5) indicate that FU significantly differs from EnU, FR, and EnR. For the Rel X Ins interaction, tests on all ordered pairs (Table 5) indicate that FEx significantly differs from FM, EnEx, and EnM. For the Char X Ins interaction, tests on all ordered pairs (Table 5) indicate that UEx significantly differs from REx, and RU; and UM significantly differs from RM.

Using the studentized range, the three-way interaction for amusing was significant $q(8,248)=8.88$, $p < .01$. Further, studentized range tests on all ordered pairs (Table 6) indicate that FUEX significantly differs from FUM, EnUM, EnUEX; FREX, EnREX, FRM, and EnRM.

In order to determine whether subjects found the eight types of stimuli employed to be differentially insulting, an analysis of variance was performed upon their ratings of these materials along a "not at all insulting -- very insulting" dimension. The results of this analysis yield two significant main effects, two two-way interaction effects, and a three-way interaction effect, as presented in Table 7. From the data in Tables 2 and 7, the significant degree of realism of the characteristic-attribution main effect, $F(1,248)=20.85$, $p < .001$, indicates that subjects rate the conditions less insulting when an unrealistic trait is attributed to one of the interacting characters. The significant degree of insult

TABLE 5
Studentized Range Statistic for All Two-Way Interactions
of the Independent Variables on Amusing

<u>Rel X Char</u>						
Order	EnR	FR	EnU	FU	r	Truncated Critical q
EnR	---	13	83	165*	4	89.67
FR		---	70	152*	3	83.97
EnU			---	82*	2	74.18
<u>Rel X Ins</u>						
Order	EnM	EnEx	FM	FEx	r	Truncated Critical q
EnM	---	9	10	94*	4	89.67
EnEx		---	1	85*	3	83.97
FM			---	84*	2	74.18
<u>Char X Ins</u>						
Order	RM	REx	UM	UEx	r	Truncated Critical q
RM	---	37	108*	164*	4	89.67
REx		---	71	127*	3	83.97
UM			---	56	2	74.18

*p < .01

Rel=Relationship: F=Friend; En=Enemy

Char=Characteristic-Attribution: R=Realistic; U=Unrealistic

Ins=Degree of Insult: Ex=Extreme; M=Mild

TABLE 6

Studentized Range Statistic for the Three-Way Interaction of the
Independent Variables on Amusing

Order	Rel X Char X Ins								r	Truncated Critical q
	EnRM	FRM	EnREx	FREx	EnUEx	EnUM	FUM	FUEx		
EnRM	---	10	22	25	46	59	59	128*	8	71.9
FRM		---	12	15	36	49	49	118*	7	70.3
EnREx			---	3	24	37	37	106*	6	68.5
FREx				---	21	34	34	103*	5	66.2
EnUEx					---	13	13	82*	4	63.4
EnUM						---	0	69*	3	59.3
FUM							---	69*	2	52.4

*p < .01

Rel=Relationship: F=Friend; En=Enemy

Char=Characteristic-Attribution: R=Realistic; U=Unrealistic

Ins=Degree of Insult: Ex=Extreme; M=Mild

TABLE 7
Analysis of Variance for Insulting

Source of Variation	SS	d.f.	MS	F
A Relationship	38.29	1	38.29	3.19
B Degree of Realism: Characteristic-Attribution	250.04	1	250.04	20.85***
C Degree of Insult	46.41	1	46.41	3.87*
A x B	25.63	1	25.63	2.14
A x C	69.10	1	69.10	5.76**
B x C	262.04	1	262.04	21.85***
A x B x C	177.22	1	177.22	14.78***
Residual	<u>2973.47</u>	<u>248</u>	11.99	
Total	3842.18	255		

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

main effect, $F(1,248)=3.87$, $p<.05$, indicates that subjects rate the conditions less insulting when one of the interacting characters mildly insults the other. The relationship X insult interaction effect, $F(1,248)=5.76$, $p<.01$, indicates that subjects judge enemy-mild as least insulting. The characteristic X insult interaction effect, $F(1,248)=21.85$, $p<.001$, indicates that subjects judge unrealistic-extreme as least insulting. The three-way interaction effect, $F(1,248)=14.78$, $p<.001$, indicates that subjects judge the condition friend-unrealistic-extreme as least insulting.

Based on the ANOVA results for insulting, a least square mean difference test was performed a posteriori to determine which factors were significantly contributing to these effects. All levels of interactions were significant and hence are not reported here. A more conservative measure (studentized range q) was then performed. The characteristic main effect was significant, $q(2,248)=6.44$, $p<.01$. The degree of insult main effect was significant, $q(2,248)=3.86$, $p<.01$. For the two-way interactions, only the Char X Ins was significant, $q(4,248)=11.2$, $p<.01$. Further, studentized range tests on all ordered pairs (Table 8) indicate that REX significantly differs from UM RM and UEx.

The three-way interaction for insulting was significant $q(8,248)=9.52$, $p<.01$. Further, studentized range tests on all ordered pairs (Table 9) indicate that FUEX significantly differs from EnUEX, EnRM, FUM, FREX, and EnREX; EnUM significantly differs from FREX and EnREX; and FRM significantly differs from FREX and EnREX.

In order to determine whether subjects found the eight types of stimuli employed to be differentially kidding-serious, an analysis of variance was performed upon their ratings of these materials along a

TABLE 8
Studentized Range Statistic for All Two-Way Interactions
of the Independent Variables on Insulting

<u>Rel X Char</u>						
Order	EnR	FR	EnU	FU	r	Truncated Critical q
EnR	---	90	167	176*	4	121.88
FR		---	77	86	3	114.12
EnU			---	9	2	100.83
<u>Rel X Ins</u>						
Order	EnEx	FM	FEx	EnM	r	Truncated Critical q
EnEx	---	104	117	121	4	121.88
FM		---	12	17	3	114.12
FEx			---	5	2	100.83
<u>Char X Ins</u>						
Order	REx	UM	RM	UEx	r	Truncated Critical q
REx	---	181*	184*	256*	4	121.88
UM		---	3	75	3	114.12
RM			---	72	2	100.83

* $p < .01$

Rel=Relationship: F=Friend; En=Enemy

Char=Characteristic-Attribution: R=Realistic; U=Unrealistic

Ins=Degree of Insult: Ex=Extreme; M=Mild

TABLE 9

Studentized Range Statistic for the Three-Way Interaction of the
Independent Variables on Insulting

Order	Rel X Char X Ins								r	Truncated Critical q
	EnREx	FREx	FUM	EnRM	EnUEx	FRM	EnUM	FUEx		
EnREx	---	25	62	72	95	137*	144*	186*	8	97.70
FREx		---	37	47	70	112*	119*	161*	7	95.55
FUM			---	10	33	75	82	124*	6	93.20
EnRM				---	23	65	72	114*	5	90.07
EnUEx					---	42	49	91*	4	86.15
FRM						---	7	49	3	80.67
EnUM							---	42	2	71.27

*p < .01

Rel=Relationship: F=Friend; En=Enemy

Char=Characteristic-Attribution: R=Realistic; U=Unrealistic

Ins=Degree of Insult: Ex=Extreme; M=Mild

"kidding--serious" dimension. The results of this analysis yield three significant main effects and a two-way interaction effect, as presented in Table 10: From the data in Tables 3 and 10, the significant relationship main effect, $F(1,248)=39.56$, $p < .001$, indicates that subjects rate the conditions more kidding (less serious) when the interacting characters are friends than are enemies. The significant degree of realism of characteristic-attribution main effect, $F(1,248)=72.34$, $p < .001$, indicates that subjects rate the conditions more kidding (less serious) when an unrealistic trait is attributed to one of the interacting characters. The significant degree of insult main effect, $F(1,248)=6.62$, $p < .01$, indicates that subjects rate the conditions more kidding (less serious) when one of the interacting characters extremely insults the other. The two-way interaction effect, $F(1,248)=6.62$, $p < .01$, indicates that subjects judge FEx as most kidding (least serious).

Based on the ANOVA results for kidding-serious, a least square mean difference test was performed a posteriori to determine which factors were significantly contributing to these effects. All levels of interactions were significant and hence are not reported here. A more conservative measure (studentized range q) was then performed. The relationship, degree of realism of characteristic-attribution, and degree of insult main effects were all significant, $q(1,248)=8.89$, 12.03 , and 3.65 , $p < .01$, respectively. All two-way interactions were significant: Rel X Char $q(2,248)=14.79$, $p < .01$; Rel X Ins $q(2,248)=8.85$, $p < .01$; and Char X Ins $q(2,248)=11.09$, $p < .01$. Further, for the Rel X Char interaction, studentized range tests on all ordered pairs (Table 11) indicate that FU significantly differs from EnU, FR, and EnR; EnU significantly differs from EnR; and

TABLE 10
 Analysis of Variance for Kidding-Serious

Source of Variation	SS	d.f.	MS	F
A Relationship	484.00	1	484.00	39.56***
B Degree of Realism: Characteristic-Attribution	885.06	1	885.06	72.34***
C Degree of Insult	81.00	1	81.00	6.62**
A x B	36.00	1	36.00	2.94
A x C	81.00	1	81.00	6.62**
B x C	0.56	1	0.56	0.05
A x B x C	25.00	1	25.00	2.04
Residual	<u>3034.38</u>	<u>248</u>	12.24	
Total	4627.00	255		

* p < .05
 ** p < .01
 *** p < .001

TABLE 11

Studentized Range Statistic for All Two-Way Interactions
of the Independent Variables on Kidding-Serious

Rel X Char

Order	EnR	FR	EnU	FU	r	Truncated Critical q
EnR	---	128*	190*	414*	4	123.16
FR		---	62	286*	3	115.32
EnU			---	224*	2	101.88

Rel X Ins

Order	EnM	EnEx	FM	FEx	r	Truncated Critical q
EnM	---	0	104	248*	4	123.16
EnEx		---	104	248*	3	115.32
FM			---	144*	2	101.58

Char X Ins

Order	RM	REx	UM	UEx	r	Truncated Critical q
RM	---	78	245*	310*	4	123.16
REx		---	166*	232*	3	115.32
UM			---	66	2	101.58

*p < .01

Rel=Relationship: F=Friend; En=Enemy

Char=Characteristic-Attribution: R=Realistic; U=Unrealistic

Ins=Degree of Insult: Ex=Extreme; M=Mild

FR significantly differs from EnR. For the Rel X Ins interaction, tests on all ordered pairs (Table 11) indicate that FEx significantly differs from FM, EnEx, and EnM. For the Char X Ins interaction, tests on all ordered pairs (Table 11) indicate that UEx significantly differs from REX and RM; and UM significantly differs from REX and RM.

The three-way interaction for kidding-serious was significant $q(8,248)=13.29$, $p < .01$. Further, studentized range tests on all ordered pairs (Table 12) indicate that FUEX significantly differs from FUM, EnUM, FREX, EnUEX, FRM, EnREX, and EnRM; FUM significantly differs from FRM, EnREX, and EnRM; EnUM significantly differs from EnRM; and FREX significantly differs from EnRM.

The Duncan's Multiple Range Means for significant amusing interaction effects, identified in Tables 4 and 6, are presented in Table 13. For the Rel X Char X Ins three-way interaction effect, the FUEX condition was significantly ($p < .05$) more amusing than any of the other seven conditions (EnUM, FUM, EnUEX, FREX, EnREX, FRM, and EnRM).

The Duncan's Multiple Range Means for significant insulting interaction effects, identified in Tables 7 and 9, are presented in Table 14. For the Rel X Char X Ins three-way interaction effect, the FUEX condition was significantly ($p < .05$) less insulting than the EnUEX, EnRM, FUM, FREX, and EnREX conditions.

The Duncan's Multiple Range Means for significant kidding-serious interaction effects, identified in Table 12, are presented in Table 15. For the Rel X Char X Ins three-way interaction effect, the FUEX condition was significantly more kidding (less serious) than any of the other seven conditions (FUM, EnUM, FREX, EnUEX, FRM, EnREX, and EnRM).

