

Table 4.2a.  
 "Change in Motivation to Occupation(percent) "

<u>CHANGE</u>	<u>TIME PERIOD</u>	
	<u>Pre-to-Prin</u>	<u>Prin-to-Post</u>
Stronger	28	50
No Change	59	48
Weaker	12 (89)	3 (89)

Table 4.3a.  
 "Change in Motivation to Black Community(percent) "

<u>CHANGE</u>	<u>TIME PERIOD</u>	
	<u>Pre-to-Prin</u>	<u>Prin-to-Post</u>
Stronger	35	13
No Change	54	66
Weaker	10 (89)	20 (89)

Table 4.4a.  
 "Change in Motivation to God(percent) "

<u>CHANGE</u>	<u>TIME PERIOD</u>	
	<u>Pre-to-Prin</u>	<u>Prin-to-Post</u>
Stronger	4	20
No Change	83	76
Weaker	12 (89)	3 (89)

Table 5.  
 "Intellectual Comfort (percent) "

<u>COMFORT</u>	<u>TIME PERIOD</u>		
	<u>Pre-Prin</u>	<u>Prin</u>	<u>Post-Prin</u>
With Blacks	26	37	22
With Blks/Whts	51	55	70
With Whites	24 (89)	8 (89)	8 (89)

Table 5.1.  
 "Social Comfort (percent) "

<u>COMFORT</u>	<u>TIME PERIOD</u>		
	<u>Pre-Prin</u>	<u>Prin</u>	<u>Post-Prin</u>
With Blacks	64	73	62
With Blks/Whts	19	20	36
With Whites	17 (89)	6 (89)	2 (89)

Table 5.2.  
 "Political Comfort (percent) "

<u>COMFORT</u>	<u>TIME PERIOD</u>		
	<u>Pre-Prin</u>	<u>Prin</u>	<u>Post-Prin</u>
With Blacks	53	54	53
With Blks/Whts	38	41	43
With Whites	9 (89)	4 (89)	4 (89)

Table 5.3.  
 "Business Comfort (percent) "

<u>COMFORT</u>	<u>TIME PERIOD</u>		
	<u>Pre-Prin</u>	<u>Prin</u>	<u>Post-Prin</u>
With Blacks	24	24	21
With Blks/Whts	67	68	66
With Whites	9 (89)	8 (89)	12 (89)

Table 5.4.  
 "Dating Comfort (percent) "

<u>COMFORT</u>	<u>TIME PERIOD</u>		
	<u>Pre-Prin</u>	<u>Prin</u>	<u>Post-Prin</u>
With Blacks	70	70	66
With Blks/Whts	25	26	30
With Whites	6 (89)	4 (89)	3 (89)

Table 5.5.  
 "Sporting Comfort (percent) "

<u>COMFORT</u>	<u>TIME PERIOD</u>		
	<u>Pre-Prin</u>	<u>Prin</u>	<u>Post-Prin</u>
With Blacks	26	25	24
With Blks/Whts	68	72	74
With Whites	5 (89)	3 (89)	2 (89)

Table 5.6.  
 "General Comfort(percent) "

<u>COMFORT</u>	<u>TIME PERIOD</u>		
	<u>Pre-Prin</u>	<u>Prin</u>	<u>Post-Prin</u>
With Blacks	51	53	49
With Blks/Whts	35	43	50
With Whites	13 (89)	4 (89)	1 (89)

Table 5a.  
 "Change in Intellectual Comfort(percent) "

<u>CHANGE</u>	<u>TIME PERIOD</u>	
	<u>Pre-to-Prin</u>	<u>Prin-to-Post</u>
Toward Blacks	36	10
No Change	47	60
Toward Whites	16 (89)	31 (89)

Table 5.1a.  
 "Change in Social Comfort(percent) "

<u>CHANGE</u>	<u>TIME PERIOD</u>	
	<u>Pre-to-Prin</u>	<u>Prin-to-Post</u>
Toward Blacks	31	10
No Change	57	59
Toward Whites	11 (89)	31 (89)

Table 5.2a.  
 "Change in Political Comfort(percent) "

<u>CHANGE</u>	<u>TIME PERIOD</u>	
	<u>Pre-to-Prin</u>	<u>Prin-to-Post</u>
Toward Blacks	26	13
No Change	52	66
Toward Whites	23 (89)	20 (89)

