

Jiří Hoskovec[†]**Abstract**

After a review of psychological ideas documented in connection with important personalities of Czech history since the 14th century, the development of psychology as a science in the sociohistorical context through the centuries is reported. A scientific approach to psychology within the framework of philosophy and physiology, and before the background of the industrial Revolution, developed in the 19th century at the University of Prague, when it became a separate science. Over time, numerous scientists from abroad contributed to Czech psychology. The 20th century is divided into periods according to the political–historical situation. Focus is on the post-communist period after 1989, in which psychology underwent significant changes and broad development.

Keywords: Czech Republic, History of psychology, Psychology of personality, Developmental psychology, Health psychology, Methodology of psychological research

Throughout the history of the Czech Republic, various names have been used for the area, which comprises the historical lands of Bohemia in the West, Moravia in the East, and part of Silesia in the Northeast at the border to Poland. In this chapter, “Czech” means the whole area; otherwise it will be specified as Bohemian, Moravian, or Silesian.

In Czech lands, psychological ideas can be traced back to the 14th century. Thinkers communicated their ideas concerning problems, which in modern psychological terms might be labeled as *abnormal*, *developmental*, *educational*, *mental hygiene*, *personality*, *pastoral*, *occupational*, *political*, and *social*. Psychological aspects were handled in connection with theology, philosophy, and medicine.

Recommendations concerning mental hygiene were, for instance, addressed under the topic of *envy*. Charles IV of Luxembourg (1316–1378), Czech King and later Roman-German Emperor, founded Charles University at Prague in 1348, the city of his residence.

In his autobiography, he recommended: “Do not *envy* one another, but love each other, since envy gives rise to hatred. He who hates cannot be loved, and perishes as a result of his rage” (Brožek & Hoskovec, 1997c, p. 13). *Tomáš Štítmý* (ca. 1325–1406), a Czech philosopher of the same period, and probable alumnus of the University of Prague, explained in his moral-educational dialogues: “Envy is accompanied by hatred and false accusations. Envy will say: How unfortunate, that he is doing so well. May his good luck fail him. If we loved our neighbor, there would be no bitterness in our heart, and we would rejoice in the success of our fellow men” (Brožek & Hoskovec, 1997c, p. 25). Accordingly, John Hus ca. (1369–1415), the Bohemian church reformer, explicated: “Envy is the pain we experience, when contemplating the merits of our fellow men, whether it is their beauty, refined spirit, riches, abilities, intelligence, knowledge, popularity, or social status. The envious person wishes that those, who possess these advantages be deprived of them. He does not feel the pain of envy when he sleeps, but it endures and returns as soon as he awakes.

[†] Deceased

Envy leads to . . . hate, slander, unfair criticism and discontent” (Brožek & Hoskovec, 1997c, p. 31).

As a psychological intervention, *mediation* was offered as Petr Chelčický’s (ca. 1390–1460) historical contribution. In a situation in which various groups of Czech reformists were fighting each other, he created the idealistic basis for their union, the “Bohemian Brethren” (Masaryk, 1926). Petr Chelčický verified the possibility of nonviolent enforcement in politics.

During the Renaissance period, the wide spectrum of scholarly interests and their mobility within Europe while studying and/or working are remarkable. For rulers, it was an expression of wisdom and self-image to support arts and science. The most ambitious was Rudolf II (1552–1612). To his Prague residence he invited astronomers, astrologers, alchemists, painters, sculptors, writers, and poets. He engaged Thaddaeus Nemicus, also called Thaddaeus Hagecius ab Hayek (1525–1600), a multitalented scholar, as his personnel counselor. Thaddaeus Nemicus was both a promising scholar and a fortune-teller. His interpretation of physiognomic details in respect to personality traits included predictions concerning the future development of the person (Malý, 1937).

When in 1618 the Thirty Years’ War began, Paulus Stránský (1583–1657) was 35 years old. He refused to convert to Catholicism, and was forced to emigrate. In his book *Respublica Bojema* he described the national character of the Bohemians: “They do not tolerate severe discipline and dislike obeying orders. They get over injustices with difficulty. Privately and publicly they like splendor. When gay, they are tractable, when sad, they are peevish. When they are hungry, they do not sing (like Germans) and they do not dance (like French) but are angry . . .” (Brožek & Hoskovec, 1997c, pp. 38–39).

John Amos Comenius Nivnicensis (1592–1670), the Moravian educational reformer and pedagogue, may be called a leading thinker in child psychology and learning. He was priest of the reformist Brethren and emigrated. After traveling various countries, he settled in the Netherlands. Comenius postulated equivalent education for males and females, and democratic methods of teaching with respect to the individual capacity of the pupil.

The age of reason in the Czech lands, overcoming religious illiberality and the consequences of the Thirty Years War, was based on the reforms of Maria Theresa (1717–1780), Czech and Hungarian Queen, Archduchess of Austria, and Roman-German Empress, as well as of her successors.

Under her reign, Francis Josef Kinský (1739–1805) was director of the Austrian War Academy, and additionally played an important role in the foundation of the Royal Bohemian Academy of Sciences. Kinský’s manuals for soldiers, exhorting them to achieve self-sufficiency, braveness, virility, decisiveness, discipline, and self-control by physical, moral, emotional, and intellectual training were based on psychological principles. In connection with the Coalition War (1792–1796) against France, he analyzed the problem of “the means of distracting the French from their blind trust in their leaders” (1793). Concerning the teaching and learning of children, he stressed cultivation of the mother tongue and early learning of foreign languages (Brožek & Hoskovec, 1997c, pp. 42–44).

The scholars mentioned above had long-term—spanning centuries—influence on Czech education and science (Brožek & Hoskovec, 1997c; Dvorský, 1931; Förster, 2008).

Scientific endeavor in Czech psychology was applied by Georg Prochaska (1749–1820), born at Blížkovice. The Moravian physiologist studied neurophysiology, and established a link to psychology. He regarded *inner senses* as connections between perception and cognition. *Sensorium commune* he defined as the locality of the nervous system, where all external stimuli meet, and from where the inner stimuli spread to all parts of the body. The external stimuli are reflected, either consciously or unconsciously. These revealing ideas are subject matter for consideration. In his handbook on human physiology (Vienna, 1797), Prochaska observed attention, imagination, memory, emotion, self-control, opinion, rational judgment, intelligence, ingenuity, wit, and wisdom (Kruta, 1956).

Establishing Psychology As a Discipline

In the Czech lands, psychology as a science developed in the 19th century at the University of Prague. D. Brett King and Michael Wertheimer described it in their biography of Max Wertheimer: “Prague was the jewel of Central Bohemia and had evolved to the capital, the largest city, and the cultural and economic center of the area (2005, p. 18).”

Among the scientists developing psychology at Prague University was Jan Evangelista Purkinje (1787–1869), born at Libochovice, North Bohemia. After a professorship at the University of Breslau, he returned to Prague in 1850. He contributed to psychology in the fields of vision, space perception, vertigo, nervous system, acoustics, phonetics, senses, consciousness, and sleep. Purkinje (Figure 8.1, p. 249

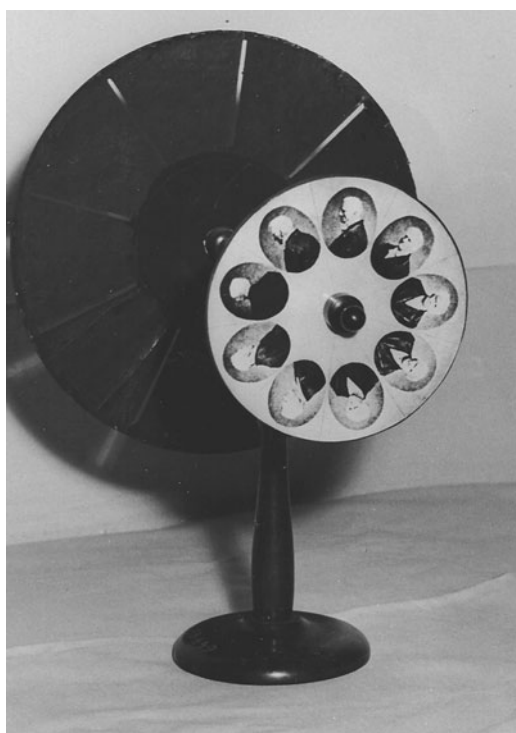


Fig. 8.1 Kinesiscope. The apparatus was developed by Purkinje and improved by a mechanical, clock-type drive and exchangeable discs of pictures. Purkinje demonstrated the moving picture while lecturing in Breslau and in Prague.

and 13.2, p. 250) had extraordinary powers of self-observation for the discovery of subjective sensations, and was equally astute in his observation of others (Brožek & Hoskovec, 1987, 1997a; Kruta, 1961).

