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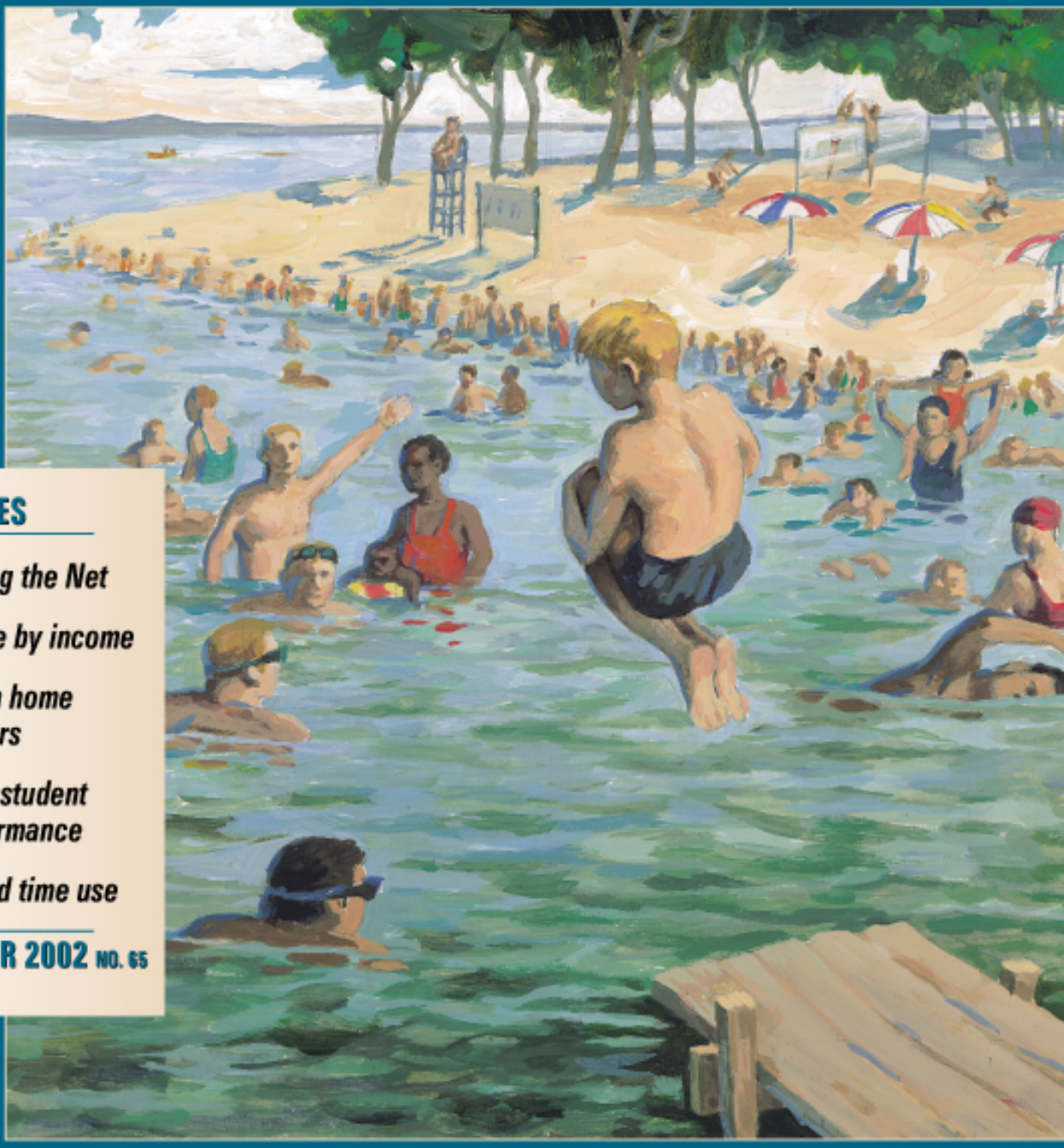
CANADIAN SOCIAL TRENDS



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SUMMER 2002 No. 65

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CANADIAN SOCIAL TRENDS

FEATURES

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Born in China, **Nan Jiang** received his Bachelor's and Master's degrees in Fine Arts. Jiang immigrated to Canada in 1992 and has been working as a visual artist and illustrator. His work has been shown in many galleries and collected by art communities and private collectors. He currently resides in Ottawa, Ontario.

Better things to do or dealt out of the game? Internet dropouts and infrequent users

by Susan Crompton, Jonathan Ellison and Kathryn Stevenson

The Internet promises to become one of the principal ways by which both governments and businesses will communicate with their citizens and their customers. But in 2000, 42% of Canadians aged 15 and over had never used the Internet. Furthermore, over 5% were Internet dropouts — people who haven't used the Net for at least one year; another 5% had gone on the Net in the past year, but used it rarely and had not surfed in the past month at all. Is it reasonable to make the Net a major conduit of information among individuals, governments and businesses when this new communication technology has not been adopted uniformly throughout society?

Previous studies have shown that women are less experienced computer users than men[1] and that people with higher incomes and education are most likely to be connected to the Net.[2] According to new data, Internet dropouts and infrequent users are more likely to be employed and more likely to be women than people who use the Net regularly (five or more hours a week). They are also less likely to live in households with incomes over $60,000 a year or to have a postsecondary education. While these facts may explain why people are unable to adopt Internet technology, they do not explain why they fail to maintain it. This article examines the characteristics of Internet dropouts and infrequent users and compares them with Canadians who use the Net regularly. It also asks why some people have not been swept away by the Internet wave.

Why aren't they surfing?

According to the 2000 Household Internet Use Survey (HIUS), just over 813,000 of all Canadian households that have ever used the Internet reported that they no longer did. Over one-quarter of these dropout households (232,500) had used the Internet regularly during a typical month, with over half surfing the Net at least once a week. By far the most common reason that they had dropped out was that they had "no need" of the Internet (30% of dropout households).[3] This suggests that the World Wide Web either did not have what these people were looking for, or that they were content to use more conventional sources of information that do not demand expensive equipment or special skills. It may also indicate lack of time or difficulty finding what they were searching for.

1. Dryburgh, H. Spring 2002. "Learning computer skills." *Canadian Social Trends.*
2. Dickinson, P. and J. Ellison. Winter 1999. "Plugged into the Internet." *Canadian Social Trends.*
3. There is no common understanding of what "no need" means. Respondents could have interpreted this phrase to mean any number of situations.

CST What you should know about this study

This article uses data from the 2000 Household Internet Use Survey (HIUS) and the 2000 General Social Survey (GSS) on access to and use of information communication technology. The HIUS, introduced in 1997 to measure the adoption of Internet services by Canadian households, collects data from approximately 34,000 private households in the 10 provinces. In 2000, the questionnaire included a brief series of questions for households that had used the Internet on a regular basis in the past but no longer do so. Because the objective of the HIUS is to collect data at the household level, information about the behaviour of individual members of the household is not available. This missing piece of the puzzle is addressed by the 2000 GSS, which collected detailed information about the individual's use of technology, allowing researchers to focus on personal use of the Internet. GSS data were collected over a 12-month period from January to December 2000 from almost 25,100 respondents aged 15 and over living in private households in all 10 provinces.

The definition of user differs between the HIUS and the GSS and cannot be reconciled because of the way the data were collected. Despite these differences, both surveys taken together shed light on many Internet-related issues. To keep the definitional distinctions as clear as possible, however, this article uses the HIUS data for information about the reasons why households stopped using the Internet, while GSS data are used for all other characteristics.

Dropout household: a household that once used the Internet in a typical month, regardless of the location of use (home, work, school, library, etc.), but no longer does. A typical month refers to a month that is not out of the ordinary for the household, usually in the past year, as determined by the respondent.

Regular users: individuals who have spent at least five hours on the Internet in the past week, regardless of the location of use (home, work, school, library, friend's or relative's house, any other location).

Infrequent users: individuals who have not used the Internet from any location in the past month, but have used it at some time in the past 12 months.

Dropouts: individuals who have not used the Internet from any location for at least 12 months.

Some 17% of households that had previously used the Net regularly dropped out because it was too expensive and 14% did so because they lost access to a computer. These reasons are similar to those given by Net dropouts in the United States: in September 2000, 11% of American dropouts said they had quit the Net because their connection had proved too costly and 21% said they no longer had a personal computer.[4]

Lack of experience more common to infrequent users

A person's degree of comfort or familiarity with new technologies may play a role in their decision to use the Net. Infrequent users and dropouts do score somewhat lower on the technology use index than regular users, suggesting the fewer of these devices people use, the less likely they are to use other types of technologies.[5] Although only a small percentage of Canadian households that had dropped out cited difficulty or complexity as their reason for giving up on the Net, some of the earlier U.S. research identified complexity and frustration as one of the principal barriers to access.[6] Given

4. Lenhart, A. September 2000. *Who's not online: 57% of those without Internet access say they do not plan to log on.* Pew Internet & American Life Project. http://www.pewinternet.org/reports/reports.asp. (Accessed October 9, 2001.)

5. The technology use index measures people's use of a fax machine, cell phone, ATM, answering machine, pager, cable TV, satellite dish and DVD.

6. Katz, J.E., Ph.D. and P. Aspden, Ph.D. *Social and Public Policy Internet Research: Goals and Achievements.* Presentation given February 2, 1998 to the University of Michigan School of Information. http://www.communitytechnology.org/aspden/aspden_talk.html. (Accessed October 9, 2001); Lievrouw, L. July 1999. "Nonobvious things about communication technology: The case of Internet dropouts." *New Media.* http://www.icahdq.org/publications/newsletter1/july_99/july_newmedia.html. (Accessed October 9, 2001.)

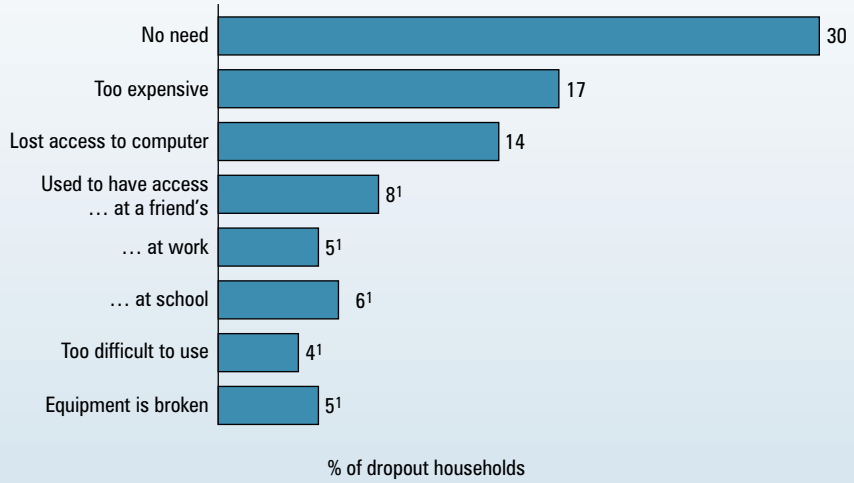
CST Dropouts and infrequent Internet users are more likely to be working and have lower household incomes than regular users

	Regular users	Infrequent users	Dropouts
Total	5,272,200	1,086,830	1,257,200
% of population aged 15 and over	21	4	5
% female	39	58	54
Average age (years)	34	36	37
Technology Use Index (maximum = 8.0)	4.7	4.2	4.0
% with annual household income $60,000 or over[1]	54	38	31
% with more than high school education	75	68	61
% with home Internet connection	89	36	20
Main activity in past 12 months (%)			
Work	63	70	67
School	26	13	9
Child care, household work, maternity/paternity leave	4	9	10
Retired	4	4	8
Other[2]	3	4	6

1. Includes only households that reported.
2. Includes looking for work, long-term illness and other reasons.
Source: Statistics Canada, General Social Survey, 2000.

