## Intelligence and the P keh Child<sup>1</sup> D. Archer, R. S. Oppenheim, T. S. Karetu, R. St. George

This paper deals with the problem of P keh intelligence. The authors have developed a new test of intelligence, called the MOTIS [based on the OTIS intelligence test which was developed in the US and Australia] and are optimistic that their findings will revolutionise the processes of intelligence testing and secondary school streaming in New Zealand... the outdated OTIS suffers from an unfortunate cultural bias. For example, Question twenty-six of Form C of the OTIS reads:

Which word makes the truest sentence? A youth is (?) wiser than his father.

1 never, 2 rarely, 3 much, 4 usually, 5 always.

The findings of our study are relatively dramatic and portentous... In brief, the MOTIS has demonstrated that the IQs of New Zealand students are not, in fact, what educators have thought them to be.

## M ORIS SCORE HIGHER

M ori students scored higher on the MOTIS test of intelligence than did their P keh peers... Thus the mean IQ of the M ori students tested was 102.94. The mean IQ of the P keh students, however, was only 67.26. Pending further testing, these figures may be provisionally accepted as the average IQs of both population groups.

These findings are, of course, rather distressing. They show the P keh child to be farther behind his M ori classmate than even the authors had suspected. More important, the findings justify the immediate implementation of corrective programmes to assist the handicapped P keh child in catching up.

The authors feel that it is necessary to view the MOTIS results in an appropriate perspective. Of course, the lowperformance of the P keh child does not, necessarily, mean that he is innately inferior; it may well be - and the authors would like to believe - that the P keh child has the same chance at birth to be as highly intelligent as the M ori child. If the P keh child's intelligence is inferior, his inferiority may be said to be cultural. In other words, the P keh child may be thought of as "culturally disadvantaged". This means that the P keh child has simply not grown up in a home as rich in cultural opportunities as the home of a M ori child. Of course, the authors feel that it would be wrong to shame the P keh child by telling him that his parents haven't given him the advantages given a M ori child. After all, the P keh 's inferior intelligence is simply not his fault

From another perspective, the MOTIS results are not without grounds for cautious optimism. The mean P keh IQ of 67.26 leads us to believe that the P keh child is at least trainable and perhaps educable as well... On the basis of the MOTIS data, the authors feel that the P keh child may well be best suited for curricula which do not overtax his limited resources. Shopwork, machining, home science, and perhaps even commercial courses may well be within the reach of the P keh child; and with adequate training, the P keh child could even become a rather terrific bulldozer operator.

Of course, there are drawbacks. If students are streamed on the basis of their MOTIS results, it will create an unfortunate racial stratification in the high schools. That is, the higher intelligence M ori pupils will tend to populate the highestacademic levels, and the under achieving P keh child will tend to filter down into courses of lowstatus. If this does occur, we must expect that the P keh child may come to think of himself as an inferior. He may think that P keh s as a group, are not worth much in school, or elsewhere as well. He may not think much of himself, or expect much of himself, or aspire to achievement...

## MOTIS Test

You have 1 minute to answer all 10 questions (any unanswered questions are automatically wrong). The first one is an example. Some questions have two correct answers – you must pick the best one. If you are not sure of the answer to any question, make a guess.

Ex	Which of the following is not a fruit?	6	A fantail flying around inside your house, is a sign of what?
	() peach () apple (√) grass () lemon		() good luck () bad luck () stormy weather () fine weather
1	What is a waka?	7	What does whakah h mean?
	() bird () horse () storm () canoe		() to laugh () to cry () to talk () to skite
2	The opposite of enemy is	8	Which of the following is a name for the North Island:
	() manu () hoa() toru () marae		() Te Ika a M ui () Waipounamu () Maunganui () Aotearoa
3	When you leave a cemetery, what should you do first?	9	What is a haurangi?
	() have a meal () tell jokes () sing a song		() speaker for his people () man of great mana () a drunk
	( ) wash your hands		() farmer
4	Which one of these four words is most unlike the others?	10	What does this proverb mean? Kia u, kia mau ki to M oritanga
	() puha () pipi () tuna () kina		() Hold on to your M oritanga
5	Where would it be bad manners to take food?		() M oritanga and the birds are of one wing
	( ) store house ( ) dining hall ( ) meeting house		() The Moritanga of old is not new
	( ) whare puni		() Eating is the heart of Moritanga



<sup>&</sup>lt;sup>1</sup> Excerpts from article in *National Education*, July 1971, 53, No.577, pp 258-60, edited by Treaty Resource Centre. www.trc.org.nz 2019 TRC www.trc.org.nz

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