

**TARBELL'S LESSONS  
IN LANGUAGE.  
FIRST BOOK**

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Tarbell's Lessons in Language. First Book by Horace S. Tarbell

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**HORACE S. TARBELL**

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TARBELL'S  
LESSONS IN LANGUAGE

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FIRST BOOK

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## PREFACE.

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THIS Language Series has been prepared in the belief that every pupil passing through our schools should be taught to use his native tongue with readiness, clearness, and accuracy, in both its spoken and its written forms.

Every one trained in our schools should be able to write interesting letters to his friends, and to conduct his business correspondence in a business-like way.

He should be familiar with the written forms of social intercourse, and should understand the forms and force of business papers.

He should be able to set forth his business in an advertisement, or his "views" in articles for the daily paper.

When occasion requires, he ought to be able to serve acceptably as the secretary of a meeting, and to know how to prepare resolutions, credentials, and reports.

He should be capable of orderly narration, accurate description, and clear exposition of themes within the range of his knowledge.

For such attainments this series is intended to provide.

"In the private affairs of life, as in political or international questions, he who speaks or writes the best will always gain an ascendancy over his fellow-citizens. Speech is power."—*Marcel*.

The requisites for writing well are:—

1. Material—information and opinions.
2. Power over words.
3. Knowledge of the technics of written form.
4. Culture.

The special purpose of this series is to secure to the pupils using it a well-grounded confidence in their possession of the second and third of these requisites, and indirectly, but not ineffectually, to improve them in thought and culture. "Self-confidence is the basis of success in every art."

Theory and practice are here combined, but practice is made paramount. "By doing only can we know what it is we have to do." What the pupil is able to do and needs to do has determined what he should know.

The proper order for study, and not the logic of the subject, has decided the order of presentation. In this series of two books as much is presented of grammar, punctuation, and composition (which is rhetoric in its elementary and practical form) as the pupil can profitably study before entering the high school.

The relation of this work to the pupil's other studies has constantly been borne in mind. It stands as the central subject of school work, drawing aid from all the others and returning to them more than it receives.

The first book is designed to be placed in the hands of pupils who read readily in a Third Reader. The series will furnish material for daily exercises until the pupil is ready for the high school.

HORACE S. TARBELL.

*Providence, R. I.*

# LESSONS IN LANGUAGE.

## PART I.

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### LESSON 1.

#### THE SENTENCE.

[See Note 1, page 211.]

Here is a dialogue which a teacher one day carried on with her pupils. Read it over and imagine that your teacher is saying to you what this teacher said, and think whether you would give the same answers that her pupils gave.

TEACHER. Children, you may write something on your slates about horses. You may write it like this :

*Horses run.*

You may write something about dogs.

You may write something about fishes.

You may write something about birds.

What have you written ?

PUPILS. Horses run.

Dogs bark.

Fishes swim.

Birds fly.

T. Did you write words or figures on your slates ?

P. We wrote words.



T. Did you think what to write before you wrote these words?

P. Yes, we did.

T. What, then, do the words on your slate tell?

P. They tell what we thought.

T. Now, let me tell you something which I wish you to know. Words put together so as to tell a thought are called a sentence. Words put together may be called *a combination of words*. To tell a thought and *to express a thought* mean the same thing. So I will write this on the blackboard:

**A combination of words that expresses a thought is called a sentence.**

Copy this upon your slates.

Now look at what you wrote at the beginning of the lesson. What was the first sentence that you wrote?

P. Horses run.

T. Why do you call this a sentence?

P. Because it is a combination of words that expresses a thought.

T. What was the second combination of words?

P. Dogs bark.

T. What do you call this combination of words?

P. We call it a sentence.

T. What was the third sentence?

P. Fishes swim.

T. The fourth sentence?

P. Birds fly.

T. Why do we call these sentences?

P. Because they are combinations of words that express thoughts.

## LESSON 2.—EXERCISE.

## SENTENCE WRITING.

Copy the following, beginning each sentence with a capital letter, and placing a period [.] at the end:

Pity the lame old man he can not walk fast the sun is now rising high it is time for us to hasten to school.

Here is a model which shows how this exercise should be written:

*Pity the lame old man. He can  
not walk fast.*

*The sun is now rising high.*

*It is time for us to hasten to  
school.*

[See Note 2, page 211.]

TEACHER. Write four sentences.

PUPILS. Boys study.

The boy studies.

The girl reads.

My slate is clean.

T. Think of five things in the school-room, and write a sentence about each. Remember that each sentence should begin with a capital letter and end with a period.

## LESSON 3.—EXERCISE.

## DESCRIPTION.



You may write a description of this picture; that is, you may tell what you see in it. Imagine that some one cannot see the picture and that you are telling him just what it is.

These questions will help you to tell about the picture:

How old is this child?

What has she in her arms?

What is the dog doing?

Is he cross or playful?

What is the little girl trying to do?

Write a sentence about

the weather,

the school-room,

your mother,

the sky,

the window,

the place in which you live.