

## SUMMER SCHOOL OF ALCOHOL STUDIES

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Though I've tried to present the information on the Summer School of Alcohol Studies, its evolving into the School of Alcohol and Drug Studies, and the other programs that were developed by the Center of Alcohol Studies' Education and Training Division in an objective manner, I must admit that my dedication and love for the School comes through on occasion. Since directing the School was my life's work, the positive feeling that permeates this piece is natural and, hopefully, understood by the reader.

The first Summer School of Alcohol Studies, directed by E. M. Jellinek, was held in 1943 at Yale University. The curriculum was determined by the faculty of the Section of Alcohol Studies in the Laboratory of Applied Physiology, which was directed by Howard Haggard with Leon A. Greenberg as the co-director. As the Section of Alcohol Studies expanded to include sociologists, psychologists, economists, and psychiatrists, it evolved into the present Center of Alcohol Studies. Since the faculty members were part of a small number of researchers who were interested in alcohol at that time, they collaborated with members of the larger community (e.g., Alcoholics Anonymous, alcohol beverage industry representatives, clergy, criminal justice, education, medicine, Women's Christian Temperance Union, etc.). The photo of the Class of 1943 shows representatives of the disciplines and organizations that participated in the School. Though more than 250 individuals applied to attend the first School, only 80 could be accepted due to the size of the facility. The 1943 School covered the important topics of the time, including problem drinking and alcoholism, the role of alcohol in society, laws related to alcohol availability, etc.

Though the key individuals who designed and implemented the School were Yale faculty members, it should be noted that Yale University probably did not provide financial backing for the School. None of the folks who came down from Yale ever mentioned that they had asked for financial support or had expected it. Though they also never explained their rationale for setting the School up as a self

supporting entity, the lack of financial backing from the University might have been their motivation for doing so.

On a related matter, Selden Bacon, John Anthony Carpenter, Leon Greenberg, and David Lester, the four faculty members who came to Rutgers from Yale, and Mark Keller, the Journal Editor, often spoke of their early gatherings with their peers to discuss alcohol issues; it always seemed as if the time spent discussing, studying, and researching alcohol was in addition to their Yale faculty duties. If this was the case, Yale was not interested in having a faculty group focus on alcohol, which would imply that the administration didn't change their feeling over time. Yale's negative position on having a section/center devoted to alcohol in their midst must have existed from the 1940s through the early 1960s, when the Center left Yale to move to Rutgers. This line of thinking brings one to the conclusion that the Center's departure from Yale was an event that was predetermined to happen at some point.

Though it's unclear how Yale University felt about the first Summer School of Alcohol Studies and subsequent Schools, in 1979, the Consultants on Alcoholism for Communities (CADC) Newsletter [Vol. 6, No 8, 1979] included an article titled "The Grand-Daddy of Them All! SSAS." Significant factors in the School's design accounted for its status and for the growth it experienced over time: curriculum, format, faculty, students, interaction between faculty and students, discussions between students from one area of the country with students from other areas, the combining of students of various disciplines in the courses, and the School's spirit.

### Curriculum

The Yale faculty and researchers who were interested in alcohol issues determined the topics that were covered at the first Summer School of Alcohol Studies. The School's content reflected the faculty's research interests, the published research studies on alcohol/alcoholism, and the events of the time (e.g., Repeal of Prohibition in 1933, founding of Alcoholics Anonymous in 1935,

etc.). They also considered the topics that would interest a wide and varied participation in the School. Three lectures that were open to the public were “Alcoholism as a Public Health Problem” by Lawrence Kolb, M.D., “Alcoholism as a Biological Problem” by Howard W. Haggard, M.D., and “Penal System Versus Medical Care of Alcoholics” by Austin H. MacCormick, Sc.D.

