

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

Survey of Language Use in Maori Households
and Communities

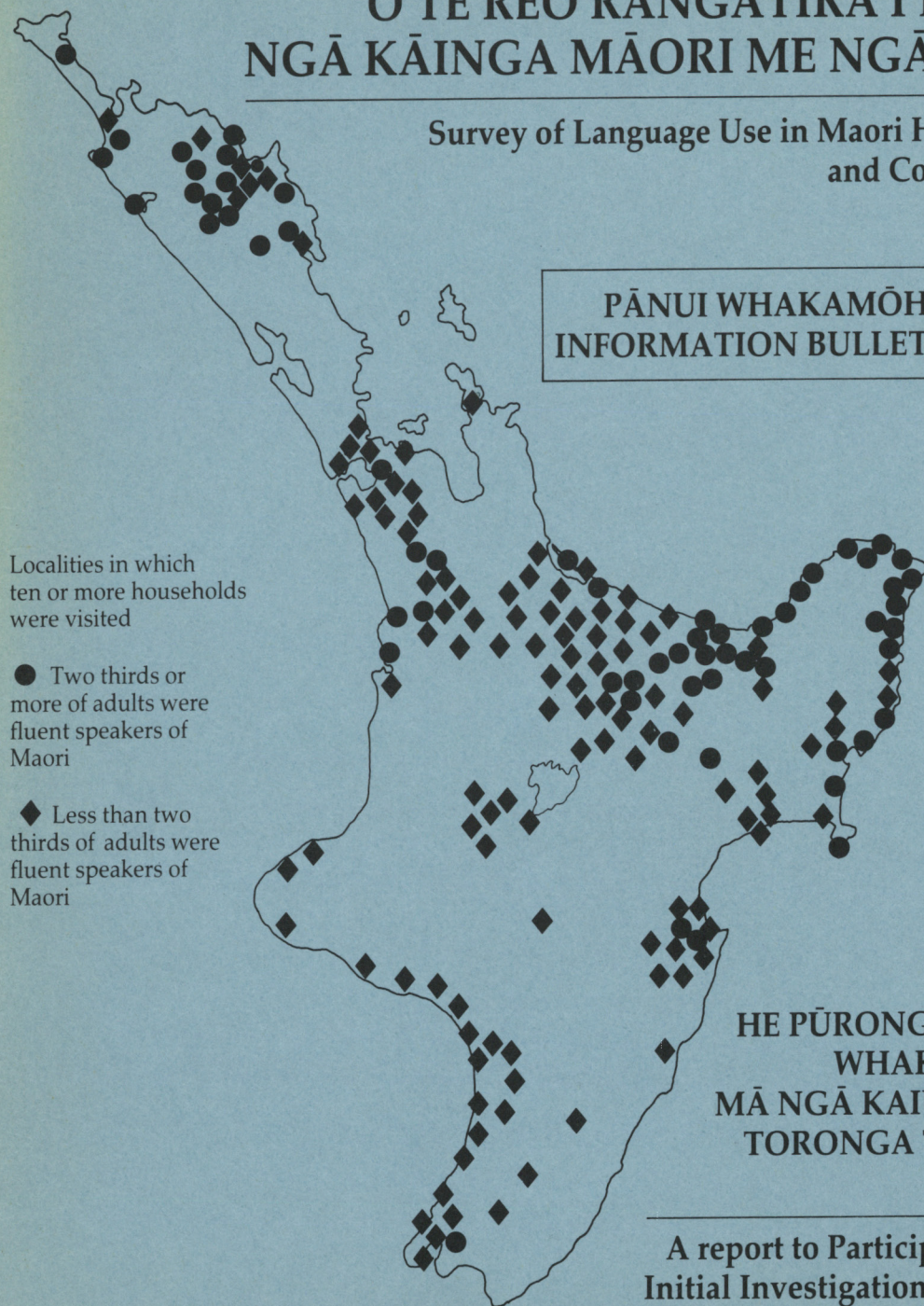
PĀNUI WHAKAMŌHIO
INFORMATION BULLETIN

26

Localities in which
ten or more households
were visited

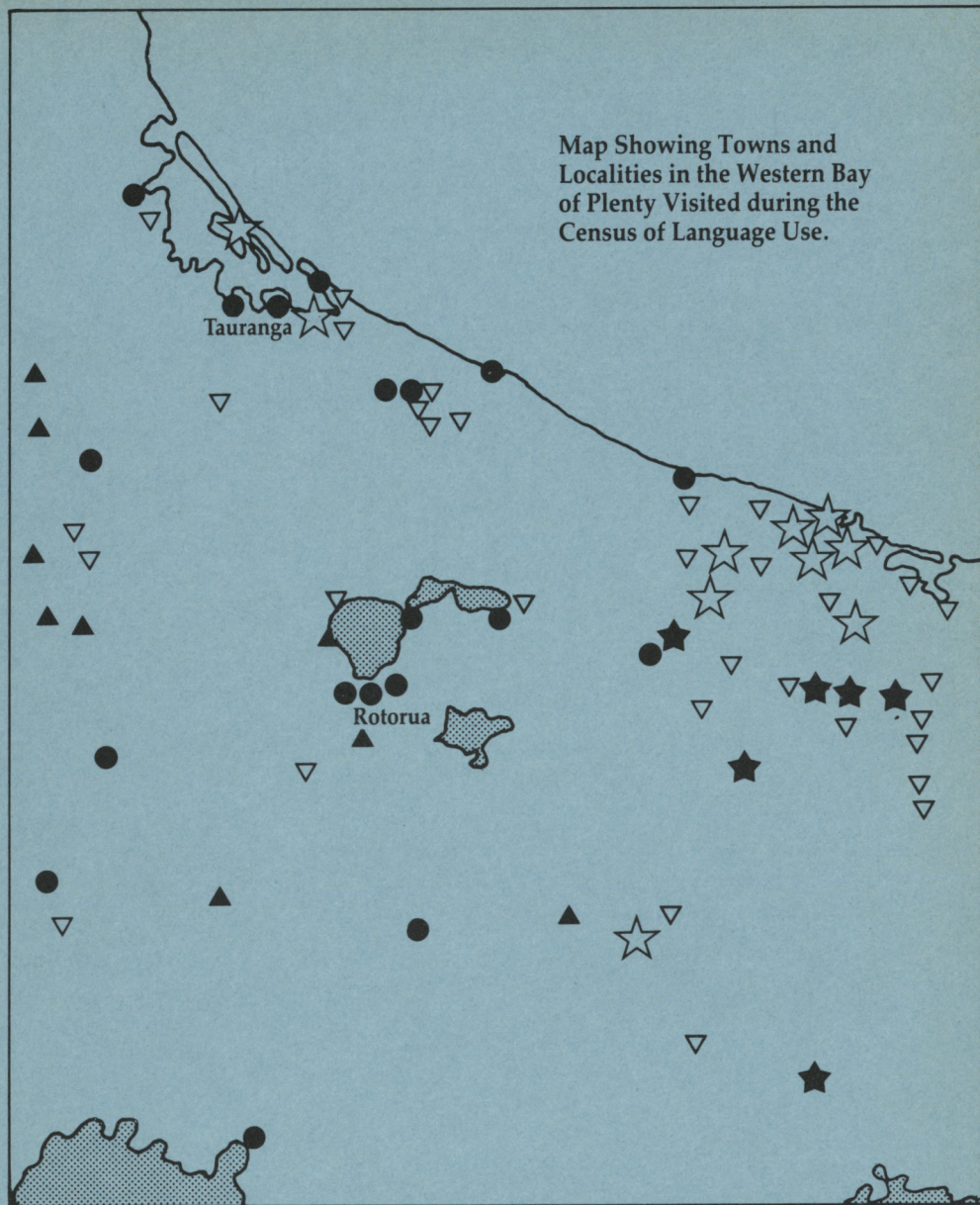
● Two thirds or
more of adults were
fluent speakers of
Maori

◆ 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



Percentage of Fluent Speakers of Maori among Persons Aged 25 and over in Households Visited.

- ★ 90% or more
- ☆ 66% to 89%
- 46% to 65%
- ▲ 45% or less
- ▽ Fewer than 10 households visited

THE MAORI LANGUAGE IN WAIOHAU

Fieldwork for the census of language use in Maori communities took place in 10 households in Waiohau in January 1974. Three interviews were carried out partly or entirely in Maori; the remainder (7) were in English. The interviewers were Meremaihi Williams Koopu (Ngati Awa), Lynda West, Joan Walker (Ngapuhi), Maku Potae (Ngati Porou), Elaine McCauley and Carol Hindmarsh Ngawati (Ngati Porou).

The households surveyed had a total population of 67 and 61 of them were of Maori descent. This was about half of the total Maori population of Waiohau at the time.

RESULTS OF THE LINGUISTIC SURVEY

Iwi Affiliation

The people interviewed mentioned 6 major iwi to which they or members of their households belonged. However, by far the most, 50 people or 75 percent, belonged to the Tuhoe tribe.

