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**Jottings from the New and Old Countries**

**MONOGRAPH**

**THE FEELING OF SUPERIORITY  
AND  
ANXIETY — SUPERIOR  
THE OTTAWA PILOT STUDY**

*By*

**ERNEST L. REMITS, M.A.**

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Ottawa, Canada



# FOREWORD

The author of this monograph is a psychologist. This investigation constitutes and is a continuation of an original piece of research presented during his university studies. He undertook the work alone and did not receive financial assistance nor is he connected with any institution.

The difficulties of the investigation were realized by the author at the outset. He conducted this research because he felt that somebody should do it. He believes that humanity will never submit to the tyranny of the quantitative and the superiority of physics or chemistry.

The necessity of condensing a large amount of information into a small monograph has disadvantages. It gives a too assertive appearance to propositions which, nevertheless, are conclusions of the experiment.

A brief description of such a subject involves inevitable imperfections. However, this pilot study should not be expected to contain all details of the phenomena.

The author would wish nothing more than to be able to thank each of the many people in Ottawa who helped toward this work, either knowingly or unknowingly.

Sincere appreciation is due for the cooperation received in conducting the experiment in the institutions to Mr. Harry Pullen, Assistant Business Administrator, Ottawa Collegiate Institute Board, Mr. Earl D. Hendry, Principal, and Mr. J. Gerrard Enns, Chairman, Guidance Department, Ottawa Technical High School, Mr. W. D. T. Atkinson, Principal, and Mr. E. M. Elliott, Director of Guidance, Glebe Collegiate Institute, Mr. John A. Porter, Professor of Sociology, Carleton College, and Dr. E. E. O'Grady, Professor of English, University of Ottawa.

It would be difficult to tell how much credit is due to my wife. Without her help this work might never have been begun.

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# The Feeling of Superiority and Anxiety-superior

## *The Ottawa Pilot Study*

By ERNEST L. REMITS, M.A.

### INTRODUCTION

**F**EW phenomena of inquiry could be more important than that of the fundamentally human anxieties, desires, and feelings. The behaviour of each and every one of us continually is not only caused by such drives in ourselves but also mostly aims at being operative by activating those of other individuals. This may be said to apply to all legislation, institutions, and social customs.

Since the inner fortress of society is in a state of perplexity and traumatic change during such periods, the individual has no solid ground on which to meet the specific threats which confront him. In such an epoch when society finds it difficult to provide the individual with adequate psychological orientation — and hence leaves him a prey to anxiety — the individual is obliged, often in desperation, to look deeply within himself to find a new basis for orientation. It is this indeed, the aiding of the individual to discover a unity within himself, which is the great contribution of psychology.

Only during the last decade or so have the milder varieties of disorder come under serious scientific investigation. If people were irritable, if they did not get along in their environment, if they wasted their time or took to drink or other dissipation, their behaviour was felt to lie within the realm of volition. It was up to them to correct their ways without any assistance. This attitude still prevails so widely that there is practically nothing to learn from searching the earlier history. More recently, however, the outlook toward these milder forms of disorder has somewhat changed.

It was quite different with severe forms of mental affliction. Here one observes a distinct evolution of attitude in western society from earliest to modern times. "The notion of disordered personal reactions can no longer be restricted to the psychoses and neuroses," as Dr. White (23) pointed out very appropriately. "The skilled observer

has become accustomed to look for analogous facts in an increasingly wide range of human problems." There are other disorders which do not fall in the above categories and which may be introduced as "anxiety-superior". This term, as the name implies, refers to individuals who are anxious and unhappy because of their feeling of superiority.

Such an individual may feel that he has no solid ground on which to meet specific difficulties or may be concerned because of the need of some psychological orientation. He may feel that he is alone and threatened by isolation.

"Anxiety-superior" interferes to a certain extent with intellectual performance. Planning and judgment oftentimes become slightly impaired. An individual who suffers from "anxiety-superior" seeks a way in which he can further his personal development without dissipating his anxiety in such manner that it will produce deception.

"Anxiety-superior" is a state of anxiety experienced when one's basic feeling of superiority is frustrated or wounded too greatly.

Anxiety-superior increased tremendously with the advance of civilization. The isolation of the individual has been increasingly affected by the competitive system and the overpowering character of the economic fate to which he is subjected. No doubt these factors contribute to the amount of anxiety-superior.

Throughout the literature of the natural inclinations, no tendency has been so emphatically and perhaps so justly stressed as that of a high sense of personal well-being. Such terms as self-regard, self-worth, self-esteem, and so forth, have occupied the most eloquent pages—mostly in reproof, but occasionally in commendation—from the earliest times.

However, as Dr. Murphy (18) stated, "There has been a general tendency to think that the self is uniformly and by nature a source of woe. But this is a very eccentric conclusion. Societies differ hugely, and individuals within each society differ hugely, in the satisfactions and frustrations which come from selfhood."

Individuals are primarily concerned with the job and with a real interest in solving problems in their work as well as in their other activities.

Professor Ginsberg (10) pointed out that what is involved in volition is not so much, or is not necessarily the idea of the self, but

rather the system of disposition which is the self, and that of course has creative energy. No doubt the self-regarding sentiment is of great importance as a correlating principle, but the unity attained through it may be very narrow and unsympathetic. We could hardly admire the person who does good in order that he may be pleased with himself. Greater unity is attained by devotion to large ends, and these ends must be of value in themselves and not derive their value from the fact that they satisfy the sentiment of self-assertion.

“A person’s attitude toward himself would vary even if the empirical self were constant” as Dr. Murphy (18) observed. “Attitudes toward the self are complex, heterogeneous, for two reasons; the thing that is there to be seen varies somewhat with situations, and the inner tissues of situations vary both locally and generally. One may wear ‘rose-coloured glasses’ while looking at the self as well as when musing on prospects for a good business year.” Furthermore, he states “point blank questions as to what one means by the self do not produce a clearly delineated self-picture (. . .) if the self approximately fulfills one’s expectations, it may remain a peripheral experience; if it falls shockingly short of doing so it may become a prominent part of the landscape.”

Certainly we cannot maintain that the self is the basis of “all” behaviour or “all” personality problems.

If the self-attitude is so well generalized, as further stated by Dr. Murphy, how can we speak of heterogeneity of tendencies entering into introversion-extroversion? Most personality questionnaires emphasize the self-attitude but at the same time certain other elementary values and interests are introduced which, in the light of factor analysis, appear to be a measure of canalization and interests that are essentially independent of the self.

Over and above all, while self-regard, self-assertion, self-esteem, self-worth, self-respect, amour-propre, etc., are struggling with one another, there re-emerges an all controlling desire, that of “the feeling of superiority”. This desire permeates and gives unity and direction to motives. Action finds its starting point in the needs or ideal representations which have value in themselves and through which the individual hopes to attain the desired sense of uplift in his sphere.

The feeling of superiority is defined here as "that feeling which gives the individual the desired sense of uplift in his sphere."

The following case summarized from an article by Mr. Austin Cross (7) in the Ottawa Citizen may serve as an example.

Two Englishmen, refugees from security, who changed their lives are Leslie Badham, ex-Royal Air Force Corporal, who left the Civil Service in Ottawa, and Squadron Leader Eric W. Pierce, who tossed up a big pension.

"I work twice the hours I used to, and like it," said the ex-corporal.

"Meanwhile," Mrs. Pierce remarked, "I keep the books, sweep the floor, make the tea and I love it all."

Mr. Badham had a job with the National Research Council and said it was "a wonderful place to work".

"Then, one night at 33 McNaughton where we used to live, Pierce and I decided to give up all we had, and to get together and run a garage."

He looked around his garage and said: "So here we are."

Perhaps more spectacular was the sacrifice of Squadron Leader Pierce who gave up a pension of £500 to tinker with English cars.

Seen in his garage in his overalls, his hands oily black, his face smudged, but a happy grin on his face, he said, "I am having two careers in one life-time."

It was hard to picture this begrimed figure as the spit and polish squadron leader of yesteryear.

"I have enjoyed every day of this" he said. "I guess I was born to work rather than sit in an office all my life."

Asked if he ever got tired messing around motors he said: "No. In Ottawa you have not only friends but complete freedom."

Asked about the future he said: "I like the freedom in Canada. The future is good; we have not made any money yet, but I am confident that we shall. Meanwhile I like my work. I average about 75 hours a week and so does my partner; but we enjoy living."

The Pierces have a son Peter, aged 7. The Badhams have a daughter Daphne, aged 8.

The present work of these people did not carry any security, permanency, authority, financial independence, or the same social prestige. "I guess I was born to work rather than sit in an office all my life," said Mr. Pierce.

To achieve prestige socially, sexually, or economically are sometimes factors through which the individual hopes to achieve his feeling of superiority. The results arrived at are often quite different from those which the individual foresaw or desired at the outset.

"I have enjoyed every day of this," said Mr. Pierce. He was not afraid of freedom because he felt that by changing his position he would move ahead and thereby achieve that feeling which would give him the desired sense of uplift in his sphere.

Mr. Badham liked his chief and the institution. He enjoyed good wages, security, holidays and sick leave. However he gave up all this. "I work twice the hours I used to and I like it," said Mr. Badham. Then he looked around his garage saying, "So here we are."

Men come to value property because they can put their creative energy into it and it gives them a sense of freedom in their activities, thus the feeling of superiority.

"I average about 75 hours a week and so does my partner; but we enjoy living."

There is a distinction between work and activity as Dr. Robbins (19) observes: "To work for the sake of work itself, for the positive satisfaction derived from free activity, for love of it, is no idle myth, anymore than playing for the mere sake of playing is."

The above example shows that, even in the case of economic organization, an individual is concerned not only with the means of life but also to have opportunities for the active exercise of his faculties from which he can derive the feeling of superiority.

This feeling and the consequences of its continual inhibition has not been fully recognized in psychiatric and child psychology literature. However, the feeling of superiority is dynamic. If we are accustomed to introspection, and are truthful enough to acknowledge the nature of the thoughts which we detect in ourselves, we will find that we all have and must have a feeling of superiority in some area or areas sometimes. To treat the subject then in a detached and scientific manner is of primary importance.

It is intrinsic and characteristic of human beings to have such a feeling. The diversity of the need and stimuli which gives the individual this feeling is unlimited. The average child or individual, by receiving, giving or accomplishing something, even when there is no particular weight or expectation attached thereto, may have a feeling of superiority.

Its manifestations vary from one individual to another according to capacity, environment, and physical abilities. The intensity and quality of the response to many needs and stimuli will depend a great deal on the degree of the need and the desire for the feeling of superiority present at the time. The manifestations of the feeling of superiority in the individual may be influenced by how long negative experiences continue and what impressions they make.

It is not postulated that the feeling of superiority alone would solve all problems of personality or behaviour. This feeling lies mostly in thought and is a dynamic factor in psychology.

The feeling of superiority is dependent on only a small range of excellencies or merits. Failure in many areas may mean little if it is offset by success in just one area. Feeling inadequate in one or more areas does not exclude the fact that the individual has the feeling of superiority in some other area or areas. The important factor for the individual is that he maintain his feeling of superiority.

It is a distinct characteristic of man to be aware of his own capacities. Achieving a particular goal, having power, dominating or feeling superior will not necessarily give the individual the desired sense of uplift in his sphere. Motives are desires from which there is a spread of contributory desires; thus to achieve prestige—socially, sexually or economically—is sometimes a factor through which the individual hopes to achieve his feeling of superiority.

Social-cultural forces provide the individual with new needs and new goals. The thinking and the acting of the normal individual becomes adapted to the reality of the physical and social environment—those of the mentally ill do not. The most important motivating force in the individual is to maintain that feeling which gives him the desired sense of uplift in his sphere. If this feeling is frustrated too greatly, a state of anxiety-superior is experienced.

