A guide to norms, ratings, and lists

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A catalog of 119 studies, mostly post-1960 except for a few important and well-controlled earlier ones, is listed. The studies provide norms, scales, ratings, or lists of verbal material for use in experiments investigating aspects of cognitive psychology, memory, psycholinguistics, neuropsychology, etc. The catalog is preceded by an outline index.

The design of experiments in the areas of language, memory, cognition, and neuropsychology frequently demands the selection of verbal materials of known, scaled, normed, or rated properties in terms of, for example, confusability, frequency, familiarity, meaningfulness, associability, concreteness, etc., or the employment of items drawn from certain semantic or other categories. Many such lists, scales, norms, or ratings exist buried in the literature, and are not readily available to potential users. Indeed, 172 were catalogued by Brown (1976), up to 1974. However, his list was inevitably incomplete even at that date, and included many older studies of currently only limited interest. Since 1974, there have of course been many subsequent additions. I have concentrated mainly on post-1960 material, since this date seems to coincide with the general deployment of more sophisticated controls, although I have also included some important and standard works that predate 1960. I have also concentrated mainly on comprehensive or relatively complete lists, rather than on small or idiosyncratic collections, although the latter have been included if they are otherwise interesting or unique.

Materials of the sort listed in the catalog may be derived from either objective or subjective approaches. The objective approach employs, for example, frequency counts of the occurrence of certain letters or words in written or spoken English. The subjective approach requires a sample group of subjects to estimate the frequency of occurrence of such items or, for example, to rate them for familiarity, meaningfulness, and so on. In cases in which objective measures are possible, they are obviously preferable. However, numerous studies have shown that in the context of everyday language, subjects' estimated frequencies generally do match quite closely the objective occurrence of a given variable. Often it is difficult or very time-consuming to obtain such objective information, and in many cases it is in principle obviously impossible, for example, in those cases in which

ratings for imageability, meaningfulness, etc., are sought. For this reason I have not specifically differentiated between the two complementary approaches, except when the heading makes it obvious, (e.g., "letter-frequency counts," etc.).

An outline index (Table 1) precedes the list of materials (Table 2) so that the potential user can access the source material of his or her choice. The index, inevitably idiosyncratic in its construction, moves from letters and digits to words, sentences, and pictures, and attempts to operate in a logical, hierarchical manner, grouping related ideas together. The numbers refer to the numbered, alphabetically arranged listing; this approach was adopted because many of the listed studies are relevant to a number of different issues or problems.

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Table 2
Catalog

1. AMSTER, H. Convergent association norms for 10-year-old children and college age adults. *Psychonomic Monograph Supplements*, 1967, 2(1, Whole No. 17).
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ANNOUNCEMENT

25th Annual Meeting of The Psychonomic Society, Inc.—Change of Dates for Meeting

The dates for the 25th annual meeting of The Psychonomic Society, Inc., have been changed:

From—November 1-3, 1984

To—November 8-10, 1984

The meeting still will be held at the Hilton Palacio Del Rio, San Antonio, Texas.