

the term, though some have thought to find two kinds of predicates, the logical and the grammatical. We deem it best to use only the simple term, *the predicate*, seeing it is all that is necessary to use in the after process of sentence building; for it must not be forgotten that the direct practical result aimed at in analysis teaching is skill on the part of the pupil in sentence-construction or composition. Generally speaking, there ought to be no teaching of any school subject for its own sake, and never ought the teaching of the analysis of sentences be anything but a means to an end, and that end by no means the mere passing of an examination. And as with the term *predicate*, so with the term *subject*; we would advise the using of the simple forms of these words. The action which the predicate is supposed to represent is often spoken of by the teacher as passing from the subject to the object, or whatever these in their turn represent. There is thus a symmetry about the completed sentence which is in itself attractive to the pupil. There may be a completed sentence without the object, as in the case where the action represented by the verb seems to be lost in itself or returned upon what the subject stands for. Yet we know of no advantage to be gained in composition by introducing in analysis teaching such terms as *completion* or *complement*. When the predicate expresses action, it is the organic link between the subject and object; and one might as well call the subject in some instances the completion, as some are inclined to designate the object. The word *complement* has been invented to designate what, at first sight, appear to be exceptional elements in the sentence: but on closer examination these elements are seen to belong to either of the organic parts, the subject or predicate. The completed form of the sentence, the symmetrical sense-form, has in it three elements, the subject, the predicate and the object, expressed or understood, and in the earlier stages of analysis teaching, all simple sentences should be reduced by the child to the symmetrical form as a model when any of the three organic parts are not expressed. But as the meaning of a word may be intensified by the addition of other words, so may the subject, predicate and object be expanded in form by adjunct words. The term *enlargement* is therefore introduced to denote the attachment-words to the subject and object, and the term *extension* to denote the attachment words