

Survey of Language Use in Maori Households and Communities

PĀNUI WHAKAMŌHIO INFORMATION BULLETIN

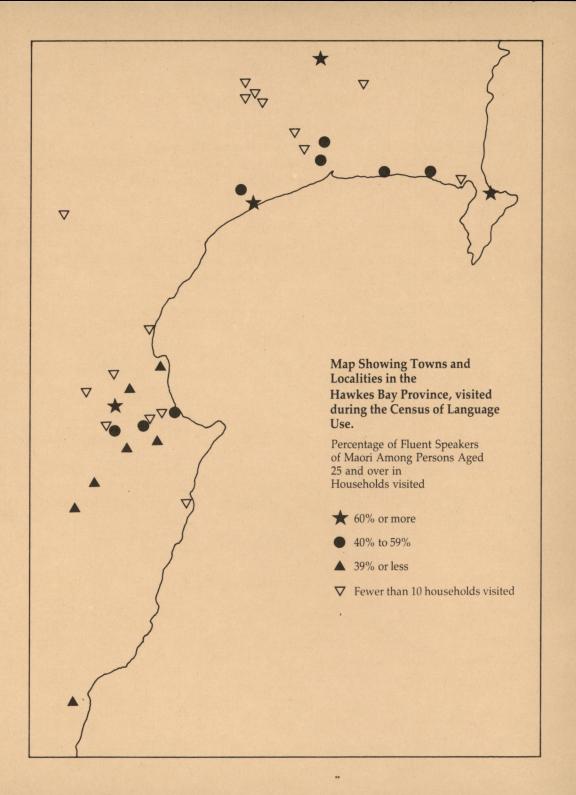
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Localities in which ten or more households were visited

- Two thirds or more of adults were fluent speakers of Maori
- Less than two thirds of adults were fluent speakers of Maori

HE PŪRONGORONGO WHAKAMŌHIO MĀ NGĀ KAIURU KI TE TORONGA TUATAHI, 1973–1978

A report to Participants in the Initial Investigation, 1973–1978



### THE MAORI LANGUAGE IN HASTINGS CITY

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Fieldwork for the census of language use in Maori communities took place in 122 households in Hastings and Flaxmere from July 1977 to January 1978. The interviewers were Tamati Kruger (Tuhoe), Kay Waapu (Ngati Kahungunu), Joe Rua (Te Whanau-a-Apanui), Numia Ponika (Tuhoe), Himiona Henry (Waikato/Maniapoto), Kahu Waititi (Te Whanau-a-Apanui/Ngapuhi), Tawini Rangihau (Tuhoe), Awhina Ngatai (Ngai Terangi), Taari Nicholas (Ngati Ranginui/Ngai Terangi), Aroha Yates (Te Arawa/Rongo-whakaata), Phillip Hawera (Tuhoe/Ngai Terangi), Patricia Parata (Ngati Porou), Tom Rangihuna (Ngati Porou), Candy Scrimshaw (Ngati Kahungunu), Meri Wiki (Ngapuhi), Brian Wiki (Te Aupouri), Judith Brown Hawera (Waikato), Keri Tawhiwhirangi (Ngati Porou), Merepeka Wharepapa (Te Whanau-a-Apanui), Ian Maxwell (Ngai Tai) and Arapera Baker (Ngapuhi).

Twenty one interviews were carried out in Maori, the rest were in English.

## Number of Households and People Involved

Altogether 122 households were visited in various parts of Hastings City, as shown in the table below. They had a combined population of 657, of whom 636 were of Maori descent. This was 10 percent of the total Maori population of Hastings at the time.

ON e represented in the survey. 12-2	. of households	No. of people
Flaxmere to the property and to enadesom		155
Camberly and sen and sew insorage &	19 19 A8 d	96
Raureka dangan dangan dangan bira	sign 35 of hilw s	80
Mahora/St. Leonards	mother 161 ercer	82
Mayfair/Parkvale	23	132
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	ren people <del> d</del> id no	reasyst <del>must</del> .
affiliations with more than one LATOT	122	657

## Composition of The Survey Group

As the table below shows, about a third of the people surveyed were adults over 25, while the great majority of them (65 percent) were children or young adults. Twelve children under the age of 2 years have been excluded from the survey's findings.