Eight courses of study, which were subdivided into segments, served as the School’s framework in 1943. The eight courses of study included an introductory course; psychological aspects; alcohol and traffic; personality, constitution and alcohol; statistics of the alcohol problem; social measures in the prevention of inebriety; legislative control of the alcoholic beverage trade; and religion and the prevention and treatment of alcoholism. The topics were split into a number of lectures. The lecturers included Leon Greenberg, Ph.D., a Yale faculty member who moved with the Center to Rutgers, E.M. Jellinek, Sc.D., the Director of the School of Alcohol Studies, Norm Jolliffe, Sc.D., an Associate Professor of Medicine at New York University, Giorgio Lolli, M.D., a research assistant in Applied Physiology at Yale University, Rev. Francis McPeek, the Executive Director of Social Welfare, Federation of Churches, Washington, D.C., Anne Roe, Ph.D., Secretary, Psychological Section, New York Academy of Science, Harry M. Tiebout, M.D., Physician-in-charge, Blythewood Sanitarium, and William Wilson, Director, Alcoholics Anonymous. (Note: William Wilson used his full name when he taught at the first School; as time went on, he used William W., then Bill W., as he is known today.) Though there were many other lecturers, these individuals were selected because they represented the diversity of faculty backgrounds at the School in 1943. This diversity was maintained throughout the years of the School.

In the first year of the School, the participants received 102 hours of lectures and 62 hours of seminar studies. As the School grew, the curriculum expanded to include more than 100 courses; many of the courses were targeted to specific populations (e.g., criminal justice, physicians, educators, members of the clergy, etc.).

### Format

The first School of Alcohol Studies was six weeks long; In addition to the courses that were conducted, significant time was available for discussion. As time went by, courses on specific topics (e.g., " Medical Aspects of Alcohol for Physicians") were added to the lectures at the School.

The School continued to grow at Yale and was considered an important educational resource for individuals in the alcohol field. To expand the School into other areas of the country, the faculty conducted a pilot school in Texas, which was called the Yale Institute of Alcohol Studies. Under the direction of E.M. Jellinek, the program was jointly conducted by the Yale Center of Alcohol Studies and Texas Christian University. Wayne Womer, who was the Secretary for the School's Alumni Association at that time, lectured at the Summer School's closing banquet at Rutgers for many years. He shared the fact that the Texas pilot didn't work out as well as hoped because segregation was still very much a part of the south. Based on race, faculty members and students were forced to sleep and eat in different locations. Since one of the significant factors of the School was that faculty and students interacted in the dining halls and were also lodged in the same buildings, the separation by race was a negative on pilot program. The Institute in Texas was only conducted once per Wayne Womer's comments. [However, the Education and Training Division of the Center in the 1980s, 1990s, and 2000s acknowledged the importance of our global society, especially related to the issues discussed at the School and conducted a School in Israel and one in Denmark. The Division also partnered with Hazelden to conduct a second School in Denmark and one in Australia.]

The Section on Alcohol Studies evolved into the Center of Alcohol Studies, which moved from Yale University to Rutgers University in 1962. Four Yale faculty members (i.e., Selden Bacon, John Anthony Carpenter, Leon A. Greenberg, and David Lester), came to Rutgers and moved into a temporary building in New Brunswick, NJ, on the Rutgers University campus. They were joined by Mark Keller, who was the Editor of The Quarterly Journal of Studies on Alcohol, a research and scientific journal that was first published by the Center in the early 1940s. [The Quarterly Journal evolved into the Journal of Alcohol and Drug

Studies, which is still published by the Center today.] Selden Bacon was the Center's Director when it arrived at Rutgers in 1962. The Summer School of Alcohol Studies, which was conducted for the first time at Rutgers University in 1963, was three weeks in length. Raymond McCarthy, the Director of Education and Training at the Center of Alcohol Studies, was also a faculty member of the School. Milton Maxwell, Ph.D. was recruited from Washington State University and joined the Center's faculty in 1965 as the Director of the School. Milt also served as a Class A (non-alcoholic) Trustee of Alcoholics Anonymous and became Chairman of AA's General Service Board from 1971-1978.