Table 5.3a.  
 "Change in Business Comfort(percent) "

<u>CHANGE</u>	<u>TIME PERIOD</u>	
	<u>Pre-to-Prin</u>	<u>Prin-to-Post</u>
Toward Blacks	10	8
No Change	80	76
Toward Whites	10 (89)	14 (89)

Table 5.4a.  
 "Change in Dating Comfort(percent) "

<u>CHANGE</u>	<u>TIME PERIOD</u>	
	<u>Pre-to-Prin</u>	<u>Prin-to-Post</u>
Toward Blacks	13	11
No Change	73	80
Toward Whites	13 (89)	9 (89)

Table 5.5a.  
"Change in Sporting Comfort(percent) "

<u>CHANGE</u>	<u>TIME PERIOD</u>	
	<u>Pre-to-Prin</u>	<u>Prin-to-Post</u>
Toward Blacks	8	8
No Change	76	86
Toward Whites	16 (89)	5 (89)

Table 5.6a.  
"Change in General Comfort(percent) "

<u>CHANGE</u>	<u>TIME PERIOD</u>	
	<u>Pre-to-Prin</u>	<u>Prin-to-Post</u>
Toward Blacks	26	11
No Change	60	74
Toward Whites	17 (89)	14 (89)

Table 6.  
"Respondents' Sex(percent) "

<u>SEX</u>	<u>PERCENTAGE OF RESPONDENTS</u>
Male	60
Female	40 (89)

Table 7.  
Respondents' Class(percent) "

<u>CLASS</u>	<u>PERCENTAGE OF RESPONDENTS</u>
Uppermid to Upper	24
Low mid	51
Under to Lowermid	24 (89)

Table 8.  
 "Respondents' Books (percent) "

<u># BOOKS</u>	<u>TIME PERIOD</u>	
	<u>Pre-Prin</u>	<u>Post-Prin</u>
less than 50	24	11
51-over 100	74 (89)	89 (89)

Table 9.  
 "Person Admired by Respondents (percent) "

<u>PERSON</u>	<u>TIME PERIOD</u>		
	<u>Pre-Prin</u>	<u>Prin</u>	<u>Post-Prin</u>
Relative	58	39	47
Black person	30	50	44
White person	11 (89)	10 (89)	9 (89)

Table 10.  
 "Respondents' Career Mobility (percent) "

<u>MOBILITY</u>	<u>PERCENTAGE OF RESPONDENTS</u>
Upward	71
Even	17
Downward	-
Don't Know	12 (89)

Table 11.  
 "Distinction Between Time vs. Ideologies(percent) "

<u>PRINCETON IDEOLOGIES</u>	<u>PRE-PRIN TIME</u>	
	<u>More Black</u>	<u>More White</u>
More sep/plur	62	48
More int/assim	38 (37)	52 (50)

Table 11.1.  
 "Distinction Between Ideologies vs. Time(percent) "

<u>PRINCETON TIME</u>	<u>PRE-PRIN IDEOLOGIES</u>	
	<u>More sep/plur</u>	<u>More int/assim</u>
More Blacks	74	56
More Whites	26 (31)	44 (54)

Table 11.2.  
 "Distinction Between Time vs. Ideologies(percent) "

<u>POST-PRINCETON IDEOLOGIES</u>	<u>PRIN TIME</u>	
	<u>More Black</u>	<u>More White</u>
More sep/plur	48	36
More int/assim	52 (54)	64 (33)

Table 11.3.  
 "Distinction Between Ideologies vs. Time(percent) "

<u>POST-PRINCETON TIME</u>	<u>PRIN IDEOLOGIES</u>	
	<u>More sep/plur</u>	<u>More int/assim</u>
More Black	44	32
More Whites	55 (45)	68 (40)



Table 12.  
 "Change in Time vs. Change in General Comfort (percent) "

<u>PRE-TO-PRIN COMFORT</u>	<u>PRE-TO-PRIN TIME</u>		
	<u>More Black</u>	<u>No Change</u>	<u>More White</u>
More Black	40	5	8
No Change	55	81	56
More White	5 (40)	14 (21)	36 (25)

Table 12.1.  
 "Change in Time vs. Change in General Comfort (percent) "