CST Dropout households most often say they do not need the Internet

Reasons for dropping out



1. Subject to high sampling variability.
Note: In dropout households, at least one household member had once regularly used the Internet in a typical month.
Source: Statistics Canada, Household Internet Use Survey, 2000.

the improvement and proliferation of search engines in recent years, these issues may no longer present a serious impediment to potential users, but the original research does suggest that inexperience may play a role in deciding not to use the Internet.

Indeed, according to the 2000 General Social Survey (GSS), infrequent users are more recent, and therefore less experienced, users: 40% have learned to navigate the Net within the last year, compared with only 14% of regular users.[7] As they gain more experience, infrequent users may then move on to more regular use or drop out, depending on how useful they find the Internet.

Being comfortable with surfing the Net is undoubtedly linked to the user's level of comfort using a PC. Infrequent users were not nearly as likely as regular Net users to perform activities such as word processing, bookkeeping, data entry and analysis, and game playing. Not surprisingly, only 20% of infrequent users described their computer skills as very good or excellent, in contrast with 57% of regular Internet users.

American researchers have reported that people who learned how to use the Net from family or friends were more likely to drop out than people who were taught in the workplace or were self-taught.[8] GSS results suggest that Canadian users are similar: regular Net users were more likely than infrequent users to rate formal training (e.g. courses) and self-teaching as important tools for acquiring computer skills.[9]

7. Data are not available for dropouts because the question was not asked of respondents who had not used the Internet in the previous 12 months.
8. Katz and Aspden. op. cit.
9. For more information on learning methods and preferences, see Dryburgh, H. Spring 2002. "Learning computer skills." *Canadian Social Trends.*

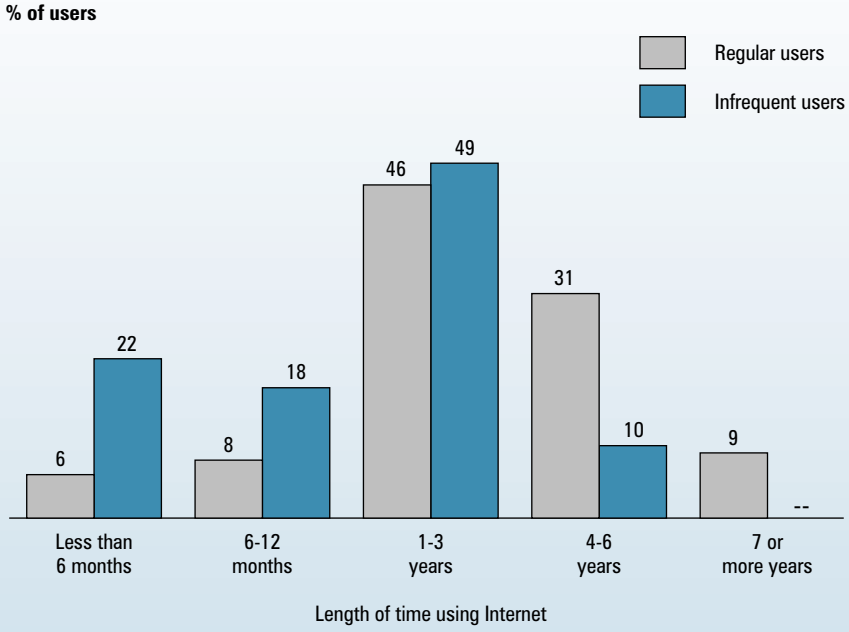
Have they dropped out for good?
According to the 2000 HIUS, a total of 813,000 households that had previously used the Internet (both typical and non-typical users) had since abandoned it. Can they be enticed back? It's not certain. Only about 28% of them believed that, in the coming year, they would return to using the Net on a regular basis. And of those that did envision returning to regular use, the majority (67%) intended to do their surfing from home. Other locations — such as work, school or public library — were not nearly as conducive to a return to regular surfing, probably because they are simply too inconvenient for one reason or another.

Interestingly, over 368,000 households that no longer used the Net had a PC at home but 62% of them had no intention of accessing the Net again in the next year. Almost one-quarter didn't think it was useful or else didn't need it; one-fifth said it was too expensive and almost as many had no interest in the Internet. One reason was technological: the PC was too old to support the technology (16%). Others were so pressed for time that they believed they would not have time to use the Net (14%) even if they were connected.

Who hasn't used the Net at all?
According to the 2000 GSS, 42% (about 10.3 million) of Canadian adults have never used the Internet. Although non-users are quite different from Net users, many of these differences stem from the fact that non-users are considerably older: almost 75% are aged 40 or over and their average age is 54. Almost half are homemakers, retired or caring for children; over half are women. Non-users are also less technologically inclined than users, scoring an average of 3.1 out of 8.0 on the technology use index, while regular users score 4.7.

Only 22% of all non-users are interested in learning to use the Net. The top three reasons they give for not learning are cost, lack of access to a computer or to the Internet and not having enough time. When non-users not interested in the Net are asked if they would want to learn if the Net were available in a library or other public place — thus removing some of the barriers to learning — three-quarters still say no. Almost half are not interested, one in 10 cite lack of skills or training, and the remainder report various other reasons such as not having enough time, lack of privacy and excessive waiting time.

Infrequent users are more likely to be recent Internet learners



-- Sample too small to provide reliable estimate.
Source: Statistics Canada, General Social Survey, 2000.

Summary
The main reason people say they stop using the Internet is that they discover they don't need it. Other common reasons include losing access to the Net or to the computer they were using to access it. The expense of being connected is also too much for some people to manage — users who do drop out tend to have fewer financial resources. Furthermore, their Internet needs may be fairly low-level, for example using e-mail, and their incentive may not be as great as that of someone who uses the Net for a wider range of activities. With younger people using the Internet for an increasing number of purposes, one might expect that they will continue to do so over a lifetime, provided they have easy access. As a younger generation replaces the less interested and computer-savvy older generation, it is probable that the Net will become just as common a communication technology as radio, television and the telephone.

Susan Crompton is Editor-in-Chief of *Canadian Social Trends;* **Jonathan Ellison** is Head of the Household Connectedness Unit, Science, Innovation and Electronic Information Division; and **Kathryn Stevenson** is Project Manager of the 2000 General Social Survey, Housing, Family and Social Statistics Division, Statistics Canada.

Time or money? How high and low income Canadians spend their time

by Cara Williams

Time — all men neglect it; all regret the loss of it; nothing can be done without it.

— Voltaire

Our supply of time is absolute. There are 24 hours in a day — no more, no less. Neither technological advance nor the passage of the centuries has altered this. Yet virtually every one of us has wished for more time to spend with our families, to complete a project at work or school, to enjoy our vacations, or simply to relax. While at the beginning of the 20th century money may have been the scarcest commodity, in the latter half, time has become the scarcest resource.[1] Indeed, by the end of the 1990s, we had a level of prosperity that was unrivaled in history — but this was accompanied by a pace of life that, according to many, was much too hectic.

Just how hectic life gets depends on many factors, one being income. Our incomes affect, among other things, the neighbourhood and housing we live in, the holidays we choose, the activities we engage in and the time we spend on these activities. Our incomes may also be related to the

1. Sharp, C. 1981. *The Economics of Time.* Oxford: Martin Robertson and Company Ltd. p. 18.

CST What you should know about this study

Data in this article come from the 1998 General Social Survey (GSS) on time use. The survey interviewed almost 11,000 Canadians aged 15 and over in the 10 provinces and provided information on how people spent their time during one day. In addition to information about time use, the 1998 GSS also asked general questions about the perception of time.

Individuals included in this article are aged 25 to 54 years, the ones most likely to be in the labour force, to have families and significant demands on their time. For purposes of this study, people were classified as high income if their total household income was equal to or greater than $80,000 and low income if their total household income was $30,000 or less. Using these definitions, approximately 2.4 million Canadians live in high income and 1.9 million in low income households. While virtually all working-age adults in high income households are employed (97%), a notably smaller proportion (72%) of those with low incomes work at a job or business.[1]

1. Respondents are considered employed if they reported working at a job or business in the last week or during the past 12 months.

number of hours we spend on paid work and household chores, the amount of time we devote to playing with our children, and the time we have left for leisure. Is there any truth to the oft-quoted phrase, "you either have time or money, but not both"? This article uses the 1998 General Social Survey (GSS) to examine the activities and time use of Canadians aged 25 to 54 in high and low income households.

High income Canadians spend more time on paid work

According to popular wisdom from the 1950s, "computers and automation were going to create abundant wealth... and... would free us from the drudgery of work."[2] Many believed that by the 20th century's end we would be working a three-day week with plenty of free time to spend at our leisure. By the time the century ended, visions of a three-day work week had vanished. In many Canadian families both parents are now in the work force, resulting in additional stress as they struggle to juggle the often-competing time demands of family, home and work.

Most employed Canadians aged 25 to 54 spend the largest portion of their waking day doing paid work. While this is true for individuals in both high and low income households, those with high income spend an average of 15% more time on their paid job:[3] 46 hours compared with 40 hours spent by those with low income.

The majority of employed Canadians in high income households (56%) report being satisfied with the number of hours they work in their current arrangement, while 20% would prefer to work fewer hours for less pay. Only about 8% were willing to work more hours for more pay. Paid employees from low income households felt quite differently. Nearly one-third stated that they would be willing to work more hours for more pay, while only 6% said they wanted to work less time for less pay.

CST High income Canadians are more likely to work longer hours and more weeks

	Aged 25 to 54	
	High income	Low income
Total (millions)	2.4	1.9
% employed during the last 12 months	97	72
Average number of hours worked in the last week	46	40
Average number of weeks worked in the last year	50	41

Source: Statistics Canada, General Social Survey, 1998.

CST Low income Canadians spend considerably more time on housework

	Aged 25 to 54	
	High income	Low income
Time spent on...	Average minutes per day	
Housework	30	50
Meal preparation	40	52
Shopping	48	51
Personal care including sleeping (hours)	9.8	10.1
Leisure	277	317
Watching television	82	132
Child care[1]	68	82
Playing with child	17	18
Teaching child	4	9
Reading to or talking with child	4	5

1. Refers only to individuals with children living in the household.
Source: Statistics Canada, General Social Survey, 1998.

