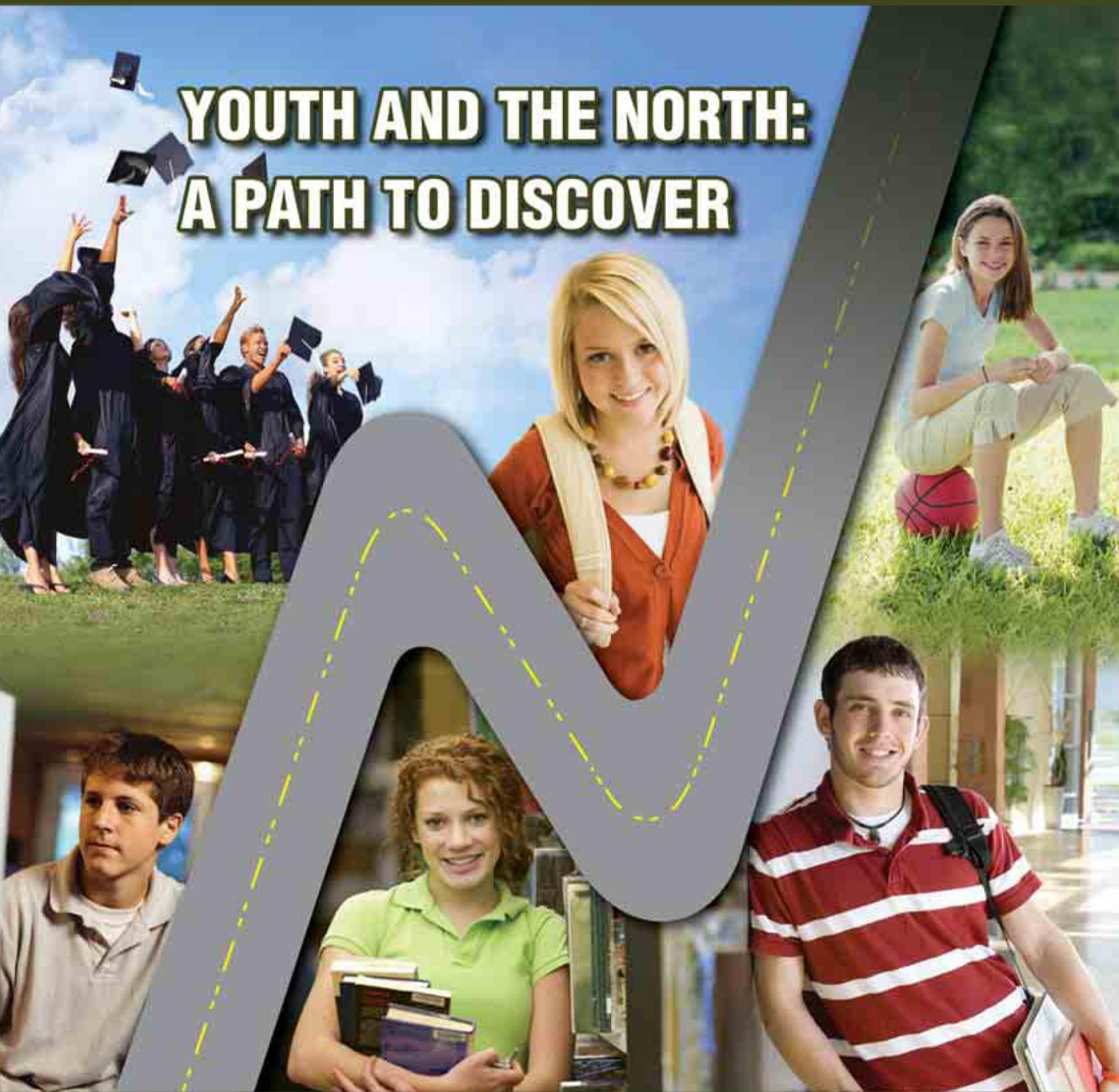


YOUTH AND THE NORTH: A PATH TO DISCOVER



REPORT - YEAR 5
2009



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

REPORT – YEAR FIVE

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FAR NORTHEAST TRAINING BOARD

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*The opinions expressed in this document do not necessarily reflect the opinions of the
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Introduction

The primary objective of this research is to provide to Northeastern Ontario's decision-makers several analyses results with regards to young people, in order to facilitate their reflection process on the future of the region. We have been conducting a longitudinal study whose objective is to follow, over a ten year span, a group of young people, part of whom were in Grade 9 during the first year of the study and the other part in Grade 12. We have now come to the fifth year of this study. Four reports have already been published. This one is the fifth.