In 1867, Ernst Mach (1838–1916), born in Chrlice, Moravia, came to Prague, where he lived for 28 years. With Purkinje, he shared an interest in problems of sensory and motion perception, adaptation of the human eye, and vertigo. Mach investigated perceptual processes for several years and published in 1886 the *Analysis of Sensations*. In 1916, Albert Einstein pinpointed that his critical approach was essentially promoted by Ernst Mach's philosophical ideas (Hoskovec, 1998a; Oxford, 1999).

In 1870, the sensory physiologist Ewald Hering (1834–1918), born in Altgersdorf, Saxony, came to Prague and stayed for 25 years. He took over the physiological laboratory after Purkinje. Hering's explanation of color blindness through the theory of complementary colors (1880) opposed Helmholtz's theory of color perception. However, today, both theories are compatible (Hoskovec, 1998d).

In 1879, when Ernst Mach was rector of Prague University, Carl Stumpf (1848–1936), born at Wiesentheid, Bavaria, was appointed to a full professorship at the philosophical faculty of Prague University. Stumpf was a student of the phenomenologist Franz Brentano (1838–1917). In Prague (1883), he published the first volume of his *Tonpsychologie* (Hoskovec, 2000, 2001; Sprung, 1997, 2006). One year after Stumpf, Anton Marty (1847–1914), born in Schwyz, Switzerland, accepted a call to Prague, where he lived for 34 years. As with Stumpf, he was student of Franz Brentano. He purported that psychological experience and analysis can lead to the source and definition of the most important metaphysic terms, as for instance causality and substance. Marty engaged as well in the psychology of linguistics (Hoskovec, 1998c).

In 1882, Prague University was divided into two branches, German and Czech. Ernst Mach, Ewald Hering, Carl Stumpf and Anton Marty continued to teach at the Prague German University.

Gustav Adolf Lindner (1828–1887), born at Rožďalovice, Central Bohemia, taught from 1882 at the Prague Czech University. In his publication *Ideas, on the Psychology of Society as a Basis for the Social Sciences* (1871) he introduced the term *social psychology* and offered a program for this discipline. Another publication (with four English-language editions between 1889 and 1901) by G. A. Lindner is *Empirical Psychology According to the Genetic Method* (Brožek & Hoskovec, 1997b; Svobodová, 2005). A further student of Franz Brentano, Thomas Garrigue Masaryk (1850–1937), born at Hodonín, Moravia, started to teach at the Prague Czech University in 1882. His psychological interests included child psychology, history of psychology, hypnosis, imitation, and suicide (Brožek & Hoskovec, 1995). After his career as philosopher and university teacher, he became the first president of the Republic of Czechoslovakia, serving from 1918 to 1935.

In 1884, Carl Stumpf left Prague for Halle, and a year later Friedrich Jodl (1849–1914), born in Munich, accepted a full professorship at the Prague German University, where he taught for 11 years. Jodl attempted to summarize the diverse psychological literature and to provide an objective report on the state of the art. He left Prague for Vienna, where in 1896 he published his widely utilized Prague psychology lectures as *Lehrbuch der Psychologie* (Hoskovec, 1998b).

Ernst Mach, Ewald Hering and Friedrich Jodl left Prague in 1895. Anton Marty remained at the

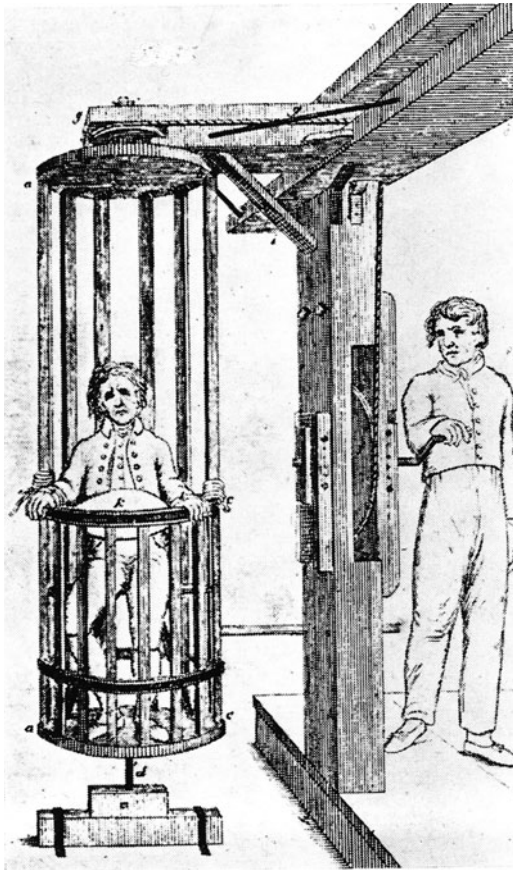


Fig. 8.2 Rotating chair originally used for the treatment of psychiatric patients, used by Purkinje for self-observation and in studying optokinetic nystagmus, vestibular nystagmus, and vertigo in subjects.

Prague German University until 1914. In 1896, Christian von Ehrenfels (1859–1932), born in Rodaun, now part of Vienna, joined the Prague German University. Ehrenfels stayed at Prague for 33 years. His article on “Gestalt Qualities” was published in 1890. During his Prague period, he was primarily interested in value theories, and he published a work on the subject in 1897. Among his students in Prague was Max Wertheimer (1880–1943), who developed von Ehrenfels’ view of Gestalt, and was, together with W. Köhler and K. Koffka, founder of the Berlin School of Gestalt psychology (King & Wertheimer, 2005).

In 1910, while Anton Marty and Christian von Ehrenfels worked at the Prague German University, Mihajlo Rostohar (1878–1966), born at Brege, Slovenia, arrived (at Leipzig, he cooperated with W. Wundt) at Prague Czech University. In the years 1911–1912, Rostohar established in Prague the first Czech psychological laboratory, a private

one, equipped at his own expense. He purported that psychology must avoid speculation and be studied empirically. Rostohar’s methods were based on the conception of mental structures. After an interruption due to World War I, he transferred in 1923 to Masaryk University Brno (founded 1919). Rostohar established in 1926 the Psychology Institute at the philosophical faculty of Masaryk University, which gained a leading position in the country. Here, the Brno school of Gestalt psychology developed. From 1935 he edited the first, and that time only, Czech psychological journal.

In 1934, Emil Utitz (1883–1956), born at Prague, started teaching philosophy, ethics, and psychology at the Prague German University. Emil Utitz was co-founder of the Czech–German “Circle Linguistique” of Prague, a philosophical forum. He survived a 3 years’ imprisonment in a concentration camp. After his return to Prague he published *Psychology of Life in the Concentration Camp Theresienstadt*, documenting the characters of prisoners under heavy strain (Utitz, 1947, 1948).

The Era of Psychotechnics

At the beginning of the 20th century, psychotechnics underwent rapid development in the United States and Germany. Czech Psychotechnics began in 1920, when the Psychotechnical Institute (Psychotechnický Ústav) at Prague was founded within the framework of the Masaryk Academy of Labor. The aim was research on the efficiency of human physical and mental labor and the application of research findings. It served as a central and steering institution for the whole republic. Czech psychotechnics learned from Anglo-American research and experience. In addition, German pioneers in psychotechnics, such as Walter Blumenfeld from the Psychotechnic Laboratory at Dresden and Ewald Sachsenberg, assisted with advice. Gradually, vocational guidance centers were established all over the country, for instance, at industrial plants like the Vítkovice steel works and the Baťa shoe factory at Zlín. The few scientists named below made essential contributions to this field.

Vilém Forster (1882–1932) from Prague Charles University developed a dynamic theory of nervous impulse (Forster, 1921). In addition, he transposed intelligence tests for Czech application and designed psychotechnical diagnostic aids, among others Forster’s multiple choice reaction apparatus, used for testing of pilots and drivers (Forster, 1928). A modification, the *Ostrava dispositiv*, is still used today (Brožek & Hoskovec, 1998a; Hoskovec &

Brožek, 2007; Janoušek, Hoskovec, & Štikar, 1993; Štikar, Ryměš, Riegel, & Hoskovec, 2003). A catalogue of occupations, including the mental and physical requirements and health hazards of each, was compiled (Lancová, Říha, Stejskal, & Šeracký, 1925).

In the 1930s, Vilém Chmelář (1892–1989), later associated with Brno Masaryk University, was responsible for widening the network of vocational counseling throughout Moravia, where about 70 guidance centers were established.

Josef Stavěl (1901–1986) started his career at the Psychotechnical Institute in Prague in 1927 and established a psychotechnical institute and network in Slovakia.

