

A Meditation on the Research Methodology in Psychology:

A way to overcome the prejudices on research methods
for the purpose of integrating diverse psychologies

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This article attempts to explore and propose a possible way for integrating diverse psychologies, by means of explicating the nature of “prejudices” on the research methods in psychological researches. An episode of an incident is presented, that was experienced by the author, back in 1964, where a naïve graduate student asked why J. S. Bruner, in his “*A Study of Thinking*” did not ask his experimental subjects the simple question: What have you been thinking during the concept formation/acquisition/attainment processes. Today, after more than 40 years since that time, few people would hesitate to ask the experimental subjects the same question, while having been liberated from the taboo under the influence of then dominant behaviorism and neo-behaviorism and now being encouraged by the venturesome cognitive psychology and the Zeitgeist of “consciousness boom”. The historical, social and cultural change of the prejudices on the psychological research methods is evident. The prejudices here may alternatively be called as “taken-for-grantedness” or naturally accepted “self-evidences”. A variety of such prejudices were explicated, i.e., prejudices on the research methods of historical periods, societies, cultures, schools, collectives and/or individual persons. The possible transformations of the prejudices are considered, along with a few concrete examples. After the explication of the prejudices, *The ETC Principle of TOPS* (*with respect to PSC's prejudices*) is formulated and proposed. It is “*The Principle of Exchangeability, Transmutability, Complimentality of Time, Others, Person, Space: with respect to the prejudices of Period, Society, Culture, School, Collective and Person (PSC)*”. Some positive implications of the Principle for the purpose of integrating diverse psychologies have been explicated.