In the previous reports, we produced numerous analyses providing Northeastern Ontario's decision-makers with numerous findings about young people. For example, these findings have established that:

- i. All representations are very similar everywhere in the Northeast, notwithstanding the nature of the community;
- ii. Most activities are not practiced a lot, except in the case of outdoor activities such as hunting, fishing, snowmobiling and riding ATVs;
- iii. All opinions are held in moderation except as regards love and family;
- iv. There is not much stimulation of the imagination;
- v. There is moderate interest in all things cultural, and this trait is less pronounced in girls than in boys;
- vi. Collegiate studies take precedence over university studies which suffer some disparagement;
- vii. Scholastic achievement varies both positively and negatively over time;
- viii. Professional aspirations are quite segregated according to sex;
- ix. The discourse on rural communities and the Northeast is both favorable and unfavorable;
- x. Anglophones tend to criticize the North more than do the Francophones;
- xi. Half of the young people want to live in the North and this fact varies over time;
- xii. Francophones are more pessimistic than Anglophones with regard to all things francophone;
- xiii. Aspirations as regards education, profession and the place of residence vary over time;
- xiv. Expectations as regards income are unbelievably high, although they become more realistic as the years go by;
- xv. For the most part, young people appreciated their high school years;
- xvi. The Internet is used more and more for communications purposes;
- xvii. Self-evaluation of linguistic competence is rather stable;
- xviii. There are signs of assimilation in regard to the French language;
- xix. Psychological problems are part of young people's lives;
- xx. Young people's love for their community is largely determined by their commitment to it, by the relationships they develop in its midst, and by the appreciation they have of what it has to offer.

Based on these findings, we have made certain recommendations to the decision-makers of the Northeast:

- i. That activities be undertaken, throughout the Northeast, to foster an appreciation for the region;
- ii. That young people be exposed to models capable of stimulating their imagination;
- iii. That optimistic programs be implemented for the North, because mentalities can be changed;
- iv. And, given that ways of thinking are subject to change, it is important to include young people in the decisions implicating their community, and to listen to them because they want to be heard. They might even be interested in forming a Northeastern Youth Government.

In this report, we will not revisit all of these themes. In light of the study's development, we will center our analyses on the young people of the Grade 12 cohort who have already been out of high school for four years. Our objective will be to find out if they can help us identify the factors which make young people appreciate and love the Northeast.

In the first and shortest part of the report, we question whether the Northeast has changed over the course of the last five years. To find the answer, we will compare the representations of the young people who had been out of high school for one year in 2006 to those who have now been out for four years. In a more elaborate section of the report, by studying as much data as possible, we will carry out numerous analyses on the Grade 12 cohort itself in order to throw as much light as possible on decisions affecting the Northeast.

Some Methodology Factors

To learn more about the methodology of this research, one could read the previous reports, especially the first one. However, it is important to know that various techniques were improved or added to increase the number of returned questionnaires. One of the first tactics was monetary. An amount of \$10.00 was handed out to every person who correctly completed the questionnaire. Furthermore, those who had completed the questionnaire were also eligible for two \$1,000.00 draws which took place on July 15 2009. This year, a second strategy involved the exclusive use of the Internet. The questionnaire was posted on the Web where young people could complete it. This new data collection technique required us to obtain the relevant e-mail addresses. At the end of the data collection, we had over 800 e-mail addresses. The Internet allowed us to communicate more easily with each participant. We could thus send them happy birthday wishes. Each week, e-mails were sent to those who were celebrating their birthday. And, to let them know that we appreciated their participation in this project, greetings were also sent at Christmas and Easter. The greatest challenge in using the Internet is to make sure that the message is actually read by the recipients and not automatically discarded as junk mail. It was important to include in the "Subject" portion of the message something that would grab the recipients' attention. After a first message, four reminders were sent. A more personalized title

such as “Alumnus or Alumna of (name of school)...” seems to have been more successful. Afterwards, phone calls were made to encourage those who had not already completed the questionnaires to do so. After three failed attempts to talk to the young person, we would leave a message in his or her voice mailbox, indicating an Internet address where they could access the questionnaire. To ensure the success of the project’s next five years we must continue to innovate, and to find ways of reaching as many young people as possible every year.