Age Group	Number	% of TOTAL		
45 & over	91	14		
25-44	133	21		
15-24	130	20		
2-14	291	45		
TOTAL	645	100		

## RESULTS OF THE LINGUISTIC SURVEY

## Iwi Affiliation

The people interviewed mentioned 28 major iwi to which they or members of their households belonged. Members of such distant tribes as Te Aupouri in the far north, Te Ati Awa in the west and Ngai Tahu in the South Island were represented in the survey. The largest iwi represented however was Ngati-Kahungunu, tangata whenua of the region, with 352 members or 54 percent of the total. Ngati Porou with 84 people or 13 percent was the next largest iwi. The Tuhoe tribe with 36 people and Ngapuhi with 33, together accounted for another 10 percent of the total. Three quarters of the people surveyed belonged to these four main iwi.

Twenty-seven people did not know the name of their iwi, while a fifth of the people claimed affiliations with more than one tribe.

## Ability to Speak and Understand Maori

The information in the table below shows that a sixth (or 16 percent) of the people spoke Maori fluently while a fifth (or 21 percent) of them understood the language well. Nearly two-thirds of these Maori speakers were over 45 and only 10 of 421 people under the age of 25 spoke the language fluently at the time.

Slightly more than half of the adults over 25 understood Maori easily although less than 5 percent of those under 25 could so so.

Half of the total group had almost no understanding of Maori beyond basic greetings, simple vocabulary and phrases. Two thirds of the people under 25 were in this category and a quarter of the adults between 25-44 also had little understanding of spoken Maori.

# KNOWLEDGE OF SPOKEN MAORI IN HASTINGS CITY (1978)

Group	speakers		Understand Easily		id o	Limited Understanding No. %		No Knowledge No. %	
45 & over	66	73	73	80	theo	Mastin	19	B 7	0.1201
25-44	30	23	50	38		48	36	35	
15-24	9	7	9	7		45		76	
2-14	s.kelnh	3	5 5	2		86	30		
Overall	106	16	137	21		190	30		49

(Numbers and percentages refer to members of households visited; percentages have been rounded to the nearest whole number).

Just the same, there was still much support for the broader teaching of Maori in schools, especially at the primary level. Some people believed the language had to be learned in the home or on the marae, and many parents were attending tribal wananga in the area to improve their own knowledge of Maori in order to be better equipped to teach their own children.

Some comments:

"... my children must be able to speak Maori if they are to retain a true and proud identity as Maoris..."

(father of 5 children)

"... I can understand most of a conversation in Maori if spoken slowly but I can't reply; I'm too whakama that I'll make mistakes..."

(42 year old mother)

meet by chance the odds that they would be able to talk to each "... The teaching of the Maori language should begin on the marae and with the prayer book, but definitely not at school. Kua riro to taua reo ma te Pakeha e whakaako, a, parori-tia hoki etahi o nga kupu..." do sada vedited e Megri revenesokope de principal or a

often than English in ten shildless (retired Kaumatua) others with dependent children. Do these children speak and understand Maori

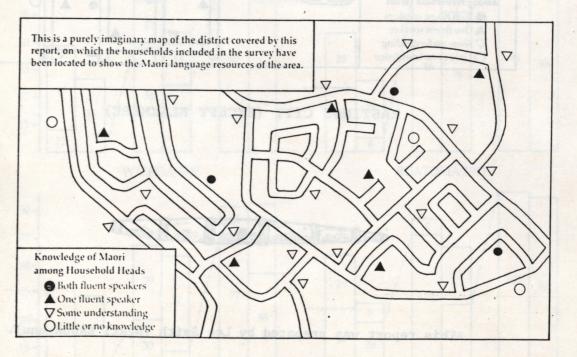
"... My parents only spoke Maori in the home whenever they didn't want us kids to understand ... " Down to a land to a land a land

household heads, with the exception (26 year old mother of 2 children) Maby's ofd the panethed weight extiened were neversited the deed in this are

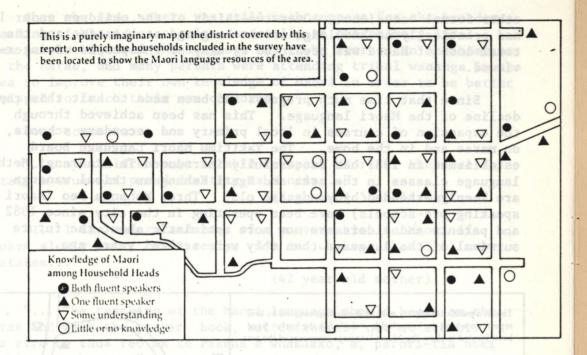
The linguistic survey has shown that in 1978 nearly two-thirds of the fluent Maori speakers in Hastings city (including Flaxmere) were kaumatua over the age of 45. English was the main language spoken in 100 of the 122 households visited and Maori was most often heard only on the marae, in certain religious services and

other formal occasions. Over two-thirds of the children under 15 had practically no knowledge of the language at the time and the total loss of Maori was predicted by many of the people we interviewed.

