

Curriculum Vitae
Harry P. Bahrck

Personal Data

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Born: Dec 22, 1924, Vienna, Austria

Marital Status: widowed

Children: Lorraine, Audrey, Thomas

Military Service: U.S. Army 1944-46.

Educational Data

School	Major	Attendance	Degree
Forest Park H.S., Baltimore, Md	College Prep	1939-1942	Diploma
U. of Maryland, College Park, Md	Psychology	1942-44	none
U. of W.Va. Morgantown, W.Va.	ASTP/Eng	1944-45	none
U. of W.Va. Morgantown, W.Va.	Psychology	1946-47	B.A.; M.A.
Ohio State U. Columbus, OH	Expt. Psychol	1947-50	Ph.D.

Professional Data

Institution	Title	Dates
U. of W.Va.	Teaching Fellow	1946-7
Ohio State U.	Teaching Assistant	1947-49
Ohio State U.	Research Associate (part time)	1949-57
Kenyon College	Visiting Professor (part time)	1950-59
Ohio State U.	Visiting Lecturer (part time)	1961
University of Marburg, Germany	Visiting Professor	1963
University of Hamburg, Germany	Visiting Professor	1971
University of Graz, Austria	Visiting Professor	2001
Ohio Wesleyan University	Instructor-Professor	1949-56
Ohio Wesleyan University	Professor	1956-90
Ohio Wesleyan University	Research Professor	1991-2011
University of South Florida	Visiting Professor	1982-present

Honors-Awards

Fulbright Lecturer to Germany, 1960
National Science Foundation, Senior Fellow (University of CA Berkeley), 1968
Outstanding Teaching Award, Ohio Wesleyan University, 1971
Endowed University Chair, Ohio Wesleyan University, 1975
Research Professorship, Ohio Wesleyan University, 1991
Chair, Governing Board SARMAC, 1997
The American Psychological Foundation, Distinguished Teaching Career Award, 1994
American Psychological Association, Division of Expt. Psychologists: President, 1999
American Psychological Association: Council Member, 2000-2003
The Ohio State University Psychology Dept.: Outstanding Alumnus Award 2008
The Ohio State University Alumni Association: distinguished professional achievement award 2009
Association for Psychological Science: Mentor Award 2017
American Psychological Association Division 3: Lifetime Achievement Award 2019

Research Awards, Principal Investigator

National Science Foundation, 1954-56
National Institutes of Health, 1962-86
National Science Foundation, 1987-99
National Institutes of Health 2002-2009

Publications

Bahrck, H.P. (1952). Latent learning as a function of the strength of unrewarded need states. *Journal of Comparative and Physiological Psychology*, 45, 192-197.

Bahrck, H.P., Fitts, P.M. & Rankin, R.E. (1952) Effect of incentives upon reactions to peripheral stimuli. *Journal of Experimental Psychology*, 44, 400-406.

Bahrck, H.P., Rankin, R.E. & Fitts, P.M. (1952). The effect of motivation upon peripheral perception during, the performance of a central psychomotor task. *Human Resources Research Center, Research Bulletin 52-14*.

Bahrck, H.P. (1953). Sensory preconditioning under two degrees of deprivation. *Journal of Comparative and Physiological Psychology*, 46, 39-42.

Bahrck, H.P. (1953). Learning without reinforcement, as a function of need state in a sensory preconditioning situation. *Abstract of Doctoral Dissertation*, Ohio State University Press, 39-46.

Bahrck, H.P. (1953). Perceptual and motor skill research in German laboratories, 1940-52. *Human Resources Research Center, Research Bulletin 53-20, July 1953*.

Meyer, D.R., Bahrck, H.P., & Fitts, P.M. (1953). Incentive, anxiety and the

human blink rate. *Journal of Experimental Psychology*, 45, 183-187.

Bahrnick, H.P., Nobel, M.E. & Fitts, P.M. (1954). Extra-task performance as a measure of learning a primary task. *Journal of Experimental Psychology*, 48, 298-302.