As is the case in every longitudinal study, the number of participants tends to diminish with every data collection. This problem is accentuated when the data collection is done at yearly intervals, and especially when the subjects are not participating entirely on a voluntary basis. This is exactly the case for our research because we collect our data once a year, and at the onset, the participants, being in a classroom, were more or less a captive audience for the persons delivering the questionnaires. The size of the sample has decreased: from 1,758 in 2005, to 304 in 2009.

In the case of longitudinal studies, it is necessary to regularly compare the parameters of the samples in order to discover the elements which distinguish the aggregates from one another. There are some variations between the general parameters of the first sample and that of the fifth year. In the initial sample, the proportion of males (51.7%) and females (48.3%) were relatively similar; in the new sample, 62.6% are females and 37.4% are males. The proportion of males is much less. At the beginning of our research, 42.3% of the participants identified English as their mother tongue, 22% identified French as their mother tongue and 35.7% defined themselves as being bilingual. In 2009, the bilingual percentage remains roughly the same at 33.2% while the other two have undergone a near complete reversal: English (26.6%) and French (40.2%). The reduction of the sample has been greater in regard to Anglophones than to Francophones. When analyzing the first collected data, we had categorized the communities according to their size and their proximity to an urban centre. Very little can be said when comparing the distribution of individuals on the basis of these two categories between the first and fifth year; at the time of the first data collection, there were proportionately slightly fewer young people in communities of 5,000 to 10,999 inhabitants (39.9%) than in 2009 (54.3%). Another comparison centered on academic achievement. In 2005, the overall academic achievement average was 73.5 ($s = 9.87$); in 2009, this average rises slightly to 78.1 ($s = 7.91$).

There are more females, more young people whose mother tongue is French and fewer participants from small urban centers in the last sample than there were in the first one. The academic achievement average is now slightly higher than it was at the start. We would have to take these variations into account if ever we had to infer results on proportions; we will have to take them into account when interpreting observations.

1. First Part: The Year Following High School in 2006 and in 2009

Every year now for the last five years, we have been collecting data from young people. In order to inform the decision-makers of Northeastern Ontario, let's look at the following questions: Are the young people who had completed a full year after high school four years ago comparable to those who, today, are in the same situation? And, during that same period of time, has the Northeast's infrastructure changed enough to modify attitudes? To answer these questions, we simply compared, between these two moments in time, a series of means of the statements from which we could determine the types of activities young people engaged in, their appreciation of these activities and their perception of their world¹. As in previous reports, we reorganized the statements according to themes. However, even if the statements are identical, because we are dealing with different variables and two different samples, it is not possible to statistically verify the inferrability of the variations of means for each statement. By way of interpretation, we intuitively estimated the discrepancies.

Generally speaking, the answer to this two-part question is no: in regard to shopping and going to the restaurant, the attitude towards art, culture and the media, the feeling towards the community, everything is the same. Furthermore, sporting activities have barely increased. But we must still underline certain transformations: collegiate studies are more valued than university studies; the pro-English ideology is more prevalent; there is an openness to cultural diversity, an increase of interest in political questions, and an improvement in relationships (people in the community, friends, and teachers).

Before interpreting these results, we must determine if the young people who had completed their Grade 12 one year before the data collection can be compared, according to obvious 2009 characteristics, to their counterparts of 2006. Using sex as a reference, 70.0% of these young people were females in 2006 and 64.7% in 2009. Using the mother tongue as a reference, in 2009, there were fewer English (13.8% less) and French (5.4% less) and a bit more Bilinguals (19.4% more). In fact, as regards sex and the mother tongue, there are two samples which display somewhat similar proportions. Observations pertaining to the two following groups, Grade 12 in 2006 and Grade 9 in 2009, which are at the same stage in their life but at different time periods, cannot be attributed to a sampling error. We may then think that the similarities existing between these two time periods denote that the Northeastern Ontario infrastructure has been relatively stable. Conversely, differences in mentalities could be attributed to infrastructure changes.

