

TERM PAPER FOR

GROUP LEADERSHIP B24-0

FALL, 1965

Dr. Haiman

A
An interestingly written paper about
an interesting personality. You appear
to have maintained commendable
objectivity in your analysis.

by James Pitts

The person who is the subject of this paper exercises a very unique leadership function. The man's name is Charles Glass, but he is best known as "Doc". A middle-aged Negro, Doc is an established resident of Evanston's West Side. His listed occupation is custodian of Evanston's City Hall, but Doc has numerous skilled labor "hustles" to occupy his time. Doc has been associated with Northwestern's Negro athletes for ten years. For almost as long, and without commission, he has aided the Athletic Department in recruiting these athletes. His role as a recruiter is, itself, worthy of close examination, but Doc is much more than a recruiter. His significance to these athletes and the Athletic Department has no parallel of which I have ever heard. Doc Glass has become an institution at Northwestern because he has devoted his total being to filling a void.

Leadership as exercised by Doc must be interpreted in the broad sense of the term, whereby a person influences or guides the emotions, thoughts and behavior of others. Page 5 of Group Leadership and Democratic Action by Dr. Haiman states that "leadership is an effort on his part to direct the behavior of others toward a particular end." This is a statement of Doc Glass' purpose: "I don't care if these boys star in their sport or not. When I first became involved with them, strictly on a friendship basis, I admired them only for their athletic ability. But before long, I was able to appreciate what an NU education could mean to their future. Once

they have the opportunity to get an education at a fine school like Northwestern, my main concern is that they take full advantage of it. Many of these fellows find Northwestern social life and adjustment to college, difficult. I try to make my home, the 'boys' home-away-from-home. I want them to feel that they can depend upon me and my wife at all times. They've got to get that degree!"

My paper will look at Doc from four points of view: 1) The Freshman View; 2) The Junior View; 3) Doc's View of Doc; 4) My View. The same questionnaire was used in all four views, but the second part of the questionnaire was omitted in Doc's interview.

QUESTIONNAIRE

I. Behavior Variables - Rate Doc Glass according to these

1. Generosity
2. Honesty
3. Willingness to listen
4. Is Doc more democratic than autocratic when dealing with you?
5. Does Doc ever use criticism to influence you? How?
6. Does Doc use praise to influence you? Explain.
7. Does Doc ever discipline you in any way? How?

II. Picture of Doc Glass' Influence

1. Does Doc have influence with the athletic department on behalf of Negro athletes? How much? Why?
2. Is your relationship with Doc more on a business level than social?
3. Are there norms of behavior in Doc's home? Who sets them?
4. Which term best describes Doc? 1)second father; 2)friend; 3)counselor
5. Do you feel that the cohesion and communication of the Northwestern Negro community is greater because of Doc's existence?
6. Do you feel that Doc's presence and attitude affect the academic adjustment of the students? How?

The Freshman View

I interviewed two of the three Negro Freshmen athletes. They were very eager to answer the questions, and even volunteered answers to unasked questions. Generosity is considered one of Doc's strongest attributes. One of the Freshmen pointed to the "open door policy" in the Glass home. "We can go over there any day of the week and watch television, eat, or just sit around and talk. If Doc is home and we don't have carfare, we can call him, and he'll drive over to campus and pick us up." The other Freshman commented that Doc used to give haircuts for a dollar, "but now he almost never accepts payment from us. He says that when we're out of school and making big money, then he charge us the dollar."

The descriptive factors, honesty and the willingness to listen, produced some lengthy, yet worthwhile responses. Freshman A stated that: "If it hadn't been for Doc's straight "dope" When I was a recruit, I wouldn't have come to Northwestern. He 's never made any promises that couldn't be fulfilled. When he spoke to my mother, she was impressed because he didn't try to dress up the truth. He told her that I would find the books hard at first, but that when I received that Northwestern diploma it would open doors for the rest of my life. Like he says, he's a Negro looking out for the best interests of another Negro. There's a lot of things you can say to him that you could never say to a White man." Freshman B concurred, and added that whenever things were not going well, one can always turn to Doc for advice. He pointed out that it seems as if Doc could understand the adolescent's point of view much

better than most adults. "I just feel at ease when I'm talking to Doc".

Neither of the Freshmen consider Doc authoritarian. Freshman A resented the fact that I would even question it. "Doc is very democratic".

