

maori society generally, and both are deplored by the maori people generally. I feel that we must act positively to reverse these trends. I propose therefore that here at Hato Petera, we embark upon a programme aimed at reversing this process. The ultimate objective is to put the maori language back into the school as an equal partner with English, and to change the school from its present character as a Catholic school for maori boys to be a Catholic maori school for boys. That is to move the emphasis away from it being another school for maoris to being a maori school for maoris.

Our Responsibility

If we, as a people, want our language to survive and to flourish into the 21st century, then we must be much more active in promoting its use. We cannot sit back and expect other schools, especially the state schools, to carry the burden of maori language learning and to produce maori speakers for the future, unless we are able to show the way. If we cannot make the commitment here at Hato Petera, we can hardly expect any other schools to do it for us.

The Proposal

From 1986, the third form intake will be totally immersed in maori. Both in the hostel and in the school, the language of instruction and of communication generally will be maori. This will mean major rearrangements of staff and of the curriculum, but as has been shown overseas, total immersion programmes can work at adolescent and adult level. Until the boys become proficient speakers and thinkers in maori, their instruction in some subjects such as mathematics, general science and technical drawing, will have to be deferred. Subject areas such as language, social studies, physical education, Christian living, music and art, and horticulture, can be taught in maori from the start of the year. The programme will involve the hiring of at least one and probably



two additional teachers who are native-speakers of maori.

In the hostel, the junior dormitory staff will need to be strengthened numerically and either replaced by maori speakers or the current staff given the opportunity between now and 1986, to become proficient maori speakers. In the following year, 1987, a further intake of boys at third form will undergo the same total immersion programme. The 1986 intake, now in their fourth form year, will continue to have some subjects taught in maori and the others, especially science and mathematics, will be taught in English. The newly acquired maori language skills of the fourth form, and other proficient maori speakers in the school, will be used as additional resources for maori language acquisition in the junior school. I feel confident that we will be able to draw heavily upon community resources for this programme, and that the goodwill that exists in the school and the community at large will manifest itself in help to attain these goals.

There is little doubt that the first year will be the most difficult, but provided the parents are fully informed of the language objectives, before their sons are accepted at Hato Petera, then all the difficulties will be within the school and therefore manageable.

Results Through Hard Work

By 1990, the whole school will be bilingual and the objective of producing young maori men who are willing and able to take their places in our community will be achieved. I feel confident that we can reach this goal, although to do so will involve us in much disruption of our present pattern of learning, and much reorganisation of our teaching resources. It will involve a total commitment to the objectives by all the staff, all the board members and all the parents, indeed of all of the Catholic maori community at large. It will involve a great deal of work, many pitfalls and many disappointments, and a continual reappraisal of our efforts as we progress.

I am also confident that the standard of education in other subject areas need not suffer because of this plan. Indeed, I feel sure that the greater emphasis on maori will enhance the school in the eyes of the community, and will ensure that our boys will leave school better qualified overall and much more self-assured and confident to fill the adult roles that society requires of them. We need not fear that the boys' English will suffer: evidence both here and overseas points conclusively towards second language learning helping in the use and understanding of the first language.

Widespread Discussion

I present this proposal to the board as a draft plan for discussion. I would like

