Dear Alumni, Friends and Colleagues,

I extend a warm welcome to all new students, returning and adjunct faculty and any alumni and friends who may be on campus for the 86th summer of the Smith College School for Social Work.

I am pleased to inform you of the appointment of Diane L. Tsoulas as Assistant Dean for Administration and David L. Burton as Assistant Professor. They each bring tremendous experience and talent to their new positions at the School, and we look forward to their work with us. Read more about them on Page 3.

The Summer Lecture Series will again be extraordinarily rich. The series begins June 7, and includes a wide range of topics. I look forward to seeing you there. A complete list of lectures can be found on Page 7.

Planning continues on the development of a certificate program in clinical supervision, led by coordinating team members Associate Professor Catherine Nye, Faculty Field Advisor Joanne Lindy, and Irene Rodriguez-Martin, Director of External Affairs/Continuing Education/Alumni. We expect to launch the program a year from now. An article about it appears on Page 3.

In addition to her work here, Catherine Nye has been serving as a consultant for a project in Cyprus to develop supervised clinical training in professional psychology.

We are thrilled about the March 2004 Smith College Studies in Social Work Special Issue on Pedagogy and Diversity, co-edited by Associate Professors Kathryn Basham and Dennis Michls. The papers make major contributions to social theory, research, clinical social work practice and teaching methods.

I am pleased to announce that Professor James Drisko was recently named Social Work Educator of the Year by the Massachusetts chapter of the National Association of Social Workers (NASW).

The School was well represented at the National Membership Committee on Psychoanalysis in Clinical Social Work in March, when Professor Emeritus Gerry Schamess and I, along with 12 alumni, were among those who presented.

I am also happy to announce that Irmgard Wessel, LCSW, BCD, and Judith Mishne, Ph.D., will receive the Day Garrett Award for distinguished service to the School for Social Work and the social work profession. The ceremony will be held on July 23.

The Northampton Historical Commission chose Lilly Hall to receive a 2004 Historic Preservation Award for the College’s respectful renovation of the School for Social Work Building.

Alumni are doing important work across the country and around the world. However, I have become concerned about the dearth of alumni news in In Depth, and would like to rectify that. To that end I am seeking agents from each class to gather and report on such news. Anyone interested in volunteering should contact sswdean@smith.edu. It is my hope that the Fall issue of In Depth will be filled with news about School graduates.

Regards,
Dean Carolyn Jacobs
Careers of service, dedication honored

The Day-Garrett Awards will be presented to Irmgard "Irm" Wessel and Judith Mishne at the School this July. The awards, presented annually since 1978, are given to one or more members of the Smith community who have been outstanding contributors to the profession of social work or who have been significant members of the Smith College School for Social Work community. Those who receive awards are deemed to have personified in their lives and service to the community the highest purpose of professional service for which the School is renowned.

Wessel, whose career spans more than 50 years, is known as a quiet and hardworking woman whose work generates ideals that are inspirational. She is a sensitive and talented clinician, a dedicated educator, a determined activist, and a humanitarian. Wessel works behind the scenes to effect change, with great result.

She received her B.A. degree from Eureka College in 1947, summa cum laude, and her MSS from the Smith College School for Social Work in 1952. Wessel was a social worker at the Mayo Clinic from 1947 to 1948; provided Case Aid at Yale New Haven Hospital from 1949 to 1950; was the Chief Rehabilitation Caseworker at Yale New Haven Hospital from 1952 to 1954; was a Case Worker at Milford Family Counseling from 1964 to 1968, and from 1968 to 2002, was a clinical social worker at Family Counseling of Greater New Haven. She is currently a clinical social worker at Family Services of Central Connecticut, Inc.

While at Family Counseling of Greater New Haven, she was coordinator of the Youth Services Project, a supervisor, a field supervisor for both schools and agencies, including the SCSSW, and from 1991 to 2002 was the coordinator of the Homicide, Robbery and Assault program, through the agency's victim services program.

She was an adjunct instructor in the SCSSW from 1973 to 1977, and in 1976, a lecturer in social policy from 1974 to 1975.

Among her many honors, Wessel was named NASW Social Worker of the Year in 1981, and named a Distinguished Practitioner by the National Academies of Practice in Social Work in 1997. In 2000 she was given the Lifetime Achievement Award by the Connecticut Society for Clinical Social Work, and in 2001 the Lifetime Achievement Award from the Southern Connecticut University Dept. of Social Work.

