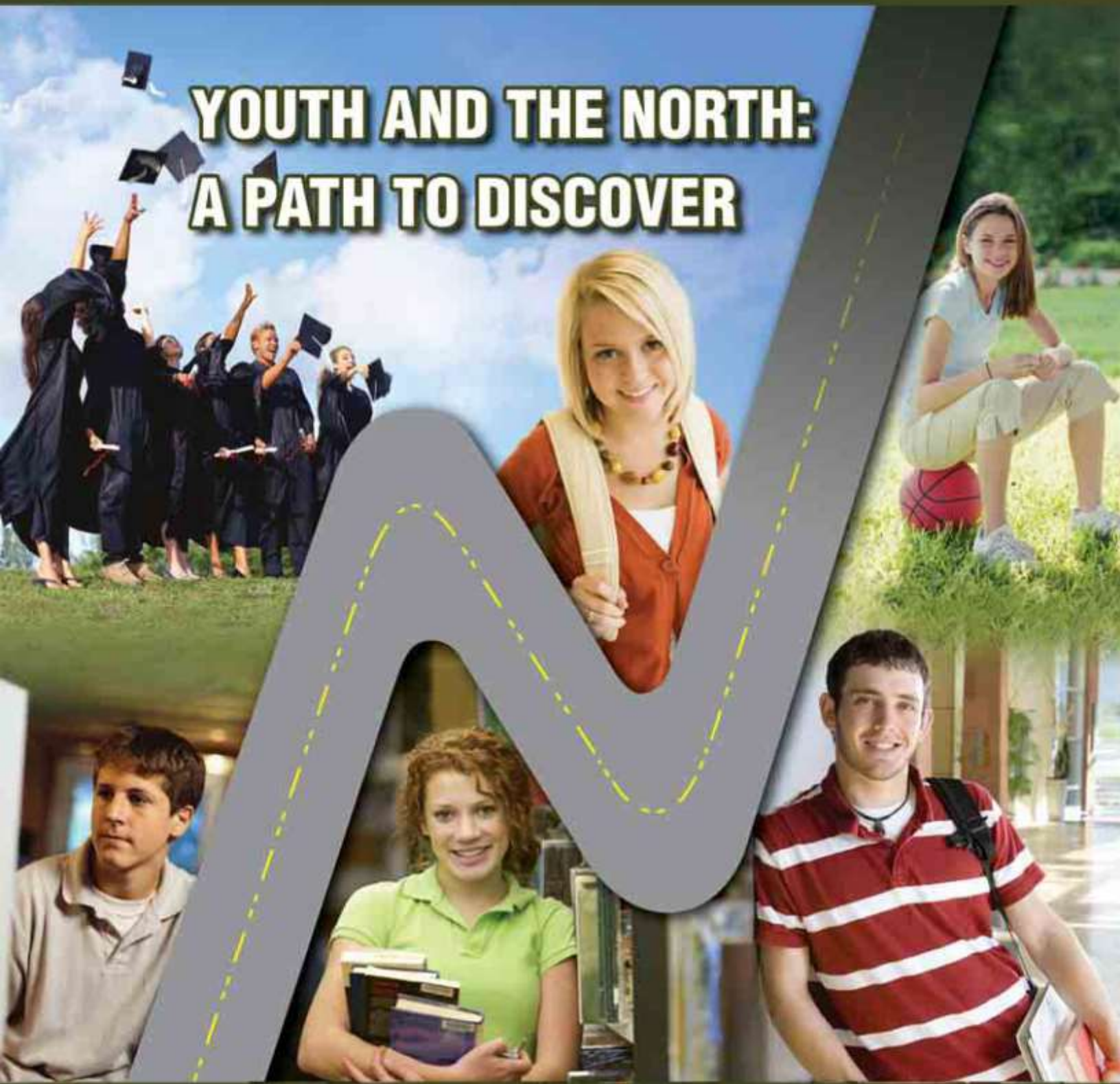


YOUTH AND THE NORTH: A PATH TO DISCOVER



REPORT – YEAR 2
2006



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

REPORT – YEAR 2

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FAR NORTHEAST TRAINING BOARD

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Preamble

This report presents the analyses derived from the data collected in the spring of 2006 as well as certain comparisons between the 2006 data and the one collected in 2005. The purpose of this research is to provide relevant information to individuals or organizations whose job it is to counter the alarming phenomenon of youth out-migration from the communities of the Northeast. To achieve this, it was necessary to poll young people on a number of topics: their activities, their assessment of those same activities, their views on education, interpersonal relationships, culture, politics, the community... It was also imperative to observe these same young people during different time periods in order to understand their development. The idea is to follow them over a 10 year period of which this is the second year.

Data Collection Instrument (2 questionnaires)

With the collaboration of the schools, during the first data collection in 2005, the same questionnaire was handed out to 2 student cohorts: Grade 9 and Grade 12 students. For the second data collection, 2 questionnaires were developed. For last year's Grade 9 students, we used essentially the same questionnaire in 2006, except for a few questions which we thought unnecessary to repeat within a twelve month time interval. For last year's Grade 12 students, we added to the data collection instrument those questions which, on the recommendation of some school boards, had been suppressed.

Difficulties Encountered

This type of longitudinal study entails following individuals over several years. Each participant has to be located every year and persuaded to complete a questionnaire. In the spring of 2006, we had to distribute the questionnaire in 2 different ways: last year's Grade 9 students (technically now in Grade 10) would receive theirs through the collaboration of their school's principal; last year's Grade 12 students were to receive it by mail. Both techniques had their share of problems: some schools did not collaborate as they had done during the first data collection; by mail, the rate of return was very low. This year's experience has forced us to markedly modify our techniques for the years to come.

Sample

This year, 545 young people completed the questionnaires (30 % of the initial sample): 77% from the Grade 9 cohort and 23 % from the 2005 Grade 12 students.

Summary

Verifying the Important Conclusions of the First Report

This report's first objective was to verify the 2 important conclusions of 2005. The analyses revealed a great transcendency phenomenon: very little variation, especially between communities, but also between the cohorts, the sexes and the linguistic groups in regard to the frequency of activities, the assessments of those activities as well as for the representations on education, politics, culture, interpersonal relationships and the community. This year's data confirms this great homogeneity. As was the case last year, there are 2 exceptions to this rule: the Francophone's' negativism toward French, and a difference that favours girls in regard to education and culture. Previous analyses had also revealed a net tendency towards taking hesitant positions as well as participating in all activities with restraint. The new analyses confirm these phenomena also.

Time Variations

We performed a number of analyses in order to verify if there were, over time, any variations in regard to the frequency of the activities, the assessment for these activities and the representations. As for the statements concerning the activities and their representations, we noticed very few differences.

Radical Changes

In order to further examine the effects of time, particular cases were analyzed. These particular cases presented radical changes from one data collection to the next. These analyses demonstrate overall mutations which cannot be ascribed to only one activity or representation, and these mutations coincide with either an improvement or worsening of interpersonal relationships.

Rapport to the Community

We can make certain observations pertaining to the love of the community:

- There are few links between the representation of one's community and one's appreciation for bigger cities
- The better the relationship with the mother, the brothers and sisters, the people of the community, the friends and teachers, the more one loves his or her community
- The more one agrees that the community offers enough employment opportunities, cultural and recreational activities, stores and opportunities to go out socially, the more one loves his or her community. However, that is not enough to guarantee that young people will not leave their community.
- A good relationship with the mother and the rest of the community, social involvement and the perception that the community offers enough cultural activities are the important factors in developing a positive image of the community.

Where one will live

As for the community of residence, certain findings stand out :

- 21% of young people, 5 years after the completion of their studies, see themselves living in the community they were in at the time of the survey in 2005
- 26% expect to live in the Northeast, but not in the town where they lived in 2005
- 53% think they will live elsewhere.

1. Introduction

In the spring of 2005, we undertook a questionnaire survey with a goal to provide information on the mobility of youth to the people and organizations responsible for the development of Northeastern Ontario. The main objective of this survey was to determine the way in which young people view their community and foresee their future. We also believed the eventual findings would only be relevant if we could determine their consistency at a particular moment as well as their evolution in time. For this reason, we opted for a longitudinal research. It was understood that we would follow 2 cohorts over a 10 year period. Initially, one cohort would be in Grade 9 and the other in Grade 12. This approach was amply justified in the first year's report published in September 2005¹.

The second phase of this survey took place in the spring of 2006. Except in rare cases, a fair amount of the information gathered during the first survey could not have changed after only one year. We could expect certain information changes from the Grade 12 cohort, but not from the Grade 9 cohort. We were thinking along the lines of opinions, attitudes and living conditions. We could logically envision that the students, who 2005 were in Grade 9, would be in Grade 10 in 2006. However, the Grade 12 students' situation was not so clear cut. At the end of their high school studies they have a lot more options. They can opt to further their secondary studies, choose to attend a postsecondary institution, find a job, remain unemployed or take a break. For these reasons we had to construct 2 questionnaires. To the questionnaire intended for the Grade 12 cohort, we thought it best to add new questions which would address not only the educational and professional situation but that would also touch on relationships with parents, sexual orientation, attitude towards religion and the drinking of alcoholic beverages (see Annex 1, Table 1 to 6).