It will be seen from the definition that the feeling of superiority described in this monograph is not related as such to the feeling of inferiority, inferiority complex or Adler's basic theory.

Adler belonged originally to Freud's group and used Freud's methods in the treatment of neurotic patients. However, instead of sexual phantasies and their derivatives of the sexual life of childhood, he noticed everywhere subtle workings of a striving to dominate, degrade, and triumph over others.

The difference between Freud and Adler is not so much in what was observed; it was rather in the immediate inferences drawn from the observation. According to Freud, neurotic behaviour becomes intelligible when one worked out the full history, from earliest childhood, of the patient's sexual strivings and assumed the persistent action of unconscious sexual motives. Adler now showed that a similar intelligibility could be reached by seizing the element of inferiority and compensation in each act of the individual and assuming the persistent working of an unconscious striving for superiority to dominate, degrade, and triumph.

Referring to Adler, Dr. Brown (4) made the following remarks: "According to Adler, the child very early perceives he is weaker both physically and mentally than the adult. Adler first pointed out that one of the ways in which the child realizes his organic inferiority is in the smallness of his penis. The girl child is particularly concerned with this because she has no penis at all. This gives rise to the rather well-known Adlerian theory of penis envy which has been accepted in psycho-analysis. The realization of organic inferiority of the child causes the child to develop an inferiority complex. According to Freud, all children develop an Oedipus complex. According to Adler, all children develop these definite feelings of inferiority."

However, we are not comparing these two men but are attempting simply to employ them to best advantage.

Referring to Adler's theory, Dr. Kretschmer (13) writes: "In connection with the Nietzschean system of ideas, Adler has given a general demonstration of 'the unconditional primacy of the Will to Power' a leading fiction, which sets in more violently, more prematurely, and becomes more hastily completed, the more acutely the child's actual organic inferiority is allowed to bring his inferiority

eling into the foreground. He has brought some clear formulae and convincing observations, largely out of neurotic psychology, to demonstrate that point. We are taught that the gestures of a strong man' are but tricks of self-assurance, the protective mimicry of one essentially weak, the striving for power is but an over-compensation for a feeling of inferiority (. . .) and yet one must object that the neglect of inherited factors in this, as in all systems of pre-eminently environmental psychology, must lead to false conclusions. (. . .) Somewhere behind the scenes must be a point from which the stage properties are thrust forth and moved. There alone shall we find the primary self, i.e. the sum of inherited dispositions and capacities of reaction. And these must be regarded as varying extensively from one individual to another however much the school of Adler may wish to overlook the fact."

Dr. Adler found insupportable feelings of inferiority in all neurotics and psychotics and that they were longing for a feeling of superiority. But with all their strivings they arrived at a fictitious, simulating, illusionary or an insupportable feeling of superiority.

It follows that a feeling of comfort and well-being and a state of equilibrium depends upon the individual finding some area for a "genuine" feeling of superiority somewhere.

There is no conflict between the feeling of superiority and social impulses. This feeling is derived from activities useful to society, not egotistic in nature, and in the need to surpass in what is desirable. On the other hand calculated self-regard, self-esteem, self-worth, self-respect, amour-propre, etc., conflict with motives whether self-other-regarding.

As for Freud, the observation of Dr. Mead and of numerous other anthropologists indicate in the first place that our taboos upon sexual behaviour and sexual satisfaction are quite different from those of other groups: and secondly that sex, as a social motivation, is "practically nonexistent" in those groups which include little suppression of sexual manifestations among their taboos.

In any case, as Professor Ginsberg (10) remarks, "To attribute to a permanent sub-conscious self all sorts of qualities of which there is no direct evidence is taking refuge in an asylum of ignorance."

According to Freud, a child believes itself to be unconditionally omnipotent, and clings to this feeling of omnipotence even when the effectiveness of its power in the fulfillment of its wishes is bound up with the observance of certain conditions. Hence the need of the intricate mental mechanism. The phantasy of parental ennoblement, the immense significance of the "masculine protest" which Freud recognizes for symptom formation and as the patient's most passionate driving desire is in fact—as he says—to be a man; certainly all these are for the sake of "the feeling of superiority" but not in "sex alone".

The limitations of Freud's theory are most obvious when the historical-analytical method is applied to the normal or healthy mind, which is constructive and creative in character.

This monograph begins by outlining "The Feeling of Superiority and Anxiety-superior" and the timeliness and need for more basic knowledge and recognition of the subject.

Part I furnishes observations and clinical evidence of the child's feeling of superiority.

In the second part, a full account will be given of the experiment conducted among the student population on the "feeling of superiority". The results of this investigation show that this feeling is a dynamic factor and "anxiety-superior" is a serious problem among the student population.

In Part III further results of the investigation among the general population will be presented and discussed. Here again the feeling of superiority is a determining factor and plays an important role in practically every phase. Even confidence, ability, mastery, or success will not satisfy the individual if he does not derive the desired sense of uplift from his activities.

Anxiety-superior and its implications will be outlined in Part IV.

Lastly the monograph concludes with a summary.

The bulk of the data for this investigation was obtained by questionnaires and interviews in a pilot study. The questions were designed to obtain some estimate of the feeling of superiority and of anxiety-superior and its trends; to appraise the effectiveness of this feeling; to explore the extent of interaction of phantasy or logical thinking with this feeling; and to obtain a preview for further investigation.

While unknown large masking effects superimposed on the phenomena under investigation could have been the worst type of interference, yet the first time that a direct questionnaire was used to obtain information on the subject in an average population it proved effective.

This study began in December 1952 and was completed in September 1953 in the City of Ottawa. Ottawa, the capital of Canada, covers an area of approximately 47.63 square miles and is located at the junction of the Ottawa and Rideau Rivers in the Province of Ontario. The population of Greater Ottawa is estimated as 222,343 and consists of a homogeneous middle socio-economic group with no significant industrial labour population and with a large number of French Canadians who are bilingual. While the majority of employees are in the Government Service, the community has a large number engaged in a variety of businesses.

Questionnaires were designed by the writer and administered as follows\* :—Ottawa Technical High School; Glebe Collegiate Institute; Carleton College; University of Ottawa; random sampling by mail; interviews from a stratified sampling.

The present investigation was designed to more fully recognize the feeling of superiority and anxiety-superior and to further the research on the phenomena and processes of "feelings" as interrelated aspects of total behaviour.

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\*For questionnaire and details on sampling and methods used see Appendices.

## PART I

### Childhood

A few decades ago it was the fashion in "psychodynamics" to look upon the child in terms of the Oedipus complex, castration fears, penis envy, and so on, and nowadays, in addition, it is the inadequacy of maternal care. These theories give the impression of depth because they are so muddy.

No parent is perfect and, without doubt, an extremely inadequate parent can disturb the child profoundly. However the generalization of the above concepts has a tendency to frighten parents and has little value.

As the child develops, it is apparent that he wishes to maintain that feeling which gives him the desired sense of uplift in his sphere. The manifestation of this phenomena is presented here.

Most of the experts in child psychology agree that the acquisition of motor skill by the infant is not merely the result of "accidental" conditioning through experience gained in a "random" activity. They are the direct results as Dr. Bertalanffy (3) pointed out to "the internal situation, the distance from a normal state—the "need"—that determines the reactions of the organism. This corresponds to the actual state of affairs. The organism is motivated in the first place not by stimuli but by needs to look for food, for a mate, and so forth."

This need alone, in the normal child, is sufficiently pronounced to insure that in any ordinary type of environment the child is free to exploit, enough self-initiated practice will he have to give reasonable proficiency in such basic skills as sitting, standing, walking, mimicry and handling objects.

In this connection, as the child further develops, Dr. Goodenough (11) states: "Objects lose their impersonal character, if indeed they existed as objects for the child before experience had brought them into some kind of personal relationship to him, which seems rather doubtful. The cup from which he drinks his morning milk is no longer merely a visual pattern of lights and shades or something that stimulates his organs of touch but is also a desired object, a giver of pleasure, a satisfier of his bodily needs. (. . .) He is becoming more

discriminating in his reactions both to persons and objects. (. . .) Thus his behaviour becomes better suited to the gratification of his needs and desires."

From the above observation it is reasonable to infer that, if some of the child's needs and desires are satisfied, he will have feelings which will give him the desired sense of uplift in his sphere.

Even more obvious is the average child's desire to do things for himself as he makes further gains in motor control. He demands continually to do things on his own. "I want to do it myself!" "Let me finish it alone!" "I can do it!" "I can dress myself!" It is almost unbelievable what children can accomplish on their own. Over and over again they demand to do something or to create for the pleasure of producing a result from which they can derive a feeling of superiority.

As the child develops, new skills are acquired and additional information and experiences will influence his behaviour. The expression, "I want to go and play with the other children" shows that the child no longer sees himself purely as an individual but begins to identify himself with his age group. By this attitude and all his actions, the child gives evidence of a dawning of group consciousness, seeking companionship not only because of amusement but as a means of extending the sphere of his own personality. At this stage, children begin to make comparisons such as "I beat him," "My doll is the prettiest," etc. It is significant that, with the emergence of this comparative spirit, the child turns toward his playmates. He senses clearly the distinction between his kind. As he grows older, the influence of his companions steadily increases because with them he must compete and adjust his feeling of superiority. "I don't care if you won the race, I won the last one." In this remark a principle is expressed. In regard to level of aspiration, Dr. Goodenough (11) remarks: "The goals that each person sets for himself are often said to indicate his level of aspiration. These goals vary both qualitatively and quantitatively according to the units of measurement by which the individual judges his own achievement. Both children and adults differ greatly in respect to the units by which they gauge their own achievement and with the degree of accomplishment to which they aspire."

One great effort with its resultant success brought enough satisfaction to this child. He no longer felt the need to strive to reach a goal that from his point of view was already won. The feeling of superiority is dependent on only a small range of excellencies or merits. Failure in many areas may mean little if it is offset by success in just one area.

However, as Dr. Murphy (18) pointed out, "age may give one a basis of superiority through size, knowledge, etc. If you win a fight at 8, it may mean that you are more secure physically, have less need to criticize, bait, dispute, argue, etc., and that the boy who cannot cope with physical aggression substitutes verbal attacks. But you may have tied your security to success in physical combat, and thereby have a need to create situations through succeeding years in which you can demonstrate your superiority."

Many investigations of children's play have shown a positive and significant correlation between chronological age and increased interest in direct or imagined interactional play. As children grow older they begin to take on the roles of others about whom they have heard; thus the child, playing alone or with others, may act in turn father, mother, policeman, engineer, fireman, air pilot, Indian, soldier, etc. Children associate these activities with their own needs and desires and thus often derive a feeling of superiority from such role-taking.

Logical thinking and phantasy thinking develop as the child learns his way about in his social and material world. There is evidence that the nature of the content in the day-dream changes with age. Professor Green (12) has ably analyzed children's day-dreams, and has come to the conclusion that they mirror the child's development. Between three and ten years of age the dream contents have a major reference to self—the child gets the wanted toy, or mountainous cakes and seas of lemonade are his. In the prepubertal period, from ten to fourteen or so, the reference is mainly to a group attitude. Our basketball team wins the championship; our gang is victorious over the gang on the next block in a heroic struggle; our school, club, even family is dreamed about as accomplishing greatly desired ends.

It would be difficult to deal with day-dreaming per se; it must always be considered in relation to the child. However the child

creates a day-dream world as Dr. Young (24) pointed out "a form, not of escape, as some would say, but of inner experience with elaborations of all sorts which produce a new and rich reality inside himself."

Day-dreaming is useful for the child not only for purposes of pleasure but to derive a feeling of superiority when the external events cannot be changed to his liking or when the child is frustrated in his activities to achieve that feeling.

