

David Gruber – Assessment of His Lifelong Work in the Field of Personality Psychology and in Other Branches

(Expert's Report)

** Note 1: Professor Smekal, emeritus professor of Masaryk University Brno, Czech Republic, is a leading expert in the field of personality psychology.*

**Note 2: The notes following „*“ are not part of the original document but notes of the translator.*

The Case of David Gruber

The aim of this text is to outline and assess the benefits and outcomes of his original discoveries and mental work methods in personality psychology as well as in managerial and related sciences. Although David Gruber's work is largely interdisciplinary, it belongs, in my opinion, mostly to the field of personality psychology. Because I have been working in this area for the whole of my life as a university teacher and author, I am very interested in his perspectives.

Interesting Questions Relating to David Gruber

In connection with my interest in speedreading and other mental work techniques, I came across a specialist in this field – David Gruber, a Czech citizen. I was so impressed by his personality that I collected all his treatises, presentations and references. I can state that during the examination of his publications and pedagogic work, the following questions came to mind:

- Why was systems engineer David Gruber invited into almost every district of our country (75 out of 77) to teach and train relevant human skills and techniques? Why was he invited into hundreds of firms and institutions in Prague, including a majority of the top governmental administration institutions (Parliament, ministries, presidential office,..) and the majority of corporations from the Czech top performing 100? How did this happen with virtually no advertising?
- Why do the participants of David Gruber's training programmes include, among others, university rectors, deputy rectors, professors, associate professors, top scientists and researchers, as well as many top physicians, lawyers, IT specialists, teachers and members of all other professions of mental work? Shouldn't the opposite be true, i. e. an engineer is the pupil of a professor?
- Why he, as an engineer, should be chosen by people as an English or German language teacher and why would people travel hundreds of kilometers across our country as well as from abroad to meet him? Isn't it the case that specialist English or German language teachers are available on every street corner?

- Why are his soft skills trainings in Prague attended, alongside thousands of Czech people, by pupils from Stockholm, Sydney, Kosice, Phoenix (AZ, USA) and by managers from Germany, France, Italy and other countries?
- Why is David Gruber not a university professor, even though he has overtaken all the top world university specialists in the sales of books on the Czech market during the last thirty years? Why is this happening without considerable advertising and promotion?
- How is it possible that a systems engineer has invented and taught the understanding of many original solutions in the field of **personal** development, even in those cases, where all the other experts in his branch hesitate and grope?

Searching for Answers

In a nutshell, I see these paradoxes originating in the confused history of our country in recent decades, specifically in the first 35 years of David Gruber's life. The majority of our young and middle generations have a large gap in their knowledge of those times. That's why my testimony is very important because I lived through the whole of that totalitarian era.

I spent a lot of time looking for the answers to my questions. Assessing the education of David Gruber, I was unable to investigate his primary or doctoral dissertations because **his studies were curtailed for political reasons** by the oppressive regime. I was presented with abundant proof of David Gruber's top education from two of his student record books – from systems engineering and from tertiary pedagogy and psychology; and additionally, via his theses from both universities and from reviewers' reports of both of the theses.

Furthermore, I investigated details such as his half-year-reports from his senior high school and "pupil's booklets", i. e. a survey of the complete series of grades from all his schools up to university entrance. **It is pointless to compare the education level of various people from their periods of study when the some of them were permitted to study whilst others were politically forbidden to study.** A proper comparison could be made only from those periods when everybody had the same opportunities to study.

I have seen many of David Gruber's diplomas from various scientific competitions, sports contests, competitions in creative writing and journalism. I have seen a wide selection of testimonies from people around David Gruber who have no reason to distort or dress up their opinions.

I also met David Gruber in person several times. And allow me a humble opinion: as a specialist dealing for more than fifty years with personality psychology, scientific research, teaching and publishing, I am a good judge of people. In addition, being over 75, I do not need to exaggerate or distort for ulterior motives. Anyway, as a good Christian, this is something I have never done.

David Gruber has developed an array of surprisingly original ideas, know-how, and "know-why" in the field of soft skills training and personal development. Due to his courage in resisting the totalitarian regime, he wasn't allowed to disseminate them in the usual way either in our country or abroad.

