

INTELLIGENCE

AND

I.Q. MAGIC

# INTELLIGENCE AND I.Q. MAGIC<sup>1</sup>

Sasha Bergstrom-Katz, 2025  
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The boxes are to be shipped to two actors. The boxes will determine which examiner they should be: They will contain a card saying **Examiner A** or **Examiner B**. The actors should rehearse with their respective boxes on their own or together if they please. The following are the directions for the examiners' performance.

## Setting up the boxes:

The boxes each contain a base and a tripod stand.



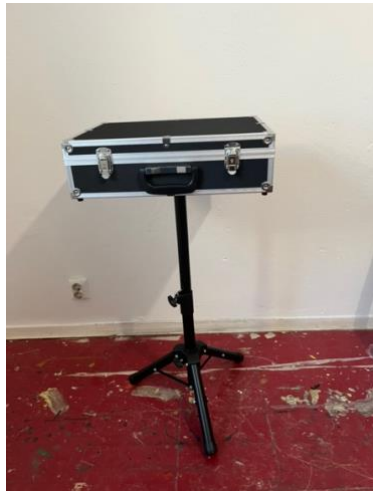
1. Please remove the base and affix it to the bottom of the case using the enclosed wingnuts.



2. Remove and set up the tripod stand and place the pin in the hole.



3. Affix the box on top of the stand and tighten.



## **Performance: Intelligence and I.Q. Magic**

Stage: The two examiners are to do their performance standing next to one another, about 1 meter apart. The kits are to be set up in advance and closed. The examiners will begin offstage and will enter when cued.

Examiner A: If you are assigned the examiner A box, you are **Examiner A**. You are the warm and friendly examiner. You should be enthusiastic, make eye contact with members of the audience, and you should smile throughout.

Examiner B: If you are assigned the examiner B box, you are **Examiner B**. You are the cold and clinical examiner. Without being unkind or overly robotic, you should maintain emotional distance from your audience members, not make eye contact or smile.<sup>2</sup>

## Contents:

### Examiner A Box:





**Examiner B Box:**



## Performance Text

*Two examiners enter. They come to stand behind the two magic kits. The magic kits are closed. The examiners unlatch the kits and each remove a booklet, closing the box again. The following procedure should be tightly administered. It should not be rushed but examiners should keep a steady pace.*

*Examiner A starts speaking first:*

**A**

“Now, all of you know about testing. There are lots of reasons for testing. But I think that the main reason should be to give you a chance to find out all about your skills; what you can do well so that you can work on your own, and also to find out where you may need a little help. That way, the teacher or some other person could help you just where you need it and pretty soon you will be able to move ahead on your own. That is called diagnostic testing. And that is what I am going to do with you today. [...] As some of you probably know, that means a test to find out exactly what has to be done to really help you with your work.

Now, I want you to know that this test has nothing to do with your school grades. As a matter of fact, there are no grades on this test. [...] Now, I want you to know that almost nobody can do all the problems [...] and do them correctly; the test is set up that way.”<sup>3</sup> I just ask that you do your best. Do you understand? Do you have any questions?

Ok. Then we will begin.

## B

“This will be a diagnostic test. It will not count towards your school grades. No talking or copying from your neighbors will be allowed.”<sup>4</sup> We will begin now.

## A

*Open the kit again and take out the three cups and ball. Close the kit and place the cups in a row about 4cm apart on the surface of the kit. Holding the small ball in your hand, say:*

“Please, pay close attention. Look, I’m going to hide the kitty and then see if you can find it again.

*Place the ball under one of the cups.*

**Where is the kitty?”<sup>5</sup>**

*Wait 5 seconds, regardless of if you get a response, say:*

**Good.**

*Place the ball under another one of the cups and then ask:*

**Now, where is the kitty?**

*Wait 5 seconds, regardless of if you get a response, say:*

**Excellent. You are doing very well.**

*Place the ball under another the third one of the cups. Slide the cups around of the surface of the kit to exchange their positions, then ask:*

**Where is the kitty now?**

*Wait for 5 seconds again, regardless of if you get a response, say:*

**Nice work.**

*Replace the cups into the kit and close the lid.*

## B

*Open the kit and take out the three cups and ball. Close the kit and place the cups in a row about 4cm apart on the surface of the kit. Holding the small ball in your hand, say:*

**Pay close attention. I'm going to hide the kitty. See if you can find it again.**

*Place the ball under one of the cups.*

**Where is the kitty?**

*Wait 5 seconds, then nod. Place the ball under another one of the cups and then ask:*

**Where is the kitty?**

*Wait for 5 seconds then nod and then place the ball under another the third one of the cups. Slide the cups around of the surface of the kit to exchange their positions.*