In 2009, young people shop and go to the restaurant just like in 2006; they neither love more or less whatever pertains to art, culture or the media; their appreciation of the community

¹ Each of these statements is accompanied by a scale with which young people can establish their position. These scales are cardinal, and that allow us to calculate the means.

remains the same, and they do not practice more sports activities. On the following points, the populations remain the same and so do the infrastructures: the world of education, political activities, community-based organizations and the media, they all remain very stable in the nature of their activities. Either they remain unchanged or the changes they've gone through have had no effect. However, certain transformations become obvious: collegiate and university studies are becoming more competitive with one another, and university studies seem to be on the losing end; French is valued less and less; cultural diversity is becoming more tolerated; political activities are becoming more interesting; human relationships seem to be improving and becoming less of a concern. It is possible that this gain of interest in politics and the improvement in relationships is partially attributable to the quality of the sample. A certain number of young people who leave the study do so because of relationship problems and social opting-out. In a certain way, their non-collaboration could be an indication or a gage of this progress, but not in the case of the other phenomena. *As the Northeastern Ontario infrastructure stabilizes the links to culture, art, the media and the community and promotes cultural diversity, it also favors competition between colleges and universities and harms the development of the French culture.*

2. Second Part: Four Years After High School

In last year's report (2008), we mainly analyzed the life journey of young people who were in Grade 9 during the first year of our research project. We could observe their journey through their four years in high school². As for this year, we thought it important to focus our analyses on the other cohort of young people who were in Grade 12 during the first data collection in 2005. During the second year of the project, these young people were either starting postsecondary studies, entering the workforce or going back to high school for a fifth year. This part of the report presents analyses which should help us to understand better the journey undertaken by these young people over the last four years. Have they modified the frequency of their activities? Can we observe changes in their representations and their aspirations? Has their relationship to their community changed between 2005 and 2009? Is their perception of their community more or less favorable? If there are favorable changes in perception, what factors can best explain them? If there are no changes, how can we help foster a greater appreciation for the community?

2.1 The Grade 12 Cohort's Aspirations in 2005 and in 2009

In order to be able to offer or suggest solutions for the development of Northeastern communities, we must first understand what makes young people appreciate their community. We first tried to identify the variations between their aspiration in 2005, when they were in Grade 12, and four years after they had finished high school. Does getting out of high school bring about important changes in the way young people act and view their world? Then we looked for

² *Youth and the North: A Path to Discover – 2008 Report*

links between the 2009 aspirations and the relationship to the community. Aspiring to become a doctor, a plumber or a politician differs according to young people's appreciation of their community. Other analyses verified the link between relationships, health, linguistic identity and young people's perception of their community.

2.1.1 The Income

From 2005 to 2009, young people's expected average income drops from \$84,000.00 ($s = 87,951.25$) to \$73,603.77 ($s = 55,797.83$). Statistically speaking, this discrepancy is due to randomness³. The large standard deviations and the low correlation of 0.31⁴ explain why the variation between the individuals is greater than the variation between the two moments. By and large, no discrepancies can be inferred in regard to the income expected by young people from 2005 to 2009. Although a good number of them do modify their expectations, this does not add up to a distinguishing trend. Some of them revise their modest expectations upwards while others tone down unrealistic ones; others still, keep their illusions or their modest expectations. The living environment has less to do with the expectations than life itself. If the environment does not, as a whole, change the amounts of the expected incomes, it at least facilitates different lifestyles in which these expectations or aspirations can evolve

2.1.2 Education

From 2005 to 2009, there is a link between the levels of education: the higher they are at the start, the higher they will remain⁵. This is a trend, not a law from which young people can't stray: 50.0% of the young people who saw themselves as college graduates in 2005 still do so in 2009, but 50.0% have changed their mind; 71.1% were thinking in terms of undergraduate studies during year one of the study and still do after the fifth year, but 28.9% have changed their mind; in 2005, 60.6% were thinking of graduate or postgraduate studies and still do in 2008, but in 2009, 39.4% don't anymore.

2.1.3 The Profession

From 2005 to 2009, we can infer no link between the level of the profession and the ambition. Because of the statistic 0.29⁶ we assign the correlation to randomness; in non-parametric analysis, the gamma value of 0.33 is even more conservative⁷. These are the results obtained when combining, for the two moments of the study, a five level scale of the professions from least important to more important by taking into account their level of education and their

³ $t_{(52)} = 0.85$; $p = 0.40$.