/

TABLE 12

Studentized Range Statistic for the Three-Way Interaction of the
Independent Variables on Kidding-Serious

Rel X Char X Ins

Order	EnRM	EnREx	FRM	EnUEx	FREx	EnUM	FUM	FUEx	r	Truncated Critical q
EnRM	---	23	48	95	103*	118*	178*	263*	8	98.75
EnREx		---	25	72	80	95	151*	240*	7	96.58
FRM			---	47	55	70	126*	215*	6	94.20
EnUEx				---	8	23	79	168*	5	91.03
FREx					---	15	71	160*	4	87.08
EnUM						---	56	145*	3	81.50
FUM							---	89*	2	72.04

*p < .01

Rel=Relationship: , F=Friend; En=Enemy

Char=Characteristic-Attribution: R=Realistic; U=Unrealistic

Ins=Degree of Insult: Ex=Extreme; M=Mild

TABLE 13
Duncan's Multiple Range Test for Amusing

Grouping	Mean	N	Rel	Char	Ins
A	9.50	32	F	U	Ex
B ₁	7.34	32	En	U	M
B	7.34	32	F	U	M
C B	6.94	32	En	U	Ex
C B D	6.28	32	F	R	Ex
C B D	6.19	32	En	R	Ex
C D	5.81	32	F	R	M
D	5.50	32	En	R	M

Means with the same letter are not significantly different at $p < .05$.

Rel=Relationship; F=Friend; En=Enemy

Char=Characteristic-Attribution; R=Realistic; U=Unrealistic

Ins=Degree of Insult; Ex=Extreme; M=Mild

TABLE 14
Duncan's Multiple Range Test for Insulting

Grouping	Mean	N	Rel	Char	Ins
A	12.28	32	F	U	Ex
B A	10.97	32	En	U	M
B A	10.75	32	F	R	M
B C	9.44	32	En	U	Ex
C D	8.72	32	En	R	M
C D	8.41	32	F	U	M
E D	7.25	32	F	R	Ex
E	6.47	32	En	R	Ex

Means with the same letter are not significantly different at $p < .05$.

Rel=Relationship: F=Friend; En=Enemy

Char=Characteristic-Attribution; R=Realistic; U=Unrealistic

Ins=Degree of Insult: Ex=Extreme; M=Mild

TABLE 15
Duncan's Multiple Range Test for Kidding-Serious

Grouping	Mean	N	Rel	Char	Ins
A	16.06	32	F	U	Ex
B	13.28	32	F	U	M
C	11.53	32	En	U	M
D C	11.06	32	F	R	Ex
D C	10.81	32	En	U	Ex
D E	9.34	32	F	R	M
E	8.56	32	En	R	Ex
E	7.84	32	En	R	M

— Means with the same letter are not significantly different at $p < .05$.

Rel=Relationship: F=Friend; En=Enemy

Char=Characteristic-Attribution: R=Realistic; U=Unrealistic

Ins=Degree of Insult: Ex=Extreme; M=Mild

The data from Tables 13, 14, and 15 are presented diagrammatically in Figure 6, representing each of the dependent variables plotted for the eight independent variable conditions. Condition 3 (FUEX) is consistently higher than any of the other seven conditions (FREX, FRM, FUM, EnREX, EnRM, EnUEX, and EnUM) for each of the dependent variables (amusing, insulting, and kidding-serious).

A correlation between amusing, insulting and Kidding-serious (Table 16) was performed. All correlations are highly significant, $p < .001$,

TABLE 16
Correlation Between Amusing, Insulting,
and Kidding-Serious Ratings

	<u>Amusing</u>	<u>Insulting</u>	<u>Kidding-Serious</u>
Amusing	---	.41***	.49***
Insulting		---	.43***
Kidding-Serious			---

*** $p < .001$

indicating a strong positive relationship between the three dependent measures.

An ANOVA was performed to test for possible sex of subject differences. No significant sex of subject effect was found for any of the dependent variables. Also, a chi square was performed to test for possible item variation. No significant item effect was found for any of the dependent measures, i.e., no single experimental item was significantly more amusing, insulting or kidding-serious than any of the other experimental items.

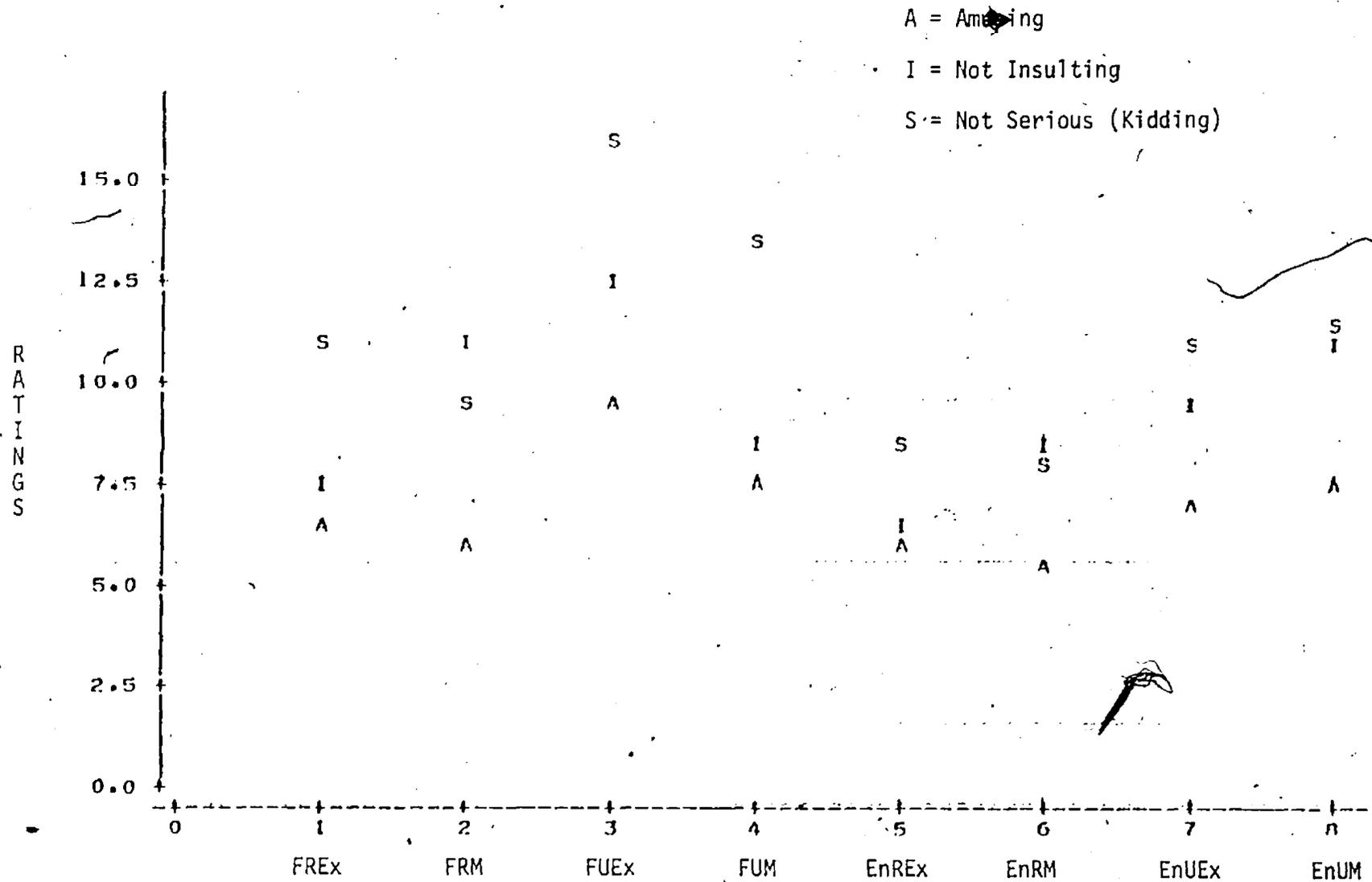


Figure 6. Amusing, Insulting, and Kidding-Serious Ratings by Eight Conditions.

CHAPTER IV

DISCUSSION

Confirmation of Hypotheses

Findings from the present study confirm the thesis that there is a three-way interaction involved in ironic humour (when the amused is the butt).

Hypothesis 1 is substantiated at $p < .05$. Subjects do find the items more amusing under the condition of friendly, unrealistic characteristic attribution, and extreme insult (FUEX) than any other combination of relationship, degree of realism of the characteristic-attribution, and degree of insult.

Hypothesis 2 is substantiated at $p < .01$. Subjects do find the items less insulting under the condition of friendly, unrealistic characteristic-attribution, and extreme insult (FUEX) than any other combination of relationship, degree of realism of the characteristic-attribution, and degree of insult.

While the three-way interaction for kidding-serious was not significant, the significant characteristic main effect coupled with the significant relationship by degree of insult two-way interaction effect does provide substantiation for hypothesis 3. Additionally, the studentized range q for the kidding-serious three-way interaction is significant at $p < .01$. Therefore hypothesis 3 is tentatively substantiated. Subjects do tend to judge the items more kidding (less serious) under the condition of friendly, unrealistic characteristic-attribution, and extreme insult (FUEX) than any other combination of relationship, degree of realism of the characteristic-attribution, and degree of insult.

Theoretical Implications

These findings constitute the connecting link suggested by La Fave (1977) for vicarious superiority and interactive incongruity humour theories. In the experimental items, a description of the relationship between characters was employed as a means of manipulating vicarious identification (a test of superiority theory), while the degree of realism of the characteristic-attribution and degree of insult were used as a means of manipulating incongruous remarks (a test of incongruity theory), and a three-way interaction between relationship, degree of realism, and degree of insult was found. By interfacing the two previously unconnected areas of investigation, the present study adds to humour theory the property of contributiveness, hence, enabling both theories to cover more territory.

There is no consistent pattern to report regarding the order of all eight conditions across the three dependent measures. However, one interesting pattern does emerge when examining the highest and lowest means across the three dependent measures (amusing, insulting, and kidding-serious). Among the eight conditions the friendly unrealistic extreme (condition 3) means are the highest for amusing, insulting, and kidding-serious, indicating that, under the FUEX condition, people are most likely to be amused, less insulted and more kidded (less serious). The means for the exact opposite condition -- enemy realistic mild (condition 6) are the lowest only for the amusing and kidding-serious ratings, indicating that, under the EnRM condition people are least likely to be amused, and to interpret the items as more serious (less kidding). This finding appears to be consistent with the theoret-

tical framework proposed in this study; namely, a mild remark regarding a person's attributed characteristic does not represent incongruity.

The situation presents itself as being consistent with reality and hence, not amusing and not kidding. In addition, vicarious superiority is not needed to demonstrate to one's rival that he/she is a 'good sport'. For the insulting rating, instead of the opposite condition (EnRM) being the most insulting, condition 5 (EnREx) is the most insulting condition. Common sense would dictate that an extreme insult would be more insulting than a mild insult. In addition, when two interacting persons are enemies and one of the two possesses some negative trait about which that one feels insecure, an extreme (exaggerated) statement, concerning the negative trait would be most threatening, a la Rothbart (1973), and therefore most insulting.

Across the three dependent measures (amusing, insulting, and kidding-serious), there are three main effects on degree of insult. Mild insults are perceived as less amusing, less insulting, and less kidding (more serious). While extreme insults are perceived as more amusing, more insulting, and more kidding (less serious). Therefore, one can validly conclude that subjects do perceive extreme insults as more insulting than mild insults, demonstrating that subjects did have good empathy with the 'victims' of the insults. Nonetheless, when an extreme insult occurs between friends on an unrealistic characteristic, that extreme insult becomes less insulting than any of the mild insults. Further, this data confirms the explanation suggested by La Fave (1976, 1977) that under this specifiable condition the insult is taken non-literally and regarded as a pseudo-insult. La Fave offered this interpretation to explain how individuals can believe themselves to be amused

at their own expense (even though an illusion that they possess a sense of humour). Also, Goldstein (1976) argues that balance theory is inadequate for explaining humour at one's own expense, yet the study reported here provides Goldstein (1976) with the missing explanatory link for interpreting insulting remarks; i.e., even though a non-literal, objectively insulting remark is delivered, subjects do not perceive the remark literally, rather they interpret the remark non-literally as a pseudo-insult, and are thereby complimented. Moreover, this non-literal interpretation enhances one's self-esteem due to feelings of being a good sport to a friend and being emotionally secure (i.e., non-threatened) regarding an unrealistic characteristic attributed with a high degree of exaggeration (extreme).