<u>PRIN-TO-POST COMFORT</u>	<u>PRIN-TO-POST TIME</u>		
	<u>More Black</u>	<u>No Change</u>	<u>More White</u>
More Black	46	11	7
No Change	54	85	74
More White	- (13)	4 (89)	19 (43)

Table 13.  
 "Change in Time vs. Change in Motivation to Black Community (percent) "

<u>PRE-TO-PRIN MOTIVATION</u>	<u>PRE-TO-PRIN TIME</u>		
	<u>More Black</u>	<u>No Change</u>	<u>More White</u>
Motivated	58	5	20
No Change	38	85	60
Unmotivated	5 (40)	10 (20)	20 (25)

Table 13.1  
 "Change in Time vs. Change in Motivation to Black Community(percent) "

<u>PRIN-TO-POST MOTIVATION</u>	<u>PRIN-TO-POST TIME</u>		
	<u>More Black</u>	<u>No Change</u>	<u>More White</u>
Motivated	38	11	9
No Change	38	78	68
Unmotivated	23 (13)	11 (27)	23 (44)

Table 14.  
 "Change in Time vs. Change in Ideologies(percent) "

<u>PRE-TO-PRIN IDEOLOGIES</u>	<u>PRE-TO-PRIN TIME</u>		
	<u>More Black</u>	<u>No Change</u>	<u>More White</u>
More sep/plur	62	5	28
No Change	31	62	32
More int/assim	8 (39)	33 (21)	40 (25)

Table 14.1.  
 "Change in Time vs. Change in Ideologies(percent) "

<u>PRIN-TO-POST IDEOLOGIES</u>	<u>PRIN-TO-POST TIME</u>		
	<u>More Black</u>	<u>No Change</u>	<u>More White</u>
More sep/plur	31	29	18
No Change	54	57	48
More int/assim	15 (13)	14 (28)	34 (44)

Table 15.  
 "Change in Time vs. Change in Intellectual Comfort(percent) "

<u>PRE-TO-PRIN INTELLECTUAL</u>	<u>PRE-TO-PRIN TIME</u>		
	<u>More Black</u>	<u>No Change</u>	<u>More White</u>
More Black	58	10	12
No Change	38	71	48
More White	5 (25)	19 (21)	40 (40)

Table 15.1.  
 "Change in Time vs. Change in Intellectual Comfort(percent) "

<u>PRIN-TO-POST INTELLECTUAL</u>	<u>PRIN-TO-POST TIME</u>		
	<u>More Black</u>	<u>No Change</u>	<u>More White</u>
More Black	31	21	34
No Change	54	71	59
More White	15 (13)	7 (28)	7 (44)

Table 16.  
 "Change in Time vs. Change in Social Comfort(percent) "

<u>PRE-TO-PRIN SOCIAL</u>	<u>PRE-TO-PRIN TIME</u>		
	<u>More Black</u>	<u>No Change</u>	<u>More White</u>
More Black	50	5	8
No Change	45	76	68
More White	5 (40)	19 (21)	24 (25)

Table 16.1.

"Change in Time vs. Change in Social Comfort (percent) "

<u>PRIN-TO-POST SOCIAL</u>	<u>PRIN-TO-POST TIME</u>		
	<u>More Black</u>	<u>No Change</u>	<u>More White</u>
More Black	46	25	7
No Change	46	75	54
More White	8 (13)	28 (28)	39 (43)

Table 17.

"Change in School vs. Change in Time Pre-to-Prin (percent) "

<u>PRE-TO-PRIN IDEOLOGIES</u>	<u>SCHOOLS ATTENDED</u>		
	<u>More Black</u>	<u>No Change</u>	<u>More White</u>
More sep/plur	33	18	47
No Change	56	38	35
More int/assim	11 (9)	45 (40)	18 (34)

Table 18.

