

Well, we'll start again on this rambling that I said I 00244
have so much trouble trying to describe and explain. And I'll
repeat again part of what I was talking about when I was saying
picture arrangements. About picture arrangements, there is a
very, or appears to be to be a very heavy picture completion
component in whatever it is that causes people to do well on
the picture arrangement test and it is for this reason that
again like with Similarities there has to be a reversal made
when you begin to interpret picture completion that is even
more confusing in many ways than the Similarities one. Let
me try to start out this way and say that it's, that I consider
the picture completion test is a test that the kinds of individuals
that I call A, the high Picture Arrangement individuals, that
it's a test in which they do rather well on naturally in the
same way that I talked about the information is one that the
high digit span do naturally well on, the High Comprehension
is the one that the low Digit Span do naturally on. And that
to a certain extent then the person who is a low Picture
Arrangement individual, if he begins to do well on the Picture
Completion test that means that he is moving away from whatever
is the initial orientation that he has that it results in poor
Picture Completion performance. And I along with this, because
of the fact that if he does well on Picture Completion there's
a little bit of a tendency for him then to do better on the
Picture Arrangement because he has made a compensation against

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whatever the Picture Completion measures. Now, the nearest 00245
thing that is similar to this, and if you remember, I was talking
about that the high Arithmetic individual who is an E person an
a high Arithmetic, the fact that he is E influences his per-
formance on Digit Span making it necessary to make some kind
of interpretation or qualitative interpretation about a lowering
of the Digit Span whenever the Arithmetic is up. You have to
do something of the same thing in connection with the low
Picture, the U individual is not always going to do as badly
on the Picture Arrangement test if he's healthy, as you might
expect if he does have that high Picture Completion. Now, the
reverse of this is more true here in this case in the sense
that in an A individual there's something that happens that
causes him to compensate in a way that results in him not doing
well on the Picture Completion subtest. That inability or that
compensatory direction that the individual is going is also
going to influence his performance on the Picture Arrangement
test. So consequently you get, obviously I'm very confused
about this this morning. You've got to be much more careful
in determining U and A from the Wechsler than any of the other
subtests. I mean, they're not nice neat measures like some of
the other tests are. Now, the variations of this is that when-
ever in the performance on the picture arrangement subtest the
individual gets most of the items on the Picture Arrangement
test but does it relatively slowly, if you see what I mean,
causing him to get a lowish score on the Picture Arrangement
subtest, you get a lowish score on the Picture Arrangement

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subtest~~xxx~~ but not more than 2 points or 3 points or very close to the normal level. One of the ways that you determine from the test, one of the ways you determine whether the person is U or A has to do with performance on the Picture Completion test. Consequently, the person who overachieves on the picture completion subtest that is, gets all of the items or ~~xxxx~~ is about 2 or 3 $\frac{1}{2}$ points above his ~~Normal~~ Normal Level, that high picture completion with a lowish picture arrangement is an indication that you're dealing with a person who initially is more U than he is A, in ~~pa~~ PAS terms, but is making some kind of an adaptation in relationship to his U behavior. The reverse of this now, if you have an individual who has a lowish one or two points below the Normal Level on Picture Arrangement, then does very badly or does poorly on the Picutre Completion test, in other words, if the ~~Picture Completion~~ Picture Completion test is below the Picture Arrangement score, this is an indication ~~that~~ ~~indication~~ that the person is more likely an initial A than he is an initial U. So you've got to look each time in terms of this and see what the relationship of the Picture Arrangement and Picture Completion test are to each other in order to get some kind of an idea of the compensation or the change that an individual is making to his initial performance. You also, those of you who were at the meeting out in Reston, heard Saunders talk about the factor analytical structure

of the Picture Completion test indicating that the Picture Completion test ~~is~~ ~~is~~ picking up a whole lot of different things and this also begins to complicate a pure measurement. A third thing that complicates this is that ~~of~~ of all of the tests, the Picture Completion subtest is the one that has the lowest ceiling. Now, let me try to explain what I mean by this. In the WB 1, because of the way in the standardization of the test, a score of 15 was ~~the~~ the highest score that you could make on the Picture Completion test. All the rest of them would go on up so that you could make 16, 17 and so on and so forth, in terms of it. Also, the misses, in terms of the weighted score as it's set out in the WB 1, the missing certain items, begin to move that weighted score down very rapidly, for example in the WB 1, the last item, the one which was considered the hardest item, is the item of the profile of the woman whose eyebrows are missing, a very poor profile and the bit of the ~~x~~ eyes, but in most cases many people would miss this particular item. And this would drop their weighted score from 15 to 14. But in any event, so would have in practically every case a person who did well on the Picture Completion, 14 was the highest that he would make. Now, if you had 15, 16 Normal Levels in the PAS terms, there would be a tendency for the Picture Completion to be lower in relationship to the Normal Level than it should be. I mean, the higher your normal level, the more likely were you to come out in PAS terms as a low picture completion