⁴ $p < 0.05$.

⁵ $\chi^2_{(4)} = 30.6$; $p < 0.001$; V de Cramér = 0.44; $p < 0.001$.

⁶ $p = 0.06$.

⁷ $p = 0.19$.

average income. Thus, the professional level anticipated at the end of the high school years seems to have little impact on the one which is anticipated four years later.

If, instead of analyzing the level, we analyze the sector, the results are relatively the same. From 2005 to 2009, the professional sector is the same for only 26.2% of young people. They still see themselves as natural and applied sciences professionals, health sciences professionals, lawyers and teachers. Sometimes, their visions are similar without being identical: they used to see themselves as natural and applied sciences professionals and now they see themselves as technicians linked to the natural and applied sciences sector. Very often, their visions are not very compatible.

2.1.4 The Place of Residence

From 2005 to 2009, there are numerous specific variations in regard to the projected place of residence. When we combine, for 2005, all localities into two groups (those within and those outside Northern Ontario), and then anticipate various combinations for 2009, we can make certain observations. We first notice that 65.3% of young people still want the same thing: to live in the North or to live elsewhere. We then note that in 2009, only 38.4% of young people are thinking of living in the North, of which 13.5%, in 2005, were thinking of going to live elsewhere. Thirdly, we find that, of those students who did not want to set up residence in the North in 2005, 75.0% still think this way. Finally, we notice that 45.8% of young people who chose the North in 2005 have changed their mind in 2009. We can thus conclude that although it is important to appreciate the North at the end of the high school years, it is no less important to continue to cultivate this appreciation in the following years.

2.2 Intercorrelation Between the Aspirations in 2009

The various aspirations of 2009 are often linked to each other. The correlation (Spearman) between the educational and income perspectives is 0.39⁸; it is 0.49⁹ between the educational and professional projects and 0.32¹⁰ between the profession and the expected income. There is no link between the expected income and the projected place of residence because the mean variations must be attributed to randomness¹¹; there is no link either between the desired level of education and the region where one wants to live¹²; none either between this region and the desired level of the profession one wants to practice¹³ or the sector¹⁴ of that profession.

⁸ $p < 0.01$.

⁹ $p < 0.001$.

¹⁰ $p < 0.05$.

¹¹ $F_{(2,58)} = 1.04$; $p = 0.36$.

¹² $\chi^2_{(4)} = 8.64$; $p = 0.07$.

¹³ $\chi^2_{(8)} = 8.39$; $p = 0.40$.

¹⁴ $\chi^2_{(16)} = 9.35$; $p = 0.90$.

Educational, professional and income aspirations are then all intercorrelated. However, none of these aspirations are linked to the region. Though inferrable, the correlations are tenuous. As a matter of fact, income, employment and education are all connected, but not everything pertaining to one can be found in the others. True, the more a profession tends to be valued, the more it presupposes a higher degree of schooling and a higher income, but it is also true that some valued professions are poorly remunerated, and that some very well remunerated professions require little schooling. These low correlations tell us that young people who have completed high school four years ago make this paradoxical analysis. These aspirations' lack of correlation with the expected place of residence reveals that income, schooling and profession are not closely related to the place where one wants to live. Yes it is true that young people often hear that well educated individuals must leave their northern region to find work. But they also know that highly educated people do work in the North, and that some workers are very well paid while others, exactly like anywhere else, are not. Most young people understand this in the way that suits them best.

