

## Whence "subject, predicate"?

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In primary school "l'analyse logique" ("parsing" in English) taught us to look for the verb first, then for its dependents: subject (if one), direct object (if one), indirect object (if one), "compléments circonstanciels" and so on, all of them linked directly to the verb. (I gather that the same was/is taught in Russian primary schools.) As a result, a sentence is a central element (the verb) surrounded by a variable number of ancillary elements. An octopus, as it were, with a varying number of arms.

English-speaking children, on the other hand, are taught to analyze a sentence into two elements: subject, predicate. (Whence the famous rewrite rule:  $S = NP VP$ ).

There is quite a drastic difference between the two approaches.

I wonder. What is the origin of the English approach to parsing a sentence? From when does it date? Does anyone here know?

Same question about the French (Russian?) approach.

And further, which do they teach in, say, Germany, Spain, Italy, and so on?