Case studies of deviant creative individuals and their major life achievements.

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Case Studies
of Deviant Creative Individuals and
Their Major Life Achievements

A Project in Creative Studies

by

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ABSTRACT

This project examined three deviant creative individuals, their major life achievements, and how they utilized the CPS process. Case studies were prepared based on the lives of Adolf Hiltler, Al Capone, and Nathan Leopold, Jr.

Three questions which guided this study were: (1) Are there significant similarities and differences in terms of biographical and autobiographical data among the three cases? (2) Can elements of CPS be identified in deviant cases? and (3) What type of relationship, if any, will there be between CPS process and these deviant individuals' achievements?

Criteria were developed for the selection of the three historical cases. Data was obtained through autobiographical information, where available, in addition to biographical information. Criteria were developed a second time to select one major life achievement from each of the cases. Evidence for each stage of the CPS process was assessed using <u>Creative Approaches to Problem Solving</u> (Isaksen, Dorval, Treffinger, 1994). Evidence of Mess-Finding, Data-Finding, Problem-Finding, Idea-Finding, Solution-Finding, and Acceptance-Finding were analyzed using a Likert scale.

Results show numerous similarities among autobiographical and biographical data, as well as identification of specific elements of CPS within deviant life achievements. The general results showed no evidence of Mess-Finding and higher incidences of both Idea-Finding and Acceptance-Finding in all three cases.

ACKNOWLEDGEMENTS□

This project comes at a timely point in the history of the human race. Six months into my research the events of September 11, 2002 changed our world forever. I hope this project helps make sense of what seems so senseless and evil, what goes against beauty and humanity. May we always remember that day and all those who lost their lives but look to the future as a time to continue our search for beauty and humanity.

Some individuals deserve special recognition for their contributions to my project:

Dr. Mary C. Murdock – Thank you for so many things you taught me throughout graduate school. I learned from you the basic theories and content of what true creativity is about but you also showed me how it can truly manifest in our daily lives. I also enjoyed your unique teaching style and appreciate the confidence you showed in me by allowing me to choose a project topic off the beaten path. Thank you for all your and patience and feedback. I am a richer person for having known you.

My co-workers and friends – Dave and Ron – Thank you for spending countless lunch hours with me guiding me through the confusing maze of Excel and data display. Your help, interest, and time were truly appreciated. I owe you both a gourmet lunch.

My husband - Stan – for keeping the house from falling down around us while I worked on my project and for trying to be supportive and understanding. My father - Robert - for his interest and expertise in history and his feedback on my case selections and my mother – Susanne – for her typing skills.

DEDICATION

This work is dedicated to my newborn son - Robert - with the hope that he may grow up and thrive in a world where he can enjoy freedom, and experience an education that is rich in generosity and humanity. My wish for him is that he will one day use his gifts, talents, and creativity to help enhance the beauty and humanity of our future world.

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

CHAPTER I: BACKGROUND AND HISTORY OF THE PROBLEM

Extensive research has been done in the past regarding creative geniuses who have used their abilities to improve mankind in unique and novel ways (Gardner, 1993). In fact, Gardner describes his book <u>Creating Minds</u> as "the phenomena of creativity and the particulars of history"(1993, p.xi). Here Gardner conducted research to produce portraits of seven people who reinvented an area of human endeavor and made worldwide contributions: Freud, Einstein, Picasso, Stravinsky, Eliot, Graham, and Gandhi. Also, Cox's finding on creativity research showed that "youths who achieved eminence are characterized not only by high intellectual traits, but also by persistence of motive and effort, confidence in their abilities, and great strength of force of character" (1926, p. 218).

In searching how to make the creative process easier to understand, one should consider Creative Problem Solving (CPS), a process based on the foundational work of Alex Osborn, Sid Parnes, and Ruth Noller (1994, p. 31). In <u>Creative Approaches to Problem Solving</u>, Isaksen, Dorval and Treffinger discuss ways to understand, recognize and nurture creativity, " Whether it is considered from the viewpoint of its effects on society, or as one of the expressions of the human spirit, creativity stands out as an activity to be studied, cherished and cultivated (1994, p. 4)." But little has been written about examining deviant individuals and their use of CPS. Dean Simonton writes in <u>Greatness: Who Makes History and Why</u>, "For the most part, eminent creators and leaders have been portrayed as being pretty normal, or even supernormal. However, we cannot continue these pleasantries any further. We must instead inspect the more ugly side of this phenomena (1994, p. 284)." In addition, Simonton discusses how self-destructiveness, addiction, and suicide may be linked to genius (p. 297). And finally, he refers to violence as a

"shaper of history" and states, "In sum, individual and collective aggression plays a crucial role in the making of big people and events (p. 313)."

Questions That Guided the Study

Based on concepts and ideas from the above research, this researcher explored deviant individuals in more detail. The purpose was to look for similarities and differences in terms of biographical data among three case studies. Next, one major life achievement from each deviant individual's life was selected and studied to determine what type of relationship, if any, would be found between CPS process and this notorious event. Creative Approaches to Problem Solving (Isaksen, Dorval, Treffinger, 1994) was the main resource used to guide the search for evidence in all of the following stages of CPS: mess-finding, data-finding, problem-finding, idea-finding, solution-finding, and acceptance-finding. In addition, a Likert scale was developed to determine how much evidence, if any, was found of a particular CPS stage within the framework of the notorious event. Questions that guided the research and study were:

- Can elements of CPS be identified in deviant case studies?
- Was there a connection between CPS and great atrocities?

Statement of Significance

More in depth information about this population is critical because it may shed valuable light on how deviant individuals commit atrocities and how the natural aspects of the CPS process are used, regardless of motivation. Therefore, this investigation is valuable not only for the themes that may appear in biographical information, but for possible connections between the natural processes of CPS and negative outcomes. The focus of this research was to take a closer look at an important part of the population that has not been examined in depth in this way before. Cassandro made the point that creative geniuses and deviant geniuses are born every

generation (V.J. Cassandro, personal communications, November, 2000). What critical information are we missing if the majority of research focuses only on those who are humanitarians and hope to change the world in a positive way through their achievements? The events of September 11, 2001 are a devastating reminder that deviant geniuses are a part of our population and must be studied for the impact they cause to all of society.

Project Outcomes

Outcomes include a reference list of autobiographical and biographical literature used in the project, visuals illustrating similarities and differences in biographical data, and the relationship, if any, to CPS process and notorious major life achievements. Also, a three to five page executive summary of the project and ten Creativity Based Information Research (CBIR) annotations based on relevant topics, in addition to the project write-up will be included. Located in an appendix will be a selected bibliography for each individual comprised of the most commonly found works based on his life and notorious achievement. Also, a timeline mapping the planning and implementation of each individual's notorious achievement and its corresponding evidence of the stages of CPS will be located in the appendix.

This section presented the background and history of the problem, questions that guided the study, a statement of significance as to why this research is critical, and what the project outcomes will be. The next chapter will provide annotations of literature used in the research.

CHAPTER II: REVIEW OF LITERATURE

This section contains annotations that were cited in the actual research of the case studies. The search parameters included both the deviant individual's name and the name of the atrocity. Autobiographical, as well as biographical works were consulted in gathering data on Adolf Hitler, Al Capone, and Nathan Leopold. In addition, a variety of historical sources were utilized to find data for chronological and accurate timelines of atrocities. Lastly, resources were consulted from the field of creativity when searching for occurrences of the CPS process in the planning and implementation of atrocities. These annotated resources can be found in this chapter but also included in the appendix is a selected bibliography list of the most common and most recommended works found while researching each individual and his atrocity. The annotations were organized alphabetically by individual with the social learning aspects, the qualitative research sources and the creativity resources listed last.

Annotations for Adolf Hitler

Dawidowicz, L.S. (1986). The War Against the Jews 1933-1945.New York, NY: Books. Dawidowicz gives an account Bantam of that German dictatorship under Hitler wages a war against all European Jews. She accomplishes three things in this book: Part I gives a coherent account of how six million Jews were murdered by the National Socialist German Party, Part II discusses how the Jews responded to this assault and Part III covers the Holocaust in specific detail. This historical account is considered to be the most definitive work on this subject by many.

Hitler, A. (renewed 1971). <u>Mien Kampf.</u> New York, NY: Houghton Mifflin Co. Hitler, while in prison during 1924 used the opportunity to write an autobiographical work about the aims of his movement and his own development. He refers to his writing as a doctrine and announces in very specific and detailed frankness the plans for a program that he eventually was successful in implementing. He begins by discussing his upbringing and early education in Volume I and then moves on in Volume II to discuss his philosophy and the National Socialist Movement, stating his opinion and thoughts in precise detail.

Laqueur, W. (2001). <u>The Holocaust Encyclopedia.</u> New Haven, CN: Yale University Press. This editor has organized hundreds of entries alphabetically, from anti-Semitism to Zyklon B, the cyanide used in gas chambers. There is also a full and complete timeline of events for the years 1933-1945 and over 276 photographs, some never published before. The information is detailed and comprehensive, and can be viewed as a standard reference work for this topic.

Rosenbaum, R. (1998). <u>Explaining Hitler.</u> New York, NY: Random House, Inc. Rosenbaum combines a narrative history with the cultural process by which we come to terms with historical events. He attempts to go beyond merely explaining Hitler by drawing on his skills as an investigative journalist and analyzing interviews and works from many other researchers to describe Hitler's personality and career. While doing this, he addresses the question of the nature of evil in man and helps to provide insight into Hitler's life and psyche.

Victor, G. (1998). <u>Hitler: The Pathology of Evil.</u> Dulles, Virginia: Brassey's Publishing Co. George Victor, a distinguished psychotherapist with a history of treating personality disorders, writes this psychohistory on Adolf Hitler. He begins by examining his psyche and then attempts to explain how Hitler enlisted the help of an entire nation to help him advance his

own agenda. He also pieces together a psychological profile of Hitler and reaches new

conclusions about a man who became the embodiment of evil for many.

<u>Annotations for Al Capone</u>

Bergreen, L. (1994). <u>Capone: The Man and The Era.</u> New York, NY: Simon &

Schuster Inc. Bergreen begins with the genealogy of the Capone family and goes on to craft a

rich biography of the many sides to Al Capone. He not only writes about Capone as a cold-

blooded killer and racketeer, but also mentions in detail his devotion as a son and father, in

addition to his self-made image of a Robin Hood figure. The author also explores the

Prohibition Era in Chicago and how Capone rose to the top of organized crime.

Kobler, J. (1992). <u>Capone: The Life and World of Al Capone.</u> New York, NY: Da Capo

Press, Inc. Kobler writes a biography on the life and times of Capone told in massive detail,

while trying to separate the man from the myth. He covers Capone's entire life, including his

decline after his imprisonment in Alcatraz. He also discusses Capone's rise in the underworld,

the foundation of organized crime and how the gangster era influenced life in Chicago during

the Prohibition era.

Pasley, F. (1930). <u>Al Capone: The Biography of a Self-Made Man.</u> Salem, New

Hampshire: Ayer Company, Publishing Inc. Pasley wrote about Capone during the Chicago's

gangster wars in 1929 and 1930. Not based much on biographical information about Capone,

this biography does paint a picture of Capone as a man who made

good in Chicago in a strange and bizarre way during one of the strangest eras in American

history. Also, when this biography was published, it testified to Capone's stature; no one

published books about other gangsters in Chicago at that time.

Annotations for Nathan Leopold, Jr.

Fass, P.S. (1993). *Making and Remaking an Event; The Leopold and Loeb Case in American Culture.* The Journal of American History, Volume 80, Issue 3 pp.919-951. This article discusses the impact this particular case had on American culture and attempts to explain why. The author mentions the sensational aspects of the case such as the mutilation of the child's body, the rumors of sexual perversion, and the motive of wanting the satisfaction and experience of plotting the perfect crime. Leopold is described by the mass media at the time as being somewhat of a monster who had no emotions or conscience, only a cold rational mind. The author also makes the point that the public used Leopold and Loeb to teach a moral lesson and make sense of a senseless crime by exploring the dangers of what lurks in modern childhood.

Higdon, H. (1999). The Crime of the Century: The Leopold and Loeb Case. Chicago, IL: University of Illinois Press. Higdon recreates the kidnapping and murder of fourteen-year-old Bobbie Franks and gives a non-fiction account of the case and trial. He gives in-depth details about the lives of Leopold and Loeb who were both well-educated and highly intelligent, as well as raising interesting questions about why the two acted together to try to plan the perfect crime and get away with it. He also explores how and why this particular murder case shocked America. He concludes by discussing what happens to both men after their life sentencing to Joliet Penitentiary.

Leopold, N. F. Jr. (1958). Life Plus 99 Years. Westport, Connecticut: Greenwood Press, Publishers. This is an autobiography started by Leopold in 1952 while still serving hie prison sentence for the murder and kidnapping of Bobbie Franks. At the time he had already spent 34 years in prison. He does not tell of his childhood, youth, or the crime but instead discusses the changes that have occurred in him during his prison sentence and how he has come to be

rehabilitated. Much of the autobiography focuses on his prison-based memoirs such building a prison library system, teaching other inmates correspondence courses and his experience volunteering to test a new malaria vaccine.

Levin, M. (1956). <u>Compulsion.</u> New York, NY: Simon & Schuster, Ltd. Called a "new form of historical fiction" by Paula Fass, this fictional accounting was inspired by the Leopold-Loeb case. Levin quotes from speeches made famous by Clarence Darrow during the defense but the names have all been changed. Also, Levin admits that the action in the novel was taken from reality. Throughout the novel, Levin does attempt to explain why the pair committed such an atrocity but admits it is impossible for him to know whether his explanation is correct. He discusses the crime of the century first and then goes on to discuss the trail in detail.

<u>Social Learning Aspects</u>

Akers, R.L. (1985). <u>Deviant Behavior: A Social Learning Approach.</u> Belmont, CA: Wadsworth Publishing Co. Akers writes about social learning as it relates to deviance and discusses problems and perspectives in the sociology of deviance. He defines the term deviance and describes the major forms of deviance in depth such as: sexual deviance, types of criminal behavior, drug and alcohol abuse, suicide, and mental illness.

Davis, N. & Stasz, C. (1990). Social Control of Deviance: A Critical Perspective. New York, NY: McGraw-Hill Publishing Co. These writers discuss in depth the meaning of deviance and the many forms it can take within society. They also discuss numerous learning theories and look at the historical context of deviance.

Qualitative Research Resources

Denizen, N.K. & Lincoln, Y.S. (1998). <u>Strategies of Qualitative Inquiry.</u> Thousand Oaks,

CA: Sage Publications, Inc. This is the second version of a three-volume paperback version of

the Handbook of Qualitative Research. This volume explains how to start at the research design

process and move to case studies with grounded theory and inquiry. This volume also offers

insight on different approaches to participative inquiry and gives numerous points on preparing

case studies.

Merriam, S.B. (1998). <u>Qualitative Research and Case Study Applications in Education.</u>

San Francisco, CA: Jossey-Bass, Inc. The primary focus of this second edition is on qualitative

research in general, with specific applications to the case study as a secondary emphasis. Case

study research is covered in detail, along with the mechanics of conducting a qualitative study.

The author discusses in logical and step by step process

the design of the study, collecting and analyzing data, and the writing of the research. In

addition, she includes references to specific case studies to use as examples.

Creativity Resources

Gardner, H. (1993). <u>Creating Minds.</u> New York, NY: BasicBooks Publishing. Gardner

creates seven portraits of figures who each reinvented an area of human achievement. He profiles

the lives of Freud, Einstein, T.S. Eliot, Picasso, Stravinsky, Martha Graham, and Gandhi. He

begins with the individual and then focuses on the

domain to explain their creative achievements. He deliberately looked to build case studies that

would exemplify different intelligences, but also selected candidates from the same era. He

believes the seven represented in his book exemplify creativity and sheds light on the

fundamental aspects of the creative personality and the creative process.

Isaksen, S.G., Dorval, K.B.& Treffinger, D.J. (1994). <u>Creative Approaches to Problem Solving.</u> Dubuque, IO: Kendall/Hunt Publishing Co. This text builds on the foundation of Creative Problem Solving (CPS), a model developed by Sidney Parnes and Alex Osbourne and later, Ruth Noller. These authors give their current definition and view of CPS, discuss level-style issues, and climate. Then, each of the five stages of CPS are discussed in detail, along with stem statements and specific divergent and convergent tools that may be helpful at that particular point in the process. Finally, tips are given for CPS facilitation, including suggestions and worksheets that may be used.

Ludwig, A.M. (1995). <u>The Price of Greatness.</u> New York, NY: The Guilford Press. Ludwig presents the findings of a 10-year study of the link between mental illness and exceptional creative achievement. While analyzing over 1,000 extraordinary men and women who lived in the 20th century, he gathered extensive biographical information and took into account familial, developmental, and environmental factors. As for the relationship between mental disturbances and creative accomplishments of eminent people, Ludwig finds that these disturbances experienced over their lifetimes have little or no direct bearing on the extent of their lifetime achievements.

