

A-U

The A-U dimension is a combination of variables. Must think of it in 3 ways: (1) the meaning of A and U early in a person's life; (2) the meaning in the adult period in a person's life; and (3) the rather dramatic paradox that exists between them when

A exists in the I individual and when

U exists in the I individual and when

A exists in the E individual and when

U exists in the E individual

The A and U dimension tends to be more of a catalyst than it does a dynamic. R and F have dynamic characteristics which the individual is aware of in one form or another. I and E are initial response states on the basis of which an individual is aware (in a sense) dynamically. A and U has much more to do with the way the person is perceived by others, than it does in terms of the way the individual himself is seen. The catalyst aspect is that, to a certain extent, the dynamic effect that begins to take place as the result of A and U is the way that the individual is treated because he is an A or a U results in his developing certain modes of behavior that begin to be very important in his life. Therefore with A and U one begins to encounter such things as impression, charisma, charm, etc. The kind of an individual who tends to be noticed most is more likely "A"; the one who tends to be overlooked is more likely U.

(EXAMPLE: Some babies in a nursery are always noticed, they get more attention, and are the nurses' favorites. Other babies tend to be overlooked at first.)

One of the subtle things that begins to happen early in the baby's maturation process is in relation to the characteristics of the people close to him (mother, father, etc.) In many cases, they will be essentially unaware of the fact that, because their baby might not be the one that is "ohhhhed" and "ahhhhed" over in the same way that other babies are, this may actually result in the mother or father (because of their own psychological adjustment) paying more attention, being more concerned, and getting more involved with their child's development.

In a sense, one of the early things to occur when an individual has a U adjustment is likely to be a tendency on the part of the people responsible for his development to work a little harder at influencing the behavior, the development, etc. of that child.

The A child is likely to be thought of and responded to (not wittingly) in an unaware way such that he does not need any particular attention, that he seems to catch on relatively fast, he seems to perform all the things he is required to do over a period of time.

Therefore, to a certain extent, dynamically, the U child often is not only the subject of considerably more attention by the various figures in his environment, he is also likely to have had a much earlier experience in one form or another with rejection, hostility, disappointment, discouragement, etc.

EF child -- spontaneously and confusedly overreacting to everything around him -- if he is U, that overactivity or overresponsiveness is going to be reacted to with much more need of discipline, in a sense, of what is the objectionable quality of the child's behavior. Therefore, the EF child who is U is going to be initially under considerably more pressure to do something about being EF than if the EF child were A.

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If child -- IF carries with it a certain amount of passivity, undemandingness, self-sufficiency, and withdrawal: if the child is IFU -- what the U results in is the awareness (by others) of the fact that the child is withdrawing and not relating and not reacting in the way that they are supposed to respond. Therefore, the IFU child is put under tremendous pressure, in most cases, very early in his life, in a direction of making some kind of compensatory change or modification of the initial response state characteristic of IF.

The IFA constellation has an appearance or a quality which carries an acceptability of the passivity (of the IF). IFA babies tend to be "doll babies," in the sense that because they are A, they are likely to respond to the mother in the way the mother wants them to respond, yet with no particular interaction or involvement whatsoever. They tend to be quite adaptable and make very little demand. In most cases, it is Mama who is making demands; and that demand is likely to be such that she treats the baby like a doll. The child, because he is an A, is going to respond in what is a very appropriate way in relationship to demands, and consequently go for a fairly long period of time in his early life remaining a relatively passive, non-responsive baby -- yet, appearing to be responsive because they are quite suggestible and quite resilient to the demands that the parent is making on them.

The EF child is not going to be nearly as resilient in meeting the behavioral needs of the person in his environment because of the reciprocal relationship which the EF adjustment carries with it. The EF child will have a certain amount of demand for some kind of involvement or some kind of reciprocal reaction; consequently, an EFU child is likely, relatively early in his life, to move in a direction in which

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he becomes negativistic or stubborn or resistant if his demands are not met.

