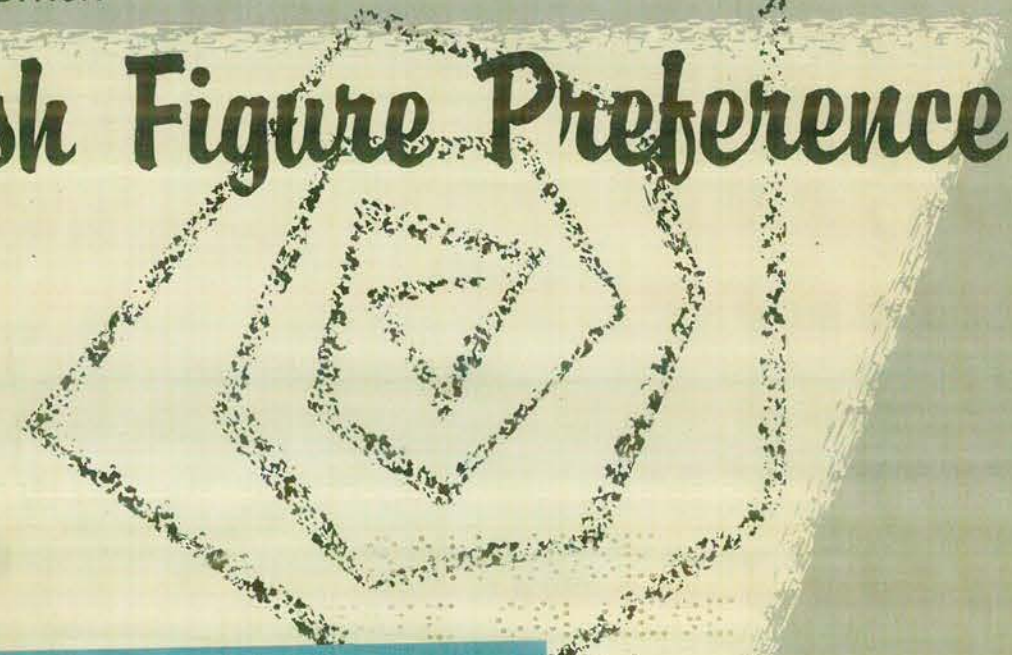




RESEARCH EDITION

# Welsh Figure Preference Test

INCLUDING THE  
BARRON-WELSH  
ART SCALE



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George S. Welsh, Ph.D.  
University of North Carolina

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**DIRECTIONS**

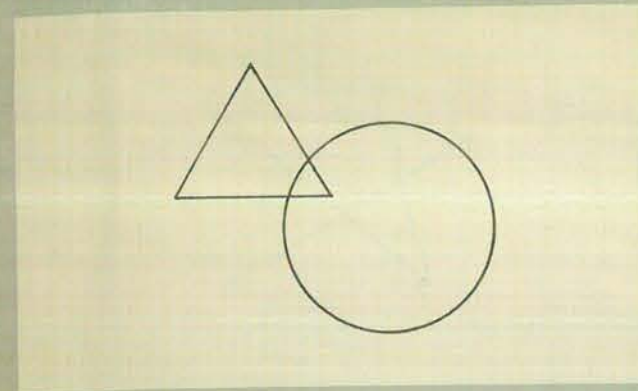
- (1) You are asked to decide whether you like or don't like each of the drawings on the following pages.
- (2) Record your answers on the separate answer sheet by making a heavy mark opposite "L" (for Like) or "D" (for Don't Like). On some answer sheets the labels may be "T" (or True) for Like, and "F" (or False) for Don't Like. Be sure the number of the drawing you are considering is the same as the number you mark on the answer sheet.

If you can't decide, guess. Do not skip any drawings. Try to work as fast as you can.

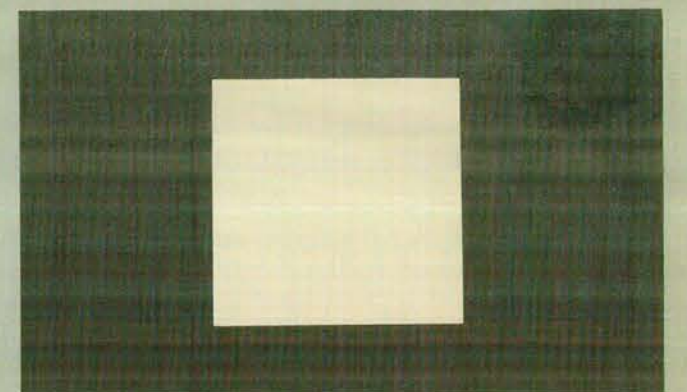
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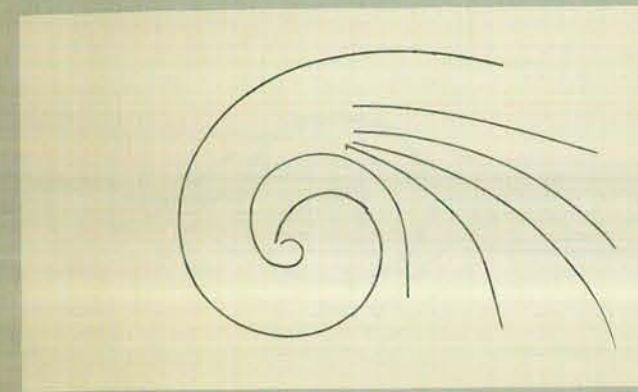




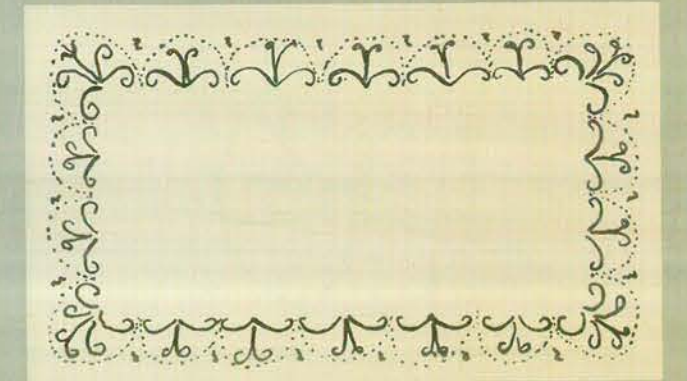
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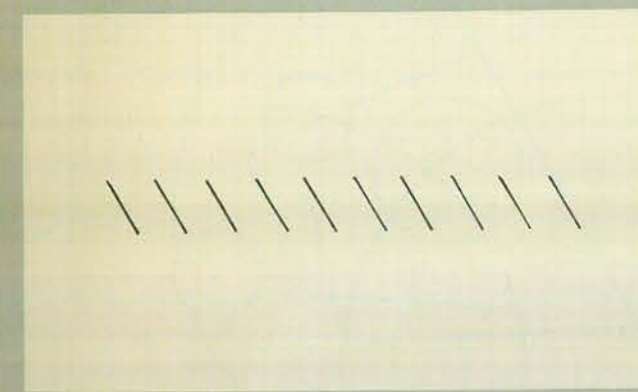
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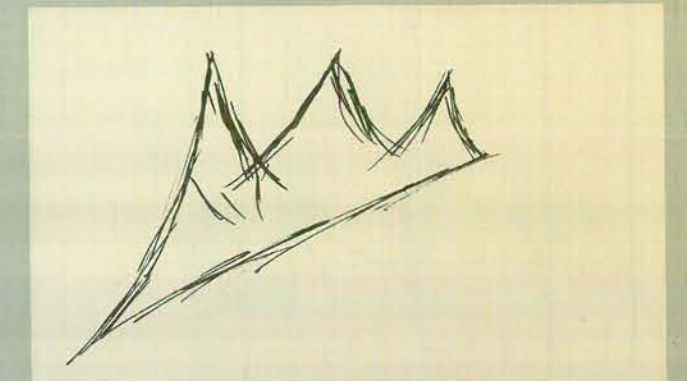
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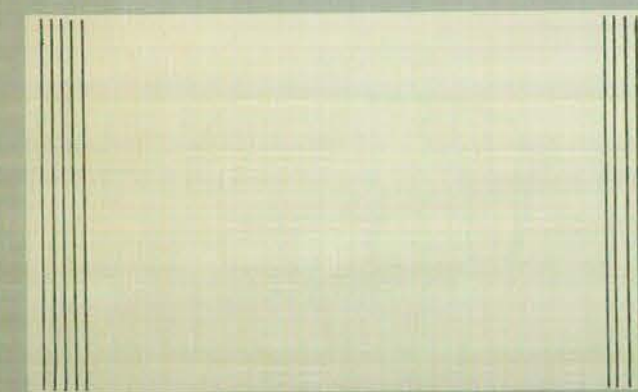
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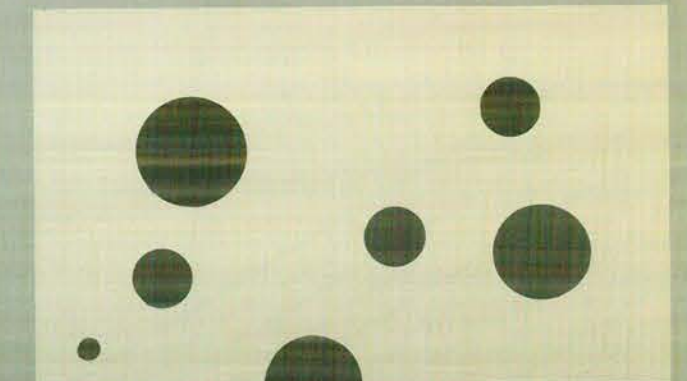
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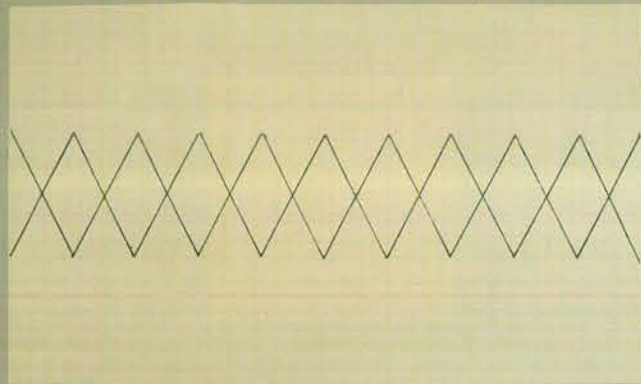


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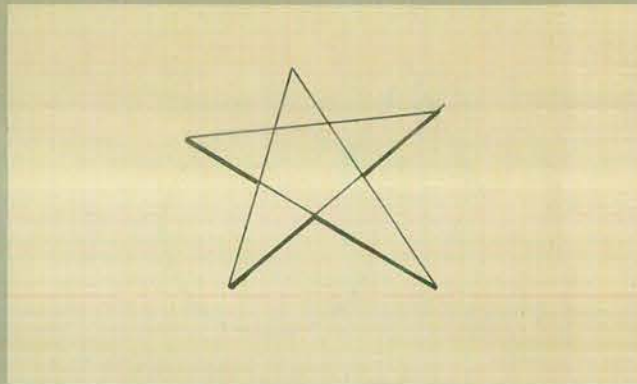


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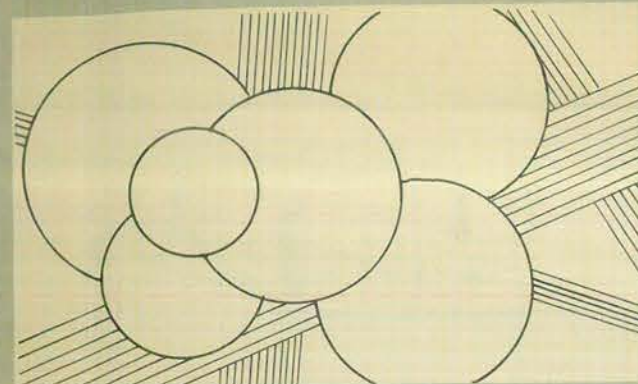




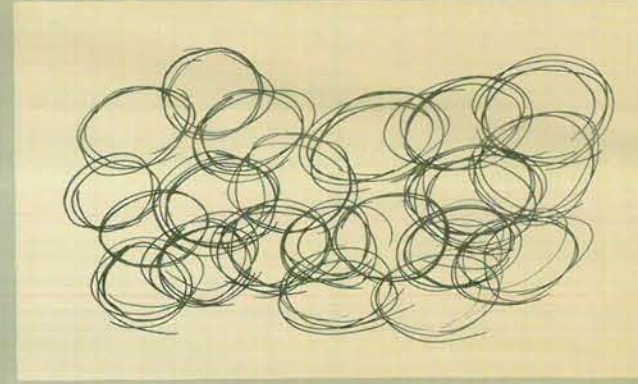
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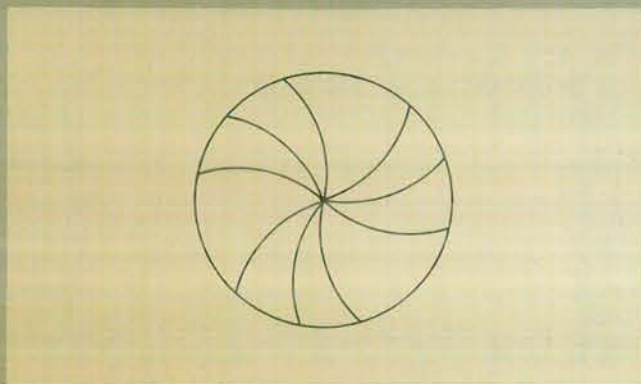
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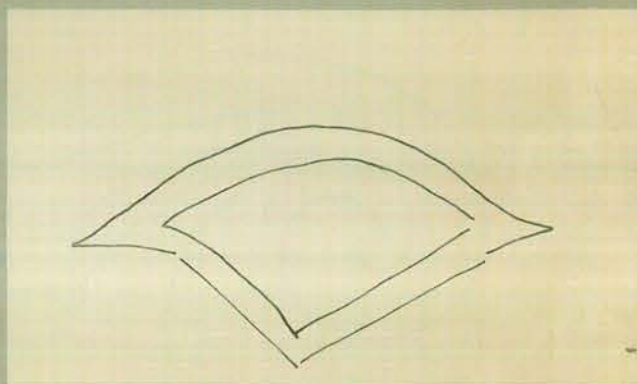
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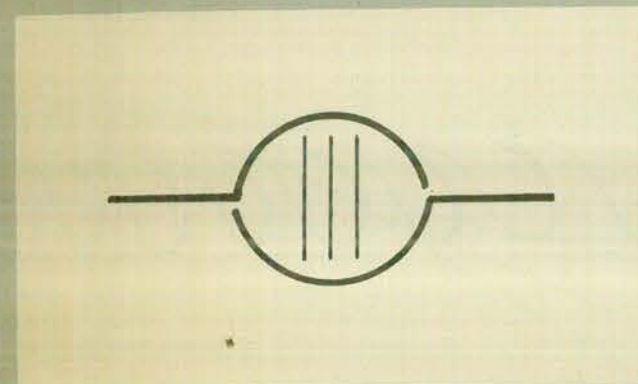
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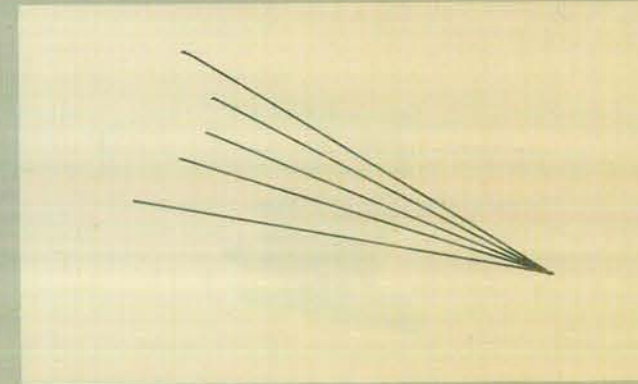
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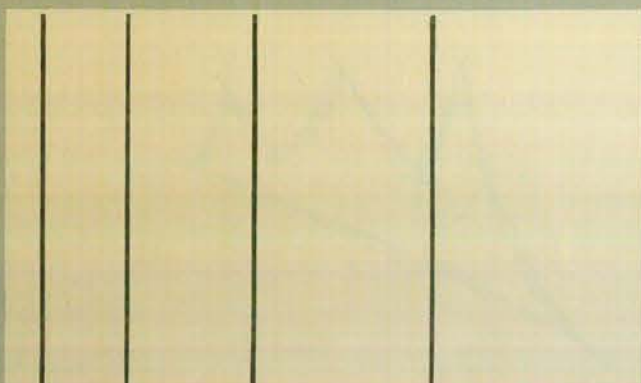
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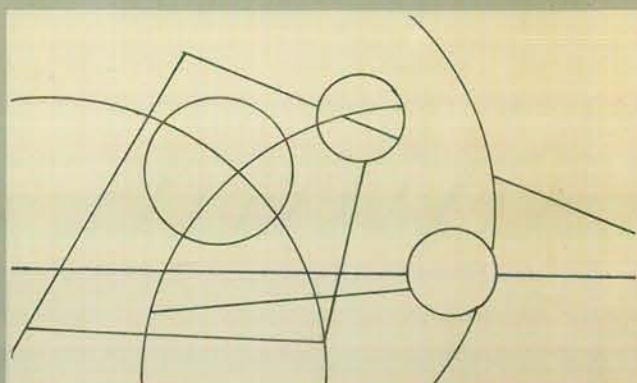
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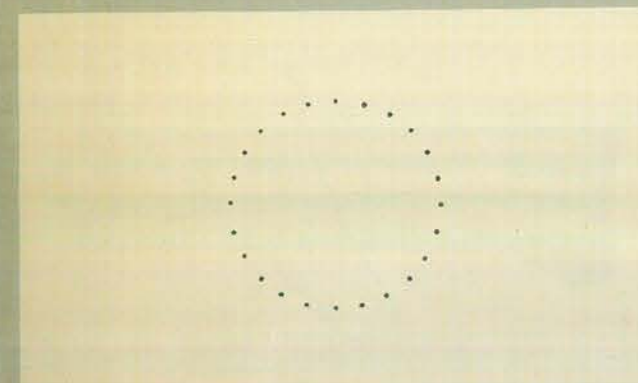
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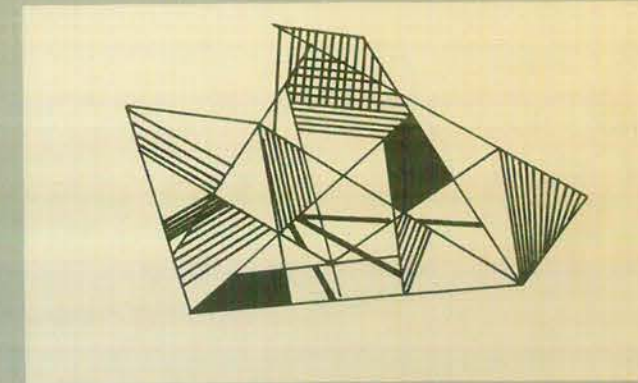
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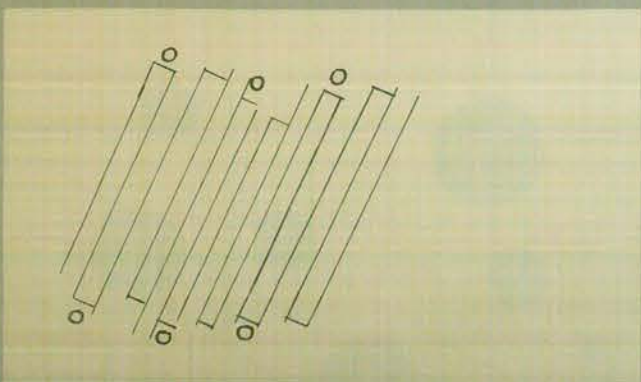
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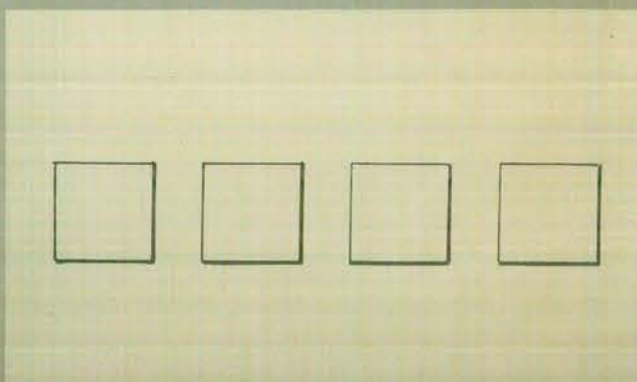
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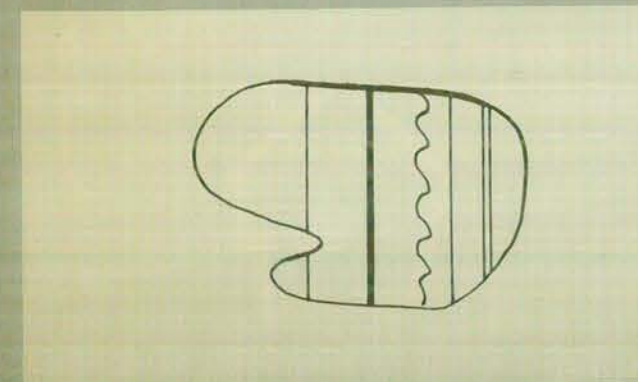
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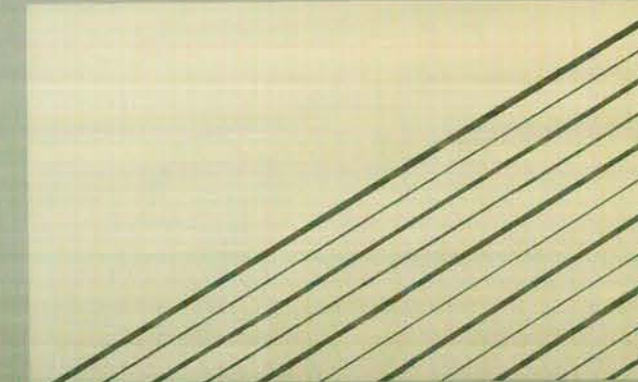
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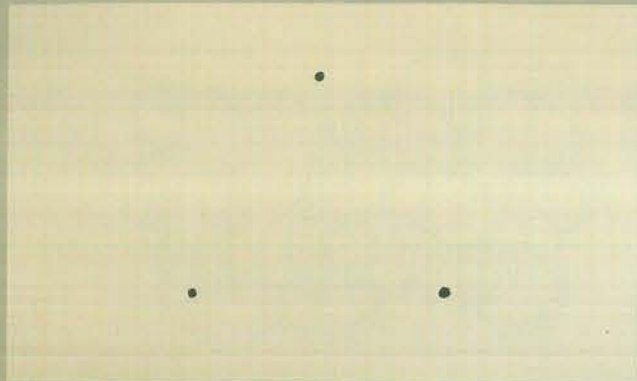


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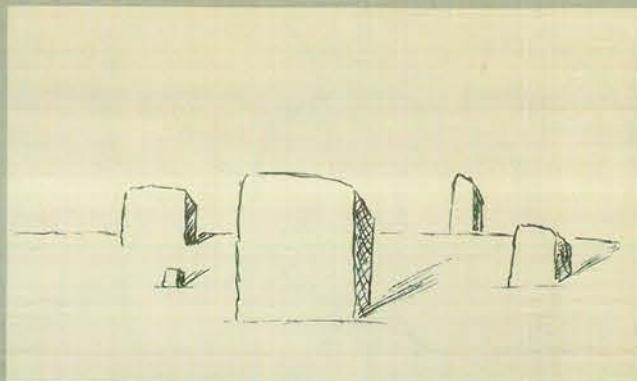


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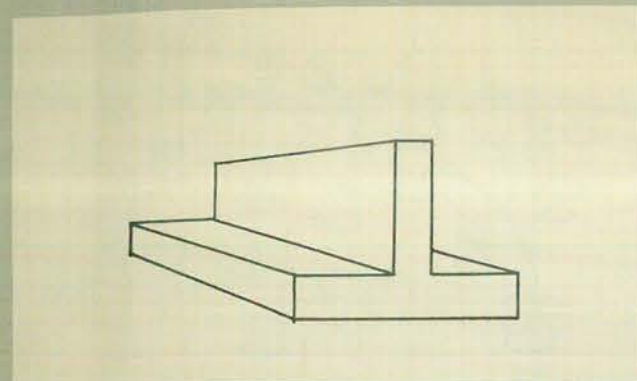




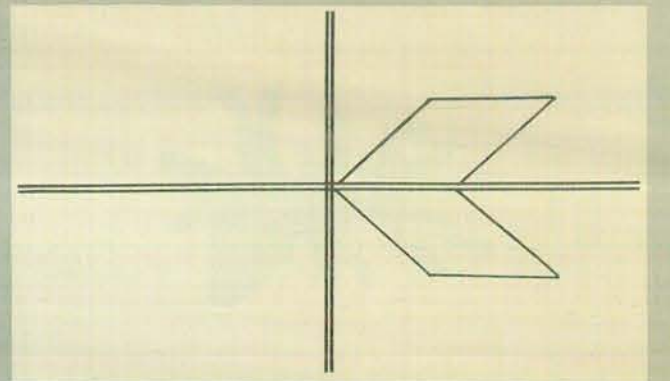
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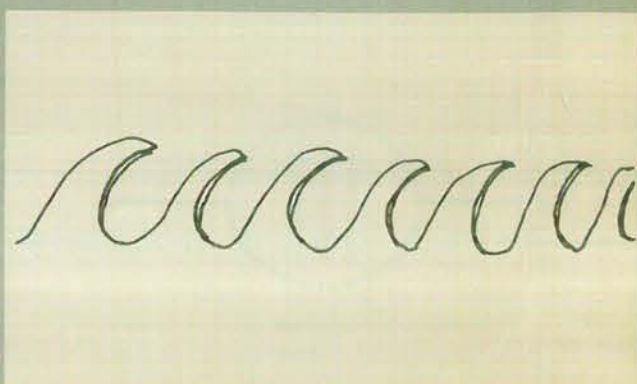
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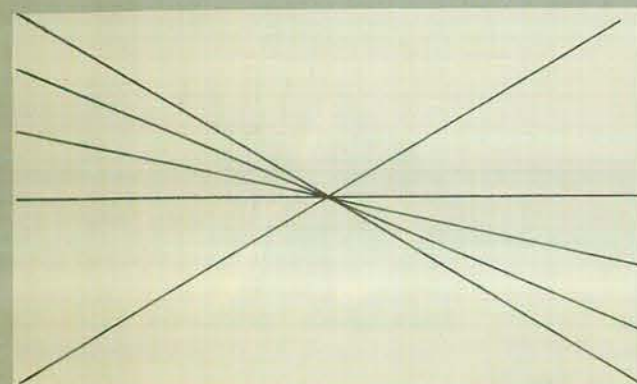
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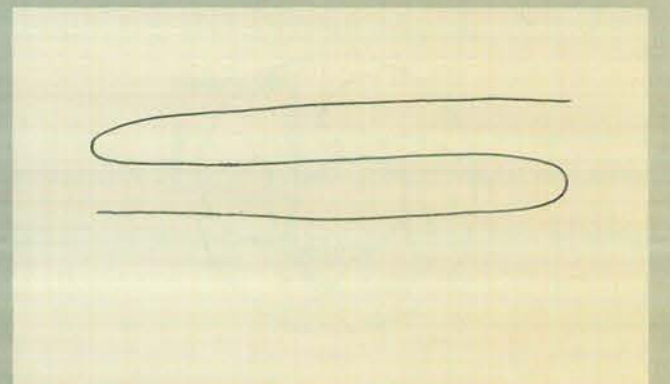
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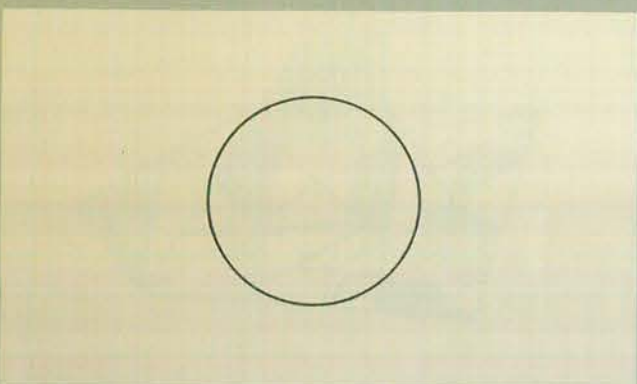
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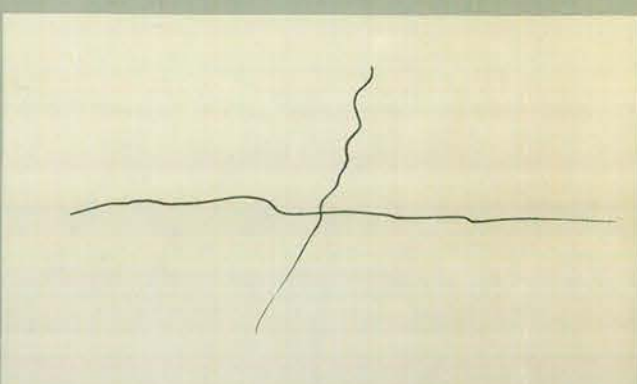
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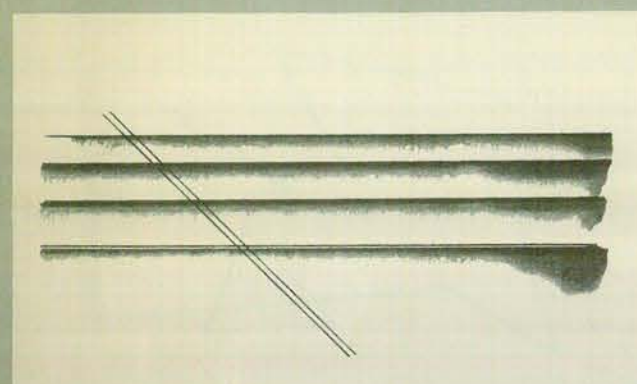
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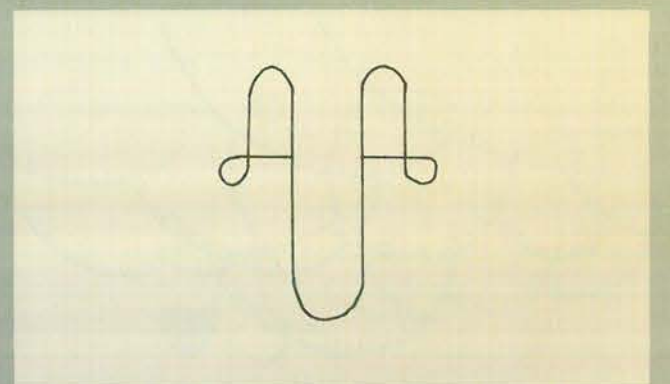
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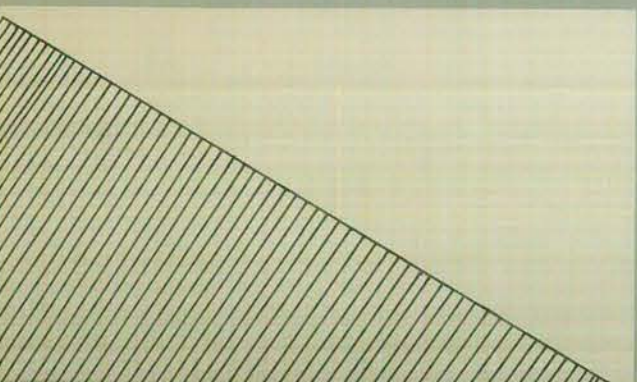
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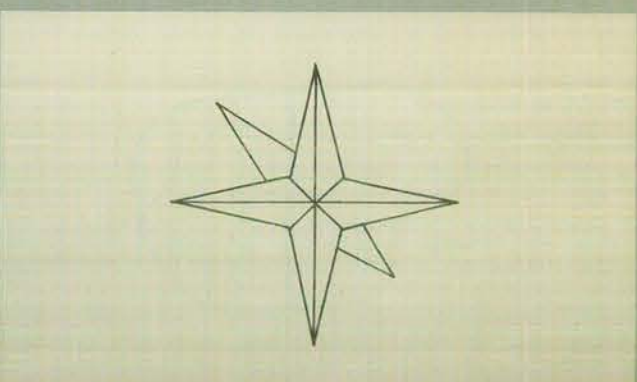
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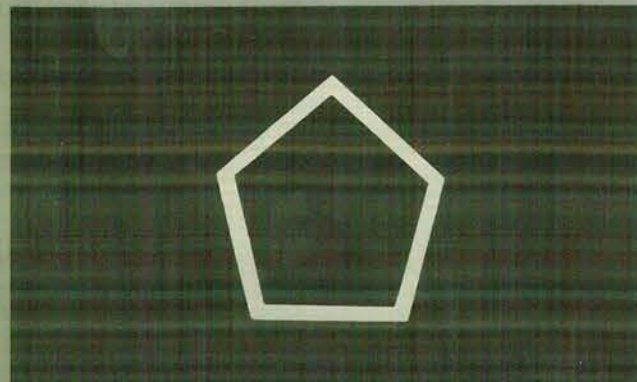
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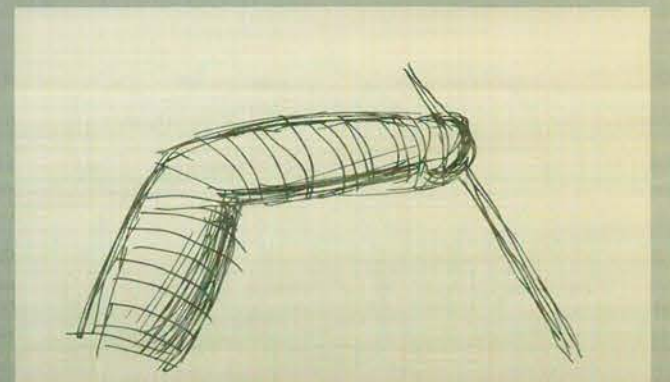
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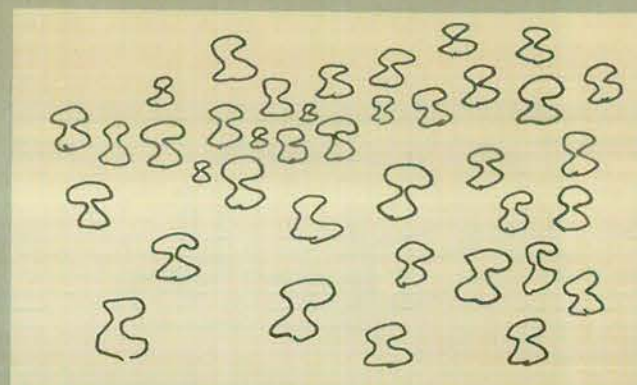


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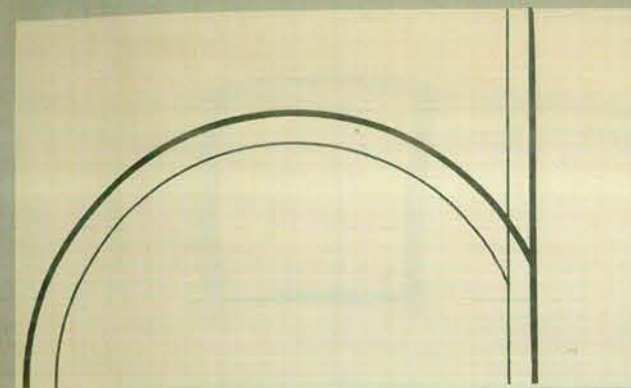