2. Problems Encountered During the Survey

This year's data collection has been difficult. Because of technical difficulties and the reduced participation of certain schools, we were able to contact only 545 individuals, 30% of the original sample. This reduction in numbers has not been a major problem because the repeated measures covered only 2 years and we did not have to make extensive use of multivariate analyses. In the years to come and as the analyses become more complex, we will need to work with a greater sample. We have good reason to believe that next year we will be able to substantially increase the size of the sample. Also, the next data collection instruments will be designed to compare the 2005 survey results with those of 2007. Comparisons over 3 years will also be possible.

3. Profile of the New Sample

In this year's sample, 23% of the young people were from the Grade 12 cohort. We asked them to reveal their educational or work status. In this group, 37.4% are full-time students; 39.8% are full-time students and part-time workers; 4.1% say they are both full-time students and fulltime workers, and 2.4% say they are full-time workers and part-time students. This indicates that 83.7% of last year's

¹ Simon Laflamme and Pierre Bouchard, *Youth and The North: A Path To Discover*, Far Northeast Training Board, 2005. An abbreviated printed version of this document is available as well as an Internet version which can be found on the Far Northeast Training Board web site: <http://www.fnetb.com/English/Youth/YouthandtheNorth.pdf>

Grade 12 students are still in school. Of this group, 21.4% are still in high school; 29.1% are in college and 49.5% are attending a university. Of those who are not in the educational system anymore, 6.5% are full-time workers while 2.4% are jobless.

4. A Consistent Youth Population

One of the major observations from the first year's analyses was that of a great transcendence. We had discovered that the activities, interests and representations varied little, especially between communities (according to size and remoteness), but also between the linguistic groups, the ethnic groups, the sexes and the cohorts. Nevertheless, this extensive similarity still revealed a greater interest on the girls' part for all things favouring education and culture, and the Francophones' pessimism, even their negativism towards French. Despite the strength of the data supporting this conclusion of great uniformity, we can, in order to eliminate all remaining doubts, check if this second survey corroborates this observation.

To this end, we have different sets of statements to which the participants respond. In responding to these statements, the participants, on a scale of "1" to "6" are asked to circle the number which best expresses their opinion.

One of these scales is associated to a series of assertions relating to education, culture, politics, community and interpersonal relationships. The value "1" corresponds to "Strongly disagree" and "6", to "Strongly agree". Here we find statements such as "Collegiate studies put more emphasis on employment than university studies do", "My community offers enough cultural events", "I have a good relationship with my friends". Both cohorts responded to these 41 statements. When comparing according to the size of the community, we find mean differences in only 6 cases. Only the difference relating to the number of stores and employment opportunities deserves to be mentioned, youth who live in Timmins agree a bit more than the others that there are enough stores and employment opportunities in their community². If we compare according to the remoteness from an urban centre, the differences are revealing in the case of only 8 statements. Again we note, although with moderation, a greater satisfaction in Timmins in regard to the mix of stores and employment opportunities³. When the mother tongue is the reference point, we can infer from the mean differences in only 16 of the 41 propositions. The differences are generally small. We must, however, draw attention to 2 cases. The first is of little importance: Francophones feel more uncomfortable when speaking in English than the Anglophones when they speak in French⁴. The second case is more serious, and in light of the first report (published in 2005), it was predictable: young people whose mother tongue is French are more critical and pessimistic than the others in regard to French in general. This is noticeable in the statements relating to the future of French in Ontario and in the world. It is also noticeable in assertions such as "There isn't much you can do in the world if you do not speak English", and "Practically all cinematic productions in the world are in English" (see Table 1).

² In Timmins, $\bar{x} = 3,65$; in communities of 5,000 to 10,999 inhabitants, $\bar{x} = 2,35$; in communities of 1,000 to 4,999 inhabitants, $\bar{x} = 2,40$ and in communities of less than 1,000 inhabitants, $\bar{x} = 2,70$ ($F_{(3;499)} = 4,56$; $p < 0,01$).

³ In Timmins, $\bar{x} = 3,60$; in communities of 1,000 to 4,999 inhabitants, $\bar{x} = 2,22$; in communities of less than 1,000 inhabitants, $\bar{x} = 2,69$ and in communities of 5,000 to 10,999 inhabitants, $\bar{x} = 2,99$ ($F_{(3;504)} = 11,32$; $p < 0,001$).

⁴ With regard to the statement "Sometimes, I feel uncomfortable when speaking in English", the mean for individuals whose mother tongue is French stands at 3.42, while for those whose mother tongue is English it stands at 1.67. This indicates, on the part of Francophones, a greater partial agreement (1.75) with the statement. Bilingual participants are between the 2 at 2.25.

Table 1						
Mean differences for the representations with regards to cultures according to the mother tongue						
(1 = Strongly disagree; 6 = Strongly agree)						
Statement		Mother Tongue			F D>479	p<0,05
		French	English	French and English		
Sometimes, I feel uncomfortable when speaking in English	\bar{x}	3.42	1.67	2.25	58.87	Yes
	s	1.61	1.40	1.52		
Non-Anglophone countries have little influence in the world	\bar{x}	2.71	2.14	2.44	6.82	Yes
	s	1.42	1.38	1.39		
There isn't much you can do in this world if you do not speak English	\bar{x}	4.02	2.81	3.37	22.49	Yes
	s	1.64	1.70	1.56		
In Ontario, French is slowly disappearing	\bar{x}	3.64	2.62	3.14	19.74	Yes
	s	1.46	1.42	1.54		
Practically all cinematic productions in the world are in English	\bar{x}	3.73	3.04	3.66	10.87	Yes
	s	1.51	1.45	1.42		
Sometimes, I feel uncomfortable when speaking in French	\bar{x}	1.99	4.06	2.83	65.42	Yes
	s	1.49	1.70	1.63		
In the world, French is slowly disappearing	\bar{x}	3.24	2.44	2.99	12.19	Yes
	s	1.47	1.42	1.51		

When analyzing according to the participants' ethnic group, we find few mean differences between First Nation participants, Francophones, Anglophones and Others: these mean differences are evident in only 6 statements and they corroborate the findings with regard to the mother tongue. The analysis according to sex shows 11 mean differences which are not due to randomness; the differences are all lower than 0.62 and some relate to the girls' greater interest in education. According to the cohort, we find 17 positive tests out of 41; none of these differences have a value greater than 0.90 and the aggregate doesn't reveal a particular scheme.

2 more scales can be examined but they relate only to the 2005 Grade 12 cohort. These 2 scales relate to one another. The first propositions pertain to activities and their frequency. A value of "1" equals "Never" and "6" equals "Very often". The following are examples of the statements: "I go to the theatre", "I buy books". The second scale relates to statements linked to the subject of each of the activities of the previous series in order that the participant may indicate his or her assessment. A value of "1" equals "Not at all", and "6" equals "Very much". The following are examples of the statements: "I enjoy going to the theatre", "I enjoy buying books".

According to the size of the municipality, the frequency varies for only 4 of the 31 activities, but the differences are significant. Young people who had indicated Timmins as their place of residence in the spring of 2005 are the ones who participate the least in cultural events and festivals while those living in municipalities of 5,000 to 10,999 inhabitants participate the most⁵. The young people who indicated that

⁵ The difference is 1.21 ($F_{(3;119)} = 3,26$; $p < 0,05$).

they lived in Timmins do not listen to radio as much as those who come from the smaller municipalities⁶; they do not engage in snowmobiling⁷ and make use of all-terrain vehicles⁸ as frequently as those who reside in smaller communities. As for assessment, the differences relate to only 2 of these activities: attending popular music concerts and the purchasing of books. Each time, Timmins has the highest mean and the youth who come from municipalities with a population of less than 1,000 or with a population from 1,000 to 4,999 inhabitants have the lowest means⁹. Comparisons according to the distance from an urban centre show no significant differences. According to the mother tongue, only 5 of the 31 statements related to the activities show mean differences. Nothing really stands out. None of the scales related to the assessment of activities single out the groups. Ethnicity reveals the same information that is relevant in light of the mother tongue. With sex as the focal point, the activities for which the frequency is the same for both boys and girls are more numerous than those for which there is a difference. This time, however, the differences demonstrate the stronger and more common inclination of the girls for cultural activities. Seven activities bring into focus the girls' greater attraction to reading and attending cultural events; boys surpass them in only 2 cases: use of a computer to play games¹⁰ and go hunting¹¹. If we take into account the assessment of those activities rather than the frequency at which they are practiced, the data is even more revealing. No less than 19 elements separate the girls from the boys, and were it not for hunting and fishing, the girls would surpass the boys in everything where there is a difference. The mean differences are often higher than 1; for a statement such as "I enjoy buying books"; the difference between girls and boys reaches 2.30¹².