Active in the community, she is also a widely published author and active member in numerous professional organizations.

Mishne has been an outstanding contributor to the social work profession for more than 47 years. She contributed to the Smith community as an adjunct faculty member for seven years, and continues to educate professionals in the field. She has published five books and numerous journal articles, and maintains a private practice. Her areas of expertise and contribution include clinical work with children and adolescents, and multiculturalism and the therapeutic process. She has also been a professor of social work for more than 36 years, teaching at New York University since 1979 and at Columbia University and the University of Chicago before that.

As a prolific scholar, dedicated teacher, and experienced clinical social worker, she has been a role model and inspiration to generations of Smith social

Continued on next page
Welcome!

The Smith College School for Social Work is pleased to announce its newest members. Diane L. Tsoulas has joined the School as Assistant Dean for Administration, and David L. Burton as an assistant professor.

Tsoulas had served as associate dean at the Northeastern University School of Law since 1993. There she was responsible for the administrative functioning of the law school, where she directed and supervised the Offices of Academic and Student Affairs, Administration and Fiscal Affairs, Admissions, Career Services, Communications, Cooperative Legal Education and Financial Aid. Her strong management and administrative experience and her commitment to working in a diverse community and advancing a social justice mission are a tremendous asset to our community.

Tsoulas received her B.A. from Brown University and her J.D. from the Northeastern University School of Law. Burton will officially begin at the School July 15. He comes from the University of Michigan School of Social Work, where he was an Assistant Professor. He was also working as a consultant and instructor with the Bureau of Juvenile Justice in Lansing, Mich., teaching certification courses for staff working with adolescent sex offenders. He received his Ph.D. in Social Welfare from the University of Washington School of Social Work, and earlier received his MSW from the University of Houston, Texas, where he also received his B.S. degree.

New Program Aims to Provide Needed Help

Beginning in the summer of 2005, the School will offer a Certificate Program in Clinical Supervision. The certificate program is currently in the planning stages.

Associate Professor Catherine Nye, who serves on the coordinating team for the program, said the need for such a program is great.

"There's a real need on two levels," she said. "There have been so many cuts in funding to agencies that support training and supervision, so that fewer and fewer people — staff and students — are getting the support they need. Additionally, a new law requires that social workers be supervised in order to meet certain licensing requirements."

The advanced-level program, intended for practitioners who have had several years of supervisory experience, is expected to include a five-day classroom experience in July, followed by a practicum period between August and June of the following year, and a second five-day term. Nye aims to make distance learning a component and to set up a chat room for the integrative seminar. Additionally, there will be assignments to follow through with during the winter to keep in touch both with other students and the supervisor during the year, and then come back in July and process what people have been doing," Nye said.

"We are trying to do something much more in depth and advanced," she said. "There are many programs out there but some are more at the beginning level. We want to really try to help people think about the supervisory process and to conceptualize and use the theories they are learning."

More information about the program will appear in the October issue of In Depth.

Careers Honored

continued from previous page

work students.

She received her B.A. degree from the University of Wisconsin and her MSW from Case Western University. She received her doctorate in social work from the Hunter College School for Social Work.

From 1981 to 1999 she was named to Who's Who in American Women, and in 1984 and 1985 was listed in Who's Who in the World. She was named a Distinguished Practitioner by the National Academies of Practice in 1983, received a Spenser Foundation Award in 1988 and a Special Achievement Award for Ph.D alumni from City University of New York in 1996.

She serves as a consulting editor on the Journal of Analytic Social Work and the Child and Adolescent Social Work Journal. She has been a visiting scholar at the BarHlan University School of Social Work and the University of Haifa School of Social Work, both in Israel.
A new book by SCSSW Professor Joan Berzoff will debut in September—and may change the nature of care for the dying and their families.

Living with Dying, A Comprehensive Resource for Health Care Practitioners, is the first textbook on end-of-life care. Berzoff co-edited the book with Phyllis Silverman, and contributors provide a range of perspectives. The book begins with narratives written by five health care practitioners whose practices were transformed by their own overwhelming experiences with loss.

Theoretical issues and clinical practice are addressed, as are trauma, developmental issues for children, adults and the aging, as well as legal, ethical, spiritual, cultural, and class issues.

The book also contains current research on end-of-life care, and focuses on providing leadership in the field and respect and compassion for the dying. Interdisciplinary collaboration and supervision are also addressed.