Simonton, D. K. (1994). <u>Greatness: Who Makes History and Why.</u> New York, NY: The Guilford Press. Simonton writes about the psychology of greatness and uses numerous historical figures who have shaped our culture and society to draw upon as examples. He explores the many aspects of greatness, including genus, creativity, impact of family background, personality, psychopathy, leadership, and more. He attempts to explain how people who go down in history are different from others and what personality traits may predispose certain people to become great world leaders or scientific geniuses.

Chapter two has annotated the major pieces of literature used in gathering information and building the case studies. To see a complete bibliography of autobiographical and biographical literature, see the appendix. Chapter three will discuss the research method, how and according to what criteria the research was gathered, and how the data were formulated once they were gathered.

CHAPTER III: THE RESEARCH METHOD

This project had two main sections. The first section was a qualitative case study of three deviant individuals who had all committed an atrocity. The second section was a study of the planning and implementation of a notorious act or atrocity and a comparison of where the CPS stages could be found in the timeline of events. A case study is a qualitative inquiry that is chosen for specific reasons. Denizen and Lincoln write "A case study is both process of learning about the case and the product of our learning. The name *case study* is emphasized by some of us because it draws attention to the question of what specifically can be learned from the single case." (1998, p. 86). I wanted to analyze each case by looking at specific biographical and autobiographical data, and then further analyze one major life achievement, or in this instance atrocity, for any evidence of each stage of the CPS process. These authors go to on make the point that "We cannot understand this case without knowing about other cases. We may simultaneously carry on more than one case study, but each case study is a concentrated inquiry into a single case." (1998, p. 87). So, for this reason, I chose to select three individuals from which to build case studies.

Finally, before selecting criteria to chose participants, I had to define what the term deviance meant. According to Akers, deviant behavior can be defined as "that which deviates from or violates one or more set of social norms, whatever these may be" (1985, p. 8). He goes on to add that "attention is directed primarily to instances of disapproved behavior considered serious enough to warrant major societal efforts to control them, using strong negative sanctions or treatment-corrective techniques" (1985, p. 9).

Case Selection

Criteria

The next step in building this inquiry involved setting criteria for the selection of participants. After consulting a faculty expert, Dr. Jim Cassandro about the nature of my research, I brainstormed a list of what I wanted to look for when building the case studies. Then I used a convergent technique, Hits and Highlighting, to select the five most promising and valuable criteria which were:

- Each candidate must have created a long-term impact because of his/her deviant actions.
- Each candidate should represent a different genius within a criminal category, i.e., political genius, serial killer, etc. Some overlapping may occur.
- All candidates must have lived between the same historical period, 1900- 1950.
- There must be extensive biographical, and if possible autobiographical, information available on each candidate's life.
- There must be one significant life achievement that fulfills the criteria for defining a notorious event.

Since I would also be analyzing a notorious event or atrocity at the same time, I had to develop criteria for what I was looking for in this type of act. I did not want to choose a case and then find out the atrocity they planned and implemented did not fit the criteria. For this reason, both sets of criteria were developed simultaneously. The three criteria for a notorious act or atrocity were the following:

- This act must show signs of premeditation and extensive planning.
- This act must have remained notorious through decades.

•☐ This act must show some signs of novelty or newness.

   Based on the above sets of criteria, the three selected candidates I chose to build case

studies about and explore how they utilized the CPS process were:

1.☐Adolf Hitler (1889 – 1945) , Political leader

      Notorious act/Atrocity: Attempted extermination of Jewish race

2.   Al Capone (1899 – 1947), Gangster, Businessman

Notorious act/Atrocity: St. Valentine's Day Massacre

3.☐Nathan F. Leopold, Jr. (1904 – 1971), Murderer/Kidnapper, Intellectually brilliant

      Notorious act/Atrocity: The kidnapping and murder of 13 year-old Bobbie Franks

   Now, the next step after selecting the cases was to define what specific biographical and

autobiographical data I would be searching for in each case study. Again, after consulting Dr.

Cassandro about the nature of my research, after analyzing the criteria Gardner used to build

profiles on Freud, Einstein, Picasso, Stravinsky, T.S. Eliot, Martha Graham, and Gandhi in

Creating Minds, and after brainstorming a divergent list and then converging, I grouped the

information I would be looking for in the following manner:

1.☐**Family Influences:**
Occupation of parents

      Relationship with parents☐
      Family income☐
      Religious affiliation☐
      Birth order☐
      Patterns of abuse within the family☐
      Deaths in the immediate family☐

2. **Childhood/Adolescent Influences:**

Level of education

    Intellectual strengths□
    Hobbies□
    Role models□
    Job history□
    Criminal history□
    Any apparent childhood trauma (major illness, accident or death of a loved one)□

3. **Personality Traits**
    Self described□
    Assigned by others□
    Personality traits influenced by the onset of tertiary syphilis□

4. **Life Patterns:**
    Evidence of peaks and valleys in productivity□
    Possible major breakthroughs at ten-year intervals□

In addition, since I would be immersed in searching for this biographical and autobiographical data, I also made it a point to highlight any information I could find on the actual planning and implementation of the notorious act or atrocity that had already been identified. Then, once I had gathered all my data, I would just have to go back to organize and evaluate it.

There were some issues concerning credibility and reliability that I kept in mind as I conducted my research. It was important to note Denizen and Lincoln's caution: 'The stories that tell history are always biased; none can ever document 'the truth'." (1998, p. xix) In addition, when considering autobiographical work, these authors warn that what one learns from an autobiography should become an exercise in critical judgment because "The very act of writing forces a self-examination that changes both the self and quite possibly the life as well." (1998, p. 189). An finally, Merriam writes in <u>Qualitative Research and Case Studies:</u>

Application in Education that although case studies are rich and thick in description, a limitation may be that case studies "oversimplify or exaggerate a situation, leading the reader to erroneous conclusions about the actual state of affairs" (1998, p. 42). With these warnings in mind, I began an extensive literature search on the three cases and began the task of reading, analyzing and sorting what would become my data.

Organizing Data

After all the data had been collected, I relied on triangulation to enhance internal validity. This basic strategy can be defined as "using multiple investigators, multiple sources of data, or multiple methods to confirm the emerging findings" (Merriam, 1998, p. 204). So, using data triangulation, I was able to analyze data for similarities and differences among the biographical and autobiographical findings. Patterns began to emerge that encompassed all three case studies, as well as some notable similarities and differences. All the findings from the criteria were organized into charts to make it visually easier to read and identify the similarities and differences. Once specific themes were found among the data, a second set of charts was created for easier readability, showing emergent similarities and differences.

Next, timelines of the notorious acts or atrocities developed, based on historical narratives and resources. Then, the five stages of CPS were defined and abbreviated (M-F Mess Finding, D-F Data Finding, P-F Problem Finding, I-F Idea Finding, S-F Solution Finding, and A-C Acceptance Finding) and compared to the timelines (Isaksen, Dorval, Treffinger, 1984). A Likert scale was created showing a continuum: 1 represented minimal evidence of a CPS stage, 2 represented some evidence of a CPS stage, and 3 represented strong evidence of a CPS stage. Theoretically, any CPS stage could have a 1, 2 or 3 attached to the abbreviation. For example, "IF 1" would mean that there was evidence of idea-finding found in the timeline for a

particular atrocity but it was minimal, while "IF 3" would mean that strong evidence of idea-finding was found.

Once all timelines of the planning and implementation of the Holocaust, the St. Valentine's Day Massacre, and the kidnapping and murder of Bobbie Franks were compared to the CPS stages using a Likert scale for a continuum, all possibilities were calculated and then counted for each specific timeline. For example, in Mess-Finding, all possibilities were M-F 1, M-F 2, and M-F 3. After all possibilities were counted for each individual case and tallied, all possibilities for all three timelines were merged to see overall, where the highest concentration of CPS stages could be found in the planning and implementation of an atrocity. All data were prepared in graphs with keys for understanding abbreviations and the Likert scale.

It is important to note that the timelines for each case varied. For example, the planning and implementation of the St. Valentine's Day Massacre only spanned approximately three months, while the kidnapping and murder of Bobbie Franks spanned approximately eight months, and the Holocaust spanned approximately 26 years. When combining the data for all three timelines, the evidence of CPS stages gathered during the Holocaust heavily skewed the other timelines because there was just so much more evidence of the stages over the 26 year period. Although I acknowledge this skewed perception, I still believe the findings of the three merged timelines to be transferable. To be able to see the implementation and action over time provided more opportunities for depth and elaboration in the Hitler case.

This chapter gave an overview of the qualitative research methodology used during research, how the case studies were selected and developed, and how the data was organized and reported. Chapter IV will report the findings from the autobiographical and biographical

data, while Chapter V will report the findings found when the timelines of atrocities were

compared with the CPS stages.

CHAPTER IV: REPORT OF FINDINGS FROM AUTOBIOGRAPHICAL AND
BIOGRAPHICAL DATA

Chapter III explained the research plan involved in conducting the case studies, collecting autobiographical and biographical data, and isolating a major life achievement to determine what type of relationship, if any, existed between CPS and great atrocities. This chapter will provide a description of data collection in the form of a narrative summary, along with numerous charts and graphs to identify emergent themes.

Because autobiographical and biographical data were the first to be collected, similarities and differences among these data will be the first examined. Four main categories were developed to organize specific types of criteria: (1). Family Influences Based on Autobiographical and Biographical Data; (2). Childhood and Adolescent Influences Based on Autobiographical and Biographical Data; (3). Personality Traits Based on Autobiographical and Biographical Data; and (4). Life Patterns Based on Autobiographical and Biographical Data (see Figures 1.1 – 1.4). Once all the data were collected in each of these categories, similarities and differences were identified (see Figure 2.1 which shows key similarities among all the data and Figure 2.2 which shows key differences among all the data).

Family Influences Based on Autobiographical and Biographical Data			
Table 1.1			
Criteria	Hitler	Capone	Leopold
Occupation of parents	Alois - customs inspector. Klara, Alois's 3rd wife, - serving girl then housewife	Gabriele - grocer then a barber, Theresa - a seamstress	Nathan, Sr. owned a shipping business, Florence - charitable work
Relationship with parents	Hitler honored and hated his father, loved his mother dearly and was extremely devoted to her	Parents were devoted to their family, Capone idealized them	Father busy with business, mother warm and gentle, Nathan Jr. had great feelings for father and brothers
Family income	Family was poor and lived in poverty during Hitler's childhood	Family was poor, father's earning was minimal. In 1910 average weekly family income was $9 to $11 dollars (Kobler, J. , 1992, p. 19).	Family was wealthy, lived in a wealthy area, drove expensive cars, Nathan Jr. brought up in an overpampered environment
Religious affiliation	Anti - Christian upbringing, Hitler described as a "near atheist" (Victor, G.,1998, p. 21).	Roman Catholic, Capone was noted to have become religious later in life.	Family was Jewish, Nathan Jr. was a self-proclaimed atheist.
Birth order	8 children, Hitler born fifth - due to many infant deaths was raised as an only child for first 5 years of his life	9 children, 7 sons and 2 daughters, Capone was 2nd oldest	3 sons, Nathan Jr. was the youngest
Patterns of abuse	Father was a wife beater, father beat Hitler "daily and severely" (Victor, G., 1998, p. 29).	None noted	Family did not allow Nathan Jr. to use bathroom facilities at school, questionable treatment by governess at an early age.
Deaths in immediate family	Klara's newborn son died, then her 2 yr old first born son and then her 1 yr old daughter. Hitler was born 11/2 yrs later. Edmund, Hitler's brother, died at an early age, when Hitler was 5. Alois died when Hitler was 13. Klara died when Hitler was 18.	Infant sister Rose died, Capone 11 at the time, father died when Capone was 21	Mother died when Nathan Jr. was 17, he blamed himself for her death

Childhood and Adolescent Influences			
Based on Autobiographical and Biographical Data			
Table 1.2			
Criteria	Hitler	Capone	Leopold
Level of education	High school dropout, refused admission to art school	6th grade dropout, high truancy	Attended Harvard School in Chicago, graduated with Bachelor Degree in Philosophy, attended law school
Intellectual strenghts	Military history, geography, painting/drawing, art, architecture, oratorical talent	clerical, good head for business, analytical, strong organizational skills	IQ noted to be 210, superior memory, gifted scholastically, ability to learn languages rapidly
Hobbies	Theater, opera, movies, music, German Shepherds, shot rats as a boy	cards, checkers, opera, pool, gambling, movies, boxing, swimming, golfing	Ornithology, insectology, linguistics, philosophy, history, interested in and studied perversion
Role models	Cowboys, Paul Kruger the Boer, Frederick the Great, Genghis Khan, Wotan, German god of war and death	John Torrio	Wilde, Nietzsche, Clarence Darrow
Job history	Awarded Iron Cross from WWI service, day laborer, painter	Clerk in a candy store, pinball setter in bowling alley, paper/cloth cutter in a bindery, bookkeeper, political boss, gambler, bootlegger, "used furniture dealer"	Made $20 an hour for taking people on bird watching tours
Criminal history	Molestation of a girl, blackmailing, countermailing, conspiracy	Disorderly conduct, arrested 3 times on suspicion of homocide, carrying a concealed weapon	Shoplifting, stole cars, broke windows, set fires, burglaries

Childhood and Adolescent Influences			
Based on Autobiographical and Biographical Data			
Table 1.2 - Continuation			
Childhood and Adolescent trauma	Witnessing abusive parental intercourse, billy goat bite, questionable one testicule,almost killed by father when running away from home, lung ailment	No traumatic events noted, as per brother Ralph (Bergreen,L.,1994, p. 30).	Sickly child, chicken pox, scarlet fever, overactive thryoid gland, adrenal insufficiency, restricted use of tiolet facilities at school causing accidents, mother died when Nathan Jr. was 17, he blamed self for her death

| Personality Traits Based on Autobiographical and Biographical Data ||||
| Table 1.3 ||||
Criteria	Hitler	Capone	Leopold
Personality traits assigned by others	self-loathing, revengeful, grandiose, paranoid, eccentric, fearful, a hypochondriac, inappropriate laughter, awkward, easily embarrassed, egocentric, low self esteem, guilt-ridden, destructive, reckless, learned helplessness, a psychopathic criminal, self-disgust, sexually perverted, severely depressed, evil, a procrastinator, inflexible, stubborn, protected by Fate, extraordinary, yearning to be a savior, moved people deeply with his hysterical style of speaking, extremely private, silent, a genius, a leader, and in his military career brave, heroic and admirable	immature, a heavy drinker, full of rage and frustration, methodical, addicted to cocaine, arrogant, sadistic, evil, guilty of murder, dangerous, cunning, self serving, cynical, vain, promiscuous, hungry for status, the champion of the oppressed, a hero, a father figure, gregarious, likeable, possessed an aura, charitable, ability to evoke mass hallucination, a national phenomena, loveable, harmless, amiable, docile, and while in prison: a model prisoner, cheery, a high degree of intelligence.	arrogant, conceited, antisocial, precocious, inappropriate laughter, evil, smug, a self-satisfied conniver who was the brains behind it, proud of the crime, could lie easily, jealous, uncannily shrewd, selfish, lack of remorse or grief, talked incessantly about self, no feeling of having done anything wrong, pathological tendencies, sexually perverted, impotent, sexually inferior, homosexual tendencies, a mean child, antagonistic, hedonistic, extremely critical of others, paranoid, a fragile personality, infantile in emotions, disintegrated personality, delusional thinking, mentally ill, a desire to be different, one of the smartest and best educated men, a crazy genus, passionate, and brilliant

Personality Traits Based on Autobiographical and Biographical Data			
Table 1.3 - Continuation			
Criteria	Hitler	Capone	Leopold
Self-described personality traits	"Hard, determined" (Hitler, A.,1971, p. 8). "Indifferent at heart" (Hitler, A.,1971, p. 18). "No pity" (Hitler, A., 1971, p. 23). "Enthusiastic about everything that was connected to war" (Hitler, A.,1971, p. 6).	"Human, got a heart in me, am generous, can't stand to see anyone hungry, cold, helpless" (Kobler, J., 1992, p. 227). In emphasizing the devoted family man: "I don't chase women. I'm not much of a drinker. If I could go to Florida and live quietly with my family for the rest of my days, I'd be the happiest man alive" (Bergreen, L.,1994, p. 363).	"Contemplated suicide" (Higdon, H.,1999, p. 153). "An arrogant monster" (Higdon, H.,1999, p. 23). "I cannot understand how my mind worked then. I can recall no feelings of remorse" (Leopold, N.,1958, p. 33). "I was the more conservative, the more cautious, the more timid" (Leopold, N.,1958, p. 39).
Personality traits associated with tertiary syphilis		memory impairment, hallucinations, exaggerated behavior, euphoric, delusional, loss of reasoning abilities	

Life Patterns Based on Autobiographical and Biographical Data			
Table 1.4			
Criteria	Hitler	Capone	Leopold
Evidence of peaks and valleys	"His depression worsened until he stopped taking care of himself. By the age of twenty, he was deep into his first breakdown" (Victor, G.,1998, p. 43). "That despondent and disillusioned period in the men's shelter was a crucial one in Hitler's development...Some have argued that it triggered his metamorphosis from struggling artist and harmless bohemian to the grim hater he became" Feb. 1910, Hitler 21 at the time (Rosenbaum, R.,1998, p. 204). "Germany's surrender-sudden, toatlly unexpected, and uncalled for, as he saw it-was the worst blow of his life. Neither his mother's death nor rejection by the Academy had caused as quick or severe a breakdown as did Germany's collapse" (Victor, G.,1998, p. 56).	"The summer of 1926 was an absolutey critical period in his life…he emerged a far different man" Capone 27 at the time (Bergreen, L.,1994, p. 173). "So he had come, when he least expected, to a major turning point in his career. He could attempt to regain control of his organization, which meant certain death; or he faced oblivion. He would wait" Capone 27 at the time (Bergreen, L.,1994, p. 336).	"Each contemplated suicide. Once, following a quarrel, Leopold had suggested they play a poker game to see which one should commit suicide" (Higdon, H., 1999, p. 154). In prison, in 1930 when being transferred from Statesville Correctional Facility back to Joliet Prison and contemplating escape, Loeplod writes: "If only I could be sure he'd kill me instantly, I'd run. But I was afraid of being paralyzed or permanently crippled. If I wanted to die, I'd better wait and do it myself, so that I could be sure" (Leopold, N., 1958, p. 184).