The IFU child is also likely to show a certain amount of resistance and that resistance is likely to manifest itself by the child beginning to move in what is, in effect, a non-relating or withdrawing direction; thus causing others to move even stronger in the way of trying to get a relatively non-responsive IFU child to move in the direction of becoming extremely responsive. Consequently, the IFU child's refusal to do things is much more passive than that of the EFU.

The EFU is often going to be thought of as a difficult child in a behavioral sense. An IFU child is going to be thought of as a difficult child because he doesn't respond or react. If the IFU child is forced to begin to relate, he then begins to be dependent upon the people he's relating to, to teach him how to relate...Once the IFU child begins to pay attention and contact is made (on the basis of which he begins to try to learn the overt modes of behavior required of him by the society in which he lives), he begins to be extremely effective in the way in which he learns the social behaviors that he's taught. So a major characteristic of an IFU (and an IRU) is that they may be very hard to motivate in the beginning, but once motivated in the direction of learning certain types of social behavior and social activity, they are going to be extremely effective in learning the social behavior that is demanded of them in their environment.

EXAMPLE: IRU child in the Chinese culture: The only way he can learn the signs of relating are those taught to him by the people in his environment. The IRU child is going to be the most effective in learning the ritualized behavior that the milieu he grows up in requires. Consequently, as an adult, he can be a stereotype.

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The ERU child is going to be slower to be aware of his unsatisfactory behavior. He will be much more insulated, in a sense, against learning the roles and rituals of the environment he grows up in. Consequently, he tends to be much more of an out-of-pattern person in his environment. Thus, ERU's and IRU's are going to end up, as adults, in quite different ways.

The IRU adult is often the individual who has reacted very well to all the demands the environment has placed upon him and to everything that he's required to do. The IRU child is most likely to follow, without any particular resistance, a pattern on the basis of which they can move relatively successfully as an adult. The IRU is most likely to be able to follow the pattern that is being set for them by the environment that they come up with. It is essentially possible for an IRU son to become a doctor in his IRU father's business; and even if he has a considerable amount of hostility toward his father, because he can internalize that hostility relatively effectively, he can maintain that relationship very successfully over a period of time.

The ERU child tends to move in a direction on the basis of which there will be much more of an inclination for the individual to react against, to become negativistic toward, to become stubbornly set against, what is the pattern of their initial life experience. Whereas the IRU child of a doctor is likely to be a doctor, it is relatively rare that an ERU son of a doctor is going to be a doctor. He is likely to react and become resistant and make some kind of a revolt against the life pattern and the psycho-dynamic pressures that are being placed upon him; consequently, he will move in a direction in which he must find some other kind of adaptation. An ERU "Kennedy" would probably be the one the

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family referred to as the "black sheep," and to a certain extent, he would be doing something entirely different in a resistant, non-involved way in relationship to that family. An ERU "Truman" probably would be moving consistently in the direction on the basis of which he became something different than his father. Thus, an ERU child in a highly defined social environment of success orientation can be very unsuccessful; and an ERU child in a highly defined unsuccessful setting often can move in the direction on the basis of which they can become highly successful in some other particular kind of field. Because they can revolt, they tend to move in the other direction, though this is not just because they're U. The U is the catalyst on the basis of which pressure is being placed upon him. The ER child, because of his tendency to be dense (because he's R) & his tendency to persevere his denseness (because he's ER) is going to be objectionably projected into the environment on the basis of which there will be a consistent amount of hostility engendered between the people who are responsible for that child -- because the only way they can get that child to make any particular kind of an adaptation is in the direction of putting him under relatively awesome pressure to which he responds with hostility. Therefore, an ERU child very early in his developmental stage begins to move in the direction in which he will be much more interested in trying to gain acceptance somewhere along the line in a new kind of environment rather than to put up with the hostility of his environment. The amount of the hostility can be very extreme, but it can also be extremely subtle and eroding over a period of time -- so that his ability to please people as well as practically anything the child tries to do (even if he moves in the direction of trying to please the people in his environment) is going to be mitigated by the fact that th