"Change in Ideologies vs. Change in General Comfort (percent) "

<u>PRE-TO-PRIN GENERAL</u>	<u>PRE-TO-PRIN TIME</u>		
	<u>More sep/plur</u>	<u>No Change</u>	<u>More int/assim</u>
More Black	33	3	7
No Change	54	76	50
More White	13 (16)	21 (33)	43 (14)

Table 18.1.  
 "Change in Ideologies vs. Change in General Comfort(percent) "

<u>PRIN-TO-POST GENERAL</u>	<u>PRIN-TO-POST IDEOLOGIES</u>		
	<u>More sep/plur</u>	<u>No Change</u>	<u>More int/assim</u>
More Black	25	9	20
No Change	56	81	78
More White	19 (16)	9 (43)	15 (27)

Table 19.  
 "Change in Ideologies vs. Change in Motivation to Blk Community  
 (percent) "

<u>PRE-TO-PRIN MOTIVATION</u>	<u>PRE-TO-PRIN IDEOLOGIES</u>		
	<u>More sep/plur</u>	<u>No Change</u>	<u>More int/assim</u>
Motivated	45	27	29
No Change	53	61	43
Unmotivated	3 (38)	12 (33)	29 (14)

Table 19.1.  
 Change in Ideologies vs. Change in Motivation to Blk Community  
 (percent) "

<u>PRIN-TO-POST MOTIVATION</u>	<u>PRIN-TO-POST IDEOLOGIES</u>		
	<u>More sep/plur</u>	<u>No Change</u>	<u>More int/assim</u>
Motivated	19	16	8
No Change	62	68	65
Unmotivated	19 (16 )	16 (44)	27 (26)

Table 20.  
 "Change in Ideologies vs. Obligation(percent) "

<u>PRE-TO-PRIN OBLIGATION</u>	<u>PRE-TO-PRIN IDEOLOGIES</u>		
	<u>More sep/plur</u>	<u>No Change</u>	<u>More int/assim</u>
Obligated	90	90	71
Not Obligated	10 (38)	9 (33)	28 (14)

Table 20.1  
 "Change in Ideologies vs. Obligation(percent) "

<u>PRIN-TO-POST OBLIGATION</u>	<u>PRIN-TO-POST IDEOLOGIES</u>		
	<u>More sep/plur</u>	<u>No Change</u>	<u>More int/assim</u>
Obligated	85	86	93
Not Obligated	15 (27)	14 (44)	7 (15)

Table 21.  
 Change in Ideologies vs. Pride(percent) "

<u>PRE-TO-PRIN PRIDE</u>	<u>PRE-TO-PRIN IDEOLOGIES</u>		
	<u>More sep/plur</u>	<u>No Change</u>	<u>More int/assim</u>
Proud	49	21	57
Not Proud	51 (37)	79 (33)	43 (14)

Table 21.1.  
 "Change in Ideologies vs. Pride(percent) "

<u>PRIN-TO-POST PRIDE</u>	<u>PRIN-TO-POST IDEOLOGIES</u>		
	<u>More sep/plur</u>	<u>No Change</u>	<u>More int/assim</u>
Proud	40	32	54
Not Proud	60 (15)	68 (44)	46 (26)

Table 22.  
"Change in Ideologies vs. Guilt(percent)"

<u>PRE-TO-PRIN GUILT</u>	<u>PRE-TO-PRIN IDEOLOGIES</u>		
	<u>More sep/plur</u>	<u>No Change</u>	<u>More int/assim</u>
Guilt	16	27	7
No Guilt	84 (37)	73 (33)	93 (14)

Table 22.1.  
"Change in Ideologies vs. Guilt(percent)"

<u>PRIN-TO-POST GUILT</u>	<u>PRIN-TO-POST IDEOLOGIES</u>		
	<u>More sep/plur</u>	<u>No Change</u>	<u>More int/assim</u>
Guilt	20	25	8
No Guilt	80 (15)	75 (44)	92 (26)

Table 23.  
"Change in Ideologies vs. Selves(percent)"

<u>PRE-TO-PRIN SELVES</u>	<u>PRE-TO-PRIN IDEOLOGIES</u>		
	<u>More sep/plur</u>	<u>No Change</u>	<u>More int/assim</u>
Help selves	86	94	86
Not help selves	14 (37)	6 (33)	14 (14)

Table 23.1.  
Change in Ideologies vs. Sevles(percent)"

<u>PRIN-TO-POST SELVES</u>	<u>PRE-TO-PRIN IDEOLOGIES</u>		
	<u>More sep/plur</u>	<u>No Change</u>	<u>More int/assim</u>
Help selves	73	93	92
Not help selves	27 (15)	7 (44)	8 (26)

Table 24.  
 "Change in Ideologies vs. Hopeless(percent) "