The previous study made a second major observation: the participants were systematically inclined to adopt hesitant positions except in regard to love and family relationships. The frequency for the activities was usually fairly low, and the interest in these activities was also generally moderate. We can ask ourselves if this trend is confirmed in this second part of the study. The answer is yes in light of the variables at our disposal. During this second phase of the research we did not include the statements related to love and the family. When analyzing the positions, we normally find means lower than 4, often lower than 3. However, when we look at the way young people view their relationships with teachers, friends and people of the community, the means exceed 4. For the activities, listening to music at home and watching television are the only 2 that have means higher than 4.5; for the other activities, the means hover around 3. As for the statements relating to the assessment of the activities, the numbers correspond with the frequency at which young people practice the activities, although they are slightly higher, as if young people did not engage in these activities as much as they would like. Thus, holding prudent positions and loving and practicing activities in moderation was not situational.

The consequences of this description are evident: similarities clearly supplant dissimilarities; where the differences cannot be attributed to randomness, they are usually minor. Thus we can say that the analyses, upon which the homogeneity phenomenon was based, find their confirmation in this year's

⁶ The difference is 1.36 ($F_{(3;118)} = 3,18$; $p < 0,05$).

⁷ The difference is 1.64 ($F_{(3;118)} = 3,59$; $p < 0,05$).

⁸ The difference is 2.17 ($F_{(3;119)} = 5,01$; $p < 0,01$).

⁹ For the statement "I enjoy going to popular music concert", $F_{(3;115)} = 3.29$ et $p < 0,05$. For the statement "I enjoy buying books", $F_{(3;116)} = 4.00$ et $p < 0,01$.

¹⁰ $t_{(121)} = -3.38$; $p < 0,01$

¹¹ $t_{(121)} = -2.41$; $p < 0,05$

¹² $t_{(118)} = 4.93$; $p < 0.001$

results. There are, however, 2 exceptions to this rule: one being the Francophones negativism towards French and the second being the girls' greater attraction to learning and the arts. Having underlined these counter-examples, it's important to remember that Francophones and Anglophones on the one hand, and boys and girls on the other are not so different as to have nothing in common. As for the differences between the sexes, it seems that, after Grade 12, the girls' domination becomes even more pronounced (later studies will help better understand this evolution).

5. Variations from Spring 2005 to Spring 2006

Since the same youths were surveyed in the spring of 2005 and in the spring of 2006, we can ask ourselves if, during this interval, there were any variations. We can ask this general question about many aspects. But, in so short a period of time, it is doubtful that comparisons between central tendency measures will allow us to discover important changes. We can, nevertheless, expect slight variations with the youths who finished their secondary school in 2005, because it is quite possible that their new status has forced them to make certain adjustments to their habits and customs.

5.1. The Sample and the Means

To determine the effects of time, we can look at the groups in a general way and compare the means.

5.1.1. The activities and Their Assessment

Comparisons of the activities and their assessment can only be done for the students who were in Grade 12 in 2005; because we didn't think it was necessary to question last year's Grade 9 cohort for whom few changes took place within the school system.

The means for the different reading activities must be viewed as being the same for both periods and the same applies for their assessment (see Appendix 2, Table 1 and 7).

Youth do not shop any more now than they did before, but they like to do it a little bit more. They do not go out to the restaurant with friends in 2006 any more than in 2005, but they appreciate it a bit more; paradoxically, they don't go as often to the restaurant and they don't like to go any more than they did before (see Appendix 2, Table 2 and 8).

Cultural activities are no more frequent in 2006 than in 2005; they are less frequent in 3 cases out of 9: going to the movies, going to the circus and going to sports events. Interest in the following activities increases slightly in 4 cases: going to the theatre, attending festivals and cultural events, attending popular music concerts, attending sports events (see Appendix 2, Table 3 and 9).

The purchasing of cultural products and its assessment are identical in 2006 to what they were in 2005 (see Appendix 2, Table 4 and 10).

The different activities linked to the media experienced a drop in frequency in 3 cases out of 5: listening to music at home, watching video recordings, using a computer to play games. But these drops are not very pronounced. The assessment remains the same from one moment to the other (see Appendix 2, Table 5 and 11).

The means for sports activities are lower in 2006 than in 2005. That is the case for snowmobiling, use of all-terrain vehicles, summer and winter sports. Again the difference is tenuous. The assessment for these activities varies very little except for winter sports which goes up slightly (see Appendix 2, Table 6 and 12).

5.1.2. The Representations

The statements devised to discover young people's perception of education, the cultures, politics, their community and their interpersonal relationships were presented to both cohorts.

Between the springs of 2005 and 2006, the statements relating to education produced mean differences in only 2 out of 7 cases. The differences are very minor. Young people are now slightly more inclined to say that university studies are too theoretical, and less in agreement with the idea that these same studies offer better opportunities than collegiate studies (see Appendix 2, Table 13).

Twelve statements explore youth's attitude towards the cultures. Only 2 of them produce mean differences which are not very obvious. In 2006, their belief that non-Anglophone countries have little influence is a little less pronounced than in 2005. They believe a little bit more that cultural diversity is an asset for a country (see Appendix 2, Table 14).

In 2006, their interest in politics is identical to 2005 (see Appendix 2, Table 15). Ten statements examine their perception of their community. Essentially, there are no dissimilarities between these 2 periods of the data collection. It can be noted that, in 2006, they agree slightly more with the statement "Living in a rural environment is better than living in an urban environment" and slightly less with "I love big cities" (see Appendix 2, Table 16).

Interpersonal relationships are stable. Over the 2 years, none of the statements give rise to significant differences (see Appendix 2, Table 17).

As was expected between the 2 surveys, there are few variations in the activities, in the assessment of these activities and in the different representations such as education and politics. In regards to representations, we must note some reservations about university studies, a certain 13 open-mindedness towards cultural diversity, as well as the emergence of a guarded preference for rural communities. As for activities and their assessment, it seems that the 2005 Grade 12 cohort is heading very slowly towards a reduction in the frequency it indulges in cultural, media and sports activities, but at the same time, this cohort shows a higher interest for cultural activities.

5.2. Radical Changes

To study the effects of time, we can also examine particular cases.

We decided to identify those individuals whose opinions changed radically between the springs of 2005 and 2006. We selected 10 statements which seemed to us very eloquent. 2 of these statements relating to representations were presented to both cohorts. They are: "I love my community" and "I love big cities". The 8 other statements relate to activities and only the grade 12 cohort was asked to respond to them. They are: "I enjoy reading newspapers", "I enjoy reading periodicals or magazines", "I enjoy reading literary works (novels, poetry, plays, biographies...) that do not relate to my studies or my

work”, “I enjoy summer sports activities”, “I enjoy winter sports activities”, “I enjoy going fishing”, “I enjoy snowmobiling” and “I enjoy using an all-terrain vehicle (ATV)”.

Radical opinion changes are those cases where, on a six-level-scale, there is a difference of at least 3 between the 2 data collections, whether that variation is positive or negative; a student, for example, will have circled the number “6” during the first collection and the number “1” the second time around, which gives a difference of 5. To begin with, we identified those individuals. Then, with this information at our disposal, we tried to find out what could explain such a change. The goal of this exercise was to be able to supply the stakeholders with information that would help them stop negative trends and bring about positive changes in the region.

For the first statement of the series on representations, “I love my community”, we found 11 cases of strong positive thinking changes. No overall structure can explain these changes. However, there are recurrences. We note that the consequence of this increase in fondness is often a better overall appreciation of the community: the young person is happier with the variety of stores and with the activities offered by his or her community (6 individuals). We also notice that the relationships he or she has with the people of his/her community (5 individuals), with the members of his/her family (4 individuals), with his/her friends (4 individuals) have improved. We notice that some (4 individuals) got more involved in their community. Six young people (6) found themselves a job; others (4) saw their emotional health improve; others (2) saw their school average improve by at least 10 points. It might be useful to mention value increases in the scales relating to statements on rural environment and outdoor recreational activities. We notice negative changes (a decrease in appreciation of the community) in 12 cases. We understand that this disaffection corresponds to a negative outlook of the community because of the following: services offered (7 individuals) and worsening of relationships with people of the community (4 individuals), with teachers (3 individuals), with friends (2 individuals). This disaffection is also associated with a decrease in community involvement (5 individuals), an increase in the feeling of being different from the others (3 individuals), and a preference for urban centres (6 individuals). 5 of these young people lost their job during the year.

For the second statement of the series, “I love big cities”, here again, there is no ultimate explanation of the phenomenon but there are certain constants. If the love of big cities has intensified (12 individuals), it is often because the group of friends mostly intends to live elsewhere (6 individuals). This group is not the same, the people in the group have different opinions, the feeling of being different from the others has increased (6 individuals) or criticism of the community has intensified (9 individuals). This keen interest in big cities often translates into a more definite intention to live in an urban environment and in a decrease in community involvement (3 individuals). When this love of big cities diminishes (13 individuals), it is generally because the positions we have just described have been reversed.

The 8 other statements, taken from the activities series and given only to the Grade 12 cohort, can be divided in 2 units: reading activities and sports activities.

When reading frequency has greatly increased, it is because the individual now attends college or university. This increase in interest is not reducible. It is extensive: If, for example, the student reads more newspapers, he/she not only reads more printed material such as magazines or literary works, but

he/she makes greater use of the Internet to find reading material and moreover goes to the library more often.

