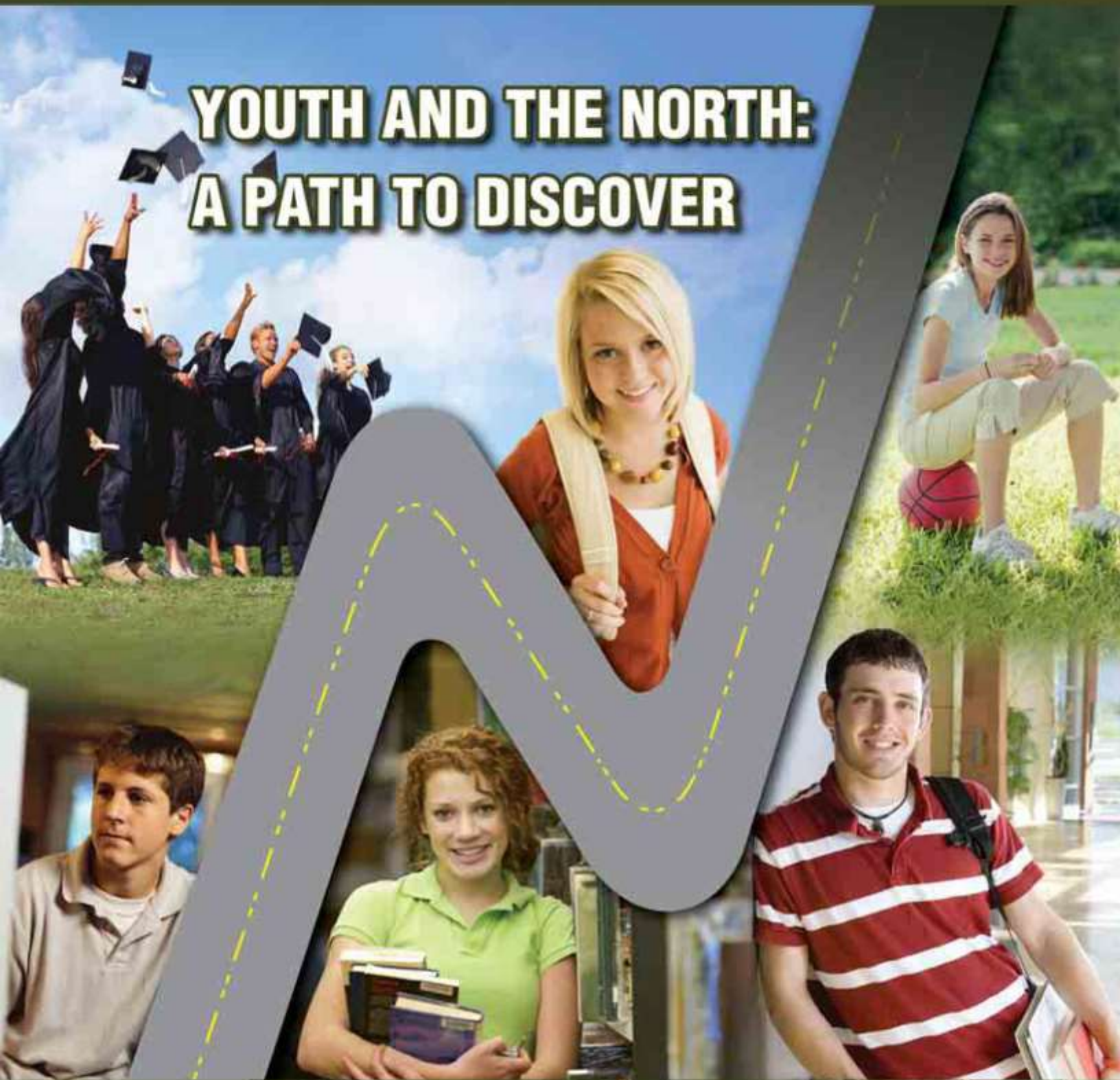


# YOUTH AND THE NORTH: A PATH TO DISCOVER



ABBREVIATED REPORT  
2005



FAR NORTHEAST  
TRAINING  
BOARD (FNETH)



**THE YOUTH AND THE NORTH:  
A PATH TO DISCOVER**

**ABBREVIATED REPORT**

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**FAR NORTHEAST TRAINING BOARD**

**2005**

## Table of Contents

List of Figures	3
List of Tables	3
1. Introduction	4
2. Why this Research?	4
3. To Achieve the Goals	5
4. Profile of the Sample	7
5. Influence of Various Factors in Relation to Activities and Representations	8
5.1. Influence of the Community	9
5.1.1. The Activities	9
5.1.2. The Representations	10
5.2. Influence of the Primary Language	11
5.2.1. The Activities	11
5.2.2. The Representations	11
5.3. Influence of Sex	12
5.3.1. The Activities	12
5.3.2. The Representations	12
5.4. Influence of the Cohort	12
5.4.1. The Activities	13
5.4.2. The Representations	13
6. Aspirations	14
6.1. Educational Aspirations	14
6.1.1. Educational Level Students Aspire to Achieve	14
6.1.2. Field of Study	15
6.1.3. Educational Institution Students Aspire to Attend	16
6.2. Professional Aspirations	17
6.2.1. Field of Work Students Aspire to	17
6.2.2. The Work Community	18
6.2.3. Expected Income	19
7. Conclusion	19
Appendix 1 – Name of Community and Number of Times It Was Mentioned	21
Appendix 2 – Activities: Reading, Outings, Attending Cultural Events, Purchasing Cultural Products, Media Exposure, Sports and Outdoor Activities	24
Appendix 3 – Representations in Relation to Education, Cultural Diversity, Politics, Community of Residence and Interpersonal Relationships	25
Appendix 4 – Representations in Relation to Love and the Family	28

## List of Figures

Figure 1 – Far Northeast Training Board (FNETB) Area	7
Figure 2 – Distribution in Percentages for Answers to the Questions, “To Which of These groups do you mostly identify?”	8

## List of Tables

Table 1 – Cohort According to the School	6
Table 2 – Difference in Averages by Type of Activities According to the Population of the Community of Residence	10
Table 3 – Difference in Averages for the Representations According to the Population of the Community of Residence	10
Table 4 – Difference in Averages by Type of Activities According to the Primary Language	11
Table 5 – Difference in Averages for the Representations According to the Primary Language	11
Table 6 – Difference in Averages by Type of Activities According to Sex	12
Table 7 – Difference in Averages for the Representations According to Sex	12
Table 8 – Difference in Averages by Type of Activity According to the Cohort	13
Table 9 – Difference in Averages for the Representations According to the Cohort	13
Table 10 – Valued Educational Level According to the Community	15
Table 11 – Frequency Distribution in Percentages, and According to Sex, for the Major Fields of Study to which Students Aspire	16
Table 12 – Educational Institution to be Attended	17
Table 13 – Field of Work	18
Table 14 – In Percentages, the Community Where They Will be Working Five Years After the Completion of Their Studies	18

## **1. Introduction**

As is the case in many rural areas, Northern Ontario is experiencing a population decline. In small villages, the decrease in population brings about the closure of schools, and institutions that are critical to the future of those communities. Even in the larger communities, we see a decline in the number of citizens. These demographic changes affect the overall affairs of each and every one the communities. They affect relations between institutions, between people, between people and their institutions, and more generally, they affect the behaviour and attitudes of all individuals. It thus becomes necessary to study this phenomenon, to tackle its many aspects and to monitor it over a long period of time.