It's a challenge for a psychologist to find out the sources of David Gruber's inspiration when developing innovative approaches and procedures. How was he able to find a solution through home-made methods and ways in fields where teams of top university specialists supported by generous money grants failed? What's David Gruber's knowledge based on? Did he have the required preconditions, talent, and diligence for its creation?

Let's search for some answers in David Gruber's CV.

David Gruber was born on the 22nd of October, 1955 in Bohumin, Czechoslovakia. Those close to him such as family, neighbors, elementary school teachers etc. considered him to be a child of genius. His parents state that he was able to speak clearly at the age of 7 months. At the age of 4, he wrote his first short stories. He was drawing rocket motors with surprising technical detail at the same age.

Whilst at elementary school, junior school and senior high school, he succeeded at all the possible "Olympic contests" * in maths, chemistry and physics.

**Note 3: "Olympic contest" was the name given to the most serious and recognized national competition. The 20 top-placed students were accepted to university study regardless of a possible political ban. Later on, after their university graduation, they with other dozens a bit worse placed students, become almost with no exceptions the top scientific or pedagogic specialists in their respective fields. David Gruber was ranked in the 25 top-placed students in the Olympic contest in physics (ranking 21 to 25). So, he wasn't accepted to study physics on a university.*

Furthermore, he was similarly successful in all related disciplines within senior high school studies. E. g. in creative writing, poetry, sports like soccer, athletics and table tennis as well as in history, geography and civics. He showed obvious talent and application to foreign languages.

We could consider the common factors in all of this: **his ability to study, high motivation, diligence, doggedness and persistence. This did not only apply to fields demanding concentration and memory but to the same extent in creative performance, in a nutshell, mental work techniques.**

No doubt, David Gruber was always achieving the highest grades – an average of 1.0, i. e. straight As, a 99-100 percentile record in his year group and class. This can all be traced through David Gruber's schools reports as well as in his two colleges credit books.

Furthermore, the high school he attended was ranked among the five most exacting and demanding schools in the whole Czechoslovakia. Grade C in this school was comparable with grade A in an average senior high school.*

**Note 4: And in an international context, the average attainment level in Czechoslovakian schools belonged then to the most rigorous and the best in the world.*

In terms of mental work abilities, skills and achievements, David Gruber was number one even among those star pupils achieving straight As on their reports. The detailed list of all his daily and weekly current grades reveals that he made less than one mistake a year on average in all his school subjects. From his childhood, David Gruber was simply “the second teacher in his class”.

You can trace all of this through independent testimonies; from David Gruber’s class teacher Stanislav Tichy, from his classmates Jaroslav Kopacek and Oldrich Krejci (available e. g. on youtube.com in the Czech language).

In summary, all of these testimonies and results could be considered as David Gruber’s „virtual“ professorship.

In any civilized country, David Gruber’s career would be unquestionably clear: school leaving exams at the age of 15, ten doctoral degrees by the age of 18, an associate professorship by the age of 25, and a full university professorship at around 30 – plus further worldwide career as a leading expert.

I must state with the deepest regret that during the period of David Gruber’s schooling, around 1974, people like him **were politically forbidden** to study at any university college.*

**Note 5: The reason for the ban sounds unbelievable and absurd: 1) David Gruber’s parents were not „members of the working class“; they were teachers, i. e. members of the intelligentsia. 2) They were not members of the Communist Party. 3) They rejected the Soviet occupation of Czechoslovakia in 1968. / These were sufficient reasons for the oppressive regime to retaliate on their children. Had David Gruber attempted to study abroad, in a free country, this would have been regarded as a capital offence– and he would have been shot dead on the border.*

Among tens of thousands young people affected this way, we must consider it as a particularly heavy crime in case of the top talent like David Gruber. The younger generation should be reminded that nothing helped him against the study ban: no right of appeal to the university rector, to a minister, to the president... David Gruber was forbidden to study at any university after his school leaving exams; he was “sentenced” to be a manual worker for the rest of his life.

However, the study ban relating to his exceptional talent and skills was so pronounced that he was admitted to one of least prestigious technical universities – the Faculty of Metallurgy of the Mining Technical University in Ostrava. He was admitted under dramatic circumstances: the director of David Gruber’s senior high school threatened a strike of the entire teaching staff should David Gruber be banned totally from any further study. This threat worked, because a strike was something unbelievably daring and absolutely extraordinary in those totalitarian times.