When sports activities are the subject of interest, the phenomenon can be generalized in the sense that the interest is not limited to one activity. The young person believes that his or her community now offers more recreational activities than before. We must, however, draw attention to the fact that, in certain cases, an increase in interest for sports activities brings about a decrease in interest for other activities such as going to the movies or watching VHS or DVD recordings.

Our present data is of little help in determining the causes or motives underlying these reversals, but it does show indisputably that an about-turn is never targeted, that it appears in different behaviours and attitudes and that it implies marked changes in the relationships with other people of the community. If this about-turn is linked to changes in the educational setting, it still needs some special conditions to make it reality: it's not necessarily because one moves from high school to a postsecondary institution that one converts from a non-reader to an avid reader.

6. Living Elsewhere

One of the major problems facing those responsible for the development of the Northeastern Ontario communities is the depopulation phenomenon of which youth outmigration is one symptom. It then becomes very important to provide these decision-makers with all the information likely to help them not only have an effect on the young people they work with but also on their environment. At this stage of the research, we have at our disposal some possibly very instructive data. It includes variables on young people's perception of their community, on their assessment of different activities inherent to their environment and, especially on their plans concerning education, work and place of residence.

6.1. Young People's Perception of Their Environment

We can think that a young person who has a hard time identifying with his or her community would have some desire to leave. In any event, we can assume that the less one identifies with one's community the more one would want to get away. In the questionnaire, 7 statements address this particular aspect:

1. "In my school, I feel different from the others";
2. "Most of my friends intend to live elsewhere";
3. "Most of my friends think like me";
4. "In my community, I feel different from the others";
5. "Living in a rural environment is better than living in a urban environment";
6. "I love my community";
7. "I love big cities".

In 2006, both youth cohorts were presented with these statements.

We must first ask ourselves if these assertions are correlated. Strangely, on the whole they are, but only slightly, although this correlation is inferable¹³. Some, however, are strongly associated to one another. It is the case for those assertions relating to feeling different in one's school or in one's

¹³ $W_{\text{Kendall}} = 0.13$; $\chi^2(6) = 381.38$; $p < 0.0001$.

community (see Table 2). We think it is important to mention the weak correlation between the proposition “I love my community” and the statement “I love big cities”. The link is inferable, negative even, so that the more a person loves his/her community, the less he/she loves big cities. But the value never goes above 0.17, which means that the love for big cities has, for the Northeastern Ontario citizen, very little to do with the appreciation of the community.

Table 2
Correlations Between Different Indicators of the Link to the Environment

(* = $p < 0.05$; ** = $p < 0.01$)

	Most of my friends intend to live elsewhere	Most of my friends think like me	In my community, I feel different from the others	Living in a rural environment is better than living in an urban environment	I love my community	I love big cities
In my school, I feel different from the others	0.12**	-0.15**	0.62**	0.05	-0.13**	0.07
Most of my friends intend to live elsewhere		0.12**	0.08*	-0.04	-0.09	0.16**
Most of my friends think like me			-0.07	0.02	0.06	0.26**
In my community, I feel different from the others				0.04	-0.16	0.10*
Living in a rural environment is better than living in an urban environment					0.26**	-0.39**
I love my community						-0.17**

Next we examine the link between these indicators and the quality of the relationships the young person has with the people in his/her environment. None of the correlations are very pronounced, but many are significant. It is impossible not to notice the positive link between the relationships with others and the fondness for the community. The better the relationship with the mother, with the brothers and sisters, with the people of the community, with the friends and the teachers, the greater the fondness for the community. This fondness surely stems from the quality of the relationships with individuals, including members of the family. The correlations are sufficiently pronounced to draw attention to them, but not sufficiently pronounced that they could explain the fondness for the environment (see Table 3).

Table 3
Correlations Between Different Indicators of the Link to the Environment

(* = $p < 0.05$; ** = $p < 0.01$)

	In my school, I feel different from the others	Most of my friends intend to live elsewhere	Most of my friends think like me	In my community, I feel different from the others	Living in a rural environment is better than living in an urban environment	I love my community	I love big cities
I have a good relationship with my mother	-0.21*	-0.01	0.14	-0.18	0.15	0.37**	0.05
I have a good relationship with my father	0.06	0.01	-0.02	-0.00	-0.02	0.13	0.05
I have a good relationship with my brothers and sisters	-0.04	0.07	0.12	-0.06	0.04	0.27**	0.11
I have a good relationship with the people of my community	-0.12**	0.12**	0.17**	-0.18**	0.15**	0.47**	-0.00
I have a good relationship with my friends	-0.15**	0.20**	0.35**	-0.15**	0.10*	0.24**	0.11*
I have a good relationship with my teachers	-0.02	0.14**	0.03	-0.06	0.10*	0.28**	0.02

Let us now examine the link between the assessment of one's community or social involvement on the one hand, and the 7 selected indicators on the other hand. What really stands out is the weakness of the majority of the correlations (see Table 4).

Only the indicator referring to the love of the community should really be taken into consideration. All the correlations are inferable and all are positive, but none of them exceed the value of 0.39. The link is evident, but strangely, it leaves the door open to many other considerations. The more a person is involved in the community and the more he or she agrees that the community offers enough cultural and recreational activities, enough stores, employment opportunities and chances to go out socially, the more he or she will love that community. This affection, however, rests on many other factors. This logic, as real as it is, remains somewhat limited. We could certainly not assert that, the more the young person is convinced the community offers enough of this or that; his or her fondness for the community is better assured. It is important that "this and that" be available, but they do not guarantee the love of the inhabited town or city, nor that the fondness will grow with an increase in their availability.

Table 4
Correlations Between Different Indicators of the Link to the Environment

(* = $p < 0.05$; ** = $p < 0.01$)

	In my school, I feel different from the others	Most of my friends intend to live elsewhere	Most of my friends think like me	In my community, I feel different from the others	Living in a rural environment is better than living in an urban	I love my community	I love big cities
My community offers enough cultural events	0.02	-0.10*	0.05	0.01	0.12**	0.33**	-0.07
My community offers enough stores	0.09*	-0.10*	-0.00	0.05	0.09*	0.16**	-0.16**
My community offers enough recreational activities	0.03	-0.09*	0.05	0.01	0.17**	0.31**	-0.07
My community offers enough employment opportunities	0.04	-0.03	0.07	0.04	0.11**	0.26**	-0.00
In my community there are enough opportunities to go out socially	-0.00	-0.05	0.13**	-0.03	0.19**	0.31**	-0.12**
I do a lot of things for my community	0.01	0.09	0.14**	0.02	0.12**	0.39**	-0.00
I participate in many activities unrelated to my studies or my work	-0.03	0.12**	0.10*	-0.04	0.05	0.26**	-0.02

In light of this data, we can ask ourselves if, by combining them, the different determinants of the love of the community couldn't explain a great portion of the variation. To find out, we need to perform a multiple regression analysis of all the correlated variables. We then have to resort to a method that selects among these variables all those which support further understanding of the variance. This analysis includes 3 variables: first, the one concerning the relationship with the mother; then, the one referring to community involvement; finally, the one relating to cultural activities (see Table 5). These 3 variables correlate to 0.54 with the statement on the love of the community; they explain 29% of the variance. All 3 correlations are positive. This means that the more a young person thinks the relationship with his mother is good, the more he thinks he does a lot of things for his community. Also, the more he thinks his community offers enough cultural activities the more he appreciates it. These 3 indicators are important because they explain 29% of the love for one's community. But we must understand that there are also numerous other elements capable of explaining this fondness. These 3 factors have supplanted all others. However, it does not mean that the factors ignored by the analysis are not important. It only means that these 3 factors have more weight than the others even if they too depend on the others. For instance, the relationship with the mother can't be separated from the relationships with the other people of the community, and conversely. Also, community involvement can't be separated from the assessment of the community, nor can the role played by cultural activities be separated from that played by the recreational activities or the employment opportunities.

Table 5 Multiple Regression of Different Significant Variables for the Statement “I love my community” (Explained variance (R^2) and standardized coefficient (β))			
Selected Determining Variable	β	F	$p < 0.05$
I have a good relationship with my mother	0.34	13.46	Yes
I do a lot of things for my community	0.26		
My community offers enough cultural events	0.23		
R^2 total = 0.29			

To further pursue the analysis on the love of the community, we can submit other variables to a selective regression analysis. These other variables would be sex, language, employment, lack of employment and academic results. It is not possible to include the statement pertaining to the relationship with the mother, because in 2006, only the Grade 12 cohort was given that statement¹⁴. However, this variable is correlated with others which also concern relationships and which were given to all respondents; these statements concern the relationships with friends, teachers and the people of the community. These variables were subjected to the regression analysis (see Table 6).

