Need for Achievement and "Sense of Humor": Are They Related?

An Honors Thesis (ID 499)
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Ball State University
Muncie, Indiana
May, 1974
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The "need for achievement" is, generally speaking, the disposition to strive for success. The origin of an achievement motive in an individual lies in the family's socialization practices toward him (McClelland, 1961). Studies in the measurement of achievement motivation have traditionally incorporated projective techniques, such as McClelland's Thematic Apperception Test (TAT: McClelland, Atkinson, Clark, & Lowell, 1953), the French Test of Insight (French, 1958), and the Iowa Picture Interpretation Test (Johnston, 1957). Yet seemingly in spite of high interscorer reliability, these projective measures are deficient in both test-retest and internal consistency reliability, as well as intercorrelating rather low between the different tests (Klinger, 1966). Questionnaire methods of measuring need for achievement (n Ach), such as the achievement scale of the Edwards Personal Preference Schedule (EPPS) and the Ac and Ai scales of the California Personality Inventory (CPI), have also been criticized for rather dubious validity in regard to external criteria (Hermans, 1970), negligible correlations between the tests, and their susceptibility to
"faking" (Entwisle, 1972). A more recent questionnaire, the Prestatie Motivatie Test (PMT), has been developed from a cluster analysis of a pool of ten empirically derived aspects of the achievement motive, and claims a reliability of .82 and discriminant validity against anxiety measures (Hermans, 1970); it does not control for social desirability of the responses, however.

Correlations of various aspects of n Ach and grade point average (GPA) as a measure of actual performance have produced (low) positive relationships, as one might expect. McClelland et al. (1953), using the TAT, found a correlation between grades and n Ach of +.39 for a sample of college male students. Cortes et al. (1967) found low correlations (for college males), which he suggests mean either a low relationship or a non-linear one. Poe and Bartz (1968) describe a significant relationship that one might possibly—"to a limited extent"—predict one score, given a measure of the other, while Bhatnagar (1969) using high school students found virtually no correlation between n Ach and performance, indicating that what relationship exists is inextricably tied to age, intelligence, and type of academic achievement being considered. Klinger (1966), in a ten-year review of the literature on achievement motivation, indicates that out of the nine molar performance studies between n Ach (TAT) and cumulative grades having male and/or female college
subjects, only three produced significant results. Entwisle (1972) describes an intriguing study with ninth-graders where the correlation between productivity and grades consistently exceeds the correlation between n Ach (TAT) and grades; she suggests that it is the variable "productivity" that is in fact largely responsible for motive scores which have moderate reliability (as opposed to low positive reliability).

Research in n Ach utilizing female as well as male subjects has been slow in coming. The issue was first noted by McClelland et al. (1953), who attributed TAT "failure" with women to the fact that four out of six TAT pictures had only male characters. When other studies reported results using females which were inconsistent with results found with males, many investigators thereafter ignored female achievement motivation and directed their studies toward male subjects only. As late as 1966, Byrne refers to the "unresolved issue" of female n Ach, concluding that "Future research on the achievement motive is most likely to include a much greater interest in the motivation of females" (p. 335).

Cortes et al. (1967) resolved the dilemma by revising the TAT to include more females in the pictures, as well as to "gear it" more to his 957 college student population. Results produced no statistically significant differences between males and females in academic motivation, though
n Ach seemed to be more positively correlated, and not as clearly unrelated to intelligence for females than for males. It was found as well that the correlations between need for academic achievement and GPA were positive for both sexes, and females tended to have the highest GPAs.

Bardwick's study in the *Psychology of Women* (1971) found that females were characteristically high in need for affiliation, low in need for achievement, while males were low in need for affiliation and high in need for achievement. Lutheburg & Rosenwood (1972), who replicated Bardwick's study using four chi-square tests between the sexes on the two needs, produced a statistically significant relationship on only one— that for "affiliation-happy"— which was attributed to "traditional expectations" of women. Since all other tests were insignificant, it is suggested that sex stereotypes in respect to needs are undergoing a change in the college population. Similarly, Klinger (1966) found only one study in four significant which had used female or mixed college subjects, GPA, and n Ach (TAT) relationships.

Another subject motivation theorists try to explain is humor appreciation. Like need for achievement, which its originator Henry Murray psychoanalytically believed to be one of the few motives not in conflict with society, so S. Freud opened the subject of humor as "...the means of surmounting restrictions and of opening up otherwise
inaccessible pleasure sources" (Freud, 1938, p. 698, italics his). In spite of what some critics might say about his psychoanalytic interpretations (see Eastman, 1921), it is clear that Freud considered humor, like a neurosis, a basic adaptive mechanism, unique in its "savings" of "psychic energy" in containing the aggressive and sexual impulses of the id in a socially acceptable manner. Common to the psychoanalytic, cognitive, and behavior theorists of humor today is the belief that when humorous stimuli are presented to a subject and produce a positive emotional response, there is an accompanying reduction in drive state (Goldstein and McGhee, 1972).