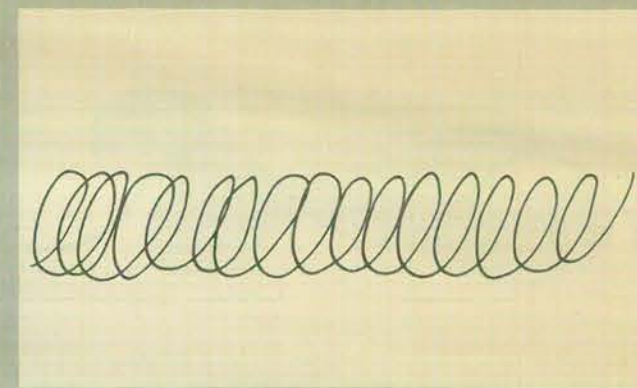
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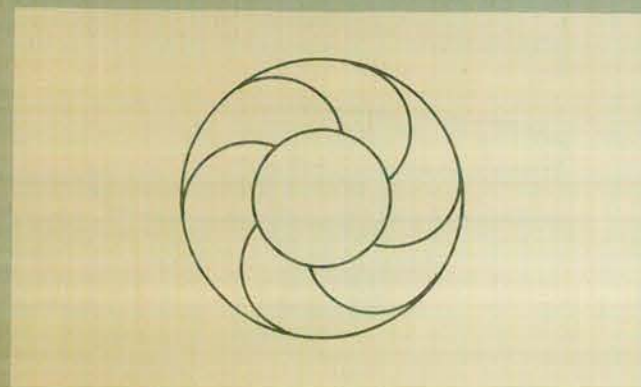
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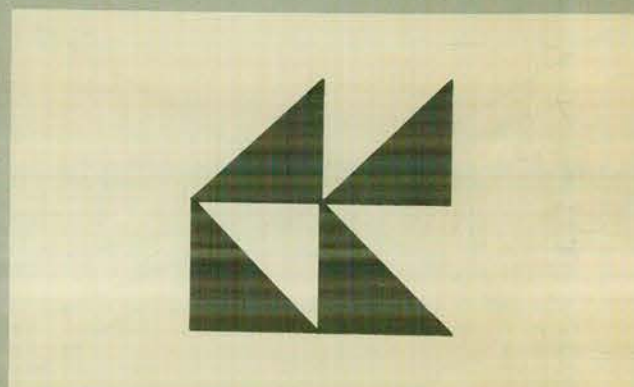
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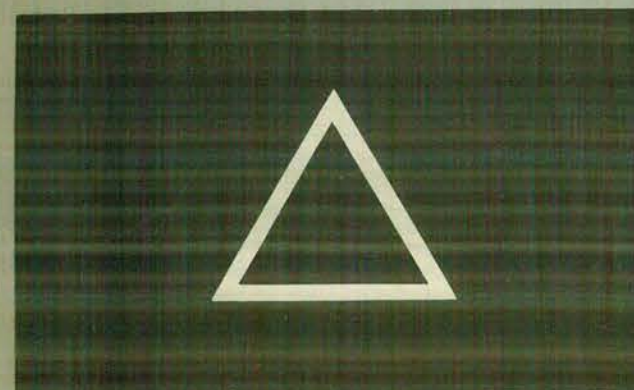
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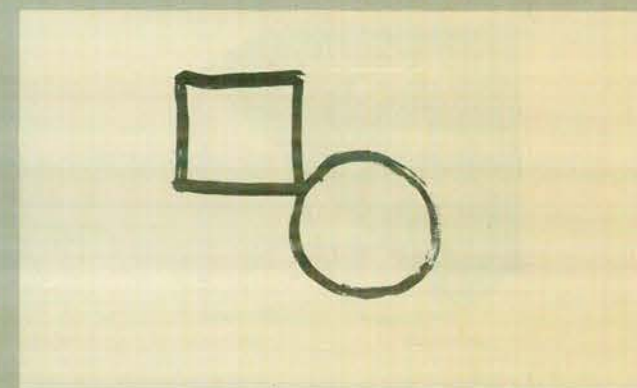
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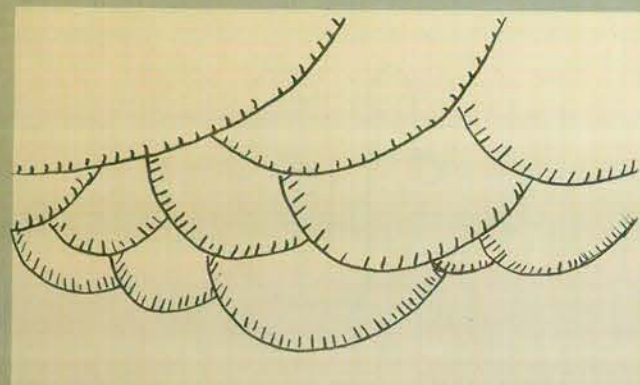
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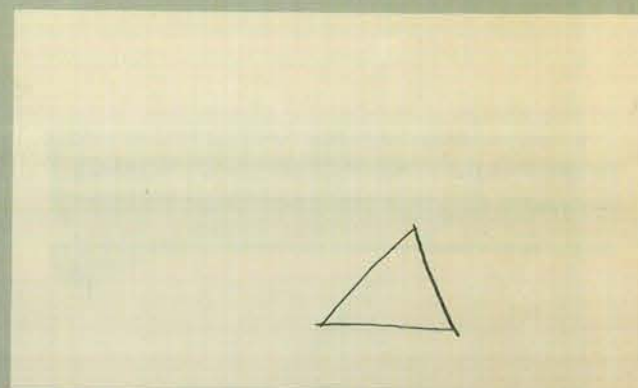
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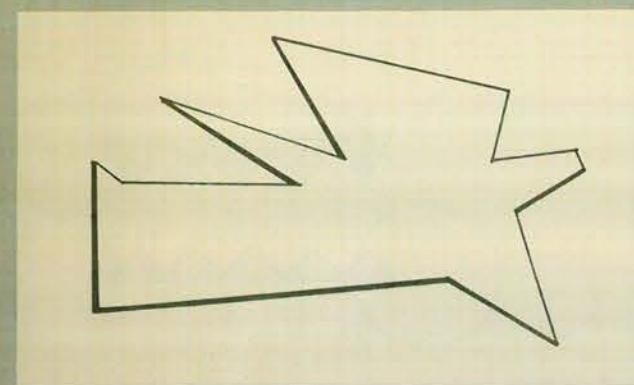
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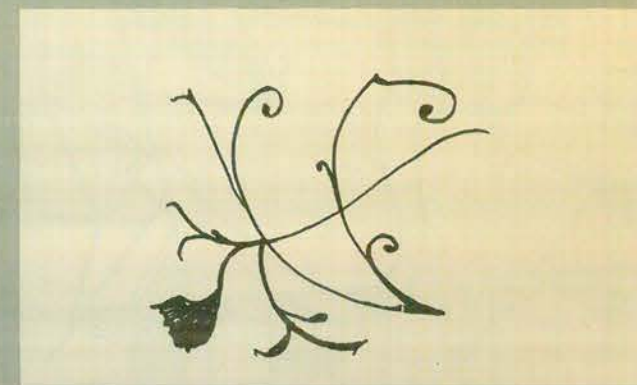
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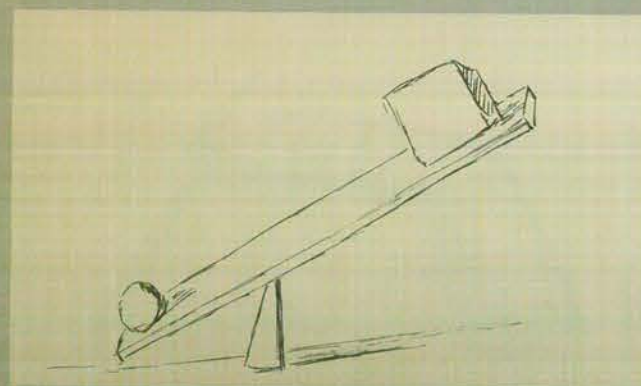
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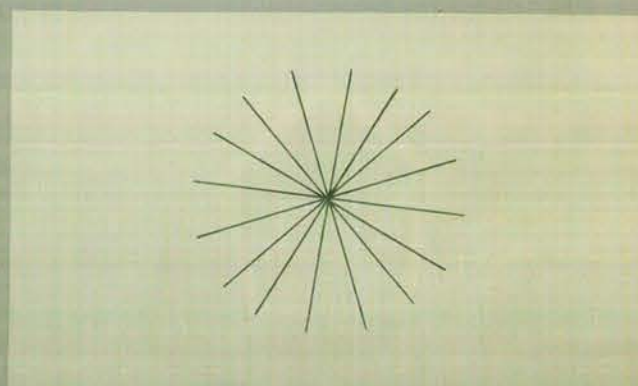
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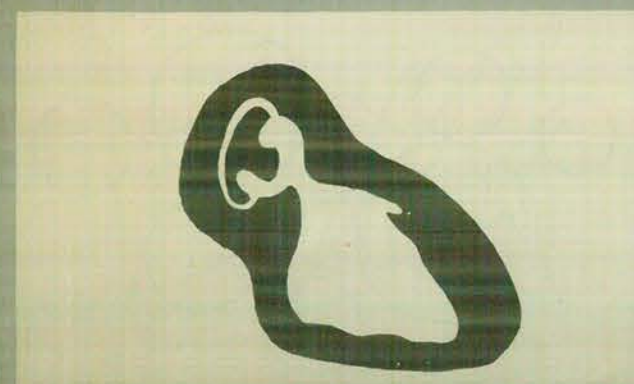
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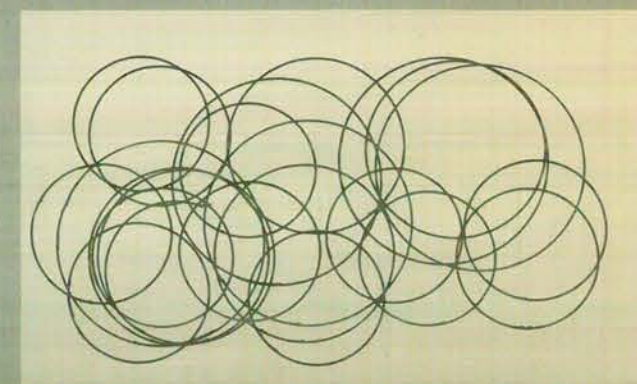
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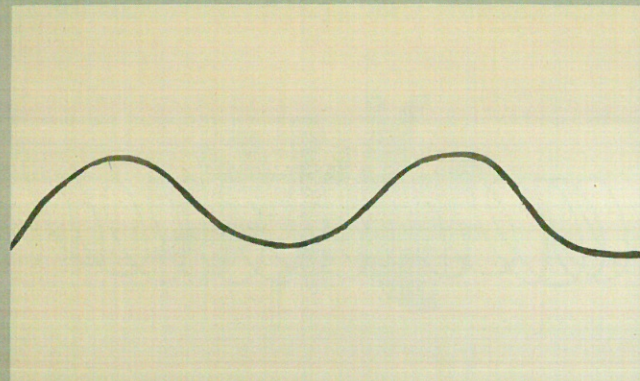


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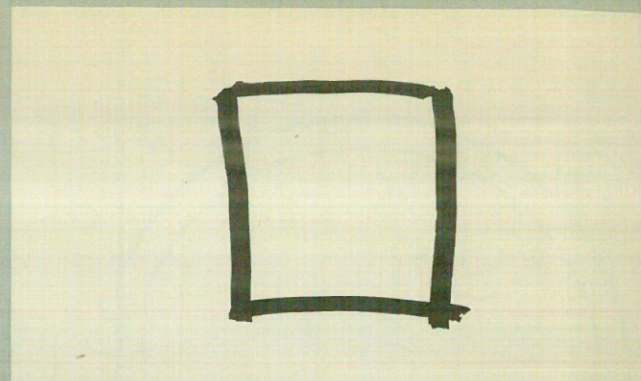


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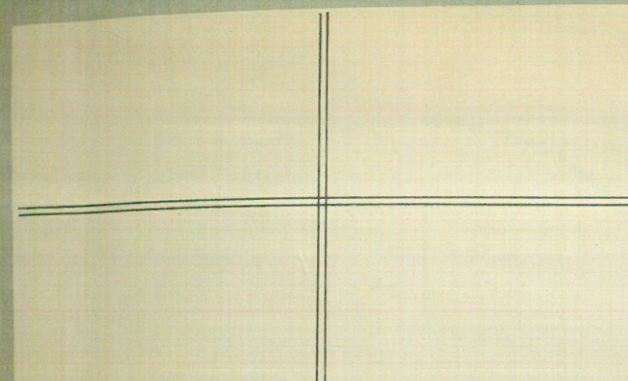




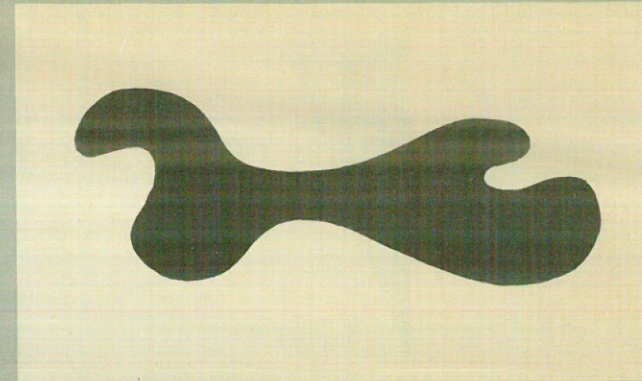
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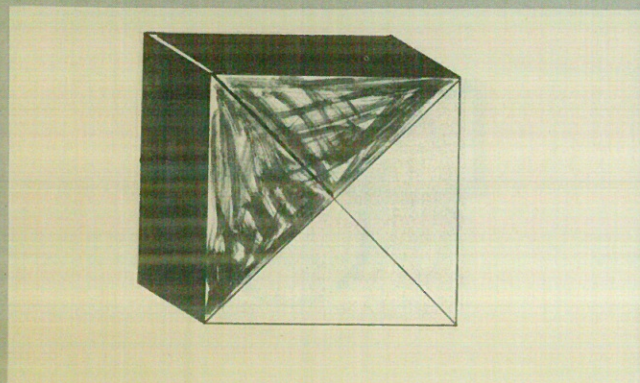
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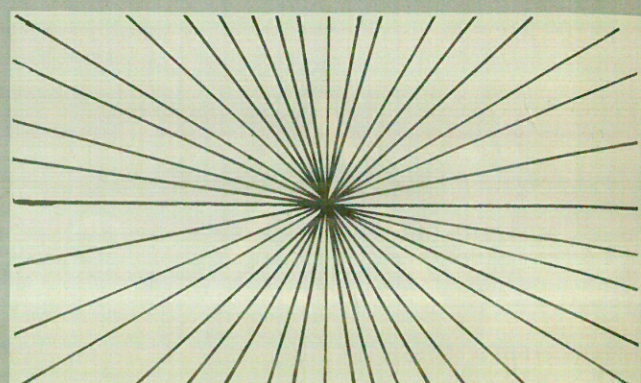
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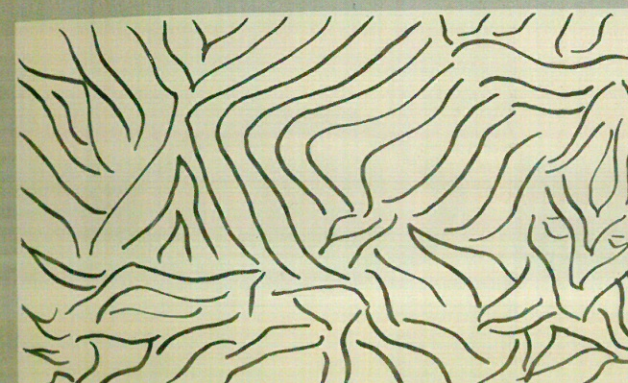
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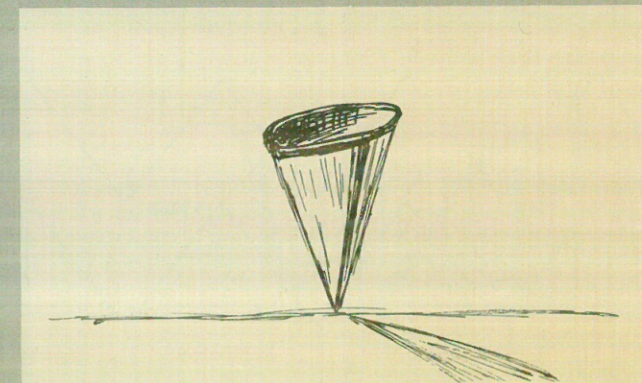
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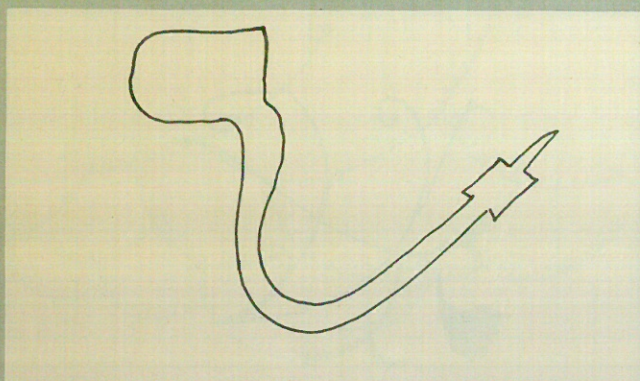
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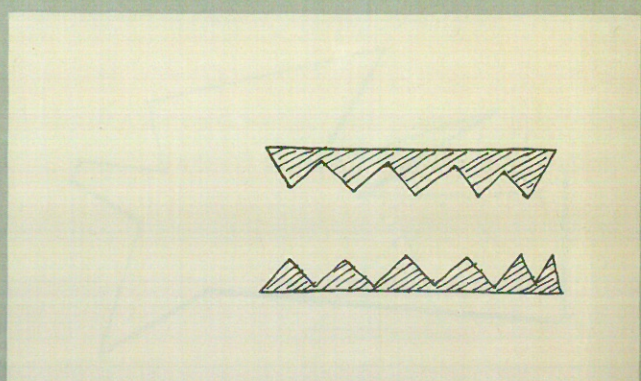
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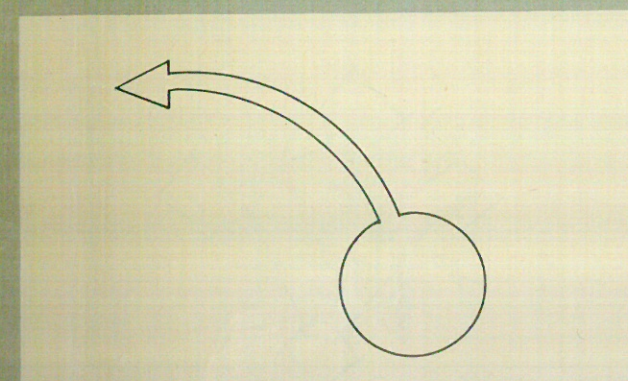
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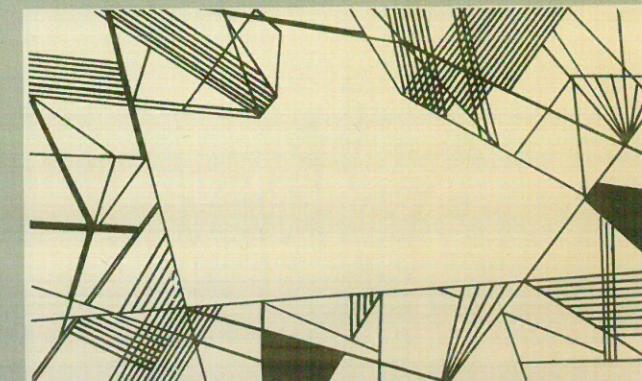
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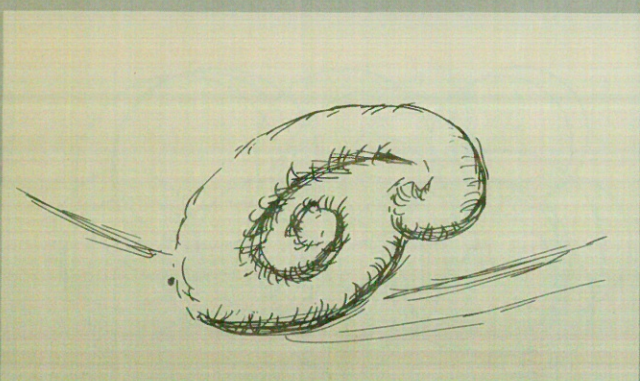
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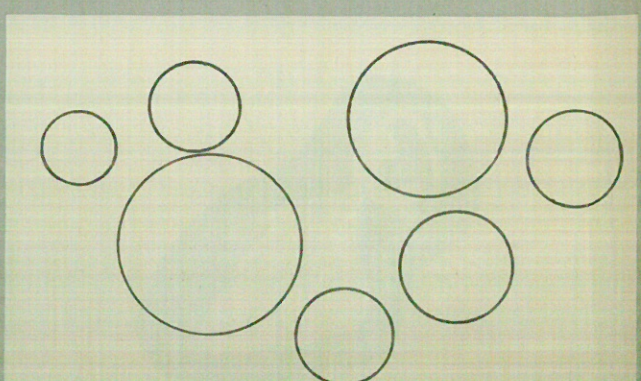
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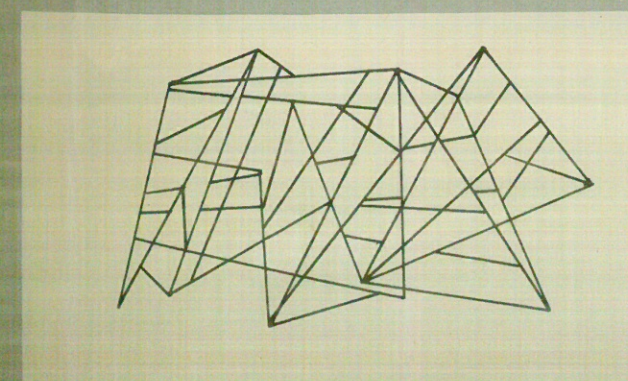
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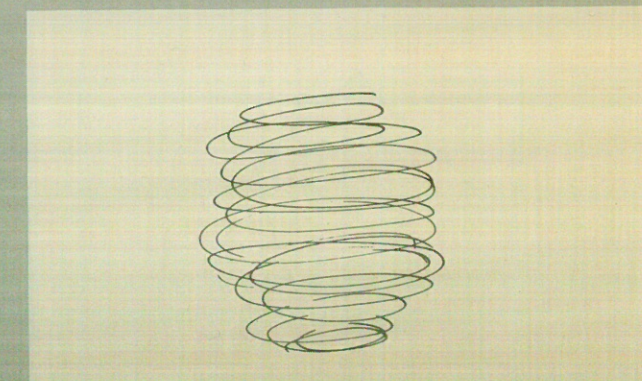
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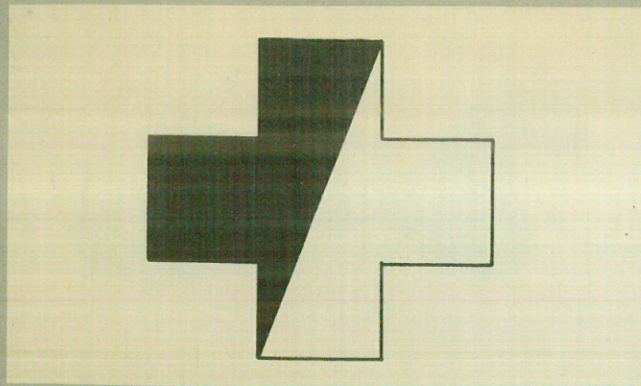


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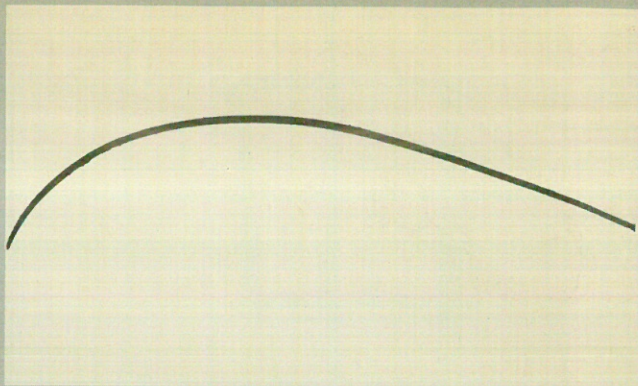


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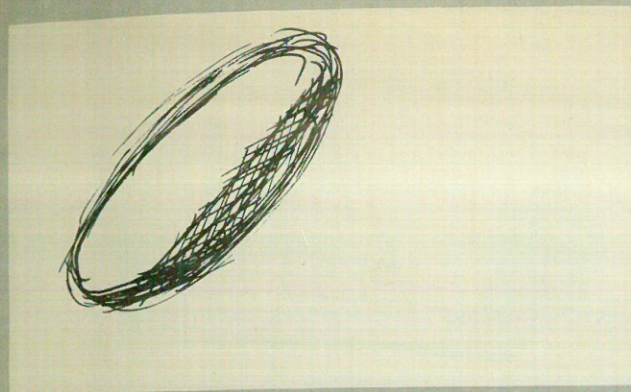




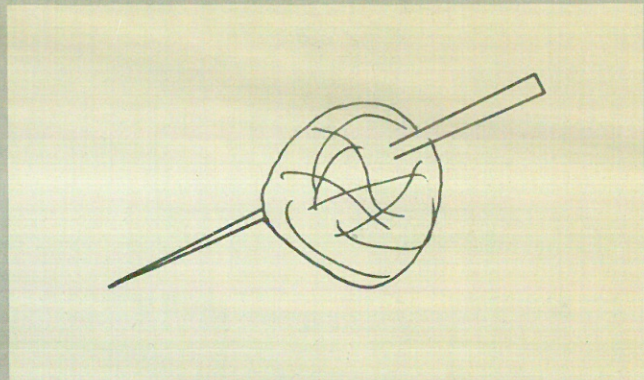
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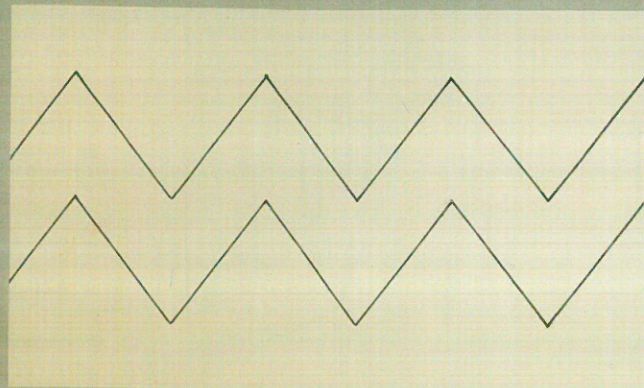
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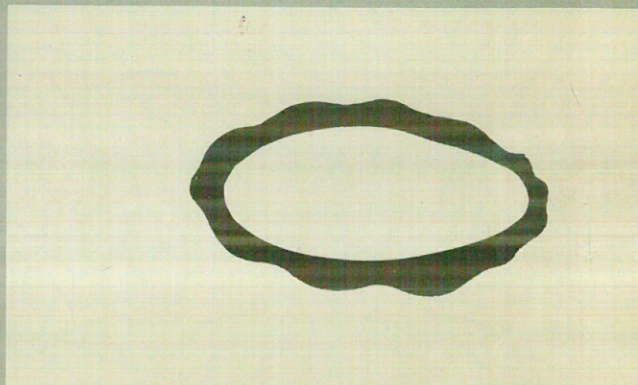
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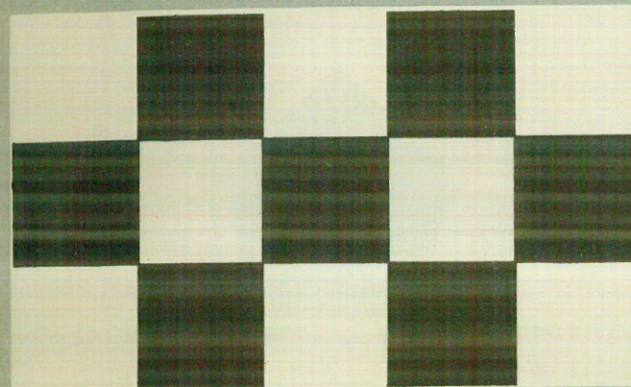
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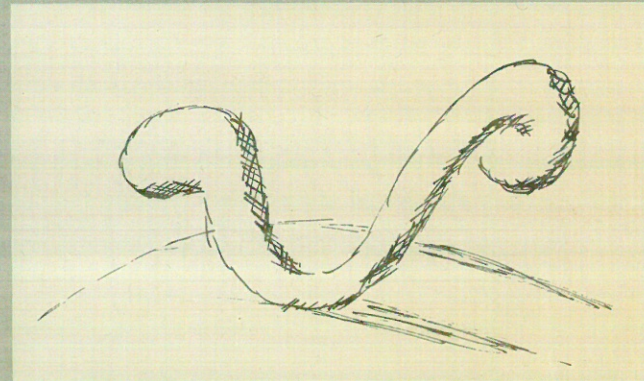
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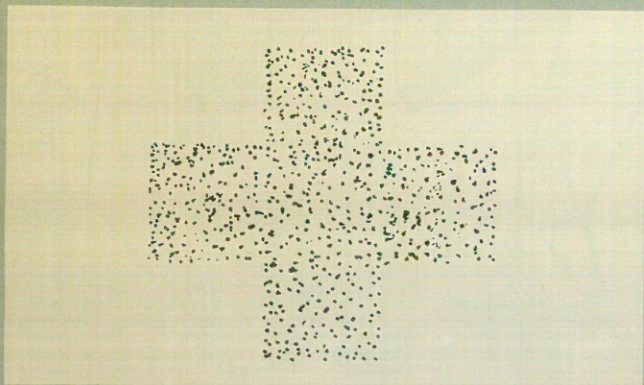
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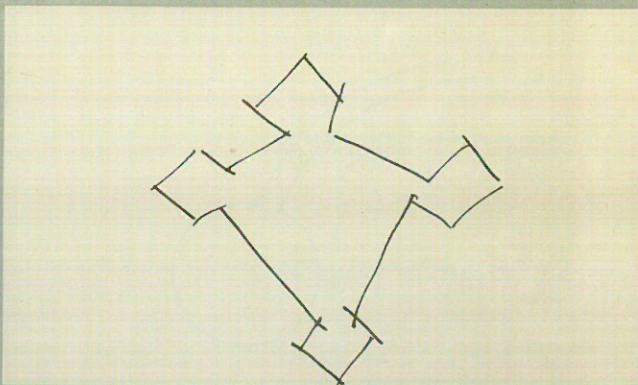
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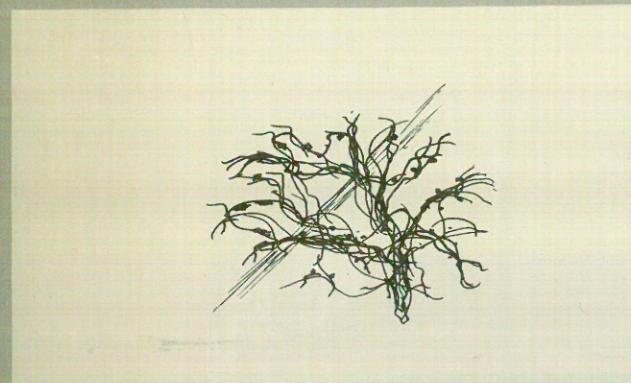
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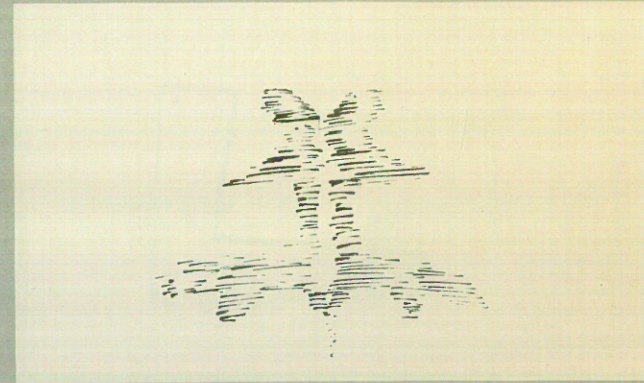
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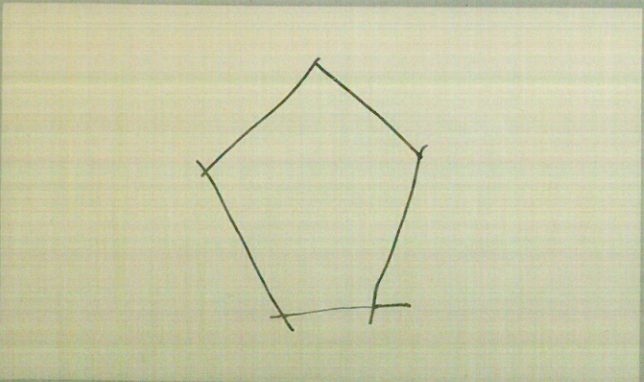
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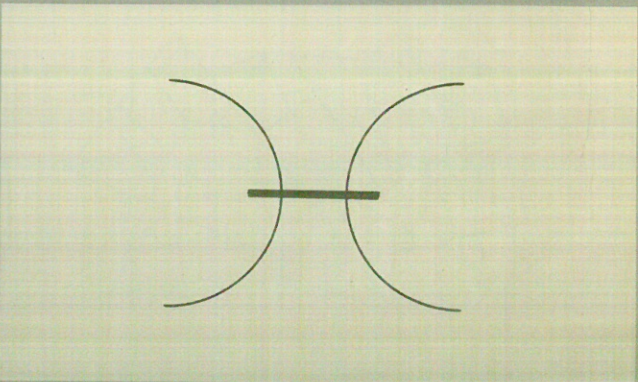
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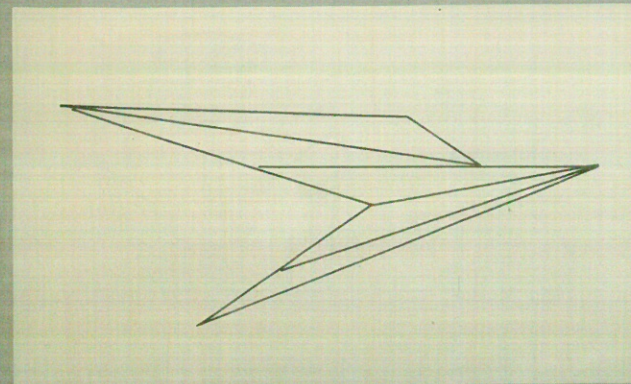
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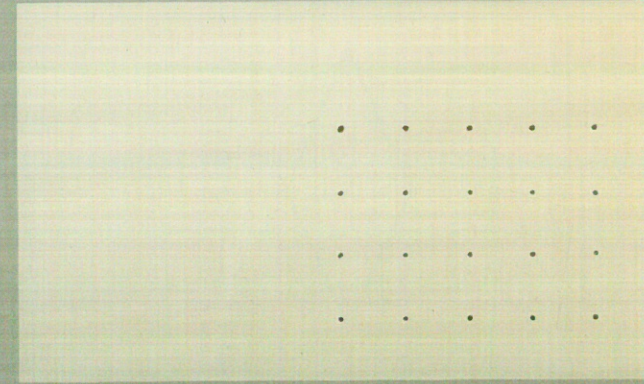
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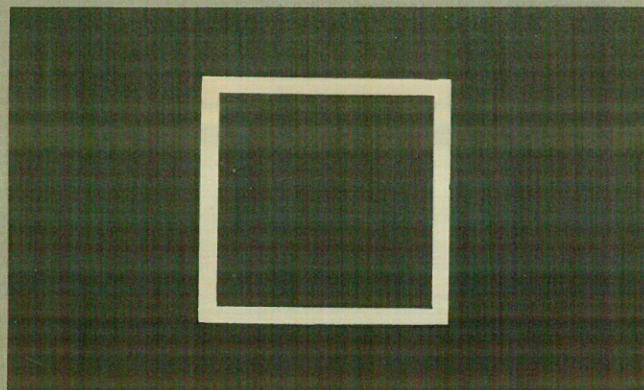