2.3 Aspirations and Relations to the Community in 2009

Are the aspirations linked in any way to the manner in which young people perceive their community? For instance, can we assume that the higher the young person's expectations in terms of income, education and profession, the more he or she will tend to belittle his or her community? Essentially, the answer to this question is no. Five statements relate to what the community has to offer. They concern cultural and recreational activities, shopping, going out and employment opportunities. One statement is "I love my community", while another is "I love big cities". With each statement the young person finds a scale from 1 "strongly agree" to 6 "strongly disagree". The higher the value, the higher is one's appreciation for the community except for the statement concerning big cities. The scales in regard to income, the profession or the studies are either ordinal or cardinal. For each one of these scales we can work out a correlation with the statements. All of these correlations are useless except for one; the only one not due to a chance factor, and it is a rather low correlation, is the one emerging between the love for big cities and the academic prospects. When studying the link between the statements in regard to the community and the desired place of residence, the results go along the same lines. We establish the means for each of the statements according to the following possibilities: Northeastern Ontario, elsewhere in Ontario or outside of Ontario. Then, we perform a variance analysis. We then obtain a positive inference test for only two statements: "My community offers enough employment opportunities" and "I love big cities". The means for the first one are low: they go from 1.18 to 2.37; the mean is not as low when the desired place of residence is either in Northeastern Ontario or elsewhere in Ontario. We therefore can't conclude that by wanting to live elsewhere then in Northeastern Ontario one loves his or her community less. The love for big cities is at its strongest when one wants to live elsewhere in Ontario; it is at its weakest when one wants to live in the Northeast. These observations are not counterintuitive.

These analyses corroborate those done on the desired place of residence according to the aspirations. As there are few links between the region in which one would like to live and the various aspirations, the same applies to the way young people who have been out of high school for the last four years perceive their community and the way they consider their profession, their income, their education or even the region they wish to live in.

2.4 Self-Assessment of Health in 2009

A person's social behavior and view of the world often depend on his or her personal health assessment. Previous reports have shown that young people as a group often have psychological problems. We must therefore ask ourselves if these health assessments have an influence on the aspirations and representations of the community.

2.4.1 Self-Assessment of Health Between 2005 and 2009

Before proceeding any further, we should ask ourselves if, between 2005 and 2009, young people's self-assessment of their health has changed.

To understand the subject, we have two data sets at our disposal. In the first set there are six statements concerning their psychological condition. Here are some examples: "During the last three months, I've felt desperate when thinking about the future" or "During the last three months, I've been bored and uninterested in anything". They are accompanied by six level scales extending from "Never" to "Very often". We treat these scales as cardinal scales. The second set includes two statements: "Compared to others of my age, my physical health is...", and "Compared to others of my age, my emotional health is..."; the respondents choose a numbered value between "1" and "6", which translates to "Poor or Excellent". Again they can be treated as cardinal scales. Between 2005 and 2009, two of the first six statements have an inferrable discrepancy: "During the last three months, I've lost my temper because of someone or something" and "During the last three months, I've been easily frustrated and irritated". In both cases the mean drops, which indicates a reduction in frustration and irritation. The reductions are perceptible without being too pronounced: from 3.11 to 2.59 for the first and from 3.31 to 2.73 for the second. We find no discrepancies between the two moments in time when young people compare themselves to others of their own age.

Therefore, there is no variation over time in the way young people compare their psychological or physical health to that of others their own age. The weak variations which occur merely indicate a reduction in the number of emotional problems.

2.4.2 Self-Assessment of Health and Aspirations in 2009

There is little in common between the aspirations and the self-assessment of health. We could only find two links out of the twenty-four: one is tied to the expected income and the other to the level of education, and both are correlated with one's appreciation of physical health when compared to persons of their age. In both cases it is a modest but positive correlation. The better a young person's physical health assessment is, the greater his or her income expectation ($r = 0.32$) and his or her education level ($r_{\text{Spearman}} = 0.26$). Moreover, these analyses tell us that the psychological conditions have little influence on the aspirations.

When analyzing the assessment of health and the desired place of residence, only two out of eight mean discrepancies are inferrable. These two refer to the following statements: "During the last three months, I've felt lonely" and "During the last three months, I've felt discouraged". In both cases, the highest mean pertains to those individuals who wish to establish their residence "Outside of Ontario".

2.4.3 Self-Assessment of Health With Respect to the Community in 2009

Are there any links between health perceptions and community representations? We must answer in the negative. Out of fifty-six correlations, fifty-four can be assigned to sampling errors. Nothing related to psychological health is associated to the love of the community. The physical health statement is somewhat linked to two statements: "My community offers enough recreational activities" ($r = 0.20$) and "My community offers enough employment opportunities" ($r = 0.19$). It seems that on the whole, the better the physical health assessment, the more young people think that the North offers enough recreational activities and employment opportunities.

