**Why We Crave Horror Movies**

**Stephen King**

Stephen King's name is synonymous with horror stories. A 1970 graduate of the University of Maine, King worked as a janitor in a knitting mill, a laundry worker, and a high school English teacher before he struck it big with his writing. Many consider King to be the most successful writer of modern horror fiction today. To date, he has written dozens of novels, collections of short stories and novellas, and screenplays, among other works. His books have sold well over 250 million copies worldwide, and many of his novels have been made into popular motion pictures, including *Stand by Me*, *Misery*, *The Green Mile*, and *Dreamcatcher*. His books, starting with *Carrie* in 1974, include *Salem's Lot* (1975), *The Shining* (1977), *The Dead Zone* (1979), *Christine* (1983), *Pet Sematary* (1983), *The Dark Half* (1989), *The Girl Who Loved Tom Gordon* (1999), *From a Buick 8* (2002), and *Everything's Eventual: Five Dark Tales* (2002). His first collection of short stories in nine years, *Our Dark Desires*, includes *Danse Macabre* (1980), a nonfiction look at horror in the media, and *On Writing: A Memoir of the Craft* (2000). Each year King and his wife, novelist Tabitha King, donate at least 10 percent of their pretaxable income to charitable organizations, many of them local. The widespread popularity of horror books and films attests to the fact that many people share King's fascination with the macabre. In the following selection, originally published in *Playboy* in 1982, a variation on “The Horror Movie as Junk Food” chapter in *Danse Macabre*, King analyzes the reasons we flock to good horror movies.

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**FOR YOUR JOURNAL**

What movies have you seen recently? Do you prefer watching any particular kind of movie—comedy, drama, science fiction, or horror, for example—more than others? How do you explain your preference?

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We've all known people who talk to themselves, people who sometimes squinch their faces into horrible grimaces when they believe no one is watching, people who have some hysterical fear—of snakes, the dark, the tight place, the long drop . . . and, of course, those final worms and grubs that are waiting so patiently underground.

When we pay our four or five bucks and seat ourselves at a theater showing a horror movie, we are daring the nightmare.

Why? Some of the reasons are simple and obvious. To show that we can, that we are not afraid, that we can ride this roller coaster. Which is not to say that a really good horror movie may not surprise a scream out of us at some point, the way we may scream when a roller coaster twists through a complete 360 or plows through a lake at the bottom of the drop. And horror movies, like roller coasters, have always been the special province of the young; by the time one turns 40 or 50, one's appetite for double twists or 360-degree loops may be considerably depleted.

We also go to re-establish our feelings of essential normality; the horror movie is innately conservative, even reactionary. Freda Jackson as the horrible melting woman in *Die, Monster, Die!* confirms for us that no matter how far we may be removed from the beauty of a Robert Redford or a Diana Ross, we are still light-years from true ugliness.

And we go to have fun.

Ah, but this is where the ground starts to slope away, isn't it? Because this is a very peculiar sort of fun, indeed. The fun comes from seeing others menaced—sometimes killed. One critic has suggested that if pro football has become the voyeur's version of combat, then the horror film has become the modern version of the public lynching.

It is true that the mythic, "fairy-tale" horror film intends to take away the shades of gray . . . It urges us to put away our more civilized and adult penchant for analysis and to become children again, seeing things in pure blacks and whites. It may be that horror movies provide psychic relief on this level because this invitation to lapse into simplicity, irrationality and even outright madness is extended so rarely. We are told we may allow our emotions a free rein . . . or no reain at all.

If we are all insane, then sanity becomes a matter of degree. If your insanity leads you to carve up women like Jack the Ripper or the Cleveland Torso Murderer,¹ we clap you away in the funny farm (but neither

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¹Jack the Ripper, Cleveland Torso Murderer: serial murderers who were active in the 1880s and the 1930s, respectively. [Eds.]
of those two amateur-night surgeons was ever caught, heh-heh-heh); if, on the other hand, your insanity leads you only to talk to yourself when you’re under stress or to pick your nose on your morning bus, then you are left alone to go about your business . . . though it is doubtful that you will ever be invited to the best parties.