Bahrnick, H.P. (1954). Incidental learning under two incentive conditions. *Journal of Experimental Psychology*, 47, 170-172.

Bahrnick, H.P., Bennett, W.F., & Fitts, P.M. (1955). Accuracy of positioning responses as a function of spring loading in a control. *Journal of Experimental Psychology*, 49, 437-444

Bahrnick, H.P., Fitts, P.M. & Schneider, R. (1955). Reproduction of simple movements as a function of factors influencing proprioceptive feedback. *Journal of Experimental Psychology*, 49, 445-454.

Noble, M.E. & Bahrnick, H.P. (1956). Response generalization as a function of intratask response similarity. *Journal of Experimental Psychology*, 51, 405-412.

Fitts, P.M., Bennett, W.F. & Bahrnick, H.P. (1956). Application of auto-correlation and cross-correlation analysis to the study of tracking behavior. *Symposium on Air Force Human Engineering, Personnel and Training Research*, 125-141.

Bahrnick, H.P. (1956). *Instructors' Manual to Psychology*, by Wickens and Meyer The Dryden Press, New York.

Briggs, G.E., Fitts, P.M., & Bahrnick, H.P. (1958). Transfer effects from a single to a double integral tracking system. *Journal of Experimental Psychology*, 55, 135-142.

Bahrnick, H.P., Fitts, P.M., & Briggs, G.E. (1957). Learning curves: Facts or artifacts? *Psychological Bulletin*, 54, 256-268.

Briggs, G.E., Bahrnick, H.P., & Fitts, P.M. (1957). Effects of force and amplitude cues on learning and performance in a complex tracking task. *Journal of Experimental Psychology*, 54, 262-268.

Bahrnick, H.P. (1957). Incidental learning at five stages of intentional learning. *Journal of Experimental Psychology*, 54, 259-262.

Bahrnick, H.P. (1957). An analysis of stimulus variables influencing the proprioceptive control of movements. *Psychological Review*, 64, 324-328.

Briggs, G.E., Fitts, P.M., & Bahrnick, H.P. (1957). Learning and performance in a complex tracking task as a function of visual noise. *Journal of Experimental Psychology*, 53, 379-387.

Bahrnick, H.P., & Shelly, C. (1958). Time sharing as an index of automatization. *Journal of Experimental Psychology*, 56, 288-293.

Fitts, P.M., Bahrnick, H.P., Noble, M.E. & Briggs, G.E. (1959). *Skilled Performance USAF WADC final report (2 Volumes)*.

Bahrnick, H.P. & Noble, M.E. (1961). Stimulus and response discriminability. *Journal of Experimental Psychology*, 61, 444-454.

Bahrnick, H.P., & Bahrnick, P.O. (1964). A re-examination of the interrelations among measures of retention. *Quarterly Journal of Experimental Psychology*, 16, 318-324.

Bahrnick, H.P. (1964). Retention curves: Facts or artifacts? *Psychological Bulletin*, 61, 188-194.

Herman, L.M., & Bahrnick, H.P. (1964). Effects of information encoding on decision effectiveness. *American Psychologist*, 19, 13-14.

Herman, L.M., Ornstein, G.N., & Bahrnick, H.P. (1964). Operator decision performance using probabilistic displays of object location. *IEEE Transactions on Human Factors in Electronics, HFE-5*, 13-19.

Bahrnick, H.P. (1964). Methods of measuring retention. In E.A. Bilodeau (Ed.), *Acquisition of skill*. New York: Academic Press.

Bahrnick, H.P. (1965). The ebb of retention. *Psychological Review*, 72, 60-73.

Feallock, J.B., Bahrnick, H.P. & Ornstein, G.N. (1965). Time, uncertainty and incentive variables in composite task performance, *North American Aviation Inc., ONR Rept. NA65H- 913*.

