

*Method* : Observe these two sentences : "History casts its shadow far into the land of song ;" "Thou, God, seest me."

Give the subject and simple predicate of the first sentence.

Read them, and after the verb ask the question, What ? Thus, "History casts" what ?

What word answers this question ?

*Ans.* The word "shadow."

Compare the object denoted by "shadow," with the object denoted by the subject, "history."

*Ans.*—It is a different object.

Describe the word "shadow," by telling all we have found to be true of it.

*Ans.*—The word "shadow" answers the question, What ? after the verb, and denotes a different object from that denoted by the subject.

Take the second sentence. Read the subject and simple predicate, adding the question, "Whom ?" Thus, "Thou seest" whom ? What word answers this question ?

*Ans.*—The word "me."

Do the words "thou" and "me" denote the same or different persons ?

*Ans.* -- Different persons.

State what we have found true of the word "me."

*Ans.*—It answers the question, "Whom ?" after the verb, and denotes a different person from that denoted by the subject.

Whatever answers the question What ? or Whom ? after the verb, and means a different person or thing from that denoted by the subject is an object of the verb, or an objective element.

Define Objective Element.

Too much stress can hardly be laid upon the importance of making the pupil clearly understand the difference between the Objective Element and the Attribute. The Attribute answers the question What ? or Who ? after the verb, but always means the same person or thing as the subject. The object of the verb answers the question What ? or Whom ? and always means a different person or thing from that denoted by the subject.

Before allowing pupils to analyze sentences containing the objective element, special drill should be given on distinguishing between the attribute and the object. A large proportion of errors of analysis will be found to consist in the inability to distinguish between these two elements.

#### EXERCISE I.

Point out the objects and attributes in the following sentences, and give the reason for each choice.

1. Cato learned Greek at eighty.
2. A deed of humbleness deepens humbleness.
3. Chaucer at eighty-two wrote *Canterbury Tales*.
4. Knowledge is no burden.
5. The apparel oft proclaims the man.
6. Moral virtues are not religious graces.
7. Everything in this life has its price.
8. School-houses are the republican line of fortification.
9. Contentment is our best possession.
10. Sounds the most faint attract the ear.
11. Calumny will sear virtue itself.
12. Brevity is the soul of wit.
13. Man foretells afar the courses of the stars.
14. Ideals are the world's masters.
15. No scientific analysis can discover the truths of God.
16. Worry is rust upon the blade.
17. The seed sown in the ground contains in itself the future harvest.

18. Earnestness is the first requisite for real success in everything.

19. Politeness has been well defined as benevolence in small things.

20. The child is father of the man.

21. The noblest mind the best contentment has.

#### EXERCISE II.

Analyze the sentences in Exercise I. Also the following sentences :

1. The truly great man does not scorn little acts of kindness.
2. Even from the body's purity the soul receives a secret, sympathetic aid.
3. By compliance with laws of the universe, we put ourselves in possession of its blessing.
4. Tact teaches when to be silent.
5. Post-mortem kindnesses do not cheer the burdened spirit.
6. Nothing can need a lie.
7. Simple duty hath no place for fear.
8. Nature fits all her children with something to do.
9. Large charity doth never soil white hands.
10. We build the ladder by which we rise.

(The reader will observe that the writer does not hesitate to use sentences conveying ideas and thoughts that are occasionally above the comprehension of young children. She uses none, however, that may not be brought within their comprehension by proper questioning. The general knowledge gained in this way should form no small part of the child's acquisition. This point cannot be too frequently urged upon the teacher's attention.)

#### LANGUAGE TEACHING.

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#### LETTER-WRITING.

Another branch of language should receive considerable attention, even in the primary school. Little children should be taught to write letters. It is a mistake to suppose that any well educated person will drift into letter-writing, and become a proficient in the art if he has only practice enough. Practice is necessary, it is true, but "practice will not make perfect" unless the effort be directed by sound judgment.

Leaving the form of the letter to be determined by the dictation lessons, as described in a previous paper, I will now speak only of the matter that is to enter into its construction.

With young children, assume certain conditions, and require the pupils to answer them in the proposed letter. At first one condition will be sufficient, then two, and afterward more.

For example, ask the children to write a letter inviting you to spend next Saturday afternoon with them, at their homes. The second letter should contain the above, or something similar, and the additional particular that their mothers wished them to extend the invitation to the teacher. The third letter adds an invitation to "tea," and, perhaps, to spend the evening. Thus the letter can be made to grow day by day until it reaches proportions of considerable magnitude.

With children in the grammar school, the following, or something similar, may prove helpful :—

1. John Wilson lives in Dorchester. Warren Johnson lives in South Boston. John has made a kite and is quite proud of his success. He writes a letter to Warren telling him about the kite, and asking him to come to Dorchester the next holiday, and enjoy the sport of flying it.

a. Write John's letter. b. Write Warren's answer.

2. Willie Jackson lives in Salem. Last July he spent three weeks in Boston with his cousin George Williams. Willie and