This research has a practical aspect. It is intended to inform those responsible for community development and training about the youth in their community, the youth who carry within them the destiny of the communities, and who will, because of the education and training they receive, shape the future of the communities and for the region in which they will live. By informing the people whose job it is to train youth and to promote community development, this study will inevitably bring to light what young people think, what they like and how they perceive their future. Not having access to this kind of information leaves us guessing and speculating.

## **2. Why this Research?**

Every census survey demonstrates the depopulation of Northern Ontario. It is a well-known fact. But beyond the simple demographic data, we find human activity, duties and responsibilities, constraints springing from aspirations, motivations and inclinations. All these representations develop during a lifetime. All these representations develop over the years but they are particularly determinant for young people, at the beginning and at the end of their high school years because that is when they prepare their future and that is when the future of their community is at stake.

Our goal in undertaking this research is precisely to identify these representations, to determine the type of relationship young people develop with their environment and to establish the differences between these representations. We will then be able to answer questions like the following: Who intends to leave his community and who actually does leave? What are the reasons for leaving or for staying? Is there a link between individual projects and the relationship an individual maintains with his or her community? What is it that impacts on a youth's life plans five or even ten years after they have completed their studies? Where does the individual live and what does he or she do? Should we be talking about youth out-migration with occasional (comings and goings) or an exodus?

This report presents the findings of a research project entitled "The Youth and the North: A Path to Discover". This project was undertaken in order to better understand the phenomenon of youth-migration in Northeastern Ontario. This year's research is part of a longitudinal study. In order to help

secure a future for those communities affected by this phenomenon, it is vital that we continue to learn more about the life projects of youth who remain in the region and of those who leave.

Only next year will we be able to produce longitudinal type analyses. The information gathered from this first collection lets us examine the activities of young people and the frequency at which they engage in them. It also revealed their representations in relation to how they perceive education, cultural diversity, politics, community of residence and interpersonal relationships, as well as to love and family relationships. Through analysis we have been able to examine if there exists any differences in these activities and representations based on the communities, the mother tongue and the ethnic groups, sex and the cohort. Other analyses revealed the aspirations of young people with regards to education, profession and place of residence<sup>1</sup>.

### **3. To Achieve the Goals**

To achieve our goals, we have opted to follow 2 youth cohorts over a ten-year period: the first cohort consisting of grade 9 students and the second, of grade 12 students.

We thought it was important to follow the paths of students who are currently in grade 9 through their high school years and beyond. Important psychological changes often occur in young people from grade 9 to grade 12. It is during this period that the student is most likely to drop out.

We also deemed it important to study the cases of students in the process of completing their secondary education in order to examine their evolution either through postsecondary studies or in the labour market or their transition from postsecondary studies to the labour market.

These students are enrolled in high schools located within the Far Northeast Training Board's (FNETB) region. During the first year of data collection, these young people answered a questionnaire in their respective schools<sup>2</sup>. This first questionnaire was quite extensive; it totalled 14 pages containing 41 questions, many of which contained a dozen of statements about which the student was asked to give his or her opinion. It was intended to allow us to gain information on training, on family projects, on the language of communication, on media exposure, on different activities, on preferences, on educational and professional aspirations, on the perception they have of education, politics, language etc.

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<sup>1</sup> It is important to note that this report is an abbreviated version of a more comprehensive document. This particular report synthesizes the results in order to highlight its major features

<sup>2</sup> An FNETB representative met with key personnel in every school, which opted to participate. Afterwards, she distributed the questionnaire in each of the schools. Students were reached in one of two ways. Either they were all grouped in the same room or they were given the questionnaire in their respective classrooms. Each school was free to choose the method it preferred.

French and English questionnaires were made available to the students according to the language of the institution. Overall, 1,758 individuals, from 17 schools (see Table 1), participated in the first data collection. 54.3% from grade 9 and 45.7% from grade 12.

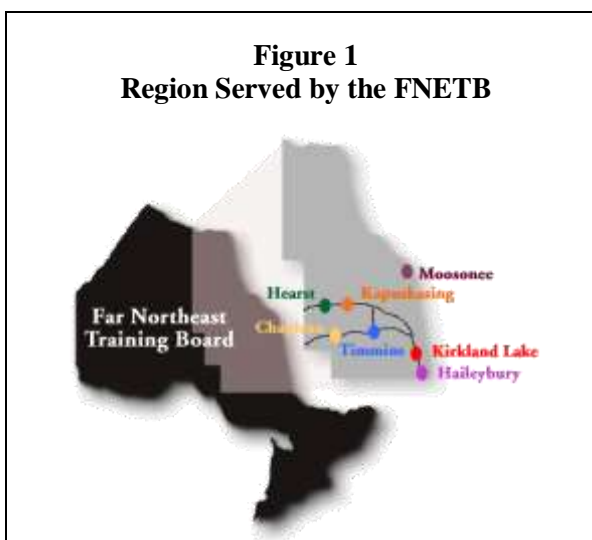
School	Cohort					
	Grade 9		Grade 12		Total	
	n	%	n	%	n	%
Cochrane High School	58	6.2	34	4.3	92	5.3
École catholique Georges-Vanier	14	1.5	11	1.4	25	1.5
École catholique Cité des Jeunes	83	8.9	83	10.5	166	9.6
École secondaire de Hearst	73	7.8	69	8.8	142	8.2
École secondaire Jean-Vanier	14	1.5	19	2.4	33	1.9
École secondaire Sainte-Marie	55	5.9	33	4.2	88	5.1
École secondaire Thériault	128	13.7	85	10.8	231	12.4
Englehart High School	67	7.2	48	6.1	115	6.7
Hearst High School	8	0.9	8	1.0	16	0.9
Hornepayne High School	24	2.6	12	1.5	36	2.1
Iroquois Falls Secondary School	51	5.4	52	6.6	103	6.0
Kapuskasing District High School	55	5.9	30	3.8	85	4.9
Kirkland Lake Collegiate and Vocational Institute	0	0.0	79	10.0	79	4.6
O’Gorman High School	85	9.1	55	7.0	140	8.1
Roland Michener Secondary School	57	6.1	53	6.7	110	6.4
Smooth Rock Falls Secondary School	6	0.6	5	0.6	11	0.6
Timiskaming District Secondary School	158	16.9	112	14.2	270	15.7
Total	936	100	788	100	1724	100