<u>PRE-TO-PRIN HOPELESS</u>	<u>PRE-TO-PRIN IDEOLOGIES</u>		
	<u>More sep/plur</u>	<u>No Change</u>	<u>More int/assim</u>
Hopeless	11	6	-
Not hopeless	89 (37)	94 (33)	100 (14)

Table 24.1.  
 "Change in Ideologies vs. Hopeless(percent) "

<u>PRIN-TO-POST HOPELESS</u>	<u>PRIN-TO-POST IDEOLOGIES</u>		
	<u>More sep/plur</u>	<u>No Change</u>	<u>More int/assim</u>
Hopeless	7	7	8
Not hopeless	93 (15)	93 (44)	92 (26)



Department of Sociology  
Princeton University  
PRINCETON-EDUCATED BLACKS AND THE BLACK COMMUNITY

\*

This questionnaire is part of a study of the attitudes of Black Princeton alumni toward the Black community. The study is being conducted by a Princeton senior Black woman in partial fulfillment of her thesis requirement (Professor Walter L. Wallace Department of Sociology, advisor).

The questionnaire is anonymous (do not write your name on it), so please answer each question as freely and truthfully as possible. I am sure you will find the questionnaire both interesting and brief (it takes about 20 minutes to complete).

Please return your completed questionnaire as soon as possible (by March 15 at the latest) in the enclosed stamped, self-addressed envelope. I am sure you remember the extreme time-pressure under which seniors write their theses, and I hope you will sympathize with my plea for prompt return of your completed questionnaire.

When the study is completed in May, I will provide the Association of Black Princeton Alumni (ABPA) with a summary of its findings for their use and distribution.

Thank you very much for your time and interest.

*Michelle Robinson*

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- Please recall your interactions in various activities with Blacks and Whites during the three periods of your life listed below as "Pre-Princeton" (years before entering college), "Princeton" (years in college), and "Post-Princeton" (years after graduating from college). Indicate how you felt about these interactions by writing one of the following code numbers in each box according to the scale below. Please do not skip any boxes. Ignore the numbers next to the boxes.

<u>This number:</u>	<u>Means you felt, on the average:</u>
0	Much more comfortable with Blacks
1	Somewhat more comfortable with Blacks
2	About equally comfortable with Blacks and Whites
3	Somewhat more comfortable with Whites
4	Much more comfortable with Whites

<u>Activities:</u>	<u>Pre- Princeton</u>	<u>Princeton</u>	<u>Post- Princeton</u>
Intellectual (discussing philosophical, scientific, technical, or artistic ideas) . . . . .	<input type="checkbox"/> (5) 9	<input type="checkbox"/> (6) 9	<input type="checkbox"/> (7) 9
Social (partying, dining, going to shows and sports events) . . . . .	<input type="checkbox"/> (8) 9	<input type="checkbox"/> (9) 9	<input type="checkbox"/> (10) 9
Religious (sharing religious views, worshipping) . . . . .	<input type="checkbox"/> (11) 9	<input type="checkbox"/> (12) 9	<input type="checkbox"/> (13) 9
Political (participating in demonstrations, political campaigns and organizations) . . . . .	<input type="checkbox"/> (14) 9	<input type="checkbox"/> (15) 9	<input type="checkbox"/> (16) 9

Business (working on a paying job, as subordinate and/or superordinate) . . . . .	<input type="checkbox"/> (17) 9	<input type="checkbox"/> (18) 9	<input type="checkbox"/> (19) 9
Dating (including all specifically sexual activities). . . . .	<input type="checkbox"/> (20) 9	<input type="checkbox"/> (21) 9	<input type="checkbox"/> (22) 9
Sports and athletics (including keeping in shape and competing) . . . . .	<input type="checkbox"/> (23) 9	<input type="checkbox"/> (24) 9	<input type="checkbox"/> (25) 9
In general, considering all activities. . . . .	<input type="checkbox"/> (26) 9	<input type="checkbox"/> (27) 9	<input type="checkbox"/> (28) 9

2. Now consider the amount of time you actually spent directly interacting with Blacks and Whites, in any capacity, during the three periods. Please indicate how that time was divided by circling one number for each period below.

