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SOME DETERMINANTS OF PARTICIPATION IN CAMPUS ACTIVITIES

SOME SOCIOLOGICAL DETERMINANTS OF STUDENT PARTICIPATION
IN CAMPUS ACTIVITIES

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PART I

INTRODUCTION AND METHOD OF STUDY

CHAPTER I

INTRODUCTION

In this thesis, the relationship between various group memberships of university students and their participation in certain campus-wide activities is studied. The question asked is: What are the differences in campus political participation and donation of blood in the Blood Drive of isolates and of students with low or high degrees of social participation in campus life. The thesis is divided into two parts. In the first part, an analysis is made of student participation in campus politics, and the referenda to determine whether McGill University would join the Union Générale des Etudiants de Québec (UGEQ) in particular; in the second, participation of students in the autumn Blood Drive is considered.

As Lipset et al. point out in their article in The Handbook of Social Psychology:

...the act of voting can well be used as a paradigm for many other activities.... Systematic analysis of the factors affecting one decision, such as voting, for which a considerable body of data is available, should therefore contribute to the understanding of behavior in many other sectors of modern life.¹

In this study, ideas in the main from political sociology literature have been tested to see whether they hold for two kinds of general

¹Seymour M. Lipset, Paul F. Lazarsfeld, Allen H. Barton and Juan Linz, "The Psychology of Voting: An Analysis of Political Behavior," Handbook of Social Psychology, ed. Gardner Lindzey (Reading, Mass.: Addison-Wesley Publishing Company, Inc., 1954), II, pp. 1124-25.

university community activities--one of which is political and one which is not.

There are several approaches to the analysis of participation. In the area of political sociology, one approach is found in the theory of mass society. According to the theory of mass society as expounded by Lipset, Trow and Coleman in Union Democracy, membership in voluntary organizations within the International Typographical Union (ITU), whose communications were not controlled by the ITU, was a factor which led to greater participation in general union politics and to union democracy. This was due to the fact that these secondary organizations were independent sources of opinions, alternate communication channels to that of the union bureaucracy, and training grounds in political skills for members.² In the mass society, nonparticipation in independent voluntary organizations leads to "atomization" of membership and relative isolation from other than the formal union channels of communication and influence.

Kornhauser in The Politics of Mass Society points out that political involvement, using voting as an indicator, is positively related to, and indeed is an indication of, the degree of social involvement or isolation, in general, of various segments of the population, even when such factors as age, sex, income, education and religion are held constant.³ Thus, low status people and/or those who are not involved in mediating organizations should have fewer social ties to the community and therefore be less likely to obtain

²Seymour Martin Lipset, Martin A. Trow, and James S. Coleman, Union Democracy (Glencoe, Ill.: The Free Press, 1956), Chapter IV.

³William Kornhauser, The Politics of Mass Society (Glencoe, Ill.: The Free Press, 1959), pp. 63-73.

the relevant political information on issues of the election, or to vote.

Furthermore, there are many studies of participation in voluntary organizations and its correlates--and both political participation and socio-economic status are positively related to organizational involvement. These studies include information from national surveys (in the United States)--for example, those cited by Wright and Hyman,⁴ Lane,⁵ and Kornhauser.⁶ There have been studies of urban areas, such as those of Komarovsky,⁷ Erbe,⁸ and others. Finally, one of the most extensive areas of study of organizational participation has been in the literature on trade unions, of which the Spinrad article provides a summary up to 1960.⁹

Similarly, many of the factors which lead to political participation, especially voting, have been found repeatedly, in study after study. Included among these studies and reviews of the literature are

⁴Charles R. Wright and Herbert H. Hyman, "Voluntary Association Memberships of American Adults: Evidence from National Sample Surveys," American Sociological Review, XXIII (June, 1958), pp. 284-294.

⁵Robert E. Lane, Political Life (Glencoe, Ill.: The Free Press, 1959), pp. 187-194.

⁶Kornhauser, pp. 63-73.

⁷Mirra Komarovsky, "The Voluntary Associations of Urban Dwellers," American Sociological Review, XI (December, 1946), pp. 686-698.

⁸William Erbe, "Social Involvement and Political Activity: A Replication and Elaboration," American Sociological Review, XXIX (April, 1964), pp. 237-244.

⁹William Spinrad, "Correlates of Trade Union Participation: A Summary of the Literature," American Sociological Review, XXV (April, 1960), pp. 237-244.

those of Woodward and Roper,¹⁰ Lazarsfeld, Berelson and Gaudet,¹¹ Berelson, Lazarsfeld and McPhee,¹² Campbell and Kahn,¹³ Campbell, Gurin and Miller,¹⁴ V.O. Key, Jr.,¹⁵ and others.

Since participation in the internal affairs of a voluntary organization is a form of political activity, it is not unexpected that many of the same factors are correlated with political participation, both in the larger society and within the smaller organization, such as the union. These factors include socio-economic status, age, sex, residence, and participation in formal and/or informal groups within the organization or society. The last factor mentioned--which will be called social participation--is one of the major variables considered in this thesis.

A second general approach to the analysis of social participation is what Katz and Lazarsfeld call, "recognition that interpersonal relations--in the primary group-- [is] a relevant 'intervening variable'

¹⁰Julian L. Woodward and Elmo Roper, "Political Activity of American Citizens," Political Behavior, eds. Heinz Eulau, Samuel J. Eldersveld and Morris Janowitz (Glencoe, Ill.: The Free Press, 1956), pp. 133-137.

¹¹Paul F. Lazarsfeld, Bernard Berelson and Hazel Gaudet, The People's Choice (2d ed.; New York: Columbia University Press, 1948), chaps. v and xv.

¹²Bernard Berelson, Paul F. Lazarsfeld and William N. McPhee, Voting (Chicago: University of Chicago Press, 1954), chaps. iv and vi.

¹³Angus Campbell and Robert L. Kahn, The People Elect a President (Ann Arbor, Mich.: Survey Research Center, Institute for Social Research, 1952), p. 38.

¹⁴Angus Campbell, Gerald Gurin and Warren E. Miller, The Voter Decides (Evanston, Ill.: Row, Peterson, 1954), chap. vii.

¹⁵V.O. Key, Jr., Politics, Parties and Pressure Groups (4th ed.; New York: Thomas Y. Crowell Company, 1958), chap. xxi.

for production in the factory, motivation for combat in the army, social mobility in the urban community and for response to mass media influences.¹⁶ It has been shown that the primary group, in the form of family or friendship group, affects the opinions and attitudes of its members, in the way people vote and if they vote.¹⁷

Propositions derived from a third approach are also tested in this paper--the study of the variable organizational integration and factors related to it. Integration of the organization, as conceptualized here, is closest to Landecker's communicative integration or "the extent to which communicative contacts permeate a group."¹⁸ It should reflect the sociometric network linkage of members of the organization somewhat as sociometric studies of group cohesiveness have done. Group cohesiveness is defined by Festinger as "the resultant of all the forces acting on the members to remain in the group,"¹⁹ and can be operationally defined by the ratio of ingroup to outgroup sociometric choices.²⁰

The reasons underlying the examination of organizational integration and its relationship to student participation in university

¹⁶Elihu Katz and Paul F. Lazarsfeld, Personal Influence (Glencoe, Ill.: The Free Press, 1955), p. 39.

¹⁷Lazarsfeld, Berelson and Gaudet, pp. 140-145 on the influence of the family. See also Berelson, Lazarsfeld and McPhee, pp. 88-90 on the family, and pp. 97-98 on friends and co-workers.

¹⁸Werner S. Landecker, "Types of Integration and their Measurement," American Journal of Sociology, LXI (January, 1951), p. 336.

¹⁹Leon Festinger, "Informal Social Communication," Psychological Review, LVII (September, 1950), p. 274.

²⁰Peter M. Blau and W. Richard Scott, Formal Organizations (San Francisco: Chandler Publishing Company, 1962), pp. 107-108.

events of general interest can be found in the results of the following studies. Pinard, using the community as the unit of analysis, shows that "the adoption or rejection of fluoridation referendums, as well as the degree of unanimity, is a function of the structural integration of the community."²¹ Festinger, Schachter and Back show that the more cohesive were the residential courts in the housing project which they studied, the more similar were the residents' attitudes on a topic of importance to group functioning.²² As Festinger points out, "...the greater the attractiveness of the group for the members, the greater the amount of influence which the group could successfully exert on its members with the result that there existed greater conformity in attitudes and behavior in the more cohesive group."²³

The purpose of this study is to explore the social factors associated with student participation in campus events of general interest. The literature on mass society leads to the hypothesis of a positive relationship between participation, both in formal and informal groups on campus, and participation in the two UGEQ referenda. The literature on group cohesiveness leads to the hypothesis that the degree of integration of the organization of which the student is a member is positively related to participation in these above-mentioned extra-curricular campus events in which the participation of the entire

²¹Maurice Pinard, "Structural Attachments and Political Support in Urban Politics: The Case of Fluoridation Referendums," American Journal of Sociology, LXVIII (March, 1963), p. 513.

²²Leon Festinger, Stanley Schachter and Kurt Back, Social Pressures in Informal Groups (New York: Harper and Brothers, 1950).

²³Festinger, Psychological Review, LVII, September, p. 277.

student body is sought. Similarly, the effect of parental and friendship groups--of primary group norms--is hypothesized as being related to participation in the UGEQ referenda. In the case of the Blood Drive, this is an exploratory analysis of the effect of the above major variables on student donation of blood.

The UGEQ Referenda and the Blood Drive

The UGEQ referenda and the Blood Drive were chosen for this analysis because both were campus-wide student events, and because the largest possible turnout was solicited in both--by the campus newspaper, The McGill Daily, by posters, by prominent members of the university faculty and of the student body.

It can be asked--why is it necessary to study both the Blood Drive and the UGEQ referenda: why not study participation in the UGEQ referenda only? The UGEQ votes are included as examples of political activity, testing the mass society theory in its own domain. The Blood Drive analysis presents another campus event of general university interest of which the findings may act as a control or check on the results obtained in the UGEQ analysis. Furthermore, the analysis of participation in the Blood Drive presents the opportunity to see whether mass society theory is a significant explanatory device for the study of participation in areas other than politics.

Strong appeals for student participation were made in both types of general university events but they were two different types of appeals. The appeal in the Blood Drive campaign, which is an annual week-long Red Cross Blood Donor clinic, held every autumn on the McGill campus, is to the students' sense of responsibility and humanitarianism.

For example, on the last day of the Blood Donor clinic, the Vice-Chairman of the Blood Drive was quoted in The McGill Daily as saying that, "The student's sense of responsibility should prod him to give blood today, as soon as possible."²⁴

The appeal in the case of the UGEQ controversy was of a political nature--that every student should exercise his rights as a student at the University in order to decide whether McGill University should join the Union Générale des Etudiants de Québec (UGEQ). McGill has belonged to the Canadian Union of Students (CUS), a Canada-wide student organization, which was formed to represent the students of its member universities. There was disappointment among some members of CUS as to the performance of that organization. The French-language universities of Quebec pulled out of CUS and formed a Quebec student union (UGEQ). Invitations for membership were extended to the English-language universities in the Province of Quebec.

The McGill Student Society, as represented by the Student Council, joined UGEQ. Certain groups of students who did not want McGill to join UGEQ forced a referendum on the question, that of December 1, 1965. Since there were not enough ballots at the nurses' polling station, some nurses were denied the right to vote in this first referendum. Nursing students demanded that the first referendum be declared invalid and that a second referendum be held. This second referendum took place on January 26, 1966.

The policies of UGEQ include unilingualism (that French be the sole official language of the organization), student syndicalism, the

²⁴The McGill Daily, LV (October 29, 1965), p. 1.

organizing of Quebec university students as a pressure group in order to deal with federal and provincial governments (for example, on such questions as the lowering or abolition of university fees), the organizing of students in aid of striking workers and in such areas as civil rights and anti-Viet Nam War demonstrations. Twice the McGill student body rejected membership in UGEQ, but the first referendum led to "the largest turnout at a student election in McGill's history."²⁵

Thus the two events, the UGEQ referenda and the Blood Drive, although both campus-wide in scope, differ fundamentally in that where the Blood Drive is an annual event of a "humanitarian" nature, the UGEQ question was of major importance to the student body itself; it would decide the direction the McGill student body and its leaders would take--to join the militant, (French-Canadian) nationalist, syndicalist UGEQ or not to join and therefore not to be bound by the policies of UGEQ.

²⁵The McGill Daily, LV (December 2, 1965), p. 1.

CHAPTER II

METHOD OF STUDY

The purpose of this study is to test certain propositions of sociological theory dealing with social participation. It is explanatory in that it is testing propositions derived from mass society theory, literature on the influence of the primary group on behaviour, and studies on the effects of group cohesiveness. In addition, some hypotheses testing the relationship between knowledge (on the UGEQ question), social participation and political activity are explored, using data from a survey of students in introductory (second year) and advanced courses in sociology at McGill University in late February and early March, 1966.

The nonrandom sample consists of 412 undergraduate students, some in first, but most in the second, third and fourth year of Arts, Science, Commerce, Education, Physical and Occupational Therapy, and Bachelor of Science in Nursing courses. A structured questionnaire was administered during class time of one third and one fourth year sociology course, and during conference hours of the introductory sociology course.

The nonrandom sample was chosen purposely, (a) because sociology courses provided the most "economical" source of respondents in terms of time, money and administration of the questionnaire, (b) because these sources provided the large number of cases that are necessary for multivariate analysis. Even more important than the above-mentioned reasons,

is the one provided by the explanatory purpose of the study--to test certain hypotheses from sociological theory and to explore others. For this type of study, any group of people in which the factors to be studied are found can be used. In this study, sociology students were chosen because they were most accessible. As Selvin and Hagstrom point out about their sample in their study of the determinants of support for civil liberties, "...the sample is representative of certain kinds of social backgrounds and campus experiences, rather than of a particular collection of people."²⁶

In order to test the two-variable tables generated in this analysis, a nonparametric test of significance, Chi Square (χ^2), is used. This test shows whether the relationship between nominal variables obtained in a contingency table is due to chance. As Ferguson mentions, "If this value is equal to or is greater than the critical value required for significance at an accepted significance level for the appropriate df, the null hypothesis [that the variables are independent of each other] is rejected." If Chi Square is below the critical value (at least the 0.05 level of significance), the null hypothesis is accepted.

Some Facts about the Distribution of Certain
Social Characteristics of Students
in this Sample

The sample contains 161 (39%) male and 250 (61%) female

²⁶Hanan C. Selvin and Warren O. Hagstrom, "Determinants of Support for Civil Liberties," The Berkeley Student Revolt, eds. Seymour Martin Lipset and Sheldon S. Wolin (Garden City, N.Y.: Anchor Books, Doubleday & Company, Inc., 1965), p. 495.

²⁷George A. Ferguson, Statistical Analysis in Psychology and Education (New York: McGraw-Hill Book Company, Inc., 1959), p. 160.

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²⁷George A. Ferguson, Statistical Analysis in Psychology and Education (New York: McGraw-Hill Book Company, Inc., 1959), p. 160.

undergraduate students. Females predominate because sociology courses, which enroll more female than male students, were sampled.

Table II-1 shows the distribution of students by course; the majority are in Bachelor of Arts or Science degree courses.

TABLE II-1.--Distribution of students in the sample by course

Course	Percentage	Number
Bachelor of Arts	60	246
Bachelor of Science	31	128
Other degrees	9	36

The distribution of students in the sample by number of years that they have attended McGill University is shown in Table II-2.