Several studies (Kenderdine, 1931; Justin, 1932; Bird, 1925) have found that children of higher intelligence also have a higher humor appreciation, and Laing (1939), using a sample of children and adolescents, indicates that a sense of humor runs parallel with emotional as well as intellectual development. These studies seem to support others (e.g., Kosslyn & Henker, 1970) in the hypothesis that humor is developmental in nature. Research utilizing College Board scores have found no humor differences due to intelligence (Landis & Ross, 1933; Stump, 1939) in the college population, and Koppel and Sechrest (1970) have support for the belief that intelligence and humor appreciation are "distinct and measurable" traits (p. 83). Using Thurstone intelligence scales, Kambouropoulou (1926)
and Cunningham (1962) have similarly found no significant relationship between the traits.

Grade point average has been found to correlate with humor appreciation on the college level, however. Kambouropoulou (1926), utilizing "joke diaries" and written jokes, indicates that subjects with the better academic ratios tend to enjoy "nonsense humor" more than those with lesser GPAs. The better students are also less likely to give evidence of "physiological humor" when reading jokes, and are more likely to write longer and more numerous incidences in their "diaries." In this all-female sample, though, one should be cautious in interpreting the data since the GPA might be particularly high (Pemberton, 1970).

Research relating differences between the sexes in sense of humor in college students has been sparse. Though Justin (1932) reports no statistically significant sex differences in laughter responses of 3 to 6 year old children, women tend to believe the jokes on men to be more funny, and vice versa (Wolff, Smith, & Murray, 1934). Landis & Ross (1933) found "a fairly significant" difference in the average humor value of jokes, men tending to rate the jokes higher than women, and also a significant difference in the categories into which the jokes were sorted. The authors noted that these perceived differences may be attributable to biased social custom and to joke
selection (done entirely by men). In comparison to that found for men, there has been found a lower consistency and reliability for females in the rating of jokes with "very high" sexual content (Williams, 1946).

To this writer's knowledge, there has been no research attempting to discover what relationship might exist between one's sense of humor and his need for achievement. There was no particular reason for believing that the two traits would correlate (in line with Campbell's and Fiske's (1959) recommendation), but it was thought that in an academic setting, certain aspects of an individual's need for achievement might predominate in the rating of humor, and generalize in some manner to jokes if similar stimulus features or themes were provided. The following research sought to discover what, if any, relationships may be found between the variables of n Ach, humor appreciation, GPA, and sex.

The Study

Method:
The subjects (Ss) were 88 Ball State University freshmen and sophomores enrolled in four introductory courses (in three different departments) during Spring Quarter, 1974. The 37 males and 51 females were tested by the writer during different times of the day on each of two successive days in March. Each class was read the
instructions for the n Ach questionnaire (see Appendix II, p. 24 for the booklet of questions and jokes) before beginning. In part to conserve time, the instructions for the rating of the jokes were not read to the classes: they were self-explanatory and there were few questions. Administration time was approximately 25-30 minutes.

In the development of his questionnaire, Hermans (1970) compiled a list of ten characteristics of the n Ach trait found in the literature. Klinger (1966) reported that subjects high in n Ach were significantly differentiated from those low in n Ach in about half of the studies using various performance measures. Knapp & Garbutt (1958) and Götzel (in Heckhausen, 1967) reported that high n Ach Ss have a time perception that is more dynamic (in comparison to low n Ach Ss, who had more static) and more future-oriented, respectively. Feather (1961) indicated that high n Ach people persisted longer when the perceived probability of success was .50, while those low in n Ach persisted longer at the extreme probabilities. These three aspects, Achievement Behavior (AB), Time Perspective/Perception (T), and Persistence (P) were measured by extricating the randomized multiple-choice items from Hermans' questionnaire which were found to correlate with the achievement cluster. An individual's score for any particular variable was the mean value of the questions for that variable regardless of how well or how poorly any particular question
correlated with n Ach. A Total Questionnaire (Total Q) score was computed as the average of the combined AB, T, and P scores. Out of 29 statements in the questionnaire, 15 were used to determine the scores for the traits. Two additional questions were formulated to determine GPA and sex, respectively.

Fifteen jokes, 5 for each variable, were selected from three published joke books (for a listing, see Appendix I, p. 23) solely on the basis of their content and how well each seemed to fit the empirical guidelines defined by Hermans for his n Ach questions:

AB—"He likes to perform well"
T—"He has a "dynamic" and "very much future-oriented" time perception and "feels things are happening quickly"
P—"He persists for a long time when confronted with a task of intermediate difficulty" (p. 355)

The order of presentation for the jokes was random, and a seven-point scale was used to rate each joke, ranging from "not funny at all" to "extremely funny." The Ss were also asked to check whether he/she had heard the joke before after rating each one. Each S's humor score for any one variable was the mean of all the jokes' ratings which made up that variable. A Total Humor (Total H) score was found by averaging the combined AB, T, and P humor scores.