Life Patterns Based on Autobiographical and Biographical Data			
Table 1.4 - Continuation			
Criteria	Hitler	Capone	Leopold
Evidence of peaks and valleys	In reference to end of WW1, Hitler 29 at the time. "According to an aide, Hitler came near a breakdown during the battle of Stalingrad and, if he had yeilded to the advice of his generals and gone back onhis order of no retreat, he might well have suffered the breakdown." (Victor, G.,1998, p. 207) Hitler 53 at the time. Up until 1941 Hitler is seen as "cautious and calculating". After that point "he becomes so overcome with belief in himself, in his destined invulnerability that he destroys himself." (Rosenbaum, R.,1998, p. 90)		
Breakthroughs at ten year intervals	Since 1923, Hitler had been regarded as "kind of a crank, far outside the mainstream" but by 1932 he was a serious contender for the presidency. A nine year interval. (Rosenbaum, R.,1998, p. 100).	Apprenticeship with Johnny Torrio for approximately 7 years, from 1914 through 1921. "And Capone had managed to rise to his position of eminence within a span of only seven years, before he turned thirty" (Bregreen, L.,1994, p. 300).	"In 1934 I was thirty years old and I had been in prison ten of those thirty years. I had become, in many ways, a different man from the boy I had been. The central fact of my psychology was remorse-regret for the terrible thing I had done" (Leopold, N.,1958, p. 239).

Emergent Similarities

Key similarities found in analyzing all the autobiographical and biographical data emerged as the following: all participants in the case studies idealized and were devoted to their mothers; each had lost at least one parent by the age of 21; and finally, each had committed crimes and all had served time in prison. Themes among personality traits also emerged: all were considered to be highly intelligent or of genius caliber; all were accused of being guilty of murder; and all were deemed evil by others. In addition, there was evidence of paranoia or delusional thinking in each person; all shared some form of sexual perversion or sexual promiscuity; and lastly, all were considered to be grandiose or egocentric.

Devotion to Mothers

In regard to the first notable similarity - a devotion to their mothers – Simonton's work is helpful. He discussed the issue of a mother's influence on the famous in their youth in <u>Greatness: Who Makes History and Why</u>. When discussing Freud he wrote: "He certainly was his mother's favorite. Freud later remarked that 'if a man has been his mother's undisputed darling he retains throughout life the triumphant feeling, the confidence in success, which not seldom brings actual success along with it' " (1994, p. 149). Also, Simonton mentions Alfred Adler in conjunction with Freud and remarked that "Both were Mama's boys who could do no wrong; both did everything possible to live up to parental expectations" (1994, p. 149). Gardner also wrote about this impact on Freud in <u>Creating Minds</u> when he discussed the crucial contributions of a mother –type figure on early years in one's life: "He received and maintained special attention from his mother, who lived until Freud was over seventy" (1993, p. 51).

This is very evident in Hitler's devotion to his mother until her death, in Capone's respect and care for his mother until her death, and in the psychological impact of Leopold's mother's

death. The latter was described as "warm and gentle (Higdon, H., 1999, p. 66) and her death when Leopold was only 17 also meant there was no longer a woman in the Leopold household.

Much has been written about the impact of the loss of a parental figure during childhood or adolescence. In The Price of Greatness, Ludwig writes that "Various developmental theories of eminence point to certain traumatic events during childhood, such as the loss of a parent, as the basis for later achievement and mental illness" (1995, p. 35). He also writes that "the long-term significance of the loss of a parent, while traumatic at the time, largely has to do with the significance the child attributes to the loss and its subsequent impact on the child's life"(1995, p. 40). Victor writes in Hitler: The Pathology of Evil that when his mother died, "Adolf had lost his purpose in life. Klara had been the main person for whom he had performed, the special one who appreciated his uniqueness and, despite her doubts, encouraged his artistic dreams" (1998, p. 41). Also, Rosenbaum wrote about the doctor who treated Klara during her cancer: " 'I have never seen a boy so saddened,' Dr. Bloch would say later. Adolf's suffering was intense. And transformative" (1998, p.244). Bergreen writes about the impact of Capone's father's death: "The death of Gabriel marked the end of Al's legitimate career. It is possible that the sudden absence of parental authority made the young Capone free to abandon his bookkeeping job and his carefully acquired aura of respectability. In any event, he resumed his relationship with Johnny Torrio…" (1994, p. 57). Lastly, in Leopold's case, his mother died relatively young after having suffered ill health from the time of his birth. Higdon writes "Nathan was seventeen at the time of his mother's death in 1922. It had a profound effect on him" (1999, p. 66) and "After his birth Nathan blamed himself for his mother's illness, reasoning that if he had not been born, she would have lived" (1999, p. 197). These finding suggest that all three case studies were profoundly impacted during formative years by the loss of at least one parent.

Criminal History

All participants also showed a somewhat lengthy criminal history and all had served sentences in prison. Because of the criterion involved in selection of cases, this similarity was to be expected. When discussing relationship to authority, Ludwig writes that "To a large extent, we should expect that people who do not conform to social standards will not tolerate well the opinions of those in positions of authority different from their own. This tendency for individuals to chafe under the constraints of established authority should be more marked in those professions that rely on novelty, innovation, and discovery…" (1995, p. 67). Hitler obviously did not tolerate well the opinions of others, Capone did not conform to the traditional businessman of Chicago in the 1920's and Leopold was considered proud of his crime and stated, "Why, we even rehearsed the kidnapping at least three times, carrying it through in all details, lacking only the boy we were to kidnap and kill." (Higdon, H.,1999, p. 126). All participants show an evident conflict with established authority and problems with encounters of the law.

Personality Traits

When taking a closer look at personality traits, some similarities become evident. All of the people in the case studies were considered to be highly intelligent or of genius quality. In fact, Leopold's IQ was reportedly 210 (Higdon, H., 1999, p. 8). Simonton wrote "Let us begin with the 'nurture' position that genius is made rather than born. Intuitive geniuses are more rhapsodic, irrational, romantic, impulsive, and spontaneous. They are guided more by flashes of often unjustified and always unpredictable insights. They exhibit a profound distaste for any authority that exerts conformity pressures on their chaotic explorations and enthusiasms" (1994,

p. 174). Hitler was eccentric and reckless, Capone showed impulsively, especially after the onset of tertiary syphilis, and Leopold was passionate and brilliant, possibility fitting the profile of intuitive geniuses.

All were also accused of being murderers and were deemed evil by others. Simonton wrote "For ages, we have judged history in moral terms." (1994, p. 260). He cites the work of Lawrence Kohlberg who argued for the existence of six main moral stages, those operating at Stage 6 display a higher level of morality than someone thinking at the lower levels. Stage 1 consists of obedience and punishment, which is described as "People (primarily children) obey those who have the power to punish them for transgressions against given rules. Because they are arbitrary rather than rational, they have no moral power" (1994, p. 261). Hitler suffered severe beatings by his father's hand. Victor writes: "Apparently there were no major issues between Alois and Adolf at first. Adolf was beaten mainly because Alois harbored rage, which he took out on his family, particularly on his sons. Adolf learned scapegoating by example and painfully, being beaten for what he was, not necessarily for what he did" (1998, p. 29). Because of his history of repeated and severe abuse, it is a possibility that Hitler operated at a primitive stage of morality that may have influenced his thinking and decisions later in life.

Stage 2 consists of individualism, instrumental purpose, and exchange. "Ethical decisions are guided solely by what enables people to increase their pleasure and decrease their pain. Because they recognize others as equally impelled by hedonistic goals, they are willing to enter reciprocal exchanges" (Simonton, D., 1994, p. 261). Capone was considered self-serving and was exceeding an income of 100 million a year in 1929 (Bergreen, L., 1994, p. 299), which implies that besides being a shrewd businessman, he was making decisions that allowed him to maintain a certain hedonistic lifestyle. Leopold denied any feelings of remorse for his crime

until later in his life. The psychiatrists who interviewed him prior to his trial wrote " Leopold denies any feelings of remorse at having committed this crime. He states that he has no feeling of having done anything morally wrong as he doesn't feel that there is any such thing as morals in the ordinary sense of the word. He maintains that anything that gives him pleasure is right, and the only way in which he can do any wrong is to do something which will be unpleasant to himself." (Hidgon, H., 1999, p. 155). I would make the case that both Capone and Leopold also operated at lower moral stages, probably near Stage 2. Therefore, operating at lower levels of morality may have set the stage for murders to be committed and others to label Hitler, Capone, and Leopold as murderers and as being evil.

<u>Evidence of Mental Illness</u>

There is also evidence that all three case studies showed some type of mental unbalance in the form of paranoia or delusional thinking. Ludwig writes when discussing the relationship between mental illness and eminent people: "Although intriguing, speculations of this sort are justified only if it has been established that mental illness is common among the eminent. Except for results of more recent studies on writers and artists, including my own on women writers, the past studies on eminent persons, although plagued by numerous methodological flaws, reported very low rates of mental illness, ranging from about 2 to 10%…" (1995, p. 128). He also mentions in his preface that "Anecdotal accounts of emotional difficulties in famous people prove nothing. It is equally possible to find countless other examples of extraordinary artists, writers, poets, performers, etc. who seem to have led reasonably 'sane', emotionally stable lives. As long as many people within the creative professions seem to be mentally healthy, we cannot claim that mental illness is necessary for creative achievement" (1995, p. 3). In Capone's case, delusional thinking seems to appear at the onset of tertiary syphilis when noticeable changes

were documented about his behavior in the form of severe mood swings and spontaneous

rages. Hitler was considered a "pronounced hypochondriac" (Victor, p. 65), had numerous

breakdowns, suffered from depression and had "a paranoid understanding of what is really going

on and thoughts of vengeance" (Victor, p. 37). Psychiatrists who evaluated Leopold prior to his

trial remarked that he "has a paranoid personality, a disintegrated personality, and an established

pathological personality." (Higdon, H., 1999, p. 216).

Could it be possible that the mental illness found in these case studies is connected to

deviance? In Deviant Behavior, Akers (1985) discussed mental illness and wrote: "…the bizarre,

unusual, and inappropriate behaviors are merely symptoms of an underlying psychic disease

within the individual. Just as physical pain, high blood pressure, and fever are signs of the body's

attempt to control infection or a physical ailment, certain behavior, including some physical

ailments, is believed to be a sign of some disturbance in the proper functioning of the psyche.

Experiences in infancy and childhood are seen as primarily the most important molders of

psychic materials." (1985, p. 312). He goes on to add "Abnormal behavior, including criminal

and delinquent behavior, sexual deviations, alcoholism, and all types of mental illness, are

manifestations of unhealthy resolutions of psychic problems" (1985, p. 312). He makes the case

that individuals attempt to deal with the problem, which is healthy and functional, but they seek

unhealthy resolutions. This can be seen in the methods Hitler uses to overtake the Jewish people,

in how Capone attempts to make an income as a bootlegger, and in how Leopold attempts to

commit the perfect crime.

Sexual Perversion and Promiscuity

In addition, all three case studies showed some type of sexual perversion or promiscuity. Although sexual promiscuity for a man may not be considered deviance during Prohibition and the Roaring 1920's, Akers states that: "The following kinds of sexual behavior tend to be defined as deviant in American society: (1) heterosexual deviations such as prostitution, incest, promiscuity, group orgies, and violent or forcible sexual attack like rape; and (2) adult homosexual deviation by both males and females, …" (1985, p. 180). Capone had numerous mistresses and supposedly contracted syphilis at a very early age, possibly from a prostitute (Bergreen, 1994). Hitler was considered to have "an unnatural sexuality" (Rosenbaum, R., 1998, p. 110) and to be sexually perverted. Prior to his trial doctors reported that Leopold had "very definite homosexual tendencies which had been part of his makeup for many years. He was to have the privilege of inserting his penis between Loeb's legs at special dates…if they continued their criminalistic activities together" (Higdon, H., 1999, p. 214). This may have led to the motive, answering in part why Leopold cooperated in the kidnapping and murder, but Leopold denied any accusations of homosexuality in his autobiography Life Plus 99 Years, written many years later after the death of Loeb.

Grandiosity and Egocentrism

Lastly, all cases seem to share the trait of grandiosity or egocentrism. Simonton, when discussing the importance of personality writes: "One type of nonbeliever maintains that all humans are effectively the same; whatever individual differences exist are trivial, transient, or superficial. This position is that favored by many cognitive psychologists who seek to understand the universal mind" (1994, p. 247). It is a possibility that these participants all shared this same trait because of their environment. Hitler rose to a high position of political power where he had

complete control, Capone was making almost 100 million a year in 1929, and Leopold was raised in an imposing house in an upscale area of Chicago and was pampered throughout childhood and adolescence. Their backgrounds may have helped bring this particular personality trait to the forefront and circumstances allowed them to express it freely.

Similarities found in autobiographical and biographical data: An overview
Figure 2.1

Criteria	Hitler	Capone	Leopold
Occupation of parents	none	none	none
Relationship with parents	All idealized and were devoted to mothers		
Family income	none	none	none
Religious affiliation	none	none	none
Birth order	none	none	none
Patterns of abuse	none	none	none
Deaths in immediate family	By the age of 21, each had lost at least one parent		
Level of education	none	none	none
Intellectual strengths	none	none	none
Hobbies	none	none	none
Role models	none	none	none
Job history	none	none	none
Criminal history	Each had committed crimes, all case studies served time in prison		
Childhood and Adolescent Trauma	none	none	none
Personality traits	genius guilty of murder evil evidence of paranoia sexually perverted egocentric	high degree of intelligence guilty of murder evil evidence of delusional thinking sexually promiscuous grandiose	"a crazy genius" guilty of murder evil evidence of delusional thinking sexually perverted grandiose
Evidence of peaks and valleys	none	none	none
Breakthroughs at ten-year intervals	none	none	none

Emergent Differences

As for differences found in autobiographical and biographical data, there also appeared to

be some emergent themes (see Figure 2.2). The following areas of criteria were found to be

different in each case study: 1. occupations of parents; 2. birth order;   3. intellectual strengths;

and 4. hobbies and role models. When considering relationships with parents, Hitler reportedly

hated his father, while Capone and Leopold both had good relationships with their fathers.

Family income was somewhat poor for both Hitler and Capone, while Leopold lived a wealthy

lifestyle in an upscale neighborhood in Chicago. There were also reports of abuse and

questionable treatment in Hitler and Leopold's childhood, but none reported in Capone's

upbringing. Hitler and Capone suffered the loss of siblings while growing up, while Leopold did

not. Both Hitler and Capone were high school dropouts, while Leopold achieved a Bachelor's

Degree and went on to law school. Both Hitler and Capone were blue-collar workers for a time;

the only job Leopold held was conducting tour guides for bird watchers at his convenience. Both

Hitler and Leopold were reportedly suicidal, while there is no mention of Capone ever being

suicidal. Lastly, as for breakthroughs at ten-year intervals, Hitler seems to achieve a

breakthrough in politics after only nine years, Capone had a seven-year interval before rising to a

position of eminence, and Leopold had a ten-year interval before finally expressing remorse for

his crime.

When looking more closely at the differences found in personality traits, there appeared

to be some overlap between cases. Hitler and Leopold both seemed to have no pity or be able to

express remorse for their actions while Capone did. They were both extremely private or

considered antisocial, while Capone was completely outgoing and gregarious. They both had low

self-esteem or were insecure while Capone was not, and they were both depressed and

contemplated suicide while Capone was described as "Cheery" while serving time in prison (Kobler, p. 262).

There was also some overlapping noted between Hitler and Capone. Both seemed to be able to move people deeply, either with their style of speaking, their personality or aura, while Leopold did not. Both yearned to be a savior or to be the champion of the oppressed, while Leopold did not. Finally, both were seen as heroic, while Leopold was not. The numerous differences and overlaps between personality traits, self-described and assigned by others, leads me to question if there is any set pattern for differences found in personality traits that would enable a researcher to conclude with any amount of certainty that specific differences may lead to deviance, or for that matter creativity.

In conclusion, the autobiographical and biographical data collected helped to provide insight into the participants' lives and backgrounds. This data also helped to shed light on the eventual atrocities committed and may answer some questions as to why the participants were motivated to do what they did. Most importantly, though, this data helped to examine specific areas of criteria to see if any similarities or differences emerged. Chapter V will report the findings of evidence of occurrences of CPS process in planned and implemented atrocities.

