Dear Alumni, Friends and Colleagues,

Stability and Transformation remain the focus of my vision for the School. Our summer session programming continues to enrich our educational community and charts our direction for the future.

I am delighted to report that we had a full, rich, and stimulating summer session filled with a broad array of lectures, events, and presentations. Our summer lecture series was both topical and extremely well received. Among the highlights of the summer was a presentation by Dr. Saki Santorelli, Executive Director, Center for Mindfulness in Medicine, Health Care and Society, who spoke on Mindfulness, Medicine and Relief of Suffering (see page 10 for more on his lecture). In addition to his lecture, Dr. Santorelli, who was our Distinguished Visiting Rapoport Professor, conducted a full-day mindfulness retreat for interested students, faculty, and staff.

Professor Josh Miller spoke on his experiences working with the relief effort in the aftermath of Hurricane Katrina, and Dr. Charles Figley from Florida State University lectured on returning soldiers from Iraq and the psychological and social implications for them and their families.

Associate Professor Joanne Corbin hosted a very successful conference on Children in Armed Conflict: Implications for U.S. Clinical Practice (see page 9 for more on this conference).

This year we had an exciting collaboration with the Sanville Institute, which was funded by Jean Sanville, MSS '42, PhD. In the spring, Professor Kathryn Basham consulted with Sanville Institute students and faculty on issues in cross-cultural practice. This summer, Sanville Institute faculty members Judith Nelson, PhD, and Judith Schore, PhD, taught a doctoral course on attachment theory. We were delighted to welcome Dr. Allan N. Schore for a colloquium on The Neurobiology of Trauma.

At the end of the summer, Dr. James Sacksteder retired from the adjunct faculty after twenty-seven years of teaching Comparative Psychodynamic Theories for Clinical Social Work Practice. We concluded that he had taught more than 3,000 SSW alumni. We are grateful to him for the important role he played in educating our students about clinical theory.

Our resident and adjunct faculty reported that students were extremely engaged in their class discussions this past summer and continued many informal discussions beyond the classroom. My own interactions with students this summer bore out their enthusiasm. In many informal conversations I found our students to be thoughtful, responsive, and very

Continued on next page
committed to learning social work theory and practice in order to serve the needs of the most vulnerable in our society. I am especially gratified that the excellence of many of our students was recognized with the many fellowships and awards that they received. (For a complete listing of these honors see page 17). I think you will be interested to read the profiles of some of our students’ recent field placement experiences which are highlighted in this issue beginning on page 5.

We had a very successful Annual Conference in July with 111 people in attendance. The highlight of the weekend was our presentation of the Day-Garrett awards to Joyce Edward and Dr. Nancy Randolph, both of whom are featured on page 12. The summer’s culmination was, of course, our Commencement exercises, held on August 18. One hundred and fourteen students received Master’s degrees and six received Doctorates.

I was delighted to welcome Karen Bellows, PhD ’99, as the new President of the Alumni Executive Committee, as well as Jeanne Hayes-Carrier, MSW ’84, PhD ’02, as the new chair of our Annual fund. Karen and Jeanne are particularly committed to supporting alumni and School programming, especially helping us to increase the number of our alumni who donate to our Counting on You annual fund campaign, which is continuing into its second year (see page 8). As you know, student scholarship support is my top fund-raising priority. Our students are deeply grateful for whatever financial support the School can provide and I know we can increase these funds with your help.

I am also delighted to welcome Marsha Kline Pruett, PhD, MSL, this fall as the Maconda Brown O’Connor Professor. See page 14 for more about her life and work.

I would like to share the following quote from a recent edition of NASW’s journal, Social Work. In an article by Green, Baskin, Fassler and Jordan on The Validity of the 2004 U.S. News & World Report’s Rankings of Schools of Social Work, they state: “Although Smith was ranked 19th by USNWR, 15th by the deans and 12th by the graduate faculty, this historically prominent graduate school was ranked first by the practitioners…” (Social Work, Volume 51, Number 2, April 2006, pp. 140-143).

I am truly proud of our School and look forward to continuing our excellence in clinical education as we prepare clinical social workers for practice around the world.

Best regards,
Caralyn Jacobs, MSW, PhD
Dean and Elizabeth Martin Trubaft Professor
A COMMON BOND

Experience Shapes Students’ Desire to Work with Veterans

This past summer, three students — Candice Karber, Jerry Beene, and Mary Fisher, came to the School for Social Work with strong military backgrounds and a commitment to working with veterans.

Karber, 24, is the first recipient of the Smith College School for Social Work Scholarship for Military Personnel. A member of the D.C. Army National Guard for the last six years, she received her Bachelor of Social Work degree from Morgan State University in 2005.

“I’m so grateful for this opportunity,” she said. “I have learned so much at Smith over the summer, both academically and about myself and how I need to be — how to deal with being uncomfortable, how to advocate for myself, and I’m learning how I can teach that to my clients,” she said.

Prior to coming to Smith, Karber was working during the week as an administrative assistant to the Chief of Staff and General of the D.C. National Guard. She spends one weekend a month on active duty with the National Guard.

Her placement this fall is at Walter Reed Army Medical Center — a site, she said, she would love to pursue work at when she finishes her degree. “I’ve got experience there as a person coming in seeking services,” she said, noting that she hopes to help veterans and their families.

Jerry Beene is at the School as the result of a mid-life epiphany of sorts, he said.

Beene, 45, served in the U.S. Air Force for six years, retiring as a sergeant in 1986. He then spent nearly 20 years working in sales, but at the same time volunteered with the Visiting Nurse Association working around issues of grief and loss. In his 40s, he returned to school and received his Bachelor of Social Work degree from Seattle University this year.

But it was his work as a VNA volunteer that changed everything.

“My first patient was a gentleman in his 40s. He had lymphoma, and when I met him he hadn’t been out of bed for three months. The second time I went to visit him he seemed more interested in wanting to talk to me. The third time he was waiting out on the front porch. We ended up having a wonderful relationship. I met his kids, his grandkids, and his mother told me she believed I had given him another reason to live. Well, I may have done that, but he had given me a reason too. I knew, at that moment, that I wanted to work with people in end of life care,” he said. His goal now is to be a grief counselor with a focus in end of life care.

Beyond that, he said, he is “pulled to working with veterans. I really do feel that one can really understand the complexity of the military experience after having been in the military. We share a common experience, and that is a commonality that says a lot,” he said.

