

king lists: Ezana and Zezana are the same persons as 'Abreha and 'Aşbeha. In this way epigraphic evidence and indigenous tradition find mutual confirmation.

(Communicated by E. Ullendorff)

Use of Films in Mass Education and Colonial Development

Two of the leading organizations in Great Britain concerned with educational and documentary films have recently initiated large-scale projects of research into the problems and potentialities of the use of films in Mass Education and in Colonial Development. Both organizations will pay particular attention to the needs and problems of African territories.

The Scientific Film Association, which is well known for the important work it has done during the last five years in promoting the production and the use of scientific films in Great Britain, is concentrating on the problem of Mass Education. The S.F.A. International Committee has begun by establishing a liaison with the Fundamental Education section of U.N.E.S.C.O. and has also invited African students studying education and science in this country to co-operate in the research project. The collection of all available information is well in hand, and it is hoped shortly to produce a series of reading lists and information statements to form the basis for further work. The Committee will be considerably assisted in its investigation by the close connexions which it has with the International Scientific Film Association, to which are affiliated scientific film movements all over the world.

The other organization working on this question is the newly formed British Documentary, a body which is broadly representative of the documentary film industry as a whole, embracing as it does all those associated in any aspect of the production and distribution of this type of film. The Working Party on Films and Colonial Development set up by British Documentary has outlined a scheme of work covering almost every aspect of the subject. Surveys are to be prepared on the following topics: the policy of individual powers responsible for undeveloped or colonial territories; Censorship Regulations in Colonial Areas; Commercial Cinemas in Colonial Areas; Methods of Production of Films for Colonial Areas; the Financing of Films for Colonial Areas; Distribution and Use of Films; the Training of Native Technicians and Projectionists; Films Relating to Colonial Areas; Analysis of Audience Groups on a Cultural and Ethnological Basis; Recommendations on Subjects for Films; Psychological Problems; Economic and Social Problems.

Both organizations will work closely together in order to avoid duplication of effort, and it is hoped that that this co-operation will lead, at a later stage, to a common working party. It is certain that the efforts of British Documentary and the Scientific Film Association will help to advance understanding of the use of film as a medium for the development of colonial peoples, and that the surveys proposed will contribute towards the solution of the great problems which these two bodies have undertaken to study.

(Communicated by H. G. A. Hughes)

A New Technique in Grammatical Studies

SOME years ago Father Wanger, the Zuluist, made a plea, which has been echoed in many quarters, that the grammar of a Bantu language should be written from the Bantu point of view and not pressed into the frame of Indo-European languages. The Rev. E. W. Price has made this his aim in his study of Ngombe,¹ the northernmost of the central Bantu languages. Abandoning the traditional terminology, Mr. Price has adapted the technique developed at the School of Oriental and African Studies by Dr. Malcolm Guthrie.

¹ *Ngombe Grammar*, by E. W. Price, foreword by Professor Ida C. Ward. Duplicated. Pp. 88.

The main principle is that an Ngombe word is recognized as belonging to one or other word-group ('part of speech'), not, as in English, by its use and meaning, but by its form. As everybody knows, a Bantu word generally consists of a core or radical, to which are attached various prefixes, infixes, and suffixes. Except in ideophones, this radical in Ngombe has a tone, integral and fixed, high or low. Its basic form is Consonant-Vowel-Consonant, e.g. -OIP- ('shut'). The affixes modify the intrinsic meaning carried by the core and bind the structure of the sentence. There are four major groups of words. The nominals, containing each a fixed prefix, are invariable. The distinction between 'singular' and 'plural' has no grammatical significance: for example, *molangi* ('bottle') and *milangi* ('bottles') are two independent words existing each in its own right. There are independent and dependent nominals, the latter containing a variable prefix which imitates the initial syllable of the independent nominals with which they are linked. Older grammarians would call these 'adjectives', 'pronouns', 'adverbs', 'conjunctions'. The next group, the verbals, differ from nominals in that alternating affixes occur both before and after the central core, the prefixes referring to the preceding independent nominal. The remaining words in Ngombe are either particles, which are used to associate words in sentence-construction, or ideophones. The independent nominals are grouped in genders—'classes', we used to call them.

Mr. Price proceeds to divide dependent nominals into adnominals and pronominals, corresponding roughly to 'adjectives' and 'pronouns'. Of the former there are two sub-groups, those with low-toned and those with high-toned concords. Pronominals also fall into two sub-groups: (a) substitute pronominals ('substantive and possessive pronouns') and (b) selector pronominals ('demonstratives').

Mr. Price's exposition of the verbals is illuminating. They are best studied, he says, in two groups: one in which the verbal is brought into concordial agreement with a nominal which it is subject; and one in which the verbal is independent of a nominal. He retains the term 'tense' to describe any series of verbals in which the subjective concords (formerly called 'personal pronouns') alone are the alternating factor. Verbals are grouped according to the distinction between time-tenses, zero-time tenses, and timeless tenses—the last introducing ideas of supposition, subjunction, and simultaneity. ('Mood' is eliminated.) Throughout the exposition tones are indicated.

To some old-fashioned grammarians all this may appear to be merely a juggling with terminology, an impish pursuit of new and confusing terms. It is not so. From even a superficial study of Mr. Price's work one gets a clearer understanding of the structure of Bantu than is obtained from the old grammars. Anyone who is contemplating the preparation of a grammar would be well advised to master this new technique.

(Communicated by E. W. Smith)

A Tigrinya Language Council

WHEN, in 1942, the British Ministry of Information in Eritrea founded the first regular weekly paper ever published in Tigrinya, a great many problems presented themselves to the editors. It was not only a question of translating words like Allies, United Nations, bombs, and dictator into Tigrinya, the language of a predominantly agricultural community, but also of creating a style and a spelling suitable for the needs of the average Tigrinya newspaper reader.

Tigrinya is the language of some 450,000 Abyssinians on the Eritrean plateau and of some 800,000 beyond the artificial border in Northern Ethiopia (Tigre province). It is thus, after Arabic and Amharic, the most widely spoken living Semitic language.

Although very little had been printed in Tigrinya until recently, with the exception of the New Testament, a selection from the Psalter, and other Old Testament texts, there has been a fairly extensive correspondence between Eritreans, and an astonishingly acute feeling for