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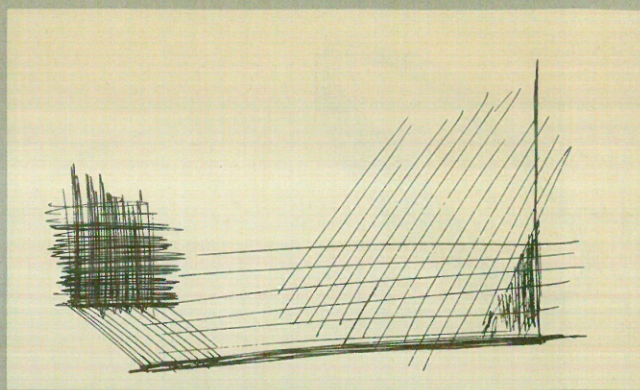


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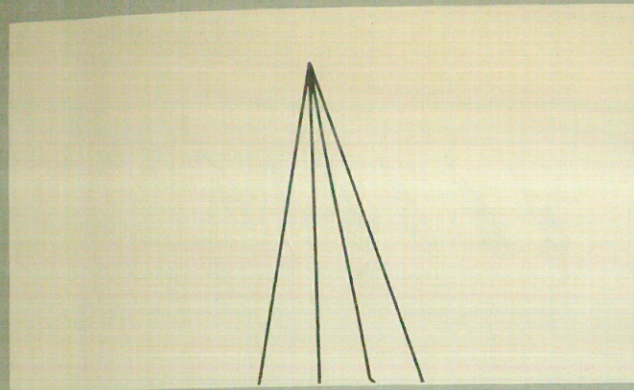




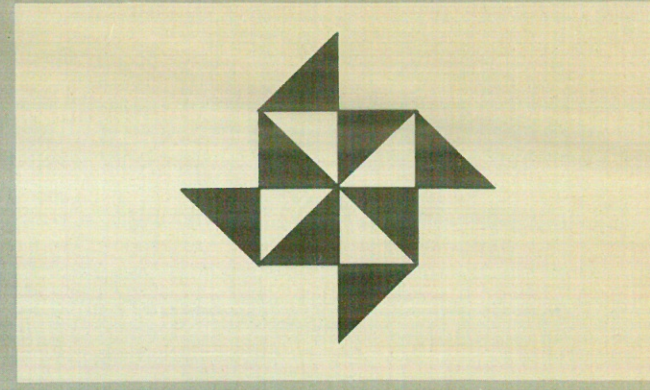
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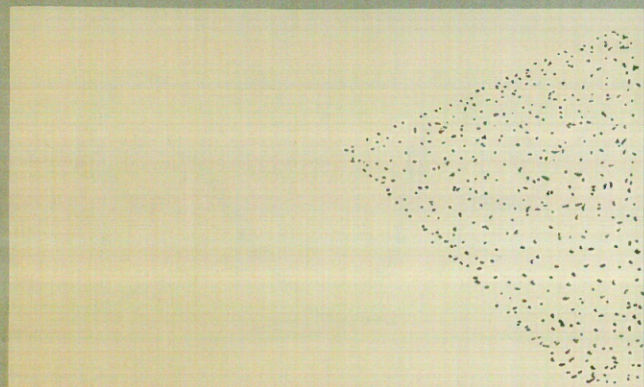
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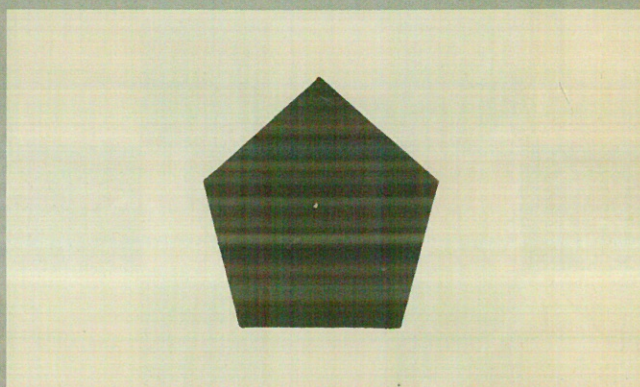
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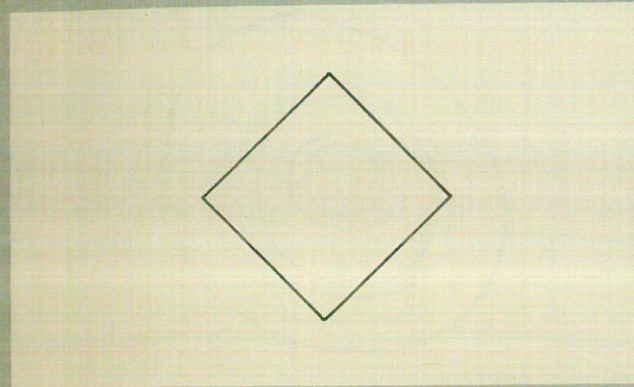
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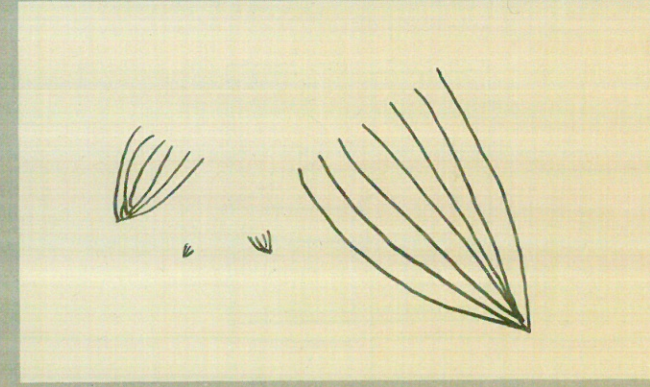
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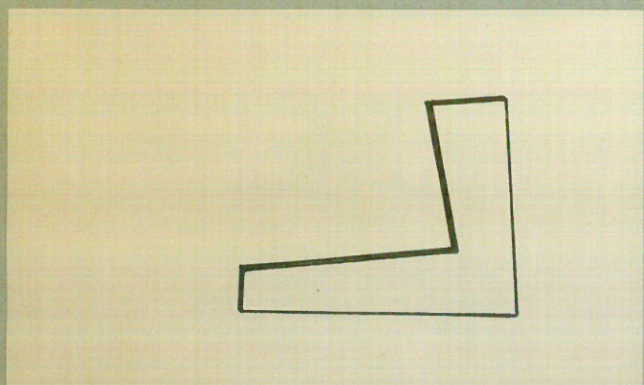
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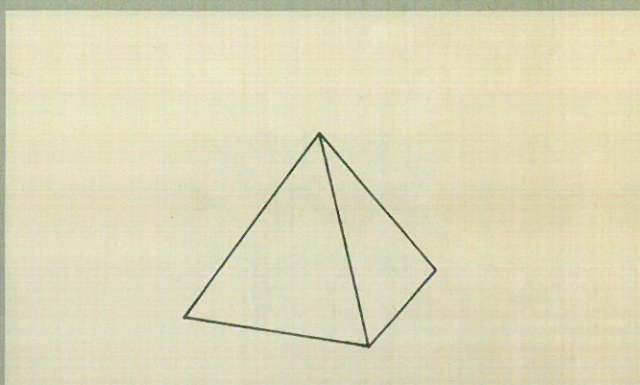
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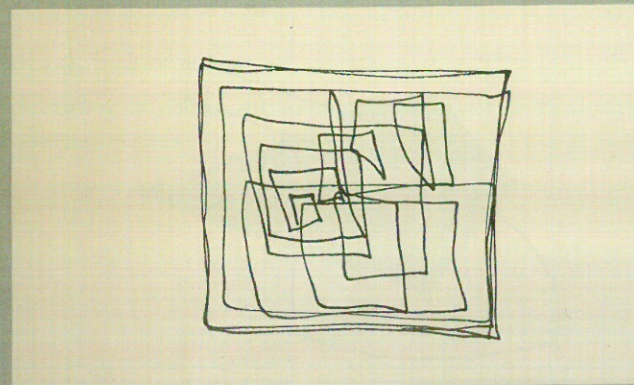
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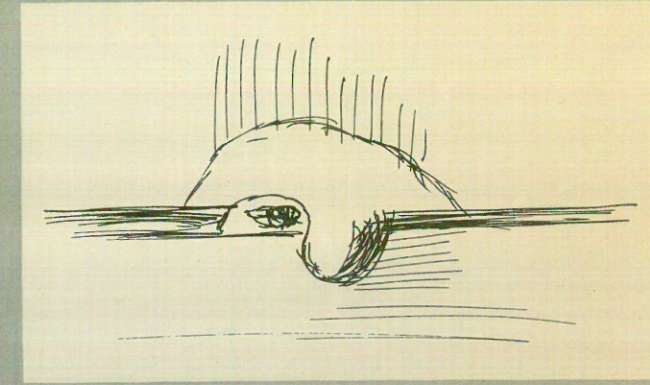
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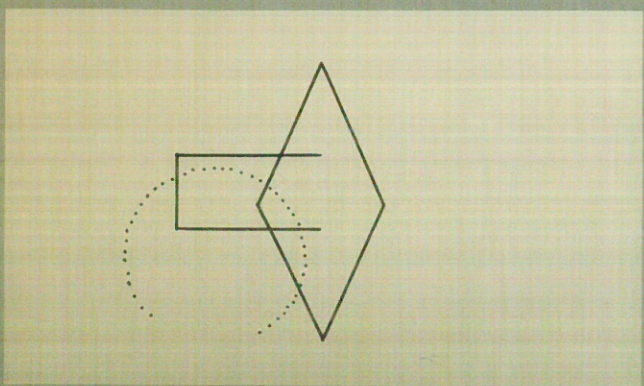
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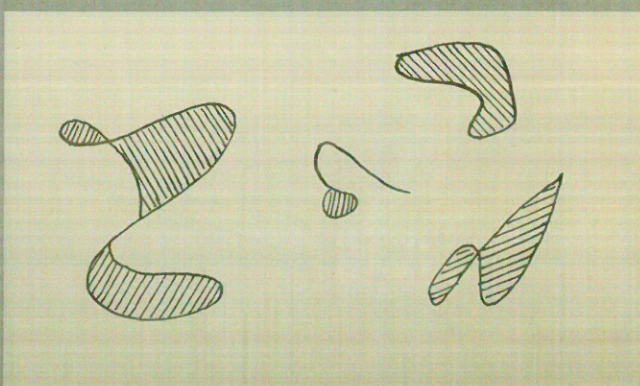
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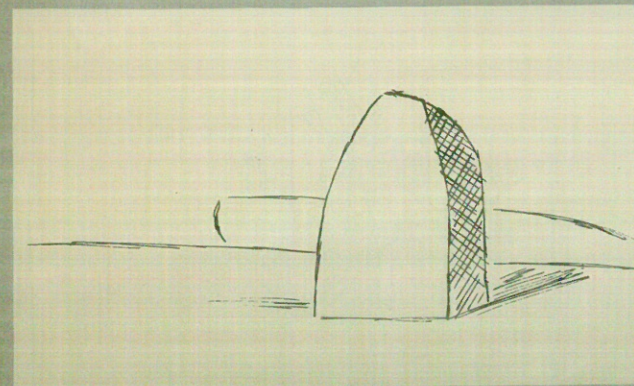
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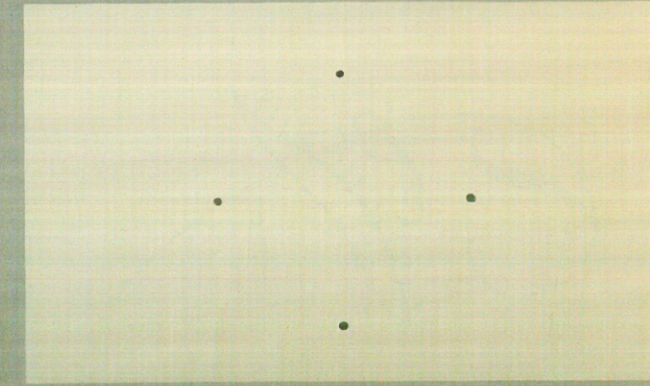
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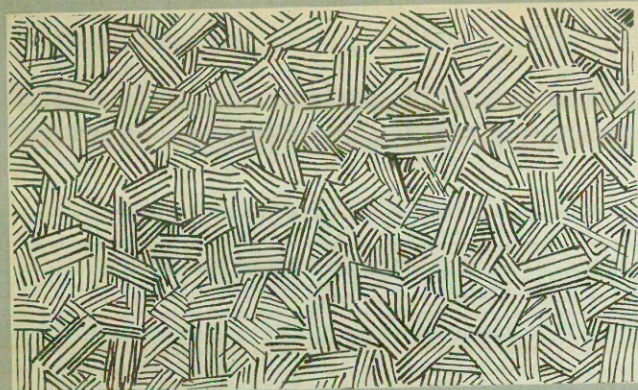
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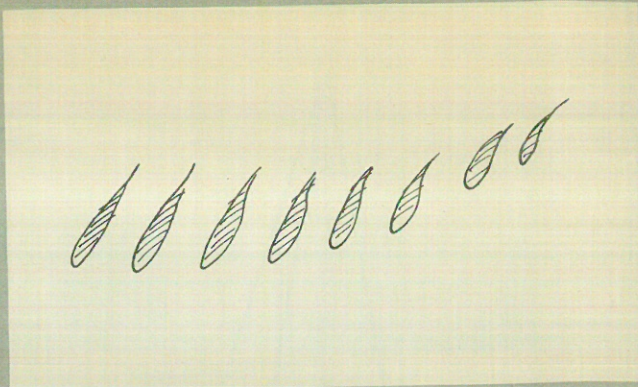
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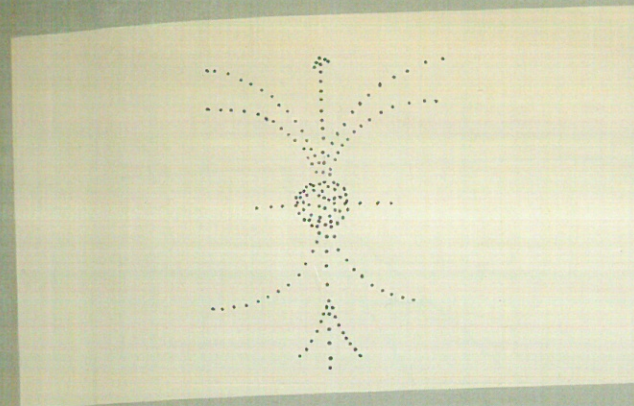




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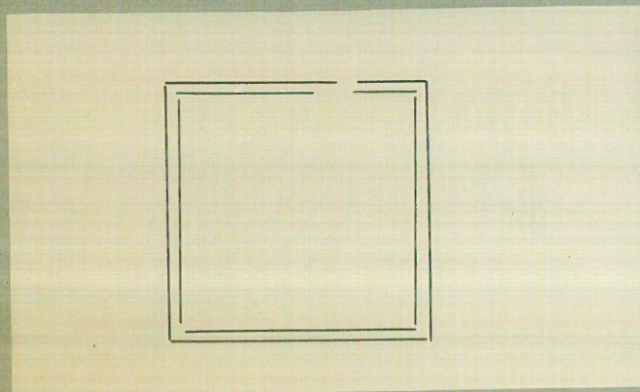
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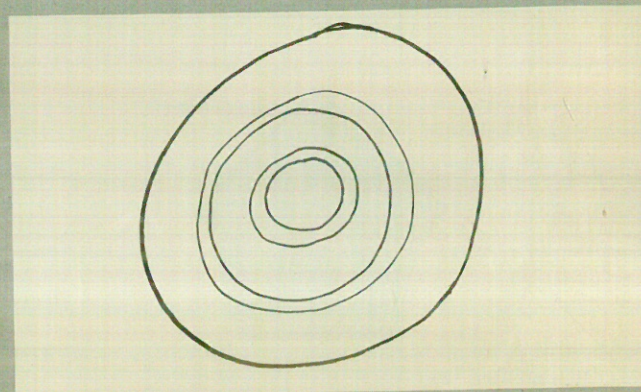
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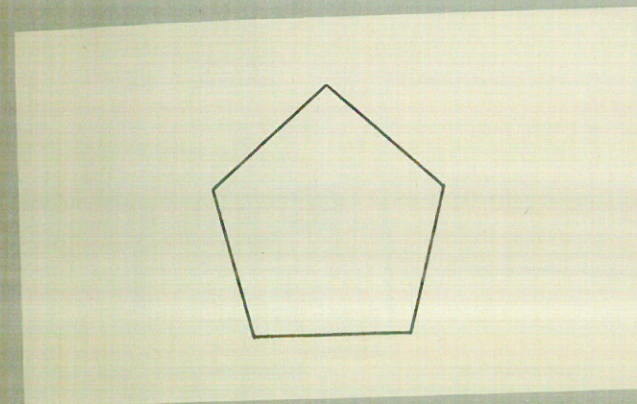
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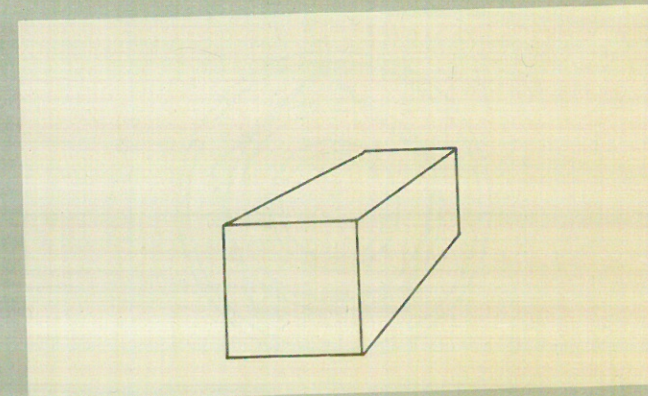
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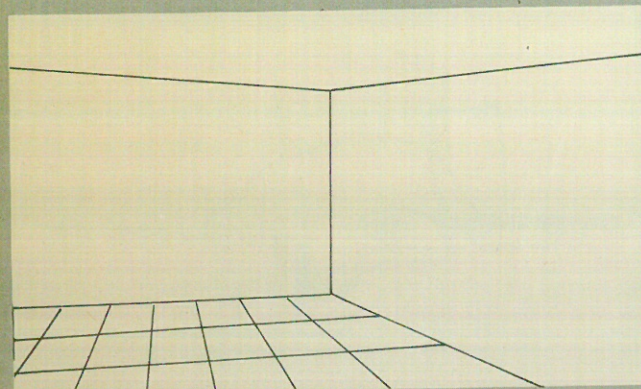
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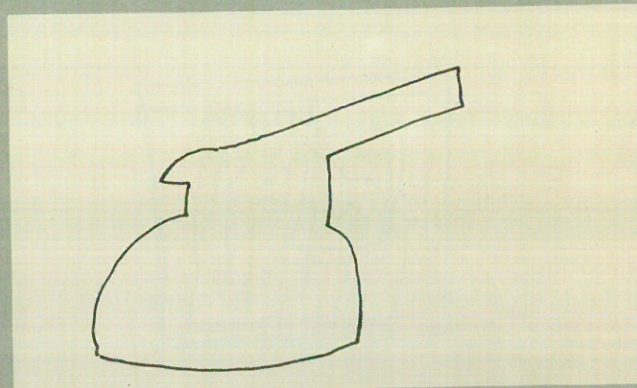
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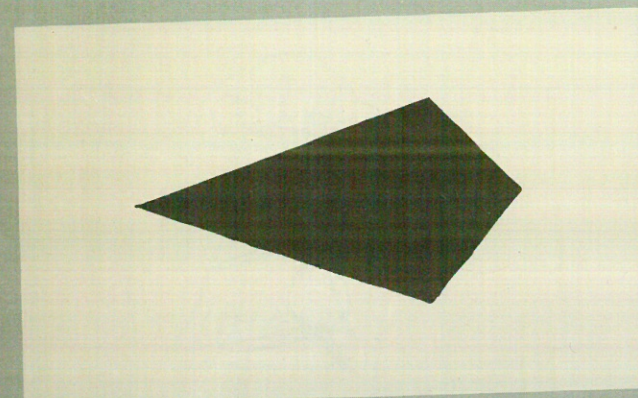
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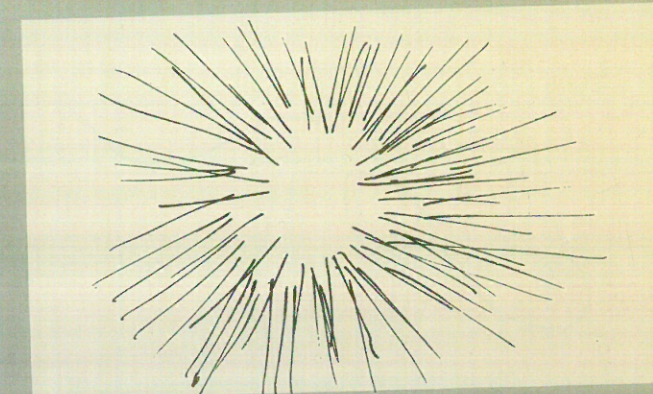
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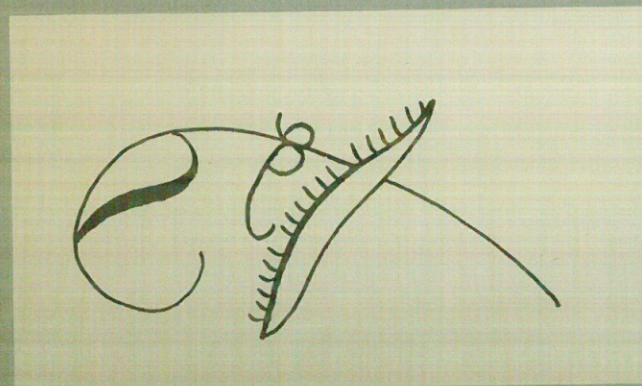
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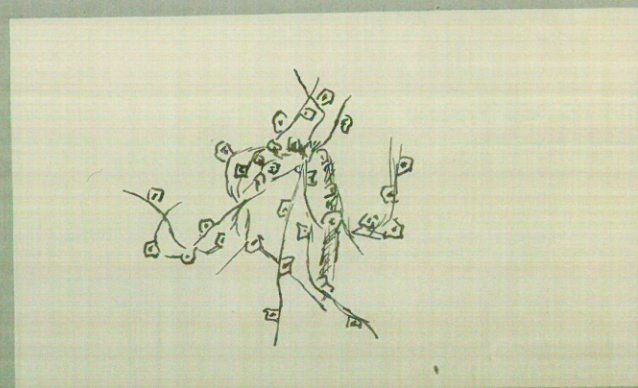
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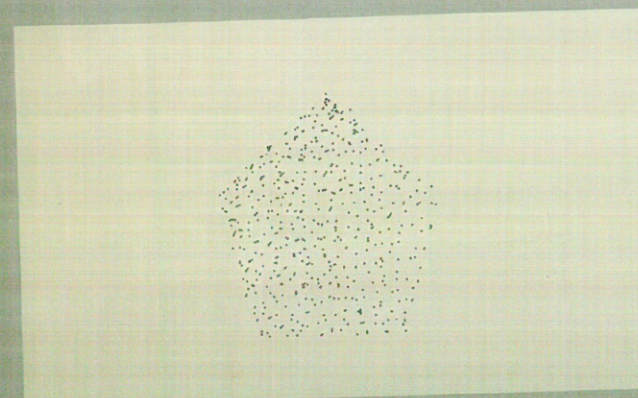
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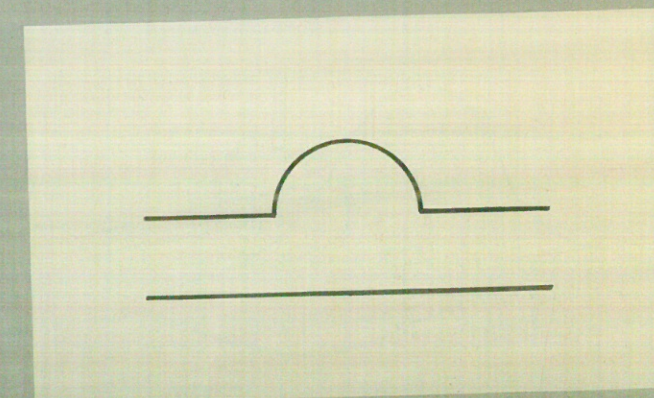
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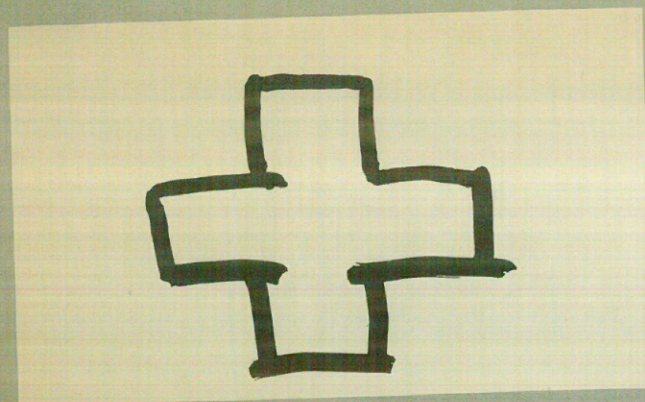


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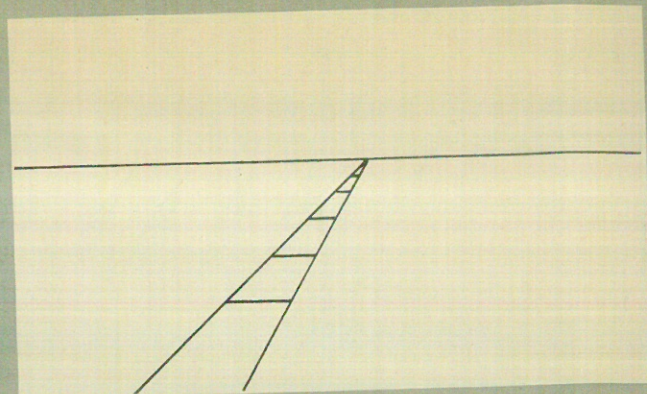


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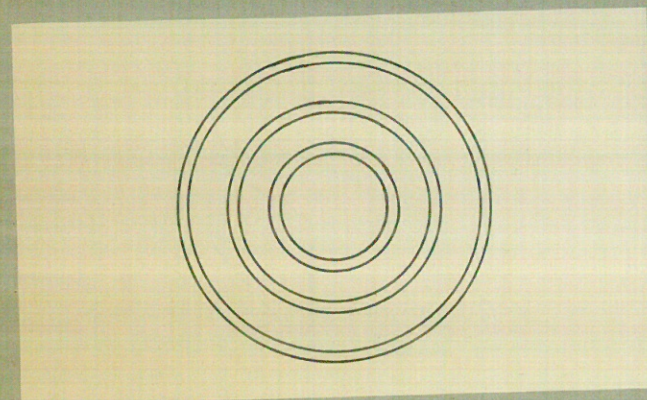




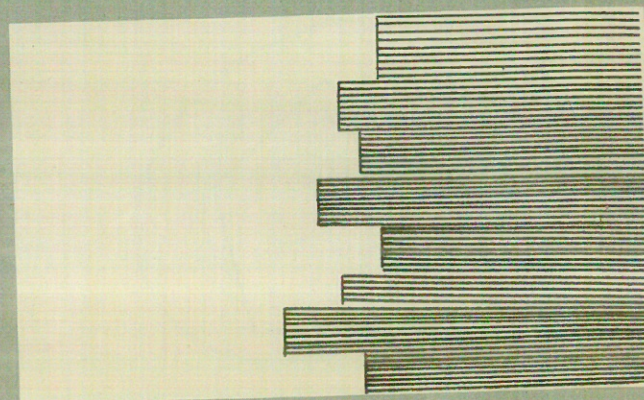
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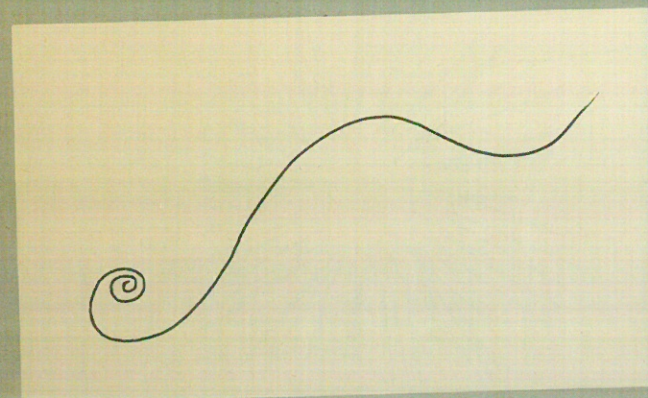
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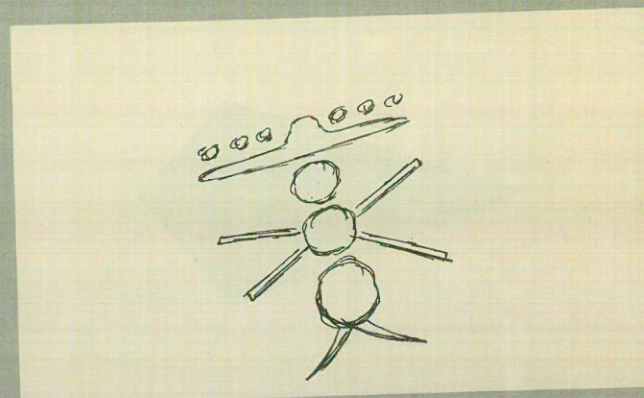
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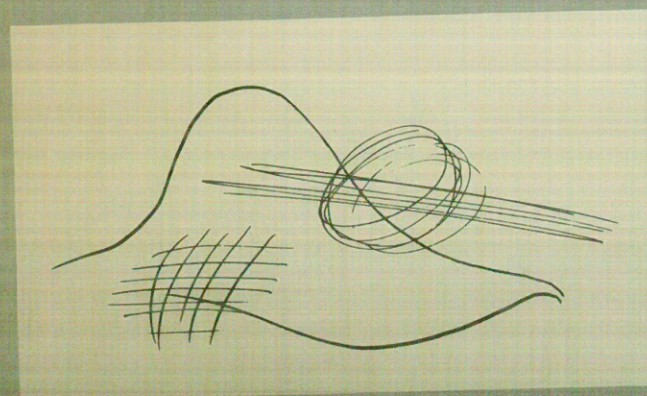
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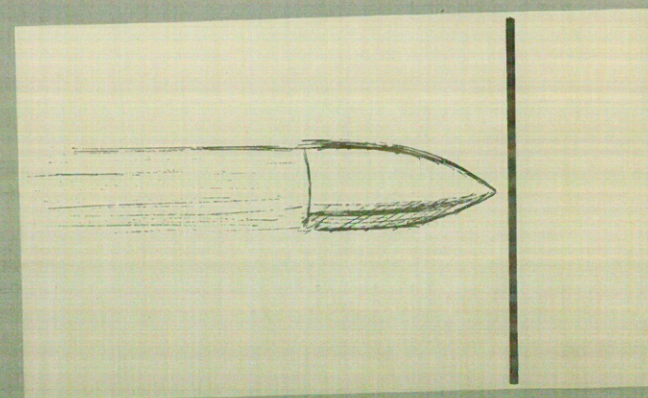
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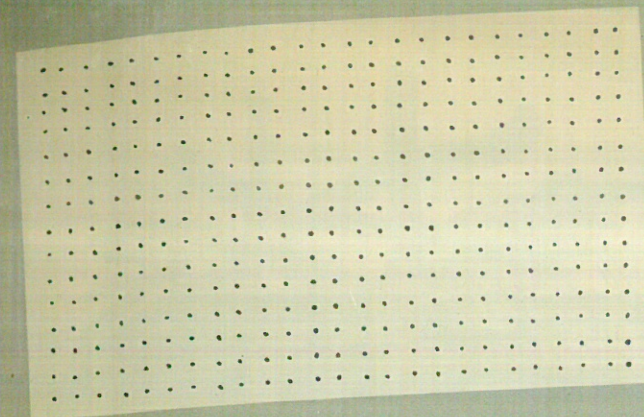
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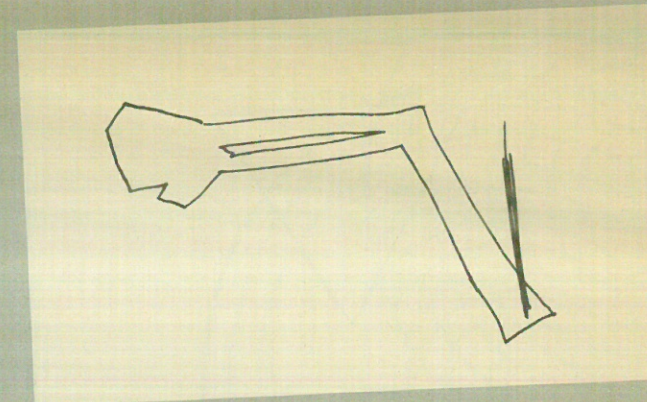
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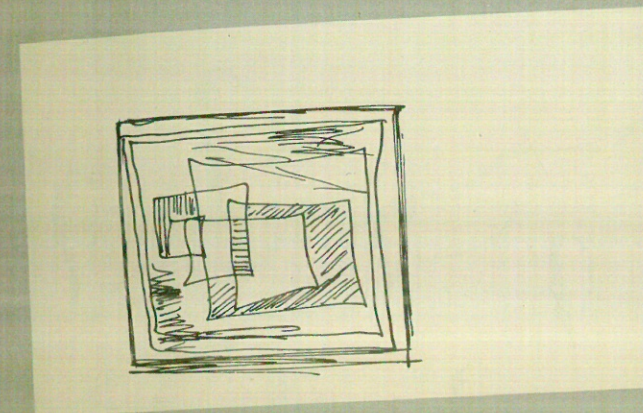
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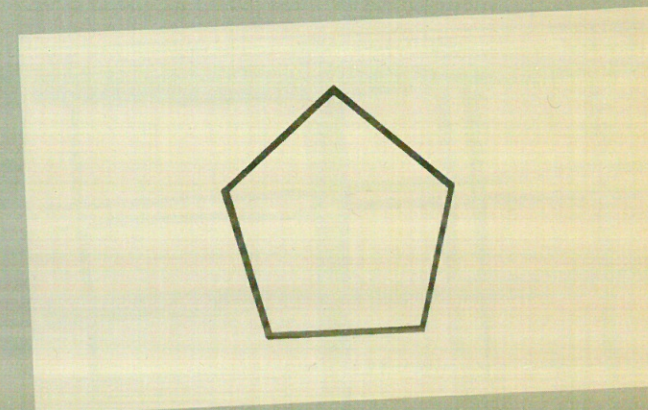
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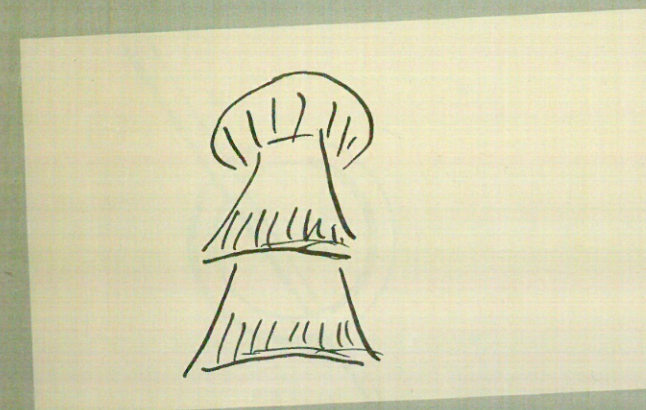
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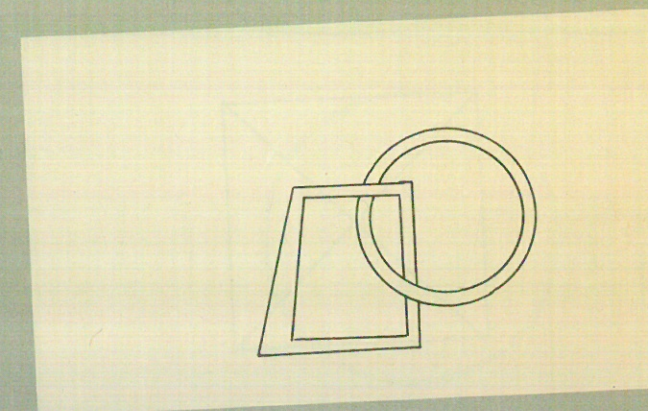
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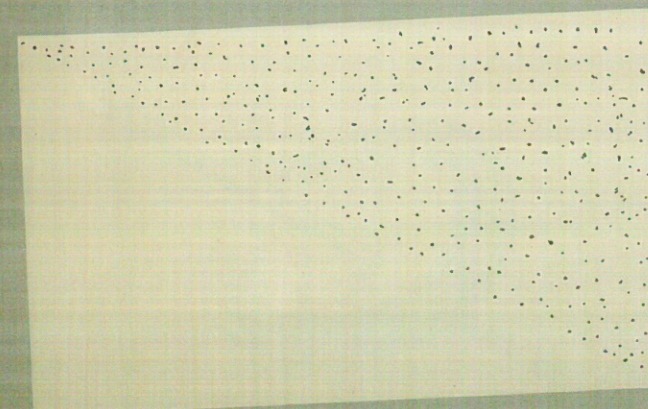
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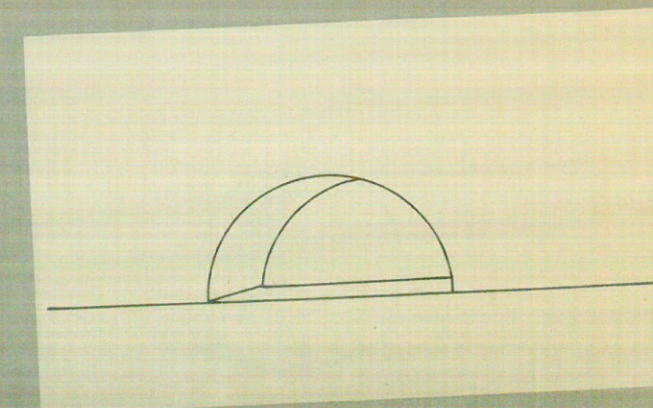
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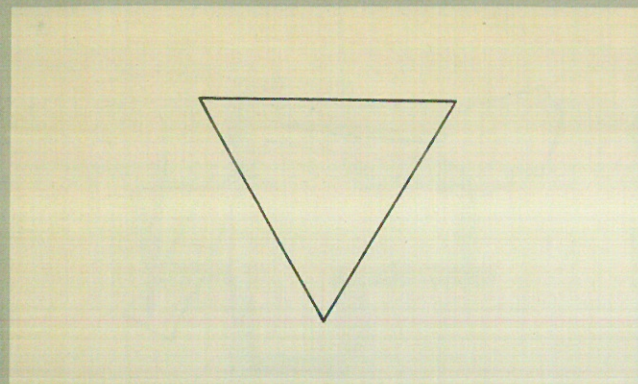


