

TE TIROHANGA I TE KŌREROTANGA O TE REO RANGATIRA I ROTO I NGĀ KĀINGA MĀORI ME NGĀ ROHE

Survey of Language Use in Maori Households
and Communities

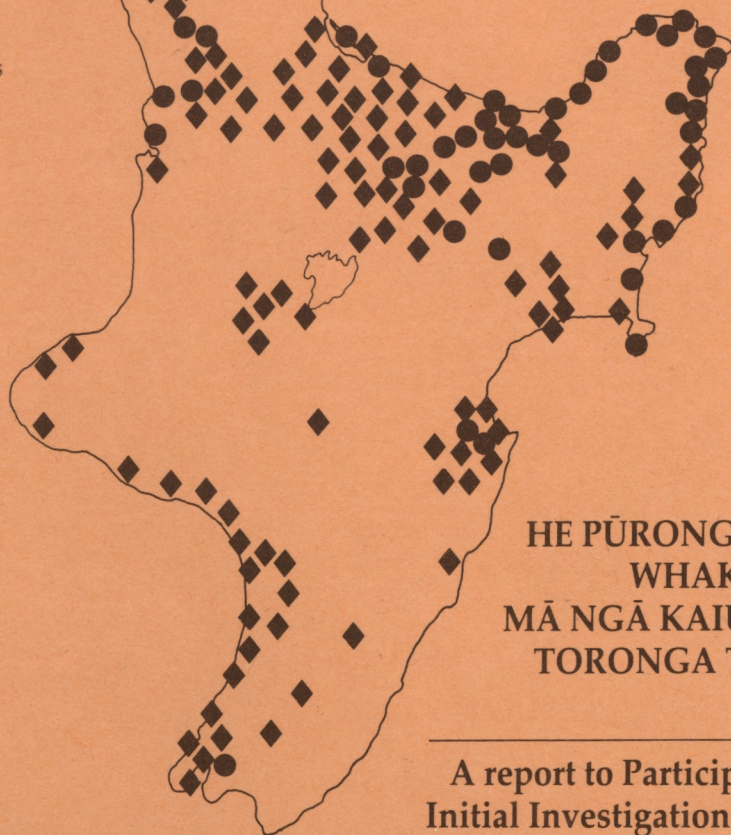
PĀNUI WHAKAMŌHIO
INFORMATION BULLETIN

4

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



Map showing Towns and Localities of the Waikato Region of the North Island visited during the Census of Language use

Percentage of Fluent Speakers of Maori Among Persons Aged 25 and over in Households visited

★ 70% or more

◆ 55% to 69%

● 40% to 54%

▼ Less than 40%

○ Fewer than 10 households visited

THE MAORI LANGUAGE IN WAAHI PA AND RAKAUMANGA

Fieldwork for the census of language use in Maori communities was conducted in 38 households in Waahi Pa and Rakaumanga in December 1973 and January 1977. Seventeen interviews were carried out partly or entirely in Maori, the remainder were in English.

The households surveyed had a combined population of 185, of whom 184 were of Maori descent. This was approximately 77 percent of the total Maori population at the time.

RESULTS OF THE LINGUISTIC SURVEY

Iwi Affiliation

The people interviewed mentioned 13 major iwi to which they or members of their households were affiliated. The main iwi represented was Waikato with 142 members or 70 percent of the total. Maniapoto with 17 members (or 12 percent) was the second largest iwi represented.

Ability to Speak and Understand Maori

The information in the table on the next page tells us that just over one third of the people involved in the survey were fluent speakers of Maori. However three-quarters of them belonged to the Kaumatua age group, and only three were under the age of 25. While most adults had a good understanding of Maori, nearly half the school children and young adults had no understanding of the language at all.