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person, when in reality you were doing very well on the test. Now, when the WAIS came out in terms of this, they made an attempt to, by adding other items and they had difficulty getting the items, they made an attempt to the direction on the basis of which you can get a weighted score now of 17 or 18. But if you look at the distribution of how these scores are arrived at, there is a rather rapid leaping; for example, like the item of the missing eyebrow. The getting of the missing eyebrow instead of giving you a 15 normal level in the WAIS it would move it up that you got 16 and then you added two more items and they skip way up to the ---- so that in the WAIS there is a tendency to get one or two items to artificially increase the height of the picture completion making the picture completion look a lot higher than it is. In other words from a technical standpoint the picture completion is a very bad test. In PAS terms it has to be looked at very carefully in relationship to making some kind of an interpretation of compensation. The picture completion still in a way is a pretty good measure of whether or not an individual is compensating or changing or modifying his initial response state in the same way the Arithmetic and Similarities are modifiers of the other variables. But remember that the one thing in terms of this is that the U individual ordinarily does not do very well on the Picture Completion test unless he makes some kind of effort to try to make ~~xxx~~ certain kinds of changes. Now, the kinds of errors that the ordinary U individual is likely to make are errors of missing things. I mean, the kind of thing like not seeing that the pigtail is missing at one level. The inability to be able to see the arm reflection missing. One of the

items has a woman standing in front of a mirror and a good deal of her is missing but the most obvious thing in terms of what is missing in relationship to this is the reflection of her arm in the mirror. Now the U individual is likely to miss that because they are likely to become preoccupied when they're looking, they see that part of the chair is missing or something else in terms of this. And are likely to give this kind of a -- I use the word careless only I don't like it, it's not just (next page)

carelessness, it is a tendency to focus in on one thing and not see something else. Another one of the picture completion items is a man, one of his fingers is missing. Now there are other things that are missing on him too or can be thought of as missing in terms of that and the individual never sees that the finger is missing. Now, this is the kind of thing that more often than not, the natural U individual is going to do when he takes the picture completion test. Now if he's making any kind of a compensation, that is, if there is a kind of an awareness or an experience factor in the U individual, on the basis of which they have to be very careful to make sure that they are not misinterpreting, they will be much more careful. Now again, we've tried in various ways to time the picture completion. One of the theoretical reasons for timing the picture completion test would be that it would take a longer period of time for an initial U individual to be sure that he is making the response that he is supposed to make, before he makes it. He might get the correct one. Now the A individual is likely to see it rather rapidly and be comfortable with making his decision and so forth.

Sadie: Now I would have thought picture completion would have been an indicator more of F and R, than U and A. You know, like an F missing more parts like the picture of the arm. Does that come into it?

John: Well, I suppose it does. It is much more an indicator of U and A. There are other factors and this is one of the things that I was going to try to lead up to in terms of this because one of the most important combinations in the test and there's not an awful lot in the PAS literature about this, but the relationship of the information subtest and the picture completion subtest is a very important one. Now, this might be one way of beginning to introduce some of this. What the low picture completion individual is, now I'm saying the low picture completion individual and I'm saying this at this point regardless of whether he's U or A. One of the characteristics of a low picture completion individual is that he is having a bit, he has a tendency in a sense of a kind of withdrawal and a kind of withdrawal, cautiousness, sort of keeping the environment at a distance, if you will, is what he's doing. And in many instances, the best psychological dynamic that I know to explain it is the dynamic of identification and identification in the sense of which a person in a sense can withdraw and begin to look out of himself. Can you explain identification any better for me, Olga?

Olga: Identification? I'm not sure in this context, really, how you're using it.

Cleo: You mean, he can relate with others and at the same time withdraw?