<u>I spent, on the average:</u>	<u>Pre-Princeton</u>	<u>Princeton</u>	<u>Post-Princeton</u>
Much more time with Blacks than Whites. . . . .	0	0	0
Somewhat more time with Blacks than Whites. . . . .	1	1	1
About equal time with Blacks and Whites. . . . .	2	2	2
Somewhat more time with Whites than Blacks. . . . .	3	3	3
Much more time with Whites than Blacks. . . . .	4 (29) 9	4 (30) 9	4 (31) 9

3. Here are some subjective motivations whose combinations may account for a person's behavior. Using the following scale please state the contributions of each motivation to your own behavior, on the average, during the three periods of your life so far. Remember: think of your subjective motivations, not the objective outcomes of your behavior. Please do not skip any boxes, and again, ignore the numbers next to the boxes.

<u>This number:</u>	<u>Means that, on the average, the motivation made the following contribution:</u>
0	None
1	Slight
2	Moderate
3	Strong
4	Very strong

<u>Motivation (i.e., the desire to benefit:)</u>	<u>Pre-Princeton</u>	<u>Princeton</u>	<u>Post-Princeton</u>
Myself, personally. . . . .	<input type="checkbox"/> (32) 9	<input type="checkbox"/> (33) 9	<input type="checkbox"/> (34) 9
My loved ones . . . . .	<input type="checkbox"/> (35) 9	<input type="checkbox"/> (36) 9	<input type="checkbox"/> (37) 9
My occupational field and/or organization . . . . .	<input type="checkbox"/> (38) 9	<input type="checkbox"/> (39) 9	<input type="checkbox"/> (40) 9
My local residential community. . . . .	<input type="checkbox"/> (41) 9	<input type="checkbox"/> (42) 9	<input type="checkbox"/> (43) 9

The Black American community wherever it may be . . . . .	<input type="checkbox"/> (44) 9	<input type="checkbox"/> (45) 9	<input type="checkbox"/> (46) 9
God; my church . . . . .	<input type="checkbox"/> (47) 9	<input type="checkbox"/> (48) 9	<input type="checkbox"/> (49) 9
The USA as a society . . . . .	<input type="checkbox"/> (50) 9	<input type="checkbox"/> (51) 9	<input type="checkbox"/> (52) 9
The non-White races of the world . . . . .	<input type="checkbox"/> (53) 9	<input type="checkbox"/> (54) 9	<input type="checkbox"/> (55) 9
The human species as a whole . . . . .	<input type="checkbox"/> (56) 9	<input type="checkbox"/> (57) 9	<input type="checkbox"/> (58) 9

4. How would you describe the views you held during the three periods about relations between Blacks and Whites in the U.S.? (Circle one number for each period).

	<u>Pre-Princeton</u>	<u>Princeton</u>	<u>Post-Princeton</u>
Very strongly separatist and/or pluralist. . . . .	0	0	0
Moderately separatist and/or pluralist. . . . .	1	1	1
Undecided. . . . .	2	2	2
Moderately integrationist and/or assimilationist. . . . .	3	3	3
Very strongly integrationist and/or assimilationist . . . . .	4 (59) 9	4 (60) 9	4 (61) 9

5. When you think of lower class Black Americans and the life they lead, how true for you personally are the following statements?(Please circle one number in each row).

	<u>Very True</u>	<u>Somewhat True</u>	<u>Undecided</u>	<u>False</u>	
I feel proud that I have been strong enough to avoid remaining in, or falling into, that life . . . . .	0	1	2	3	(62) 9
I feel lucky that I was given opportunities that they are not given. . . . .	0	1	2	3	(63) 9
I feel guilty that I may be betraying them in some way. . . . .	0	1	2	3	(64) 9
I feel ashamed of them; they reflect badly on the rest of us. . . . .	0	1	2	3	(65) 9
I feel their life is more honest than mine; I would become part of it if I could. . . . .	0	1	2	3	(66) 9
I feel obligated to help improve their life. . . . .	0	1	2	3	(67) 9
I feel they must help themselves. . . . .	0	1	2	3	(68) 9
I feel they are the White community's problem; not mine. . . . .	0	1	2	3	(69) 9
I feel there is no way they can be helped; their situation is hopeless. . . . .	0	1	2	3	(70) 9

6. Which of the following statements come closest to expressing your belief?(Circle one number).

- I don't believe in God. . . . . 0
  - I don't think it is possible for me to know whether there is a God. . . . . 1
  - I am uncertain but lean toward not believing. . . . . 2
  - I definitely believe in God. . . . . 3
  - I am uncomfortable with the word "God" but I do believe in some kind of transcendent force or energy. . . . . 4
- 2(5)  
9