The first data collection took place from February to April 2005. 3 reasons justify the choice of that time period. Firstly, it is the time of the year when a survey such as this one is less likely to disrupt school activities. Secondly, come springtime, students are theoretically well integrated in their school and they have had time to develop habits specific to the grade in which they are registered. Thirdly, at that time of the year, students are prompted to think about what they intend to do during the coming year and also about their future in general.

The project consists of renewing the data collection each spring for the next nine 9. The questionnaire will vary in the sense that it will not always contain all of the questions because it is very unlikely that certain attitudes or aspirations would change over a short period of time. Certain questions concerning health and work conditions will have to be added because the number of people entering the labour market will grow with time.

#### 4. Profile of the sample

Firstly, it is important to define the region from which the sample was pulled. As previously mentioned, all the schools invited to take part in this project are located in the region served by the Far Northeast Training Board (FNETB). The FNETB region covers approximately 160,000 square kilometres (see Figure 1). The following are the major towns and cities of the region: Timmins, Cochrane, Hearst, Iroquois Falls, Kapuskasing, Kirkland Lake and Timiskaming Shores (the municipalities of Chapleau, Dymond, Haileybury, Moosonee and New Liskeard which have been amalgamated since 2003). We also find numerous communities of less than 5000 inhabitants in this area



In 2001, this region's population stood at 124,330, a reduction of 10.3 % (138,545) since 1996 (Statistics Canada).

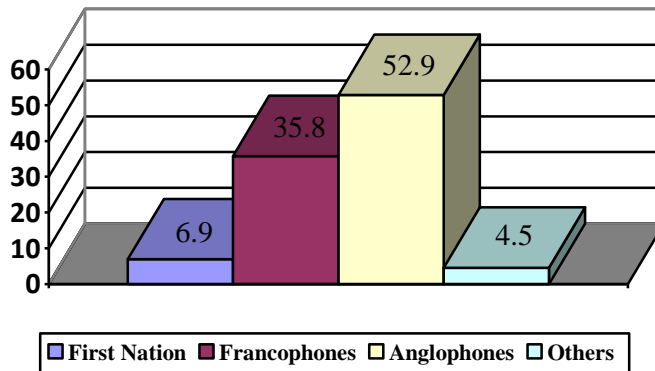
The sample is made up of 1,758 individuals; 48.3 % are female and 51.7 % are male (5 individuals did not specify their sex.)

The majority of respondents (42.3%) have English as their primary language but a large percentage of respondents (35.7%) list both French and English as their primary language. Twenty-two percent (22.0%) list French as their primary language.

The average age of individuals in the sample as a whole is 15.9 years old ( $s = 1.78$ ); the mode is 14 (532), but 15, 17 and 18 years old individuals are also very numerous (more than 300 in each case). In the grade 9 cohort, the average is 14.5 years ( $s = 0.65$ ) and the mode is again at 14 years. In the grade 12 cohort, the average rises to 17.6 ( $s = 1.04$ ) and the mode is 17 years. These numbers reflect exactly those of a normal population.



Figure 2  
Distribution in Percentages for Answers to the Question, "To Which of these groups do you mostly identify?"



To the question "In which municipality do you reside?" we get 91 names (see Appendix 1). We therefore had to proceed with regrouping some of the communities.

We thought it best to deal with Timmins as an entity. Timmins is a city of more than 40,000 habitants, the most populous city in the FNETB region. In second place comes the municipality of Timiskaming Shores, with 10,630 habitants. It's easy to understand why Timmins is such a particular case. In classifying according to population, we decided to regroup those communities with more than 5,000 inhabitants, excluding Timmins. There are 6: Cochrane, Hearst, Iroquois Falls, Kapuskasing, Kirkland Lake and Timiskaming Shores. In the same manner, we regrouped the towns whose population is more than 1,000 but less than 5,000. In this group, the smallest population 1,022 (Val Rita-Harty), the largest, 2,912 (Black River – Matheson); there are 10 villages: Black River-Matheson, Cobalt, Earlton, Guigues, Englehart, Hornepayne, Moonbeam, Notre-Dame-du-Nord, Smooth Rock Falls and Val Rita-Harty. We also regrouped communities with less than 1,000 habitants. There are 41: Belle Vallée, Chamberlain, Charlton, Coleman, Dack, Dane, Dobie, Elk Lake, Evanturel, Fauquier-Strickland, Haggart, Hallebourg, Harley, Harris, Hilliardton, Hudson, Ingram, James, Jogues, Judge, Kenabeek, Kenogami, Kerns, King Kirkland, Larder Lake, Latchford, Marter, Mattice-Val Côté, McGarry, Opatatika, Otto, Robillard, Ryland, Sesekinika, Tarzwell, Temagami, Thornloe, Timiskaming, Timiskaming First Nation, Tomstown et Virginiatown.

## 5. Influence of Various Factors in Relation to Activities and Representations

In the following section we present the results of several analyses. The purpose is to discover the influence of various factors, which are listed in order: the community (according to size), mother tongue, sex and the cohort. The influence of these factors will be observed on several aspects.

First, we will examine their influence on the activities. The questionnaire contains 31 activities, grouped into 6 aggregates. These activities are: reading, outings, attending cultural events, purchasing cultural products, media exposure, sports and outdoor activities (see Appendix 2). Each one is presented

in the form of a statement. For example, “I read newspaper” or “I go fishing”. Beside every statement there is a 6 level scale, where (1) indicates “Never” and (6) indicates “Very often”. The respondent may choose intermediate values between these 2 extremes. We can therefore process these variables as scale variables.

Secondly, we will examine their influence on the representations. Forty statements allow us to gain information on the way young people view their environment. We reduced them to 5 categories: education, cultural diversity, politics, community of residence and interpersonal relationships (see Appendix 3).

Finally, we will look at the way love, family and marital relationships are perceived (see Appendix 4). In order to find out how young people understand or plan their emotional and family life we have 16 propositions. Again, a 6 level scale with values from “Strongly disagree” (1), to “Strongly agree” (6). We can then generate tests on the comparison of averages.

