

## History

## ORAL PRESENTATION

8268

**One hundred years of teaching psychology at Charles University in Prague****Daniel Heller** *Charles University, Czechia*

In 1921, Professor František Krejčí was appointed as the first professor of psychology at Faculty of Arts of Charles University in Prague, the capital of new established state in the Central Europe – Czechoslovakia. The Psychology seminar and the Institute of psychology were in 1950 unified into present day Department of Psychology. The chiefs of Psychology seminar and later the Department of Psychology were successively František Krejčí, František cký, since 1945 Josef Stavěl, since 1950 Jan Doležal, 1960–67 Vladimír Tardy, 1967–72 Miloš Machač, after Josef Linhart since 1980 till 1991 Jaromír Janoušek, 1991–97 Soňa Hermochová, 1997–2002 Milan Ryměš, 2002–2018 Iлона Gillernová, and today Radvan Bahbouh. However, before the establishment of the Department of Psychology of the Faculty of Arts, many important founding personalities of Czech psychology were active at the Charles University, e.g., Gustav Adolf Lindner, Josef Durdík, Tomáš Garrigue Masaryk, František Čáda, Mihajlo Rostohar at Faculty of Arts, and at the Medical Faculty Jan Evangelista Purkyně and František Mareš. Psychological topics were also studied in the framework of Pedagogics. After the societal change in 1989, the Department of psychology, the Faculty of Arts, and the Charles University opened to the world and started to develop international relations, including the Erasmus program. All theoretical and applied fields of psychology are fostered at the Department, the research results are published both in books, and national as well as international journals with impact factor. The demand for studying psychology is exceeding the possibilities for a long time.

4664

**History of hypnosis movement in Republican China (1911–1949) and Hong Kong****Wai Fu Hong** *Hong Kong*

This presentation aims at describing “the fad of hypnosis” in Republican China and Hong Kong between 1911–1949. Tao Chengzhang (1878–1912), who was studying at Tokyo with Chen Daqi (1886–1983, who became the first Department Head of Department of Psychology in Peking University in 1918), was fascinated with the idea

to use “hypnosis” as a method of assassination. In 1906, Tao Chengzhang used the pseudonym “Mr. Mount Kuaiji” to publish the first textbook on hypnosis, *Lectures in Hypnotism* (1906, Shanghai: Commercial Press). The work was largely adopted from Japanese translation of texts by James Braid (1795–1860) and Ambroise-Auguste Liébeault (1823–1904), which was translated by Inoue Enryō (1858–1919). Since then various Chinese students who studied in Japan established different institutes in hypnotism (e.g., Yu Pingke’s Chinese Mental Association in Yokohama, 1909, Bao Fangzhou’s Chinese Mental Institute in Kobe, 1910), and these associations continued to flourish in Shanghai after the establishment of Republic of China in 1911. With the establishment of “licensing” system in 1920s, institutions like the Chinese Mental Institute blossomed into a large association with over 100,000 members. Since the outbreak of Sino-Japanese war in 1937, the headquarter of Bao Fangzhou’s Chinese Mental Institute moved to Hong Kong, and continued until Bao’s death in 1967. While the fad of Hypnotism in China was completely ended after the establishment of People’s Republic of China in 1949, the Chinese Mental Institute continued to shape public image of psychologists in Hong Kong. In this presentation, original texts related to Hypnotism in Republican China (1911–1949) will be analyzed, and the fusion between (pseudo)scientific reinvention of ancient themes in Buddhism and Taoism was one of the major reason of popularity of hypnotism in China and in Hong Kong.

2175

**Development of the Czechoslovak (Czech) sport psychology: Survey**  
**Hana Válková** *Masaryk University, Czechia*

Nearly 90 years of the Czechoslovak sport psychology (later Czech) is described in the presentation. The basic directions are underlined: academic education, research and publications, training coaches, development associations including inclusion in FEPSAC, clinical practice of sports psychologists, the main persons are mentioned. Next milestones of the Czechoslovak sport psychology are discussed. Sport psychology in “fresh Czechoslovakia” (1918) started with A. Pechlát dissertation (1928 – *Psychologie tělesných cvičení* [Psychology of physical exercises]), but officially published 1939. Second text *Psychologie tréninku* [Psychology of training] of B. Chudoba – 1932. Real domain SPORT PSYCHOLOGY as an official part of sport training, coaches/teachers education, university sport studies curricula were systematically developed after 50ies. It was the reason the Czechoslovak psychology was among founders of FEPSAC. First short pioneering

