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

Used with permission of Allison M. (Rusin) O’Dell.

Copyright 2002, Allison M. (Rusin) O’Dell.
Case Studies
of Deviant Creative Individuals and
Their Major Life Achievements

A Project in Creative Studies

by

Allison M. Rusin

Submitted in Partial Fulfillment
of the Requirements
for the Degree of

Master of Science

May, 2002

State University of New York
College at Buffalo
International Center for Studies in Creativity
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 Hitler, 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 Creative Approaches to Problem Solving (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

ABSTRACT ................................................................................................................... ii

ACKNOWLEDGEMENTS ........................................................................................... iii

DEDICATION ............................................................................................................... iv

LIST OF FIGURES .................................................................................................... viii

LIST OF TABLES ....................................................................................................... ix

CHAPTER I: BACKGROUND AND HISTORY OF THE PROBLEM ....................... 1

  Questions That Guided the Study ........................................................................ 2

  Statement of Significance .................................................................................... 2

  Project Outcomes ............................................................................................... 3

CHAPTER II: REVIEW OF LITERATURE .................................................................. 4

  Annotations for Adolf Hitler ............................................................................. 4

  Annotations for Al Capone ................................................................................. 6

  Annotations for Nathan Leopold, Jr ................................................................. 7

  Social Learning Aspects .................................................................................... 8

  Qualitative Research Resources ....................................................................... 9

  Creativity Resources .......................................................................................... 9

CHAPTER III: THE RESEARCH METHOD ............................................................. 12

  Case Selection .................................................................................................... 13

     Criteria ............................................................................................................. 13

     Organizing Data ............................................................................................. 16
### CHAPTER IV: REPORT OF FINDINGS FROM AUTOBIOGRAPHICAL AND BIOGRAPHICAL DATA

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergent Similarities</td>
<td>27</td>
</tr>
<tr>
<td>Devotion to Mother</td>
<td>27</td>
</tr>
<tr>
<td>Criminal History</td>
<td>29</td>
</tr>
<tr>
<td>Personality Traits</td>
<td>29</td>
</tr>
<tr>
<td>Evidence of Mental Illness</td>
<td>31</td>
</tr>
<tr>
<td>Sexual Perversion and Promiscuity</td>
<td>33</td>
</tr>
<tr>
<td>Grandiosity and Egocentrism</td>
<td>33</td>
</tr>
<tr>
<td>Emergent Differences</td>
<td>36</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Evidence of Mess Finding</td>
<td>44</td>
</tr>
</tbody>
</table>

### CHAPTER VI: IMPLICATIONS AND FUTURE RECOMMENDATIONS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Similarities and Their Implications</td>
<td>49</td>
</tr>
<tr>
<td>Evidence of Occurrences of CPS Process and Their Implications</td>
<td>51</td>
</tr>
<tr>
<td>A Final Recommendation</td>
<td>54</td>
</tr>
</tbody>
</table>

### REFERENCES

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>55</td>
</tr>
</tbody>
</table>

### APPENDIX 1: TIMELINES OF ATROCITIES

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline of Hitler’s Final Solution</td>
<td>57</td>
</tr>
<tr>
<td>Timeline of St. Valentine’s Day Massacre</td>
<td>77</td>
</tr>
<tr>
<td>Timeline of the Kidnapping and Murder of Bobbie Franks</td>
<td>81</td>
</tr>
</tbody>
</table>
LIST OF FIGURES

Figure 2.1: Raw Data from Timeline of Hitler’s Final Solution
   Planning and Implementation .......................................................... 58

Figure 2.2: Raw Data from Timeline of St. Valentine’s Day Massacre
   Planning and Implementation .......................................................... 78

Figure 2.3: Raw Data from Kidnapping and Murder of Bobbie Franks
   Planning and Implementation .......................................................... 82

Figure 3.1: Data Display of Evidence of Occurrences of CPS Process
   In All Three Planned and Implemented Atrocities .................................. 41

