# Forthcoming Articles

The following is a list of *Memory & Cognition* articles that are currently in press. They are given in approximate order of acceptance. Each entry includes the initials (in parentheses) and address of the author with whom to communicate for further prepublication information. The author's e-mail address is also listed, if available.

### Context effects in visual word recognition: Lexical relatedness and syntactic context.

H. SCHRIEFERS, A.D. FRIEDERICI, & U. ROSE-

(H.S.) NICI, Nijmegen Univ., P.O. Box 9104, NL-6500 HE Nijmegen, The Netherlands; schriefers@nici.kun.nl

# Comparing naming, lexical decision, and eye fixation times: Word frequency effects and individual differences.

H.E.H. SCHILLING, K. RAYNER, & J.I. CHUMBLEY-

(K.R.) Dept. of Psychology, Univ. of Massachusetts, Amherst, MA 01003; rayner@psych.umass.edu

# The decay of short-term implicit memory: Unpacking lag.

E. MCKONE—

(E.M.) Division of Psychology, Australian National Univ., ACT 0200, Australia; elinor.mckone@anv.edu.au

### The role of attention and study time in explicit and implicit memory for unfamiliar visual stimuli.

D. GANOR-STERN, J.G. SEAMON, & M. CARRASCO-

(J.G.S.) Department of Psychology, Wesleyan University, Middletown, CT 06459-0408; jseamon@wesleyan.edu

### Implicit memory for phonological processes in visual stem completion.

J.G. RUECKL & S. MATHEW-

(J.G.R.) Department of Psychology, Box U-20, University of Connecticut, Storrs, CT 06269; rueckl@psych.psy.uconn.edu

# Independent reference frames in human spatial memory: Body-centered and environment-centered coding in near and far space.

M.E. WOODIN & A. ALLPORT—

(M.E.W.) Dept. of Experimental Psychology, University of Oxford, South Parks Road, Oxford OX1 3UD, England; mike.woodin@psy.ox.ac.uk

## The influence of semantic fit on on-line sentence processing.

A.R. SCHMAUDER & M.C. EGAN-

(A.R.S.) Department of Psychology, University of South Carolina, Columbia, SC 29208; rene@jethawk.psych.sc.edu

# Semantic similarity increases the irrelevant speech effect.

C.B. NEELY & D.C. LECOMPTE-

(C.B.N.) Department of Psychology, Louisiana State University, Baton Rouge, LA 70803-5501; craig@rada.cogsci.lsu.edu

### Further evidence for sublexical components in implicit memory for novel words.

J. DORFMAN-

(J.D.) Section of Cognitive Neuroscience, Rush-Presbyterian-St. Luke's Med. Ctr, 1645 W. Jackson, Suite 450, Chicago, IL 60612; jdorfman@rpslmc.edu

# The influence of types of character on processing background information in narrative discourse.

A.J. SANFORD, M. CLEGG, & A. MAJID-

(A.J.S.) Department of Psychology, University of Glasgow, Glasgow G12 9YR, Scotland; tony@psy.gla.ac.uk

#### Name or hum that tune: Feeling of knowing for music.

Z.F. PEYNIRCIOĞLU, A.I. TEKCAN, J.L. WAGNER, T.L. BAXTER, & S.D. SHAFFER—

(Z. F.P.) Department of Psychology, American University, Washington, DC 20016; peynir@american.edu

# An examination of the distinction between nouns and verbs: Associations with two different kinds of motion.

A.W. KERSTEN-

(A.W.K.) Department of Psychology, Indiana University, Bloomington, IN 47405; akersten@indiana.edu

#### More than meets the eye: Context effects in word identification.

M.E.J. MASSON & R. BOROWSKY-

(M.E.J.M.) Department of Psychology, University of Victoria, P.O. Box 3050, Victoria, BC, Canada V8W 3P5; mmasson@uvic.ca

#### A partial matching theory of the mirror effect in immediate probed recognition.

D.J. MURRAY, J. BURHOP, S. CENTA, N. CHANDE, K. OINONEN, T. THOMAS, T. WILKIE, & B. FARAHMAND—

(D.J.M.) Department of Psychology, Queen's University, Kingston, ON, Canada K7L 3N6; murrayd@pavlov.psyc.queensu.ca

## Contrasting effects of age of acquisition and word frequency of auditory and visual lexical decision.

J.E. TURNER, T. VALENTINE, & A.W. ELLIS-

(J.E.T.) Department of Psychology, Univ. of Reading, 3 Earley Gate, Whiteknights, P.O. Box 238, Reading RE6 6AL, England; j.e.turner@reading.ac.uk