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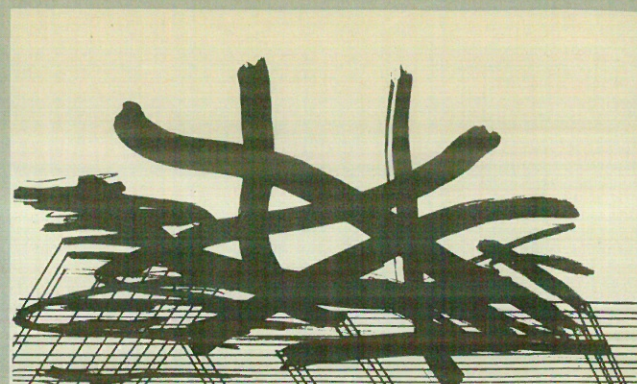


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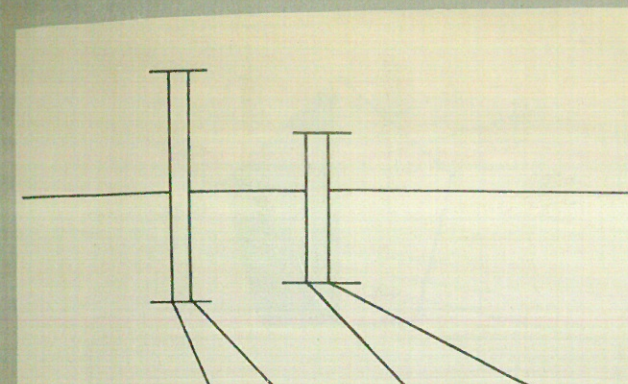




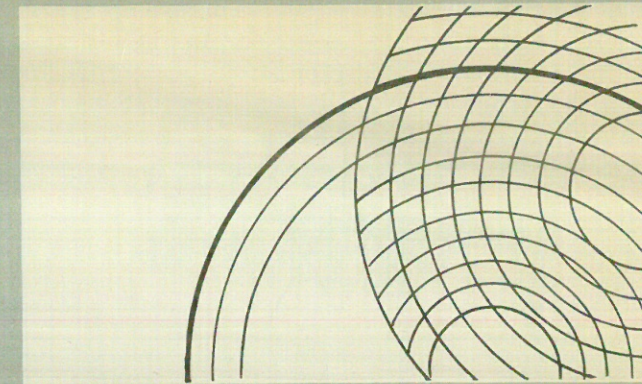
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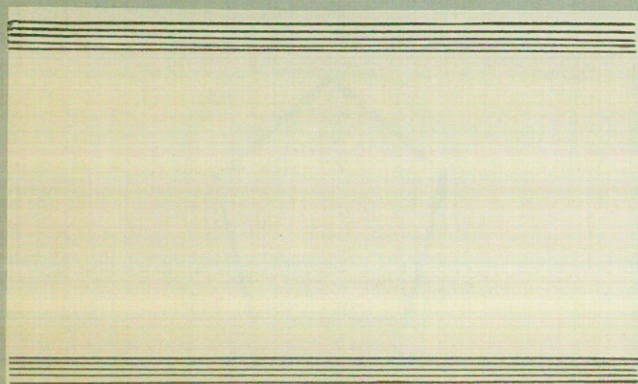
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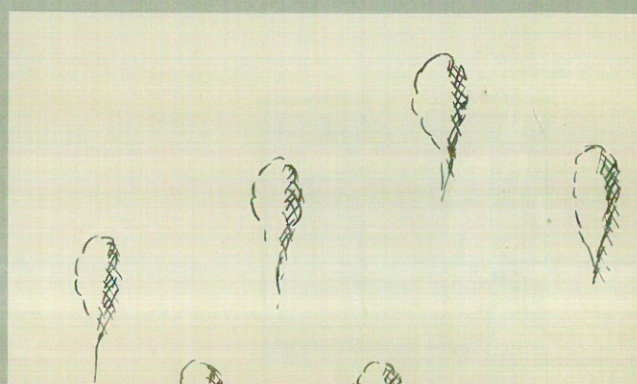
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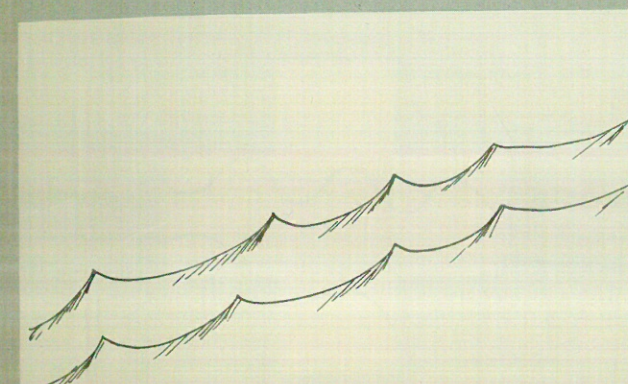
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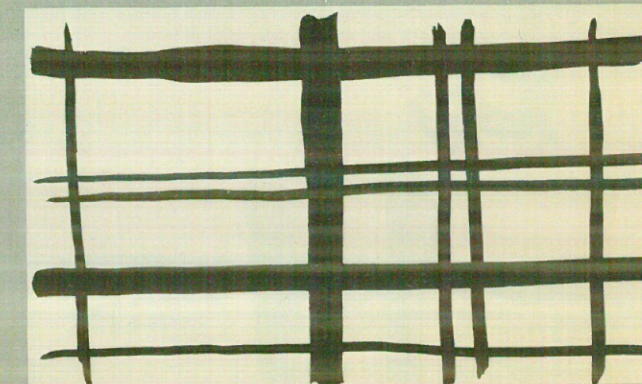
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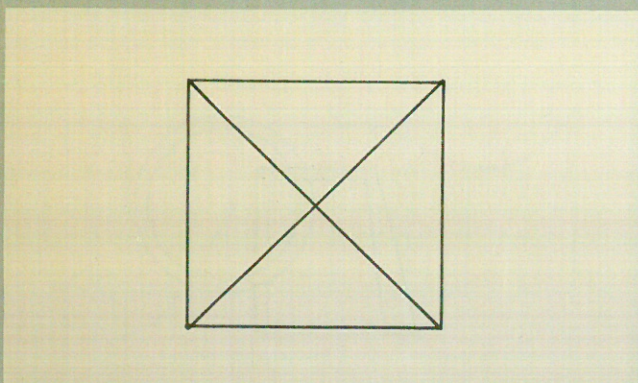
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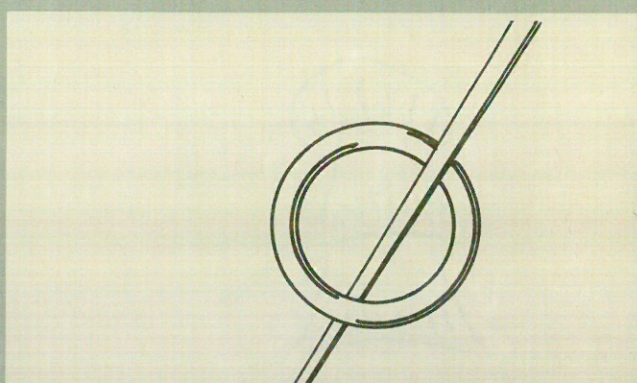
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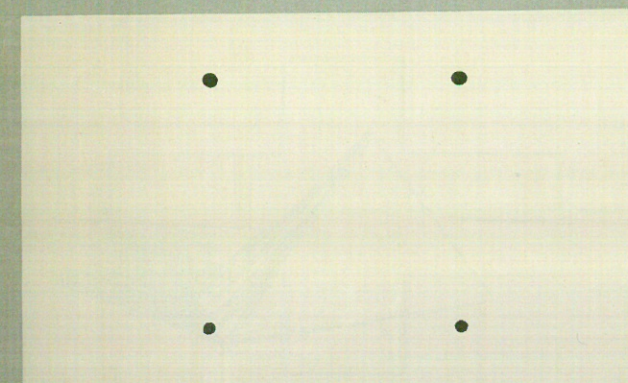
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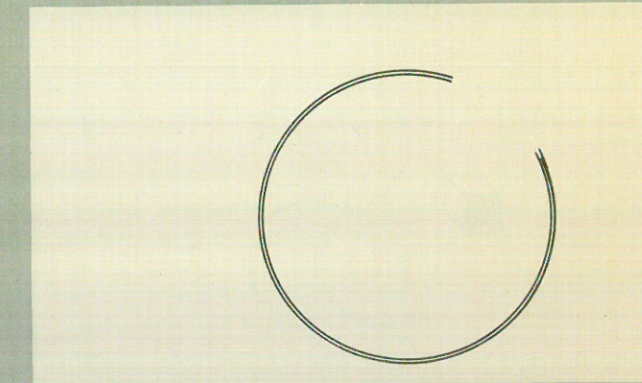
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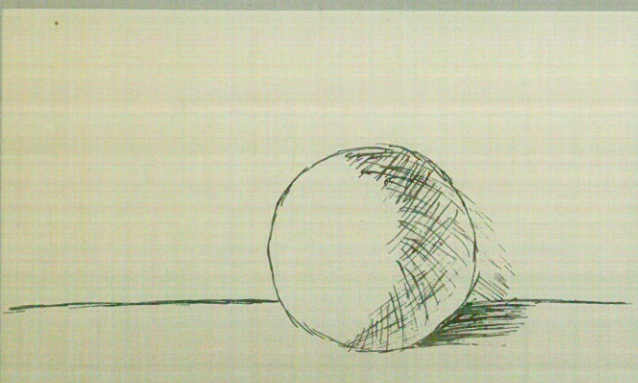
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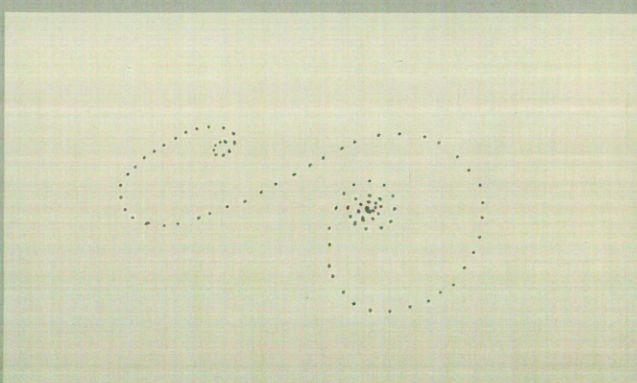
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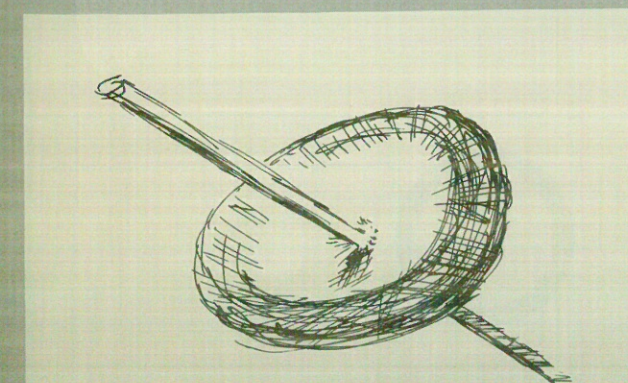
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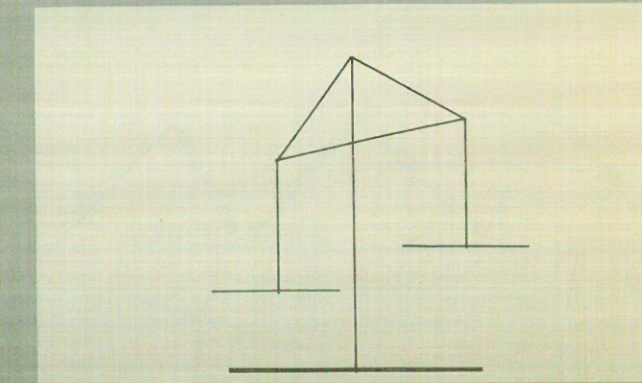
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144

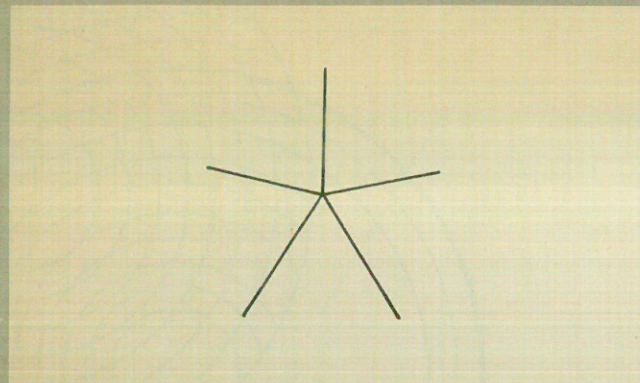


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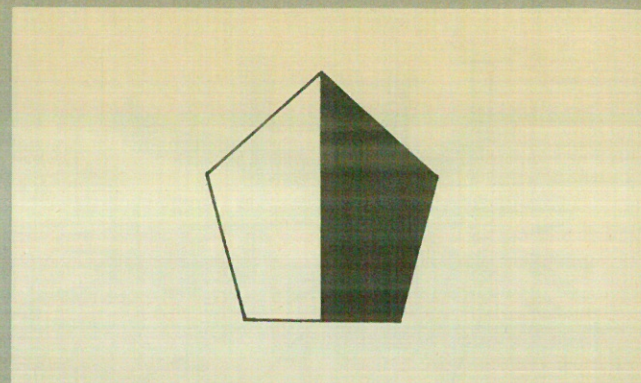


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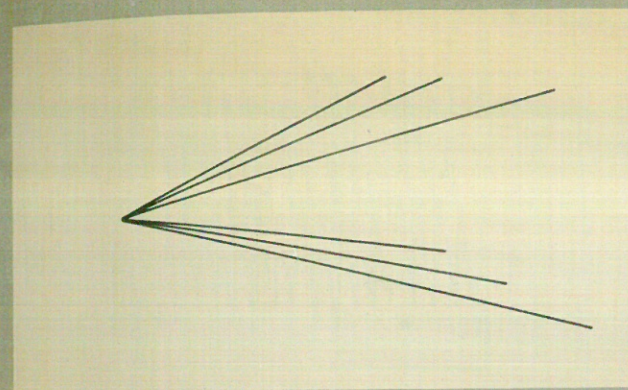




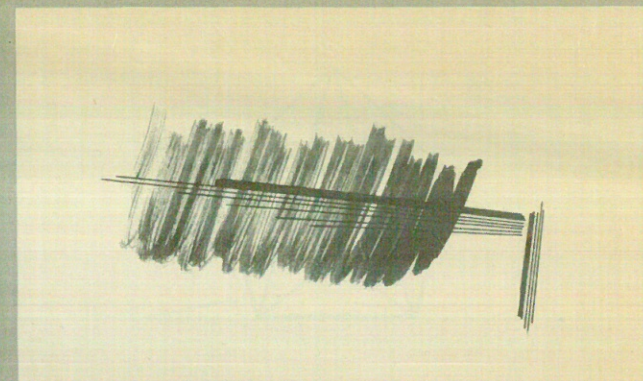
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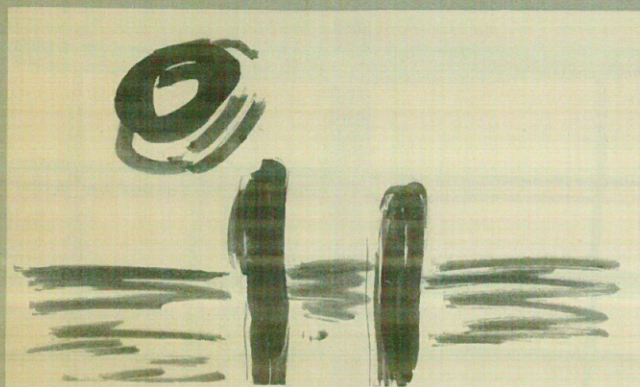
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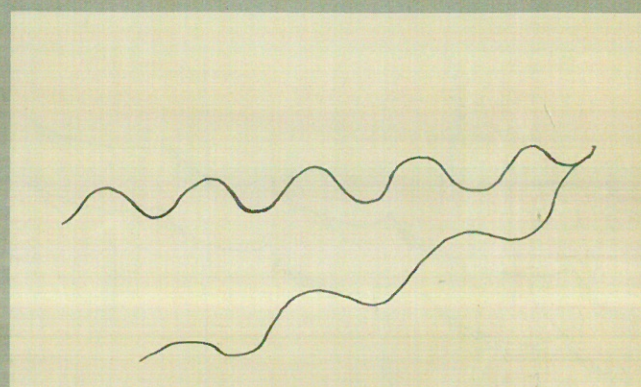
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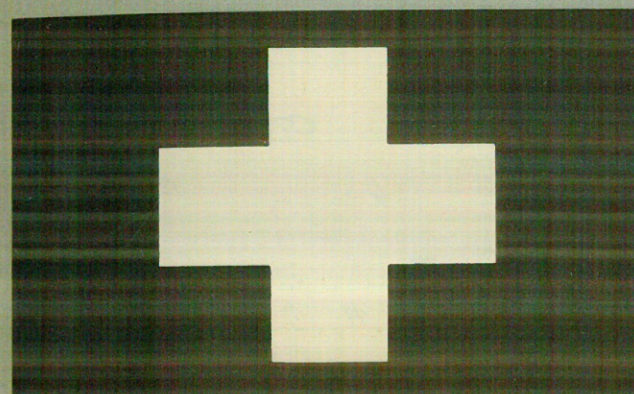
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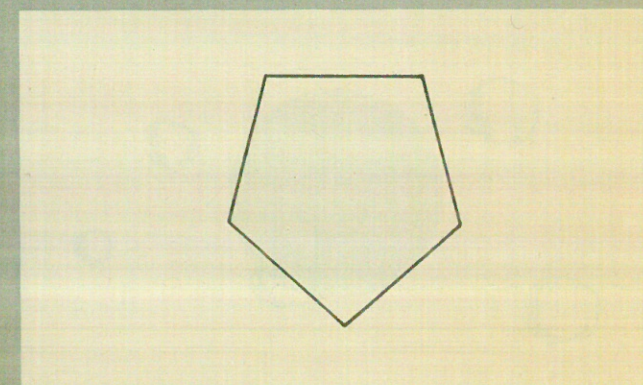
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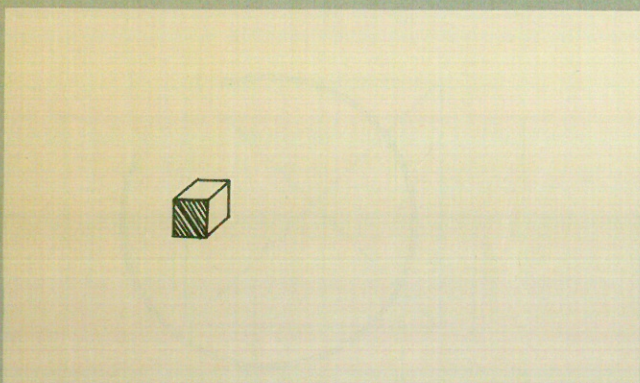
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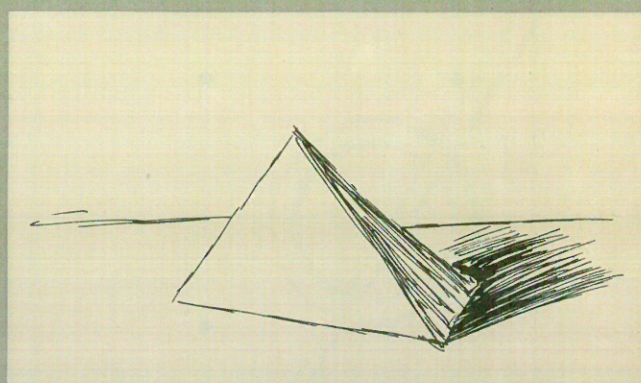
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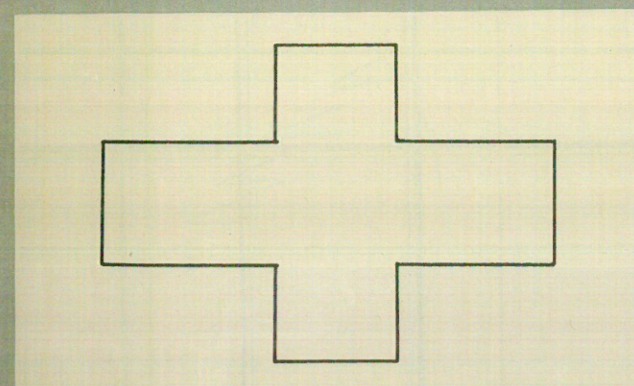
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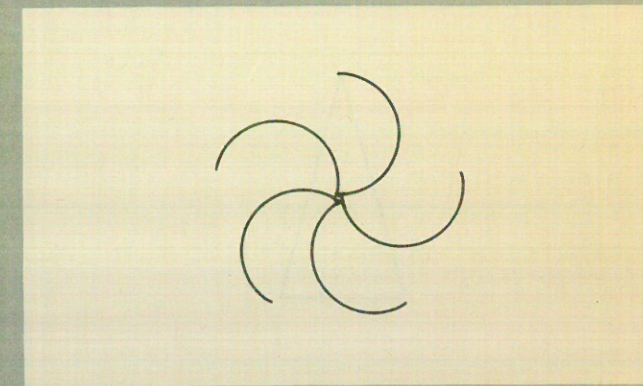
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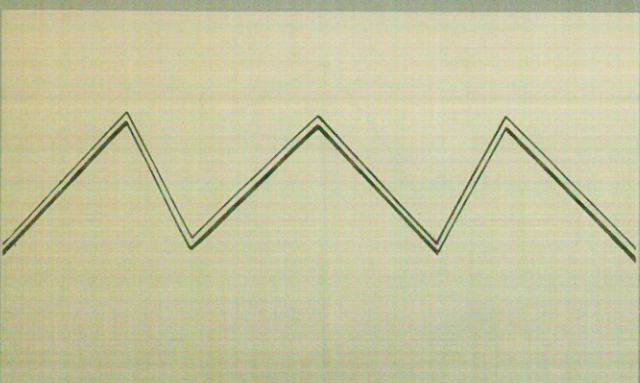
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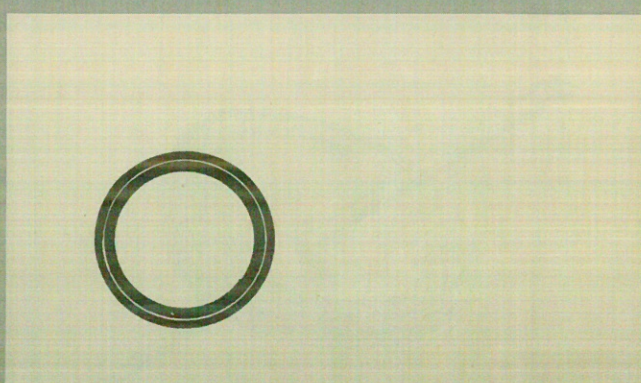
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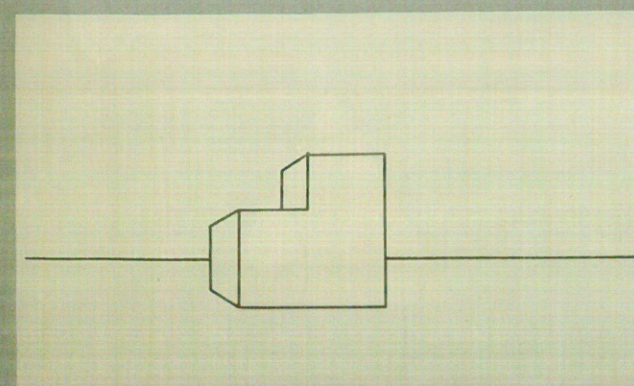
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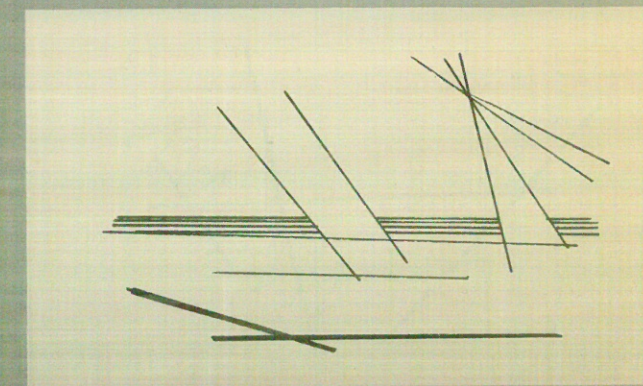
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160

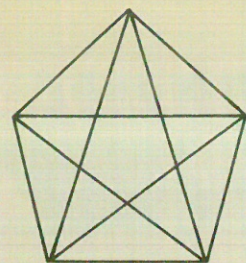


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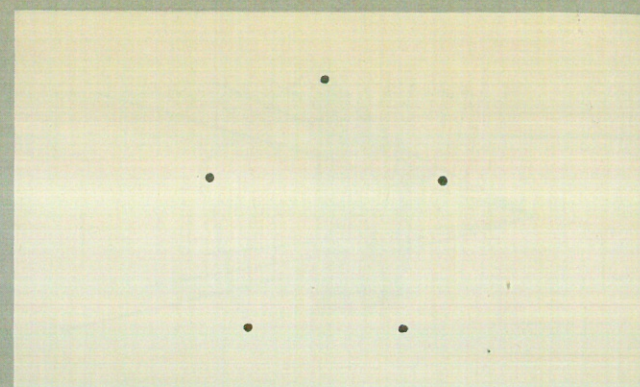


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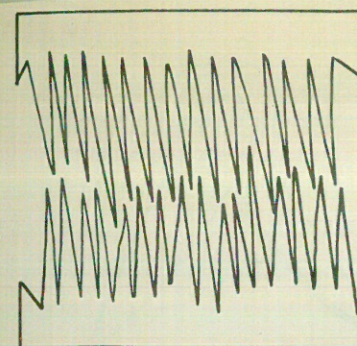




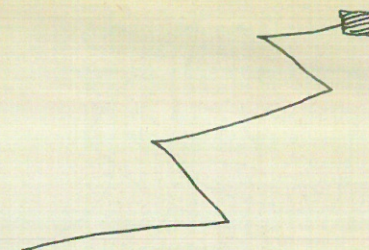
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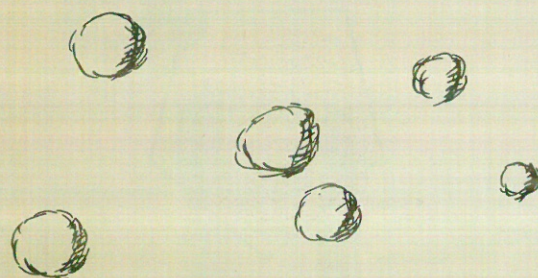
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177



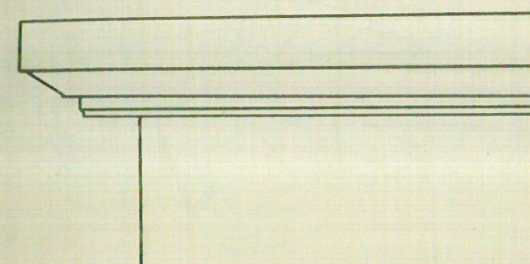
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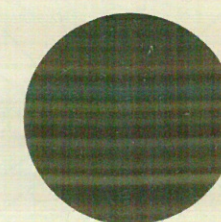
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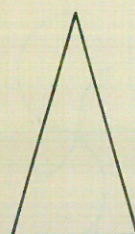
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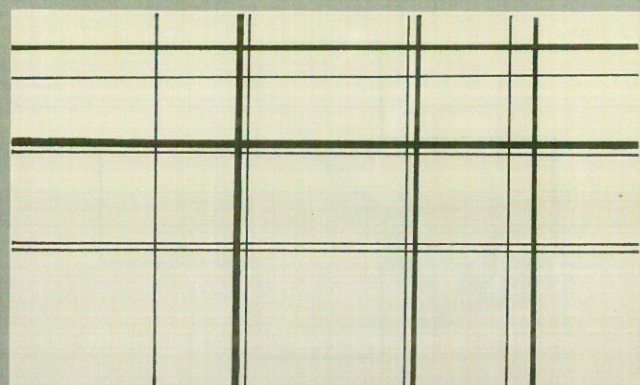
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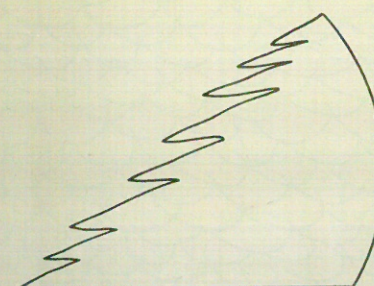
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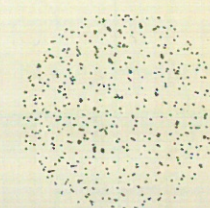
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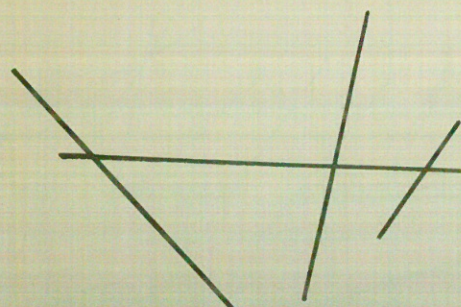
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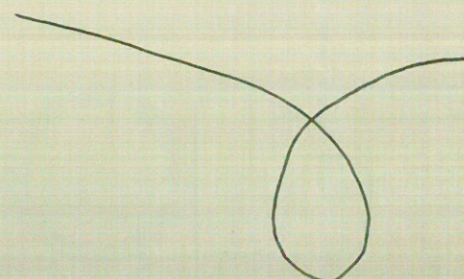
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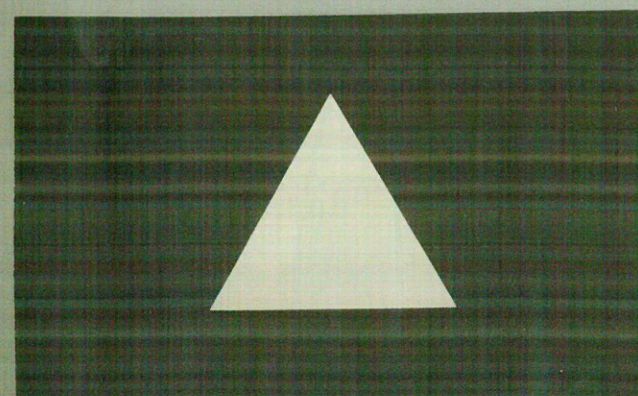
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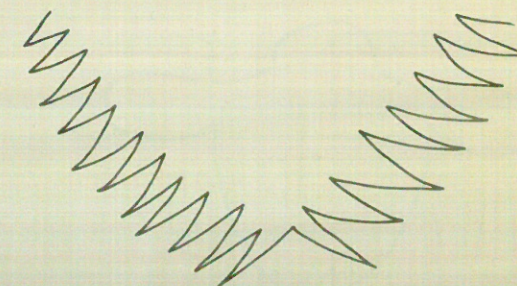
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176

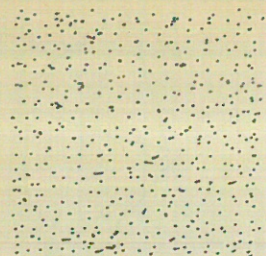


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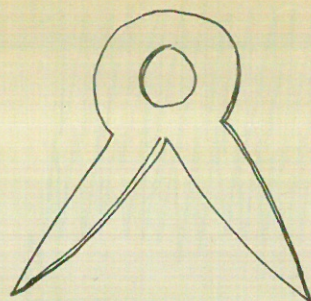


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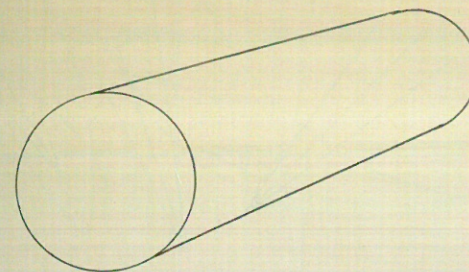