Low income Canadians spend more time on unpaid work

Unpaid work such as housework and home maintenance take up much of the time left after paid work is done. While people from high income households spend more hours on paid work, low income individuals expend considerably more time on unpaid chores. For example, low income Canadians aged 25 to 54 spend 50 minutes a day on housework, while those with high income perform these tasks for just 30 minutes; similarly meal preparation takes up 52 minutes of low income people's time, but only 40 minutes of a high income individual's day.[4]

2. O'Hara, B. 1993. *Working Harder isn't Working.* Vancouver: New Star Books. p. 1.
3. Refers to individuals who were working at a job or business in the past seven days.
4. Daily times for these activities are averaged over seven days.

CST Technological advances and the leisure society

The 20th century was a period of enormous technological advance. A great number of devices — cars, washing machines, dryers, microwave ovens and computers, to name just a few — were invented during this time specifically to make certain tasks easier and less time consuming. But the extra time these products afford us seems to be offset by the increasing number of activities we do and things we have. For example, in his book, *The Tyranny of Time*, Robert Banks observes that "food preparation and ironing take less time owing to the introduction of pre-prepared foods and non-iron fabrics. But such gains are offset by the fact that, among the middle class particularly, homes and gardens are larger, material possessions requiring maintenance and services are more numerous, and standards of personal and household presentability are higher."[1]

These changes have been likened to an endless spiral. As early as 1970 one social commentator observed that economic growth entails a general increase in the scarcity of time. In addition to growing requirements for the care and maintenance of our ever-increasing consumption goods, "swelling expectations lead to a constant effort to keep up with the latest products…. With so many things to use, and the need to work harder to obtain them, our lives grow more harried and pressured."[2]

Indeed, technological advances have allowed us to squeeze more and more activity into our waking hours. Many of us "multi-task" our way through the day. We discuss business over the cell phone as we drive to work, eat "fast food" at our desk in the office, or conduct meetings over lunch. After work we rush home to prepare dinner, attempt to have quality time with our children, drive them to their activities and do the shopping before picking them up again. Back at home we help with homework while doing the wash, then late at night start reviewing the report we brought home from the office. We have little time to relax and often cut down on badly needed sleep to get things done.

1. Banks, R. 1983. *The Tyranny of Time — When 24 Hours Is Not Enough.* Downers Grove, Illinois: InterVarsity Press. p. 82-83.
2. De Graffe, J., D. Wann and T.H. Naylor. 2001. *Affluenza: The All-Consuming Epidemic.* San Francisco: Berrett-Koehler Publisher Inc. p. 44.

Of course, because of their better financial situation, high income Canadians are more likely to purchase cleaning services and eat at restaurants. Indeed, on an average day in 1998, about 25% of high income Canadians ate at least one restaurant meal compared with about 13% of those from low income households.

Although many people find shopping a chore, most Canadians between 25 and 54 spend a fair amount of time on this activity, regardless of income: low income individuals, an average of about 51 minutes a day and high income people about 48 minutes a day. Of this time, between 8 and 10 minutes is spent grocery shopping and approximately 12 to 16 minutes on making other everyday purchases such as clothing and gas.[5]

More than 8 in 10 high income Canadians feel rushed

Perhaps as a result of the types of jobs they have, or because they spend a larger part of their day at paid work, Canadians with high incomes are more likely to feel pressed for time than their low income counterparts: 84% feel rushed at least a few times a week, compared with 73% of individuals in low income households. While weekdays tend to be more hectic, for many Canadians, juggling responsibilities is a problem that continues into the weekend. Nearly 60% of high income and about 47% of low income individuals feel rushed every day, including Saturday and Sunday.

Although low income Canadians are less likely to feel pressed for time, a substantial proportion still feel this way, suggesting that the pace of society and its associated stresses affect Canadians from all walks of life. These results contradict theories that suggest low income individuals are not caught up in the time vortex.

If given more time, both high and low income Canadians would spend it on similar types of activities. For example, 36% of Canadians in high income households reported wanting to spend more time with family and friends, while 19% would relax. Among those in low income households, 33% would spend any more time they had on family and friends and 15% on relaxing.

5. The rest of shopping time is spent on the purchase of other goods and services such as car maintenance, finances and personal care services.

Little time left to spend exclusively with children

Families are often the ones most affected by the scarcity of time. Work, family and community responsibilities frequently collide, leaving parents feeling guilty about "getting it all done and remorse that they have not done enough with their children and families."[6] Unheard of 30 years ago, many homes today have a special family calendar to schedule work, school and leisure activities.

Overall, low income Canadians aged 25 to 54 spend more time on child care at 82 minutes a day than their high income counterparts, at about 68 minutes a day.[7] But as all parents can attest, much of child care is done while engaging in other activities such as cleaning, cooking or watching television. Considerably less time is devoted to exclusive interaction with children. In both low and high income households, parents report spending under 5 minutes a day reading or talking with their children and less than 20 minutes a day playing with them. However, low income parents devote more time to teaching or helping their children, at about 9 minutes a day, than do parents with high income who do so for approximately 4 minutes a day.[8]

Less leisure time for high income Canadians

The concept of leisure is difficult to pin down. An activity that for some is leisure (e.g. gardening, baking, building a shed) is, for others, unpaid work. Even sociologists find defining leisure somewhat difficult. Some see it as "a quality of experience" while others regard leisure as a "portion of one's time."[9] While gauging the quality of a person's time use cannot be done with GSS data, it is possible to examine leisure as a portion of time.

On an average day, 25- to 54-year-old Canadians from high income households spend about 40 minutes less on

CST High income Canadians are more likely to attend concerts and go to museums

	Aged 25 to 54	
	High income	Low income
In the last 12 months did you…	%	
Read for leisure		
Newspapers	95	84
Magazines	87	67
Books	73	63
Go to conservation or nature parks	66	43
Attend a concert	55	22
Go to a historic site	51	25
Go to a zoo/planetarium	50	33
Engage in a sport	49	24
Improve knowledge through books, TV, computer or talking	48	31
Go to a museum/art gallery	48	25
Attend a cultural/artistic festival	32	21
Go to the library (as leisure)	31	29
Do crafts or woodworking	29	31
Attend other stage performances	24	12
Play a musical instrument	22	15
Attend a cultural/heritage performance	18	12
Do any visual arts	12	12
Take photographs (for art)	10	8
Write prose or poetry (for leisure)	8	12
Sing	8	9
Choreograph or dance	6	4[1]

1. Subject to high sampling variability.
Source: Statistics Canada, General Social Survey, 1998.

6. Daly, K. 2000. *It Keeps Getting Faster: Changing Pattern of Time in Families.* The Vanier Institute of the Family. www.vifamily.ca/cft/daly/dalye.htm. p. 2. (Accessed March 21, 2002.)

7. This is an average and includes time spent with all children up to age 15. Not surprisingly, individuals with small children spend more time on child care. For more information, see C. Silver, Summer 2000. "Being there: The time dual-earner couples spend with their children." *Canadian Social Trends.*

8. These findings support figures in the United States which show that Americans spend about 6 hours a week shopping and about 40 minutes each week playing with their kids. Taking a weekly average, both high and low income Canadians spend 6 hours shopping but under 2 hours a week playing with their children. De Graffe, J., D. Wann and T.H. Naylor. 2001. *Affluenza: The All-Consuming Epidemic.* San Francisco: Berrett-Koehler Publisher, Inc.

9. Wilson, J. 1980. "Sociology of leisure." *Annual Review of Sociology* 6: 21-40.

leisure than their low income counterparts: 4.6 hours versus 5.3 hours.[10] Of this time, sports and hobbies take up about 57 minutes of high income and 49 minutes of low income people's time, while reading books or newspapers constitutes 23 and 18 minutes, respectively. Both groups spend most of their leisure time watching television (high income people 82 and low income people 132 minutes a day). This, despite the fact that in addition to traditional hobbies, the computer and Internet now also compete for scarce leisure minutes.[11]

Attending events and participating in activities may also be influenced by income. According to the GSS, high income Canadians had been twice as likely as low income individuals to attend a concert or participate regularly in sports in the preceding 12 months. People from high income households are also more likely to attend cultural or artistic festivals, or go to museums or art galleries.[12] The availability of funds, rather than differing interests between the two groups, may be responsible for these disparities.

On the other hand, similarities also exist in how the two groups spend their leisure time. For example, individuals in both high and low income households are equally likely to use the library, do crafts or woodworking, sing or participate in recreational dance.

Summary

Canadians from low and high income households live in a complex, fast-paced world. While high income individuals spend more time on paid work, those with low income devote more time to unpaid work activities. High income adults feel considerably more rushed and have less time for leisure. And whether living in a high or low income household, parents have little time left to spend with their children. This is one reason why adults in both groups report wishing they could spend more time with family and friends.

10. Daily times are averaged over the week and include Saturdays and Sundays.

11. Indeed, more than 30% of Internet users stated that because of being on the Internet they spend less time watching television. Williams, C. Winter 2001. "Connected to the Internet, still connected to life?" *Canadian Social Trends.*

12. Respondents were asked if they had participated in these activities during the past 12 months.

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A little place in the country: A profile of Canadians who own vacation property

by Frances Kremarik

An idyllic television scene shows a cottage on the lake or a cabin in the woods with families frolicking about. While for some a vacation home may be either of these, for others it could be a condominium in the heart of a city. But no matter what form it takes, a vacation home is a place where one can go to relax and enjoy life.

Although owning a second home in the country was historically a privilege reserved for the wealthy, the wish to own a residence outside the city was not limited to the elite. Indeed, after the Second World War, middle-class families began to purchase or build vacation homes away from their urban residence. For many Canadian second

CST What you should know about this study

The Survey of Financial Security (SFS) interviewed approximately 23,000 households in May and June of 1999. It collected general information on household demographics, education, employment and income for household members aged 15 and older, and asset and debt information for the household as a whole. Respondents were asked if they owned a secondary property or properties (a property that is not their principal residence), its value, and if the property was located inside or outside Canada. The survey did not collect data on vacation properties in Canada owned by residents of other countries.

Vacation/second home: respondents were asked to identify the type of property that they owned, including vacation home/second home and timeshares. As it is not possible to distinguish between a second home and a vacation home, for the purposes of this article, these terms are considered synonymous.

Household: refers to economic families and unattached individuals. An economic family is defined as a group of individuals sharing a common dwelling and related by blood, marriage, common-law union or adoption. Unattached individuals are persons living alone or with persons to whom they are not related.

Income: refers to the after-tax income of the entire household.

Wealth: the difference between the monetary value of the household's assets and the value of its debts. The value of the vacation home has been excluded from the total wealth calculation in order to compare wealth between second home owners and those households that do not own a vacation home. The data exclude households where wealth equals zero. In this article wealth excludes the value of employer pension plan benefits.

home owners, the popular spots tend to be located on the beach, by the sea or a lake, or in the mountains. Others, older Canadians in particular, sometimes purchase a second home or timeshare in warmer climates outside the country in an effort to get away from the cold Canadian winters.

