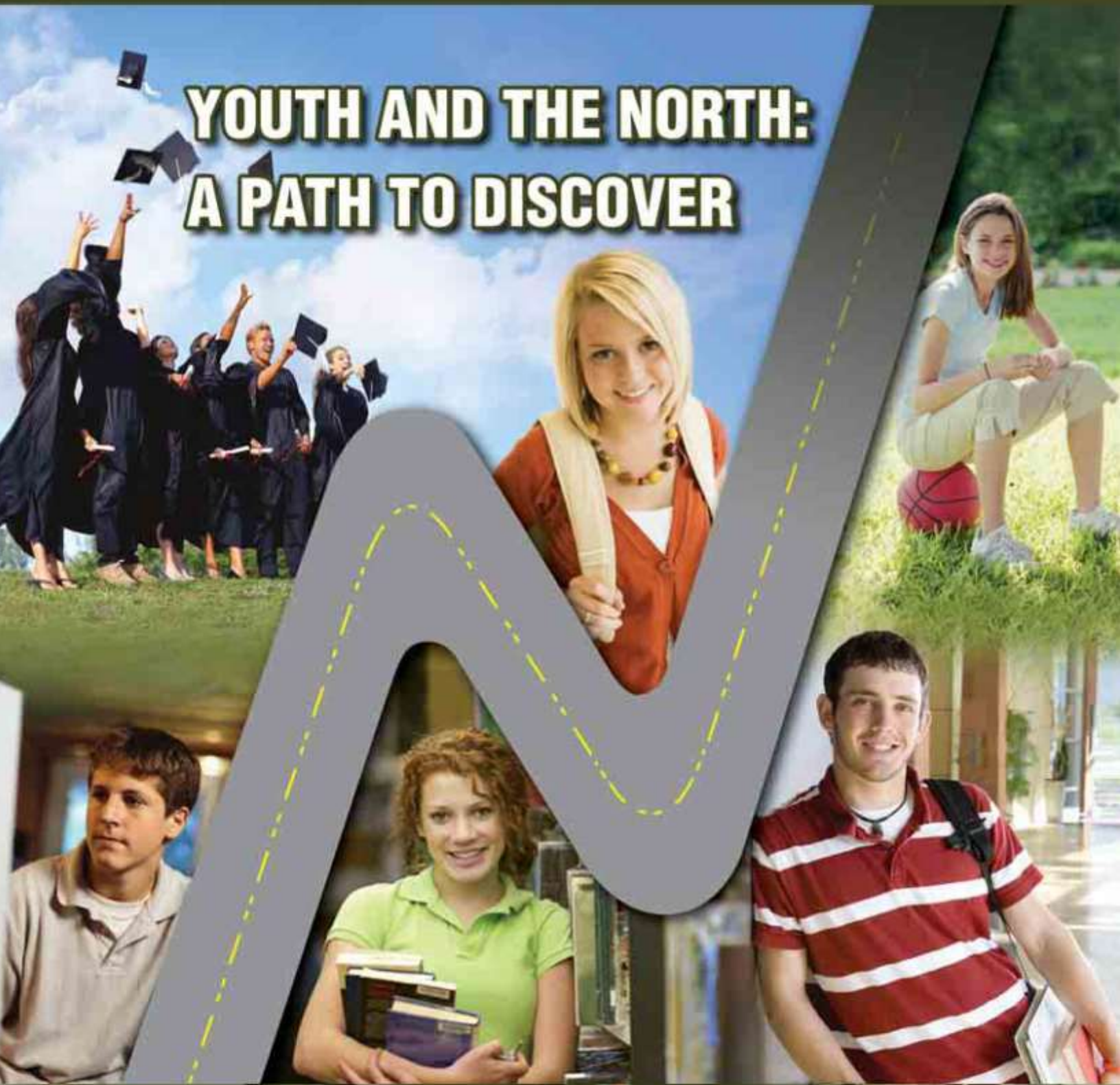


YOUTH AND THE NORTH: A PATH TO DISCOVER



REPORT – YEAR 3
2007



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

REPORT – YEAR THREE

**Simon Laflamme
Pierre Bouchard**



Université Laurentienne
Laurentian University



**UNIVERSITÉ
DE HEARST**
HEARST - KAPUSKASING - TIMMINS



FAR NORTHEAST TRAINING BOARD

2007

ACKNOWLEDGMENTS

The Far Northeast Training Board (FNETB) would like to thank the participating schools :

Cochrane High School
Englehart High School
Hearst High School
Hornepayne High School
Iroquois Falls Secondary School
Kapusking District High School
Kirkland Lake Collegiate and Vocational Institute
O’Gorman High School
Roland Michener Secondary School
Smooth Rock Falls Secondary School
Temiskaming District Secondary School
École catholique George-Vanier
École secondaire catholique Cité des Jeunes
École secondaire catholique de Hearst
École secondaire catholique Jean-Vanier
École secondaire catholique Sainte-Marie
École secondaire Thériault

Special thanks to the research team, Pierre Bouchard of Université de Hearst and Simon Laflamme of Laurentian University as well to Jonathan Cloutier et Zoé Therrien for their exceptional work during their second year with the team as research assistants.

This project is possible thanks to the financial support of Service Canada, the Ministry of Training Colleges and Universities and Université de Hearst.

The Far Northeast Training Board (FNETB) is funded by Service Canada and the Ministry of Training, Colleges and Universities.

The opinions expressed in this document do not necessarily reflect the opinions of Service Canada and of the Ontario Ministry of Training, Colleges and Universities.

Table of Contents

Summary	4
1. Introduction	6
2. Data Collection Status	9
3. The Aspirations	9
3.1 Future Place of Residence	9
3.2 Future Employment	11
3.3 Educational Aspirations	12
3.4 Postsecondary Institution Where One Will Study	12
3.5 The Working Language	13
3.6 Expected Income	13
4. The Aspirations, Boys and Girls	14
5. The Activities, their Assessment and the Representations	16
5.1 The Frequency of Activities	16
5.2 The Assessment of the Activities	17
5.2.1 According to the Mother Tongue	17
5.2.2 According to Sex	18
5.3 The Representations	18
5.3.1 According to Time	18
5.3.2 According to the Community	19
5.3.3 According to the Ethnic Group	19
5.3.4 According to Mother Tongue	20
5.3.5 According to Sex and the Cohort	20
5.4 Conclusion	21
6. The Francophones' Pessimism	21
7. Young People's Evaluation of their High School Studies	23
8. Love for the Community	25
8.1 Activities, Assessment of these Activities and Representations	25
8.2 Internet	29
8.3 The Aspirations	33
9. Conclusion and Recommendations	33
9.1 The Aspirations	33
9.2 The Aspirations, Boys and Girls	34
9.3 Consistency and Hesitation	34
9.4 Judging the Schools	34
9.5 Love for the Community	34

Summary

Verifying the Important Conclusions of the First Report

The results, once again, confirm a great consistency as much in the results of this year's data collection as in the variations noted during the first 3 years of the research. The standpoints remain hesitant, indicating once again young people's unwillingness to show their true colors.

Time Variations

Region where one will live

Between 2005 and 2007, the prediction of where one would live was modified in 60% of the cases. Of these cases, 56% now expect to set up residence in Northern Ontario, whereas in 2005, 25% of that 56% had indicated they would settle in a city somewhere outside of Northern Ontario.

Employment

The employment situation has undergone even greater changes. For 74% of the young people who completed the questionnaire, their 2005 and 2007 career plans differ from one another. But this does not alter the fact that their choice of employment remains strongly sex based.

Education

In regards to education, more young people aspire to at least a college diploma in 2007 than they did in 2005. In the 2005 data collection, 33% of the young people in grade 12 expected to attend postsecondary institutions in Northern Ontario. In 2007, that percentage has climbed to 50%. Once again, the girls are heading to university and the boys to college.

Activities and Representations

After high school, young people tend to somewhat modify their activities. On the whole, we can observe that young people devote less time to television, to the viewing of videos and to the playing of games on the computer. As regards Anglophones, they don't go to the cinema, the theatre and the restaurant as often, and they don't buy as many books. Young men tend to read more newspapers and magazines as well as literary works. As for representations, except for young people from Timmins, the older young people get, the less they like big cities. Francophones remain pessimistic but the difference with the Anglophones seems to diminish with the passing of time.

Love for One's Community

For young people, love for one's community is determined by their interpersonal relationships, their social commitment and their community's potential at providing employment as well as recreational and cultural activities.

New Issues

New this year are Issues pertaining to the way young people who have completed high school studies view this particular experience. The results indicate that, generally, young people look positively upon their years in high school. We notice that the school atmosphere doesn't seem to play an important role in the fact that one might want to remain in or move out of the region.

1. Introduction

In the spring of 2005, we undertook a questionnaire survey whose goal was 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.

