AGE III.

1.--Understanding Simple Commands.

Procedure. "Show me," "put your finger on," "point to"].

(i) "your nose".

(ii) "your eyes".

(iii) "your mouth."

Each request (repeated several times, if necessary) should be given and answered separately.
Evaluation. All three injunctions should be correctly performed; but abundant repetition and free encouragement may first be used. (Opening the mouth, winking the eyes, etc., may be accepted.)

[Terman adds (iv) "hair"; requires three out of four to be correct; but allows using a doll, and the questions: "Is this its (or your) nose? . . . Then where is its (or your) nose? "]
2.—Repeating Numbers.

Procedure. "I am going to say some numbers. [Listen: and] say them after me." (For use only after failure in first set.)

| (i) "5" | "8" | "9" |
| (ii) "3 7" | "6 4" | "7 2" | (Age III.) |
| (iii) "9 1 4" | "2 8 6" | "5 3 9" | (Age IV.) |
| (iv) "3 6 8 1" | "5 7 4 9" | "8 5 2 6" | (Age V.) |
| (v) "5 2 9 4 7" | "6 3 8 5 2" | "9 7 3 1 8" | (Age VI.) |
| (vi) "2 5 0 3 6 4" | "8 5 3 0 1 6" | "4 7 1 5 8 2" | (Age VIII.) |
| (vii) "9 6 8 4 7 5 1" | "4 8 2 0 3 6 5" | "5 9 2 8 1 3 6" | (Age XI.) |

The rate should be two per second: utterance should be without rhythm, emphasis, or inflection. Do not tell the child if he is wrong. Do not repeat the same series. Merely give him another chance with another series. Failure owing to interruption does not count. [While uttering the numbers or syllables, hold up the hand or finger to prevent the child starting to reply, before the entire phrase or list has been completed. Drop the hand as a signal to child that you have finished and he is to begin.]

Evaluation. One correct repetition out of three trials counts as success. Note, therefore, the longest number the child can repeat. The age at which series of different lengths can be repeated is given in the last column above.

The repetition of figures in their natural order, e.g., 9 0 4 5 6 7 8, should be noticed as an instance of automatism. The "perseveration" of correct numbers, given in the wrong order, is also of interest, though rarer.
3.—Naming Own Sex.

Procedure. “Are you a little boy or a little girl?” (for a boy). “Are you a little girl or a little boy?” (for a girl).

The words “girl” and “boy” should be clearly and equally emphasised.

If the child says “yes” or “no,” or merely echoes part of the phrase, repeat the question in the same form.
4.—Giving Surname.

Procedure. "What is your name?" If the child merely gives his Christian name, ask, "And what else?" . . . [Tommy] what? . . . ["What is your mother's (daddy's) name?" (Melville.) "What do they call your mother? . . . Mrs. . . . what?" (Dumville—much easier form).]

Evaluation. If child gives the surname he has sometimes been known by —e.g., stepfather's, or mother's (when illegitimate)—record it as correct.
5.—Naming Simple Objects.

Materials. (i) A penny, (ii) a closed pocket knife, and (iii) a common kind of key.

Procedure. "What is that?" [or, "What is this called?"]], showing each object successively.

Evaluation. All three must be named, but slight errors, such as "money," "pennies," "halfpenny" for "a penny" are allowable.

The average order of case is—penny, key, knife; a pocket-knife, particularly closed, is not familiar to poorer children at this age. A table-knife (used by Winch) would be much easier. [Terman adds (iv) a watch, (v) a lead pencil; and requires three correct responses out of five.]

[Suggestibility may often be evoked by first asking the child to point to certain objects named, and then giving names of objects that are not in front of him, or inventing meaningless names. The same procedure may be adopted with the following test.]
AGE V.

12.—Performing a Triple Order.

Materials. Key and book, appropriately placed. Arrange the room while the child is carrying out one of the drawing or writing tests, or better before the interview begins; unless compelled, the examiner should not allow himself or the child to be distracted from the text.

Procedure. “Do you see this key? Go and put it on the table. Then shut the door. And after that, bring me the book that is on the chair near the door. Do you understand? First, put the key on the table; then shut the door; then bring me the book.” [Note repetition of instructions. Do not let the child commence until this is completed. Detain him by the arm rather than risk breaking your injunction to say, “Stop, I haven’t finished yet.” Point to the objects as you mention them.]

Evaluation. All three commissions must be performed spontaneously without any further instructions or hint. [If the child hesitates for long, he may be urged by saying, “Well, and what now?” “What have you forgotten?” But no success evoked by such prompting should be assigned to his credit. Accept variations in the order; but note them as of possible diagnostic significance. Terman insists on the order being correct. Binet says “put the key on the chair.” Hence, correct order would mean coming back to the chair. But I understand this additional complication was not intentional.]
13.—Drawing a Square from Copy.

Materials. A square, each side measuring about 3 to 4 cm. (1½ inches), drawn beforehand in ink, preferably on a card. (See Figure 12, p. 95, Appendix II.) Plain paper. Pen and ink [deliberately advised by Binet, making the task more difficult. Most American adapters and most English teachers prefer pencil].

Procedure. "I want you to copy this for me" (pointing to square). "Draw it here" (hanging pen and paper). [If encouragement is needed: "What do you think this shape (picture) is? See if you can make one like it." Do not use the word "square" yourself. Allow left-handed children to use the left hand, if they prefer; but note the fact.]
Evaluation of Results. Binet's Examples of Satisfactory and Unsatisfactory Reproductions.

Satisfactory.

Unsatisfactory.
Evaluation. (See Figure 1.) The drawing passes if it can be recognised as an attempt at a square. It should have the four sides fairly distinct, the four angles roughly right angles, and should be more like a square than a decided oblong, i.e., an oblong equivalent in shape to two juxtaposed squares. If one side is twice the other, if the lines cross considerably at the corners or bend round without any angles, then the drawing fails. The size (usually reduced) does not matter. Permit only one attempt. [The test should take about one minute (Bobertag). Goddard apparently allows the child as many attempts as he wishes. I should only allow a second attempt if the child started afresh spontaneously before completing the first.]

[Terman requires three attempts with pencil, and one out of three correct: and thus can note improvement or fatigue of attention, and autocratism as shown by the child's own selection of a best attempt.]

Note how far the defects of the attempt are due to difficulties with the instrument (nib, penholder, ink, etc.) rather than with the figure to be drawn.

Note the child's power of self-criticism ("Have you copied it correctly?" "What is wrong?"). Excessive satisfaction with an unsuccessful reproduction is significant.

Observe whether the child looks at the copy only before he commences, or also after he has finished to compare it with his product, or repeatedly during the process of drawing. Observe also if he turns the paper round for each successive line.