

# 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

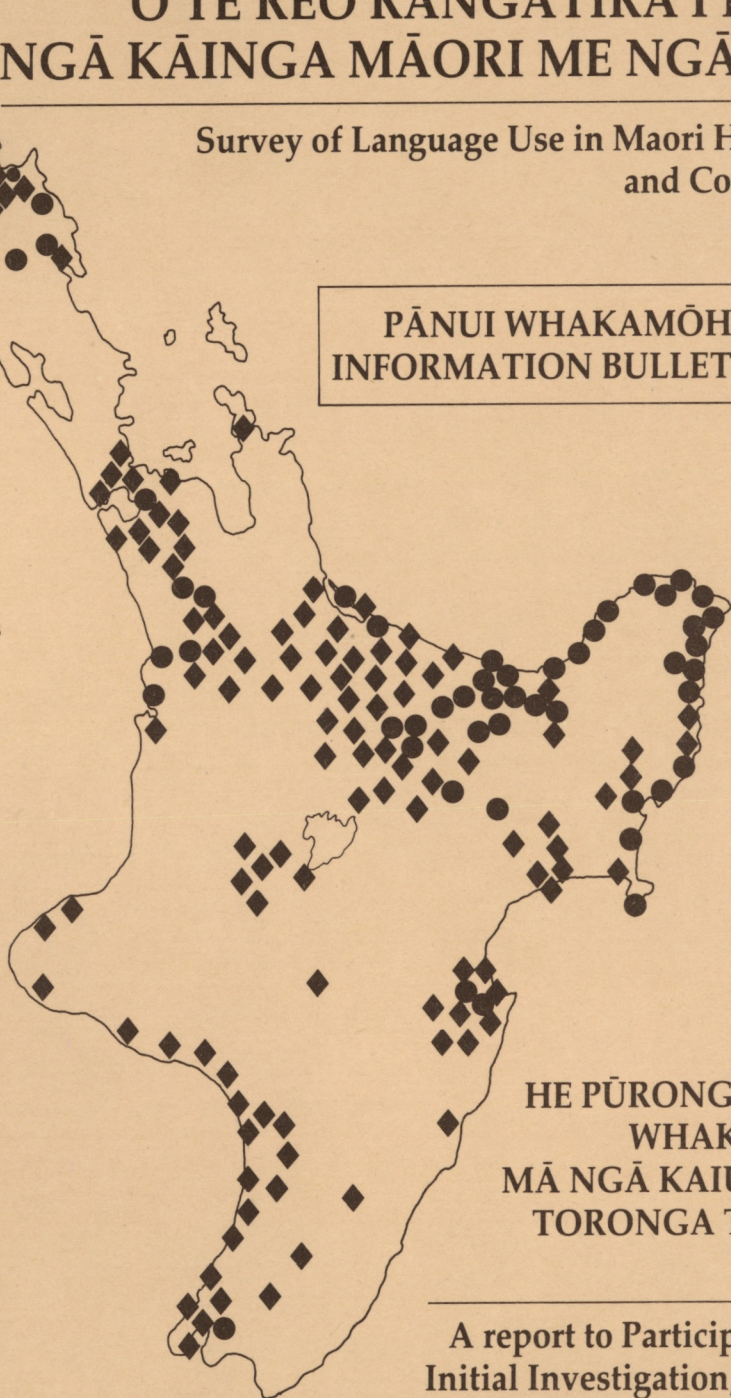
PĀNUI WHAKAMŌHIO  
INFORMATION BULLETIN

8

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 PAKIPAKI

Fieldwork for the census of language use in Maori communities took place in 28 households in Pakipaki in January 1978. The interviewers were Tamati Kruger (Tuhoe), Numia Ponika (Tuhoe), Patricia Parata (Ngati Porou/Ngai Tahu), Judith Brown Hawera (Waikato), Phillip Hawera (Tuhoe) and Alan Hawea (Ngati Awa). Five interviews were carried out partly or entirely in Maori; 23 were in English.

The households surveyed had a combined population of 140, all of whom were of Maori descent. This was just over one-third of the total Maori population at the time.