## Focus as a contextual priming mechanism in reading.

R.K. MORRIS & J.R. FOLK-

(R.K.M.) Department of Psychology, 58 Hillhead Street, University of Glasgow, Glasgow G12 9YR, Scotland; morris@garnet.cla.sc.edu

## Connectedness and part-relation integration in shape category learning.

J. SAIKI & J.E. HUMMEL-

(J.E.H.) Department of Psychology, Univ. of California, Los Angeles, 405 Hilgard Avenue, Los Angeles, CA 90095-1563; jhummel@psych.ucla.edu

# Shades of the mirror effect: Recognition of faces with and without sunglasses.

W.E. HOCKLEY, D.H. HEMSWORTH, & A. CONSOLI-

(W.E.H.) Department of Psychology, Wilfrid Laurier University, Waterloo, ON, Canada N2L 3C5; whockley@mach1.wlu.ca

#### Property instantiation in conceptual combination.

W.J. WISNIEWSKI-

(W.J.W.) Department of Psychology, Northwestern University, Swift Hall, 2029 Sheridan Road, Evanston, IL 60208-2710; edw@nwu.edu

# Verbal and visuospatial short-term memory in children: Evidence for common and distinct mechanisms.

S.J. PICKERING, S.E. GATHERCOLE, & S.M. PEAKER-

(S.J.P.) Department of Psychology, University of Bristol, 8 Woodland Road, Bristol BS8 1TN, England; s.pickering@bris.ac.uk

## Processing irrelevant location information: Practice and transfer effects in choice-reaction tasks.

R.W. PROCTOR & C.-H. LU-

(R.W.P.) Dept. of Psychological Sciences, Purdue University, West Lafayette, IN 47907-1364; proctor@psych.purdue.edu

# (Non)complementary updating of belief in two hypotheses.

C.R.M. MCKENZIE—

(C.R.M.M.) Department of Psychology, Univ. of California, San Diego, La Jolla, CA 92093-0109; cmckenzie@ucsd.edu

## Goal-specific influences on the representation of spatial perspective.

H.A. TAYLOR, S.J. NAYLOR, & N.A. CHECHILE-

(H.A.T.) 490 Boston Avenue, Research Building, Tufts University, Medford, MA 02155; htaylor@emerald.tufts.edu

# The prototype effect in face recognition: Extention and limits.

R. CABEZA, V. BRUCE, T. KATO, & M. ODA--

(R.C.) Department of Psychology, University of Alberta, P220 Biological Sciences Building, Edmonton, AB T6G 2E9, Canada; cabeza@psych.ualberta.ca

# A beautiful day in the neighborhood: What factors determine the generation effect for simple multiplication problems?

B.J. PESTA, R.E. SANDERS, & M.D. MURPHY—

(B.J.P.) 14610 Harley, Cleveland, OH 44111; bpesta@aol.com

# Nonstrategic subjective threshold effects in phonemic masking.

B. XU & C.A. PERFETTI-

(B.X.) 5N 250 Building 10, The National Institutes of Health, Bethesda, MD 20892; benxu@codon.nih.gov

#### Naming cAsE aLtErNaTeD words.

C.M. HERDMAN, D. CHERNECKI, & D. NORRIS-

(C.M.H.) Department of Psychology, Charleton University, Ottawa, ON K1S 5B6, Canada; cherdman@ccs.carleton.ca

## Reversing the phonological similarity effect.

J.S. NAIRNE & M.R. KELLEY-

(J.S.N.) Department of Psychological Sciences, 1364 Psychological Sciences Building, Purdue University, West Lafayette, IN 47907-1364; nairne@psych.purdue.edu

### Conceptual priming in a generative problem-solving task.

R.L. MARSH, M.L. BINK, & J.L. HICKS-

(R.L.M.) Department of Psychology, University of Georgia, Athens, GA 30602-3013; marsh@meme.psy.uga.edu

### Source of arousal and memory for detail.

T.M. LIBKUMAN, P. NICHOLS-WHITEHEAD, J. GRIFFITH, & R. THOMAS-

(T.M.L.) Department of Psychology, Central Michigan University, Mt. Pleasant, MI 48859; terry.m.libkuman@cmich.edu

## Assessing the accuracy of conflicting autobiographical emories.

M. ROSS, R. BUEHLER, & J.W. KARR—

(M.R.) Department of Psychology, University of Waterloo, Waterloo, ON N2L 3G1, Canada; mross@watarts.uwaterloo.ca

### Order information in short-term memory and time estimation.

C. FORTIN & N. MASSÉ-

(C.F.) École de psychologie, Université Laval, Quebec, QC G1K 7P4, Canada; claudette.fortin@psy.ulaval.ca

# The inadvertent use of prior knowledge in a generative cognitive task.

R.L. MARSH, T.B. WARD, & J.D. LANDAU-

(R.L.M.) Department of Psychology, University of Georgia, Athens, GA 30602-3013; marsh@meme.psy.uga.edu

# Effects of similarity and practice on speeded classification response times and accuracies: Further tests of an exemplar-retrieval model.