TABLE II-2.--Distribution of students in the sample by number of years at McGill University

Number of years at McGill	Percentage	Number
One year	9	37
Two years	48	196
Three years	25	103
Four years or more	18	75

The distribution of students as to campus voluntary organization membership is seen in Table II-3. This distribution differs from that of a university-wide survey done in the Department of Sociology and Anthropology of McGill University in 1961-1962 for the McGill Student Society.²⁸ In comparison with the Student Society sample,

²⁸For Table II-3, proportions of student organization memberships in the Student Society Survey sample were computed from the original deck of IBM cards for that sample.

members of the present sample who belong to one organization would seem to be underrepresented and members of three or more organizations are found in higher proportions.

TABLE II-3.--Distribution of the sample by organizational memberships in comparison to the 1961-1962 Student Society survey (in percentages)

Number of organizations of which student is member (includes fraternities)	Thesis Sample	Student Society Survey Sample
No organizations	36	34
One organization	21	29
Two organizations	20	22
Three or more organizations	23	15
N	(412)	(380)

The distribution of students in this sample by socio-economic status, using Duncan's Socio-economic Index for All Occupations adapted to the NORC Scale to classify fathers' occupations, is seen in Table II-4.²⁹ The rather high proportion of the students in medium and high socio-economic status groups is expected of university students, the majority of whose parents are relatively well-to-do.³⁰

Concepts and Operational Definitions

The main variables in the analysis are social participation which includes organizational activity and social relations scores, as

²⁹Otis Dudley Duncan, "Socio-economic Index for All Occupations," in Albert J. Reiss, Jr., Occupations and Social Status (New York: The Free Press of Glencoe, 1961), chap. vi and Appendix B.

³⁰Dael Wolfe, "Educational Opportunity, Measured Intelligence, and Social Background," Education, Economy and Society, ed. A.C. Halsey, Jean Floud and C. Arnold Anderson (New York: The Free Press of Glencoe, 1961), p. 230.

well as knowledge of political events, in this case of the UGEQ question, level of integration of the voluntary organizations reported by members of the sample, socio-economic status and political participation scores.³¹

TABLE II-4.--Distribution of students in the sample by socio-economic status

Socio-economic status of students	Percentage ^a	Number
Low (under 70)	14	53
Medium (70-79)	48	187
High (80 and above)	38	150

^aThe 22 non-respondents were not included in the percentage.

The analysis of the students' participation in campus social life will deal with the position of the student in the structure of voluntary organizations on campus; also, it will be concerned with his position in the structure of informal "friendship" groups. These two variables are similar to, although not identical with, those used by Lipset, Trow and Coleman in their analysis of social and political participation of union members in Union Democracy.³² Erbe's modification of the Chapin Social Participation Scale in which people are scored, (a) for membership, (b) on self-reported attendance at meetings, (c) on level of interest in the organization, and (d) on highest office ever held, is the operational definition of level of organizational activity of the students.³³ The sample was divided into three

³¹For a more detailed description of the major indices and their construction, see Appendix A.

³²Lipset, Trow and Coleman, Appendix 1, pp. 490-91 (Anchor Books)

³³Erbe, American Sociological Review, XXIX, No. 2, p. 205, footnote 22.

groups: students with no organizational affiliations or isolates, those low in organizational activity, and those high in organizational activity.

The social relations score is an adaptation of Lipset, Trow and Coleman's social relations index.³⁴ Students are scored on their answers to three questions, (a) on the amount of time spent with other students at the university outside of classes and laboratories, (b) on the amount of free time spent with McGill students as against people outside McGill, and (c) on how many of the student's three closest friends are McGill students. The highest possible score is three, the lowest is zero.

Although there is an attempt to relate the level of integration of the voluntary organizations to members' level of participation in general university events, the design and scope of the study made it impossible to obtain objective sociometric measures of organizational integration. A division of types of organizations into groups of high or low integration was made, using the respondents' own answers to a question which asked whether each organization to which they belonged was closely or loosely knit.

If 60% or more of the respondents who were members of a particular type of organization reported that the organization was closely knit, it was categorized as being highly integrated; if less than 60% of the members felt that the organization was tightly knit, it was categorized as being one of low integration. Types of organizations categorized as highly integrated are fraternities, intercollegiate and

³⁴Lipset, Trow and Coleman, Appendix I, p. 491.

intramural athletic teams, communications media, religious groups and athletic clubs. Political clubs, special interest groups and national clubs are categorized as being loosely integrated by this procedure.

Socio-economic status of the respondents was scored using Otis Dudley Duncan's Socio-economic Index for All Occupations, transformed to the NORC Scale.³⁵ Students were scored according to their fathers' occupations and three divisions were made. The low-SES group contains scores from 48 to 69 and roughly represents certain of the service occupations, craftsmen, foremen, operatives and kindred, clerical and kindred workers, and a lower group of managers, officials and proprietors. The middle-SES group contains scores from 70 to 79 and represents higher status craftsmen, foremen and kindred occupations, as well as clerical and kindred workers, a middle group of managers, officials and proprietors, both salaried and self-employed, sales workers and some professional and kindred workers. The high-SES group (with scores of 80 and above) contains a higher stratum of managers, officials and proprietors and of professional, technical and kindred workers.

An adaptation of the Woodward-Roper political participation scale is used.³⁶ It contains weighted questions on (a) frequency of informal political discussion, (b) attempts to influence campus officials, (c) personal political campaigning, and (d) number of times the respondent has voted in five of the present and previous academic years' elections, including the two UGEQ referenda. This scale was used mainly to double check the results of the dependent variable,

³⁵Otis Dudley Duncan, in Reiss, chap. vi and Appendix B.

³⁶Woodward and Roper, in Eulau et al., pp. 133-137. The scoring was similar to that of Erbe, American Sociological Review, XXIX, No. 2, p. 202, footnote 15.

number of times (out of two possible) the respondent voted in the UGEQ referenda. Findings, using the political participation scale, were similar in most cases to those reported for the dependent variable of the UGEQ section of the thesis.

Divisions of this Study

The reasons for student participation in the UGEQ referenda and the Blood Drive are examined in separate sections, since the explanatory factors used do not play precisely the same role in the two analyses.

Voting in the UGEQ referenda is looked at in the following section. Chapter III deals with social participation and frequency of UGEQ voting, including data on organizational activity and social relations. Chapter IV discusses organizational integration and its effects on the frequency of the respondents' UGEQ voting. Chapter V analyzes the attitudes of the individual, his parents and his friends on campus and their effects on UGEQ voting. Chapter VI shows the importance of knowledge of the issues for the whole sample and for students with different levels of organizational activity and campus social relations. Chapter VII shows the role played by some other factors which include socio-economic status, sex and year at the university.

In Section III, attention shifts to donation of blood in the Blood Drive. Chapter VIII discusses social participation and the Blood Drive. Chapter IX deals with the most important influences on the student's donation of blood--his own attitude, that of his parents in particular, and the behaviour of his friends. Chapter X shows the role played by certain other factors in student donation of blood.

Finally, a concluding chapter points out the important role

played by the student's primary group memberships in influencing the level of his participation in both types of campus events of general interest. It also discusses the part played by voluntary organizations in influencing participation in these events.

PART II

THE UGEQ REFERENDA

CHAPTER III

CAMPUS SOCIAL PARTICIPATION AND THE UGEQ REFERENDA

According to Lipset, Trow and Coleman's discussion of the theory of mass society in Union Democracy, the greater the participation of union members in the occupational community, the more likely they were to be involved in union politics. This is because, among other things, independent voluntary associations, "...serve in society as a whole or in unions (1) as arenas within which new ideas are generated, (2) as communications networks through which people may learn and form attitudes about politics...."³⁷ Thus, the process by which organizational membership leads to political participation involves communication of knowledge and attitudes about politics among the membership of the organization.

In this chapter, the relationship between participation in campus formal or informal groups and participation in the UGEQ referenda is tested. The analysis is carried further, however, when the level of communication and of influence within fraternities and other types of campus voluntary organizations is studied.

Participation in Campus Formal and Informal Groups

This section deals with the level of participation in campus voluntary organizations and level of informal social relations.

³⁷Lipset, Trow and Coleman, p. 89.

Following Lipset, Trow and Coleman, it is hypothesized that the greater the participation of students in campus voluntary organizations, the higher their level of participation in general university events. This hypothesis holds for participation in the UGEQ referenda (Table III-1), and for the Woodward-Roper political participation score (Table III-2).³⁸

TABLE III-1.--Relationship between level of organizational activity and UGEQ voting (in percentages)

Number of times student voted in UGEQ referenda	Level of organizational activity		
	Isolate	Low	High
Twice	61	66	79
Once	18	25	17
Not at all	21	9	4
N	(147)	(114)	(150)

$$\chi^2 = 28.09, df = 4, P < 0.001$$

In the above table, it can be seen that while the individual low in organizational activity is only slightly more likely to have voted both times than the isolate, he is more likely to have voted in at least one of the UGEQ referenda and much less likely ($d = 12$) not to have voted at all. Those high in organizational activity are most likely of all to have voted twice and least likely not to have voted.

In Table III-2, it can be seen that those low in organizational

³⁸When controlling for the number of organizations to which students belonged, it was found that number of organizations played only a slight part in influencing the UGEQ participation of students. The major differences, however, were between students at different levels of organizational activity, despite the number of organizations to which they belonged.

activity are more likely than isolates to be high on political activity. Those high in organizational activity are twice as likely to be high on political activity as the low organizational activity group. Thus, although the relationship between level of organizational activity and participation in campus politics holds, the difference between those with a low organizational activity score and isolates is less than that between students low and high on organizational activity.

TABLE III-2.--Relationship between level of organizational activity and political activity score (in percentages)

Political activity score	Level of organizational activity		
	Isolate	Low	High
Low (0-3)	56	46	22
Medium (4)	28	27	26
High (5-9)	16	27	52
N	(148)	(114)	(150)

$$\chi^2 = 53.45, df = 4, P < 0.001$$

The second aspect of campus participation--level of informal social relations should also be related to participation in general university events. In Table III-3, it can be seen that there is a positive relationship between the informal social relations score and the number of times the student voted in the UGEQ referenda. A similar relationship is found between the informal social relations score and the political activity score.

Controlling for informal social relations (Table III-4), it was found that the relationship between level of organizational activity and UGEQ voting still holds. More specifically, for isolates

TABLE III-3.--Relationship between level of campus informal social relations score and frequency of UGEQ voting (in percentages)

Number of times student voted in UGEQ referenda	Informal social relations score	
	Low score	High score
Twice	57	79
Once	25	15
Not at all	18	6
N	(103)	(307)

$$\chi^2 = 9.22, df = 2, P < 0.01$$

level of social relations influences whether they vote twice or not but not whether they vote at all. For those low in organizational activity, the level of social relations not only affects the proportion voting both times but also the proportion who vote ($d = 14$). Level of social relations has less influence on the voting of those who are high in organizational activity than it does on the other two categories of respondents.

TABLE III-4.--Relationship between informal social relations, organizational activity and the UGEQ vote (in percentages)

Number of times student voted in UGEQ referenda (out of two)	Low informal social relations			High informal social relations		
	Iso-lates	Low activity ^a	High activity ^a	Iso-lates	Low activity ^a	High activity ^a
Twice	51	56	73	65	69	81
Once	27	25	23	14	26	16
Not at all	22	19	4	21	5	3
N	(49)	(32)	(22)	(98)	(80)	(129)

^a"Low activity" stands for low organizational activity and "high activity" stands for a high level of organizational activity.

Thus, for those students low in organizational activity and in informal social relations, there is a pattern of voting similar to that of isolates; these students may in effect be isolates (relatively inactive in organizations to which they belong and with few friends on campus). When the same group of students have a high level of informal social relations on campus, they are about as likely to vote twice as isolates and as likely to vote as students high in organizational activity. In these circumstances, a high level of attachment to the campus community by means of informal ties with other students compensates for the relatively low level of attachment by means of formal organizational membership. (This can be seen in Table III-6 where students with a low level of organizational activity are less likely to have received information on the UGEQ referenda from group members.)

The Voluntary Organization as a Source of Information and Influence

According to mass society theory, secondary organizations should perform the function of independent sources of opinion and alternate communication channels for their members. Questions on source of knowledge and of influence were used to test this. It was found that 65 (or 83%) of the fraternity members in the sample designated their fellow fraternity members as a source of knowledge on the UGEQ question. Of these fraternity members, those with a high level of organizational activity were more likely to vote both times on the UGEQ question than those who had a low level of organizational activity (Table III-5).

For members of other campus organizations, however, the picture is somewhat different. Only 30% of them said that they received information on the UGEQ question from fellow organization members. This

TABLE III-5.--Relationship between level of organizational activity and UGEQ vote for members of fraternities who obtained information on the UGEQ referenda from fraternity members (in percentages)

Number of times fraternity member voted in the UGEQ referenda	Level of organizational activity	
	Low	High
Twice	59	84
Once	33	16
Not at all	8	..
N	(27)	(38)

$\chi^2 = 5.24$, $df = 2$, $P < 0.10$ (not significant at .05 level)

includes 20% of the people low on organizational activity and 37% of those high on organizational activity. Thus, relatively few members of campus organizations other than fraternities say that they obtained information on the UGEQ controversy within their organizations. Similar proportions in both information categories do not vote at all; therefore, it seems that fraternity or organizational membership may be more important in influencing people to vote at least once, but information affects the frequency with which they vote (See Table III-6).

TABLE III-6.--Relationship between level of organizational activity and UGEQ voting for members of organizations (in percentages)

Number of times organization member voted in UGEQ referenda	Low		High	
	Received information from group members	Did not receive information from members	Received information from group members	Did not receive information from members
Twice	77	63	91	72
Once	18	27	5	25
Not at all	5	10	4	3
N	(22)	(89)	(55)	(94)

Furthermore, of those students who belonged to organizations, only 17 or 6% felt that their fellow fraternity or organization members were most important in helping them form their opinion--10% of the 112 who were low on organizational activity and 4% of the 151 students who had a high organizational activity score.

Table III-7 points out the pre-eminent position of the mass media as sources of information and influence; friends come a distant second as a choice for most important source of influence. Fraternity and organization members in the low activity group are twice as likely as their high activity counterparts to list their fellow organization members as the most important source of opinion and influence on their position on the UCEQ referenda, while those high in organizational activity are twice as likely as those low in organizational activity to list Student Council members as being most important and less likely to list either friends or the Daily. The fact remains, however, that these choice categories are relatively unimportant when compared to the influence of the mass media.

TABLE III-7.--Relationship between level of organizational activity and most important source of opinion on the UCEQ referenda (in percentages)

Most important source of opinion	Low		High
	Isolates	organizational activity	organizational activity
Radio, television or pamphlets	28	20	23
<u>The Daily</u>	31	33	24
Fraternity or organization members	..	10	4
Student Council members	6	8	15
Friends	19	20	17
None of these ^a	16	9	17
N	(139)	(106)	(145)

$$\chi^2 = 30.15, df = 10, P < 0.001$$

^aThis is a residual category which the respondent could choose.

Organizational Membership, Level of Interest and Voting

A final example of the influence of level of organizational activity on voting in the UGEQ referenda is seen in Table III-8, which compares the UGEQ votes of students who reported a great deal of interest in the UGEQ referenda. With an increase in the level of organizational activity comes an increase in the proportion who voted twice and a similar decrease in the proportion who did not vote at all. Thus, even for the highly interested, organizational activity influences voting.

TABLE III-8.--Relationship between level of organizational activity and UGEQ voting for students who reported a great deal of interest in the UGEQ referenda (in percentages)

Number of times the student voted in UGEQ referenda	Level of organizational activity		
	Isolates	Low	High
Twice	63	69	81
Once	20	24	17
Not at all	17	7	2
N	(133)	(97)	(138)

$$\chi^2 = 26.90, df = 4, P < 0.001$$

Thus it is seen that level of organizational activity and level of informal social relations are factors which contribute to student voting turnout in the UGEQ referenda. The most important source of influence, however, is the campus newspaper (The McGill Daily), the next most important source is friends of the student.