Using data from the 1999 Survey of Financial Security (SFS), this article examines some of the characteristics of Canadian households who own a vacation home.

Who owns a vacation home?

Why do so many Canadians wish to go to a cottage for the weekend? It may be the allure of a good time, the need to get back to nature or, as some research shows, the status that cottage ownership brings.[1]

But while many people may entertain the notion of having a second home, the rate of vacation home ownership has changed very little over the last 30 years. In 1977 just under 6% of households (464,000) owned vacation homes, and by 1999 the ownership rate had increased only slightly to about 7% of households (823,000). In 1999, the vast majority (77%) of these households owned a property in Canada, while 21% had second homes outside the country. Another 2% of these households owned property both inside and outside Canada.

While many may think that a vacation home comes with children swimming and running about, the reality is that the majority of them are not owned by families with children living at home. This is not surprising, given that the average age of a second home owner in Canada is 52 years.[2] If these individuals have children, many may be grown and living in households of their own. Indeed just over one-quarter (26%) of Canadian-owned vacation homes belong to households with children, while over half (52%) are owned by couples without children and other household types. Another 22% belong to seniors.

Even though households with children are less likely than those without children to own second homes, this does not mean that they do not have access to a vacation property. Indeed, a second home may be owned by an older parent who then provides access to their children and grandchildren. Also, some families may rent a cottage rather than purchase one. Data from the Canadian Travel Survey indicate that there were more than one million person-trips to commercial cottages and cabins in 1999.[3]

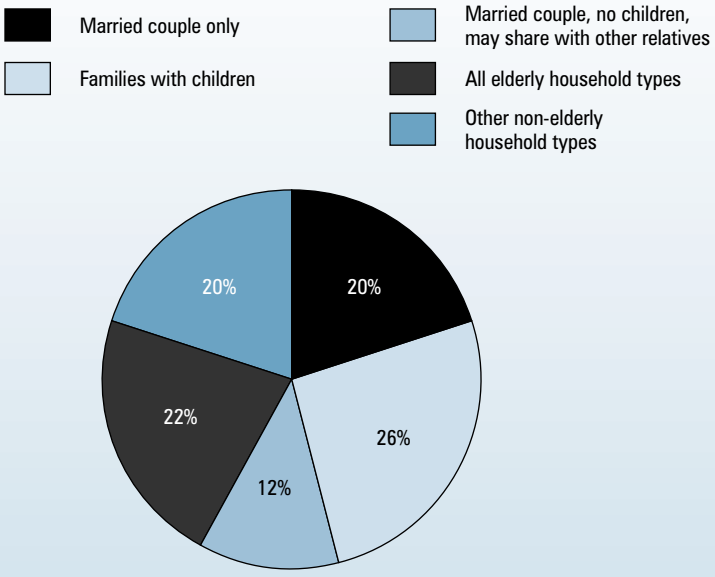
Rates of second home ownership in Atlantic Canada, Quebec and Ontario are similar to the Canadian average at around 7%. In Western Canada, the rate is somewhat lower at about 5%.

While it is not possible to determine the location of vacation properties within Canada using data from the 1999 SFS, it is possible to find out where the households who own them are located. Not surprisingly, urban households own almost 9 out of 10 second homes. Undoubtedly, many of these vacation properties serve as a retreat from hectic city life.

The economics of ownership

Since so few Canadian households actually own a second home, it is useful to examine the characteristics that may distinguish these households from non-owners. Not surprisingly, income is a strong indicator of ownership. The average after-tax income of a vacation home owner in 1999 was about $55,000; this compares to about $39,000 for those who did not own

CST Just over one-quarter of vacation homes are owned by families with children



Note: Elderly households refer to those in which the head of the household is 65 years or over.
Source: Statistics Canada, Survey of Financial Security, 1999.

1. Coppock, J.T. 1977. *Second Homes: Curse or Blessing?* Oxford: Pergamon Press.
2. U.S. research shows that people this age are the most likely to purchase a second home. *Realty Times.* May 9, 2000.
3. This may underestimate the total number of cottage rentals, since the Canadian Travel Survey only looks at trips of at least 80 kilometres and many individuals may rent cottages closer to home. Additionally, many cottage rentals are private and may not be included in the totals.

Vacation home owners have more income and own more wealth

	Owns vacation home	
	Yes	No
Average	**$ 000**	
After-tax income	55	39
Family wealth	285	181
Value of primary home	186	154
Value of vacation home	88	n.a.

Note: Wealth excludes the value of the vacation home and the value of employer pension plan benefits. Excludes households reporting wealth equal to zero.
Source: Statistics Canada, Survey of Financial Security, 1999.

Vacation home owner households with children have higher incomes, but elderly couples have more wealth

	Family wealth[1]	After-tax income	Value of primary home[2]
Vacation home owner household		**Average $ 000**	
Elderly[3] married couple, no other relatives	537	52	177
Married couple with children	429	72	230
Married couple	382	53	173
Married couple, no children, may share with other relatives	400	77	183
Unattached individuals	192	29	135

1. Wealth excludes the value of the vacation home and the value of employer pension plan benefits. Excludes households reporting wealth equal to zero.
2. Value of primary home excludes cases where the value was not indicated.
3. "Elderly" refers to those aged 65 years and over.
Source: Statistics Canada, Survey of Financial Security, 1999.

a second home. Looked at in terms of concentration, nearly 6 in 10 (469,000) Canadian-owned vacation homes belonged to households in the top two income quintiles and only 2 in 10 (177,000) to those in the lowest two quintiles.

While vacation homes are more likely to be owned by those with high incomes, wealth may also be an important indicator of second home ownership. This can be seen clearly when considering that many second homes are owned by older Canadians. While these individuals might have lower incomes if they are no longer in the work force, their wealth could be substantial.

Indeed, the data show that the average wealth of vacation home owners is substantially higher than that of non-owners. Even after excluding the value of the vacation home from their total wealth, vacation home owners' average wealth is 60% higher than that of households that are not owners — $285,000, compared with $181,000. As with income, only 20% of vacation homes were owned by households in the lowest two wealth quintiles, while more than 60% were owned by households in the top two quintiles. This supports the belief that a vacation home is more likely to be the privilege of the wealthy.

While the notion of vacation home ownership may bring to mind images of a rustic cottage or cabin, the data indicate that the value of these homes is considerable. In 1999, the average value of second homes owned by Canadian households was over $88,000, suggesting that some of these homes are located on valuable land and that many are far more than rustic getaways.

Summary

Relatively few Canadian households actually own a vacation home. The ability to own a vacation property is influenced by many factors, two of which are income and wealth: not surprisingly, vacation home owners have higher average incomes and wealth than other households. Although cottages and children are often thought of together, only about one-quarter of second homes are owned by households with children. However, it appears that many Canadians enjoy a taste of cottage life without paying the high cost of purchasing or maintaining a vacation home.

Further, given the average age of second home owners, it is reasonable to assume that many of these homes may be passed down to or inherited by the owner's children. This intergenerational transfer of wealth will be interesting to follow as properties change hands from one generation to the next.

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Ontario Grade 3 student achievement

by Stéphane Tremblay, Nancy Ross and Jean-Marie Berthelot

This article is adapted from "Factors affecting Grade 3 student performance in Ontario: A multilevel analysis." *Education Quarterly Review,* Statistics Canada Catalogue no. 81-003, Vol. 7, no. 4, 2001.

An important measure of children's well-being is their academic performance. Previous research has shown that the socio-economic status of students and features of the home environment may have a large impact on academic achievement. Teaching practices, class size, parental involvement with the school and school neighbourhood characteristics may also exert incremental effects on academic performance.[1]

This study identifies factors that influenced Ontario Grade 3 student achievement in reading, writing and mathematics in 1996-97. An "ecological" approach is taken to examine these factors including characteristics of individual students and their families (student level); teachers and classrooms (class level); and schools and school neighbourhoods (school level).[2]

The face of Grade 3 in Ontario

In 1997, few Grade 3 Ontario students had a first language that was not English (5%) and few were enrolled in French immersion programs (4%), yet nearly one-quarter came from homes where a language other than English was spoken. More than half the students (54%) had home computers, but 70% of Grade 3 classes had limited or no access to computers in their school. About 59% had more than 100 books available to them at home. Grade 3 classes were frequently split-grade (47%) and were often taught by teachers with no more than 10 years of teaching experience (63%). Most schools were public schools (69%) and were in urban areas (83%).

Based on this profile, a reference group was created to assess the impact on test scores of changes in student, class and school characteristics. The reference group embodies the most common characteristics of Grade 3 students: that is, it represents an English-speaking girl in a public school, with a reference score of 51 out of 100 who is not in a split-grade class and whose school is located in an urban neighbourhood with a median household income of $42,500 (among other characteristics.)[3] The model developed for this study shows how test scores change when a student's characteristics deviate from that of the reference group. Thus, for example, being a boy would reduce the test score by 3 points to 48, compared with 51 for the reference group, even when all other characteristics remain the same.

CST What you should know about this study

Data in this article come from two sources. The 1996-97 Education Quality and Accountability Office (EQAO) database for Ontario provides data on province-wide standardized academic achievement tests. The EQAO data used in this study consist of student scores on 14 performance assessments in mathematics, writing and reading; information on four background questionnaires completed by students, parents/guardians, teachers and principals; and a student information form completed by teachers. These questionnaires provide information on student, family, teacher, class and school factors related to student performance.

The 1996 Census of Population collects data about the socio-economic status of residents in the school's neighbourhood (e.g. educational attainment) and whether the school is located in an urban or rural environment. In urban areas, school neighbourhoods are defined as the area within walking distance of the school, measuring a 1.6-kilometre radius. In rural areas, "neighbourhood" is defined as the census subdivision in which the school is located.[1]

Target population and sample size

The target population consisted of all Grade 3 students enrolled in English-speaking schools in Ontario for 1996-97 (typically children about 8 years old). Excluded were those students who were exempted from the test or whose records had missing information. The sample used for analysis represented nearly 116,000 Grade 3 students in over 6,900 classrooms in almost 3,300 schools. Tests were administered during April 1997 to assess the knowledge and skills that students had acquired in Grade 3 and earlier grades.

Achievement measure

The standardized test scores consisted of 14 performance assessments: 8 in mathematics, 3 in writing, and 3 in reading. The performance assessments were scaled using a logit transformation. The average achievement measure used in this analysis combines mathematics, writing and reading assessments into one score for each Grade 3 student.

The model

Student performance is thought to be influenced by numerous factors at different levels. Therefore, multilevel regression modeling was used to permit the simultaneous analysis of the influence of student, class and school characteristics on student achievement. The final model explains 21% of the variation in Grade 3 students' test scores, which falls into the typical range for this type of analysis.