Psychologically perceiving such non-threatening incongruity (violation of social norms) among friends enables an individual to cognitively restructure the intent of the communication as being ironic, realizing the discrepancy between what is said and what is meant--which is the essence of irony. Ironically, by seeing through this irony, the individual's cognition undergoes a higher, more abstract level of transformation; instead of feeling insulted, the individual feels that he/she is being complimented and hence is amused. This transformation serves the function for man to transcend the usual formula of stimulus-response.

By perceiving an extremely insulting remark from a friend, regarding one misattributed feature, as being amusing, seeing it as playful (kidding), and non-insulting, one exercises the creative act of humour stated by Koestler (1964). Through "bisociation" the individual is able to think on two planes of thought simultaneously. Mishkin (1977) defines humour as the attitude of an individual which allows the

individual to change concepts and beliefs, situations and objects, and to reorganize their meaning on the spur of the moment and in more than one dimension. This multidimensional attitude induces feelings of satisfaction. On the other hand, this attitude is dependent upon the ability of the individual to depart from customary or automatic interpretations of certain stimuli and interpret them in a new, different dimension.

For Mishkinsky, a humorous attitude differs from other attitudes in that its cognitive component is never stable nor is its organization one-dimensional. This process is similar to what La Fave (1961) calls attitude switching. Further, this change in the cognitive component of that humorous attitude, which may well involve more than one dimension, causes the individual to assign a new value to the cognitive component. This evaluative component could be either positive or negative, depending on the organization and interpretation given by the individual. The individual goes through an emotional transformation due to the restructuring of the relationships of the perceived stimuli. Amusement could be generated if there involves a positive emotional component (happiness increment) and a non-threatening outlook of the stimuli which involves contradictions or incongruities, again requiring reorganization on different dimensions (perceived incongruity). All of these transformations (cognitive and affective) happen on the spur of the moment (sudden). The essence of this description for amusement (sudden, happiness increment due to a perceived incongruity) is representative of La Fave et al's (1976) definition for amusement. As well, serious-to-playful belief transformations which permit violations of social norms to be reinterpreted as nonthreatening, and hence amusing, were

experimentally generated by Mutuma (1976) and Tsang (1976).

When people hear extreme insults they are shocked on the surface, rendering their superficial social values shaken. But as psychological hedonists (assumed by cognitive consistency theory) and cognitively-oriented beings, at a higher level of conceptual functioning, people restructure the insult, especially when it is accompanied by a friendly relationship and an unrealistic attribution.

According to Hodgkins (1977, p. 443) "proximity is essential to human beings for sustenance, safety and sanity. In this nearness to each other we are offered continually the choice between conformity or dissent". It is precisely with this feeling of safety that the individual is able to see the light side of an extreme insult. In addition, when one is feeling safe about one's own good features, an extreme negative statement could conceivably be interpreted as a creative way of delivering a compliment, heightening also the receiver's self-esteem.

A general pattern of high ratings for the kidding-serious measure, medium ratings for the insulting measure and low ratings for the amusing measure threads through the conditions except for two. These two conditions are friendly, realistic characteristic-attribution with mild insult (FRM) and enemy, realistic characteristic-attribution with mild insult (EnRM). For these two conditions the kidding-serious ratings and the insulting ratings are reversed. The kidding-serious ratings become lower than the insulting ratings, indicating that subjects judged these two conditions as more serious (less kidding). This pattern seems to follow both common sense and theoretical reasoning. What these two conditions have in common is that they both involve realistic characteristic-attribution and mild insult. Common sense

dictates that when someone makes a neutral remark (mild insult) regarding a realistic characteristic, that person is non-insulted and views the remark as serious (not kidding). Theoretically, a mild remark regarding a realistic characteristic-attribution does not represent an incongruity for the subject. Since this remark closely parallels reality, the subject interprets it as less insulting and more serious (not kidding).

All three hypotheses support a three-way interaction in ironic humour. Among the four conditions (FUEx, FUM, EnUEx, and EnUM) that most involve irony (i.e., when one of the interacting persons is insulted regarding an unrealistic negative characteristic), only the one condition, involving friends, an unrealistic characteristic-attribution by an extremely insulting remark (FUEx) yields the significantly highest amusing, lowest insulting, and most kidding ratings. In fact, the condition that has the same degree of irony as FUEx but with a different relationship, i.e., EnUEx, ranks fourth amongst all eight conditions, following FUEx, FUM, and EnUM. Relationship here seems to play a decisive role for the irony to be appreciated and transforms an originally perceived insult to an amusing remark. When one takes into consideration the information provided by the insulting scale, one finds that subjects do correctly perceive an extreme insult as significantly more insulting than a mild insult. Yet when the extreme insult is paired with a friendly relationship, subjects' judgements are reversed, i.e., subjects now judge that condition to be least insulting, surpassing all other conditions, including the mild insult conditions.

A very dominant characteristic-attribution main effect is another finding in the present study which warrants consideration.

Characteristic-attribution was one of the variables used to manipulate incongruity in this study. Typically, incongruity humour has been represented in humour research by psychophysical data or violations of belief norms. Consistent with this treatment of incongruity was the manipulation of characteristic-attribution in the study reported here. Finding a dominant characteristic-attribution main effect is not inconsistent with the theoretical view of humour offered here. As the subjects were not insulted directly, they were less ego-involved with the items, were less threatened by the degree of exaggeration of the characteristics, and hence able to detect and respond to the incongruity. Indeed, had the subjects' own actual characteristics been maligned in this experiment, very different results would be expected; under such personalized conditions, subjects would have been responding to attitudinal incongruities, in which the attitudinal element may inhibit the subjects' ability to perceive the incongruity (Issar, 1976). Also, as La Fave (1977) suggests, there is a need in social psychological studies to distinguish carefully between beliefs and attitudes.

Limitations and Future Research

The amusing ratings when compared to the insulting and kidding-serious ratings, were consistently lower across all eight conditions, ranging from 5.5 to 9.5 out of a possible 20 points. This floor effect has been noted by many humour researchers (Deckers and Kizer, 1974; Mannell and La Fave, 1976; and Guilmette, 1980). This floor effect occurs in any well-controlled humour experiment conducted under a laboratory testing (experimental) situation. Subjects perceive any experiment to be serious and adopt a serious attitude toward the stimulus materials

(Mannell, 1976; and Mannell and La Fave, 1976). The difficulty with generating amusement in artificial or constricted conditions also serves to explain why, in general, teachers are unsuccessful in their attempts to use humour in the classroom (Gruner, 1976; Bryant et al., 1980). Students, often equate the classroom with a serious environment, one designed for learning and studying, and hence do not expect to be amused. When the situation is perceived as serious, it is difficult if not impossible to generate humour responses. In the present study, the mode of presentation of the stimulus material required the subjects to read items from page to page and assign a rating to each item. This mode of presentation reduces the spontaneous response to amusement. In addition, this mode of presentation and collection of the data closely simulates a test-taking session, putting the subjects in a serious rather than playful (ready to be entertained) mood. Hence, the presentation mode for the stimulus materials could be modified in future investigations. One may choose to present the material, in an audio-visual mode, and obtain subjects' responses by employing rating scales or physiological measures.

In addition, the experimental items, reported in this study, were written to fit the manipulated variables, and to keep the variation lengths at a minimum. As a result, the amusing ratings suffered. Also, since the experiment was conducted in a class-room situation with paper and pencil, a social contagion effect was eliminated.

There is less of a floor effect for the dimension of play--the rating scale for kidding-serious. As well, the three-way interaction for the measure of kidding-serious only approaches significance and there are very significant degree of realism and degree of insult main effects.

These findings may suggest that play is not as complex as amusement--it may only require main effects (either superiority or incongruity) to be generated. Further one could claim that there is a three-way interaction on the kidding-serious dimension, when one observes the strong main effect on degree of realism accompanied by a strong relationship by degree of insult two-way interaction effect. Due to these high levels of significance, there is simply not enough left to accommodate a three-way interaction. On degree of realism it is the unrealistic condition which is viewed as kidding, and on relationship by degree of insult it is the friendly extreme interaction which is most playful (kidding) and least serious. Hence this particular combination of effects may be interpreted as support for a three-way interaction hypothesis. Additionally, when employing the studentized range test, a significant three-way interaction is revealed for kidding-serious.

The present study investigated ironic humour only at the individual psychological level. That is, acquiring judgements from individual subjects based on their perceptions of some interactions between two persons through vicarious identification with one of the two characters. Further research may involve physiological response measures and at the social psychological level, both intra- and inter-group relations. An investigation of ironic humour at the social psychological level appears more fruitful. Since human beings are social beings who do not function well in isolation, ironic humour could serve the function of facilitating or hindering group interactions as suggested by Martineau (1972) and La Gaipa (1977). The investigation on a social psychological level could be conducted under neutral or laboratory conditions.

The present study may also serve to suggest an avenue for

investigating hostile humour. This study asked subjects to identify with the 'victim'. Another experiment might attempt to have subjects identify with the aggressor--the one who delivers the insult.

Items employed in this study reflect a non-verbal manipulation of relationship and characteristic-attribution coupled with a written description of a verbal insulting remark. Future research could be conducted in which actual, real-world behavioral ironies are incorporated.

The present study investigates only one type of irony--i.e., the irony involved in left-handed insults. Another type of irony involving left-handed compliments could also be tested. Future research might retain the level of relationship and degree of realism of the negative characteristic-attribution variables, but instead of manipulating degree of insult, degree of compliment (extreme versus mild) could be varied. One major prediction would be that, under the condition of negative relation (enemy), realistic negative characteristic-attribution with an extreme compliment delivered to a character, the remark would be perceived as sarcasm rather than amusement. The irony of this ironic situation is that a complimentary statement would be transformed to a left-handed compliment, and an insult in disguise. Instead of experiencing amusement, the individual would restructure the incoming message as sarcasm. Sarcasm like amusement is a mental experience that is within one's mind; it involves a cognitive component like belief and attitude, but additionally, it involves the evaluative (emotional) component of an attitude. The evaluative component in the case of a sarcastic attitude would be negative.

Practical Applications

These dynamics of ironic humour may be applied to an indivi-

dual's daily interactions with other members of the society, without the individual taking a chance of being misunderstood. Hence, the individual becomes more effective in interpersonal communication. If a person wants to deliver a compliment in a creative way, it is better to make sure that the receiver is a friend (an ingroup member), to choose an unrealistic, negative, yet non-threatening, characteristic and to exaggerate (make extreme) the insulting remark. Alternatively, if a person wants to deliver a hostile message to a rival, it is better to choose a realistic, threatening, characteristic and make an exaggerated (extreme) statement regarding this negative trait.

APPENDIX A

Four Types of Experimental Items Across Eight Conditions

Characteristic-Attribution: Acne

Condition: FREx

6

Bill, who had acne something terrible, met his friend Mike for lunch in the school cafeteria. His pal Mike said: "What's new, crater face?"

Condition: FRM

2

Bill, who had mild acne, met his friend Mike for lunch in the school cafeteria. His pal Mike said: "You have some pimples!"

Condition: FUEx

9

Bill, whose complexion was handsomely smooth, met his friend Mike for lunch in the school cafeteria. His pal Mike said: "What's new, crater face?"

Condition: FUM

3

Bill, whose complexion was handsomely smooth, met his friend Mike for lunch in the school cafeteria. His pal Mike said: "You have some pimples!"

Condition: EnREx

5

Bill had acne something terrible. One day he and Mike, who despised each other, met. Bill's enemy Mike said: "What's new, crater face?"

Condition: EnRM

1

Bill had mild acne. One day he and Mike, who despised each other, met.
Bill's enemy Mike said: "You have some pimples!"

