**Rey AVLT Performance as a Function of Age and Gender.**
The following study examined the memory performance on the Rey Auditory Verbal Learning Test (AVLT) of 120 normal (nonclinical) individuals blocked into six age intervals: 18-24, 25-34, 35-44, 45-54, 55-64, and 65-74 years of age. For each age interval 10 males and 10 females were tested.

Both age and gender were found to be significantly related to AVLT performance. Younger subjects recalled more words from the training list than did older subjects; age differences reached statistical significance beyond the .05 level on all learning and recall trials. Females recalled more words than did males on each learning trial; these differences reached statistical significance beyond the .05 level on trials 2, 3, and 5. Reported education was not significantly associated with recall performance across comparisons. Learning over trials, proactive inhibition effects, and reactive inhibition effects were consistent with expectations.

The AVLT appears to be a sensitive measure of verbal learning and memory. Its popularity as a clinical tool appears well founded. The use of age and gender based norms are recommended in clinical application of the AVLT. The collaborative development of a data base from users of the AVLT to form an adequate normative foundation would greatly enhance the usefulness of the AVLT.

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**21. Richards, G., University of Baltimore & Horton, A. M., Jr. University of Maryland Medical School**

**Demographic and Intellectual Correlates of the Short Term Memory Test.**

This study examined the effect of demographic variables (i.e., age, sex & education level) and intellectual factors (i.e., Verbal, Performance Full Scale IQ's of the WAIS-R) on the Short-Term Memory Task. (STMT). The STMT consists of sets of 4 short words which are presented to the subject. The subject counts backward from a 3-digit number for 15 or 30 seconds and then is asked to say the four words. 20 patients (11 females, 9 males) who had been referred for neuropsychological evaluation, were individually administered the STMT. There were no statistically significant correlations with any demographic variables. For the intellectual measures, only the verbal I.Q. score of the WAIS-R and total score of the STMT were correlated \( r = .49, p < .03 \). the possibility of developing a correction factor for verbal IQ on the STMT requires further investigation.

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**22. Rochat, T. L., & Seward, J. D. Bryn Mawr Rehabilitation Hospital**

**The Development of College Age Norms for Selected Neuropsychological Tests.**

Prior to clinical interpretation of the results of certain neuropsychological tests, data is needed to establish normative information on the current college population for use in making comparisons with the clinical population. This study collected such normative data.

The tests used in this study are all standardized instruments which are widely
used in the evaluation of neuropsychological functioning (Lezak, 1983). However, none of them have been normed specifically on a modern college population. The tests selected were the Controlled Word Association Test, Category Fluency Test, PPVT-R, Kaufman Test of Educational Achievement, Digit Span and Information Subtests of the WAIS-R, the Rey Auditory Verbal Learning Test, Verbal Paired Associates subtest of the WMS-R, the Arithmetic subtest of the WRAT-R, Ravens Progressive Matrices, The Symbol Digit Modalities Test, and the Trail Making Test.

One hundred thirty participants, ages 18-25 were used for this study. The participants were current college students without a history of stroke, head injury, or central neurological impairment, two were recruited through the subject pool at the University. Means and standard deviations were computed for each test, gender, and age group. In addition, correlations were calculated between neuropsychological test scores and various demographic data including GPA which was obtained directly from official university records.

The study is significant and useful in providing current relevant data on the performance of college students on tests which are commonly used to assist in the recommendation to return to college following a head injury. Replication of results in other geographic settings was recommended.


In the context of a broader investigation of cognitive performance assessed by the Luria-Nebraska Neuropsychological Battery (LNNB) Form I in a non-clinical population with good adaptive behavior, a number of more recently developed supplemental scales were examined. Fifty-two subjects in the age range of 18 to 30 years ($M = 24.90, SD = 3.44$) and fifty-two subjects in the age range of 65 to 85 years ($M = 73.29, SD = 6.22$) were used. Levels of education varied from eighth grade to master’s degree (young, $M = 14.23, SD = 1.92$; geriatric, $M = 10.89, SD = 2.65$). Using the Four Factor Index of Social Status, socioeconomic status was determined for each subject (young, $M = 46.33, SD = 12.26$; geriatric, $M = 42.65, SD = 12.24$). On the Delayed Memory Scale, average scores were determined for all subjects ($N = 104, M = 52.70, SD = 15.63$), geriatric and younger subjects ($M = 61.40, SD = 16.32$; $M = 44.00, SD = 8.39$, respectively). Twenty-five subjects scored above their critical level (i.e., in the impaired range). The mean number of points above critical was $M = 9.41 (SD = 9.49)$. All geriatric subjects with impaired performances were over age 70. Using the Power Scale, average scores were $M = 48.63 (SD = 9.08)$ for all subjects, $M = 53.54 (SD = 8.54)$ for geriatric subjects and $M = 43.71 (SD = 6.59)$ for younger subjects. Six subjects scored above critical. The average number of points above critical was $M = 3.65 (SD = 3.81)$. Using the Speed Scale, the aver-