In 1934, the Eighth International Congress of Psychotechnics was held at Prague, organized by František Šeracký. In that same year, Jan Doležal published his chapter *Psychology and Psychotechnical Performance*, which was that time the most thorough Czech study in this field (Doležal, 1934). Other publications concerning the work of the Psychotechnical Institute dealt especially with measuring intelligence (Váňa, 1933) and vocational counseling (Stavěl, 1934).

Jan Doležal (1902–1965) reorganized the Prague Central Psychotechnical Institute in 1938, when he became its director. It was renamed the Institute of Human Labor. By that time, it was an interdisciplinary institution numbering more than 100 employees, psychologists, technical engineers, pedagogues, physiologists, and others. The rapid development of the institute ceased during the German occupation and World War II. In 1951, under the communist regime, it was closed, and part of its agenda was taken over by the Ministry of Labor. It then served for the study and improvement of vocational guidance.

World War II

The Nazi occupation of Czechoslovakia was accompanied by closing all Czech universities on November 17, 1939, while the German University of Prague, as well as the Prague Institute of Human Labor continued under German supervision. There were changes of personnel, sometimes with tragic consequences for individuals. On the other hand, the Institute of Human Labor succeeded in accepting about 20 medical, technical, and psychology students whose study had been interrupted by the war, and it provided them with professional training, as preparation for postwar work. The Nazi occupation had a very negative impact on the Brno Psychological Institute as well, which had so far

been a top location in Czech psychology. Director Mihajlo Rostohar left. Only a few psychologists succeeded under the subjugating ideological pressure. In Moravia, for example, Ludmila Kolářiková, continued working in the area of child psychology, and Ferdinand Kratina pursued his study of the personality and imagination of children; and in Bohemia, Josef Stavěl, continued his investigation of interests (Kolářiková, 1942; Kratina, 1942, 1944; Stavěl, 1940, 1941, 1942, 1944).

Revival after World War II

When World War II ended with the surrender of Germany, the Czech universities reopened, but the German University of Prague was closed. The leading personalities of Czech psychology in this period were Václav Příhoda, Josef Stavěl, and Jan Doležal. Each of them presented a positive ideal, which had significant influence on many of their students. Václav Příhoda (1889–1979) was influenced by J. Dewey and E. L. Thorndike, and by the behaviorists. From 1922–1926 he studied in the USA. In the 1930s, he led a reform movement to improve the Czechoslovak educational system, namely to develop pedagogy and psychology on a scientific basis, preferably by experimental and quantitative methods. Josef Stavěl, as well as Jan Doležal, transferred after World War II to Prague University. Stavěl was oriented to motivation, personality, instincts, psychological testing, and counseling, as well as psychology in antiquity. Jan Doležal's fields of interest were experimental psychology, psychology of work, and mental hygiene.

Czech Psychology in the Era of Communism 1948–1989

The *communist putsch* of February 1948 brought the country as a whole into the Soviet orbit for 41 years (Czechoslovak Socialist Republic). Czech psychology came to be dominated by a narrow-minded Marxist prescription. Fields like personality were very sensitive; others, like transpersonal psychology or psychoanalysis, became taboo. Jan Doležal published *Science of Human Labor*, which was a central theme. He defined work as the means by which man creates the external material culture and the inner psychosocial culture, with its values and information that affect his behavior (Doležal, 1948). In the first period of Communism, psychology ceased to be officially perceived as a science; on the contrary, it was called a “bourgeois pseudoscience.” Psychology was substituted by higher nervous activity and annexed to pedagogy.

In 1949, a wave of “ideological cleansing” occurred at all academic institutions, accompanied by the denouncing of staff and students from a position of dominance, which party members possessed automatically. Party ideologues and censors kept a watchful eye on lectures and on publications. In this era, Alois M. Marek, born 1917, psychologist and Dominican, remained in hiding for many years to avoid communist imprisonment. During this time, he wrote his book *Psychology*, based on prewar psychology and following M. Habáň’s psychology of spirituality (Habáň, 1937, 1941) dealing with self-recognition and the shaping of behavior in accordance with knowledge acquired through psychology. It was published after the fall of communism (Marek, 1992).

The situation was relatively better for psychologists working in the health system, and later in counseling. Some psychologists with non-Marxist theoretic and research orientations moved into the clinical field, which had a positive effect on the research tradition in this area. In this period, Jan Doležal actively defended psychology against doubts of it being an objective science, and against tendencies to perceive it as a mere part of physiology or of pedagogy.

The liberalization following Stalin’s death allowed a renaissance of psychology in the Soviet Union, which had reviving effect on Czech psychology as well. In 1957, the journal *Československá psychologie* (still in publication) was founded, and Jan Doležal was named editor-in-chief. In 1958, the Czechoslovak Psychological Society was established. Since 1959, Jan Doležal was director of the Psychological Institute of Charles University. He had organizational skill, was an outstanding methodologist, and was successfully synthesizing advanced theory with the demands of praxis. One long-term research field was improvement of skills and prevention of failures and accidents, with a special concern for human errors leading to broader negative consequences. Furthermore, driver psychology was included. The setting of communist ideology accepted a focus on research and development of skills, but the role of personality would not have allowed objective scientific expression, which influenced the orientation of J. Štikar and J. Hoskovec for some decades. (Brožek & Hoskovec, 1997b; Hoskovec, Pour, & Štikar, 1966, 1972; Janoušek, Hoskovec, & Štikar, 1993).

In the later 1960s, the official approach concerning international cooperation and travel relaxed, and many psychologists took the chance of establishing

contacts outside the communist block, visiting congresses or working for a period at Western universities. For example, Josef Švancara (born 1924) served as visiting professor to Montreal University. He was at that time concentrating on the diagnostics of mental development, psychology of emotion and motivation, and disorders of mental development (Švancara et al., 1971, 1974). Jiří Hoskovec worked at Lehigh University with Josef Brožek, who became his life-long transatlantic research partner in the history of psychology and sources of information in psychology. Their informal “information-bridge” on psychology lasted for four decades. At Stanford, Hoskovec joined a project at the Laboratory of hypnosis research of E.R. Hilgard. Later, Stanislav Kratochvíl cooperated with E. R. Hilgard at the same laboratory. Furthermore, Kratochvíl visited Milton H. Erickson in Arizona, and took an opportunity to work with Martin T. Orne. Karel Balcar cooperated with Raymond B. Cattell at the Laboratory for research and measurement of personality at the University of Illinois at Champaign. Pavel Říčan (born 1933) participated in personality research at Raymond B. Cattell’s Laboratory for personality and group analysis at the University of Illinois.

The Psychological Institute within the Academy of Sciences was founded in 1967, where Vladimír Tardy (1906–1987) studied mainly personality. He created a synthetic conception comprising a broad spectrum of approaches, with emphasis on the situation of the person at the time of the examination (Tardy, 1964). In the early 1970s, in the period of so-called Normalization, he was under political pressure and was forbidden to teach or publish. Jiří Odehnal (1923–2006) and Marie Severová (1924–1999), two psychologists from Charles University, were followers of Tardy in developmental psychology, mechanisms of socialization, and their application in forming skills in early childhood (Odehnal & Severová, 1966).

After the invasion of the Warsaw Pact armies into Czechoslovakia to stop the so-called Prague Spring in the summer of 1968, another wave of restraint commenced. The effects of Normalization did not come suddenly but they came surely. In psychology, numerous changes took place in top personnel and in the administrative structure. The Institute of Psychology at the University of Brno was closed for 4 years, and the personnel underwent testing for ideological reliability. Among he was not one of the personnel tested, because evidently pro-communist psychologists, Josef Linhart (1917–1991)

was one of the most influential protagonists of consequent enforcement of the official Marxist ideology in psychology.

In this period, Václav Příhoda had retired from teaching and worked on his four-volume *Ontogenes of Human Psyche*. He analyzed man's total life course, including the somatic changes, based on the work-output at various ages of important personalities of world and Czech history (Příhoda, 1963–1974; English review, J. Brožek, 1981).

Just like his colleague Tardy, Miloš Machač (1922–1992) was placed under political pressure in the early 1970s and had to retire from leading functions, but he continued in his research of autoregulation methods and stress management. Karel Balcar (born 1939) concentrated on the theoretical development in psychology of personality. His book *Introduction to Personality Research* disregarded communist ideology, and it was due to luck that it was published and reached its audience (Balcar, 1983, 1991).

After Gorbachev became general secretary of the communist party of the Soviet Union (1985) and initiated *Perestroika* (1986), the changes in Czech society were felt as a decrease of political pressure, although it took another couple of years for society to recover.