text-book was *Psychologie sportu* [Psychology of Sport] of A. Stránský in 1962. Leading persons in that time were M. Vaněk, I. Macák – participated in FEPSAC board. The courses of Sport psychology were included in university studies since 1961 in main university cities since 1972 in study programs of elementary school teachers supported with textbooks (Kodým–Válková). Czechoslovak Sport Psychology Association were included in the Research Board of the Czechoslovak Association of Physical Education. In that time several text books and special volumes were published (Bezák, Dočkal, Dvořáček, Kobyłka, Komárik, Man, Rychtecký, Slepíčka, Stejskal). Prior language was Czech or Slovak, abstracts and summary was obligatory in Russian and optional either in German or English. Unfortunately some of the authors “escape to the west” and these activities were cancelled. After splitting of Czechoslovakia both countries founded extra Association of Sport Psychology and cooperate on various fields (meetings, publications, PhD programs and commissions). Re-founder was Václav Hošek. Young ASP members participates in Erasmus and FEPSAC programs. The new generation is mostly oriented on field clinical practice.

## POSTER PRESENTATION

8401

**Experimental psychology at Padua University before the arrival of Vittorio Benussi****Andrea Bobbio** (1), **Enrico Giora** (2)  
1. Italy; 2. University of Padova, Italy

It is well known that the establishment of both the teaching and the laboratory of Experimental psychology at the University of Padova dates back to the arrival of Vittorio Benussi in 1919. Benussi, a pupil of Alexius Meinong, previously worked as Privatdozent at the University of Graz, becoming one of the leading psychologists for his key investigations on perceptual illusions, timing and emotional states. Therefore, the current historiography of psychology tends to pay little attention to the academic context already existing in Padua at the very beginning of the 20th century. However, recent archival research supported the fact that the philosopher Roberto Ardigò, recognized as the father of Italian positivism, and some of his pupils, already cultivated the discipline following an up-to-date, international perspective. In particular, Gino Melati, a young philosopher and former student of Ardigò also trained in physiology, in 1898 was sent to Leipzig at the renowned Institute directed by Wilhelm Wundt, where he spent two years as visiting researcher in the field auditory perception. Moreover, the pedagogist Giovanni Marchesini, the anthropologist Enrico Tedeschi, and the physiologist Aristide Stefani promoted the discipline in their respective Institutes and,

subsequently, together helped Benussi to equip his laboratory since 1920. In sum, Benussi's contribution to experimental psychology at the University of Padova should be reviewed in the light of a more thorough and complex academic context which connected many of the so-called human sciences.

7848

**The history of theoretical psychology in Japan: An exploration of foundational issues of psychology**  
**Yasuhiro Igarashi** *Yamano College of Aesthetics, Japan*

The history of 'modern psychology' dates back to the 1870s when the new government that was formed under the authority of the emperor started to introduce new knowledge from the advanced Western countries. During the inter-war years, psychology was well developed to produce research, textbooks and mental tests, and attracted students to psychology departments in universities in Japan, and also in Taiwan and Korea that were under Japan's colonial rule. We can see one of the earliest popular mentions of theoretical psychology in 'Introduction to Psychology' (Masuda, 1934), a textbook which was widely read at that time. Masuda described it as a sub-discipline of psychology that is concerned with philosophical issues of psychology. After WWII, ai (1949) pursued his own project of theoretical psychology as a general theory of behavior inspired by Lewin's view of it (Lewin, 1938). Unfortunately, his early death by cancer ended it just before visiting USA to do research at Duke University, then the center of theoretical psychology. A group of Japanese psychologists who had strong interests in the-orientation founded the Theoretical Psychology Discussion Group in 1956. That developed into the Society of Theoretical Psychology in 1964. Koch's meta-theoretical studies of Neo-Behaviorism led researches of theoretical psychology in North America. Several Japanese psychologists introduced his notion of 'Neo neo-behaviorism' that was a predecessor of cognitive behaviorism. Even so, the notion of 'psychological studies' was not introduced at this time. A pioneering approach in Europe, Madsen's comparative, historical research of theoretical psychology was introduced into Japan in 1990s. Since then, a few researchers continue to struggle to survive and keep the tradition of meta-studies of psychology going. The International Society for Theoretical Psychology's biennial conference was held in Tokyo in 2017. However, it seems the conference was held without involvement of the research tradition in Japan that had been developing since the 1930s.