The terms 'praise' and 'criticism', elicited responses which are consistent with the evolving portrait. Freshman B said that Doc had never criticized him, on the contrary, he constantly praised him. Freshman A said that he couldn't remember any criticism that Doc might have directed at him, "but I'm sure that if Doc Glass ever criticized anyone, he would have just cause, and he would try to keep from hurting the person's feelings!" I asked Freshman A if Doc had ever tried to influence him with praise. "Yeah, especially when the midterms have been kicking my tail. But I think he praises B more because he's more liable to to get beside himself when things aren't going too swell. Sometimes he lays it on so thick you just have to laugh, no matter how bad you feel."

Neither of the Freshmen were aware of any attempts by Doc to discipline them. B said, "but we don't want to get into any trouble that would reflect upon Doc." Both consider their relationship with Doc to be primarily social. Doc works in the evenings so he's not around much during the week, "but 'ME' (Mrs. Glass) is glad to have us stop over any time."

A and B agree that norms of behavior exist in the Glass home, but they were less clear about who set these norms. According to Freshman B, "I don't know.... I mean, you just seem to know that you

do certain things and you don't do other things. I've wondered about that myself. I can't remember Doc or his wife ever putting down the law. In fact, if I ask Mrs. Glass for a glass of milk, she'll tell me to get off my lazy behind and get it myself."

The Freshmen think of Doc more in the father image than as a friend or counselor. A said, "Doc Glass is my idol and I know Doc is B's idol too. I'd sure like to be like him."

The Freshmen feel that Doc has moderate influence with the coaches. They judge this by the frequent references the coaches make to him when they want to recruit any Negro boy.

The Freshmen think that the Negro community at Northwestern owes its cohesiveness solely to the existence of Doc Glass. As one expressed the point, "After a week on campus I just have to get around some 'soul' (Negroes). There's nothing for us in this phony white society, so we have to go into Chicago or Evanston. Negro girls, there just ain't. If it weren't for Doc's, there wouldn't be anything for us. We can all get together at Doc's. We know that if we don't get along there, we are just alone."

The final question, concerning Doc's influence on the academic adjustment of Negroes at Northwestern, produced no consensus of view. Freshmen A couldn't detect such an influence. B said that Doc didn't hound him to study, but that he was conscious that Doc would be hurt if he earned poor grades.

THE JUNIOR VIEW

I interviewed two Juniors. Junior C lives well over a thousand miles away. On the other hand, Junior D lives in the Chicago area. They pointed out that many times before, they have discussed their feelings for the Glass family. Although they exhibited a degree of reserve in answering, the Juniors' observations concerning Doc's generosity and honesty, are virtually identical to those of the Freshmen.

C and D answered the few ^{next} questions rather cynically. D admitted that Doc was always willing to listen to problems, "in fact he's downright nosey." C added that if one wants advice on personal affairs (girls, etc.), "it doesn't pay to talk to 'Gate Mouth' Glass." Both feel that Doc attempts to be democratic, but shows strong tendencies to be autocratic. C said, "if you allow him, Doc will do everything for you, kill you with kindness....and will make you feel like a child two feet tall!"

The Junior opinion of Doc's use of criticism and praise differs remarkably from that of the Freshman. They feel that Doc makes a conscious effort to be fair in his criticism, but they don't think he is always successful. They feel that success or failure in their athletic endeavors has a definite effect on Doc's propensity to praise them. They feel that Doc likes to "ride with the winner." Those who fail or are not highly esteemed by the coaching staff, often feel that they slip in Doc's view also.

C and D, like all those interviewed, feel that Doc has moderate influence with the athletic staff, on behalf on the Negro athletes. "The coaches realize that Northwestern athletic teams would be lily-white, if it weren't for Doc. The sorority system is tighter on its

girls, than white on rice. They generally allow one Freshman colored girl in here each year. The coaches would think twice about screwing one of us, because they realize Doc is looking out for our interests, and they would be in a 'hurt, if he 'got the jaws' (became angry)."

The Juniors do not feel that Doc disciplines them in any way. "What could he use?", asked D.

The Juniors feel that the primary reason for visiting the Glass home is to escape into a relaxed Negro environment. In answering this question, they answered several others also. They respect Doc as a friend and counselor, but object strongly to any suggestion of a father image. They appreciate the fact that the Glass home affords them a place where they can mingle with Negro girls, "and listen to some good old soul music, instead of that loud imitation we have to listen to ^{on} campus." Like the Freshmen, the Juniors feel that the Negroes at Northwestern are a closer knit group because they have Doc in common.

They feel that there are norms of behavior at Doc's, but they attribute them to a combination of good parental training and the great amount of freedom Doc encourages in his home. C said it most succinctly, "I think that Northwestern recruits boys of a particular home environment. The coaches make a big thing out of recruiting boys who seem to be well-mannered. The fellows who come here have already been taught to respect their elders and how to behave in someone's home. Doc encourages us to drop some of the restraints and to act natural, as we would in our own homes. We would just be too ashamed to abuse ^{his} confidence."