In the spring of 2007, we undertook the third data collection. The first 2 years' reports brought forth some important findings (see Table 1).

These 2 years share some common points. The first one being an homogeneity which we find mainly in this great moderation as regards the practice of most of the activities, the expressing of opinions and in the slight differentiation according to the communities. There is also the trend that would lead us to believe that more education leads to a greater appreciation of one's community. Thirdly, a certain change in the representations according to sex warrants a certain adjustment as regards homogenization and the dominance of moderate and faltering positions: girls show more interest than the boys for everything pertaining to schooling and culture. Fourthly, Francophones are much more critical of the French issue than are the Anglophones. Finally, there is some indication that a lot of young people see their future life somewhere else than in Northern Ontario

¹ Simon Laflamme et Pierre Bouchard, *Youth and the North: A path to Discover*, Far Northeast Training Board (FNETB), 2005, <http://www.fnetb.com/English/Youth/YouthandtheNorth.pdf>

Table 1
Main Observations Drawn From the First 2 Years of the Survey

2005	2006
1. Most problems are generalized; interventions must be “global”, even if in some instances they must focus on specific groups.	1. Persistence of Homogeneity; the activities, their assessment and the manner in which young people perceive the world around them varied very little from one community, the ethnic group, the language...
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.	2. Persistent Hesitation; usually young people were indecisive on practically everything except love and family
3. The immediate environment somewhat impacts the appreciation for outdoor activities; outdoor activities have a positive impact on the appreciation of Northern Ontario.	3. 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.
4. A comparison of both cohorts seems to indicate that the more youth progress in their post secondary education, the more they like their community.	4. Generally, in everything pertaining to education, art and culture, girls show a greater interest and are more active in these areas than the boys.
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	5. Intensification of critical views towards university studies; young people believe that the university studies are too theoretical.
6. Fields of study differ based on sex; young males and young females are not attracted to the same fields of study.	6. After secondary school, young people become more inclined to view cultural diversity as an asset for a person or a country.
7. Close to one third of the youth surveyed favour Northern Ontario postsecondary Institutions.	7. A more favourable opinion for rural communities emerges.
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	8. After their secondary studies, young people reduce the frequency of their cultural and recreational activities
9. The perception of youths concerning their annual revenue five years upon completion of their studies is three times higher than the actual average revenue for the professions that they aspire to.	9. At a particular moment in time, young people can envision themselves in five or ten years, at a different time, these projections change.
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.	10. 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, cultural environment and cultural activities. This sympathy is also more obvious for the Francophones than the Anglophones.
11. Francophones are more pessimistic than Anglophones with reference to francophones issues.	11. Approximately 50 % of young people want to live Somewhere other than in Northeastern Ontario

But there are also specific observations relative to the 2 surveys. In 2005, we noticed the following:

- young people usually liked outdoor activities and this appreciation was linked to a love of the North;
- those who aspired to postsecondary studies were proportionately more numerous in urban communities;
- the employment income young people were predicting for themselves was very unrealistic.

In 2006, we discovered that:

- Anglophones were more critical of their community than Francophones;
- criticism for university studies grew from the first data collection to the second;
- undertaking postsecondary studies brought a decrease in the practice of recreational activities;
- this in turn produced a greater acceptance of the idea of cultural diversity;
- Projections over a period of time are easily made but they still vary as easily between the 2 surveys.

For this third year's analyses, it is essential to verify if the findings of the first 2 years, whether they are shared or specific, are corroborated. It is also essential to pay particular attention to those measures which, when repeated over a period of time, bring us back to the fundamental objectives of this longitudinal survey. At this point in time, because 2 years have gone by and the data makes new analyses possible, this process should enable us to make some interesting observations. Normally in a longitudinal survey, measures must be repeated. If the data collection tool is a questionnaire, then the questions must recur at different moments during the survey. We had opted at the outset, for an annual data collection. But then, the questionnaire deals with some subject matter which is unlikely to vary over the course of a single year. For this reason, the second year's questionnaire differed slightly from the original. Certain questions were omitted². For the third year of the survey, some questions were reinserted in the questionnaire and some were added outright. Since the objective of this research project is to provide information to the people responsible for the development of Northeastern Ontario communities, we will, in the course of our analyses, identify all information which could have some relevance for them. We will pay special attention to young people's life projects and to the representations in order to determine if we are dealing with constants or with modifications. Whatever the answer, we will try to determine the causes.

² Simon Laflamme and Pierre Bouchard, *Youth and the North: A Path to Discover*, Far Northeast Training Board, 2006, <http://www.fnetb.com/English/Youth/YouthandtheNorth2.pdf>, page 5-6 and Appendix 1, Tables 1-6, p. 26-29

2. Data Collection Status

In the spring of 2005, the sample consisted of 1783 students³: 995 from grade 9 and 788 from grade 12. In 2006, only 549 of the 2005 students were again part of the survey: 419 from grade 9 and 130 from grade 12. A variety of difficulties can explain this reduction not the least of which was the communication and coordination between the survey team and the school administrators⁴. In 2007, the number of participants grew slightly to 715. This increase is largely due to the fact that school administrators distributed the questionnaires in a more efficient manner. Between 2006 and 2007, the students in the grade 9 cohort, those still in high school, are the ones who increased in numbers to 605. In 2007, there are 110 students in the grade 12 cohort. These young people are harder to reach because nearly all of them are out of the secondary system; most of them are scattered in postsecondary institutions and in various workplaces. When we do reach them, it is still fairly difficult to convince them to rejoin the survey.

Table 2
Sample Distribution According the Cohort Year

		Year of Data Collection		
		2005	2006	2007
Cohort	Grade 9	995	419	605
	Grade 12	788	130	110
Total		1783	549	715

3. The Aspirations

3.1 Future Place of Residence

In the second year's report⁵, we had noticed that slightly more than 50% of the young people hoped to live elsewhere than in the Northeast "five years after the completion of their studies". But we had also noticed that projects, however definite they might seem, can change. Most of the time, these projects are the same if, at a certain time, we ask young people where they intend to settle in 5 years, then in 10 years: in 2005, the congruency percentage was 78%, in 2006, it is 76%. More than 20% of respondents cannot provide an answer. However, after one year, these predictions change in nearly 60% of cases. The community in which they see themselves later on is not necessarily the same in 2005 and in 2006. This observation is important because it means that the people responsible for community development can influence young people's projects since many of them have not yet decided on a

³ In the 2005 report, the numbers are 936 and 788 respectively (Simon Laflamme and Pierre Bouchard, *Youth and the North: A Path to Discover*, *op. cit.*, page 6). The reason is that individuals were added to the sample after the analyses of the first report were completed.

⁴ Simon Laflamme and Pierre Bouchard, *Youth and the North: A Path to Discover*, 2006, *op. cit.*, pages 4-5, 7.

⁵ Simon Laflamme and Pierre Bouchard, *Youth and the North: A Path to Discover*, Far Northeast Training Board (FNETB), 2006, *op. cit.*, pages 20-21-22.

definite course and even if they have, that course can be altered. But we think that this observation must be studied in light of the data collected in the spring of 2007 to see if the results will be the same.

The 2007 data supports the hypotheses that projects, as regards the future place of residence, remain in a flux. The outlook congruency over 5 and 10 years is still quite significant at 70%, but it is lower than it was for the first 2 years of the data collections. Of all the young people who completed this year's questionnaire, 21.5% cannot imagine the city they will inhabit in 5 years and 26.4% have the same problem with a 10 year projection.

Taking into account these 5 year projections in 2005 and in 2007, only 40.5% of young people have not made modifications. This clearly demonstrates that their projects are subject to change. When the chosen place of residence is the same in 2005 and in 2007, in 58.9% of cases, this refers to Northern Ontario communities, namely Kapuskasing at 24.7% and Timmins at 31.5%. Continuity as regards the future place of residence is not, as we can see, more probable when the North is excluded from young people's plans. When change occurs it is not necessarily from a northern community to one outside the North. This actually happens in only 19.7% of cases (see Table 3). For 23.9% of the young people who completed the questionnaire, they made these modifications without any consideration for the North. But these modifications also imply that changes occurred within the North for 30.9% of the young people and from elsewhere to the North for 25.5% of them. This means that a lot of young people are attracted to Northern Ontario.

%	2005	to	2007
19.7	From a Northern Ontario municipality	to	a municipality outside of Northern Ontario
23.9	From a municipality outside Northern Ontario	to	Another municipality outside Northern Ontario
30.9	From a Northern Ontario municipality	to	Another Northern Ontario municipality
25.5	From a municipality outside of Northern Ontario	to	a Northern Ontario municipality
*Between 2005 and 2007, the future place of residence projection differs in 60% of cases.			

For a many Northern Ontario youth, getting an education means they will have to work somewhere else than in the North unless they become teachers. This philosophy is of course debatable. Do young people who want to become teachers wish in a greater proportion than the others to settle in the North? It is a legitimate question and the answer is positive: 67.2% of them favour cities in Northern Ontario.