1. A census subdivision is a geographic area representing a municipality or its equivalent, such as Indian reserves or settlements, or unorganized territories.

Girls with computers and books at home do better

Students' sex, language and socio-economic background were all significantly associated with student achievement on the tests. For example, girls scored 3 points higher than boys. These results generally echo those of other researchers.[4] Grade 3 students whose second language was English recorded performances 3 points lower than those whose mother tongue was English. If English was not the dominant language spoken at home, the students' performance was about 1 point lower than that of students from English-speaking homes. French immersion programs had no effect on test results.

The socio-economic status of students' families were approximated by two proxy measures: the availability of more than 100 books and a computer at home. Students who had both of these resources scored an average of 6 points higher than those who had neither. This implies that socio-economic status plays a significant role in student achievement.

Past studies have suggested that parental involvement in children's education is associated with a wide range of positive outcomes for elementary school children, including higher student achievement.[5] Grade 3 students whose parents were not involved with the school scored 1 point less than the rest. Interpreting the meaning of the association between parental involvement and student achievement, however, is not straightforward. It may be that parental involvement is a marker for parental enthusiasm and positive parenting style.[6]

Experienced teachers and small classes are associated with higher test scores

After accounting for other variables influencing achievement, students scored 1 point higher when taught

by teachers who had more than 10 years of teaching experience in the lower elementary school grades or who were comfortable with the curriculum. Also, the more closely the teachers reported following the current curriculum, the better the students performed.

Smaller class size, proxied by the number of Grade 3 students in the class, can positively influence achievement.[7] On average, 17.3 children were in each class, but class sizes were often much larger because nearly half of Grade 3 classes were split grades. By adding 8 more Grade 3 students to a class, students performed almost 1 point lower than students in classes of average size. Evidence about the relationship between class size and student performance in the United States has been mixed.[8] Research suggests that even though teachers do not change their teaching strategies in smaller classrooms, students are more readily engaged in the learning process.[9] While the size of a Grade 3 class was important in Ontario, having access to a computer in the classroom did not affect test outcomes. This mirrors results of a large U.S. study, which also found that computers in the classroom had no effect on student achievement at the Grade 4 level.[10]

Students at urban schools and higher income neighbourhoods achieved higher scores

The location of a school and the socio-economic profile of its neighbourhood were also linked to student achievement on the tests. Students from rural schools scored 2 points lower than those from urban schools. This contrasts starkly with U.S. research showing that elementary students in urban schools perform below their non-urban counterparts, even after accounting for the higher concentration of low-income students in urban U.S. schools.[11] As expected though, students attending schools located in neighbourhoods with

CST **Being a boy reduces test scores by 3 points to 48**

Base test score for reference group	**51**
Student-level characteristics	**Change in base test score**
Sex (male)	-3
English is the student's second language	-3
French immersion	0
No computer at home	-3
Less than 100 books at home	-3
Language other than English spoken at home	-1
Parents not actively or somewhat involved with school	-1
Class-level characteristics	
Teacher characteristics	
More than 10 years teaching experience	1
Comfortable with curriculum	1
Teaching practice[1]	1
Class environment	
Average number of grade 3 students in class[2]	-1
Limited access to computer in class	0
No access to computer in class	0
School-level characteristics	
School environment	
Small school – less than 230 students	0
Large school – more than 471 students	0
School neighbourhood	
Rural[3]	-2
% of population with less than high school[4]	-1
Less than 0.6% of population are recent immigrants[5]	-1
More than 8.2% of population are recent immigrants[5]	3
Median income[6]	1

1. Change in student achievement when teachers followed the curriculum more closely by one standard deviation.
2. Change in student achievement when eight more Grade 3 students are added.
3. Rural schools include those in towns, villages and other populated places with less than 1,000 population, and rural fringes of census metropolitan areas and census agglomerations that may contain estate lots and agricultural or undeveloped land with a population density of less than 400 people per square kilometre.
4. Change in student achievement when the percentage of the population with less than high school graduation increases by 13 points.
5. Recent immigrants are those who entered Canada between 1991 and 1996.
6. Change in student achievement when median school neighbourhood income is increased by $10,000.

Sources: Education Quality and Accountability Office, 1996-97; and Statistics Canada, Census of Population, 1996.

CST Over half of Grade 3 students had parents involved with their school

	Sample size	%
Student-level characteristics	115,712	
Sex (female)		50
English is the student's second language		5
French immersion		4
Computer at home		54
More than 100 books at home		59
Language other than English spoken at home		24
Home language not reported		2
Parental involvement with school (actively or somewhat involved)		51
Class-level characteristics	6,929	
Teacher characteristics		
10 years or less teaching experience		63
Not comfortable with curriculum		25
Teaching practice (score)[1]		0†
Class environment		
Average number of Grade 3 students in class		17†
Split-grade with Grade 2		22
Split-grade with Grade 4		22
Other split grade		3
Limited access to computer in class		69
No access to computer in class		2
School-level characteristics	3,285	
School environment		
Public		69
Small school: less than 230 students		24
Large school: more than 471 students		25
School neighbourhood		
Urban		83
Population with less than high school graduation		31
Less than 0.6% of population are recent immigrants[2]		24
More than 8.2% of population are recent immigrants[2]		25
Median age under 33		23
Median age over 37		21
Median income ($ 000)		42.5†

† Numbers are not percentages.

1. Teaching practice was a standardized measure of 68 items with mean 0 and standard deviation 1, representing how closely the teacher followed the suggested curriculum. The teaching practice scores ranged from -3.02 to 5.87.

2. Recent immigrants are those who entered Canada between 1991 and 1996.

Sources: Education Quality and Accountability Office, 1996-97 and Statistics Canada, Census of Population, 1996.

affluent and well-educated populations outperformed those in less-advantaged neighbourhoods. A $10,000 increase in the neighbourhood median household income is associated with a 1-point increase in student scores.

Also, after accounting for other characteristics, students living in a school neighbourhood with a high proportion of recent immigrants performed 3 points better than those who did not. Other studies have found that immigrant students perform as well as or better than native-born students.[12]

Student characteristics account for two-thirds of variation in test scores

The variation in students' achievements may be attributed to a number of factors, such as student characteristics (67% of the variation), classroom environment (20%), and school environment or neighbourhood (13%).[13]

While factors that students "bring to the classroom" (i.e. their natural academic ability, their motivation) can explain the bulk of student achievement, a surprisingly large amount of variation was attributable to types of classes and schools. Variation at these levels was similar to that found in American studies, yet the popular perception is that Canada probably has smaller differences in school environments than the United States.[14]

Summary

Girls, students with computers and books at home, and students whose first language was English outperformed their peers. Other important characteristics affecting test scores were not examined and may help to explain variations in test scores. These factors include students' past achievement, parents'/guardians' education levels, and students' use of cognitive resources in the home.

Tangible and intangible community resources can also have an effect.[15] Students from urban schools, in school

neighbourhoods with high incomes and with many recent immigrants scored higher on the Grade 3 achievement tests after accounting for other factors in the model. The influences of schools and neighbourhoods on child performance are particularly important from a policy perspective because they are amenable to change through policy intervention.

Families and neighbourhoods can influence how well Grade 3 students perform in school. However, factors such as socio-economic status represent only one dimension of influence on achievement. General family functioning, parents' involvement with school-related issues, and strength of social ties among neighbourhood residents are not examined in this article and may be the subject of future research.

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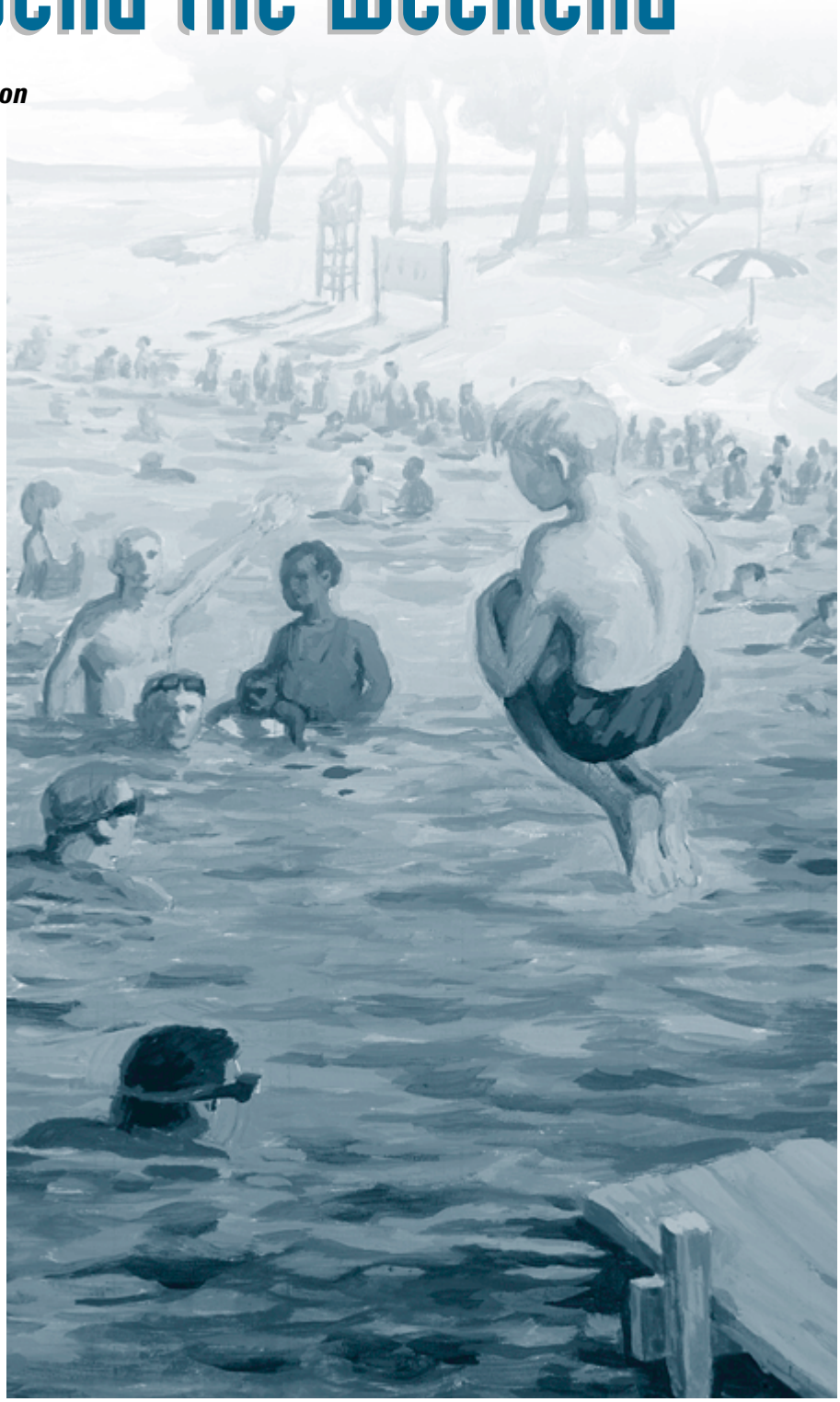
No time to relax? How full-time workers spend the weekend

by Cynthia Silver and Susan Crompton



The weekend has long been considered sacred by many paid workers. It is supposed to be the golden time when most of us don't have to adhere to the company's schedule or answer our boss's demands. However, changes in the way we live — from more women working full-time to 24-hour just-in-time production schedules and the growth of self-employment — have changed many people's relationship to Saturday and Sunday. It often seems that the work week has invaded the weekend, since chores and errands that are no longer done between Monday and Friday get deferred to Saturday and Sunday. The data confirm this: on the weekend, Canadians who work full-time do a lot of unpaid work, and many do paid work as well.