"Those who are incapable of abstract thinking" said Dr. Strecker (21), "like idiots, are the only stark realists. Oddly enough they have to be protected from our reality. It would destroy them."

Whatever the child retains in his adult life from the training to which he was exposed, it is certain that among the most remembered will be those experiences which wounded his feelings of superiority. Most people can recall some experience of childhood in which they were ignored or unjustly treated. Frequently individuals make remarks like the following: "My mother ignored me and favoured only the boys." "I will never forget how my father strapped me for something of which I was innocent." "When I was a child many people in the village looked down on me because my parents were divorced."

The implications of these occurrences are oftentimes more far reaching than is realized. If the basic feeling of superiority of a child is frustrated, he will become anxious and unhappy and may develop anxiety-superior.

From observation and clinical study of gifted children, it has been found by Dr. Louttit (14), Garrison, Terman and others that the following are some of the sources of difficulty:—

Lack of teacher's recognition of superiority leading to an antagonism toward the school as an institution.

Lack of parental recognition of superiority with resulting lack of stimulation or positive discouragement.

Superiority over available associates so marked that social adjustment is extremely difficult.

Superiority over stimuli of classroom.

Superiority over stimuli in toys.

These problems are in no way specific to gifted children. It is in the gifted, perhaps, that one might expect various motivations to be clearly and sharply highlighted.

The aspirations of the average child often demand of him and of the world exactly what the gifted has to face.

On the basis of these studies we may conclude the following:—

With growth and development, the emotional life of the child becomes more differentiated. This holds both for the objects which elicit feelings and the manner in which these feelings are expressed. Thus, if some of the child's needs and desires are satisfied, he will have feelings which will give him the desired sense of uplift in his sphere.

It was noted that group membership and role-taking are basic sources for security and insecurity of the growing child, and a primary determinant of his feeling of superiority.

Studies of day-dreaming prove that that feeling which gives the child the desired sense of uplift in his sphere is an important factor.

Furthermore, clinical investigations recognize that the feeling of superiority is not a casual, detached or transient phenomena, but is a dominant motivating force within the child.

This phenomena, which is of such transcendent importance, is here investigated among the students and the general population in a pilot study in Ottawa.

## PART II

### Student Population

Psychologists have made use of various methods for gathering data on the development, activities, and problems of students in schools, colleges and universities. These studies have provided valuable data for use in interpreting the growth, development and special characteristics of pupils.

Nearly all investigators of students' personalities recognized the high importance of some concept serving as an important centre of motivation and of life organization.

According to Claparède, feelings appoint a goal for behaviour, while intelligence merely provides the means.

Certainly the desire and need of finding some area for a feeling of superiority "somewhere" is significant in all societies, primitive or advanced.

In this investigation an attempt was made to put this hypothesis on trial firstly among students. The results are striking indeed.

Seven questions all referring to the feeling of superiority were formulated so as to ascertain that the mode of observation would not exercise a modifying influence upon the phenomena. Indeed the required causation and sequence is definitely evidenced in the answers and not just inferred in the classification given in the tables.

Questions 2 and 4, their classification and some of the answers are given below.

**QUESTION 2**—What gives you the feeling of superiority, that is the desired sense of uplift in your field of activity (your work, play, popularity, money, prestige, hobby or otherwise)?

#### *Answers*

My work

The conquering of a problem which at first presented many difficulties.

My work and hobby

#### *Classifications*

My work

Solving Challenging Problems

My work—1st place

Hobby—2nd place

*Answers*

When I am praised for doing something.

Unusual accomplishment in school work.

Helping other people.

Popularity

*Classifications*

Recognition

Unexpected Attainment

Assisting Others

Popularity

**QUESTION 4**—What do you do at present in order to satisfy this feeling?

*Answers*

Work harder.

Work and play.

Try to find some method of helping others.

A wholehearted approach to any major task.

*Classifications*

Works harder.

Work—1st place

Play—2nd place

Assisting Others.

Works hard.

The replies to Question 4 correlate to Question 2 in practically every questionnaire. There were only a few exceptions in which the answers given were: "Nothing at present" or "It comes by itself." Only eight students left this question blank.

Of course the subjects elaborated in a variety of answers, e.g., In my hobby I have that feeling of uplift when I have succeeded in pleasing someone and give enjoyment to others.

Excelling in something original.

After having obtained good marks in my studies or accomplished something worth-while.

I try to do my best in order to get this feeling more often.

In order to satisfy this feeling I try to be popular and at the same time do my duty.

Work harder to overcome defects that bring on deflation of the sense of uplift.

Usually attempt to spend as much time as possible studying in order to obtain the feeling through getting good grades. Get a temporary uplift through listening to symphony broadcasts or records.

Answers to the questions clearly show the universality of the feeling of superiority. They also indicate the influence it has on the

**TABLE I**  
**PERCENTAGE AND RANKING OF ANSWERS OF THE STUDENT POPULATION TO THE QUESTIONNAIRE**

(1) Do you ever get a sense of uplift?	Per Cent	Rank	(2) What gives you the feeling of superiority?	(4) What do you do at present in order to satisfy this feeling?	(3) Do you find it difficult to maintain the desired sense of uplift?	Some- times %	Often %	Not at all %	No answer or don't know %	Total %
Yes	37.69	1	My work or studies (4-2nd place) (1-4th place)	Work harder						
"	12.31	2	Popularity (28-2nd place) (5-3rd place)	Make friends		64.61	16.16	16.92	2.31	100
"	9.23	3	Sports (13-2nd place) (1-3rd place) (2-4th place)	Active in sports						
"	7.69	4	Solving Challenging Problems	Look for problems	(5) Is your basic feeling of superiority frustrated too greatly?	60.00	11.54	26.15	2.31	100

"	4.62		Recognition (3-2nd place) (2-3rd place)	Try to do better				
"	4.62		Accomplishment (2-3rd place)	Setting goals				
"	4.62	5	Success (2-2nd place)	Apply themselves	(6)			
"	4.62		Assisting Others (3-2nd place)	Help others	Do you maintain this feeling in thought alone?	36.15	3.08	100
"	4.62		Hobby (14-2nd place) (7-3rd place) (1-4th place)	Actively engage in hobby		44.61	16.16	
"	3.08	6	Surpass	Work diligently It comes by itself	(7)			
"	1.53		Unexpected Attainment (1-3rd place)	Make friends	When this feeling is frustrated too greatly do you become concerned or feel that you have no solid ground on which to meet particular difficulties?	23.08	4.61	100
"	1.53	7	Prestige (7-2nd place) (5-3rd place)	Work		50.77	21.54	
"	1.53		Money (2-2nd place) (3-3rd place)					
"	-		Home (1-3rd place)					
"	-		Religion (1-3rd place)					
"	2.31		Blank or Don't know					

person choosing the field of activities and the way and degree it influences the conduct of the individual.

The feeling of superiority shows throughout significantly positive correlations with good qualities as shown in Table II.

**TABLE II**  
**CONSISTENCY OF REPLIES OF THE STUDENT POPULATION**

Per Cent	Rank Order	(2) What gives you the feeling of superiority?	(4) What do you do at present in order to satisfy this feeling?
37.69	1	My work or studies	Work harder
12.31	2	Popularity	Make friends
9.23	3	Sports	Active in sports
7.69	4	Solving Challenging Problems	Look for problems
4.62	5	{ Recognition	Try to do better
4.62		{ Accomplishment	Setting goals
4.62		{ Success	Apply themselves
4.62		{ Assisting Others	Help others
4.62		{ Hobby	Actively engage in hobby
3.08	6	Surpass	Work diligently
1.53	7	{ Unexpected Attainment	It comes by itself
1.53		{ Prestige	Make friends
1.53		{ Money	Work
-		Home	
-		Religion	Active
2.31		Don't know	

We shall discuss Table II according to rank giving examples of answers to Question 2 (What gives you the feeling of superiority?) and Question 4 (What do you do at present in order to satisfy this feeling?)

### Question 2—Answers

Work.

Work which has merit.

My class work.

Work.

Especially my work.

Work.

My work.

Work, good grades, money, car,  
etc.

Work, play, hobby.

Work.

Work well done, helping others,  
popularity.

### Question 4—Answers

Improve my work.

Studies.

I work to graduate.

I am interested and study  
intensively.

Study to do my best.

Read ahead in my studies.

Concentrate and work harder.

I try and catch on work not done  
because of laziness. Sometimes I  
find it almost hopeless. Most is  
done under pressure.

Get along with people.

I keep on trying my best.

I worked with crippled children  
this summer. It made me feel up-  
lifted. Also when I have lots of  
dates.

While a large percent of the subjects derive their feeling of superiority from their studies yet—even if it is not very evident from a few replies—some have dominant, others subsidiary items which provide balancing to achieve that feeling in their life's organization.

### *Popularity*

Popularity.

Popularity, coming out tops in  
hobby or play.

Popularity.

What gives me the feeling of  
superiority is the popularity I  
get from sports.

Popularity has something to do  
with it.

My popularity.

Sing or play piano for my  
friends; try to excel in sport.

Try a little harder to please  
people—wait for another day.

I play the flute.

I keep playing and try to  
perfect my style so as to maintain  
my popularity.

Do everything I can to maintain  
my popularity.

I participate in all kinds of  
student activities.

**Question 2—Answers**

**Popularity, work accomplished.**

**I have that feeling of uplift when  
I succeed in pleasing someone.**

**Question 4—Answers**

**Get busy at something to take  
my mind to another field of  
activity.**

**I try to associate more with  
people who understand my work  
and are capable of appreciating  
what I have to offer.**

Here we already see a remarkable combination of individuality and sociality. The power to wait and gain an inner independence which enables him to react, in turn, upon his associates and thus try to maintain his feeling of superiority is clearly demonstrated. It will be seen that individuals who derive this feeling from popularity possess enthusiasm, marked abilities and desirable positive actions.

Certainly sociality and even the best of good intentions are not enough to solve the difficult problems of social adjustment.

According to Professor Cooley (6) and other social psychologists, the consciousness of any single individual is nothing more than the consciousness of the many social groups with which he has come in contact. Conflicts are likely to develop, since the individual's standards, built up through contact with different social groups, may not be harmonious. And here, Cooley points out, although his close association with the people of another nation may have broken down some of his nationalistic prejudices, he still regards his own country, its institutions and people, as in some indefinable way superior to that of his neighbours.

Our modern investigators of race problems, whether Asiatic or European, are constantly in danger of assigning prejudices, race and nations' hatreds to the feelings of superiority. This path leads, not to growth of knowledge, but to further bolstering up prejudices.

"Race," after all, expresses what in plant biology is known as "local variety". Each society desires and nourishes the need to maintain the feeling of superiority in its sphere. The average American, Chinese, Indian, Englishman, Frenchman, Canadian or Negro derives a feeling of superiority from being what he is. Similarly the same applies in the various cults. But this has nothing to do with prejudice or hatred.

Vanities and hatreds of classes, races and nations can only be overcome if it is recognized as such and if its true causes are diagnosed correctly. Science surely will not be served by witty discourses.

The urge toward perfection of mankind is no other than the need and desire for a sense of uplift, that is the feeling of superiority.

Mr. Drucker (8), referring to dictatorships, states: "Attempts to satisfy the social envy of all classes and to give to each a definite noneconomic superiority in one sphere, have been far more successful than can be gauged from the point of view of the capitalist or socialist creed."

Attempts to give the people a feeling of superiority are the leading goals of our modern dictators. Why do they stare so morosely and dimly? Why is the executioner always at their side? These are the great men who have raised butchery to a system; they slaughter hecatombs of men in their prime upon the altar of deception; those surviving being banished or tormented. But with all these they arrive at a fictitious, simulating, illusionary or an insupportable feeling of superiority.