R.M. NOSOFSKY & L.A. ALFONSO-REESE—

(R.M.N.) Department of Psychology, Indiana University, Bloomington, IN 47405; nosofsky@indiana.edu

## Repetition priming in simple addition depends on surface-form and typicality.

S.C. SCIAMA, C. SEMENZA, & B. BUTTERWORTH—

(S.C.S.) Department of Psychology, University College London, Gower Street, London WC1E 6BT, England; s.sciama@ucl.ac.uk

# Falsifying mental models: Testing the predictions of theories of syllogistic reasoning.

S.E. NEWSTEAD, S.J. HANDLEY, & E. BUCK—

(S.E.N.) Department of Psychology, University of Plymouth, Drake Circus, Plymouth PL4 8AA, England; snewstead@plym.ac.uk

# Squinting with the mind's eye: Effects of stimulus resolution on imaginal and perceptual comparisons.

S.M. KOSSLYN, K.E. SUKEL, & B.M. BLY-

(S.M.K.) 830 William James Hall, 33 Kirkland Street, Cambridge, MA 02138; smk@wjh.harvard.edu

# Manipulation of familiarity dissociates word-stem completion priming from perceptual identification priming.

B.R. POSTLE & S. CORKIN—

(B.R.P.) Department of Neurology, Univ. of Pennsylvania Medical Center, 3 West Gates, Area 9, 3400 Spruce St., Philadelphia, PA 19104-4283; postle@mail.med.upenn.edu

## The marriage of perception and memory: Creating two-way illusions with words and voices.

S.D. GOLDINGER, H.M. KLEIDER, & E. SHELLEY-

(S.D.G.) Department of Psychology, Arizona State University, Box 871104, Tempe, AZ 85287-1104; goldinger@asu.edu

# The activation of unrelated and canceled intentions.

R.L. MARSH, J.L. HICKS, & E.S. BRYAN-

(R.L.M.) Psychology Building, University of Georgia, Athens, GA 30602-3013; marsh@meme.psy.uga.edu

## A grouping interpretation of the modality effect in immediate probed recognition.

D.I. MURRAY, N. BOUDREAU, K.K. BURGGRAF, L. DOBELL, S.L. GUGER, A. LEASK, L. STANFORD, T.L. TATE, & M. WHEELER—

(D.J.M.) Department of Psychology, Queen's University, Kingston, ON K7L 3N6, Canada; murrayd@pavlov.psyc.queensu.ca

# Sex differences in phonological processes: Speeded matching and word reading.

R.L. MAJERES-

(R.L.M.) Department of Psychology, Western Illinois University, Macomb, IL 61455; ray\_majeres@ccmail.wiu.edu

### Lexical access of resyllabified words: Evidence from phoneme monitoring.

J. VROOMEN & B. DE GELDER-

(J.V.) Tilburg University, P.O. Box 90153, 5000 LE Tilburg, The Netherlands; j.vroomen@kub.nl

## Implicit motor sequence learning is not purely perceptual.

D.B. WILLINGHAM-

(D.B.W.) Department of Psychology, 102 Gilmer Hall, University of Virginia, Charlottesville, VA 22903; willingham@virginia.edu

## Norms for word lists that create false memories.

M.A. STADLER, H.L. ROEDIGER III, & K.B. MCDERMOTT-

(M.A.S.) Department of Psychology, 210 McAlester Hall, University of Missouri, Columbia, MO 65202; psymike@showme.missouri.edu

# What affects strategy selection in arithmetic? The example of parity and five effects on product verification.

P. LEMAIRE & L. REDER-

(P.L.) Université de Provence, 29 Avenue Robert Schuman, 13621 Aix-en-Provence Cedex 1, France; lemaire@princeton.edu

# Isolating the interference caused by cue duration in partial report: A quantitative approach.

B. GIESBRECHT & P. DIXON-

(B.G.) Department of Psychology, University of Alberta, Edmonton, AB T6G 2E9, Canada; blgiesbr@psych.ualberta.ca

### Revelation without presentation: Counterfeit study list yields robust revelation effect.

L.C. FRIGO, D.L. REAS, & D.C. LECOMPTE-

(L.C.F.) Department of Psychology, Audubon Hall, Louisiana State University, Baton Rouge, LA 70803; lenore@rada.cogsci.lsu.edu

