

History of Psychology in Postwar Germany, in the German Democratic Republic, and in East Germany after Unification: 1945 – 2000 – A Brief Version

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Abstract

The paper contains a short description on the history of psychology in postwar Germany, in the German Democratic Republic (East Germany), and in East Germany after unification, written from the point of view of two eyewitnesses and chroniclers. The contents are: 1. The political developments and the evolution of psychology in postwar Germany 1945-1949: the years together. 2. The political developments and the evolution of psychology in the German Democratic Republic (East Germany) 1949-1961: the difficult years together. 3. The political developments and the evolution of psychology in the German Democratic Republic (East Germany) 1961-1990: the years of division. 4. Some problems in the evolution of psychology in the German Democratic Republic (East Germany). 5. A history of psychology in East Germany after unification: 1990-2000. 6. A short index to the psychological literature published in the GDR time for future scholars in the history of psychology in Germany as documentation.

Keywords: German history of psychology in 20th century, psychology in postwar Germany, psychology in East-Germany, psychology in the German Democratic Republic (GDR), psychology in the united Germany after 1990, psychology in the «Berlin Republic».

*Those who forget the good become evil,
those who forget the bad become stupid.*

ERICH KÄSTNER

1. INTRODUCTION

The history of psychology in the «German Democratic Republic» (GDR) is over. It has disappeared into the annals of the general history of psychology. And yet, psychology as it existed in that country still remains to be documented. Our contribution is only a small beginning, written from the point of view of two eyewitnesses and chroniclers who were there at the time.

In the presentation of the history of psychology in the GDR one must *consider concrete traces* of events. This kind of evidence (documentary and otherwise) is necessary because massive historic changes were and are always associated with both intentional and unintentional loss of such traces. Even a brief glance at history shows that all political upheavals are accompanied by loss of differentiations, re-evaluations of historical events, new orientations and above all with the destructions of traces and images. In the process of the unification of the two Germanys, the loss of traces includes not only many documents and archival materials on the history of psychology in the GDR, but also many psychological publications in the form of books, volumes of collected essays, reports, journals, articles, etc., which had appeared during the GDR time. In the years 1991-1992, for example, the authors were able to observe how many scientific libraries were sorting out and destroying scientific literature that had been published in the GDR. Therefore we intentionally included for future scholars in the history of psychology in Germany, as documentation, a thorough index to the literature. With its help, it should be possible for future historians to search directly for still extant sources for reconstructing the history of psychology in the GDR properly.

Which *sources of data* did we, as witnesses of the times and as chronicler, use? The main source of the data was memories that were based on documents. Our account is based on a participation of about thirty years in the developments, i.e., in the research, theory, training, scientific politics, publication process, and popularization of psychology in the GDR. In this we have especially differentiated memories in those fields in which we specialized for decades: methodology, psychodiagnosis, clinical psychology, general psychology, theoretical psychology, and history of psychology.

2. POLITICAL DEVELOPMENTS AND THE EVOLUTION OF PSYCHOLOGY IN POSTWAR GERMANY 1945-1949: THE YEARS TOGETHER

More as sixty years ago, in the night of May 8th to 9th, 1945 in Berlin-Karlshorst, the supreme commanders of the three branches of the German armed forces, with their signatures, sealed the total defeat of the «Drittes Reich» (Third Reich, Nazi Germany) in World War II in Europe. This marked the beginning of the common postwar history of the German people. The balance sheet of the war was appalling. In World War II, about 62 million people lost their lives, about 27 million people from the Soviet Union, Poland lost about 6 million individuals, Japan about 1,8 million, Yugoslavia about 1,7 million, France about 810,000, Hungary about 420,000, Great Britain about 386,000, Italy about 330,000, and the United States about 318,000 people, etc. About six million Germans died in World War II, about five million of them were soldiers. In concentration camps and prisons, about 8 million human beings of different nationalities, religions and races were murdered. The list could be continued. And the first victims were Germans, when National Socialism started the war against its own population. In the literature, the numbers vary. But bare numbers themselves still cannot convey the horror of the individual fates that they represent.

