FIELD SITE WORKBOOK - Profiles, Phase I

1. INTRODUCTION

There are three main sources of data that will become the basis of your "Profile" for the site: (1) census data (1991) describing the main economic and demographic characteristics of the CSD (census subdivision), and provided to you by the Concordia researchers; (2) daily logs, a record kept by each researcher of their time in the field; and, (3) data collected and tabulated in this workbook. It describes the process for the compilation of the Logs and the Workbook Field Data, and how these are to be combined with the census data for a "final report" that will constitute the initial reconnaissance of each research site. The reliance upon 1991 census data at this time is only a preliminary step. Analysis in Phase II will incorporate both the 1996 data as they become available, as well as historical data from earlier censuses.

While these profiles are to be the basis for subsequent research, they also will include important information that will be extracted for a report contracted by the Rural Secretariat on the Accessibility to Social Services. Section 6 on the availability of social services requests, therefore, information concerning the degree of accessibility that is possible, through both physical and electronic means. If possible, it would be helpful to include both "objective" information (such as wheelchair ramps), and the "perceived" availability of these services. Please ensure that this information is complete, as you will be asked to extract it for the preparation of a separate report.

In the initial contracts with people who live and work in the research sites, it is extremely important that you are clear with them about your purpose for being there, and that you establish a firm foundation of trust. Note names, positions, both formal and informal functions, and the desirability of contacting these individuals again. Provide information regarding each significant contact. Full interviews are not necessary, or even advisable, at this time. Rather, specific information is being collected, and the possibility for future contacts is being established.

The people who may provide the most accurate information may not be the people you expect. While you should of course establish early contact with the mayor, for example, it is possible that the retired school principal may be more helpful. Consider both formal and informal functions, and be sensitive to community rivalries and even conflict that could hinder your work. Some possible contacts: mayor, presidents of service clubs (Rotary, Lions ...), town clerk, police chief, school principal, chair of hospital board, church committees, even the gas station attendant. If a particular name keeps being mentioned, be sure to see that person; or, at the very least, ensure the name is recorded for future reference. As well, you may find useful information in a regional development planning office.

2.   FIELD LOGS

A field log for each research site should record the daily activities of each researcher, regarding procedures, contacts, meetings and issues or questions that were addressed. In particular, it is intended that these logs provide you or future researchers with an understanding of the characteristics of the site as they may affect the research process. Issues such as community leadership, informal structures, events that may spark hostility, or situations that may impact upon the reception researchers receive, should all be considered as important information that is to be recorded. You may use any format you choose, but it is suggested that you keep a separate ring or wire binder with waterproof features for durability and ease of photocopying. But it is also important that they be entered onto a diskette, a machine-readable form (using WordPerfect or Word) that can be easily accessed. These logs will become part of the data, compiled by the Data Curator into a computer accessible data base.

3. SITE BOUNDARIES

The initial boundaries of the research sites are the Census SubDivisions (CSD) that were the basis of the site selection by Bill Reimer and his research assistants. The results of the following research exercise, in which you collect data relating to the particular site and its contiguous areas, may suggest different boundaries for the detailed research phase. Therefore, in this preliminary "Profile" stage, the information you collect will be important as a basis for deciding upon the final sites to be studied within the NRE project. See pages 3 and 9, *FIELD MANUAL: Standard Operating Guidelines*, (Reimer & Apedaile) for further information.

You will have received a map of the CSD boundary for your site.

3.1   Check the map against the ground. Produce multiple copies of the map on 8½"x 11"that can be shown to residents. Include familiar points of reference, such as landforms, railroad tracks, churches, etc. to help them in identification.

3.2   These maps identify a specific "centroid", which will be used as a point of reference in answering some of the following questions. The latitude and longitude of the centroid is included with the map.

> **3.2.1**   Identify the location of the centroid with respect to a familiar point of reference in the site. Maps including latitude and longitude will help do this.
>
> **3.3**   In order to help determine whether or not this boundary reflects a "community", "place", or "space" reality, respond to the following:
>
> **3.3.1** What boundaries are meaningful for residents? (An OPEN question ... not easily coded). Suggest questions such as: a) On a map, can you draw the boundary for your usual daily paths?, weekly area/region you visit?; b) What places do you visit regularly?
>
> Attach maps as sketch maps, or copies of road maps if they provide sufficient detail. Collect comments/responses on a separate sheet. Summarize them here, but retain the original sheet.