**Where is the kitty?**

*Wait for 5 seconds again, regardless of if you get a response, nod, and then replace the cups into the kit and close the lid.*

**A**

**“Now, I will ask you to fill in the missing word. Keep the answers to yourself.**

**Ready? Ok.**

*Reading from the booklet.*

**Brother is a boy, sister is a \_\_\_\_.**

*As if the subject answered you.*

**Excellent!**

*Reading from the booklet.*

**In day it is light, at night it is \_\_\_\_.”<sup>6</sup>**

*As if the subject answered you.*

**Very good.**

*Reading from the booklet.*

**“A point of a cane is blunt; the point of a knife is \_\_\_\_.”<sup>7</sup>**

*As if the subject answered you.*

**Nice work.**

## B

**“Fill in the missing word.**

*Reading the questions from the booklet.*

**Music is harmonious; noise is \_\_\_\_.**

*Wait a few beats and nod.*

**A person who talks a great deal is loquacious; one who has little to say is \_\_\_\_.**

*Wait a few beats and nod.*

**Ability is native; education is \_\_\_\_.”<sup>8</sup>**

*Wait a few beats and nod.*

**“Now, I am going to show you some pictures in which there is a part missing.**

*Open the case.*

**Look at each picture carefully and tell me what is missing.**

*Hold up playing card.*

**Look at this picture. What important part is missing?”<sup>9</sup>**

*Wait a few beats and nod. Put the card away and hold up the puzzle.*

**Now, what is missing in this one?**

*Wait a few beats and nod. Put the puzzle away and hold up the thumb.*

### **What part is missing?**

*Wait a few beats and nod. Put the thumb away. Close the case.*

**A**

**You're doing very well. We're going to try something new now. I am going to show you some pictures in which there is a part missing.**

*Open the case.*

**Look at each picture carefully and tell me what is missing.**

*Hold up playing card.*

**Look at this picture, please. What important part is missing?**

*Wait a few beats.*

**You see? The spade is missing. Now you get it.**

*Put the card away and hold up the puzzle.*

**Now, you try. What is missing in this one?**

*Wait a few beats.*



**I told you you could do it! Great job.**

*Put the puzzle away and hold up the thumb.*

**Last one like this, what part is missing?**

*Wait a few beats.*

**Good work.**

*Put the thumb away. Close the case.*

**B**

*Reading from the booklet.*

**“If I cut an apple in half, how many pieces will I have?”<sup>10</sup>**

**A**

*Reading from the booklet.*

**“Barbara had 5 ribbons. She lost 1. How many did she have left?”<sup>11</sup>**

*Pausing a moment, and then:*

**Good.**

## B

*Reading from the booklet.*

**“A mother sent her boy to the river to bring back exactly 2 pints of water. She gave him a 5-pint can and a 3-pint can. Show me how the boy can measure out exactly 2 pints of water using nothing but these two cans and not guessing the amount. You should begin by filling the 5-pint can first. Remember, you have a 5-pint can and a 3-pint can and you must bring back exactly 2 pints of water.”<sup>12</sup>**

## A

**“These are getting harder, huh!”<sup>13</sup> Let’s keep trying.**

*Reading from the booklet.*

**“Give me three reasons why some people use typewriters which cost so much when they could get pen and ink for a few cents.”<sup>14</sup>**

*Pausing.*

**Can you think of any more?**

*Pausing.*

**Great. “I like the way you kept trying on that one.”<sup>15</sup>**

## B

*Reading from the booklet.*

**“Give me three reasons why a man who commits a serious crime should be punished.”<sup>16</sup>**

## A

*Open up the kit and remove the ball and vase trick.  
Close the case and do the trick on the kit’s surface.  
(See appendix A for diagram of the trick.)*

**Here I have a very ordinary vase ... and inside it, a very ordinary ball.**

*Lift the lid and tilt the vase slightly so the ball can be seen by the audience. (Do not show the shell fixed in place.)*

**The goal is simple: keep your eye on the ball. I will take the ball out and put it in my pocket.**

*Take the ball out and put it in your pocket.*

*Close the vase with the lid again.*

**If I tap the lid ... just like this ... what happens to the ball?**

*Lift the lid without the plastic half so that the false ball remains.*

**Good job! But if I reverse the gesture**

*Close the lid and tap it again and then lift the lid together with the ball half, and surprisingly, the ball has disappeared again.*

**... where is the ball now?<sup>17</sup>**

*Take the ball out of your pocket, show it to the audience:*

**Good!**

*Put it back in the vase and put the vase away in the kit.*

**B**

*Open up the kit and remove the ball and vase trick. Close the case and do the trick on the kit's surface.*

**Pay attention.**

*Lift the lid and tilt the vase slightly so the ball can be seen by the audience. (Do not show the shell fixed in place.)*