3.2 Future Employment

The lack of commitment or certainty is fairly evident when we look at the careers young people are considering. Each year, young people answered the following question: “Five years after the completion of your studies, what type of job will you have?”. When comparing the 2007 and 2005 answers, we find that they are the same for only 26.3% of young people. At 30.0%, teaching is the profession with the greatest constancy factor, followed by law (8.6%), mechanics (5.7%) and accounting (4.3%).

We also tried to determine if professional aspirations varied over a period of time. To this we can say that, the higher the level of prestige of the profession aspired to in 2005, the higher it will be in 2007. To verify this we organized the youths’ answers according to Industry Canada’s classification system⁶. Then, in order to determine priorities (prestige of each occupation) and to be able to perform a cardinal treatment of the variable, we assigned a number from one to 5⁷ to each group in the system. In order to create this prestige scale, we took under consideration the average income and the median educational level of each occupation included in the system’s groups as well as the degree of prestige associated to these occupations⁸. From 2005 to 2007, the correlation is 0.47 ($p < 0.001$)⁹. However, a closer look reveals that the situation is not that simple and that the probability field is much wider. When using the prestige scale of professions we notice that, from 2005 to 2007, 28.0% of young people’s changes were lateral, while 36.0% were ascendant and 36.0% descending¹⁰. In these changes, some young people choose a more or less prestigious employment while others choose one of equal value making it impossible to talk about a real trend.

In 2007, the number of occupations or professions young people hope for increases slightly over the 2005 number, climbing from 91 to 105. The occupations which reveal differences between these 2 moments are the following: teaching (11.6%), medicine (9.6%), law (4.8%), law enforcement (3.2%) and the trades - electricians (3.2%), mechanics (3.2%) and interior designers (2.2%), followed by many others but with smaller percentages. These are the people whose occupations command the most attention: teachers (17.6%), doctors (4.0%), lawyers (2.8%), police officers (2.8%), designers (2.4%), mechanics (2.4%), programmers (2.0%), nurses (2.0%) and psychologists (2.0%).

⁶ *Standard Occupational Classification*, Ottawa, Minister of Industry, Science and Technology, 1993.

⁷ 1 = inferior, 2 = average-inferior, 3 = average, 4 = average-superior and 5 = superior.

⁸ To set up the prestige scale, we submitted professions to 539 young people. On a scale of 1 to 100 they determined the value of each one. The average value for each profession counted for 10% in the overall prestige scale of the profession; education and income counted for 45% each

⁹ From 2005 to 2006, $r = 0.47$ ($p < 0.001$); from 2006 to 2007, $r = 0.53$ ($p < 0.53$).

¹⁰ The Wilcoxon sign-rank test has $z = -0.61$ ($p = 0.54$).

3.3 Educational Aspirations

Between 2005 and 2007, the level of schooling young people wish to achieve at the end of their studies is sometimes consistent and sometimes not (see Table 4)¹¹. Of the youths who expected, in 2005, to undertake postgraduate studies, 47% still do; the others have toned down their projects although 34.1% of the original group still plans on undergraduate studies. 51.3% of all the youths intended to obtain an undergraduate diploma and still do; but we must add that 13.7% of the youths who expected to end their studies with a bachelor's degree now intend to keep on with postgraduate studies. 72.4% still aim for a collegiate diploma and 25.0% for a high school diploma. But the numbers are much more interesting: they show that the great majority of young people intend to pursue postsecondary studies and that very few individuals are not thinking in terms of at least a high school diploma¹².

Educational Aspirations in 2007	Educational Aspirations in 2005				
	A few years of high school	A high school diploma	A college diploma	A university diploma (undergraduate)	A university diploma (graduate: master's, doctorate)
A few years of high school	30.0	9.1	3.9	1.5	1.5
A high school diploma	10.0	25.0	10.5	2.0	2.3
A college diploma	50.0	50.0	72.4	31.5	15.1
A university diploma (undergraduate)	0.0	15.9	11.0	51.3	34.1
A university diploma (graduate: master's, doctorate)	10.0	0.0	2.2	13.7	47.0
Total (n)	100.0 (10)	100.0 (44)	100.0 (181)	100.0 (197)	100.0 (132)

3.4 Postsecondary Institution Where One Will Study

In the 2005 report, close to one third of the youths surveyed expected to pursue their education in Northern Ontario postsecondary institutions. 51.6% of the youths who were in the 2005 grade 12 cohort and who completed the questionnaire in 2007 are presently enrolled in Northern Ontario postsecondary institutions. The mother tongue has little influence on this statistic. French is the mother tongue for 48.8% of these individuals, English for 56.6% and English and French for 52.0%. Of the grade 9 cohort students, and most of them are still in high school, more than 30% of them still want to attend a Northern Ontario institution.

¹¹ The percentages in the column correspond to the 2007 answers compared to the 2005 answers. Using as an example the column "A university diploma (graduate: Masters, doctorate)", of the young people who, in 2005, wanted to achieve this educational level, 1.5% expect, in 2007, to end their studies with "A few years of high school"; 2.3% with "A high school diploma"; 15.1% with "A college diploma"; 34.1% with "A university diploma (undergraduate)" and 47% still want to earn "A university diploma (graduate: master's, doctorate)".

¹² This uplifting information could possibly be attributed to the fact that, over the years, dropouts have been removed from the sample. But, we must keep in mind that most of the students still in high school did complete the questionnaire and that the losses occurred mainly in the grade 12 cohort of 2005.

3.5 The Working Language

The youths were asked to indicate in which language they would work later on. 89.9% of students whose mother tongue is English indicated in 2005 and also in 2007 that they would work in English. There is little variation between these 2 data collections. 58.7% of students whose mother tongue is French indicated in both instances that their working language would be French but 37.0% of them now believe they will work in both French and English. During the first year of the research, most Francophones by birth expect to work in both English and French. The same thing applies for young people stating that both French and English are their mother tongue. For Francophones, the linguistic question plays a big role in the choice of the future place of residence. Only 19.8% of young people who expect to work in English and whose mother tongue is French intend to settle in a Northern Ontario community. This statistic is clearly different when young Francophones by birth expect to work either in French or in a bilingual context; it then shoots up to more than 65%.

3.6 Expected Income

The 2005 report clearly established that young people's income expectations were out of proportion and did not correspond to the average income of the professions they aspired to¹³. Have these expectations, over a period of time, become more realistic? The answer to this question is not clear (see Tables 5 and 6). If we compare the 2005 and 2007 anticipated incomes, the averages decrease for both boys and girls. Comparisons according to the cohorts also show decreases.

	Girls and Boys ¹⁴		Girls		Boys ¹⁵	
	2005	2007	2005	2007	2005	2007
\bar{x}	119,864.82	87,928.85	94,624.27	79,757.28	137,196.67	93,540.00
s	194,933.10	145,395.83	144,951.96	102,233.23	221,676.32	168,881.02

¹³ The 2005 averages reported here are not identical to the ones we can read in the first report although they are very similar. This can be explained by the fact that individuals taken into account in both calculations do not constitute exactly identical groups.

¹⁴ $F_{G-G(1;249)} = 3.03$; $p = 0.08$

¹⁵ $F_{G-G(1;249)} = 0.33$; $p = 0.56$

	Grade 9 Cohort		Grade 12 Cohort	
	2005	2007	2005	2007
\bar{x}	122,599.00	90,750.00	109,547.17	77,283.02
s	204,786.19	160,949.91	153,362.89	56,261.54

The averages testify to a decrease in expectations. However, the differences between individuals within each compared group are so huge that statistical tests do not allow us to allocate the decreases to the groups themselves.

4. The Aspirations, Boys and Girls

Are there still more girls with higher educational and professional aspirations?

In the 2005 report, we saw that “more boys (45.2%) than girls (32.5%) intend to go to college” and that “more girls (56.4%) than boys (39.4%) intend to go to university”¹⁷. In 2007, same thing again (see Table 7): college studies attract more boys than girls. However, we must note a proportional increase for both sexes. Girls still intend to go to university in greater numbers than the boys; the girls’ ratio has remained stable at 54% (36.9 + 17.3) while the boys’ ratio has decreased slightly from 39.4 to 34.7 (19.9 + 14.8).

Educational Level	Sex	
	Female	Male
A few years of high school	2.6	4.5
High school diploma	6.0	8.6
College diploma	37.2	52.2
University diploma (undergraduate)	36.9	19.9
University diploma (graduate: master’s, doctorate)	17.3	14.8
Total (n)	100.0 (352)	100.0 (291)

¹⁶ $F_{G-G(1;249)} = 0.03$; $p = 0.86$

¹⁷ Simon Laflamme and Pierre Bouchard, *The Youth and the North: A Path to Discover*, 2005, *op. cit.*, 2005, page 75.