Czech Psychology After 1989: A Democratic Setting

After overcoming communism by the end of 1989, a democratic order was to be established by means of political, ideological, economical, and social transformation—which entailed vital changes in the orientation of Czech psychology—reported through a selective review of the 12 most represented fields in the recent history of Czech psychological research and application since 1993, when the Czechs and Slovaks established independent states.

In the transition period, Oskar Krejčí was adviser to two prime ministers and published his experience as *Political Transition from the Psychological Point of View* (Krejčí, 2004).

International communication was one of the important basics of the new period. Miloslav Šolc (born 1944) reassumed the tradition of large international psychological meetings in Prague, a tradition that started with the International Conference of Psychotechnics in 1934. He initiated and organized four international congresses: The 10th European Congress on Work and Organizational Psychology “Globalization: Opportunities and Threats,” in May 2001; the 30th annual congress of The International Association for Research in

Economic Psychology (IAREP), “Absurdity in the Economy,” in September 2005; the 10th European Congress of Psychology “Mapping of Psychological Knowledge for Society,” in July 2007; and the international congress “Career and Vocational Guidance in Rapidly Changing World” in November 2010 to the 90th anniversary of vocational guidance in Czech lands.

Pavel Hartl (born 1934) filled a gap by publishing the gradually growing *Czech Psychological Dictionaries* until he arrived—in cooperation with his wife Helena Hartlová—at about 20,000 entries of Czech terms with English equivalents and 2,100 names (Hartl & Hartlová, 2010). Historically, Karel Černocký (1940, 1947) published a Czech psychological dictionary. The second edition had about 3000 entries. Bohumil Geist (1970, 2000) is the author of a psychological dictionary in Czech with about 4,500 entries. Milan Nakonečný published a lexicon of psychology and an encyclopedia of general psychology and foundations of psychology (1995, 1997, 1998). In addition there is *Terminology and Documentation in Psychology* (Švancara, 1980, 1999) and the *Dictionary of Basic Psychological Terms* with about 300 entries by a group of authors at Prague Charles University (Gillernová, Bahbouh, Mertin, Ryměš, Slaměník, & Šípek, 2000).

About 100 contributions presented at a bilateral Czech–Slovak meeting of psychologists were published in a compendium titled *Psychology for the Third Millennium* (Heller & Šturma, 2000).

Psychology of transformation and globalization, reflecting positive and negative aspects from the psychological point of view was studied by psychologists from Prague Charles University (Gillernová, Mertin, 2001; Riegel, Janoušek, Břichcín, & Straka & Šnýdrová, 2001). In connection with the acceptance of the Czech Republic as a member of the European Union the problem of skepticism toward the European Union was investigated. Vladimír Kebza remarked that a process of gradual sobering from the original spontaneous pro-European enthusiasm was promoted by a group of so-called Euro skeptics, presented mainly by Václav Klaus, Czech president since 2003. Key competencies for Europe as an issue for successful integration and their improvement from a psychological point of view were defined (Kebza, 2008, Riegel, Janoušek, Čapek, Skrbková, Straka, Vaněk & Vybíralová, 2004;).

Methodology in Psychology

Czech methodology was developed by J. Doležal and V. Břicháček after World War II. Two conferences

dealt with quantitative and qualitative research and with methods of psychological research (Blatný, 2006; Heller, Sedláková, & Vodičková, 1999). An investigation of some specific characteristics of a theatre actor's work served as example for the theoretical, narrative, hermeneutic approach, and contextual as well as participative methodology (Čermák & Lindénová, 2000).

The Qualitative Approach and Methodology in Sciences of Man is the theme of annual conferences held since 2000. The editor of the contributions noticed a positive trend from a formerly defensive to a self-confident presentation of the qualitative approach. However, he missed a unified Czech terminology and suggested starting within the single specializations (Čermák, 2007; Čermák & Miovský, 2000, 2002; Miovský, 2004, 2005). The available software for the analysis of qualitative data was critically reviewed, and verbal reports and protocol analysis were studied (Heller, 2004, 2005). Three types and phases of qualitative data transformation: description, analysis, and interpretation were explained (Heller, 2007; Řehan & Šucha, 2007). The model of the narrative-oriented inquiry was explored, and six approaches to analysis and interpretation were demonstrated. The authors concluded that narrative analysis and interpretation are frequently overlapped, which requires a commitment to transparency as a basic principle of qualitative research, and emphasis upon reflexivity and other hermeneutic principles of understanding (Hiles & Čermák, 2008).

Psychology of Personality

The Czech psychology of personality was first developed and applied by Josef Durdík (1837–1902), who concentrated to temperament and character, while Emil Utitz (1883–1956) studied character in strain situations. Vladimír Tardy (1906–1987) created a synthetic concept taking into account the actual situation of a person. How science can help man to be as he is longing to be and to find the right individual orientation is the main issue for Pavel Říčan (born 1933), who wrote a book on psychology of personality, re-edited in 2007. Karel Balcar (born 1939) followed the concepts of Raymond B. Cattell, Vladimír Tardy, and Pavel Říčan. According to Balcar's theory of developmental motion the theoretical development in personality research is a spontaneous countervailing process between various approaches concerned with the question of decisive influences on mental lives (Balcar, 1983, 1991; Říčan, 1972, 1973, 1975, 1983, 2007b).

Oldřich Mikšík (1930–2009) investigated the mental variability of personality and developed the special questionnaire IHAVEZ for the diagnosis of this structure. His second questionnaire, SPIDO, serves for the diagnosis of the key components of the structure of mental variability on personality. He created a system for the complex psychological diagnosis of personality (program DIAROS), which is designed to identify qualitative parameters of interacting activities and their basic sources in personality (Mikšík, 1999, 2003; Mikšík, 2001, 2003, 2007; Mikšík & Wagnerová, 2001).

Milan Nakonečný (born 1932) published books on the comprehensive psychology of personality, motivation of behavior, and emotions, while Milan Brichcín (born 1930) wrote about will and self-control (Brichcín, 1999; Nakonečný, 1996, 2000). According to Vladimír Smékal (born 1935), psychology of personality is in a phase of development, in which a plurality of views is prevailing. In his *Invitation to Psychology of Personality: Man in the Mirror of Consciousness and Action*, he offers a classification and numerous stimuli for reflection about personality theories, models, and praxis (Smékal, 2002).

At the Institute of Psychology of the Czech Academy of Science, one section is oriented to personality research. Topics of investigation included mental representation, mental modelling, psychology of adolescence, achievement motivation, and the relationship between self-assessment and interpersonal personality characteristics (Blatný & Osecká, 1997; Filó, Osecká, & Řehulková, 1994; Macek & Osecká, 1993; Sedláková, 1998, 2004).

In lexicographic investigations of personality, Big Five in the Czech context were studied, as well as the combination of the dimensional Five-Factor Model with the circumplex configuration of traits, known as the Abridged Big Five Dimensional Circumplex (AB5C). In the AB5C, each trait is characterized by its position in relation to two factors of the five-factor structure, which makes ten two-dimensional circumplexes. The data were compared to relevant studies from abroad. (Hřebíčková, 1997; Hřebíčková, Čermák, Macek, & Urbánek, 2000; Hřebíčková & Ostendorf, 2005).

Lída Osecká (1945–1999) studied typology in psychology applying cluster analytical methods. She analyzed the methodological and technical aspects whereby various types and ways of data transformation were compared and explained (Osecká, 1999, 2001, 2006).

The application of cluster analysis in the NEO Personality Inventory should clarify whether the

three major personality prototypes (resilient, overcontrolled, undercontrolled) can be replicated in a Czech sample. The highest match was identified for the three-cluster solution (Hřebíčková & Urbánek, 2006).

Marek Blatný (born 1965) investigated the role of dispositional personality in social perception, especially in the perception of the *own ego*, in psychology of self-comfort, in risk and protection factors, in the development of adolescents, in life-long human development, and in personality coherence. Blatný studied as well the role of dispositional personality traits in self-assessment. He purported that temperamental character traits, constituting the base of personality, and of individual differences of behavior and experience, are as important for shaping self-assessment as is the influence of the social situation. In a further step, intelligence was taken into account. Another project was an analysis of the stability of personality and of changes in adolescence (Blatný, 2001; Blatný & Plhánková, 2003; Blatný & Urbánek, 2004).

Ivo Čermák (born 1956) published a coherent and critical survey on aggression reviewing relevant scientific findings over the past 30 years. He reflected on biological, personality, and cultural aspects, including attempts to manage aggression at an individual and social level. A team of 13 authors from the Czech Republic and Slovakia concentrated to the question of how aggression, identity, and personality are related or interacting. They judged that the result presented a solid introduction to the problem, although not a complete theoretical and research model (Čermák, 1998; Čermák, Hřebíčková, & Macek, 2003).