Condition: EnUEx

7

Bill's complexion was handsomely smooth. One day he and Mike, who
despised each other, met. Bill's enemy Mike said: "What's new
crater face?"

Condition: EnUM

8

Bill's complexion was handsomely smooth. One day he and Mike, who
despised each other, met. Bill's enemy Mike said: "You have some
pimples!"

Characteristic-Attribution: Girlfriend

Condition: FREx

24

Joe was sitting in the local pub with his extremely unattractive girlfriend and his long-time buddy Vince. After she left for the powder room, his friend Vince remarked: "Your girl's the ugliest thing I've ever seen!"

Condition: FRM

23

Joe was sitting in the local pub with his slightly unattractive girlfriend and his long-time buddy Vince. After she left for the powder room, his friend Vince remarked: "Your girlfriend is rather plain looking!"

Condition: FUEx

21

Joe was sitting in the local pub with his extremely attractive girlfriend and his long-time buddy Vince. After she left for the powder room, his friend Vince remarked: "Your girl's the ugliest thing I've ever seen!"

Condition: FUM

28

Joe was sitting in the local pub with his extremely attractive girlfriend and his long-time buddy Vince. After she left for the powder room, his friend Vince remarked: "Your girlfriend is rather plain looking!"

Condition: EnREx

26

Joe was sitting in the local pub with his extremely unattractive girlfriend. Vince, who greatly disliked Joe, sat nearby. After she left for the powder room, Joe's enemy Vince remarked: "Your girl's the ugliest thing I've ever seen!"

Condition: EnRM

29

Joe was sitting in the local pub with his slightly unattractive girlfriend. Vince, who greatly disliked Joe, sat nearby. After she left for the powder room, Joe's enemy Vince remarked: "Your girl friend is rather plain looking!"

Condition: EnUEx

22

Joe was sitting in the local pub with his extremely attractive girlfriend. Vince, who greatly disliked Joe, sat nearby. After she left for the powder room, Joe's enemy Vince remarked: "Your girl's the ugliest thing I've ever seen!"

Condition: EnUM

27

Joe was sitting in the local pub with his extremely attractive girlfriend. Vince, who greatly disliked Joe, sat nearby. After she left for the powder room, Joe's enemy Vince remarked: "Your girlfriend is rather plain looking!"

Characteristic-Attribution: Teeth

Condition: FREx

19

Sue noticed her school chum Linda walking by. Looking at Linda's very bad overbite, her good friend Sue exclaimed: "Hey beaver, chop that tree down!"

Condition: FRM

15

Sue noticed her school chum Linda walking by. Looking at Linda's overbite, her good friend Sue exclaimed: "Your teeth need a little straightening!"

Condition: FUEx

18

Sue noticed her school chum Linda walking by. Despite the fact that Linda had beautiful, perfectly straight teeth, her good friend Sue exclaimed: "Hey beaver, chop that tree down!"

Condition: FUM

13

Sue noticed her school chum Linda walking by. Despite the fact that Linda's teeth were not crooked, her good friend Sue exclaimed: "Your teeth need a little straightening!"

Condition: EnREx

17.

Sue, who hated Linda, noticed her walking by. Looking at Linda's very bad overbite, her enemy Sue exclaimed: "Hey beaver, chop that tree down!"

Condition: EnRM

14

Sue, who hated Linda, noticed her walking by. Looking at Linda's overbite, her enemy Sue exclaimed: "Your teeth need a little straightening!"

Condition: EnUEx

11.

Sue, who hated Linda, noticed her walking by. Despite the fact that Linda had beautiful, perfectly straight teeth, her enemy Sue exclaimed: "Hey beaver, chop that tree down!"

Condition: EnUM

16

Sue, who hated Linda, noticed her walking by. Despite the fact that Linda's teeth were not crooked, her enemy Sue exclaimed: "Your teeth need a little straightening!"

Characteristic-Attribution: Weight

Condition: FREx

37

Patty met her bowling companion Kathy for a game. Noticing that Kathy had gained a great amount of weight, her good friend Patty commented: "You're built like the Goodyear Blimp!"

Condition: FRM-

31

Patty met her bowling companion Kathy for a game. Noticing that Kathy had gained a small amount of weight, her good friend Patty commented: "You look a little heavy!"

Condition: FUEx

32

Patty met her bowling companion Kathy for a game. Noticing that Kathy had managed to develop a slim, attractive figure, her good friend Patty commented: "You're built like the Goodyear Blimp!"

Condition: FUM

34

Patty met her bowling companion Kathy for a game. Noticing that Kathy had managed to develop a slim, attractive figure, her good friend Patty commented: "You look a little heavy!"

Condition: EnREx

36

Patty, who couldn't stand Kathy, saw her bowling. Noticing that Kathy had gained a great amount of weight, her enemy Patty commented: "You're built like the Goodyear Blimp!"

Condition: EnRM

38

Patty, who couldn't stand Kathy, saw her bowling. Noticing that Kathy had gained a small amount of weight, her enemy Patty commented: "You took a little heavy!"

Condition: EnUEx

35

Patty, who couldn't stand Kathy, saw her bowling. Noticing that Kathy had managed to develop a slim, attractive figure, her enemy Patty commented: "You're built like the Goodyear Blimp!"

Condition: EnUM

33

Patty, who couldn't stand Kathy, saw her bowling. Noticing that Kathy had managed to develop a slim, attractive figure, her enemy Patty commented: "You look a little heavy!"

APPENDIX B

Control Items Across Eight Conditions

4

Little Lulu had been spanked by her mother. Crying, she ran into the bedroom and closed the door. Later, her mother entered and saw Little Lulu with her dress up, panties down, and backside to the mirror. Seeing her mother, Little Lulu cried: "Now look what you done! You cracked it in half!"

12

Carol, proud of her newborn baby, asked Lynn what she thought of it. Lynn replied: "Looks like the doctor threw away the baby and kept the afterbirth!"

25

Tom had been wandering all day in New York City. Finally he was lost. Seeing a man standing on the corner, Tom asked: "Can you tell me where I'll find the Staten Island ferry?" The stranger replied: "Speaking!"

APPENDIX C

Instructions to Subjects

Instructions to Judges

The following pages contain a description of a series of situations (stories) which involve interaction between two or more persons. These items are among a number being considered by the researchers for use in an experimental study on person perception. You are being asked to be a judge to help us determine the appropriateness of this material.

Please do not open this large envelope until you have completed reading the instructions on this page. The large envelope contains three smaller envelopes. These three are numbered 1, 2, and 3. After you have finished reading the instructions on this page, you will open this large envelope and remove only the envelope numbered 1.

You will remove the set of stories and instruction-answer sheet from envelope 1. FIRST, read the stories and SECOND, complete the accompanying "scales". Each page has one item and you are asked to read and rate each story in the order presented--not to go back to earlier pages, and not to change any ratings once they have been made. When you have completed making your judgements, please return this material to envelope 1. Then return envelope 1 to the large envelope, while removing the envelope numbered 2.

Remove the material from envelope 2, follow the instructions, then return that material to envelope 2. Next return envelope 2 to this larger envelope while removing envelope 3. Remove the contents of envelope 3 and follow the same procedure as with 1 and 2.

Please be sure and read each item carefully and do not sign the booklets--since we are interested only in your judgements and not who has made them. Your help is appreciated, and the use of the judge-

ments you are making or any further experimental research stemming from this will be available to you on request.

APPENDIX D

Raw Data

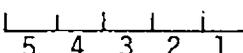
Amusing Ratings by Subjects in Condition 1 (FREx)

Item Subject	Experimental				Control		
	6	19	24	37	4	12	25
1	1	1	2	1	2	1	3
2	1	1	1	1	4	1	3
3	1	1	1	1	4	1	4
4	5	2	4	4	5	2	1
5	1	1	1	1	1	1	1
6	2	2	2	3	4	4	3
7	1	1	1	1	5	1	1
8	1	1	1	5	5	1	1
9	1	1	1	1	4	1	1
10	1	5	2	3	5	1	5
11	2	1	1	1	5	2	3
12	1	1	1	1	4	1	4
13	2	3	1	1	4	1	2
14	1	1	1	2	5	1	1
15	1	1	1	1	4	1	1
16	1	1	1	1	3	1	4
17	4	1	1	1	5	1	3
18	1	1	2	1	4	1	2
19	1	5	1	1	5	1	3
20	1	1	1	2	5	1	1
21	2	2	2	2	4	1	4
22	1	1	2	2	5	1	3
23	1	1	1	1	5	1	2
24	1	3	1	1	2	2	2
25	2	2	1	1	5	1	3
26	2	2	1	1	5	1	2
27	3	4	1	5	5	4	5
28	1	1	2	1	3	1	1
29	1	2	2	1	3	4	4
30	1	4	1	1	2	1	4
31	1	1	1	1	3	1	2
32	1	3	1	3	1	1	5

Not At All Amusing | | | | Very Amusing
1 2 3 4 5

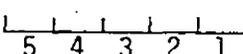
Insulting Ratings by Subjects in Condition 1 (FREx)

Item Subject	Experimental				Control		
	6	19	24	37	4	12	25
1	1	1	2	2	4	1	3
2	1	1	1	1	4	1	4
3	1	1	1	1	5	1	5
4	3	3	4	3	5	1	5
5	1	1	1	2	5	1	5
6	2	2	2	3	4	3	3
7	1	1	1	1	5	1	3
8	1	5	1	1	5	4	1
9	1	1	2	1	5	1	3
10	3	4	1	3	5	3	5
11	1	4	1	1	4	1	5
12	2	1	1	1	5	1	5
13	2	2	1	1	4	1	4
14	2	3	2	2	5	3	5
15	1	1	1	1	5	1	3
16	1	1	1	1	3	1	2
17	5	1	4	1	5	1	5
18	1	1	1	1	5	1	4
19	1	1	1	1	1	1	5
20	1	2	2	1	5	1	3
21	2	2	2	3	5	1	5
22	1	1	1	2	5	1	5
23	2	2	2	2	5	1	5
24	1	2	2	2	4	1	4
25	2	3	2	2	5	1	5
26	2	2	1	1	4	1	5
27	4	1	1	5	5	4	5
28	1	1	2	1	5	1	4
29	5	3	5	5	1	1	1
30	3	3	1	4	5	1	5
31	1	1	1	1	3	1	4
32	3	3	2	2	1	1	5

Not At All Insulting  Very Insulting

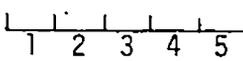
Kidding-Serious Ratings by Subjects in Condition 1 (FREx)

Item Subject	Experimental				Control		
	6	19	24	37	4	12	25
1	2	2	2	2	5	4	5
2	2	2	2	2	2	2	4
3	5	3	1	4	2	5	4
4	5	5	2	5	1	5	1
5	3	5	1	3	1	3	5
6	2	2	2	3	4	2	3
7	1	1	3	1	4	1	5
8	5	5	1	1	1	1	5
9	2	5	1	1	5	3	5
10	5	5	4	5	5	4	5
11	4	4	1	2	1	4	5
12	5	4	2	2	3	4	5
13	2	5	1	1	4	1	4
14	5	5	4	5	5	5	5
15	1	1	1	1	4	1	5
16	2	2	2	2	3	3	5
17	5	1	2	2	5	1	5
18	1	2	1	2	5	1	3
19	5	1	1	5	5	5	5
20	1	2	1	1	4	1	1
21	2	3	2	2	4	2	5
22	4	3	3	4	5	4	5
23	3	4	1	2	5	1	4
24	5	5	2	3	4	5	2
25	3	3	3	2	2	1	5
26	2	3	1	1	5	4	5
27	5	4	1	5	3	5	5
28	2	4	2	2	5	4	5
29	5	4	5	4	2	1	4
30	2	2	2	3	1	2	5
31	2	2	1	2	1	1	4
32	5	5	4	5	1	1	5

Kidding  Serious

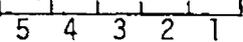
Amusing Ratings by Subjects in Condition 2 (FRM)