In the field of psychology, National Socialist rule led to the closing of some schools and institutes. Others found a new lease on life or continued to operate, as long as they kept a low profile, made accommodations, conducted research of military interest, or served the Fascist ideology. Many psychologists were driven out of the country. After 1933, 14% of the members of the «Deutsche Gesellschaft für Psychologie» (German Psychological Association) emigrated. Among the emigrants were leaders in their fields and promising young scholars. Walter Blumenfeld (1882-1967), Karl Bühler (1879-1963), Charlotte Bühler (1893-1974), Karl Duncker (1903-1940), Adhémarr Gelb (1887-1936), David Katz (1884-1953), Rosa Katz (1885-1962), Wolfgang Köhler (1887-1967), Kurt Lewin (1890-1947), Wilhelm Peters (1880-1963), William Stern (1871-1938), Clara Stern (1875-1945), Egon Weigl (1902-1979), Heinz Werner (1890-1964) and Max Wertheimer (1880-1943) are some who can be recalled. A few, like Otto Lipmann (1880-1933) and Martha Muchow (1892-1933), were driven to commit suicide. Others joined the resistance and were transported to prisons and concentration camps, as were Curt Bondy (1894-1972) and Heinrich Düker (1898-1986). More exact investigation into this chapter in the history of German psychology still remains to be carried out.

What happened next? Shortly after the end of World War II, instruction in psychology resumed at the universities in the four occupied zones in Germany. But the so-called «Stunde Null» (the zero hour) in 1945 was neither politically nor academically a zero hour. In the Soviet zone of occupation – i.e. the territory that later

constituted the GDR – the Soviet Military Administration issued the order to resume instruction at the universities on September 15th, 1945. Two years later, in 1947, an *early form of professional training* for psychologists was initiated. It was based on a «denazified» version of the 1941 curriculum. In *research*, the fields of concentration followed from the institute directors' previous areas of work. In Berlin, this was Kurt Gottschaldt (1902-1991) with his research on genetic psychology. In Dresden, it was Werner Straub (1904-1983) and his work in industrial psychology. In Leipzig, it was Werner Fischel (1900-1977) and his interest in animal psychology and biopsychology. *Translations of Russian works on psychology* familiarized psychologists with *psychology in the Soviet Union*. These included books by Konstantin N. Kornilov (1879-1957), Ivan P. Pavlov (1849-1936), Boris M. Teplov (1896-1965) and Sergej L. Rubinstein (1889-1960). Later, books by Alexander N. Leontiev (1903-1979), Alexander R. Luria (1902-1977) und Lev S. Vygotskij (1896-1934) were translated. On the other hand, there was also renewed strong attention of psychological developments from the United States during this time.

3. POLITICAL DEVELOPMENTS AND THE EVOLUTION OF PSYCHOLOGY IN THE GERMAN DEMOCRATIC REPUBLIC (EAST GERMANY) 1949-1961: THE DIFFICULT YEARS TOGETHER

The evolution of psychology in postwar Germany was embedded in the general political developments. This was the period of Germany's increasing division into two political systems, which reached its first peak in 1949 with the founding of the «Federal Republic of Germany» (FRG) and of the «German Democratic Republic» (GDR). In 1951, a *new degree-granting program* was introduced. It took into account both the intellectual progress that had been made in international psychology and the country's demands on psychology. Three internships were introduced to prepare graduates for professional employment: educational psychology, industrial psychology and clinical psychology. Beyond this, an *experimental thesis* was introduced as a new requirement for the diploma. *Curriculum reform* occurred again in 1955. Once more, the contents of the areas of instruction were brought up to date. This, in turn, affected the main fields in which psychology was applied. In addition, the length of the study program was extended to *five years*.