Berzoff’s recognition of the fact that training for social workers in end-of-life care has historically been insufficient, along with the substandard social work care that her dying sister and family received at one of the most prestigious cancer care centers in the country, sparked Berzoff’s interest in and commitment to the field. She has served as Director of the End-of-Life Care Certificate Program at the School for the last four years, and is co-director of the School’s doctoral program.

Silverman is a Professor Emerita at the Massachusetts General Hospital Institute and an Associate in Social Welfare in the Department of Psychiatry at Massachusetts General Hospital.

The book is published by Columbia University Press. For order information, contact Columbia University Press, Order Department, 136 South Broadway, Irvington, NY 10533, or call (800)944-8648.

End-of-Life Fellowships

Two practitioners who are graduates of the School’s End-of-Life Care Certificate Program have received Veterans Administration Fellowships in Palliative Care. Sheila Kennedy, MSW, and Susan Miller Weisberg, LCSW, were chosen from a field of 60 applicants for the fellowships. They will work with dying patients and their families at the Stanford, Calif., Veterans Administration Hospital.

Kennedy is a hospice social worker at the VA’s Hospice Care Center for the Veterans Administration Health Care System in Palo Alto, Calif. According to SCSSW Professor Joan Berzoff, who directs the School’s End-of-Life Care Certificate Program, Kennedy has become a major leader of end-of-life care in California.

Weisberg is a clinical social worker at the Stanford University Medical Center, Department of Social Work and Case Management, and has worked with radiation patients in medical oncology for more than 20 years.
Humor, heart, passion and commitment
A TRIBUTE TO CLEO EULAU

Cleo Eulau died on January 23, 2004, at the age of 80, five days after the death of her husband Heinz. Beloved by colleagues, clients, supervisees and students, Cleo enriched the lives of everyone who knew her. Her career as a clinical social worker in the Palo Alto and Bay Area communities was long and distinguished, and she was widely respected as a role model for practitioners interested in helping children and adolescents who are at risk.

Born in New York City in 1923, Cleo Mishkin Eulau graduated with her bachelor’s degree from Hunter College and her MSW from the Smith College School for Social Work. She was fond of saying that at the time she was choosing a career, only three professions were open to women: nursing, teaching and social work. Since she knew what the first two involved, she decided to find out about the third. When she graduated from Smith she had the general idea of “helping people by changing society,” but as her professional interests evolved, she gravitated toward clinical practice, devoting the next 55 years of her professional life to treating clients, and to teaching and mentoring social workers, psychologists and psychiatrists.

She was chosen as the distinguished Lydia Rapoport professor and received the Day-Garrett award from the Smith College School for Social Work, where she taught supervision and clinical practice for seven years. In addition, she served as Professor of Psychiatry at the Stanford University Medical School and Children’s Hospital, taught psychiatric social work at the Berkeley School of Social Work which honored her, in 1985, with the “Distinguished Field Educator” award, and was a member of the editorial board of the Clinical Social Work Journal. In 1983, she was elected to membership in the National Academies of Practice, and in 1992 was honored by the California Society for Clinical Social Work for her “Outstanding Contribution to the Profession.” In 2002, she became the first non-psychiatrist to receive the Lifetime Achievement award from the Department of Psychiatry at Stanford University.

In 1994, she provided the impetus and inspiration for founding the Cleo Eulau Center, a service and study center dedicated to “promoting resiliency” and to helping at-risk children and teens “rebound from adversity” and achieve responsible, productive and happy lives. She and Heinz served actively on the Center’s board, and played a major role in shaping the Center’s mission.

Cleo and Heinz Eulau were known for their humor, their heart, their inspiration, and their passionate commitment to the welfare of children and families. They are survived by their daughter, Lauren Eulau, and their son-in-law, Paul Schneider, their son, Peter Eulau, and their daughter-in-law, Kendra Eulau, as well as by three grandchildren.

— Gerald Schames, Professor Emeritus

When you entered the room to see Cleo, she always greeted you in a way that made you feel you had a special relationship with her. She would always say, “There’s my friend.” I loved her sense of humor. We shared incredibly difficult cases together over the years. I never stopped learning from her. She was always there, always supporting you without judgment, always understanding when you failed and always ready to celebrate any success. She knew when to roll her eyes when you told her about how your teenage kids had pushed you to the limit and always supported you sticking things out personally and working toward greater acceptance of your own and others’ imperfections. When truly dreadful things happened, she was this quiet friend who knew how to share them with you. The world is diminished by Cleo’s passing. Those of us left behind can only hope, that in moments of identification, we can contribute a fraction of what she gave to the world.