## Perceptual implicit memory requires attentional encoding.

B.T. CRABB & V.J. DARK—

(B.T.C.) Department of Psychology, W112 Lagomarcino Hall, Iowa State University, Ames, IA 50011-3180; bcrabb@iastate.edu

### How to drastically reduce priming in word stem completion—and still present the words.

J.O. BROOKS III, J.M. GIBSON, L. FRIEDMAN, & J.A. YESAVAGE—

(J.O.B.) Department of Psychiatry, Stanford Univ. School of Medicine, Stanford, CA 94305-5550; johnbrks@stanford.edu

# Relaxing decision criteria does not improve recognition memory in amnesic patients.

P.J. REBER & L.R. SQUIRE—

(P.J.R.) Veterans Affairs Medical Ctr 116A, 3350 La Jolla Village Drive, San Diego, CA 92161; lsquire@ucsd.edu

## Evidence for abstract, schematic knowledge of three spatial diagram representations.

L.R. NOVICK, S.M. HURLEY, & M. FRANCIS-

(L.R.N.) Dept. of Psychology and Human Dev., Box 512 Peabody, Vanderbilt University, Nashville, TN 37203; novicklr@ctrvax.vanderbilt.edu

# Negative priming effects that are bigger than a breadbox: Attention to distractors does not eliminate negative priming, it enhances it.

P.A. MACDONALD, S. JOORDENS, & K.N. SEERGOBIN-

(P.A.M.) University of Toronto, 1265 Military Trail, Scarborough, ON M1C 1A4, Canada; penny@psych.utoronto.ca

# Cue set size effects: Sampling activated associates or cross-target interference?

D.L. NELSON, T.A. SCHREIBER, & J. XU-

(D.L.N.) Department of Psychology, University of South Florida, Tampa, FL 33620; nelson@luna.cas.usf.edu

### Associative priming in color naming: Interference and facilitation.

J.S. BURT-

(J.S.B.) School of Psychology, University of Queensland, Brisbane, Queensland, Australia 4072; jsb@psy.uq.edu.au

# Age differences in accuracy and choosing in eyewitness identification and face recognition.

J.H. SEARCY, J.C. BARTLETT, & A. MEMON-

(J.H.S.) School of Human Development, University of Texas at Dallas, P.O. Box 830688, Richardson, TX 75083-0688; searcy@utdallas.edu

### Facilitation and impairment of event memory produced by photograph review.

W. KOUTSTAAL, D.L. SCHACTER, M.K. JOHNSON, & L. GALLUCCIO---

(W.K.) Department of Psychology, Wm. James Hall, Harvard Univ., 33 Kirkland Street, Cambridge, MA 02138; wk@wjh.harvard.edu

# The object-based representation of partially occluded surfaces in short-term visual memory: Evidence from image combination.

P. WALKER & R. MILES-

(P.W.) Department of Psychology, Lancaster University, Lancaster LA1 4YF, England; p.walker@lancaster.ac.uk

# Acquisition of novel traces in short-term implicit memory: Priming for nonwords and new associations.

E. MCKONE & K. TRYNES-

(E.M.) Department of Psychology, Harvard University, 33 Kirkland Street, 7F, Cambridge, MA 02138; elinor.mckone@anu.edu.au

## The aquisition of category structure in unsupervised learning.

A.S. KAPLAN & G.L. MURPHY—

(G.L.M.) Beckman Institute, University of Illinois, 405 N. Mathews Avenue, Urbana, IL 61801; glmurphy@uiuc.edu

### Recency and lexical preferences in Spanish.

E. GIBSON, N.J. PEARLMUTTER, & V. TORRENS—

(E.G.) E10-034C, MIT, Cambridge, MA 02139; gibson@psyche.mit.edu

### Lexical integration: Sequential effects of syntactic and semantic information.

A.D. FRIEDERICI, K. STEINHAUER, & S. FRISCH-

(A.D.F.) Max-Planck-Institute of Cognitive Neuroscience, Inselstr. 22-26, 04103 Leipzig, Germany; angelafr@cns.mpg.de

## Context effects in lexical access: A meta-analysis.

M. LUCAS-

(M.L.) Department of Psychology, Wellesley College, Wellesley, MA 02181; mlucas@wellesley.edu

# The influence of prior knowledge in intentional versus incidental concept learning. W.D. WATTENMAKER—

(W.D.W.) Psychology, 432 Science Bldg., Jersey City State College, 2039 Kennedy Blvd, Jersey City, NJ 07305-1597

## Visual effects in picture and word categorization.

L. LOTTO, R. JOB, & R. RUMIATI-

(R.J.) Dipartimento di Psicologia Sviluppo e Socializzazione, via Venezia 8, 35131 Padova, Italy; remojob@psico.unipd.it