3.3.2 Describe the distribution of population within the CSD boundary as:
   a. dispersed
   b. concentrated
   c. linear
   d. multi-centre
   e. unable to determine
   f. other _____

   Sketch the population centre(s) on the map.

Comments:

3.3.3 (A) Do your contacts in this site suggest that the CSD boundary has meaning for them?
        YES or NO

    (B) How do they express the relevance of the CSD boundary:

        a. for the community?
        b. daily activities?
        c. where people live?
        d. where people work?
        e. other? _____

4.   SITE HISTORY - MAJOR EVENTS & STORIES

Communities may define themselves in terms of particular events or episodes in their history. Try to establish whether there are key defining moments in their history that may be part of the mythology and identity of the community. while it is impossible to imagine what they might be, some ideas that may help you in identifying these important events include:

- closing of a textile mill
- forest fire
- building of a hospital/college/senior's home
- burning of a church - its rebuilding
- birth of quintuplets
- changing the town name

4.1   Record your information (and comments) here:

5.   SPATIAL ARRANGEMENTS & INFRASTRUCTURE

5.1   On a sheet 8½" x 11", produce a map to scale of:

> a.   the CSD boundaries
> b.   the centroid
> c.   major roads, highways, streets
> d.   railway lines
> e.   any airports
> f.   schools
> g.   hospitals
> h.   churches & other religious institutions (name them)
> i.   municipal (town) hall or office, or band council
> j.   garbage dump(s)

5.2   Are the following available, yes or no?

SERVICES   **Availability**

                                                       Yes   No   Other

Municipal Water - **5.2.1** to everyone

                 - **5.2.2** to some

5.2.3 Sewage collection and disposal

5.2.4 Garbage collection

Garbage dump - **5.2.5** open

                 - **5.2.6** sanitary landfill

Sidewalks - **5.2.7** throughout the village/town

                 - **5.2.8** centre of community only

5.2.9 Cable TV

Internet access - **5.2.10** to everyone willing to pay

                 - **5.2.11** free through community centre

                 - **5.2.12** specific institutions/individuals

Local newspaper - **5.2.13** daily

                 - **5.2.14** weekly

                 - **5.2.15** monthly

- **5.2.16** "newsletter"
- no regional or area news

5.2.17 National newspaper
(e.g. can Globe & Mail be delivered?)

Fire department - **5.2.18** paid, full-time professionals

- **5.2.19** volunteers

5.2.20 Approximate estimated response time to centroid?

Police - **5.2.21** RCMP

- **5.2.22** Provincial

- **5.2.23** Municipal

5.2.24 Number of personnel?

5.2.25 Approximate estimated response time to centroid?

5.2.26 911 emergency service

5.2.27 Road ambulance service

5.2.28 Approximate estimated response time to centroid?

5.2.29 Air ambulance service

5.2.30 Approximate estimated response time to centroid?

5.3 Roads: consider central, highest traffic roads only; as a generalization for the community, provide a ranking based on physical condition. Rank from low to high (1 to 5):

Highest traffic roads _____
1. dirt, ungraded
2. graded gravel/dirt; snow clearance; no salting/sanding
3. paved, potholes, no shoulders; snow clearance; salting/sanding
4. paved, few potholes, shoulders; snow clearance; salting/sanding
5. paved; no potholes; shoulders; painted lines; snow clearance; salting/sanding

6. Social Services - Availability and Accessibility

The following questions are to determine the availability and accessibility of various social services in the site. The information will be used to write the report for the Rural Secretariat on availability of government services, to determine changes in the extent of isolation and integration for the marginalization theme.

Service 6.1 EDUCATION	Current Distance from Centroid (km)	Distance from Centroid in 1981 (km)	Special transportation needs? e.g. boat? disabled students?	Wheelchair Access	Comments
	(a)	(b)	(c)	(d)	(e)
6.1.1 Elementary School					
6.1.2 High School					
6.1.3 Technical School					
6.1.4 University					
6.1.5 Extension courses					
6.1.6 Other Educational Institutions					

Service 6.2 HEALTH	Current Distance from Centroid (km) (a)	Distance from Centroid in 1981 (km) (b)	Special transportation needs? (c)	Wheelchair Access (d)	Comments (e)
6.2.1 Hospital					
6.2.2 Blood/urine testing facility					
6.2.3 X-Ray facility					
6.2.4 Baby delivery facility					
6.2.5 CT scan facility					
6.2.6 Nursing home					
6.2.7 Doctor(s)					
6.2.8 Nurse(s)					
6.2.9 Dentist(s)					
6.2.10 Dental Surgeon(s)					
6.2.11 Optometrist(s)					