This difference, with reference to education, has repercussions on the professional aspirations. If we calculate the average for the 5 level prestige scale of professions (the same formula used on page 9, notes 7 and 8 in the footer), the girls' score is 3.2 ($s = 1.24$) and that of the boys is 2.85 ($s = 1.41$)¹⁸. This means that girls, on the whole, are aiming for occupations which are held in higher standing by society.

In previous reports we noted that a greater proportion of boys opted for the trades and technology sector, much more so than the girls. It is still the case in 2007. This becomes very evident when we look at the fields of study contemplated by youths. 28.9% of the boys see themselves in the technology and trades sector against only 8.5% of the girls (see Table 8). The distribution structure is still marked by this segregation and there doesn't seem to be any real counterbalancing movement outside the following different categories: 1) commerce, management and business administration, 2) social sciences and 3) agricultural sciences. Fine arts, teaching, human sciences, and especially, the health sciences are more feminine than masculine; engineering and mathematics appeal more to the boys than to the girls.

Table 8
Frequency Distribution in Percentages for the Major Fields of Study to
Which Students Aspire According to Sex and the Year

Fields of Study	% by sex			
	Females		Males	
	2005	2007	2005	2007
Fine arts and applied arts	12.8	13.8	6.5	8.8
Commerce, management and business administration	4.8	5.7	6.8	5.7
Teaching, recreation and counselling	12.9	12.1	5.0	5.2
Engineering and applied sciences	2.2	>0.1	10.2	7.7
Literature, human sciences and related disciplines	5.1	4.9	3.6	1.5
Mathematics, computer science and physical sciences	3.8	4.5	7.1	10.3
Health professions and related technologies	22.5	2.79	8.2	5.2
Agricultural and biological sciences and nutritional services	6.0	4.0	2.4	5.2
Social Sciences and related disciplines	16.2	12.6	13.0	12.4
Trade and technology of applied sciences	1.3	5.7	26.4	28.9
Do not know	12.3	8.5	10.8	9.3
Total	100.0	100.0	100.0	100.0
(n)	(681)	(247)	(660)	(194)

The sum of the percentages in the columns does not always add up to 100% because our policy is to round off to one decimal

¹⁸ $t_{(473,8)} = 3.37$; $p < 0.01$

5. The Activities, their Assessment and the Representations

In this third year of the project, it became increasingly interesting to check for changes over a period of time. We tested every statement related to the activities, to their assessment and to the representations in order to find out if there were mean differences according to the year¹⁹. We also examined the impact on all these variations over a period of time according to 4 factors: mother tongue, location of the communities, ethnic group and sex. It is important to mention that, during the first survey, only the grade 12 cohort answered questions relating to the activities and their assessment. This series of questions was removed from the grade 9 cohort questionnaires of 2006 and 2007. On the other hand, both cohorts responded to statements concerning the representations during all 3 surveys.

In all the analyses we performed, few tests are significant; in effect, the 3-year results display only slight mean differences. Because of this, on topics such as education, politics and the community, we can reassert the existence of a great homogeneity with regard to the activities (the frequency young people practice the activities), their assessment and the representations. These results confirm hesitant standpoints.

However, the tests confirmed certain particular features.

5.1 Frequency of Activities

With regard to the activities according to the mother tongue²⁰, the tests are significant for 6 statements. By and large, after high school, youths don't go to the movies as often. This trend (a reduction of 1.62%²¹ between 2005 and 2007) is more evident for youths whose mother tongue is English. Young people go to more popular music concerts and they buy more works of art although this activity remains marginal. We note a significant reduction in television viewing (0.89%) and video recordings (0.55%) as well as in the use of computers to play games (0.68%). By analyzing the effect of the mother tongue on the variations over a period of time, we find significant differences for 3 statements. Youths whose mother tongue is French (0.50%) as well as those who claim to be bilingual (0.36%) tend to go to the theatre more often; unlike them, youths whose mother tongue is English don't go to the theatre as often (1.43%). Their average for the first data collection decreases a lot in regard to movies (1.62%). French speaking youths (0.92%) and bilingual youths (1.0%) increase their purchases of books while English speaking youths reduce theirs (0.85%). Finally, after high school, Anglophones tend to go less often to the restaurant with friends while the other 2 linguistic groups tend to increase this activity. Thus, by analyzing the first 3 years, we can make 2 statements with regard to the activities and

¹⁹ For the statements used in the questionnaire, consult Simon Laflamme and Pierre Bouchard, *Youth and the North: A Path to Discover*, Far Northeast Training Board (FNETB), 2005, Appendix 1, pages 98, 99, 103 and 104. <http://www.fnetb.com/English/Youth/YouthandtheNorth.pdf>

²⁰ 3 linguistic groups: 1) French, 2) English, 3) French and English.

²¹ We must remember that the averages are the results of the answers on a 6-level scale ranging from 1 = never to 6 = very often.

the influence of the mother tongue on these activities. The first: young people tend to reduce their television and video recording viewing time as well as the time spent playing games on the computer. The second: youths with English as their mother tongue reduce certain activities, such as going to the theatre, the movies, buying books and going to the restaurant with friends; the other 2 linguistic groups (French and bilingual) tend to increase the frequency of those activities.

The analysis of the means of the activities according to the year and of the link between these means and the municipalities reveals no significant differences.

Examination of the statements linked to the activities according to sex reveal 8 significant results which represent variations over a period of time. 2 of these results stand out from those we obtained by examining the effect of the mother tongue. In response to the statement “I read literary works”, we note an increase in the frequency of this activity, and to “I go snowmobiling”, we find a reduction in the frequency. In 5 cases, we can also observe the effect of sex which brings about variations over a period of time. Between 2005 and 2007, the reading averages for males in regard to periodicals and magazines rose by 0.70% and to literary works by 1.22%. For females, we note a reduction of 0.86% in regard to periodicals and magazines and no change in regard to literary works. As for recorded music, the mean difference for females is less than 0.84% but it increases by 0.35% for males. Finally, concerning snowmobiling, the averages remain the same for females but diminish by 1.00% for males.

5.2 Assessment of the Activities

5.2.1 According to the Mother Tongue

To analyze the assessment of the activities we used a test to measure the mean differences according to the year and the mother tongue. 3 analyses test in a positive manner for mean differences over a period of time. They refer to the following statements: “I enjoy going to the library”, “I enjoy attending festivals and cultural events” and “I enjoy attending sporting events”. The results show an increase in all 3 cases. The assessment scores from 2005 to 2007 increased from 2.81% to 3.51% in regard to the library, from 3.17% to 3.98% in regard to festivals and cultural events and from 3.46% to 3.60% for sporting events.

Some results let us infer the differences of effect over a period of time for 5 statements in regard to the mother tongue. Between 2005 and 2007, in regard to the assessment for the reading of periodicals and magazines, youths whose mother tongue is French have an increase of 0.52% while those whose mother tongue is English have a decrease of 1.07%. As for young people born in a bilingual context, they have identical averages. Between the first and the third data collection, French youths reduced their purchases of recorded music by 0.80% as did the English youths by 0.70%. Youths born in a bilingual context increased their purchases by 0.64%. French youths increased their appreciation of books by 0.80%, the bilingual youths by 0.90% and the English youths decreased theirs by 0.54%. In regard to

radio, the results indicate an increase of 0.84% for the French and decreases of 0.82% for the English and 0.18% for the bilingual group. For youths whose mother tongue is French or English the assessment in regard to all-terrain vehicles as remained the same while for the bilingual group it rose by 1.63%.

5.2.2 According to Sex

When tests show significant mean differences according to the year and sex in regard to the assessment of the activities, out of 31 statements, we get only 2 results indicating a time effect. They correspond to the statements “I enjoy playing games on the computer” and “I enjoy using an all-terrain vehicle (ATV)”. Both the girls and the boys show a drop in their interest in playing games on the computer. In regard to ATVs, the girls show a greater appreciation in 2007 than in 2005 (0.75%) while the boys show a decrease of 0.43%.

5.3 The Representations

5.3.1 According to Time

This year’s analyses allowed us to check if there were means variations for the representations over a period of time. At the time of all 3 data collections, both cohorts responded to the set of statements. We can thus examine the results of each of these statements according to the location of the community, the ethnic group, the mother tongue, the sex and the cohort.

The results of the tests for time effect are positive in 5 cases: “In my school I feel different from the others”, “Collegiate studies are too practical”, “Cultural diversity is an asset for a country”, “University studies are too theoretical” and “Sometimes I feel uncomfortable when speaking in French”. The mean differences for the other 36 statements do not allow us to state that the differences with reference to the representations during these first 3 years are not due to randomness. This rarity of differences between the means indicates once again a consistency of representations for all youths.