2.5 Where Young people Study and Where They Want to Live in 2009

Social sciences have very often confirmed the link between the places where one studies and where one decides to establish his or her place of residence. This link is not an absolute one because in a decision as important as choosing a place of residence, numerous factors come into play, especially today, where population mobility is an accepted and common fact. But the correlation remains very significant. Postsecondary studies, wherever they might be done, always offer the possibility one might find a soul mate, develop relationships which might lead to employment or learn to love a community by getting involved socially and by sampling a new life-style.

When completing the questionnaire, young people indicate in which community their educational institution is situated. They also indicate the community in which they want to live five years after the completion of their studies. We have classified the communities into two categories: communities in Northern Ontario and communities outside of Northern Ontario. The

considered community of residence was reconstructed according to the previously mentioned categories. From the first category we get the following: a Northern Ontario community - the same one in which the young person attended school; a Northern Ontario community - not the same one in which the young person attended school; a community outside of Northern Ontario. From the second category we note a link with a community outside of Northern Ontario - the same one in which the young person attended school; a community outside of Northern Ontario - not the same one in which the young person attended school; a community in Northern Ontario. In 2005, when all the young people from the Grade 12 cohort were still in Northern Ontario secondary schools, 55.6% of them did not expect to live in the North. In 2009, 63.8% of young people for whom it is possible to combine the answers want to reside outside of Northern Ontario. If young people attend postsecondary institutions in the North, only 24.0% of them intend to live elsewhere; if they study somewhere else than in Northern Ontario, only 8.7% would like to establish their residence in the North. 23.2% of the sampling is composed of young people who are not studying in Northern Ontario and who wish to establish their residence in the community in which they are presently studying. These figures can't be more eloquent; they can't say more clearly, how important it is for Northern Ontario to have its own network of postsecondary institutions covering all the regions and offering the possibility of studying in all fields of knowledge and at all levels.

2.6 Linguistic Identity and Community Representation in 2009

In light of the important role played by the linguistic groups in the structure of the Northeastern communities of the province, we must look closely at the variations in the relationship to the community in reference to these groups. Studying this question is particularly important given the fact that, in previous reports, Anglophones tended to be more critical or faultfinding despite being the majority group in the population of Northeastern Ontario.

If we compare the means of the various statements relating to the relationship to the community as regards the fact that young people consider themselves either Francophones or Anglophones, we are forced to admit that the appreciation or criticism of the community does not depend on this particular variable. There is only one case in which the mean difference is inferrable. It refers to the statement "I love my community", and the mean is higher (4.88) for the Francophones than it is for the Anglophones (4.20). If this statistical exercise confirms that Anglophones are more critical towards their community, the difference between the means, being only (0.60), makes it rather relative, as do all the other cases where the means are equal.

2.7 Relationships to Others and Community Representations in 2009

Previous reports testified to the influence social relationships had on young people's appreciation of their community by showing that, the better the relationships, the greater the love for the community. At this point in our research it is important to take another look at these

relationships. For young people who have been out of high school for four years, the correlations are ambiguous. Out of 35, 7 cannot be due to randomness. None of the correlations refer to the mother or the father. Two of them refer to brothers and sisters: one positive, with the statement “I love my community”, the other negative, with the statement “I love big cities”. The more young people love their brothers and sisters, the more they love their community and the less they love big cities. Two others pertain to relationships with friends and they are partially similar to the first two: the more young people love their friends, the more they love their community but at the same time, the more they love big cities. Finally, three are related to “people from my community”: “In my community, there are enough opportunities to go out socially”, “My community offers enough employment opportunities” and “I love my community”. These correlations are never high but they are always indicative. We can therefore conclude that the love for the community depends on the relationships to brothers and sisters, to friends and to people in the community. To love one’s community is to appreciate symbolically important people, but this appreciation is not enough to ensure one’s love for his or her community.

2.8 Postsecondary Studies in 2009

The subjects of this study have been out of high school for four years and we have followed them over this time period. We can look at this in different ways.

For instance, we can examine young people’s intentions with regards to postsecondary studies and check to see if they correspond to what really happened. The breakdown of the data reveals that in 61.5% of cases, the field of study always corresponds with the aspirations, but in 13.5% of cases, the field of study does not correspond to the aspirations, although it changes during the first year and becomes stable. These two data sets follow a straight line path. In the other sets, there is some branching: only once for 17.3% of individuals and more than once for 7.7%. For the majority of young people, their intentions at the end of high school are final, while for nearly 40% of the sample, they are not. For a majority of young people, undertaking studies in a particular field means no turning back, but for 25.0% of them it is not the case.