4. POLITICAL DEVELOPMENTS AND THE EVOLUTION OF PSYCHOLOGY IN THE GERMAN DEMOCRATIC REPUBLIC (EAST GERMANY) 1961-1990: THE YEARS OF DIVISION

4.1 *General characteristics*

In 1961, the two German countries were divided by «the Wall». The construction of the «Wall» had consequences that were graver for the development of psychology in the GDR than the founding of the two German states in 1949 had been. The «Wall» resulted in organizational and, to a great extent, personal separation between psychologists in the two German states. One consequence of the «Wall» was that the «Gesellschaft für Psychologie der DDR» (Psychological Association of the GDR) was founded on October 19th, 1962, with Werner Straub of Dresden as chairman. This Association sponsored seven congresses until it was disbanded. The first congress took place in Dresden in 1964. Subsequent congresses were held in 1968 in Berlin, 1972 in Erfurt, 1975 in Leipzig, 1979 in Berlin, 1983 in Leipzig and 1988 in Leipzig. A separate psychological association became necessary once there was a dividing «Wall» standing between the two German states—and became superfluous—once it had fallen. One month after the unification of the two Germanys, the «Gesellschaft für Psychologie der DDR» was disbanded on November 3, 1990.

From 1961 to 1989, *official relations* between psychologists from the two German states were difficult. The difficulties were due, on one hand, to the Federal Republic's «Hallstein Doctrine» with respect to the GDR, and on the other hand, to the GDR's «politics of separation» (Abgrenzungspolitik) from the Federal Republic. According to the «Hallstein Doctrine», any state that maintained diplomatic relations with the FRG would have to reckon with sanctions should it treat the GDR as an independent state. The politics of separation contains the rejection of every one special German-German relations.

However, on both sides of the «Wall», there were psychologists who attempted to mitigate the effects of political division. This occurred at first on the private level, then increasingly at the official level. Among the bridge-builders spanning the Iron Curtain were also some colleagues from the United States. Our special thanks go out to them today. Also, the positive cooperative relations that existed with the «American Psychological Association» (APA) in preparing and carrying out the 22nd Congress of the «International Union of Psychological Science» (IUPsyS), in Leipzig in 1980 warrant special mention and thanks. International organizations offered one of several *forms of cooperation*. The «International Union of Psychological Science» played a special role. At the 18th IUPsyS Congress in Moscow in 1966, it was decided to admit the «Gesellschaft für Psychologie der DDR» (Psychological Association of the GDR)

to the International Union. In 1972 at the 20th IUPsyS Congress in Tokyo, a decision was made to hold the 22nd Congress in the GDR. That took place in Leipzig in July, 1980. Another form of cooperation with psychologists from the German Federal Republic and the United States, during the period when Germany was split, was the organization of conferences with international participation in the GDR. Conferences between East and West Germany alone were impossible due to the GDR's politics of separation. Trips by psychologists from the GDR to the Federal Republic or the USA were authorized only in exceptional cases. A further form of cooperation consisted of carrying out conference series in the GDR and other «East Block» countries. One example was the «Baltic symposia» (Ostseesymposien), which came about at the initiative of psychologists from the GDR. Psychologists from the countries bordering the Baltic Sea (the Ostsee) were invited. «Meetings of psychologists from the Danube countries» (Treffen der Psychologen der Donauländer) were another example. They were created at the initiative of psychologists from Czechoslovakia, and participants from the countries bordering the Danube were invited. Only in the late 1980s did it appear that the opportunity was again emerging to carry out conferences between the two Germanys. In 1988, such an intention was agreed to during a discussion between the presidents of the two German psychological associations. Yet before such a conference could be realized, the history of the GDR came to an end.

4.2 *General developments during the 1960s and 1970s*

The 60s and 70s marked a *generational change* among psychologists. The new generation was especially versed in developments in the United States and the Soviet Union (now: Russia). Some psychologists had studied in the Soviet Union or had gone there for additional coursework. Beyond this, the new generation reaffirmed its strong connection to the experimental traditions of 19th century psychology in Germany.

Where did these *changes* occur? During the 60s and 70s, fields of work came to the forefront that make the transformation clear in terms of *content, methods, and terminology*. Examples are such fields as information psychology, cognitive psychology, biopsychology, cybernetic psychology and the psychology of behavioral regulation. Above and beyond this, old fields of study were reworked with new theoretical and methodological bases. Examples include general psychology, developmental psychology, psychodiagnosis, personality psychology, social psychology and psychophysics.