More detailed analyses presented in a more comprehensive report revealed very little difference in the behaviours and perceptions according to the population of the community, the mother tongue, the cohort and the sex, and, this applies to each representation as well as each and every activity in which the students engage. The small variations in the means allow us to calculate *the means<sup>3</sup> of the means* for each category of activities and representations. This summary does illustrate our topic but it does not reveal all the nuances found in the complete report.

## **5.1. Influence of the Community**

### **5.1.1. The Activities**

We should be able to distinguish, according to the municipality, the activities in which young people engage. That is not the case. The means vary only slightly and the standard deviations are minor. This means that no matter the population of the community in which the students live, they engage in the activities at the same frequency (see Table 2). However, we see that Timmins has just slightly higher average for 5 of the 6 activities. As for sports and outdoor activities, a slight trend seems to indicate that they are more prevalent in the less populated areas.

There is evidently more to say on the types of activities that students engage in. Media exposure (music, television and computers) is clearly the most common activity in these students’ lives with

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<sup>3</sup> The statements linked to the various activities (31) and representations (56) are grouped in 6 categories of activities (reading (4), outings (3), cultural events (9), purchasing of cultural products (3), media (5), sports and outdoor activities (7)) and 6 categories of representations (education (7), culture (12), politics (5), community (10), interpersonal relationships (6) and family relationships (16)).

scores reaching 4.58. Attending cultural events and the purchasing of cultural products produced means below 3 except for Timmins with an average of 3.02 for the purchasing of cultural products.

<b>Population of the community</b>	<b>Activities</b>					
	<b>Reading</b>	<b>Outings</b>	<b>Cultural Events</b>	<b>Purchasing of Cultural Products</b>	<b>Media</b>	<b>Sports and Outdoor Activities</b>
Less than 1,000	3.14	4.01	2.52	2.75	4.52	3.78
1,000 to 4,999	3.01	4.02	2.42	2.73	4.49	3.49
5,000 to 10,999	3.29	4.16	2.67	2.78	4.47	3.47
Timmins	3.41	4.17	2.70	3.02	4.58	3.31
Average	3.21	4.09	2.58	2.82	4.52	3.51
Standard Deviation	0.17	0.09	0.13	0.13	0.48	0.20

### 5.1.2. The Representations

The way we perceive education, culture, politics, the community, interpersonal relationships, and love and the family varies little with regard to the population of the community (see Table 3). Education, culture and community exhibit very moderate averages. For love and family they are more pronounced. There is no interest for politics.

<b>Population of the community</b>	<b>Representations with regard to</b>					
	<b>Education</b>	<b>Culture</b>	<b>Politics</b>	<b>Community</b>	<b>Interpersonal relationships</b>	<b>Love and Family</b>
Less than 1,000	3.07	2.99	2.45	3.10	3.69	4.47
1,000 to 4,999	3.07	3.04	2.48	3.08	3.73	4.49
5,000 to 10,999	3.09	3.13	2.52	3.25	3.81	4.50
Timmins	3.14	3.09	2.55	3.34	3.94	4.58
Average	3.09	3.06	2.50	3.19	3.79	4.51
Standard Deviation	0.03	0.06	0.04	0.12	0.11	0.48

## 5.2. Influence Based on Mother Tongue

### 5.2.1. The Activities

Activities based on the mother tongue reveal only small differences in averages with the largest standard deviation being 0.23. Students' activities, according to the primary language, differ very little. We can, however, note that the students who identified French as their mother tongue seem to be less involved with the media, while those who identified English as their mother tongue are less involved in sports and outdoor activities.

<b>Tableau 4</b> <b>Difference in Means by Type of Activities</b> <b>by Mother Tongue</b> (1 = Never, 6 = Very often)						
Mother tongue	Activities					
	Reading	Outings	Cultural Events	Purchasing Cultural Products	Media	Sports and Outdoor Activities
French	3.17	3.94	2.63	2.70	4.29	3.66
English	3.31	4.09	2.52	2.83	4.55	3.25
French and English	3.31	4.23	2.71	2.87	4.56	3.64
Average	3.26	4.09	2.62	2.80	4.47	3.52
Standard Deviation	0.08	0.15	0.10	0.09	0.15	0.23

### 5.2.2. The Representations

The representations based on the mother tongue do not reveal notable differences in the means; therefore, primary language has little influence on these representations (see Table 5). The low means confirm that lack of interest in politics. The higher means refer to love and family; the others display moderate scores.

<b>Tableau 5</b> <b>Difference in Means for the Representations</b> <b>by Mother Tongue</b> (1 = Strongly disagree; 6 = Strongly agree)						
Mother tongue	Representations with regard to					
	Education	Culture	Politics	Community	Interpersonal Relationships	Love and Family
French	3.07	3.29	2.54	3.27	3.87	4.54
English	3.09	3.02	2.54	3.14	3.76	4.47
French and English	3.15	3.07	2.46	3.29	3.84	4.53
Average	3.10	3.13	2.51	3.23	3.82	4.51
Standard Deviation	0.04	0.14	0.05	0.08	0.06	0.04

### 5.3. Influence Based on Sex

#### 5.3.1. The Activities

These analyses reveal certain differences with regard to activities based on sex. We observed that the girls score better than the boys in 5 of the 6 aggregates of activities (see Table 6). Boys score better than girls only in the sports and outdoors activities aggregate. Media exposure and attendance at cultural events exhibit less important differences.

Sex	Activities					
	Reading	Outings	Cultural Events	Purchasing of Cultural Products	Media	Sports and Outdoor Activities
Female	3.67	4.49	2.77	3.13	4.63	3.17
Male	2.89	3.72	2.47	2.51	4.37	3.78
Deviation of Averages	0.78	0.77	0.30	0.62	0.26	-0.61

#### 5.3.2. The Representations

Boys and girls perceive education, culture, politics, interpersonal relationships, love and family in much the same way.

Sex	Representations with regard to					
	Education	Culture	Politics	Community	Interpersonal Relationships	Love and Family
Female	3.02	3.08	2.41	3.21	3.92	4.53
Male	3.20	3.12	2.63	3.24	3.69	4.47
Deviation of Averages	-0.18	-0.04	-0.22	-0.03	0.23	0.06

### 5.4. Influence Based on the Cohort

The following analyses will allow us to check if the students' opinions vary between Grade 9 and Grade 12; they will allow us to determine if 3 years of instruction change that opinion and the frequency at which students engage in various activities.