The application of the narrative approach is possible from early school age, when the ability to tell stories is forming, until old age. An exploration of the subjective sense of a passing life was done, based on life story telling. The categories, which could be identified, were submitted to a general narrative thematic analysis to reach better understanding of the “genres” of life stories (Čermák, 2004). The function of stories to shape one’s identity when searching for the meaning of life experience, for construction or reconstruction of the value or moral scale in normal times or in times of illness, and in facing the finality of life, was investigated (Chr, 2007).

Marek Blatný invited Czech protagonists of personality psychology to contribute to a compound in this field (Blatný, Hřebíčková, Millová, Plhánková, Říčan, Slezáčková & Stuchlíková, 2010).

Developmental Psychology

The tradition of developmental psychology is connected mainly with child research, which goes back to J. A. Comenius (Čáp, 1992, 1997), and to František Čáda (1865–1918), who, in 1910, established the Society for Child Research and was predominantly concerned with the child’s language, games, and drawing. His student, František Šeracký (1891–1942), developed the psychotechnical testing of children and pupils. Belonging to the same generation, Cyril Stejskal (1890–1969) studied the development of child intelligence (Stejskal, 1934). Mihajlo Rostohar (1878–1966) investigated psychological basics of reading and drawing (Rostohar, 1928), and, in Brno, established a team for the research of the development of mental processes during childhood.

Zdeněk Matějček (1922–2004) was oriented to diagnostics, and to the longitudinal research of adopted children, of children in dormitories, or of those living with foster parents, respectively, in SOS villages. Furthermore, he studied the mental deprivation of children. Matějček communicated his findings, addressing specialists and the public (Matějček, 1992, 2001; Matějček & Dytrych, 1997; Matějček & Pokorná, 1998). Josef Langmeier (1921–2007) cooperated with Matějček in the field of mental deprivation in childhood (Langmeier & Matějček, 1963, 1968). Studying children born unwanted, they investigated whether having children is a basic demand of man, and found that basic requirements it means the basic demands and requirements of the adults according to what they themselves reported to be important in their lives include stimulation, sense of life, security of life, self-esteem, and hope or perspective of life. Having a child did not represent a basic mental demand. The child may help, or to the contrary, prevent the fulfillment of basic demands (David, Dytrych, Matějček, & Schüller, 1988).

The experimental and evolutionary psychologist Jaroslav Madlafousek (1922–2008) studied the lifestyles of children and adolescents in father-absent families. Furthermore, Madlafousek led complex animal research projects (Madlafousek, 1997).

Lenka Šulová (born 1954) conducted for one decade a bilateral French–Czech research project concerning the preschool child and its world. Furthermore, Šulová studied the early development of the child as well as the early interaction between the child and various family members, and under the conditions of foster parenthood (Šulová, 2005, 2006; Šulová & Zaouche-Gaudron, 2003).

The child's learning to cope and the child's coping with difficulties of life, how to prepare children for stressful situations, and self-efficacy in preschool children were themes studied by Simona Horáková-Hoskovcová (born 1973). Starting with the theory of the development of a child's self-efficacy and stress resistance, her focus is on aspects of development with a contribution to personality development. The theoretical approach of the task is the social cognitive theory that allows some recommendations for how to support children in coping with daily stress, and eventually, how to increase resilience (Hoskovcová, 2004; Horáková Hoskovcová, 2006a, 2006b, Horáková-Hoskovcová & Suchochlebová Ryntová, 2009).

Jarmila Kotásková (1933–1994) studied the moral development, personality patterns, and interaction of moral maturity and locus of control in various social contexts. Her results indicated the significant influence of reference persons on children through imitation and shaping. The attitudes and personality characteristics of reference persons showed to be more influential than educational measures or action (Kotásková, 1987; Kotásková, Kožený, & Vajda, 1993).

Petr Macek (born 1956) studied adolescence. By a synthesis of theoretical approaches, he compared contemporary research results of Czech and foreign adolescents and found a multilayered social, cultural, and psychological phenomenon. Contemporary adolescents subjectively evaluated their lifestyle positively, which is a big change in comparison to Czech adolescents some decades ago. Especially thanks to mass media, many children long to become teenagers, and on the other hand, many adults avoid abandoning some of the advantages of adolescence, such as independence, liberty, the possibility of selection, and liberation from stereotypes and ordinariness (Macek, 1999). The use of new digital media by adolescents is reflected in research by David Šmahel (born 1974) (Subrahmanyam & Šmahel, 2010). The relationship between reasoning and the solution of a moral dilemma and the perception of responsibility in adolescents was another subject of investigation. Concerning abortion, the results yielded information that differences in solving the moral dilemma are influenced by general opinion, rather than by the level of moral reasoning (Jelínková, Tyrlík, & Macek, 2003).

Research concerning social status and value orientation proved that the young generation is less pragmatically and hedonistically oriented than one would expect. Freedom, family security, matured love, happiness, sincere friendship, world peace, and

inner harmony are preferred life goals (Řehan & Cakirpaloglu, 2000).

The shaping and development of the personality of Czech children, adolescents, and families at the end of the 20th century were studied in a set of psychological, sociological, and educational investigations (Smékal & Macek, 2002). A group of scientists from Masaryk University Brno investigated relationships in emerging adulthood using data from the ELSPAC study¹ (Macek & Lacinová, 2006).

Another topic of research was psychology of the multiple developments of man (Čáp, 1990). The development of values in adulthood applying the questionnaire PVQ21 was studied by Karel Hnilica. He found that, with age, in both men and women the importance of individualistic values decreases in favor of collectivistic values (Hnilica, 2007).

The mental ontogenesis of man, the field Příhoda had studied from 1963 until 1974 underwent further investigation three decades later. Furthermore, developmental psychology with an introduction to neurophysiology and psychology of aging in the framework of gerontology were studied (Langmeier & Krejčířová, 2006; Langmeier, Langmeier, & Krejčířová, 1998; Švancara, 1997).

Psychology of Health

In 1921, the European League for mental health selected Jaroslav Stuchlík to establish and organize a mental hygiene movement in Czechoslovakia; however, it took another 10 years until it was realized by Matěj Brandejs. He edited a specialized journal named *Duše: Časopis pro duševné zdraví* (Psyche: Journal for mental hygiene) published by J. Hanousek, Prague, 1931, 1932. The development of this discipline was interrupted by World War II and again in the 1950s, when it became part of the clinical arena. In 1961, Jan Doležal initiated the publication of a compendium of contributions on hygiene of mental life, which proved to be an important stimulus for this discipline (Doležal, et al., 1961, 1964). Libor Míček (1931–2004) contributed by defining 12 principles for self-education and mental health (Míček, 1984).

Slávka Fraňková's (1931) orientation is human ethology and psychology of nutrition, nutritional behavior, nutrition and mental health, and social aspects of food (Fraňková, 1996, 1997, 2003).

The psychological context of stress response and personality in relation to stress and health, as well as daily stress coping strategies were examined. Chicanery at work and social support as protective factor were observed (Šolcová, 1992, 1994, 1995; Šolcová & Kebza, 1999, 2005).

Miloš Machač (1922–1992) developed an auto-regulative method for harmonizing of mental states and performance. Furthermore, in cooperation with his wife Helena Macháčová (born 1941), a physiologist specializing in control of stress, and with Jiří Hoskovec, he studied emotions and efficiency, reacting to man's dysadaptation to the dynamic changes of environment, in particular in the emotional-somatic sphere. Macháčová later studied behavioral prevention of stress, dealing with the nature of stress and stress management (Machač, 1976; Machač, Macháčová, & Hoskovec, 1985; Macháčová, 1999).

At the Institute of Psychology of the Czech Academy of Sciences psychosocial contexts of subjective well-being from a theoretical and an empirical point of view were investigated. Personality aspects of coping with stress and coping strategies were studied. Personality styles characterized by positive emotivity (participating in the production of a certain behavior) correlated with engagement (active coping strategies). Personality styles characterized by negative emotions (dampening volition and behavior) correlated above all to disengagement (insulative, avoiding, coping strategies) (Blatný, Dosedlová, Kebza, & Šolcová, 2005; Millová, Kohoutek, & Blatný, 2008).

Vladimír Kebza (born 1953) is oriented to the psychosocial determinants of health, coping with stress and human resilience, burnout syndrome, psychosocial support, and behavior in relation to health (Kebza, 2005; Kebza & Šolcová, 1998).