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behavioral way in which he does this is likely to be inappropriate. A "U" individual may be trying very hard to do something right and will be constantly punished because he is not doing it right. Therefore, he will have a great deal of very early experience in being misunderstood. Re: a U child, whether he's I or E, a potent psychological factor influencing his development is going to be the fact that this individual is being misunderstood and is being put under some kind of pressure in his environment, and he is going to respond, react, and be aware of the fact that he is being misunderstood in making some kind of an adaptation. Consequently, a characteristic of an adult U (whether I or E) is that they are going to be (1) anxious about being misunderstood, and (2) extremely dedicated to the idea of learning everything in a way such that there will be no possibility that they will be misunderstood. This results in their having a very suspicious character in their nature; and also, in many of them, there is a tendency toward stereotypic behavior. That is why in the PAS, the final formulation of what "U" means is that the person is "ROLE UNIFORM." He's "role uniform" because of the pressure that is placed upon him and the fact that he has no particular capacity to be relatively versatile in any particular kind of a role; therefore, the success of his ultimate adjustment is learning a role in a uniform way on the basis of which he can be quite certain of learning a way to do something "right", and he becomes set in that particular way of "doing it right" when he is an adult.

An IRU (role uniform) doctor, if he's placed through circumstance in a situation such that he learns the graces of social behavior that doctors are supposed to perform, he is likely to become a very charming doctor because he has learned to be so. But if you try to get him to relate in any other way than what he has learned as a charming doctor,

you will encounter his lack of versatility and his lack of sociability.

Because the IRU individual is less threatened and less hysteric in his interactive activities (because he's I), as an IRU beginning to grow up, it is easy for him to move in the direction of learning behaviors because behaviors are not particularly threatening to him. Therefore, he is likely to become extremely effective in developing overt, efficient social behavior. He will learn to be as socially effective as the environment he grows up in has taught him to be socially effective.

The problem of the ERU is going to be primarily his gauche-ness, his difficulties, his problems, etc. are going to be manifested more in his behavioral activity. It's going to be very difficult for him to learn charm and effective social relatedness; but he's going to be less threatened in terms of the ideational escape (because he's E) and he'll begin to learn I tendencies the way I's begin to learn E tendencies. Consequently, a most common adaptation of the ERU individual is for him to move in the direction on the basis of which he is capable of developing extremely effective ideational activity which, in a sense, will allow him some what not to have to develop a kind of charm. Example: The ERU doctor would be very much concerned when anyone has too good a bedside manner. ("Don't be taken in by that kind of a doctor. Find out what his qualifications are.") The ERU is going to document himself in a role uniform way by making sure that he gets all the qualifications that are necessary to accredit him, and he's going to be absolutely certain that everybody knows what his accreditation is because this is the means by which he does not have to play a particular kind of social role.

President Johnson who was an ERU was never accused of having CHARISMA. He had a certain amount of need in a direction in terms of putting great

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emphasis upon expertise, in terms of finding qualified people, etc.

"Kinetic" might be the characteristic -- very proud.

President Kennedy who was an IFA had CHARISMA in spades. He had the charisma which was the combination of being "I", "F", and particularly "A". Especially being an A in an environment which put a certain amount of pressure on him on the basis of which he had to make some particular changes. One of the problems that an IFA child might have is that if he grows up in an environment which puts no pressure on him, there is a definite possibility that an IFA can be so apparently adaptable in the early period of his life that he can get to be a fairly ripe age before people recognize that he is not as much in contact as he appears to be.