Item Subject	Experimental				Control		
	2	15	23	31	4	12	25
1	1	2	3	2	5	2	4
2	1	1	1	2	5	1	5
3	2	1	1	1	5	1	4
4	3	3	2	3	2	2	1
5	1	1	1	1	3	1	3
6	1	1	2	2	5	1	5
7	1	1	1	1	5	1	1
8	1	2	1	3	4	1	4
9	2	1	1	1	2	1	2
10	3	1	2	1	3	1	5
11	1	1	1	1	4	1	1
12	2	2	1	2	5	2	4
13	1	3	3	1	4	1	3
14	1	1	1	1	5	1	1
15	2	2	1	3	4	1	1
16	1	2	2	1	4	1	1
17	1	2	2	1	5	1	5
18	3	1	2	2	4	1	3
19	1	1	1	1	5	1	5
20	1	1	1	1	4	1	1
21	1	2	2	1	4	1	5
22	1	1	1	1	5	1	1
23	2	2	2	1	4	1	1
24	1	1	1	1	4	1	2
25	2	2	3	1	5	1	2
26	1	1	1	1	5	3	2
27	1	1	1	2	4	1	5
28	1	1	1	1	2	1	3
29	2	2	2	2	4	1	3
30	2	1	1	1	1	1	3
31	1	1	1	3	1	1	4
32	1	1	1	1	4	1	2

Not At All Amusing  Very Amusing

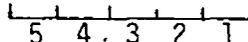
Insulting Ratings by Subjects in Condition 2 (FRM)

Item Subject	Experimental				Control		
	2	15	23	31	4	12	25
1	5	4	4	4	2	4	3
2	3	2	5	4	5	1	5
3	3	2	2	2	5	1	5
4	3	2	1	4	2	2	5
5	2	1	1	2	4	1	4
6	3	2	1	4	5	1	5
7	3	1	3	3	5	1	3
8	1	1	1	2	5	1	5
9	4	3	2	4	5	1	5
10	3	2	4	2	4	1	5
11	4	5	2	2	5	1	5
12	2	2	2	2	5	2	5
13	1	3	4	3	5	1	5
14	5	5	5	5	5	5	5
15	3	3	2	3	5	1	5
16	3	1	3	1	5	1	1
17	1	3	3	2	5	1	5
18	2	2	2	2	5	1	3
19	1	3	2	2	5	1	5
20	2	2	3	3	5	1	1
21	4	4	3	4	5	1	5
22	2	3	2	3	5	5	5
23	1	4	4	2	5	1	5
24	4	4	3	3	5	1	5
25	3	3	2	2	5	1	4
26	2	1	2	1	5	1	4
27	3	1	2	2	5	1	4
28	1	1	1	1	3	1	3
29	3	2	3	2	5	1	5
30	5	5	5	3	5	2	3
31	2	5	5	5	5	3	2
32	3	2	3	2	5	1	3

Not At All Insulting  Very Insulting

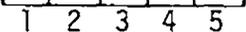
Kidding-Serious Rating by Subjects in Condition 2 (FRM)

Item Subject	Experimental				Control		
	2	15	23	31	4	12	25
1	3	4	4	4	5	4	3
2	3	2	3	3	1	5	5
3	2	2	2	2	4	1	5
4	1	2	1	2	2	4	2
5	3	4	4	3	5	1	4
6	1	1	1	2	5	1	5
7	1	3	3	3	5	1	3
8	4	1	4	2	1	5	1
9	2	2	2	2	3	5	5
10	4	4	2	3	3	4	4
11	2	1	1	1	4	1	2
12	4	4	3	4	5	5	5
13	2	2	3	3	5	2	5
14	1	1	1	1	1	1	1
15	2	2	2	2	1	2	3
16	3	3	1	5	5	1	1
17	3	3	3	2	1	1	5
18	5	2	2	2	5	4	5
19	2	3	2	3	5	4	5
20	2	3	3	2	5	5	5
21	1	4	1	1	5	3	5
22	4	4	4	2	5	5	2
23	2	2	2	2	5	3	5
24	3	4	2	1	1	5	5
25	3	2	4	2	2	1	5
26	1	1	3	2	5	5	3
27	1	2	2	2	1	1	5
28	1	1	1	1	1	1	3
29	2	3	3	1	1	4	5
30	1	2	3	1	3	5	5
31	2	2	2	3	4	2	2
32	2	2	3	2	4	3	4

Kidding  Serious

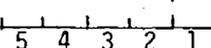
Amusing Ratings by Subjects in Condition 3 (FUEX)

Item Subject	Experimental				Control		
	9	18	21	32	4	12	25
1	2	1	5	1	5	1	1
2	1	2	1	1	3	1	4
3	3	3	1	5	4	1	3
4	1	3	1	1	5	1	1
5	3	1	2	2	4	1	5
6	1	3	3	1	5	3	3
7	5	2	4	1	4	1	3
8	2	1	2	2	3	1	3
9	4	3	4	4	5	1	4
10	5	4	2	4	5	2	2
11	2	2	1	1	2	1	2
12	2	1	2	1	2	1	4
13	2	3	2	3	2	2	3
14	1	4	2	5	5	1	5
15	2	2	5	5	5	1	3
16	2	2	1	1	4	1	2
17	1	3	5	1	3	1	1
18	2	2	3	2	4	3	3
19	2	5	1	4	1	3	5
20	1	5	4	1	5	2	4
21	3	1	1	1	3	1	5
22	3	2	1	1	4	1	4
23	3	4	2	1	3	1	1
24	1	1	1	4	5	1	1
25	2	1	3	2	5	1	2
26	4	1	1	1	4	1	4
27	3	2	2	3	4	1	4
28	4	2	2	1	4	1	1
29	4	1	3	1	5	1	5
30	4	4	3	4	3	1	3
31	1	4	2	4	2	5	1
32	4	2	4	2	4	1	1

Not At All Amusing  Very Amusing

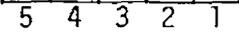
Insulting Ratings by Subjects in Condition 3 (FUEX)

Item Subject	Experimental				Control		
	9	18	21	32	4	12	25
1	2	1	2	1	5	1	1
2	1	3	5	5	4	1	3
3	3	3	1	4	5	1	3
4	2	5	2	1	5	1	5
5	2	2	3	2	5	1	4
6	5	5	3	1	5	3	3
7	5	1	5	1	5	1	5
8	3	2	2	2	3	1	3
9	5	3	4	4	5	1	4
10	4	4	2	2	5	1	5
11	2	2	4	4	3	2	4
12	5	4	1	4	1	1	2
13	2	3	1	3	3	1	4
14	1	4	2	4	5	2	5
15	2	3	5	5	5	1	3
16	2	4	1	4	5	1	2
17	3	2	5	3	5	1	3
18	4	4	3	3	3	2	3
19	1	5	4	2	1	1	4
20	4	5	2	5	5	3	5
21	5	5	2	1	2	1	3
22	3	2	2	4	5	1	4
23	3	2	1	1	5	1	4
24	2	3	1	4	5	1	3
25	5	4	5	2	3	3	3
26	1	4	1	2	3	1	5
27	4	5	2	4	5	2	2
28	4	4	2	1	2	1	4
29	5	5	5	5	5	2	5
30	4	4	3	4	4	1	3
31	2	5	2	5	4	3	2
32	4	2	5	2	5	1	4

Not At All Insulting  Very Insulting

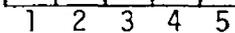
Kidding-Serious Ratings by Subjects in Condition 3 (FUEx)

Item Subject	Experimental				Control		
	9	18	21	32	4	12	25
1	3	2	3	2	5	2	2
2	1	3	4	2	4	5	4
3	4	2	2	4	4	2	3
4	5	5	3	3	1	1	5
5	5	3	3	5	5	2	5
6	5	5	5	5	5	5	5
7	5	5	5	5	1	1	1
8	5	4	3	2	2	3	5
9	5	5	5	5	3	4	4
10	5	5	4	4	5	1	2
11	5	5	4	4	4	4	5
12	5	5	5	5	2	1	2
13	3	4	2	4	3	2	5
14	2	4	2	5	5	2	5
15	3	4	5	5	5	1	5
16	5	5	5	5	1	5	4
17	5	5	5	4	3	1	3
18	4	3	4	3	3	2	3
19	2	5	4	5	1	2	5
20	3	5	4	4	1	5	5
21	5	5	5	5	1	5	5
22	3	2	3	2	5	2	2
23	5	4	5	3	1	5	3
24	5	5	3	5	5	1	4
25	5	5	5	5	2	5	4
26	5	4	1	5	1	5	3
27	5	5	1	5	2	3	4
28	4	4	4	2	2	2	2
29	4	4	5	3	2	3	2
30	4	5	3	5	4	2	3
31	5	5	4	3	1	2	2
32	4	2	4	2	3	1	4

Kidding  Serious

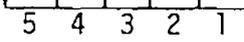
Amusing Ratings by Subjects in Condition 4 (FUM)

Item Subject	Experimental				Control		
	3	12	28	34	4	12	25
1	4	2	1	5	5	1	3
2	2	1	3	2	5	1	4
3	4	4	1	1	5	1	2
4	2	3	2	2	3	4	2
5	5	1	2	4	4	1	5
6	1	1	1	1	5	1	5
7	1	1	2	2	5	1	3
8	2	2	2	1	5	1	3
9	1	1	1	1	3	1	3
10	1	1	1	1	4	1	2
11	3	1	1	1	4	5	1
12	1	1	1	1	5	1	3
13	2	1	3	2	4	1	2
14	1	2	1	1	5	1	3
15	2	1	4	2	5	2	4
16	2	2	1	2	4	1	3
17	2	2	1	2	5	1	1
18	1	1	1	1	5	1	1
19	2	3	2	1	5	1	5
20	4	2	5	4	4	1	4
21	2	2	2	3	2	2	4
22	2	2	1	1	1	1	2
23	1	4	1	1	1	5	2
24	3	2	4	2	3	3	1
25	1	1	3	1	2	1	2
26	1	2	3	2	4	1	2
27	1	2	1	1	4	1	3
28	1	1	2	2	5	1	1
29	5	2	5	1	2	2	1
30	1	3	1	1	4	1	3
31	1	2	1	1	4	1	5
32	1	1	1	1	3	1	1

Not At All Amusing  Very Amusing.

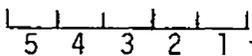
Insulting Ratings by Subjects in Condition 4 (FUM)

Item Subject	Experimental				Control		
	3	13	28	34	4	12	25
1	3	1	1	2	5	1	3
2	2	2	2	1	5	1	5
3	4	4	1	3	5	1	5
4	4	3	3	2	3	2	3
5	4	2	2	2	4	1	5
6	1	3	1	1	5	1	5
7	1	3	3	2	5	1	4
8	3	4	2	5	5	1	5
9	1	1	1	1	4	1	4
10	1	2	2	1	5	1	3
11	4	1	1	1	5	5	5
12	1	1	1	1	5	1	5
13	2	2	3	2	5	1	2
14	1	2	1	2	5	1	1
15	2	1	2	2	4	2	5
16	2	2	1	2	3	1	3
17	3	2	2	2	5	1	3
18	1	1	1	1	5	1	3
19	5	4	5	5	5	1	5
20	4	2	4	5	5	1	5
21	4	4	4	4	4	4	2
22	1	2	2	1	2	1	3
23	1	2	1	1	2	3	3
24	3	4	1	2	4	3	3
25	2	1	3	2	5	1	4
26	2	2	1	2	5	1	2
27	3	3	1	1	5	1	4
28	3	3	2	3	5	1	5
29	3	1	1	2	2	1	1
30	1	3	2	1	5	1	5
31	2	2	1	1	4	1	5
32	1	1	1	1	4	1	2

Not At All Insulting  Very Insulting

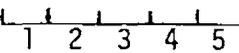
Kidding-Serious Ratings by Subjects in Condition 4 (FUM)