Table 6 Multiple Regression of Different Significant Variables for the Statement “I love my community” (Explained variance (R^2) and standardized coefficient (β))			
Selected Determining Variable	β	F	$p < 0.05$
I have a good relationship with the people of my community	0.34	46.27	Yes
My community offers enough cultural events	0.20		
I do a lot of things for my community	0.23		
In what language do you take the majority of your courses?	0.16		
R^2 total = 0.36			

With this new analysis, the explained variance rises from 26% to 36%. The importance of the relationships with others resurfaces. It is the first factor: the better the relationships, the greater the fondness for the community. Again, cultural events and social involvement are at the forefront. It seems that the love of one's environment depends, to a large extent, on the cultural activities one finds in it, as well as the amount of community involvement one is willing to embark upon; the more a person thinks the community offers enough cultural activities and the more that person is involved, the more that

¹⁴ Some school boards did not allow questions pertaining to family relationships.

person will be fond of the community. Finally, there is the language in which the majority of courses are taken. The fondness for the community is slightly more probable on the part of the Francophones than on that of the Anglophones. Moreover, sex and academic achievement do not appear to have a significant influence. On this point, it seems pertinent to mention that neither educational¹⁵ nor professional¹⁶ aspirations are correlated to love of the community. What's more, we can add that all correlations between the occupational or professional levels and the representations are weak. Only one of these correlations reaches the value of 0.30, and it shows that if someone has high academic perspectives he or she is less likely to think that university studies are too theoretical.

6.2. Future Place of Residence

The depopulation phenomenon is associated to the perception young people have of their community, and to the way they see themselves in the future, specifically in regards to their studies or work conditions. It then becomes important to examine their living conditions as well as their projects, while always keeping in mind that these conditions influence their projects, and vice versa.

In the questionnaire, young people were asked in which city/town they thought they would live 5 years after the completion of their studies. We know the city/town in where they presently live. We can start the exercise by examining the link between these 2 pieces of information.

We can classify the answers in 3 categories. The first would consist of the young people who think they will still be in the place they where presently live; the second would group the young people who think they will live somewhere other than where they currently reside, but still in a town/city in the Northeastern Ontario region; the third category would group all those individuals who see themselves somewhere than in Northeastern Ontario. We chose to examine, as per the 2006 spring data collection, the projected place of residence 5 years hence. We associated this projected place of residence, first with the 2005 place of residence, then with the one identified in 2006. It is important to keep in mind that 25% of young people are unable to predict where they will be in 5 years. Having said that, of the young people living in the same place of residence where they lived in 2005, 21% see themselves in that same town 5 years from now; 26% see themselves in the Northeast but not in their place of residence, and 53% would like to live elsewhere. This "Elsewhere" is quite fragmented, but not without recurrences. The city of Ottawa surfaces a lot, as does Toronto although not as much. If the city of residence is the one identified in the spring of 2006, 32% of the young people would like to stay in their present location, 16% would like to live in the Northeast but not in their present location and 52% would like to live elsewhere. As was the case in 2005, elsewhere is most often Ottawa, but also Toronto. When young people wish to live somewhere else in the Northeast, the city of Sudbury is mentioned the most often.

The questionnaires inform us as to where the respondents intend to settle in 5 years. They also inform us as to where they think they will live in 10 years. The next step is to find out if there is a link between these 2 perspectives. The 2005 spring data shows that the 2 places of residence are the same for 78% of respondents. In the spring of 2006 it is the same for 76% of them. For the majority of young people, their 5 year projects correspond to their 10 year vision. Where they see themselves in 5 years, they also see themselves in 10 years. This consistency of vision, as demonstrated at a particular time, is obvious: it's a given that young people will, at a particular moment, plan over a 10 year period as they

¹⁵ $r_{\text{(Spearman)}} = 0.07$; $p = 0.13$

¹⁶ $R_{\text{(Pearson)}} = 0.04$; $p = 0.50$

would over a 5 year period. For a large number of young people, even 5 year plans, are less stable when developed at different moments. When studying the data, we find that the 2005 projected place of residence is the same for only 41% of the students in the 2006 projections. Consequently, even if young people seem to show a certain stability at a particular time, their projects often vary with time.

This frequent uncertainty is also apparent when we compare educational aspirations at both moments of the survey. In 2006, 60% of individuals still hold on to the project they presented in 2005, namely that the level of instruction they were aiming for at the end of their studies is still the same. But, 23% of them revise it downwards, while 16% revise it upwards¹⁷. We can make no such observation in relation to income. The first survey had revealed the very high income expectation of the young people. To the question “5 years after the completion of your studies what will your annual income be?” the answer was on average \$97,000 – and they were nowhere near the actual income of the chosen professions. In comparing this number to this year’s number we find no significant difference. However, only the students of the Grade 9 cohort were given this question in the spring of 2006.

This variability of projects resurfaces when we compare the city where they planned to undertake their postsecondary studies in the spring of 2005 and the one chosen in 2006. The analysis can only be performed for the Grade 9 cohort, because a good part of the Grade 12 cohort, at least in principle, is already in a postsecondary institution. Now, the statistics show that, in 2006, only 51% of Grade 9 students chose the same city they had chosen in 2005. Obviously, time plays a very important role in the predictions young people make for themselves. However, as they near the end of their secondary studies, time plays a less important role in the volatility of their predictions. In the spring of 2005, students of the Grade 12 cohort envisioned the city where they would study in 2006. 62% of them followed through on their prediction, which means that 38% of them changed their plans.

We know that the city/town in which a person studies plays an important role in choosing the city/town where that person will eventually reside. It will take a few years before this research can affirm anything about this correlation, but for the students of the Grade 12 cohort, we can already examine the link between the city where they are studying now and the one where they think they will live later. In a 5 year plan, this city/town is the same for only 46% of the students, while in the 10 year plan; it is the same for only 23% of them. If in theory there is a link between these 2 events, in the minds of the students, it is surely not an *a priori* association. In other words, we are again witness to the rather wide scope of young people’s imagination.

6.3. Between Assurance and Uncertainty

These analyses demonstrate very well that only a minority of Northeastern Ontario youth intend to settle in their present community 5 or 10 years from now. They also bring to light a great tension, one that testifies to the seriousness of a phenomenon as well as to its uncertainty. If 50% of young people want to live elsewhere, 50% of them intend to settle in the Northeast, of which 20% can’t imagine themselves living in a community other than the one where they presently live. These statistics are important for another reason. They recall the project fluctuation from one year to the next, and thus the uncertainty which characterizes youth. Since this is the case, we can easily surmise from our analyses of

¹⁷ $Z_{(Wilcoxon)} = -2.91; p < 0.01$

the community that adequate policies and interventions that ensure a quality link between young people and their community can only ensure the link between the Northeastern Ontario citizen and his or her environment.

7. Conclusion

This report has presented several analyses made possible by this second year data collection. We can summarize them briefly and list the consequences for those responsible for the development of the Northeastern Ontario communities.

7.1. Persistence of an Homogeneity

The 2005 spring data collection had showed that the activities, their assessment and the manner in which young people perceive the world around them varied very little from one community to the other, and that what they thought or did had little to do with living in a small town or in a city like Timmins. From this data, we concluded that any intervention aimed at furthering cultural development, at encouraging young people to pursue an education and at developing a sense of belonging to the Northeast had to be generalized as opposed to targeting particular communities. Because of the potential consequences of these findings, we thought it was important to verify if the conclusions of the 2006 data were the similar. The answer is yes.

7.2. Persistent Hesitation

In 2005, we discovered that young people were indecisive on practically everything except love and family. In 2006, we find the same thing. They do practically everything without great enthusiasm, and they rarely hold firm opinions. These hesitations could be interpreted as the consequence of informed minds with broad knowledge but unable to take a firm stand on any particular point. This lack of enthusiasm could also be an indication that young people would like to do so many things that they can't really decide on any particular thing. However, we doubt this is the case. This lack of enthusiasm and indecisiveness are more closely related to a lack of interest. Therefore, it appears to us that something should be done to stimulate young people's passions. This is a wide open area. These passions could be fuelled by exposing youth to people who passionately love what they do and by disseminating messages designed to halt this disenchantment by exposing its social consequences. These measures, as much as possible, should be thought out and devised with the Northeastern geographical and social environment in mind.

7.3. Concerns of the Francophones

Francophones believe more than the Anglophones in the importance of English in the world. They are more pessimistic than the Anglophones in regard to the future of the French culture. Such feelings contribute nothing to the French collective identity, nor, consequently, to the individuals belonging to this collective group. These feelings promote their cultural assimilation to the group they view as dominant. Being in a minority position often favours this type of ideology. This ideology, however, can be neutralized with information based on facts rather than impressions.

7.4. Greater Interest by Sex

Generally, in everything pertaining to education, art and culture, girls show a greater interest and are more active in these areas than the boys. After Grade 12, this difference between boys and girls increases. It surely is wise to cultivate an interest for education and for the arts in all individuals of a

society. But it is also important to target, the less interested and less represented groups. It is wise to encourage boys to value the trades' occupations, to make education a priority for all segments of the population and to encourage those who choose the trades to participate in cultural activities. It is hard to understand how gender stereotyping to the point where girls would dedicate themselves to education and culture and the boys to the trades occupations and sports activities could be of any benefit to the Northeast. We must remember that, in our modern societies, the positions of power and responsibility are usually held by educated individuals. It is also important to remember that all occupations are of equal value. There possibly is a link between this gender bias and the unrealistic wage expectations we noticed in both years of the survey. These expectations clearly demonstrate that young people, are often ill-equipped to estimate the real income of an occupation.

7.5. Appearance of Some Reservation Towards University Studies

We notice a intensification of critical views towards university studies. We must certainly reflect on what possible useful purpose such views have for the development of Northeastern Ontario.

