

sine; and hence arises the difficulty. A child learning French can see no reason why a *chair* or a *table* should be called *she*, or why a *king* or a *man* should be called *he*; these things are neither males nor females, and it therefore appears strange to the learner that they should be classed as masculines and feminines; but they are so classed, and must be learned correctly. To accomplish this is a very great difficulty to all persons learning French; it is extremely troublesome to pupils even of the quickest talents and most retentive memory, who learn from the French grammars now in use. Though some of them are extremely well-arranged for grammatical instruction in other respects, in regard to the *genders* they are entirely destitute of any contrivance to assist the memory; while the almost endless lists of rules and exceptions are fit only to harass and discourage learners of even the readiest abilities. So impracticable are these rules, that I have known masters to recommend their pupils to go completely through the French dictionary, and copy out all the *genders*, prefixing the gender to each—a labour of weeks; and I much question whether a twentieth part of them would by that method be fixed in the mind, unless the copying was many times repeated: and after all the trouble and consumption of time, the pupil, being without any *certain rules*, would seldom feel an absolute confidence in the correctness of his memory.

To obviate the necessity of this disheartening labour on the one hand, or recurrence to a confused labyrinth of insufficient rules on the other,