CHAPTER IV

ORGANIZATIONAL INTEGRATION AND THE UGEQ VOTE

The theory of mass society maintains that participation in secondary organizations which mediate between the individual and the community leadership leads to increased political participation on the part of organization members. It was pointed out in Chapter III, page 21, that the process by which organization members become involved in community politics involves exchange within the organization of information and attitudes about political issues. At the group level, organizational integration is theoretically defined as "the extent to which communicative contacts permeate a group."³⁹ Furthermore, "group cohesiveness is one determinant of the influence which a group can wield over its membership."⁴⁰

Thus, since organizational membership leads to a higher level of political participation because of the flow of communication among the membership, the level of integration of the organization (in other words, level of communication or interaction) should influence the political participation of its members. The second major hypothesis which this study tests is derived from the literature on organizational cohesiveness and attitudinal and behavioural conformity:

³⁹Landecker, American Journal of Sociology, LVI, p. 336.

⁴⁰Angus Campbell, Philip E. Converse, Warren E. Miller and Donald E. Stokes, The American Voter (New York: John Wiley & Sons, Inc., 1960), p. 309.

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⁴⁰Angus Campbell, Philip E. Converse, Warren E. Miller and Donald E. Stokes, The American Voter (New York: John Wiley & Sons, Inc., 1960), p. 309.

Assuming that the group supports participation of members in general university activities, the participants in highly integrated groups should participate in greater proportions in these events than those in groups of low integration, and the latter participants more than nonparticipants in any voluntary organization (isolates).

Only one respondent reports that friends feel students should not vote in campus elections, five report that their parents felt they should not vote in the UGEQ referenda, and no organization officially supported a nonvoting policy for its members in the UGEQ referenda. Therefore, it is assumed that all organizations represented in the sample were at least neutral on the question of their members voting in the UGEQ referenda.

The above hypothesis should have been supported. In the first place, highly integrated organizations have a high degree of interaction and therefore communication among members (as did fraternity members on the UGEQ question). Also, since members are in frequent interaction and therefore highly visible, the group should have a higher degree of control over participants and their activities. But, in fact, the above hypothesis is not supported, as Table IV-1 shows.

TABLE IV-1.--Degree of integration of the organization most important to the respondent and UGEQ voting of organization members, compared with UGEQ voting of isolates (in percentages)

Number of times student voted in UGEQ referenda	Members of organizations of		Isolates
	High integration	Low integration	
Twice	73	74	61
Once	20	22	18
Not at all	7	4	21
N	(123)	(138)	(151)

$\chi^2 = 1.11$, degrees of freedom = 2 (organizational integration and voting only), not significant.

Whether the organization most important to the student is one of high integration or not, members have more or less similar patterns of voting in the UGEQ referenda. Organization members, however, are more likely to vote and to vote both times than are isolates.

It is possible that the respondent's knowledge of what the other members of his organization have done may be more important than organizational integration itself. It is impossible to test this directly because the Questionnaire does not ask whether the respondents know how many of the members of their organization voted. Table IV-2, however, deals with the relationship between organizational integration, knowledge of the position of most group members on the UGEQ issue and voting.

TABLE IV-2.--Relationship between level of integration of the organization most important to the respondent and UGEQ voting, controlling for members' knowledge of the position on the UGEQ referenda that received the support of most group members^a (in percentages)

Number of times student voted in UGEQ referenda (out of two)	Know most members' position on UGEQ		Do not know members' position on UGEQ	
	High organizational integration	Low organizational integration	High organizational integration	Low organizational integration
Twice	77	81	59	70
Once	20	15	22	26
Not at all	3	4	19	4
N	(90)	(47)	(32)	(89)

^aQuestion 54 of the Questionnaire is used to test members' knowledge of position of majority of organization members.

For those students who know the position of the majority of the members of their organization on the UGEQ question, there is not a great deal of difference in either the proportion who voted or the proportion

who voted twice. For students who do not know the position most of the members of the organization have taken, different patterns are seen in organizations of low and of high integration.

Members of organizations of low integration are as likely to vote when they do not know the organization position as when they do, although the voters are less likely to vote twice when they do not know their organization's position. Members of highly integrated organizations, on the other hand, are much less likely to vote or to vote both times. They are much less likely than members of organizations of high integration who know the majority position on UGEQ to vote, or to vote twice.

Thus, knowledge of the position of the majority of the organization members is of greater influence on students who belong to highly integrated organizations. Perhaps, in these tightly knit organizations, the member who does not know the position taken by his fellow members is, in effect, an isolate. Support for this point of view is found in a comparison of members of organizations of high and low integration on knowledge of the position of the majority of group members. Seventy-four per cent of the members of highly integrated organizations knew the position of their fellow-members on the UGEQ question, whereas only 35% of the members of low integration organizations knew their organization's position on the UGEQ controversy. In the loosely knit organization, on the other hand, the deviant group, if there is one, is formed by the 35% of the members who say that they do know the position of the majority of members of their group.

In the above discussion, organizational integration was operationally defined using the respondents' answers to the following question: "How closely knit a group do you think this organization is?"⁴¹ If 60% or more of the members of any type of organization reported that their organization was closely knit, that type of organization was classified as highly integrated; if less than 60% reported the organization to be closely knit, it was placed in the low integration category.⁴²

This rough measure of organizational integration cannot distinguish the respondents either by number of organizations to which they belong or by number of organizations of high or low integration of which they are members. The operational definition used herein is not the sociometric definition that is generally used.⁴³ It is possible that this measure of organizational integration does not actually measure the integration of these groups. The fact that 74% of the members of the closely knit groups knew the position of their fellow members on UGEQ and only 35% of the members of the groups designated above as loosely knit knew or thought they knew the position of their fellow members indicates that this definition at least implies the relative "extent to which communicative contacts permeate a group."⁴⁴

⁴¹Question 51 of the Questionnaire.

⁴²The organizations reported in Question 43 were classified into nine types: fraternities and sororities, intercollegiate athletic teams, communications media, religious organizations, political clubs, special interest groups, national clubs, athletic clubs and intramural and residence athletic teams. The level of integration of each type of organization was classified according to respondent answers to Question 51 of the Questionnaire.

⁴³For example, Peter M. Blau, The Dynamics of Bureaucracy Chicago: University of Chicago Press, 1955), chap. iv.

⁴⁴Landecker, American Journal of Sociology, LVI, p. 336.

From the above findings, it appears that the closeness of ties of organization members is less important when members have knowledge of the position of their fellow members. When they do not know the position held by most of the members of the organization, there is no change in the proportion of members of organizations of low integration who vote, although there is a change in the frequency with which they vote. Members of organizations of high integration who lack the support of communication with other members, however, behave most like isolates. Thus, the level of integration of the organization seems to have greatest influence on students who do not know the position of other members of their organization on UGEQ and, in particular, those who are members of highly integrated organizations.

CHAPTER V

INFLUENCE OF PRIMARY GROUP MEMBERSHIPS ON VOTING
IN THE UGEQ REFERENDA

The primary group memberships of an individual influence his attitudes and behaviour. As Katz and Lazarsfeld point out, "we know...that the members of a family are likely--except under certain conditions--to share similar attitudes on politics, religion, etc. and the same thing is true, we know, for most friendships."⁴⁵ This can be seen in Newcomb and Svehla's study of "Intra-Family Relationships in Attitude" of 558 Cleveland families on such topics as the Church, war, and communism.⁴⁶ Lazarsfeld, Berelson and Gaudet's study of Erie County families gives the following figures:

Among husbands and wives, both of whom decide to vote, only one pair in 22 disagreed. Among parents and children, one pair in 12 disagreed, the gap of a generation increasing differences in life and outlook.⁴⁷

Similarly, Berelson, Lazarsfeld and McPhee document the "hereditary vote"; that is, the influence on the voting patterns of children of their parents' voting patterns. The preferences of friends and

⁴⁵Katz and Lazarsfeld, p. 48.

⁴⁶Theodore Newcomb and George Svehla, "Intra-Family Relationships in Attitude," Sociometry, I (July-October, 1937), pp. 180-205.

⁴⁷Lazarsfeld, Berelson and Gaudet, p. 141. See also Eleanor E. Maccoby, Richard E. Matthews and Anton S. Morton, "The Family and the Political Behavior of Youth," A Modern Introduction to the Family, ed. Norman W. Bell and Ezra F. Vogel (Glencoe: The Free Press, 1960), pp. 189-200.

co-workers also affect the way Elmira citizens vote.⁴⁸

The influence of one type of group membership--campus voluntary organization membership--on participation in the UGEQ referenda has been examined in Chapters III and IV. In Chapter V, the effect of membership in small, face-to-face, primary groups on voting in the UGEQ referenda is examined. The primary groups discussed are the family (as represented by parents' attitudes on the question of student voting in the UGEQ referenda), and the friendship group (in terms of the attitudes of friends about students voting in campus elections and referenda, as well as the actual voting behaviour of the respondent's closest friends).

The student's own attitude toward voting in campus elections is important. (See Table V-1.)

TABLE V-1.--Attitude of respondent about students voting in campus elections and referenda and number of times that the student voted in UGEQ referenda (in percentages)

Number of times student voted in UGEQ referenda	Respondent feels that students should vote ^a		
	Very strongly	Fairly strongly	Not strongly
Twice	84	56	30
Once	12	29	30
Not at all	4	15	40
N	(224)	(145)	(40)

$$\chi^2 = 73.37, df = 4, P < 0.001$$

^aOnly two respondents reported that they felt fairly strongly that students should not vote in campus elections and referenda; therefore, these categories are not considered in this table.

As Lambert and Lambert point out:

⁴⁸Berelson, Lazarsfeld and McPhee, pp. 88-90 on the family, and pp. 97-98 on friends and co-workers.

An attitude is an organized and consistent manner of thinking, feeling and reacting in regard to people, groups, social issues, or more generally, any event in one's environment. The essential components are thoughts and beliefs, feelings (or emotions), and tendencies to react.⁴⁹

Table V-1 shows that students' attitudes toward student voting in campus elections and referenda are strong indications of their voting behaviour in the UGEQ referenda. They react in accordance with the direction and intensity of their attitudes.

The attitudes of friends and parents also are important influences on student voting in the UGEQ referenda (Table V-2).

TABLE V-2.--Respondent's report of friends' attitudes about student voting in campus elections and referenda and number of times respondent voted in the UGEQ referenda (in percentages)

Number of times student voted in UGEQ referenda	Friends feel that students should vote ^a		
	Very strongly	Fairly strongly	Not strongly
Twice	81	66	53
Once	14	23	22
Not at all	5	11	25
N	(124)	(225)	(60)

$\chi^2 = 19.06, df = 4, P < 0.001$

^aOnly one respondent reported that his friends felt fairly strongly that students should not vote in campus elections and referenda; therefore, these categories are not considered in this table.

It can also be seen by the marginals of Tables V-1 and V-2 that students tended to classify their friends as feeling less strongly on this question than they felt themselves. Results similar to the above were obtained for the question on parents' attitudes toward student voting in the UGEQ referenda. Students who reported that their parents

⁴⁹William W. Lambert and Wallace E. Lambert, Social Psychology (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964), p. 50.

felt that they should vote were more likely to vote both times (85) and least likely not to vote (4%). Sixty-five per cent of students whose parents did not care voted twice; 13% did not vote. Students who reported that they did not know what their parents felt were least likely to vote twice (60%) and most likely not to vote at all (16%).

When it was asked how many of the respondent's closest friends voted in either of the UGEQ referenda, 75% replied that most of their friends had voted, 18% reported that some of their friends had voted, and only about 6% reported that only a few of their friends had voted.

TABLE V-3.--Relationship between report of the number of closest friends who voted in at least one of the UGEQ referenda and number of times the student voted, controlling for student's attitude toward student voting in campus elections and referenda (in percentages)

Number of times the respondent voted in the UGEQ referenda	Respondent feels that students should vote					
	Very strongly		Fairly strongly		Not strongly	
	Most close friends voted	Some close friends voted ^a	Most close friends voted	Some close friends voted	Most close friends voted	Some close friends voted
Twice	87	68	65	49	39	27
Once	12	14	30	20	39	18
Not at all	1	18	5	31	22	55
N	(190)	(28)	(94)	(35)	(23)	(11)

^aSince only 23 respondents reported that few or none of their closest friends voted in the UGEQ referenda, this category was left out of the above table. The figures for this group as a whole are: out of 23, 22% voted twice, 43% voted once and 35% did not vote at all.

When the students' own attitudes toward voting were controlled, we found that those who report that most of their friends have voted are more likely to vote twice and less likely not to vote than those who report that only some of their friends voted (Table V-3). Similar results to those in Table V-3 are obtained when the student's report of

his parents' attitudes is related to the number of times he voted in the two UGEQ referenda, again controlling for the student's attitude on the subject.

Furthermore, when friends' attitudes are related to the number of times the student voted in the UGEQ referenda, controlling for the attitude of parents (Table V-4), there are similar findings to Table V-3

TABLE V-4.--Relationship between friends' attitudes toward voting in campus elections and referenda and student's own voting record in the UGEQ referenda, controlling for parents' attitude toward student voting in the UGEQ referenda (in percentages)

Number of times student voted in UGEQ referenda	Friends feel that student should vote		
	Very strongly	Fairly strongly	Not strongly
Parents felt that student should vote ^a			
Twice	85	85	82
Once	11	12	9
Not at all	4	3	9
N	(53)	(67)	(11)
Parents don't care			
Twice	83	60	53
Once	17	28	15
Not at all	..	12	32
N	(18)	(40)	(13)
Student does not know parents' attitude			
Twice	78	57	45
Once	14	27	29
Not at all	8	16	28
N	(49)	(114)	(35)

^aCategory "Parents felt that student should not vote in UGEQ referenda" not included because it contains only 5 respondents.

for groups of respondents who report that their parents do not care whether or not they vote or who do not know what their parents think. For those

students who report that their parents felt that they should vote in the UGEQ referenda, there appears to be virtually no difference in the proportion who voted both times, no matter how strongly their friends feel about student voting, although those whose friends do not feel strongly that students should vote are most likely not to vote at all.

Thus, where the parents have taken a stand, their influence is even greater than that of friends. Friends are important only in the absence of parental interest or expression of opinion. This finding is probably related to the fact that, out of 132 students who reported that their parents felt they should vote in the UGEQ referenda, 70% feel very strongly that students should vote in campus elections and referenda, 27% feel fairly strongly about this and only 3% do not feel strongly that students should vote.

The above discussion points out the importance of the primary group, especially the family, in influencing the student's participation in the UGEQ votes. Just as organization membership is an effective influence on voting only when the member has communicated with other members on the topic, family influence is effective when the student knows his parents' opinion and this opinion is for (or against) a certain type of behaviour. Where parents are neutral, and particularly where the student does not know his parents' opinion, other lesser group memberships--such as the friendship group or the secondary organization--come into play.

In relation to the influence of secondary organizations relative to parental influence (Table V-5), the presence of a definite parental opinion on voting in the UGEQ referenda leads to a high frequency of voting whether the student knows the position of members of his

organization or not. Again, only in the absence of parental interest and influence, does knowledge of the position of other organization members influence the student's vote. The attitude of friends plays a similar, but not quite so influential part, as that of parents in reference to knowledge of the secondary organizational position and UGEQ voting.