Ability To Speak And Understand Maori

The table on the next page tells us that more than half the total survey group spoke Maori fluently. While all the adults over 25 spoke Maori fluently and also understood the language with ease, the school-age children too were good at Maori - more than a quarter of them spoke Maori fluently, and over three-quarters had a good understanding of the language.

KNOWLEDGE OF SPOKEN MAORI IN WAIIOHAU (1974)

Age Group	Fluent Speakers		Understand Easily		Limited Understanding		No Knowledge	
	No.	%	No.	%	No.	%	No.	%
45 & over	8	100	8	100	0		0	
25-44	13	100	13	100	0		0	
15-24	7	54	13	100	0		0	
2-14	9	27	26	79	1	3	6	18
Overall	37	55	60	90	1	2	6	9

(Numbers and percentages refer to those included in the survey; percentages are rounded to the nearest whole number).

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Use Of Maori Language In The Household

Maori was the main language spoken in most households. There were 10 households visited in Waiohau, and all of them had dependent children. In 5 of them people spoke with each other entirely or mostly in Maori, and in 3 others Maori and English were spoken equally. In the remaining 2 homes, while some Maori was used, English was the main language spoken.

The Maori Language In The Community

Maori was also the main language spoken in the community. As more than half the people spoke the language fluently and nearly all of them (90 percent) understood the language well, it is not surprising that neighbours, friends, and workmates did much of

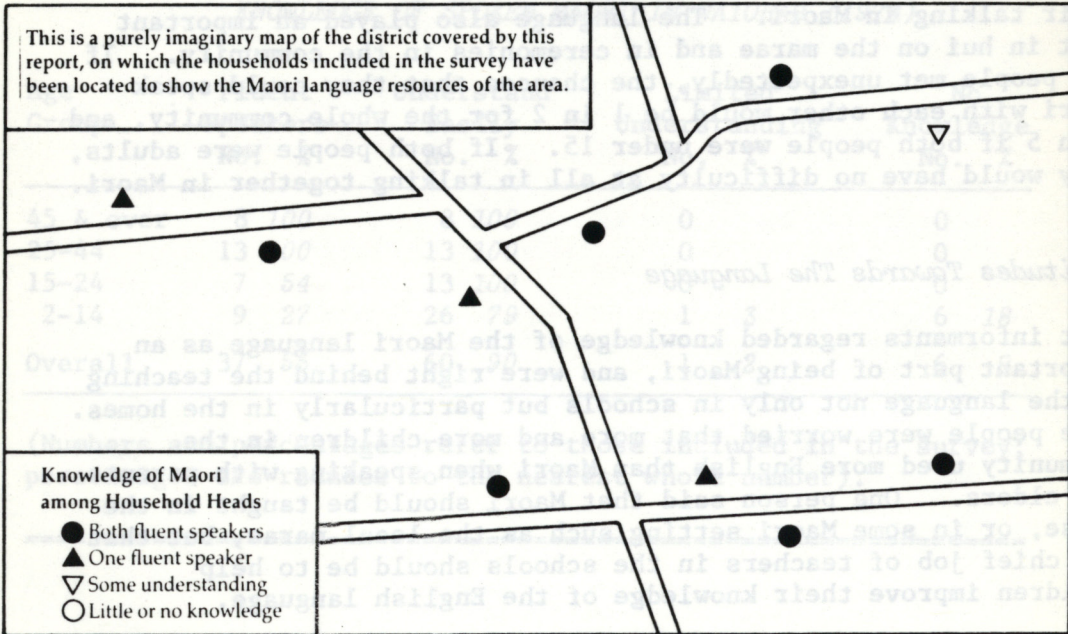
their talking in Maori. The language also played an important part in hui on the marae and in ceremonies in the community. If two people met unexpectedly, the chances that they could speak Maori with each other would be 1 in 2 for the whole community, and 1 in 5 if both people were under 15. If both people were adults, they would have no difficulty at all in talking together in Maori.

Attitudes Towards The Language

Most informants regarded knowledge of the Maori language as an important part of being Maori, and were right behind the teaching of the language not only in schools but particularly in the homes. Some people were worried that more and more children in the community used more English than Maori when speaking with parents and elders. One person said that Maori should be taught in the house, or in some Maori setting such as the local marae, but that the chief job of teachers in the schools should be to help children improve their knowledge of the English language.