7. Do you believe God influences the way society is organized? (Circle one number.)

- Yes, God determines the way society is organized almost entirely. . . . . 0
  - Yes, God has a strong influence. . . . . 1
  - Yes, God has a small influence. . . . . 2
  - No, God has no influence at all. . . . . 3
- (6)  
9

8. Do you believe God influences your own life?(Circle one number.)

- Yes, God determines my life almost entirely. . . . . 0
  - Yes, God has a strong influence. . . . . 1
  - Yes, God has a small influence. . . . . 2
  - No, God has no influence at all. . . . . 3
- (7)  
9

9. Which of the following describes your primary and secondary schools?(Circle one number in each column.)

	<u>Primary School</u>	<u>Secondary School</u>
All or almost all Black. . . . .	0	0
Mostly Black. . . . .	1	1
About equally Black and White. . . . .	2	2
Mostly White. . . . .	3	3
All or almost all White. . . . .	4	4
	(8) 9	(9) 9

10. Which of the following describes your current living arrangement?(Circle one number.)

- I live with one or more other Blacks. . . . . 0
  - I live with one or more Whites. . . . . 1
  - I live with one or more Blacks and Whites. . . . . 2
  - I live alone. . . . . 3
- (10)  
9

15. Which of the following best describes the neighborhood you lived in while you were growing up?(Circle one number in group A, and one number in group B.)

(A)  
All or almost all Black. . . . .0  
Mostly Black. . . . . 1  
About equally Black and White. . . . .2  
Mostly White. . . . . 3  
All or almost all White. . . . .4 (17)  
9

(B)  
Farm or open country. . . . . 0  
Suburb in metropolitan area of...  
less than 1 million. . . . .1  
1 million or more. . . . .2  
Central city in metropolitan area of...  
less than 1 million. . . . .3  
1 million or more. . . . .4 (18)  
9

16. What is your sex?(Circle one number.)

Male. . . . . 0  
Female. . . . . 1 (19)  
9

17. What is your age at last birthday?(Circle one number.)

Under 20. . . . . 0  
20-24. . . . .1  
25-29. . . . .2  
30-34. . . . .3  
35-39. . . . .4  
40 or over. . . . .5 (20)  
9

18. Which of the following best describes your career so far? (Circle one number.)

I have been upwardly mobile from my parents' socio-economic class. . . . . 0  
I have kept even with my parents' socioeconomic class. . .1  
I have ben downwardly mobile from my parents' socio-economic class. . . . .2  
I don't know yet how I am moving, with respect to my parents' socioeconomic class. . . . .3 (21)  
9

\*

Thank you very much for completing this questionnaire. I hope you found it interesting and not too time-consuming.

Please place your questionnaire in the stamped, self-addressed envelope provided and drop it in a mailbox no later than March 15.

Thanks again.

Michelle Robinson  
(609)734-0243

11. Who was the person whom you most admired during the different periods of your life?(Circle one number for each period.)

	Pre-Princeton	Princeton	Post-Princeton
A relative (whether close or distant). . . . .	0	0	0
A Black friend or acquaintance. . . . .	1	1	1
A White friend or acquaintance. . . . .	2	2	2
A Black person who actually existed but whom you never met. . . . .	3	3	3
A White person who actually existed but whom you never met. . . . .	4	4	4
A fictional Black person. . . . .	5	5	5
A fictional White person. . . . .	6	6	6
	(11)	(12)	(13)
	9	9	9

12. About how many books were in your home during the time you were growing up?(Circle one number.)

None. . . . .	0
1-5. . . . .	1
6-10. . . . .	2
11-25. . . . .	3
26-50. . . . .	4
51-100. . . . .	5
over 100. . . . .	6
	(14)
	9

13. About how many books do you have in your home at present? (Circle one number.)

None. . . . .	0
1-5. . . . .	1
6-10. . . . .	2
11-25. . . . .	3
26-50. . . . .	4
51-100. . . . .	5
over 100. . . . .	6
	(15)
	9

14. Which of the following best describes your family while you were growing up?(Circle one number.)

Upper class. . . . .	0
Upper middle class. . . . .	1
Lower middle class. . . . .	2
Lower class. . . . .	3
Underclass. . . . .	4
	(16)
	9

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