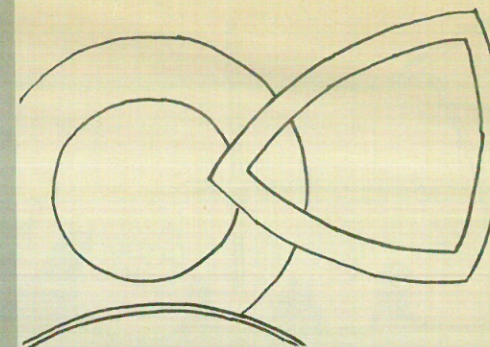
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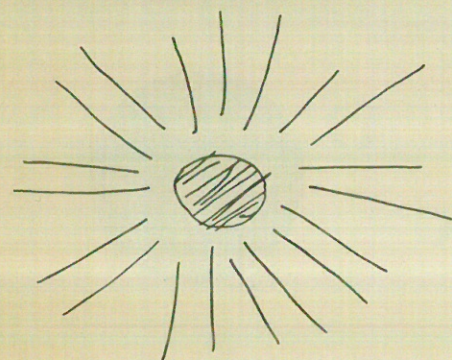
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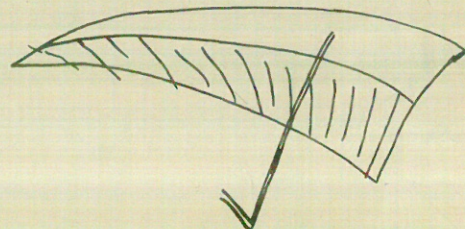
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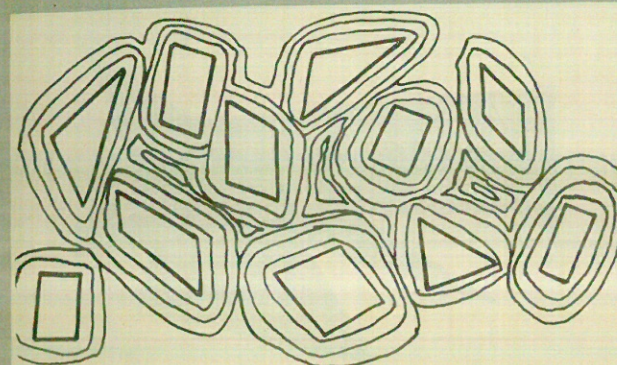
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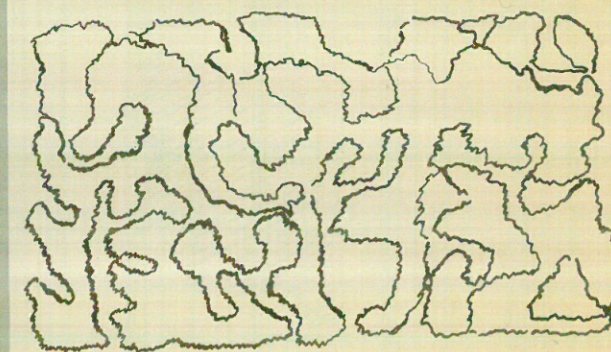
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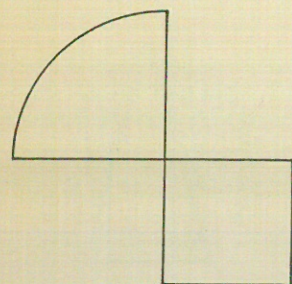
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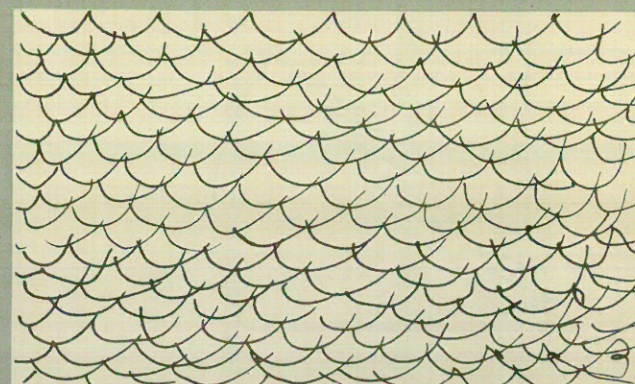
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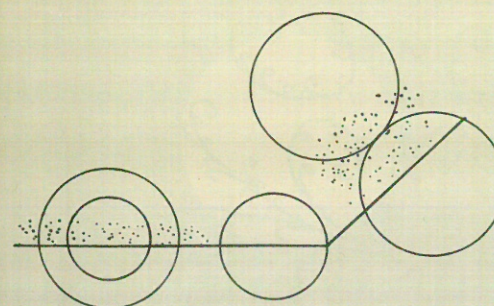
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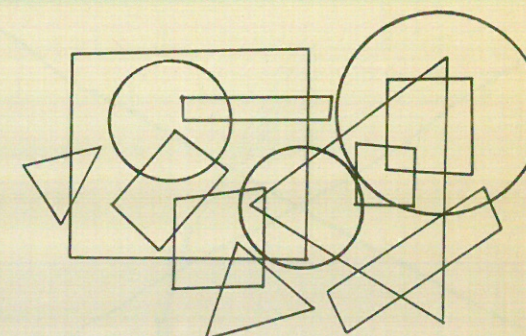
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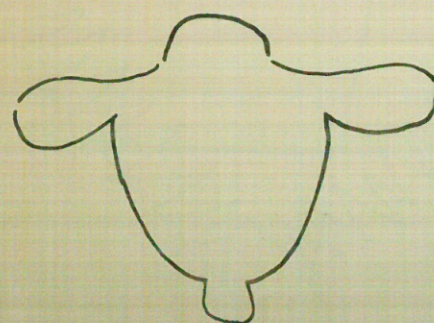
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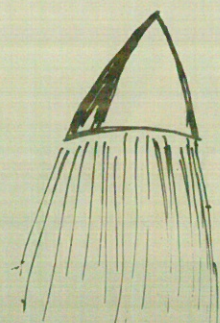
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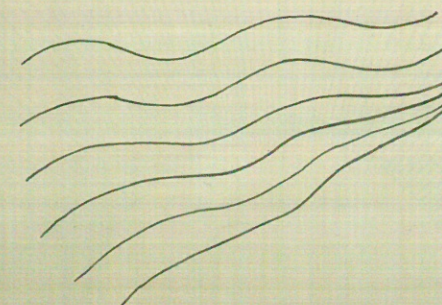
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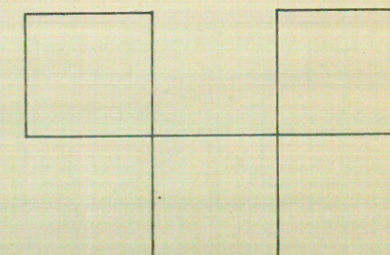
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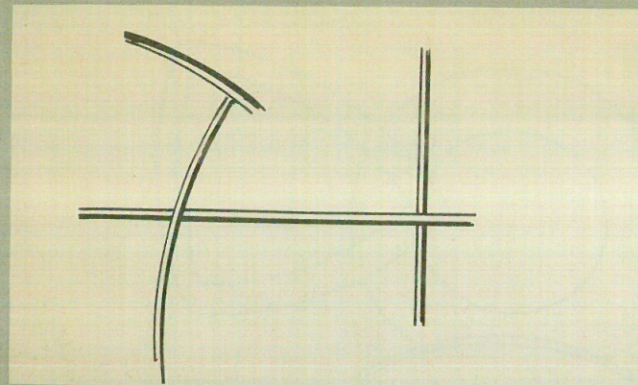


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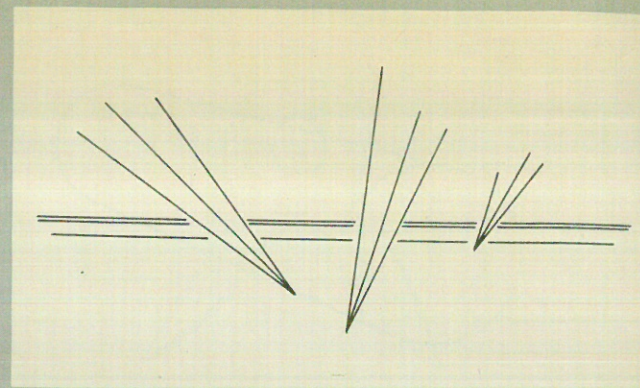


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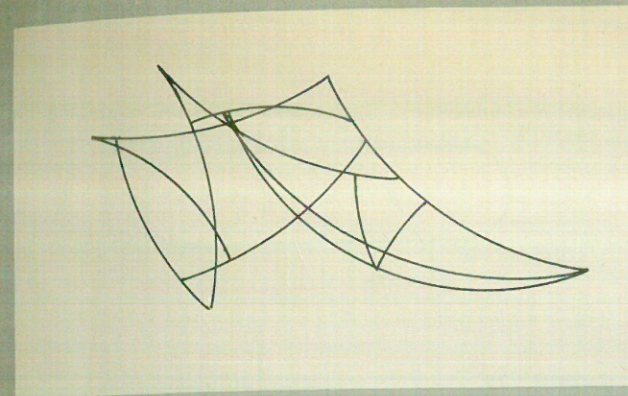




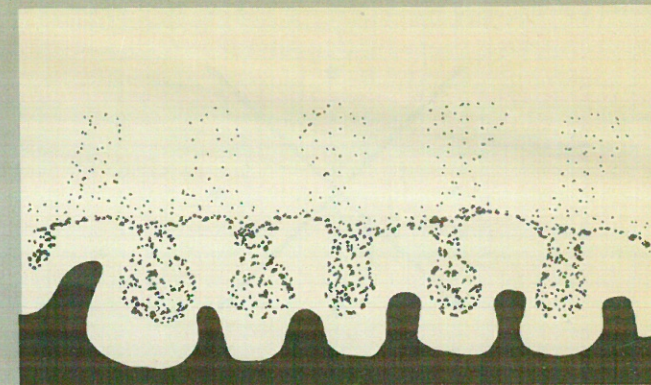
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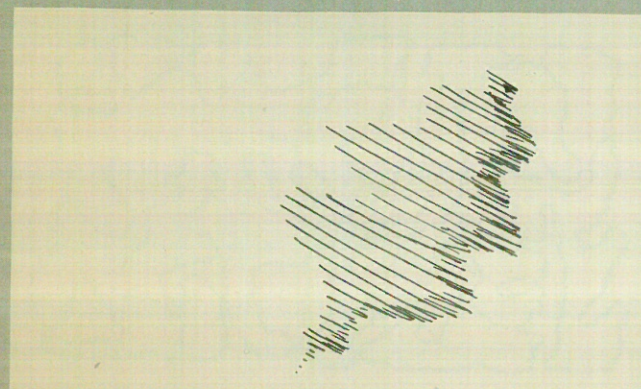
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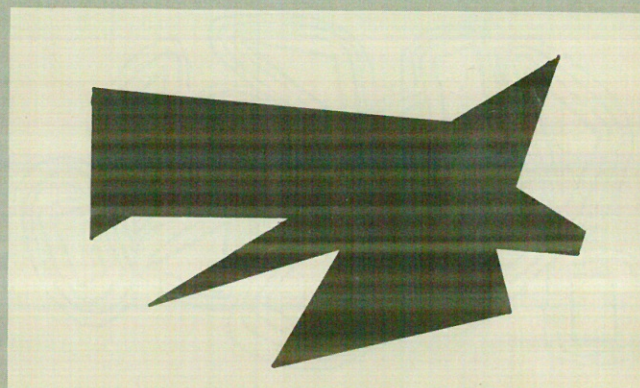
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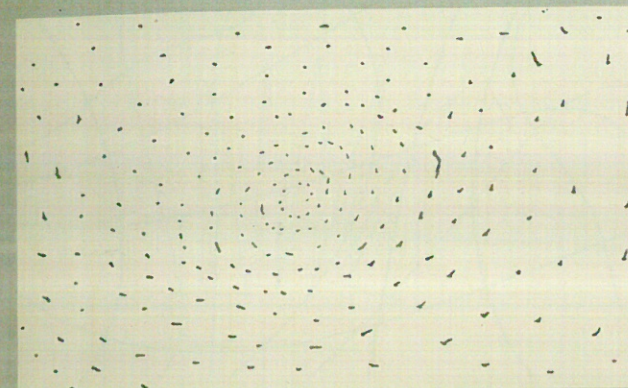
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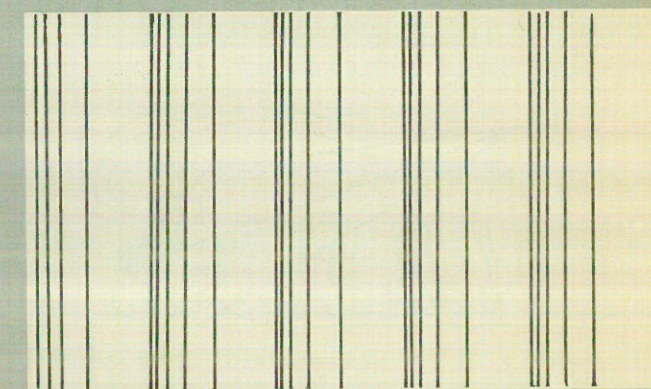
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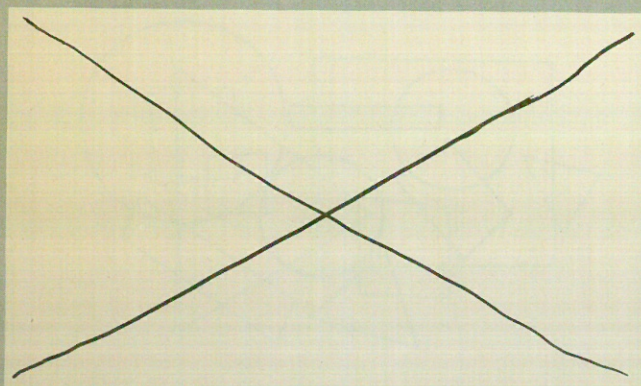
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210



214



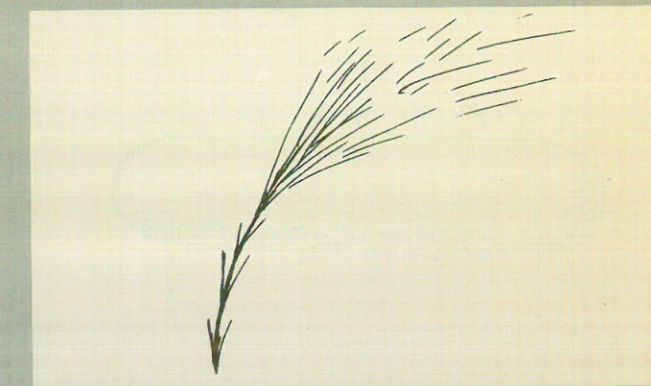
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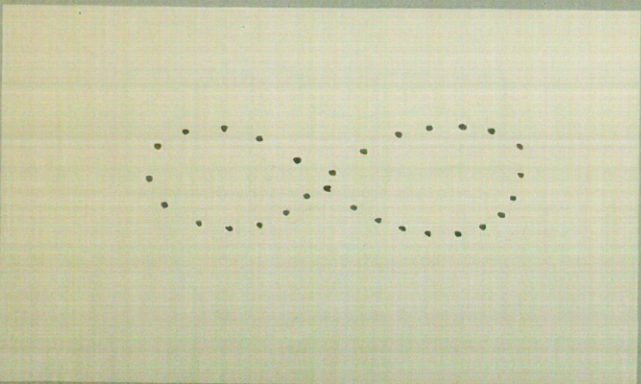
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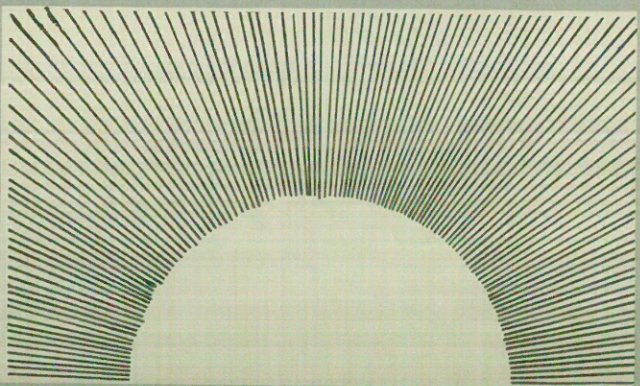
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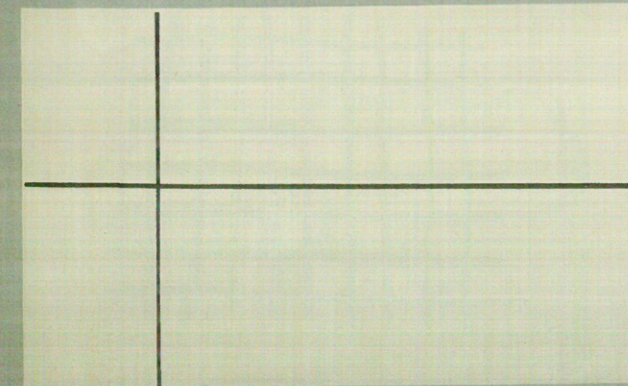
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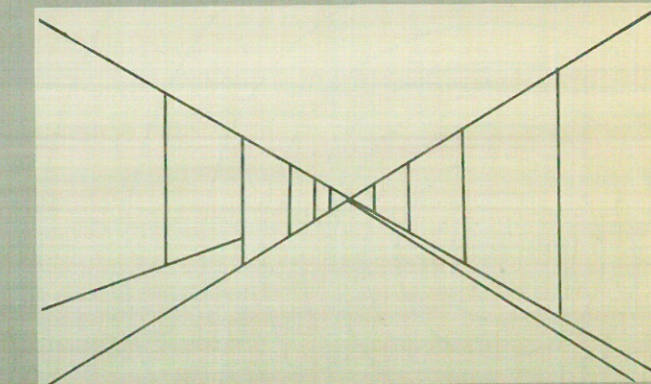
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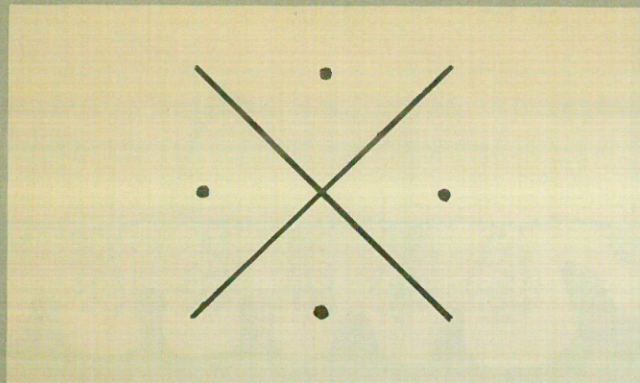


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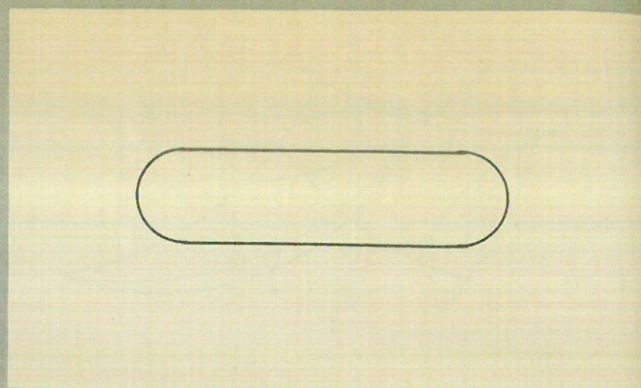


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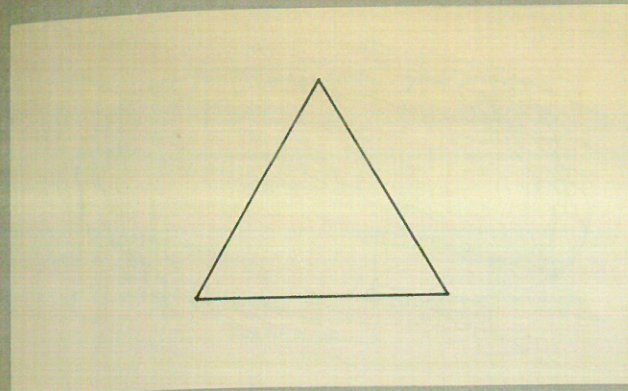




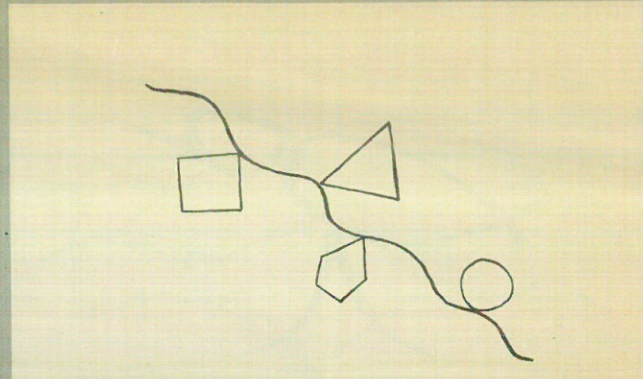
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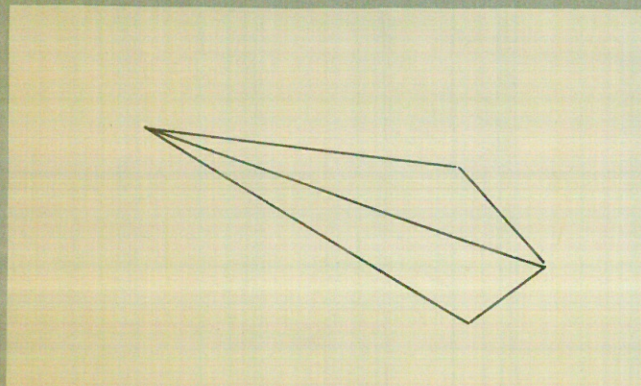
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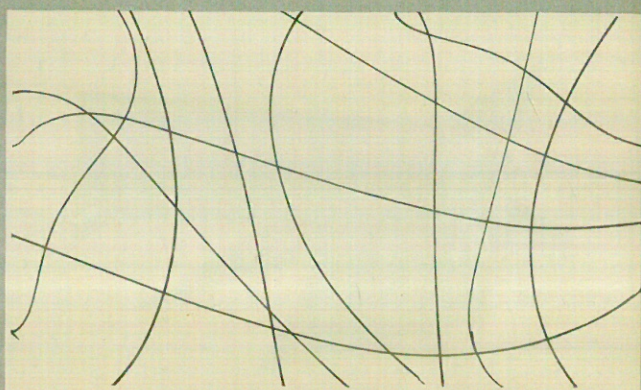
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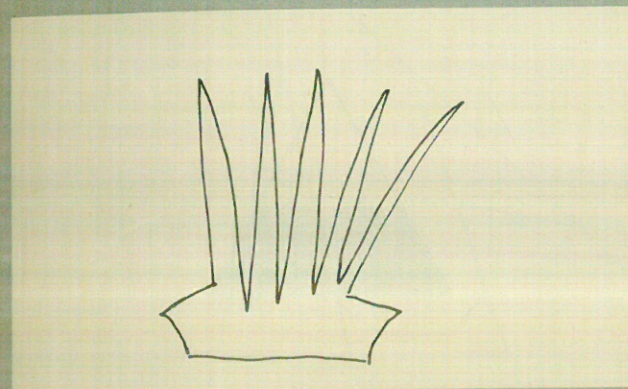
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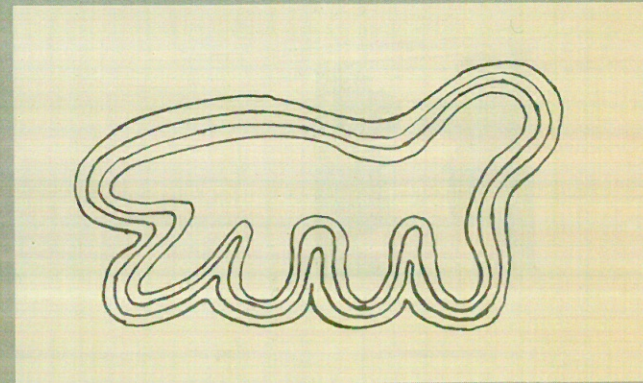
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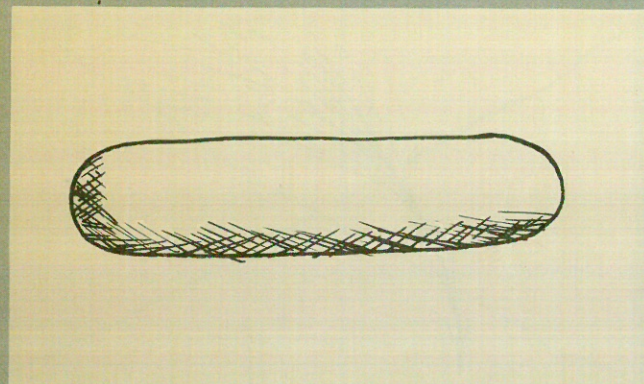
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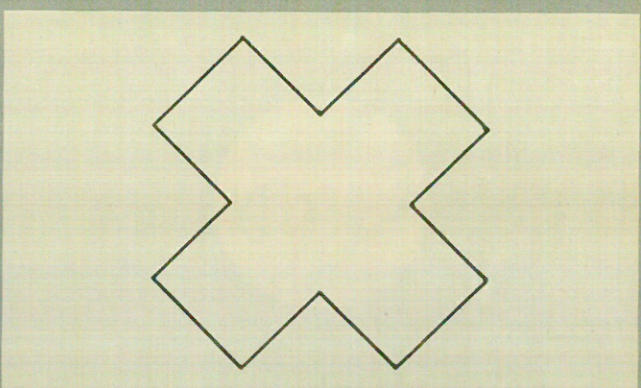
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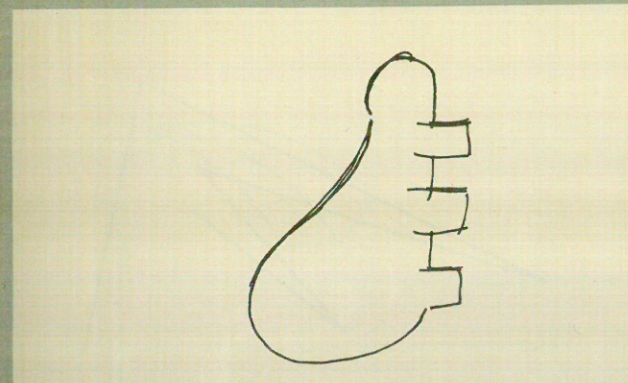
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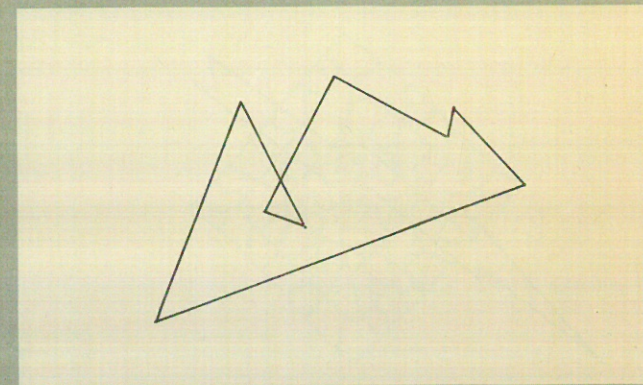
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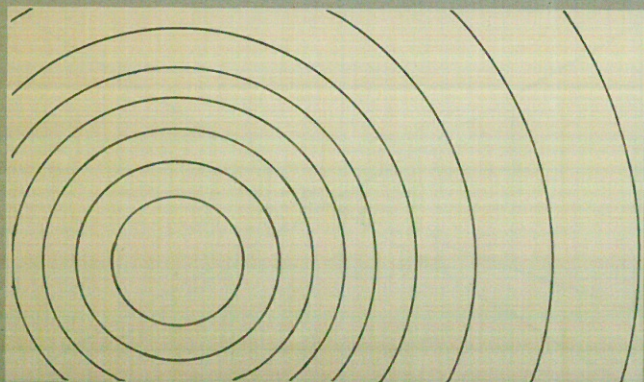
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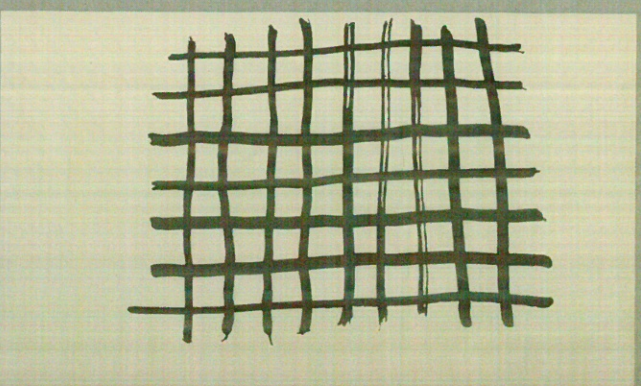
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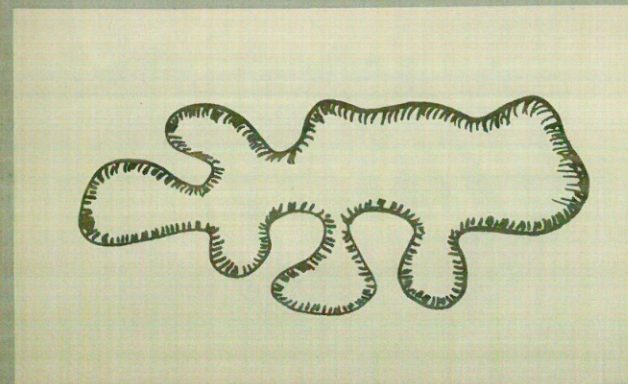
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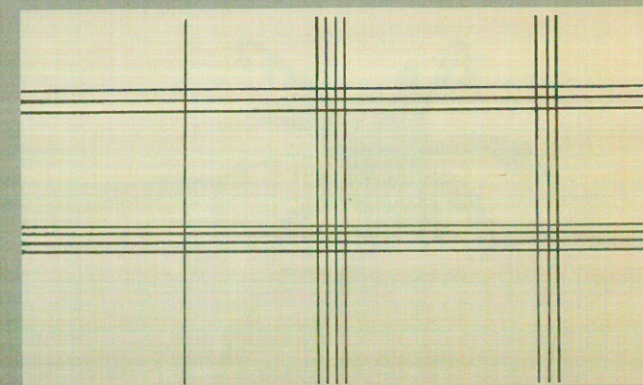
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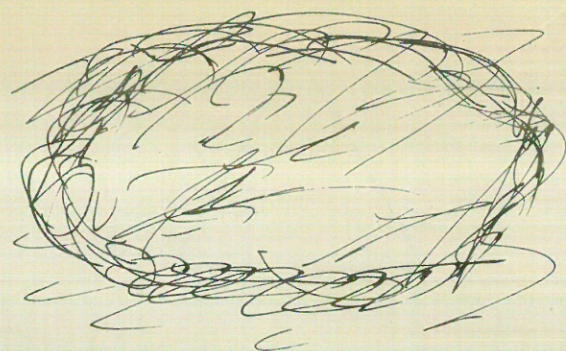


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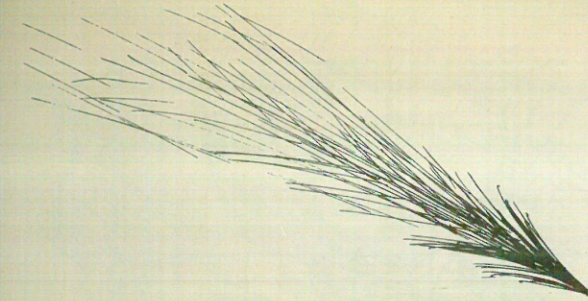




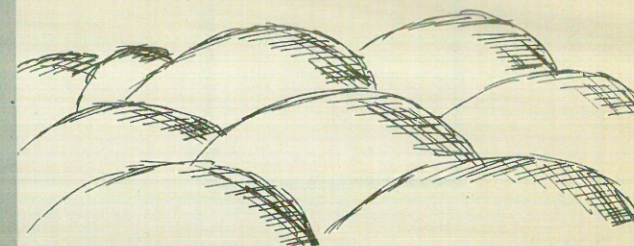
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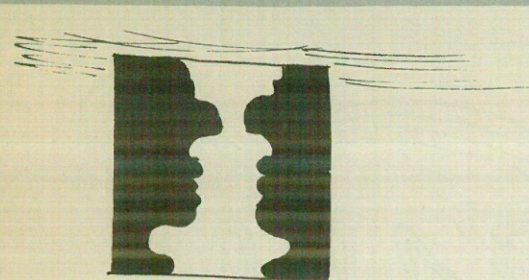
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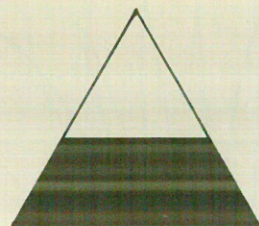
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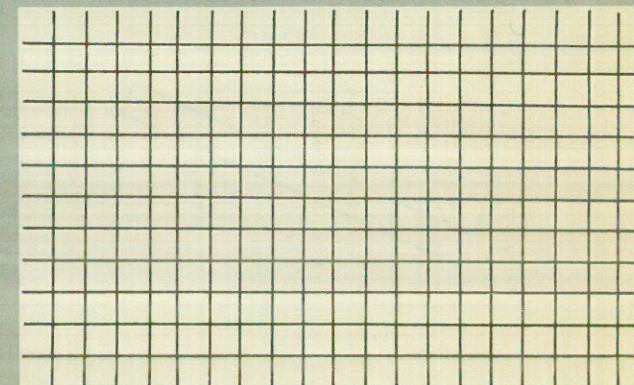
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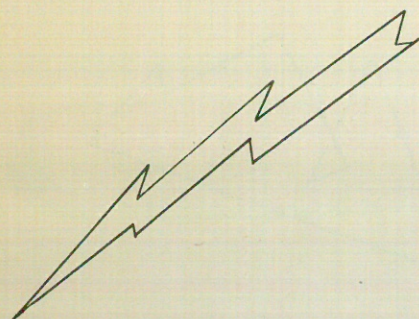
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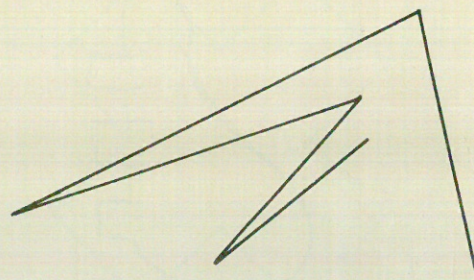
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246



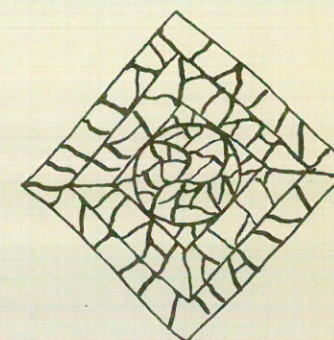
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239