As for humanities or other non-technical fields of study, these remained forbidden areas and completely closed off to David Gruber for the rest of his life. This is regrettable because David Gruber, despite his extremely broad multidisciplinary competencies, was drawn most of all to **psychology**.

Despite this adverse environment, David Gruber covered a wide range of the humanities by himself, through a pro-active approach to his field. His study discipline was inserted into the newly established Faculty of Economy which detached from the Faculty of Metallurgy in 1976. Consequently, his study discipline gained rather modified content – from predominately technical to more economical, managerial, and multidisciplinary. Its name was “systems engineering” and it gave the students a broad multidisciplinary basis for managing multidisciplinary teams.*

**Note 6: Usually, the concept “systems engineering” is connected with IT. Here, the field of study was applied to management, although, in totalitarian newspeak, “manager” was a forbidden word (!). They chose “systems engineering” instead to confuse and not to provoke communist bosses.*

In contrast to his fellow students who focussed on IT or economics, David Gruber immersed himself deeply in the humanities area of this discipline. The supervisor of his thesis (1979) was a physician and an ecologist, the consultant was a sociologist. The title of his thesis was “A Systems Approach to the Complex of Human Social Needs”. It has an overriding human quality with literature including A. Maslow’s traditional hierarchy of needs and dozens of other sources dealing with motivation, communication and managerial soft skills. The level of the thesis corresponded to a dissertation for senior lectureship.

Most importantly in terms of David Gruber’s future career was that he completed all five examinations each semester faster than anyone else in the faculty. He demonstrated, as well as top quality, also exceptional skills in the speed of his study and the speed of mental processing of text. He demonstrated his top practical time management and his top abilities in area of speed studying, rational reading, and mindfulness.

David Gruber’s Working Career

After college graduation (1979), David Gruber began as a systems analyst in one of the biggest computer centers - OKR Control Automatization. He worked there only for a short time – couple of months.

From January 1982 on, David Gruber functioned as an assistant at the college, namely in the systems engineering department, where he had studied a short time before. Even his admission to the department happened under dramatic circumstances. Despite his exceptional background, and despite applying for only one or two vacant positions, the communist managers of the college hesitated to accept him. They refused to admit him to the department board level, or to the faculty board level, or to the rector’s collegium. Finally, the omnipotent chairman of the University Communist Party Committee authorized him out of pity.*

**Note 7: The chairman of the University Communist Party Committee was then senior to the rector at that totalitarian time. He was not accountable to anybody for anything at the college.*

David Gruber worked as a college lecturer until August, 1984. You can work out what his situation was like. He was extremely popular among students, however, in contrast to the majority of his communist colleagues who did as little work as possible, drank as much as possible during working hours and bad mouthed their more capable coworkers.

At that time, David Gruber published several stories in the widely read magazine *Mladý svět* (Young World).^{*} He also published through the state broadcasting authority – poetry, prose etc.

Note 8: In the totalitarian era, there was **only one magazine in the whole country targeting particularly people between 15 and 35 years of age, but also older ones. Being published here had the same impact as to be published in dozens of the most widely read magazines in normal target society. To put it simply, even a single story published in that magazine could be assured to make the author famous. Simply said, all the Czech and Slovak nation read *Mladý svět*.*

David Gruber passed a rigorous state exam in German language and a tourist guide exam in Russian. He had another side job – as a senior high school teacher.

Through the actions of some of his envious colleagues this job was cut, so he was fired. He found himself in a situation where his family were forced to live on only **11 CZK a person and day. (This equals around 55 cent, i. e. 0.55 US Dollars.)** His wife was on unpaid maternity leave, his son Jan was a very small baby. This happened not during the middle ages but recently, in the 1980s in Europe.*

** Note 9: Only one possible critical word uttered by David Gruber against the oppressive regime at work or in public would suffice for David Gruber to be fired even from his main poorly paid job and his son's very existence would have been threatened.*

Something had to happen to bring way out from this unbearable situation!

Expelling David Gruber from the College and Establishing a New Branch

All David Gruber's attempts to study for PhD. or senior lecturership were rejected by the systems engineering department managers. He was condemned to remain a simple assistant to the end of his working life.