Teachers and health was subject of research and of annual meetings at the faculty of education of Masaryk University Brno, dealing with stress load, weariness, drug problems, job satisfaction, and other problems related to certain pedagogical activities (Řehulka, 2003).

Jaro Křivohlavý (born 1925) belongs to those psychologists who, during the communist period, did work that was useful for society and somehow officially appreciated or tolerated, but did not uncover their deeper interests. This explains why he started to publish his psychological trilogy on health, illness, and positive psychology at age 76. His personal concern is humanity and high morals (Křivohlavý, 2001, 2002, 2004).

Health protective factors and health protective behavior of Czech entrepreneurs, aggression and self-esteem, psychosocial factors and inequalities in health were investigated by Iva Šolcová. In addition, she devoted attention to mental resilience under various aspects (Šolcová, 2006, 2007, 2008; Šolcová & Kebza, 2005, 2007).

The faculty of humanistic studies of Charles University is oriented to the interdisciplinary study of the healthy development of personality, family, and community. The results of a longitudinal research project concerning the psychological aspects of health behavior of adults, who had been observed from birth until age 45 years, are presented in a monograph. Multivariate analysis was applied to find relations between anthropometrical, psychological, health, and educational data. The traditional personality traits, such as extraversion and introversion, appeared to be relatively stable in adulthood. More significant changes were observed in the value system, depending on individual life experience. For the prediction of health behavior, the following parameters showed to be important: subjective hardiness, sense of life, life satisfaction, plans for life, and the feeling that the individual has control over his own destiny (Havlíková, Břicháček, Kodl, Kožená, Prokopec, Tomášek, & Šefčíková, 2007).

Jiří Mareš (born 1942) cooperated with interdisciplinary teams to study the medical, psychological, and pedagogic aspects of means and strategies for handling children's pain, and problems of social support for children and adolescents (Mareš, et al., 1997, 2001, 2002, 2003). In addition, Mareš is conducting a work group investigating the quality of life of children and adolescents from a general, methodological, and empirical point of view (Mareš, et al., 2006, 2007, 2008).

Karel Hnilica studied the influence of diagnosis and age on health, emotional life, and life satisfaction. The diagnosis of somatic problems and physical limitations delivers an explanation for symptoms, means for their control or improvement, and an explicit idea of the prognosis. Diagnosis can lead the patient to set new priorities, values, and goals. Preferably, individuals with similar diagnoses should be able to compare their health status with each other and with peers, and not with healthy and younger people (Hnilica, 2006).

Clinical Psychology

The first clinical psychologist to gain official approbation, at that time, in Czechoslovakia in this field is Jan Srnec (born 1928), who is oriented to studying ethics in clinical psychology, while the tasks of clinical psychology, which in the course of time undergo changes, were defined by Přemysl Mohapl (1932–1997) some decades later (Mohapl, 1992). Since the 1960s, Hana Junová (born 1937) helped to introduce and promote psychogymnastics as a method for psychotherapy, sociometry, and diagnostics.

A review study of contemporary theoretical approaches in clinical psychology in the context of clinical work in the Czech Republic was published (Baštecká & Goldman, 2001). Petr Goldman was the first to introduce confinement according to Leboyer in the Czech Republic.

Diagnostics and the reparability of mental deprivation of children and adolescents was studied by Jarmila Koluchová (born 1928). She explained diagnostic approaches that highlighted differences between approaches to adults and children, for example the much quicker mental development and the shorter age periods of children. She emphasized that diagnostics and the detection of abnormalities in children and adolescents need a thorough knowledge of the general laws and theory of development, as well as practical experience with normal, mentally and physically healthy children of all age groups (Koluchová, 1987; Koluchová & Morávek, 1991).

Clinical Child Psychology, a basic publication in the field, was re-edited several times (Říčan, Krejčířová, et al., 1991, 1995, 1997, 2006, 2008). Another psychologist oriented to the diagnostics of children and adolescents is Mojmír Svoboda (born 1941). He explained methods that served in the diagnosis of the individual developmental stage, deviations and their cause, individual characteristics of personality, and other topics (Svoboda, 2001).

Specific problems facing parents of handicapped children, who are likely to suffer of low self-esteem, low assertiveness, missing relaxation, and time-stress, are studied at Palacký University Olomouc, by a team that is generally oriented to handicapped children (Otípková, 2005, 2006).

Psychodiagnostic methods of adults were documented in a monograph for students and practicing psychologists dealing with principles of diagnostics, methodology, clinical methods, tests, and diagnostic praxis (Svoboda, 1999, 2005).

Clinical psychology and neuropsychology, and the possibilities of its application in psychiatry are studied by Jiří Diamant⁴ (Diamant, 1994, 1998).

The publications concerning psychotherapy—its introduction, special issues, anxiety, and fear—by Jan Vymětal (born 1945) are among the basic texts for Czech psychotherapists and students (Vymětal, 1992, 2009; Vymětal, ed., 1997, 2006; Vymětal, ed., 2000, 2007).

Experimental Hypnosis, a summary and critical analysis of the state of research in the field of hypnosis in Europe and North America was published by Stanislav Kratochvíl (born 1932); in it, he integrated his own findings and experience

(Kratochvíl, 1986, 1999). The same author wrote *Clinical Hypnosis* for psychotherapists, psychologists, psychiatrists, and medical doctors (Kratochvíl, 1990, 2001). Further publications, which are based on his clinical experience, cover sexual dysfunction (Kratochvíl, 1999, 2000, 2008), marital therapy (Kratochvíl, 1985, 1992, 2000, 2006), and the basics of psychotherapy (Kratochvíl, 1997, 1998, 2000, 2002).

Psychology of hypnosis and suggestion is a review study of international sources and experience (Hoskovec & Hoskovcová, 1998). Jiří Hoskovec studied hypnosis and suggestion, and the possibilities of the application of hypnotic suggestion for three decades, starting in the late 1950s. Methods of suggestive, hypnotic, and imaginative psychotherapy are the theme of a publication by Mojmír Svoboda, describing procedures for inducing hypnosis from a practical point of view (Svoboda, 2003).

Alcohol and drug dependency are treated in a monograph by Vladimír Řehan (born 1948), who founded the Czech journal *Addictology* (Řehan, 1994).

The therapeutic influence of motivation on alcoholics was studied by Iva Stuchlíková (born 1962) in cooperation with František Man. In an original way, she analyzed emotions in the process of forming cognitive and motivational strategies in an educational-psychological framework (Stuchlíková, 2002). Furthermore, an international research project concerning high-risk alcohol use and motivational structure was carried out with American, Czech, Dutch, and Norwegian college students, applying the Motivational Structure Questionnaire (MSQ; Stuchlíková & Man, 1999a, 1999b).

Sexology and sexual deviation are the subjects of investigation by Aleš Kolářský (born 1932), who is oriented to research, and by Petr Weiss (born 1954), who is researcher and therapist (Kolářský, 2008; Weiss, 2008).

Psychology of Work and Organization

The beginnings of this discipline go back to 1920, when the Psychotechnical Institute was established, and are mentioned in the section covering the era of psychotechnics. Political events such as the German occupation and World War II caused a regression, and in 1951, under a communist regime, the Psychotechnical Institute was incorporated into the Ministry of Labor. Jan Doležal and Zbyněk Bureš successfully defended the psychology of work and organization against trials of liquidation. Their concept was to join research and application.

Zbyněk Bureš (1924–2009), whose field was reliability of performance, contributed to the discipline with two volumes on the psychology of work (Bureš, 1981, 1982). After his retirement, Bureš cooperated at the University of Western Bohemia in Pilsen with Jiří Růžička and Marie Mayerová, where they devoted their attention to motivation of work behavior; stress, motivation, and performance; and psychology in economic praxis (Růžička, 1994; Mayerová, 1997; Mayerová & Růžička, 1999).

Work stress of university teachers, nonintelligent behavior, and the psychological context of satisfaction at work were studied at the University of Ostrava (Paulík, 1995, 2001; Paulík & Svatoš, 1998).

A review of methods for the evaluation of psychological work load was published, explaining 15 methods that can be applied as a whole or individually for the analysis of work load at any working environment (Hladký & Židková, 1999).

The human factor in conflicts, accidents and their prevention, traffic psychology, ergonomics, and engineering psychology, as well as interdisciplinary research in the area of the training of skills and the practical application of the results of driver training were studied by a group of Prague scientists (Štikar, Rymeš, Riegel & Hoskovec, 1996, 2000, 2003, Štikar, Hoskovec & Štikarová, 2003, Štikar, Hoskovec & Šmolíková, 2006, 2008a,b). Furthermore, Oldřich Matoušek (born 1921) is oriented to work safety, engineering psychology, ergonomics, and optimization of human activity (Gilbertová & Matoušek, 2002).