Figure 3.2: Data Display of Evidence of Occurrences of CPS Process
   In Each Individual Planned and Implemented Atrocity ........................... 42

Figure 3.3: Data Display of Occurrences of CPS Process
   In All Three combined Planned and Implemented Atrocities ....................... 43

Figure 3.4: Ratio Chart Showing of Final Solution Showing Breakdown
   of CPS Process .................................................................................. 46

Figure 3.5: Ratio Chart of St. Valentine’s Day Massacre Showing Breakdown
   of CPS Process .................................................................................. 47

Figure 3.6: Ratio Chart of the Kidnapping and Murder of Bobbie Franks
   Showing Breakdown of CPS Process .................................................. 48
## LIST OF TABLES

Table 1.1: Family Influences
Based on Autobiographical and Biographical Data ........................................ 20

Table 1.2: Childhood/Adolescent Influences
Based on Autobiographical and Biographical Data ........................................ 21

Table 1.3: Personality Traits
Based on Autobiographical and Biographical Data ........................................ 23

Table 1.4: Life Patterns
Based on Autobiographical and Biographical Data ........................................ 25
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 Creating Minds 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 Creative Approaches to Problem Solving, 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 Greatness: Who Makes History and Why, “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). *Mien Kampf*. 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). *The Holocaust Encyclopedia*. 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). *Explaining Hitler*. 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). *Hitler: The Pathology of Evil*. 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.

**Annotations for Al Capone**

Bergreen, L. (1994). *Capone: The Man and The Era*. 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). *Capone: The Life and World of Al Capone*. 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). *Al Capone: The Biography of a Self-Made Man*. 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 his 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). *Compulsion*. 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.

**Social Learning Aspects**


Qualitative Research Resources

Denizen, N.K. & Lincoln, Y.S. (1998). Strategies of Qualitative Inquiry. 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). Qualitative Research and Case Study Applications in Education. 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). Creating Minds. 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). Creative Approaches to Problem Solving. 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). The Price of Greatness. 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). Greatness: Who Makes History and Why. 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 on to 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

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

Based on Autobiographical and Biographical Data

## Table 1.2

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Hitler</th>
<th>Capone</th>
<th>Leopold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of education</td>
<td>High school dropout, refused admission to art school</td>
<td>6th grade dropout, high truancy</td>
<td>Attended Harvard School in Chicago, graduated with Bachelor Degree in Philosophy, attended law school</td>
</tr>
<tr>
<td>Intellectual strengths</td>
<td>Military history, geography, painting/drawing, art, architecture, oratorical talent</td>
<td>clerical, good head for business, analytical, strong organizational skills</td>
<td>IQ noted to be 210, superior memory, gifted scholastically, ability to learn languages rapidly</td>
</tr>
<tr>
<td>Hobbies</td>
<td>Theater, opera, movies, music, German Shepherds, shot rats as a boy</td>
<td>cards, checkers, opera, pool, gambling, movies, boxing, swimming, golfing</td>
<td>Ornithology, insectology, linguistics, philosophy, history, interested in and studied perversion</td>
</tr>
<tr>
<td>Role models</td>
<td>Cowboys, Paul Kruger the Boer, Frederick the Great, Genghis Khan, Wotan, German god of war and death</td>
<td>John Torrio</td>
<td>Wilde, Nietzsche, Clarence Darrow</td>
</tr>
<tr>
<td>Job history</td>
<td>Awarded Iron Cross from WWI service, day laborer, painter</td>
<td>Clerk in a candy store, pinball setter in bowling alley, paper/cloth cutter in a bindery, bookkeeper, political boss, gambler, bootlegger, &quot;used furniture dealer&quot;</td>
<td>Made $20 an hour for taking people on bird watching tours</td>
</tr>
<tr>
<td>Criminal history</td>
<td>Molestation of a girl, blackmailing, countermailing, conspiracy</td>
<td>Disorderly conduct, arrested 3 times on suspicion of homicide, carrying a concealed weapon</td>
<td>Shoplifting, stole cars, broke windows, set fires, burglaries</td>
</tr>
<tr>
<td>Childhood and Adolescent trauma</td>
<td>Witnessing abusive parental intercourse, billy goat bite, questionable one testicule, almost killed by father when running away from home, lung ailment</td>
<td>No traumatic events noted, as per brother Ralph (Bergreen, L., 1994, p. 30).</td>
<td>Sickly child, chicken pox, scarlet fever, overactive thyroid gland, adrenal insufficiency, restricted use of toilet facilities at school causing accidents, mother died when Nathan Jr. was 17, he blamed self for her death</td>
</tr>
<tr>
<td>Criteria</td>
<td>Hitler</td>
<td>Capone</td>
<td>Leopold</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Personality traits assigned by others</td>
<td>self-loathing, revengeful, grandiose, paranoid, eccentric, fearful, a hypochondriac, inappropriate laughter, awkward, easily embarrassed, egocentric, low self esteem, 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</td>
<td>arrogant, 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.</td>
<td>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 genius, passionate, and brilliant</td>
</tr>
<tr>
<td>Criteria</td>
<td>Hitler</td>
<td>Capone</td>
<td>Leopold</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
</tbody>
</table>
| 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 |                                                             |                                              |