Beene says he has relished his time at Smith. “It’s been challenging — but I expected it to be. It’s also a beautiful place,” he said. And he is “very grateful for the opportunity,” he said.

“I’ve engaged with professors here who have talked to me about what I want to do with the career, especially toward the end of the second term. I feel I have absolutely made the right decision to come to Smith. It just feels right,” he said.

His placement this fall is at Seattle Mental Health, working with the chronically mentally ill. Before coming to Smith, he had an internship at the Seattle Veterans Administration Hospital, working with mentally ill patients and those with spinal cord injuries.

Mary Fisher said she feels like she could make a difference in the lives of veterans and their families.

She served in the U.S. Army for the last six years until leaving and going into the Army Reserves September 1. While in the service, she was the Company Commander in the Medical Service Corps, charged with the job of maintaining the welfare of soldiers under her command and their families. She was deployed in support of the war in Iraq in 2003.

One of the soldiers under her supervision returned from Iraq with Post-Traumatic Stress Disorder and was committed to a Veterans Administration hospital. It was while Fisher visited there, she said, that she met a lot of Vietnam veterans, who talked with her about how different the treatment of soldiers returning from

Continued on Page 11
At the School’s 86th Commencement, held August 18, hundreds of family, friends, students, and colleagues gathered in the Indoor Track and Field Facility to honor those receiving degrees — six PhDs and 114 Master’s degrees.

Dean Carolyn Jacobs told graduating students that their class had “made a significant difference in continuing to strengthen our clinical social work program, and moved us along on the path of transformation.”

After speeches by Ivenita Hooper, Speaker for the Master of Social Work 2006 Class, and Gael D. McCarthy, Speaker for the Doctor of Philosophy 2006 Class, commencement speaker The Rev. Hilda Ryumon Gutiérrez Baldoquin, a Soto Zen priest, writer, and editor, was introduced. She had led an event on mindfulness and meditation on campus last year, which so touched students that they invited her to speak at this year’s ceremony.

She both praised and challenged students in her address.

Ryumon, as she is called, began by talking about her childhood hero, baseball player Roberto Clemente, who, like her, was from Cuba. His motto, she said, was “If you have a chance to help others and you fail to do so, you are wasting your time on this earth.”

“So clearly,” she said, “you already have not wasted your time on this earth.”

She told students the need for their work is tremendous. “You have entered the profession of social work at a time when the scale of planetary suffering is beyond reason and human sorrow is palpable at every waking moment.” With that in mind, she challenged them, “Do you have the courage to walk the noble path of your profession with an awakened heart and an awakened mind?”

She then offered these words from her “spiritual great-grandfather,” the late Zen Master, Shunryu Suzuki Roshi: “When you do something, you should burn yourself completely, like a good bonfire, leaving no trace at all.”

What that means, she elaborated, is that “we are a messy fire and leave traces everywhere” when motivation, selfishness, institutional politics, and despair, get in our way, and when “we allow ourselves to be seduced to give up our wisdom and power,” and “when we become active actors in the violence, greed, hate, ignorance and the pursuit of power... when we join in the downward spiral of planetary self-destruction, when we want to change the world while completely neglecting our selves and our loved ones.”

She posed this challenge to the graduates: “How does a social work professional burn her or himself completely, leaving no trace, in the path of service?”

Ryumon offered some suggestions on how to do that, drawn largely from her teachings:

- Embody clarity of aspiration.
- Recognize the moment you are living.
- Give up on having answers.
- Study closely your habitual ways of being, doing, seeing, and thinking.
- Do not be threatened by the state of mind of others.
- Do not be threatened by your own state of mind.
- Connect with others from the heart.
- And finally, really know yourself.

In closing, Ryumon told graduates to go forth with courage, commitment, and awareness of the vast responsibilities ahead of them.
MEGAN HARDING

Megan Harding thinks she has found what she wants to do after her placement as a counselor at the Florence Learning Center in Florence, Massachusetts.

“I had originally been placed at Providence Hospital and got switched here. I am really really lucky,” she says. “I love working with adolescents.”

Florence Learning Center is an alternative public high school that is part of the Northampton school system. Kids there, though, says Harding, have to deal with a perception that they are at the center because they couldn’t succeed at the high school.

That’s not so, she says. It’s actually that the larger high school model doesn’t meet their needs. “And that gets internalized, plus there are so many stereotypes – they say people think they are slow, or bad kids.” To the contrary, she says, that has not been her experience at all.

“These are really creative people with lots of different talents that this place can bring out,” she said.

As a counselor for the students, Harding held regular and drop in office hours, and worked with issues including de-escalation, anger management, grief, and family navigation.

In addition to her counseling, Harding was active in helping the students display their talents in the community, which in turn helped build school pride and a positive school identity for the kids. Among the things students did was host a weekly radio show on Valley Free Radio, and organize a performance that showcased students and local performers, including Evelyn Harris, formerly of Sweet Honey in the Rock. That show, held at Northampton High School, raised funds for the Northampton Survival Center.

Harding’s supervisor, Pauline Scanlon, LICSW, MSW, said her placement “has been fabulous both in terms of her ability to connect with adolescents and the personal qualities that she brings.”

Harding says she would love a job at the Florence Learning Center, or somewhere like it, when she finishes school.

“I loved being able to support students in seeing their own strengths and talents in ways that haven’t been mirrored at the traditional high school,” she said. “I’d really like to be part of redefining what community means here.”

PHILIP CONKLIN

Philip Conklain initially thought his placement at the N Street Village, a center for homeless and impoverished women in Washington, D.C., was a big mistake.

“Having a middle-aged white guy working in an urban center with a bunch of women just didn’t seem like a good fit,” he says.

But by the end of April, he had come 180 degrees. “I couldn’t have asked for anything better. It was an extraordinary learning and life experience,” says the 44-year-old father, a former corporate communications director.

Professionally he got to help with “every possible”

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reason for homelessness, from substance abuse to mental illness, to people who just had bad luck and made bad choices.

“Clinically, it was very rich,” he says.

While he was at N Street he made “a tremendous impact” on the people he worked with, according to Schroeder Strabling, Director of Programs and Conklin’s supervisor during his placement. He has a talent for meeting clients “where they are,” she said, whether they had active psychosis or were dealing with addiction issues. “He made significant advances in their well-being and helping them make progress toward their goals.”

