

Harry Horace Harman

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(1913–1976)

Harry H. Harman, distinguished research scientist and world renowned proponent of factor analytic methodology, was born in Poland on June 5, 1913, and died in Princeton, New Jersey, on June 8, 1976. His interests, training, and broad experience embraced the fields of mathematics, statistics, and psychology, with special emphasis on computer utilization.

Harry Harman was a graduate of the University of Chicago, where he was awarded B.S. and M.S. degrees in mathematics. His early professional work in statistics began with his appointment as Research Associate there in 1939. He worked closely with Karl J. Holzinger, with whom he co-authored the influential treatise known as *Factor Analysis: A Synthesis of Factorial Methods*, which was published in 1941. In that year Harry moved on to the position of Supervisor, Division of Research and Statistics, Illinois Department of Public Welfare. He remained there until 1946, when he became Verification Statistician at the Federal Security Agency, a position he held til 1947. From 1948 to 1953, he was Chief of the Statistical Research and Analysis Section of the Personnel Research Branch, Department of the Army.

From 1953 to 1966, Harry was associated with the System Development Corporation, where initially he was engaged in the installation of the System Training Program for the North American Air Defense Command. Subsequently, he was Head of the Problem Production Department, responsible for providing the extensive simulation materials used in SDC's System Training Program throughout the United States and in other countries. His work on the simulation of large-scale man-machine systems led to his assuming responsibility for the design, development, and management of the computer-based Systems Simulation Research Laboratory at SDC. In 1963 he was named one of SDC's Principal Scientists while engaged in research and consultation on statistical methodology, computer experimentation, and simulation problems. During these years, Harry was also working on his definitive text, *Modern Factor Analysis*, which was published in 1960.

In 1966, Harry joined Educational Testing Service as Senior Research Psychologist and Director of the Office of Computation Sciences. Subsequently, he was appointed Director of the Division of Analytical Studies and Services and, finally, Director of the Developmental Research Division. In this latter capacity, he supervised extensive research programs in early learning, in academic and vocational education and guidance, in higher education, in occupational and career development, and in measurement systems. Among his major research contributions during these years were the application of factor analysis to classification problems in biology and the development of a kit of reference tests for cognitive factors and temperament traits.

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Harry served as President of the Psychometric Society in 1968–69 and as President of the Society of Multivariate Experimental Psychology in 1974–75. He was also a Fellow of the American Psychological Association.

Harry Harman was proud of his scientific and professional contributions, but he took special pleasure in seeing his work find widespread application. He was greatly pleased when factor analysis, the methodology he did so much to develop and disseminate, came to be used more widely in the biological as well as in the behavioral sciences. He was particularly pleased when it found exotic application. He was delighted when factor methods were used to classify diverse strains of yeast and excited that he personally was asked to contribute to that application. No small part of that excitement was the opportunity the project afforded him to demonstrate the power of factor analysis to the scientific community in Europe. The personal rewards Harry found in helping to disseminate internationally the methodology that he helped to develop were never more apparent than when he learned that his book was to be translated into Russian. He jokingly lamented the foregone royalties entailed in Russian publication, but such posturing did not conceal his great pride in the event.

Harry thought of himself primarily as a teacher, and for good reason. He was an inherently didactic person. Teaching came so naturally to him that it imbued his everyday human contacts, but never obtrusively so. You were never aware that you were being taught, but only that somehow you had learned. This flair for explanation and clarity of presentation is captured in his textbook on *Modern Factor Analysis*, and it is a fitting memorial that the third edition of this book, which was officially published the month of his death, will serve to teach generations of graduate students for years to come.

But the hallmark of a great teacher is not only effectiveness, but style—and *that* Harry had in both the technical and the common sense of the term. He was a patient, considerate, warm, gentle man who cared about the learning and development of others.

Educational Testing Service SAMUEL MESSICK

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