Differences found in autobiographical and biographical data: An overview			
Figure 2.2			
Criteria	Hitler	Capone	Leopold
Occupation of parents	civil servant, serving maid	barber and seamstress	shipping business owner and charity worker
Relationship with parents	hated father	had a good relationship with father	had a good relationship with father
Family income	poor	poor	wealthy
Religious affiliation	atheist	Roman Catholic	atheist
Birth order	born 5th but raised as an only child for first five years	born 2nd	youngest of three boys
Patterns of abuse	beaten by father	none	questionable treatment by governess
Deaths in immediate family	loss of sibling(s) at an early age	loss of sibling(s) at an early age	none
Level of education	high school dropout	high school dropout	Bachelor Degree plus law school
Intellectual strengths	history, geography, architecture	business	superior memory, linguistics
Hobbies	German Shepherds	gambling, boxing, swimming, golfing	ornithology, insectology, linguistics
Role models	military figures	personal friend who was his mentor	philosophers and writers
Job history	military service, blue collar worker, held a political postion	blue collar worker, gambler, underworld political boss	tour guide for bird watchers
Criminal history	possibly particpiated in the deaths of over 6 million people	possibly participated in the deaths of numerous individuals	participated in the death of one person
Childhood and Adolescent Trauma	physical and emotional abuse, physical ailments	none	emotional abuse, numerous physical ailments
Personality traits	no pity moved people deeply with hysterical style of speaking extremely private grandiose low self-esteem severely depressed yearned to be a savior heroic	ability to evoke mass hallucination very social grandiose arrogant cherry seen as the champion of the oppressed seen as a hero	lack of remorse antisocial insecure arrogrant depressed
Evidence of peaks/valleys	suicidal	none	suicidal
Breakthroughs at ten-year intervals	9 year interval before becoming a serious political contender	7 year interval before obtaining a position of eminence	10 year interval before expressing remorse for his crime

CHAPTER V: REPORT OF FINDINGS FROM EVIDENCE OF OCCURRENCES OF CPS PROCESS IN PLANNED AND IMPLEMENTED ATROCITIES

Chapter IV provided a description of data collection in the form of a narrative summary, along with numerous charts and graphs which identified emergent themes in autobiographical and biographical information for all three case studies. Chapter V will identify the stages of CPS in selected atrocities and show the breakdown of the CPS stages throughout the planning and implementation of these atrocities.

When looking for key evidence of the six stages of CPS in these selected atrocities, a condensed and paraphrased description from Isaksen, Dorval and Treffinger was used (1994). They call the first component of Creative Problem Solving Understanding the Problem that includes Mess-Finding, Data-Finding, and Problem-Finding as stages within. The second component of CPS is Generating Ideas and contains the Idea-Finding stage. Their final component of CPS is Planning for Action which includes Solution-Finding and Acceptance-Finding.

The goal of Mess-Finding was "to conduct a general search to identify broad challenges and opportunities that may exist in a particular task or situation." Also the person must have "ownership and set the direction for problem solving" (1994, p. 188). Some stems found in this stage may start with "Wouldn't it be nice if…", "I wish…" and "Why don't we…" (1994, p. 194).

Data-Finding was described as having an aim to "develop an improved sense of understanding of the current situation through data, information, impressions, opinions, and questions and then identify key data to pinpoint and interpret critical issues." (1994, p. 188). An

important way to gather more knowledge than simply facts is to ask Who? What? Where? When? and How? (1994, p. 189).

Problem-Finding's goal is "to identify pathways to take a close look at gap(s) between a current level of understanding and what the future should look like" (1994, p. 188). Some stem statements used in this stage are How to…? How might I…? And In what ways might I…? (1994, p. 189).

Idea-Finding's goal is to generate "many, varied, and unusual ideas from problem statements that have already been formulated" (1994, p. 231). A stem statement often used in this stage is How to…? An effort is made to "seek quantity, but there is also a deliberate effort to generate ideas that draw on new perspectives or points of view, to challenge any assumptions and to break away from habit-bound thinking, and to think of ideas that will be unique or unusual." (1994, p. 232).

Solution-Finding's goal is to "focus on analyzing, evaluating and strengthening promising option." (1994, p. 270). This may involve screening and analyzing options, making decisions about possible alternatives, and strengthening tentative solutions. Some common stem statements found in this stage are Will it…? Will they…? To what extent will it…? (1994, p. 271).

The last stage is Acceptance-Finding whose goal is to "generate and identify key sources of assistance and resistance in the situation (1994, p. 217). This stage also focuses on "developing and sequencing action steps for implementing the solution." (1994, p. 271). Some common stem statements used in this stage are "What I see myself doing is…? And who will do what by when? (1994, p. 217).

When looking at all three case studies, I saw that that Acceptance Finding was found most often, specifically a total of 95 times in all three atrocities (see Figure 3.3). It is important to state, however, that the planning and implementation of the Final Solution skews these numbers because this atrocity spanned 26 years and naturally had more evidence of the CPS stages because of its duration, 167 occurrences to be exact. In contrast, according to narrative and autobiographical works, the planning and implementation of St. Valentine's Day Massacre spanned only a two months and had a total of 9 occurrences, while the planning and implementation of the Kidnapping and Murder of Bobbie Franks spanned only eight months and had a total of 23 occurrences (see Figures 3.1 and 3.2). Having stated that, when evidence of occurrences of the stages of CPS process are combined from all three cases, Acceptance-Finding was found 95 times, Idea-Finding was found 54 times, Solution-Finding was found 31 times, Problem- Finding was found 14 times, Data-Finding was found 5 times, and there was zero evidence of Mess-Finding found. To sum up, the strongest evidence of stages in the CPS process appeared to be found in Acceptance-Finding, Idea-Finding, and Solution-Finding when the results from the planning and implementation of all three atrocities are combined. It is also important to note the deliberateness of the thinking. For example, all case studies showed evidence of thinking of ways to make their atrocities successful by overcoming resistors and finding strong assistors. There is clearly present a certain deliberateness in their thinking to make the atrocity successful, and this is evident to a strong degree in all three situations.

Data Display of Evidence of Occurences of CPS Process
in All Three Planned and Implemented Atrocities
Figure 3.1

Key: Mess-Finding (M-F) the goal is to conduct a general search to identify broad challenges or opportunities, clarifies the focus
Data-Finding (D-F) develops an improved sense of understanding of current situation by gathering data, information, etc
Problem-Finding (P-F) identifies pathways to take to close gaps between current situation and desired situation
Idea-Finding (I-F) produces new ideas from problem statements; provides novel and new ideas for solving a problem
Solution-Finding (S-F) focuses on analyzing, evaluating and strengthening promising options; strengthens tentative solutions
Acceptance-Finding (A-F) generates and identifies key sources of assistance and resistance; focuses on action steps
Likert Scale Key: (1) shows minimal evidence, (2) shows some evidence), (3) shows strong evidence

	MF 1	MF2	MF 3	DF 1	DF2	DF3	PF1	PF2	PF3	IF1	IF2	IF3	SF1	SF2	SF3	AF1	AF2	AF3
The Final Solution 1919-1945	0	0	0	0	0	1	0	2	1	1	20	13	2	13	8	0	17	50
St. Valentines Day Massacre I/1929-2/1929	0	0	0	0	0	2	0	0	1	0	2	1	0	2	0	0	0	1
Kidnapping and Murder of Bobbie Franks 11/1923-5/1924	0	0	0	0	0	2	0	1	0	4	11	0	1	1	0	2	1	0

	MF	DF	PF	IF	SF	AF	Total
The Final Solution 1919-1945	0	1	3	34	23	67	128
St. Valentines Day Massacre I/1929-2/1929	0	2	1	3	2	1	9
Kidnapping and Murder of Bobbie Franks 11/1923-5/1924	0	2	1	15	2	3	23
Totals	0	5	5	52	27	71	

Data Display of Evidence of Occurences of CPS Process
in Each Individual Planned and Implemented Atrocity
Figure 3.2

A

B

C
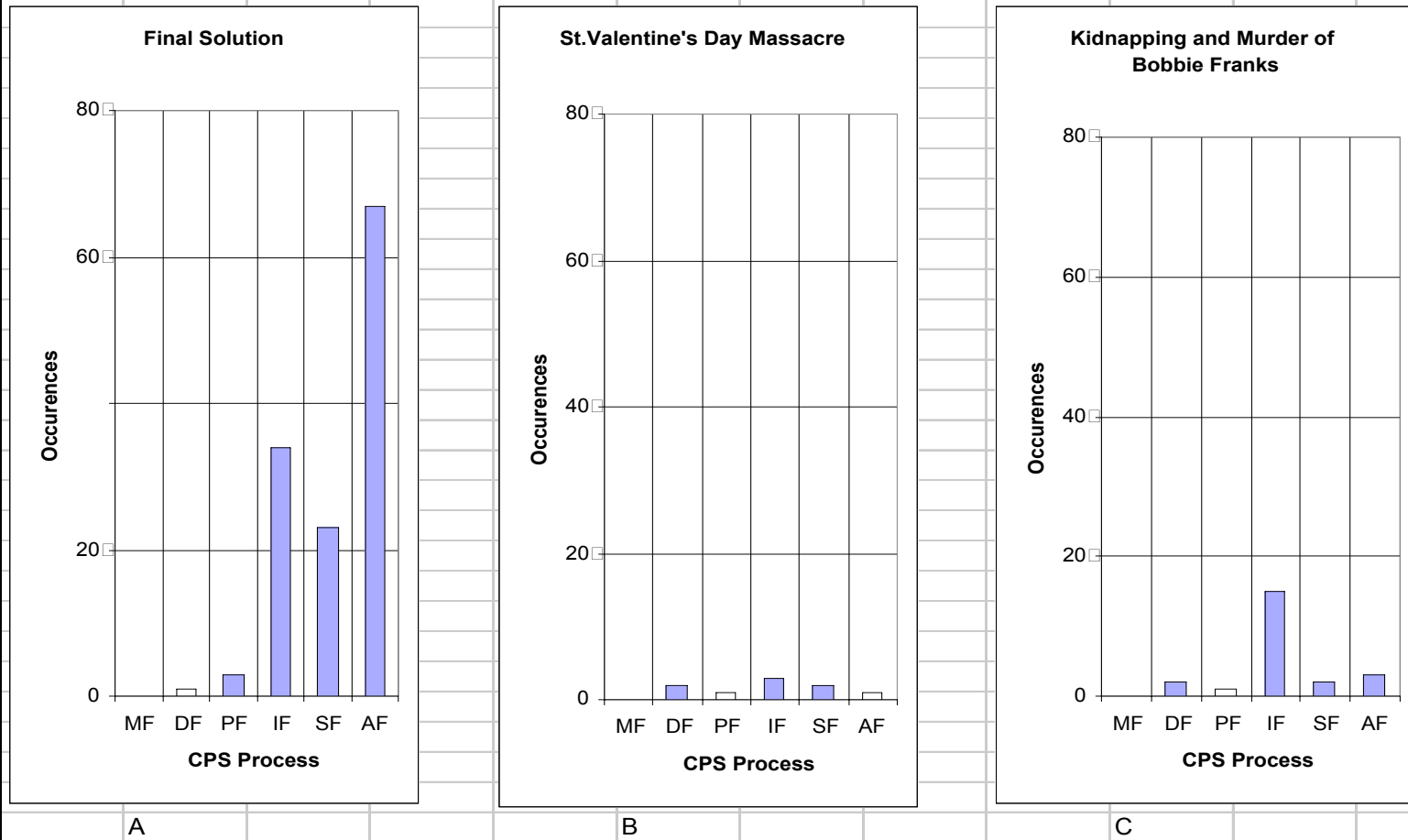
Data Display of Evidence of Occurrences of CPS Process
in All Three Combined Planned and Implemented Atrocities
Figure 3.3

	MF	DF	PF	IF	SF	AF
The Final Solution 1919-1945	0	1	3	34	23	67
St. Valentine's Day Massacre I/1929-2/1929	0	2	1	3	2	1
Kidnapping and Murder of Bobbie Franks 11/1923-5/1924	0	2	1	15	2	3
Totals	0	5	5	52	27	71

All Three Atrocities Combined
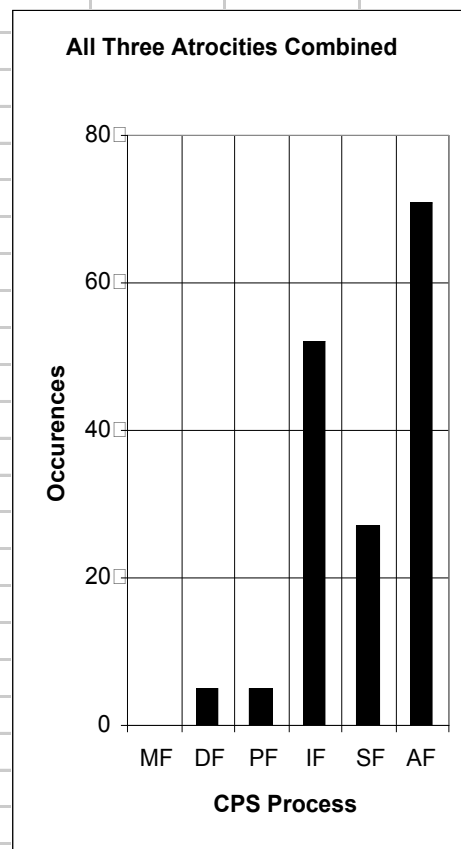
No Evidence of Mess Finding

It is important to note that the Mess Finding stage is more tacit and internal and does not become deliberate and articulated until one uses CPS. Once this stage is made more deliberate, ideas are easier to spot explicitly because they can be traced back from implementation. Pointing out that implementation is the most explicit part and the most visible, and given the characteristics of Mess Finding, it is not surprising that there was no evidence of this stage. In addition, lack of this stage is outside the scope and design of this project.

One reason no evidence of Mess Finding was found could be that there just simply was no documentation of this stage because of its rather elusive and broad aspects. Isaksen, Dorval, and Treffinger define Mess-Finding as "general opportunities or challenges that might exist within a domain. A mess is a broad, fuzzy, and ill-defined challenge, opportunity, concern, or goal." (1994, p. 191). By the time documentation and narrative work had been written about the three atrocities, evidence suggests that all three case studies seemed to have generated a somewhat clear mess statement by themselves and already seemed focused on collecting data. For example, if Hitler looked at the situation as follows he may have generated a mess statements such as "If I had my way, I would exterminate all Jews"; Capone may have thought "It would be great if we could plan a novel attack on the Moran gang"; Leopold may have thought "I wish I could commit the perfect crime." but there is no documented evidence of this stage.

When looking separately at each atrocity, evidence of the CPS stages can be seen more clearly (see Figure 3.1 and 3.2). To begin, obviously The Final Solution had the

most evidence because of the span of time for planning and implementation, with a total of 167 occurrences of the CPS stages found. When the entire 167 occurrences are broken down into ratios and contained within the stages of CPS, one gets a better idea of how the thinking is distributed (see Figure 3.4). Acceptance-Finding ranked the highest, with 91 occurrences, Idea-Finding ranked the second highest with 36 occurrences, Solution-Finding ranked the next highest with 27 occurrences, followed by Problem-Finding with 12 occurrences, and finally Data-Finding with one occurrence.

The second atrocity, St. Valentine's Day Massacre, only had a total of 9 occurrences in its two-month period of planning and implementation (see Fig. 3.5 for a break down by ratio). Idea-Finding was greatest with 3 occurrences, followed by Solution-Finding and Data-Finding each with 2 occurrences, and finally Acceptance-Finding and Problem-Finding, each with one occurrence.

The final atrocity, the Kidnapping and Murder of Bobbie Franks, had a total of 23 occurrences during its eight months of planning and implementation (see Fig. 3.6 for a breakdown by ratio). Idea-Finding ranked highest with 15 occurrences, Acceptance-Finding ranked second highest with 3 occurrences, followed by Solution-Finding and Data-Finding, each with 2 occurrences, and finally Problem Finding with only one occurrence. The following and final chapter will discuss the implications of this research and suggestions for further research.