The mean scores for each individual for each variable were scored on IBM 555 sheets and computer cards were punched from these. A 10 x 10 Pearson intercorrelation matrix was calculated at the Computer Center.
TABLE 1
Pearson Intercorrelation Matrix

<table>
<thead>
<tr>
<th></th>
<th>n Ach Questionnaire (FMT)</th>
<th>Humor Appreciation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AB</td>
<td>T</td>
</tr>
<tr>
<td>n Ach Questionnaire</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AB</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>.51**</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>.47**</td>
<td>.46**</td>
</tr>
<tr>
<td>Total Q</td>
<td>.84**</td>
<td>.85**</td>
</tr>
<tr>
<td>AB</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>.15</td>
<td>.08</td>
</tr>
<tr>
<td>F</td>
<td>-.01</td>
<td>.07</td>
</tr>
<tr>
<td>Total H</td>
<td>.08</td>
<td>.10</td>
</tr>
<tr>
<td>GPA</td>
<td>.16</td>
<td>.09</td>
</tr>
<tr>
<td>SEX</td>
<td>.12</td>
<td>-.004</td>
</tr>
</tbody>
</table>

* Significant at p < .05
** Significant at p < .01
Results:

The resulting matrix can be seen in Table 1. There are obviously statistically significant (p < .01) monomethod (within the same method) correlations between all the factors for both the n Ach and humor methods, but the validity diagonal (the underlined numbers) in the one heteromethod (between the two methods) square is not significantly different from zero as it should be to show that n Ach has convergent validity and can be justly measured by both the questionnaire and humor methods. Only one variable, AB, has a validity value (.15!) higher than the values in its column and row in the surrounding triangles.

Grade point average was found to be statistically significant (p < .05) with AB(H), P(H), Total H, and sex. AB(H) was also significant at the .05 level with sex.

TABLE 2

MEAN HUMOR RATING AS A FUNCTION OF GPA
Table 2, like the intercorrelation matrix, also indicates that those with low GPAs tend to rate humor significantly lower than those in higher GPA intervals, with a generally linear relationship between humor rating and GPA. The highest mean humor rating occurs for the interval 3.00-3.49, or roughly, for the "B" to low "B+" students. $AB(H)$ appears to be the factor most nearly like the measure of Total H, and $P(H)$ shows a particularly marked, gradual increase as GPA increases, as one might expect, with only a slight decrease for the 3.50-3.99 interval. The $T(H)$ variable is not significant.

**TABLE 3**

| NUMBER OF STUDENTS PER GPA INTERVAL BY SEX |

<table>
<thead>
<tr>
<th>GPA Interval</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 2.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.00-2.49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.50-2.99</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.00-3.49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.50-3.99</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number of Students (N=88)
Table 3 illustrates the statistically significant difference between sex and GPA found previously on the matrix. The women as a group had a much higher cumulative average than the men, with nearly 50% retaining a GPA of 3.00 or above, in contrast to only 35% of the men's. Equal numbers of the men had a GPA in the 2.00-3.49 range, while the women had GPAs in the 2.50-3.49 range most often. The overall GPA for the women was computed as 2.41, and that for the men as 2.06.

Table 4 presents a close-up of the significant correlation between the AB(H) variable and sex. As can be seen, the discrepancy between men and women on each individual joke is not in itself significant (t tests confirm this), but the total AB score is significant.

<table>
<thead>
<tr>
<th>Joke</th>
<th>Mean Humor Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>#5. &quot;The aging officer&quot;</td>
<td>3.72 3.27</td>
</tr>
<tr>
<td>#6. &quot;He looked desperate&quot;</td>
<td>3.45 2.79</td>
</tr>
<tr>
<td>#13. &quot;Imagine&quot;</td>
<td>3.25 3.03</td>
</tr>
<tr>
<td>#14. &quot;The head of ad agency&quot;</td>
<td>4.06 3.05</td>
</tr>
<tr>
<td>#15. &quot;A casting director&quot;</td>
<td>3.19 2.48</td>
</tr>
<tr>
<td>TOTAL AB=</td>
<td>3.33 2.92</td>
</tr>
</tbody>
</table>

The AB humor score did not contain either the joke with the highest overall mean rating (#9—"Lecturing"), nor did it contain the joke with the lowest overall mean rating (#2—"Mortimer"). The joke rated the highest (#9) was also the joke that was "heard before" most often, with 9 people indicating that they remembered it. A t
test between the "heard before" group and the "not heard before" group for each joke (where 4 or more people had heard it before) produced no significant differences in the rating of those jokes by the two groups; while the rating was not significantly different, there was a tendency for the group who had heard the joke before to rate the jokes higher than the group who had not heard them before.

Discussion and Conclusions

The Table 1 matrix shows strong method factors operating in both the n Ach and humor sections, and no evidence of convergent validity in the 2-method intercorrelation. This would seem to indicate that we have been measuring separate entities. The significant correlations found with the GPA and sex with the humor variables of the individuals would additionally imply that the n Ach trait is not a functional unity as measured by this questionnaire booklet, the responses involved being determined by the nontrait features of each test; perhaps neither method is useful for measuring the trait, or that one of the two methods does not measure the trait (Campbell & Fiske, 1959).

To consider the latter two possibilities first, it is most disturbing to discover that GPA does not correlate significantly with the n Ach measure, since a performance measure should reflect an individual's degree of
motivation. The AB(Q) variable would be expected to correlate better than the other questionnaire variables with GPA because its questions had a generally higher correlation with the achievement cluster. The AB(Q) variable might have correlated significantly with GPA had more subjects taken the test (since \( p = .08 \)), but this is only speculation. The failure of the n Ach questionnaire to control for "social desirability" of the responses, as noted before, may have hindered its ability to correlate with the humor measure of n Ach and GPA.