### 5.4.1. The Activities

The deviations between means based on the cohort are very small, which means that the frequency at which students engage in those activities does not change during their high school years.

Cohort	Activities					
	Reading	Outings	Cultural Events	Purchasing Cultural Products	Media	Sports and Outdoor Activities
Grade 9	3.14	4.01	2.66	2.77	4.49	3.54
Grade 12	3.43	4.20	2.57	2.89	4.49	3.41
Deviation of Averages	-0.29	-0.19	0.09	-0.12	0.00	0.13

### 5.4.2. The Representations

Overall, the cohort has no influence on the students' perception with regard to education, culture, community, interpersonal relationships, love and family (see Table 9). A slightly higher mean indicates that grade 12 students are more interested in politics than grade 9 students, but we must bear in mind that the means for both groups are very low.

Cohort	Representations with regard to					
	Education	Culture	Politics	Community	Interpersonal Relationships	Love and Family
Grade 9	3.03	3.00	2.35	3.21	3.76	4.51
Grade 12	3.18	3.20	2.70	3.22	3.87	4.50
Deviation of Averages	-0.15	-0.20	-0.35	-0.01	-0.11	0.01

These Tables reveal that, most young people have but a modest interest in most of the activities. The same is true for the statements with regard to the representations. Except maybe marginally, few give rise to a keen interest. We are always in the realm of the “yes, but” and the “but” always takes precedence over the “yes”. They read very little and buy few books, rarely dine out and go to the movies or the theatre, buy little recorded music, are not interested in politics and hardly like their community. The “but” is less pronounced when referring to the media, these ever present daily

distractions one cannot escape in postmodern societies where entertainment plays a fundamental role. And, it is still less pronounced for a certain number of activities typical of the immediate environment (snowmobiling, ATV). Family and love relationships are the only exceptions to this “yes, but” logic, in that regard positions are more pronounced.

## **6. Aspirations**

These analyses have enabled us to make certain distinctions relating to the categories of factors we resorted to; but they have mainly depicted a relatively homogeneous population. None of the factors used succeeded in markedly distinguishing the results. Indeed, young people are not all alike, not by a long shot. There are individual differences. But we can certainly not generalize and state that these differences are with no doubt influenced by the language, the sex, the cohort or by the community.

Furthermore, we must keep in mind that these differences, real as they are, coexist alongside great similarities. The analyses show standard deviations that are somewhat significant but never very high, which means that all positions tend to concentrate around the central trend. By using other independent variables we could probably distinguish the results some more. We probably will have to do so in the future, when we have access to repeated measurements; when we know in what direction the positions on activities and representations are heading and when our measuring instruments gains in accuracy. We will then be able to see or measure, not how young people are different from one another, but how they change personally if that is the case.

But our task, as far as this research goes, is to discover the influence of the community and of the school on young people’s attitudes. That is why we emphasized the community, the school, the mother tongue and the sex. These are all essential elements and the profession they aspire to, the institutions they intend to attend and the cities in which they wish to live. We also need to clarify these aspirations according to the factors we have relied on previously. Afterwards, we will need to establish the links between the activities, the representations and the aspirations.

### **6.1. Educational Aspirations**

#### **6.1.1. Educational Level Students Aspire to Achieve**

When we take the answers to the question “At the end of your studies, what level of education will you have achieved?” and we evaluate them based on the size of the community of residence, the results are interesting. Table 10 can easily be divided in 2: communities of less than 5,000 inhabitants and the others. We note that in communities of at least 5,000 inhabitants, that the number of students who aim to undertake university studies and especially postgraduate studies is higher.

Educational Level	Population of the Communities			
	Less than 1,000	Between 1,000 and 4,999	Between 5,000 and 10,999	Timmins
A Few Years of High School	3.0%	1.8%	1.6%	0.9%
High School Diploma	17.8%	15.6%	8.2%	9.0%
College Diploma	44.3%	46.7%	34.9%	36.0%
University Diploma (Bachelor's Degree, B.A., B. SC., B. ED...)	23.2%	27.1%	33.8%	29.7%
Postgraduate University Diploma (Master's Degree, Doctorate)	11.7%	8.9%	21.6%	24.4%
Total	100.0%	100.0%	100.0%	100.0%
$\chi^2_{(12)} = 74,56 ; p < 0,001$				

### 6.1.2. Field of Study

To the question “In what field or fields will you undertake these postsecondary studies?” we get a multitude of answers that highlights the variety of fields students are attracted to. A first classification reduces the answers received to 82 categories. Evidently, the percentages for each of these categories are low. The highest, at approximately 4 to 5%, refer to the usual more popular fields such as teaching, psychology and social work. But further reducing these categories to 10, we obtain a much less fragmented aggregate (see Table 11).

Sex has a definite impact on the field of study. The differences between the males and the females range from double to triple and sometimes even more (see Table 11). Stereotypes are evident. More females than males choose fine arts, teaching, the health professions and agriculture and biological sciences; more males than females choose engineering and applied sciences, mathematics and computer science, and to an even greater degree, the trades and technology.



<b>Table 11</b>		
<b>Frequency Distribution in Percentages, by Sex, for the Major Fields of Study to which Students Aspire</b>		
<b>Field of Study</b>	<b>% by sex</b>	
	<b>Females</b>	<b>Males</b>
Fine Arts and Applied Arts <sup>4</sup>	12.8	6.5
Commerce, Management and Business Administration <sup>5</sup>	4.8	6.8
Teaching, Recreation and Counselling	12.9	5.0
Engineering and Applied Sciences <sup>6</sup>	2.2	10.2
Literature, Human Science and Related Disciplines <sup>7</sup>	5.1	3.6
Mathematics, Computer Science and Physical Science <sup>8</sup>	3.8	7.1
Health Professions and Related Technologies <sup>9</sup>	22.5	8.2
Agriculture and Biological Sciences and Nutritional Services	6.0	2.4
Social Sciences and Related Disciplines <sup>10</sup>	16.2	13.0
Trade and Technology of Applied Sciences <sup>11</sup>	1.3	26.4
Do Not Know	12.3	10.8
Total	100.0 (n = 681)	100.0 (n = 660)
$\chi^2_{(10)} = 293,66; p < 0,001$		

### 6.1.3. Educational Institutions Students Aspire to Attend

In the questionnaire, we find the following question: “At which institution or institutions and in which city or cities will you undertake these postsecondary studies?” The names of 78 institutions were mentioned. Table 12 lists the most often mentioned institutions. 50.5% of the students chose on the 11 institutions listed in Table 12. It is worth noting that 20.5% of the respondents were not able to name an institution. Interest in the Northern Ontario institutions is not to be neglected at 32.7%. Also worth mentioning is the fact that 85.2% of the respondents intend to pursue their studies in Ontario. Quebec comes in second with only 1.1% of respondents opting to study there.