Ratio Chart Showing Evidence of Occurrences of CPS Process
for the Final Solution
Figure 3.4

The Final Solution Ratio

MF
0%

DF
1%

PF
7%

IF
22%

SF
16%

AF
54%
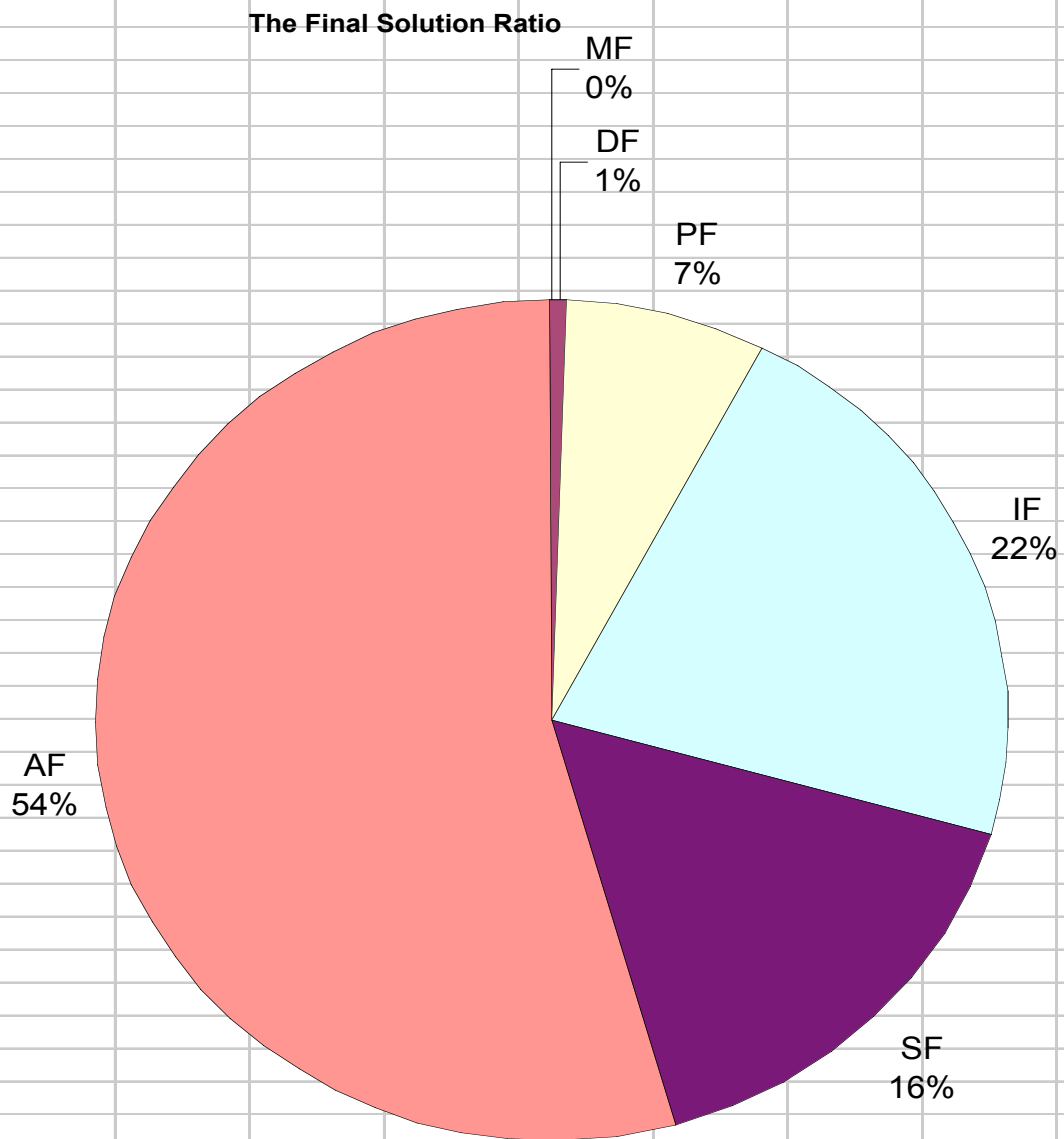
Ratio Chart Showing Evidence of Occurrences of CPS
for the St. Valentine's Day Massacre

Figure 3.5

St. Valentines Day Massacre

MF
0%

AF
11%

DF
22%

SF
22%

PF
11%

IF
34%

48
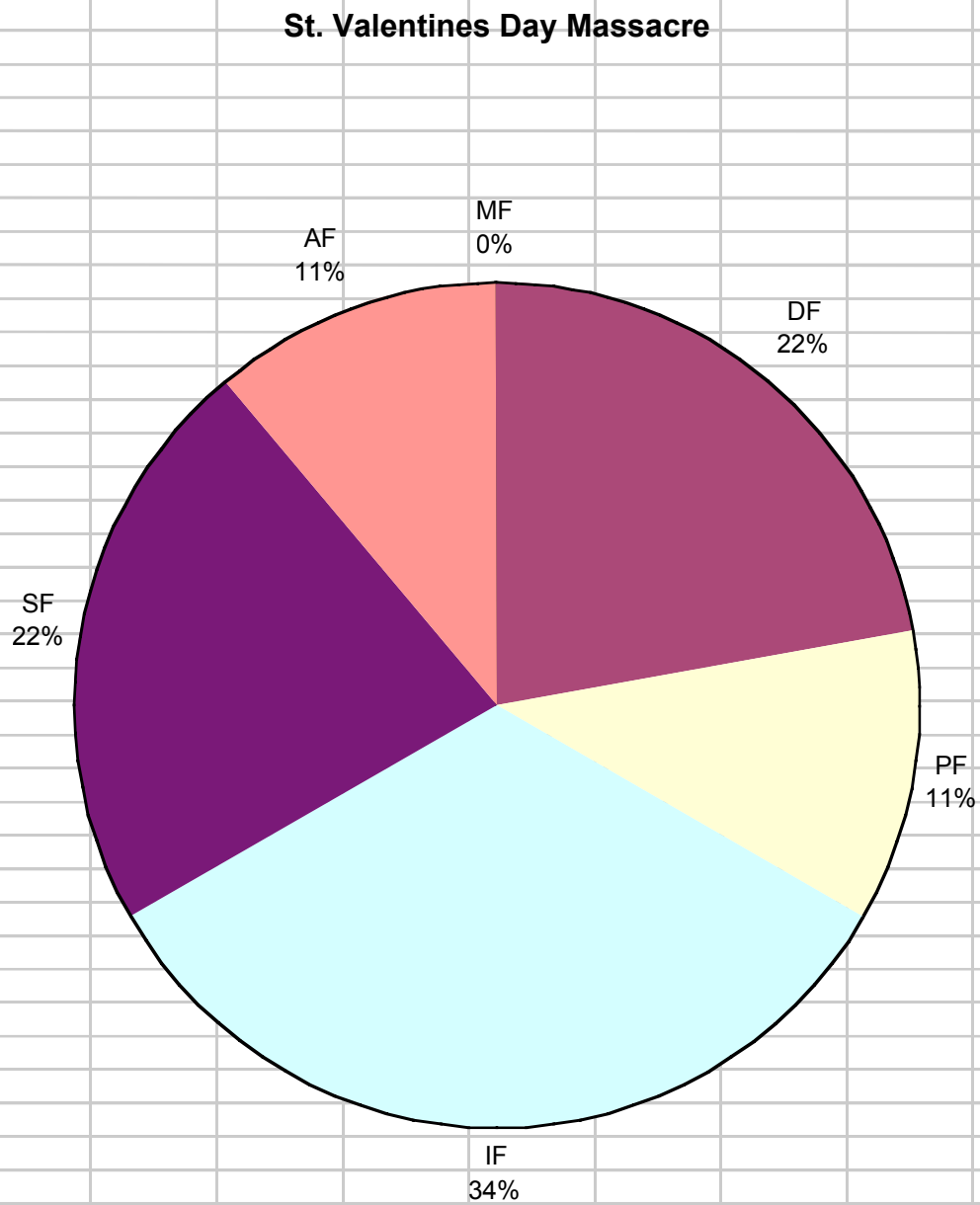
Ratio Chart Showing Evidence of Occurrences of CPS Process
for the Kidnapping and Murder of Bobbie Franks
Figure 3.6

**Kidnapping & Murder
of Bobbie Franks**

AF
13%

MF
0%

DF
9%

PF
4%

SF
9%

IF
65%
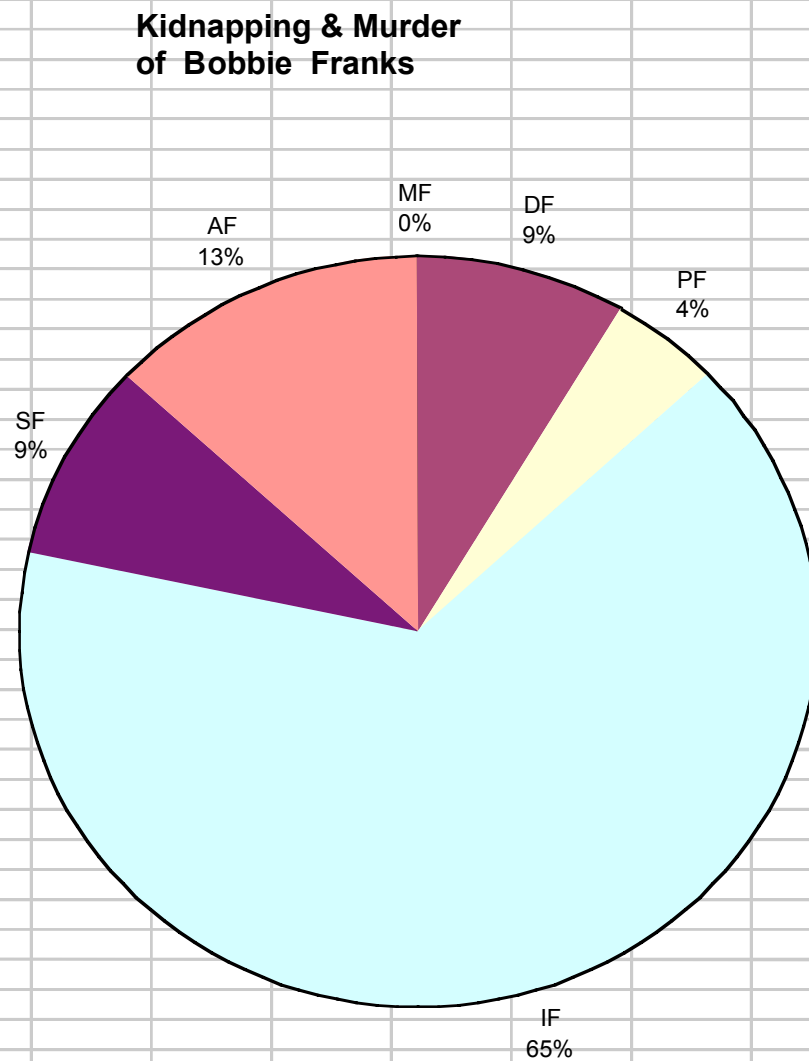
CHAPTER VI: IMPLICATIONS AND FUTURE RECOMMENDATIONS

Chapter IV and V reported the finding from autobiographical and biographical data, as well as the evidence of occurrences of CPS process in planned and implemented atrocities. Chapter VI will discuss the implications from these findings and make suggestions for further research.

Similarities and Their Implications

There were four main categories that were developed to organize specific types of criteria found in autobiographical and biographical data. These were as follows: (1). Family Influences; (2). Childhood and Adolescent Influences; (3). Personality Traits; and (4). Life Patterns. Five specific similarities were found in these autobiographical and biographical categories on Hitler, Capone and Leopold. The first two similarities were found in the category of Family Influences. First, there was a strong link between the relationships they had with their mothers. For example, each case study idealized and was entirely devoted to his mother. Second, the impact of the loss of at least one parent before the age of 21 had a profound effect on each one of them. This seems to suggest that parental roles play a large part in shaping an individual's outlook. In future studies, a stronger look should be taken at family backgrounds with a larger sample of case studies to see if this finding remains consistent. And when assessing creative environment, further studies may explain how parental relationships influence the external environment, the individual's motivation and the interpersonal relationships among group members.

In addition, this finding suggests that press or " the nature of the environment, context, or situation in which people use creativity" should be looked at more closely (Isaksen, Dorval,

Treffinger, p.7, 1994). It might also be useful to examine if there is a link between the influence

of parental relationships and the ability of an individual to modify their environment in order to

be creative. Bergreen writes about Capone that after the loss of his father, he changed

dramatically and "Guided in other directions, his imagination, drive and fearlessness might have

made him a heroic general, captain of a fleet or a mighty business mogul. He had a brilliant

knack for organization, which, channeled in the proper direction, would have made him a

success in any business operation" (1994, p. 523).

The final three similarities were found when discussing biographical and

autobiographical data under the category of Personality Traits. All participants were described as

having a high degree of intelligence or were of genius quality. Simonton writes about the

importance of intelligence and states "We still have adequate reasons for concluding that

intelligence goes along with outstanding achievement" (1994, p. 228). When referring to historic

personalities that were brilliant, he raises the question of whether the size of IQ predicted the

scope of success. More plainly, did the smartest people have the most success? He states: "IQ is

associated not only with increased fame, but also with such assets as superior versatility. The

higher the IQ, the more domains in which an individual can succeed (1994, p. 226).

Finally, many similar personality traits emerged among the three case studies. When

considering the characteristics of highly creative people such as "fluency, flexibility, originality,

elaboration, curiosity, complexity, risk-taking, imagination, and openness" (Isaksen, Dorval,

Treffinger, 1994, p.12), more research should be conducted to see if deviant individuals'

personality traits and characteristics match up to the characteristics of highly creative people and

if so, how might we work more effectively with these creative traits or help people to understand

themselves more? When discussing personality traits and characteristics, it is important to note that evidence of delusional or paranoid thinking was found in all three case studies. In hindsight, and knowing what I know now, a specific set of criteria that looks for signs and symptoms of mental illness could have been added to the specific types of criteria when beginning the autobiographical and biographical data search. It is also important to note that all three case subjects were male. For future reference, a larger sample should include female cases to see if findings are influenced in any specific way.

Evidence of Occurrences of CPS Process and Their Implications

When looking at the evidence of occurrences of CPS process in planned and implemented atrocities, a number of implications emerged. First of all, I was able to determine a relationship between the CPS process and the planning and implementation of atrocities. In other words, deliberateness can be applied to this kind of material in a productive way to identify aspects of CPS and to see them in action in real lives and situations.

The lack of evidence of Mess-Finding in any of the three cases studied was interesting. One reason for this may be that because Mess-Finding is so broad and ambiguous, there was no actual written data to support this stage. In addition, the Mess-Finding activities occur as part of our early thought processes, so for the deviant individuals that aspect was never specifically documented by researchers or historians. In fact, Victor wrote that Hitler's "main obsession was with Jews. We do not and will never know the source of that deep obsession" (1998, p. 9). Secondly, there is strong evidence to support that when the St. Valentine's Day Massacre and the Kidnapping and Murder of Bobbie Franks were looked at separately, Idea-Finding was the most prominent stage, or at least the most easy to identify. For example, when looking at the St.

Valentine's Day Massacre, of the total nine incidences of the CPS Process, three were found to be in Idea-Finding (see Fig. 3.1, Ch. V). When looking at the Kidnapping and Murder of Bobbie Franks, of the total 23 incidences of the CPS process found, 15 incidences were found to be in Idea-Finding (see Fig. 3.1, Ch. V). This suggests that both Capone and Leopold had the ability to generate varied and unusual ideas in a large quantity in order to solve problem statements. It also suggests that they were able to challenge assumptions and draw on new perspectives in order to come up with ideas that were unique or unusual. As for the The Final Solution, of the 128 incidences of CPS found, 34 incidences were found to be in Idea-Finding but 67 were found to be in Acceptance-Finding (see Fig. 3.1, Ch. V). This may mean that although Hitler also showed some evidence of being able to generate varied and unusual ideas in a large quantity, his strength seemed to lie more in the skills related to Acceptance-Finding which focuses in getting "buy in" and overcoming external resistance. The confluence of data here are a chilling reminder of the power of persuasion and the complexity of social interaction even when the "novelty" is not a morally good result or option. For further study I suggest a larger sample be examined to see if these preliminary patterns hold true and to help determine a more specific pattern within the CPS process.

The CPS process picture changed slightly when all three atrocities were combined. Altogether, there was evidence of 71 incidences of Acceptance-Finding, 52 incidences of Idea-Finding, and 27 incidences of Solution-Finding (see Fig. 3.3, Ch.V). It was also interesting to note that that most identifiable incidences of CPS Process occurred in the last two components of CPS process - the Generating Ideas component and the Planning for Action component; little evidence was found in Understanding the Problem, the first component. All three participants

seemed to have the ability to analyze and evaluate promising options. Because this can be considered a higher level thinking skill, again the role of a high degree of intelligence surfaced. Did their high IQ scores and near genius descriptions play a significant role in allowing these deviant individuals to analyze and evaluate the most promising options for allowing them to successfully implement their atrocities? Again, a closer look must be taken at the role intelligence plays in the deviant person's planning of atrocities.

Finally, when looking specifically at Acceptance-Finding, it is important to note that these participants had the ability to identify key sources of resistance and assistance to their plans and then to focus on the implementation of violent acts. The Kidnapping and Murder of Bobbie Franks could be described as two deviant individuals working together within society to carry out their plan; the St. Valentine's Day Massacre could be described as a deviant underworld organization working together to carry out its deviant plan; but The Final Solution is much different in its social roots and widespread impact because of the vast support it required from society to implement the murders of over six million Jews. Davis and Stasz in <u>Social Control of Deviance: A Critical Perspective</u> make the case that violence is on the rise and has become such an everyday part of life that we cannot imagine social life without violence (1990, p. 276). They go on to explain that because of this normalization of violence, violence is no longer a special event, but part of an integral part of all our lives, we tend to make it commonplace and somewhat routine. "After the dictatorships of Hitler and Stalin, we have grown accustomed to horror, atrocities, and state-managed mass murders" (1990, p. 277). It is possible that this perspective, this ability of society to normalize such violent behavior, allowed key assistors to be identified and used to help with the implementation of atrocities. If so, then the planning and

implementation of the Final Solution could be deemed a ground-breaking deviant act that made possible other deviant acts. The implication of this is that someone creative and deviant enough, working within our society, could in fact find the necessary support in others to bring a large scale, violent, deviant act to fruition. In effect, it is possible that under the right circumstances, The Final Solution, St. Valentine's Day Massacre and the Kidnapping and Murder of Bobbie Franks could be repeated again in history.