**Keep your eyes on the ball.**

*Take the ball out and put it in your pocket.*

*Close the vase with the lid again.*

*Lift the lid without the plastic half so that the false ball remains.*

**What happened to the ball?**  
**Now, play attention again.**

*Place the lid back on the vase.*

*Lift the lid without the plastic half so that the false ball remains.*

**Where is the ball?**

*Take the ball out of your pocket and place it back in the vase and place the trick back in the kit.*

**A**

*Open your kit. Remove Cards 2&3 and box of blocks. Close the box and put them on the surface of the lid.*

**I will show you a card. Can you make the pattern on this card with these blocks?<sup>18</sup>**

*Show card 2. Then move blocks into matching pattern of the card. Hold the blocks up in this pattern for everyone to see:*

**Here. I'll show you. (pausing) Again?**

*Show card 3. Move blocks into matching pattern of the card. Hold the blocks up in this pattern for everyone to see.*

**See. Just like this.**

## B

*Open your kit. Remove Cards 2&3 and box of blocks.  
Close the box and put them on the surface of the lid.*

**I will show you a card. Move these blocks so that they make the pattern on this card.**

*Show card 2. Then move blocks into matching pattern of the card. Hold the blocks up in this pattern for everyone to see:*

**Try this one?**

*Show card 3. Move blocks into matching pattern of the card. Hold the blocks up in this pattern for everyone to see.*

**Ok.**

## A

**You are doing very well. I know “you are afraid you never do yourself justice on a test.”<sup>19</sup> I understand. “I always do lousy on these things,”<sup>20</sup> But let’s keep going.**

**“Tell me.**

*Reading from the booklet.*

**What is the difference between a ... Fly and butterfly.**

*Pausing a moment, and then:*

**Yes, good.**

*Reading from the booklet.*

**A stone and egg?**

*Pausing a moment, and then:*

**Yes, yes.**

*Reading from the booklet.*

**Wood and glass?”<sup>21</sup>**

*Pausing a moment, and then:*

**Aha.**

*Reading from the booklet.*

**Now, a rabbit and a duck?**

*Pausing a moment, and then:*

**Good try. “You’re probably just getting tired.”<sup>22</sup>**

**B**

**“Tell me. What is the principal difference between:**

*Reading from the booklet, pausing between questions.*

**Poverty and misery.”<sup>23</sup>**

**“Work and play.**

**Optimist and pessimist.**

**Ability and achievement.”<sup>24</sup>**

**A**

**You did very well today! Thank you for hanging in there.  
It was a pleasure to meet you and I wish you the best of  
luck with the rest of your day.**

**B**

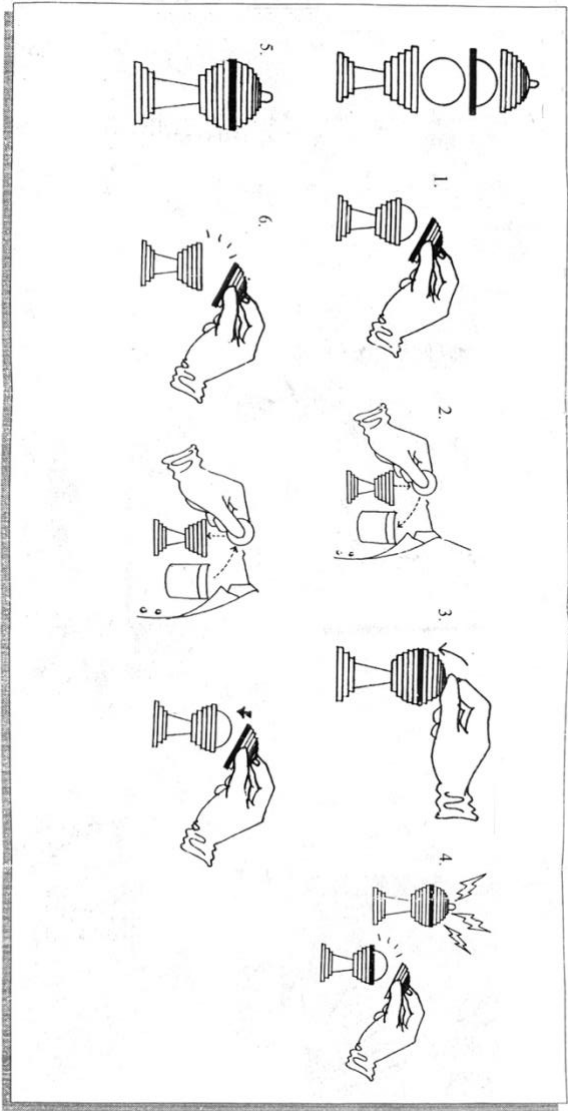
**You have completed the test. Good day.**

*The examiners should return the booklets to their kits  
and close the latches. They look at one another and leave the  
stage at the same time.*





Appendix A



## Endnotes

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<sup>1</sup> The title of this performance and performance text derives from the critical text by Asa G. Hilliard, "The Ideology of Intelligence and I.Q. Magic in Education," *Negro Educational Review* 38 (1987): 136–45.