It has been assumed that the motive n Ach is a viable construct in this study, when other investigators have elsewhere documented dissatisfaction with the low internal consistency and reliability found in achievement motivation studies (Klinger, 1966; Entwisle, 1972). In the present study, P(Q) correlated only .08 with GPA, while P(H) correlated significantly at the .05 level (.25) with GPA! One would expect a student with a high persistence score on the n Ach questionnaire to also have a much higher correlation with GPA than any humor variable. As a matter of fact, all but one of the variables for humor appreciation (T(H)) correlated significantly with GPA, whereas none of the n Ach measures did. The reason why T(H) did not correlate well may be due to poor joke selection; out of its 5 jokes, 3 had the lowest mean ratings of all 15 jokes (see Appendix I).
From this, it may well be that humor appreciation is a much better "predictor" of college GPA than n Ach is. It is also possible that the humor variables did not measure n Ach or humor, though the latter aspect seems inconsistent with the number of smiles, grins, and other "physiological humor" signs observed during testing. The significant difference between the sexes (see Table 4) in average humor rating, where women tended to rate the jokes significantly higher may be in large part accounted for by the fact that women also tended to have higher GPAs, resulting in Table 2. Apparently the response tendencies of the Ss to humor are characteristics of the Ss rather than the properties of the stimuli. Note in Table 4 that a sex bias may operate when the joke (#14) gives the "punchline" to the woman: it occurs in the largest numerical discrepancy, the women rating it more funny, though not significantly so. All the other jokes, though, have predominantly male characters, which are still rated higher by the women, for the most part. It may well be that women believe jokes on men to be more funny, and vice versa, but the indication from joke #14 does not seem to support Wolff et. al.'s finding; more jokes with women characters would be necessary for a significant correlation.

Since no attempt was made to classify the jokes into categories other than to determine the AB, T, and P humor variables, it is unknown whether those with the higher
GPAs appreciate "nonsense" or other types of humor most. The "lecturing" joke (#9), followed by "The mighty hunter" were rated the funniest of the 15 jokes. The "identification" hypothesis of humor, which states that people appreciate humor most when they can "identify" with the characters, situation, or language, seems relevant here. The "lecturing" joke involved the familiar classroom setting, and "the mighty hunter" involved the extremes in language (the only joke with a swear word in it) typical of the in-class, out-of-class college student.

The data support Cortes et. al.'s (1967) and Pember-ton's (1970) finding that college females tend to have the highest GPAs, as well as Kambouropoulou's (1926) finding of a significant relationship between GPA and humor appreciation. The puzzle of why GPA should correlate with humor when intelligence doesn't (at least on the college level) might be found in the substance of the I.Q. tests. Cunningham (1962) suggests that an intelligence test which relied less on scholastic aptitude and more on cognitive and perceptual "insight" into relationships would be needed to obtain a positive correlation with humor. This is in line with Allport's (1937) study that found that "...the most striking correlate of insight is the sense of humor" (p. 222, italics his) and the studies correlating self-ratings of aggressiveness with appreciation of hostile humor (Byrne, 1956; Epstein and Smith, 1956). Apparently
an individual who can laugh at his limitations (like his GPA?) should be more "insightful" because he is less defensive in his interactions with others. Suczek's and Alpert's (1966) study is supported; it found that "failing dropouts" score significantly higher on the Ethnocentrism Scale, indicating a certain "rigidity" in their thinking—if one accepts the correlation between insight and humor.

To summarize the findings of this study:

1. There is no evidence of convergent validity of the PMT questionnaire of n Ach and humor appreciation as measured by written jokes.

2. There is a statistically significant correlation between GPA and sex in the college student sample; females have GPAs significantly (p < .05) higher than males.

3. There is a statistically significant (p < .05) correlation between sex and the AB score for humor, reflecting the fact that females tended to rate the jokes higher than the males.

4. There is a statistically significant correlation (p < .05) between the AB, P, and Total H humor variables and GPA; those students of either sex with the higher GPAs tend to give higher humor ratings to the jokes. Or, to put it another way (not intending to imply causation), "the lower and lower one's grade point average, the harder and harder it is to laugh."
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APPENDIX I
The Jokes

<table>
<thead>
<tr>
<th>Author</th>
<th>Variable</th>
<th>Humor Rating</th>
<th>Rank Ordered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asimov, I.:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>p. 42 &quot;Three Men&quot;</td>
<td>T</td>
<td>3.05</td>
<td>8</td>
</tr>
<tr>
<td>pp. 107-8 &quot;Clancy&quot;</td>
<td>P</td>
<td>3.00</td>
<td>9.5</td>
</tr>
<tr>
<td>p. 165 &quot;Mortimer&quot;</td>
<td>T</td>
<td>2.18</td>
<td>15</td>
</tr>
<tr>
<td>pp. 189-90 &quot;The aging officer&quot;</td>
<td>AB</td>
<td>3.54</td>
<td>5</td>
</tr>
<tr>
<td>p. 320 &quot;Imagine&quot;</td>
<td>AB</td>
<td>3.15</td>
<td>7</td>
</tr>
<tr>
<td>p. 358 &quot;Tony's wife&quot;</td>
<td>T</td>
<td>2.64</td>
<td>13</td>
</tr>
<tr>
<td>p. 361-2 &quot;Jones&quot;-trip</td>
<td>P</td>
<td>2.76</td>
<td>12</td>
</tr>
<tr>
<td>p. 362 &quot;Jones&quot;-homicide</td>
<td>P</td>
<td>3.64</td>
<td>3</td>
</tr>
<tr>
<td>Reader's Digest (eds.):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>p. 151 &quot;The head of ad agency&quot;</td>
<td>AB</td>
<td>3.63</td>
<td>4</td>
</tr>
<tr>
<td>p. 184 &quot;My weakness&quot;</td>
<td>T</td>
<td>3.00</td>
<td>9.5</td>
</tr>
<tr>
<td>Wachs, M.:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>p. 25 &quot;He looked desperate&quot;</td>
<td>AB</td>
<td>3.18</td>
<td>6</td>
</tr>
<tr>
<td>p. 185 &quot;The mighty hunter&quot;</td>
<td>P</td>
<td>3.93</td>
<td>2</td>
</tr>
<tr>
<td>p. 214 &quot;A casting director&quot;</td>
<td>AB</td>
<td>2.89</td>
<td>11</td>
</tr>
<tr>
<td>p. 230 &quot;The gambler&quot;</td>
<td>T</td>
<td>2.55</td>
<td>14</td>
</tr>
<tr>
<td>p. 346 &quot;Lecturing&quot;</td>
<td>P</td>
<td>4.04</td>
<td>1</td>
</tr>
</tbody>
</table>