New areas of instruction appeared in the *curricula* under headings such as methodology, test theory and mathematical psychology.

New terms reflect the expansion of *applied psychology* into many new fields such as engineering psychology, traffic psychology, and psychological manager training. During the 80s, health psychology, organizational psychology and political psychology were added.

Unfortunately, in the early 60s, a process of *dehistoricalization* occurred in almost all areas of instruction. That is, parts of lectures dealing with explaining the historical development of the various individual areas of psychology disappeared. Well into the 50s, lengthy historical background had been a component of almost all lecture series. But during the late 60s and especially in the 70s, the *history of psychology* became an independent area of instruction and research. As of the 70s, it was offered as an optional subject in all degree-granting institutes. By the 80s, it was a mandatory subject with examinations within the training program for certified psychologists. During the late 70s, there was further *institutionalization* of the history of psychology. This continued during the 80s with increased intensity.

Examples:

1. *Research groups* in the history of psychology were established at all of the institutes of psychology, that is, in Leipzig, Berlin, Jena and Dresden.
2. *Series of publications* on the history of psychology appeared.

Examples:

- (1) «Manuscripts on the History of Psychology» (Psychologiehistorische Manuskripte).
- (2) Reprint editions of «Classics in the History of Psychology» (Klassiker der Psychologiegeschichte).
3. A «Committee on the History of Psychology» (Psychologiehistorische Kommission) within the Gesellschaft für Psychologie der DDR was founded.
4. Larger *conferences* on the history of psychology were conducted.

Examples:

- (1) The 1979 and 1980 «International Wilhelm Wundt Conferences» in Leipzig.
- (2) The 1982 «International William Preyer Conference» in Jena.
- (3) The 1985 «International Hermann Ebbinghaus Conference» in Berlin.
- (4) The 1987 «International Gustav Theodor Fechner Conference» in Leipzig.
- (5) The 1987 «National Wolfgang Köhler Conference» in Berlin.
- (5) The 1987 «National Tribute to Alexander R. Luria» in Berlin.
- (6) An all-day symposium in 1988 on the history of psychology at the 7th Congress of the «Gesellschaft für Psychologie der DDR» in Leipzig.

5. ACADEMIC-POLITICAL AND INSTITUTIONAL DEVELOPMENTS IN THE 1960S, 1970S AND 1980S

Starting in the 60s, and continuing more strongly during the 70s and 80s, major academic political changes occurred in the landscape of academic psychology in the GDR. These had a positive effect on the *development* of the discipline of psychology as well as on its *institutionalization* and *professionalization*. A general overview of this period shows:

1. The degree-granting institutes of psychology began a process of *concentration of training*.

2. This process was connected with *differentiation* and *specialization* in research.

3. *Existing practice facilities were expanded*.

4. *New institutes and practice facilities were established*.

Following are specific *examples* of these developments:

In the concentration of training – (all occurred in 1962)

1. Industrial and Engineering Psychology at the Universities of Berlin and Dresden,

2. Clinical Psychology at the Universities of Berlin and Leipzig,

3. Educational Psychology at the University of Leipzig,

4. Social Psychology at the University of Jena.

In expansion, institutionalization and professionalization

1. The number of psychology students doubled in comparison with the 50s. There were about 50 students registered each year during the 50s; this climbed to about 100 in the 70s. In 1989, 115 new psychology students registered in the GDR.

2. The number of faculty members at degree-granting institutes quadrupled in comparison to the 50s.

Example: At the Institute of Psychology at Humboldt University in Berlin, the faculty in 1959 consisted of 8 individuals. By 1989, the number had grown to about 35.

3. The number of research projects increased considerably. Unfortunately, we do not have exact numbers.

4. In 1960, an Institute for Educational Psychology was established at Humboldt University in Berlin.

5. In 1960, a division of Industrial Psychology was founded at the Technical College in Karl-Marx-Stadt (today Chemnitz).