In comparing the means for the first statement we see that young people tend to feel less different than others in their school. This result can be inferred but we must point out that the mean difference is not very big going from 2.85% in 2005 to 2.60% in 2007. The statement relating to college studies being too practical saw its average drop by 0.49%. In regard to the statement “Cultural diversity is an asset for a country”, we see an increase every year: 3.75%, 3.99% and 4.23%. There is also an increase in the average of the statement relating to university studies being too theoretical which indicates that the older they get the more young people think this is true. Finally, even if the results allow us to infer that there really is a difference over a period of time for the statement “Sometimes I feel uncomfortable when speaking in French”, the differences (2.74%, 2.84% and 2.61%) are small.

5.3.2 According to the Community

2 analyses demonstrate effects related to the location of the community according to the year: “I love big cities” and “I have a good relationship with my teachers.” Except for the Timmins youths whose love for big cities grows, the results for the other 4 groups²² show a decrease in affection for these same cities. In their evaluation of their relationship to their teachers, the means, according to the location of the community, exhibit no trends over a period of time. For Timmins and communities located within 20 to 49 kilometres of a centre, the averages are lower whereas for the other categories of the variable they are higher.

5.3.3 According to the Ethnic Group

The analyses, with ethnic groups as the independent variable, bring out, over a period of time, inferable variations for 6 statements: “My community offers enough recreational activities”, “University studies are too theoretical”, “I love big cities”, “Most of my friends think like me”, “In my community I feel different from the others” and “University studies offer better employment opportunities than collegiate studies”. Despite positive tests, we notice few important differences. However, we must emphasize 3 particulars. First, it is confirmed that university studies are too theoretical; secondly, according to the ethnic group there is a decrease in the love of big cities; thirdly, still linked to university studies, youths believe less and less that university studies offer better employment opportunities than collegiate studies.

As for the effects of the ethnic group over a period of time, we notice significant differences in the case of 8 statements: “My community has enough stores”, “I have a good relationship with the people of my community”, “Living in a rural environment is better than living in a urban environment”, “My community offers enough recreational activities”, “I take interest in the political issues of my school”, “I have a good relationship with my friends”, “I love big cities” and “I do a lot of things for my community”.

Once again the averages are relatively alike despite the tests being positive; but, certain observations need to be made. We notice that, in all the groups, the means for the statement “I love big cities” are lower. Amazingly, with respect to the statement “Living in a rural environment is better than living in an urban environment”, First Nation youths are the only ethnic group in disagreement with this statement when all other groups have increasing averages over a period of time. For the statements concerning the number of stores and recreational activities in the community as well as community involvement, First Nation youths’ averages are declining, indicating some dissatisfaction towards their place of residence. We can deduce that First Nation youths are critical of their community. This would explain their attraction for urban centres even though their love of big cities decreases over a period of time.

²² 5 categories: 1) Timmins, 2) centres of more than 5,000 inhabitants, 3) communities within 20 km of a centre, 4) communities within 20 to 49 km of a centre and 5) communities at least 50 km from a centre.

5.3.4 According to Mother Tongue

For 14 statements, we have inferable differences. 5 of these statements have not been tested positively in analyses according to the community and the ethnic group: “I am interested in world political issues”, “Collegiate and university studies are equivalent”, “Most of my friends intend to live elsewhere”, “Cultural diversity is an asset for the world” and “I take interest in Canada’s political issues”. Because the mean differences are all very low the tests are marginal.

Over a period of time, the mother tongue variable comes into play 5 times for these variations. Regarding the statement on the number of stores in the community, the level of agreement increases with youths whose mother tongue is French (0.52%), decreases with those whose mother tongue is English (0.37%) and does not change with those who have both French and English as their mother tongue. With the statement “Most of my friends intend to live elsewhere”, the mean for the French decreases slightly (0.13%). In the case of the English (0.65%) and the *Bilinguals* (those who claim both French and English as their mother tongue) (0.39%) it increases. With regard to the opinion that cultural diversity is an asset for a country, every group’s averages increase, but the increases are more significant for the individuals whose mother tongue is English and for those who have both English and French as mother tongue.

5.3.5 According to Sex and the Cohort

Over the 3 years of the survey, only one significant difference can be tied to the sex of the respondents and it has to do with the statement “With globalization, human beings are becoming increasingly different”: females agree less and less with this affirmation while the males agree more and more.

With respect to relationships with teachers both the sex and cohort come into play. The sex effect shows that the girls’ relationship to their teachers changes very little with stable averages between 4.23% and 4.25% and that the boys’ relationship averages increase a little from 3.83% to 4.19%. The cohort’s effect reveals an increase in the grade 9 students’ average which moved from 3.97% in 2005 to 4.17% in 2007. With respect to students who were in grade 12 during the first survey nothing can be inferred.

5.4 Conclusion

To sum up this section:

- We can confirm the homogeneity factor and the hesitant standpoints of the youths of the Northeast in regard to the activities, their assessment and the representations.
- We can also, by observing the particulars of the analyses, assert that when young people leave high school they tend to reduce the frequency of certain activities. They don't watch as much television and video recordings and they don't spend as much time playing games on the computer.
- We can also say that Anglophones tend to reduce the frequency of more activities than the Francophones and the *Bilinguals*.
- We can indicate that the older they get, the more men read periodicals, magazines and literary works.
- Young men will devote less time to snowmobiling and to the use of all-terrain vehicles.
- With respect to the assessment of activities, young people increase their time spent at the library as well as their participation in festivals and cultural and sporting events.
- As for the educational representations, we can point out that, over the years, young people become less favourable to the statement according to which collegiate studies are too practical and they agree more with the one that says that university studies are too theoretical.
- The older young people get, the less they love big cities except if they come from Timmins.
- First Nation youths look favourably upon urban centres, but paradoxically, their love for big cities decreases.
- Over the years, young people's belief that cultural diversity is an asset for a country increases.
- Finally, we can show that the relationship with teachers tends to become better over the years.

6. The Francophones' Pessimism

Are the Francophones still more pessimistic than the Anglophones towards French? The answer is yes if we isolate all the statements which allow us to verify this, and if we compare the opinions of individuals who have French as their mother tongue to the opinions of individuals who have English as their mother tongue. This holds true even when we compare with individuals who have 2 mother tongues. This is nearly always the case. All the tests are positive (see Table 9). Francophones believe, more than the Anglophones, that French is on the way out in Ontario or in the world; that non Anglophone countries have little influence; that nearly all cinematic productions in the world are in English; and finally, that one can't do much in the world if one does not speak English. Only one opinion does not distinguish Francophones from Anglophones: "In all countries, science is practiced in English". However, we can somewhat temper this francophone negativism: the averages never reach the value 4 and they sometimes are below 3. This means that however strong this francophone scepticism is, it is not pure defeatism.

Table 9
Mean Differences for the Statements Relating to Francophones
 (1 = strongly disagree; 6 = Strongly agree)

Statement	Mother Tongue	2007	p < 0.05
In Ontario, French is on the way out	French	3.42 (1.56)	Yes
	English	2.62 (1.43)	
	French-English	3.21 (1.54)	
French is on the way out in the world	French	2.57 (1.53)	Yes
	English	2.79 (1.43)	
	French-English	2.79 (1.43)	
Non Anglophone countries have little influence in the world	French	2.71 (1.59)	Yes
	English	2.27 (1.49)	
	French-English	2.32 (1.43)	
In all countries, science is practiced in English	French	2.56 (1.48)	Yes
	English	2.39 (1.45)	
	French-English	2.24 (1.32)	
Practically all cinematic productions in the world are in English	French	3.54 (1.59)	Yes
	English	2.88 (1.44)	
	French-English	3.55 (1.54)	
There isn't much you can do in this world if you do not speak English	French	3.78 (1.72)	Yes
	English	2.80 (1.56)	
	French-English	3.33 (1.74)	

7. Young People's Evaluation of their High School Studies

Once out of secondary school, how do young people judge their high school studies? In order to find out, we added 17 statements to the first 2 years' questionnaires and asked young people to respond to them using a scale of "1" = Strongly disagree to "6" = Strongly agree " (see Table 10).

On the whole, the judgments are rather positive. The statement "I have fond memories of my high school years" has a mean of 4.51%, far from the 3.5 uncertain central positions. But this does not indicate perfect agreement; the mode (4) and the median (5.0) illustrate well the positive but tempered quality of these memories.

During high school, were the teachers available and receptive? Did they love their job and their subject? Did they have a positive influence and did they give their students the required attention? The means range between 4 and 5, which confirm a favorable but tempered judgment. The medians and the modes are 5, indicating that a good number of individuals do have strong opinions. We must report one average of 5.17% and even one mode of 6 in regard to teachers encouraging students to pursue postsecondary studies. Teachers evidently try to motivate their students to pursue their studies beyond high school. However this is tempered by an average of 4.41% in regard to Northeastern Ontario postsecondary institutions. Teachers view these institutions with moderate enthusiasm and some prudence.