Item Subject	Experimental				Control		
	3	13	28	34	4	12	25
1	5	5	5	4	5	5	2
2	4	2	5	4	3	3	3
3	5	4	1	2	2	4	5
4	4	4	4	3	1	3	2
5	4	2	2	2	4	1	5
6	1	3	1	1	5	1	1
7	1	3	2	3	5	1	2
8	3	4	2	2	2	1	5
9	4	4	4	2	3	4	3
10	3	3	3	4	3	4	3
11	4	2	4	2	4	5	4
12	4	5	3	4	1	2	5
13	4	2	4	3	3	5	3
14	2	3	5	1	5	1	5
15	2	2	3	5	5	2	5
16	5	1	5	4	5	1	5
17	4	3	5	1	1	3	3
18	3	4	4	1	5	1	1
19	4	4	5	5	5	1	5
20	2	2	5	5	2	2	5
21	3	3	4	4	2	5	1
22	4	4	4	4	4	4	4
23	4	3	4	4	5	5	5
24	5	3	2	3	3	4	2
25	4	2	4	3	5	5	5
26	5	5	5	4	4	3	5
27	4	4	2	1	5	1	5
28	5	5	4	3	5	1	5
29	5	4	4	4	2	5	3
30	1	3	2	2	4	5	4
31	5	5	5	3	4	3	5
32	1	1	1	1	2	1	3

Kidding  Serious

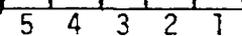
Amusing Ratings by Subject in Condition 5 (EnREx)

Item Subject	Experimental				Control		
	5	17	26	36	4	12	25
1	1	1	2	1	4	1	2
2	1	1	1	1	5	1	5
3	1	2	2	1	4	1	4
4	1	1	1	3	5	1	5
5	1	3	3	3	5	1	4
6	1	1	4	2	4	1	3
7	3	3	4	4	4	4	3
8	1	1	1	2	5	1	1
9	1	1	1	1	3	1	1
10	2	1	1	1	4	1	4
11	1	1	1	1	4	1	2
12	2	2	2	1	3	2	3
13	1	1	1	1	3	1	2
14	1	1	1	1	4	2	2
15	1	1	1	1	1	1	3
16	2	1	1	1	4	1	4
17	1	1	1	1	1	1	3
18	1	1	1	1	5	1	2
19	2	2	3	2	2	4	4
20	2	2	2	1	5	2	5
21	1	1	1	1	2	1	4
22	1	1	2	1	2	1	3
23	1	2	1	2	5	1	2
24	1	1	1	1	2	1	2
25	1	1	2	1	5	1	2
26	1	5	1	3	1	1	5
27	1	1	1	1	2	1	4
28	1	2	1	1	5	1	1
29	1	1	1	5	5	1	3
30	1	4	1	5	1	4	2
31	3	3	4	3	3	4	1
32	1	1	1	1	5	1	.

Not At All Amusing  Very Amusing

Insulting Ratings by Subjects in Condition 5 (EnREx)

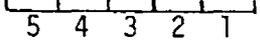
Item Subject	Experimental				Control		
	5	17	26	36	4	12	25
1	2	2	2	2	5	1	4
2	1	1	1	1	3	1	5
3	3	5	4	2	5	1	4
4	1	1	1	3	5	1	4
5	3	3	3	1	5	1	5
6	1	1	2	2	5	1	5
7	3	2	3	2	5	2	4
8	1	1	1	1	5	1	1
9	3	2	1	2	5	2	5
10	2	2	2	2	5	1	5
11	1	1	1	1	5	1	3
12	1	2	2	2	4	1	4
13	1	1	2	2	5	1	5
14	1	2	2	1	4	2	2
15	1	1	1	1	1	1	2
16	3	3	3	3	5	2	1
17	1	1	1	1	1	1	3
18	1	1	1	5	1	1	2
19	2	2	2	2	3	2	3
20	3	2	1	2	5	1	5
21	1	1	1	1	5	1	5
22	2	1	1	1	3	1	3
23	1	1	1	2	5	1	5
24	1	1	1	1	5	1	4
25	1	1	1	1	4	1	2
26	1	2	2	1	3	3	3
27	1	1	2	1	4	2	4
28	1	1	1	1	5	1	4
29	1	3	1	1	3	1	5
30	3	3	1	3	4	2	5
31	2	2	1	1	2	1	2
32	1	1	1	1	5	1	5

Not At All Insulting  Very Insulting

<

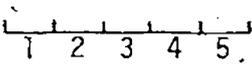
Kidding-Serious Ratings by Subjects in Condition 5 (EnREx)

Item Subject	Experimental				Control		
	5	17	26	36	4	12	25
1	1	1	2	2	3	1	5
2	2	1	2	1	5	5	5
3	4	4	4	3	4	2	5
4	1	2	3	3	5	1	5
5	4	3	1	3	3	5	5
6	1	2	2	2	5	1	5
7	2	4	3	3	4	2	3
8	1	1	1	2	5	2	4
9	3	3	2	3	3	4	4
10	3	3	1	2	5	2	5
11	2	2	2	2	2	2	5
12	2	2	2	2	4	2	2
13	1	1	1	2	4	3	5
14	2	2	2	2	4	3	2
15	1	1	1	1	1	1	2
16	4	4	3	3	5	4	5
17	3	4	3	3	4	3	3
18	1	1	1	1	2	2	1
19	3	2	3	4	3	4	5
20	4	1	1	1	5	1	1
21	1	1	1	1	4	1	3
22	1	4	1	3	3	2	3
23	2	2	3	4	2	1	5
24	2	2	2	2	4	2	5
25	1	1	1	1	2	1	2
26	2	3	3	1	1	5	5
27	1	1	2	1	3	2	5
28	2	2	3	2	4	2	5
29	5	3	1	4	1	1	4
30	2	3	2	3	3	3	5
31	3	5	2	2	4	1	3
32	1	2	1	2	5	1	5

Kidding  Serious

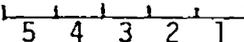
Amusing Ratings by Subjects in Condition 6 (EnRM)

Item Subject	Experimental				Control		
	1	14	29	38	4	12	25
1	1	1	1	1	5	1	2
2	1	1	2	1	2	4	4
3	1	1	1	1	3	1	2
4	3	3	3	1	1	1	5
5	1	2	2	2	5	1	4
6	1	1	1	2	4	1	1
7	2	1	1	2	5	1	4
8	1	2	2	1	3	1	2
9	2	2	2	2	3	1	4
10	1	1	1	2	5	1	2
11	1	1	1	1	3	1	1
12	1	1	1	1	5	1	1
13	1	3	3	1	4	2	4
14	1	1	1	1	2	1	3
15	2	1	1	2	4	1	3
16	1	1	1	1	5	1	2
17	1	2	4	1	5	5	2
18	1	1	1	1	4	1	3
19	1	1	3	1	5	1	4
20	1	1	1	1	5	1	4
21	1	1	3	4	5	5	3
22	1	1	1	1	5	1	2
23	1	1	1	1	5	1	2
24	1	1	2	2	4	1	3
25	1	1	1	2	3	1	1
26	1	1	1	1	5	1	1
27	1	1	1	1	5	1	2
28	2	1	1	1	3	1	3
29	2	2	2	2	4	1	2
30	2	1	2	2	2	2	3
31	1	1	1	1	4	1	1
32	1	1	1	1	5	1	4

Not At All Amusing  Very Amusing

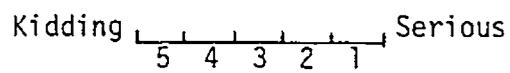
Insulting Ratings by Subjects in Condition 6 (EnRM)

Item Subject	Experimental				Control		
	1	14	29	38	4	12	25
1	1	1	1	1	5	1	2
2	2	1	2	1	3	1	5
3	4	2	1	3	5	2	5
4	3	2	2	1	5	1	5
5	2	2	2	2	5	1	5
6	4	5	4	4	3	5	5
7	3	3	2	2	5	1	5
8	2	3	2	3	5	1	3
9	1	2	3	1	2	1	5
10	2	1	2	2	5	1	2
11	2	2	2	2	5	1	4
12	3	2	2	2	5	1	5
13	3	2	2	2	5	1	5
14	4	3	4	4	3	1	4
15	2	2	2	2	5	1	5
16	3	1	3	1	5	1	5
17	5	5	5	4	1	1	4
18	1	1	2	1	5	1	4
19	2	1	4	1	5	1	5
20	2	2	3	2	5	1	5
21	1	5	3	3	5	1	3
22	1	1	1	1	5	1	5
23	1	1	1	1	5	1	5
24	1	2	2	2	5	2	5
25	1	2	2	1	5	1	3
26	1	1	5	2	5	1	5
27	2	1	2	2	5	1	5
28	3	2	2	1	5	1	5
29	4	3	2	3	4	1	4
30	4	4	4	4	4	4	4
31	1	1	2	1	5	1	5
32	1	1	1	1	5	1	5

Not At All Insulting  Very Insulting

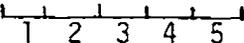
Kidding-Serious Ratings by Subjects in Condition 6 (EnRM)

Item Subject	Experimental				Control		
	1	14	29	38	4	12	25
1	1	1	2	1	4	3	3
2	1	1	2	1	5	5	4
3	2	2	2	1	3	3	5
4	3	3	3	2	1	1	5
5	2	2	1	2	1	1	5
6	4	5	4	4	3	5	5
7	2	2	2	2	2	4	5
8	2	4	2	2	5	4	5
9	2	2	4	2	5	1	5
10	1	3	2	2	2	1	3
11	2	2	2	2	3	1	2
12	1	1	2	1	4	1	5
13	2	1	1	2	4	3	5
14	3	3	2	3	4	4	4
15	1	1	1	1	1	4	5
16	1	2	2	1	5	5	5
17	5	4	5	4	1	4	5
18	1	2	2	1	5	1	5
19	2	1	4	1	5	1	5
20	2	2	3	2	5	1	5
21	2	1	1	1	5	1	5
22	1	1	2	1	4	2	2
23	1	1	1	1	5	1	5
24	1	2	1	2	5	2	4
25	1	2	2	2	5	4	5
26	1	1	1	1	5	5	5
27	3	2	3	4	5	1	5
28	3	2	3	1	3	1	3
29	3	2	1	2	2	4	5
30	4	2	4	2	1	3	4
31	1	1	2	2	4	1	5
32	1	1	1	1	3	1	5



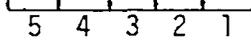
Amusing Ratings by Subjects in Condition 7 (EnUEx)

Item Subject	Experimental				Control		
	7	11	22	35	4	12	25
1	2	1	3	1	5	1	1
2	1	1	3	1	4	1	2
3	1	2	3	1	2	1	4
4	4	1	1	3	4	1	3
5	3	1	1	5	4	1	2
6	2	1	1	2	5	5	4
7	2	1	1	1	4	1	3
8	2	2	2	1	5	1	4
9	1	1	2	2	5	1	1
10	1	1	1	3	5	1	4
11	5	1	1	1	4	1	4
12	1	1	1	1	4	1	1
13	1	4	3	3	5	1	1
14	3	1	2	4	4	2	4
15	2	1	2	1	2	1	2
16	1	2	1	3	5	1	5
17	1	5	1	3	5	1	3
18	1	1	1	1	4	1	4
19	1	1	1	1	5	1	3
20	2	2	1	2	5	4	1
21	2	2	2	2	4	1	1
22	3	2	4	2	5	1	3
23	2	3	1	2	2	3	2
24	2	1	1	2	3	1	3
25	1	1	1	1	3	1	1
26	1	1	2	3	2	1	5
27	3	1	1	2	5	1	1
28	1	1	1	1	5	1	3
29	1	1	1	1	3	1	1
30	3	1	1	1	5	1	5
31	1	1	1	1	5	1	3
32	3	4	4	2	5	5	5

Not At All Amusing  Very Amusing

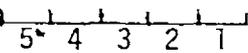
Insulting Ratings by Subjects in Condition 7 (EnUEx)