A Final Recommendation

I can make one final recommendation for further research. Due to the extensive nature of The Final Solution and the number of years spanning the planning and implementation of this particular atrocity, this case should be researched as a singular case study. Also, due to the tremendous destructive impact this particular atrocity manifested, a closer look at The Final Solution and deviant planning and implementation may shed more light not only on how something like that could happen but how something like that could have been prevented. I leave the reader with one final thought: Is it possible that in the future CPS could be used on a wide scale as a preventive measure to predict possible atrocities by selecting the "most promising options" and then plan warning systems to be put in place to prevent them from actually occurring? Such a view and approach has the potential to target CPS use and training in a more specific way, especially in regard to ethics and moral dilemmas, problems or applications. Robert McAfee Brown writes in the preface for the twenty-fifth anniversary edition of *Night*, a novel about surviving the Holocaust, that the author Elie Wiesel "tells the story, out of infinite pain, partly to honor the dead, but also to warn the living – to warn the living that it could happen again and that it must never happen again."

REFERENCES

APPENDIX 1: RAW DATA FROM TIMELINES OF ATROCITIES

Adolph Hitler's Final Solution
Planning and Implementation 1919-1945
Figure 2.1

Evidence of CPS Process

Key: Mess-Finding (M-F) the goal is to conduct a general search to identify broad challenges or opportunities, clarifies the focus
Data-Finding (D-F) develops an improved sense of understanding of current situation by gathering data, information, etc
Problem-Finding (P-F) identifies pathways to take to close gaps between current situation and desired situation
Idea-Finding (I-F) produces new ideas from problem statements; provides novel and new ideas for solving a problem
Solution-Finding (S-F) focuses on analyzing, evaluating and strengthening promising options; strengthens tentative solutions
Acceptance-Finding (A-F) generates and identifies key sources of assistance and resistance; focuses on action steps
Likert Scale Key: (1) shows minimal evidence, (2) shows some evidence), (3) shows strong evidence

The Final Solution proceeded in stages, chronologically and geographically.

1918-1919
Hitler discusses the Jewish question in his book Mien Kempf and refers to Jews as "an essential obstacle" to be removed (Hitler, A., p.320)

Problem-Finding(2) Answers: How to remove Jews?

1933
30 January -Hitler sworn in as chancellor.
20 March - The first concentration camp in Germany, Dachau, is established near Munich.

Idea-Finding (2) Answers: How to remove Jews?

26 March - Hitler calls for a boycott of all Jewish businesses.

Problem-Finding(2) How to decrease Jewish business and personal wealth?

1 April - Nazi boycott of all Jewish-owned businesses

Idea-Finding(2) How to limit wealth of Jews?

7 April - Laws enacted ordering dismissal of non-Aryan civil servants and teachers, and prohibits

admission to non-Aryan lawyers to the bar.
21 April - Prohibition of Jewish ritual slaughter.

Idea-Finding(2) How to gain control of Jewish people and limit their influence in government and law?

Figure 2.1-Continuation
Key: Mess-Finding (M-F) the goal is to conduct a general search to identify broad challenges or opportunities, clarifies the focus
Data-Finding (D-F) develops an improved sense of understanding of current situation by gathering data, information, etc
Problem-Finding (P-F) identifies pathways to take to close gaps between current situation and desired situation
Idea-Finding (I-F) produces new ideas from problem statements; provides novel and new ideas for solving a problem
Solution-Finding (S-F) focuses on analyzing, evaluating and strengthening promising options; strengthens tentative solutions
Acceptance-Finding (A-F) generates and identifies key sources of assistance and resistance; focuses on action steps
Likert Scale Key: (1) shows minimal evidence, (2) shows some evidence), (3) shows strong evidence

26 April - Establishment of the Gestapo

Acceptance-Finding(2) Identifies key assistors and focuses
on implementation of the solution

1934
5 Feb. - Non-Aryan medical students prohibited from taking licensing exams.
July - Beginning of illegal emigration from Central and Eastern Europe which helped saved thousands.
August - German officials and soldiers required to take

oath of personal loyalty and obedience to Hitler.

Idea-Finding(2) How to gain more control of Jews?

Solution-Finding(1) Strengthens promising options. Will this oath make more men loyal to Hitler?

1935

18 August - Civil marriages between Aryans and non-Aryans forbidden.

15 Sept. - Nuremberg Laws provide that only persons of pure German blood can be citizens.

Idea-Finding(3) How to separate Jews from German race.

Idea-Finding(3) How to use laws based on bloodline to establish pure citizenship.

1936

7 march - Invasion of the Rhineland by German forces

17 June - Himmler appointed chief of German police.

1937

16 July - Buchenwald concentration camp opens

August - some 350 attacks on Jews in Poland.

Acceptance-Finding(2) Generating and identifying key assistor: Who will help exterminate Jews?

Idea-Finding(2) How to build more camps to carry out plan?

Figure 2.1-Continuation

Key: Mess-Finding (M-F) the goal is to conduct a general search to identify broad challenges or opportunities, clarifies the focus

Data-Finding (D-F) develops an improved sense of understanding of current situation by gathering data, information, etc

Problem-Finding (P-F) identifies pathways to take to close gaps between current situation and desired situation

Idea-Finding (I-F) produces new ideas from problem statements; provides novel and new ideas for solving a problem

Solution-Finding (S-F) focuses on analyzing, evaluating and strengthening promising options; strengthens tentative solutions

Acceptance-Finding (A-F) generates and identifies key sources of assistance and resistance; focuses on action steps

Likert Scale Key: (1) shows minimal evidence, (2) shows some evidence), (3) shows strong evidence

1938

26 April - Decree regarding reporting of Jewish property is issued for confiscation of Jewish property

Idea-Finding(3) How to use laws to confiscate Jewish property.

in Germany.

16 May - First group of Jews begins forced labor in

Solution-Finding(2) Focuses on evaluating and strengthening promising options. Will this work to remove Jews?

Mauthausen concentration camp.

15 June - 1, 500 German Jews imprisoned in concentration camps.

Idea-Finding(2) How to imprison Jews?

29 Sept. - Munich Agreement: England and France allow annexation of parts of Czechoslovakia by Germany.

28 Oct. - 15,000 Polish born Jews expelled from Germany to Poland.

9-10 Nov. - Kristallnacht: 267 synagogues destroyed,

Idea -Finding(2) How to instill fear in Jews and tighten control?

7,500 stores looted, 30,000 Jews sent to concentration camps, 91 Jews killed.

15 Nov. - Jewish children prohibited from attending German schools.

Idea-Finding(2) How to separate Jews from Germans?

3 Dec. - Decree on Eliminating the Jews from German Economic Life

Idea-Finding(2) How to use laws to continue separating Jews from German life.

Figure 2.1-Continuation

Key: Mess-Finding (M-F) the goal is to conduct a general search to identify broad challenges or opportunities, clarifies the focus

Data-Finding (D-F) develops an improved sense of understanding of current situation by gathering data, information, etc

Problem-Finding (P-F) identifies pathways to take to close gaps between current situation and desired situation

Idea-Finding (I-F) produces new ideas from problem statements; provides novel and new ideas for solving a problem

Solution-Finding (S-F) focuses on analyzing, evaluating and strengthening promising options; strengthens tentative solutions

Acceptance-Finding (A-F) generates and identifies key sources of assistance and resistance; focuses on action steps Likert Scale Key: (1) shows minimal evidence, (2) shows some evidence), (3) shows strong evidence

1939

Jan. - Illegal immigration to Palestine from Germany. By 1940, 27,000 German Jews will have emigrated.

30 Jan. - In a speech, Hitler threatens to exterminate the Jewish race in Europe.

Problem-Finding(3) How may I exterminate Jews in Europe?

21 Feb. - Ordinance issued calling for confiscation of gold and other valuables belonging to Jews.

Idea-Finding(3) How to use laws to confiscate financial wealth from Jews.

4 March - Decree regarding employment of Jews

Idea-Finding(3) How to use laws to begin plans for extermination.

provides for forced labor of Jews in Germany.

15 March - Occupation of Prague by German forces

3 May - Jews in Hungary prohibited from becoming judges, lawyers, teachers, and members of parliament.

Idea-Finding(2) How to limit Jews influence in government and law.

15 May - Ravensbruck concentration camp for women established.

Idea-Finding(2) How to exterminate female Jews?

1 Sept. Invasion of Poland by Germany. Two million Jews come under Nazi rule.

Idea-Finding(2) How to gain more control of more Jews to exterminate entire race in Europe.

3 Sept. - Britain and France declare war on Germany.

6 Sept. - Occupation of Krakow, mass shootings of Jews occur.

9 Sept. - Gestapo decrees Polish Jews in Germany are to be deported to Dachau.

Solution-Finding(2) Evaluation of numbers of Jews held and transported to camps.

21 Sept. Heydrich orders Jews living in parts of Poland that are annexed to Germany to be moved eastward and concentrated in communities near railroad tracks.

Solution-Finding(3) Making decisions about transportation of Jews.

Figure 2.1-Continuation

Key: Mess-Finding (M-F) the goal is to conduct a general search to identify broad challenges or opportunities, clarifies the focus

Data-Finding (D-F) develops an improved sense of understanding of current situation by gathering data, information, etc

information, etc

Problem-Finding (P-F) identifies pathways to take to close gaps between current situation and desired situation

Idea-Finding (I-F) produces new ideas from problem statements; provides novel and new ideas for solving a problem

Solution-Finding (S-F) focuses on analyzing, evaluating and strengthening promising options; strengthens tentative solutions

Acceptance-Finding (A-F) generates and identifies key sources of assistance and resistance; focuses on action steps

Likert Scale Key: (1) shows minimal evidence, (2) shows some evidence), (3) shows strong evidence

29 Sept. - Partition of Poland between Germany and

Idea-Finding(2) How to rid human race of imperfect Germans?

the Soviet Union; Germany occupies Warsaw. Nazis murder thousands of mental patients as part of a so-called euthanasia program.

6 Oct.- Eichmann instructed to arrange for the resettlement of 80,000 Jews from Upper Silesia.

Acceptance-Finding(2) Eichman as a key assistor in implementing the Final Solution.

8 Oct. - First Jewish ghetto established in Poland.

Idea-Finding(2) How to create a secure area for Jews until they are transported to camps?

23 Nov. - All Jews in Poland ordered to war yellow stars and to mark Jewish businesses with yellow stars.

Idea-Finding(2) How to easily visually ID Jews

29 Nov. - Himmler orders Jews refusing deportation to be put to death

2 Dec. - Nazis begin using gas vans to murder mental patients.

Solution-Finding(3) Will this work in the camps on Jews?

18 Dec. - Nazis cut food rations for Jews in Germany.

Idea-Finding(1) How to starve Jews?

1940

Solution-Finding(3) To what extent will this help

1 Jan. - Ovens and crematoriums installed at Buchenwald.

exterminate all Jews from Europe?

8 Feb. - Lodz ghetto established.

Idea-Finding(2) Answers: How to create more ghettos?

20 March - Transports arrive at Sachsenhausen from Dachau and Flossenberg

9 April - Invasion of Denmark and Norway by Germany.

12 April - Krakow is ordered to be made free of Jews by Nov.

Acceptance-Finding(2) Focuses on action steps for implementing the solution by November.

Figure 2.1-Continuation

Key: Mess-Finding (M-F) the goal is to conduct a general search to identify broad challenges or opportunities, clarifies the focus

Data-Finding (D-F) develops an improved sense of understanding of current situation by gathering data, information, etc

Problem-Finding (P-F) identifies pathways to take to close gaps between current situation and desired situation

Idea-Finding (I-F) produces new ideas from problem statements; provides novel and new ideas for solving a problem

Solution-Finding (S-F) focuses on analyzing, evaluating and strengthening promising options; strengthens tentative solutions

Acceptance-Finding (A-F) generates and identifies key sources of assistance and resistance; focuses on action steps

Likert Scale Key: (1) shows minimal evidence, (2) shows some evidence), (3) shows strong evidence

27 April - Auschwitz established.

Idea-Finding (2) Answers: How to create more concentration camps that are successful?

30 April - Lodz ghetto sealed, enclosing 164,000 Jews.

17 May - Germany invades France.

25 May - Himmler recommends to Hitler that Polish Jews be deported to Africa.

Idea-Finding(3) Suggests new idea to solving the problem.

10 June - A model for an oven for incinerating human corpses is made.

Idea-Finding(3) How to hide Jewish corpses?

14 June - Germany occupies Paris.

1 July - Nazis begin gassing Jewish mental patients in Brandenburg.

Solution-Finding(2) Evaluation of a promising option now being used on Jews.

16 July - Germany begins deporting Jews of Alsace-Lorraine to southern France.

Solution-Finding(2) Evaluating transportation of Jews to areas close to camps.

19 July - Telephones confiscated from Jews in Germany.

15 Aug. - Madagascar Plan: Eichmann discloses plan to deport all European Jews to the island of Madagascar.

17 Sept. Confiscation of Jewish property in German-occupied Poland.

12 Oct. - Warsaw ghetto established

18 Oct. - Registration of Jewish property and businesses in occupied France.

28 Oct. - Registration of Jewish property in occupied Belguim.

15 Nov. - Warsaw ghetto sealed, enclosing 450,000 Jews.

Idea-Finding(3) Suggests another new idea to solving the problem.

Solution-Finding(3) Strengthens tentative solution to take away wealth from Jews.

Solution-Finding (2) strengthens tentative idea of ghettos

Idea-Finding(2) How to use laws to begin to confiscate financial wealth from Jews.

Figure 2.1-Continuation

Key: Mess-Finding (M-F) the goal is to conduct a general search to identify broad challenges or opportunities, clarifies the focus

Data-Finding (D-F) develops an improved sense of understanding of current situation by gathering data, information, etc

Problem-Finding (P-F) identifies pathways to take to close gaps between current situation and desired situation

Idea-Finding (I-F) produces new ideas from problem statements; provides novel and new ideas for solving a problem

Solution-Finding (S-F) focuses on analyzing, evaluating and strengthening promising options; strengthens tentative solutions

Acceptance-Finding (A-F) generates and identifies key sources of assistance and resistance; focuses on action steps

Likert Scale Key: (1) shows minimal evidence, (2) shows some evidence), (3) shows strong evidence

1941

January - 2,000 die of starvation in Warsaw ghetto.

10 Jan. - All Jews in occupied Netherlands ordered to register.

1 Feb. - Nazis begin deporting Jews to Warsaw ghetto.

Solution-Finding(1) Strengthens earlier alternative of cutting food rations to Jews.

Idea-Finding(2) How to track number of Jews in German territories?

Acceptance-Finding(2) Develops action steps for implementing the solution.

22 Feb. - Nazis begin arresting males in Amsterdam and transporting to Buchenwald.

Acceptance-Finding (2) Develops action steps

1 March - Himmler orders the construction of Birkenau camp at Auschwitz.

Solution-Finding(2) to what extent will this help exterminate Jews? Strengthens tentative solution.

3 March - Krakow ghetto established, enclosing 20,000.

Acceptance-Finding (2) Develops action steps

12 March - Confiscation of Jewish property in the Netherlands.

23 March - Himmler writes to Hitler that he hopes to see Jewry completely obliterated.

Acceptance-Finding(3) Identifies a strong assistor

1 April - Jews in Warsaw ghetto rounded up for forced labor

Acceptance-Finding(2) Develops action steps for implementation

20 April - First concentration camp in Yugoslavia established.

24 April - Lublin ghetto sealed.

15 May - Himmler approves use of Dachau prisoners in medical experiments, Jews in Romania drafted for forced labor.

Idea-Finding(3) How to exterminate more Jews? Provides novel ideas for solving the problem.