By this time, the School's format was predominantly courses, which were supplemented by lectures. In the mid-1970s, special interest seminars were added to the format so that participants could take a short course (i.e., one and one-half hours to six hours in an area of interest). Other educational programs were developed in the same format by the Center's Education and Training Division. A one week Alumni Institute evolved into the Advanced School of Alcohol Studies. In the mid-1970's, the Center joined forces with the New Jersey Division of Alcoholism to conduct the New Jersey School of Alcohol Studies. Participants at the New Jersey School networked with colleagues and leaders in the field in the state. Though the New Jersey School successfully facilitated interaction among professionals in the field in New Jersey, it was felt that the program needed a broader perspective and input from individuals from other states and countries. To accomplish this, the New Jersey School became the Institute of Alcohol Studies.

The three week School continued and the time frame of that program allowed for the development of strong friendships and partnerships with people in the field from various parts of the country as well as other countries. The one week schools met many educational needs and also fostered collegial relationships. From the mid-1970s to the mid-1980s, all the educational programs of the Center of Alcohol Studies flourished. The three week school and the one week programs were each capped at 600 because of space limitations. During a summer, in addition to the three week School of Alcohol Studies, two one week programs

were conducted. It was possible for 1800 participants to attend programs in a given summer during this period of time. This changed in the mid-1980s and the high number of 600 per program decreased to around 300, due to the events in the field at the time. Twenty-eight day residential treatment changed in the U.S. as managed care began to set shorter time limits for treatment. This forced many treatment facilities to reduce the number of days in their residential treatment program and/or modify residential treatment to intensive out-patient and/or out-patient, causing a reduction in staff needed at the facility. In fact, many treatment facilities closed or changed their focus during this time.

The three week Summer School of Alcohol Studies was modified into a two week school to accommodate the amount of time that was possible for those who needed the educational program but couldn't get three weeks off from work. Note: Not getting time off from work at a treatment facility was a significant change in the field; prior to this, treatment facilities were anxious for their employees to attend the Center's programs. As financial situations changed, many employers stopped paying for educational programs for their employees. In addition, states that used to send and pay for participants to attend the Center's programs decided that they would conduct in-state programs to cut down on costs. Many participants wound up paying their own expenses to attend a program, as well as having to use their vacation time to attend the School. These circumstances caused the two-week school to become a one week school; other one-week programs were eliminated, as enrollment decreased in them as well.

In addition to the time frame of the School and the other programs changing, the title of the School changed to School of Alcohol and Drug Studies, as this better represented the expanded focus of the School. Other program titles were modified as well to include "and Drug Studies."

### Faculty

The faculty of the first Schools represented the individuals in the forefront of the emerging alcohol field. Lectures by Selden Bacon, E.M. Jellinek, Bill W., Marty

Mann, Ray McCarthy and others were offered. As time went by, other leaders emerged in the field and also came to teach at the School. Vern Johnson, the co-founder of the Johnson Institute, the person responsible for the concept of intervention, and the author of "I'll Quit Tomorrow," taught at the School for many years. Daniel Anderson, Ph.D., taught at the School for more than 30 years; Dan was known for his work in designing the Minnesota Model and spreading the concept to other treatment facilities (e.g., Betty Ford Center) throughout the world. As President of Hazelden from 1971-1986, Dan always had one of his colleagues from Hazelden accompany him to the School as a participant. Rev. Gordon Grimm, Hazelden's first full time Chaplain, was brought to the School as a participant by Dan and then returned to offer courses at the School. Damian McElrath, Ph.D., was also introduced to the School by Dan and instructed courses himself for years. As time went by, Damian lectured in courses offered by Craig Nakken, who also hailed from Minnesota; Craig's book, The Addictive Personality: Understanding the Addictive Process and Compulsive Behaviour, made a significant impact on the field.