<sup>4</sup> Study of Art, Music, Dance, Performing Arts, Creation and Design, Hairdressing, Aesthetics and other Applied Arts..

<sup>5</sup> Business and Commerce, Financial Management, Accounting, Management and Administration of Institutions, Marketing, Office Administration, Secretarial Studies and Clerical Work...

<sup>6</sup> Architecture, Civil Engineering, Electric and Electronic Engineering, Mechanical Engineering, Management Engineering...

<sup>7</sup> History, Communications and Mass Media, Philosophy, Religious Studies, English Language and Literature, French Language and Literature...

<sup>8</sup> Computer Science and other Applied Mathematics, Chemistry, Geology, Meteorology, Physics...

<sup>9</sup> Dentistry, Medicine, Specialization (Paediatrics, Psychiatry, Radiology...). Surgery, Nursing Science, Optometry, Pharmacology...

<sup>10</sup> Anthropology, Archaeology, Economics, Geography, Law, Environmental Studies, Political Science, Psychology, Sociology, Social Work, Military Studies...

<sup>11</sup> Building Construction Techniques (Woodwork, Welding, Masonry...), Electronic and Electric Technologies, Mechanical Engineering Technologies (Automotive Mechanics, Aircraft Mechanic, Heavy Equipment Mechanic...)

It is no doubt important to note that 20.3% of students with French as their mother tongue chose the University of Ottawa; against 3.3% for those whose mother tongue is English and 10.2% for bilingual students. 20.36% is the highest percentage. The second highest percentage, at 16.8%, also belongs to the students with French as their mother tongue and it pertains to Collège Boréal. Elsewhere, the percentages really break up more so with the students whose mother tongue is English.

**Table 12**  
**Educational Institution Students Aspire to Attend**

“At which institution or institutions and in which city or cities will you undertake these postsecondary studies?”

	<b>Northeastern Institutions</b>	<b>Others</b>
University of Ottawa		10.1 %
Collège Boréal	7.1%	
Laurentian University	7.0 %	
Northern College	6.6 %	
Cambrian College	3.9 %	
Canadore College	3.1%	
Western University		2.9 %
Guelph University		2.7 %
Université de Hearst	2.25 %	
Nipissing University	2.5 %	
Cité Collégiale		2.9 %
Total	32.7%	17.8%
Other		29.0%
Do not know		20.5%

## 6.2. Professional Aspirations

### 6.2.1. Field of Work Students Aspire to

Students were asked to indicate the type of work they would be doing 5 years after the completion of their studies. The answers given amount to a very diverse and difficult to analyze aggregate. We had to classify. We used the National Occupational Classification Index from Statistics Canada to compress this huge aggregate to 172 nominally identified and statistically workable categories. 10 of those categories include at least 1% of the respondents (see Table 13). This enumeration illustrates how typical career plans are for most students. Several (43) employment categories apply to one student only. In these categories we find meteorologists, occupational therapists, writers and actors; but we also find interest in architecture, secretarial work and nursing aide. We feel it is important to highlight that very few aspire to management positions and that many are attracted to applied technology and trades, and the service sector occupations.

Teacher	8.7 %
Doctor	4.1 %
Mechanic	3.7 %
Police Officer	3.7 %
Lawyer	1.8 %
Nurse	1.6 %
Designer	1.6 %
Chartered Accountant	1.4 %
Veterinarian	1.3 %
Hairdresser	1.2 %
<b>Total</b>	<b>29.1 %</b>

### 6.2.2. The Work Community

When asked, “Five years after the completion of your studies, in which city do you think you will be living?” the vast majority (80.3%) of students chose an Ontario community; however, 21.3% of all students could not provide an answer. For 9.0% of the students, the city in which they will expect to work is elsewhere in Canada. For the remaining students, it is somewhere abroad mostly in the United States. 12 cities show percentage frequencies of at least 1% (see Table 14). These 12 communities attract 56.4% of all the students. Many of the communities (36 in all and of all types) where the respondents intend to work are in the FNETB region. They undoubtedly testify to the affection of the young people’s sense of ownership to their home communities.

		<b>Others</b>
Ottawa		10.8
Timmins	10.1	
Toronto		9.0
Sudbury	5.6	
North Bay	5.3	
Kapuskasing	3.7	
Timiskaming Shores	3.3	
London		2.3
Hearst	1.9	
Montréal		1.9
New York		1.5
Barrie		1.0
<b>Total (56,4 % )</b>	<b>29.9</b>	<b>26.5</b>

### 6.2.3. Expected Income

The question on income reads as follows: “Five years after the completion of your studies, what will be your annual income?” Students’ expectations are far from being modest. For the sample as a whole (after excluding abnormal values from the matrix) the average is slightly over \$97,000.

There are no significant differences between the categories according to the population of the community<sup>12</sup> or according to the primary language<sup>13</sup>. We also note that the annual income expectations of the students are three times higher than the actual average annual income of the occupation that they aspire to.

Both males and females have similar expectations when it comes to annual income<sup>14</sup>. Grade 9 students (\$117,514.99) have higher salary expectations than grade 12 students (\$81,009.18)<sup>15</sup>.

## 7. Conclusion

From all these observations, we can draw 2 important conclusions. The first is that of a great transcendency. It most certainly is inherent though not specific to the Northeastern region. The position can easily be generalized and they do not eliminate the likelihood of individual differences. But they do gather together the ideas of many students. This transcendency is evident in the low standard deviations and becomes even more evident in the scarcity of real differences when we compare the categories of variables used.

The second conclusion is the existence or presence of a quasi-compulsion to adopt hesitant position except when striking a responsive chord. This is precisely the case as regards the positions on love and family relationships.

We note this homogeneity in regard to the activities and the representations, but small variations in the activities favour the girls and indicate that students in Timmins read a little bit more (possibly due to the accessibility of a daily newspaper in that city). And we discover that Anglophones are slightly more fault finding than others about their environment.