CST What you should know about this study

Data in this article come from the 1998 General Social Survey (GSS) on time use. Respondents were asked to describe their activities in the previous 24 hours, accounting for every minute of the day. The survey collected data from nearly 11,000 respondents aged 15 and over living in private dwellings in the 10 provinces. The study population consists of Canadians aged 25 and over, representing almost 10 million full-time workers and almost 8.2 million adults who were not working for pay.

Five broad types of activities are analyzed here: leisure time, shopping, care for children and other household members, household work, and paid work. Patterns of time use by men and women are not compared because few differences exist. However, rates of participation in these activities do differ between the sexes; generally, men do more paid work and engage in more leisure activities, while women do more household chores and caregiving. (For further information, see "The time of our lives," *Canadian Social Trends* (Winter 2001)).

Not working for pay/not employed: the respondent has not done any paid work in the previous 7 days and reported their main activity in the past 12 months as being retired, keeping house, looking for work, being a student, or other (for example, long-term illness).

Full-time worker: the respondent worked full-time for pay in the previous 7 days.

Leisure time: includes activities such as socializing, going to events, reading, being with friends and watching television.

Shopping: in addition to purchasing goods and window shopping, this activity includes arranging for or receiving other types of consumer services such as renting videos, getting a haircut, banking and taking things to be repaired.

Household/domestic work: includes such activities as housework, gardening and yard work, home and vehicle maintenance, repair and improvements, pet care, household management, and any related travel.

Child care and other caregiving: *child care* includes a wide variety of child-related activities such as watching a child's soccer practice, making Halloween costumes or helping with homework. It only captures "primary" activities, therefore time spent minding children while actively doing something else, such as cooking dinner or watching TV, are not reported as child care. *Other caregiving* includes activities such as driving another household member somewhere or visiting a household member in the hospital. Travel times are included since they are often an integral part of the care work.

Paid work: working for pay in a job or business, including time spent commuting to the workplace.

This article explores what Canadian adults aged 25 and over who are employed full-time do over the course of an average day on the weekend, and provides some information about the differences in time use patterns on Saturday compared to Sunday. Weekend time use by adults who are not employed is also briefly discussed.

The morning: 6:00 a.m. to noon

The majority of the 10 million Canadian adults who work full-time sleep in on the weekend. By 9:00 a.m., however, 80% are out of bed and their weekend is underway.[1] For many, the day starts with chores and, between 9:00 a.m. and noon, about one in five spends at least some time doing household work. The proportion of full-time workers engaged in child care and other caregiving is relatively stable throughout the morning. In any given 10-minute period from 7:00 a.m. to noon, between 2% and 3% are providing some care to a child or other household member.[2]

1. 86% are out of bed by 7:30 a.m. on an average weekday.
2. High sampling variability for all caregiving data. Readers should recall that this category captures only primary (direct) care activities. For information about the time that parents spend in the child's presence, as distinct from time dedicated explicitly to child care, see Cynthia Silver, "Being there: The time dual-earner couples spend with their children," *Canadian Social Trends,* Summer 2000.

Shopping begins in earnest at about 9:30 a.m., when most stores open, and peaks between 11:00 a.m. and noon, at 12% to 13%. By the end of the morning, almost 25% of full-time workers have spent at least some time acquiring goods and services.

Since much weekend activity involves the service industry — for example, retail stores and restaurants — it is not surprising that a high percentage of full-time workers are actually at work on the weekend. Nine percent are on the job at 7:00 a.m. At 10:00, 17% are at work, a rate which remains constant until noon. The rate drops moderately at that time, presumably as workers take their lunch break.

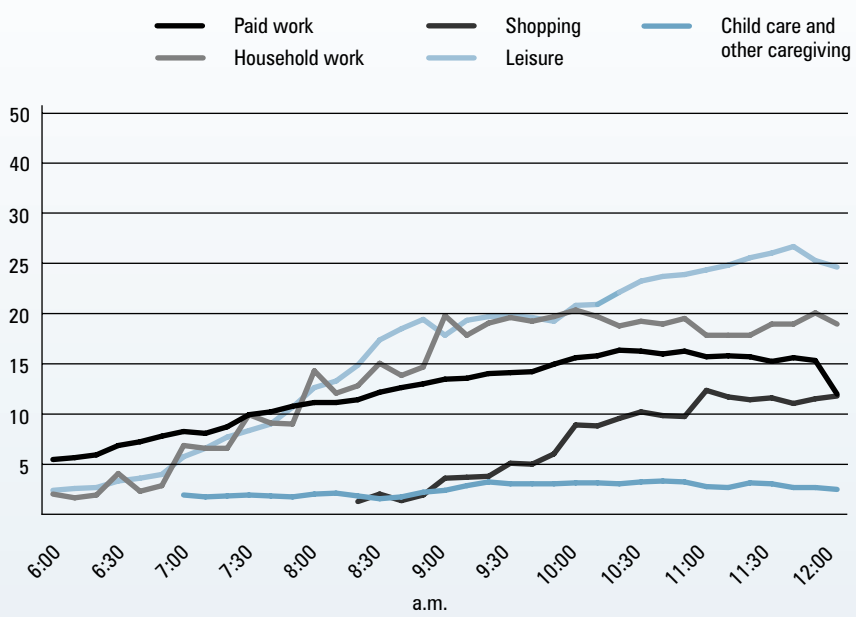
In the midst of all these tasks, some people do manage to snatch some leisure time on their weekend morning. The percentage of full-time workers engaged in recreation or relaxation activities rises steadily throughout the weekend morning: from 20% at 8:40 a.m. to just under 27% at noon.

There are some differences in the time use patterns of full-time workers on Sunday as opposed to Saturday morning. Although the day starts at the same time — over three-quarters of them are out of bed by 9:00 a.m. — the pace seems slower as more people enjoy some leisure time. For example, at 9:20 a.m. on Sunday, 25% are doing things like reading the morning newspaper, compared with only 17% on Saturday. About an hour later, at 10:30 in the morning, the rates are 29% and 21% respectively.

Greater leisure on Sunday is due to fewer obligations. First, far fewer full-time workers are at their paid job on Sunday morning: between 11% and 12% at most, compared with 22% to 23% on Saturday. Second, shopping is not as important and the crowds don't arrive as early; on Saturday, 10% of full-time workers are shopping at

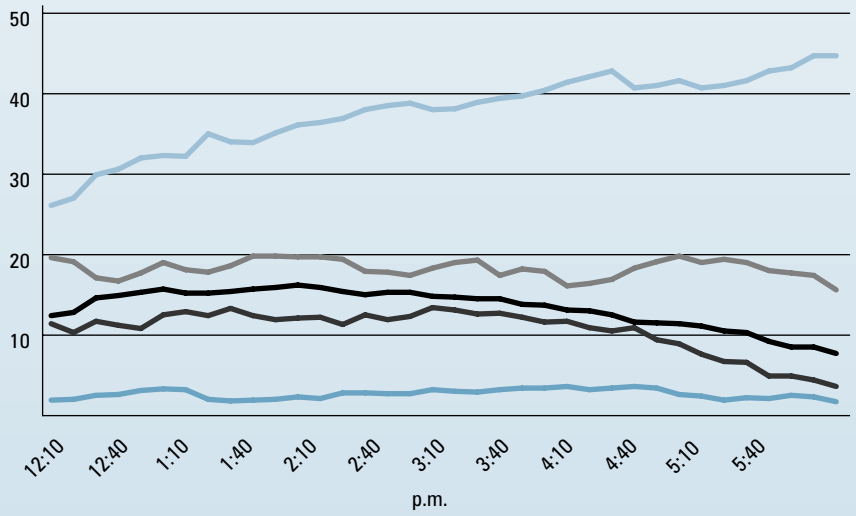
Full-time workers do housework and shopping in the morning on weekends…

% of full-time workers aged 25 and over



Note: Rates averaged over Saturday and Sunday. High sampling variability for the entire child care and other caregiving series. High sampling variability for household work, and for leisure until 6:50 a.m. and for shopping activities until 9:20 a.m. Break in series indicates sample size too small to produce reliable estimate.

… leaving the afternoon for leisure activities



Note: Rates averaged over Saturday and Sunday. High sampling variability for child care and other caregiving for the entire time series and for shopping activities from 5:50 p.m. Break in series indicates sample size too small to produce reliable estimate.
Source: Statistics Canada, General Social Survey, 1998.

9:50 a.m., but on Sunday, the 10% mark isn't reached until 11:00 a.m. (partly because of Sunday shopping regulations).[3]

On the other hand, a slightly higher proportion of people report doing household chores on Sunday morning.

The afternoon: 12:10 p.m. to 6:00 p.m.

Shopping and household work continue to make demands during the afternoon on an average weekend day. About 13% of full-time workers are out shopping in any given 10-minute period from noon until 4:00 p.m., at which point the proportion begins to decline. Overall, about 40% of full-time workers are out shopping at some time on a weekend afternoon. Housework, however, still occupies at least some of the afternoon for about one in five people until just before suppertime at 6:00 p.m.

On the other hand, people who have to work on the weekend start to come home after 3:30 p.m.; the percentage at work falls from 15% at 3:30 p.m. to 8% at 6:00 p.m. And many more people are able to devote some time to leisure activities, with the proportion growing steadily from 27% just after noon to 45% at 6:00 p.m.