TABLE V-5--Relationship between respondent's knowledge of the position of organization members on the UGEQ referenda and UGEQ voting, controlling for parents' opinion (in percentages)

Number of times student voted in UGEQ referenda	Attitude of parents					
	Student should vote		Parents don't care		Student doesn't know	
	Knows organization position	Does not know organization position	Knows organization position	Does not know organization position	Knows organization position	Does not know organization position
Twice	85	87	79	50	73	57
Once	13	13	18	50	22	27
Not at all	2	..	4	..	5	16
N	(46)	(45)	(28)	(12)	(60)	(63)

Thus, as hypothesized, the primary group is an important influence on members' participation in political activity. The family is more important than the friendship group in influencing the student's participation--perhaps because most students live at home and commute to classes every day. Furthermore, as Campbell *et al.* point out, "there is some evidence to suggest that when primary group influences run counter to secondary group political standards, the more intimate contacts may more often than not carry the day."⁵⁰

⁵⁰Campbell, Converse, Miller and Stokes, p. 297.

CHAPTER VI

KNOWLEDGE OF THE ISSUES OF THE UGEQ REFERENDA

The question asked in this Chapter is: what is the role played by knowledge of the issues in student turnout at the UGEQ referenda? Does knowledge of the issues have an effect independent of such factors as participation in organizations and level of campus informal social relations?

Berelson, Lazarsfeld and McPhee point out that:

...the information available to the individual voter is not limited to that directly possessed by him. . . .His vote is formed in the midst of his fellows in a sort of group decision--if, indeed, it may be called a decision at all--and the total information and knowledge possessed in the group's present and past generations can be made available for the group's choice.⁵¹

Thus, for many people, the actual amount of information that they may themselves possess may not be as important an influence on voting as the knowledge, opinions and pressures to vote provided within their membership groups. Related to this is the finding of Katz and Lazarsfeld in Personal Influence that when level of information is controlled, women high on gregariousness (who have many friendships and organization memberships) are more likely to be public affairs opinion leaders "than equally (or even better) informed women of lesser gregariousness."⁵²

⁵¹Berelson, Lazarsfeld and McPhee, pp. 320-321.

⁵²Katz and Lazarsfeld, p. 288.

In this study, the respondents were scored on their knowledge of the issues pertaining to the UGEQ referenda, and they were given a score which consisted of one point for every issue named. Table VI-1 shows that the greater his knowledge of the issues, the more likely the respondent is to have voted twice in the referenda and the less likely he is not to have voted.

TABLE VI-1.--Relationship between knowledge of the issues of the UGEQ and the number of times the student voted in the two UGEQ referenda (in percentages)

Number of times student voted in UGEQ referenda	Student's knowledge score				
	Don't know or no answer	One	Two	Three	Four or more
Twice	46	62	69	85	80
Once	17	19	22	12	18
Not at all	27	19	9	3	2
N	(57)	(47)	(110)	(111)	(87)

$$\chi^2 = 54.12, df = 8, P < 0.001$$

Knowledge and Organizational Activity

Organizational membership exerts its influence on participation in the UGEQ referenda by means of communication among members about their attitudes and vote intentions. Table VI-2 shows that level of information increases with increasing level of organizational activity (see "per cent of group in knowledge categories"). However, within each activity level, does information make a difference in voting in the UGEQ referenda?

It is hypothesized that the degree of knowledge should have a greater effect in influencing the participation of isolates than that of students with a low level of organizational activity and least in

TABLE VI-2.--Relationship between level of knowledge of student and number of times student voted in the UGEQ referenda, controlling for level of organizational activity (in percentages)

Number of times student voted in UGEQ referenda	Student's knowledge score				
	Don't know or no answer	One	Two	Three	Four or more
Isolates					
Twice	34	40	69	73	79
Once	14	25	19	20	14
Not at all	52	35	12	7	7
N	(29)	(20)	(52)	(30)	(14)
% of Isolates in knowledge categories	20%	14%	36%	21%	10%
Low organizational activity					
Twice	55	67	58	73	73
Once	23	11	35	24	27
Not at all	23	22	7	3	..
N	(22)	(9)	(26)	(34)	(22)
% of low organizational activity in knowledge categories	19%	8%	23%	30%	19%
High organizational activity					
Twice	66	83	81	75	86
Once	17	17	16	21	12
Not at all	17	..	3	4	2
N	(6)	(18)	(31)	(47)	(42)
% of highly active in knowledge categories	4%	12%	22%	33%	29%

students who are highly active in campus organizations.

Table VI-2 shows that knowledge does play a larger part in the participation in the UGEQ referenda for students who belong to no campus organizations. There is a steady rise in the participation of isolates

with increasing knowledge of the issues. There is less of an increase in participation in students low in organizational activity, and even less of an increase in those who participate highly in organizations.

An increase in factual knowledge seems of great importance only for isolates. The "information" communicated by fellow organization members is not necessarily factual information about the issues. It probably takes the form in many instances of attitudes and opinions and pressure to vote on an issue because other members are doing so.

Knowledge and Level of Campus Informal Social Relations

Similarly, it might be hypothesized that level of knowledge is a more important influence for those low in social relations on campus than for those high in social relations.

TABLE VI-3.--Relationship between level of knowledge of respondent and number of times student voted in the UGEQ referenda, controlling for social relations score (in percentages)

Number of times student voted in UGEQ referenda	Student's knowledge score				
	Don't know or no answer	One	Two	Three	Four or more
Low social relations score					
Twice	41	30	64	61	69
Once	24	30	22	29	25
Not at all	35	40	14	10	6
N	(17)	(10)	(28)	(31)	(16)
High social relations score					
Twice	46	70	72	79	84
Once	15	16	22	19	14
Not at all	39	14	6	2	2
N	(39)	(37)	(81)	(80)	(62)

Table VI-3 shows that, in the case of students with a low social relations score, there is a great increase in the proportion of students voting twice in the UCEQ referenda between those who know least and those with higher knowledge scores (two, three and four) and a decrease in the proportion of students who did not vote at all. A similar pattern occurs among those high in social relations.

Thus, unlike the organizational activity scores, level of knowledge has a great influence on students, both low and high in social relations. Perhaps, this is because, as Lipset pointed out in Union Democracy, friendship groupings are often homogeneous. They may be oriented toward politics; on the other hand, they may be apolitical. Therefore knowledge of the issues is as important for students who have many friends on campus as for those who have relatively few. It is more difficult for organization members to avoid talking about campus political issues because "the clubs, the men who are active in them, and the talk and activities in which they engage are relatively independent of the sentiments or desires of any given member."⁵³

⁵³Lipset, Trow and Coleman, p. 108.

CHAPTER VII

SOME OTHER FACTORS RELATED TO STUDENT VOTING
IN THE UGEQ REFERENDA

Some other factors which affected student voting in the UGEQ referenda are considered in this Chapter. These include socio-economic status, sex, residence, and year at university.

Socio-economic Status

In most voting studies, socio-economic status has been found to be one of the major determinants of political participation.⁵⁴ In this study, the three groups of students classed into low, medium and high on socio-economic status using Duncan's socio-economic index for all occupations transformed to the NORC Scale contain similar proportions of students who did not vote (10 to 11%). The low and medium groups contain similar proportions of students who voted in both referenda (64 to 65%) whereas the group of students high on this measure of socio-economic status are much more likely to vote twice, (77%), although this is not statistically significant. (See Appendix B, Table 1.)

In a population which is homogeneous in respect to education and fairly homogeneous in terms of socio-economic status (any extreme scores in this sample are at the high end of the continuum), level of organizational activity may be a more important influence in voting than the socio-economic status.

⁵⁴See Lane, Chapter 16 for an explanation; see also Lazarsfeld, Berelson and Gaudet, pp. 40-49; Berelson, Lazarsfeld and McPhee, pp. 54-61.

Table III-1 (page 22) shows the relationship between level of organizational activity and UGEQ vote. Table 2 of Appendix B shows that the middle-SES group contains the highest proportion of isolates and the lowest proportion of students with a high level of organizational activity. The low and high-SES groups contain similar proportions of students who belong to no organization and who are highly active in campus organizations. Thus, if SES is having any effect, its effect is diminished in the middle-SES group by the relatively high proportion of that group that have no organizational membership; similarly, the high proportion of "joiners" in the low-SES group may act to increase the proportion of low-SES students who vote in the UGEQ referenda.

Voting by Sex of Student

One of the persistent findings in voting studies is that men participate to a greater extent in political activities, including voting, than women.⁵⁵ This finding is confirmed in this study (although the relationship is not statistically significant), since men voted more frequently, although similar proportions of both groups voted at least once (see Appendix B, Table 3). Some of the factors which account for this discrepancy are relative degrees of interest in the UGEQ referenda as well as the difference in primary group influence on male and female students.

Table 4 of Appendix B shows that 46% of the men report a great deal of interest in UGEQ referenda in comparison to 27% of the women. Women are more likely to have quite a lot of interest and equal

⁵⁵Lane, pp. 209-216. Lane gives a review of the literature in this area.

proportion of students of both sexes are likely to have not very much or no interest at all in the referenda. However, in the "great deal" and "quite a lot of interest" categories, men are more likely to vote twice than women, although they are no more likely not to vote. Where they have admitted little or no interest, women are less likely to vote than men, although they are as likely to vote twice.⁵⁶

Table 5 and Table 6 of Appendix B show the influence of family and friendship group, respectively, on the voting behaviour of male and female students. Where the parents feel they should participate in the UGEQ referenda, male and female students have similar voting patterns.

Males are more likely to vote and to vote more frequently than females when parents are neutral; when students do not know their parents' opinion, similar proportions vote but males are more likely to vote twice. Furthermore, neutrality on the part of parents elicits a pattern of voting turnout among women students quite similar to the voting pattern of women students who do not know the attitude of their parents. For males, on the other hand, knowledge of parental neutrality leads to a higher proportion of voters and of two-time voters than is the case for those who have no knowledge of their parents' attitude.

Thus, female students seem to be more dependent not only on knowledge of their parents' position, but of parental support for participation. For males, knowledge of parental neutrality is more likely to lead to voting than complete lack of knowledge.

Table 6 shows that men are slightly more likely to say that most of their friends voted and slightly less likely to say that few

⁵⁶See Lazarsfeld, Berelson and Gaudet, p.48. They show that if women are not interested, they are much less likely than men to vote.

or none of their friends voted. When most of their friends voted, males and females have similar patterns of voting turnout. When some friends voted, men are more likely to vote than are women as well as being more likely to vote both times. This table shows that when female students have support for their behaviour, they are just as likely to vote as male students. When they lack support for a certain behaviour--when only some of their friends vote--they are less likely to vote than men.

As Parsons and others have pointed out:

What is perhaps the most important sex discrimination is more than anything else a reflection of the differentiation of adult sex roles. It seems to be a definite fact that girls are more apt to be relatively docile, to conform in general according to adult expectations, to be "good", whereas boys are more apt to be recalcitrant to discipline and defiant of adult authority and expectations.⁵⁷

Place of Residence

It is hypothesized that the university and other students as well as student associations should occupy a more central place in the life of the out-of-town student. Furthermore, that for the student living in residence, the residence group may have an effect on participation in general university events similar to that hypothesized for voluntary organization membership.

When students are asked where they are living during the present academic year, it is seen that students who live in college residences are significantly more likely than any other group of students to have voted in both UGEQ referenda and less likely not to

⁵⁷Talcott Parsons, "Age and Sex in the Social Structure of the United States," American Sociological Review, VII (October, 1942) p. 605.

have voted at all (see Appendix B, Table 7). They were also higher on organizational activity than are other students. Only 19% did not belong to an organization, and 40% were high on the organizational activity score. Residence seems to play a role on the campus as an organization mediating between the students and the structure of campus activities.

Number of Years at McGill University

The longer the student has spent at McGill, the less likely he is to vote both times, and, as well, to have voted at all in the UGEQ referenda. The trend, however, is very slight (see Appendix B, Table 8).

Students who are in their first year at McGill University are much less likely not to belong to any organizations (only 15%) and more likely than other groups to be low and high in organizational activity. (see Appendix B, Table 9), supporting the hypothesis that students will be more likely to try out and join campus organizations during their first year on campus. After the first year, at least in this sample, the proportion of students who belong to no organizations levels off to between 36 and 40%.

On the other hand, when organizational activity is controlled (Appendix B, Table 10) for those who belong to no organizations or who are low on organizational activity, seniors and freshmen are least likely to vote both times and most likely not to vote. For those high in organizational activity, however, first and fourth year students are most likely to vote twice and least likely not to vote at all.

Thus level of organizational activity is an important influence

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Thus level of organizational activity is an important influence

on the voting patterns of students in different years at the University. Those who are least involved in campus life, either because they have just entered the university or because they are soon leaving it and not highly involved in campus organizational activities.

PART III

THE BLOOD DRIVE

CHAPTER VIII

SOCIAL PARTICIPATION AND THE BLOOD DRIVE

The UGEQ referenda and the Blood Drive are both campus-wide student events and, in both, turnout of the entire student body is requested. The first question that must be answered in this Chapter is: are the students who participated in the UGEQ referenda the same ones who are likely to give blood in the Blood Drive? Certainly, people who participated with greater frequency in the UGEQ referenda were more likely to donate blood in the Blood Drive (Table VIII-1), but 36% of those who voted both times (that is, who participated to the fullest extent in the referenda) did not donate blood. Therefore, it can be seen that donation of blood in the annual Blood Drive does not present a turnout pattern similar to that of the UGEQ referenda, although the greater his participation in the referenda, the greater the likelihood that a student will donate blood.

TABLE VIII-1.--Relationship between frequency of voting in the UGEQ referenda and donation of blood (in percentages)

Donated blood in this year's Blood Drive	Voted both times	Voted once	Did not vote
Yes	64	56	33
No	36	44	67
N	(283)	(82)	(46)

$$\chi^2 = 16.36, df = 2, P < 0.001$$

Participation in Formal and Informal Groups on Campus

According to mass society theory, participation in secondary organizations leads to greater participation in the political life of the society. The organization acts as an independent source of attitudes and opinions on political issues for its members. In the section on the UCEQ referenda, it was shown that level of organizational activity influenced the voting patterns of the students in this sample.

In the case of donation of blood in this year's Blood Drive, however, the hypothesized relationship between level of organizational activity and participation in general university events is not found (Table VIII-2).

TABLE VIII-2.--Relationship between level of organizational activity and donation of blood in this year's Blood Drive (in percentages)

Donated blood in this year's Blood Drive	Level of organizational activity		
	Isolate	Low	High
Yes	59	58	59
No	41	42	41
N	(148)	(113)	(151)

$\chi^2 = .01, df = 2, \text{ Not significant}$

Thus, level of organizational activity is not a major determinant of giving blood in the Blood Drive. Why is it not? For example, of the fraternity members in the sample, 94% reported receiving information on the Blood Drive from fellow members. This may be a result of the fact that there is competition among fraternities for the highest turnout of members at the Blood Drive. Fraternity members, however, are not much more likely to donate blood than are nonmembers (62% as against 56% for nonmembers).

In comparison with the 30% of members of campus organizations who reported hearing about the UGEQ referenda from other members, 20% of organization members reported receiving information about the Blood Drive from members of their organizations. Furthermore, those who received information were less likely to give blood than those who did not, although this difference is not statistically significant (Table VIII-3).

TABLE VIII-3.--Relationship between receiving information about the Blood Drive from fellow organization members and giving blood (in percentages)

Donated blood in this year's Blood Drive	Received information from group members	Did not receive information from group members
Yes	53	60
No	47	39
N	(51)	(209)

$\chi^2 = 0.98$, $df = 1$, Not significant

The answer to this may be that, except for the fraternity in competition with other fraternities for membership turnout at the Blood Drive, membership donation of blood is certainly not central to the goals of the campus organizations considered. The Blood Drive as a topic does not present salient "issues" for members to discuss nor does it present members with an opportunity to use the political skills they develop as organization members.