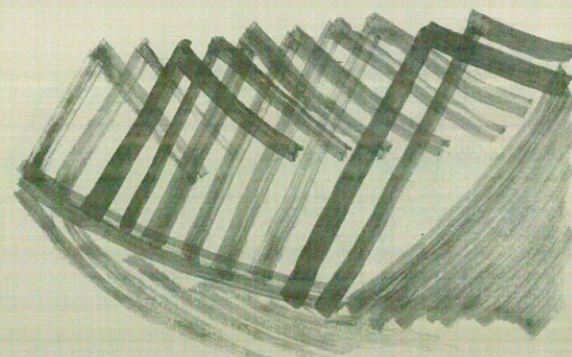
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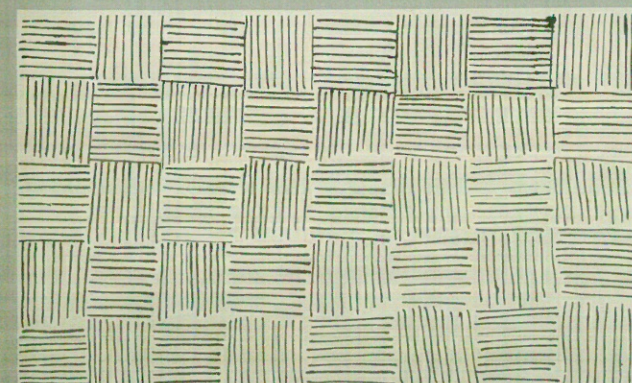
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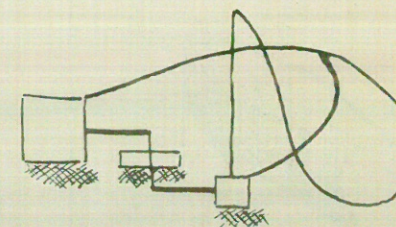
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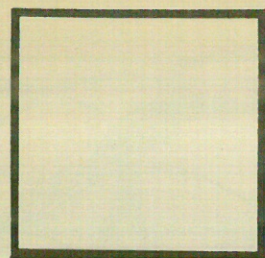


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248

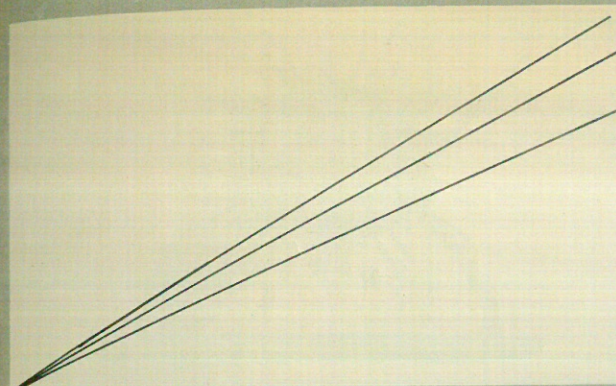




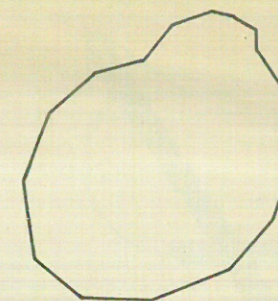
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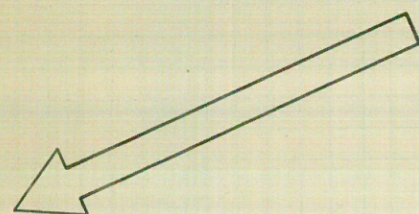
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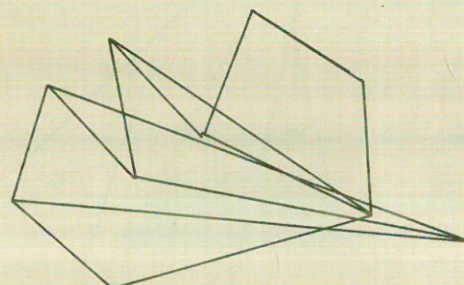
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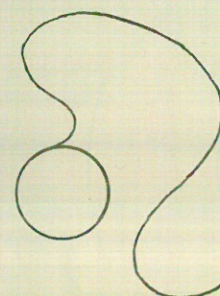
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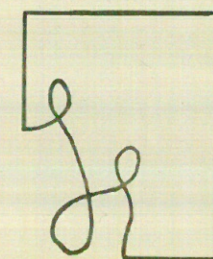
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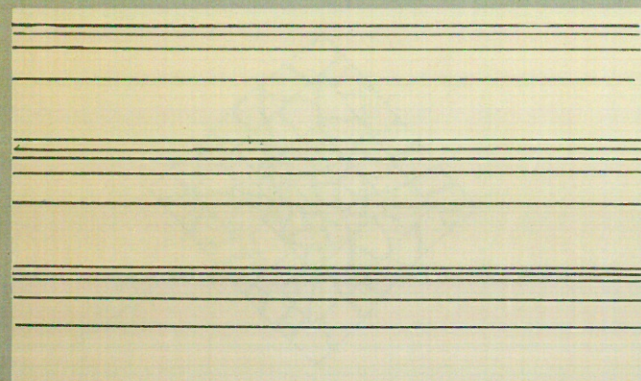
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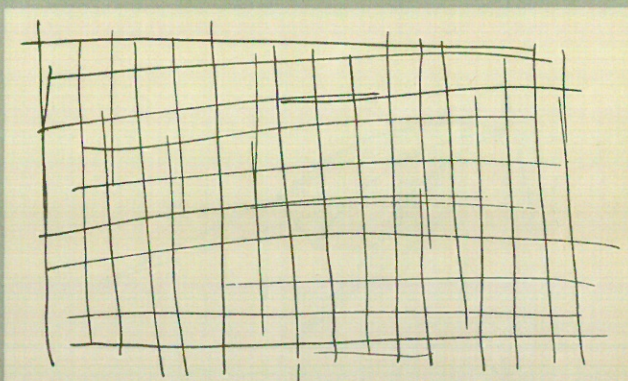
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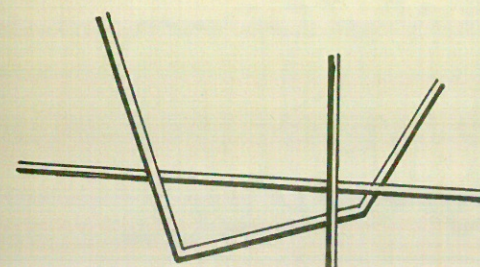
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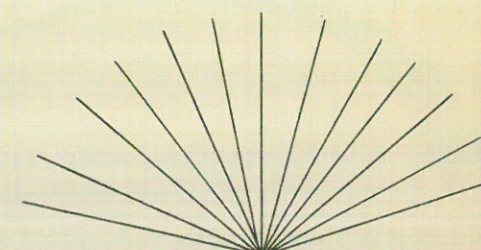
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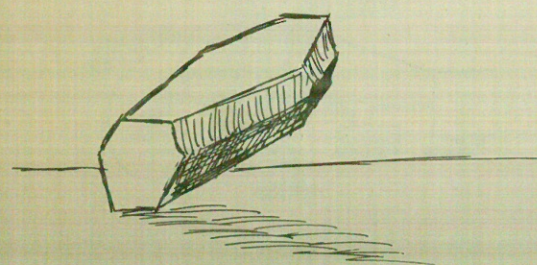
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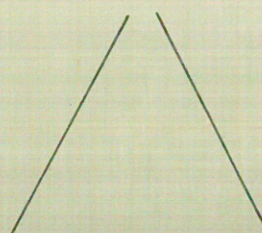
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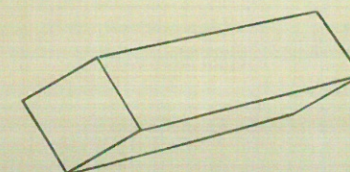
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256

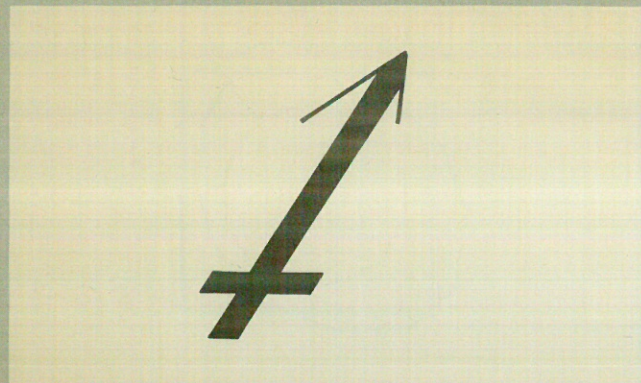


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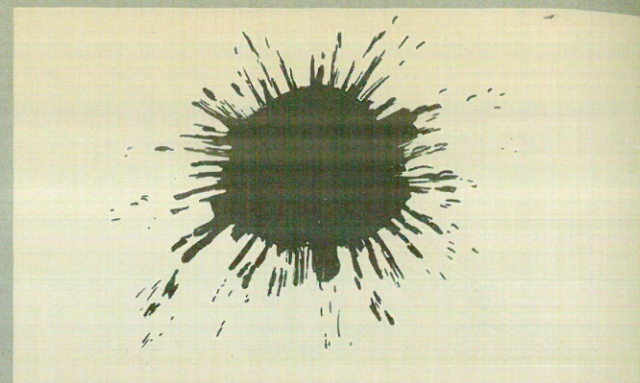


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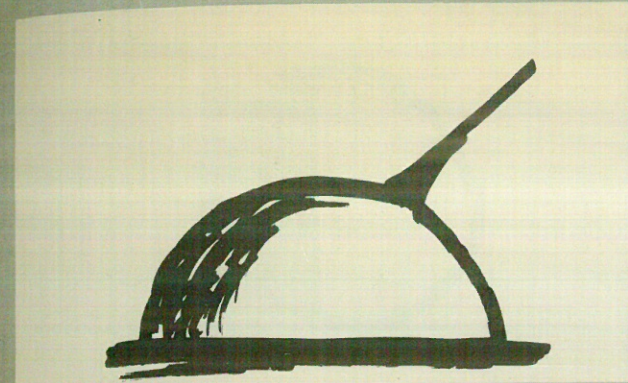




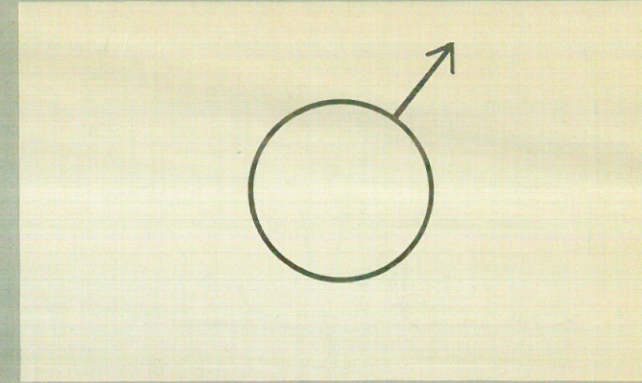
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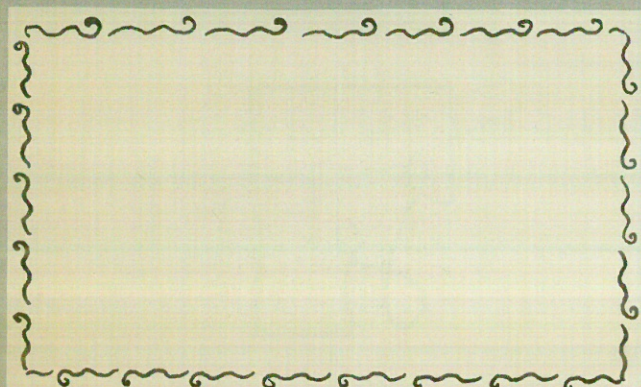
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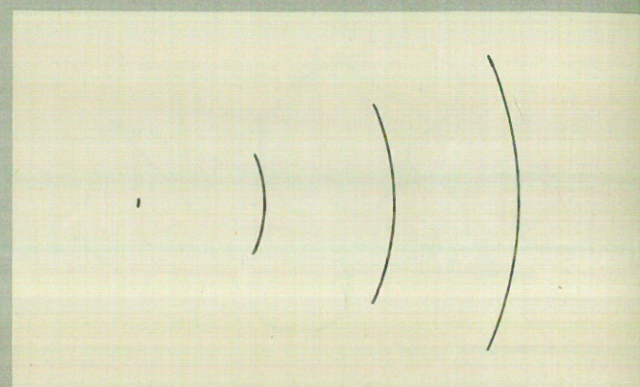
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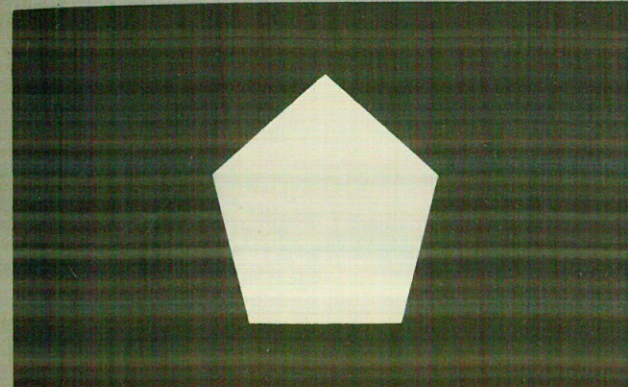
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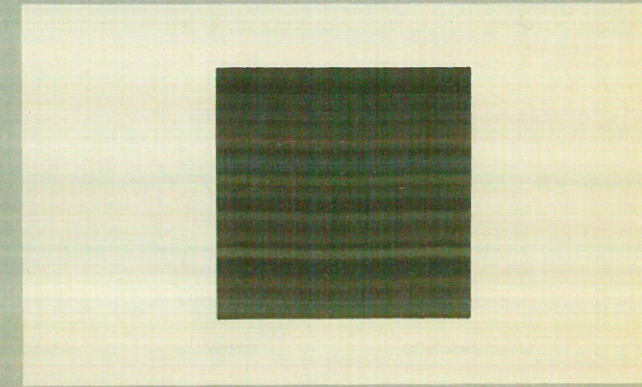
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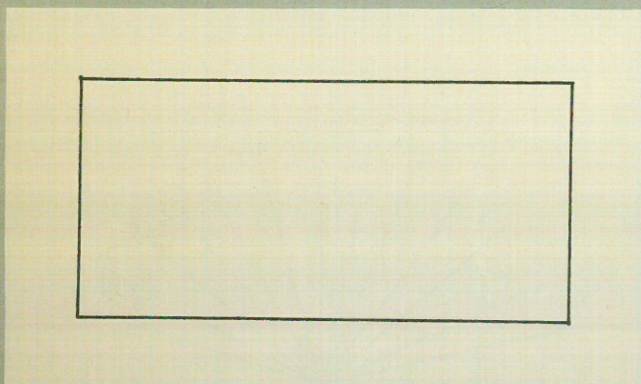
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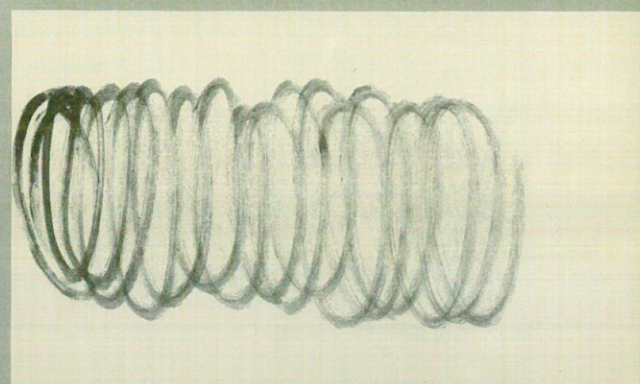
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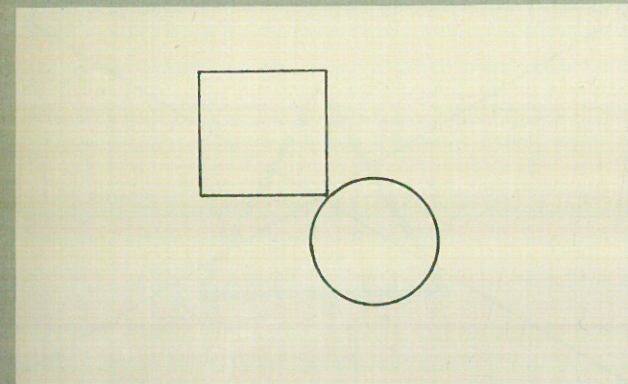
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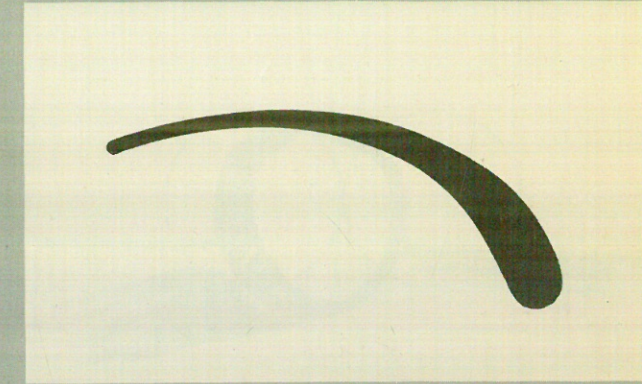
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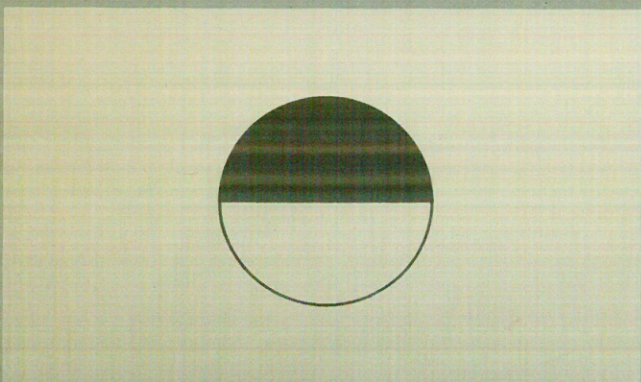
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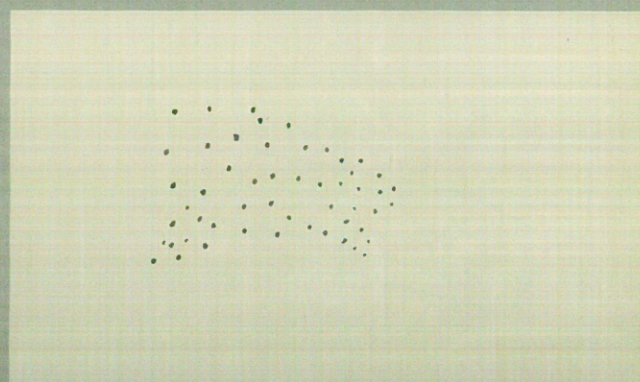
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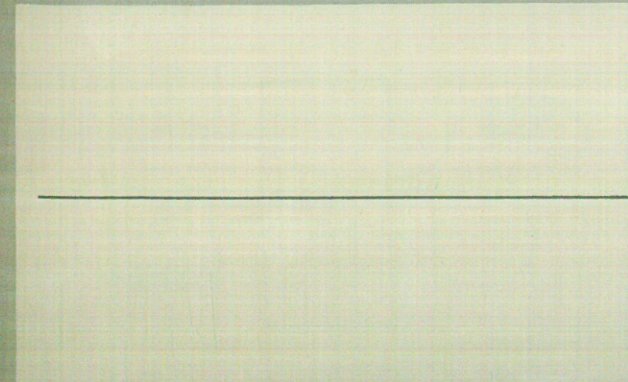
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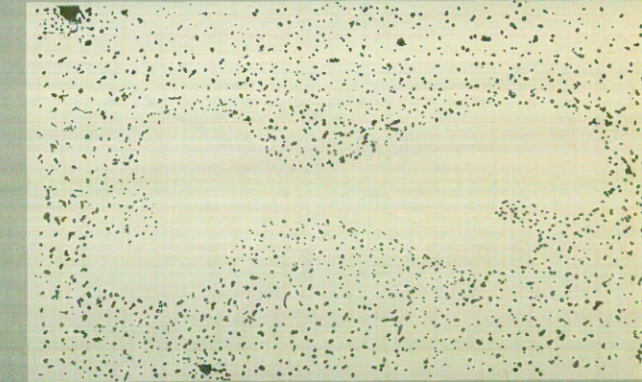
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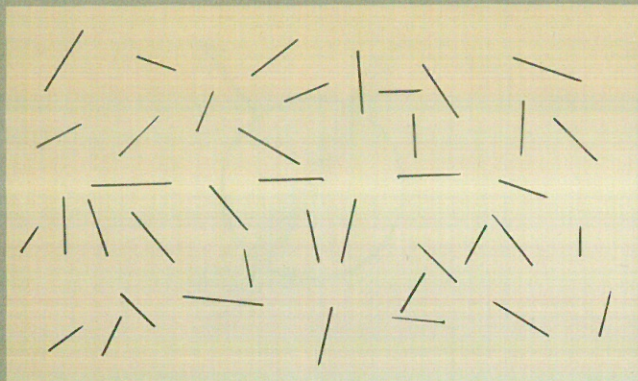
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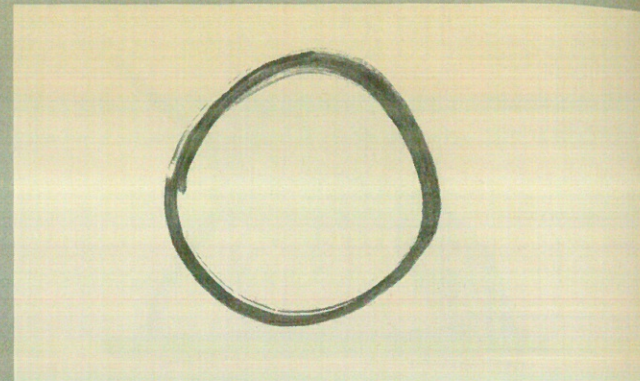
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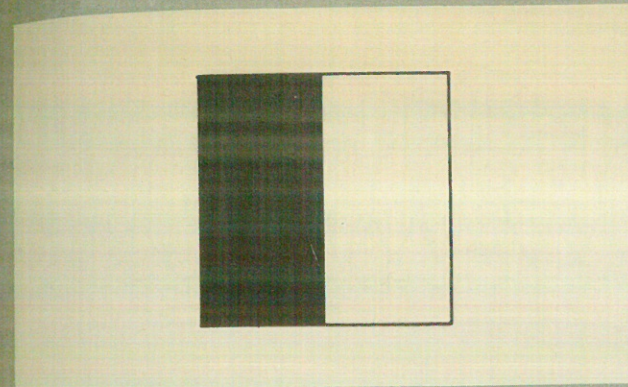




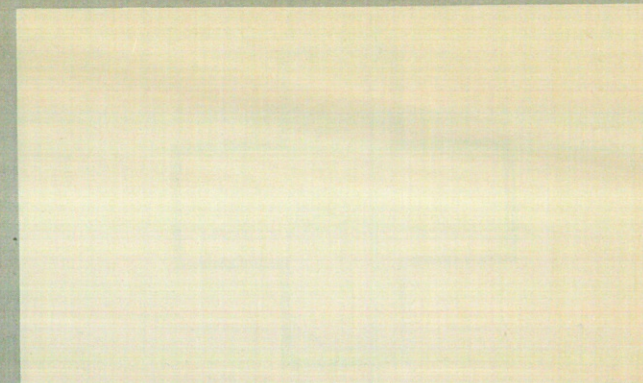
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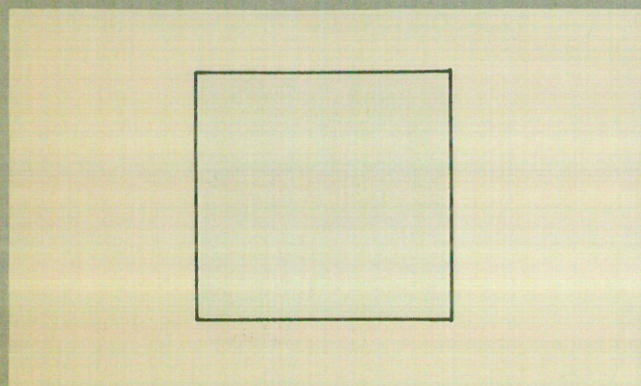
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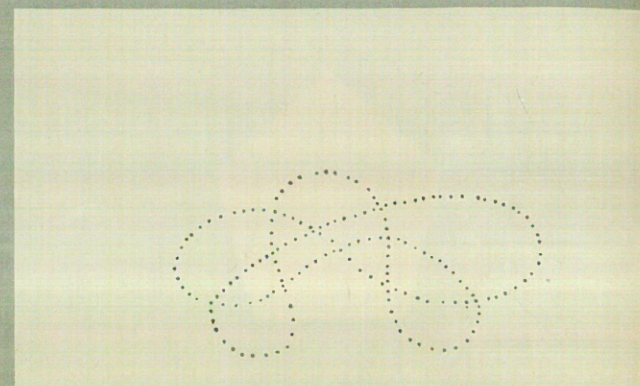
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293



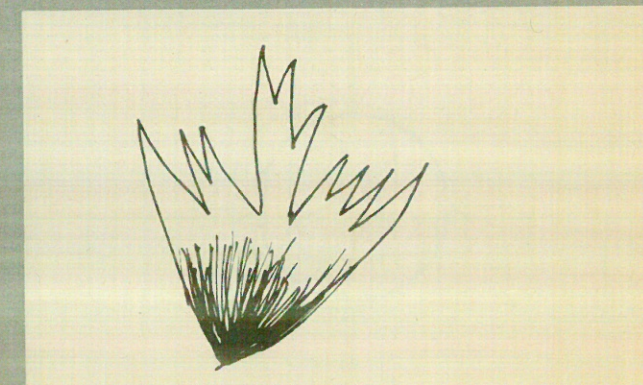
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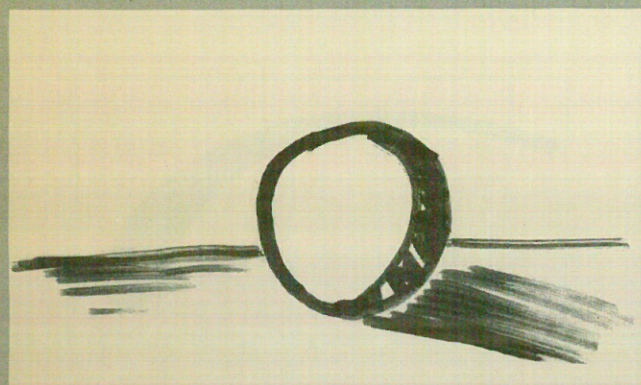
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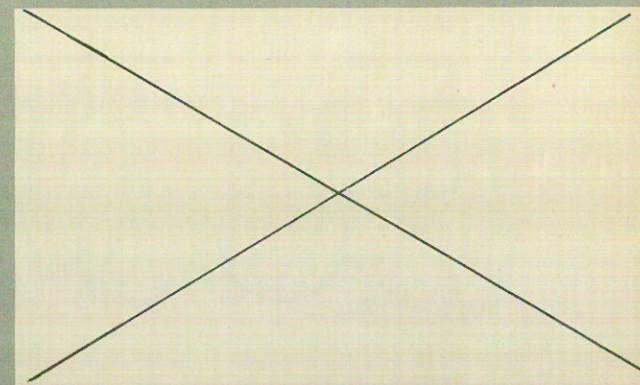
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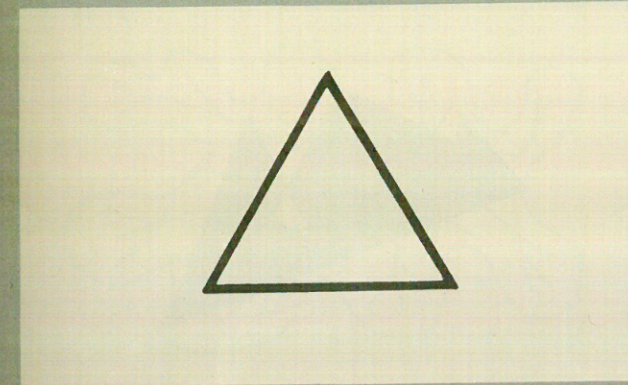
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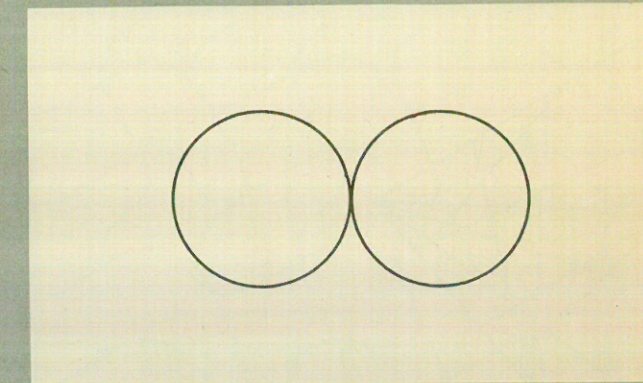
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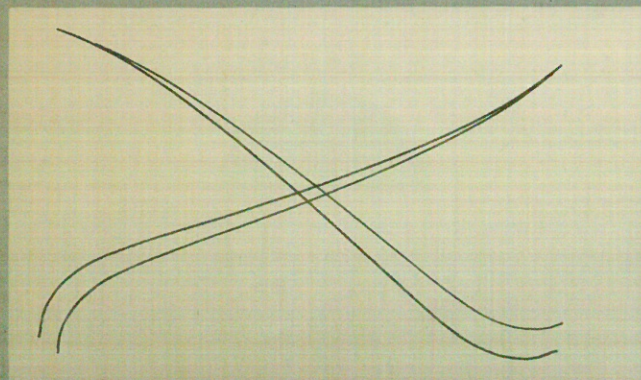
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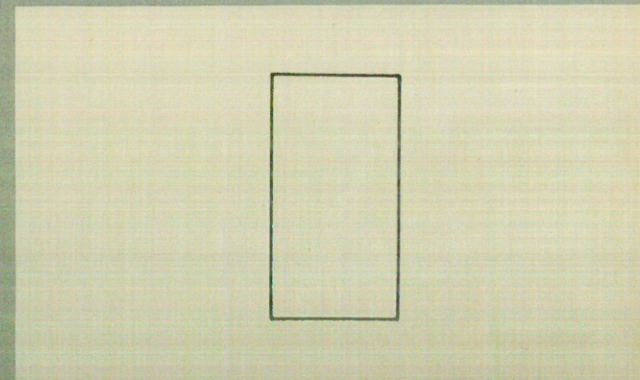
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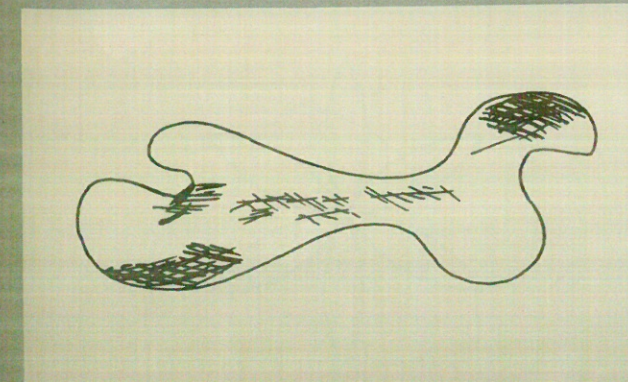
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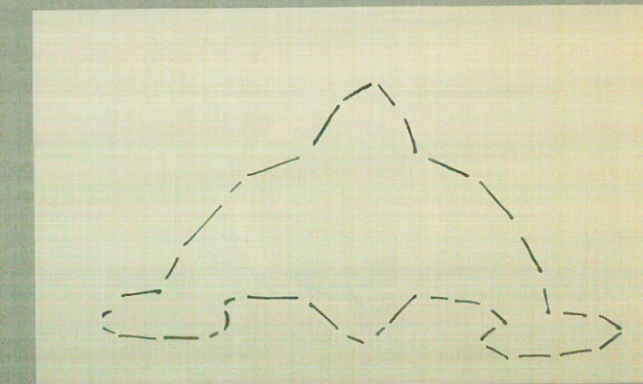
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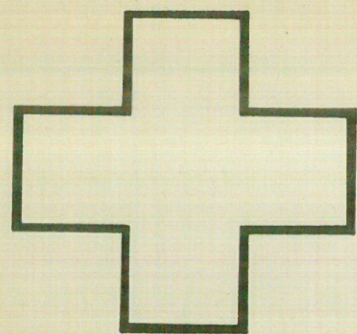


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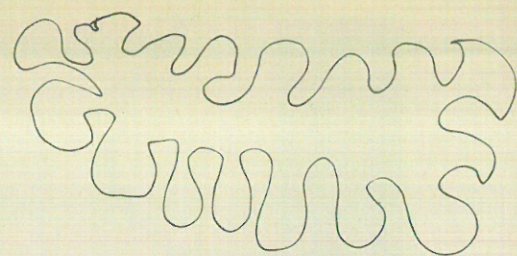


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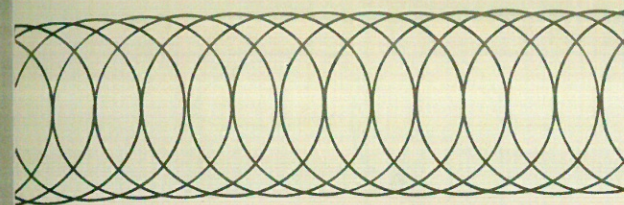




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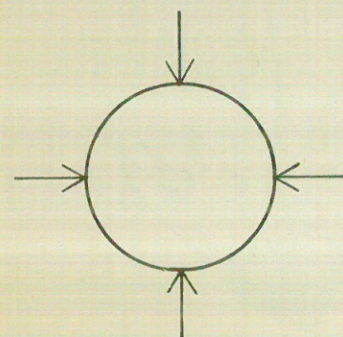
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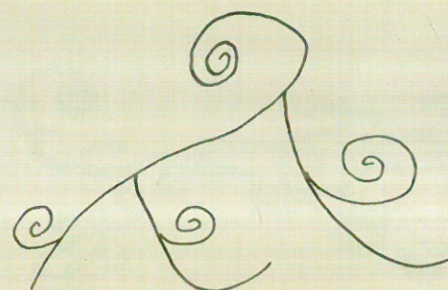
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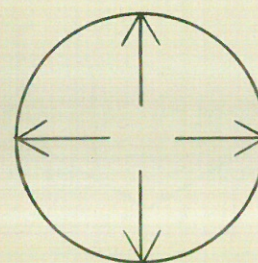
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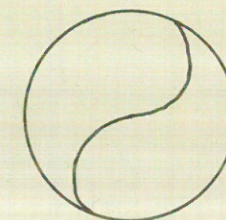
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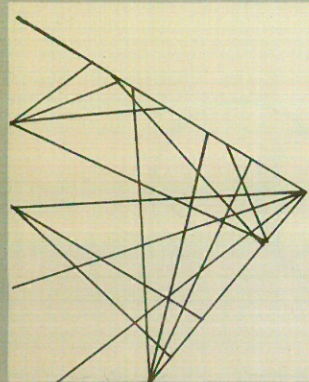
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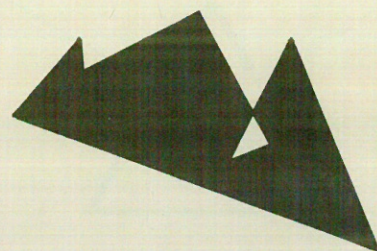
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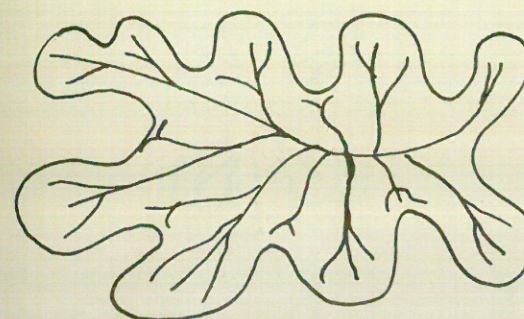
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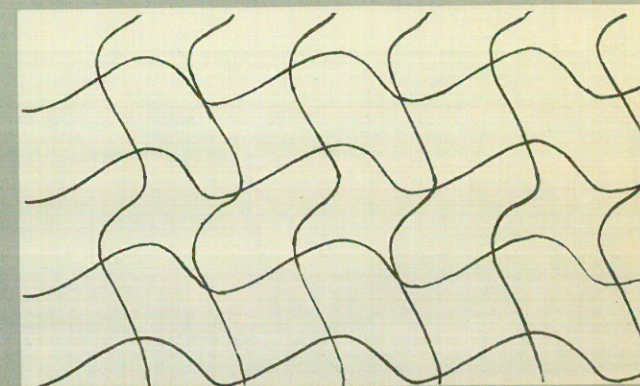
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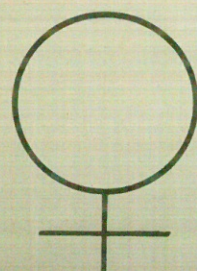
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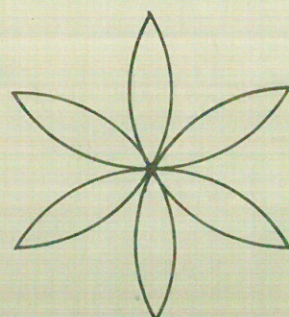
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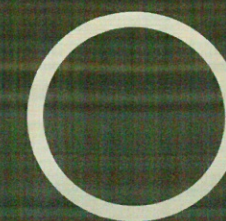
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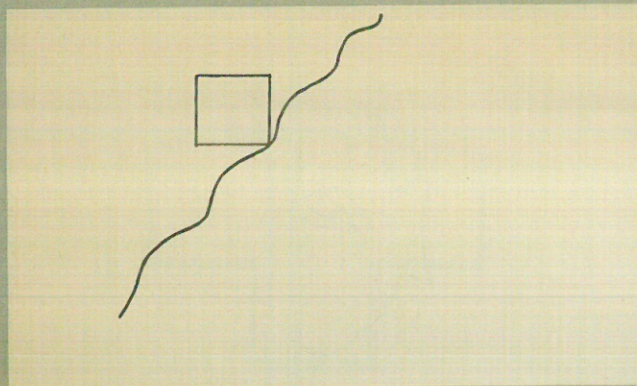