— Michael Loughran, Ph.D
A new book by Rebecca Carman '98 provides therapists with a valuable resource for working with children and trauma. Helping Kids Heal: 75 Activities to Help Children Recover from Trauma and Loss, was published by The Bureau for At-Risk Youth, a Guidance Channel Company, in January.

The book, intended for therapists working with children ages 5 to 12, contains activities, broken down into 13 sections, ordered to approximate the natural sequence of recovery.

“It's about reaching populations where kids are really at risk and those working with them may not have access to a lot of supervision and training and support,” said Carman. “I'm hoping it finds its way into the hands of people who are out there on the front lines.”

The book grew out of Carman's work with Mercy Corps (www.mercycorps.org), where she served as Program Manager for Comfort for Kids, an initiative aimed at educating professionals and paraprofessionals about how to recognize trauma in children. Carman worked with SSW alum Karen Bernstein, who trained thousands of New York City therapists, teachers, child care workers, and other professionals to identify trauma in children, promote coping, answer tough questions, and more. Comfort for Kids trained all the Project Liberty staff working with children in a series of ten trainings last spring, presented at the National Head Start conference, and trained NYC guidance counselors in all five boroughs — reaching in total nearly 7,000 people.

Carman’s book was inspired by the Comfort for Kids trainings, she said: “So many people told us they could tell children were struggling, but had no idea what to do about it.”

Material from the book is derived from Carman's own work as a psychotherapist, interviews with practitioners, a review of literature, and most importantly, she said, the healing of children that took place after the World Trade Center disaster.

Summer Lecture Series

How Difference Matters: The Psychology of Social Identities
Patricia Romney, Ph.D
7:30 p.m., June 7, 2004, Wright Hall.

Social identities are both “real” and constructed, and social identity is a key factor in the construction of the Self. Beginning from the framework of Erickson’s Theory of Development and exploiting contemporary scholarship on social identity theory, this lecture will describe the opportunities, challenges, and traps of our engagement with our social identities.

Dr. Patricia Romney is President and Founder of Romney Associates. For the last thirty years she has consulted with individuals and organizations throughout the US and Europe. Her clients have included elected officials, Ivy League and Seven Sisters colleges and universities, and prestigious independent schools, as well as arts and cultural organizations, grass-roots human service organizations, and state public sector agencies. The focus of her work is change. Her two most recent articles are: “Closing the Achievement Gap?: Five Questions Every School Should Ask” and “The Art of Dialogue.”

The Lydia Rapoport Lecture: Contribution of Relational Theory to Clinical Social Work Practice:

“The ‘Mother’ Returns to Psychoanalysis:” Sandor Ferenczi, Welcome Home” (Meyer)

“Relationality and the Environment: Conceptualizing the Person/Situation Configuration (Saari, Tosone)
Carolyn Saari, Ph.D., William Meyer, MSW, LCSW, Carol Tosone, Ph.D
7:30 p.m., June 14, 2004, Wright Hall

From its very beginnings, social work has emphasized the healing qualities of the therapeutic relationship. Participants in the panel will discuss psychoanalytic contributions to the development of relational theory, starting with Ferenczi’s insistence that treatment is a collaborative effort between client and therapist. Panelists will then consider contemporary social work contributions to relational theory and practice, especially the complex interactions between an intrapsychic self and an external reality, the centrality of narrative, the subjective nature of truth, and respect for diversity.

Carolyn Saari, Ph.D., is currently Professor Emerita at the School of Social Work at Loyola University Chicago and the Editor of the Clinical Social Work Journal. She received her MSW from the Simmons College School of Social Work and her Ph.D. from Smith College. She has extensive practice and teaching experience, has published numerous articles, and has written three books, the most recent of which is The Environment: Its Role in Psychosocial Functioning and Psychotherapy. It is this last book that she will be drawing upon for her comments on the panel.