In addition to the faculty growing as described above, many individuals from a variety of disciplines taught at the School for long periods of time. Mrs. Geraldine Delaney, the founder and Executive Director for 50 years of Little Hill Foundation-Alina Lodge, a long term treatment facility for the reluctant to recover as she described the Lodge, often came to lecture as did Dr. Stanley Gitlow. Dr. Gitlow, an addiction pioneer who participated in ASAM's founding and served as the ASAM President during his career, is Professor Emeritus of Medicine at Mt. Sinai School of Medicine. Dr. Mark Gold, an addiction expert, Dizney Eminent Scholar, Distinguished Professor, and Chair of the Department of Psychiatry at the University of Florida's School of Medicine, presented his state of the art research at the School. Janet Woititz, ED. D., a pioneer in the Adult Children of Alcoholics movement, a counselor, and a best-selling author who was on the New York Times best seller list for over a year with her first book, Adult Children of Alcoholics, also taught at the School. Edith Lisansky Gomberg, Ph.D., who was a Research Associate at the Center when it was at Yale University, taught at the School for 15 years (1962-1977). Sheila Blume, M.D., who attended the School as

a student in the “Medial Aspects” course, returned to lecture for close to 50 years. Sheila was Commissioner for New York State’s Division of Alcohol/Alcoholism, the Medical Director of South Oaks Hospital, and a President of ASAM. Sheila’s lectures were on addiction and women and also pathological gambling.

The examples of instructors and lecturers are offered to show that in addition to the Center faculty, the most respected and well known leaders and researchers came to the School to instruct those new to the field. Other instructors and lecturers also enjoyed presenting at the School and were pleased to be able to list their involvement on their Curriculum Vita. As the Center itself expanded, many faculty members played a role in the School. Robert J. Pandina, the current Director of the Center, taught courses at the School for years, as did Helene Raskin White. Larissa Pohorecky, John Brick, and Suchimita Ray also offered courses at the School, as did I. Peter Nathan, who was the Center’s Director after John Anthony Carpenter, attended many of the School’s events. Barbara McCrady lectured at the School and co-authored a Center pamphlet with me. Marsha Bates presented seminars as did Elizabeth Epstein and Jennifer Buckman. James Lagenbucher wrote a Fact Sheet for the Center’s Education and Training Division.

Many other individuals instructed courses at the School over the years. Patricia Burke, Jane Nakken, who was originally brought to the School by Dan Anderson, Patricia and Fred Reihl of Freedom House, Bette Ann Weinstein, James Emmert, Bruce Carruth. Still teaching courses today are Kathy Bedard, Ray Dreitlein, Bill Kane, John Kriger, Robert Lynn, Diane Rullo, Mel Sandler, Jack Schibik, Paula Toynton, Mark Wallen, Richard Talty, Ellen Egan, Alan Lyme, Alvin Taylor, John Wolfe, Thomas Legere, and David Anderson. Megan Sullivan has also been teaching at the School for a time. I’m happy to highlight Megan as she was a student at the School some years ago. Though Megan’s not the first student who wound up teaching at the School after her career was underway, she’s a wonderful testament to the School’s education. As time goes by, new instructors will join the School’s ranks; some will be Center faculty, some will be national

and/or state figures in the field and some will have been students who were motivated to join the field to make their mark.

After Ronald Lester, who was the School's director following Milton Maxwell, left the Center, I began directing the School in 1980. It was important to me that a policy be established and distributed to all faculty and lecturers that set a specific set amount to instruct a course or a lecture. When speaking to Janet Woititz after the policy was distributed, she said that she was fine with the remuneration being set for specific tasks. I told her that I was happy that she was still willing to present at the School, as I knew that she was in demand all over the country. She responded that the School had been the first academic institution that had asked her to present her work with adult children of alcoholics to individuals in the field. Since teaching others would make a difference in the lives of children of alcoholics, she would always be willing to teach at the School ahead of other places that wished to engage her, even though they offered her more money. Other faculty members voiced similar sentiments; many also indicated that their role in the field was due at least in part to their participation and teaching at the School.

### Students

Students came to the School from throughout the United States, Canada, and about 40 other countries. The participants were from many disciplines and various backgrounds. For some, the School expanded and re-confirmed their knowledge; for others, the School was the beginning of their career in the field; for others, the School changed their lives. R. Brinkley Smithers is one individual for whom the School changed the focus of his life. After attending the School, he made the alcohol studies field his life's work. In addition to supporting Marty Mann, NCA, and NCADD (i.e., the organization that NCA evolved into) and funding the building of the Center of Alcohol Studies at Rutgers, Brink provided scholarships to the School. He also supported the attendance of Soviet narcologists at the School.