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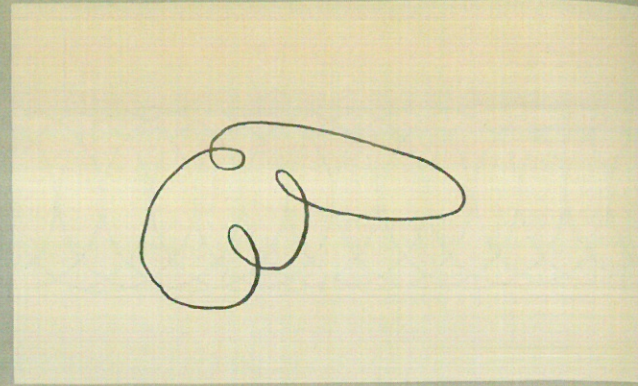


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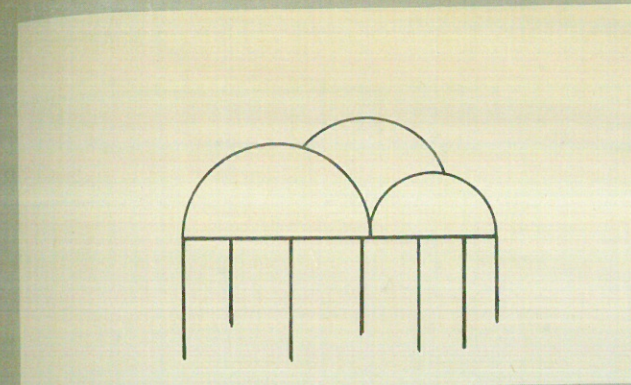




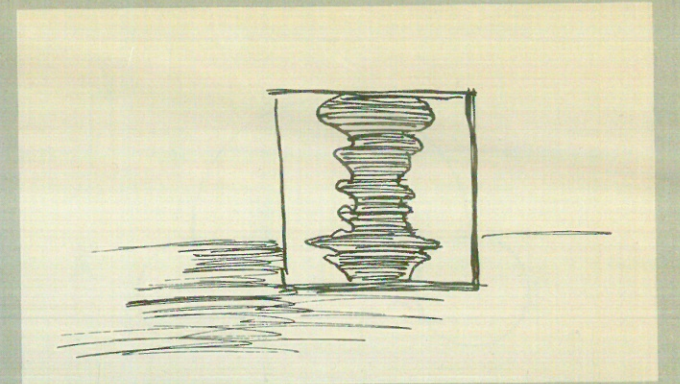
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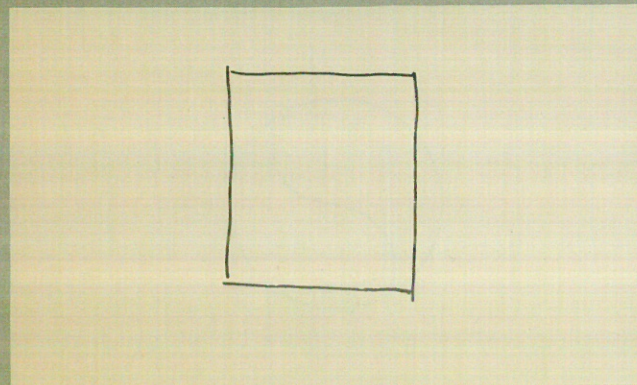
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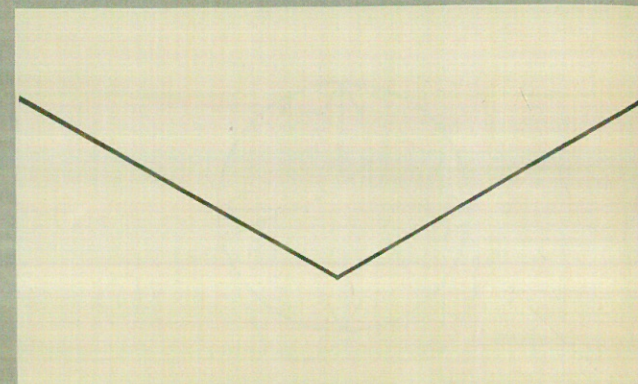
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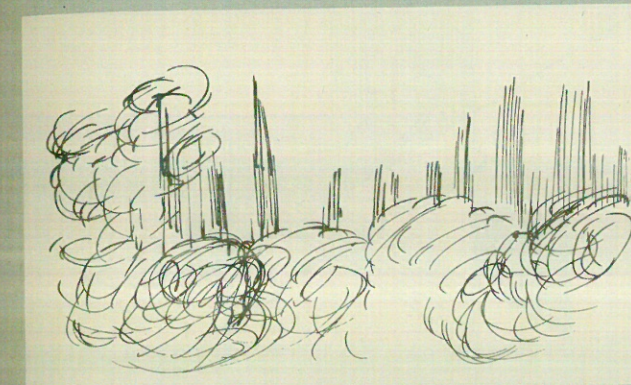
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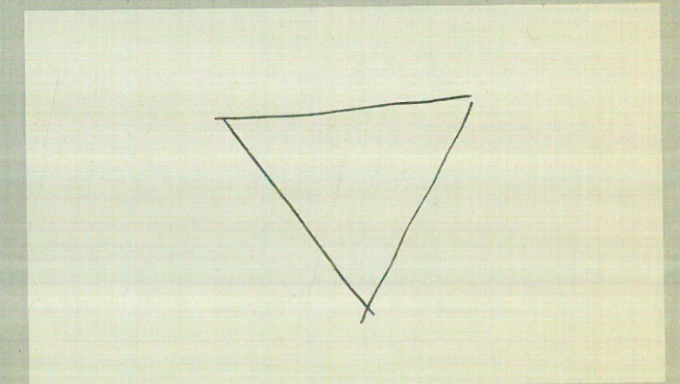
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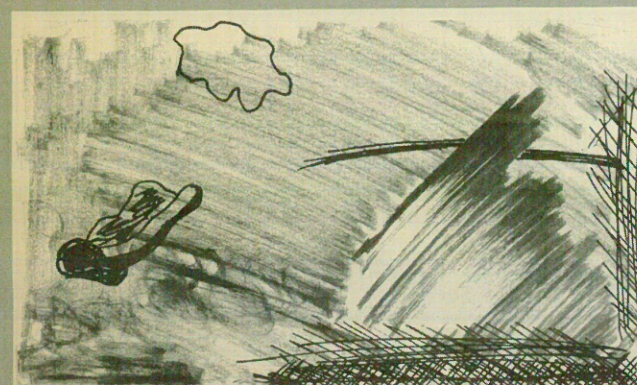
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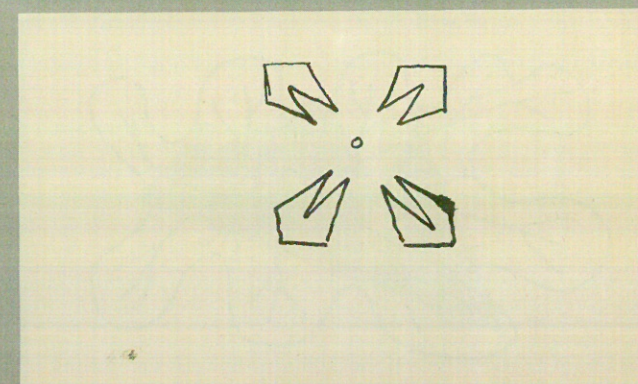
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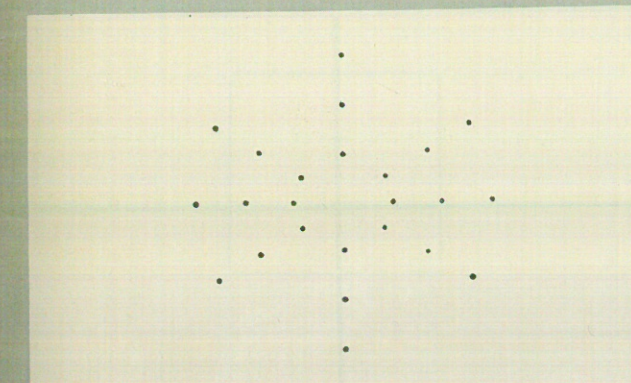
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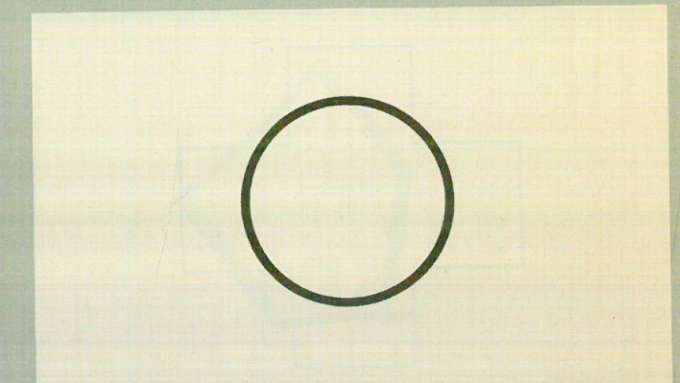
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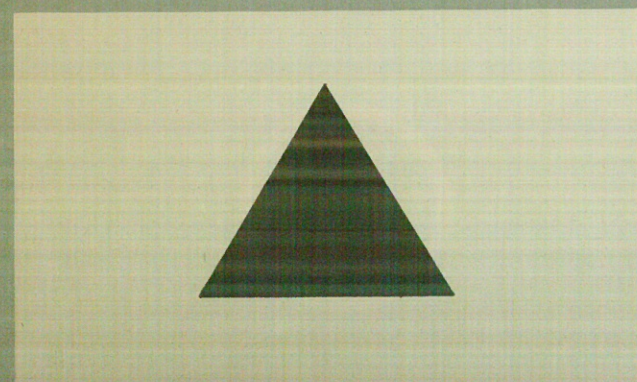
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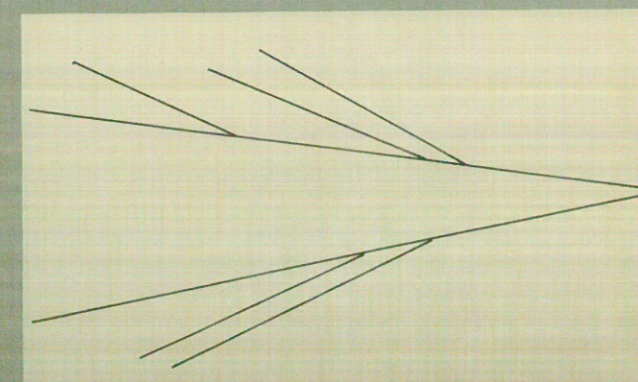
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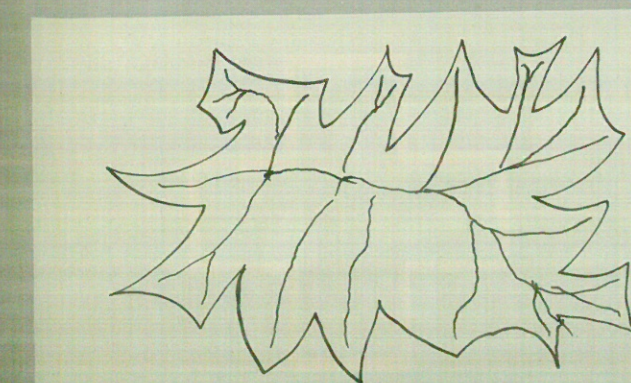
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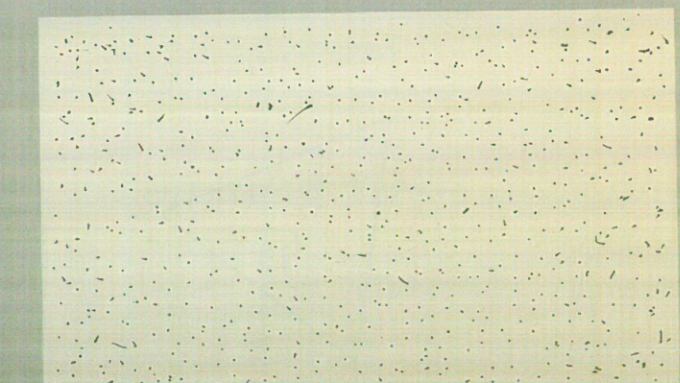
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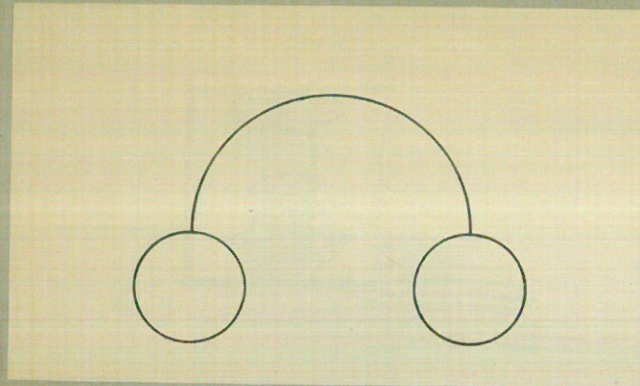


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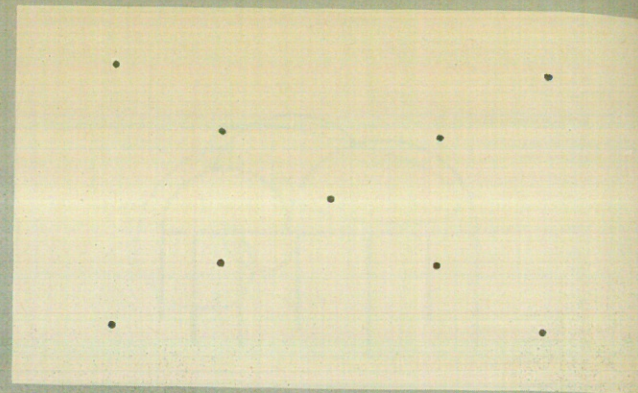


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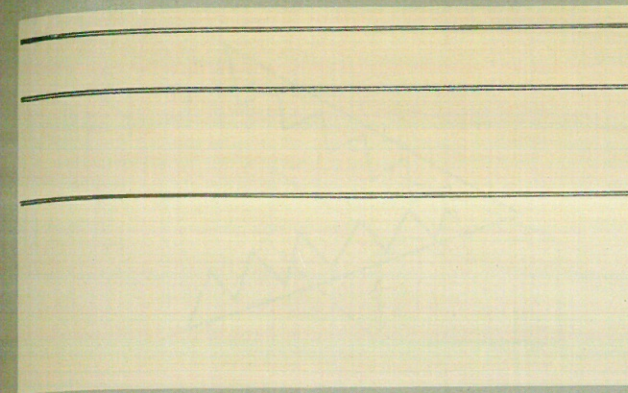




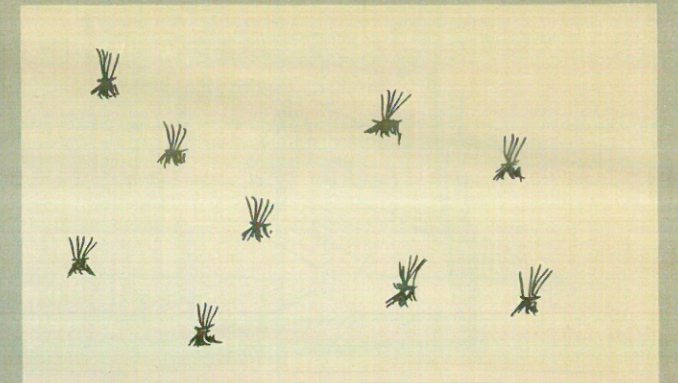
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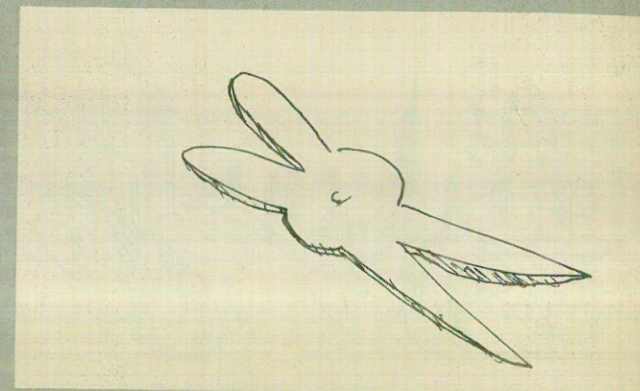
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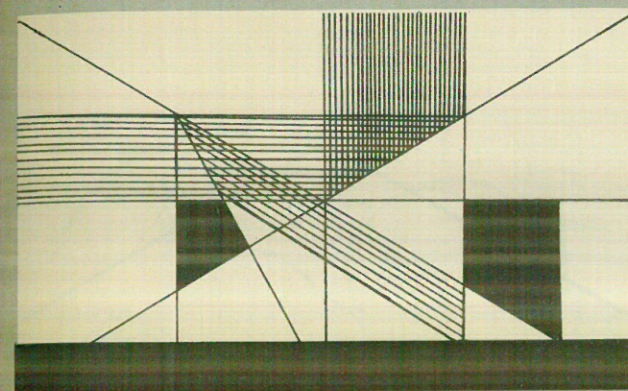
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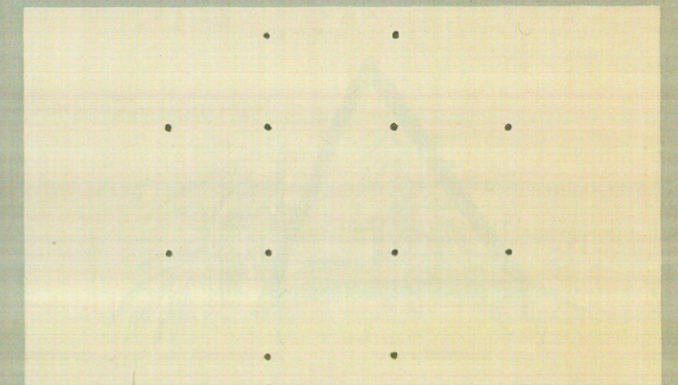
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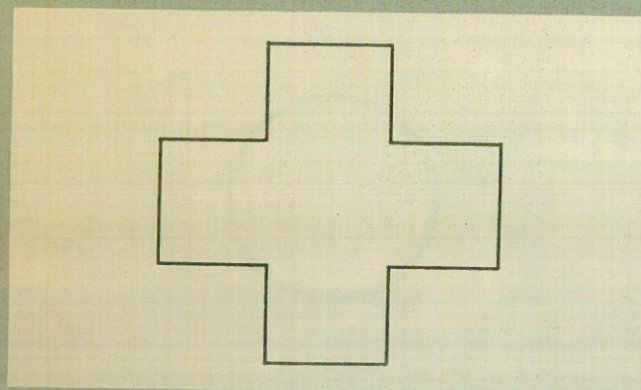
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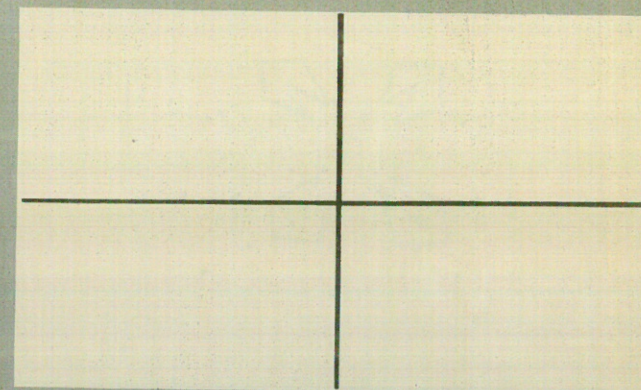
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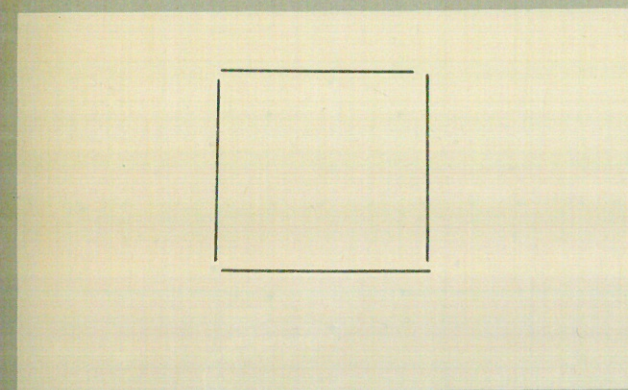
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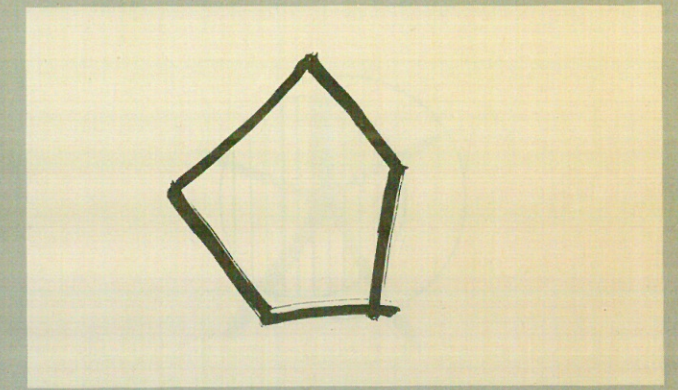
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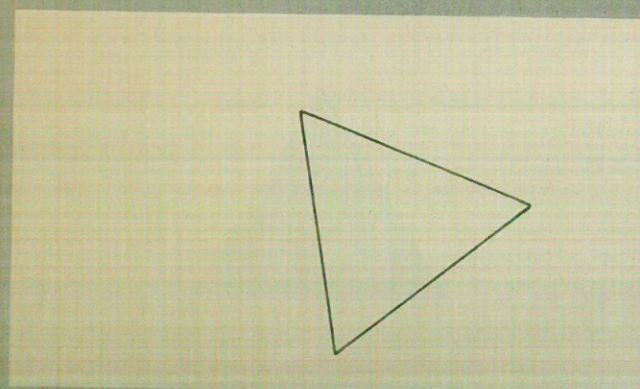
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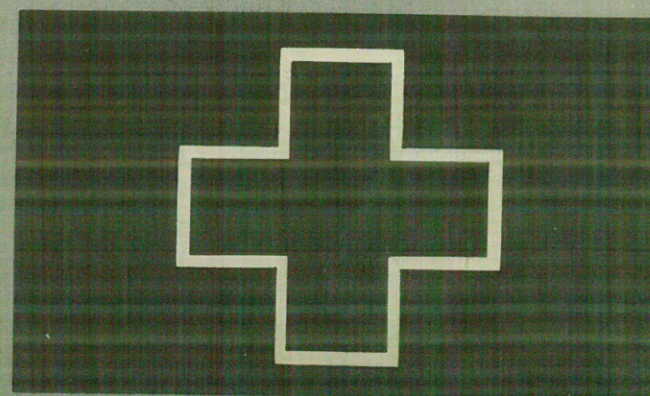
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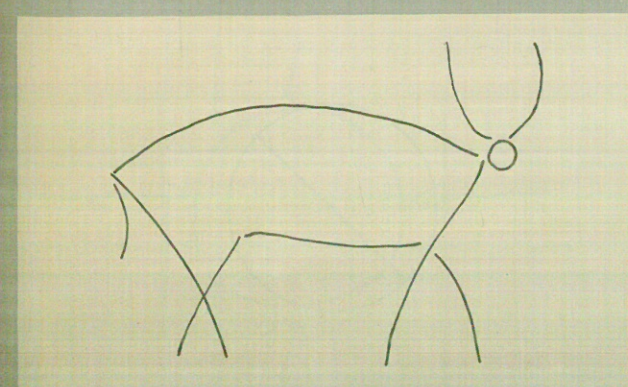
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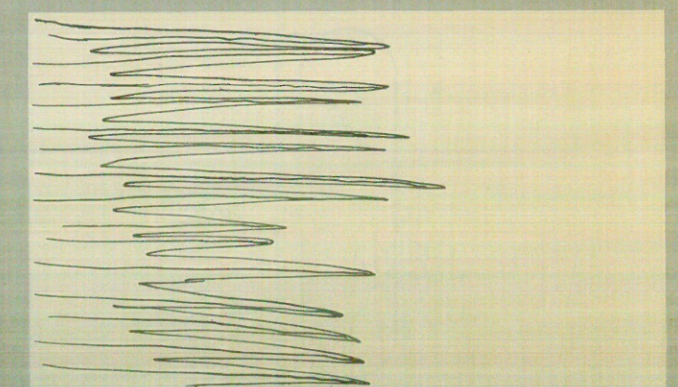
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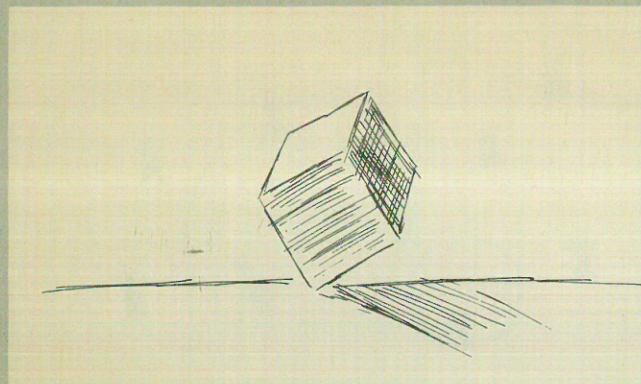
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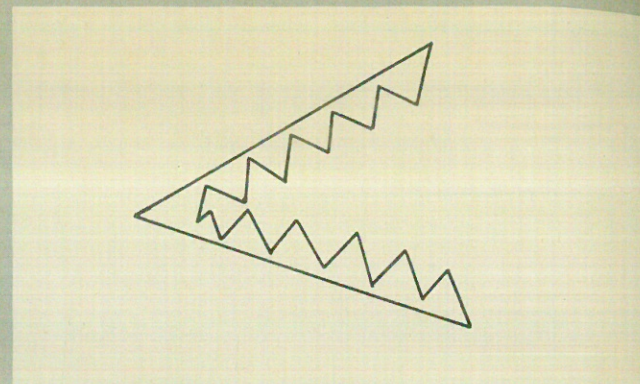
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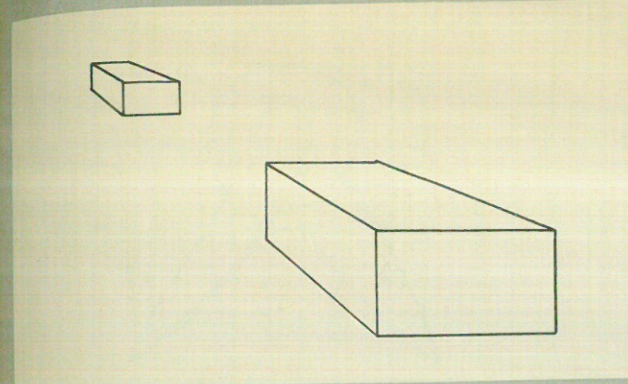




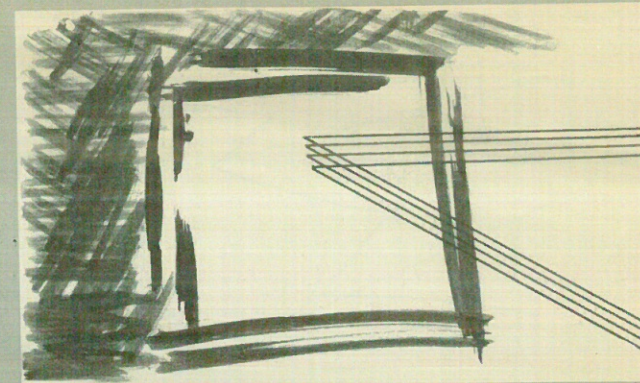
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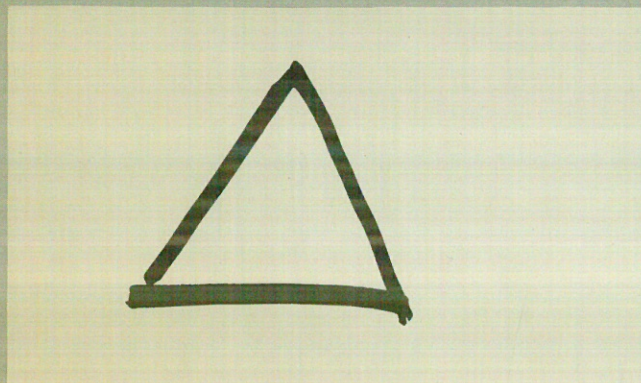
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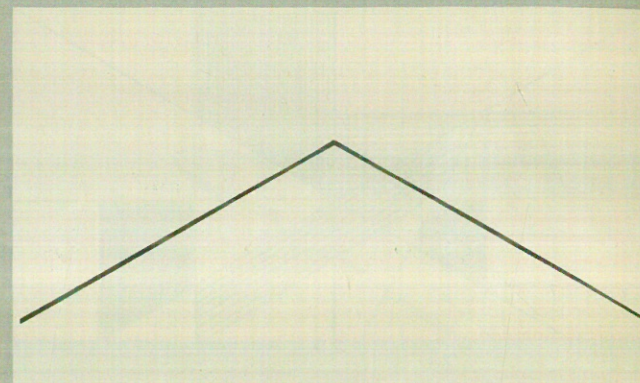
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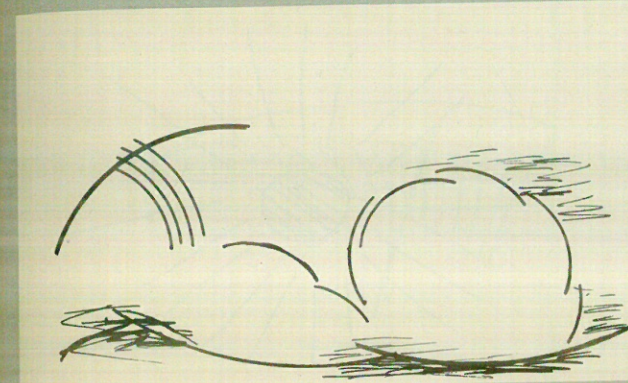
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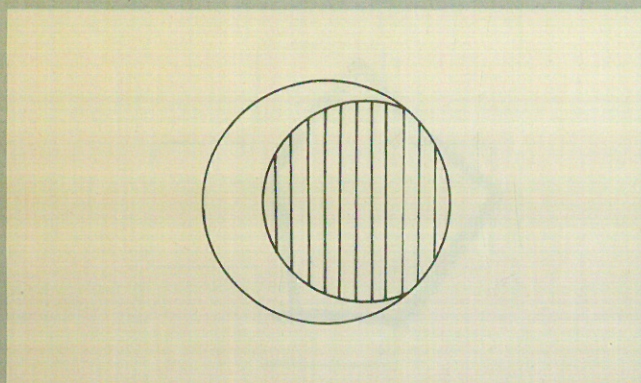
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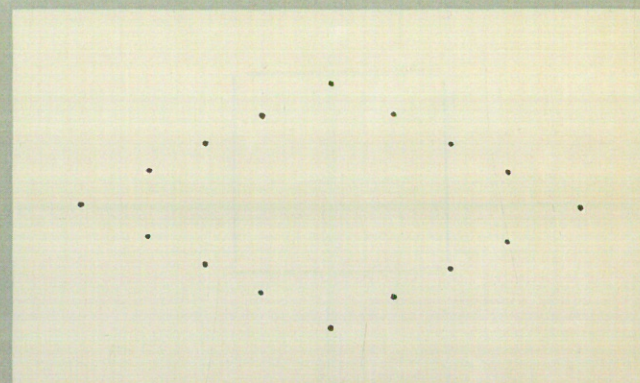
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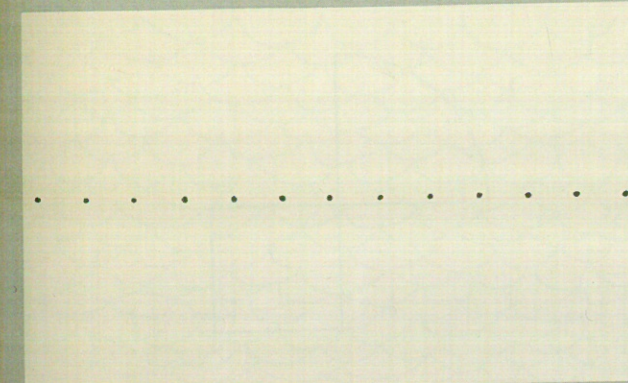
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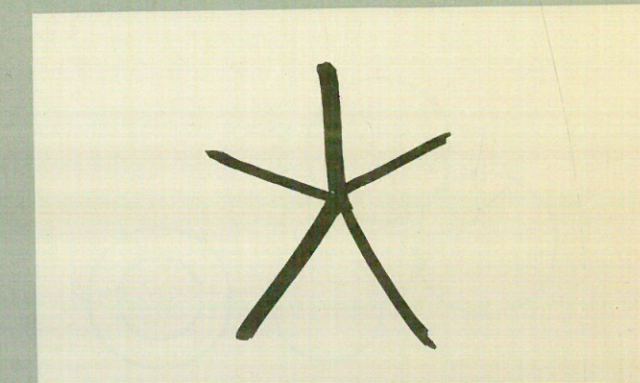
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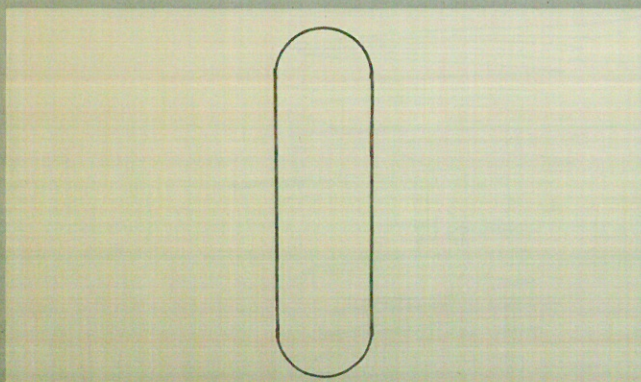
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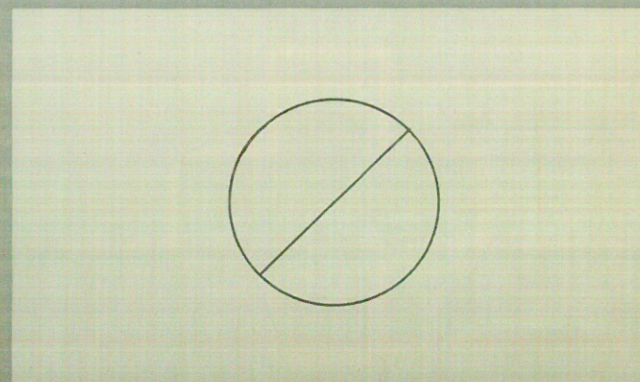
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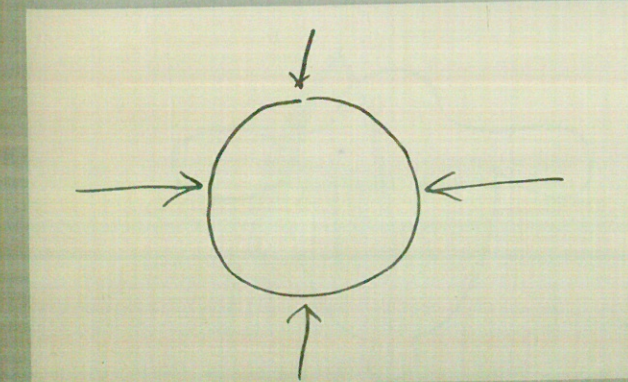
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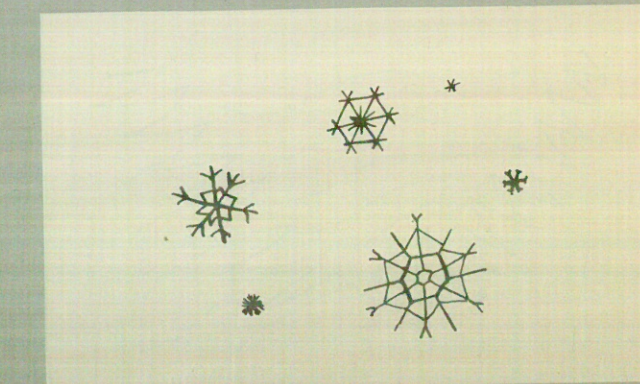
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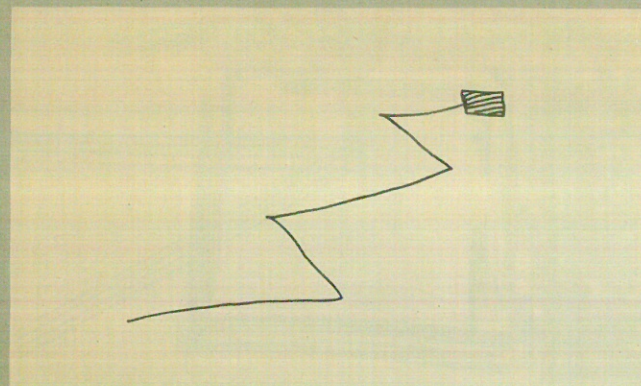