### *Sports*

Play hockey.

Sports (taking active part).

What gives me the feeling of superiority is my ability in sports.

To win the game.

Sometimes in games where I have a feeling of superiority. It happens also in my hobby.

It is in sport that I have a feeling of superiority.

In sport meetings or games.

Play hockey.

Continue playing sports.

I keep playing and try to perfect my style.

I play hockey.

I try to do my best in my activities with the purpose of satisfying this feeling.

I practise my favorite sport.

Try to get better and better in sport.

The values students derive from participating in athletics are many and diverse. Certain individuals realize that through cooperative endeavours they may satisfy certain needs, which cannot be satisfied in a solitary game; therefore team activities develop in harmony with the needs and desires of the feeling of superiority.

## Question 2—Answers

### *Solving Challenging Problem*

Completing something hard which took figuring and skill.

Being able to master a difficult situation.

The conquering of a problem which at first presented many difficulties.

When I solve something difficult. Attaining as much information as is possible and perhaps formulate more in regard to various activities and why they occur.

Accomplishing a difficult problem, mastering a subject, affection, praise, dressing well, acquisition of material goods.

The feeling of superiority arises here from the sense of completion of a task which was difficult, not from external rewards.

### *Recognition*

When things go well and people compliment me.

If I get praised for doing something.

If I can do better than most in that field and they come to me for advice.

Recognition.

The support of friends and persons admired by the student helps him to get the desired sense of uplift. This will become a very important matter in the entire process of the individual's life.

### *Accomplishment*

The feeling of having accomplished something.

Correct results or productive accomplishment.

## Question 4—Answers

Fix something at home that takes skill.

Try a thing until I can do it.

Try the problem, if it is unsolvable, leave it and return later.

I try to do better every time.

Engage further in deriving information.

I don't consciously try to maintain it; it seems to come spontaneously.

If someone else can do it there is no reason why I cannot do it too. Try to accomplish things better.

Do my best and try to make the most of what I have.

Director and president of many organizations.

I try to learn.

Tackle some difficult aspect of a problem.

**Question 2—Answers**

Accomplishing something I have set out to do.

When something is achieved by myself.

Accomplishment gives the individual an opportunity for self-expression and the active exercise of his faculties, a sense of making a worth-while contribution toward an end.

*Success*

I feel uplifted when I succeed in my work.

Success in studies and popularity.

When I have successfully completed my school work.

Success in studies and sports.

Success in my work or sport or how I make out with other people.

When I am successful in my work and play I get a definite uplift. Knowing that I am popular also gives me an uplift.

When obstacles are overcome there is success and from this arises a feeling of superiority.

*Assisting Others*

Being able to help a friend and having friends.

Helping someone else. Being thought nice by someone and when something is achieved by myself.

In helping other people.

Anything that makes me feel that I am doing some good.

**Question 4—Answers**

I play the piano.

I apply myself.

I work hard to succeed.

I study first and then practise sports.

I try to do my best in order to get the feeling more often.

I study in order to succeed.

I try to do better every time, and correct myself if I do not do it right.

I find that daily prayer is the only real thing which satisfies me and gives me a mental uplift.

Sports give me an uplift if there is teamwork.

Think of something else (not oneself) and by doing work, have a good sleep.

Help someone with their work.

By doing some good turn.

### Question 2—Answers

My ability to do favours for others.

I like to help others.

### Question 4—Answers

Try to find some method for helping others.

I do not help others to be popular, but because I desire the sense of uplift I get from it.

As a rule kindness and consideration directed outwards give the individual a sense of uplift in his sphere.

#### *Hobby*

Sometimes it is my hobby, I enjoy popularity and prestige. Finally in sports and money.

Art and knowledge give me this feeling, also adventure.

#### Hobby

In my case, it is mostly music and hobby.

#### Hobby

Painting and drawing.

The above instances typify the balancing function of hobbies from which these students derive a feeling of superiority.

#### *Surpass*

Working hard and getting above my average ability.

The thought of being just a little bit better than the other person—being able to beat them.

A good mark above the average gives me a sense of uplift.

Often when I see a particularly beautiful object, someone pays me a little compliment or when the weather is so that I would like to walk for miles. In my

I try to do my best in my activities with the purpose of satisfying this feeling.

I study, I do not miss any art exhibition; I dream . . .

Play in a band.

I read books about music and I collect money and records.

At the moment I am learning to play an instrument which is my present hobby.

Work in these fields.

Study and pass examinations.

Try to improve in my field so that I can continue to have a sense of uplift.

Nothing much at present.

Usually I sing or I may study a little harder than usual. The better I feel the more I like to work. I scrub floors, sweep and dust for my mother. This feeling

### Question 2—Answers

work, if I obtain a high mark due to excessive studying for it or in field of play, when I win or lose, just if I feel I have played well, have exhausted myself, then I feel perfectly free and very superior.

After having obtained a good mark in my studies or having accomplished something worthwhile.

These students are keen to surpass in their favorite activities. They are anxious to do better than their fellows: they believe in their own powers and make no secret of it. On the whole they wish to distinguish themselves, not ostentatiously, but in order to derive a feeling of superiority.

#### *Unexpected Attainment*

Success in achieving a new goal, a goal which at first appeared almost impossible to achieve.

I feel uplifted when I accomplish something in any phase of life which I thought I could not do.

Unexpected attainment gives the individual an opportunity to achieve some desire which he could not obtain previously, thus giving him a sense of uplift.

#### *Prestige*

Prestige

Prestige

#### *Money*

Money and prestige.

My money and prestige gives me an uplift.

### Question 4—Answers

gives me unbounded energy and that must be worked off.

Work hard in order to obtain good marks. Whenever I can do a good turn for somebody, I get that uplift feeling.

Attempt to work hard enough to achieve the goal.

No answer.

On Student Council, preparing myself for executive work in business.

Success in debate.

Try to make myself more self-confident.

It comes by intervals.

Even the desire for money or prestige are not irreconcilable with altruistic acts; there are many individuals who use their money and prestige in activities useful to society, thus satisfying their feeling of superiority.

This investigation shows that, in achieving the feeling of superiority, probably no one's aspirations are measured in the same terms or maintain the same level in all areas of activity. It also shows that most of the subjects characteristically safeguard this feeling by setting the aspiration level only slightly above that already achieved.

TABLE III  
INDICATING THE PERCENTAGE OF INTERACTION OF PHANTASY  
OR LOGICAL THINKING AND ANXIETY-SUPERIOR WITH THE  
FEELING OF SUPERIORITY AMONG THE STUDENT POPULATION

Question No.	Sometimes %	Often %	Not at all %	No answer or don't know %	Total %
3 Do you find it difficult to maintain the desired sense of uplift?	64.61	16.16	16.92	2.31	100
6 Do you maintain this feeling in thought alone?	44.61	36.15	16.16	3.08	100
5 Is your basic feeling of superiority frustrated too greatly?	60.00	11.54	26.15	2.30	100
7 When this feeling is frustrated too greatly, do you become concerned or feel that you have no solid ground on which to meet particular difficulties?	50.77	23.08	21.54	4.61	100

Yet Question 3, Table 3, shows 64.61% "sometimes" and 16.16% of the subjects "often" find it difficult to maintain the desired sense of uplift in their sphere.

In this connection, Dr. Young (24) pointed out that "the place of strong emotions and feelings in the face of what we consider basic

crises—either physical or cultural—is always evident, and without them man would not be motivated to great feats of either heroism or cruelty—be it in a political, an economic, a religious, or any other situation.”

To understand the individual it is important to know his “inner life”. Identification, projection, rationalization, sublimation, ambivalence, compensation, displacement, etc., are auxiliary “mental mechanisms” resorted to by the individual mostly to maintain his feeling of superiority. However, while these methods are sometimes necessary, they are oftentimes deceptive all around.

Thinking develops and functions because of the needs and desires of the individual. Question 6 shows the extent of interaction of thinking with the feeling of superiority, 80.76% of the subjects maintaining this feeling “sometimes” or “often” in thought alone. The person meets reality by means of anticipation and here it would be difficult to differentiate between logical and phantasy thinking, actually one form merges into the other.

Question 5—Is your basic feeling of superiority frustrated too greatly? shows that 71.54% of the subjects “sometimes” or “often” and Question 7—When this feeling is frustrated too greatly, do you become concerned or feel that you have no solid ground on which to meet particular difficulties? that 73.85% answered “sometimes” or “often”. This shows the amount of frustration experienced by students and anxiety-superior generated by it.

The following remarks to Question 7 by two subjects throw further light on this matter:—

“Often. If I am not careful yes I begin to go to pieces.”

“Often. Perhaps I would not use the word frustration when applied to myself in this case—or is it synonymous with depression or apathy?”

Ingenuous psychologists contrived many tricks and deceptive mechanical devices to aid them in discovering the symptoms or causes of emotional difficulties which, as a rule, are deceptive to all concerned. These tools may have some value. However, to put the student through a battery of tests such as intelligence, Rorschach, word-association, Thematic-Apperception, questionnaires as Ten Years From Now, or by placing him before a distorting mirror, etc., will not help the student in his difficulties. It is rarely necessary for a good

psychologist to resort to deceptive techniques. A person will tell his troubles if he is approached in good faith and a kind and understanding manner.

There has been much theorizing relative to the basic needs of students, however authorities are not in complete agreement. Investigators of student problems, in assigning a great deal of blame and responsibility for frustration and maladjustment in the schools at the door of the professors, state that some of the teachers and professors are also frustrated and not too healthy minded themselves.

It follows that counselling is as important for teachers and professors as for students because one complements the other, that is counselling of students only is not very effective.

Indeed, the whole environment must be closely scrutinized if we are to be able to assess the degree of equilibrium or frustration and anxiety with which the individual is actually coping.

Here essentially normal students, who for good reasons become concerned because they are frustrated too greatly in their efforts and activities, develop anxiety-superior.

Why do some of the psychiatrists and psychologists use the terms "so-called normal" and "so-called average"? What do they mean? Is everybody in this world abnormal? What is their standard as to what constitutes illness and what are their duties?

Unquestionably anxiety is in the domain of psychology, but the customary psychiatric terminology (neurotic, schizoid, cycloid, psychopathic) certainly does not offer a range of concepts into which we can fit these students in a wholesale manner.

"Anxiety-superior" is a state of anxiety experienced when one's basic feeling of superiority is frustrated or wounded too greatly. This experiment proves beyond any doubt that it is important to recognize this state of anxiety and unhappiness that may precede some more serious psychological difficulties on the one hand or anti-social acts on the other.

On the basis of the investigation presented in this part, the following conclusions emerge:

It is noted that there is unity of direction in the persistent purpose underlying the activities of the students from which they

derive their feeling of superiority. However this purpose may undergo considerable variation in the course of its realization, but yet this feeling provides unity of direction throughout.

This study shows that, while a student has a keen desire to be popular and sociable in the larger order of his group, he has a measure of self-dependence to maintain his feeling of superiority.

Data of sport and hobby activities prove that the type of activity that satisfies the felt needs of the student is that which provides an outlet for his deep desire for the feeling of superiority.

This investigation shows that the student's joy in activities and craving for distinction is not a desire for power, but to actualize his potentialities from which he can derive the desired sense of uplift.

This study shows that students are aware that their aims and desires may involve difficulties. Nevertheless, the feeling of superiority is gained at the price of confronting the anxiety inherent in the individual for the protection of this feeling in taking a stand against, as well as with, one's environment.

This study also shows the importance and the extent of interaction of phantasy or logical thinking with the feeling of superiority when it is directed into socially productive channels.