The answer lies in the different character of the two events. The Blood Drive is not really a campus activity in the sense that the UGEQ issue was. The Blood Drive is a "service" that McGill performs for the community as the sole Red Cross Blood Donor Clinic during the

week of the Blood Drive. It has become an annual campus event and a fair amount of publicity and persuasion have been used in order to obtain student participation. Students are asked to donate blood in order to aid members of the general community (Montreal) and to maintain the reputation of the University and its students in the eyes of the community.

The UGEQ referenda were a source of controversy among various factions of the student body. They provoked the largest turnout in McGill campus election history; in other words, the UGEQ referenda increased political participation on campus. It provided a relevant issue on which student interest was focussed. Whether McGill joined UGEQ was important to the student as a McGill student; whether to donate blood or not was important to the student as a participant in campus life, but even more so as a member of the larger community. The results of the UGEQ referenda had an immediate effect on the McGill student body; the philanthropic activities of the Blood Drive did not.

The students' patterns of participation in campus informal groups, however, seem to be more important to donation of blood than does organization membership. In Table VIII-4, it can be seen that students high in social relations (that is, with a high level of interaction with other McGill students, both on and off campus) are more likely to give blood than those low in social relations, although the relationship is not statistically significant. This implies that students who have a high proportion of their friends and acquaintances on campus are somewhat more likely to participate in any campus event of general importance than those students for whom the major source of companionship and interest is not found on campus.

TABLE VIII-4.--Relationship between informal social relations score and donation of blood in this year's Blood Drive (in percentages)

Donated blood in this year's Blood Drive	Informal social relations score	
	Low	High
Yes	53	61
No	47	39
N	(103)	(308)

$\chi^2 = 1.7$, $df = 1$, Not significant

Sources of Influence and Donation of Blood

When the most important source of influence was reported, the Daily was again (as in the UGEQ referenda) chosen by the largest proportion of students, 37% of those replying. The next most popular category is friends (15%); then come Blood Drive student volunteers (10%) and fraternity members (8%), as shown in Table VIII-5.

TABLE VIII-5.--Frequency distribution of most important source of information reported by respondents

Most important source	Number	Percentage
Radio, television, newspapers and posters	13	3
<u>The Daily</u>	151	37
Fraternity members	31	8
Blood Drive student volunteers	40	10
Friends	59	15
Members of the University staff	4	1
None of the above	109	27

Of the respondents, 27% reported that none of the above sources of information was the most important source of influence. These respondents (see Table VIII-6) are among those who have the highest

TABLE VIII-6.--Relationship between most important source of influence on decision about donation of blood and whether respondent did give blood in the Blood Drive (in percentages)^a

Donated blood in this year's Blood Drive	Radio, television, newspapers, posters	<u>The Daily</u>	Fellow fraternity members	Blood Drive volunteers	Friends	None of the above
Yes	54	57	52	58	63	63
No	46	43	48	42	37	37
N	(13)	(151)	(31)	(40)	(59)	(109)

$\chi^2 = 39.85, df = 5, P < 0.001$

^aMembers of staff of the University were not included because this response was chosen by only 4 students.

proportion of blood donors, equalled only by those who cite friends as the most important influence. Many respondents felt that they needed no urging to give blood--and several wrote this on their Questionnaires--or that they made up their own minds without any outside help. People who reported Blood Drive workers and those who reported The Daily as the most important source of influence were next most likely to give blood.⁵⁸ Students who reported fraternity members as the most important source were only slightly more likely to give blood than not to give. Thus, as in the case of the UGEQ referenda, the mass media and friends are the most important sources of influence (Table VIII-6).

When the most important source of influence is compared for those students who are high and low on the social relations score (Table VIII-7), it can be seen that those low in social relations cite The Daily in greater proportions than those high in social relations, and the latter cite fraternity members more frequently ($d = 6$) and Blood Drive student volunteers somewhat more frequently ($d = 3$). Both groups are equally likely to report that friends were their most important source of influence. Furthermore, in Table VIII-8 the proportions of students in the two social relations categories which have large enough N's when source of influence is controlled, was calculated. In each case, students high on the social relations index are somewhat more likely to give blood than those low in social relations.

⁵⁸Students who reported that their friends had worked as Blood Drive volunteers were much more likely to give blood (62%) than those who did not have friends who worked as Blood Drive volunteers.

TABLE VIII-7.--Relationship between level of social relations of respondents and most important source of information in decision whether to give blood or not (in percentages)

Most important source of information	Low social relations score	High social relations score
Radio, television, newspapers and posters	5	4
<u>The Daily</u>	41	36
Fellow fraternity members	3	9
Blood Drive student volunteers	7	10
Friends	15	15
None of the above ^a	30	26
N	(101)	(304)

$\chi^2 = 6.13$, $df = 5$, Not significant

^a"None of the above" is a category which respondents could choose. It does not contain "Don't know" and "No answer" responses.

TABLE VIII-8.--Relationship between level of social relations and donation of blood in this year's Blood Drive, controlling most important source of influence on the question of donation of blood (in percentages)

Donated blood in this year's Blood Drive	The Daily		Friends		None of the above	
	Low social relations	High social relations	Low social relations	High social relations	Low social relations	High social relations
Yes	51	60	60	64	57	66
No	49	40	40	36	43	34
N	(41)	(109)	(15)	(44)	(30)	(79)

The place of the student in the structure of informal social relations on campus is fairly important in the Blood Drive; his level of organizational activity is not. This differs from the political activity of the UGEQ referenda votes where both organizational activity

and informal social relations have importance.

Organizational Integration and Donation of Blood

In neither the UGEQ referenda nor the Blood Drive is organizational integration very important. It seems more important in donating blood that the members actually discuss the issue among themselves and know what other members are doing about it. This was impossible to test directly in reference to the UGEQ referenda because there was no question in the Questionnaire on this topic, although the individual's vote is related to his report of whether few, some, none or most of his closest friends voted.

TABLE VIII-9.--Relationship between level of integration of the organization and members' donation of blood
(in percentages)

Donated blood in this year's Blood Drive	High integration	Low integration
Yes	59	59
No	41	41
N	(123)	(138)

$\chi^2 = .012$, $df = 1$, Not significant

Students who report that most of the members of the organization most important to them donated blood are most likely to do so themselves. Those who do not know whether other organization members have given blood or not are about as likely to give as isolates. Those who say that only some members of the organization gave are least likely to donate blood themselves. (See Table VIII-10.)

TABLE VIII-10.--Relationship between number of members of the organization most important to respondent who gave blood and whether respondent gave blood or not, compared with figures for isolates (in percentages)^a

Donated blood in this year's Blood Drive	Most members donated blood	Some members donated blood	Respondent does not know	Isolates
Yes	64	45	59	58
No	36	55	41	42
N	(99)	(33)	(123)	(154)

$\chi^2 = 3.41$, $df = 2$ (isolates not included as part of table), Not significant at 0.05 level, $P < 0.10$

^aThere were only two respondents in the category "few or none of the members donated blood", and therefore it was not included in the table.

Table VIII-10 shows that a very large proportion of members do not know whether other members of the organization have or have not given blood. It seems likely that the organization is not playing the role of channel of communication and source of influence that it should, according to mass society theory.

When knowledge of the behaviour of organization members is related to donation of blood, with the integration of the most important organization controlled (Table VIII-11), we find that members of highly integrated organizations are about equally likely to donate blood whether most organization members have donated or whether they do not know what other members have done. Most members (74%) of organizations of low integration do not know how many other members have donated blood. When members of both types of organizations do not know, they donate blood about as frequently as isolates (59% of isolates donate).

When they do know, members of both types of organizations are about equally likely to donate blood. Again, where only some or a few organization members donate blood, respondents are less likely to give blood than are isolates. Thus, knowledge of the position of other members is of greater importance than is integration of the organization.

TABLE VIII-11.--Relationship between number of organization members who donated blood in the organization most important to the respondent and the respondent's donation of blood, controlling for integration of the organization (in percentages)

Donated blood in this year's Blood Drive	Organization of high integration			Organization of low integration		
	Most	Some/ few	Don't know	Most	Some/ few	Don't know
Yes	63	44	61	67	42	59
No	37	56	39	33	57	41
N	(78)	(18)	(23)	(21)	(14)	(100)

In conclusion, mass society theory cannot be used to predict participation in a humanitarian event such as the Blood Drive. It will be shown in Chapter IX that the individual's own attitude toward giving blood, that of his parents, and his friends' donation of blood, are the most important factors influencing his giving blood in the Blood Drive.

CHAPTER IX

INFLUENCE OF PRIMARY GROUP MEMBERSHIPS ON DONATION
OF BLOOD IN THE BLOOD DRIVE

It was pointed out in Chapter V that the group memberships of an individual influence his attitudes and behaviour. In Chapter VIII, it was shown that level of organizational activity do not effect student donation of blood, unless the student communicates with other members on the topic and knows whether they have donated blood or not, In this Chapter, the influence of the primary group--family and friends--is examined. From such studies as Newcomb and Svehla's⁵⁹ and the voting studies cited in Chapter V⁶⁰ can be seen the influence of parents and friends on attitudes and behaviour. Thus it is hypothesized that the attitudes and behaviour of members of the family and friendship groups of students should influence the students' behaviour, that is should influence whether he will donate blood or not.

The student's attitudes toward donation of blood are fair indications of their propensity to donate blood in the Blood Drive or not (Table IX-1). This finding is similar to the relationship between respondent's attitude and voting in the UGEQ referenda. In the UGEQ referenda, however (Table V-1, p. 36), there is a higher correspondence between attitude and voting when the student feels very strongly that

⁵⁹Newcomb and Svehla, Sociometry, I, pp. 180-205.

⁶⁰Lazarsfeld, Berelson and Gaudet, p. 141; Macoby, Matthews and Morton, pp. 189-200; Berelson, Lazarsfeld and McPhee, pp. 88-90 and pp. 17-98.

students should vote in campus elections than in Table IX-1 which relates student attitudes and donation of blood. This may be due to the greater discomfort involved in donation of blood as well as the fact that for medical reasons some students are not able to donate blood.⁶¹

TABLE IX-1.--Relationship between respondent's strength of feeling about giving blood and donation of blood in the Blood Drive (in percentages)^a

Donated blood in this year's Blood Drive	Respondent feels that students should donate blood		
	Very strongly	Fairly strongly	Not strongly
Yes	66	55	40
No	34	45	60
N	(198)	(173)	(40)

$$\chi^2 = 10.50, df = 2, P < 0.01$$

^aOnly one student felt strongly that students should not donate blood; therefore the negative categories are not included in the table.

Table IX-2 shows that the attitude of parents toward student donation of blood is important. The highest proportion of students who gave blood report that their parents felt that they should do so, followed by those who report that their parents did not care whether they did or not (d = 5). Only half of those students who report that they do not know their parents' attitude donated blood, and only 40% of those whose parents felt that they should not donate blood went against their parents' wishes. Parental influence is more important in donation of blood than in voting. Only half as many students as in the UGEQ referenda do not know their parents' attitudes on this topic.

⁶¹Sixty-eight per cent of the 170 students who did not donate blood listed "medical or religious reasons" as an explanation. It seems likely that a fair number of students chose this answer because it was the most "suitable" response and not necessarily because they were unable to donate blood for these reasons. Therefore the question was not used in the analysis.

TABLE IX-2.--Relationship between parents' attitude on the question of the student's donation of blood in the Blood Drive and whether or not the student donated blood (in percentages)

Donated blood in this year's Blood Drive	Parents felt student should	Parents did not care	Student did not know	Parents felt student should not
Yes	73	68	50	40
No	27	32	50	60
N	(107)	(119)	(100)	(81)

$$\chi^2 = 28.76, df = 3, P < 0.001$$

Table IX-3 shows the effect on the donation of blood of another group membership--that of the informal friendship group. With the decrease in the number of close friends who donated blood, the proportion of respondents who donate blood in the Blood Drive decreases. In fact, where none of the student's friends donated blood, the proportion of students donating blood in the Blood Drive is very low. Furthermore, 75% of those whose closest friends contained a majority of voters voted in the UGEQ referenda whereas only 57% donated blood. On the Blood Drive 30% report that some of their closest friends donated blood while 18% do so in reference to UGEQ voting. Finally, 13% of the students report that few or none of their friends donated blood whereas only about 6% report few of their friends voted in the UGEQ referenda.

TABLE IX-3.--Relationship between number of friends who donated blood in the Blood Drive and donation of blood by respondents (in percentages)

Donated blood in this year's Blood Drive	Number of close friends who donated blood			
	Most (57%)	Some (30%)	Few (10%)	None (3%)
Yes	67	58	35	8
No	33	42	65	92
N	(229)	(122)	(40)	(13)

$$\chi^2 = 30.52, df = 3, P < 0.001$$

When the strength of the respondent's feeling about student donation of blood is controlled (Table IX-4), students who say that most of their friends have given blood are more likely to have donated blood themselves than those who report that some of their friends have given blood, and both groups are more likely to have donated blood than students who say that few or none of their friends have done so.

In other words, if most of the student's friends give blood, the strength of the respondent's feeling does not affect his behaviour. The respondent's strength of feeling is important when only some of his friends give blood. When none of his friends give blood, he is apt to give only when he himself feels very strongly about it. Otherwise, he is more likely to go along with his friends and not donate blood. What the students' friends do has a more consistent effect than the strength of the students' feelings about donation of blood.

TABLE IX-4.--Relationship between the number of closest friends who donated blood and the donation of blood by respondents, controlling for the respondent's attitude toward the donation of blood by students (in percentages)

Donated blood in this year's Blood Drive	Respondent feels that students should donate blood								
	Very strongly			Fairly strongly			Not strongly		
	Number of closest friends who donated blood								
	Most	Some	Few or none	Most	Some	Few or none	Most	Some	Few or none
Yes	66	75	47	69	48	21	69	29	21
No	34	25	53	31	52	79	31	71	79
N	(118)	(56)	(19)	(95)	(52)	(24)	(16)	(14)	(10)

Similar results are obtained where parents' attitudes and respondent's donation of blood are related, controlling for the

respondent's own attitude on the subject.

When the number of close friends who donated blood is related to the respondent's donation of blood, controlling for parents' attitude (Table IX-5), a similar pattern is found. Both parents' attitude and number of friends who donated blood are positively related to the respondent's donation of blood in the Blood Drive. The power of the parents can be seen especially in the category "parents feel that student should not give blood" where, even when most of the student's friends have given blood, only 47% of the students themselves donate blood. Thus, as in the section on the UGEQ referenda, it can be seen that the parents are just as important as the peer group in the formation of the respondent's behaviour patterns while he is at university.

TABLE IX-5.--Relationship between number of closest friends who donated blood in the Blood Drive and donation of blood by respondent, controlling for parents' attitude toward student donation of blood (in percentages)

Donated blood in this year's Blood Drive	Number of close friends who donated blood		
	Most	Some	Few or none
Parents felt that student should donate blood			
Yes	75	69	50
No	25	31	50
N	(77)	(25)	(4)
Parents didn't care much either way			
Yes	70	71	59
No	30	29	41
N	(69)	(31)	(17)
Parents thought student should not donate blood			
Yes	47	45	14
No	53	55	86
N	(36)	(29)	(14)
Student doesn't know parents' attitude			
Yes	69	48	11
No	31	52	89
N	(45)	(33)	(19)

In comparison to the UGEQ referenda, the students have fewer pressures on them to give blood than they had to vote in the referenda. For example, their friends are less likely to donate blood. Furthermore, their parents are more likely to communicate their attitudes on donation of blood than they were on UGEQ voting, and a fair number feel that the student should not donate blood. Thus, the family and friendship group are more influential in affecting student donation of blood than student voting.