7.6. Sympathy for Cultural Diversity

After secondary school, young people become more inclined to view cultural diversity as an asset for a person or a country. We should wonder why this openness towards cultural diversity appears only after secondary school and why, after one year of postsecondary studies, it is still moderate. And again, what possible useful purpose this moderate view towards cultural pluralism could have for Northeastern Ontario.

7.7. Preference for Rural Life

A more favourable opinion for rural communities emerges. This certainly indicates that not all young people fall prey to the attraction exercised by big cities. However, we must wait for future data collections in order to determine if this is a real trend, and if so, to understand its implications in greater depth.

7.8. The Reduction of Activities

After their secondary studies, young people reduce the frequency of their cultural and recreational activities. Relocation and the start of their postsecondary studies partly explain these changes. This becomes important only if, in young people's mind, it is unfavourably associated with their town of origin.

7.9. Long and Fragile Projections

At a particular moment in time, young people can envision themselves in 5 or 10 years, at a different time, these projections change. This means that stakeholders can influence youths' perspectives or, at least, the conditions that will affect how they envision their future.

7.10. Factors that Influence the Love for the Community

We have noticed that young people's love for their community depends on their social involvement, the availability of cultural products and the quality of their relationships with others, especially their mother. These variables are not exclusive, but they are determining. The analyses clearly show that stakeholders should encourage family relationships and more generally interpersonal

relationships. They should also encourage young people to get more involved within their community and they should provide them with a cultural environment and cultural activities.

The analyses also indicate that Francophones tend to appreciate their community more than Anglophones who are more critical of their environment. This is an important observation, especially since this year confirms last year's observation. Many hypotheses, such as school influence, the media and ethnic identity could explain this phenomenon. This year, since the English schools' participation was very limited, we think it is better to wait until next year's survey to verify these hypotheses. Furthermore, data collected over a 3 year period will provide more information on the Anglophones' migration process.

7.11. Living Elsewhere

Approximately 50% of young people want to live somewhere other than in Northeastern Ontario. This statistic speaks loudly. It cries for attention. We know that for many young people, these projects are fleeting and that they can be reversed. But these projects are so numerous that they can only be reversed by a general intervention. Such an intervention is possible because, in many respects, the young people of the Northeastern communities are alike. This intervention should encompass all of Northeastern Ontario, and include a broad range of actions aimed at fostering harmonious interpersonal relationships, community involvement as well as cultural development. This intervention can draw support from the 50% of young people who wish to remain in the Northeast and from the 25% who intend to remain in their community.

Finally, we think it is important to mention that, 5 years from now, only a minority of young people intend to settle in the city or town where they are presently studying. Out of 10, only 23% think they will live where they studied. These numbers remind us that for young people mobility is easily conceivable.

Appendix 1

Difference between the questionnaires:

Table 1 Questions that were the same in 2006 for both the Grade 9 and the Grade 12 cohorts
What is your name?
Give the full name of your parents or guardians
In what language are most of your courses taught?
What is your usual overall average?
Are you employed? What is your job?
How many hours per week do you work for a salary?
List of questions: «My parents speak to each other in...»
List of questions: «I listen to the radio in...»
According to you, what is the best age to have children?
According to you, what is the best age to get married?
To which of these groups do you mostly identify with?
Will you settle in a rural or urban environment?
List of questions pertaining to Internet: «I send electronic mail messages...»
At the end of your studies, what level of education will you have achieved?
After the completion of your studies, in what language do you think you will work?
Five years after the completion of your studies, in which city do you think you will be living?
Ten years after the completion of your studies, in which city do you think you will be living?
List of questions: «Ability to...» «understand English...»
List of questions: «Knowledge compared to:...»
List of statements pertaining to (education, community, language, politics, global...) -Statements pertaining to relationships with mother, father, brothers and sisters do not appear on the questionnaire for the Grade 9 cohort
«Compare to others of my age, my physical health is...»
«Compare to others of my age, my emotional health is...»
List of questions pertaining to emotional health

Table 2 Questions included only in Grade 9 cohort questionnaire in 2006
In which municipality is your school located?
In which municipality do you reside?
Which year of your secondary studies are you in?
Usually, what is your approximate average in each of the following subjects?
Are you presently employed?
What is your date of birth?
In what field will you undertake these postsecondary studies?
At which institution or institutions and in which city or cities will you undertake these postsecondary studies?
In what language or languages will you do your postsecondary studies?
Five years after the completion of your studies, what type of job will you have?
Five years after the completion of your studies, what will be your annual salary?

Table 3 Questions included only in Grade 12 cohort questionnaire in 2006
Give the full name of your parents or guardians and their address
What is your permanent address? Telephone number?
What is/are your e-mail address-es?
Give the name and contact informations of two of your best friends?
What is your status relative to work or education?
Circle the number that correspond to the right answer, and when that is required, provide the relevant answer. («I am presently at a secondary level...»)
Do you have a address other than your permanent address during the school year?
What is your address during the school year? Telephone number?
What is the name of the institution (school, college, university) you are attending?
In what language do you study?
Circle the number that best describes your situation. («I do not have a life partner...»)
Do you have children? (list of questions pertaining to children)
What is your sexual orientation?
Circle the number that best describes your situation. («My biological or foster parents...»)
Considering your parents' relationships, in how many households did you live?
List of questions pertaining to religion: «I am, on the religious plan, a believer...»
List of questions pertaining to activities: «I read newspapers...»
List of questions pertaining to the appreciation of activities: «I enjoy reading newspapers...»
Do you consume beer, wine, liquors or other alcoholic drinks?
During the last twelve months, how frequently did you consume alcoholic beverages?
How old were you when you started consuming alcoholic beverages?

Table 4
Questions that remained in 2005 and in 2006

What is your name?
Give the full name of your parents or guardians
What is the name of your school? (Grade 9)
In which municipality is your school located? (Grade 9)
In which municipality do you reside? (Grade 9)
In what language are most of your courses taught?
Which year of your secondary studies are you in? (Grade 9) (The choice of responses is different in the 2 questionnaires. The old questionnaire offered a multiple choice of responses)
What is your usual overall average?
Usually, what is your approximate average in each of the following subjects? (Grade 9)
Are you presently employed? (Grade 9)
What is your job?
How many hours per week do you work for a salary?
According to you, what is the best age to have children?
According to you, what is the best age to get married?
What is your date of birth? (Grade 9)
Questions: «My parents speak to each other in English...»
Questions: «I listen to the radio in English...»
Which of these groups do you mostly identify with?
List of questions pertaining to activities: «I read newspapers...» (Grade 12)
List of questions pertaining to the appreciation of activities: «I enjoy reading newspapers...» (Grade 12)
Will you settle in a rural or urban environment?
Questions pertaining to the Internet
At the end of your studies, what level of education will you have achieved?
In what field will you undertake these postsecondary studies?
At which institution or institutions and in which city or cities will you undertake these postsecondary studies? (Grade 9)
In what language or languages will you do your postsecondary studies? (Grade 9)
Five years after the completion of your studies, what type of job will you have? (Grade 9)
Five years after the completion of your studies, what will be your annual salary? (Grade 9)
After the completion of your studies, in what language do you think you will work?
Five years after the completion of your studies, in which city do you think you will be living?
Ten years after the completion of your studies, in which city do you think you will be living?
Questions: «Ability to...» «understand English...»
Questions: «Knowledge compare to...»
List of statements pertaining to (education, community, language, politics, global...) – Statements pertaining to relationships with mother, father, brothers and sisters do not appear on the questionnaire for the Grade 9 cohort
Compared to others of my age, my physical health is...
Compared to others of my age, my emotional health is...
Questions pertaining to emotional health

Table 5 Questions that were asked only in 2005
Sex
Questions pertaining to future and love life: «Later I will marry...»
What is/was your mother's or guardian's occupation?
What is/was your father's or guardian's occupation?
Indicate your parents' or guardians educational attainment
What is your mother tongue?

Table 6 Questions that were asked only in 2006
Give the full name of your parents or guardians and their address and telephone number
What is your permanent address?
What is/are your e-mail address-es?
Give the name and contact information of two of your best friends?
What is your status relative to work or education?
Circle the number that corresponds to the right answer: «I am presently registered at...»
Do you have an address other than your permanent address during the school year?
What is your address during the school year? Telephone number?
What is the name of the institution (school, college, university) in which you study?
In what city or town is the institution in which you study located?
In what language do you study?
Questions pertaining to love and relationships: «I do not have a life partner...»
Do you have children? (Questions pertaining to children)
What is your sexual orientation?
Circle the number that best describe your situation: «My biological or foster parents...»
Considering your parents' relationships, in how many households did you live?
List of questions pertaining to religion
Do you consume beer, wine, liquors or other alcoholic drinks?
During the last twelve months, how frequently did you consume alcoholic beverages?
How old were you when you started consuming alcoholic beverages?