Service 6.2 HEALTH	Current Distance from Centroid (km) (a)	Distance from Centroid in 1981 (km) (b)	Special transportation needs? (c)	Wheelchair Access (d)	Comments (e)
6.2.12 Home care/visits					
6.2.13 VON					
6.2.14 Social worker					
6.2.15 Other:					

Service 6.3 LEGAL	Current Distance from Centroid (km) (a)	Distance from Centroid in 1981 (km) (b)	Special transportation needs? (c)	Wheelchair Access (d)	Comments (e)
6.3.1 Lawyer					
6.3.2 Notary					
6.3.3 Citizenship Court					

Service 6.4 FINANCIAL	Current Distance from Centroid (km) (a)	Distance from Centroid in 1981 (km) (b)	Special transportation needs? (c)	Wheelchair Access (d)	Comments (e)
6.4.1 Bank or **6.4.2** Credit Union					
6.4.3 ATM					
6.4.4 Micro-Financing Group					
6.4.5 Insurance Office					

Service 6.5	Current Distance from Centroid (km) (a)	Distance from Centroid in 1981 (km) (b)	Special transportation needs? (c)	Wheelchair Access (d)	Comments (e)
6.5.1 Daycare					
6.5.2 Senior Citizens' Retirement Home					

Service 6.6 GOVERNMENT	Current Distance from Centroid (km) (a)	Distance from Centroid in 1981 (km) (b)	Special transportation needs? (c)	Wheelchair Access (d)	Comments (e)
6.6.1 Employment Insurance Office					
6.6.2 Revenue Canada Office					
6.6.3 Provincial Automobile Licence Office					
6.6.4 Welfare Office					
6.6.5 Town Hall					
6.6.6 Band Council					

Service 6.7	Current Distance from Centroid (km) (a)	Distance from Centroid in 1981 (km) (b)	Special transportation needs? (c)	Wheelchair Access (d)	Comments (e)
6.7.1 Food Bank					
6.7.2 Clothing Exchange or Depot					
6.7.3 Second-hand Stores (include both for profit & charitable)					
6.7.4 Drop-in Centre					
6.7.5 Half-way Home					
6.7.6 Counselling Services					
6.7.7 Family Distress					
6.7.8 Women's Shelter					
6.7.9 Alcohol/Drug					

Abuse

Service 6.8 Public Transport	Current Distance from Centroid (km) (a)	Distance from Centroid in 1981 (km) (b)	Special transportation needs? (c)	Wheelchair Access (d)	Comments

(e)

6.8.1 Bus

Train

6.8.2 freight

6.8.3 passenger
Air

6.8.4
Scheduled Service

6.8.5 Small plane

6.8.6
Connecting flights

6.8.7 Helicopter
6.8.8 Boat

6.8.9
Regular ferry/taxi

6.8.10 On demand
6.8.11 Car Taxi

6.8.12 Other

RECREATION

Service 6.9 Facilities	**Current Distance from Centroid (km)** **(a)**	**Distance from Centroid in 1981 (km)** **(b)**	**Special transportation needs?** **(c)**	**Wheelchair Access** **(d)**	**Comments** **(e)**
6.9.1 Curling					
Municipal Swimming Pool					
6.9.2 Indoor					
6.9.3 Outdoor					
Municipal Skating Rink					
6.9.4 Indoor					
6.9.5 Outdoor					
6.9.6 Community Playing Field					
6.9.7 Community Gym					
6.9.8 Community Centre					

Service 6.9 Facilities	Current Distance from Centroid (km) (a)	Distance from Centroid in 1981 (km) (b)	Special transportation needs? (c)	Wheelchair Access (d)	Comments (e)
6.9.9 YM/YWCA					
Athletic Club					
6.9.10 Municipal					
6.9.11 Private					
6.9.12 Commercial					
6.9.13 Theatre					
6.9.14 Cinema					
6.9.15 Museum					
6.9.16 Library					
6.9.17 Parks					
6.9.18 Other					

Service 6.9 Programmes	Current Distance from Centroid (km) (a)	Distance from Centroid in 1981 (km) (b)	Special transportation needs? (c)	Wheelchair Access (d)	Comments (e)
Community Organized Teams					
6.9.19 Juniors/children					
6.9.20 Adults					
Art Programmes (art classes)					
6.9.21 Municipal					
6.9.22 Private					