| Total AB | 3.28 | 2   |
| Total T  | 2.69 | 3   |
| Total P  | 3.47 | 1   |
APPENDIX II

PART I

DIRECTIONS: Each of the following statements has four or more possible attitudes or answers below it. Select the answer for each statement which best describes the "typical you" and circle it. Do not linger over any one statement, and answer all questions even when you find it difficult to decide. The results of this questionnaire will not be used in any way detrimental to you. Remember, circle the statement which best describes the "typical you." Do not circle more than one answer for each statement.

1. I usually do:
   a. much more than I resolved to do.
   b. a bit less than I resolved to do.
   c. a little less than I resolved to do.
   d. much less than I resolved to do.

2. If I was called from my homework to watch television or listen to the radio, then afterward:
   a. I would find it very difficult to begin again.
   b. I would always wait a little before starting again.
   c. I would only take a short pause and then go back to work.
   d. I always went straight back to work.

3. I usually am:
   a. very busy.
   b. busy.
   c. not so busy.
   d. not busy.
   e. not busy at all.

4. When doing something difficult:
   a. I give it up very quickly.
   b. I give it up quickly.
   c. I give it up rather quickly.
   d. I don't give up too soon.
   e. I usually see it through.

5. At school they thought I was:
   a. very diligent.
   b. diligent.
   c. not always so diligent.
   d. rather easy-going.
   e. very easy-going.
6. Shopping is something:
   a. I like very much.
   b. I like.
   c. I don't like.
   d. I hate.

7. Good relations with my teachers at high school:
   a. were appreciated very much.
   b. were appreciated.
   c. were thought not to be so important.
   d. were thought exaggerated in value.
   e. were thought completely unimportant.

8. If I have not attained my goal and have not done a task well then:
   a. I usually give up.
   b. I'm inclined to give up.
   c. I find it difficult not to lose heart.
   d. I exert myself once again to attain the goal.
   e. I continue to do my best to attain the goal.

9. Boys succeed their father as manager of the business because:
   a. they want to enlarge and extend the business.
   b. they are lucky their father is the manager.
   c. they can put their new views into practice.
   d. this is the easiest way to earn a lot of money.

10. In general I am:
    a. very strongly future-oriented.
    b. strongly future-oriented.
    c. not so strongly future-oriented.
    d. not at all future-oriented.

11. When I was in high school I thought that to attain a high position in society was:
    a. unimportant.
    b. of little importance.
    c. not so important.
    d. rather important.
    e. very important.

12. To prepare yourself a long time for an important task:
    a. really is senseless.
    b. often is rather rash.
    c. can often be useful.
    d. testifies to a sense of reality.
    e. is necessary to succeed.

13. Other people think I:
    a. work very hard.
    b. work hard.
    c. work pretty hard.
    d. don't work very hard.
    e. don't work hard.
14. For life's extra pleasures:
   a. I usually have no time.
   b. I often have no time.
   c. I sometimes have too little time.
   d. I usually have enough time.
   e. I always have time.

15. I can work at something without getting tired for:
   a. only a very short time.
   b. only a short time.
   c. not too long a time.
   d. a long time.
   e. a very long time.

16. Organizing something:
   a. I like doing very much.
   b. I like doing.
   c. I don't like doing very much.
   d. I don't like doing at all.

17. Work that requires great responsibility:
   a. is completely unattractive to me.
   b. I don't think I would be capable of doing.
   c. I would only do if I was paid well.
   d. I would like to do very much.

18. At school I found classmates who studied very hard:
   a. very nice.
   b. nice.
   c. just as nice as others who didn't work as hard.
   d. not nice.
   e. not nice at all.

19. a. I very often am bored.
   b. I often am bored.
   c. I hardly ever am bored.
   d. I never am bored.

20. When I was still in high school the standards I set myself with regard to my studies were:
   a. very high.
   b. average.
   c. low.
   d. very low.

21. Working is something:
   a. I would rather not do.
   b. I don't like doing very much.
   c. I would rather do now and then.
   d. I like doing.
   e. I like doing very much.
22. I would find a life in which one wouldn't have to work at all:
   a. ideal.
   b. very pleasant.
   c. pleasant.
   d. unpleasant.
   e. very unpleasant.