Evidence is here furnished that "anxiety-superior" is a serious problem among the student population and has an important place in psychology. The study of anxiety-superior is just as profitable as that of the more serious variety of disorders. The average student achieves selfhood only by moving ahead despite difficulties, frustration and anxiety. However this investigation on their feelings indicates quite conclusively that the student needs understanding of that feeling which gives him the desired sense of uplift.

The investigation of this phenomena among the general population will be presented in the following pages.



## PART III

### General Population

Psychology has for decades been interested in ascertaining the motive forces of life and conduct of both children and adults. The remarkable development of psychopathology associated with the names of Freud, Adler, Jung and others has led to many important contributions.

In recent years there has been a tendency to draw up lists of imperative psychological needs. However such lists are primarily and in themselves nothing more than classifications. Furthermore, even the most elaborate systematization will be inadequate if set aside and labelled "the basic needs of man." It ought, rather, to be thoroughly incorporated with psychology as a whole.

In this investigation with the student population we have seen that the individual persists in maintaining his feeling of superiority in the face of opposition or frustration and will circumvent interference to obtain it.

Further investigation of the subject among the general population is here presented. The questionnaires were mailed in a random fashion and similar schedules were used in conducting interviews from a stratified sampling.\*

Typical answers will be given throughout the discussion classified in the same manner as those of the student population.

Answers to the questions show that the feeling of superiority is an important factor in determining the activities of the individual. They also indicate how they attempt to achieve this feeling as well as its intensity. On the whole, we can concede that the activities of the individual will depend in the highest degree upon the feeling of superiority he derives from it.

This study also shows that it is a distinct characteristic of man to be aware of his own capacities. Motivation comes largely from the feeling of superiority derived directly from the occupation and the work situation.

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\*For questionnaire and details on sampling and methods used see Appendices.

TABLE IV  
 PERCENTAGE AND RANKING OF ANSWERS OF THE GENERAL POPULATION TO THE QUESTIONNAIRE

(1) Do you ever get a sense of uplift?	Per Cent	Rank	(2) What gives you the feeling of superiority?	(4) What do you do at present in order to satisfy this feeling?	Some- times %	Often %	Not at all %	No answer or don't know %	Total %
Yes	32.00	1	My work (5-2nd place) (2-3rd place)	Work harder					
"	14.00	2	Solving Challenging Problems	Look for problems	53.33	22.67	23.33	.67	100
"	10.00	3	Recognition (1-2nd place) (3-3rd place)	Try to do better					
"	10.00		Accomplishment	Setting goals					
"	6.00	4	Assisting Others	Help others					
"	5.33	5	Hobby	Actively engage in hobby					
"	4.67	6	Popularity	Make friends					
"	3.33	7	Unexpected Attainment	It comes by itself					
"	3.33		Home (4-2nd place) (1-3rd place)	Actively engaged	56.67	20.66	22.00	.67	100

Yes	2 67	8	Property	Improve property				
"	2 00	9	Success	Apply themselves				
"	1 33		Prestige (5-2nd place) (1-3rd place)	Make friends	(6) Do you maintain this feeling in thought alone?			
"	1 33	10				Money (2-2nd place) (2-3rd place)		42 00
"	1 33		Surpass	Work hard				
"	.67	11	Religion (1-2nd place) (1-3rd place) (2-4th place)	Participates				
			Play (4-2nd place)		(7) When this feeling is frustrated too greatly, do you become concerned or feel that you have no solid ground on which to meet particular difficulties?			
	2 00		Sport (4-2nd place)					
			Patriotism (2-2nd place)					
			Blank					
						39 33	16 67	42 00
								2 00
								100

There were 150 subjects, male and female, ages 17 to 79.

Here again, in Table V, the answers will be discussed according to the rank of the classified answers.

TABLE V  
CONSISTENCY OF REPLIES OF THE GENERAL POPULATION

Per Cent	Rank	(2) What gives you the feeling of superiority?	(4) What do you do at present in order to satisfy this feeling?
32.00	1	My work	Work harder
14.00	2	Solving Challenging Problems	Look for problems
10.00	3	{ Recognition	Try to do better
10.00		{ Accomplishment	Setting goals
6.00	4	Assisting Others	Help others
5.33	5	Hobby	Actively engage in hobby
4.67	6	Popularity	Make friends
3.33	7	{ Unexpected Attainment	It comes by itself
3.33		{ Home	Actively engaged
2.67	8	Property	Improve property
2.00	9	Success	Apply themselves
1.33	10	{ Prestige	Make friends
1.33		{ Money	Work
1.33		{ Surpass	Work diligently
.67	11	Religion	Participates
-		Play	
-		Sport	
-		Patriotism	
2.00		Blank	

Question 2 (What gives you the feeling of superiority?)

Question 4 (What do you do at present in order to satisfy this feeling?)

**Question 2—Answers**

**Work**

**My work.**

**Work and one hobby.**

**My work.**

**In work—in play a game of cards, popularity. I make an effort to be popular. Trust in God and wait for his guidance. Helping others, saying a kind word, handshake. (79 years of age).**

**My work.**

**Work.**

**Usually in my work, but often in my relations with others.**

**My work.**

**Usually from my work; sometimes from a church service or movie.**

**Work, popularity, hobby.**

**My work.**

**My work and the way I am treated in the women's lodge to which I belong.**

**Work, prestige and post graduate studies and also knowledge that all men are equal before God.**

**Question 4—Answers**

**Work harder.**

**Try to do it better; think of new ways of getting it done.**

**Spend more on my work.**

**I try to keep employed in visiting the sick—shut-ins, in church work I am active. God always solves my difficulties and I always feel safe, having a solid foundation. Wishing you every success.**

**Try to get a job where I can do better work to get this feeling more often.**

**Work at greater lengths to achieve positive results and publish same.**

**Not much — sometimes I work harder. Other times I just complain about the job and the system in general.**

**Showing somebody my work and how to do it—talk about my work.**

**Nothing at present.**

**Work hard, play hard and let it develop from results.**

**If I don't get this feeling for a long time I look for another job.**

**No answer.**

**Work and study hard. Try to be honest to myself and my fellowmen and be charitable in any requests toward them.**

### Question 2—Answers

The completion of a difficult and full day's work well done.

Work. Knowing that my work is well done at home and in the office, making everyone happy.

The fact that I know more of the products I sell. Having a higher degree of education than others.

This study clearly shows that individuals whose vocations serve as a focussing principle in their lives derive a feeling of superiority from their occupation and their fundamental drives are directed to maintain this feeling in their vocations.

### *Solving Challenging Problems*

The presentation and even more the solution of challenging and technically interesting problems.

If I am assured that a difficulty has been overcome and a stride forward has been made in my work.

I am retired. Answer based on former work. Particularly when a difficult problem was solved.

Working on and solving problems in cooperation with others.

It is in my work. As a student at night and an apprentice during the daytime to get my C.A. degree anytime I overcome a difficulty.

### Question 4—Answers

I endeavour to do as good work as possible at all times; the busy and hard days are fairly frequent and require no seeking out on my part.

Work hard.

Tell others what I know of my products. Try to teach people something of life, etc.

Look for more problems, or rather, more solutions.

Persistent study of problems to work and plan to bring about an improvement.

Have found enough to occupy my time doing repairs around the house and helping my wife. Like reading all kinds of books.

I don't need to do anything—circumstances will always operate to permit this feeling to return.

Well, I say to myself, if I am not at home I would lose time somewhere, maybe I would regret it some day.

### Question 2—Answers

In work if I have successfully met some challenge and the prestige thereby attained.

When I buy something which was hard to get and which at first looked worthless and I build it up. Mainly accomplishing a difficult job myself.

When I have a very difficult job to do.

Anything which is very difficult.

Something I find difficult to do in my job.

When I solve a tough job in my business.

In my work, when a difficult problem is solved.

This investigation shows that, when the need and desire to achieve a feeling of superiority causes unrest, the individual's activities are directed to some object not immediately attainable as a result of some external obstacles or for some other reason.

This phenomena is so important that any cultural group or society must take account of it and adapt itself to it if it hopes to persist and to make its individual members as happy as possible.

### *Recognition*

The knowledge of work well done and praise from associates.

My former job as secretary to a man prominent in Federal Government—knowing my work was well done and that my employer considered my services valuable.

### Question 4—Answers

In work, a wholehearted approach to any major task. To produce a sense of security in the home by the efficient organization of domestic affairs.

I try to get places which I can build up and make into something.

Get something else done, build or paint or cook a difficult dish that the family enjoys.

If I don't get it from my boss I make something for my cottage which I thought I couldn't do. I do some social work for my country at present and help Canada at the same time.

Try to improve my shack.

Try to achieve something which looks very difficult.

Work harder to get this feeling more often.

Try to do better.

Enjoy in hobbies—creative ones such as sewing, painting, decorating. Do this when domestic duties prevent me from working in secretarial position.

### Question 2—Answers

In my work when they recognize my efforts.

Praise from other people, especially people that I care a lot for; successful accomplishment of an assignment.

When I help someone and they appreciate it.

When I serve people and they are nice to me.

When my work is recognized by people.

The expressed assurance of others of interest in my work and tangible evidence of success as expressed in my work's products.

In my work, what part I play in it and the importance of it; also that they depend on me.

When an individual is submitting to the requirements of an institution or of a larger order of the group, his feeling of superiority may often need affirmation, hence the craving for recognition and its importance. This includes promotion, wage increase, praise, etc.

### *Accomplishment*

Achievement in work.

When I have accomplished something or have a feeling of getting somewhere.

Accomplishment — knowing that I have done something well be it work or play.

Accomplishment in my work; a compliment.

### Question 4—Answers

Work harder to get more of this feeling.

Attempt to find some diversion or means of breaking the monotony of the work.

They come to me for advice.

Try to please more customers.

At present I try hard to get something else to have more of that feeling.

Try not to become too engrossed in work's details, which tend to obscure the general effectiveness of the total activity.

Try and accomplish something worth-while or to achieve some goal in life.

Cease what I am doing—relax in another sphere and retry again.

Try to get myself in the best position to obtain this feeling even if it means changing jobs or situations.

At present this feeling is satisfied by caring for my 7-month old baby.

Try to do my work better.

### Question 2—Answers

Generally a sense of useful or effective accomplishment; doing a job well or having met some difficult requirement.

Anything I can accomplish.

Accomplishment (successful) of something I have worked for.

These people endeavour to have opportunities to derive their feeling of superiority from the fulfillment of their capacities toward worth-while ends. The importance of this phenomena will have to be fully recognized in a society which wishes to take a leading role.

### *Assisting Others*

Work well done and helping others, also good music and books. I try to help others in my line of work.

When I can help a fellow worker and help to improve working conditions.

When I can help someone in a bit of trouble—can give him something he positively needs.

When I have rendered some service without any return.

To do good for some people.

Love in general, when I give or do something good.

Doing something well, boosting someone who is down in the mouth.

This experiment proves that there is in man a need and desire to assist others and to be kind and considerate and that he derives a feeling of superiority from these activities far more profoundly than is generally realized.

### Question 4—Answers

Prolonged absence of such feeling generally results in increased drive, with a tendency to narrow objectives.

At present I do some work at home.

Working at my profession often helps.

At present I help a young mother with a sick baby.

Hope my advice has been of some good.

No answer.

Forever on watch to help find others who need help.

Try to assist other people.

It comes by itself occasionally. They come to ask me for some favour.

Being friendly and helpful.

Write letters to friends; attempt to spread humour and cheer among all those in need.

### Question 2—Answers

#### *Hobby*

I paint (my hobby).

Hobby.

It is my hobbies.

Hobby.

Hobby.

My hobby.

Hobby and work.

These individuals derive a feeling of superiority from their hobbies. The above instances typify the balancing function of hobbies. An individual who derives the desired sense of uplift from his vocation may find that he does not need the balancing effect of a hobby that another may.