CONCLUSION

The Maori language was the main language spoken by residents of Waiohau in their homes and in the community. While all the adults over the age of 25 spoke the language fluently, just a third of the people under 25 spoke Maori as well. However, since more than two-thirds of this age group had a good understanding of Maori, there was a lot of Maori spoken in the home and community between children and adults. As Maori was the main language spoken in more than three-quarters of the households visited, it is not surprising that, when the survey took place, no-one in Waiohau was worried that the language would die out there.



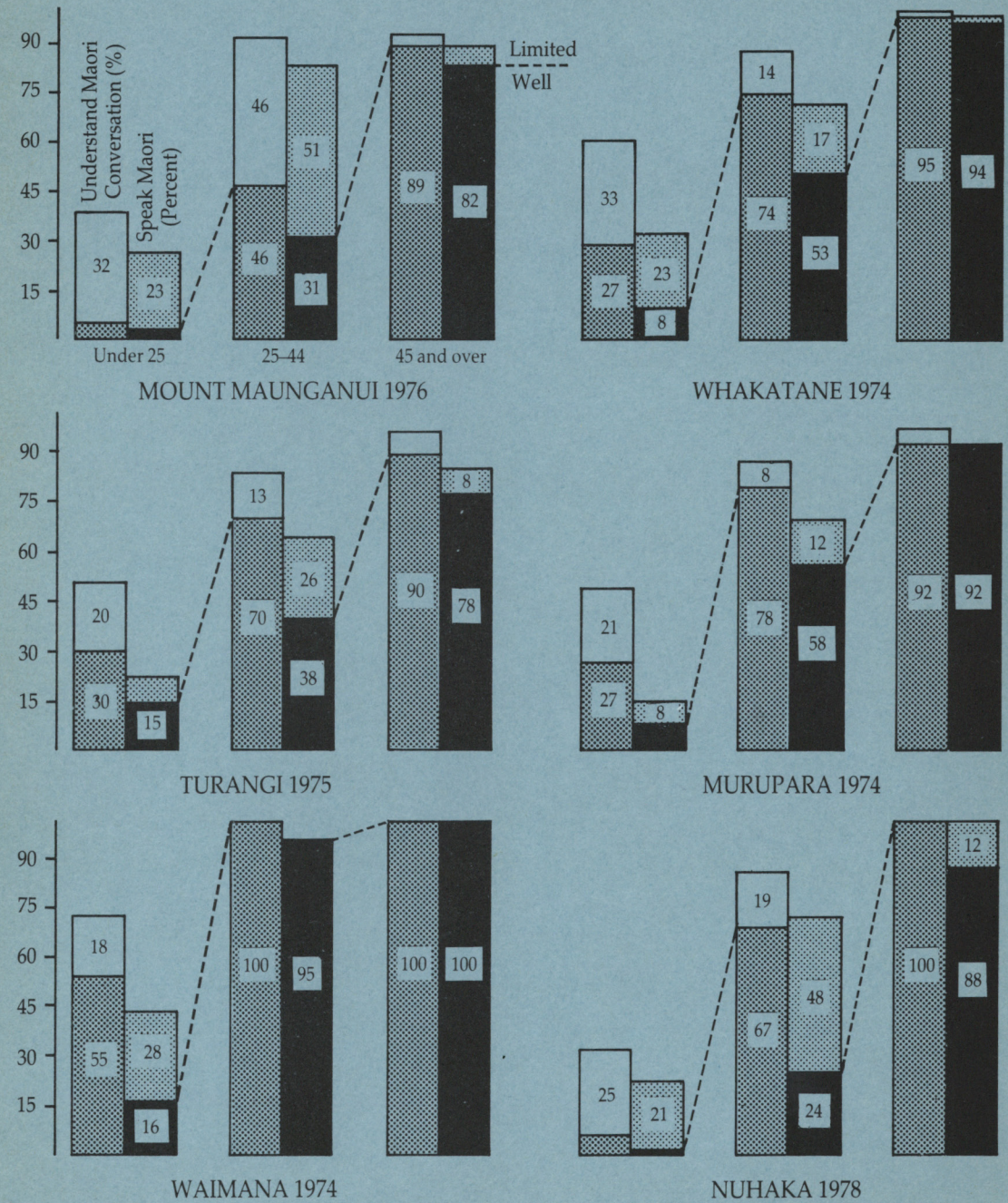
Use of Maori Language in The Household

Maori was the main language spoken in 10% of the households. In 5 of these households the main language spoken was Maori and the other 5% of the households were 10% Maori. In 5 of these households the main language spoken was Maori and the other 5% of the households were 10% Maori. In 5 of these households the main language spoken was Maori and the other 5% of the households were 10% Maori.

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.