Finally, both Juniors feel that Doc is a positive influence on their studies. D's thought is this: "I can stand these books and white folks for a while, but let's face it, this is Hell. To preserve my sanity, I just have to get some soul; then everything is alright."

DOC'S VIEW OF DOC

Doc was noticeably embarrassed by the question on generosity. He avoided a direct reply, and reminded me that he always liked to think that the boys received 100% from him, "as if they were my own sons. But I'd have to let the boys answer that."

Mr. Glass does feel that he has been strictly honest with the boys. "I feel a little responsible for what happens to them here. If I lie once, it might turn up when I least expect it. It's so much simpler to keep their confidence, if they know you'll tell them the truth." Mr. Glass also thinks that his ability to listen has helped gain the confidence of the younger set. "You can't afford to preach to them."

In response to the authoritarian-democratic question, Doc demonstrated an admirable degree of personal insight and honesty. He is quite aware of his inclination to dominate, but doesn't worry about it. "When I see these confused young Freshmen come into Northwestern, I know they don't have the time to wander astray. I just want to surround them and make sure they keep pointed in the right direction. It's just like in recruiting; if the coaches think a boy can make it academically, I'll pressure him to come here, soft

sell or hard sell, whatever it takes. Unless he wants Harvard or Yale, the kid won't find a better combination, than Big Ten athletics and Northwestern academics. You can tell when they finally settle down to work. Then I can worry about the newer ones."

As we spoke, Freshman A came in to get a haircut. After he had left, Doc singled him out as an example of how he uses criticism and praise. "I've been waiting for over a month to "reach" A, and it wasn't until that I was able to do it in the right manner. He's going to think about what I said tonight; slowly, but surely, it's going to do him some good. He's had a negative attitude toward cooperating with the coaching staff, but it wasn't until now, when we were discussing someone else, that we could touch upon his case. I never refered directly to him, but it'll sink in. It was worth waiting all this time. I feel good now. This kid needs approval now; he's sensitive and proud. He wants to improve so much. Now on the other hand, Sophomore X's father has been my close friend for thirty years. I'm practically one of the family. X has been acting pretty cocky lately, and the coaches have noticed it. After football season, I'm going to get together with him and lay it on the line. When I get through with him, he'll be as meek as a lamb. Each one of these kids needs something different. You have to gain their confidence and study them. I want to give them whatever emotional support they need. Some need a fatherly hand, others never need more than friendship. I feel a bit of pride when I see these 'jokers' move ahead in life. I use them as examples to those who follow them."

MY VIEW

I have known Doc for almost five years. My opinion of him has evolved from the seemingly naive Freshman view, through the cynical Junior view, and now I'm somewhere between the two. First, let's consider the second half of the questionnaire, "Picture of Doc Glass' Influence". My opinion^s are precisely the same as those of the Juniors. Undoubtedly the difference between our opinion and the Freshman opinion, concerning Doc's image, is primarily due to two factors: 1) our greater familiarity with Doc; 2) our past success in college has afforded us a greater awareness and a more positive identification with self. Otherwise, there can be little doubt that Doc fulfills his stated purpose. He manages to establish an atmosphere which, in many ways, is similar to that of a fraternity. Judging from my four years of actual fraternity membership, I would say that Doc's group therapy is much more beneficial to individual maturation. The physical distance between the Glass home and campus, forces the students into a means-end pattern of thinking which is highly beneficial to the student. Although the majority of the Negro athletes who come to Northwestern have high school records which are far inferior to those of the regular students, it is rare that they fail to graduate. Those few who do, are almost invariably those who live close enough to campus that they find it easy avoid Doc by attending to distractions at home.

The differences of opinion between Freshmen and upperclassmen, concerning the first part of the questionnaire, might almost be explained by the same two factors, but I feel it is important to

observe that despite the truth in the Junior's statements about Doc's personality, it seems to me that they underestimate his continuing influence on their behavior. Merely the realization that Doc manipulates when possible, cannot negate the truth that much of that leadership has been wise. In the most narrow view, we have to acknowledge him as a useful adult. In the most broad view, to which, because of this paper, I have been exposed, Doc has to be recognized as a subtle, skillful leader. A third dimensional perspective reveals what the Juniors are too involved to see, that their evolution is striven for and appreciated^{by Doc}. It is reassuring to note, that of all the Negroes to pass through Northwestern, under Doc's influence, I have met only one who would not acknowledge particular affection and respect for this man.