CHAPTER X

SOME OTHER FACTORS RELATED TO STUDENT DONATION OF BLOOD:
A COMPARISON WITH THE UGEQ REFERENDA

Some other factors which affect student donation of blood in this year's Blood Drive will be considered in this Chapter. Their effects on voting in the UGEQ referenda and on donation of blood will be compared. As in Chapter VII, which dealt with the UGEQ referenda, these include socio-economic status, sex, residence and year at university.

Socio-economic Status

There is a curvilinear relationship between socio-economic status of students and donation of blood. Like the relationship between SES and UGEQ voting, this is not statistically significant. It suggests, however, that the upper middle class who form the backbone of many civic organizations may be more likely to contribute in another sphere--donation of blood in the campus Blood Drive.⁶²

TABLE X-1.--Relationship between socio-economic status and donation of blood in this year's Blood Drive

Donated blood in this year's Blood Drive	Socio-economic status		
	Low	Medium	High
Yes	53	63	56
No	47	37	44
N	(53)	(187)	(150)

$\chi^2 = 2.70, df = 2, \text{Not significant}$

⁶²August B. Hollingshead, Elmtown's Youth (New York: John Wiley & Sons, 1949), p. 90.

Donation of Blood by Sex of Student

As in the section on voting in the UGEQ referenda, sex is one factor which differentiates the students as to donation of blood. Men again are more likely to participate in general university events, in this instance the Blood Drive; 65% of the 161 men in the sample donated blood this year as against only 55% of the women.

As in the case of the UGEQ referenda, part of the explanation at least seems to be in the different relationship between male and female students and the primary groups significant to them. Table 1 of Appendix C shows female students are more likely ($d = 7$) than male students to report that their parents did not want them to donate blood in the Blood Drive. Furthermore, where parents say the student should donate blood, men are more likely to do so than women ($d = 13$). When parents are neutral, 76% of male students donate blood, but only 64% of the females do so.

There are similar findings for friends' donation of blood (Appendix C, Table 2). Men are less likely to donate blood when few or none of their friends give blood, but are more likely to donate blood when most or some of their close friends do.

One answer to this may be found in Table X-2. If one of the components of an attitude is a tendency to react, men and women react differently in donation of blood when strength of feeling is controlled. Men who feel very strongly or fairly strongly that students should donate blood are much more likely to do so than women who profess the same strength of feeling, and somewhat more likely to donate blood than are women when they do not feel strongly that students should donate blood.

TABLE X-2.--Relationship between attitude toward student donation of blood and donation of blood in this year's Blood Drive, controlling for sex of respondent (in percentages)

Donated blood in this year's Blood Drive	Respondent feels that students should donate blood		
	Very strongly	Fairly strongly	Not strongly
Male students			
Yes	73	65	40
No	27	35	60
N	(66)	(69)	(25)
Female students			
Yes	63	49	33
No	37	51	67
N	(131)	(104)	(15)

Thus, it can be seen that the sex of the student is one of the factors determining his level of participation in general university events. In the UGEQ referenda, primary group memberships influence male and female students in somewhat different ways. When donation of blood is considered, parents and friends are seen as having different level of influence on male and female students. Furthermore, male and female students who profess the same intensity of feeling toward donation of blood respond differently when it comes to donation of blood.

Place of Residence

Students who live in residence or in a fraternity house are more likely to donate blood than those who live with their families. Students living at places other than these are least likely to donate blood--only 45% of them do so. Unlike the relationship between residence and voting, this relationship is not statistically significant. The residence group helps to a certain extent to integrate the student into campus

life--more strongly in the case of the UGEQ referenda, but somewhat in donation of blood.

Number of Years at McGill University

Students who have attended the University for two or three years are most likely to give blood, followed in turn by first and fourth year or higher students (Table X-3).

TABLE X-3.--Relationship between the number of years student has attended McGill University and donation of blood in this year's Blood Drive (in percentages)

Donated blood in this year's Blood Drive	Number of years student has attended McGill University			
	One	Two	Three	Four or more
Yes	54	62	53	47
No	46	38	37	53
N	(37)	(196)	(103)	(75)

$\chi^2 = 6.63$, $df = 3$, Not significant ($P < 0.10$)

There is no difference for those high on social relations (Appendix C, Table 4) between students in the first three years at university (63% to 64%), but there is a drop in the proportion donating blood in fourth year (48%). For those low in social relations, the year pattern prevails. Social relations have an effect only on first year students. The campus peer group presumably acts to socialize first year students who are high in social relations with their fellow students. For seniors who are leaving the university, only an issue as important as that of UGEQ can lead to campus participation among those high in social relations. Events such as the Blood Drive are the domain of students in lower years.

PART IV

SUMMARY AND CONCLUSIONS

CHAPTER XI

SUMMARY AND CONCLUSIONS

In a study of a sample of 412 students in several sociology courses at McGill University, students' participation in certain campus events of general importance and its correlates are examined in the light of mass society theory. The findings are used to test some propositions from sociological theory, and in particular, mass society theory. The major variables considered are level of organizational activity, campus informal group interaction (social relations index), students reports of their own, friends' and parents' attitudes and behaviour on the question of student participation in two campus events of general importance--voting in the UGEQ referenda and donation of blood in the Blood Drive.

Donation of blood and frequency of voting in the UGEQ referenda are positively related to each other; the same thing is true of level of organizational activity and social relations scores. For political participation, level of organizational activity and level of informal social relations are positively related to the number of times respondents voted in the UGEQ referenda. These results are similar to the findings in Union Democracy.⁶³

When the Blood Drive results are considered, level of organizational activity is not related to Blood Drive participation and a

⁶³Lipset, Trow, and Coleman, Chapter 5.

curvilinear relationship between number of organizations of which the respondent is a member and donation of blood is not statistically significant. Furthermore, the positive relationship between level of informal social relations and donation of blood is not statistically significant. This can be explained by the differences in these events: the UGEQ issue was immediately relevant to students, the Blood Drive is not relevant to many of them as students.

The effect of the degree of integration of campus organizations on participation in general university events is examined in reference to members' UGEQ votes. When members were compared on the integration of the organization most important to them, little difference was found in the UGEQ voting turnout of members of high and low integration organizations, although both types of groups were more likely to vote and to vote both times than isolates (members of no campus organizations). Knowledge of the position of organization members was more important for members of highly integrated organizations, suggesting that members of a tightly-knit group who do not know the opinions of other students in the group are in effect isolated from the channels of communication and interaction. In the case of the Blood Drive, the level of integration of the most important organization was again found to make no difference as far as donation of blood is concerned.

These findings indicate that the degree of integration of the organization may not be salient, especially if members of the organization do not discuss among themselves these general university events, their attitudes toward and plans for participation in them. This in fact seems to be the case in most of the organizations examined, where

quite high proportions of members do not know the attitudes of their fellow members of the UGEQ referenda, nor do they all know how many members of their organization have donated blood in this year's Blood Drive. Thus, one of the roles of the mediating organization in mass society theory, that of a channel of communication and source of influence alternate to that of the formal means of communication (The Daily is cited as the most important source of influence) is being played feebly, if at all, by most campus organizations.

The part organizational membership does seem to be playing in UGEQ voting is perhaps as a transmitter of political skills and political interest and participation. Certainly, among those students who reported a great deal of interest in the UGEQ referenda, the higher the level of organizational activity the more likely was the student to have voted both times and the less likely was he not to have voted.

The family and the peer group--the primary groups-- on the other hand, are more important than is organization membership as influences toward participation in general university events. For both events considered in this paper, parental attitudes toward student participation are particularly influential, just as important as those of the peer group, or even more so. The fact that a large proportion of the students in the sample live at home and commute to university every day is one of the factors which accounts for the apparently high degree of conformity of students to their parents' wishes, when these are expressed. This parallels the findings of family and friendship group influence on patterns of voting behaviour.⁶⁴

⁶⁴For example, Berelson, Lazarsfeld and McPhee, pp.88-90, and pp.97-98.

Amount of knowledge of the issues is positively related to participation in the UGEQ referenda. Furthermore, lack of knowledge has greater influence on the participation of isolates than for students who belong to campus organizations. On the other hand, level of knowledge has at least as great an influence on the UGEQ participation patterns of students high in social relations as it has on those of students low in social relations. This can be explained by the relative homogeneity of attitude and interest in friendship groups-- they may be politically oriented or completely apolitical.

Other factors which are related to participation in general university events include socio-economic status which is related to the UGEQ vote, although not as strongly as would be expected from the sociological literature on voting and political participation. This can be explained by the relative homogeneity of the sample on socio-economic status.

Sex of the student is another important factor in the analysis of participation in general university events. In both events, males participated in higher proportion than did females. Furthermore, when sex was used as a control variable, it was seen that males and females have somewhat different patterns of participation in general university events. The differential response of male and female students to primary group influences is one reason cited in explanation.

Place of residence of student during the academic year has a very strong influence on student participation in general university events. Students living in residence halls and fraternity houses are more likely to participate in general university events than those who

live at home or in other types of accomodation. In this instance, the university residence seems to mediate between the student and campus life in general, as was hypothesized in this thesis for the campus voluntary organization.

Senior and freshmen are less likely than second or third year students to participate in both UGEQ referenda and the Blood Drive. For first year students, this is related to their integration into the campus structure of informal social relations. Those high in social relations are as likely as students in their second and third year at McGill to donate blood; those low in social relations (that is, in another sense, isolates) are less likely to participate in general university events. Fourth year students are less likely than any other group to donate blood whether they are high or low in social relations, but not less likely to vote frequently in the UGEQ referenda when they are high in organizational activity. This implies that the UGEQ issue was of importance to students who have the majority of their social contacts on campus. The Blood Drive is of little importance to students about to leave university, whether they have many friends on campus or not.

Thus, for the sample at least, neither class nor mass types of analysis of participation can stand alone. The relationship between social class as measured here and participation in campus events of general importance is not very pertinent to this analysis, and that of the mass society approach not completely useful, although more so in reference to political activity which is its rightful place than in the case of the "humanitarian" donation of blood.

In both types of general university events, the influence of

the primary group is striking. The family plays a surprisingly important role in influencing the participation of these university students, one that is as important as that of the peer group. In conclusion, all the major group memberships of the respondents are important influences on participation in campus events of general interest; the campus voluntary organization is only one of them and it plays a different part in influencing participation in the different types of general university events--it strongly influences political participation but not donation of blood.

APPENDICES

APPENDIX A - INDICES

Organizational Activity Index

ITEMS:

- Question 44: How often do you attend meetings?
 "Always" coded 3, "Most times" coded +2,
 "Sometimes" coded +1, "Never" coded 0.
- Question 45: How much interest do you have in the organization?
 "A great deal" or "Quite a bit" coded +2,
 "Some" coded +1, "None" coded 0.
- Question 48: What is the highest office you have ever held in
 this organization?
 "Officer or chairman of a committee" coded +2,
 "Committee member" coded +1, "I have never been an
 officer of this organization" coded 0.

One point was given for membership in each organization. Space was provided on the questionnaire for the listing of a maximum of three organizations in order of their importance to the respondent. Maximum score obtainable is 24, (maximal participation in three organizations); minimum possible score is 0, (no organizational memberships).

The data was then divided into three categories -- respondents belonging to no organizations, (coded 0), respondents having a low level of organizational activity (original code 1 to 8), respondents having a high level of organizational activity (original score 9 to 24). The division between low and high organizational activity at the score of 8 was because 8 is the maximum score for members of only one organization.

DISTRIBUTION

CODE: 1. All those with a score of +9 to +24 (high)	151
2. All those with a score of +1 to +8 (low)	113
3. All those with a score of 0 (belong to no organization)	148

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Social Relations Index

- Question 57: When you are at the university, how often do you spend time outside of classes and labs with other students?
 Dichotomized between "A fair amount of my free time"

Question 57: Continued

every day" coded +1, and "A small amount of my free time every day" coded 0, that is, answers 1-5 coded "0", 6 and 7 coded "+1".

Question 58: With whom do you actually spend more of your free time--McGill students or people outside of McGill?
Dichotomized: "McGill students" coded +1, and "Those outside of McGill" and "equally with both groups of people" coded 0.

Question 59: of your three closest friends, how many are McGill students?
Dichotomized between "Two are", (answers 1 and 2) coded +1, and "one is", (answers 3 and 4) coded 0.

DISTRIBUTION

CODE: 1.	All those with score of +3	203
2.	All those with score of +2	105
3.	All those with score of +1	69
4.	All those with score of 0	34
5.	No answer on any of three questions	1
		<hr/> 412

This index was dichotomized between (1-2) those low in social relations and (3-4) those high in social relations.

Political Activity Index

ITEMS:

Question 16: How often do you and your friends discuss campus politics?
"Frequently" coded +2, "Occasionally" coded +1, "Never" coded 0.

Question 20: Have you ever talked or written to Student Council officials to let them know what you would like them to do on an issue you were interested in?
"Frequently" coded +2, "Seldom" coded +1, "Never" coded 0.

Question 21: Have you ever worked for the election of any Student Council Candidate (by doing things like making speeches or distributing circulars)?
"Yes" coded +2, "No" coded 0.

- Question 24: Have you voted in any or all of the following?
1. Last year's Presidential election (Spring, 1965)
 2. This year's election (of faculty representatives) - Autumn, 1965.
 3. The first UGEQ referendum (in December, 1965)
 4. The second UGEQ referendum (January 26, 1966)
 5. This year's Presidential election (March 2)

FOR THOSE ANSWERING THE QUESTIONNAIRE BEFORE MARCH 2:
Do you intend to vote in this year's Presidential election?

All five items "Yes" coded +3, three or four items "Yes" coded +2, one or two items "Yes" coded +1, No items "Yes" coded 0.