John: Well, yes. But the important thing is that a person with a low picture completion test, if he is a low picture completion, one of the things that he has got to be able to do is to withdraw and

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be able to relate at the same time. The thing that is likely to cause psychological disaster in a sense for someone is when they withdraw and do not at the same time relate or in some cases make a displacement. I mean for example, one of the ways, and we talked about this before, someone can move in a direction of keeping himself socially acceptably in contact is through certain kinds of intellectual activities, that is, he can read and he can read well and he can spend a lot of time in the sense of reading or acquiring knowledge or the paying attention quality, if you will, that results in a person doing well on the information kinds of items. He listens, he retains, he is paying attention. So there is an attention indicator when a person has a high information, although it is a kind of attention. It's more an intellectualized kind of an attention.

Sadie: Not involved?

John: It's keeping a distance. The low picture completion is an indication that he is not really as distractible in a sense in terms of this. So if you have a high information and a low picture completion, what that combination indicates about a person is that he withdraws in order to think. That's an over-simplified way of putting it, but that's the only way that I know how to do it. And that the low picture completion is an indication that he has a certain kind of discipline if you will to avoid certain kinds of distractions in order to pay attention, so that whatever is the kind of effort that makes him be able to read to acquire knowledge and/or identification. Again, I'll have to use examples in terms of this. And I've used this in part many times. If you have a

person who has a ~~fix~~ fairly high information test, and a fairly low picture completion test, and you know that she's a housewife, one of the things that you could say about her is that there is a better than average chance if you talk to her, that she's going to say that she watches soap operas during the day. Now watching soap operas during the day is what I'm talking about by identification in terms of this, ~~in which~~ in which a person is withdrawing but still being in contact. Now at a higher, at a different, cultural level, the low picture completion, high information individual might be a person who is much more interested in going to plays. I mean, they're the kind of a person who would be very interested in plays and movies and a lot of other things. Now, I'm not saying that only low picture completion, high information do this, I'm saying that there is a considerable amount of satisfaction that this kind of a person gets in terms of doing this. It is sort of a way of withdrawing but at the same time still keeping somewhat in contact. Now, if the information test is down indicating that the person is not utilizing their withdrawal, that is they're not really paying attention, and the picture completion is down, at this particular point the low information and the low picture completion begins to indicate that the person is withdrawing in what is in a sense an unsatisfactory or inhibited way. They're inhibited because they're withdrawing but they're not really doing anything particular with their withdrawing. They're not being autistic, they can be depending on other things, but one of the things, if you've got a fairly high arithmetic, indicating that, let's use an I individual in terms

of this. An I individual with a high Arithmetic, this is an indication of compensation or change against their internalized tendencies. I ~~am~~ mentioned before that if the information is low in this kind of a person, there is an inhibition because the person is not, is damming up his internalized activity, and not utilizing it in any intellectually effective way. Add a low picture completion on top of this and you've got an inhibited individual who is ~~is~~ prone to have an hysteric adjustment. And consequently the lowering of the information along with the lowering of the picture completion is almost always an indication of a potential hysteric adjustment in an individual. Because they are inhibited, they are not utilizing their internalized activities in any particularly effective way, and your most classical hysteric is likely to be Icu and a low, particularly an Ac. An Ac, this would mean an A individual who has compensated against being A by moving in a direction of which is reflected in the test by a lowering of his performance on the picture completion test, and this kind of person is very ~~prone~~ prone to have hysteric adjustment. Why? Obviously, I can't explain it very well. I just have to put this as a fact. I've tried to talk about this inhibition or this inability to socially utilize some particular kind of internalized activity. I mean, again I have to re-emphasize I suppose, something that I've said over and over again. An E individual has to learn to be ideational. And when he is learning to be ideational, he has to learn to be ideational in what is essentially an appropriate way. An I individual does not have to learn

how to be ideational. Because his natural state has a tendency to be ideational in nature. Therefore, the I individual has to learn to be ideational in an appropriate way. Now learning to be ideational in an appropriate way is not too difficult in one sense, but it is possible, if you see what I mean in terms of this, for a person who has a tendency to be too ideational defending and repressing their ideational activity on the basis of which they move into the direction of which they are not using their ideational activity in any particularly appropriate way because they're so busy committing themselves to be what I consider the opposite of ideational, what I call perceptual, although this is a narrower definition of perceptual than is usually true in the psychological literature. I'm going to put it again that the natural state of the E individual by the way I'm defining it is to be perceptual, ~~although this is a narrower definition of perceptual than is usually true in the psychological literature~~ and he has to defend against being too perceptual by learning how to be ideational. The I individual is more ideational than he is perceptual and he has to learn to be more perceptual. Now you can move into the direction in which you can completely repress your tendency to be ideational by making all your commitment to learning to be perceptual, which is one of the adjustments that an I can make. Or an E can defend against being perceptual totally by becoming ideational. Now the best adjustment is a meld between these. The E perceptualization, what I'm calling the E perceptualization, the E individual must learn to a certain extent to be appropriately perceptual and not just defend against being perceptual. The I individual must learn to be idea-