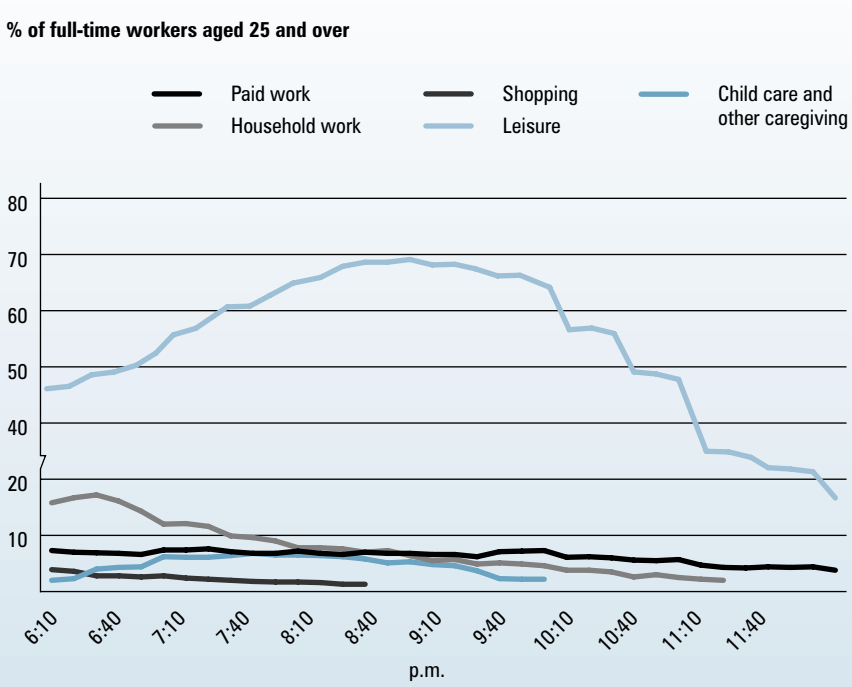
More full-time workers are able to devote time to recreation and relaxation on Sunday than Saturday afternoons. Far more of them report spending at least some of their afternoon on leisure pursuits on Sunday, especially in the early to mid-afternoon — the proportion rises from 42% at 1:20 p.m. to almost 50% at 4:00 p.m. In contrast, the proportion does not reach more than one in three during the same time period on Saturday. Sunday doesn't attract the numbers of shoppers — a total of 36% of full-time workers go out to the stores, compared with 45% on Saturday afternoon. Nor does Sunday exhibit the peaks of shopping activity: the rate of shopping on Sunday is fairly flat all afternoon between noon and 4:00 p.m., while on a Saturday, traffic builds to a peak of 16% between 3:00 p.m. and 3:30 p.m. before falling quickly.

The evening: 6:10 p.m. to midnight

People who work full-time continue to do some domestic work in their weekend evenings. At 7:30 p.m., 10% are engaged in housework, but afterwards the rate diminishes steadily. On the other hand, child care and other caregiving becomes more concentrated in the early evening than it is over the rest of the day. At any given time from 7:00 p.m. to 8:30 p.m., between 6% and 7% of full-time workers are providing care, perhaps putting young children to bed or helping with homework. The rate of caregiving remains at 5% from 8:40 p.m. to just after 9:00 p.m. and then drops to virtually negligible levels.[4] From 6:00 p.m. to 9:00 p.m., a total of 17% of full-time workers are providing child care and other caregiving to household members.

Throughout the course of the evening, an increasing proportion of full-time workers are having fun. At 6:50 p.m., over 50% are engaged in leisure activities; the rate rises rapidly over the next two hours and reaches a peak of 70% at 8:50 p.m. Beginning at 9:30 p.m., though, the leisure rate

CST Weekend evenings are dedicated to leisure activities



Note: Rates averaged over Saturday and Sunday. High sampling variability for child care and other caregiving *except* from 7:00 p.m. to 8:50 p.m. High sampling variability for shopping activities from 6:10 p.m. and for household work from 9:20 p.m. Break in series indicates sample size too small to produce reliable estimate.
Source: Statistics Canada, General Social Survey, 1998.

3. Due to the increase in access to Sunday shopping since the 1998 survey, rates may now be higher than those presented here.

4. Data for child care and other caregiving have high sampling variability. Use with caution.

CST Weekends for Canadian adults who do not work for pay[1]

Morning

Half of the 8.2 million Canadians aged 25 and over who do not work for pay are up by 8:00 a.m. on a weekend morning. At 9:00 a.m., 26% are doing their household chores. They are more likely than full-time workers to do housework before noon. They are, however, also more likely to be enjoying some leisure time: at any given time between 9:40 a.m. and 11:50 a.m. on a weekend morning, over one-third are engaged in leisure activities.

The not-employed are no less likely to do housework on Sundays than Saturdays, but the pace of life on Sunday morning is a little slower. They do not sleep later but do take time to enjoy a leisurely morning. At any given time from 10:20 a.m. till almost noon, about 4 in 10 are engaged in recreation or relaxation activities.

Afternoon

Because adults who do not work for pay seem to prefer doing household tasks in the morning, far fewer are doing domestic chores in the afternoon, especially after 3:00 p.m. In the mid-afternoon between 2:00 p.m. and 5:00 p.m., over 50% are engaged in leisure pursuits at any given time. The peak period for afternoon shopping — from 1:20 p.m. to 2:30 p.m. — is a little earlier than that for full-time workers. This may be due to attempts to avoid the weekend "shopping gridlock" generated by full-time workers.

Although the rate of household work on Sunday afternoon is no lower than on Saturday, people who are not employed have higher rates of leisure time on Sunday; the majority enjoy some leisure time on both afternoons, but the rates are 5 to 10 percentage points higher on Sunday than Saturday.

Evening

Once supper is cleared away, the proportion of not-employed who continue to do weekend housework[2] drops off. The rate reaches less than 8% at 7:30 p.m. and steadily falls until the end of the evening. Caregiving[2] becomes more demanding after supper, with about 5% of the not-employed engaged in caring for other household members at any given time between 7:10 p.m. and 8:30 p.m.[2] As expected, though, the majority give their evenings over to relaxation and recreation. At 6:00 p.m., over half are enjoying leisure time and activities, and the proportion rises quickly to peak at more than 80% at 8:50 p.m. They go to bed at almost the same time as full-time workers: at 11:00 p.m. on a weekend night, over half (58%) are asleep.

1. The not-employed aged 25 and over comprise a heterogeneous group of some 8.2 million people, and include people who are retired (41%), keeping house (24%), looking for work (5%), students (3%), people who were not working for other reasons (7%) and those who did not state their main activity (20%).

2. High sampling variability for these estimates. Use with caution.

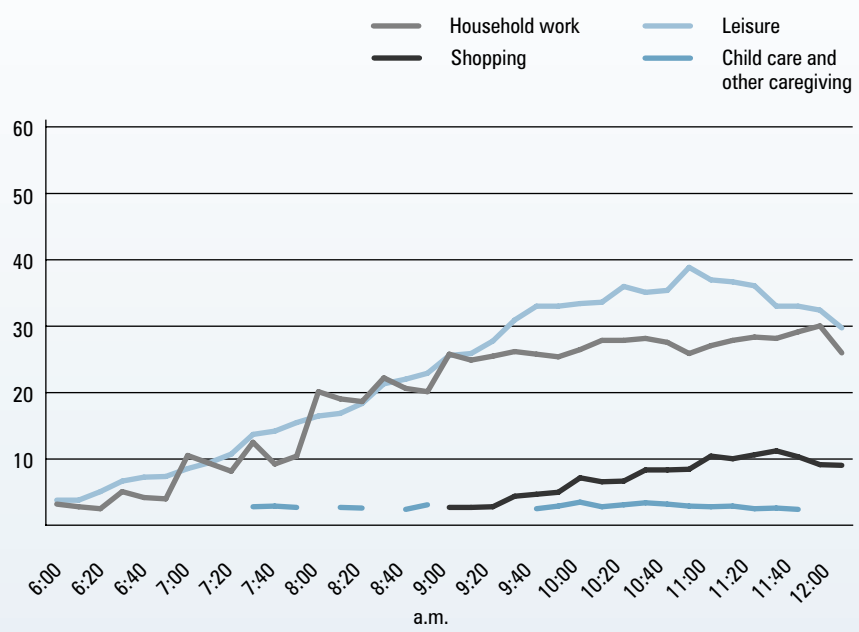
drops as people start going to bed. At 11:00 p.m., over half (52%) of full-time workers report being asleep and three-quarters (75%) are sleeping by midnight.

Some people's leisure time, though, is other people's work time, especially if they are employed in the hospitality industry, protective services (e.g. hospitals, fire, police) or do shift work. About 7% of full-time workers are doing paid work at any given time between 6:10 p.m. and 10:00 p.m.

Are Sunday nights different from Saturday nights? Not really. However, it takes a bit longer to get domestic chores out of the way on Sunday: at 7:00 p.m., 15% of people who work full-time are still doing household work, compared with only 9% on Saturday at the same time. Also, proportionally fewer people report being engaged in leisure activities on a Sunday night, especially after 9:30 p.m., probably because they are going to bed earlier. The majority (61%) of full-time workers are asleep by 11:00 p.m. on Sunday; on Saturday, the majority (54%) do not get to bed until 11:30 p.m.

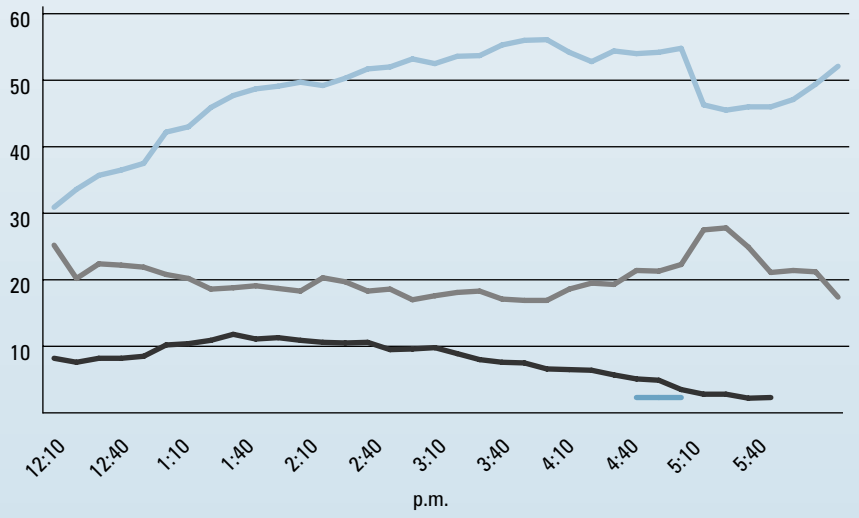
Those not employed prefer to do housework in the morning on weekends…

% of the not-employed population aged 25 and over



Note: Rates averaged over Saturday and Sunday. High sampling variability for entire child care and other caregiving series, for leisure until 7:00 a.m. and for shopping activities until 10:50 a.m. Break in series indicates sample size too small to produce reliable estimate.

… leaving their afternoons free for leisure activities



Note: Rates averaged over Saturday and Sunday. High sampling variability for entire child care and other caregiving series and for shopping activities from 3:30 p.m. Break in series indicates sample size too small to produce reliable estimate.
Source: Statistics Canada, General Social Survey, 1998.

Summary

Time use patterns show that the weekend offers less respite than full-time workers might like from the hurly-burly activity of Monday to Friday. But the less demanding Sundays suggest that, as the baby boomers begin to leave the work force, time use patterns of the general population may shift. Among other things, this change would probably affect store hours, traffic patterns and preferred times for leisure and social activities. Over the next few decades, it may be that Saturday and Sunday will begin to resemble the peaceful, relaxing weekend so many people today would like to have.