<sup>2</sup> This is borrowed from: Michael D. Barnett et al., "Impact of Rapport on Neuropsychological Test Performance," *Applied Neuropsychology: Adult* 25, no. 3 (2018): 260, <https://doi.org/10.1080/23279095.2017.1293671>. To quote: "In the high rapport condition, the examiner would enthusiastically greet the participant with a handshake, introduce themselves, and ask, 'How is your semester going?' and engage in a moment or two of small talk. The examiner was warm and upbeat. After general directions, the examiner would state, 'Just relax and try your best.'" Throughout the experiment the examiner was directed to make eye contact and respond with a smile and say, "Good job" or "Right." [...] In contrast, for those in the low rapport condition, the examiner excluded all the social aspects and simply acknowledged the participant, confirmed that they were there to participate in the study, and did not shake the participant's hand or engage in any small talk. The examiner was cold and distant. In this condition, the examiner made minimal eye contact and if asked any questions responded, "Please continue" or, "Please complete the test to the best of your ability. [...]" The high rapport condition was made to feel like a warm and positive human interaction while the low rapport condition felt like a cold and clinical evaluative experience."

<sup>3</sup> John T. Flynn and Barbara E. Anderson, "The Effect of Test Administration Procedures on Achievement Test Performance," *The Journal of Negro Education* 45, no. 1 (1976): 39–40, <https://doi.org/10.2307/2966540>.

<sup>4</sup> Flynn and Anderson, "The Effect of Test Administration Procedures on Achievement Test Performance," 40.

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<sup>5</sup> Lewis M. Terman and Maud A. Merrill, *Stanford-Binet Intelligence Scale: Manual for the Third Revision Form L-M* (Houghton Mifflin, 1960), 67.

<sup>6</sup> Terman and Merrill, *Stanford-Binet Intelligence Scale: Manual for the Third Revision Form L-M*, 79.

<sup>7</sup> Terman and Merrill, *Stanford-Binet Intelligence Scale: Manual for the Third Revision Form L-M*, 85.

<sup>8</sup> Terman and Merrill, *Stanford-Binet Intelligence Scale: Manual for the Third Revision Form L-M*, 121.

<sup>9</sup> David Wechsler, *Manual for the Wechsler Intelligence Scale for Children - Revised* (The Psychological Corporation, 1974), 70.

<sup>10</sup> Wechsler, *Manual for the Wechsler Intelligence Scale for Children - Revised*, 82.

<sup>11</sup> Wechsler, *Manual for the Wechsler Intelligence Scale for Children - Revised*, 82.

<sup>12</sup> Terman and Merrill, *Stanford-Binet Intelligence Scale: Manual for the Third Revision Form L-M*, 107.

<sup>13</sup> Joseph A. Buckhalt, "Examiner Comments During Intelligence Testing: An Attributional Analysis," *Journal of Psychoeducational Assessment* 5, no. 1 (1987): 33, <https://doi.org/10.1177/073428298700500104>.

<sup>14</sup> Terman and Merrill, *Stanford-Binet Intelligence Scale: Manual for the Third Revision Form L-M*, 116.

<sup>15</sup> Buckhalt, "Examiner Comments During Intelligence Testing," 33.

<sup>16</sup> Terman and Merrill, *Stanford-Binet Intelligence Scale: Manual for the Third Revision Form L-M*, 116.

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<sup>17</sup> This is derived from a classic commercial magic toy called a ball and vase trick.

<sup>18</sup> Wechsler, *Manual for the Wechsler Intelligence Scale for Children - Revised*, 85.

<sup>19</sup> David Cole, "Communication and Rapport in Clinical Testing.," *Journal of Consulting Psychology* 17, no. 2 (1953): 133, <https://doi.org/10.1037/h0058549>.

<sup>20</sup> Cole, "Communication and Rapport in Clinical Testing.," 133.

<sup>21</sup> Lewis M Terman, *The Measurement of Intelligence* (The Riverside Press, 1916), 199.

<sup>22</sup> Buckhalt, "Examiner Comments During Intelligence Testing," 33.

<sup>23</sup> Terman and Merrill, *Stanford-Binet Intelligence Scale: Manual for the Third Revision Form L-M*, 110.

<sup>24</sup> Terman and Merrill, *Stanford-Binet Intelligence Scale: Manual for the Third Revision Form L-M*, 117.