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tionally appropriate rather than just defending against being too ideational. Now the information subtest is one of the best indications of whether or not the I individual has learned to use ideational material appropriately and it is also an indication for the E individual as to whether or not he has learned to move in something of an ideational direction. The comprehension subtest is a very good test to indicate the extent to which an E individual has learned to be appropriately perceptual and it is also an indication of how well the I individual has moved in the direction of learning how to be perceptual. Now, therefore, the I individual with a very high ~~comprehension~~ comprehension, that I with that very high comprehension is an indication that this individual is working too hard to be perceptual. He's working too hard at it. He's had to really put a lot of effort in order to develop that way. That same thing is true that the high information test in an E individual, this is an indication that the person is having to work too hard at being ideational. So when you get that c+ in the E individual, there is an indication that he is working very hard at being ideational. You get a high comprehension in an I individual, it is an indication that he's working very hard to be perceptual. Now, with that background, add the picture completion in terms of that, the picture completion begins to give some kind of a suggestion of the extent to which the individual is being able to do this in a relatively appropriate, realistic way. Well, I think you're saying something that is very important. This is something that is very difficult to say. I guess one of the things that you can say about it is to a certain extent, the picture completion whatever it measures, in

terms of this, is more often than not, is an indication of the extent to which an individual is aware all of the time as opposed to whether he can be selectively aware.

Olga: And trade off the kind of distraction of being aware all the time.

John G: May this is ~~beginning~~ beginning to get us somewhat back on the track. Because one of the things that happens, the higher that picture completion goes or the higher the picture completion tends to be, the more it is an indication that the person is rather tensely involved in all the time being very alert and being very aware. And to a certain extent, this is not necessarily a good adjustment for an individual to have. One of the things that is likely to come with this is an element, and this is an important aspect of the very picture completion, is that the high picture completion individual is inclined to have an element of suspiciousness about him. And he's likely to have an element, particularly if he's a U individual, an element of suspiciousness about him because the general adjustment that he has is in a sense of being constantly alert and constantly aware and being afraid that he's going to miss something. Because the U individual, part of the experience that he has, he has experience at missing things. You add R to this and you make an individual R and you make him U, this is a person who is going to have a considerable amount of experience with missing things. And he's going to have to, if he makes any particularly kind of an adjustment in terms of this, he's got

to be aware of the fact that he's missing things and he's got to ⁰⁰²⁵⁸ move into the direction of making sure that he doesn't miss anything. Consequently, the high picture completion, when it occurs, in the U individual with R, this is an indication that the person has moved into the direction of being extremely aware all of the time. And that awareness is going to have an element of suspiciousness if you add R U, high picture completion, an element of suspiciousness because there is always going to be some sort of a feeling that either somebody's doing something behind their back or that they might be telling them something that is not exactly right. To go ~~zh~~ back to the example that I used very early in this of the kid being sent for the lefthanded ~~monkey~~ monkey wrench. I did talk about that here and this is essentially in the beginning a kid who is U, that is a low picture arrangement and a kid who is low picture completion. This would be the state that he would be in at that particular time. Now the direction of adjustment in terms of that, is after he's had enough experience on the basis of where he begins to be aware that he is not very good at interpreting whether somebody means something or not, I mean he's not really particularly sensitive to their feelings. The compensatory direction is toward being a high picture completion on the sense of demanding a certain amount of reassurance that what you're asking him to do is something that he's supposed to do. Now therefore the kid who is sent for the, and falls for the left-handed monkey wrench bit, if he makes an adaptation, it is in a sense of making certain that he