On a personal level, the placement was also rewarding for Conklin. He called it an “absolute joy” to go to work each day and work with the women. “They were a life-force for me,” he says. “They were compelling in their strength.”

The placement has also shaped his idea about where the rest of his career will go. Because he had a background in corporate life, he thought it would be a natural for him to get into employee assistance. He had limited experience with people in poverty and working in that field hadn’t crossed his mind. The placement was an eye-opening experience for him, and he has decided that he wants to devote his energies to people like those he met at the N Street Village.

LESLIE WAX

Leslie Wax says that Smith’s internship program helped her “to really see what this field is like and it helps shape how you think about the future.” It also allowed her the space and time to explore and discover aspects of the work that she may not have known existed.

Wax spent her placement at the Venice Family Clinic in California where she was able to dip into a wide variety of social work areas. The clinic, which was founded in 1970 and has grown into the largest free clinic in the nation, serves 20,000 patients as well as 3,500 homeless people.

During her internship, Wax worked with 15 clients individually, ranging in age from 8 to 68, mainly helping them cope with anxiety and depression. She also co-led a women’s group for women over 55, facilitated an adolescent group, worked on-call at a high school health center, and did homeless outreach.

“It was a tremendous learning experience for clinical growth,” she says. “There was a wealth of experience working in a community health setting.”

Working with the women’s group was the most fascinating for her. She felt that working with the women, who were mostly dealing with depression and anxiety, helped her to grow as a clinician.

“I was working with women who really understood how to process with each other,” she says. “They allowed me to be a part of the group.”

Ultimately Wax would like to work with special education students in school health programs.

“This placement gave me a strong clinical foundation to help shape my thinking about my profession,” she says.

JACQUELINE FOOTMAN

Jacqueline Footman spent her first internship working with children and adolescents. This year she worked with Vietnam-era veterans at the VA hospital in Newington, Connecticut.

Her two placements combined gave her a good grasp of how trauma affects people across the life span, she says. She calls her work at the VA a “transformative experience” and she came away from it with great respect for the men she worked with. “They have overcome so much,” she says. “PTSD causes chaos in lives.”

She spent most of her time at the VA working in the residential PTSD program. There she worked with men individually and led groups on anger management and culture and trauma.

In the course of her work she had lots of autonomy and she felt like a real member of the team, she says.

“My input was solicited and heard,” she says. “I had a great supervisor who challenged me to integrate theory into
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what was going on around us.”

The PTSD program at the VA runs for 12 weeks. It is unique in that the participants work as volunteers in the community to help build a sense of purpose, Footman says.

“They need to be needed,” she says. “It gives them the feeling that they have something to contribute.”

After finishing her second placement, Footman is still open to any kind of work as she goes forward in her career, but she has decided that she would prefer to work with adults.

ANTHEA KIM

Anthea Kim’s life has taken lots of twists and turns and taken her all around the globe, but it all added up to a career helping children cope with trauma.

Kim, 38, came to the United States from Korea when she was 15 years old. She started high school in Colorado speaking no English. “I felt stupid because I couldn’t speak the language, so I shut down,” she says. “Being the only Asian person in her school added to her isolation.

“It was very traumatic,” she says.

In college at the University of Colorado at Boulder she started out studying accounting, but dropped out in her third year when she realized her future wasn’t in numbers. She got work as an international flight attendant so that she could travel the world for more than two years.

Next she moved back to Korea and made pretty good money teaching English. She saved her money to start a business, but a friend stole all the money and disappeared.

“This was a turning point,” Kim said. “I really started thinking about life; I wasn’t so sad about losing the money, but I was disappointed that I couldn’t trust my own friend.”

She bought a backpack and travelled around Asia for two years. “During that time I learned that the most important thing in the world is relationships,” she says.

With that in mind she came to Smith as an Ada Comstock student and got her degree in psychology. She had it in her head that somehow she would work with immigrant children to help them cope with the trauma of moving to the U.S.

“I was still searching for a way to make my life more purposeful,” she says. “I wanted to find a way to connect with people.”

Her decision to pursue social work instead of a PhD in clinical psychology was driven by circumstance. Her father died and she wanted to spend time with her mother in Colorado. She knew that the School for Social Work would allow her to be in Colorado, so that’s what she chose.

And her work at the Boulder Elementary Day Treatment (at the Mental Health Center of Boulder County) was just the extra assurance she needed that she was where she wanted to be.

“It is so precious to me, I don’t have the language to describe how I feel about it,” she says. “This internship was absolutely the best, especially because I got to work with the children alongside their siblings and parents. I feel so lucky.”

Susie Ryder, Kim’s supervisor at the treatment center, says that when Kim started, she was nervous sitting down with her clients, but by the end she was handling cases like a pro.

“She came with an incredible amount of maturity, self-confidence, and an amazing way of connecting,” Ryder says.

At the center, Kim worked with children, their siblings and their parents dealing with issues including physical and sexual abuse, depression, bi-polar disorder, and post-traumatic stress disorder. From the experience she realized that the best way to treat children is to work with the entire family and she is grateful to have learned that early on in her career.

Going forward, Kim wants to work with the immigrant population and people with PTSD.

TELEA SHEPARD

After a placement working in a private school for teenagers, Telea Shepard knows that her career as a social worker

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Counting on Alumni

Our Annual Fund campaign, Counting on Alumni, continues into its second year under the new leadership of Jeana Hayes-Carrier, MSW ’84, PhD ’02. She accepted the position of Annual Fund Chairperson after serving the last three years on the Alumni Association Executive Committee and as the Chair of Nominations. Through that experience she gained an understanding of the importance of the Association’s Annual Fund and the significant role it plays in support of student scholarship. “It is an honor and a privilege to begin my tenure as chair of the Alumni Annual Fund. I accepted this position with great enthusiasm because of my commitment to the school, to the outstanding clinical social work education offered at Smith, but most of all, because of a strong desire to do everything I could possibly do to support our current and future students.”

Jeana will be working closely with Alumni Association President Karen Bellows, PhD ’99, and Roxanne Pin, who has been newly appointed as Director of Advancement and Alumni Affairs for the School. In taking over the position, Roxanne noted, “with over seven years of experience with School for Social Work alumni, and growing experience in the field of advancement, this opportunity is the next natural progression. I love working with the School’s alumni. I am awed by the dedication that Smith SSW alumni show toward each other, the students and the School. I eagerly accept the challenge of finding ways to increase the alumni-based financial support of the School. Each gift received is one more vote of confidence in the fine education Smith offers and I believe there are a lot of “votes” still to be counted.”