6. In 1961, a new Institute of Psychology with a degree-granting program was founded at Friedrich Schiller University in Jena.

7. In 1962, a program in Industrial and Engineering Psychology was founded within the Institute of Psychology at Humboldt University in Berlin.

8. In 1963, the Laboratory for Clinical and Developmental Psychology was founded at the University Psychiatric Clinic at Wilhelm Pieck University in Rostock.

9. In 1965, an Institute for Sports Psychology was established at the German College of Physical Culture and Sports in Leipzig.

10. In 1965, a program in Industrial Psychology was founded at the Central Institute for Industrial Medicine in Berlin.

11. In 1966, a Central Institute for Research on Youth, based in Leipzig, was founded as part of the GDR's youth organization.

12. In 1970, an Institute for Educational Psychology was established as part of the GDR's Academy of Educational Sciences.

13. In 1970, a division for Forensic Psychology was founded at the Institute for Criminology at Berlin's Humboldt University.

14. In 1970, a chair in Military Psychology was established at the Military Academy in Dresden.

15. In 1971, a division for Psychophysiology was founded at the Institute for Research on Regulating the Heart and Circulatory System, part of the Academy of Sciences in Berlin-Buch.

In establishing educational certification and developing advanced studies

1. In 1966, the field of Medical Psychology was incorporated into the training program for medical doctors and dentists. Clinical Psychology was added in 1972.

2. Between 1968 and 1973, new training programs with enlarged practical components were introduced. In this connection, four new job descriptions were developed for the four chief areas of psychological practice, Clinical Psychology, Industrial and Engineering Psychology, Educational Psychology and Social Psychology.

3. Between 1968 and 1973, an additional special training system was introduced, the so-called vertically organized research groups. These were topically oriented research teams led by a university professor and composed of instructors, doctoral students, research assistants, research students and third-year students and above. Each student worked in a group for three years. First, students wrote papers on subjects within the team's area of research, then they completed an empirical research internship, and finally they completed a thesis for the diploma. Students at a still more advanced level also worked on their dissertations in the group.

4. Between 1968 and 1973, a training program for outstanding students was introduced. This consisted of additional training beyond the normal curriculum for especially capable and interested students.

5. As of 1970, a system of postgraduate training was developed for certified psychologists. It led, during the 80s, to the establishment of systematic postgraduate advanced training programs. The postgraduate curriculum supplemented degree training with a 4 to 5 year advanced program for employed psychologists resulting in the

designation of «Fachpsychologe» (specialist in psychology). In 1981, a postgraduate training program was started that enabled certified psychologists in health and social fields to earn the designation of «psychologist specialized in medicine.» This was equivalent to the specialist degree of a medical doctor (Facharzt). In 1986, a combined correspondence and direct study program followed for industrial, engineering and social psychologists that trained «psychologists specialized in industry». In 1989, the level of «psychologist specialized in education» was introduced, but its establishment was never fully achieved. The Ministry of Education mandated the inclusion of qualified primary, secondary and general teachers into the postgraduate training program for educational psychologists, slowing down the process considerably.

As has already been mentioned, in 1972, a decision was made at the 20th IUPsyS Congress in Tokyo to hold the 22nd IUPsyS Congress in 1980 in Leipzig. The 22nd IUPsyS Congress in Leipzig, from July 6th through 12th, 1980, was successful. Its success was also recognized by the state. Government recognition had many positive effects on psychology development.

Examples:

1. Early in the 80s, an institution was founded whose task was the development, production and marketing of psychodiagnostic tools. Called the «Psychodiagnostic Center» (Psychodiagnostisches Zentrum), it was established at Humboldt University in Berlin.

2. From 1982 on, larger international conferences on central themes of psychological research and development occurred on a regular basis. They were promoted and supported financially by the government.

Examples:

(1) In October 1984, a conference on human-computer interactions took place in Berlin.

(2) In December 1984, a conference on the structure and function of personality characteristics and possibilities of changing them was held in Leipzig.