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never allows himself to have this kind of humiliating experience again. This is the same thing that in terms of this, the R, the high block design and the low U individual in relationship to this, is likely to be almost always very sensitive to teasing. And they learn that these are the people that most people are going to tease. What is the factor that causes a person to be someone that you'd tease? You tease them because you get a reaction from them. And the reaction that you get, and certainly initially, the reaction that you get in a small child, R and U, in the process of when he's making some kind of an adjustment, is you tease him because he takes you seriously and you're trying to make fun of him because he's taking you seriously and at the same time you're telling him you're not interpreting things that are going on. Well now, obviously, the RU individual, particularly, the RU individual, and also the FU to a certain extent in terms of this, being teased a lot are going to move into the direction of which they are going to be very suspicious and be anxious and bewildered every once in a while in their personal relationships because they don't know for sure even when they're learning, they don't know for sure whether you mean it or whether you are teasing them. Now one of the compensations that an individual can make is reflected in the test by a tendency to have a high picture completion indicating that a person is very aware of the fact that he is not going to be taken in. You've got along with the Uc adjustment, that is the low picture

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arrangement, high picture completion, you've got an individual who oftentimes will have a kind of a chip on their shoulder, if you will, in the sense of indicating by their behavior that they are not going to be taken in. So you add, and let's make it in terms of this, Ec ~~thix~~ that is, the low digit span, the high arithmetic, the Rc, the high block design and the high similarities, Uc, the low picture arrangement, high picture completion, Ec Rc Uc. This is an individual who very much tried to control his tendency to be too perceptual on the one hand, that is Ec and Uc, trying to learn how to be perceptual and to relate in an appropriate way. And you get in this kind of constellation, an individual who is likely to be quite defensive, quite suspicious as a nature of his; he can't allow himself to be too perceptual, but he's got to be cautiously perceptual to make sure that he's aware of everything that's going on around him. And his whole life style in relationship to this is going to have an element of controlling his tendency to relate too much on one hand and be very aware of the need to constantly be alert. Now you add Ec Rc Uu and at this point the picture completion is down in terms of this. You're not going to have the same kind of suspiciousness in this kind of an individual. You're going to get in the place of which there is a kind of indifference, is the way I would put it. The adjustment that they make, they don't care whether they're teased or not, but they are likely to move in a direction as Ec Rc in which they begin to be engaged in certain kinds of ideationally appropriate activities, perceptually appropriate activities, but they are not likely to have the same element of

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anxiety and awareness of the relationship with the people in the environment. They are likely to be a little more comfortable people in the sense of what I talk about being suspicious or being alert. Now, to confuse and compound this even further, the difference between a Uu individual and a Uc individual is, and again to use PAS terms in relationship to this, by definition a Uc individual is role uniform. That's the term we use when we're talking about the U adjustment, role uniform. Uu, also we talk about it as role uniform. Now, the difference between the uniform role, the singular role, I mean that by uniform role, that is, they play one particular role and they stick to that role. If you've got Uc in terms of this, the role that the individual has developed over a period of time is largely a role that he's learned by being very aware, learning exactly what it is he's supposed to do and doing that in a rather perseverating, intense way. This is why the role uniform characteristics of the Uc individual is that he tends to be stereotyped. By stereotyped, he learns a stereotyped role and he works very hard at maintaining this role. Part of the reason that he does this is ~~because~~ because he has the high picture completion. The Uu individual on the other hand is much more likely to move into a direction of which his role uniformity is in the sense that he refuses to play any role at all. Therefore, there is kind of negativism, a stubbornness in a sense that the Uu individual is an individual who is inclined not to be particularly interested; I don't want to play any role because I can't play roles well. He's anxious about his social interpersonal relationships about as to how effective he's

going to be at them. This is a function of the Uu adjustment, is a bit of a tendency for a person to be very anxious over the fact, or worried over the fact, that he cannot develop a uniform role the way the Uc individual develops a uniform role, in the sense that the Uc individual learns to play one role and plays that role to the hilt. The Uu plays no role at all. ~~xxxxxxx~~ A dead rock would be the difference between the two. Now you get one of the same things that happens here that happened in all of the others in a sense and particularly happens in the E-I ~~dimension~~ dimension. Do you remember I talked over and over again how the Iuc individual is basically schizoid in makeup but is aware of being schizoid and is actively engaged in being an active, relating person. So in behavior an Iuc looks very E. The Euc looks very I, because he, there's an awareness in terms of this. The Uuc individual, now at this ~~point~~ point, we're beginning to bring in the object assembly which I will reserve the right to talk about a little bit more, later on, Uuc. This Uu is an indication that the person is basically a person who does not have a well-fixed role that he's comfortable with, but has an awareness that he should have a role. So consequently, a Uuc individual rather than being a totally indifferent individual in the sense of not playing any kind of a role, being negativistic, being stubborn and being withdrawing, a Uuc individual can have a great deal of what I would call A characteristics. A characteristics because he's going to be anxiously engaged in making sure he does not allow himself to be too stubborn, too negativistic, too worried about the role that he is going to play. So you get a