DISTRIBUTION

CODE: 1.	All those with score +8 or more	29
2.	All those with score of +7	20
3.	All those with score of +6	24
4.	All those with score of +5	60
5.	All those with score of +4	111
6.	All those with score of +3	86
7.	All those with score of +2	51
8.	All those with score of +1	23
9.	All those with score of 0	8

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This index was trichotomized: (0-3), (4), and (5-9)

APPENDIX B

TABLE B-1.--Relationship between socio-economic status and UGEQ vote
(in percentages)

Number of times student voted in UGEQ referenda	Low SES	Middle SES	High SES
Twice	64	65	77
Once	25	23	13
Not at all	11	11	10
No answer	..	1	..
N	(53)	(187)	(150)

$\chi^2 = 6.85$, $df = 4$, Not significant

TABLE B-2.--Relationship between socio-economic status and level of
organizational activity (in percentages)

Level of organizational activity	Low SES	Middle SES	High SES
Isolates	30	39	33
Low organizational activity	30	30	25
High organizational activity	40	31	43
N	(52)	(187)	(150)

$\chi^2 = 5.21$, $df = 4$, Not significant

TABLE B-3.--Relationship between sex and number of UGEQ votes (in per-
centages)

Number of times student voted in UGEQ referenda	Male	Female
Twice	75	65
Once	16	23
Not at all	10	12
N	(161)	(249)

$\chi^2 = 4.30$, $df = 2$, Not significant

TABLE B-4.--Relationship between sex, interest in the UGEQ referenda and number of times student voted in the UGEQ referenda (in percentages)

Number of times student voted in UGEQ referenda	Amount of interest in the UGEQ referenda		
	A great deal	Quite a lot	Not very much
Males			
Twice	90	77	33.3
Once	7	18	33.3
Not at all	3	5	33.3
N	(74)	(56)	(30)
% of total males	46%	35%	19%
Females			
Twice	81	70	32
Once	16	24	28
Not at all	3	6	40
N	(68)	(132)	(47)
% of total females	27%	53%	20%

TABLE B-5.--Relationship between parents' attitude toward respondent's voting in the UGEQ referenda, by sex (in percentages)

Number of times student voted in UGEQ referenda	Attitude of parents		
	Student should vote	Parents don't care	Student doesn't know
Males			
Twice	88	73	65
Once	8	19	20
Not at all	4	8	15
N	(51)	(26)	(81)
Females			
Twice	83	59	56
Once	14	25	27
Not at all	4	16	17
N	(81)	(44)	(119)

TABLE B-6.--Relationship between the number of closest friends who voted and respondent's voting in the UGEQ referenda, by sex (in percentages)

Number of times student voted in UGEQ referenda	Number of close friends who voted		
	Most	Some	Few or none
Males			
Twice	79	69	..
Once	17	10	..
Not at all	4	21	..
N	(123)	(29)	(4)
% of males	79%	19%	3%
Females			
Twice	75	42	21
Once	21	22	47
Not at all	4	36	32
N	(184)	(45)	(19)
% of females	74%	18%	8%

TABLE B-7.--Relationship between student's place of residence during the academic year and UGEQ vote (in percentages)

Number of times student voted in UGEQ referenda	Lives with parents or spouse	Lives in residence or fraternity house	Lives elsewhere
Twice	68	89	66
Once	21	14	11
Not at all	10	7	23
N	(302)	(57)	(44)

$$\chi^2 = 10.52, df = 4, P < 0.05$$

TABLE B-8.--Relationship between number of years at McGill University and number of times student voted in the UGEQ referenda (in percentages)

Number of times student voted in UGEQ referenda	Number of years at McGill			
	One	Two	Three	Four or more
Twice	70	72	69	61
Once	22	19	20	20
Not at all	8	9	11	19
N	(37)	(196)	(103)	(74)

$$\chi^2 = 6.06, df = 6, \text{Not significant}$$

TABLE B-9.--Relationship between number of years at university and level of organizational activity (in percentages)

Level of organizational activity	First year	Second year	Third year	Fourth or more year
Isolate	16	37	40	36
Low	51	29	22	27
High	32	34	38	37
N	(37)	(196)	(103)	(75)

$$\chi^2 = 12.59, df = 6, P < 0.05$$

TABLE B-10.--Relationship between number of years at McGill University and number of times student voted in the UGEQ referenda, controlling for level of organizational activity (in percentages)

Number of times student voted in UGEQ referenda	Number of years at McGill			
	One	Two	Three	Four or more
Isolates				
Twice	..	69	59	42
Once	..	14	19	27
Not at all	..	17	22	31
N	(6)	(72)	(41)	(26)
Low organizational activity				
Twice	60	70	70	55
Once	33	25	26	20
Not at all	7	5	4	25
N	(15)	(56)	(23)	(20)
High organizational activity				
Twice	88	76	79	82
Once	12	19	18	14
Not at all	..	5	3	4
N	(16)	(67)	(39)	(28)

APPENDIX C

TABLE C-1.--Relationship between parents' attitude toward student's donation of blood and student's donation of blood, by sex (in percentages)

Donated blood in this year's Blood Drive	Parents say student should	Parents do not care	Student does not know	Parents say student should not
Males				
Yes	81	76	51	44
No	19	24	49	56
N	(42)	(46)	(47)	(25)
% of males	26%	29%	29%	16%
Females				
Yes	68	64	49	38
No	32	36	51	62
N	(65)	(72)	(53)	(56)
% of females	26%	29%	22%	23%

TABLE C-2.--Relationship between number of close friends who donated blood and student donation of blood, by sex (in percentages)

Donated blood in this year's Blood Drive	Number of close friends who donated blood		
	Most	Some	Few or none
Males			
Yes	75	64	24
No	25	36	76
N	(92)	(44)	(21)
Females			
Yes	62	55	32
No	38	45	68
N	(137)	(78)	(31)

TABLE C-3.--Relationship between place of residence during the academic year and donation of blood (in percentages)

Donated blood in this year's Blood Drive	Live with parents or spouse	Live in fraternity or residence	Live elsewhere
Yes	59	65	45
No	41	35	54
N	(303)	(57)	(44)

$\chi^2 = 3.69$, $df = 2$, Not significant

TABLE C-4.--Relationship between year at university and donation of blood, controlling for level of social relations (in percentages)

Donated blood in this year's Blood Drive	Year at university			
	First	Second	Third	Fourth or more
Students low in social relations				
Yes	33	60	65	43
No	67	40	35	57
N	(12)	(47)	(20)	(23)
Students high in social relations				
Yes	64	63	63	48
No	36	37	37	52
N	(25)	(149)	(82)	(52)

APPENDIX D

Survey of Students

INSTRUCTIONS FOR ANSWERING THE QUESTIONNAIRE

This questionnaire is part of a study of student participation in campus activities - such as the Blood Drive, student government, and campus organizations. It is designed to find out some of your experiences as a student at the university and to compare your experiences with those of other students at McGill.

Remember: (1) The questionnaire is not a "test". The only "right" answers to the questions are those which best express your experiences and your opinions.

(2) All the information will be tabulated together to give an overall picture of the experiences of McGill students; your individual name will not be revealed and your personal answers will be kept confidential. Please do not put your name on this questionnaire.

(3) Read every question carefully before answering. Please answer every question in accordance with the instructions. Answer the questions in order without skipping. Most of the questions can be answered by placing a check in the space provided at the right hand side of the page. (like this ✓), or by writing out the answer.

THANK YOU FOR YOUR COOPERATION

Please fill in the course number (i.e. the number of the course in which you have been given this questionnaire)

SOCIOLOGY:

(1-05)

1. THIS SECTION OF THE QUESTIONNAIRE DEALS WITH SOME OF YOUR EXPERIENCES AS A MCGILL STUDENT - IN CONNECTION WITH CAMPUS ACTIVITIES SUCH AS:
 - (A) THE BLOOD DRIVE; (B) STUDENT GOVERNMENT AND THE UGEQ REFERENDA;
 - (C) CAMPUS CLUBS AND ORGANIZATIONS.

A. THE BLOOD DRIVE (AUTUMN, 1965)

1. Did you donate blood in this year's Blood Drive (Autumn, 1965)? (1-07)
- Yes 1. _____
 - No 2. _____

TO BE ANSWERED BY ALL WHO DONATED BLOOD IN THE BLOOD DRIVE (1-08)

2. Why did you give blood? (Pick the ONE reason most important to you.)
- I felt it was my responsibility to help people in need in my community 1. _____
 - To in some way pay for blood transfusions I or members of my family have received 2. _____
 - I have an obligation to my fraternity to give blood 3. _____
 - I have an obligation to my faculty to give blood .. 4. _____
 - My friends would look down on me if I did not give blood 5. _____
 - Other (please specify) _____ 6. _____

TO BE ANSWERED BY ALL WHO DID NOT DONATE BLOOD IN THE BLOOD DRIVE (1-09)

3. Why did you not donate blood? (Check the ONE reason most important to you)
- Medical or religious reason 1. _____
 - I am afraid of needles, injections, etc. 2. _____
 - My parents do not want me to give blood 3. _____
 - I would have gone but none of my friends could go 4. _____
 - I felt that one pint of blood more or less would not be missed 5. _____
 - Other (Specify) _____

EVERYONE ANSWER:

4. How many times during your stay at McGill have you donated blood during the campus-wide Blood Drive? (1-10)
- Never 1. _____
 - Once 2. _____
 - Twice 3. _____
 - Three times 4. _____
 - Four times 5. _____
 - Five or more times 6. _____

5. Have you ever worked as a volunteer on the Blood Drive? (1-11)
- Yes 1. _____
 - No 2. _____

6. Have any of your friends worked on the Blood Drive? (1-12)
- Yes 1. _____
 - No 2. _____

7. How strongly do you feel about giving blood? (1-13)
- I feel very strongly that students should 1. _____
 - I feel fairly strongly that students should 2. _____
 - I don't feel strongly that they should 3. _____
 - I feel fairly strongly that they should not 4. _____
 - I feel very strongly that they should not 5. _____
8. How strongly do your friends feel about giving blood? (1-14)
- Most feel very strongly that students should 1. _____
 - Most feel fairly strongly that students should ... 2. _____
 - Most don't feel strongly that students should ... 3. _____
 - Most feel fairly strongly that students should not 4. _____
 - Most feel very strongly that students should not 5. _____
9. What was the attitude of your parents on the question of your donating blood in the Blood Drive? (1-15)
- They felt that I should donate blood 1. _____
 - They didn't care much either way 2. _____
 - They felt that I should not donate blood 3. _____
 - I don't know 4. _____

10. From which of the following did you obtain information about the Blood Drive? (Put a check in the appropriate box.)

	1. Yes	2. No
Radio, television or newspapers (1-16)		
The Daily (1-17)		
Members of my fraternity or sorority (1-18)		
Members of the campus organization(s) to which I belong (1-19)		
One or more student volunteer workers on the Blood Drive (1-20)		
Friends (other than any who may belong to the same organization as you or who worked on the Blood Drive) (1-21)		
Members of the teaching staff (1-22)		
Posters (1-23)		

11. If you mentioned more than 1 source in question 10, which of all these things you checked was most important to you in making up your mind? (1-24)
 Check ONE ONE of the following)
- Radio, television or newspapers 1. _____
 - The Daily 2. _____
 - Members of my fraternity or sorority 3. _____
 - One or more workers (student volunteers) on the Blood Drive 4. _____
 - Friends (other than those in the same organization or who worked on the Blood Drive) 5. _____
 - Members of the teaching staff of the university .. 6. _____
 - Posters 7. _____
 - None of the above 8. _____

12. How many of your closest friends at the university gave blood at this year's Blood Drive? (1-25)
- Most of them donated blood 1. _____
 - Some of them donated blood 2. _____
 - Only a few of them donated blood 3. _____
 - None did 4. _____
 - I don't know 9. _____

13. Do you think that events such as the Blood Drive and Student Council elections are felt by students to be important events in their lives at university? (1-26)
- Both are important events for students 1. _____
 - The Student Council elections are important, the Blood Drive is not 2. _____
 - The Blood Drive is important, student elections are not 3. _____
 - Neither event is of much importance 4. _____

B. THIS SECTION DEALS WITH YOUR PARTICIPATION IN STUDENT AFFAIRS

14. Have you ever been a candidate for political office in McGill's student government? (1-27)
- Yes 1. _____
 - No 2. _____

15. Have you ever been elected or appointed to an official position in McGill's student government? (1-28)
- Yes (specify position and year you were in at university) 1. _____

 - No 2. _____

16. How often do you and your friends discuss campus politics? (1-29)
- Frequently 1. _____
- Occasionally 2. _____
- Never 3. _____
17. How strongly do you feel about students voting in campus elections and referenda? (1-30)
- I feel very strongly that they should 1. _____
- I feel fairly strongly that they should 2. _____
- I don't feel strongly that they should 3. _____
- I feel fairly strongly that they should not 4. _____
- I feel very strongly that they should not 5. _____
18. How strongly do your friends feel about voting in campus elections and referenda? (1-31)
- They feel very strongly that students should 1. _____
- They feel fairly strongly that students should .. 2. _____
- They don't feel strongly that they should 3. _____
- They feel fairly strongly that students should not 4. _____
- They feel very strongly that students should not 5. _____
- I don't know 9. _____
19. What was the attitude of your parents on the question of your voting in the UGEQ referenda? (1-32)
- They felt that I should vote 1. _____
- They didn't care much either way 2. _____
- They felt that I should not vote 3. _____
- I don't know 4. _____
20. Have you ever talked or written to Student Council officials to let them know what you would like them to do on an issue you were interested in? (1-33)
- Frequently 1. _____
- Seldom 2. _____
- Never 3. _____
21. Have you ever worked for the election of any Student Council candidate (by doing things like making speeches or distributing circulars)? (1-34)
- Yes 1. _____
- No 2. _____
22. Have you attended any student political meetings during your stay at university? (1-35)
- Often 1. _____
- A few times 2. _____
- Never 3. _____

23. Have you ever participated in a protest march, picket line, sit in, or other demonstration during the time you have been a student at McGill? (1-36)
- Often 1. _____
 - A few times 2. _____
 - Never 3. _____

24. Have you voted in any or all of the following:
- (1) Last year's Presidential election (Spring, 1965) (1-37)
- Yes 1. _____
 - No 2. _____

- (2) This year's election (of faculty representatives, etc.) - Autumn, 1965 (1-38)
- Yes 1. _____
 - No 2. _____

- (3) The first UGEQ referendum (in December, 1965) (1-39)
- Yes - I voted for McGill's joining UGEQ ... 1. _____
 - Yes - I voted against McGill's joining UGEQ 2. _____
 - No - I did not vote 3. _____

- (4) The second UGEQ referendum (January 26, 1966) (1-40)
- Yes - I voted for McGill's joining UGEQ ... 1. _____
 - Yes - I voted against McGill's joining UGEQ 2. _____
 - No - I did not vote 3. _____

- (5) This year's Presidential Election (March 2) (1-41)
- Yes 1. _____
 - No 2. _____

FOR THOSE ANSWERING THE QUESTIONNAIRE BEFORE MARCH 2:

- Do you intend to vote in this year's Presidential election?
- Yes 3. _____
 - No 4. _____

25. Do you think McGill should be a member of: (1-42)
- UGEQ 1. _____
 - CUS 2. _____
 - BOTH UGEQ and CUS 3. _____
 - Neither 4. _____
 - I don't know 5. _____

TO BE ANSWERED ONLY BY STUDENTS WHO VOTED IN ONE OR BOTH OF THE UGEQ REFERENDA (1-43)

26. Why did you vote? (Pick the ONE reason most important to you)
- I felt it was my responsibility to help make this decision 1. _____
 - I had an obligation to my fraternity to vote 2. _____
 - I had an obligation to my faculty to vote 3. _____
 - My friends would look down on me if I did not vote 4. _____
 - Any other reason (specify) _____ 5. _____

TO BE ANSWERED ONLY BY STUDENTS WHO DID NOT VOTE IN EITHER OF THE UGEQ REFERENDA

27. Why did you not vote? (Pick the ONE reason most important to you)

(1-44)

- I couldn't decide which way to vote 1. _____
- I would have gone but none of my friends were going 2. _____
- I felt that one vote more or less would not be missed 3. _____
- I don't think student elections are important enough to bother about 4. _____
- Other reason (specify) _____ 5. _____

EVERYONE ANSWER:

28. What do you think were the major issues between the pro-UGEQ and anti-UGEQ groups in this year's referenda? (Answer briefly)

(1-45)

29. How much interest would you say you had in the UGEQ referenda?

(1-46)

- A great deal 1. _____
- Quite a lot 2. _____
- Not very much 3. _____
- None at all 4. _____

30. Would you say that you were more interested or less interested in the UGEQ referenda than you usually are in Student Council elections?

(1-47)

- More 1. _____
- Less 2. _____
- The same 3. _____
- I don't know 4. _____

31. Do you ever get as worked up about something that happens in campus politics as you do about something that happens in your personal life?