Table 1.3 - Continuation
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Hitler</th>
<th>Capone</th>
<th>Leopold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of peaks and valleys</td>
<td>&quot;His depression worsened until he stopped taking care of himself. By the age of twenty, he was deep into his first breakdown&quot; (Victor, G., 1998, p. 43). &quot;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&quot; Feb. 1910, Hitler 21 at the time (Rosenbaum, R., 1998, p. 204). &quot;Germany's surrender-sudden, totally 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&quot; (Victor, G., 1998, p. 56).</td>
<td>&quot;The summer of 1926 was an absolutely critical period in his life...he emerged a far different man&quot; Capone 27 at the time (Berggreen, L., 1994, p. 173). &quot;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&quot; Capone 27 at the time (Berggreen, L., 1994, p. 336).</td>
<td>&quot;Each contemplated suicide. Once, following a quarrel, Leopold had suggested they play a poker game to see which one should commit suicide&quot; (Higdon, H., 1999, p. 154). In prison, in 1930 when being transferred from Statesville Correctional Facility back to Joliet Prison and contemplating escape, Leopold writes: &quot;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&quot; (Leopold, N., 1958, p. 184).</td>
</tr>
<tr>
<td>Criteria</td>
<td>Hitler</td>
<td>Capone</td>
<td>Leopold</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>--------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Evidence of peaks and valleys</td>
<td>In reference to end of WW1, Hitler 29 at the time. &quot;According to an aide, Hitler came near a breakdown during the battle of Stalingrad and, if he had yielded to the advice of his generals and gone back on his order of no retreat, he might well have suffered the breakdown.&quot; (Victor, G., 1998, p. 207) Hitler 53 at the time. Up until 1941 Hitler is seen as &quot;cautious and calculating&quot;. After that point &quot;he becomes so overcome with belief in himself, in his destined invulnerability that he destroys himself.&quot; (Rosenbaum, R., 1998, p. 90)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Breakthroughs at ten year intervals</td>
<td>Since 1923, Hitler had been regarded as &quot;kind of a crank, far outside the mainstream&quot; but by 1932 he was a serious contender for the presidency. A nine year interval. (Rosenbaum, R., 1998, p. 100).</td>
<td>Apprenticeship with Johnny Torrio for approximately 7 years, from 1914 through 1921. &quot;And Capone had managed to rise to his position of eminence within a span of only seven years, before he turned thirty&quot; (Bregreen, L., 1994, p. 300).</td>
<td>&quot;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&quot; (Leopold, N., 1958, p. 239).</td>
</tr>
</tbody>
</table>
**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 *Greatness: Who Makes History and Why*. 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 *Creating Minds* 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.