Perhaps the heaviest „crime“, from the point of view of his envious colleagues and chiefs, was the fact that David Gruber studied properly the extramural studies of psychology and pedagogy. This was compulsory for all members of the systems engineering department, so it was impossible to exclude only David Gruber from political grounds. His envious colleagues feared his new skills so much that they advised him to take it easy with his studies or else they would chase him away.

The extramural studies were led by the Department of College Pedagogy, the Palacký University Olomouc. David Gruber pursued these studies with maximum commitment and creativity. He achieved outstanding results in pedagogy and psychology, but there was no academic degree granted after the final exams and evaluating the dissertation. On the 1st of September, 1984, David Gruber changed his job, having been chased away from the college; he started to work as a senior high school teacher, commuting daily into the remote city Opava.

However, this one and only four-semester-encounter of David Gruber with formal opportunity to study a humanities subject had a far-reaching positive impact, namely his dissertation with the title “Mental Work Technique as an Aid to Personal Development”. This dissertation was assessed in glowing terms and considered worthy of an authentic university professor. Through this dissertation, a new discipline was established at that time, with the title “mental work techniques”. Later on, it was renamed “beneopedics”. David Gruber’s dissertation met all necessary requirements for the origin of a new science: It contained the subject, methodology, items and subsystems, classification system a way of incorporating it into the items and subsystems of the whole system.*

**Note 10: In the West, an almost identical concept, “soft skills” already existed. Because of the totally isolating effect of the iron curtain, David Gruber was unaware of this. After 1989, it transpired that he had overtaken the West where there was only a disorderly cluster of individual skills whereas in David Gruber’s concept, there was a proper scientific discipline.*

David Gruber’s relationship to this new science called “beneopedics” is unequivocally authorial, like N. Wiener’s relationship to cybernetics, S. Freud’s to psychoanalysis, J. G. Mendel to genetics etc.

David Gruber – his Career as an Independent Lecturer, Coach, Personal Development Trainer. His Discoveries

Working as a senior high school teacher David Gruber never lost sight of his lifelong mission – mental work methods, beneopedics and personal development. In the midst of this period – September 1984 to August 1986 – the corner stones of his well-known **educational popular TV series** were established. His contribution as author is 100 per cent since he worked without a co-author. He devised the themes, wrote all of the scripts and all of the detailed specifications for software learning aids; he himself was the presenter in all the sequels.

The following upsurge, even explosion of demand for his short-term trainings of personal development – was unique to Gruber. Nothing even remotely similar existed in Czechoslovakia or in the area of the world bordered by the iron curtain. The initial titles of those training courses were mainly “speedreading course”, “rational reading course” or “rational reading and mental work methods course”. *

**Note 11: In totalitarian Czechoslovakia, it was forbidden to offer topics for training such as conflict resolution, negotiation skills, presentation skills etc. There was only one truth – the communist one – and each discussion about it was a crime. Although all these skills were included in David Gruber’s training from the outset in 1983, the communist bosses were deceived. Perhaps they thought that the trainees would read more Marx and Lenin and didn’t arrest David Gruber for his completely new “suspicious” profession, science and educational service on the market.*

In Czechoslovakia at that time, there were very few books on similar topics, but real courses with a living lecturer were a **completely new product** created and run by David Gruber. It's necessary to recognize the full extent of David Gruber's authorship here with all the legal rights and consequences.

Nowadays in the Czech Republic, tens of thousands of soft skills, i. e. "gruberian topics" courses and trainings take place. Before David Gruber none of these or any other similar courses and trainings were available on the open market. He himself is their author and he was several years the only trainer and lecturer because the first 101 courses were run only by him as an independent entrepreneur, from September 1986 until May 1990.*

**Note 12: Nobody else dared risk a position of independent entrepreneur with nothing but the satisfaction and enthusiasm of his paying clients as evidence of success. The rest of the teachers stayed comfortably under state support as state employees; no private schools existed in Czechoslovakia at that time. During this period, David Gruber built the best imaginable goodwill for his pedagogic services and publications. In the Czech Republic, he attained the legal discrimination for his profession, his subsystems including single teaching topics, and for his type of educational service – a short-term-course in area of self-development.*

The immense statewide demand for David Gruber's teaching prompted Gruber to abandon the post of senior high school teacher. He stayed there only as an external employee for one day a week (6 working hours) and worked in the brand new job he had invented: independent lecturer, advisor, coach and personal development trainer.