After attending the School, a group of participants from Denmark decided that their country needed treatment facilities based on what they had learned. They returned to Denmark and opened two major treatment facilities. The first international School that was conducted by the Center in Denmark was designed to train those working in the new treatment facilities and also in other agencies in Denmark.

Most leaders of the field and government and voluntary agencies in the U.S. attended the School. As the field became more sophisticated, other schools were founded. Many were modeled after the Yale-Rutgers School, though some created their own format and/or special focus.

### Interaction between Faculty and Students

One of the highlights of participating in the School was the interaction between the faculty and the students. By design, the School was set in a location that facilitated faculty and student interaction. Both groups ate in the same dining room and were housed in the same dorms on campus. The faculty attended the same events as the participants, which meant that discussion was always lively. This can be demonstrated best by the agencies and organizations that were founded at the School. In 1944, when Marty Mann was a student, she spent time with the faculty (i.e., Selden Bacon, Mark Keller, Bill W.); their discussions focused on the need to educate people on the disease of alcoholism. This group founded the National Committee for Education on Alcoholism, which became the National Council on Alcoholism. Marty Mann worked at the Center of Alcohol Studies for about five years after the founding of NCA. After attending the School in 1956, R. Brinkley Smithers decided that he would use his family's charitable foundation, as well as his own resources, to concentrate on the disease of alcoholism. One of his first efforts to spread the word that alcoholism was a disease was to support moving Marty Mann and the National Council on Alcoholism into offices in New York. The National Council on Alcoholism evolved into the National Council on Alcoholism and Drug Dependence, which is still in existence today. R. Brinkley Smithers was also instrumental in helping the Center of School Studies move from

Yale University to Rutgers, the State University of New Jersey. Brink personally contributed funds to constructing the building that would house the Center at Rutgers and also had the Christopher D. Smithers Foundation contribute to the building's construction as well. As the Center grew beyond the building's capacity, R. Brinkley Smithers and Adele Smithers donated funds to expand the building.

The Rev. David Works attended the School in 1951; upon his return to New Hampshire, he founded the North Conway Institute, which organized a statewide seminar to educate clergy on the disease of alcoholism. For many years, David held conferences and seminars in North Conway, NH. The National Black Alcoholism Council, Inc., now the National Black Alcoholism and Addiction Council, Inc., held some of its first meetings at the School. Dana Finnegan, Ph.D. and Emily McNally, Ph. D. founded the National Association of Lesbian and Gay Addiction Professionals at the School in 1979. Other collaborations were also solidified at the School.

### Discussion between Students

Throughout my years directing the School, it was always apparent how important the discussions between the students were. To make sure that everyone felt comfortable chatting with other students and faculty, I would ask that we all use first names during the School, so that positions and titles didn't get in the way of our communication. After making that statement, I would ask each participant to turn to each side and/or their front and back to meet others that were participating in the School. I also asked them to find out where the individuals were from and what they did back home. Before leaving the lecture hall, I would challenge the students to meet as many people as possible, as the richness of their experience at the School would depend on their interactions and discussions with other students and members of the faculty. The interchange between the faculty and the participants continued outside the lecture hall where fruit, cookies, and soft drinks were served. Lively discussions followed throughout the School in classes, seminars, the cafeteria, etc.

The structure of the School also facilitated participants getting to know others. Since everyone took three classes each day, it was easy to meet fellow students in class. When the last morning class was over, the classmates would walk to lunch and often sit together discussing the class that just finished. Following the afternoon class, special interest seminars were scheduled. Since those attending a special interest seminar were interested in the topic, just as with those attending a class, they presented an additional opportunity to meet other participants who had similar interests.