**Evidence of Mental Illness**

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*

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Hitler</th>
<th>Capone</th>
<th>Leopold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupation of parents</td>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Relationship with parents</td>
<td>All idealized and were devoted to mothers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family income</td>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Religious affiliation</td>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Birth order</td>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Patterns of abuse</td>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Deaths in immediate family</td>
<td>By the age of 21, each had lost at least one parent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level of education</td>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Intellectual strengths</td>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Hobbies</td>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Role models</td>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Job history</td>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Criminal history</td>
<td>Each had committed crimes, all case studies served time in prison</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Childhood and Adolescent Trauma</td>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Personality traits</td>
<td>genius</td>
<td>high degree of intelligence</td>
<td>&quot;a crazy genius&quot;</td>
</tr>
<tr>
<td></td>
<td>guilty of murder</td>
<td>guilty of murder</td>
<td>guilty of murder</td>
</tr>
<tr>
<td></td>
<td>evil</td>
<td>evil</td>
<td>evil</td>
</tr>
<tr>
<td></td>
<td>evidence of paranoia</td>
<td>evidence of delusional thinking</td>
<td>evidence of delusional thinking</td>
</tr>
<tr>
<td></td>
<td>sexually perverted</td>
<td>sexually promiscuous</td>
<td>sexually perverted</td>
</tr>
<tr>
<td></td>
<td>egocentric</td>
<td>grandiose</td>
<td>grandiose</td>
</tr>
<tr>
<td>Evidence of peaks and valleys</td>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Breakthroughs at ten-year intervals</td>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
</tbody>
</table>
**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.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Hitler</th>
<th>Capone</th>
<th>Leopold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupation of parents</td>
<td>civil servant, serving maid</td>
<td>barber and seamstress</td>
<td>shipping business owner and charity</td>
</tr>
<tr>
<td>Relationship with parents</td>
<td>hated father</td>
<td>had a good relationship with father</td>
<td>had a good relationship with father</td>
</tr>
<tr>
<td>Family income</td>
<td>poor</td>
<td>poor</td>
<td>wealthy</td>
</tr>
<tr>
<td>Religious</td>
<td>atheist</td>
<td>Roman Catholic</td>
<td>atheist</td>
</tr>
<tr>
<td>Birth order</td>
<td>born 5th but raised as an only child for first five</td>
<td>born 2nd</td>
<td>youngest of three boys</td>
</tr>
<tr>
<td>Patterns of abuse</td>
<td>beaten by father</td>
<td>none</td>
<td>questionable treatment by governor</td>
</tr>
<tr>
<td>Deaths in immediate family</td>
<td>loss of sibling(s) at an early age</td>
<td>loss of sibling(s) at an early age</td>
<td>none</td>
</tr>
<tr>
<td>Level of education</td>
<td>high school dropout</td>
<td>high school dropout</td>
<td>Bachelor Degree plus law school</td>
</tr>
<tr>
<td>Intellectual strengths</td>
<td>history, geography, architecture</td>
<td>business</td>
<td>superior memory, linguistics</td>
</tr>
<tr>
<td>Hobbies</td>
<td>German Shepherds</td>
<td>gambling, boxing, swimming, golfing</td>
<td>ornithology, insectology, linguistics</td>
</tr>
<tr>
<td>Role models</td>
<td>military figures</td>
<td>personal friend who was his mentor</td>
<td>philosophers and writers</td>
</tr>
<tr>
<td>Job history</td>
<td>military service, blue collar worker, held a political position</td>
<td>blue collar worker, gambler, underworld political boss</td>
<td>tour guide for bird watchers</td>
</tr>
<tr>
<td>Criminal history</td>
<td>possibly participated in the deaths of over 6 million people</td>
<td>possibly participated in the deaths of numerous individuals</td>
<td>participated in the death of one person</td>
</tr>
<tr>
<td>Childhood and Adolescent</td>
<td>physical and emotional abuse, physical</td>
<td>none</td>
<td>emotional abuse, numerous physical</td>
</tr>
<tr>
<td>Personality traits</td>
<td>not moved people deeply with hysterical style of speaking</td>
<td>ability to evoke mass hallucination</td>
<td>had remorse</td>
</tr>
<tr>
<td></td>
<td>extremely private</td>
<td>very social</td>
<td>antisocial</td>
</tr>
<tr>
<td></td>
<td>grandiose</td>
<td>grandiose</td>
<td></td>
</tr>
<tr>
<td></td>
<td>low self-esteem</td>
<td>arrogant</td>
<td>insecure</td>
</tr>
<tr>
<td></td>
<td>severely depressed</td>
<td>cherry</td>
<td>arrogant</td>
</tr>
<tr>
<td></td>
<td>yearned to be a savior</td>
<td>seen as the champion of the oppressed</td>
<td>depressed</td>
</tr>
<tr>
<td></td>
<td>heroic</td>
<td>seen as a hero</td>
<td></td>
</tr>
<tr>
<td>Evidence of peaks/valleys</td>
<td>suicidal</td>
<td>none</td>
<td>suicidal</td>
</tr>
<tr>
<td>Breakthroughs at ten-year intervals</td>
<td>9 year interval before becoming a serious political contender</td>
<td>7 year interval before obtaining a position of eminence</td>
<td>10 year interval before expressing remorse for his crime</td>
</tr>
</tbody>
</table>
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