Ethics and psychology in business in comparison to ethics based on religion and ethics in medicine is a theme studied at the Institute of psychology at Charles University (Riegel & Janoušek, 2006).

Vocational guidance, training of management skills, negotiation, team work, and questions of professional competence are investigated at the Prague University of Economics (Jarošová, Komárková, Pauknerová, & Pavlica, 2001). In addition, social communication and training of management skills are studied (Bedrnová & Nový, 2004). Further fields of interest are the psychological consequences of unemployment and the psychology and sociology of behavior in economy, the work market, diagnostics, and motivation of behavior at work (Hubinková, et al., 2008).

Research concerning unemployment is also done at Masaryk University Brno. Long-term unemployment has negative influence on the subjective evaluation of quality and meaningfulness of life, as well

as on satisfaction with particular aspects of life. The duration of unemployment correlates significantly and negatively with education. Especially for older men, loss of work has greater impact on meaningfulness of life, the longer the worse (Buchtová, 2004).

The area of space psychological research in the Czech Republic was reviewed for a Russian journal (Šolcová & Mikšík, 2009). Presently Czech researchers participate on the Mars500 project (<http://www.mars500.cz/en/>), where they monitor the dynamic of the group of astronauts using the Sociomapping method (Bahbouh, 1994).

Psychology of Sports

Physical exercise (the Sokol movement since 1862) and sports traditionally play an important role in Czech society, and also in strengthening national self-esteem. The first publication on the psychology of sports was a dissertation in 1928 published 20 years later (Pechlát, 1948).

The autoregulative method, developed by Miloš Machač in the 1970s, was well accepted in sports. Four psychologists have studied methods, mental processes, personality, motivation, social interaction, social groups, social facilitation, aggression and violence, spectators, mass behavior of spectators, doping, autoregulation and ideomotor technique, psychological preparation of sportsmen, mental hygiene, and evaluation and self-evaluation in connection with sports (Machač, 1976; Slepíčka, Hošek, & Hátlová, 2006).

The sport psychologist faces a special situation with his client, due to high expectations and the sensitivity of the triangular relationship between the athlete, his trainer, and the psychologist. Psychological intervention for top athletes moves, depending on the diagnosis, roughly in two directions: psychotherapy, when the performance is impaired, or mental training to achieve best performance (Šafář, 2006).

Social Psychology

Social psychology developed as a consequence of the need to define and solve social phenomena connected with political and economic development in Europe in the 19th century, issues such as revolution, conflicts between large social groups, the accumulation of people in big industrial agglomerations, the phenomena of mass behavior and arousals, and the role of leaders. In 1871, G. A. Lindner published *Ideen zur Psychologie der Gesellschaft als Grundlage der Sozialwissenschaft*. A decade later,

he accepted a call to the Prague Czech University. The Slovak psychologist Anton Jurovský (1908–1985) influenced Czech social psychology in the first half of the 20th century. He concentrated on social groups, a theme that Jaromír Janoušek (born 1931) also studied, in addition to his interest in social communication, especially verbal communication (Janoušek, 2007).

Ontology and epistemology of theory in social psychology, and the interdependence among social thinking, dialogue, and semiotics were studied by Ivana Marková³, who published *Making of Modern Social Psychology: The Hidden Story of How an International Social Science Was Created* (Marková & Moskovici, 2006).

The structure, dynamics, and communication in married and family life were subjects of several publications (Plaňava, 2000; Plaňava & Pilát, 2002). Marital satisfaction and the interaction between spouses were analyzed. The closest correlates of satisfaction with family life are in mutual emotional closeness, sex life, joint decision making, and contentedness with financial management. Less important were common hobbies, spending leisure time together, and household maintenance (Plaňava, Rajmicová, & Blažková, 2003). The psychology of partner and marital relations were also studied by Lenka Šulová (1995).

At the department of psychology at Prague Charles University, 15 contributions concerning the individual and the process of socialization in the environment of current society from the aspects of society, family, and school were edited (Šulová & Gillernová, eds., 2008).

In an international research project,² types of unsocial behavior were identified; for example, conduct problems, physical fighting, damage to public or private property, and shoplifting. Some of the findings are alarming, in particular the high prevalence of aggressive behavior and problem behavior related to substance use, including selling drugs for money. The authors suggested the implementation of comprehensive, tailored, and gender-specific programs in early adolescence (Blatný, Hrdlička, Sobotková, Jelínek, Květon, & Vobořil, 2006).

Psychologists at J.E. Purkinje University in Ústí nad Labem and at the University of Ostrava (both founded 1991) are reacting to regional problems, such as social care, reintegration and prevention concerning unemployment, alcohol and/or drug abuse, and homeless citizens, as well as the support of children from socially weak families in achieving better education. Attention is devoted to

intercultural issues (Centre for Roman Culture). Publications are dealing with outdoor social work, socialization of individuals and the family as a preventive factor against drug abuse, with aggression, and with perspectives of education (Fleischmann, 2000; Fleischmann et al., 2006).

Two monographs concerning psychological guidance for social work were edited, among others, suggesting programs to support socially weak Roma individuals, to counter and prevent drug addiction, and to provide aid for seniors (Paulík, 2002, 2004).

Integration of handicapped children was studied. A further concern was to explore sexual education for the mentally challenged, so that they could develop social skills that would enable them to establish satisfactory sexual relationships, while being defended against sexual abuse or sexual harassment (Smékalová, 1998, 2006; Štěrbová, 2005, 2006). A longitudinal investigation of foster families defined various types according to their functioning (Sobotková, 1994, 2001, 2003).

Mass Behavior and Terrorism in Historic-Psychological Context are the subjects of two review studies (Mikšík, 2005; Zeman, 2002). A two-volume compendium of Slovak and Czech contributions to social psychology was published in Prague (Výrost & Slaměnik, eds., 2008).

Political Psychology

Social representations of democracy, individualism and responsibility, dialogicality, trust, and democratic transition in post-communist Europe were themes studied by Ivana Marková³ (Marková, 2003, 2004, 2007; Marková & Moskovici, 2006).

Jiří Diamant⁴ is clinical psychologist and neuropsychologist. Based on his personal experience, he wrote about psychological problems of emigration (Diamant, 1995).

Martina Klicperová-Baker⁵ investigated democratic citizenship, civility, and democratic political culture in the Czech Republic; rudeness and civility; and Czech–American relations (Klicperová-Baker, 2003; 2007; Klicperová-Baker, et al., 2003; Klicperová-Baker & Košťál, 2006). Democracy and its social psychological preconditions, which include civic culture, civility, and civic nationalism, was studied in the framework of an extensive survey based on representative samples from the Czech Republic, Belarus, Bulgaria, and Slovakia ($N = 3,470$ subjects). The results showed the international prevalence of democratic ideas as well as national specificities of political culture (Klicperová-Baker, Feierabend, et al., 2007).

Psychology of Art

Phantasy, creativity, and personality were studied by Josef Viewegh (1928–2003), who devoted his study to the psychology of art and is the Czech nestor of the qualitative approach (Viewegh, 1999).

Pavel Machotka⁶ approaches the psychology of fine arts both as psychologist and as an active painter and art photographer. He devotes special attention to the works of Paul Cézanne. In his book *Style and Psyche* he tried to uncover how the painter's style may reflect the painter's personality. By creating or acquiring his style, the artist is defining his self. For the painter, attaining his first style is like an invention. In addition, it is the assertion of a certain aspect of his Ego that can be revised later, as his style develops (Machotka, 1979, 1999, 2003, 2008).

Jiří Kulka, clinical psychologist and psychotherapist, is concerned with positive psychology and the psychology of art and related aspects. Kulka presented artistic creativity as the outcome not only of a single talent, but of the entire personality (Kulka, 1991, 2008, 2006).

Considering the important role of music in Czech folklore and culture as a whole, we should expect broad psychological interest and reflection. However, the psychology of music is locally a rare specialization. Marek Franěk (born 1956) is an environmental psychologist and musicologist. Since music can have positive, but also negative effects on man, and may under certain circumstances influence behavior or decision making, interest in social music psychology is increasing (Franěk, 2005).

Psychology of Spirituality

The Czech Unitarians were founded by Norbert Fabián Čapek (1870–1942), who worked, in addition to his missionary activities, as an applied psychologist. In 1901, he published a booklet on how to recognize man's attitudes and inclinations. In 1904, he founded the journal *Prameny (Sources)* for education, the development of mental powers, and the practical assessment of people. After spending 7 years in the United States, he returned to Prague as a counseling psychologist, accentuating spirituality. He died in the concentration camp in Dachau (Hoskovec & Brožek, 2006).