ABILITY TO SPEAK AND UNDERSTAND MAORI (1977)

Age Group	Fluent Speakers	Understand Easily	Limited Understanding	No Knowledge
45 and over	39(95%)	42(100%)	0	0
25-44	16(49%)	25(76%)	5(15%)	3(9%)
15-24	2(7%)	9(30%)	7(23%)	14(47%)
2-14	1(2%)	10(17%)	21(35%)	29(48%)
Overall	58(35%)	86(52%)	33(20%)	46(28%)

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

Use of Maori Language In The Household

English was the main language spoken in the homes visited. There were twenty-eight households with children and while Maori and English were used equally in three of them, communication was entirely or mostly in English in the remainder. Ten childless households were visited and English was again found to be the dominant language spoken.

The Maori Language In The Community

English was also the main language spoken in the community. While fluent speakers preferred to use Maori with Maori speaking neighbours and friends, opportunities for conversing in Maori became more remote with members of younger generations. On such occasions the language of communication was nearly always English. The Maori language however retained a symbolic function for many kinds of marae based hui and religious services. It was also on the marae that several informants said that the teaching of Maori by their own elders should commence. The chances

for successful communication in Maori in Waahi Pa and Rakaumanga in a random encounter between two people were about two to one in favour if both persons were adults, but only about 1 in 9 if an adult was talking to a person under 14. Successful communication in Maori between two children would have been a rare occurrence in this community.

Attitudes Towards The Language

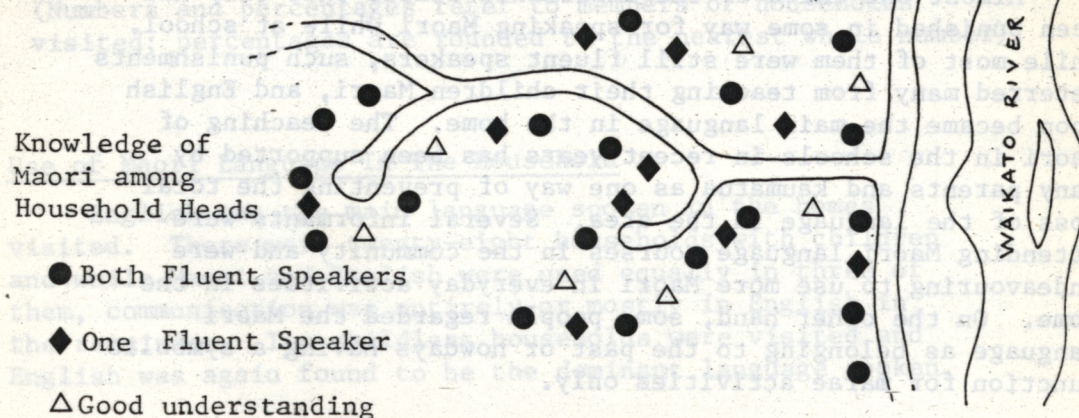
Almost one third of the informants stated that they had been punished in some way for speaking Maori while at school. While most of them were still fluent speakers, such punishments deterred many from teaching their children Maori, and English soon became the main language in the home. The teaching of Maori in the schools in recent years has been supported by many parents and kaumatua as one way of preventing the total loss of the language in the area. Several informants were attending Maori language courses in the community and were endeavouring to use more Maori in everyday activities in the home. On the other hand, some people regarded the Maori language as belonging to the past or nowadays having a symbolic function for marae activities only.

CONCLUSION

Over one third of the people involved in the survey were fluent speakers of Maori, and a little more than a half had a good understanding of the language. The great majority of these people were however adults and kaumatua and there was concern that among the younger generations the Maori language was most at risk. While some parents were trying to teach their children Maori in the homes, its greatest function was

for marae based hui and religious services. Support for the teaching of Maori in schools was widespread and has since been assisted by the Rakau method courses in homes and on local marae. Recent negotiations for the establishment of a bilingual programme at Rakaumanga school are being regarded as a positive move towards the maintenance of the Maori language in the area.

This is a purely imaginary map of Rakaumanga and Waahi Pa, on which the households included in the survey have been located to show the Maori language resources of the community.