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 Occurrences 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.

<table>
<thead>
<tr>
<th></th>
<th>MF1</th>
<th>MF2</th>
<th>MF3</th>
<th>DF1</th>
<th>DF2</th>
<th>DF3</th>
<th>PF1</th>
<th>PF2</th>
<th>PF3</th>
<th>IF1</th>
<th>IF2</th>
<th>IF3</th>
<th>SF1</th>
<th>SF2</th>
<th>SF3</th>
<th>AF1</th>
<th>AF2</th>
<th>AF3</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Final Solution 1919-1945</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>20</td>
<td>13</td>
<td>2</td>
<td>13</td>
<td>8</td>
<td>0</td>
<td>17</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>St. Valentines Day Massacre 1/1929-2/1929</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Kidnapping and Murder of Bobbie Franks 11/1923-5/1924</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>11</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>MF</th>
<th>DF</th>
<th>PF</th>
<th>IF</th>
<th>SF</th>
<th>AF</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Final Solution 1919-1945</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>34</td>
<td>23</td>
<td>67</td>
<td>128</td>
</tr>
<tr>
<td>St. Valentines Day Massacre 1/1929-2/1929</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Kidnapping and Murder of Bobbie Franks 11/1923-5/1924</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>15</td>
<td>2</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>Totals</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>52</td>
<td>27</td>
<td>71</td>
<td></td>
</tr>
</tbody>
</table>
Data Display of Evidence of Occurrences of CPS Process in Each Individual Planned and Implemented Atrocity

Figure 3.2
Data Display of Evidence of Occurrences of CPS Process in All Three Combined Planned and Implemented Atrocities

Figure 3.3

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

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%
- AF: 54%
- SF: 16%
Ratio Chart Showing Evidence of Occurrences of CPS for the St. Valentine's Day Massacre

Figure 3.5

St. Valentines Day Massacre

AF 11%
MF 0%
DF 22%
SF 22%
PF 11%
IF 34%
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 Social Control of Deviance: A Critical Perspective 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

Figure 2.1: Timeline of Adolf Hitler’s Final Solution
Planning and Implementation and Evidence of CPS Process ........................................... 57

Figure 2.2: Timeline of the St. Valentine’s Day Massacre
Planning and Implementation and Evidence of CPS Process ........................................... 77