M. Habáň (1899–1984), psychologist and Dominican, published in 1937 and 1941 a psychological textbook, which, according to the Czech historiographer Josef Förster, is a review of Thomistic

psychology, especially for clerical catechization and pedagogic praxis, offering a clear system of catholic psychology in a tight context of rational psychology with ethics and theology, which was very popular among clerics (Förster, 2000; Musil, 2000).

Life journey and psychology of religion and spirituality is the theme to which Pavel Říčan (born 1933) has devoted his work. He studied empirically the spirituality of adolescents and its significance in shaping the moral value identity (Říčan, 1990, 2004; Říčan, et al., 2007a).

Abhidhamma in the praxis of meditation and coping with life, as well as meditative psychotherapy and mental hygiene are studied by Mirko Frýba (born 1943). After teaching clinical psychology and methodology, he settled in Sri Lanka as a Buddhist monk, now named Bhikkhu Kusalánanda (Frýba, 1991, 2003, 2008; Fromm & Frýba, 2001).

The mental and spiritual culture of man were the theme of the thoughts and reflections of Vladimír Smékal (born 1935), as a sensitive reaction to the contemporary position of man in the Czech Republic. He recommended a search for the meaning of life and self-realization and offered stimulating thoughts for possible spiritual paths (Smékal, 2005).

Historiography of Czech Psychology

English

Ernst Mach and the Perception of Movement (Ley, 1997), Carl Stumpf (Sprung, 1997), and Jan Evangelista Purkinje and Academic Psychology in Prague (Brožek & Hoskovec, 1997a, 1997b) are chapters in W.G. Bringman et al.'s (1997) *A Pictorial History of Psychology*.

Twenty personalities associated with Prague University over six centuries are portrayed in *Psychological Ideas and Society* (Brožek & Hoskovec, 1997c).

Alena Plháková (born 1954) wrote for the journal *History of Psychology* the article *Reflections on the Main Schools of World Psychology in the Czech Interwar Psychology* (Plháková, 2008).

Czech psychology during the communist period was reviewed by J. Brožek and Jiří Hoskovec (1966), J. Koščo (1976), J. Brožek (1977), and J. Švancara (1991), while Decarvalho and Čermák published a survey of humanistic psychology in Czechoslovakian (Decarvalho & Čermák, 1997). Articles concerning psychology in communist and post-communist Czechoslovakia, as well as on recent Czech psychology were published by J. Brožek and J. Hoskovec

(1993, 1998b), J. Hoskovec and J. Brožek (2000), and by J. Hoskovec (2004).

A Brief History and the Current State of Czech Psychology in Central European Context is a chapter in a textbook for foreign students (S. Hoskovicová, 2006).

Further articles deal with the history of psychology of work and organization in the Czech and Slovak industry, Czechoslovakia's early international psychotechnics, and with the beginnings of vocational guidance in Czechoslovakia (Paulík, 2004, Brožek & Hoskovec, 1998a, Hoskovec & Brožek, 2007). Another article presents a review of forensic psychology in the Czech Republic (Polišenská, 2007).

The historiography of psychology at the three universities offering an undergraduate program in psychology, located in Prague, Brno, and Olomouc, and at the Institute of Psychology of the Czech Academy of Sciences is presented in the article *Historiography of Czech Psychology* (Hoskovicová, Hoskovec, Plháková, Šebek, Švancara & Vobořil, 2010).

German

Totalitarianism in education and teaching during the communist regime in the Czech Republic was the theme of a project of the Swiss National Fund (Hoskovec, Štětovská, & Vogt-Fryba, 1991).

A biography of Carl Stumpf, from philosophy to experimental psychology, was published in Germany (Sprung & Sprung, 2006).

French

The influence of social and political changes on social psychology on the example of the Czech Republic is the theme of an article published in Belgium (Janoušek & Slaměník, 2004).

Czech

History of psychology in general, a brief history of Czech and central European psychology, and the psychology of the 20th century are themes of several books (Hoskovec & Hoskovicová, 2000; Hoskovec, Nakonečný & Sedláková, 2002; Plháková, 2006; Tardy, 1972, 1973). Furthermore, a monograph on the Brno school of Gestalt psychology was published at Palacký University Olomouc (Förster & Plháková, 2004).

An article on Czech psychology in the atmosphere of Prague Spring 1968–1970 was published by Josef Švancara (2001).

Personalities of Czech and Slovak psychology are portrayed in one chapter of an illustrated psychological explanatory atlas (Janoušek, Hoskovec, & Štikar, 1993).

Personality psychology through its history in the Czech lands roughly until the end of the 20th century was reviewed (Förster, 2008).

Studies concerning the history of empiric psychology and a genesis of systems of empiric psychology have been published (Švancara, 1993; Tardy, 1956). The collection of experimental apparatus from early psychological laboratories at Masaryk University Brno was documented in an illustrated catalogue (Vobořil, Květon, & Jelínek, 2008).

A history of intelligence research and history of theoretical approaches to cognitive development, as well as a review concerning school psychology in the Czech Republic after 1989 were published as articles (Lazarová, 2008; Plháková, 1998, 2005).

Furthermore, the history of psychoanalysis was reviewed in an article (Kocourek, 1992).

Slovak

Damian Kováč⁷ published the essence of his previous work under the title *Through Psychology to Metagnosis* (Kováč, 2007).

Conclusion

In the Czech lands, psychological ideas have been in circulation since the 14th century, in connection with the establishment of Charles University in Prague. Each further university, right up to those founded in the 20th and 21st centuries continued to stimulate creative work in psychology. From the middle of the 20th century, psychological research was also carried out at the Academy of Sciences. In times of totalitarianism, psychology was restrained. In times of liberalism, psychology fully developed, as happened in the 1920s and 1930s, when psychotechnics especially underwent rapid development, and as occurred after 1989, when Czech psychology took a deep breath after freeing itself from the corset of Communist ideology and widened its horizons. Despite political discontinuity, psychology is still seeking ideative traditional continuity.

Professional Streams and Perspective

Since 1993, Czech psychology is oriented to research on the personality of children and adolescents, to typology of personality, to cognitive processes in the framework of life-long development, to the relationship of personality and health, to psychosocial

determinants of personality and health, and to quality of life. Projects in these areas are in progress, and are planned until the end of the year 2011. The methodological approach is both quantitative as qualitative (narrative).

Looking for perspectives, relevant remarks have been made by Vladimír Smékal (2000), who perceived psychology as standing at a cross-roads, poised either to continue in specialized isolated work on microtheories or to choose a new way to discover the rules that lie behind—or above—the confusion of phenomena that are already known and which might be the starting point for a unifying theory. I believe that fragmentation will continue, although I do not exclude integrative interpretations. Olga Kolaříková (1927–2005), at the end of her life, reviewed personality research of the 20th century (2005). Her conclusion was not so far from Smékal's vision. She postulated that the concept of personality characteristics had perspective, but only if it was combined with other psychological approaches and with findings from nonpsychological expertise. These characteristics are to be studied in relationship with other psychological concepts, such as motivation, life story, or unconscious processes, in order to obtain a more coherent and integrative view of personality and to reach better understanding. Marek Blatný and Alena Plháková (2003) saw as a future trend the understanding of personality as a coherent system, in which the central integrative factor is the consciousness of one's own existence, the human ego.

In the Czech Republic, trends are moving toward increased interinstitutional and interdisciplinary cooperation among scientists.

Notes

1. Studies concerning children make extensive use of research data collected in the framework of the European Longitudinal Study of Pregnancy and Childhood (ELSPAC, by Jan Širůček) 1997–2000 at the Research Institute of Child Health in Brno.

2. The Institute of Psychology of the Czech Academy of Sciences and the Child Psychiatric Clinic of the Second Medical School of Charles University in Prague participated in the international investigation: The Social and Health Assessment (SAHA) originating from the Yale Child Study Center, in New Haven, Connecticut.

3. Ivana Marková (born 1938) is professor emeritus of Stirling University. She emigrated to Scotland in 1967.

4. Jiří Diamant (born 1930) lives in the Netherlands, where he emigrated in 1968.

5. Martina Klicperová-Baker (1956) from the Institute of Psychology of the Czech Academy of Sciences is also associated with San Diego State University. In addition to the printed material contained in her book, the authors offer access to their rich research data at <http://www.psu.cas.cz/~klicperova-baker>.

6. Pavel Machotka (born 1936) is living in Italy.

7. Damian Kováč (born 1929) is one of the main personalities of Slovak psychology, mentioned because of his long-term cooperation in the joint state and after.

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