Even without the benefit of next year’s longitudinal analyses we must bring to a close this first aggregate of analyses by making some observations:

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<sup>12</sup>  $F_{(3;908)}=1,27; p = 0,28$

<sup>13</sup>  $F_{(2;882)}=1,24; p = 0,24$

<sup>14</sup>  $t_{(910)}=0,86; p = 0,39$

<sup>15</sup>  $t_{(491,9)}=2,35; p < 0,05$

1. Most problems are generalized; interventions must be “global”, even if in some instances they must focus on specific groups;
2. Activities that are cultural in nature seem to be of little interest to almost everyone, but any effort to promote these activities should include a special focus on males;
3. The immediate environment somewhat impacts the appreciation for outdoor activities; outdoor activities have a positive impact on the appreciation of Northern Ontario;
4. A comparison of both cohorts seems to indicate that the more youth progress in their postsecondary education, the more they like their community;
5. Postsecondary aspirations differ based on the size of the community; we observe a somewhat greater desire to pursue higher levels of education in the more urban communities;
6. Fields of study differ based on sex; young males and young females are not attracted to the same fields of study;
7. Close to one third of the youth surveyed favour Northern Ontario postsecondary institutions;
8. Among those who indicated in which community they expect to work upon completion of their studies, close to one third identified a Northern Ontario community;
9. The perception of youth concerning their annual revenue five years upon completion of their studies is 3 times higher than the actual average revenue for the professions that they aspire to;
10. This overall analysis reveals that we are dealing with a population with great similarities, very few issues are unique to one community or to one specific type of community; what is easily understood is that the Northern Ontario depopulation phenomenon is not unique to specific communities; youth do not leave their community specifically, they leave the region.

### Appendix 1

<b>Question: «In which municipality do you reside? »</b>			
<b>Name of Community and Number of Times It Was Mentioned</b>			
	Name of municipality	Frequency	Frequency related
1.	Armstrong	2	.1
2.	Bannerman	1	.1
3.	Belle Vallée	7	.4
4.	Black River - Matheson	22	1.3
5.	Casey	1	.1
6.	Chamberlain	6	.3
7.	Chaput Hughes	1	.1
8.	Charlton	18	1.0
9.	Cobalt	34	1.9
10.	Cochrane	91	5.2
11.	Coleman	2	.1
12.	Connaught	1	.1
13.	Dack	7	.4
14.	Dalton	1	.1
15.	Dane	1	.1
16.	Dobie	1	.1
17.	Dymond	8	.5
18.	Earlton	17	1.0
19.	Elk Lake	10	.6
20.	Elliot Lake	1	.1
21.	Emgram	1	.1
22.	Englehart	58	3.3
23.	Evanturel	4	.2
24.	Fauquier – Strickland	17	1.0
25.	First Brook	1	.1
26.	Frederickhouse	1	.1
27.	Guigues	1	.1
28.	Haggart	1	.1
29.	Haileybury	49	2.8
30.	Hallebourg	4	.2
31.	Hanna	1	.1
32.	Harley	7	.4
33.	Harris	3	.2
34.	Hearst	121	6.9

35.	Hilliardton	8	.5
36.	Hornepayne	35	2.0
37.	Hudson	6	.3
38.	Ingram	2	.1
39.	Iroquois Falls	48	2.7
40.	James	2	.1
41.	Jogues	5	.3
42.	Judge	1	.1
43.	Kamiskotia	1	.1
44.	Kapuskasing	176	10.0
45.	Kenabeek	7	.4
46.	Kenogami	4	.2
47.	Kerns	7	.4
48.	King Kirkland	1	.1
49.	Kirkland Lake	60	3.4
50.	Lac Ste-Thérèse	3	.2
51.	Lamarche	1	.1
52.	Larder Lake	7	.4
53.	Latchford	6	.3
54.	Long Point	1	.1
55.	Lorrain Valley	4	.2
56.	Marter	2	.1
57.	Mattice – Val Côté	24	1.4
58.	McGarry	1	.1
59.	Monteith	3	.2
60.	Montrock	1	.1
61.	Moonbeam	28	1.6
62.	Nellie Lake	2	.1
63.	New Liskeard	63	3.6
64.	New Post	1	.1
65.	Notre-Dame-du-Nord	5	.3
66.	Opasatika	10	.6
67.	Otto	1	.1
68.	Porquis Junction	6	.3
69.	Québec	1	.1
70.	Ramore	3	.2
71.	Robillard	4	.2
72.	Ryland	1	.1
73.	Schumacher	9	.5

74.	Sesekinika	1	.1
75.	Shilington	3	.2
76.	Smooth Rock Falls	33	1.9
77.	South Porcupine	83	4.7
78.	Sudbury	1	.1
79.	Swastika	4	.2
80.	Tarzwell	3	.2
81.	Temagami	18	1.0
82.	Thornloe	3	.2
83.	Timiskaming	10	.6
84.	Timiskaming First Nation	5	.3
85.	Timiskaming Shores	64	3.6
86.	Timmins	301	17.1
87.	Tomstown	1	.1
88.	Tunis	1	.1
89.	Val Gagné	3	.2
90.	Val Rita – Harty	16	.9
91.	Virginiatown	5	.3
	Total	1606	91.4
	Answer non provided	152	8.6
Total		1758	100.0



**Appendix 2**  
**Activities: Reading Outings, Attending Cultural Events, Purchasing Cultural Products,  
 Media Exposure, Sports and Outdoor Activities**

For each of the following activities, indicate the frequency which best corresponds to your situation. [The number «1» indicates that you «**Never**» practice the activity described in the statement; the number «6» indicates that you practice it «**Very often**»; the numbers «2» to «5» correspond to intermediate positions.]

	Never					Very often
I read newspapers.....	1	2	3	4	5	6
I read periodicals and magazines.....	1	2	3	4	5	6
I read literary works (novels, poetry, plays, biographies...) that do not relate to my studies or my work.....	1	2	3	4	5	6
I go shopping.....	1	2	3	4	5	6
I go to the library.....	1	2	3	4	5	6
I go to the restaurant.....	1	2	3	4	5	6
I go to the theatre.....	1	2	3	4	5	6
I go to the movies.....	1	2	3	4	5	6
I go to the art galleries.....	1	2	3	4	5	6
I practice summer sports.....	1	2	3	4	5	6
I practice winter sports.....	1	2	3	4	5	6
I work out in fitness centres.....	1	2	3	4	5	6
I attend festivals and cultural events.....	1	2	3	4	5	6
I attend classical music concerts.....	1	2	3	4	5	6
I attend popular music concerts.....	1	2	3	4	5	6
I listen to music at home.....	1	2	3	4	5	6
I buy recorded music.....	1	2	3	4	5	6
I buy books.....	1	2	3	4	5	6
I attend dance recitals.....	1	2	3	4	5	6
I go to the circus.....	1	2	3	4	5	6
I attend sports events.....	1	2	3	4	5	6
I buy works of art.....	1	2	3	4	5	6
I go to the restaurants with friends.....	1	2	3	4	5	6
I listen to the radio.....	1	2	3	4	5	6
I watch television (excluding VHS and DVD recordings.....)	1	2	3	4	5	6
I watch VSH or DVD recordings.....	1	2	3	4	5	6
I play games on the computer.....	1	2	3	4	5	6
I go fishing.....	1	2	3	4	5	6
I go hunting.....	1	2	3	4	5	6
I go snowmobiling.....	1	2	3	4	5	6
I use an all-terrain vehicle (ATV).....	1	2	3	4	5	6

**Appendix 3**  
**Representations in Relation to Education, Cultural Diversity, Politics,**  
**Community of Residence and Interpersonal Relationships**

Give your opinion in regards to the following statements.