We can also examine whether young people did attend the postsecondary educational institutions they had identified at the end of their high school years. We then discover that in 81.6% of cases, their intentions do have some bearing on the facts. Not all of those 81.6% registered, during the first year, in the institution they had identified, but all, at one time or another did register and study at that institution. This shows the importance of those intentions. But we must not forget that 18.4% of young people in the sample did go on to postsecondary studies without following their initial intentions.

Finally, we can look at these postsecondary institutions in terms of their geographical locations rather than in terms of young people’s intentions or projects. A tabulation of the data tells us that 46.9% of young people complete all of their postsecondary studies somewhere else

than in the North. This also means that, at one time or another, more than half of them study in the North. For the young people in the sample, 24.5% will complete, over the years, their studies at the same institution in the North; for 10.2%, the institution will change but remain in the North. The remaining 18.4% will move out of Northern Ontario. Whatever the sequence, this will not affect young people's love for their community, because the variations between the individuals are more determining than those between the groups.

Conclusion

A fair number of our analyses find no link to the appreciation of the community. In large measure, whether it is positive or negative, this link is crystallized before the end of the high school years. The anti-North discourse of young people starts early and affects the whole community. To fight this ideology there must be a change in the way young people think of the North, but even more important, projects have to be set up and realized.

We are obviously dealing with a hard core segment of the development of the community in which observations interact. We are also dealing with an ideology and an ideology is never only an ideology. It is always a half-truth. The ideology is always true for the one who professes it because it blinds him or her to everything else. It is not true that educated persons can't find employment in the North.

Broadening educational horizons during the high school years means giving young people the possibility to choose, and their choice is a very important one because it will affect their life for a good number of years. It also makes change probable, and this is important because it will allow young people to adapt to the opportunities generated by change. High schools, as well as the society in which they operate, must promote educational projects liable to interest young people as soon as they enter high school; they must also make them aware that education is not a static process but one in constant evolution. This is the surest way for the North to ensure its young people's development as well as its very own. It is easier for young people to pursue their education when they know what they want to do or when they discover it along the way.

Our research clearly indicates that the community in which young people study is often the community in which they will decide to establish their residence. If this is the case, it becomes essential for Northern Ontario to have, all over its territory, complete and wide-ranging educational networks. To study in a particular place is to become familiar with it; it's to discover this particular place beyond mere experience and to be able to mesh, in harmony with the environment, experience and analytical reality. Communities in which young people can't study are greatly endangered because they do not have the educational institutions capable of preparing their population to be self-supporting. Going to school somewhere means discovering or acquiring some general knowledge or science, but it also means, just by living there, that the young person is learning about that particular environment. Besides transmitting general

knowledge, teaching institutions also adapt that knowledge to their environment. They explore this environment and share its cultural and material wealth. These teaching institutions are staffed by teachers and researchers working in different fields. The research being done is usually centered on the institution's operating environment. By the time it reaches the teaching phase, the research has been adapted to this particular environment. This is why it becomes so important for the region to have at its disposal a complete educational network with researchers in all fields. When this is not the case, teaching and learning is done elsewhere; and, elsewhere, young people learn about elsewhere.

In a postmodern society, it is false to assume that Northeastern Ontario can only grow if employment comes from elsewhere. If this were true, we would be dealing with a steadfast rule of development, and all communities could only grow by relying on some elsewhere *ad infinitum*, making any growth impossible. By constantly saying that educated people can only find employment elsewhere, Northern Ontario exports its brainpower, thereby depriving itself of its greatest development asset. We very often try to explain our northern problems by saying that there are no jobs in the North. This particular reflex defines a community which does not believe itself capable of creating employment, and views employment as a gift from somewhere else. Well, elsewhere, they create their own jobs. They do so with the help of educated individuals who love their community and who invest time and energy in it, without waiting for outsiders to do it for them. This is exactly what the North needs. By continually repeating the same old things on employment, the North exports workers, and thus forces its developers to develop elsewhere. In order to grow, a community must not be satisfied with training workers for outside entrepreneurs. It must also train and produce educated developers and entrepreneurs who will train workers and create employment in the region.