23. At high school I thought perseverance was:
   a. very unimportant.
   b. rather unimportant.
   c. important.
   d. very important.

24. When I am working, the demands I make upon myself are:
   a. very high.
   b. high.
   c. pretty high.
   d. not so high.
   e. low.
   f. very low.

25. When I was in high school I was:
   a. hardly ambitious at all.
   b. a little ambitious.
   c. not so ambitious.
   d. very ambitious.
   e. extremely ambitious.

26. At school I admired persons who had reached a very high position in life:
   a. very much.
   b. much.
   c. little.
   d. not at all.

27. When the teacher gave lessons at school:
   a. I usually set my heart on doing my best and making a favorable impression.
   b. I usually paid great attention to the things being said.
   c. my thoughts often strayed to other things.
   d. I was more interested in things that had nothing to do with school.

28. To begin with homework was:
   a. a very great effort.
   b. a great effort.
   c. a rather great effort.
   d. not much effort.
   e. very little effort.
29. When I begin something I:
   a. never carry it to a successful conclusion.
   b. seldom carry it to a successful conclusion.
   c. sometimes carry it to a successful conclusion.
   d. usually carry it to a successful conclusion.
   e. always carry it to a successful conclusion.

30. My most recent cumulative grade point average is:
   a. 4.00--3.50
   b. 3.49--3.00
   c. 2.99--2.50
   d. 2.49--2.00
   e. below 2.00 (probation)

31. My sex is:
   a. male
   b. female
PART II

This is a preliminary study to determine the funniness of jokes. The following pages contain a set of jokes. Below each joke you will find a rating scale, such as the one at the bottom of this page. I want you to read each joke and then rate how funny you thought it was by circling the number on the rating scale which best describes your opinion of the joke. Please rate the jokes according to how funny you think they are and not what you think is expected of you. For example, if you think a joke was not at all funny, then circle the 1; if you think a joke was extremely funny, then circle the 7, and so on. After you have rated a joke, please check at the bottom of the page whether or not you have heard that joke before. Please rate all the jokes in the sequence they are listed. Do not skip around. Are there any questions? Remember, rate each joke according to how funny you think it is.

1--Not funny at all
2--Only slightly funny
3--A little funny
4--Moderately funny
5--Funny
6--Very funny
7--Extremely funny

Have you heard this joke before? YES____ NO____
Tony's wife had died, and the poor man was beside himself with grief and distraction. His loud weeping as the coffin was lowered into the grave impressed the bystanders, and one of them was moved to make an attempt at consolation.

"Tony, Tony," he said, patting the widower's shoulder in gentle commiseration, "it seems terrible now, but time is a great healer, and in six months I am sure you will have another wife."

Tony pushed aside the other's arm roughly. "Six months!" he said furiously. "What am I going to do tonight?"

1--Not funny at all
2--Only slightly funny
3--A little funny
4--Moderately funny
5--Funny
6--Very funny
7--Extremely funny

Have you heard this joke before? YES_____ NO_____
Mortimer H. Stein, having absconded with $100,000, stepped into a time machine, went seven years into the future, and stepped out again, feeling that the statute of limitations now protected him from trial.

He was arrested anyway, and the prosecution claimed that in order to avoid trial, the criminal ought to have lived through seven years in constant apprehension of arrest—that being considered the adequate punishment that made sense out of a statute of limitations.

The defense contended that the law said nothing about living through seven years. It only said that seven years had to pass. The defendant had hidden in time, so to speak, and that was no different from hiding in space, unless the law was amended to make it so.

The judge finally handed down his decision in favor of the defendant. It was in six words only, for he said, "A niche in time saves Stein."

1--Not funny at all
2--Only slightly funny
3--A little funny
4--Moderately funny
5--Funny
6--Very funny
7--Extremely funny

Have you heard this joke before? YES_____ NO_____
Jones had made up his mind to kill his wife, but needed a foolproof plan. In desperation, he confided his problem to his best friend, Smith, who was about to set off on a long business trip.

Smith said, "But there is a foolproof method. Kill her with kindness. Make love to her every night."

"Every night?" said Jones, doubtfully.

"Every single night. You do that, and in a year she'll be dead of too much sex and no law in the land can touch you. You will merely have been fulfilling your husbandly duty."

It was nearly a year before Smith returned and one of the first things he did was visit his old friend, Jones. Smith was shocked when he did so, for he found Jones in a rocking chair with a blanket tucked around him. Jones had lost weight, his face was gaunt, his cheeks sunken, his hair sparse and gray, and his hands trembling.

Smith said, "Jones, old boy, what happened?"

Jones said, "I'm a little tired, that's all. Been making love to my wife every night, the way you said, and it takes it out of a man. Tomorrow rounds out the year."

"And where is your wife?"

"Oh, in town giving a weightlifting exhibition. Poor thing! She little knows that tomorrow she'll be dead."

1--Not funny at all
2--Only slightly funny
3--A little funny
4--Moderately funny
5--Funny
6--Very funny
7--Extremely funny

Have you heard this joke before? YES____ NO____
The gambler couldn't resist plunging heavily whenever he thought he had a sure thing. Unfortunately, the end result was always the same. He always lost. Finally, a friend took him aside and lectured him. "Jack, you make a wonderful salary and you gamble it away. Why do you do it?"