Herman, L.M., & Bahrnick, H.P. (1966). Information encoding and decision time as variables in human choice behavior. *Journal of Experimental Psychology*, 71, 718-724.

Bahrnick, H.P., & Reynolds, N. (1966). Retroactive inhibition and the sensitivity of dichotomous indicants. *Journal of Experimental Psychology*, 72, 812-819.

Bahrnick, H.P., & Noble, M.E. (1966). Motor learning. In J. Sidowsky (Ed.), *Experimental methods and instrumentation in psychology*. McGraw-Hill, New York.

Bahrnick, H.P. (1967). Relearning and the measurement of retention. *Journal of Verbal Learning and Verbal Behavior*, 6, 89-94.

Bahrick, H.P., Clark, S., & Bahrick, P. (1967). Generalization gradients as indicators of learning and retention of a recognition task. *Journal of Experimental Psychology*, 74, 464-471.

Bahrick, H.P., & Boucher, B. (1968). Retention of visual and verbal codes of the same stimuli. *Journal of Experimental Psychology*, 78, 417-422.

Bahrick, H.P. (1969). Measurement of memory by prompted recall. *Journal of Experimental Psychology*, 79, 213-219.

Bahrick, H.P. (1969). Discriminative and associative aspects of pictorial paired-associate learning: acquisition and retention. *Journal of Experimental Psychology*, 80, 113-119.

Bahrick, H.P. (1970). A two-phase model for prompted recall. *Psychological Review*, 77, 215-222.

Bahrick, H.P. (1970). Discriminative and associative aspects of retroactive inhibition. *Quarterly Journal of Experimental Psychology*, 22, 565-573.

Bahrick, H.P. (1971). Accessibility and availability of retrieval cues in the retention of a categorized list. *Journal of Experimental Psychology*, 89, 117-125.

Bahrick, H.P., & Bahrick, P.O. (1971). Independence of verbal and visual codes of the same stimuli. *Journal of Experimental Psychology*, 91, 344-346.

Bahrick, H.P., Bahrick, P.O., & Wittlinger, R.P. (1974). Long term memory—those unforgettable high school days. *Psychology Today*, 8, 50-58.

Bahrick, H.P. (1974). The anatomy of free recall. *Memory & Cognition*, 2, 484-490.

Bahrick, H.P., Bahrick, P.O., & Wittlinger, R.P. (1975). Fifty years of memory for names and faces: A cross-sectional approach. *Journal of Experimental Psychology: General*, 104, 54-75.

Bahrick, H.P., Bahrick, P.O. & Wittlinger, R.P., (1975). La Memoire, *Psychologie*, 65, 33-39.

Bahrick, H.P., & Gharrity, K. (1976). Interaction among pictorial components in the recall of picture captions. *Journal of Experimental Psychology: Human Learning & Memory*, 2, 103-111.

Bahrick, H.P. (1977). Reliability of measurement in investigations of learning and memory. In I. Birnbaum & E. Parker (Eds.), *Alcohol and human memory*. Hillsdale, NJ: L. Erlbaum

Bahrick, H.P. (1979). Broader methods and narrower theories for memory research: Comments on the papers by Eysenck and Cermak. In L. Cermak & F.I.M. Craik (Eds.), *Levels of processing in human memory*. Hillsdale, N.J.: L. Erlbaum.

Bahrick, H.P.(1979). Maintenance of knowledge: Questions about memory we forgot to ask. *Journal of Experimental Psychology: General*, 108, 296-308.

Bahrick, H.P. (1981). Über den Zusammenhang von visuellen Erinnerungsvorstellungen and Lernleistungen. In L. Tent (Ed.), *Erkennen-Wollen-Handeln; Beiträge zur Allgemeinen und Angewandten Psychologie*. Göttingen, Germany: Hogrefe

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Bahrick, H.P. (1984). Semantic memory content in permastore: Fifty years of memory for Spanish learned in school. *Journal of Experimental Psychology: General*, 113, 1-29.