(1-48)

- Yes 1. _____
- No 2. _____

32. From which of the following did you obtain information about the UGEQ referenda?

		1. Yes	2. No
Radio, television or newspapers	(1-49)		
The Daily	(1-50)		
Pamphlets, etc. circulated on campus for _____ or against _____ UGEQ	(1-51)		
Members of my fraternity or sorority	(1-52)		
Members of the organization(s) to which I belong	(1-53)		
Members of the Student Council	(1-54)		
Friends (other than any who may belong to the same campus organization as you or who were members of the Student Council)	(1-55)		
Members of the teaching staff of the university	(1-56)		
Other sources (specify)	(1-57)		

33. If you mentioned more than 1 source in question 32, which of all these things you checked in question 32 was most important to you in making up your mind? (Check ONLY ONE of the following)

- (1-58)
- Radio, television or newspapers 1. _____
 - The Daily 2. _____
 - Pamphlets, etc. 3. _____
 - Members of my fraternity or sorority 4. _____
 - Members of the campus organizations to which I belong 5. _____

33. Continued

- Members of the Student Council 6. _____
- Friends (other than members of the same organization or Student Council members) 7. _____
- Members of the teaching staff of the university 8. _____
- None of the above 9. _____

34. How many of your closest friends at McGill voted in either of this year's UGEQ referenda? (1-59)
- Most did 1. _____
 - Some did 2. _____
 - Only a few of them did 3. _____
 - None did 4. _____
 - I don't know 9. _____

35. Check "Agree" or "Disagree" column in answering the following questions.

	1. Agree	2. Disagree
With a few exceptions, most Canadians have an equal opportunity to make their way in life (1-60)		
Monopoly industries should be owned by the government (1-61)		
The government should introduce a Medicare program (1-62)		
I favour the U.S. policy in Viet Nam (1-63)		
The following questions deal with student government, etc.:		
Much more should be done to increase school spirit on campus (1-64)		
Student government actually has very little power to do things that make any difference to life on campus (1-65)		

35. Continued.

	1. Agree	2. Disagree
I don't think student government officials, no matter who they are, care much what people like me think (1-66)		
Over the years, the way people vote has been the main thing that decides how things are run in student government (1-67)		
Voting is the only way that people like me can have any say about how the Student Council runs things (1-68)		
At most times, people like me don't have any say about what the Student Council does (1-69)		
Sometimes student politics and government seem so complicated that a person like me can't really understand what's going on (1-70)		
It isn't so important to vote when you know your candidate or point of view on an issue doesn't have a chance to win (1-71)		
Most campus events aren't important enough to bother with (1-72)		
So many other people vote in Student Council elections that it doesn't matter much to me whether I vote or not (1-73)		
If a person doesn't care how an election comes out, he shouldn't vote in it (1-74)		

C. THIS SECTION DEALS WITH YOUR PARTICIPATION IN CAMPUS ORGANIZATIONS

36. Do your parents belong to any community organizations, such as unions, clubs, lodges, veterans', sports or church groups? (2-06)
- Both my parents do 1. _____
- My father does 2. _____
- My mother does 3. _____
- Neither parent does 4. _____
37. How many off-campus organizations do you belong to? (2-07)
- I do not belong to any 1. _____
- One organization 2. _____
- 2 organizations 3. _____
- 3 organizations 4. _____
- 4 or more organizations 5. _____
38. In how many off-campus organizations do you hold official positions (2-08)
- None 1. _____
- 1 organization 2. _____
- 2 organizations 3. _____
- 3 organizations 4. _____
- 4 or more organizations 5. _____
39. Do you belong to a campus fraternity or sorority? (2-09)
- Yes (give name) _____ 1. _____
- No 2. _____
40. How many campus organizations do you belong to (i.e., clubs, teams, religious groups, etc)? (2-10)
- None 1. _____
- 1 organization 2. _____
- 2 organizations 3. _____
- 3 organizations 4. _____
- 4 or more organizations 5. _____
41. Do you attend meetings or gatherings of any campus organization of which you are not officially a member? (2-11)
- No 1. _____
- Yes (give name(s)) _____ 2. _____
42. How important is it to you to participate in campus organizations? (2-12)
- Very important 1. _____
- Somewhat important 2. _____
- Not at all important 3. _____

THOSE WHO BELONG TO OR ATTEND ANY CAMPUS ORGANIZATION (including fraternity or sorority) SHOULD ANSWER THE FOLLOWING QUESTIONS.

ALL OTHERS (i.e. those who answered "no" to questions 39, 40, and 41) SKIP TO QUESTION 55.

43. List the names of any campus organizations (to a maximum of three) that you belong to or attend at McGill in order of their importance to you:

- (1) _____ (2-13)
- (2) _____ (2-14)
- (3) _____ (2-15)

If you feel that MEMBERSHIP IN ANY TWO OR MORE IS OF EQUAL IMPORTANCE TO YOU, indicate this in the following space.

USING THE NUMBERS GIVEN TO THE ORGANIZATION(S) OF WHICH YOU ARE A MEMBER (in question 43), ANSWER THE FOLLOWING QUESTIONS FOR EACH OF THE ABOVE-LISTED ORGANIZATIONS.

(Check the suitable answer for each organization in the order that you listed them in question 43)

	Organization 1	Organization 2	Organization 3
44. How often do you attend meetings?	(2-16)	(2-17)	(2-18)
Always	1. _____	1. _____	1. _____
Most times ...	2. _____	2. _____	2. _____
Sometimes	3. _____	3. _____	3. _____
Never	4. _____	4. _____	4. _____
45. How much interest do you have in the organization	(2-19)	(2-20)	(2-21)
A great deal ...	1. _____	1. _____	1. _____
Quite a bit ...	2. _____	2. _____	2. _____
Some	3. _____	3. _____	3. _____
None	4. _____	4. _____	4. _____
46. Do you consider yourself	(2-22)	(2-23)	(2-24)
Very active	1. _____	1. _____	1. _____
Moderately active	2. _____	2. _____	2. _____
Quite inactive	3. _____	3. _____	3. _____

	Organi- zation 1	Organi- zation 2	Organi- zation 3
47. Have you ever attended any of the organization's parties and social events?	(2-25)	(2-26)	(2-27)
Often	1. _____	1. _____	1. _____
Seldom	2. _____	2. _____	2. _____
Never	3. _____	3. _____	3. _____
Not applicable to this organization ..	4. _____	4. _____	4. _____
48. What is the highest office you have ever held in this organization ?	(2-28)	(2-29)	(2-30)
Officer of chairman of a committee	1. _____	1. _____	1. _____
Committee member	2. _____	2. _____	2. _____
Other (describe)			

I have been an officer of this organization	3. _____	3. _____	3. _____
49. How long have you belonged to this organization?	(2-31)	(2-32)	(2-33)
I am not a member but have participated for _____ years	1. _____	1. _____	1. _____
This is my first year of membership	2. _____	2. _____	2. _____
My second year of membership	3. _____	3. _____	3. _____
My third year of membership	4. _____	4. _____	4. _____
My fourth year of membership	5. _____	5. _____	5. _____
My fifth year or more	6. _____	6. _____	6. _____
50. How well acquainted are you with the officers of the organization?	(2-32)	(2-35)	(2-36)
I am a good friend of all of them	1. _____	1. _____	1. _____
I know some well; the others to speak to ..	2. _____	2. _____	2. _____
I know them all to speak to, but they are not close friends	3. _____	3. _____	3. _____
I know some of them			

50. Continued.

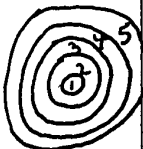
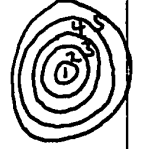

to speak to; I don't know
the others as well
I know one or more by sight,
but I have never spoken to
them
I do not know any of them

Organi- zation 1	Organi- zation 2	Organi- zation 3
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____
6. _____	6. _____	6. _____

51. How closely-knit a group do
you think this organization is?
Very closely knit
Fairly closely knit
Fairly loosely knit
Very loosely knit

(2-37)	(2-38)	(2-39)
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____

52. Suppose the circles beside this
question represent the activities
that go on in each organization
that you belong. How far out
from the center of things are you?
(Place a check where you think
you are)

(2-40)	(2-41)	(2-42)
		
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____

53. How many of the members of this
organization donated blood at
this year's Blood Drive?
Most of them did
Some of them did
Only a few of them did
None of them did
I don't know

(2-43)	(2-44)	(2-45)
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____

54. As far as you can tell, which
position on the UGEQ question
received the support of most
members of this group?
Most members were for
joining UGEQ
Most members were against
joining UGEQ
The group was split - for
and against
I don't know

(2-46)	(2-47)	(2-48)
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____

D. THIS SECTION DEALS WITH SOME OF YOUR OTHER ACTIVITIES AT MCGILL.

55. In general, how do you feel about student life at McGill -- would you say it is very good, only fairly good, or not good at all? (2-49)
- | | |
|------------------------|----------|
| Very good | 1. _____ |
| Only fairly good | 2. _____ |
| Not good at all | 3. _____ |
56. How often do you read the Daily? (2-50)
- | | |
|-----------------------------------|----------|
| Every day | 1. _____ |
| 3 or 4 times a week | 2. _____ |
| Once or twice a week | 3. _____ |
| I glance at it occasionally | 4. _____ |
| I never read the Daily | 5. _____ |
57. When you are at the university, how often do you spend time outside of classes and labs with other students? (2-51)
- | | |
|--|----------|
| Never | 1. _____ |
| Less than once a week | 2. _____ |
| Once or twice a week | 3. _____ |
| Several times a week, but not every day | 4. _____ |
| A small amount of my free time every day | 5. _____ |
| A fair amount of my free time every day | 6. _____ |
| Most of my free time every day | 7. _____ |
58. With whom do you actually spend more of your free time -- McGill students or people outside of McGill? (2-52)
- | | |
|--|----------|
| McGill students | 1. _____ |
| Those outside of McGill | 2. _____ |
| Equally with both groups of people | 3. _____ |
59. Of your three closest friends, how many are McGill students? (2-53)
- | | |
|---------------------|----------|
| All three are | 1. _____ |
| Two are | 2. _____ |
| One is | 3. _____ |
| None are | 4. _____ |
- II. THIS SECTION DEALS WITH YOUR BACKGROUND, AND YOUR INTERESTS.
60. In which Faculty or School are you registered? (2-54)
- | | |
|--|----------|
| Faculty of Arts and Sciences | 1. _____ |
| School of Commerce | 2. _____ |
| Faculty of Engineering or School of Architecture | 3. _____ |
| Faculty of Education | 4. _____ |
| Faculty of Graduate Studies and Research | 5. _____ |
| School of Social Work | 6. _____ |
| School for Graduate Nurses | 7. _____ |
| School of Occupational and Physical Therapy | 8. _____ |
| Other (Describe) _____ | |

61. In which class of students are you registered this year? (2-55)
- | | |
|------------------------------------|----------|
| Regular, full time student | 1. _____ |
| Part-time or limited student | 2. _____ |
| Partial student | 3. _____ |
| Other (describe) _____ | |
62. How many years have you been studying at McGill University? (2-56)
- | | |
|---|----------|
| This is my first year | 1. _____ |
| This is my second year | 2. _____ |
| This is my third year | 3. _____ |
| This is my fourth year | 4. _____ |
| This is my fifth year | 5. _____ |
| This is my sixth year | 6. _____ |
| This is my seventh or higher year | 7. _____ |
63. For what degree are you now studying? (2-57)
- | | |
|---------------------------------------|----------|
| B.A. | 1. _____ |
| B.Sc. | 2. _____ |
| B.Sc. (M.D.C.M.) | 3. _____ |
| B. Comm. | 4. _____ |
| Another kind of Bachelor Degree | 5. _____ |
| A Master's Degree | 6. _____ |
| A Diploma or Certificate | 7. _____ |
| I am not studying for a degree | 8. _____ |
64. In what year of your course at university are you registered for this academic year, 1965-1966? (2-58)
- | | |
|----------------------------|----------|
| My first year | 1. _____ |
| Second year | 2. _____ |
| Third year | 3. _____ |
| Fourth year | 4. _____ |
| Fifth or higher year | 5. _____ |
| Does not apply to me | 6. _____ |
65. What was your age at your last birthday? (2-59)
- | | |
|-------------------|----------|
| 17 or under | 1. _____ |
| 18 | 2. _____ |
| 19 | 3. _____ |
| 20 | 4. _____ |
| 21 | 5. _____ |
| 22 or 23 | 6. _____ |
| 24 to 27 | 7. _____ |
| 28 or over | 8. _____ |
66. What is your sex? (2-60)
- | | |
|--------------|----------|
| Male | 1. _____ |
| Female | 2. _____ |

67. What is your marital status? (2-61)
- Single 1. _____
- Married 2. _____
- Widowed 3. _____
- Divorced or separated 4. _____
- Priest or member of a religious order 5. _____
68. Which of these groups do you consider yourself a member of? (2-62)
- The upper class 1. _____
- The upper middle class 2. _____
- The middle class 3. _____
- The lower middle class 4. _____
- The lower class 5. _____
69. Which of the following federal political parties do you favour? Name one. (2-63)
- Liberal Party 1. _____
- Conservative Party 2. _____
- New Democratic Party (NDP) 3. _____
- Social Credit Party 4. _____
- Creditiste 5. _____
70. What is (or was) your father's occupation? (2-64;65)
- INSTRUCTIONS: PLEASE DESCRIBE YOUR FATHER'S OCCUPATION IN DETAIL; if he is a foreman, a manager, or a supervisor give the approximate number of people he is in charge of; if he owns his own business give the approximate number of people he employs. If your father is now unemployed, retired or deceased state what his occupation was.
71. Where is your home address? (2-66)
- Montreal and vicinity 1. _____
- The Province of Quebec (excluding Montreal) ... 2. _____
- Canada (excluding Montreal and the Province of Quebec) 3. _____
- United States 4. _____
- Other country (describe) _____ 5. _____

72. Where are you living during the present academic year? (2-67)
- With my parents or with my husband or wife 1. _____
 - With other relatives 2. _____
 - In a university residence 3. _____
 - At a fraternity house 4. _____
 - In an apartment with friends or other students .. 5. _____
 - In an apartment by myself 6. _____
 - I am rooming at a friend's house 7. _____
 - I am rooming with strangers 8. _____
 - In an institution (hospital, hotel, Y, etc.) 9. _____
 - Other (describe) _____

73. TO BE ANSWERED ONLY BY UNDERGRADUATES IN THEIR FIRST YEAR AT UNIVERSITY

- What was your average mark in your High School Leaving examinations or your High School Matriculation examinations? (2-68)
- High School Average (%) _____ 8. _____
 - Not available 9. _____
 - Don't know

74. TO BE ANSWERED BY ALL OTHER STUDENTS

- What was your percentage average at university last year (or in the most recent year which you have completed at a university)? (2-69)
- 90% or over 1. _____
 - 80 - 89.9% 2. _____
 - 75 - 79.9% 3. _____
 - 70 - 74.9% 4. _____
 - 65 - 69.9% 5. _____
 - 60 - 64.9% 6. _____
 - 55 - 59.9% 7. _____
 - 50 - 54.9% 8. _____
 - Less than 50% 9. _____

75. Are you registered for an Honours degree in any Department(s)? (2-70)
- Yes 1. _____
 - No 2. _____

76. During this academic year, have you worked or are you now working at a part-time job? (2-71)
- Yes 1. _____
 - No 2. _____

77. What occupation do you think you will enter when you finish your studies? (2-72)
- PLEASE SPECIFY:

78. How definite would you say your decision is to enter the above occupation? (2-73)
- | | |
|-----------------------|----------|
| Very definite | 1. _____ |
| Fairly definite | 2. _____ |
| Tentative | 3. _____ |

79. Here is a list of some different ideas that university students have expressed about the educational goals that a university ought to emphasize. Which one of these goals comes closest to what you feel is the MAIN purpose of YOUR university education? (CHOOSE ONLY ONE) (2-74)
- | | |
|--|----------|
| A university provides vocational training; it develops skills and techniques that are applicable to a student's chosen occupation..... | 1. _____ |
| A university develops a student's ability to get along in different kinds of groups and with different kinds of people | 2. _____ |
| A university provides for a student a basic general education and an appreciation of ideas.... | 3. _____ |
| A university develops a student's knowledge and interest in community and world problems | 4. _____ |
| A university develops a student's moral capacities, ethical standards and values | 5. _____ |
| A university prepares a student for a happy marriage and family life | 6. _____ |

PLEASE CHECK AND SEE THAT YOU HAVE ANSWERED ALL THE QUESTIONS.

THANK YOU FOR YOUR CO-OPERATION.

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