The gambler shrugged but could not answer. "Look," persisted the friend, "why don't you try to save your money. Put away a hundred dollars a month. In 10 years, you'll have $12,000, which would come in mighty handy if there's another depression."

The gambler shook his head. "And suppose a depression doesn't come along, then what? There I am, stuck with the $12,000."

1--Not funny at all
2--Only slightly funny
3--A little funny
4--Moderately funny
5--Funny
6--Very funny
7--Extremely funny

Have you heard this joke before? YES ___ NO ___
The aging naval officer, a veteran of thirty years at sea with many a combat ribbon and citation to his credit, found himself, to his own disgust, condemned to spend the last few years before retirement behind a desk at the Pentagon. It seemed a dreadful fate for an old sea dog, but he bit the bullet and tackled the dull routine of administrative duties with the same rigid discipline with which he had faced the dangers of the angry sea and the sullen enemy.

There was only one catch. Try as he might, the flood of paperwork overwhelmed him. Conscientiously, he read all the items that came his way, dictated his comments, made suggestions, affixed his initials, and rerouted them appropriately—but each day he had to work far into the evening to clear his desk.

As the weeks passed, things grew worse rather than better. What bothered him most was that, in the course of his duties, he often passed an office in which a young lieutenant sat with a desk that was always sparkingly clear of papers by 5 P.M., however loaded it might have been earlier in the day.

Finally, the old officer could stand it no more. He felt keenly the disgrace of having to ask a junior for advice, but needs must.

He said, "Lieutenant, I am conducting a survey of administrative efficiency among our junior officers and I can't help but notice that you seem to be keeping remarkably abreast of your work. Do you have a particular system?"

The lieutenant said cautiously, "Is this an official survey, sir?"

"No, not at all. Strictly unofficial and confidential. Nothing you say to me will go any farther, on my word."

One does not doubt the word of an aging naval officer. The lieutenant relaxed and said, "Well, then, I'll explain. Actually, most of the papers one deals with here aren't really important. They're just useless red tape so that it doesn't matter what one does with them. I reason this way; therefore, in an organization the size of the Pentagon, there's got to be one Commander Smith somewhere. So I take everything out of my in-box, write Refer to Commander Smith on each item, and place them all in my out-box. That's the whole secret."

The naval officer considered that and slowly nodded his head. "Yes, I see. I guess that would work. And now, you young pup, put up your dukes, because I am about to kill you. I am Commander Smith."

1--Not funny at all
2--Only slightly funny
3--A little funny
4--Moderately funny
5--Funny
6--Very funny
7--Extremely funny

Have you heard this joke before? YES NO
He looked desperate. His words were desperate. He was desperate.

"Madam," he muttered between tight lips, "if I don't get a dollar before the sun goes down, I shall have to do something that I've dreaded doing."

She searched through her pocketbook frantically and came up with a crumpled bill. "Here," she said, offering him a dollar. "I hope the money will tide you over until you are able to get a job."

"That, lady," he informed her, "is what I've dreaded doing."

1--Not funny at all
2--Only slightly funny
3--A little funny
4--Moderately funny
5--Funny
6--Very funny
7--Extremely funny

Have you heard this joke before? YES [___] NO [____]
My weakness is insurance policies, and fitting them all into the family budget is quite a problem.

A few months ago, I told my wife about the agent's latest idea for increasing our insurance, and she blew her top. I hastened to explain that the policies were designed to take care of her and the children in case I died.

"Yes, I know," she sighed. "But what will we do in case you live?"

1--Not funny at all
2--Only slightly funny
3--A little funny
4--Moderately funny
5--Funny
6--Very funny
7--Extremely funny

Have you heard this joke before? YES______ NO______
The mighty hunter was reminiscing for his visitors. "There I was," he said. "The grizzly bear was down in the canyon behind a tree, blocking my only exit. The only way I could possibly hit him with my last bullet was to ricochet the shot off the high canyon wall on his right."

Having his audience completely enraptured, he continued, "It was a one-rail shot, you understand."

Another timely pause to let the drama sink in. "Well, I guaged my windage, calculated the lead of the barrel and the rate of twist, the hardness of the bullet and the angle of yaw it would have after being smacked out of shape against the canyon wall, and I judged my chances were about 50-50 that I would be able to hit that bear. So I fired."

There was a silence. Finally one of the visitors asked breathlessly, "Did you kill the bear?"

"Naw," he said disgustedly. "I missed the damned wall."

1--Not funny at all
2--Only slightly funny
3--A little funny
4--Moderately funny
5--Funny
6--Very funny
7--Extremely funny

Have you heard this joke before? YES____ NO____
Lecturing on conditioned reflexes, the professor took a mouse from its cage and put it into a special cage equipped with a bell which was operated by a tiny pedal in the floor.

"Observe," he told his pupils. "Every time I drop in a crumb of cheese, I tap the bell. Eventually the mouse will associate the bell with the cheese and ring it himself."

Sure enough, the mouse responded by jumping on the pedal, eating the cheese that was dropped for him, and sitting down to wait for more.

Put back into its regular cage after the experiment, the mouse was greeted by his friends and family. "How did things go today?" asked his wife.

"Ch, fine," said the mouse. "A few more sessions and I'll have that man really conditioned. Every time I ring the bell, he drops in the cheese."