#### *Popularity*

What gives me the feeling of superiority is my popularity acquired through my hobby, (sport, singing).

Popularity and prestige.

Popularity.

Human relations can only be understood in terms of feelings. The need and desire for the feeling of superiority gives unity of aim and of direction to the whole social process. The individual is possessed of a power of self-determination to maintain this feeling which he never abandons.

#### *Unexpected Attainment*

An experiment which surprisedly is a complete success.

If I happen to do something exceptionally well.

In my work.

### Question 4—Answers

Take the train and go out to the mountains to paint.

No answer.

Go swimming, dancing, music.

Boys work. Doing some work with boys.

I am carpentering and gardening.

Building all kinds of things.

I write.

I try to meet as many new people as I can so that I can learn something new.

Take part in worthy activities, clubs, etc.

Associate with people who have the things I am looking for.

Work harder than usual.

Expect to occur by itself.

It comes to me naturally because I have no education and I can do the work and that gives me a feeling of superiority.

Creativeness belongs to humanity, it can be missed, but when the individual has an opportunity to display it, he gets a sense of uplift.

### *Home*

My home.

Having a happy home, with enough money to enjoy recreation and an understanding husband.

My home.

I work and plan.

No answer.

At present I write to my husband, who is a soldier and stationed in Europe.

These persons are primarily concerned with their home, they derive the desired sense of uplift by having a nice home and from the happiness of their families.

### *Property*

My small property in the country.

I have a piece of land with a nice cottage, and that gives me the feeling of superiority. I have a good trade and my work is recognized.

Try to make a little more money to improve my place.

Right now I am going out to my place and I am happy.

These individuals derive a feeling of superiority from their property—not so much from the direct use of it—but because it gives them a sense of independence in their activities.

### *Success*

Success in my business—all other factors being dependent upon same.

Success—or the achievement of the goal set by myself.

Success in work, play, sufficient money, prestige. Sense of uplift in popularity (social) could be lacking.

Strive to increase stability of business position.

Usually relax—tomorrow is another day.

Keep on plugging at what I am doing, knowing that sooner or later something will turn up to establish the uplift necessary.

### Question 2—Answers

As a teacher it is natural perhaps to feel a sense of uplift after teaching a successful lesson. Also when I have organized some phase of my work well enough to be used again (at least the core of it), I get a sense of uplift.

The feeling that the aim has been realized.

There is a persistent purpose in the activities of these people. When resistance is successfully overcome, there is a feeling of superiority.

#### *Prestige*

Prestige.

#### *Money*

Money which I acquire as a result of work and hobbies.

Money.

There are many people who maintain their feeling of superiority with self-display and power in activities beneficial for society.

#### *Surpass*

Sense of having done a better job than usual.

The feeling of capability in tackling any of the things I decide to do or take up—which I think takes up most of categories mentioned.

Some individuals derive a sense of uplift by excelling at performances in their main field of activities. They wish to do well not so much for the sake of surpassing another, but for the work's sake.

### Question 4—Answers

Work hard and never allow myself to become satisfied completely by a piece of work—continued revision keeps me from getting in a rut.

Try for greater success.

Try to overcome the barriers which prevent my having the feeling of superiority.

Think of the future for which I have great expectations.

Help whom I can.

When satisfied it leads to sociability, desire to be helpful and tendency toward confident assertion.

With regard to anything of which I am not satisfied, I just sit and think and wait for opportunity and development.

This investigation proves that the need and desire for the feeling of superiority determines the activities of the individual to the highest degree. It shows the activities through which a person achieves or attempts to attain and maintain this feeling. It also throws light on the intensity and frequency of the person's desire to have this feeling. This study establishes the fact that the feeling of superiority is derived from activities which are not egotistic in nature. Furthermore this investigation proves that even confidence, ability, mastery, good salary, advancement to top position, security, etc., will not satisfy the individual if he does not get the desired sense of uplift in his sphere.

TABLE VI  
INDICATING THE PERCENTAGE OF INTERACTION OF PHANTASY  
OR LOGICAL THINKING AND ANXIETY-SUPERIOR WITH THE  
FEELING OF SUPERIORITY AMONG THE GENERAL POPULATION

Question No.	Sometimes %	Often %	Not at all %	No answer or don't know %	Total %
3 Do you find it difficult to maintain the desired sense of uplift?	53 33	22 67	23 33	.67	100
6 Do you maintain this feeling in thought alone?	42 00	41 33	15 33	1.34	100
5 Is your basic feeling of superiority frustrated too greatly?	56 67	20 66	22 00	.67	100
7 When this feeling is frustrated too greatly, do you become concerned or feel that you have no solid ground on which to meet particular difficulties?	39 33	16 67	42 00	2 00	100

All sorts of difficulties occur and auxiliary mental mechanisms are used to balance and maintain this feeling. Answers to Question 6 show that 83.33% of the population "sometimes" or "often" maintain this feeling in thought alone.

This experiment bears out Dr. Young's (24) contentions that "phantasy thinking is as 'natural' and 'normal' as objective thinking. When phantasy becomes non-communicative—that is when it fails to carry directionality toward another—its possible function in interaction is thereby reduced. Thought and language thus lose their social and public character and exist only in the private world of inner conversation with oneself. In the extreme instance this way in time leads to rather complete isolation of the individual from his fellows. In contrast, when phantasies are turned outward toward the fields of mechanical or other invention, toward art, religion, or philosophy, by that very fact they become a part of the stream of interaction and culturized meanings that may be shared by others."

In some instances some activities may become predominant, and other activities may be controlled and submerged to achieve the feeling of superiority. Control is obviously necessary, however, anxiety-superior may develop when the individual's basic feeling of superiority is frustrated too greatly. The difficulties and anxieties generated in connection with this feeling by the population are given in Table VI.

Accordingly we see that 76% of the population find it difficult to maintain this feeling "sometimes" or "often", 77.33% of the population's basic feeling of superiority is frustrated too greatly "sometimes" or "often", 39.33% of the population develop anxiety-superior "sometimes" and 16.67% "often".

The following remarks of a subject of the population throw further light on the matter. "You might class me as a frustrated individual, I answer ads, etc., and despite proving acceptable decide to remain in present position with a large organization after a few years' service for security reasons. I believe there is a tendency in this direction in this institution."

Psychiatrists and psychologists have not paid enough attention to the importance of the feeling of superiority derived from activities and the consequences of its continuous inhibition. In this connection Dr. Gillespie (9) observed "Psychiatric study has been almost limited to the consequences of the other alternative, which is rebellion, these consequences being either delinquency or neuroses. But I believe that there is a modern equivalent of the passive acceptance or state of

accidie and that psychiatry has tended to overlook its existence, because the symptoms are of a negative rather than of a positive nature. (. . .) It is possible that if the psychiatrist extended his observation to the preclinical changes, as it were, he might have been more useful in warning. . .”

This experiment shows that a large percentage of the population is in a state of anxiety “sometimes” or “often”. They feel that they have no solid ground on which to meet specific difficulties and are concerned. An individual who suffers anxiety-superior may feel that he is alone and threatened by isolation.

The description by Dr. McCurdy (16) of the concerned is sometimes like the condition of the individual who is frustrated too greatly in his activities to achieve the desired sense of uplift. “A sorrowfulness so weighing down the mind that there is no good it likes to do. It has attached to it as its inseparable comrade, a distress and weariness of soul, and sluggishness in all good works, which plunges the whole man into lazy languor and works in him a constant bitterness. And out of this vehement woe springs silence and a flagging of the voice, because the soul is so absorbed and taken up with its own indolent dejection that it has no energy for utterance but is cramped and hampered and imprisoned in its own confused bewilderment, and has not a word to say.”

The individual who is in a state of anxiety-superior tends to remain away from doctors and hospitals although the instances of this state of anxiety are as much psychological maladies as something of which the patient complains.

The effect of too great frustration in the activities from which the individual derives his feeling of superiority results in anxiety-superior which may be followed by some more serious difficulties. It is an important problem which must be better understood by everybody.

Meanwhile one may note in Table VII the combined answers of the student and general populations on the feeling of superiority. There is a slight change in the ranking of the classification of the answers to question 2 in this table with those in Tables I and IV. The most noticeable change is that popularity ranks third rather than sixth, and sports ranks in seventh place. This is to be expected,

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(16) R. B. Gillespie, *Op. cit.*, p. 80-81.

**TABLE VII**  
**PERCENTAGE AND RANKING OF THE COMBINED ANSWERS OF THE GENERAL AND STUDENT POPULATIONS OF THE**  
**CITY OF OTTAWA TO THE QUESTIONNAIRE**

(1) Do you ever get a sense of uplift?	Per Cent	Rank	(2) What gives you the feeling of superiority?	(4) What do you do at present in order to satisfy this feeling?	(3) Do you find it difficult to maintain the desired sense of uplift?	Some- times %	Often %	Not at all %	No answer or don't know %	Total %
Yes	34.64	1	Work	Work harder	(3)					
"	11.07	2	Solving Challenging Problems	Look for problems						
"	8.22	3	Popularity	Make friends		58.57	19.64	20.36	1.43	100
"	7.50	4	{ Accomplishment	Setting goals	(5)					
"	7.50	4	{ Recognition	Try to do better						
"	5.35	5	Assisting Others	Help others						
"	5.00	6	Hobby	Actively engage in hobby		58.21	16.43	23.93	1.43	100

Yes	4.29	7	Sports	Active in sports	(6) Do you maintain this feeling in thought alone?	43.21	38.93	15.72	2.14	100
"	3.21	8	Success	Apply themselves						
"	2.50	9	Unexpected Attainment	It comes by itself						
"	2.14	10	Surpass	Works diligently	(7) When this feeling is frustrated too greatly, do you become concerned or feel that you have no solid ground on which to meet particular difficulties?	44.64	19.64	32.50	3.22	100
"	1.78	11	Home	Actively engaged						
"	1.44	12	Property	Improve property						
"	1.43	13	Prestige Money	Make friends						
"	1.43			Work						
"	.86	14	Religion	Participates						
	2.14		Blank							

since, as has already been pointed out, the values derived from these activities by the student population are many and diverse.

This investigation clearly shows that the feeling of superiority is not a casual, detached or transient phenomena in human beings, but is a dominating motivating force within the individual and the social group, colouring and informing the very identity of man.

If the central theme of this study on the choice in the field of activities is considered, the dynamic quality of the feeling of superiority is evident. This investigation proves that, in any activity, even confidence, ability, mastery or success, etc., alone will not give satisfaction to the individual.

For satisfaction in the field of activities, an important factor is that the individual or group have a basic respect for that feeling which gives them the feeling of superiority.

If this feeling is too greatly frustrated or too often wounded anxiety-superior is experienced. To this we turn in the next part.

## PART IV

### Anxiety-superior

Table VII shows that a total of 44.64% of the population "sometimes" and 19.64% "often" is in a state of anxiety-superior as their basic feeling of superiority is frustrated too greatly and they are concerned or feel that they have no solid ground on which to meet particular difficulties. This state of anxiety will be presented here.

Referring to anxiety, Dr. Hoch (2) pointed out that anxiety, if not present to an excessive degree, is used as an ego-regulative function against other drives, and, if sublimated, performs as creative energy. It is logical to assume, therefore, that anxiety if present to a mild degree serves as a constructive force.

It will be noted from the description of "anxiety-superior" that it refers to individuals who are frustrated or wounded too greatly in their efforts to maintain the desired sense of uplift or in the need to "surpass in what is desirable." Thus it is not a complex or character trait, not arising out of an underlying feeling of inferiority nor carrying feelings of conceit, vanity, envy, jealousy or revenge.