Students view the school management less positively. The statement "During my high school years, I think I received the attention I needed from the school management" has an average of only 4.03%.

The respondents, however, are well aware how difficult it is to teach adolescents. The average of 2.31% and the mode of 1 testify to their lucidity. Although respondents are somewhat critical of their teachers and their school's administration, they are much more so towards themselves.

Do they feel their teachers taught them useful information which still seems important today? The average of 3.77% indicates that, even after this short period of time out of high school, most students are not convinced about the quality of all the teachings they were subjected to.

During high school, extracurricular activities were important to most respondents, without being overly so (3.93%). However, a mode of 6 indicates that, for a good number of young people, extracurricular activities played a very important role. Was the school offering enough such activities? The average is 4.01% while the mode and the median stand at 4, indicating there is room for improvement. On this point, it seems important to point out that there is no significant difference between youths who studied in French ($M = 4.18$; $s = 1.29$) or in English ($M = 4.04$; $s = 1.40$)²³. This

²³ $t_{(57)} = 0.39$; $p = 0.70$.

doesn't seem to support the preconceived notion that English language schools are better endowed than French language schools. If this is the case, students do not remember it as such.

Have young people been badly influenced by other students during their studies? The 3.32% average sets this issue in the middle of agreement and disagreement. Were they encouraged to study by their friends? Again, an average of 3.32% indicates no clear bias. In both cases the median is 3. Yes and no say young people. These numbers tell us that the school environment is not one of absolute influence on its students.

Has the school atmosphere encouraged young people either to leave or to remain in the region? Not really. The average in both cases is 2.91% indicating that the influence of the school on the future place of residence is fairly uncertain.

Table 10
Former Students' Opinion of their High School Studies
(1 = strongly disagree; 6 = Strongly agree)

Statement	Average	Standard deviation	Median	Mode	Number
I have fond memories of my high school years	4.51	1.32	5.0	4	105
Overall, during my high school years, my teachers were always ready to help	4.71	1.10	5.0	5	105
Overall, during my high school years, my teachers encouraged me to pursue postsecondary studies	5.17	1.02	5.0	6	105
Overall, during my high school years, my teachers seemed to love their job	4.40	1.21	5.0	5	104
During my high school years, my teachers viewed positively the Northern Ontario postsecondary institutions (Sudbury, North Bay and Thunder Bay)	4.41	1.27	5.0	5	98
During my high school years, I think that, overall, my teachers had a positive influence on me	4.69	1.33	5.0	5	105
Overall, during my high school years, my teachers seemed to know their subject matter really well	4.37	1.20	5.0	5	104
During my high school years, I think I received the attention I needed from my teachers	4.54	1.21	5.0	5	105
During my high school years, I think I received the attention I needed from the school management	4.03	1.45	4.0	4	105
I think it is easy to teach teenagers	2.31	1.27	2.0	1	105
During my high school years, I was taught things which seemed, at the time, useless but which are, today, important to me	3.77	1.57	4.0	3	104
During my high school years, extracurricular activities were very important to me	3.93	1.74	4.0	6	104
During my high school years, the school offered enough extracurricular activities	4.01	1.42	4.0	4	104

During my high school years, I think I was, at times, badly influenced by other students	3.20	1.61	3.0	3	105
Overall, during my high school years, I believe my friends encouraged me to study	3.32	1.53	3.0	3	104
During my high school years, the atmosphere in the school encouraged me to leave the region	2.86	1.60	3.0	1	96
During my high school years, the atmosphere in the school encouraged me to stay in the region	2.91	1.52	3.0	1	94

Knowing that boys and girls sometimes have very different school experiences, we have to ask whether these judgments vary according to sex. The answer is no except for 2 statements: “During my high school years, I think I was, at times, badly influenced by other students” and “During my high school years, I think I received the attention I needed from my teachers”. The averages are higher for the boys. In greater numbers than the girls, they think they were badly influenced by other students ($O_{\text{girls}} = 2.85$ et $O_{\text{boys}} = 3.79$)²⁴, and received the attention they needed from their teachers ($O_{\text{girls}} = 4.36$ et $O_{\text{boys}} = 4.85$)²⁵.

8. Love for the Community

What determines the love for one’s community?

8.1. Activities, assessment of these activities and representations

In the second year’s report, we had done a multiple regression analysis to discover the elements which could possibly explain young people’s love for their community. We were then able to account for up to 36% of that love’s variance. The most determining variables were those with respect to the relationships (to the mother, to other persons in the community), to community involvement and to the offering of cultural activities. Because of their importance, we chose to repeat these analyses in order to find out if they were confirmed in the 2007 sample.

However, to begin, we decided to put the 2005 sample through a multiple regression analysis. We included in this analysis all the variables relating to the activities and their assessment. We thought we would then be in a better position to study young people’s evolution over a period of time. We also thought it important to try to find out if the love for the community is determined by the activities one can or can’t practice. We wound up with 9 quite diversified variables (see Table 11). They underline the importance of a taste for winter sports activities, sporting events, fishing, festivals or cultural events and the purchasing of books. They also reveal that listening to the radio and visiting art galleries is significant. Furthermore, they indicate that, to love listening to music at home or buying works of art correlate negatively to the love for the community. However, all these variables explain only 12% of the variance of this affection.

²⁴ $t_{(103)} = -3.02$; $p < 0.01$

²⁵ $t_{(96,81)} = -2.14$; $p < 0.01$

Table 11 Multiple Regression of Different Significant Variables (Activities and Assessments) For the Statement "I love my community" 2005 Sample (Explained variance (R^2) and standardized coefficient (β)) (For the statements regarding the activities: 1 = Never and 6 = Very Often) (For the statements regarding the assessment: 1 = Not at all and 6 = A lot)			
Selected Determining Variable	β	F	$p < 0.05$
I enjoy winter sports activities	0.10	12.84	Yes
I listen to the radio	0.11		
I enjoy attending festivals and cultural events	0.11		
I enjoy going fishing	0.10		
I enjoy buying books	0.11		
I enjoy listening to music at home	-0.08		
I purchase art items	-0.12		
I visit art galleries	0.09		
I enjoy attending sports events	0.09		
R^2 total = 0.12			

In 2007, for the same analysis, the results are both similar and different (see Table 9). We must, however, mention that the grade 9 cohort students did not answer the questions related to the activities and to their assessment. The analysis only targets the students of the grade 12 cohort. Still, we note some evident similarities. In the previous analysis, 9 variables were identified while in this one we have 10. Certain variables in both analyses are the same: the appreciation for festivals and cultural events, the interest for fishing and radio listening. They are also similar because they show that the love for the community is multidimensional: indoor and cultural activities are as important as outdoor activities. However, certain variables are specific to each analysis. In 2005, we find a contradictory connection for art which doesn't resurface in 2007: the purchasing of works of art is negatively linked to the love for the community while visiting art galleries shows a positive link. In 2005, listening to music at home drew negative interest. In 2007, the interest in circuses, dance concerts and the viewing of recorded videos is specific. In 2007, there is no mention of book purchases or winter sports activities. In 2005, appreciation of sporting events is mentioned as is the attendance to sporting events in 2007, but in the first instance, the correlation is positive while in the second it is negative. In 2007, hunting is mentioned in a restrictive manner. Surprisingly, the correlation is then negative, but it must be linked to the positive connection that exists between the love of fishing and the love of the community. One last variable is restricted to 2007: the enjoyment of going to the restaurant with friends; here, the correlation is negative. One last element distinguishes the 2 analyses from one another: the explained variance grows from 12% in 2005 to 59% in 2007. This means that, over a period of time, the connection to the community becomes stronger. It can be said that this strengthening is possible only if the communities offer cultural events. It can also be said that outdoor activities, especially fishing, contribute to this strengthening, but some contradictions remind us that love for a northern community does not depend solely on outdoor activities. The same thing applies to the importance of indoor activities, the attraction to art and the

recurrent connection to radio. It is even conceivable that this connection is not merely a media thing but also an identity builder. When communities can deliver, through the radio, general interest messages as well as more specific and local interest materials they cultivate the love people have for them.

Table 12 Multiple Regression of Different Significant Variables (Activities and Assessments) For the Statement "I love my community" 2007 Sample, grade 12 cohort only (Explained variance (R^2) and standardized coefficient (β)) (For the statements regarding the activities: 1 = Never and 6 = Very Often) (For the statements regarding the assessment: 1 = Not at all and 6 = A lot)			
Selected Determining Variable	β	F	$p < 0.05$
I enjoy attending festivals and cultural events	0.24	10,25	Yes
I enjoy going fishing	0.37		
I enjoy going to the circus	0.21		
I enjoy going to the restaurants with friends	-0.52		
I go hunting	-0.48		
I attend dance events and shows	0.38		
I attend sports events	-0.21		
I watch video tapes	0.28		
I listen to the radio	0.19		
R^2 total = 0.59			

The analysis of the activities and their assessment excludes the students of the grade 9 cohort. However, in 2007, students from both cohorts were asked to respond to the statements related to the representations. To take under consideration both collections, we set up a multiple regression analysis whose dependent variable is still love for the community and had it select the statements of significant influence concerning the representations (see Table 13). The explained variance then drops to 41% compared with the previous one, but it reminds us of the importance of relationships to others (all other citizens and friends) and of social involvement in the community or school. The variance also indicates that the community must offer recreational and cultural activities as well as employment opportunities.