Item Subject	Experimental				Control		
	7	11	22	35	4	12	25
1	1	1	4	2	4	2	3
2	1	1	2	2	4	1	4
3	2	2	2	2	4	1	4
4	4	3	1	3	4	1	4
5	5	1	1	4	5	1	3
6	5	3	4	3	5	1	5
7	2	2	2	2	4	1	5
8	2	2	2	2	5	1	5
9	3	3	2	4	3	1	3
10	4	4	3	2	5	1	5
11	1	1	1	1	4	1	4
12	1	1	1	5	5	1	3
13	5	4	5	3	5	1	5
14	2	2	2	2	4	1	4
15	4	4	4	4	5	2	2
16	5	2	1	1	4	1	2
17	1	1	5	2	3	1	3
18	1	1	1	1	5	1	4
19	1	1	1	1	5	1	4
20	2	2	2	2	4	3	3
21	4	4	4	4	2	4	4
22	2	2	1	2	5	1	3
23	3	2	2	2	4	2	3
24	2	1	1	3	2	1	4
25	5	2	1	2	5	1	5
26	1	1	5	3	5	2	5
27	5	5	3	4	5	1	4
28	4	2	1	3	5	1	5
29	2	2	2	2	3	2	2
30	1	1	1	1	4	1	1
31	1	1	1	2	5	1	3
32	4	4	1	3	5	5	3

Not At All Insulting  Very Insulting

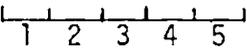
Kidding-Serious Ratings by Subjects in Condition 7 (EnUEX)

Item Subject	Experimental				Control		
	7	11	22	35	4	12	25
1	3	3	5	4	5	1	4
2	4	1	2	4	2	4	3
3	2	2	2	2	4	1	5
4	2	3	3	3	4	2	4
5	5	4	5	5	5	3	4
6	5	4	3	2	3	1	5
7	4	3	2	3	5	1	5
8	2	2	2	2	2	2	4
9	4	4	3	4	5	4	2
10	1	3	1	1	3	3	5
11	5	5	2	5	1	5	1
12	1	3	1	1	5	1	3
13	5	5	2	1	1	1	5
14	2	2	3	2	4	2	4
15	5	4	5	4	1	5	5
16	2	2	1	3	2	1	3
17	2	3	3	5	3	1	3
18	1	1	1	1	2	1	4
19	1	1	1	2	3	1	4
20	2	2	2	2	4	4	4
21	3	3	4	4	2	4	4
22	2	3	2	4	1	1	1
23	3	2	2	2	4	2	4
24	3	2	2	4	2	1	4
25	2	5	1	1	1	3	5
26	4	4	4	5	2	3	5
27	5	2	3	1	1	1	2
28	3	1	1	2	5	5	5
29	4	3	4	2	3	4	2
30	2	1	2	1	5	1	1
31	1	1	2	3	3	1	5
32	3	4	2	2	5	5	5

Kidding  Serious

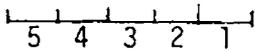
Amusing Ratings by Subjects in Condition 8 (EnUM)

Item Subject	Experimental				Control		
	8	16	27	33	4	12	25
1	1	2	4	4	5	1	5
2	1	1	1	1	5	3	1
3	4	1	2	2	4	2	4
4	1	1	1	1	4	1	4
5	4	4	3	1	3	1	1
6	3	1	3	3	4	1	5
7	1	1	2	1	3	1	3
8	3	3	2	3	4	1	4
9	1	1	1	1	4	3	1
10	4	3	2	3	2	1	1
11	4	1	1	1	5	1	3
12	1	2	2	1	4	1	5
13	1	1	1	1	5	1	3
14	1	3	4	1	5	4	4
15	2	1	4	1	5	1	5
16	3	1	1	1	4	1	1
17	3	2	3	3	4	1	1
18	5	1	3	1	1	1	4
19	1	1	1	1	5	1	1
20	2	1	3	1	4	1	4
21	1	1	3	5	5	1	1
22	1	1	1	1	5	1	1
23	1	1	1	1	4	1	3
24	1	2	1	1	4	4	2
25	3	4	2	2	4	2	3
26	2	1	1	1	5	1	3
27	2	1	1	1	2	1	1
28	4	1	3	1	5	1	2
29	2	2	3	2	4	1	1
30	2	2	2	2	4	1	2
31	1	1	1	1	5	1	4
32	1	2	1	3	4	1	4

Not At All Amusing  Very Amusing

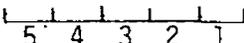
Insulting Ratings by Subjects in Condition 8 (EnUM)

Item Subject	Experimental				Control		
	8	16	27	33	4	12	25
1	4	4	2	4	5	1	5
2	3	3	3	3	5	2	4
3	2	2	2	2	5	2	3
4	3	1	2	2	4	1	3
5	3	3	3	3	4	1	4
6	5	3	4	3	5	1	5
7	4	4	5	4	5	2	5
8	5	5	2	3	5	1	5
9	1	2	2	4	5	1	5
10	2	2	4	3	4	2	3
11	4	2	4	2	5	1	3
12	1	1	2	5	4	4	5
13	3	3	4	4	4	5	5
14	1	1	4	1	5	1	5
15	4	4	4	4	4	5	4
16	2	2	2	2	5	1	4
17	3	4	4	3	4	1	5
18	5	1	4	2	1	1	5
19	3	2	1	2	5	1	5
20	4	2	3	3	5	1	5
21	5	3	4	5	5	1	1
22	2	1	2	1	5	1	5
23	5	5	5	1	3	5	4
24	2	1	2	1	5	4	4
25	5	3	1	3	4	1	5
26	2	1	1	1	5	1	5
27	2	2	1	1	4	1	4
28	4	3	2	4	5	2	5
29	4	3	4	2	4	1	3
30	2	1	2	2	2	1	3
31	2	1	2	1	5	1	4
32	4	2	2	3	4	1	4

Not At All Insulting  Very Insulting

Kidding-Serious Ratings by Subjects in Condition 8 (EnUM)

Item Subject	Experimental				Control		
	8	16	27	33	4	12	25
1	4	3	2	2	5	4	5
2	1	3	2	2	5	5	5
3	5	5	5	2	1	5	5
4	3	1	1	4	4	1	5
5	2	2	2	3	3	1	3
6	5	4	5	2	3	3	5
7	4	4	4	4	5	2	5
8	4	4	3	5	5	4	5
9	1	2	2	2	2	5	5
10	4	2	4	5	1	1	3
11	3	2	2	3	4	4	5
12	1	3	1	1	1	5	1
13	4	4	4	2	3	5	5
14	2	1	5	2	4	3	5
15	4	2	5	3	5	5	5
16	4	3	3	3	2	3	4
17	4	5	4	4	5	4	5
18	4	1	5	5	1	1	5
19	4	1	2	2	1	2	5
20	4	3	5	2	5	1	5
21	4	2	4	4	5	1	2
22	2	2	3	2	3	1	4
23	2	3	2	2	5	1	5
24	2	2	2	2	4	5	4
25	5	3	3	3	5	4	5
26	3	2	3	1	5	1	5
27	3	3	2	2	4	5	5
28	4	2	2	3	1	2	5
29	3	2	3	2	5	5	5
30	3	2	3	4	2	1	5
31	3	3	3	3	2	2	3
32	1	1	1	2	3	1	4

Kidding  Serious

REFERENCES

- Allen, M. The use and abuse of humour in the world of the family: Current trends in America. In A. J. Chapman and H. C. Foot (Eds.), It's a Funny Thing, Humour. Oxford: Pergamon Press, 1977.
- Allport, G. W. Pattern and growth in personality. New York: Holt, Rinehart and Winston, 1961.
- Aristotle, The poetics. In S. H. Butcher (ED. and Trans.). New York: MacMillan, 1895.
- Balance, W. Humour in psychotherapy. Paper presented at annual meetings of Canadian Psychological Association, Winnipeg, May, 1970.
- Beattie, J. Essay on laughter and ludicrous composition. In Essays. Edinburgh: William Creech, 1776.
- Berger, A. A. Humour as a system of communication. In A. J. Chapman and H. C. Foot (Eds.), It's a Funny Thing, Humour. Oxford: Pergamon Press, 1977.
- Bergler, E. Laughter and the sense of humor. New York: Inter-continental Medical Book Corp., 1956.
- Bergson, H. Laughter: An essay on the meaning of the comic. New York: MacMillan, 1911.
- Berlyne, D. E. Conflict, arousal and curiosity. New York: McGraw-Hill, 1960.
- Berlyne, D. E. Humor and its kin. In J. H. Goldstein and P. E. McGhee (Eds.), The Psychology of Humor. New York: Academic Press, 1972.
- Bradshaw, J. Verbal jokes as de-transformed utterances and as speech acts. In A. J. Chapman and H. C. Foot (Eds.), It's a Funny Thing, Humour. Oxford: Pergamon Press, 1977.

- Brown, R. Social psychology. New York: The Free Press, 1965.
- Browning, R. Why not humor? APA Monitor, 1977, 8(2), 1, 32.
- Bryant, J., Comisky, P.W., Grane, J.S., and Zillmann, D. Relationship between college teacher's use of humor in the classroom and students' evaluations of their teachers. Journal of Educational Psychology, 1980, 72(4), 511-519.
- Byrne, D. Some inconsistencies in the effect of motivation arousal on humor preferences. Journal of Abnormal and Social Psychology, 1961, 62, 158-160.
- Burand, G. Teasing and joking in isolated societies. In A.J. Chapman and H.C. Foot (Eds.), It's a Funny Thing, Humour. Oxford: Pergamon Press, 1977.
- Chapman, A.J. Eye-contact, physical proximity and laughter: a re-examination of the equilibrium model of social intimacy. Social Behavior and Personality, 1975, 3(2), 143-155.
- Chapman, A.J. and Foot, H.C. Introduction. In A.J. Chapman and H.C. Foot (Eds.), Humour and Laughter: Theory, Research and Applications. London: Wiley, 1976.
- Davies, A.P. Humour as a facilitator of learning in primary group children. In A.J. Chapman and H.C. Foot (Eds.), It's a Funny Thing, Humour. Oxford: Pergamon Press, 1977.
- Deckers, L., and Kizer, P. A note on weight discrepancy and humor. Journal of Psychology, 1974, 86, 309-312.
- Deckers, L., and Kizer, P. Humor and the incongruity hypothesis. Journal of Psychology, 1975, 90, 215-218.

- Fine, G. A. Humour in situ: The role of humour in small group culture. In A. J. Chapman and H. C. Foot (Eds.), It's a Funny Thing, Humour. Oxford: Pergamon Press, 1977.
- Freud, S. Jokes and their relation to the unconscious. New York: Norton, 1960. (Originally: Der Witz und Seine Beziehung Zum Unbewussten. Leipzig and Vienna: Deuticke, 1905.)
- Fry, W. F. The sweet madness: A study of humor. Palo Alto: Pacific Books, 1963.
- Fry, W. F., Jr. The appeasement function of mirthful laughter. In A. J. Chapman and H. C. Foot (Eds.), It's a Funny Thing, Humour. Oxford: Pergamon Press, 1977.
- Gerard, A. An essay on taste. London, 1759.
- Gerber, W. S. and Routh, D. K. Humor response as related to violation of expectancies and to stimulus intensity in a weight-judgment task. Perceptual and Motor Skills, 1975, 41, 673-674.
- Giles, H., and Oxford, G. S. Towards a multidimensional theory of laughter causation and its social implications. Bulletin of the British Psychological Society, 1970, 23, 97-105.
- Godkewitsch, M. Physiological and verbal indices of arousal in rated humour. In A. J. Chapman and H. C. Foot (Eds.), Humour and Laughter: Theory, Research and Applications. London: Wiley, 1976.
- Goldstein, J. H. Theoretical notes of humor. Journal of Communication, 1976, 26, Summer, 104-112.