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Determinants of science and technology skills

Only a small proportion of elementary school students ultimately pursue a career in science and technology. Interest in mathematics and science declines between Grade 4 and Grade 8 and continues to drop during high school. Many students in senior secondary school stop taking mathematics and science when given the option. In 1995, only 42% of students were taking both these courses in their last year of high school. Most students find them "difficult" or "boring". Even when they have done well in mathematics and science in the past and believe that the subjects are important to them if they want to succeed in life, many students are unwilling to pursue them. Those who do continue with science plan to pursue studies in health sciences or engineering. At the university level, the science stream is quite stable. There is no evidence of a large-scale movement into or out of science programs (including agriculture and biological sciences, engineering and applied sciences, health professions, mathematics and physical sciences) between the bachelor's and master's levels or between the master's and doctoral levels. One exception is the large proportion of master's graduates in business who have undergraduate degrees in science. In general, though, university graduates in the sciences who go on to graduate studies stay in the sciences. Depending on the field of study, between 65% and 95% of the university graduates surveyed were working in jobs that were closely or somewhat related to their field of study. (The average for all graduates, including those from non-science fields, was 77%.) Graduates in agricultural and biological sciences were the least likely (65%) to be in jobs related to their fields of study.

Education Quarterly Review
Catalogue no. 81-003-XIE
Vol. 8, no. 1

Alternative health care practitioners

Canadians continue to consult alternative health care practitioners to complement physician care. In 1998/99, an estimated 3.8 million people, about 17% of the population aged 18 or older, reported having sought the care of alternative health care practitioners in the previous year. Alternative practitioners include chiropractors, massage therapists, acupuncturists, homeopaths and naturopaths among others. Women were more likely than men to consult an alternative practitioner. About 2.2 million women aged 18 and older, or about 19% of the female population of this age, sought their services. The corresponding figures for men were 1.6 million or about 14% of the male population 18 years and over. The use of alternative health care also appears to be an age-related phenomenon. Almost one in five (19%) of 25- to 64-year-olds reported consulting an alternative practitioner, compared with about 11% for both the 18- to 24-year age group and seniors 65 or older. Consultation with alternative practitioners was particularly common among people with certain chronic conditions. Pain management may be a factor in the use of alternative practitioners.

Health reports
Catalogue no. 82-003-XIE
Vol. 13, no. 1

Crime comparisons between Canada and the United States

Over the past 20 years, Canada recorded much lower rates of violent crime than the United States did. However, rates for property offences have generally been higher in Canada, according to a comparison of police-reported crime between the two nations. Crime rates in both countries have followed similar trends during the past two decades. After peaking in 1991, rates for both violent and property crime generally declined throughout the 1990s. The homicide rate was three times higher in the United States than it was in Canada, while the American rate for aggravated assault was double the Canadian rate. For robbery, the rate was 65% higher in the United States. On the other hand, since 1990, Canada has recorded slightly higher rates of property crime, although the rates have gradually been converging during the late 1990s. Canada has higher reported rates than the United States for breaking and entering, motor vehicle theft and arson. Rates for both violent and property offences followed similar regional patterns in the two nations, rising from east to west.

Juristat
Catalogue no. 85-002-XIE
Vol. 21, no. 11

Family income

For the second consecutive year, average after-tax family income reached a new high in 1999 at $51,473, up 1.9% from 1998. For unattached individuals, the average after-tax income was $22,064, up 2.7% from the previous year. Couples with children under 18 earned an average after-tax income of $57,665, also up 2.7%. Between 1998 and 1999, taxes for the average family decreased by 2.8%. The average family paid $12,346 in income taxes in 1999. An estimated 723,000 families (9% of all families) were in a low income situation after tax in 1999, down from 737,000 in 1998. This was the lowest after-tax low-income rate since 1990 (8.5%). Among unattached individuals, 1.3 million had low income in 1999, virtually the same as in 1998. Market income for families became more polarized in the 1990s. In 1990, the top 20% of families received 42% of total market income. By 1999, their share rose to 44%. Market income shares of the other four quintiles dropped slightly over this period. The biggest losses were in the second and third quintiles, which each saw drops of almost one percentage point in their respective shares of market income.

Income in Canada, 1999
Catalogue no. 75-202-XPE

SOCIAL INDICATORS

	1993	1994	1995	1996	1997	1998	1999	2000	2001
LABOUR FORCE									
Labour force ('000)	*14,504.5*	*14,626.7*	*14,750.1*	*14,899.5*	*15,153.0*	*15,417.7*	*15,721.2*	*15,999.2*	*16,246.3*
Total employed ('000)	*12,857.5*	*13,111.7*	*13,356.9*	*13,462.6*	*13,774.4*	*14,140.4*	*14,531.2*	*14,909.7*	*15,076.8*
Men	7,029.9	7,177.5	7,298.5	7,346.0	7,508.3	7,661.4	7,865.8	8,049.3	8,109.7
Women	5,827.5	5,934.2	6,058.4	6,116.6	6,266.2	6,479.0	6,665.3	6,860.4	6,967.1
Workers employed part-time (%)	*19.3*	*19.0*	*18.9*	*19.2*	*19.1*	*18.9*	*18.5*	*18.1*	*18.1*
Men	11.2	10.8	10.8	10.8	10.5	10.6	10.3	10.3	10.4
Women	29.0	28.9	28.6	29.2	29.4	28.8	28.0	27.3	27.1
Involuntary part-time[1]	31.9	31.4	31.5	35.0	31.1	29.2	26.7	25.3	25.8
Looked for full-time work	--	--	--	--	10.6	10.0	9.0	7.4	7.5
% of women employed whose youngest child is under 6	16.1	16.0	15.9	15.9	15.6	15.0	14.7	14.3	13.7
% of workers who were self-employed	15.8	15.5	15.7	16.1	17.1	17.2	16.9	16.2	15.3
% of employed working over 40 hours per week[2]	21.0	21.7	21.7	21.2	18.9	18.9	18.4	18.0	17.5
% of workers employed in temporary/contract positions	--	--	--	--	9.4	9.8	10.0	10.5	10.9
% of full-time students employed in summer	49.9	50.3	50.2	47.9	45.7	47.2	48.8	50.9	51.3
Unemployment rate (%)	*11.4*	*10.4*	*9.4*	*9.6*	*9.1*	*8.3*	*7.6*	*6.8*	*7.2*
Men aged 15-24	19.6	17.9	16.3	16.9	17.1	16.6	15.3	13.9	14.5
25-54	10.6	9.6	8.7	8.9	8.0	7.2	6.5	5.7	6.3
Women aged 15-24	14.3	13.5	13.0	13.7	15.2	13.6	12.6	11.3	11.0
25-54	9.9	9.0	8.2	8.5	7.6	6.9	6.3	5.8	6.0
Population with high school or less	14.2	13.1	12.2	12.4	12.1	11.2	10.3	9.3	9.6
Population with postsecondary completion	9.6	8.9	7.9	8.1	7.4	6.5	5.9	5.2	5.8
Population with university degree	5.9	5.4	4.9	5.2	4.8	4.4	4.3	3.9	4.6
EDUCATION									
Total enrolment in elementary/ secondary schools ('000)	5,327.8	5,362.8	5,430.8	5,414.5	5,386.3	5,369.7	--	--	--
Secondary school graduation rate (%)	74.6	71.5	76.4	76.4	76.3	75.9	76.7	--	--
Postsecondary enrolment ('000)									
Community college, full-time	369.1	379.9	391.2	397.3	398.6	403.5	--	--	--
Community college, part-time	98.4	90.8	87.7	87.1	91.6	91.4	--	--	--
University, full-time[3]	574.3	575.7	573.2	573.2	573.1	580.3	--	--	--
University, part-time[3]	300.3	283.3	273.2	256.1	249.7	246.0	--	--	--
% of population 18-24 enrolled full-time in postsecondary	33.4	33.9	34.3	34.6	34.3	34.4	--	--	--
% of population 18-21 in college	23.5	24.2	24.7	24.7	24.6	24.7	--	--	--
% of population 18-24 in university[3]	20.3	20.4	20.4	20.4	20.2	20.3	--	--	--
Community college diplomas granted ('000)	*95.2*	*99.0*	*97.2*	*101.0*	*105.0*	--	--	--	--
Bachelor's and first professional degrees granted[4] ('000)	*126.5*	*127.3*	*128.0*	*125.8*	*124.8*	--	--	--	--
Agriculture, biological sciences	8,121	8,399	9,288	9,664	10,079	--	--	--	--
Education	21,123	21,277	21,421	20,638	19,374	--	--	--	--
Engineering and applied sciences	8,799	9,098	9,415	9,138	9,255	--	--	--	--
Fine and applied arts	4,189	4,194	4,142	4,105	4,276	--	--	--	--
Health professions	7,970	8,375	8,633	8,837	8,620	--	--	--	--
Humanities and related	16,643	16,127	15,889	15,014	14,721	--	--	--	--
Mathematics and physical sciences	6,816	7,142	7,005	7,091	7,239	--	--	--	--
Social sciences	49,172	49,035	48,422	47,751	47,760	--	--	--	--

-- Data not available.

1. 1996 is an eight-month average (January to August). Data after 1996 are not comparable with previous years.
2. Hours usually worked in their main job by workers aged 25 and over.
3. Includes undergraduate and graduate studies.
4. Includes those whose field of study was not reported.

Sources: Statistics Canada *Labour Force Historical Review,* 2001, Catalogue no. 71F0004XCB and *Education In Canada,* 2000, Catalogue no. 81-229-XPB.

LESSON PLAN

Suggestions for using Canadian Social Trends *in the classroom*

Lesson plan for ***"Ontario Grade 3 student achievement"***

Objectives

- ❑ To become more aware of the factors that influence student achievement.
- ❑ To discuss the most effective ways of improving learning.

Methods

1. Survey the class to find out how many students have taken provincial, national or international achievement tests to assess their skills in reading, writing, mathematics or science. Discuss why these tests are done and what is achieved by them.
2. Discuss why some students do better on achievement tests than others. What factors contribute to the differences?
3. Why is it important to assess reading, writing and mathematics skills of students at a young age such as in Grade 3?
4. Discuss how teachers and families could use these assessment results to possibly help improve young students'skills.
5. In April and May 2000, the Program for International Student Assessment measured the reading, mathematics and science literacy of 15-year-olds in 32 OECD countries. Overall, Canadian students performed well, ranking second in reading, sixth in mathematics and fifth in science among 32 countries. Canada is part of a cluster of countries that scored near the top in all areas. Only Finland performed significantly better than Canada in reading, only Korea and Japan scored significantly higher in mathematics and only Korea, Japan and Finland performed significantly better in science. Discuss if Canada should strive to score the highest in the world. How can this be achieved? Do achievement tests play a role in reaching this objective?

Using other resources

- ❑ *Measuring student knowledge and skills: The performance of Canada's youth in reading, mathematics and science.* http://www.statcan.ca/Daily/English/011204/d011204a.htm.

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