Figure 2.3: Timeline of the Kidnapping and Murder of Bobbie Franks
Planning and Implementation and Evidence of CPS Process ........................................... 81
Adolph Hitler’s Final Solution
Planning and Implementation 1919-1945
Figure 2.1

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

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)

1933
30 January - Hitler sworn in as chancellor.
20 March - The first concentration camp in Germany, Dachau, is established near Munich.
26 March - Hitler calls for a boycott of all Jewish businesses.
1 April - Nazi boycott of all Jewish-owned businesses

Problem-Finding(2) Answers: How to remove Jews?
Idea-Finding (2) Answers: How to remove Jews?
Problem-Finding(2) How to decrease Jewish business and personal wealth?
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 save 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.

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?

1937
16 July - Buchenwald concentration camp opens
August - some 350 attacks on Jews in Poland.

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 Mauthausen concentration camp.
15 June - 1,500 German Jews imprisoned in concentration camps.
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, 7,500 stores looted, 30,000 Jews sent to concentration camps, 91 Jews killed.
15 Nov. - Jewish children prohibited from attending German schools.
3 Dec. - Decree on Eliminating the Jews from German Economic Life.

Solution-Finding(2) Focuses on evaluating and strengthening promising options. Will this work to remove Jews?
Idea-Finding(2) How to imprison Jews?
Idea -Finding(2) How to instill fear in Jews and tighten control?
Idea-Finding(2) How to separate Jews from Germans?
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.
21 Feb. - Ordinance issued calling for confiscation of gold and other valuables belonging to Jews.
4 March - Decree regarding employment of Jews 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.
15 May - Ravensbruck concentration camp for women established.
1 Sept. Invasion of Poland by Germany. Two million Jews come under Nazi rule.
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.
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.

Problem-Finding(3) How may I exterminate Jews in Europe?
Idea-Finding(3) How to use laws to confiscate financial wealth from Jews?
Idea-Finding(3) How to use laws to begin plans for extermination.
Idea-Finding(2) How to limit Jews influence in government and law?
Idea-Finding(2) How to exterminate female Jews?
Idea-Finding(2) How to gain more control of more Jews to exterminate entire race in Europe.
Solution-Finding(2) Evaluation of numbers of Jews held and transported to camps.
Solution-Finding(3) Making decisions about transportation of Jews.

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
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.

8 Oct. - First Jewish ghetto established in Poland.

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

29 Nov. - Himmler orders Jews refusing deportation
to be put to death
2 Dec. - Nazis begin using gas vans to murder
mental patients.

18 Dec. - Nazis cut food rations for Jews in Germany.
1940

1 Jan. - Ovens and crematoriums installed at Buchenwald.

8 Feb. - Lodz ghetto established.

20 March - Transports arrive at Sachsenhausen from
Dachau and Flossenberg

9 April - Invasion of Denmark and Norway by Germany.

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

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

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

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

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

Idea-Finding(1) How to starve Jews?

Solution-Finding(3) To what extent will this help
exterminate all Jews from Europe?

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

20 April - Telephones confiscated from Jews in Germany.

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

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

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

17 May - Germany invades France.

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

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

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

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

14 June - Germany occupies Paris.

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

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

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 Belgium.

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

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.

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.
1 March - Himmler orders the construction of Birkenau camp at Auschwitz.
3 March - Krakow ghetto established, enclosing 20,000.
12 March - Confiscation of Jewish property in the Netherlands.
23 March - Himmler writes to Hitler that he hopes to see Jewry completely obliterated.

1 April - Jews in Warsaw ghetto rounded up for forced labor
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.
22 June - Croatian Jews sent to concentration camps.

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

Acceptance-Finding(3) Identifies a strong assistor

Acceptance-Finding(2) Develops action steps for implementation

Idea-Finding(3) How to exterminate more Jews?
Provides novel ideas for solving the problem.
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
Acceptance-Finding(2) Who will do what by when? Shows action steps for implementing the solution (extermination of all Jews).