### RESULTS OF THE LINGUISTIC SURVEY

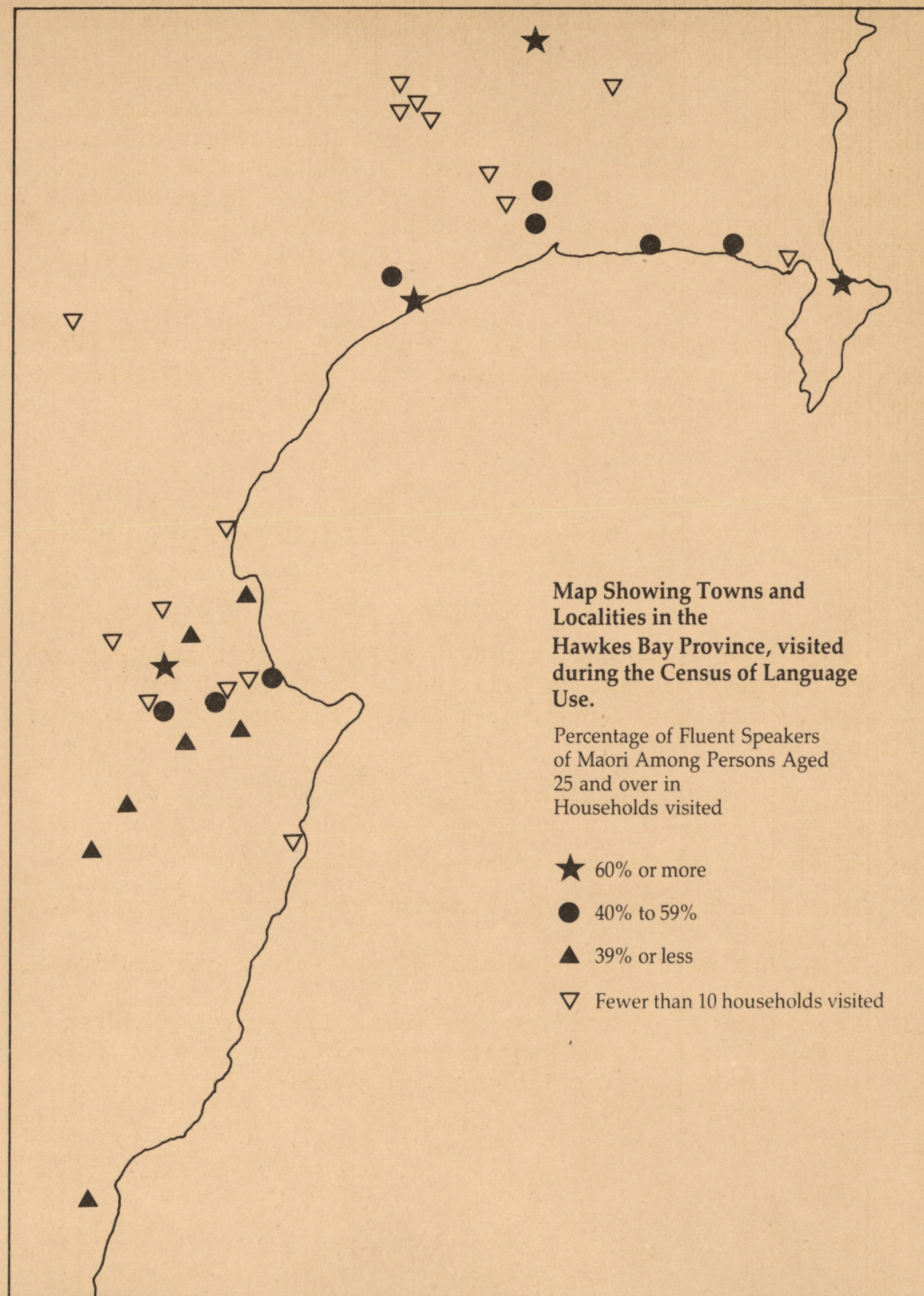
#### *Iwi Affiliation*

The people interviewed mentioned 10 major iwi to which they or members of their households belonged. The largest iwi represented was Ngati Kahungunu with 110 members, or 79 percent of the total.

#### *Ability to Speak And Understand Maori*

The information in the table on page 2 shows that:

- (1) More than a third of the kaumatua group were fluent speakers of Maori.
- (2) Less than a quarter of the 25-44-year-old group could speak Maori well.
- (3) There were no fluent speakers among the school children.
- (4) Although half of the people surveyed had a good to limited understanding of the language, only one-ninth of them could speak Maori.