1--Not funny at all
2--Only slightly funny
3--A little funny
4--Moderately funny
5--Funny
6--Very funny
7--Extremely funny

Have you heard this joke before? YES____ NO____
Three men were engaged in one of those profitless conversations which involve all of us at one time or another. They were considering the problem of what each would do if the doctor told him he had only six months to live.

Said Robinson, "If my doctor said I had only six months to live, the first thing I would do would be to liquidate my business, withdraw my savings, and have the biggest fling on the French Riviera you ever saw. I'd play roulette, I'd eat like a king, and most of all, I'd have girls, girls, and more girls."

Said Johnson, "If my doctor said I had only six months to live, the first thing I would do would be to visit a travel agency and plot out an itinerary. There are a thousand places on earth I haven't seen, and I would like to see them before I die: the Grand Canyon, the Taj Mahal, Angkor Wat, all of them."

Said Goldberg, "If my doctor said I had only six months to live, the first thing I would do would be to consult another doctor."

1--Not funny at all
2--Only slightly funny
3--A little funny
4--Moderately funny
5--Funny
6--Very funny
7--Extremely funny

Have you heard this joke before? YES____ NO____
Jones, who had been away on an extended trip, had very romantic plans for his first night home. He broached them to his wife, who promptly said, "Oh, I'm sorry, dear, but I've got to get through with these clothes you brought home. There's a great deal of mending and washing to do. Another time, please."

The next night Jones tried again, and his wife said, "Oh my, I would like to, dear, but it wouldn't be any good. What with all the work yesterday, and cleaning house today, I have this terrible headache. Please let me have a rain check."

By the third night, Jones was rather impatient. "How about it?" he said urgently.

Whereupon, Mrs. Jones snapped out, "This is the third night in a row you've asked. What are you? Some kind of sex maniac?"

1—Not funny at all
2—Only slightly funny
3—A little funny
4—Moderately funny
5—Funny
6—Very funny
7—Extremely funny

Have you heard this joke before? YES____ NO____
Clancy had sworn off drink over his vacation and had clung to his decision stubbornly for weeks. He knew, nevertheless, that the real crunch would come when he went back to work, for on his way home he would have to pass not one, not two, but five bars in rapid succession.

On his first day at work, he spent the whole day working up his will power. Finally, with perspiration bespangling his brow, he set off on that journey home.

He passed the first two bars with a grim set to his jaw and without a sideward glance. At the third bar, he looked at the windows longingly, but never slowed his step. At the fourth, he faltered, then forced himself on with an effort.

Finally, he was at the fifth, Joe's Bar, a favorite of his over many years. Inside were his friends. Inside was warmth, song, joy, camaraderie—all that gave life its special flavor. For long minutes, he stood there on the sidewalk, gazing at the doorway and filled with yearning.

But then he gave himself a shake and remembered his resolution. With a supreme effort, he forced his muscles to his will and walked away.

He had gone half a block before it really sank in that he had beaten temptation: he had actually passed five bars in a row—he had even passed Joe's Bar!

And in sheer ecstasy, he went back to Joe's Bar for a drink to celebrate the victory.

1--Not funny at all  
2--Only slightly funny  
3--A little funny  
4--Moderately funny  
5--Funny  
6--Very funny  
7--Extremely funny  

Have you heard this joke before? YES______ NO______
Imagine, please, a small globe which is obviously the earth after the week of creation, for you can make out upon it a small tree with the little nude figures of a man and a woman underneath, and (of course) a snake curled about a branch of that tree.

Above the new earth is a benign figure with the appearance of a man in white drapery with a flowing white beard—obviously God.

And above God is a still more benign figure with longer white drapery and a longer white beard.

The upper figure, pointing to the earth, and addressing God, says, "And for this you expect a Ph.D.?"

1—Not funny at all
2—Only slightly funny
3—A little funny
4—Moderately funny
5—Funny
6—Very funny
7— Extremely funny

Have you heard this joke before? YES _____ NO _____
The head of an advertising agency was emphasizing to an employee the necessity of high-pressure advertising. "Repetition, repetition is the keynote," he said, pounding the desk. "Harp on your product in every way possible, cram it down people's throats, make yourself sickening if you have to, but don't ever forget to repeat and repeat! It's the only way to get results. Now what was it you wanted to see me about?"

"Well, sir," answered his employee, "I'd like a raise. A raise! A raise! A RAISE!"

1--Not funny at all
2--Only slightly funny
3--A little funny
4--Moderately funny
5--Funny
6--Very funny
7--Extremely funny

Have you heard this joke before? YES______ NO______
A casting director at Warner Brothers had been trying for a number of weeks to reach a certain actor friend to offer him a job. Each time he'd call, the guy's wife would reply: "Frank? Why, he's over at U.I."

The director, impressed with the fact that his friend spent so much time at the movie studio, finally said to the woman, "Tell Frank I'm glad to know he's working, and so steadily; but what picture is it that's taking so long over there at Universal-International?"

"Picture? Universal-International?" replied the wife. "Who said he's doing any picture over at Universal-International? When I said Frank's over at U.I., I meant Unemployment Insurance!"

1--Not funny at all
2--Only slightly funny
3--A little funny
4--Moderately funny
5--Funny
6--Very funny
7--Extremely funny

Have you heard this joke before? YES ___ NO ___