Please make your annual fund gift today using the form below and the attached reply envelope. Remember that, unless otherwise designated, all funds received go directly to support student scholarship assistance. They are especially grateful for your support!
War’s Young Victims
Former Child Soldiers the Focus of 2nd Conference

On June 9, 2006 approximately 110 participants from social service agencies and schools of social work attended a conference titled *Children in Armed Conflict*, focused on the experiences of children involved in armed conflict worldwide and the implications for clinical practice.

The conference, organized by Associate Professor Joanne Corbin, was a continuation of a discussion that began in July of 2005, at an invitation-only symposium titled *Children Forced Into Armed Conflict Situations*.

Corbin is considered an expert on the subject and has worked in Uganda with former child soldiers and families at four different internally displaced persons camps. She has also testified before the House Committee on International Relations, at the committee’s request, to give them a briefing about the situation in northern Uganda.

She described this year’s gathering as an important part of the continuing endeavor to work with former child soldiers.

“This is one piece in an ongoing effort to identify ways that the Smith School for Social Work can support the mental health of children and families who have experienced conflict in northern Uganda—not only how we can support it, but how we can then understand what clinicians here must be aware of as they treat immigrant and refugee populations,” she said.

Plenary speeches were given by Jo Becker, children’s rights advocacy director for Human Rights Watch, and Michael Wessells, professor of Clinical Population and Family Health at Columbia University in the Program on Forced Migration and Health, and of Psychology at Randolph-Macon College, and Senior Child Protection Specialist for Christian Children’s Fund.

Becker described the various ways and reasons children are recruited or forced to become child soldiers in places like Burma, Columbia and Uganda, which are representative of many other countries. She explained that children are easy targets for armed forces because they are immature, vulnerable, easy to manipulate, and dispensable. Children are drawn into armed conflicts as both combatants and victims because the nature of modern warfare does not honor the division between soldiers and civilians.

Addressing the approaches to support psychosocial recovery and healing of children affected by armed conflict, Wessells emphasized collective and individual resilience. He stated that community engagement, livelihood/economic development, health, and collective planning were integral to the healing, recovery, and reconciliation of all in war-affected communities. Psychosocial interventions in these contexts must balance western and local approaches to mental health and well-being.

The conference offered morning concurrent sessions that addressed the psychosocial needs and experience of trauma of children affected by armed conflict. Afternoon sessions focused on aspects of recovery in situations of armed conflict including resettlement of immigrant populations, cross-cultural awareness in the United States, reconciliation, and spirituality. Presenters came with a wide background of practice in the United States, Jamaica, Rwanda, and Uganda.

“The conference is a way of making what we are doing more known to the community and to students, and getting people talking about the work they are doing in refugee and immigrant populations,” said Corbin. “We have had a very positive response, and down the road we anticipate a significant inclusion of students in research and presentations.”

Corbin is on sabbatical this year, and said she hopes to offer a training for those providing social work services in Uganda in January.

This conference was supported by Smith College School for Social Work, Smith College, The Smith College Black Students Organization and the Diane Davis Memorial Lecture Fund. The conference is part of a larger program on children in armed conflict at SSW under the leadership of associate professor Joanne Corbin.
Distinguishing Pain from Suffering

Mindfulness Expert Gives Lydia Rapoport Lecture

Medicine has two obligations: to relieve pain and to relieve suffering, Saki F. Santorelli, Ed.D., told a packed audience at Leo Weinstein Auditorium June 19.

"Medicine has done a pretty good job as of late dealing with pain, but pain is not suffering," said Santorelli, as he opened his lecture, "Fulfilling an Obligation: Medicine, Mindfulness, and the Relief of Suffering."

And while suffering may involve physical pain, "it isn't limited to that," he said. The distinction between pain and suffering is important for practitioners of the growing field of mindful-based meditation practices which is forging into the mainstream of medicine and health care, according to Santorelli, who is executive director of the Stress Reduction Program at the Center for Mindfulness in Medicine, Health Care, and Society (CFM) at the University of Massachusetts Medical School in Worcester.

Drawing on the work of poets and philosophers as well as professional literature and clinical studies during his talk, Santorelli highlighted three key characteristics of suffering: stress, inconstancy, and no fixed sense of self.

"We're hard-wired to either run or fight," Santorelli said, noting that mindful-based meditation practices engage suffering head on by tapping into the dimensions of human experience. Mindful-based approaches involve the self-regulation of attention, learning to accept what is felt or observed in the present, and cultivating an attitude of curiosity, openness, and interest.

In other words, "seeing things clearly," said Santorelli, who is author of the book "Heal Thy Self: Lessons on Mindfulness in Medicine." "We live a lot of our lives as if we were asleep," Santorelli said, noting that when one sees suffering for what it is, "it doesn't affect us in the same way."

Mindful-based intervention can usher in a transformation via transcendence in people, Santorelli said, adding that such a concept "may sound a little far out."

Santorelli pointed to a growing body of clinical research, including studies conducted at the Center for Mindfulness in Medicine, Health Care, and Society, that indicate the effectiveness of mindful-based meditation practices in the reduction of stress and relief of suffering.
Since its inception, approximately 17,000 people referred by more than 4,500 physicians have completed the Stress Reduction Program at CFM in Worcester, the oldest such program in the county and one Santorelli said sits squarely in the field of mind/body medicine.

And while mindful-based practices, through meditation, group dialogue, and mind training exercises, can help those suffering from various forms of psychological distress, chronic pain or illnesses, it is not for everyone, Santorelli cautioned. People suffering from post-traumatic stress disorder, or other types of trauma, for example, may need to explore other avenues of assistance or therapy.

The Stress Reduction Program at CFM, Santorelli said, is less concerned with the content of consciousness than with consciousness itself. “If things weren’t always changing, how would we change?” he asked the audience.

Santorelli fielded questions for about a half hour from an inquisitive audience of about 150 people. One woman in the audience identified herself as a practicing Buddhist, and said she was having “a complex reaction” to Santorelli’s talk, in part, because she found meditation “quite painful.”

Santorelli said mindful-based meditation practices are not relaxation but the training of attention, and, that said, some people find learning more about who they are and how their mind operates painful at times.