Appendix 2

Tables presenting the differences in means between the two data collections

Table1						
Difference in means for activities related to reading						
according to the time of data collection						
(1 = Never; 6 = Very often)						
Statement		Time of data collection		t	D	p < 0.05
		Spring of 2005	Spring of 2006			
I read newspapers	\bar{x}	3.55	3.46	0.77	120	No
	s	1.51	1.41			
I read magazines	\bar{x}	4.12	3.92	1.53	120	No
	s	1.50	1.40			
I read literacy works (novels)	\bar{x}	3.54	3.58	-0.32	120	No
	s	1.80	1.83			
I go to the library	\bar{x}	2.89	2.68	1.38	118	No
	s	1.47	1.50			

Table 2						
Difference in means for outings at the restaurant and shopping						
according to the time of data collection						
(1 = Never; 6 = Very often)						
Statement		Time of data collection		t	D	p < 0.05
		Spring of 2005	Spring of 2006			
I go shopping	\bar{x}	4.34	4.31	0.28	118	No
	s	1.42	1.28			
I go to the restaurant	\bar{x}	4.27	3.89	3.81	119	Yes
	s	1.28	1.15			
I go to the restaurant with my friends	\bar{x}	4.16	4.17	-0.07	118	No
	s	1.41	1.41			

Table 3
Difference in means for cultural activities
according to the time of data collection
(1 = Never; 6 = Very often)

Statement		Time of data collection		T	D	p < 0.05
		Spring of 2005	Spring of 2006			
I go to the theatre	\bar{x}	2.73	2.56	1.06	119	No
	s	1.51	1.51			
I go to the movies	\bar{x}	3.78	3.30	3.85	117	Yes
	s	1.32	1.31			
I visit art galleries	\bar{x}	1.78	1.00	1.31	120	No
	s	1.26	1.24			
I participate in festivals and cultural events	\bar{x}	2.99	3.10	-0.78	120	No
	s	1.55	1.45			
I attend classical music events	\bar{x}	1.57	1.57	0.00	118	No
	s	1.22	1.31			
I attend popular music events	\bar{x}	2.65	2.76	-0.82	118	No
	s	1.59	1.61			
I attend dance events and shows	\bar{x}	1.81	1.74	0.52	119	No
	s	1.36	1.87			
I go to the circus	\bar{x}	2.37	1.13	3.64	118	Yes
	s	1.60	1.51			
I attend sports events	\bar{x}	3.34	3.03	2.11	117	Yes
	s	1.75	1.61			

Table 4
Difference in means pertaining to the purchase of cultural products
according to the time of data collection
(1 = Never; 6 = Very often)

Statement		Time of data collection		t	D	p < 0.05
		Spring of 2005	Spring of 2006			
I purchase recorded music	\bar{x}	4.04	4.00	0.22	119	No
	s	1.70	1.76			
I purchase books	\bar{x}	3.08	3.22	-1.06	119	No
	s	1.83	1.71			
I purchase art items	\bar{x}	1.53	1.57	-0.35	115	No
	s	1.04	1.13			

Table 5
Difference in means for activities pertaining to the media
according to the time of data collection
 (1 = Never; 6 = Very often)

Statement		Time of data collection		t	D	p < 0.05
		Spring of 2005	Spring of 2006			
I listen to music at home	\bar{x}	5.24	5.19	0.41	118	Yes
	s	1.36	1.22			
I listen to the radio	\bar{x}	4.23	3.98	1.60	114	No
	s	1.55	1.54			
I watch television (excludes video tapes: VHS, DVD...)	\bar{x}	4.83	4.63	1.70	119	No
	s	1.32	1.28			
I watch video tapes (VHS, DVD...)	\bar{x}	4.81	4.51	2.64	117	Yes
	s	1.21	1.35			
I use my computer to play games	\bar{x}	3.73	3.40	2.24	119	Yes
	s	1.66	1.72			

Table 6
Difference in means for activities pertaining to sports
according to the time of data collection
 (1 = Never; 6 = Very often)

Statement		Time of Collection		Sex	D	p < 0.05
		Spring of 2005	Spring of 2006			
I go fishing	\bar{x}	3.10	3.02	0.57	120	No
	s	1.70	1.68			
I go hunting	\bar{x}	2.28	2.09	1.66	120	No
	s	1.72	1.52			
I go snowmobiling	\bar{x}	2.93	2.85	0.72	119	Yes
	s	1.82	1.64			
I ride all terrain vehicles (ATV)	\bar{x}	2.90	2.78	1.19	119	Yes
	s	1.99	1.88			
I practice summer sports	\bar{x}	3.96	3.71	2.01	117	Yes
	s	1.80	1.65			
I practice winter sports	\bar{x}	3.81	3.48	2.31	118	Yes
	s	1.80	1.58			
I go to the gym/fitness centre	\bar{x}	2.85	2.71	0.95	117	No
	s	1.77	1.74			

Table 7
Difference in means for activities pertaining to reading
according to the time of data collection
 (1 = Never; 6 = Very often)

Statement		Time of data collection		t	D	p < 0.05
		Spring of 2005	Spring of 2006			
I enjoy reading newspapers	\bar{x}	3.34	3.44	-1.01	118	No
	s	1.53	1.53			
I enjoy reading magazines	\bar{x}	3.98	4.08	-0.68	116	No
	s	1.51	1.50			
I enjoy reading literacy works (novels...)	\bar{x}	3.70	3.81	-0.87	115	No
	s	2.01	2.03			
I enjoy going to the library	\bar{x}	2.89	2.96	-0.45	115	No
	s	1.65	1.69			

Table 8
Difference in means for the appreciation of outings at the restaurant and shopping
according to the time of data collection
 (1 = Not at all; 6 = A lot)

Statement		Time of data collection		t	D	p < 0.05
		Spring of 2005	Spring of 2006			
I enjoy shopping	\bar{x}	4.36	4.65	-2.48	113	Yes
	s	1.66	1.48			
I enjoy going to the restaurant	\bar{x}	4.77	4.75	0.15	114	No
	s	1.22	1.16			
I enjoy going to the restaurant with friends	\bar{x}	4.76	5.09	-2.69	116	Yes
	s	1.40	1.11			

Table 9
Difference in means for the appreciation of cultural activities
according to the time of data collection
(1 = Not at all; 6 = A lot)

Statement		Time of data collection		t	D	p < 0.05
		Spring of 2005	Spring of 2006			
I enjoy going to the theatre	\bar{x}	3.60	4.00	-2.55	118	Yes
	s	1.86	1.70			
I enjoy going to the movies	\bar{x}	4.69	4.79	-0.73	117	No
	s	1.41	1.14			
I enjoy visiting art galleries	\bar{x}	2.50	2.67	-1.10	111	No
	s	1.82	1.80			
I enjoy participating at festivals and cultural events	\bar{x}	3.33	3.66	-2.19	115	Yes
	s	1.78	1.67			
I enjoy attending classical music shows	\bar{x}	2.14	2.26	-0.87	116	No
	s	1.60	1.73			
I enjoy attending popular music shows	\bar{x}	3.90	4.23	-2.17	144	Yes
	s	1.97	1.70			
I enjoy attending dance shows	\bar{x}	2.53	2.55	-0.11	114	No
	s	1.82	1.72			
I enjoy going to the circus	\bar{x}	2.81	2.76	0.34	112	No
	s	1.79	1.69			
I enjoy attending sports events	\bar{x}	3.78	4.09	-1.20	115	Yes
	s	1.82	1.72			

Table 10
Difference in means for the appreciation of the purchase of cultural products
according to the time of data collection
(1 = Not at all; 6 = A lot)

Statement		Time of data collection		t	D	p < 0.05
		Spring of 2005	Spring of 2006			
I enjoy buying recorded music	\bar{x}	4.10	4.14	-0.19	116	No
	s	1.81	1.71			
I enjoy buying books	\bar{x}	3.34	3.44	-0.62	116	No
	s	1.92	1.89			
I enjoy buying art works	\bar{x}	2.15	2.07	0.48	114	No
	s	1.50	1.50			

Table 11
Difference in means for the appreciation of activities pertaining to the media
according to the time of data collection
(1 = Not at all; 6 = A lot)

Statement		Time of data collection		t	D	p < 0.05
		Printemps 2005	Printemps 2006			
I enjoy listening to music at home	\bar{x}	5.08	5.13	-0.36	114	No
	s	1.54	1.39			
I enjoy listening to the radio	\bar{x}	3.89	4.17	-1.88	116	No
	s	1.52	1.39			
I enjoy watching television (excluding video tapes: VHS, DVD...)	\bar{x}	4.74	4.77	-0.18	115	No
	s	1.34	1.27			
I enjoy watching video tapes (VHS, DVD...)	\bar{x}	4.95	5.02	-0.59	112	No
	s	1.14	0.99			
I enjoy using my computer to play games	\bar{x}	3.89	3.64	1.55	113	No
	s	1.71	1.84			

Tableau 12
Difference in means for the appreciation of sports activities according to the time of data collection
(1 = Not at all; 6 = A lot)