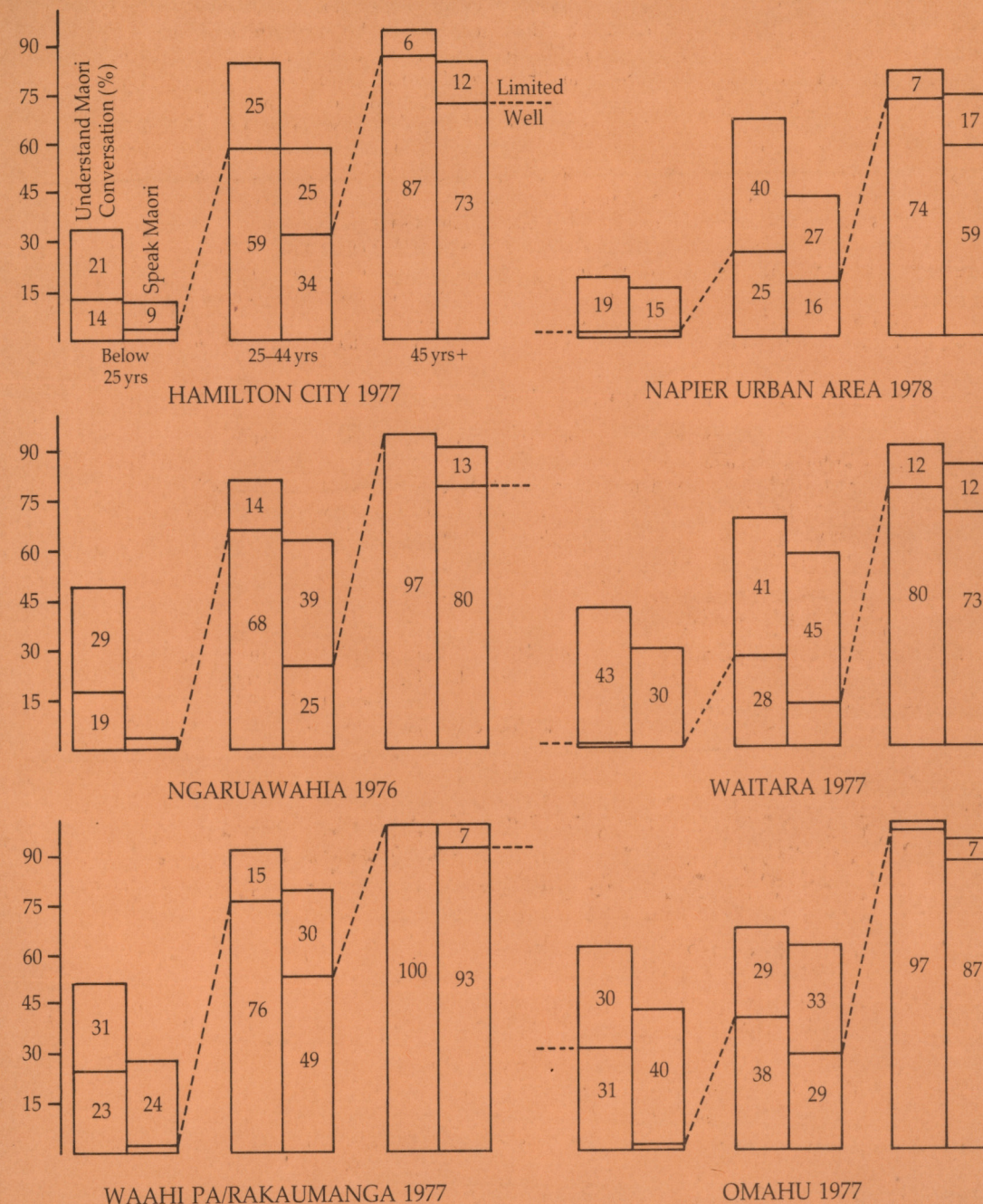


Interviewers: Philip Hawera, Tawini Rangihau, Broncho Te Kiri, Hiria Tumoana, Yvonne Siggleko, William Martin, Ripeka Kōopu Martin, Kahu Waititi, Joe Rua, Atihana Johns, George Marsden, Raiha Smith, Merepeka Wharepapa, Helen O'Donoghue, Doug Edwards, Meremaihi Williams Kōopu and Diane Farmer.

This report was prepared by Lee Smith

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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.