Acceptance-Finding(3) Strong assistor, shows action steps for implementation.

Solution-Finding(3) Focuses on evaluating problem Acceptance-Finding(3) Identifies strong assistors

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

1 Sept. - Nazi euthanasia program officially ends but continues unofficially. 70,000 are put to death. 1 Sept. Jews in Germany and Austria forced to wear Star of David armbands.
3 Sept. - First experimental gassing carried out at Auschwitz.
19 Sept. - Liquidation of Zhitomir ghetto; 10,000 Jews killed.
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.
10 Oct. - First conference on the "Solution of the Jewish Problem" convened at Prague.
11 Oct. - Romanians establish ghetto for 50,000 Jews.
15 Oct. Mass deportations of German Jews begin to

Acceptance-Finding (3) Focuses on action steps for implementation.
Acceptance-Finding (3) Identifies key resistance.
Idea-Finding (3) Show novel idea for solving problem.
Acceptance-Finding (2) Focuses on developing and sequencing action steps for implementing the solution.
Solution-Finding (3) Focuses on analyzing, evaluating and strengthening promising options.
Kovno, Lodz, Minsk, and Riga regions

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

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

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.

1 Nov. - Construction of Belzec extermination camp begins.

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

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

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.

First transports arrive at Majdanek extermination camp.
8 Dec. - First use of mobile gas vans used at Chelmno extermination camp.


22 Dec. - of the 57,000 Jews of Vilna, 33,500 are killed, 12,000 with work permits remain, 8,000 are in hiding.

1942

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

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

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

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

Idea-Finding(2) Produces new ideas from problem statement: How to help war effort and exterminate Jews?

14 Jan. - Deportation of Dutch Jews from Amsterdam.

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" to the Jewish problem.

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 Belgium required to wear star.

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
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.

19 July - Himmler orders the elimination of all Jews in the Generalgouvernement by the end of 1942.

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.

1 Nov. - First deportations from Bialystok to Treblinka.

28 Oct. - First deportations from Theresienstadt to Auschwitz.

9 Jan. - Himmler tours the Warsaw ghetto, orders deportation of another 8,000 Jews.

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) Identifies who will do what by when? Also identifies key assistors.

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

Data-Finding(3) Develops an improved sense of understanding of current situation through data, information, impressions, opinions, questions, etc.

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

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.

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?

Acceptance-Finding(3) Shows action steps for implementation of solution.

Idea-Finding(3) How to create crematoriums for mass body burning?

Acceptance-Finding(3) Shows action steps for implementation of solution.

Solution-Finding(2) To what extent will this hide evidence of mass murders?

Acceptance-Finding(3) Shows action steps for implementation of solution.
labor camps are liquidated and more than 40,000 Jews are killed.

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

6 Nov. - Jews arrested in Florence, Milan, and Venice for deportation to Auschwitz.

1 Dec. - Italian police order all Italian Jews to be sent to concentration camps.

25 Feb. - Deportation of remnant Amsterdam Jews to Auschwitz.

9 March - Himmler uses concentration camp inmates as slave laborers in German war effort.

2 April - Hungarian Jews required to wear yellow star.

28 April - First Hungarian Jews sent to Auschwitz.

4 May - Plans made at a conference in Vienna for total deportation of Hungarian Jews.

15 May - Mass deportation of Hungarian Jews. By July
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.

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.