Table 13 Multiple Regression of Different Significant Variables (Representations) For the Statement « I love my community » 2007 Sample (Explained variance (R^2) and standardized coefficient (β)) (For the statements regarding the representations : 1 = do not agree at all; 6 = Totally agree)			
Selected Determining Variable	β	F	p < 0.05
My community offers enough recreational activities	0.20	25.47	Yes
I have a good relationship with the people of my community	0.23		
I love big cities	-0.22		
I do a lot of things for my community	0.17		
I have a good relationship with my friends	0.11		
University studies offer better employment opportunities that collegiate studies	-0.11		
My community offers enough recreational activities	0.10		
My community offers enough employment opportunities	0.08		
In my community, I feel different from the others	-0.09		
I take interest in the political issues of my school	0.10		
Practically all cinematic productions in the world are in English	0.10		
There isn't much you can do in this world if you do not speak English	-0.08		
R ² total = 0.41			

We can pursue in the same vein and, in addition to the variables relating to activities and their assessment, analyze in one movement all the variables which characterize the representations (with regard to the family, the community, etc.). The explained variance then reaches 85% (see Table 14). The explanatory structure becomes stronger. Most of the previous years' observations are confirmed and strengthened. In Northeastern Ontario, people love their community all the more when they have the impression that it offers enough sports and recreational activities, when they get involved in it, when they are interested in local political issues (within the school for students) and when relationships with others are good. There is a positive correlation between love for the community and the statement "Sometimes, I feel uncomfortable when speaking in English". This is surprising and it's probably due to Francophones identifying more with their community because they are aware that English outside of their community is much more prevalent than French. The greater one's love for big cities and one's interest in country or world politics and the more one practices activities unrelated to either studies or work, the less one will love one's community. If social involvement feeds one's love for the community, paradoxically, activities unrelated to work or studies do not.

Table 14 Multiple Regression of Different Significant Variables (Assessment and Representations) For the Statement “I love my community” 2007 Sample, grade 12 cohort only (Explained variance (R^2) and standardized coefficient (β)) (For the statements regarding the assessment: 1 = Not at all and 6 = A lot) (For the statements regarding the representations: 1 = Strongly disagree and 6 = Strongly agree)			
Selected Determining Variable	β	F	$p < 0.05$
My community offers enough recreational activities	0.15	21,72	Yes
I take interest in the political issues of my school	0.32		
I love big cities	-0.48		
I enjoy going to the circus	0.18		
I take interest in Canada’s political issues	-0.66		
I take interest in the political issues of my community	0.79		
I participate in many activities unrelated to my studies or my work	-0.35		
My have a good relationship with my friends	0.20		
I enjoy attending sports events	0.32		
I have a good relationship with my teachers	0.21		
Sometimes, I feel uncomfortable when speaking in English	0.17		
R^2 total = 0.85			

In light of all these analyses, we can conclude that if communities want to cultivate their citizens’ affection, especially their young people’s affection, they must promote social involvement, provide recreational and cultural activities and foster harmony among their residents. We can even think that by ensuring community involvement, they generate conditions favorable to the production of cultural and recreational events and they strengthen social ties.

8.2 Internet

Is there a link between Internet use and young people’s relationship to their community? Before answering that question, we could ask ourselves if First Nation individuals, given the greater influence traditions have on their society, resort to the media the same way Francophones and Anglophones do. Our analyses do not let us confirm this hypothesis. Of course, in certain areas, First Nation youths use the Internet less often than other youths, but in most cases, the frequencies are alike for all groups. Even when the differences are not due to randomness they generally do not produce strong deviations. Also, First Nation youths watch less television than other youths, but the differences are far from being clear cut.

We could think that in smaller and more remote communities the connection to the media would differ from the one in more densely populated areas. We could even think that the ethnic group would come into play in a specific demographic and social context. Once again, our hypothesis was not

corroborated. Essentially, the media use frequencies are comparable between all types of communities as well as between the ethnic and linguistic groups.

The perception of the community of residence depends very little on the mother tongue or one's ethnic group or even the type of community itself. We must, however, mention a slightly more critical attitude on the part of Anglophone students.

Nevertheless, media use does have some impact on the relationship of students with their community. All the correlations are weak, even when they are inferable (see Tables 15 and 16). Still, all the correlational collections show the social importance of the link to the media in community life. The media alone can't guarantee young people's well-being, no more than they could explain the perception they have of their community. But without the media (making use or being exposed to them) the modern day citizen can't build a satisfactory relationship to the world and his community. Generally, the more young people are exposed to the media the more they appreciate their environment. The weakness of the correlations shows the importance of the other activities on the representations and the number of correlations brings to our attention the plurality and the influence of the media. The analyses also refer to a composite use of the media when they illustrate the media's relative independence and the variability of the representations. This data indicates that the media uses are linked to one another in a complex manner, but certainly not in a linear fashion. These uses are not cumulative and the correlations are weak even when they are intuitively logical. Internet users are sometimes surprisingly correlated to some representations and at other times very predictably so, although in this latter case the associations are weak. Using the Internet is not simply using the Internet; it's communicating with others, its gathering information and its consulting newspapers or the radio. Internet is used for a variety of reasons. All of this helps establish a particular relationship to the world in a community setting and in a universe of information, a universe which pluralizes and standardizes information²⁶.

²⁶ For more information on these phenomena, see Simon Laflamme's, « Usage d'Internet et exposition aux médias : représentation de la communauté de résidence chez les élèves du Nord-Est de l'Ontario » (*Francophonies d'Amérique*, Nos 23-24, 2007, V. 111-137, to be published).

Table 15
Correlations (r_{Pearson}) Between the Perception of One's Community
and the Frequency of Use of Certain Media

(For the statements regarding the community: 1 = Strongly disagree and 6 = Strongly agree)

(For the statements regarding media use: 1 = Never and 6 = Very often)

	My community offers enough cultural activities	There are enough stores in my community	My community offers enough recreational activities	In my community, there are enough opportunities to go out socially	My community offers enough employment opportunities	I have a good relationship with the people of my community	Most of my friends intend to live elsewhere	I love my community	In my community, I feel different from the others	I take interest in the political issues of my community
I read the newspapers	0.08 ²	0.02	0.14 ²	0.08 ²	<0.01	0.08 ²	0.18 ⁸	0.13 ²	0.01	0.18 ²
I read periodicals and magazines	0.02	-0.10 ²	0.06 ¹	-0.13 ²	-0.03	0.17 ²	0.15 ²	0.06 ¹	0.01	0.08 ²
I read literary works (novels, poetry, plays, biographies...) unrelated to my studies	0.05	0.01	0.05	0.07	0.01	0.08 ²	0.15 ²	0.06 ¹	0.11 ²	0.11 ²
I listen to music at home	-0.03	-0.06 ¹	-0.02	0.02	-0.03	0.12 ²	0.15 ²	0.03	-0.01	<-0.01
I listen to the radio	0.07 ²	<0.01	0.10 ²	0.08 ²	0.03	0.15 ²	0.09 ²	0.15 ²	0.02	0.17 ²
I watch television (excluding VHS and DVD recordings)	-0.02	-0.08 ²	0.17 ²	0.03	-0.05 ¹	0.06 ¹	0.04	0.01	-0.06	0.02
I Watch VHS and DVD recordings	-0.03	-0.03	0.03	0.04	-0.01	0.09 ²	0.17 ²	0.02	-0.01	0.03
I play games on the computer	0.01	0.02	0.02	0.02	0.01	-0.01	-0.01	0.03	0.03	-0.01
1 : p < 0.05 2 : p < 0.01										

Tableau 16
Correlations (r_{Pearson}) Between the Perception of One's Community
 (For the statements regarding the community: 1 = Strongly disagree and 6 = Strongly agree)
 (For the statements regarding media use: 1 = Never and 6 = Very often)