The potential lycher is in almost all of us (excluding saints, past and present; but then, most saints have been crazy in their own ways), and every now and then, he has to be let loose to scream and roll around in the grass. Our emotions and our fears form their own body, and we recognize that it demands its own exercise to maintain proper muscle tone. Certain of these emotional muscles are accepted—even exalted—in civilized society; they are, of course, the emotions that tend to maintain the status quo of civilization itself. Love, friendship, loyalty, kindness—all are all the emotions that we applaud, emotions that have been immortalized in the couplets of Hallmark cards and in the verses (I don’t dare call it poetry) of Leonard Nimoy.2

When we exhibit these emotions, society showers us with positive reinforcement; we learn this even before we get out of diapers. When, as children, we hug our rotten little puke of a sister and give her a kiss, all the aunts and uncles smile and twit and cry, “Isn’t he the sweetest little thing?” Such coveted treats as chocolate-covered grahams crackers often follow. But if we deliberately slap the rotten little puke of a sister’s fingers in the door, sanctions follow—angry remonstrance from parents, aunts, and uncles; instead of a chocolate-covered grahams cracker, a spanking.

But anticultivations emotions don’t go away, and they demand periodic exercise. We have such “sick” jokes as, “What’s the difference between a truckload of bowling balls and a truckload of dead babies? (You can’t unload a truckload of bowling balls with a pitchfork . . . a joke, by the way, that I heard originally from a ten-year-old). Such a joke may surprise a laugh or a grin out of us even as we recoil, a possibility that confirms the thesis: if we share a brotherhood of man, then we also share an insanity of man. None of which is intended as a defense of either the sick joke or insanity but merely as an explanation of why the best horror films, like the best fairy tales, manage to be reactionary, anarchistic, and revolutionary all at the same time.

The mythic horror movie, like the sick joke, has a dirty job to do. It deliberately appeals to all that is worst in us. It is morbidity unchained, our most base instincts let free, our nastiest fantasies realized . . . and it all happens, fittingly enough, in the dark. For those reasons, good liberals often shy away from horror films. For myself, I like to see the most aggressive of them—Dawn of the Dead, for instance—as lifting a trap door in the civilized forebrain and throwing a basket of raw meat to the hungry alligators swimming around in that subterranean river beneath.

Why bother? Because it keeps them from getting out, man. It keeps them down there and me up here. It was Lennon and McCartney who said that all you need is love; and I would agree with that.

As long as you keep the gators fed.

QUESTIONS FOR STUDY AND DISCUSSION

1. What, according to King, causes people to crave horror movies? What other reasons can you add to King’s list?
2. Identify the analogy King uses in paragraph 3, and explain how it works. (Glossary: Analogy)
3. What does King mean when he says, “The horror movie is infinitely conservative, even reactionary”? (4)?
5. In what ways is a horror movie like a sick joke? What is the “dirty job” or effect that the two have in common (12)?
6. King starts his essay with the attention-grabbing sentence, “I think that we’re all mentally ill.” How does he develop this idea of insanity in his essay? What does King mean when he says, “The potential lycher is in almost all of us”? (9)? How does King’s last line relate to the theme of mental illness?
7. What is King’s tone in this essay? (Glossary: Tone) Point to particular words or sentences that lead you to this conclusion.

VOCABULARY

Refer to your dictionary to define the following words as they are used in this selection. Then use each word in a sentence of your own.

2Leonard Nimoy (b. 1931): television and film actor. [Eds.]
PREFACE

Models for Writers provides students and instructors with readable, high-interest essays that model rhetorical elements, principles, and patterns. As important as it is for students to read while they are learning to write college-level essays, Models for Writers offers more than a collection of essays. The questions and activities that accompany each selection allow students to see how rhetorical strategies and techniques enhance what the authors are saying. In addition, writing activities and assignments help students stitch the various rhetorical elements together into coherent, forceful essays of their own. This approach, which has helped students for over a quarter century to become better writers, remains at the heart of the book.

In this eighth edition, the classic features of Models for Writers that have won praise from teachers and students alike continue to be emphasized. In addition, we have not only introduced new selections and new voices but also developed new features that will help students become better readers and writers.

Favorite Features of Models for Writers

- **Lively Readings.** Most of the selections in Models for Writers are comparable in length (two to three pages) to the essays students will write themselves, and each clearly illustrates a basic rhetorical element, principle, or pattern. Just as important, the essays deal with subjects that we know from our own teaching experience will spark the interest of most college students. Drawn from a wide range of sources, the essays represent a variety of popular contemporary prose styles.

- **Expanded Rhetorical Organization.** Each of the eighteen rhetorically-based chapters in Models for Writers is devoted to a particular element or pattern important to college writing. Chapters 3 through 9 focus on the concepts of thesis, unity, organization, beginnings and endings, paragraphs, transitions, and effective sentences. Chapter 10 illustrates the importance of controlling diction and tone, and Chapter 11, the use of figurative language. Chapters 12 through 20 explore the types of writing most often required of college students: illustration, narration, description, process analysis, definition,