(John Gittinger speculation) To a certain extent, one of the ways to tell an A from a U is by asking them if they had a happy childhood. An A is more likely to have a happy childhood; a U is more likely to have an unhappy childhood. What a "happy childhood" really represents to an A (who talks a good deal about his happy childhood) is essentially a child who is let alone because he seems to be doing everything that he's supposed to be doing; and he's happy because he's not placed under any particular stress. Although the IFU child is not allowed to withdraw, the IFA child can withdraw behind the facade of appearing to be responsive (because he's A) to the people in his environment. There is a capacity to rote learn social behavior over a period of time; and because the social behavior is rote learned, the individual is in danger of not really understanding the meaning or the significance of that behavior. Consequently, he can become an adult who very definitely looks one way and very definitely feels another. Example: Child^{hood} schizophrenia was once called "dementia praecox." The reason that particular nomenclature was

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chosen is that "dementia praecox" means "dementia of puberty." And often the IA child was growing up looking like he was in contact, and it was not apparent that he was not in contact until he reached adolescence and the period in which psychological weaning was taking place -- a certain kind of forced independence. As the security system of the IA was taken away from him, the schiz~~o~~phrenia became obvious in the adolescent. It is the IA (and particularly the IRA) who is most likely to have dementia praecox at the age of puberty. This occurred so frequently that the schizophrenic trait was associated with puberty -- hence, the term dementia praecox.

It is possible for a person who has an IA constellation to be able to mask a great deal of the withdrawal that is going on behind the facade that the A represents. It doesn't mean that every A is charming or effective; but it can mean that an A can be deceptive. Deceptive in the sense that certain kinds of individual, though they might even be recognized as schizoid, when encountered in the IA, they might be the phenomenon of the ambulatory schizophrenic -- the one who can continue to maintain himself relatively effectively in an environment because of his capacity to respond and to react to the social role that is being demanded of him by the environment in which he lives.

One problem of the A individual (also I but in different periods) is that relatively early in his life he is going to be the victim of the expectations of other people. Because the A is perceived in a certain kind of a way by other people, and people react to them in the way that they perceive them, if the other person finds that there is something different about the A after they get to know them, the A individual may have modified his behavior in no way that he knows anything about, but suddenly someone

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who was relating very nicely to him unexpectedly begins to reject him -- not because of anything the A individual has done, but because the A did not live up to the other person's expectations.

An IA individual can move in the direction of learning social behavior on the basis of which they are kindly, relating, responsive to other people in the environment without any particular anxiety or guilt. The only time that anxiety or guilt will become a problem for them is in the situation where they are acting very nice and friendly relating to someone, and that person to whom they are relating, thinks that the IA is involved with them more than he really is. Therefore, one of the problems the IA is likely to find is that suddenly, as people are beginning to think that he is more involved with them than he really is, the IA will be very surprised at the amount of hostility that is engendered when he tries to explain the fact that the other person misinterpreted. One aspect of this is whether the person knew exactly what he was doing -- he may have known or he may not have known. Therefore, one problem of the A is, in a sense, great expectations.

The problem that the EA child has when he begins to grow up, is that he is moving very much in the direction of relating and responding, etc., and he is doing it in a very appropriate way; consequently, very early in his life, he is going to be thought of as having much more understanding, much more awareness, and be able to do better than he is doing at present at whatever he is doing thus causing him to gain his rejection at an early time; and it is much more likely for an EA individual to begin to react against his A qualities earlier in his life than it is for an I to react against his A. This is mainly because in the combination E and A, his initial response state is toward involvement. He is very effective at

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getting reciprocal involvement; he is constantly in the process on the basis of which everyone is expecting him to relate to them with an intensity that he can't -- the EA individual can't maintain it effectively. Sometimes an EA individual will spend a certain amount of his childhood moving in a direction on the basis of which he doesn't get involved with people -- he keeps them at a distance. Whereas, the EU is likely to spend a lot of time in trying to find ways to get people to like him. A characteristic of an EU individual is that he is always going to want a reciprocal involvement and he wants people to love him. However, he doesn't have much experience in people loving him and he works out all kinds of ways to get them to love him; and when he succeeds, he is very possessive and protective of that person. Consequently, jealousy is going to be a characteristic of an EU individual, and, to a certain extent a need to get support and to be loved. On the other hand, an EA might not have nearly the same need (in terms of getting people to love him, like him, or relate to him); so all ER's do not have a need for praise and recognition. ERU's have a strong need for praise and recognition. ERA's are often likely to be very suspicious of praise and recognition because it indicates an involvement on the basis of which they are not willing to go along with.