Statement		Time of data collection		t	D	p < 0.05
		Spring of 2005	Spring of 2006			
I enjoy going fishing	\bar{x}	3.79	3.97	-1.29	116	No
	s	1.88	1.85			
I enjoy going hunting	\bar{x}	2.78	2.77	0.13	115	No
	s	1.94	1.96			
I enjoy snowmobiling	\bar{x}	3.84	4.02	-1.15	117	No
	s	1.96	1.89			
I enjoy riding all terrain vehicles (ATV)	\bar{x}	3.71	3.82	-0.78	118	No
	s	2.04	2.06			
I enjoy summer sports activities	\bar{x}	4.69	4.46	-0.87	116	No
	s	1.66	1.70			
I enjoy winter sports activities	\bar{x}	4.14	4.43	-2.05	116	Yes
	s	1.83	1.62			
I enjoy going to the gym/fitness centre	\bar{x}	3.46	3.52	-0.42	112	No
	s	1.80	1.79			

Table 13
Difference in means for the representations pertaining to education
according to the time of data collection
(1 = Do not agree at all; 6 = Totally agree)

Statement		Time of data collection		t	D	p < 0.05
		Spring of 2005	Spring of 2006			
Collegiate studies are more focused on employment than university studies	\bar{x}	3.18	3.34	-1.89	452	No
	s	1.53	1.46			
Collegiate studies are too practical	\bar{x}	2.70	2.55	1.84	428	No
	s	1.38	1.31			
University studies and collegiate studies are equivalent	\bar{x}	2.90	3.05	-1.62	434	No
	s	1.43	1.49			
University studies are too theoretical	\bar{x}	3.02	3.27	-2.82	430	Yes
	s	1.53	1.59			
Post secondary studies are too expensive for the benefits they bring afterwards	\bar{x}	3.31	3.33	-0.15	432	No
	s	1.57	1.62			
It is not necessary to pursue post secondary studies to find a good job	\bar{x}	2.45	2.45	0.03	434	No
	s	1.51	1.46			
University studies offer better job opportunities than collegiate studies	\bar{x}	3.61	3.24	3.98	431	Yes
	s	1.65	1.66			

Table 14
Difference in means for the representations pertaining to cultures
according to the time of data collection
(1 = Do not agree at all; 6 = Totally agree)

Statement		Time of data collection		t	D	p < 0.05
		Spring of 2005	Spring of 2006			
Sometimes, I feel uncomfortable when speaking in French English	\bar{x}	2.48	2.41	0.80	474	No
	s	1.69	1.65			
Non Anglophones countries have little influence in the world	\bar{x}	2.63	2.43	2.41	436	Yes
	s	1.47	1.40			
There isn't much you can do in this world if you do not speak English	\bar{x}	3.36	3.39	-0.35	455	No
	s	1.73	1.71			
Cultural diversity is an asset for a country	\bar{x}	3.71	3.92	-2.24	413	Yes
	s	1.51	1.48			
In all countries, sciences are done in English	\bar{x}	2.53	2.41	1.55	442	No
	s	1.39	1.38			
In Ontario, French is slowly disappearing	\bar{x}	3.10	3.08	0.19	444	No
	s	1.56	1.51			
Cultural diversity is an asset for the world	\bar{x}	3.77	3.93	-1.92	411	No
	s	1.62	1.61			
With globalization, human beings are becoming increasingly different	\bar{x}	3.56	3.58	-0.27	430	No
	s	1.41	1.38			
Practically all cinematic productions in the world are in English	\bar{x}	3.59	3.50	1.04	426	No
	s	1.55	1.49			
With globalization, human beings are more and more alike	\bar{x}	2.98	2.95	0.26	409	No
	s	1.39	1.38			
Sometimes, I feel uncomfortable when speaking in French	\bar{x}	2.95	2.95	0.00	420	No
	s	1.73	1.81			
French is slowly disappearing in the world	\bar{x}	2.97	2.86	1.25	415	No
	s	1.56	1.50			

Table 15
Difference in means for the representations pertaining to politics
according to the time of data collection

(1 = Do not agree at all; 6 = Totally agree)

Statement		Time of data collection		t	D	p < 0.05
		Spring of 2005	Spring of 2006			
I am interested in Ontario political issues	\bar{x}	2.35	2.35	-0.06	462	No
	s	1.52	1.53			
I am interested in world political issues	\bar{x}	2.60	2.72	-1.46	454	No
	s	1.66	1.66			
I am interested in the political issues of my school	\bar{x}	2.37	2.40	-0.32	445	No
	s	1.39	1.44			
I take interest in the political issues of my community	\bar{x}	2.38	2.41	-0.37	436	No
	s	1.38	1.49			
I take interest in Canada's political issues	\bar{x}	2.58	2.73	-1.73	426	No
	s	1.59	1.70			

Table 16
Difference in means for the representations pertaining to the community
according to the time of data collection

(1 = Do not agree at all; 6 = Totally agree)

Statement		Time of data collection		t	D	p < 0.05
		Spring of 2005	Spring of 2006			
My community offers enough cultural events	\bar{x}	2.80	2.92	-1.56	469	No
	s	1.46	1.40			
There are enough stores in my community	\bar{x}	2.47	2.47	0.00	446	No
	s	1.57	1.56			
Living in a rural environment is better than living in a urban environment	\bar{x}	3.36	3.66	-3.30	432	Yes
	s	1.60	1.55			
My community offers enough recreational activities	\bar{x}	3.08	3.13	-0.53	450	No
	s	1.53	1.53			
Most of my friends intend to live elsewhere	\bar{x}	4.20	4.35	-1.81	445	No
	s	1.41	1.35			
In my community, there are enough opportunities to go out socially	\bar{x}	2.90	2.98	-0.87	436	No
	s	1.39	1.45			
My community offers enough employment opportunities	\bar{x}	2.63	2.77	-1.76	451	No
	s	1.34	1.39			
I love my community	\bar{x}	3.69	3.73	-0.58	452	No
	s	1.55	1.54			
I love big cities	\bar{x}	4.19	4.03	2.21	444	Yes
	s	1.63	1.63			
I do a lot of things for my communities	\bar{x}	2.93	2.92	0.23	424	No
	s	1.38	1.43			

Table 17
Difference in means for the representations pertaining to personal relationships
according to the time of data collection
(1 = Do not agree at all; 6 = Totally agree)

Statement		Time of data collection		t	D	p < 0.05
		Spring of 2005	Spring of 2006			
In my school, I feel different from the others	\bar{x}	2.82	2.73	1.05	463	No
	s	1.70	1.67			
I have a good relationship with the people of my community	\bar{x}	4.11	4.20	-1.20	461	No
	s	1.36	1.39			
I have a good relationship with my friends	\bar{x}	4.95	5.02	-0.99	454	No
	s	1.18	1.14			
Most of my friends think like me	\bar{x}	3.97	3.92	0.69	451	No
	s	1.45	1.41			
In my community, I feel different from the others	\bar{x}	2.94	2.79	1.72	456	No
	s	1.65	1.63			
I have a good relationship with my teachers		4.07	4.14	-1.00	426	No
		1.37	1.45			

Table 18
Difference in means for the representations pertaining to the community
according to the program in which the student is registered
 (1 = Never; 6 = Very often)

Statement		Cohort		t	D	p < 0.05
		Grade 9	Grade 12			
My community offers enough cultural activities	\bar{x}	2.80	2.59	2.80	1469.5	Yes
	s	1.53	1.30			
There are enough stores in my community	\bar{x}	2.75	2.61	1.65	1439.4	No
	s	1.68	1.54			
Living in rural environment is better than living in a urban environment	\bar{x}	3.34	3.57	-2.65	1428	Yes
	s	1.64	1.60			
My community offers enough recreational activities	\bar{x}	3.11	2.98	1.65	1442	No
	s	1.52	1.45			
Most of my friends intend to live elsewhere	\bar{x}	3.89	4.50	-7.95	1429.0	Yes
	s	1.51	1.35			
In my community, there are enough opportunities to go out socially	\bar{x}	3.12	2.81	3.98	1424	Yes
	s	1.50	1.37			
My community offers enough employment opportunities	\bar{x}	2.85	2.54	4.23	1430.6	Yes
	s	1.47	1.30			
I love my community	\bar{x}	3.36	2.60	-0.47	1438.9	No
	s	1.61	1.53			
I love big cities	\bar{x}	4.06	3.85	2.41	1440.7	Yes
	s	1.73	1.60			
I do a lot of things for my community	\bar{x}	2.79	3.12	-4.35	1384	Yes
	s	1.38	1.43			

Table 19
Difference in means for the representations pertaining to personal relationships
according to the program in which the student is registered
(1 = Never; 6 = Very often)

Statement		Cohort		t	D	p < 0.05
		Grade 9	Grade 12			
In my school, I feel different from the others	\bar{x}	2.92	2.96	-0.46	1464.7	No
	s	1.76	1.68			
I have a good relationship with the people of my community	\bar{x}	3.97	4.18	-2.99	1464	Yes
	s	1.41	1.36			
I have a good relationship with my friends	\bar{x}	4.85	4.88	-0.42	1443.9	No
	s	1.34	1.21			
Most of my friends think like me	\bar{x}	3.97	3.81	2.07	1435	Yes
	s	1.52	1.41			
In my community, I feel different from the others	\bar{x}	3.06	3.07	-0.16	1455.4	No
	s	1.74	1.63			
I have a good relationship with my teachers		3.76	4.30	-7.40	1384.7	Yes
		1.45	1.27			