22 June - Croatian Jews sent to concentration camps.

Acceptance-Finding(3) Shows action steps for implementation

Figure 2.1-Continuation

Key: Mess-Finding (M-F) the goal is to conduct a general search to identify broad challenges or opportunities, clarifies the focus

Data-Finding (D-F) develops an improved sense of understanding of current situation by gathering data, information, etc

Problem-Finding (P-F) identifies pathways to take to close gaps between current situation and desired situation

Idea-Finding (I-F) produces new ideas from problem statements; provides novel and new ideas for solving a problem

Solution-Finding (S-F) focuses on analyzing, evaluating and strengthening promising options; strengthens tentative solutions

Acceptance-Finding (A-F) generates and identifies key sources of assistance and resistance; focuses on action steps

Likert Scale Key: (1) shows minimal evidence, (2) shows some evidence), (3) shows strong evidence

evidence), (3) shows strong evidence

Timeline	Coding
25 June - 15,000 Jews murdered by Romanian Iron Guard. 27 June - 2,000 Jews shot at Lutsk 30 June - Germans occupy Lvov; 4,000 Jews are killed. July - Beginnings of killings at Ponary, by 1944 some 100,000 are murdered. 1 July - Germans occupy Riga; by end of July 18,000 executed 4 July - Vilna Judenrat established; 5,000 Jews killed. 7 July - 7,000 Jews shot at Lvov.	Acceptance-Finding(2) Who will do what by when? Shows action steps for implementing the solution (extermination of all Jews).
17 July - Hitler gives Himmler full authority for mass murder in German-occupied portions of Soviet Union	Acceptance-Finding(3) Strong assistor, shows action steps for implementation.
20 July - Minsk ghetto established, 100,000 enclosed. 24 July - Ghetto established in Kishinev, 10,000 Jews already killed.	Acceptance-Finding(2) Shows action steps for implementing the solution.
31 July - Goring instructs Heydrich to prepare a plan for the so-called Final Solution of the Jewish problem	Solution-Finding(3) Focuses on evaluating problem Acceptance-Finding(3) Identifies strong assistors
1 Aug. - Ghetto established in Bialystok; 50,000 confined. 2 Aug. - Siege of Odessa; 8,000 residents, mostly Jews are shot 4 Aug. - Kovno ghetto sealed, 29,760 Jews confined. 6 Aug. - Killing operations begin in Pinsk; 10,000 Jews killed in three days. 27-28 Aug. - Kamenets-Podolsk Massacre; 23,600 Jews murdered, many from Hungary. 31 Aug. - Completion of killing at Bessarabia; between 150,000 and 200,000 Jews murdered.	Acceptance-Finding(2) Shows action steps for implementing the solution.

Figure 2.1-Continuation

Key: Mess-Finding (M-F) the goal is to conduct a general search to identify broad challenges or opportunities, clarifies the focus

Data-Finding (D-F) develops an improved sense of understanding of current situation by gathering data, information, etc

information, etc

Problem-Finding (P-F) identifies pathways to take to close gaps between current situation and desired situation

Idea-Finding (I-F) produces new ideas from problem statements; provides novel and new ideas for solving a problem

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1 Sept. - Nazi euthanasia program officially ends but continues unofficially. 70,000 are put to death.	Acceptance-Finding(3) Focuses on action steps for implementation.
1 Sept. Jews in Germany and Austria forced to wear Star of David armbands.	Acceptance-Finding(3) Identifies key resistance.
3 Sept. - First experimental gassing carried out at Auschwitz.	Idea-Finding(3) Show novel idea for solving problem.
19 Sept. - Liquidation of Zhitomir ghetto; 10,000 Jews killed. 29-30 Sept. - Babi Yar Massacre: 33,771 Jews from Kiev killed at Babi Yar. 1 Oct. - On Yom Kippur 3,000 Jews killed in Vilna. 2 Oct - Attack on Moscow begins. 4 Oct. - Thousands of Jews found without work permits are removed from Kovnov and killed. 8 Oct. - Vitebsk ghetto liquidated;16,000 Jews killed. Construction begins on Birkenau extermination camp at Auschwitz.	Acceptance-Finding (2) Focuses on developing and sequencing action steps for implementing the solution.
10 Oct. - First conference on the " Solution of the Jewish Problem' convened at Prague.	Solution-Finding(3) Focuses on analyzing, evaluating and strengthening promising options.
11 Oct. - Romanians establish ghetto for 50,000 Jews. 15 Oct. Mass deportations of German Jews begin to	

Kovno, Lodz, Minsk, and Riga regions

Acceptance-Finding(2) Focuses on action steps for implementation.

23 Oct. - 19,000 Jews killed at Odessa.

Figure 2.1-Continuation

Key: Mess-Finding (M-F) the goal is to conduct a general search to identify broad challenges or opportunities, clarifies the focus

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24 Oct. - Romanian soldiers transport 20,000 Jews. Most are shot, the rest are herded into warehouses which are set on fire. Eichmann approves plan to kill deported Jews in mobile gas vans on arrival in ghettos.

Idea-Finding(3) Provides novel idea for solving problem.

1 Nov. - Construction of Belzec extermination camp begins.

20 Nov. - Rumbula Forest Massacre; outside of Riga 50,000 Jews killed.

Acceptance-Finding(3) Focuses on action steps for implementation.

24 Nov. - Heydrich established Theresienstadt as a model camp in Czechoslovakia.

Solution-Finding(3) Strengthening promising options.

25-29 Nov. - Operation against German Jews in Kovno; 4,934 Jews are killed in five days.

30 Nov. - In Riga 10,000 Jews arrested and shot.

Acceptance-Finding(2) Focuses on action steps for implementation.

First transports arrive at Majdanek extermination camp.

8 Dec. - First use of mobile gas vans used at Chelmno extermination camp.	Idea-Finding(3) Shows novel idea for solving problem.
21 Dec. - More than 40,000 Jews shot at Bogdanovka camp in Transnistria.	
22 Dec. - of the 57,000 Jews of Vilna, 33,500 are killed, 12,000 with work permits remain, 8,000 are in hiding.	Acceptance-Finding(2) Focuses on action steps for implementation.
1942	Idea-Finding(2) Produces new ideas from problem statement: How to help war effort and exterminate Jews?
5 Jan. - Jews in Germany required to turn in winter clothing for German war effort.	

Figure 2.1-Continuation
Key: Mess-Finding (M-F) the goal is to conduct a general search to identify broad challenges or opportunities, clarifies the focus
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14 Jan. - Deportation of Dutch Jews from Amsterdam.	Acceptance-Finding(2) Focuses on action steps for implementation.
16 Jan. - Deportation of more than 10,000 Jews to Chelmno. All are gassed by the end of the month.	
20 Jan. - Wannsee Conference: Germans convene a conference outside Berlin to coordinate the "Final	Solution-Finding(3) Focuses on analyzing, evaluating, strengthening promising options, makes

Solution" to the Jewish problem.

decisions.

8 Feb. - First transport of Jews from Salonika to Auschwitz.
24 Feb. - More than 30,000 Jews deported to Chelmno from Lodz, all are gassed by April.
1 March - Construction begins on Sobibor extermination camp in Poland.
17 March - Opening of Belzec extermination camp; transports begin arriving within days.
20 March - Gas chambers operational at Birkenau extermination camp.
26 March - Beginning of deportation of 60,000 Slovakian Jews.
28 March - Transport of French Jews to Auschwitz.
29 April - Jews of Netherlands required to wear yellow star.
4 May - First selection for gassing takes place at Auschwitz-Birkenau.
7 May - Opening of Sobibor extermination camp; by end of the war 250,000 Jews will be killed there.
27 May-Jews in occupied France and Belguim required to wear star.
16 July - Germans begin rounding up Jews in Paris.

Acceptance-Finding(3) Focuses on sequencing action steps for implementing the solution.

Figure 2.1-Continuation

Key: Mess-Finding (M-F) the goal is to conduct a general search to identify broad challenges or opportunities, clarifies the focus

Data-Finding (D-F) develops an improved sense of understanding of current situation by gathering data, information, etc

Problem-Finding (P-F) identifies pathways to take to close gaps between current situation and desired situation

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Acceptance-Finding (A-F) generates and identifies key sources of assistance and resistance; focuses on action steps

Likert Scale Key: (1) shows minimal evidence, (2) shows some evidence), (3) shows strong evidence

19 July - Himmler orders the elimination of all Jews in the Generalgouvernement by the end of 1942.	Acceptance-Finding(3) Identifies who will do what by when? Also identifies key assistors.
22 July - Treblinka extermination camp completed. Mass deportation from Warsaw ghettos; 250,000 gassed by middle of September. 16 Oct. - Jews of Rome arrested and deported to Auschwitz. 28 Oct.- First deportations from Theresienstadt to Auschwitz. 29 Oct. - Almost all Jews of Pinsk murdered. 1 Nov. - First deportations from Bialystok to Treblinka. 25 Nov. - First deportations of Jews from Norway to Auschwitz. 10 Dec. - Jews from Germany transported to Auschwitz. 1943 1 Jan. - Dutch Jews prohibited from having private bank accounts.	Acceptance-Finding(3) Focuses on sequencing action steps for implementing the solution.
9 Jan. - Himmler tours the Warsaw ghetto, orders deportation of another 8,000 Jews.	Data-Finding(3) Develops an improved sense of understanding of current situation through data, information, impressions, opinions, questions, etc.
24 Feb. - Ghetto established in Salonika. 19 April - 16 May -Warsaw ghetto uprising; 50,000 Jews killed. 7 May - 7,000 Jews shot in Novogrudok ghetto. 1 June - Liquidation of Lvov ghetto	Acceptance-Finding(3) Focuses on sequencing action steps for implementing the solution.

Figure 2.1-Continuation
Key: Mess-Finding (M-F) the goal is to conduct a general search to identify broad challenges or opportunities, clarifies the focus
Data-Finding (D-F) develops an improved sense of understanding of current situation by gathering data, information, etc

information, etc
Problem-Finding (P-F) identifies pathways to take to close gaps between current situation and desired situation
Idea-Finding (I-F) produces new ideas from problem statements; provides novel and new ideas for solving a problem
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2 June - Nazis begin burning bodies in order to hide evidence of mass murders.	Solution-Finding(2) To what extent will this hide evidence of mass murders?
11 June - Himmler orders liquidation of all ghettos in Poland. 21 June - Himmler orders liquidation of all ghettos in German-occupied Soviet Union	Acceptance-Finding(3) Shows action steps for implementation of solution.
28 June - All crematoriums at Auschwitz-Birkenau completed by this date; 4,756 corpses can be burned in 24 hour period.	Idea-Finding(3) How to create crematoriums for mass body burning?
2 Aug. - Treblinka uprising; only 70 survive the rebellion. 18 Aug. - 43,000 more Jews transported to Auschwitz. 5 Sept. - Germans begin arresting Belgian Jews for deportation to Auschwitz. 11 Sept.- Liquidation of Minsk ghetto.	Acceptance-Finding(3) Shows action steps for implementation of solution.
29 Sept. - Prisoners ordered to exhume 100,000 bodies at Babi Yar and burn them in order to hide all traces of mass murder.	Solution-Finding(2) To what extent will this hide evidence of mass murders?
8 Oct. - On Yom Kippur several thousand Jews sent to gas chambers at Birkenau. 16 Oct. - Germans arrest Jews in Rome. 18 Oct. - More than 1,000 Jews deported from Rome to Auschwitz. 3 Nov. - Germans launch Operation Harvest Festival;	Acceptance-Finding(3) Shows action steps for implementation of solution.

labor camps are liquidated and more than 40,000 Jews are killed.

Figure 2.1-Continuation
Key: Mess-Finding (M-F) the goal is to conduct a general search to identify broad challenges or opportunities, clarifies the focus
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6 Nov. - Jews arrested in Florence, Milan, and Venice for deportation to Auschwitz.	Acceptance-Finding(3) Shows action steps for implementation of solution.
1 Dec. - Italian police order all Italian Jews to be sent to concentration camps. 1944 25 Feb. - Deportation of remnant Amsterdam Jews to Auschwitz.	
9 March - Himmler uses concentration camp inmates as slave laborers in German war effort.	Idea-Finding(2) Produces new idea from problem statement: How to help German war effort?
2 April - Hungarian Jews required to wear yellow star. 28 April - First Hungarian Jews sent to Auschwitz.	Acceptance-Finding(3) Focuses on action steps for implementation.
4 May - Plans made at a conference in Vienna for total deportation of Hungarian Jews.	Solution-Finding(3) Focuses on analyzing and evaluation of promising options.
15 May - Mass deportation of Hungarian Jews. By July	

454, 551 will have been deported, most are gassed.
26 June - Allied air reconnaissance photos of Auschwitz
reveal the whole camp, including gas chambers and
crematoriums.
5 July - Liberation of Minsk. Only a few Jews remain out
of the pre-war 80,000.
8 July - Kovno ghetto liquidated.

Acceptance-Finding(3) Focuses on action steps
for implementation.

15 July - Liberation of Vilna: Out of 37,000 Jews in June
of 1941, only 2,500 remain alive.
19 July - Eichmann has 1,450 Jews deported to Auschwitz.

Acceptance-Finding(3) Focuses on action steps
for implementation.

Figure 2.1-Continuation
Key: Mess-Finding (M-F) the goal is to conduct a general
search to identify broad challenges or opportunities, clarifies the
focus
Data-Finding (D-F) develops an improved sense of
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gaps between current situation and desired situation
Idea-Finding (I-F) produces new ideas from problem
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Solution-Finding (S-F) focuses on analyzing, evaluating
and strengthening promising options; strengthens tentative
solutions
Acceptance-Finding (A-F) generates and identifies key
sources of assistance and resistance; focuses on action steps
Likert Scale Key: (1) shows minimal evidence, (2) shows some
evidence), (3) shows strong evidence

20 July - assassination attempt on Hitler
24 July - Liberation of Majdanek; only corpses found.
27 July - Liberation of Lvov; no Jews found alive in the city
which had a pre-war population of 110,000.
7-30 Aug. - Liquidation of Lodz ghetto; deportation of 74,000
Jews to Auschwitz.

Acceptance-Finding(3) Focuses on action steps
for implementation.

25 Aug. - Liberation of Paris

2 Nov. - Germans discontinue gassings at Auschwitz and begin to hide signs of mass murder.

8 Nov. - Deportations from Budapest resume with a death march to Austrian border. 25-26 Nov. - Germans dismantle Crematorium II at Auschwitz in an attempt to erase signs of mass murder.	Solution-Finding(2) To what extent will this help hide signs of mass murder?

1945

17 Jan. - Liberation of Warsaw; only a few Jews remain out of 450,000.

18 Jan. - Evacuation of Auschwitz begins. Nazis begin death march of 66,000 prisoners toward Germany. 26-27 Jan. - Konigsberg Death March; 7,000 die.	Solution-Finding(2) To what extent will this help hide signs of mass murder?

27 Jan. - Liberation of Auschwitz by Red Army; the few remaining inmates are freed.

Feb. - April - Death Marches; thousands of prisoners arrive at Bergen-Belsen at the end of the march.

Solution-Finding(2) To what extent will this help hide signs of mass murder?

Figure 2.1-Continuation

Key: Mess-Finding (M-F) the goal is to conduct a general search to identify broad challenges or opportunities, clarifies the focus

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evidence), (3) shows strong evidence

19 March - Hitler orders the demolition of German infrastructure so it will not fall into victor's hands.

Solution-Finding(2) Shows evidence of making decisions about alternatives.

3 April - Last prisoner roll call at Buchenwald. Over next few days prisoners are evacuated by force march, thousands die.

Solution-Finding(2) To what extent will this help hide signs of mass murder?

11 April - Liberation of Buchenwald
13 April - Liberation of Vienna; only 5,800 Jews remain out of a pre-war population of 50,000.
15 April - Liberation of Bergen-Belsen. 58,000 survivors found, 30,000 die within days from effects of chronic malnutrition and infectious disease.
26 April - 7,000 prisoners forced to march south from Dachau.

Solution-Finding(2) To what extent will this help hide signs of mass murder?

28 April - Final gassing at Mauthausen.
29 April - Liberation of Dachau.
30 April - Hitler and Eva Braun commit suicide.
5 May - Liberation of Mauthausen.
7 May - Germany surrenders to Allies.

Note. Data from The Holocaust Encyclopedia (pp.xxi-xxxvii), by W.Lacquer (Ed.), New Haven: Yale University Press. Copyrighted
2001 by Yale University Press.

St. Valentine's Day Massacre
Planning and Implementation
Figure 2.2

Key: Mess-Finding (M-F) the goal is to conduct a general search to identify broad challenges or opportunities, clarifies the focus
Data-Finding (D-F) develops an improved sense of understanding of current situation by gathering data, information, etc
Problem-Finding (P-F) identifies pathways to take to close gaps between current situation and desired situation
Idea-Finding (I-F) produces new ideas from problem statements; provides novel and new ideas for solving a problem
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St. Valentine's Day Massacre	Evidence of CPS Process
Beginning of 1929:	
McGurn asks Capone for his blessing for a counterattack against "Bugs" Moran	Performance-Finding(3) How to plan a novel counterattack?
Capone agrees from Florida	
Capone agrees to pay McGurn $10,000 plus expenses to accomplish the mission	
During next several weeks:	
McGurn studies movements of the Moran gang	Data-Finding(3) Watches gang movements to develop an improved understanding of the situation
Discovers headquarters located at 2122 N. Clark St. where illegal booze was being delivered then distributed	
Notices all important gang members assembled at this location and decides it would be a promising location for	

a mass execution

Next, McGurn assembles as assassination squad	Idea-Finding(2) Answer to problem statement: Who might I get for hired killers?
Uses finest in the underworld and imports killers from out of town (in case of survivors no one would be identified) Fred "Killer" Burke from St. Louis leads the group	

Figure 2.2 - Continuation
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Data-Finding (D-F) develops an improved sense of understanding of current situation by gathering data, information, etc
Problem-Finding (P-F) identifies pathways to take to close gaps between current situation and desired situation
Idea-Finding (I-F) produces new ideas from problem statements; provides novel and new ideas for solving a problem
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Acceptance-Finding (A-F) generates and identifies key sources of assistance and resistance; focuses on action steps
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The novel twist to the assassination was created:	Idea-Finding(3) How might I plan a novel counterattack?
A guise of Chicago policemen conducting a routine Prohibition raid A Capone associate stold a police car with siren, as well as several police uniforms	
Two men are brought in from Detroit to act as lookouts	Solution-Finding(2) Analyzing and strengthening promising options.
They rent an apartment near 2122 N. Clark St. and pay a week's advance to landlady They hang police uniforms in a closet, watch and wait	Data-Finding(3) Observes and waits to get an improved

sense of the current situation.