He supported a style where his students tried their utmost to find the best solution for themselves and to grow personally as a result of his creative open questions; we have to recognize this profession fully as that of a coach. This pre-dated the publication of the pioneering English book about coaching, by John Whitmore.*

**Note 13: The financial situation of David Gruber improved. But don't think that happened quickly. In a civilized country, the top specialist, unique in the whole country and very much in demand, can set a very good price for his services. In totalitarian Czechoslovakia, the price for lectures and trainings were set by the Federal Office of Prices, the same for everybody. The best or the worst lecturer in any branch received the same sum – 35 CZK an hour (= 1.10 USD). So, teaching about 30 hours a week, David Gruber achieved the average living standard in his country at that time.*

The content of David Gruber's first 101 training courses was so refined and improved, that the majority of his students were not only satisfied but even moved. His students regarded those few days as a positive breakthrough in their lives. The issue was David Gruber's **psychoformulas**, through which students were able to develop the correct solutions even in cases where the best university professors were hesitant or helpless.*

**Note 14: After 1989, it emerged, that not only in the East but also in the West university professors and gurus remained at a loss over some issues where David Gruber's students found a way through and knew what to do. David Gruber's know-how was simply revolutionary and unique; and to this day it remains undiscovered most of the developed world.*

Let's quote some graduates of David Gruber's four-day-course from the special magazine Technicky tydenik (Technical Weekly), number 28, year 1991 when the content of the course already needn't to be hidden under the name "Rational Reading" but was named fittingly "Managerial Soft Skills":

"...from the spoken word during 10 minutes of the course, we acquired some useful methods in the study of foreign languages which we had never have been told by traditional language teachers... Mr. Gruber blended a cocktail from psychology, pedagogy, language science, medicine, economy, management, and sport knowledge for our profit..."

And the author of this article, an experienced journalist Zdenek Jakl, continues: "I do not think that the feelings of the participants so far right after the end of the course differ from the impressions of previous graduates from David Gruber's training courses. The vast majority remember the course as something really extraordinary, although the content has been more refined recently..."

These independent testimonies, rather than any theoretical analyses, are the best proof of the benefits of David Gruber's psychoformulas (= multimethods). They represent solutions which are quick and easy to grasp, including even the future knowledge in the area of soft skills.

In March 1986, a long queue of interested people formed towards the end of a freezing night at the front entrance of the organizing agency before David Gruber's summer courses went on sale. There is a video testimony about it from the agency's deputy director Mr. Milan Nemcansky on youtube.com.

David Gruber's Alumni Encounter

The second, third and further colleague in David Gruber's profession, a lecturer or coach in self-development, started only from May 1990. At that time, mental working methods had received positive reports from all around the country. Just at the moment, when the first of David Gruber's followers started as real beginners, a celebratory countrywide encounter of more than one thousand of David Gruber's training graduates took place in Prague.

One sunny Saturday morning, on 12th of May, 1990, the whole of the historic Old Town Square in Prague was studded by David Gruber's students. Including their family members, friends and colleagues, their number exceeded two thousand. About four hundred selected from them waited for entry to the hall in the building of the Trade Ministry on Parizska street 4, near the Old Town Square. Everybody had had only three or four days experience with David Gruber's teaching but they came anyway. The hall was overcrowded and there was a fantastic spirit inside during the three hours program consisting mainly of a lecture and a forum of David Gruber.

When the alumni of a certain education run by a certain teacher, unique in the whole country, cover the most famous square in the capital city, we can consider this teacher and this educational service as a firmly and permanently established success. When somebody creates a new branch of science, a new profession, a new type of market service, alone, starting from scratch, he doesn't become only an important competitor, but an **author**. There is a big difference between a lecturer who started his career in a previously existing profession and a lecturer, who created something afresh and brought it to fame without any possibility of learning from others and with no certainty that all this would work.*

**Note 15: At that time, the fans of David Gruber were ready to raise their voices and elect him the president of the country, straight after Vaclav Havel. Nobody but Gruber knew the country and its people so well and in such detail, nobody had a better or wider grasp and overview.*

Later on, particularly after 2000, the situation worsened because of the many parasites which fed on the gruberian professional structures and educational service, because of partial return of some kind of totalitarianism.