(3) In July 1985, a symposium on the psychology of memory took place in Berlin. It was dedicated in memoriam to Hermann Ebbinghaus, who had published his book «On Memory. Investigations in Experimental Psychology» 100 years earlier.

(4) In February 1986, there was a symposium in Dresden on the subject of the optimization of strategies of mental effort.

3. In 1982, a systematic expansion of the division of «Experimental and Mathematical Psychology» began at the Central Institute for Cybernetics and Information Processes of the Academy of Sciences of the GDR. The intention was to develop this division step by step into an «Institute for Experimental and Mathematical Psychology» within the GDR Academy of Sciences. Detailed plans for the founding of the institution existed in 1989. The end of the GDR prevented its establishment.

4. Toward the end of the 80s, plans were approaching completion to introduce «governmental licensure» (Approbation) for clinical psychologists. A draft of the law was in preparation. The end of the GDR prevented this additional form of professionalization of psychology.

6. SOME PROBLEMS IN THE EVOLUTION OF PSYCHOLOGY IN THE GERMAN DEMOCRATIC REPUBLIC (EAST GERMANY)

The history of psychology in the GDR did not evolve without some problems. Many problems were political and ideological. Four salient ones were the following.

The *first problem* was the *one-sided perspective in the nature of humans*. This perspective was a consequence of all psychic process and phenomena being viewed as determined by social history. It was associated with a utopia, with the intention of creating in a short time via social changes a «new human», the «socialist personality». Corresponding to this human vision, training and environment were decisive while genetic bases were secondary or insignificant. This conception resulted in empirical research and diagnostic methods corresponding to modern standards of human and social sciences often being denigrated because they depended upon a different image of human nature. Their use was occasionally prevented by political means. The one-sided image of human nature interfered with empirical investigations.

The *second problem* consisted of *political restrictions against the modern psychology* that was represented, and further developed, in western lands. It was viewed as «bourgeois» or «idealistic» and was therefore considered as incompatible with dialectical materialism. Occasionally this was sharpened by adding that bourgeois psychology only serves the capitalistic manipulation of the masses and that its results, theories, and methods cannot be permitted to have any place in socialism. The political restrictions hindered the reception of the developments in psychology in the USA, in West Germany, and in other western countries.

The *third problem* was the *test taboo* imported from the Soviet Union. The use of psychological «test methods» and «psychotechnology» was forbidden for some time and, later, made difficult. The test taboo had its origin in a decision of the Central Committee of the Communist Party of the Soviet Union (the Bolsheviks) of July 4, 1936 (Kurek, 1995, Leonova, 1995, Vygotskaja & Lifanova, 2000). In it, under the title «On the pedological perversion in the system of the Commissariate of the Public Education», «pedology» and «psychotechnology» as well as their diagnostic tests and psychotechnological methods were forbidden. In the case of «pedology», it was a matter of a form of educational psychology and developmental psychology that existed at that time in the former Soviet Union, while «psychotechnology» concerned a kind of

industrial psychology. After the Second World War the Soviet decree including the test taboo affected the development of psychology negatively in the Soviet-occupied zone of Germany, and later in the GDR. The test taboo hindered particularly the development of psychodiagnosis, differential psychology, and the psychology of personality.

The *fourth problem* consisted of the *politics of isolation* of the GDR from West Germany and, to a lesser extent, also from the USA and other western countries. These politics resulted in reduced contact with the scientific literature and the technological standards in those countries. «Reduced» did not mean «impossible». Impossible was the private access to western literature in the GDR because it was unavailable in bookstores in the GDR. But the large scientific libraries did obtain the western literature, and access to it was not restricted. The politics of isolation interfered with the free exchange of ideas, opinions, results, and methods as well as with discussions between eastern and western scientists, especially those from the German Democratic Republic and the Federal Republic of Germany.