It is agreed by students of anxiety, May, Freud, Horney, Sullivan and many others—that anxiety is a "diffuse" apprehension. Referring to the nature of anxiety, Dr. May (15) states: "The nature of anxiety can be understood when we ask, 'what' is threatened in the experience which produces anxiety. The threat is to something in the 'core or essence' of the personality. Anxiety is the apprehension cued off by a threat to some value which the individual holds essential to his existence as a personality. The threat may be to physical or psychological life (death or loss of freedom), or it may be to some other value which the individual identifies with his existence (patriotism, the love of another person, success, etc.). This identification of a value with one's existence as a personality is vividly illustrated in the remark of Tom in his period of anxiety over whether he would be forced to resort again to government relief: 'If I couldn't support my family I'd as soon jump off the end of the dock. . .' If he could not preserve the self-respecting position (. . .) his whole life would have no meaning. The occasions of anxiety will vary with different people as widely as the values on which they depend vary,

but what will always be true in anxiety is that the threat is to a value held by the particular individual to be essential to his existence and consequently to his security as a personality."

Some of the reasons why so many individuals suffer from anxiety-superior are:

Their jobs are such that they do not challenge their abilities.—All men are created unequal and were born with different intellectual capacities. But, as this experiment shows, great or small, these potentialities require to be actualized in activities from which the individual can derive the feeling of superiority.

Working under a mentally diseased individual.—A great deal has been written on this subject. The following remarks may throw some light thereon. Dr. Kretschmer (13) states: "So we may conclude that psychopaths and the mentally diseased play a most important part in the development of national life, a role which might be graphically compared to that of the microbe in other organisms. If the intellectual temperature of a period is normal and the social life sound, then the abnormal ones that wander through the mass of healthy people are powerless and ineffective. The brilliant enthusiast, the radical fanatic and the prophet are always there, just as the tricksters and criminals are—the air is full of them, but only when the spirit of the times gets overheated are they able to produce wars, revolutions and great rearrangement of thought. The psychopaths are always there, but in cool times of peace we give medical reports on them, and in times of social fever they are our masters."

The microbes in the organism to which Dr. Kretschmer refers do not wander through the mass of healthy people powerless and ineffective. In fact no medical reports are given on the majority of them at all.

Here is what Dr. Cleckley (5) says about them: "Although they occasionally appear on casual inspection as successful members of the community, as able lawyers, executives, or physicians, they do not it seems succeed in the sense of finding satisfaction or fulfillment in their accomplishments. If all persons with major disorder of this sort," states Dr. Cleckley further, "now utterly unrestrained in the community and misunderstood could be hospitalized properly or otherwise placed under adequate psychiatric control, life would make

better sense for hundreds of thousands, possibly for millions of relatives, friends, judges, jurors, policemen, and others in the community who now strive with them in hope, rage, despair, compassion, and general confusion."

In this connection Dr. Strecker (22) makes the following remarks: "It is dangerous to entrust power to those who have not had a reasonably emotionally healthy childhood. The pathological compromise made in their twisted minds may mean misery and catastrophe for millions of human beings."

Dr. Menninger (17) referred to the "growl" which Kretschmer speaks of as an armour of defence for the really sensitive skin of the schizoid. "To ensure seclusion he creates a barrier of grouchiness, crabbedness, crochetyness, and makes himself as disagreeable as possible. Whether as bank presidents or as isolated grocerymen, whether as tramps or misers, these individuals are unpopular.

In any situation requiring contact with others, they are apt to be painful misfits. They are a familiar problem in the daily life of every employment manager, often being retained only because of some propensity of knowledge or skill which makes them valuable in spite of the mental inflammation they cause in the surrounding personnel. If, as occasionally happens, the wheels of chance whisk them to the top or if they frighten and annoy away all except subordinates and become masters of the machine, they are often highly successful—as the world judges. Bankers and executives often belong to this category. Again, some schizoid who would otherwise fail averts disaster by the grace of fortuitous or deliberate advantages in the selection of environment. Granted an environment specially modified to fit his particular needs, modified for him, the schizoid may succeed."

A pessimist might reflect whether the mentally diseased are not our masters both in cool times and in times of social fever. Is it not possible that these individuals are protesting against our ignorance by not recognizing their sufferings and misery? While they very rarely display any really creative ability, many of them use their high intellectual level inflaming others, thus a sore place appears. Is it not possible that Dr. Kretschmer's microbes, although multiply-

ing in widely separated areas and in different times, are one and the same species?

In the future this phenomena will be fully recognized and these individuals will be treated with kindness and understanding. They will not be placed in positions where they will be exposed to greater anxieties and bring on sufferings, distress, and oftentimes catastrophe for millions of people. In the meantime the tragedy of man continues.

Fear is often a contributing factor.—Many businesses are wrecked by the feuds of executives who block each other from doing anything that might bring credit or a promotion to one of them. Even a big executive will oftentimes be found squelching his ablest subordinate and pigeon-holing the good suggestions he makes all for fear that the young man will get ahead and be promoted over him. Such efforts of mediocre men to hold their able subordinates down are to be noted in many an institution. They account for much anxiety-superior, unhappiness, loss in accomplishment, and much wastage of money and opportunities.

Interference with property.—Many people develop “anxiety-superior” as a result of interference and unnecessary regulations, lawsuits, etc., in connection with their business. Just because they do well, they are unjustly looked upon as evildoers or made to feel that they enjoy some special privilege by remaining in their own business.

Many people suffer from anxiety-superior because they feel they have failed in life.—They may not have lived up to the high hopes of their youth or they have set the level of aspiration a little too high. Others working for an institution expect to be promoted to the top in a short time.

An individual is uncertain about his status.—One’s standing within the group is important. A person may have low status in one group and a high status in another.

Working under an irresponsible individual.—For instance, individuals who have no knowledge of a business or industry gain control and frustrate the manager or other employees by continually telling them what to do or what not to do about things which they themselves have no understanding.

Unusual event or task.

**Unjust accusation.**—Sometimes stories are maliciously spread and the individual is not even given an opportunity to defend himself. Here is included the so-called confidential report. For all that, many an institution should hang its official head in shame at the way in which an individual is treated because of such reports.

**Humiliation.**—An individual is unjustly accused of misbehaviour and as a result is transferred somewhere else or released.

Persons who feel set aside or no longer needed.

The studies of Dr. Alvarez (1) throw further light on the subject. "We fail to think of the enormous amount of illness-producing unhappiness which is round about us, and, as a result, we miss diagnoses. If one takes a group of psychotic patients as they reach an asylum, and goes back over their histories to see how they were treated during the years in which they were going insane, the records make one sad."

Individuals, even with anxiety-superior, ought to consult an able and kindly psychiatrist or psychologist. Patients commonly do not go to the right specialist, as Dr. Alvarez remarks: "But we non-psychiatrists usually accept the patient and his self-made diagnosis, and worse yet, we tend to hold onto him and to keep examining him and treating him and operating on him perhaps for years."

The viscera plays an important role in man's feelings. In many cases, what starts out as an anxiety-superior leads to organic disease. This anxiety can, of course, be allayed by blocking or destroying the nerve apparatus which mediates anxiety. Or for instance, let a man with a predisposition to thyroid disease live for several years under great strain in a tense environment. For a time he may have only an extra outpouring of hormones, which will place a strain on his thyroid gland. Then his trouble may be said to be functional. But, after years of excessive stimulation of the thyroid gland, it may hypertrophy and change its structure—then it will be said that the man has become mentally queer. Later on, after more years of the poisoning, he may drop dead and at necropsy much damage will be found in his heart muscles and liver.

Dr. Dunbar's studies bear this out. The complete permeation of the total behaviour of the organism by the emotions has been established. In his book "Emotions and Bodily Changes" over two thousand references are listed.

Oftentimes individuals fail to see the relation between the coming of great strain of anxiety-superior and the coming of their ill health. They fail to see the relation between flare-ups of anxiety and flare-ups of discomfort. Often it is difficult to induce the individual to tell some of the great anxieties that preceded his breakdown. Even then he will express surprise that this was the cause.

Dr. Smith (20), in discussing fainting, palpitation, and breathlessness, points out the deplorable neglect of psychic factors in heart disease and the resulting confusion in diagnosis. He notes: "Man, consciously or unconsciously, prefers a somatic interpretation of his suffering rather than the admission to his doctor, or even to himself, that he is not master of his mental fate and captain of his psychological soul. Thus it is when emotion expresses itself in bodily manifestations, as it always does when strong, the patient's mental constitution predisposes him to accept such manifestations as those of bodily disease, and so those of rational explanation of his feelings."

Anxiety-superior differs from normal anxiety only in that it is present in a greater degree. Referring to distinction between normal and neurotic anxiety, Dr. May (15) states: "The phenomenological description of anxiety is applicable to different kinds of anxiety, not only to neurotic anxiety. It can be applied for example to the reaction to the catastrophic condition seen in brain-injured patients; it is also applicable, making allowance for differences in the intensity of the reaction, to normal anxiety experienced by all kinds of people in a variety of situations. Normal anxiety is, like any anxiety, a reaction to threats to values the individual holds essential to his existence as a personality; but normal anxiety is that reaction which (1) is not disproportionate to the objective threat, (2) does not involve repression or other mechanisms of intra-psychic conflict, and, as a corollary to the second point, (3) does not require neurotic defence mechanism for its management, but can be confronted constructively on the level of conscious awareness 'or' can be relieved if the objective situation is altered."

No attempt can be made in this small monograph to cover the ground which has just been rapidly presented.

It is clear from what has already been said that people often suffer from anxiety-superior needlessly.

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(20) Op. cit.

This pilot study shows that 64.28 per cent of the population "sometimes" or "often" is in a state of "anxiety-superior". Whatever one learns from psychology will never attain the degree of certainty as that one has oneself experienced and remains at some stage of plausibility.

It is well-known that mental disease is an intricate process involving many factors. However when an individual endeavours to maintain the desired sense of uplift in his sphere and is frustrated too greatly or wounded too often "anxiety-superior" develops. Anxiety-superior cannot be lumped under terms like "maladjustment"—which often doesn't mean anything—Oedipus, inferiority or superiority complex, childhood traumas or dreams, etc., no matter how much the believers of these schools of thought may wish to overlook the facts.

In concluding, this investigation proves that the feeling of superiority is an important basic need and desire of the human being. Without this the individual is weak from emotional starvation, just as the body would be if it were not supplied with sufficient food.

It is noted from this study that the individual oftentimes is forced to look within himself to discover a new basis for orientation and integration. The desired sense of uplift in one's sphere is gained only at the price of confronting the inherent anxiety and in taking a stand against as well as with one's environment. It is at this time that an individual may require assistance to further his personal development rather than to have something analyzed away or to reduce anxiety in such manner that it will produce deception.

## CONCLUSIONS

It may be well, in conclusion, to emphasize some of the main points of the findings in this investigation.

In the first place it is agreed that the notion of disordered personal reactions can no longer be restricted to psychoses and neuroses. "Anxiety-superior" is introduced and defined as a state of anxiety experienced when one's basic feeling of superiority is frustrated or wounded too greatly.

It was noted that such terms as self-regard, self-esteem, self-worth, self-assertion, self-respect, etc., are too vague and narrow. Greater unity is attained when action finds its starting point in the needs or ideal representations, which have value in themselves, thus the individual hopes to attain the desired sense of uplift. The feeling of superiority is defined as "that feeling which gives the individual the desired sense of uplift in his sphere".

This investigation shows the universality of the feeling of superiority and its "significant" correlation with the individual's field of activities and that the degree of correlation is a correlation of purposes underlying the activities of the individual from which he derives the feeling of superiority. While the content of these purposes has not the unity of process and substantive continuity, yet this feeling gives them unity of aim and direction and is the very life of all the activities, the social processes and the development of personality.

On the basis of data presented here, every personality develops continually from infancy until death and throughout the span of life endeavours to actualize his potentialities from which he can derive the feeling of superiority.