However, he noted that studies have shown meditation to be less painful for people who practice it more over time and cultivate self-awareness or what he earlier described as “emotional intelligence.”

Another audience member asked Santorelli where “the spirit” falls into the rubric of body and mind. After a brief pause, Santorelli responded: “It’s hard to know what is and is not spiritual.”

Santorelli ended his talk by saying that the wiring of our brains is not static, but adaptable. As for the role of mindfulness in medicine, “We live in a very interesting time, when there are a lot of possibilities,” he said.

— DAN CROWLEY

Common Bond
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war is now than it was for them. “If someone had given just a little bit of intervention back then, their lives wouldn’t have been so chaotic,” she said. “Some would tell me how they ruined their kids’ lives, how they were in and out of the VA and mental hospitals for all their lives. I so clearly see the need for someone to work with veterans who loves them and knows them,” she said. “I wished I could engage.” She cited the common bond that veterans share: “Twinship, we call it in class,” she said. “I understand the military culture.”

Fisher, 28, received her Bachelor of Social Work degree from Morgan State University in 2000. She said she too is grateful for the opportunity to come to Smith. “I feel like it was meant for me to come,” she said.

Her placement this fall is in Atlanta, working in a group home. While there she plans to do some networking and possibly volunteering, in the hopes of getting a placement in the Atlanta VA hospital next year.

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will focus on adolescents. She also knows it won’t be in a school setting.

“It was fast paced, chaotic, and very challenging,” she says with a laugh. “I’m glad I made it through.”

Shepard worked as a school counselor at River Valley Academy in Holyoke, Massachusetts. The students at the alternative school have learning, behavioral, and emotional disabilities and were not able to succeed at the public high school.

She says she didn’t know what to expect going into her placement. Shepard worked closely with two girls and two boys, both in school and outside. She ran groups, met with families, took her kids on field trips and handled crises as they arose.

“I got the full spectrum of therapy,” she says. “It was a great first placement.”

She also learned how to run sessions in unusual settings: “I would take the kids on field trips, or do sessions in restaurants, or while going on a walk.”

And while she learned a lot, she also discovered that she would prefer to work with teens in a more structured environment. In the school setting she found herself calling in to help in all kinds of situations not necessarily related to therapy. A lot of her time was also spent dealing with behavior issues at school, too.

But the best part was working with the students: “We started off slow, but toward the end I had developed a strong therapeutic relationship with all of them,” she says.
The following tributes were offered to Joyce Edward and Nancy Randolph, who received the awards July 21, 2006.

**Joyce Edward, LCSW, BCD**
Sought-after lecturer, long time practitioner, passionate voice for social justice, author, and a gracious contributor to the goals of the Smith College School for Social Work; your almost fifty year career has made its mark in so many ways and we are so pleased to honor you tonight.

After receiving your MSSA from Case Western Reserve in 1946 you started your career as a social worker in Central Islip State Hospital in New York. You became a caseworker and supervisor for Nassau County’s Department of Welfare Children’s services a year later.

In 1956, you became a caseworker at Luther E. Woodward School for Emotionally Disturbed Children, where you stayed for more than ten years, then worked for the public school system in Freeport, NY, as the coordinator of the Mental Health Project.

In 1972 you started your private practice in psychotherapy and psychoanalysis, earning certificates in Psychoanalytic Psychotherapy and Psychoanalysis from the Institute for the Study of Psychotherapy.

You have become a valued teacher at Smith, Adelphi, Hunter, the Society for Psychoanalytic Study and Research, and the New York School for Psychoanalytic Psychotherapy. A scholar renowned for your clear thinking and presentations, you have also been the invited presenter at innumerable conferences and lectures.

Throughout your career you have stood up as an advocate for those with mental health issues. Your commitment to the profession and consumers of social work is evident in your critical role in co-founding the National Coalition for Mental Health Professionals and Consumers, an organization made up of professionals, consumers, and consumer advocates, where you now serve on the advisory board. You have been a strong voice for the inclusion of consumers in all aspects of the organization, and your contributions were noted when you were the first recipient of the Joyce Edward Consumer Advocacy Award in 1995.

Your work has also earned you Diplomat status in the New York State Society of Clinical Social Work and a Lifetime Achievement award from the National Membership Committee on Psychoanalysis in Clinical Social Work. You have also been named a Distinguished Practitioner by the National Academies of Practice.

As an author, you have contributed articles on a wide range of topics for professional journals, served as a contributing editor, and are the co-author of three renowned books.

We would like to share with you a few of the many comments written about you by those who nominated you for this award:

“A short lady, Mrs. Edward is a giant in her creative ability to take action on mental health issues.”

“She keeps a lot of us informed via the Internet when there are situations in the surrounding world that demand that we all give voice to support matters that we social workers see as constructive, and to discourage situations that are against our basic values.”

“Insularity is not one of her features. Her vision is broad and her leadership is purposeful.”

Throughout your life of service, you have contributed deeply to the lives of many. In recognition of your service to the profession and to your community, we are proud to present you with the Day-Garrett Award.

**Nancy Randolph, MSW ’59, PhD**
Leader in social work education, public servant, teacher, presenter, dean, and very good friend to the Smith College School for Social Work; you have made powerful and lasting contributions to the field of social work education. Your career has been characterized by its many distinguished and varied leadership roles, and you have been a wise consultant to this school on many, many occasions. It gives us great pleasure to honor you tonight.

Your experience in higher education began at Boston University, in the city where you were born and raised. After receiving your B.A., you went on to get an MSW at Smith, a PhD from the University of Alabama, a certificate from the Institute for Psychoanalysis, a certificate in Educational Management from Harvard, and a certificate in Community Relations from the National Labor Relations Board.

In your earlier career, you worked at a family service agency, at the Institute for Juvenile Research in Chicago, and became the Director of the East Side Office of the Community Service Society of New York. You have
supervised students from this school, and many others and have also been a faculty field advisor for us.

Your entire career has been an impressive mix of education and public and community service.

From 1972-1977, the University of Alabama used your talents as an Associate Professor, an Assistant Dean, and as an Acting Dean. You also taught many summers here at Smith, and are still active as a Visiting Professor in the doctoral program of Howard University School for Social Work. There is not much in social work you have not taught.