Service 6.10 Volunteer & Service Organizations	Current Distance from Centroid (km)	Distance from Centroid in 1981 (km)	Special transportation needs?	Wheelchair Access	Comments Approx. number of people involved.
	(a)	(b)	(c)	(d)	Locally/regionally/nationally networked
					(e)
6.10.1 Religious Groups					
6.10.2 Rotary Club					
6.10.3 Historical Society					
Others: 6.10.4					
6.10.5					
6.10.6					
6.10.7					
6.10.8					

6.2.4

Specific services named by citizens as being unavailable:

6.2.5

Are there publicly funded programmes that are specific to this community? For example: HRDC training programme for 18-24 year olds.
Matching grants for community recreation centre.
CAPS (Community Access Program)

6.3

Accessibility: For each public service/facility that exists in the community (e.g. hospital, school), place beside the categories above a letter designating the objective degree of accessibility. Use codes as follows:

> Wheelchair access, yes: A1
> Wheelchair access, no: A0
> Electronic/Internet access, yes: B1
> Electronic/Internet access, no: B0

N.B. In your interviews, ask whether the people perceive any problems with accessibility, regardless of the apparent reality. Note the perception of accessibility, including by public transport, taxi, or private car, including reference to time, distance and cost. Write your conclusions below

7.   ECONOMIC FORTUNES

See page 12 in *FIELD MANUAL: Standard Operating Guidelines*

7.1   List the businesses with number of employees in brackets, as follows:
e.g.   Brown's - retail store (8)
Madison Paper - paper mill (60)

7.2   In a separate list, name all home-based businesses, and their main activity. Include all those that would have a telephone listing, but exclude individual farmers or fishers.

7.3   In a third list, name those businesses that ship goods out of the area.
List NAME, PRODUCT, TYPE OF TRANSPORT, and DESTINATIONS; e.g. Madison Paper: newsprint; truck; Boston, Montreal

7.4   For each of these businesses, list the MAJOR SUPPLIERS, and their LOCATIONS.

7.5   If there is a Chamber of Commerce, or an organization representing business interests, try to get data that provides background information about:

_   history of business growth
_   sales figures
_   expectations for the future

Attach any relevant reports to this document. Record your data here, including relevant comments that may help future researchers.

7.6   In your conversations with various town officials and community activists, try to get a general sense of their degree of optimism with respect to the prospects for the community, and for the area. Although formal and more intensive interviews will be required in the future, try to record any relevant comments verbatim, keeping in mind the ethical guidelines for use of quotations with attribution.

(Ethical guidelines will be discussed in a Protocol for the long term field research. If you have any questions, refer to the published guidelines of SSHRC or your own university, or call the Research Manager.)

8.   RESOURCE BASE & AMENITIES

8.1   Are there special environmental and/or resources features that would describe and define this area? A problem with this question is obviously that "beauty is in the eyes of the beholder". But try to enumerate features such as "healthy, mixed forest"; "lakes described by locals as for good fishing or boating"; "good agricultural soils".

8.2   Are there particular features that might detract from the desirability of the area? e.g. noise pollution because of being near a freight railway line; (that would become a "positive" for transportation); or saline or poorly drained soils; or downwind of a smelter.

8.3   Are there local strategies or projects that are being a) engaged, or b) being planned, that will affect any of these resources, amenities, or unattractive attributes?

9.   DEMOGRAPHIC AND SOCIAL CHANGES

You will have received the census information for 1991. It is hoped that within six months the 1996 data will be available. But in the meantime, please update the key demographic variables as much as possible by referring to the data available in the community through the town hall, municipal, or band records.

9.1   Verify current:
> _   population
> _   net migration: in/out/net
> _   number of households
> _   average size family
> _   age structure (?) possibly from the electoral list?
> _   language; mother tongue, spoken at home
> _   religion
> _   literacy categories: grade 9; high school; some post secondary; university degree(s)

Note: It is possible the town hall will have some of these data, although unless there has been a specific need it is unlikely that all will be available. If you can obtain the 1996 census data prior to submitting your report, so much the better!

9.2   During your conversations with local people, ask whether or not there have been particular social changes: in the NUMBERS of people, in the CHARACTERISTICS of the population, in the kinds of PROBLEMS that are being met in the community. Without using leading questions, try to establish whether or not there is any consensus about particular issues that may be explored in subsequent research.