6151

**Japanese women psychologists by the end of World War II: Dissertations and presentations**

**Miki Takasuna** *Tokyo International University, Japan*

In 19th century Japan, matriculation from college or university did not include women. At the turn of the 20th century, a few women's colleges emerged (e.g., Japan Women's College, founded in 1901 in Tokyo), but none was officially accredited as a college or university until 1947. Even in these circumstances, three Japanese women obtained PhD's in Psychology from US universities and subsequently returned to Japan: Tsuruko Haraguchi (née Arai, 1886–1915), Tomi Kora (née Wada, 1896–1993), and Sugi Mibai (1891–1969). This study investigated other women who contributed to the history of Japanese psychology. The Japanese Psychological Association (JPA), founded in 1927 as the country's first psychological society, held eight biennial meetings between 1927 and 1941. All programs were published in the Japanese Journal of Psychology and listed the names of presenters (1927–1941) and participants (1927–1935). A review of the programs showed that the average number of participants and presenters attending all meetings was 180 and 96 respectively. Notably, right from the inception of the JPA, a few women both participated and presented. The total number of women presenters were 11 (1.4 %); among them were four names, including Tomi Kora, Isoko Hatano, Sachie Osaki and Aiko Komatsu. Tsuruko Haraguchi died before the founding of the JPA, but Sugi Mibai did participate at a JPA meeting. Therefore, from a woman's point of view, the development of psychology in Japan seems to have been constant until the outbreak of WWII. Ironically, the defeat of Japan led to a new education system in 1947; since then, women have been able to study psychology without restrictions.

3318

**From "sickness" to health: The theoretical development of unconscious psychology**

**Zhou Z. Zhao** *Hunan Normal University, China*

Abstract: Freudian psychoanalysis initiated the research of the unconscious, and then through several milestone stages namely the 'individual unconscious' of Adler, the 'collective unconscious' of C.G Jung, the 'social unconscious' of Erich Fromm, the 'existence unconscious' of Rollo May and the 'healthy unconscious' of A.H Maslow. In Maslow's view, the predecessors were all limited to the "pathological" unconscious that he attempted to establish the 'healthy unconscious' by establishing the 'Maslow's Hierarchy of Needs', taking the unconscious as the power and potential necessary for human development and maturity. The unconscious psychology theory promotes psychology domain to go deeper and broaden the research object. However, with the same shortcoming of consciousness psychology that

fails to explain the real characteristics of psychological object. The object of psychological research and the mechanism of conscious and unconscious have been debated in history. The essence of this debate is that human are not the subject of psychology. Although humanistic psychologists regard human as the object of psychological research, they have not been able to reveal the complete image of human.

3042

**Psychology in Russia during the WWII**

**Veronika A. Rafikova (1), Irina Mironenko (1)** *1. Saint Petersburg State University, Russia*

WWII was an important turning point in the history of European and North American schools. Russian psychology was no exception. It has undergone two devastating blows of repressions by the state, which significantly impacted the development of psychological research: first the so-called smash of pedology and psychotechnics in the pre-war period, and after the war the famous "Pavlov's session" of the Russian Academy of Sciences, fraught with the threat of prohibition of psychology as a science. The war period, in a way, paradoxically, was a time of intensive and fruitful development for Russian psychology. The paper presents an analysis of the psychological research carried out during the WWII in various psychological training and research centers. Particularly we focus on areas of research the development of which was interrupted because of post-war repressions, primarily personality psychology. Research in personality psychology mainly focused on the applied practical issues of the wartime (research on the moral and personal qualities of the military men by Teplov, Kornilov, Levitov, etc.). In the same time, there were important theoretical studies by Sergey Rubinstein, Alexei Leontiev, Ananiev, Myasishchev, etc. Among the practice-oriented works, Teplov's research on the personality of the military leader is of great interest, which focused on mental abilities, "required by a certain type of practical activity". Egorov studied personality characteristics of mid-level commanders, Salmanov – those of unit commanders, Skachkov – headquarters officers. As the result of joint work of scientists and military experts, a generalized psychological portrait of a military man was created. Levitov elaborated on the problem of will and developed a model of the complex of will qualities of the personality. Levitov defines will as the core of personality, determining all personality traits, their development and manifestation. Specific features of the organization of research in wartime are highlighted.

2554

**The Interpretation of dreams and a review of Freud's life**

**Yuzu Shimura** *1. Meijo University, Japan*

The pioneer of psychotherapy, Sigmund Freud, survived severe life circumstances. I hypothesize that the process of writing played something of a therapeutic role for him. In this study, I review *The Interpretation of Dreams*, his autobiographical study, and his biography, which were translated into Japanese. I focus on one part of his reports of his dreams and an interpretation about his relationship with his father. How did he recover from the psychological status of bereavement by reviewing his past events? The fact that Freud's father, Jakob, died when he was 81, in 1896, held important meaning for Freud. His father's death deteriorated his psychological state. He noticed an awareness that he was experiencing neurosis. At this time, Freud wrote letters, especially to Wilhelm Fliess. Those letters contain pieces of his self-analysis. In early 1898, he started writing his famous work about dreams. During that time, Freud had lost father figures, including Josef Breuer in 1890, Ernst Brücke in 1892, and Jean-Martin Charcot in 1893. Such losses attacked him. He completed his globally well-known work in 1899 when he was 43 years old. Freud insisted that dream analysis showed a clear path to the unconscious. Freud had a dream that the father of Hannibal Barca, a great military commander, ordered his son to take revenge on Rome. Freud identified Hannibal as a symbol of Judaism. When Freud reminisced about his father's harsh story of prejudice when he was approximately 10 years old, he felt sad and angry. When he examined the contents of his dream and recalled the feelings and actions in that dream, he felt relieved by confirming his relationship with his father, which restored his mental health.