KNOWLEDGE OF SPOKEN MAORI IN PAKIPAKI, 1978

Age Group	Fluent Speakers No. %	Understand Easily No. %	Limited Understanding No. %	No Knowledge No. %
45 & over	8 38	15 71	4 19	2 10
25-44	6 17	10 29	17 49	8 23
15-24	1 4	2 9	10 44	11 48
2-14	0	1 2	12 20	47 78
Overall	15 11	28 20	43 31	68 49

Numbers and percentages refer to those people included in the survey; percentages have been rounded to the nearest whole number.

*The Use of Maori Language In The Household*

English was the main language used in all the houses visited. In the 24 households with children visited, English was spoken all the time in 3 of them, and was the main language used in the rest. In the 4 childless households mainly English was used.

*The Maori Language In The Community*

English was also the main language spoken in the Pakipaki community. Although few people spoke Maori in the home, the language was used for various kinds of hui, especially on the marae and in some church services. As only a small proportion of people in the community spoke Maori fluently, it is not

surprising that most conversations with neighbours and work-mates took place in English. If two people in our survey met unexpectedly, the chances that they would be able to talk with each other in Maori would be about 1 in 10, if both were adults. If one of them was a child, the chances would be very slim. If both were children the chances would be nil.

*Attitudes Towards the Maori Language*

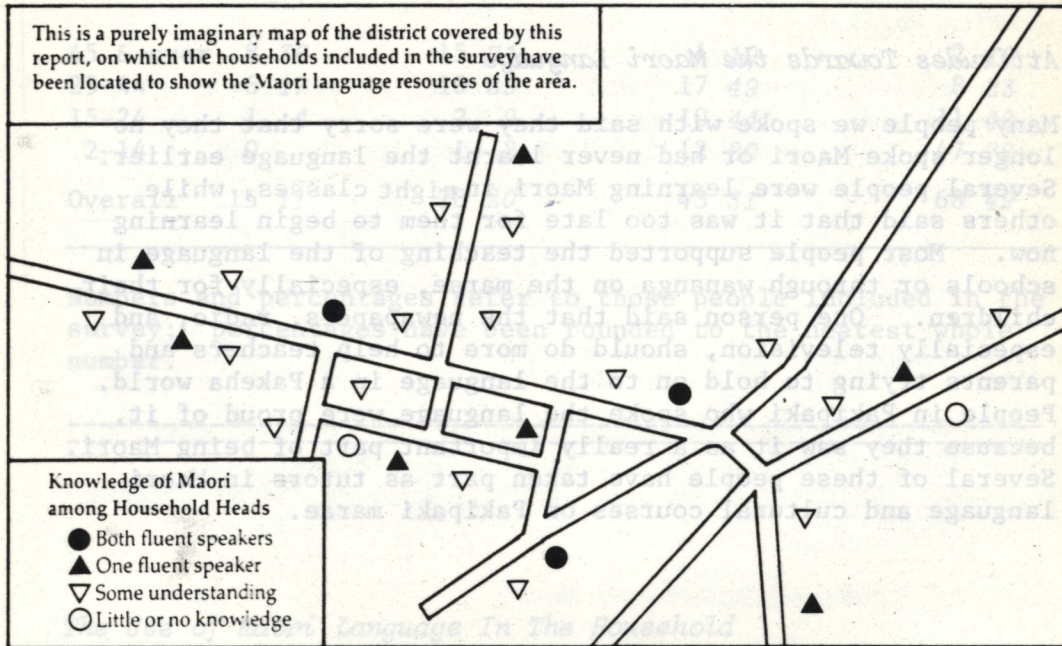
Many people we spoke with said they were sorry that they no longer spoke Maori or had never learnt the language earlier. Several people were learning Maori in night classes, while others said that it was too late for them to begin learning now. Most people supported the teaching of the language in schools or through wananga on the marae, especially for their children. One person said that the newspapers, radio, and especially television, should do more to help teachers and parents trying to hold on to the language in a Pakeha world. People in Pakipaki who spoke the language were proud of it, because they saw it as a really important part of being Maori. Several of these people have taken part as tutors in Maori language and cultural courses on Pakipaki marae.