Having the School in an academic institution also made discussion easier, as the academic environment provides an open atmosphere in which to ask questions or discuss topics that might be uncomfortable in the work site. For example, in the early days of my directing the School, some individuals in the field thought that only those who were recovering alcoholics would be successful alcoholism counselors and others felt that a degree in counseling would make a counselor just as effective. Many discussions focused on this issue; other current, and often controversial, topics were also discussed. The issue of whether an individual might be able to learn to drink socially after the person had been diagnosed as an alcoholic was discussed, as was the issue of whether treatment could be matched to a person. The issue of whether alcoholics and drug addicts would benefit from the same treatment protocols or if each dependency required their own treatment was also discussed. Though these issues might have caused problems if they were discussed in other locations, the discussions at the School helped the participants understand both sides of the topic, as well as to effectively articulate their position.

### Students of Different Disciplines in the Courses

The School encouraged people to take courses in topics in their field as well as courses that were of interest to them. This produced a class that was often mixed with those of one field (e.g., criminal justice) with individuals who were there to expand their understanding of how and why particular programs and strategies

came about and were implemented (e.g., representatives of the military). Though medical students took the course specifically designed for them by Dr. Mark Wallen, they also selected another course which was often not connected to the medical field. After the School, the medical students would write evaluation letters to the Scaife Family Foundation, which supported their scholarships, detailing what they thought about the School. In addition to saying that they received more information on alcohol and drugs than they had gotten so far in medical school, they shared that they were more comfortable with the prospect of treating alcoholic patients in the future. They also noted that they had benefited greatly by taking courses that were outside medicine, as they had a chance to discuss topics with individuals from different backgrounds (e.g., education, criminal justice, treatment, etc.) in the field.

### Spirit

The spirit of the School is perhaps the most significant factor which made the program so successful. At the same time, it's the most difficult to quantify. It was felt by all who were a part of the School; that is, administration, faculty, students, and staff. It was also felt by the Rutgers University community, as members would often come up to me and ask what was going on, as the campus was more lively and more friendly in the summer when the School and our programs were in session. The students talked to each other and the faculty; they also said "Good morning" and/or smiled a greeting to those who passed by.

Faculty would share that coming to the School to teach was a highlight of the year for them as they received as much, if not more, than they felt they gave their students. The spirit of comradery combined with an emersion in evolving aspects of the field gave the faculty a sense of renewal. At the opening of the School, a returning student would help those who had never attended a School. At the end of the session, participants would often say that the "Rutgers Experience" was more than they had expected on many levels. In fact, some individuals would articulate that the School had helped them understand themselves better.

Though the discussions were serious most of the time, activities were built into the schedule to provide everyone time to enjoy being together; for those who didn't want to participate in an activity, the event gave them permission to take time for themselves. When the School was three weeks and then two, a variety of events (e.g., a Saturday or Sunday picnic; trips to AA World Services, plays, and baseball games in New York; closing slide show which highlighted the participants and events of the School, etc.) were built into the program, as most participants stayed over the week-ends. The one week time frame for the School created a challenge as a trip off-campus wasn't possible since the School didn't include an open week-end. A dance, which evolved into Karaoke, was scheduled during the week and a closing networking dinner replaced the more formal banquet.

Regardless of the School's length, the most inspirational event occurred immediately after the closing dinner. The Open AA meeting symbolized the interaction and the sharing among the students. This open meeting, which often included members of other self-help groups, put faces on the important reason the School existed. Everyone at the School came together during this one hour period of time to acknowledge and support recovering individuals and to participate in their meeting. The wonderful elements of the School were tied together by this meeting for all of us (i.e., administration, faculty, staff, and students).

The importance of the School to its alumni had them found an Alumni Association, which set yearly dues for members at \$10.00 per person. The specification was that the dues money be used only for scholarships to the School, as the members wanted to give others the opportunity to attend the School. William O'Donnell, the Alumni Association's President, would write a letter each year asking the alumni to pay the \$10.00 in dues and to contribute an additional amount, if they were able. The alumni Association Scholarship Committee, chaired by James Emmert, devoted a tremendous amount of time and effort to the scholarship process. They established criteria, reviewed applications, and often met with the scholarship recipients.

### Concluding Statement

Having the ability to interact with the faculty and to get to know the students was a wonderful experience that I had during all my years (i.e., 1980 -2011) directing the School. . The School gave all of us the chance to grow as individuals and to learn from each other in a caring and respectful atmosphere.