- Greenwald, D. Language impositions on linguistic humor. In D. F. Lancy and B. A. Tindall (Eds.), The Anthropological Study of Play: Problems and Prospects, New York: Leisure Press, 1976.
- Grossman, S. A. The use of jokes in psychotherapy. In A. J. Chapman and H. C. Foot (Eds.), It's a Funny Thing, Humour. Oxford: Pergamon Press, 1977.
- Gruner, C. R. Wit and humour in mass communication. In A. J. Chapman and H. C. Foot (Eds.), Humour and Laughter: Theory, Research and Applications. London: Wiley, 1976.
- Guilmette, A. M. Psychophysical and psychosocial humour judgements as a function of interactive incongruity humour. Unpublished doctoral dissertation, University of Windsor, 1980.
- Guthrie, W. N. A theory of the comic. International Quarterly, 1903, 7, 254-264.
- Handelman, D., & Kapferer, B. Forms of joking and activity: A comparative approach. American Anthropologist, 1972, 74, 484-517.
- Healey, T. The fool and his world, as exemplified in the fool of the tarot pack. In A. J. Chapman and H. C. Foot (Eds.), It's a Funny Thing, Humour. Oxford: Pergamon Press, 1977.
- Heider, F. The psychology of interpersonal relations. New York: Wiley, 1958.
- Hodgkins, W. Vulgarity in humour. In A. J. Chapman and H. C. Foot (Eds.), It's a Funny Thing, Humour. Oxford: Pergamon Press, 1977.
- Husband, C. The mass media and the functions of ethnic humour in a racist society. In A. J. Chapman and H. C. Foot (Eds.), It's a Funny Thing, Humour. Oxford: Pergamon Press, 1977.

- Issar, N. Amusement, hostility, and surprising judgements as functions of ethnic group identifications, anticonformity, and ego-involvement. Unpublished masters thesis, University of Windsor, 1976.
- Kane, T. R., Suls, J. M. and Tedeschi, J. Humour as a tool of social interaction. In A. J. Chapman and H. C. Foot (Eds.), It's a Funny Thing, Humour. Oxford: Pergamon Press, 1977.
- Kant, I. Kritik der urteilkraft. Berlin: Lagarde, 1790.
- Kaplan, A. and Kris, E. Esthetic ambiguity. Philosophy and Phenomenological Research, 1947, 8, 415-435.
- Karstetter, A. B. Toward a theory of rhetorical irony. Speech Monographs, 1964, 31, 162-178.
- Keith-Spiegel, P. Early conceptions of humor: Varieties and issues. In J. H. Goldstein and P. E. McGhee (Eds.), The Psychology of Humor. New York: Academic Press, 1972.
- Killinger, B. The place of humour in adult psychotherapy. In A. J. Chapman and H. C. Foot (Eds.), It's a Funny Thing, Humour. Oxford: Pergamon Press, 1977.
- Köestler, A. The act of creation. London: Hutchinson, 1964.
- La Fave, L. Humor judgments as a function of reference groups: An experimental study. Unpublished doctoral dissertation, University of Oklahoma, 1961.
- La Fave, L. Humor judgments as a function of reference groups and identification classes. In J. H. Goldstein and P. E. McGhee (Eds.), The Psychology of Humor. New York: Academic Press, 1972.

- La Fave, L. Future shock in psychology: A revolution? Invited Address, American Psychological Association meeting, Montreal, August, 1973.
- La Fave, L. Ethnic humour: From paradoxes towards principles. In A. J. Chapman and H. C. Foot (Eds.), It's a Funny Thing, Humour. Oxford: Pergamon Press, 1977.
- La Fave, L. De-ethnocentrizing humour theory. In H. B. Schwartzman (Ed.), Play and Culture. New York: Leisure Press, 1980.
- La Fave, L., Haddad, J. and Maesen, W. A. Superiority, enhanced self-esteem, and perceived incongruity humour theory. In A. J. Chapman and H. C. Foot (Eds.), Humour and Laughter: Theory, Research and Applications. London: Wiley, 1976.
- La Fave, L., Haddad, J. and Marshall, N. Humor judgments as a function of identification classes. Sociology and Social Research, 1974, 58, 184-194.
- La Fave, L. and Mannell, R. Does ethnic humor serve prejudice? Journal of Communication, 1976, 26, Summer, 116-123.
- La Fave, L., Mannell, R. and Guilmette, A. M. An irony of irony: The left-handed insult in intragroup humour. In A. J. Chapman and H. C. Foot (Eds.), It's a Funny Thing, Humour. Oxford: Pergamon Press, 1977.
- La Gaipa, J. J. Stress, authoritarianism, and the enjoyment of different kinds of hostile humor. Journal of Psychology, 1968, 70, 3-8.
- La Gaipa, J. J. Humor as a manipulative technique. Paper read at symposium "Strategic Humor: Offensive and Defensive" of annual meetings of the Southeastern Psychological Association, Louisville,

Kentucky, April, 1970.

- La Gaipa, J. J. Social psychological aspects of humor. Paper Presented at annual meetings of the Midwestern Psychological Association, Detroit, May, 1971.
- La Gaipa, J. J. The effect of humour in the flow of social conversation. In A. J. Chapman and H. C. Foot (Eds.), It's a Funny Thing, Humour. Oxford, Pergamon Press, 1977.
- Langevin, R. and Day, H. I. Physiological correlates of humor. In J. H. Goldstein and P. E. McGhee (Eds.), The Psychology of Humor. New York: Academic Press, 1972.
- Leacock, S. Laugh with Leacock. Toronto: Dodd, Mead and Co., 1930.
- Levine, J. Motivation in humor. New York: Atherton Press, 1969.
- Levine, J. Humour as a form of therapy: Introduction to symposium. In A. J. Chapman and H. C. Foot (Eds.), It's a Funny Thing, Humour. Oxford: Pergamon Press, 1977.
- Linfield, E. G. The function of humour in the classroom. In A. J. Chapman and H. C. Foot (Eds.), It's a Funny Thing, Humour. Oxford, Pergamon Press, 1977.
- Mannell, R. C. When attitudes toward interpersonal aggression and injustice fail to modify humour judgements of humorous fantasy depicting human violence and injustice. Unpublished doctoral dissertation. University of Windsor, 1976.
- Mannell, R. and La Fave, L. Humor judgments and the "Playful attitude". In D. F. Lancy and B. A. Tindall (Eds.), The Anthropological Study of Play: Problems and Prospects. New York: Leisure Press, 1976.

- Martineau, W. H. A model of the social functions of humor: In J. H. Goldstein and P. E. McGhee (Eds.), The Psychology of Humor. New York: Academic Press, 1972.
- McGhee, P. E. On the origins of incongruity humor: Fantasy assimilation versus reality assimilation. In J. H. Goldstein and P. E. McGhee (Eds.), The Psychology of Humor. New York: Academic Press, 1972.
- McGhee, P. E. Moral development and children's appreciation of humor. Developmental Psychology, 1974, 10, 514-525.
- McGhee, P. E. Humor: It's origin and development. San Francisco: W. H. Freeman and Company, 1979.
- Merton, R. K. Social theory and social structure. (Rev. Ed.) Glencoe, Ill.: Free Press, 1957.
- Middleton, R. Negro and white reactions to racial humor. Sociometry, 1959, 22, 175-183.
- Mindess, H. The use and abuse of humour in psychotherapy. In A. J. Chapman and H. C. Foot (Eds.), Humour and Laughter: Theory, Research and Applications. London: Wiley, 1976.
- Mindess, H. and O'Connell, W. E. Wit and humor: A proper study in Psychology. Symposium presented at annual meetings of American Psychological Association, Chicago, September, 1975.
- Mishkin, M. Humour as a "courage mechanism". Israel Annals of Psychiatry and Related Disciplines, 1977 (Dec.), Vol. 15(4), 352-363.
- Mutuma (11), H. L. Ethnic humour, joke and strange judgements as functions of multidimensional social-normative incongruity, identification class, and social setting. Unpublished masters



- thesis, University of Windsor, 1976.
- Myrdal, G. An American dilemma. New York: Harper & Row, 1962.
- Nerhardt, G. Humour and inclination to laugh: Emotional reactions to stimuli of different divergence from a range of expectancy. Scandinavian Journal of Psychology, 1970, 11, 185-195.
- Nerhardt, G. Rated funniness and dissimilarity of figures: Divergence from expectancy. Scandinavian Journal of Psychology, 1975, 16, 156-166.
- Nerhardt, G. Incongruity and funniness: Towards a new descriptive model. In A. J. Chapman and H. C. Foot (Eds.), Humour and Laughter: Theory, Research and Applications, London: Wiley, 1976.
- Nerhardt, G. Operationalization of incongruity in humour research. In A. J. Chapman and H. C. Foot (Eds.), It's a Funny Thing, Humour. Oxford: Pergamon Press, 1977.
- Onwake, L. A study of sense of humor: Its relation to sex, age and personal characteristics. Journal of Applied Psychology, 1937, 21, 688-704.
- Plato, Philebus. (c. 355 B. C.) In B. Jowett (Ed. and Trans.), The Dialogues of Plato. London and New York: Oxford University Press (Clarendon), 1871.
- Radcliffe-Brown, A. R. On joking relationships. Africa, 1940, 13, 195-201.
- Rothbart, M. K. Laughter in young children. Psychological Bulletin, 1973, 80, 247-256.
- Rothbart, M. K. Incongruity, problem-solving and laughter. In A. J. Chapman and H. C. Foot (Eds.), Humour and Laughter: Theory, Research and Applications. London: Wiley, 1976.

- Sarup, G. Levels of analysis in social psychology and related social sciences. Human Relations, 1972, 28, 755-769.
- Sherif, M. and Sherif, C. Outline of social psychology. New York: Harper and Row, 1969.
- Shultz, T. R. Role of incongruity and resolution in children's appreciation of cartoon humour. Journal of Experimental Psychology, 1972, 13, 456-477.
- Spencer, H. The physiology of laughter. MacMillan's Magazine, 1860, 1, 395-402. (Reprinted in Essays, Scientific, Political and Speculative. Vol. 2, New York: Appleton, 1891.)
- Suls, J. M. A two-stage model for appreciation of jokes and cartoons: An information-processing analysis. In J. H. Goldstein and P. E. McGhee (Eds.), The Psychology of Humor. New York: Academic Press, 1972.
- Tsang, S. Y. W. Amusement, tastfulness and playfulness judgements as functions of number of social normative incongruity-dimensions. Unpublished master's thesis, University of Windsor, 1976.
- Webb, E. J., Campbell, D. T., Schwartz, R. D. and Sechrest, L. Unobtrusive measures: Nonreactive research in the social sciences. Chicago, Illinois: Rand McNally, 1966.
- Wells, H. G. A modern Utopia. London: Chapman and Hall, 1905.
- Wolff, H. A., Smith, C. E. and Murray, A. The psychology of humor I. A study of responses to race-disparagement jokes. Journal of Abnormal and Social Psychology, 1934, 38, 245-365.
- Zillmann, D. and Bryant, J. Retaliatory equity as a factor in humor appreciation. Journal of Experimental Social Psychology, 1974, 10, 480-488.

- Zillmann, D. and Cantor, J. Directionality of transitory dominance as a communication variable affecting humor appreciation. Journal of Personality and Social Psychology, 1972, 24, 191-198.
- Zillmann, D. and Cantor, J. A disposition theory of humour and mirth. In A. J. Chapman and H. C. Foot (Eds.), Humour and Laughter: Theory, Research and Applications. London: Wiley, 1976.
- Zijderveld, A. C. Jokes and their relation to social reality. Social Research, 1968, 35, 286-311.

VITA AUCTORIS

Born: Sarah Yee Wah Tsang

September 6, 1948

Yuen Long, N. T., Hong Kong

Graduated: Elton College
Kowloon, Hong Kong
High School Diploma, 1968

St. Clair College
Windsor, Ont., Canada
General Business Certificate, 1972

The University of Windsor
Windsor, Ont., Canada
General B.A. (Sociology), 1975
Honours B.A. (Psychology), 1975
M.A. (Psychology), 1976

Awards: President's Roll of Scholars
The University of Windsor, 1973-74; 1974-75

Ontario Graduate Scholarship, 1976-1977

University of Windsor Scholarship, 1977-1978

Kurt Lewin Student Prize, 1978

Canada Council Doctoral Fellowship, 1978-1979

Ontario Graduate Scholarship, 1978-1979
(Declined, to accept Canada Council
Doctoral Fellowship instead.)

Employer: University of Wisconsin
Department of Psychology, 1979--present