This study shows that the sociableness of a person is a combination of individuality and sociality. A person in submitting to the requirements of a group may satisfy or often fails to satisfy his need and desire for a sense of uplift. However, he is capable of isolating himself in some measure to maintain his feeling of superiority.

On the basis of data presented, in achieving the feeling of superiority, probably no one's aspirations are measured in the same terms or maintain the same level in all areas of activity. It also shows that oftentimes that which appears as competition for objects

is in fact a need and desire to maintain this feeling in activities in making a worth-while contribution towards some end, and not for external rewards nor for being antagonistic.

This investigation shows the importance and extent of interaction of phantasy or logical thinking with the feeling of superiority as a device for developing art and science, and in the practical affairs of men. It is a perfectly natural phenomena. If an individual deviates from logical thinking he deviates from his phantasy thinking also.

This study proves that there is in man an inner need to be kind, considerate, and to assist others and that he derives a feeling of superiority from these activities far more profoundly than is generally realized.

It is noted that a large part of the population "sometimes" or "often" feels that it has no solid ground on which to meet specific difficulties. If these events of anxiety-superior could be met by courage, the immediate acute difficulty is an anxiety-reducing power. However, courage often seems to be of no avail because this fate often could not be met as an object with which one might cope. An individual might fight against evils, a fight which demands courage and reduces anxiety. However, if the methods of reducing anxiety-superior are deceptive, they will produce new cycles of anxiety and of misguided courage as well as catastrophe.

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## APPENDIX A

### Questionnaire

ERNEST L. REMITS, M.A.

*Psychologist*

CUMBERLAND, ONT.

Dear Sir or Madam:

Your name has been impartially chosen from the city directory as a representative of the population. Would you be good enough to help me in a research project by answering this short questionnaire.

I undertook this work alone and am not receiving financial assistance nor am I connected with any institution. This work is a continuation of an original piece of research presented during my university studies. The purpose is to further our knowledge of our feelings and the better understanding of mankind. It is not an easy job yet, if you help me a little, we may succeed, and it is better than not to try at all.

You do not need to sign your name, but it is important that you give true answers.

Please mail the completed questionnaire in the enclosed stamped envelope at your earliest convenience.

Yours sincerely,

E. L. REMITS,

*Research Psychologist.*

NOTE: As every human being has basic physical needs like fresh air, exercise, and food, so do we all have basic mental needs. There are many; but what we are interested in is what gives us the desired sense of uplift in our sphere, that is in our fields of activity, from which we derive our feeling of superiority. For instance, an average child or person, by receiving, giving or accomplishing something, even if there is no return or expectation connected with it, may have a feeling of superiority. The feeling of superiority here means that feeling which gives us the desired sense of uplift. Of course this does not necessarily mean feeling superior to another person.

1. Do you ever feel a sense of uplift?  
.....
  2. What gives you the feeling of superiority, that is the desired sense of uplift in your field of activity (your work, play, popularity, money, prestige, hobby or otherwise)?  
.....  
.....
  3. Do you find it difficult to maintain the desired sense of uplift in your field of activity?  
sometimes ..... often ..... not at all .....
  4. What do you do at present in order to satisfy this feeling?  
.....  
.....
  5. Is your basic feeling of superiority, that is the desired sense of uplift in your field of activity, frustrated too greatly?  
sometimes ..... often ..... not at all .....
  6. Do you maintain this feeling in thought alone?  
sometimes ..... often ..... not at all .....
  7. When this feeling is frustrated too greatly, do you become concerned or feel that you have no solid ground on which to meet particular difficulties?  
sometimes ..... often ..... not at all .....
  8. Male ..... Female.....
  9. Age.....
  10. Occupation .....
- .....
- .....
- .....
- .....
- .....

## APPENDIX B

### Description of the Methods and Sampling

#### (a) *Procedure Among the Student Population*

The student population tested consisted of 130 subjects drawn from four institutions, giving a true cross-sectional picture of the universe.

On February 25, 1953, at the Ottawa Technical High School, out of a group of 25 male students between the ages of 16 and 20 finishing day courses in the different trades (carpenter, electrician, mechanic, etc.), 23 subjects completed the questionnaires and 2 subjects returned them with the words "don't know."

At the Glebe Collegiate Institute (General Course), on March 9, 1953, 6 male and 18 female students ranging from 17 to 19 years of age completed the questionnaires.

Both the Ottawa Technical High School and the Glebe Collegiate Institute are supported by public funds.

At Carleton College, on March 13, 1953, 33 subjects, 20 male and 13 female, ranging from 18 to 22 years and one 30 years of age, mostly taking day courses for B.A. and B.Sc. degrees, completed the questionnaires.

On March 21, 1953, at the Ottawa University, 48 male French Canadian subjects in an advanced English class between the ages of 16 and 21 taking day courses for B.A. and B.Sc. degrees completed the questionnaires.

Occupations of parents, intelligence, background data, academic standing, vocational aspirations, etc., were irrelevant for the investigation under consideration. The only criteria was to be a student in the above mentioned institutions.

The questionnaires were distributed during regular class sessions. The students were asked to cooperate in a scientific research by answering the questions truthfully as they were to serve as subjects in the investigation. They were given time to read the questionnaire and were told that, if there was any question they did not understand, they were free to ask for clarification. In so many words they were advised that it was important that they should tell what gives them a feeling of superiority, not just satisfaction, and it was emphasized

that it did not necessarily mean feeling superior to another person. They were told to express themselves freely, since the questionnaire is not of a personal nature and, of course, would remain unsigned. Then the fact was reiterated that, as this is a scientific work, it was important that they give true answers to the questions. After completing the questionnaires they were instructed to fold and place them on the table. The administering of the questionnaires took about fifteen minutes per group.

(b) *Mail Questionnaire Procedure*

Questionnaires were mailed to individuals listed in the Ottawa City Directory, Vol. LXXIX, 1952, which shows the names of adult persons with occupations; where employed; whether householders, roomers or boarders; including Hull residents' names, addresses and occupations if such persons worked in Ottawa. (Hull, P.Q., is directly across the Ottawa River from Ottawa.) The sampling was made at evenly spaced intervals in the Directory. Eighteen hundred questionnaires were mailed in groups beginning March 5, 1953, a business reply envelope being enclosed with each. Out of this number, 139 were returned for various reasons as "new address unknown," etc., and 108 completed and returned the questionnaire, i.e. 6.5% of the number delivered.

(c) *Interview Procedure*

The samples were selected from the Complete Classified Business Section of the Ottawa City Directory and drawn from each stratum. Most of the interviews took place at the homes of the subjects, the balance being conducted at the places of business. After making rapport, the questions were asked and replied to by the subjects in the same order as shown in the questionnaire.

(d) *Age Distribution and Some of the Occupations in the Samples of the General Population*

17 years to 20 years	8
21 years to 30 years	52
31 years to 40 years	32
41 years to 50 years	33
51 years to 60 years	13
61 years to 70 years	8
71 years to 80 years	4

accountant  
adjuster  
air force officer  
artist  
audit clerk  
auto salesman  
baker  
bank accountant  
barber  
beauty parlour operator  
bookkeeper  
bookshop manager  
bricklayer  
bus driver  
butcher  
caretaker  
carpenter  
cashier  
chartered accountant  
civil engineer  
civil servant  
clergyman  
clerk  
clerk-accountant (soldier)  
clerk—civil servant  
clerk-treasurer and tax collector  
coal and wood dealer  
comptroller  
construction engineer  
druggist  
elevator operator  
employment and claims officer  
engineer  
ex-soldier

film director  
film producer  
financier  
geologist  
hardware store salesman  
high school teacher  
hotel keeper  
housewife  
insurance agent  
laundry helper  
laboratory technician  
labourer  
lawyer  
letter carrier  
lunch counter owner  
maintenance man  
market farmer  
mechanical engineer  
metal worker  
mining electrician  
mining engineer  
motor mechanic  
naval officer  
office manager  
operational research worker  
painter and decorator  
photographer  
physician  
physiotherapist  
police officer  
powerhouse and sub-station  
operator  
professor  
psychologist

purchasing manager	specialty cutter
railway car cleaner	sports goods salesman
real estate manager	statistician
registered nurse	stenographer
reporter	stereotyper
research chemist	supervisor
research scientist	surveyor
research worker	tailoress
restaurant manager	taxi driver
retail merchant	telegrapher
retired	tinsmith
sales engineer	tobacconist
salesgirl	tradesman
salesman, men's furnishings	trademark searcher
salesman, soft drinks	truck driver
secretary	typist
service station attendant	utility man
shoe repairshop proprietor	university professor
small manufacturer	waitress
social service worker	want ad clerk

(c) *General Remarks*

In administering the questionnaires, the impression was gained that the procedure was generally enjoyed by the subjects. The following explanation may be offered. The questionnaire was not of a personal nature, the subjects, virtually without exception, did not feel that they were giving to someone information of any value, that is of the kind which should be kept in secret. All questions were phrased in objective unemotional terms so as not to spoil rapport even with those who would object to the term "superiority." Only two student subjects out of the 130 did not cooperate, i.e. they wrote the words "don't know."

Despite the fact that the Public Relations Officer, Post Office Department, informed the writer that the best return on mail questionnaires to be expected in Ottawa would be 2 per cent, 6.5 per cent replied, out of which 24 per cent even signed their names. Only a

very few of the questionnaires were returned in unusable condition. Only two expressed the wish that the word "superiority" should be substituted with some other term and two would prefer to use the term "sense of uplift" instead of "superiority". Not one of the subjects interviewed refused to cooperate, which was rather surprising to the writer because some of these individuals were extremely busy. In fact the following comments were oftentimes made:—"They were very good questions," "I wouldn't like to live without this feeling," "We all have this feeling," "I was pleased to be of assistance," etc.

Considering the homogeneity of the population, it was felt, after weighting the samples, that the total number obtained, 280, should constitute a true cross-sectional picture of the universe and an adequate number for a pilot study.

(f) *Biases*

Some of the known biases of the samples are: (a) no efforts have been made to increase the proportion of mail returns by any device since the informant was not asked to sign his name and an identifying number was not used on the form. It was decided that such deception was unnecessary, since it was planned that sampling by stratification would automatically bring about the replacement of persons lost to the sample by persons of the same strata and none of the essential groups would be excluded, thus partly correcting the bias that would result if there were no replacement of losses. (b) the small size of the sample—Sheer number of cases cannot serve as a guarantee of correct results. In connection with the size of sample Dr. Parten points out that the emphasis should be placed not upon the number of cases in the "universe" but rather on the number in the sample. The National Opinion Research Center (U.S.A.) has been drifting toward smaller and smaller samples. Surveys conducted by this agency utilize samples of 550 cases to represent the U.S.A. public.

(g) *Reliability and Validity of the Results*

The reader, by examining the tables and the answers, will be able to ascertain at once the consistency, the similarity of results from the separate surveys, the internal consistency of replies, the "very significant" correlation of the answers, etc. In most instances it was possible to demonstrate validity by comparison with actual behaviour or activities.







مکتبہ قادیان

پہلو شمس الدین

۱۔ مکتبہ قادیان میں جو کتب جمع ہوئی ہیں ان میں سے جو کتب کوئی اور جگہ پر نہیں مل سکتی ہیں ان کو جمع کرنا اور ان کو محفوظ رکھنا اور ان کو پڑھنے والوں کو فراہم کرنا

۲۔ مکتبہ قادیان میں جو کتب جمع ہوئی ہیں ان میں سے جو کتب کوئی اور جگہ پر نہیں مل سکتی ہیں ان کو جمع کرنا اور ان کو محفوظ رکھنا اور ان کو پڑھنے والوں کو فراہم کرنا

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