CONCLUSION

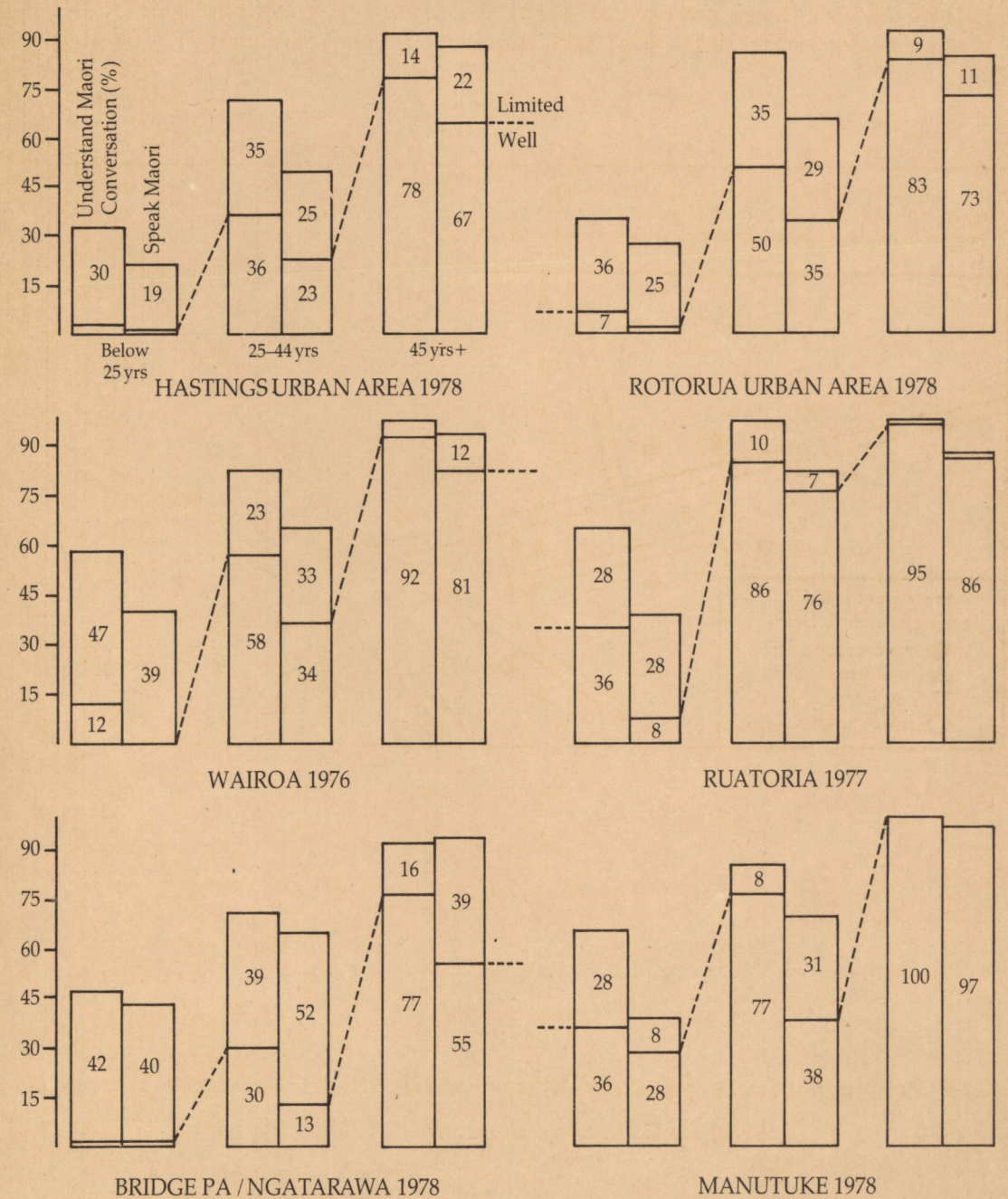
At the time of this survey, a quarter of the people over the age of 25 were fluent speakers of Maori, while almost a half of this age group had a good understanding of the language. Many of this latter group were sorry or embarrassed at not actually being able to speak Maori, but they all encouraged their children and mokopuna trying to learn the language either at school or in the many wananga being organized on the local marae. Many of the Pakipaki leaders have looked realistically at the decline in the use of Maori in their area and are trying to bring the language back, as people are doing in other parts of the Takitimu area. The people of Pakipaki were so impressed by the bilingual school that was



started at Omahu in 1979 that they have been on to the Hawkes Bay Education Board to start a similar scheme in their own school. While this has not so far happened, the new school Principal made an energetic start in teaching the Maori language in 1980, with the full support of the community.



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



This report was prepared by Lee Smith (Ngati Kahungunu)

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## 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.