What are the Principal Attractions of and Attraction to David Gruber's Courses?

The answer lies in his original methodology. The unique concepts contained within his universally accepted "psychoformula" or "multimethod".

In the perspective of David Gruber's biography and the impossibility of studying at any non-technical university after his A levels, it's obvious that Gruber here and there discovered what already was known abroad. In these cases, he only gave a new name to already existing strands of knowledge.

It's obvious, that he was forced to simplify his wording many times in his popular books, since he was banned from publishing in any scientific journals. According to the university professor of psychology, prof. PhDr. Karel Paulik, CSc., these simplifications did not exceed tolerable limits.

A very trustworthy witness, the chief school inspector at the Ministry of Education, Mgr. Tomas Zatloukal, David Gruber's pupil, compares his knowledge universality to a performance of an Olympic winner in a decathlon.

There is another reliable witness and pupil of David Gruber, MUDr. Martin Holcat, MBA, formerly the director of the largest hospital in the Czech Republic (Common Faculty Hospital Prague), also formerly the Czech minister of healthcare and the head of the physicians' consultation board for the medical treatment of Vaclav Havel and all the other Czech presidents. He also has a lifelong interest in soft skills. He compares David Gruber equally to the best global innovators such Peter Drucker, Stephen Covey and similar. He considers Gruber even **above** those gurus in some respect – because Gruber is the author of a complex science system, not only of partial methods.

Although it may sound like a cliché, David Gruber received hundreds of letters of gratitude from his pupils and readers. He helped many of them to cope with demanding jobs or education through positive action.

Relationships among David Gruber and his Professional Followers

The number of David Gruber's followers in his branch, profession, and work can be estimated in the tens of thousands.

As far as I am concerned, it is a fundamental ethical principle of each follower, to respect their pioneer and founder, to quote him with dignity and to recommend his books. David Gruber created the maximum possible level of goodwill in former Czechoslovakia and in the Czech Republic.*

**Note 16: However, after 2000, this goodwill was massively diminished and damaged. Many of David Gruber's followers ignore their founder in their lectures, books and articles, even if the topic is typically "gruberian". David Gruber's topics are simply stolen. There are courses offered on the educational market with word for word the same detailed description but undeveloped content, with no consent from or reference to David Gruber.*

We have to admit that not everyone would like to evaluate the work of Gruber on the Czech market at the same level as the foreign gurus. We must also respect David Gruber's lifelong costs (money, time, energy etc.) paid out for research and all the running of his innovative and educational firm. The pioneer's and founder's costs, especially for private scientific research, are usually a hundred times higher than his followers' costs.

If Gruber offers his services for a much lower price than the value of the founder, this can be considered as a fantastic discount.*

****Note 17: In summary, there are people like David Gruber, considered as leading talents, whose careers were destroyed during the last period of Czechoslovak totalitarianism (1970 – 1989), who are still oppressed.***

The short, hopeful period of his career, 1985 – 2000, was replaced by an period of oppression, fully developed from 2005 until now.

David Gruber himself, the author of a widely disseminated new field, in which dozens of thousands of his followers work, with a turnover of billions of CZ Crowns (hundreds of millions US dollars) per annum, is constantly denied by the majority of the followers. His authorship and pre-eminence within the professional and educational services across the Czech Republic are impugned. David Gruber himself is being robbed of more than 99 per cent of his fair income. He calls for help not only for himself but to ambitious people everywhere. It is time to let the world know about it and to discuss it openly at least in the mainstream media.

Closing Recommendations

I recommend the respect of laws incl. copyright law at least by mentioning Gruber as the author of the field and the new methodology and to respect principles of fair trading. Not to feed upon on Gruber like a parasite if it is proven. And to create a common awareness, especially targeted at younger generation, that David Gruber has an education which compares with the best university professors. To make people aware that he isn't an ordinary competitor but the **author** of the field, the profession and the educational service.