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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 Aug.</td>
<td>Liberation of Paris</td>
</tr>
<tr>
<td>2 Nov.</td>
<td>Germans discontinue gassings at Auschwitz and begin to hide signs of mass murder.</td>
</tr>
<tr>
<td>8 Nov.</td>
<td>Deportations from Budapest resume with a death march to Austrian border.</td>
</tr>
<tr>
<td>25-26 Nov.</td>
<td>Germans dismantle Crematorium II at Auschwitz in an attempt to erase signs of mass murder.</td>
</tr>
<tr>
<td>17 Jan.</td>
<td>Liberation of Warsaw; only a few Jews remain out of 450,000.</td>
</tr>
<tr>
<td>26-27 Jan.</td>
<td>Konigsberg Death March; 7,000 die.</td>
</tr>
<tr>
<td>27 Jan.</td>
<td>Liberation of Auschwitz by Red Army; the few remaining inmates are freed.</td>
</tr>
<tr>
<td>Feb. - April</td>
<td>Death Marches; thousands of prisoners arrive at Bergen-Belsen at the end of the march.</td>
</tr>
</tbody>
</table>

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

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

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

Solution-Finding(2) To what extent will this help hide signs of mass murder?
evidence), (3) shows strong evidence

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

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

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.
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.

Solution-Finding(2) Shows evidence of making decisions about alternatives.
Solution-Finding(2) To what extent will this help hide signs of mass murder?
Solution-Finding(2) To what extent will this help hide signs of mass murder?

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
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

Beginning of 1929:
McGurn asks Capone for his blessing for a counterattack
against "Bugs" Moran
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
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

Performance-Finding(3) How to plan a novel counterattack?

Data-Finding(3) Watches gang movements to develop an improved understanding of the situation
Next, McGurn assembles an assassination squad. 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. The novel twist to the assassination was created: A disguise of Chicago policemen conducting a routine Prohibition raid. A Capone associate stole a police car with siren, as well as several police uniforms. Two men are brought in from Detroit to act as lookouts. 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.
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 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 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 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

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.)
Leopold Kidnapping and Murder
Planning and Implementation

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 Morton D. Ballard of Peoria, IL at Morrison Hotel. He deposits a suitcase of books in Rm. 1031 and leaves.

Idea-Finding(2) Produces new ideas from problem statement: How may I create fake ID to rent a car?
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. 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.

Idea-Finding (I-F) 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
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
day. He pays his bill and gets deposit back.

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 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 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
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 a hardware store.
Leopold and Loeb drive to Leopold’s home to write ransom letters. No address is put on the outside of the envelopes.

Idea-Finding(2) Answers: How may I murder a kidnapping victim?
Problem-Finding(2) How may I prepare ransom letters before kidnapping?

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 Willy’s-Knight car again. He leaves a $35 deposit.
Loeb follows Leopold to a restaurant. They raise the side curtains on the rental car and eat lunch.
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.

Solution-Finding(2) Strengthens promising options.

Idea-Finding (1) How to conceal what occurs inside the car.

Idea-Finding (1) How to conceal what occurs inside the 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.
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.

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

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

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 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.

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

Idea-Finding(2) How to dispose of victim's belongings?

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

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.

The Ransom
Leopold and Loeb drive back towards Chicago. Leopold
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
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.

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

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

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 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 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.

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

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

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

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

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

**Adolf Hitler**: Resources for Biographical and Autobiographical Information/The Planning and Implementation of the Final Solution ................................................................. 91

**Al Capone**: Resources for Biographical and Autobiographical Information/The Planning and Implementation of St. Valentine’s Day Massacre ................................................................. 106

**Nathan Leopold, Jr.**: Resources for Biographical and Autobiographical Information/ Planning and Implementation of the Kidnapping And Murder of Bobbie Franks ................................. 110
Resources for Adolf Hitler


Murray, H. (Oct. 1943) *Analysis of the personality of Adolf Hitler.* Roosevelt Library, Hyde Park, N.Y.: President’s Secretary’s File, Box 99.


Schuster.


Toland, J. (1967). *The last 100 days,* New York: Bantam.


Weindling, P. (1989). *Health, race and German politics between national unification*
and Nazism. Cambridge: Cambridge University Press.


Resources for Al Capone


(Originally published as *Al Capone on the Spot* by Enright, R.T., 1931.)


Resources for Nathan Leopold, Jr.


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: