

Introduction

This Volume of the *GF Psychology Bulletin* arrives at a time when a number of changes are taking place at the National Institute of Mental Health (NIMH) that will likely have important implications for the training and future careers of psychology graduate students, specifically for those students interested in pursuing careers in research. The NIMH has adopted a new set of guidelines that will redirect extramural funds from basic behavioral science to research directly associated with mental health and treating psychopathology. Therefore, graduate programs that provide students, from all areas of the field, with interdisciplinary skills and experiences will become increasingly desirable.

With this shift in the scientific culture, the creation and development of departmental projects, such as the *Bulletin*, might provide a number of benefits for psychology programs. The *Bulletin* highlights the work of both clinical and experimental psychology students, thereby creating a venue for scholarly research and internal debate at the New School. By housing all areas of psychology research under the same title, we hope it will serve as a conduit for future collaborations. Moreover, the journal facilitates opportunities for students to work together in a collegial manner (e.g., peer reviewing, production and layout). The *Bulletin* also provides an opportunity for the psychology students to publish their research in a less competitive peer-reviewed journal, thereby preparing them for the rigors of publishing in more

selective journals.

The *Bulletin* aims to reflect the diversity of research interests and ideas from our department and, in response, a number of additions have been made. The most obvious change has been to the publication's title (formerly *The Id*). As mentioned in the last volume, while Freud's term is highly recognizable, both faculty and students have suggested that it failed to represent the diversity of empirical work published in this journal. As a result, it was decided to change the title to the *Graduate Faculty Psychology Bulletin*.

A new section called the "GF Poster Session Reports" includes manuscripts that were presented by M.A. and Ph.D. students at the first annual *Graduate Faculty Poster Session* held last December. The *Session* provided students with the opportunity to discuss their work with interested peers and faculty. Conference organizer, Suzanne Houston, also held workshops to help students with poster designs and layout. The event was successful and we look forward to future *GF Poster Sessions*.

The *Bulletin's* production process has also expanded and we hope this represents how the journal is becoming an integral part of the psychology program. The most significant change in production was the evolution of our peer review process. The Editorial Board grew from four to fourteen people in one semester, and we are greatly impressed by the dedication and thoughtful contribution of these individuals, whose work continues to raise the level of sophistication and quality of this publication.

In this volume we continue the *New School University History Series*. We have re-printed from the 1940-41 New School for Social Research course catalogs descriptions of courses taught by Wilhelm Reich. Throughout the 1920's Reich studied with Freud and was considered one of his most promising students. Reich

worked as a Clinical Assistant at Freud's Psychoanalytic Polyclinic in Vienna from 1922-1928, and is best known for introducing his seminal theories on "character" that remain central to current psychoanalytic conceptualizations and treatments of psychopathology. An outspoken opponent of Hitler, Reich was invited to teach at the New School in 1939 and arrived in New York City on the last ship from Norway before the outbreak of World War II. Reich lived in Forest Hills, Queens, and spent his two years at the New School translating his research into English. In addition, he developed highly controversial theories on Orgone Energy and cancer research. One additional piece of information, enrolling in one of Reich's courses at the New School would have cost \$12.50 for the semester! The Editors' would like to thank Fogelman Archival Reference Librarian, Carmen Hendershott, and Mary Higgins and Kevin Hinchey from the Wilhelm Reich Museum for their help with this historical article.

As always we encourage you to share your comments about the articles or the publication with the editors.

Finally, we would like to thank Drs. Hirst, Miller, Todman, and Safran for their input and, of course, all of the authors whose work appears in this volume.

The Editors