It's obvious that nowadays David Gruber can't undergo common lengthy procedure of official doctors studies, or conferment of associate professorship etc. , after all his lifelong achievements. It would be like forcing a Formula One driver, the winner of many Grand Prix, to attend basic driving school, to force him to waste his time studying basic principles of car driving. **The humiliation of Gruber would exceed any limits in such a hypothetical case.**

I would recommend universities to be interested in David Gruber's work and to consider awarding him an honorary doctorate or professorship. Few deserve it as much as he does. Gruber would have had a real professor's degree for many years by now had he entered the totalitarian Communist Party in the 70s or 80s. Maybe, 99 out of 100 talented people would have entered, because without joining this criminal party there was nothing but lifelong cruel humiliation and oppression waiting for a man. David Gruber decided not to join to save his face and keep his conscience clear. It's time to take all this into account.

I recommend to the Ministry of Education and to scientific institutions etc. to create receptive conditions for the practice of David Gruber's knowledge here and abroad.

I recommend that his multimethods and psychoformulas are included in junior and senior high schools curriculums, naturally with full recognition of David Gruber's authorship.

I recommend the study of David Gruber's books to all mentally working people, to every student, especially the study of his Golden Book of Communication and to use it daily, to visit his courses, especially his unique speedreading course.

Brno, May 2014

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Note 18: One of Gruber's well-known pupils recently wrote: "In the area of study techniques, of self-development, there are no longer any new methods. Using Gruberian multimethods, everybody can develop all approaches for their use and benefit."

The Sources of this Expert's Report

The list of more than 1 000 training courses led by David Gruber, 1983 – 2014.

David Gruber's school report, the 9th grade of the grammar school.

The Report "100 years of David Gruber's senior high school", Ostrava with the list of the best ranked participants of the Olympic contests in maths and physics in all the history of the school

David Gruber's diploma in Olympic contests in physics 1970 – the successful solver in the highest round.

The Year Report of the Unity of Czech Mathematicians and Physicists 1973.

Diploma – the David Gruber's first place in journalistic creative writing.

Almanach Fire II, published by Profil Ostrava 1978 – a poem by David Gruber.

David Gruber's diploma in endurance sport, a long-distance walk 100 km during 24 hours, 1975.

David Gruber's diploma from contest in German language conversation, 1972.

David Gruber's school report in the 4th grade on his senior high school.

David Gruber's „scholar's book” – the list of all current grades, the 9th grade of the grammar school.

Complex testimony about abilities, performance, and oppression David Gruber written by his class teacher Mgr. Stanislav Tichy on the senior high school.

David Gruber's thesis "The System Approach to the Complex of Social Needs", the Faculty of Economy, Technical University Ostrava, 1979.

David Gruber's Student's record book, Technical University Ostrava, 1974-1979.

David Gruber: Time management – the Key Section of Beneopedics. 3rd edition. Management Press Praha 2009. (Czech edition of the book.).

David Gruber's Student's record book, Palacky University Olomouc, 1982-1984.

The establishing dissertation of a new branch beneopedics: „Mental work Technique as a Part of Ability to Develop Oneself Personally”. Palacky University Olomouc, 1982-1984.

D. Gruber: Golden book of Communication. The concise encyclopedia. 6th edition, 2014 (The Czech book.)

David Gruber's phenomenal abilities in mental work ways. Testimony to David Gruber's closest classmate Oldrich Krejci: http://www.youtube.com/watch?v=zefR7tFa_6s

David Gruber's main video presentation (with English subtitles): <http://www.youtube.com/watch?v=bIU6py6Yofs>

Milan Nemcansky, organizer of the first David Gruber's rational reading courses Testimony::

<http://www.youtube.com/watch?v=7OdvOW4H91g>

Testimony about David Gruber's priority in soft skills courses in Czechoslovakia. The deputy chairwoman, Senate of the Czech Republic Mrs. Alena Gajduskova: <http://www.youtube.com/watch?v=twr7oP6-dKc>

Testimony about David Gruber's top quality. Minister of Health Care Czech Republic MUDr. Martin Holcát, MBA.: <http://www.youtube.com/watch?v=2x7oC-j8-kA>

This text could be considered as a part of CVs of personalities who contribute to life quality for people not only in the Czech Republic.

Prof. PhDr. Vladimír Smekal, CSc., in his own hand

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