In 1977, you returned to Massachusetts to serve as Special Assistant to the President of Harvard, which you did until 1984. You oversaw all elements of Harvard’s affirmative action program, and had a faculty appointment in the School of Education. You were also active in the founding of Harvard’s W.E.B. DuBois Institute, and were awarded the first W.E.B. DuBois Medal by Harvard University for your role in the institute.

In 1984, you became the Director of Standards and Accreditation for the Council of Social Work Education. Your influence on the development of high and consistent standards for the education of BSW and MSW professional social workers was major in the United States. We are all in your debt. In assuming that position, you also became the first African-American woman to have authority over accreditation in any major professional discipline in the United States. This school called frequently on your knowledge and wisdom each time we went through the accreditation process, or had questions about programs we were proposing or rethinking. Your interactions with us were straightforward, well informed, supportive, and often lightened by humor. We were fortunate indeed to have you in such a position of authority and to enjoy a strong relationship with you at the same time. When you left the council, after a long stint there, you were given the title of director emeritus.

Your public service activities are as impressive as your educational ones. You have been a Trustee for The International Defense & Aid Fund for South Africa, served on the Federal Commission on Human Rights, have been on the Board of Directors for the Cambridge Montessori School, served several terms on the National Board of the public service sorority of Delta Sigma Theta and on the National Advisory Board of the National Association of Collegiate Women. In the midst of everything else, you have been a frequent conference speaker, workshop leader and commencement speaker – including here at Smith.

We are fortunate in our relationship with you, proud to have you as an alumna, and pleased to present you with the Day-Garrett award.
Marsha Kline Pruett, Expert on Children and Divorce, Joins Faculty

The Smith College School for Social Work appointed clinical psychologist Marsha Kline Pruett, PhD, MSL, an expert on preventive interventions for families experiencing divorce and child custody issues, to a new endowed professorship.

Pruett became Maconda Brown O’Connor Professor, a joint appointment between the School for Social Work and Smith College, on Sept. 1. The appointment will allow Pruett to teach at both the undergraduate level and at the School for Social Work.

“Part of my role will be to help students and work with faculty in thinking about best practices and the empirical underpinnings of their work,” she said. “The aim? ‘To help them move further along in doing work that we know makes a difference,” she said. “There’s a big gap in the field between work that feels good to ourselves and to others and work that is empirically based, so I’m going to try to help students think about what we do and don’t know, and what we can contribute, personally and in a leadership sense in the field.”

Maconda Brown O’Connor, for whom the faculty position is named, received a master’s degree in social work from Smith in 1985 and a doctorate in 1998, establishing the professorship the following year. She is currently chairperson of the Brown Foundation, Inc.

Nationally known for her research on joint custody and children’s adjustment to divorce, Pruett co-authored, with attorney Diana Mercer, Your Divorce Advisor: A Lawyer and a Psychologist Guide You Through the Legal and Emotional Landscape of Divorce. She is currently working on a new parenting book.

Pruett says the joint appointment provides her with the opportunity to link the School for Social Work more closely to the college. To that end, she is taking part in the Kahn Liberal Arts Institute’s yearlong project, “Marriage and Divorce.” She will also participate in STRIDE (Student Research in Departments Program) in which high-achieving students during their first two years are teamed up with Smith faculty as paid research assistants.

“Through the Kahn Institute and STRIDE, my job is to cross the two — the School and the College. I know I will also be working on several committees, two of which span social work and the college, including the Human Subjects Review Committee,” she said.

Before joining the Smith faculty, Pruett served on the faculty of the Yale University School of Medicine, Division of Law and Psychiatry, with a joint appointment at the Yale Child Study Center.

Pruett has received government and foundation grants totaling about $4.5 million for research projects on which she has collaborated or she has led, and her findings have appeared in numerous scientific journals.

One of her investigations, the Collaborative Divorce Project, offered Connecticut families with young children a model approach to working with lawyers, judges, family services and mental health professionals to obtain timely and cost-effective divorces that maximized contact with both parents.

After earning a bachelor’s and master’s degree in education from the University of Pennsylvania, Pruett received her clinical psychology degree from the University of California, Berkeley. She later earned a law degree from Yale.

“There’s a big gap in the field between work that feels good to ourselves and to others and work that is empirically based, so I’m going to try to help students think about what we do and don’t know, and what we can contribute, personally and in a leadership sense in the field.”
Joan Berzoff presented on "Theories of Grief and Bereavement: Narratives of Change," to the Clinical Society in Washington, DC, in the spring of 2006. In September of 2006 she presented to the 10th Annual Hospice of Western Ontario Meeting in Cleveland, Ohio and in October of 2006 to the Yale University Department of Social Service Department. Both presentations addressed Grief and Bereavement: Processes of Transformation and Change.

Dr. Berzoff published "Narratives of Grief and their Potential for Transformation" in the Journal of Palliative and Supportive Care, Fall, 2006. Dr. Berzoff was the lead author on an article, co-authored with David Browning, Esther Chachkes, the late Zelda Foster and Susan Gerbino, entitled "Clinical Social Work Education in Palliative and End of Life Care: Relational Approaches for Advanced Practitioners," Fall, 2006.

Dr. Berzoff has been part of a planning process for a program on Creative Aging to be held in the Spring of 2007 at Smith for the local elder community and is also planning for a new form of the End of Life Certificate Program, to commence in 2008. Dr. Berzoff finished with the End of Life Certificate Program that had been run with Baystate Medical Center, in May, 2006, graduating 17 more students.

Since the spring, David Burton has presented at a number of nationally attended conferences. For example, at the annual meeting of the National Adolescent Perpetration Network, in Atlanta, GA, he presented two talks: "Evidenced based trauma therapy for children and adolescents and. Evidenced based practice for adolescent sexual abusers. At the annual Massachusetts Association for the Treatment of Sexual Abusers in Marlborough, MA, Dr. Burton presented with a clinical colleague, Meredith Lagoy, who works in Easthampton at the Northeastern Center for Youth and Families, on "The top ten mistakes of new staff at residential facilities that treat adolescent sexual abusers and with a graduating MSW student, Amy Boosbaum, with a talk entitled "Self reported self cessation techniques of adult child molesters: preliminary results."

At the Children's Justice Conference in Seattle, Dr. Burton presented on therapy techniques with research on, and racially sensitive treatment for, juvenile sexual abusers.