kind of over-activity in the Uuc individual in many instances because of the fact he is anxiously engaged in trying to play a role but is uncomfortable with it. Now you get a characteristic in terms of this, that a Uuc individual being forced to play a role ~~xxx~~ or being put in a situation in which he's supposed to play a role, he may be able to play that role very well for a relatively short period of time. But the minute that something happens that causes him to be aware that either he has been inappropriate or that he's gone too far, there's going to be a reaction which results in humiliation. So, consequently, a Uuc individual is going to have a relatively low threshold for humiliation in social interpersonal situations. He may be an active person, but if you tell him you don't like him or you make some kind of move toward him that he regards as "Oh, you don't like him," he's going to react with a great deal of a feeling of humiliation. So, therefore, Uuc, a low threshold for humiliation. Uc's in terms of this, these are people who move in the basis of they have overcome that tendency to be humiliated and consequently, or they feel they have overcome their ability to become humiliated, and one of the things that happens in terms of this, whereas the Uu is a kind of an individual who, when humiliated begins to act out against the humiliator. In other words, he proves that he's not being humiliated by being the ~~xxxxx~~ reverse, by being relatively aggressive, maintaining whatever, again a ~~xxxx~~ characteristic of when you say stereotyped behavior, one of the things in terms of this, a Uuc individual in a situation in which he

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is in, may move in a direction where suddenly he begins to become
gauche. And somebody says that he's gauche, and he is terribly
upset and withdraws. The Uc individual is the one who is likely
to be, if it's a stereotype, he's gauche all the time, and may
remain gauche in spite of an attempt to do anything about it.
And if you try to do anything about it, you actually can cause
this kind of an individual to become even more gauche in the way
in which they deny that they are being gauche. There can be a
great deal of unpleasantness if you see what I mean, in terms of
a Uc individual put under a certain kind of pressure because of his
inability to. Now if you add Ucu, now the u at the end of this
means that he has a high object assembly. The person who has very
little social or ~~inter~~ interpersonal anxiety, that means very speci-
fically that a Ucu, this person has developed a stereotyped role,
a role which he is very comfortable with and that you can guarantee
that in almost any situation you are not going to be able to get
him particularly rattled about what he is doing. He will continue
to do it without any anxiety or anything else. Now the healthier
adjustment is likely to be Ucc. Now the c at the end of this means
a low object assembly. It's not quite the same kind of social anxiety
that the Uuc has, but the Ucc, this alst anxiety, the social-
interpersonal anxiety, is an indication that a person in order to
be appropriate must be careful not to go too far in his role. In
a sense he's not worried because he's gauche, but he knows that
there are people who think he shouldn't be gauche and most of the
time, he wants to be as appropriate as he can possibly be, although
he doesn't worry very much about what he is. That didn't sound

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like I'm making him a very good, but essentially he's comfortable with the role he has adapted, but he's not overconfident with it. The Ucu individual is overconfident in the role that he has achieved. The Ucc is confident, but is cautious. And, therefore, Ucc which is the most common adaptation, as far as I'm concerned, is that you run up against more often ~~than~~ than not in terms of this in the U individual, this is in a social interpersonal way a generally more pleasant person than a Ucu. But now don't misunderstand me, all Ucu's are not unpleasant because they can develop a pleasant role. If the role that they learn to do is the pleasant role, they can learn to do that and can do it well, but if you know them long enough, you are likely to get a little bit tired of them because of the fact the role they have developed has no flexibility to it. Again, I can go back to the Ucu doctor's role. The Ucu doctor can be extremely effective with his patients because it is an appropriate role to do with the patients but his wife and children are likely to be sick to death of him because of the fact he is pompously engaged in being the same thing in his regular and more intimate kinds of relationships. Now, if you make him Ucc, the kids are likely to think my dad is a pretty pompous guy because they see it in him, but he sure tries every once in a while. Because you see again the Ucc would mean that he would have a considerable amount of need to do what was appropriate with these children in relationship to the role he had learned to play.