Bahrick, H.P. (1984). Associations and organization in cognitive psychology: A reply to Neisser. *Journal of Experimental Psychology: General*, 113, 36-37.

Bahrick, H.P.(1984). Fifty years of second language attrition: Implications for programmatic research. *The Modern Language Journal*, 68, 105-118.

Bahrick, H.P. (1984). Replicative, constructive and reconstructive aspects of memory: Implications for human and animal research. *Physiological Psychology*, 12:2, 53-58.

Bahrick, H.P. (1985). Associationism and the Ebbinghaus legacy. *Journal of Experimental Psychology: Learning Memory, & Cognition*, 11, 439-443.

Bahrick, H.P. (1986). Learning and retention of Spanish vocabulary with and without prior knowledge of Spanish. In F. Klix & H. Hagendorf (Eds.), *Human memory and cognitive capabilities: Mechanisms and performances*. North Holland: Elsevier Science Publishers.

Bahrick, H.P., (1987). Functional and cognitive memory theory: an overview of some key issues. In D. Gorfein & R. Hoffman (Eds.), *Memory and learning: The Ebbinghaus Centennial Conference*. Hillsdale, NJ: L. Erlbaum.

Bahrick, H.P. & Phelps E. (1987). Retention of Spanish vocabulary over eight years. *Journal of Experimental Psychology: Learning Memory & Cognition*. 13, 344-349.

Bahrick, H.P. & Phelps, E. (1988). The maintenance of marginal knowledge. In U. Neisser & E. Winograd (Eds.) *Remembering reconsidered: Ecological and traditional approaches to the study of memory*. New York: Cambridge University Press.

Bahrick, H.P., Wellman, C., & Hall, L. K. (1988). The effect of language schema on learning and retention of vocabulary. In N. Gruneberg, P. Morris & R. Sykes (Eds.), *Practical aspects of memory: Current research and issues*. London: Wiley.

Bahrick, H.P. (1989). The laboratory and the ecology: Supplementary sources of data for memory research. In L. Poon, D. Rubin & B. Wilson (Eds.), *Everyday cognition in adulthood and late life*. Hillsdale, NJ: L. Erlbaum.

Bahrick, H.P. & Hall, L.K. (1991). Preventive and corrective maintenance of access to knowledge. *Applied Cognitive Psychology*, 5, 1-18.

Bahrick, H.P., (1991). A speedy recovery from bankruptcy for ecological memory research. *American Psychologist*, 46, 76-77.

Bahrick, H.P. & Hall, L.K. (1991). Lifetime maintenance of high school mathematics content. *Journal of Experimental Psychology: General*, 120, 20-33.

Bahrick, H.P. (1996). Ökologische Gedächtnisforschung: Methoden und Ergebnisse. In D. Albert & K. Stapf (Eds.), *Enzyklopädie der Psychologie. Theorie und Forschung*. Kognition Volume 4. Goettingen, Pp. 693-726. Göttingen, Germany: Hogrefe.

Bahrick, H.P. (1992) Stabilized memory of unrehearsed knowledge. *Journal of Experimental Psychology: General*, 121, 112-113 .

Bruce, D. & Bahrick, H.P. (1992). Perceptions of past research. *American Psychologist*, 47, 319-328.

Bahrick, H.P., Hall, L.K., & Dunlosky, J. (1993). Reconstructive processing of memory content for high versus low test scores and grades. *Applied Cognitive Psychology*, 7, 1-10.

Bahrick, H.P. (1994). Extending the life-span of knowledge. In L.Penner, H. Knoff, G. Batsche & D. Nelson (Eds.) *The challenge in mathematics and science education: Psychology's response*. Washington, DC: American Psychological Association.

Bahrick, H.P. & Hall, L.K., (1993). Long intervals between tests can yield Hypermnnesia: Comments on Wheeler and Roediger. *Psychological Science*, 4, 206-207.