Early February, 1929
Capone returns to Florida but keeps in constant contact with McGurn by phone

To lure the Moran gang, McGurn sets them up by

Solution-Finding(2)Focuses on strengthening promising options.

instructing a booze hijacker to offer Canadian Whiskey to Moran at a good price.
Moran then wants to purchase a second shipment, they set the delivery date for 10:30 am on Feb.14th and Moran

Idea-Finding(2) How may I lure them to the garage at a pre-destined time?

agrees to be there and pay cash.
McGurn establishes an airtight alibi for the evening of Feb. 13th and the day of Feb. 14th.

Figure 2.2 - Continuation
Key: Mess-Finding (M-F) the goal is to conduct a general search to identify broad challenges or opportunities, clarifies the focus
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Problem-Finding (P-F) identifies pathways to take to close gaps between current situation and desired situation
Idea-Finding (I-F) produces new ideas from problem statements; provides novel and new ideas for solving a problem
Solution-Finding (S-F) focuses on analyzing, evaluating and strengthening promising options; strengthens tentative solutions
Acceptance-Finding (A-F) generates and identifies key sources of assistance and resistance; focuses on action steps
Likert Scale Key: (1) shows minimal evidence, (2) shows some evidence), (3) shows strong evidence

February 14th, 1929
Lookouts spot a man they think is Moran. They notify other gunmen who donned police uniforms and jump into stolen police car. With siren going, they pull up at 2122

N. Clark St.

Four men rush into garage, two men in police uniforms
and two men in overcoats. They find seven men in the
garage ,order them to put their hands up and line up
against the wall. Although some are armed, the seven
offer no resistance.

Next, the seven are disarmed.

Four executioners open fire and kill all seven.

The Escape

The four leave the scene. The two men dressed in

overcoats place their hands in the air while two fake police
officers lead them to the stolen police car. They speed
away.

(Bugs Moran was late that morning, saw the police car in
front of the garage and never went in. No one was ever
convicted for carrying out the St. Valentine's Day
Massacre.)

Acceptance-Finding(3) Shows improved under-
standing of how solution will be implemented.

Leopold Kidnapping and Murder Planning and Implementation Figure 2.3	Evidence of CPS Process
Key: Mess-Finding (M-F) the goal is to conduct a general search to identify broad challenges or opportunities, clarifies the focus	
Data-Finding (D-F) develops an improved sense of understanding of current situation by gathering data, information, etc	
Problem-Finding (P-F) identifies pathways to take to close gaps between current situation and desired situation	
Idea-Finding (I-F) produces new ideas from problem statements; provides novel and new ideas for solving a problem	
Solution-Finding (S-F) focuses on analyzing, evaluating and strengthening promising options; strengthens tentative solutions	
Acceptance-Finding (A-F) generates and identifies key sources of assistance and resistance; focuses on action steps	
Likert Scale Key: (1) shows minimal evidence, (2) shows some evidence), (3) shows strong evidence	
Planning began in Nov. 1923 and crime was committed May 21, 1924.	
Wednesday, May 7th, 1924 Loeb withdraws $100 from his account at Hyde Park State Bank then registers as	Idea-Finding(2) Produces new ideas from problem statement: How may I create fake ID to rent a car?
Morton D. Ballard of Peoria, IL at Morrison Hotel. He deposits a suitcase of books in Rm. 1031 and leaves.	

Later that same day, Leopold returns to same bank with the $100 from Loeb and opens an account under the name Morton D. Ballard of Peoria. He gives local address as the Morrison Hotel.

Friday, May 9th, 1924
Leopold and Loeb drive to Rent-A-Car Co. Leopold addresses self as Mr. Ballard and gives a false name and number as a reference.

Idea-Finding(2) How may I get Loeb to give a false reference?

Figure 2.3-Continuation
Key: Mess-Finding (M-F) the goal is to conduct a general search to identify broad challenges or opportunities, clarifies the focus
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Problem-Finding (P-F) identifies pathways to take to close gaps between current situation and desired situation
Idea-Finding (I-F) produces new ideas from problem statements; provides novel and new ideas for solving a problem
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Acceptance-Finding (A-F) generates and identifies key sources of assistance and resistance; focuses on action steps
Likert Scale Key: (1) shows minimal evidence, (2) shows some evidence), (3) shows strong evidence

Owner of Rent-A-Car calls reference which was a deli around the corner. Loeb answers and gives "Ballard" a good reference. Leopold rents a Willys-Knight, leaves a $50 deposit, keeps the car for several hours and returns it the same

day. He pays his bill and gets deposit back.

Data-Finding(3) Rents car to develop an improved sense of understanding of situation.

Next, Leopold and Loeb go to the Morrison Hotel where Loeb would retrieve suitcase and ask the clerk to hold mail for him. He went to

Idea-Finding(2) How may I get a false ID mailed to a false address?

Rm. 1031, finds the suitcase gone, panics, and leaves without paying.

Next, both go to the Trenier Hotel. Leopold goes in but does not register. He tells the clerk he planned to but changed his mind and asks him

Idea-Finding(2) How may I get a false ID mailed to a false address?

to hold any mail that may come for a Morton D. Ballard.

Leopold now calls Rent-A-Car and asks owner to have an ID card sent to the Trenier Hotel so they next time he rents he won't need any references.

Figure 2.3-Continuation

Key: Mess-Finding (M-F) the goal is to conduct a general search to identify broad challenges or opportunities, clarifies the focus

Data-Finding (D-F) develops an improved sense of understanding of current situation by gathering data, information, etc

Problem-Finding (P-F) identifies pathways to take to close gaps between current situation and desired situation

Idea-Finding (I-F) produces new ideas from problem statements; provides novel and new ideas for solving a problem

Solution-Finding (S-F) focuses on analyzing, evaluating and strengthening promising options; strengthens tentative solutions

84

Acceptance-Finding (A-F) generates and identifies
key sources of assistance and resistance; focuses on
action steps
Likert Scale Key: (1) shows minimal evidence, (2) shows
some evidence), (3) shows strong evidence

Tuesday, May 20th, 1924
Loeb purchases a chisel and 35 ft of rope from   Idea-Finding(2) Answers: How may I murder a
                                                                                  kidnapping victim?
a hardware store.
Leopold and Loeb drive to Leopold's home to   Problem-Finding(2) How may I prepare ransom
                                                                                   letters before kidnapping?
write ransom letters. No address is put on the
outside of the envelopes.
                                                                        Idea-Finding(2) How to have ransom letters ready
                                                                                  at
                                                                        time of random kidnapping.

Wednesday, May 21, 1924
7:30 am Leopld goes to University of Chicago
to attend law classes.
11:00 He meets Loeb, they drive in Leopold's
car to Rent-A-Car Co.
Leopold, in the guise of Mr. Ballard, rents a   Solution-Finding(2) Strengthens promising options.

Willy's-Knight car again. He leaves a $35 deposit.
Loeb follows Leopold to a restaurant. They raise   Idea-Finding (1) How to conceal what occurs
the side curtains on the rental car and eat lunch.   inside the car.
1:00 Leopold drives own car home, Loeb follows
him driving the rental car. Sven Englund, the family
chauffeur, notices their arrival.
Next, Leopold and Loeb drive to Jackson Park and wait 1
hour.
Figure 2.3-Continuation
Key: Mess-Finding (M-F) the goal is to conduct a general
search to identify broad challenges or opportunities,
clarifies the focus

search to identify broad challenges or opportunities, clarifies the focus

Data-Finding (D-F) develops an improved sense of understanding of current situation by gathering data, information, etc

Problem-Finding (P-F) identifies pathways to take to close gaps between current situation and desired situation

Idea-Finding (I-F) produces new ideas from problem statements; provides novel and new ideas for solving a problem

Solution-Finding (S-F) focuses on analyzing, evaluating and strengthening promising options; strengthens tentative solutions

Acceptance-Finding (A-F) generates and identifies key sources of assistance and resistance; focuses on action steps

Likert Scale Key: (1) shows minimal evidence, (2) shows some evidence), (3) shows strong evidence

The Kidnapping

2:30 They drive to Kenwood, a park near Harvard School. Classes let out and boys are waiting to play baseball in the park. Both Leopold and Loeb were observing different groups of boys. Loeb greets some boys and asks questions. An instructor joins the conversation. Loeb leaves and rejoins Leopold.

Data-Finding(3) Develops improved sense of under-standing of current situation through data, information, impressions.

5:00 - 5:15 Leopold and Loeb notice a boy walking alone away from the park. They follow in the rental car. Loeb identified the boy as a distant cousin. Supposedly, Leopold was driving and Loeb was in the back seat. Hey pull up and Loeb asks the boy if he wants a ride home. The boy declines. Then Loeb asks him to come into the car so they can talk about a tennis racket. The boy gets in and Loeb asks

Solution-Finding(1) Focuses on a promising option.

him if it is ok if they drive around the block. He agrees.

The Murder

Supposedly, Loeb strikes the boy in the head with a chisel and then suffocates him. Leopold drives towards Gary, Indiana. They stop to buy drinks

and sandwiches for supper. Then, they remove

IdeaFinding(2)How to dispose of victim's belongings?

shoes, trousers, stockings from the body and throw them on the side of the highway.

Figure 2.3-Continuation

Key: Mess-Finding (M-F) the goal is to conduct a general search to identify broad challenges or opportunities, clarifies the focus

Data-Finding (D-F) develops an improved sense of understanding of current situation by gathering data, information, etc

Problem-Finding (P-F) identifies pathways to take to close gaps between current situation and desired situation

Idea-Finding (I-F) produces new ideas from problem statements; provides novel and new ideas for solving a problem

Solution-Finding (S-F) focuses on analyzing, evaluating and strengthening promising options; strengthens tentative solutions

Acceptance-Finding (A-F) generates and identifies key sources of assistance and resistance; focuses on action steps

Likert Scale Key: (1) shows minimal evidence, (2) shows some evidence), (3) shows strong evidence

They take the body to a prearranged location to dispose.

Acceptance-Finding(2) Focused on step for implementation of solution/idea-finding.

They complete the disrobing of the body and pour hydrochloric acid on face and body to make ID more difficult.

Idea-Finding(2) How may I make ID of body more

They place the body in a drain pipe in a culvert. Leopold accidentally drops prescription glasses from breast pocket.

difficult?

The Ransom

Leopold and Loeb drive back towards Chicago. Leopold

Idea-Finding(1) How may I begin requests for a ransom?

stops to call the Frank's home using the name George Johnson. He tells Mrs. Franks that her son has been kidnapped, is safe and to wait for further instructions. They mail a special delivery letter which has just been addressed to the Frank's home. Leopold returns home to spend time with his father and then drives his aunt and uncle home. He then proceeds to Loeb's home

Idea-Finding(2) How to have letters ready at time of kidnapping?

Idea-Finding(1) How to dispose of murder weapon?
How to dispose of victim's clothing?

and throws the chisel from the car in route. Next, they burn what remaining clothes they have of the boy's in the furnace. They begin cleaning blood stains from the rental car. They park the rental car on a street near Leopold's home.

Acceptance-Finding(1) Identifying a key source of resistance to achieving goal.

Figure 2.3-Continuation
Key: Mess-Finding (M-F) the goal is to conduct a general search to identify broad challenges or opportunities, clarifies the focus
Data-Finding (D-F) develops an improved sense of understanding of current situation by gathering data, information, etc
Problem-Finding (P-F) identifies pathways to take to close gaps between current situation and desired situation
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strengthens tentative solutions
Acceptance-Finding (A-F) generates and identifies key sources of assistance and resistance; focuses on action steps
Likert Scale Key: (1) shows minimal evidence, (2) shows some evidence), (3) shows strong evidence

Thursday, May 22, 1924
8:00 am Leopold goes to classes at the University.

11:00 He meets Loeb. They wash the rental car more thoroughly in Leopold's driveway. They tell the chauffeur red stains are from red wine.

Acceptance-Finding(1) Identifying a key source of resistance to achieving goal.

2:30 Leopold and Loeb go to the Illinois Central Station.

Idea-Finding(2) Novel idea for leading Mr. Franks on a complex journey to drop off ransom money undetected by police.

Loeb buys a ticket for the 3:00 train and deposits a letter in the telegraph box for Mr. Franks on the train.

Next, Leopold calls the Frank home and tells

Idea-Finding(1) How may I contact Mr. Franks during ransom requests?

Mr. Frank to proceed immediately to a drugstore and wait by the public phone. Leopold has arranged a Yellow Cab to be in front of the Frank home to transport

Idea-Finding(2) How may I provide transportation to Mr. Franks during journey to deliver ransom money?

Mr. Frank to the drugstore immediately. Loeb returns

from the train. They leave their location and go to a Walgreen's store to call the drugstore where Mr. Franks should be waiting. By chance, they see a newspaper that announces an unidentified body has been found in a swamp. They call the drugstore - no Mr. Franks is in the building. The call a second time with the same results.
5:00 Leopold returns rental car. Loeb follows him in Leopold's car.

Figure 2.3-Continuation

Key: Mess-Finding (M-F) the goal is to conduct a general search to identify broad challenges or opportunities, clarifies the focus

Data-Finding (D-F) develops an improved sense of understanding of current situation by gathering data, information, etc

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Likert Scale Key: (1) shows minimal evidence, (2) shows some evidence), (3) shows strong evidence

Thursday, May 21, 1924

Bobbie Frank's body found and identified

May 29th, 1924

Leopold is questioned by police about prescription glasses. He is arrested after being interrogated.

May 31st, 1924

Loeb is also arrested.

APPENDIX 2: SUPPLEMENTARY RESOURCES☐

Resources for Adolf Hitler

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APPENDIX 3: Concept Paper

Theme:□ **Identifying the Impact of Creative Problem Solving on Individuals and Groups**□ **Initiative:**□ **Conduct Case Studies to Observe and Identify How Individual Differences Influence the Use of CPS**□

Project/Thesis Title: Case Studies of Deviant Creative Individuals and Their Major Life Achievements

Rationale and Questions: This project will explore how deviant individuals utilize the CPS process. The purpose of this study is to examine three historical cases, look for similarities and differences among biographical data, and isolate major life achievements to determine correlation between CPS and great atrocities.

- □ Are there significant similarities and differences in terms of biographical data among the three cases?
- □ Can elements of CPS be identified in deviant cases?
- □ What type of relationship, if any, will there be between CPS process and deviant individual's achievements?

Statement of Significance: Extensive research has been done regarding creative geniuses who have used their abilities to improve humankind in many ways (Gardner, 1993). More recently there has been a move to research the positive aspects of Creative Problem Solving (CPS) but little has been written about examining deviant individuals and their use of CPS (Simonton, 1994). The purpose of this study is to determine if there are any characteristics that are similar or different among the historical cases, to more fully understand how creative deviant individuals function, and to explore how they utilized the CPS process. More in depth information about this population is critical because it may shed valuable light on how deviant individuals commit atrocities and how the natural aspects of the CPS stages are used regardless of motivation. Therefore, this investigation is valuable because it focuses on an important part of the population that has not been examined in-depth up to this point. In addition, this population is important to research to determine what connections there may be between the natural processes of CPS and negative outcomes.

Description of the Method or Process: Criteria will be developed for the selection of three historical cases. Data will be obtained through autobiographical information, where available, in addition to biographical information to determine any similarities and differences when building each case study. Again, criteria will be developed to select one major life achievement from each of the cases. After further analysis of each major life achievement for similarities and differences, evidence for each stage of CPS will be assessed using Creative Approaches to Problem Solving (Isaksen, Dorval, Treffinger, 1994). Any evidence of mess-finding, data-finding, problem-finding, idea-finding, solution-finding, and acceptance-finding will be analyzed using a Likert scale.

Learning Goals:

- □ To learn how to build case studies by analyzing and comparing data
- □ To learn how to identify relationships in data
- □ To better understand how a creative, yet deviant mind functions
- □ To consider how this data may help at-risk student groups.

Outcomes:

- Bibliography of autobiographical and biographical literature
- Chart showing similarities and differences in biographical data
- Relationships of CPS process to major life achievements
- Executive Summary and ten Creativity Bases Information Research (CBIR) annotations
- Project write-up

Timeline:

- April 2001: Meet with advisor and get input on project
  Research literature
  Prepare draft of concept paper

- May 2001: Revise and finalize concept paper

Determine criteria

  Begin gathering and reading autobiographical and biographical data

- August 2001: Start ten CBIR annotations
  Begin analysis of biographical data

- September 2001: Begin analyzing evidence of CPS elements
  Analyze data

- October 2001: Continue analyzing data
  Prepare draft

- November 2001: Refine and finalize draft

- December 2001: Submit for approval
  Complete Executive Summary
  Graduate

Principal Investigators: Allison M. Rusin and Dr. Mary Murdock

Related Literature:

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