William S. Meyer, MSW, BCD, is an Associate Clinical Professor in the Departments of Psychiatry and Obstetrics & Gynecology at the Duke University Medical Center, where he is the Director of Training for the Department of Social Work. He is the incoming chair of the National Academy of Practice in Social Work and a past president of the National Membership Committee on Psychoanalysis in Clinical Social Work. He is on the editorial board of the Clinical Social Work Journal and for many years has taught courses on “Technique” for the Psychoanalytic Psychotherapy Study Center of North Carolina.

Carol Tosone, Ph.D. is Associate Professor at New York University Starnley M. Ehrenkrantz School of Social Work and recipient of the New York University Distinguished Teaching Award. Dr. Tosone is a Distinguished Scholar in Social Work in the National Academies of Practice in Washington, D.C., and is a recipient of the Postgraduate Memorial Award from the Postgraduate Center for Mental Health, where she completed her psychoanalytic training. She serves on the editorial boards of five professional journals, is co-editor of Love and Attachment: Contemporary Issues and Treatment Considerations and Doing More with Less: Using Long-Term Skills in Short-Term Treatment, and author of professional articles.

Treating Those Who Have “Borne the Battle”: The Impact of the Military Experience Through the Life Cycle
Catherine Clancy, Ph.D, LCSW
June 21, 2004, 7:30 p.m. Wright Hall

The military is a culture wholly unto itself, and all military personnel are impacted by their service experience. For some the experience is positive and growth promoting, but for others, it has very negative consequences. If we accept the developmental view that former environments are forever in us, it is inevitable that the military experience will influence military personnel and their families throughout the life cycle.

Entry into the military often comes at a critical period in a person’s identity development, the time that Erikson called the development of a sense of inner identity. Mobilization and deployment can be a critical event for military personnel and their family members, involving separation, severe stressors in war-zones, and reunion issues.

Discharge, with the assumption of the identity as a veteran, and the reintegration into a non-military society represent another challenge. Midlife is normally experienced as a period of crisis or at least a stressful
Summer Lecture Series

Transition. Traumatic adjustment to midlife issues can be heavily influenced by physical and emotional injuries sustained in military service. For the aging veteran, a sense of despair may be the outcome of unresolved issues from military service. When working with this population, each stage of the life cycle presents unique treatment challenges. Only by being aware of the ongoing and changing effects of military service throughout the life cycle, can the clinician offer appropriate treatment to military personnel, veterans, and their family members.

Dr. Catherine Clancy is the training director and clinical social worker at the Veterans Affairs Medical Center in Houston, Texas, and serves as an adjunct faculty instructor at the University of Houston Graduate School of Social Work. She also has her own private practice in Houston, providing individual, marital, and group therapy for adults, as well as developing and presenting educational programming for lay and professional audiences.

The Leader's Use of Self to Enhance Group Process: An Intersubjective Perspective
Joel Frost, Ed.D., FAGPA; Sara J. Emerson LICSW, CGP, FAGPA
7:30 pm, June 28, 2004, Wright Hall.
Whether you are leading a time-limited, topic focused or on-going psychodynamic group, the leader plays an integral part in the group’s development, dynamics, and process. The leader establishes the set of agreements by which the group forms and meetings are conducted. In this presentation and demonstration group, we will explore the leader's use of self and examine the ways in which we use our selves to enhance the group's process and to foster the active engagement of group members with one another and with us.

Dr. Frost is a certified group psychotherapist, a fellow of the American Group Psychotherapy Association, and a board certified diplomate in group psychology. He is an assistant clinical professor of psychology in the department of psychiatry at Harvard Medical School and has a private practice in Boston, Mass.

Ms. Emerson is in private practice in Cambridge, Mass., where she leads several groups. She co-leads an observation group for teaching purposes with Scott Ragan, Ph.D. at the Boston Institute for Psychotherapy, Inc. She is an active member of AGPA and NSGP and is on the board of each organization. She is a presenter at both the AGPA Annual Meeting and the NSGP conference.

Transforming the Legacy: Couple Therapy with Survivors of Childhood Trauma
Kathryn Basham, Ph.D., and Dennis Miehls, Ph.D.
7:30 p.m., July 23, 2004, Wright Hall.
Kathryn Basham and Dennis Miehls will present the overview of their text Transforming the Legacy: Couple Therapy with Survivors of Childhood Trauma. The authors will present their synthetic couple therapy model that draws from trauma theory, feminist theory, and object relations theory among others. The presenters will outline a phase-oriented couple therapy model that they have developed in their work with single or dual trauma couples.