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Bahrick, H.P., Hall, L.K., Goggin, J.P., Bahrick L.E. & Berger, S.A. (1994). Fifty years of language maintenance and language dominance in bilingual Hispanic immigrants. *Journal of Experimental Psychology: General*, 123, 264-283.

Bahrick, H.P. (1996). Synergistic strategies for memory research. In D. Herrmann, C. McEvoy, C. Hertzog, P. Hertel & M. Johnson (Eds.), *Basic and applied memory research, Vol.1.*, Hillsdale, NJ: L. Erlbaum

Bahrick, H.P., Hall, L.K., & Berger, S.A. (1996) Accuracy and distortion in memory for high school grades. *Psychological Science*, 7:5, 265-271.

Bahrick, H.P. (1996). The relation between reproductive and reconstructive processing of memory content. *Behavior and Brain Sciences*, 19:2, 191.

Bahrick, H.P. (1997). Loss and distortion of autobiographical memory content. In C. Thompson, D. Herrmann, D. Bruce, D. Read, D. Payne, & M. Toglia (Eds.), *Eyewitness memory: Theoretical and applied perspectives*. Hillsdale, NJ: Erlbaum

Hall, L.K., & Bahrick, H.P.(1998). The validity of metacognitive predictions of wide-spread learning and long-term retention. In J. Mazzone & T. Nelson (Eds.), *Metacognition and cognitive neuropsychology: Monitoring and control processes*. Mahwah, NJ: Erlbaum.

Bahrick, H.P. (2000). Long-term maintenance of knowledge. In E.Tulving & F.I.S.Craik (Eds.), *The Oxford Handbook of Memory*. New York: Oxford University Press.

Berger, S.A., Hall, L.K. & Bahrick, H.P. (1999). Stabilizing access to marginal and sub-marginal knowledge. *Journal of Experimental Psychology: Applied*, 5, 438-447.

Bahrick, H.P. (2005). The long-term neglect of long-term memory: Reasons and remedies. In A.F. Healy (Ed.), *Experimental cognitive psychology and its applications*. (pp.89-100). Washington, D.C.: American Psychological Association Press.

Bahrick, H.P. & Hall, L.K. (2005) The importance of retrieval failures to long term retention: A metacognitive explanation of the spacing effect. *Journal of Memory and Language*, 52, 566-577.

Bahrick, H.P.(2005). Dedication to Thomas O. Nelson. *Journal of Memory and Language*, 52, 461-462.

Bahrick, H.P. (2005). A self-actualizing career-choice yields unexpected results. In T.Benson, C. Burke, A. Amstadter, R.Siney, V.Hevern, B. Beins & B. Buskist (Eds).*The teaching of psychology in autobiography: Perspectives from exemplary teachers*. (pp 22-28). Washington, DC: Society for the Teaching of Psychology.

Bahrick, H.P. (2008). Thomas O. Nelson: His life, and implications of his functional view of metacognitive monitoring. In J. Dunlosky & R. A. Bjork (Eds.) *Handbook of metamemory and memory*, (pp. 1 – 7), New York: Psychology Press.

Bahrick, H.P., Hall, L. K., & DaCosta, L. A. (2008). Fifty years of memory of college grades: Accuracy and distortion. *Emotion*, 8, 13-22.

Bahrick, H. P., Baker, M. K., Hall, L. K., & Abrams, L. (2011). How should we define and differentiate metacognitions? In A. S. Benjamin (Ed.), *Successful remembering and successful forgetting: A festschrift in honor of Robert A. Bjork*, (pp. 329 – 346), New York: Psychology Press.

Bahrick, H.P., Hall, L.K., Baker, M.K. (20013) Life-Span Maintenance of Knowledge. New York and London: Psychology Press.

Bahrick, H.P. (2019). Separating data-based from non-data-based evaluations. In R. Sternberg (Ed). *My biggest research mistake*, (pp. 10-12), Thousand Oaks: Sage.