Dr. Burton has also conducted trainings for state organizations and private agencies. In March, Dr. Burton trained 130 PhD psychologists and related staff for a full day for the state of Virginia on therapeutic alliance in treatment with adolescent sexual abusers and shared results of his own research on the childhood trauma of the same youth. Later that month he was the plenary speaker at a citywide conference in Philadelphia on "The latest methods of treating adolescent sexual abusers and then trained staff at a local agency for a day.

Finally, Dr. Burton is in discussion with the delinquency systems of both Ohio and Massachusetts to develop statewide treatment evaluation projects.

Joanne Corbin's research and scholarship activities focused on her two areas of interest, social work in public schools in the U.S. and resettlement experiences of former child soldiers in northern Uganda. Dr. Corbin presented findings from her qualitative study on "Resettlement Experiences of Children Forced into Armed Conflict in Northern Uganda" at CSWE in February. She also presented to the SSW Alumni Association during this event. Dr. Corbin returned to northern Uganda in May to provide the study results to the internally displaced persons' camp where the research was conducted. She spoke with hundreds of residents at four additional camps in order to understand the similarities and differences in resettlement for formerly abducted children among the camps.

This research has been supported by the Smith College School for Social Work Clinical Research Institute and the Brown Foundation. Dr. Corbin convened a conference at Smith SSW on "Children in Armed Conflict on June 9 (see page 9 for details)."

Regarding school social work, Dr. Corbin presented a paper, "Increased opportunities for school social work practice: Conclusions to school-based decision making teams," at the School Social Work Association of America (SSWAA) in March. This paper appears in "Children & Schools, 27(4). Continuing with this work, Dr. Corbin conducted a focus group in April with social workers and pupil services administrators to examine social workers' involvement in school level decision making and factors affecting their involvement. The goal will be to develop a national and conceptual framework for effective social work practice in school decisions regarding students' biopsychosocial needs. This study was supported by the Smith College School for Social Work Clinical Research Institute and the Brown Foundation.

James W. Drisko presented two workshops on "Rigor and Relevance in Qualitative Research" for the Institute for the Advancement of Social Work Research in Washington, DC in July. Sixty participants learned about five approaches to qualitative research in two-day intensive workshops. Participants were faculty and doctoral students from social work programs from all parts of the United States as well as National Institute of DDA senior staff. He presented his seventh Faculty Development Institute at the Council on Social Work Education's Annual Program Meeting in Chicago in February, as well as a juried paper on an innovative approach for teaching qualitative research to master's and doctoral level social work students. Dr. Drisko has also been invited to serve on the editorial boards of both "The Journal of Social Work Education and Clinical Social Work" with terms beginning in 2006.

Ann Hartman, MSW '54 (DSW, Columbia '72), Dean Emeritus at Smith College School for Social Work, was inducted into the Columbia University School of Social Work Alumni Hall of Fame on April 28, 2006. Ann Hartman is collaborating with Dr. Marlene Cooper, Professor at Fordham and their colleagues from Beijing, China on two new projects. The first is a prospective study of the psychosocial needs of the Tibetan population living in
the Yunan province of China. The second project involves collaboration with Dr. Ann Roy, Professor at Springfield College School for Social Work. Drs. Lesser, Cooper and Roy will be collaborating on a research study on the rising rate of suicide among China’s elderly, with Lynn Han, Associate Director of the Community Health Research Center of Guangdong in consultation with the secretary of the Social Work Education Association of China. Dr. Lesser and colleagues are planning a trip to Beijing in the fall of 2007 to conduct the research studies, as well as to provide social work training. One potential area for training under discussion involves the behavioral problems being encountered by teachers instructing children raised by parents under China’s “one child per family” policy. This apparently has contributed to a rise in aggressive and antisocial behavior in some children.

Yoosun Park continues her work on an NIH funded study of immigrants in the urban environment and the role of the physical environment on patterns of acculturation. This interdiscipline project is based in New York City and will be conducted over four years. Dr. Park will examine the salience of acculturation as a concept and work towards developing better constructs and measures for capturing that which “acculturation” signifies in population-based health research. Dr. Park is also currently conducting archival research, funded by the Smith College Clinical Research Institute, to trace the role of social workers in the evacuation and internment of Japanese Americans during World War II.

In memoriam: Zelda Foster
A light has gone out in the hospice world, and Smith has lost a beloved teacher and mentor in the End of Life Certificate Program. On July 4, 2006, Zelda Foster, ever a firecracker, one of the two pioneers in the Hospice Movement in this country, and a former Director of the Social Work Department of the New York Veterans Affairs Medical Center died after a long battle with ovarian cancer. She was 71 years old. Zelda Foster co-taught the Leadership course in the End of Life Certificate Program with Dr. Esther Chachkes, both at Smith and at NYU School of Social Work. She was the co-editor of The Hospice Heritage: Celebrating Our Future, the guest editor of a special anniversary edition of the Hospice Journal, the author of many interdisciplinary publications, including eight in social work journals. Zelda was named an NASW Pioneer in 2004 and in 2005 she was elected to the Columbia University School of Social Work Hall of Fame.

None of these accomplishments, though, begin to capture the Zelda’s spirit. She passionately taught Smith students to advocate for the rights of vulnerable and at risk patients, for excellence in interdisciplinary care, and for systems changes that would ensure greater equity, accountability, and justice for the dying. She had wonderful humor, irreverence, and a “can-do” spirit. Zelda fought her own illness with enormous dignity. She was diagnosed and treated during the first summer of teaching in the program, and she was too ill to finish with the End of Life Class this spring. Throughout her illness, however, she taught us the value of honesty, of forthrightness, of having hope and of maintaining her enormous community of students, friends, colleagues, and family.

Josh Miller gave a summer lecture entitled The Sri Lankan Tsunami and Hurricane Katrina: The social ecology of natural disaster. Future projects include research in Biloxi with Yoosun Park about what happened to the Vietnamese community after Katrina and a number of forthcoming articles and chapters about racism and disasters, which are in various stages of preparation.

Gift to the Archives
Elaine Pinderhughes has made a gift of her papers to the Smith College Social Work Archives. She is Professor Emerita at Boston College Graduate School of Social Work, past president of the American Orthopsychiatric Association and former board member of the American Family Therapy Academy. She has extensive experience in private practice and has lectured and conducted diversity training in social service agencies, mental health centers, educational institutions and corporations in the United States and abroad. The author of numerous articles and book chapters, Ms. Pinderhughes has written three books: Understanding Race, Ethnicity & Power: The Key to Efficacy in Clinical Practice; The Power to Care: Clinical Practice Effectiveness with Overwhelmed Clients (co-author); and Group Work with Overwhelmed Clients (co-author). She served as the Lydia Rapoport Lecturer at Smith College School for Social Work in the late 1980s and, in 2001, she received a Lifetime Achievement Award from the American Family Therapy Academy.