	My community offers enough cultural events	There are enough stores in my community	My community offers enough recreational activities	In my community, there are enough opportunities to go out socially	My community offers enough employment opportunities	I have a good relationship with the people of my community	Most of my friends intend to live elsewhere	I love my community	In my community, I feel different from the others	I take interest in the political issues of my community
I send electronic mail messages relating to my studies	0.07 ²	0.01	0.05	0.03	0.04	0.13 ²	0.14 ²	0.07 ¹	0.06 ¹	0.21 ²
I receive electronic mail messages relating to my studies	0.09 ²	0.04	0.08 ¹	0.02	-0.06 ¹	0.15 ²	0.12 ²	-0.09 ²	0.05	0.19 ²
I send electronic mail messages that do not relate to my studies	0.03	-0.04	0.02	0.01	0.03 ¹	0.15 ²	0.18 ²	0.07 ¹	-0.02	0.00
I receive electronic mail messages that do not relate to my studies	-0.01 ²	-0.05	0.01	-0.00	-0.05 ¹	0.14 ²	0.17 ²	0.07 ²	-0.02	-0.01
I use the Internet to chat	-0.05	-0.06 ¹	-0.01	-0.02	-0.01	0.07 ²	0.01 ¹	-0.00	-0.05	0.02
I use the Internet to participate in discussion forums	0.03	0.07 ¹	0.03	0.07 ¹	0.08 ²	0.03	0.07 ²	-0.00	0.13 ²	0.15 ²
I use the Internet to meet new people	0.03	0.05	0.01	0.04	0.06 ¹	0.02	0.05	-0.02	0.10 ²	0.11 ²
I reply to personal ads or I resort to Internet dating services	0.11 ²	0.12 ²	0.11 ²	0.14 ²	0.15 ²	-0.04	-0.06 ¹	-0.06 ¹	-0.08 ²	0.17 ²
I use e-mail to communicate with friends	-0.01	-0.07 ¹	0.05	0.02	-0.03	0.11 ²	0.09 ²	0.06 ¹	0.01	0.04
I use e-mail to communicate with family members	-0.01	-0.01	0.02	0.05	-0.05	0.13 ²	0.09 ²	0.02 ²	0.08 ²	0.08 ²
I use the Internet to play electronic games	0.00	0.04	0.00	0.06	0.03	-0.04	-0.01	-0.03	0.05	0.03
I use the Internet to buy products	0.07 ²	0.03	0.00	0.02	0.05 ¹	0.00	-0.03	-0.03	0.07 ²	0.15 ²
I use the Internet for banking purposes	0.09 ²	0.09 ²	0.06 ¹	0.06 ¹	0.12 ²	0.05	0.00	-0.03	0.07 ²	0.16 ²
I use the Internet to find, download or listen to music	-0.04	-0.05 ¹	-0.02	0.02	-0.04	0.09 ²	0.12 ²	-0.02	-0.02	0.01
I use the Internet for telephone purposes	0.06 ¹	0.02	0.04	0.06 ¹	0.12 ²	0.04	0.02	0.04	0.04	0.16 ²
I use the Internet to plan trips	0.13 ²	0.04	0.07 ²	0.06 ¹	0.11 ²	0.07 ²	0.05	0.05	0.08 ¹	0.22 ²
I use the Internet to listen to the radio	0.12 ²	0.07 ²	0.04	0.08 ²	0.09 ²	-0.02	-0.02	0.04	0.08 ²	0.20 ²
I read newspapers on the Internet	0.12 ²	0.11 ²	0.12 ²	0.11 ²	0.12 ²	0.03	0.02	0.06 ¹	0.11 ²	0.30 ²
I watch video-clips on the Internet	0.03	0.03	0.03	0.08 ²	0.07 ¹	0.03	0.07 ²	-0.02	0.09 ²	0.10 ²
I use the Internet to surf	-0.00	0.01	0.07 ²	0.06 ¹	0.05 ¹	0.13 ²	0.10 ²	0.07 ²	0.03	0.07 ²
I use the Internet to get the news or information bulletins	0.13 ²	0.08 ²	0.12 ²	0.10 ²	0.05	0.13 ²	0.09 ²	0.11 ²	0.11 ²	0.31 ²

I use the Internet to find cultural information	0.15 ²	0.13 ²	0.13 ²	0.12 ²	0.08 ²	0.12 ²	0.06 ¹	0.14 ²	0.14 ²	0.30 ²
I use the Internet to get sports information	0.13 ²	0.09 ²	0.18 ²	0.11 ²	0.14 ²	0.19 ²	0.06	0.10 ²	-0.02	0.23 ²
I use the Internet to access pornographic sites	0.01	0.11 ²	-0.01	0.05 ¹	0.06 ¹	-0.08 ²	-0.04	-0.07 ²	0.08 ²	0.12 ²
I use the Internet to find health related information	0.10	0.07 ²	0.07 ²	0.05	0.03	0.11 ²	0.10 ²	0.07 ²	0.09 ²	0.22 ²
I use the Internet to find information on the stock market and finances	0.13 ²	0.10 ²	0.09 ²	0.08 ²	0.10 ²	0.05	0.02	0.07 ²	0.09 ²	0.22 ²
I use the Internet for weather reports	0.12 ²	0.08 ²	0.12 ²	0.11 ²	0.08 ²	0.10 ²	0.07 ¹	0.13 ²	0.02	0.22 ²
I use the Internet for my courses	0.09 ²	0.05	0.06 ¹	0.07 ²	0.04	0.16 ²	0.13 ²	0.13 ²	0.03	0.17 ²
I use the Internet for research purposes much like I would use an encyclopedia	0.07 ¹	0.02	0.07 ²	0.02	0.00	0.20 ²	0.19 ²	0.16 ²	0.04	0.12 ₂
1 : p < 0.05; 2 : p < 0.01										

8.3 The Aspirations

Is there a link between the love for the community and a young person's aspirations? Yes, it is possible that loving one's place of residence makes studying easier and promotes educational and professional projects. Inversely, it's even possible that having promising outlooks makes loving one's community more probable. To verify this we need only keep a statement like "I love my community" and correlate it to the variables regarding educational aspirations and the level of prestige of the occupations youths aspire to. This kind of questioning is deceptive. Whether we take the 2005, 2006 or 2007 data, the correlations are nonexistent. We can't say that the more one loves his or her community the higher the educational or professional aspirations will be. The phenomenon is much more complex. The determinants of young people's aspirations go far beyond the love they have for their community.

9. Conclusion and Recommendations

A fair number of the conclusions we came to in the first 2 reports could be repeated here, because in many instances, the conclusions reached in this report either confirm previous ones or allow us to identify tendencies based on previous observations. We could therefore reactivate many of our previous recommendations. But nevertheless, this report's analyses do not merely confirm previous analyses. Many of them really are discoveries and they are made possible only through longitudinal analyses.

9.1 The Aspirations

Whether the aspirations pertain to education, career or the place of residence, they tend to vary over a period of time. This suggests that young people's projects, whether fuelled by enchantment or disillusionment, can be influenced. Young people are exposed to a lot of things which can modify even

the life they plan for themselves. This indicates that the people responsible for Northern Ontario's development can successfully try to influence young people in such a way that their choices for the future and the interests of northern communities complement each other. Although young people's projects are not malleable to the point where we can make them do anything, they are flexible enough to be rerouted or redirected. If young people can put forward anti North ideologies such as, "There is not enough work in the North for educated people", they should also be able to understand and accept that there is a link between development and the contributions of educated people.

9.2 Aspirations, Boys and Girls

This year again we notice this great difference in the boys' and the girls' aspirations. The girls aspire to a university degree while the boys look to the trades. Those responsible for development in the North have to ask themselves if this is really what they see as this region's future.

9.3 Consistency and Hesitation

This year again, the analyses reveal a great consistency in the representations and in the frequency and appreciation of the activities. This means that there really is a North, a northern population with habits and customs, a mentality and typical activities. This being the case, we can design specific awareness campaigns tailored to the North. Of course, actions initiated locally must benefit the entire North. At the same time, these actions can be coordinated in order to ensure a cohesive regional development which should be, given Northerners' aptitude for sharing, fairly easy to achieve.

9.4 Judging the Schools

Although young people generally judge rather favorably the schools which they attended, their judgment is not without some criticism. One must not think that this criticizing is only valid for and unique to northern schools. But the personnel of these northern schools' can benefit from this criticism. We think it is important to point out that, although teachers do a great job of encouraging young people to pursue postsecondary studies, we can nevertheless wonder about a certain distrust on their part as regards Northern Ontario institutions. Especially when we know that the development of a region is closely linked to the fact that individuals receive their education in that particular region and when, moreover, we know the kind of success those who study in the North enjoy.

9.5 Love for the Community

Love for the community rests on 3 principal factors: community involvement, the quality of interpersonal relationships and what the community has to offer to its inhabitants. These 3 factors are interrelated: community involvement influences what the community has to offer; what the community has to offer influences interpersonal relationships; and so on. This trio of factors is not exclusive. It

presupposes an exposure to the media and means of communication enabling individuals to communicate despite long distances. Communities should therefore facilitate access to the media and even produce media messages or events. But above all, Northern Ontario communities, if they want to reach and speak to young people's ideals, must do their utmost to involve young people in the management of public affairs. And since there really is a North and a young population aspiring to live in the North, would it not be time or the right time to set up a northern government for these young people?