[For each of the statements, circle the number that best describes your situation. If, for example, you «**Strongly disagree**» with the statement, circle the number «1», or if you «**Strongly agree**», you circle the number «6»; the numbers «2» to «5» correspond to intermediate positions. If the statement has no bearing on your situation, circle the number «8» pour «**Not applicable / N/A**».]

	Strongly disagree					Strongly agree	N/A
Collegiate studies put more emphasis on employment than university studies do...	1	2	3	4	5	6	
Sometimes, I feel uncomfortable when speaking in English.....	1	2	3	4	5	6	
I am interested in Ontario political issues.....	1	2	3	4	5	6	
My community offers enough cultural events.....	1	2	3	4	5	6	
In my school, I feel different from the others.....	1	2	3	4	5	6	
Collegiate studies are too practical.....	1	2	3	4	5	6	
Non Anglophone countries have little influence in the world.....	1	2	3	4	5	6	
There are enough stores in my community.....	1	2	3	4	5	6	
There isn't much you can do in this world if you do not speak English.....	1	2	3	4	5	6	
I have a good relationship with the people of my community.....	1	2	3	4	5	6	
I am interested in world political issues..	1	2	3	4	5	6	
Collegiate and university studies are equivalent.....	1	2	3	4	5	6	
Living in a rural environment is better than living in a urban environment.....	1	2	3	4	5	6	
My community offers enough recreational activities.....	1	2	3	4	5	6	
Most of my friends intend to live elsewhere.....	1	2	3	4	5	6	

[Continuation of the previous question] Give your opinion to the following statements.

[For each of the statements, circle the number that best describes your situation. If, for example, you «**Strongly disagree**» with the statement, circle the number «1», or if you «**Strongly agree**», you circle the number «6»; the numbers «2» to «5» correspond to intermediate positions. If the statement has no bearing on your situation, circle the number «8» pour «**Not applicable / N/A**».]

	Strongly disagree					Strongly agree	N/A
Cultural diversity is an asset for a country.....	1	2	3	4	5	6	
In my community, there are enough opportunities to go out socially.....	1	2	3	4	5	6	
University studies are too theoretical.....	1	2	3	4	5	6	
My community offers enough employment opportunities.....	1	2	3	4	5	6	
I take interest in the political issues of my school.....	1	2	3	4	5	6	
I love my community.....	1	2	3	4	5	6	
I have a good relationship with my friends.....	1	2	3	4	5	6	
I love big cities.....	1	2	3	4	5	6	
Most of my friends think like me	1	2	3	4	5	6	
In my community, I feel different from the others.....	1	2	3	4	5	6	
In all countries, science is practiced in English.....	1	2	3	4	5	6	
In Ontario, French is on the way out.....	1	2	3	4	5	6	
Cultural diversity is an asset for the world.....	1	2	3	4	5	6	
I do a lot of things for your community..	1	2	3	4	5	6	
I participate in many activities unrelated to my studies or my work.....	1	2	3	4	5	6	
With globalization, human beings are becoming increasingly different.....	1	2	3	4	5	6	
Considering what you get in return, postsecondary education costs too much	1	2	3	4	5	6	
I take interest in the political issues of my community.....	1	2	3	4	5	6	

[Continuation of the previous question] Give your opinion to the following statements.

[For each of the statements, circle the number that best describes your situation. If, for example, you «**Strongly disagree**» with the statement, circle the number «1», or if you «**Strongly agree**», you circle the number «6»; the numbers «2» to «5» correspond to intermediate positions. If the statement has no bearing on your situation, circle the number «8» pour «**Not applicable / N/A**».]

	Strongly disagree					Strongly agree	N/A
One does not need a postsecondary education to find a good job.....	1	2	3	4	5	6	
I have a good relationship with my teachers.....	1	2	3	4	5	6	
Practically all cinematic productions in the world are in English.....	1	2	3	4	5	6	
With globalization, human beings are more and more alike.....	1	2	3	4	5	6	
Sometimes, I feel uncomfortable when speaking in French.....	1	2	3	4	5	6	8
French is on the way out in the world.....	1	2	3	4	5	6	
I take interest in Canada's political issues.....	1	2	3	4	5	6	
University studies offer better employment opportunities than collegiate studies.....	1	2	3	4	5	6	
I take interest in my community's political issues.....	1	2	3	4	5	6	

### Appendix 4

#### Representations in Relation to Love and an the Family

Give your opinion in regards to the following statements.

[For each of the statements, circle the number that best describes your situation. If, for example, you «**Strongly disagree**» with the statement, circle the number «1», or if you «**Strongly agree**», you circle the number «6»; the numbers «2» to «5» correspond to intermediate positions. If the statement has no bearing on your situation, circle the number «8» pour «**Not applicable / N/A**».]

	Strongly disagree					Strongly agree	N/A
I will marry later on.....	1	2	3	4	5	6	8
Later, I will live with a common-law partner, but I will not marry.....	1	2	3	4	5	6	8
My love life will be stable.....	1	2	3	4	5	6	
It is better to finish one's studies before living as a couple.....	1	2	3	4	5	6	
It is better to finish one's studies before having children.....	1	2	3	4	5	6	
It is better to have a steady job before living as a couple.....	1	2	3	4	5	6	
It is better to have a steady job having children.....	1	2	3	4	5	6	
I will have a good relationship with my children.....	1	2	3	4	5	6	8
My spouse will have a good relationship with our children.....	1	2	3	4	5	6	8
It is better to be married before having children.....	1	2	3	4	5	6	
In our society, it is too easy to divorce...	1	2	3	4	5	6	
The relationship between parents and children is more important than the relationship between the parents themselves.....	1	2	3	4	5	6	
My relationship with my spouse will be good.....	1	2	3	4	5	6	8
Someday, fate will help me find the man or woman of my life.....	1	2	3	4	5	6	8
It is important that my spouse be able to speak my mother tongue	1	2	3	4	5	6	8
It is important that my children speak my mother tongue	1	2	3	4	5	6	8