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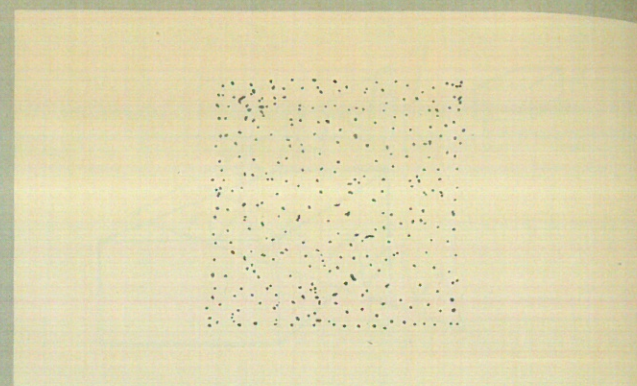


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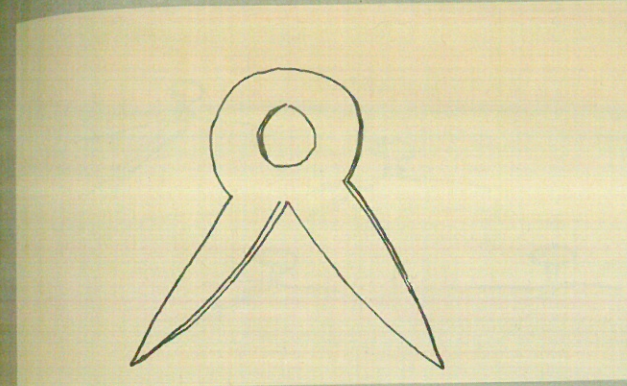




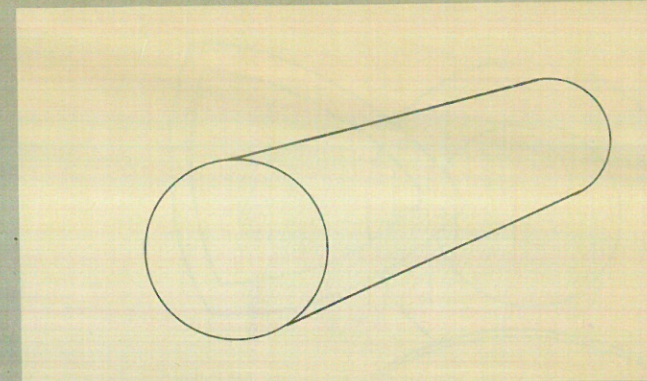
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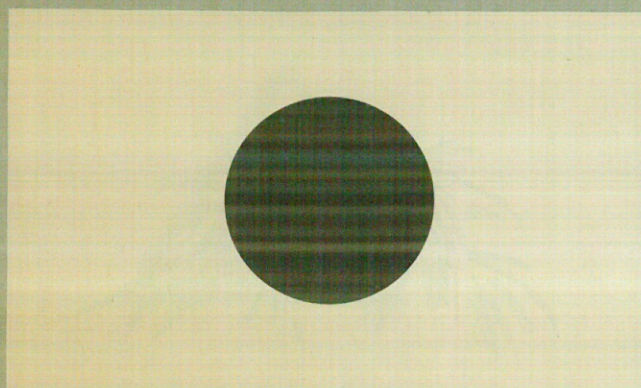
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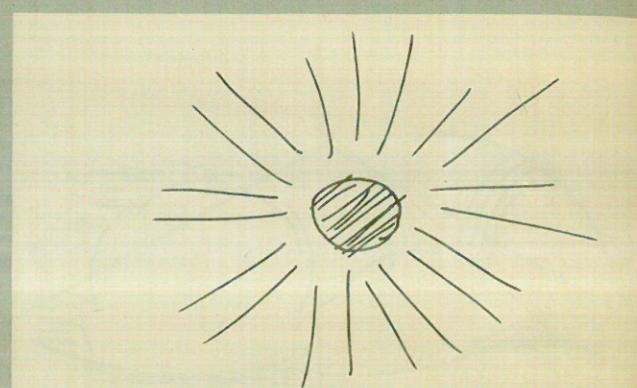
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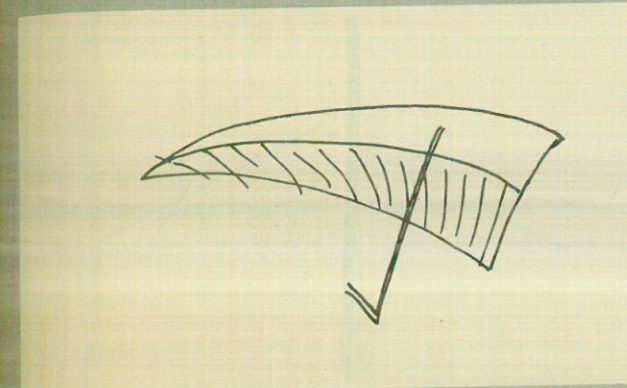
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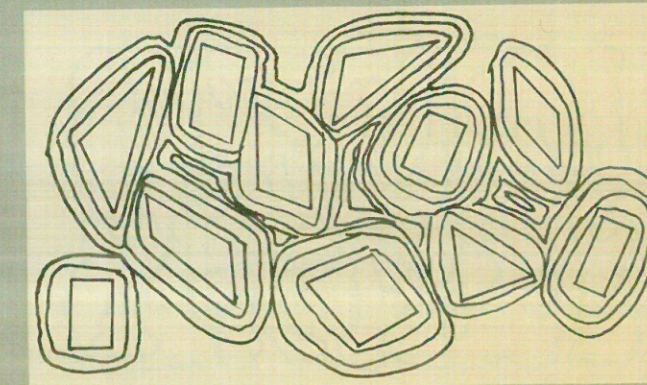
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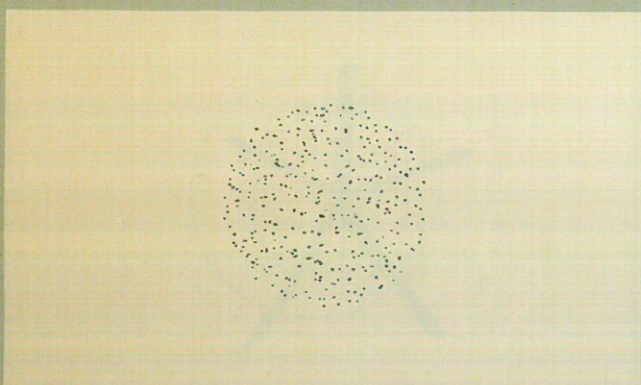
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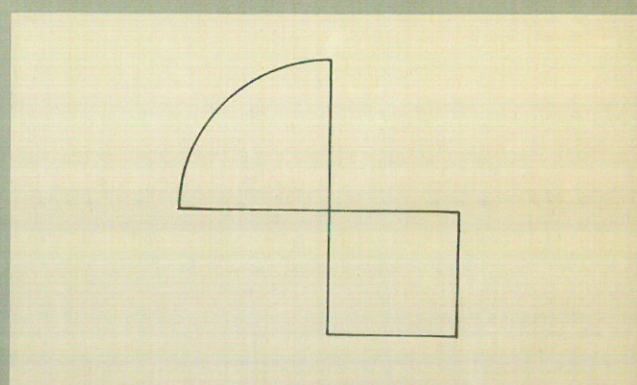
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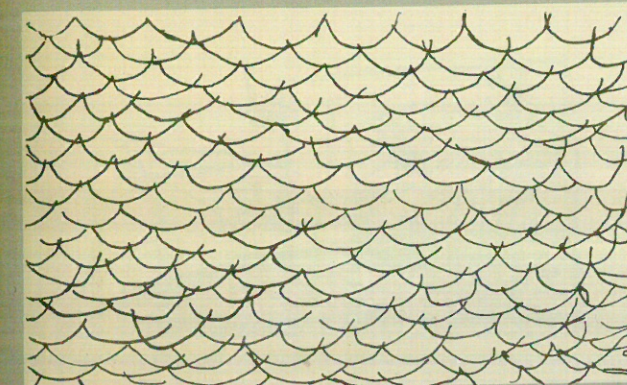
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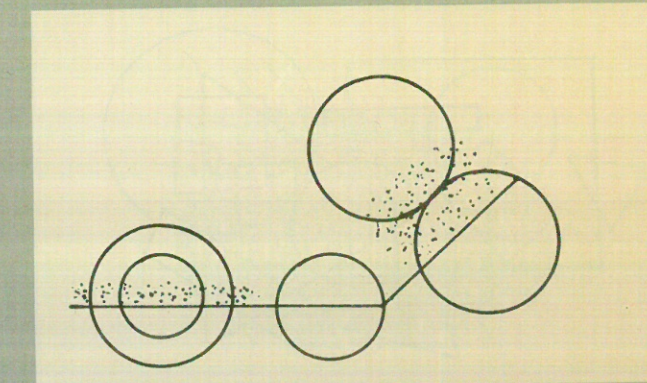
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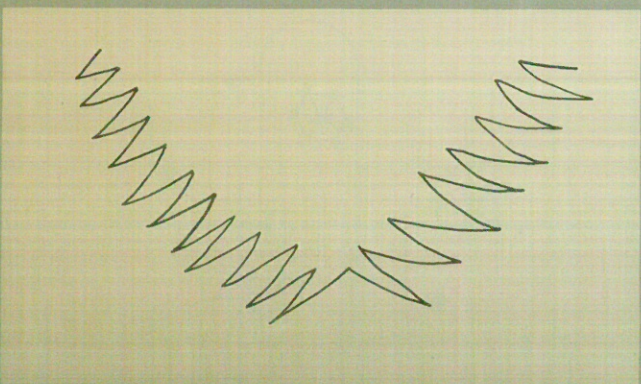
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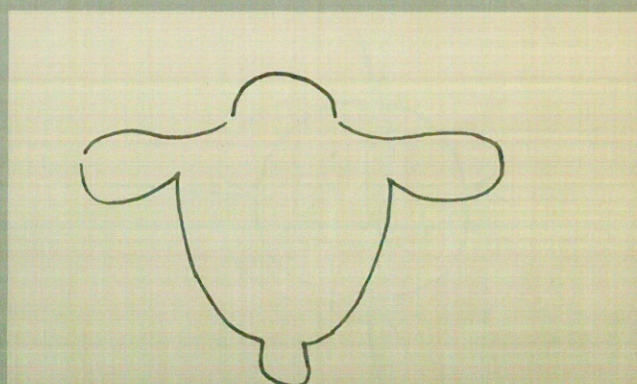
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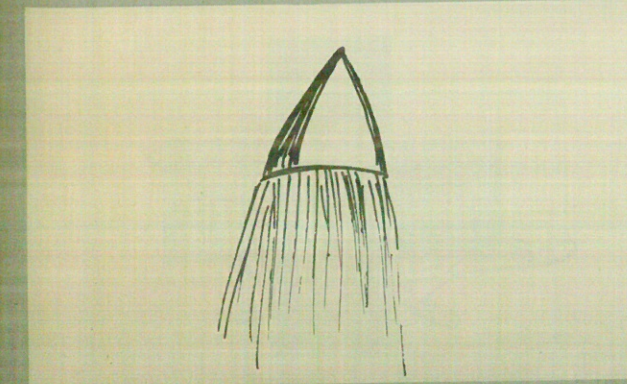
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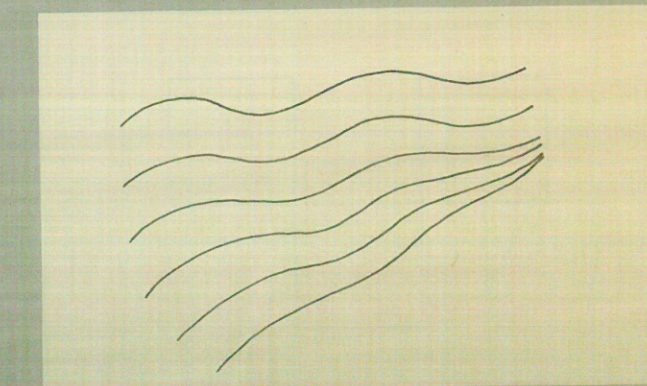
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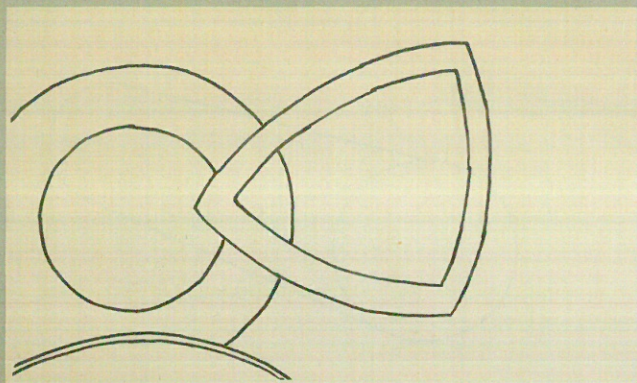


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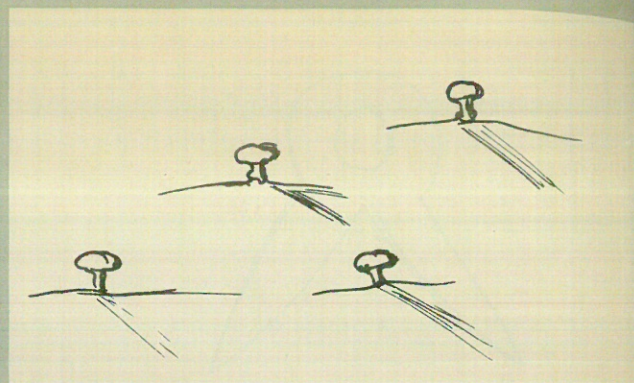


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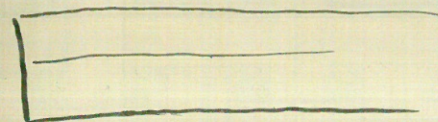




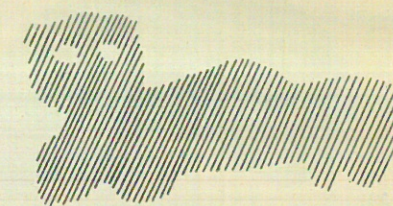
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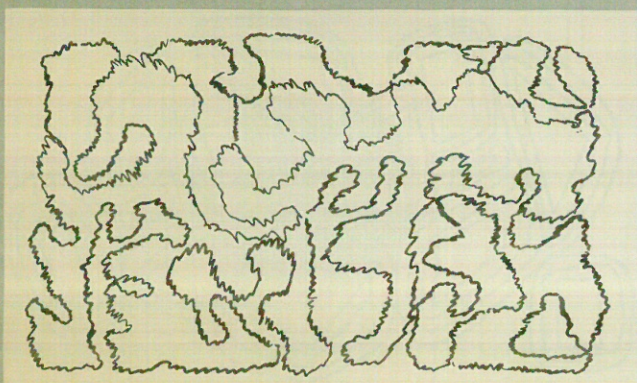
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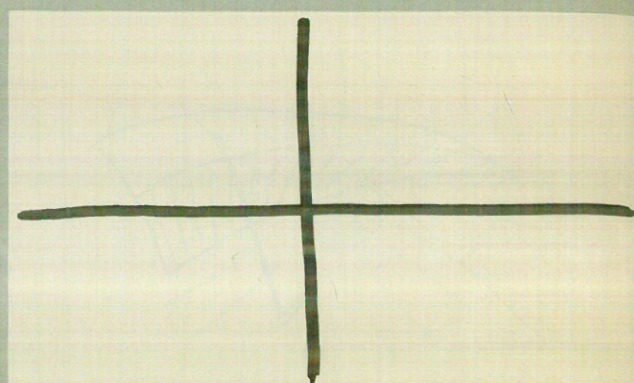
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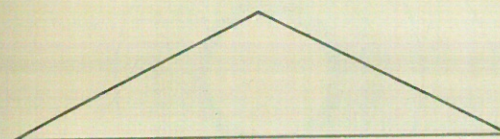
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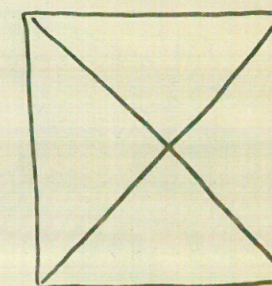
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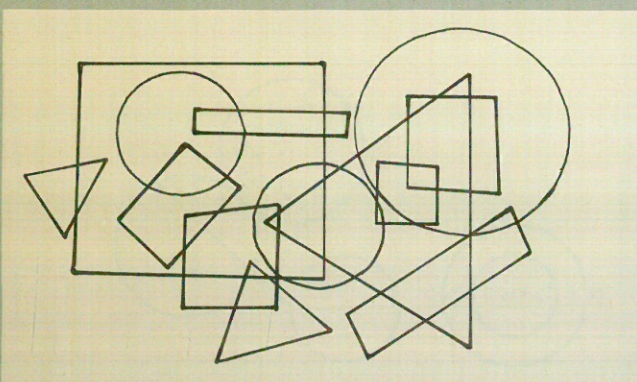
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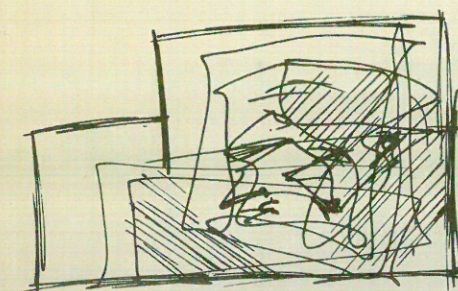
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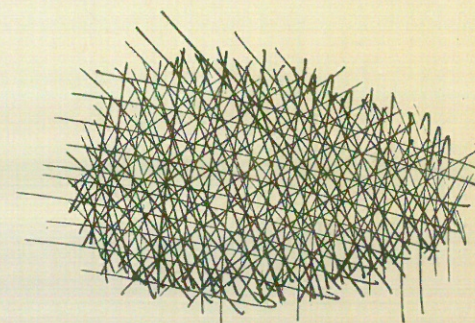
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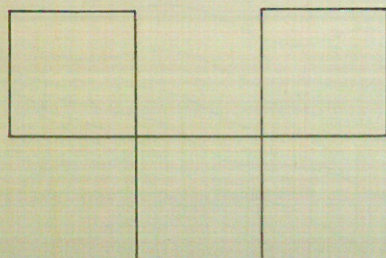
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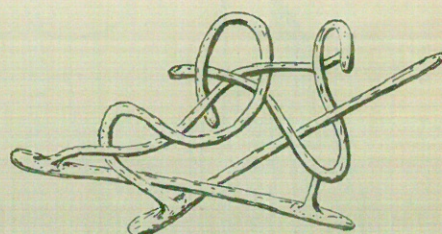
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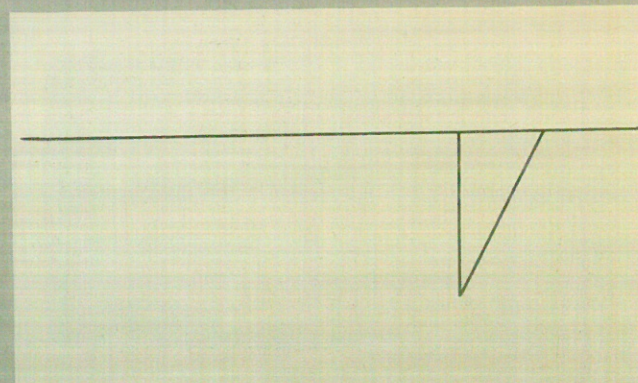
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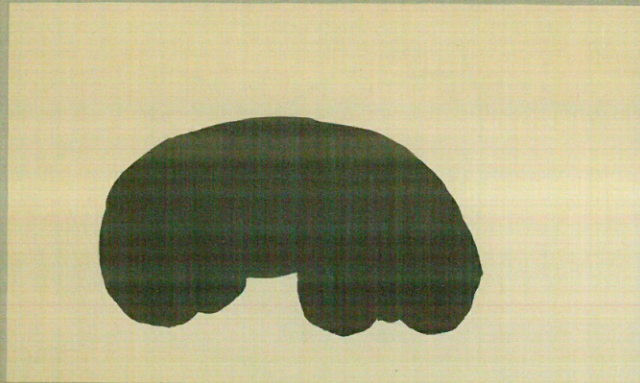


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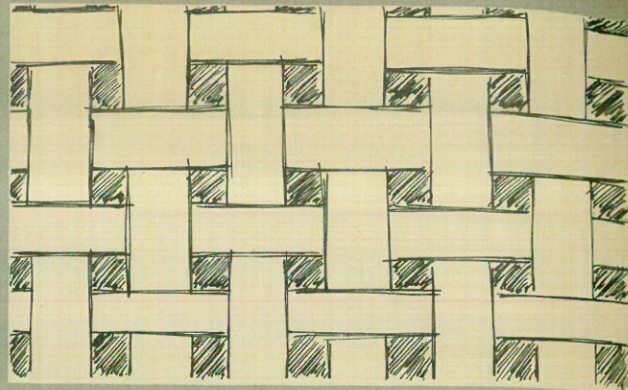


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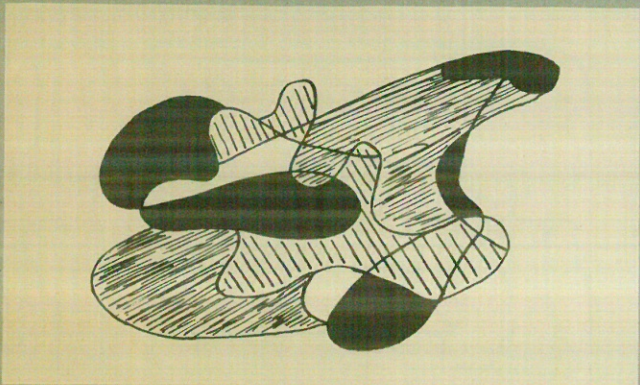




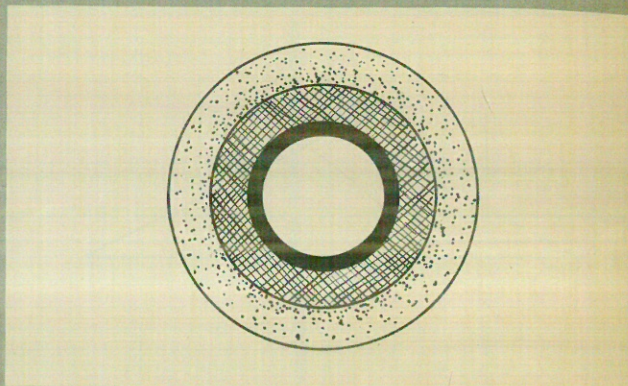
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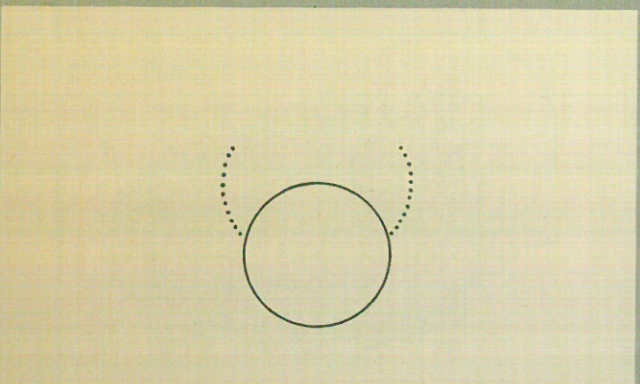
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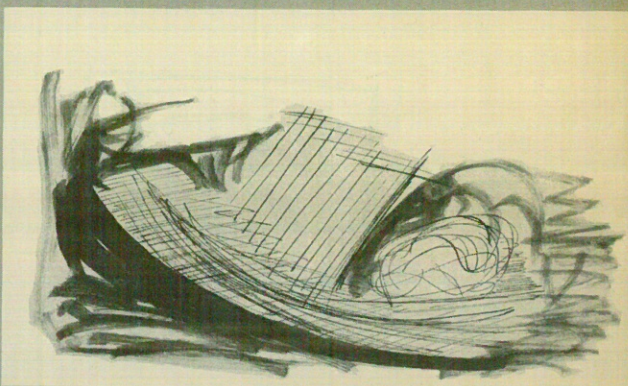
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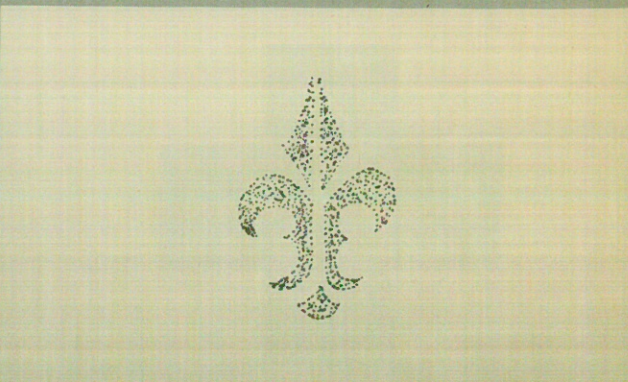
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PRELIMINARY MANUAL

WELSH  
FIGURE PREFERENCE  
TEST

RESEARCH EDITION

by  
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## PREFACE

Some critics have asserted that there are now many more psychological tests than there are psychologists since each departing psychologist has left behind at least one test. This is probably an exaggeration, but there are a lot of tests available and anyone adding another should have some explanation for it.

Here it is: During the last war I served for a time as a clinical psychologist at a general hospital serving German and Italian prisoners, many of whom developed psychoses or other emotional illnesses. Few of us knew the patients' languages and interpreters were not readily available. The Rorschach and the TAT were useless since they required direct verbal responses to the stimulus material, and at that time the MMPI had not been translated. About the best that I could do was use some performance scales from the army Wechsler and administer the Bender Visual Motor Gestalt Test, where the directions could be given in pantomime.

The Bender consists of a series of figures printed on cards which are shown to the subject, one at a time, and he is asked to draw them as best he can. Although there are now some methods of scoring Bender drawings, at that time the interpretation was strictly clinical. It was often difficult to decide how much influence the motor skill or drawing ability of the subject had on his reproductions and how much perceptual distortion was involved. There were many unspecifiable variables between the subject's performance and the dynamic personality description written by the psychologist.

After the war I went to the University of Minnesota and continued my work with the Bender, seeking to work out a scoring system which would free the interpretation from the subjective impressions and unsystematic scrutiny while still retaining the essentially non-language character of the test. During this time, I received intensive instruction in the MMPI, whose absolute objectivity was appealing as I struggled with scoring methods for the Bender. The response to every MMPI item is either "True", "False", or "Cannot Say" and scoring is reduced to a simple counting procedure.

There is another important feature of such empirically developed tests as the MMPI: the answer to any item need not be viewed as indicating a subject's insight or his ability and willingness to report accurately his behavior or emotions (Meehl, 1946). For example, the item "I like to flirt" is more often answered False by patients with symptomatic depression than by People-in-General and is scored on the D scale of the MMPI. Although we may be interested in the dynamics that lead to such a response, we need not wait for the ultimate explanation in order to use such a datum. We can ignore the possibility that there may not be any "real" correspondence between what the subject says about himself and what he actually does. We can view the response to the given item as a bit of behavior somehow related to depression.



## 1. ADMINISTRATION AND SCORING

### Description of the Test

The WFPT consists of 400 black and white figures for each of which the subject is asked to decide whether he likes or does not like it. The basic preference dichotomy, Like/Don't Like, will be referred to simply as either L or DL. The figures were originally drawn by the author in india ink on white 3 by 5 cards and administered in card form. The figures have now been gathered into a booklet and the subject may indicate his preference on a specially designed answer sheet or a standard IBM sheet. The figures range from simple geometric forms to complex and diverse patterns and designs. They were drawn with many variations to include differences in line quality, shape, content and other aspects of the figure.

### Purpose and Advantages of the Test

The test was originally designed to afford non-language stimulus material suitable for a wide range of subjects who could not be tested readily with conventional personality inventories and projective methods. The specific circumstances leading to the original development of this test have been outlined in the Preface. The advantages of the WFPT are listed under eight main headings:

1. No verbal response from the subject is required. Patients with aphasias, deaf mutes, bilingual people, and others lacking in verbal fluency are much less handicapped per se in taking the test. In addition, non-English speaking persons may be tested by translating the brief instructions.
2. It does not require literacy in any language. The test may be used in cultures where the ability to read is not characteristically found since the instructions in an appropriate language can easily be read to the subject.
3. The task itself is a simple one that does not require sustained concentration or effort to apprehend the item itself. All that is required is adequate vision. Even confused and retarded patients can be induced to make the necessary decisions on each item. The test has been administered to depressed patients who were mute and practically motionless by holding each figure in front of their visual gaze and having them indicate their preferences by slight head movement.
4. The required response is readily made by most subjects. Even illiterate persons can usually manage to make an "X" on the appropriate square of the answer sheet. However, in cases where this response cannot be made by the subject himself, it can be done for him by the test administrator.
5. Item content is of such a nature that it is entirely suitable for children as well as adults. The child is asked to express his preference for a certain figure; he is not required to respond to items beyond his capacity and experience. In fact, the test in card form has been given to children as young as three years, four months.
6. There is nothing inherent in the item that would make the subject think there must be some "correct answer" or that a particular response is



"better" or more "suitable". Social desirability, which plays such an important role in items referring to social, sexual, and psychiatric adjustment, is probably not influential in the WFPT. A by-product of the lack of obviousness in item content is the possibility of achieving complete subtlety in the development of scoring keys for the test.

7. The scoring is completely objective. Each response is either L or DL, and the scoring can be carried out at a clerical level.

8. Finally, the items may be used as stimulus material for a variety of experiments in the areas of perception, esthetics, psychophysics, symbolism, iconography, memory, association, and the like.

### Administration

The instructions for the test appear on the face sheet of the item booklet; most subjects can proceed at once to the recording of their responses on the answer sheet. In group situations or with subjects who cannot read, the administrator may read the directions aloud.

If any questions are asked, they should be responded to as directly as possible but in a noncommittal way; that is, it has to be left up to the subject to interpret for himself what is implied by the terms "Like" and "Don't Like". Although modification or variation of the instructions may be required in a particular research setting, standard procedure should ordinarily be followed.

In individual administration it is usually easy enough to see whether or not the subject is able and willing to record his answers adequately, but this may be a problem in group procedures. The administrator or his proctor will have to make sure that each person is going ahead satisfactorily.

### Scoring

The raw score for any particular scale is obtained by placing the appropriate template over the completed answer sheet and simply counting the number of marks that appear in the "windows" or "holes" of the template. It is necessary, of course, to make sure that the template is lined up correctly on the answer sheet. The raw score is then recorded in the appropriate space on the answer sheet for later conversion to T-scores.

Because of the large number of experimental scales for the WFPT, scoring templates are not provided with the test. The user should make keys for the scales that he is interested in. The items and scoring direction (L or DL) for all the current scales and keys will be found in Section V of this Manual. For each item in the scale put an "X" in the appropriate square of an answer sheet; it is probably better to mark all the L items first and then enter all the DL items. If possible, some other person should check these entries to ensure accuracy. Then these squares can be punched or cut out and a line drawn to connect the openings; this line will generally lead to faster and more accurate scoring.

The raw scores should be converted to T-scores appropriate for the subject's age, sex, education, or psychiatric status. In general, these T-scores are most accurately derived by formula from the specific population dealt with in the study or research. However, for all the scales listed in Section II, means and standard deviations are given for four different groups--men, women, male psychiatric patients, and children--in Section V, Table 2. If appropriate, these statistics can be used for the derivation of T-scores. The formula generally employed is:  $10 (X-M/SD) + 50 = T$  where X is the raw score.

A simple graphic solution is possible in the event that calculation machines are not available and is described in Section V.

## II. SCALE DESCRIPTIONS

### Development of Scales

There are two basic methods of derivation generally employed in the development of scales for psychological tests with a large number of items to which the subject has responded in a limited number of ways. The first is a strictly empirical approach in which two groups of subjects differing along some dimension are contrasted for differences in frequencies of responses to the items comprising the test. For each item in the test the proportions of replies for all of the possible response directions are compared for the two groups. If the two groups show the identical (or practically identical) responses to any particular item, it is assumed that the item is unrelated to the dimension in question. If, on the other hand, the proportions differ more than would be expected on the basis of some statistical model (usually chance), then the possibility exists that the item response may be related to the dimension. The reader will find in Section IV a table to help him determine the appropriate level of significance when the empirical method of item selection is followed in scale development.

The second basic method of derivation is an a priori approach in which the experimenter decides in advance on some basis those particular items which he wishes to comprise his scale or scoring key and decides what the response direction to be scored will be. In some cases this may be done easily, as, for example, with the bilaterally symmetrical items of the WFPT. In other cases the basis for the selection of the items to compose the scale may be much less obvious. Both of these basic methods and a number of variations have been employed in the development of the WFPT scales described in the following paragraphs.

### "Validating" Scores

In any kind of personality testing it is important to know whether a subject has responded to the items in a rational, consistent manner, or in some capricious, inconsistent, or disorderly fashion. In addition, there is always the possibility of some kind of error either in the recording of the items by the subject or on the part of the scorer, who may have misaligned