### 2138

**Toward a history of the critical psychology movement in psychology**  
**Zhendong Wan (1), Min Cao (1), Bangchun Liu (2)** 1. Hunan Normal University, China; 2. Space Engineering University, China

With the development of the question whether psychological knowledge is objective or subjective, critical psychology is becoming an important field in psychology. From the published literature in psychology, the critical psychology movement existed in the pre-psychological period and continues to present which has gone through three stages of development. The first, before the 1879 year, that natural science psychologists criticized the transcendental themes such as thinking and willingness as well as the speculative methods of self-reflection in philosophical psychology. It proposed to take the objective perception and

behavior as the research topic, and use experimental statistics ways to obtain the objective knowledge of humans. The second, from 1879 to mid-20th century, that human science psychologists represented by Dilthey criticized science psychology which ignored human sociality. It proposed to take the whole human experience, the value of life as the research topic, and used the way of understanding to obtain the knowledge of real human nature or to promote the healthy development of humans. The third, from the Mid-20th century to the present, that various forms of critical psychology have appeared in psychology base on different epistemological standpoints. For example, German critical psychology, which criticizes the bourgeois ideology in natural scientific psychology based on the proletariat, calls for attention to individual subjectivity. The feminist critical psychology, which criticizes the "androcentrism" in psychology from the standpoint of feminism, emphasizes the value of women. The post-colonial critical psychology, which criticizes the "cultural centralism" in western psychology based on "multiculturalism", reaffirms the equality of culture. The purpose of this study is to reveal psychology is a study influenced by researchers' values and can't abandon the psychologists' values. In the future, both objective knowledge and subjective knowledge will help to reveal the mystery of human nature.

### 1689

**Growth of legislation accompanying cognitive testing for dementia in Japan**

**Tomoko Suzuki (1), Miki Takasuna (2)** 1. Yokohama National University, Japan; 2. Tokyo International University, Japan

The growth of legislation accompanying cognitive tests for elderly adults in Japan was investigated by analyzing subsequent revisions of the medical fees. According to the Social Insurance Medical Fee Payment Fund Act of 1948, each medical service conducted in Japan has a unified, pre-determined fee structure. Moreover, biennial revisions of fees were announced by the Health, Labour, and Welfare Ministry. Today, this structure covers over 6,000 medical services, including psychological tests developed by psychologists and psychiatrists. The considerations for conducting clinical psychological and neuropsychological tests declared in the 1978 to 2018 revisions were surveyed in this study. Every test that was related to cognitive examinations for dementia was counted, and three significant changes were identified: (1) In 1990, cognitive examinations were announced for the first time. (2) In 2006 and 2008, major eight examinations

for dementia were listed. (3) In 2018, three examinations for MCI were scheduled. These three changes were related to the enforcement of the Japanese law: The aging society in Japan faced problems related to elderly care, which led to the amendment of the Welfare Law for the Elderly in 1990. The aged society led to the establishment of the Advanced Elderly Medical Service System in 2008, which enhanced the use of cognitive assessments. In 2015, the Promotion of Measures Against Dementia brought integrated community care and promoted the use of MCI examinations. These legislations played an essential role in the growth of cognitive tests for dementia in Japan.

### 850

**The development of a human person in works of philosophers-theologians of Byzantium**

**Valērijs Makarevičs (1), Dzintra Iliško (1)** 1. Daugavpils University, Latvia

One of the central topics of modern psychology is the problem of personality development. Other issues are closely connected with this problem: the development of society and world civilization, the sustainability of this development and its prospects. In this case, researchers pay special attention to the acquisition of personality, which manifests itself as a sign of a mature personality in social relations, professional activities and human creativity. In this regard, there is an interest about the personality and its development in the history of humankind and how this issue was disclosed by the Byzantium thinkers. The aim of our work is to reveal the main emphases in the history of the development of personality. For the science of the first millennium AD, the central point in the study of a person is his/her soul – an intangible entity that determines human activity. The development of personality is associated with the development of the soul. Regarding the legitimacy of the use of the concept of personality in relation to the work of Byzantine thinkers on human development, the concept of personality was first formulated in the Renaissance. But the concept of personality as the ability to distinguish between good and evil, which allows a person to bear responsibility for his/her actions (subjectivity), and is implicitly present in the works of Byzantine thinkers. As the result of the comparison the works of Byzantine philosophers on the development a person, we can state that a person is increasingly endowed with subjectivity. The research method in this study is the analysis of texts of both thinkers and the texts of modern researchers.