These four political and ideological problems did «hinder the development» of psychology but they did «not prevented» it. On the contrary to the step by step overcoming of those difficulties psychology in the GDR developed itself into the situation which we have sketched out. As documenters, temporal witnesses, and chronicler we hope that future historians will undertake objective critical historical efforts to reconstruct the lines of development that occurred in the GDR. They should be different from the accounts of individual experiences and reflections that currently have dominated the German-language literature and that consist of self-justifications and of vindications with respect to attempts to settle accounts with real or assumed enemies, and lead to balanced retrospective overviews of the history that one has experienced oneself.

7. A HISTORY OF PSYCHOLOGY IN EAST GERMANY AFTER UNIFICATION 1990 – 2000: THE FIRST YEARS OF UNIFICATION

After the unification of the two German countries on October 3rd, 1990, psychology in the «new federal states» (neue Bundesländer), that is, in the territory of the former GDR, was reorganized *solely* according to the model of the former Federal Republic. A *positive effect* of this new organization was the considerable expansion of personnel and technology within the existing institutes and divisions of universities and colleges in the former GDR. In addition, new facilities were established in Potsdam, Greifswald, Halle-Wittenberg, Magdeburg, Chemnitz and Zwickau. The new organization also made possible a beneficial major transfer of psychological scientists from the old federal states to the new federal states, further strengthening the development of psychology in a united Germany. Thus from one point of view, during the years

between 1990 and 2000, in the part of Germany that once was called the «Deutsche Demokratische Republik», more was achieved, both quantitatively and to an extent qualitatively, than in the GDR.

But to some extent there were also *negative qualitative changes*, because the new organization of psychology in the united Germany was *exclusively* patterned on the model of psychology in the old West Germany.

Examples:

(1) The special training system of «vertically organized research groups» as a cooperative model in education was discontinued.

(2) The special training program for «outstanding students» was terminated.

(3) The postgraduate advanced training programs for certified «specialists in psychology» were eliminated.

(4) The mandatory curriculum in «history of psychology» with examinations was removed from the training program for certified psychologists; furthermore, history of psychology is no longer offered as a course in most teaching institutions.

As eyewitnesses and chroniclers, we must also report on still another side of this process. It has to do with the «fate» of psychologists from the former GDR. What happened to them? We will touch on only two aspects from our immediate experience here.

1. The organization of psychology in the new federal states was linked to a *professional assessment process* of college teachers and academic personnel, that is, of professors, instructors and assistants. This process was set up to evaluate their scholarly achievements.

But: Only college teachers and academic personnel from the former GDR, not from the former Federal Republic, were required to undergo this professional evaluation.

2. The organization of psychology in the new federal states initiated a process in which *academic positions were advertised*, and *applications* had to be made for these positions.

But: For professors and instructors from the former GDR, this meant that their own positions were advertised, and they had to submit new applications for their own positions – often without success. In a new history of university is the level written with 60% of all academic scientists (Glaser, 1997, pp. 476-477).

The devastating consequence was that the professional evaluations, and especially new applications for one's own position that were now necessary, led to the loss of these jobs for many psychologists from the former GDR in united Germany. Hence there was a massive transfer of academic psychologists from the old federal states to the new ones. In fairness, however, it must be added that the greatest loss of positions was caused by the collapse of many of the GDR's research, training and practical facilities. Caused by this and other political conditions in the process of the unification,

estimations shows about 60 to 70 percent of academic psychologists from the former GDR loss there jobs. And this statement can be generalized to all of the academic occupational groups from the former German Democratic Republic (Vilmar, 2000; Scheler, 2000; Hecht, A. (2002). And yet, the *unequal treatment* of psychologists from the former GDR, compared to those from the old Federal Republic, has left behind psychological damage. And this statement can be also generalized to all of the academic occupational groups from the former German Democratic Republic. As eyewitnesses and chroniclers, we are convinced that this *unequal treatment* has had a *harmful effect on the domestic political unification process within Germany*. After the fortunate success of unification in foreign affairs, these psychological injuries continue to delay the *inner unification of the Germans* even today. *But*: Perhaps these are topics for future historians. In any event, it is a «broad field». And yet we are happy to live once again in an united Germany and in a peaceful Europe.

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