School Reorganizes
Several administrative departments in the School for Social Work have undergone some reorganization this fall. First, in an effort to better serve students in their field placements, the Field Office has combined several part-time coordinator positions into the full-time position of Associate Director of Field Work. This new position is held by Anthony Hill, MSW, who has joined us from the Springfield public school system. He brings with him strong experience in community-based work and educational administration.
Second, in a move intended to streamline and better focus the School's advancement and alumni affairs activities, the School has combined these activities into one office. Roxanne Pin, formerly the Assistant Director of Graduate Enrollment, Continuing Education and Alumni Affairs has become the School's new Director of Advancement and Alumni Affairs. Irene Rodriguez Martin, as Director of Graduate Enrollment and Continuing Education will continue to manage the School's comprehensive admissions and continuing education program. She will be assisted by Valerie Hooper, formerly Enrollment Coordinator of the School, who has been promoted to Assistant Director of Graduate Enrollment. We are grateful for Irene's leadership and look forward to the creative energy that will flow from this reorganization.

Grants and Fellowships Received

The SSW Alumni Association is pleased to announce the recipients of the 2006 thesis grants:

The Thesis Grant for Students of Color has been awarded to Myrtro Gardiner, MSW '06 for his thesis entitled, Can Individuals Develop an Addiction to the Lifestyle or Behavior Associated with the Distribution of Narcotics?: A Theoretical Analysis of Criminal Behavior Using Social Learning and Moral Models.

The Alumni Association Thesis Grant has been awarded to Shelah Corey, MSW '06 for her thesis entitled, Interactive Mismatch between Infants and Foster Parents: Coping Behaviors of Infants in Foster Care.

The following Masters and Doctoral students have received fellowships, grants and awards during this past year:

Chris Carter, MSW '06, received a grant from the Sarah Haley Memorial Fund for his thesis, "It's not just tight hamstrings": An exploration of the experiences of trauma survivors in Yoga practice with implications for treatment. The Sarah Haley Memorial Fund was established for the purpose of awarding scholarships to enrolled doctoral candidates and masters students who can best demonstrate an interest and potential to further the understanding of post traumatic stress disorder through research, teaching and/or publication.

Delia Gonzalez-Sanders (D03) was a co-principal investigator with Richard Fortinsky, PhD, & Julie Robinson, PhD, both with University of Connecticut Health Center on Aging, on a grant from the Alzheimer's Association 2006 Research Grants Program focus area: Research in Diverse Populations: Closing the Gap. The project title is: Information and help-seeking experiences among Hispanic family caregivers. The goal of the research is to enhance understanding of self-reported pathways to dementia diagnosis, dementia care advice and guidance received from health care practitioners, and self-efficacy for managing dementia, among Hispanic family members caring for a relative with dementia.

Jeannette Jimenez, MSW '06, received a fellowship from the National Center for Children Exposed to Violence located at the Yale Child Study Center. The aim of the fellowship is to increase the ranks of clinical service and leadership in the field of childhood violent trauma. Her work will consist of police ride-alongs, clinical hours seeing patients, supervision, seminars and team meetings.

Eunjung Lee (D04) received a $3,000 grant from the Fahs-Beck New York Trust Fund for her doctoral dissertation as well as the Alumni Association's Roger Miller Dissertation Grant.

Sarah Lewis, MSW '06, has been awarded The Joan Laird Gay, Lesbian, Bisexual, Transgendered Thesis Prize for 2006 for her thesis entitled Transforming Care: An Exploratory Study of Transgender Experiences Accessing Healthcare and Mental Health Services.

Bill Moore, MSW '06, has received a fellowship to the Program for Psychotherapy at Cambridge Hospital in Cambridge, MA.

John Linder (D06) received a two-year training grant in oncology social work from the American Cancer Society. The grant will support his doctoral research into advance medical directives and decision-making with an aim of improving patient care and enhancing knowledge about how oncology social workers can best support and empower cancer patients and caregivers.

Susan Pasco (D07) was the co-investigator this past year for a Federal Campus Suicide Prevention Grant awarded to the Syracuse University Counseling Center. The grant is administered by SAMHSA (Substance Abuse and Mental Health Services Administration) and provides $75,000 per year for three years to support the development, implementation, and evaluation of campus suicide prevention programs.

Katherine Routenberg, MSW '06, has received a fellowship from Yale for the year. She'll be providing adult mental health services dividing her time between the Connecticut Mental Health Center (CMHC) (doing intake, assessment, referral), and Yale Behavioral Health Services (doing therapy with single and dual diagnosis individuals, groups, and families).

Amy J. Booxbaum, MSW '06, was awarded the Eleanor Clark Thesis Prize at Commencement for her thesis titled, Reviewing Sex Offender Treatment and Exploring Quitting: A Multidisciplinary Investigation of Self-Reported Cessation Attempts of Adult Male Child Abusers.

Laverne Marks (D07) has received the Student Mental Health Fellowship at University Health Services, Division of Mental Hygiene at Yale University.

Mariann Mankowski (D07) has received the Catherine Kaplan
Christine B. Burke, MSS '58, passed away on February 21, 2006 at Lenox Hill Hospital in New York City. Born in Wellington, Kansas, she worked in her early years as a secretary and restaurateur before receiving her B.A. in political science from the University of California at Berkeley. After moving east and graduating from Smith College School for Social Work, she embarked on a career as a social worker that lasted 48 years. Before she died she worked placing vision and hearing impaired children at the NYC Department of Education. She was an active member in numerous civic groups promoting social justice, including life membership in the NAACP, CEMOTAP and the Imani Group. She also belonged to NASW, the Association of Black Social Workers, Studio Museum, and the New York Coalition of 100 Black Women. She is survived by her companion of 30 years, Eric Coleman.

Editor's Note: Eric Coleman has established a scholarship fund in Christine's memory which will provide financial assistance to students of color. Gifts in her memory may be made to the Christine B. Burke Memorial Scholarship Fund.

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