Since that time much progress had been made to halt this rapid decline of the Maori language. This has been achieved through the expansion of courses in local primary and secondary schools, on marae and in the home. The Takitimu Maori Language Board established in 1981 has successfully introduced Te Ataarangi Method language classes in the area and Ngati Kahungunu tribal wananga are keenly attended by young and old. Three Kohanga Reo (Maori speaking pre-schools) have been operating in the city since 1982 and parents and elders are now more optimistic about the future survival of the language than they were several years ago.



FLAXMERE



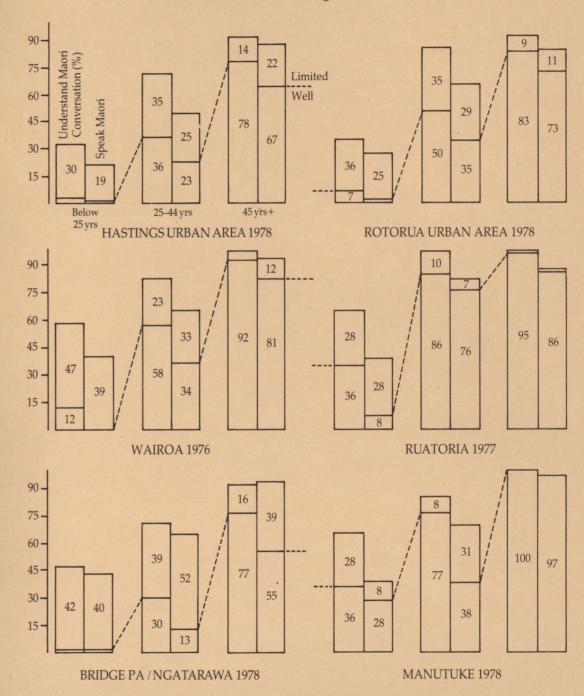
### HASTINGS CITY (EXCEPT FLAXMERE)



This report was prepared by Lee Smith (Ngati Kahungunu).

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## Knowledge of Maori Language by Age Groups in Selected Areas at the Time of the Linguistic Census



## The Survey of Language Use in Maori Households and Communities

The census of language use on which this report is based is the first part of a general study of the place of the Maori language in Maori communities, its structure, how it is spoken and written under modern conditions, and its relevance to New Zealand as a nation. This study is being conducted by the Maori Unit of the New Zealand Council for Educational Research. Fieldwork for the census phase began in Whangaroa County and Te Tii in August 1973, and ended in August 1978. Follow-up studies and studies in additional communities will be undertaken from time to time (the first of these was conducted in Waverley in August 1979).

The map on the front cover shows the approximate localities in which ten or more households were visited between 1973 and 1979. Since the linguistic census was completed, the major task of the Unit has been the analysing and reporting of the information collected. At the same time, however, studies of the structure and usage of the Maori language have commenced; these will result in a series of handbooks and other materials for teachers of Maori (including parents), and for people wishing to learn the language. An example of this is *The First Basic Maori Word List*, published in 1982. Other publications have included background studies for bilingual education projects, and reports on policy issues affecting the Maori language and Maori speakers – for example, the legal status of Maori in New Zealand.

## The Purpose of This Report

This report has been prepared for the people who participated in the original survey and who provided the information on which it is based. It is hoped that it will encourage people to compare the situation now with that at the time covered by the report, and that this information will provide a basis for discussion and debate about what action, if any, each community might take to ensure that the Maori language is at least as important in the twenty-first century as it was in the 1970s.

### **Further Information**

One copy of this report is provided free to each person interviewed during the linguistic census in the area concerned, and to local schools, Maori Language Boards, and Maori Committees. Further information about the linguistic survey, and lists of publications, may be obtained from the Maori Unit, New Zealand Council for Educational Research, P.O. Box 3237, Wellington.



## Ngā Mihi/Special Thanks

Our first thanks must go to the 6,500 Maori families who entrusted us with the information presented in this series of reports. Fieldwork for the survey was funded substantially by contributions from the Lottery Board of Control, Fletcher Holdings Limited, the Maori Purposes Fund, and the Maori Education Foundation. The coding and analysis of the data was supported initially by a grant from Fletcher Holdings Limited, and further financial assistance for these purposes has been provided by Mobil Oil N.Z. Limited, the Post Primary Teachers Association, the New Zealand Educational Institute and the Raukawa Trustees. The writing of these reports was made possible by the generosity of the J.R. McKenzie Trust.