Kathryn Basham, Ph.D., is an Associate Professor at the Smith College School for Social Work. Her primary areas of professional interest include couple and family therapy, ethics and clinical social work, and the synthesis of theoretical models applied to clinical social work practice. Current areas of research include couples work and trauma, and non-custodial parenting and divorce.

Dennis Miehls, Ph.D., LICSW, is an Associate Professor at the Smith College School for Social Work. He teaches courses in the Human Behavior and Practice Sequences. He maintains a clinical social work private practice in Northampton, Mass., and engages individuals and couples in psychotherapy.

The Victorian Way of Death
Carol Christ, Ph.D.
7:30 p.m., Aug. 2, 2004, Wright Hall.
One of the more alien elements of Victorian culture to a modern sensibility is its celebration of death. The grand and eclectic monuments of the Victorian cemetery, the elaborate code of mourning dress, the length of Victorian mourning, and attention that Victorian art and literature lavished upon death all bespeak a culture that created a role for attachment to the dead peculiarly distinct from our own. The death of a loved one provided the Victorians a central affective event upon which to ground ideas of morality and community. Through an analysis of death scenes in Victorian literature, art, and biography, Dr. Christ will describe the art of dying, as the Victorians ideally conceived it; the relationship of death to identity in Victorian culture; and the role that textual and visual representation played within it. She will use contemporary examples as contrasts to throw into relief features of Victorian culture.

Carol T. Christ, Ph.D., is the tenth President of Smith College. Throughout her administrative career, Dr. Christ has maintained an active program of teaching and research. She has published two books: The Finer Optic: The Aesthetic of
Attachment and Mentalizing: Implications for Treating Trauma (Brown Lecture)
Jon G. Allen, Ph.D
7:30 p.m., Aug. 9, 2004. Wright Hall.
This lecture describes the role of attachment relationships in the development of mentalizing, the process of making sense of mental states in oneself and others. Appreciating the social context of mentalizing is crucial to understanding the adverse developmental impact of trauma in attachment relationships as well as to conceptu- alizing the therapeutic process. The lecture will include research findings on various forms of attachment trauma and their relation to psychopathology. The presentation will describe ways to enhance mentalizing skills through psychoeducation and psychotherapy so as to foster recovery from trauma and to enhance resilience.

Jon G. Allen, Ph.D. is a senior staff psychologist at the Menninger Clinic in Houston, Texas. In addition to conducting psychotherapy and diagnostic evaluations, Dr. Allen has developed psychoeducational programs for patients and their family members on a wide range of topics including trauma, depression, attachment relationships, and the role of mentalizing in the treatment process. He is the author of Coping With Trauma: A Guide to Self Understanding, Traumatic Relationships and Serious Mental Disorders, and more recently, has co-authored Restoring Hope and Trust: An Illustrated Guide to Mastering Trauma.
A Worthwhile Contribution

Times have never been more challenging for social workers and social work students. Budget cuts and their consequences make social work increasingly difficult, while across cultures the widespread recognition of trauma as a significant cultural concern points to the need for more help.

For the last 30 years, The 1918 Fellowship Society has provided a central foundation of support for the endeavors of the Smith College School for Social Work. And for the last 30 years, Betty Synar, '51, has chaired the committee through its success. Members of the 1918 Society have raised more than $800,000 for the School, primarily in support of student scholarships.

School alumni make up a significant percentage of the contributors, other people also have reasons for giving. Some give after the death of a relative who was a social worker. Professors give. Children of alumni give, and even mental health workers with no connection to the School contribute.

"Every bit makes a difference. In order for us to continue to have excellence in the clinical field, it behooves the people who can contribute to this good cause to do so," Synar said.

The Smith College School for Social Work is educating students to be future leaders in the field. Donations to the Society speak volumes about donors’ confidence both in clinical social work at Smith and in the School’s students. Society membership is offered in one-year terms and occurs at several giving levels:

- Fellows: $300-$499
- Sponsors: $500-$999
- Patrons: $1,000-$1,499
- Benefactors: $1,500 or more

Anyone who contributes $300 or more to the Alumni Annual Fund in one fiscal year becomes a member of the 1918 Fellowship Society for that year.

For more information or to become a member of the Society, contact the office of Dean Carolyn Jacobs, Lilly Hall, Smith College, Northampton MA 01063. The telephone number is (413) 585-2679, and the e-mail address is sawdean@smith.edu.