

C. W. CONNOR, A. M., Teacher and Lecturer in the Schools of Greenwich Hospital, author of a "System of English Grammar," &c., begs respectfully to offer his services as a LECTURER to Literary and Scientific Institutions. As specimens of the class of subjects on which he is prepared to Lecture, Mr. CONNOR takes the liberty of submitting to the notice of the Committees of such Institutions, Syllabuses of several Courses of Lectures, some of which he has already delivered at Greenwich, East Greenwich, Blackheath, Deptford, Woolwich, Gravesend, Rotherhithe and Bermondsey, Portsmouth, Windsor, Westminster, Vauxhall, Guildford, Millwall, &c.

#### ONE OR TWO LECTURES

##### On Labour and Learning: their Mutual Influence and Relation.

CHANGE, the characteristic of external nature; WORK, of the lower animals; LABOUR, of man.—Labour underlies all moral phenomena.—Error always injurious.—Labour not imposed on man as a punishment, but intended for beings in a state of probation.—Labour not essentially evil.—The theory of Ancient Philosophers with regard to labour.—The earth and man fitted for each other.—The "fashionable" notion of labour considered.—Why labour was undervalued in ancient times.—The true view of labour to be found in the Poets of the present age.

Mr. Carlyle's merits as an expounder of the dignity of labour.—The distribution of labour.—The effects of machinery on human labour glanced at.—The opinions of Voltaire, Dugald Stewart, and Coleridge, on the labouring classes reviewed.—Errors about education as prevalent and mischievous as those about labour.—Why should a working man not be well informed?—Present prospects of the spread of education among the masses.—Labour introduced into schools, and education into workshops.—Evil effects of disjointing labour and learning so much as we do.—Discouragements to popular education considered.—"All work and no play," and "all play and no work," equally to be deprecated.—Conclusion.

#### ONE OR TWO LECTURES

##### On the Poetry of Robert Burns, "The High Chief of Scottish Song."

Burns' birth and education.—Brief glance at the outward circumstances of the Poet's life.—First attempts in verse.—Burns as a writer of Love Songs.—The characteristics of Burns' genius illustrated by his various poems.—MAXIMNESS, in "Is there for honest Poverty?"—TENDERNES, in his ode "To a Mouse," "The wounded Hare," "Address to the Deil," &c.—PATRIOTISM, in the "Dumfries Volunteers," &c.—RELIGIOSITY in the "Cottar's Saturday Night," "Man was made to Mourn," "A Prayer on the Prospect of Death," &c.—MIRTH, in "Tam o' Shanter,"—SATIRICAL SPIRIT, in "Holy Willie's Prayer," &c.—General estimate of his character.—Did his Country neglect him while living?—Conclusion.

### THREE LECTURES ON THE LIFE AND WRITINGS OF MILTON.

#### FIRST LECTURE.—MILTON'S EARLY LIFE.—1608-1639.

Introduction.—Parentage and early education of Milton.—Milton at Cambridge.—English Universities at that time.—Milton's self-education.—Choice of a profession.—Early poems in Latin and English, with specimens from his minor English pieces.—Critical analysis of "Comus" and "Lycidas." "L'Allegro" and "Il Penseroso."—Travels in France and Italy.—Interviews with Grotius and Galileo.—What Milton gained by his travels.

#### SECOND LECTURE.—MILTON IN ACTIVE LIFE.—1639-1658.

State of the Country when Milton returned home.—Milton as a teacher, with extracts from, and a full critical estimate of, his "Tractate on Education".—Milton on the stormy sea of politics.—Milton's marriage.—His "Doctrine of Divorce" examined.—Milton's greatest prose work, "Areopagitica," analyzed.—The liberty of the press vindicated.—Milton's prose style compared with that of other great English authors.

#### THIRD LECTURE.—MILTON IN RETIREMENT.—1658-1674.

Milton's services to the Commonwealth estimated.—The Restoration.—Milton "blind amongst enemies."—Sources of consolation.—Composes the "Paradise Lost" Plan and arrangement of the poem, with illustrative extracts.—Johnson's "Life of Milton" glanced at.—Some traits of Milton's character.—How to be read with profit.—Conclusion.

### THREE LECTURES ON THE LIFE, PHILOSOPHY, AND WRITINGS OF LORD BACON.

#### FIRST LECTURE.—THE LIFE OF BACON.

The literary greatness of the Elizabethan era.—Bacon's education and travels.—Difficulty of the "Speculative" man in getting a start in life.—Treatment of Essex.—Bacon's prospects on the accession of James 1st.—Bacon as Lord Chancellor.—His servility as a courtier and his laxity as a Judge.—Bacon's trial and condemnation.—Bacon in retirement.—Bacon's "legacy" to his countrymen.

#### SECOND LECTURE.—THE PHILOSOPHY OF BACON.

A glance at Ancient Philosophers.—Aristotle.—The Middle Ages.—Roger Bacon.—State of Philosophy when Lord Bacon arose.—Bacon's claim to be called THE FATHER OF EXPERIMENTAL PHILOSOPHY examined.—Conflicting claims of Galileo, &c.—Nature of Inductive Philosophy.—Fruits of it.—"Knowledge is power."—The ultimate aim of Philosophy.

#### THIRD LECTURE.—THE WRITINGS OF BACON.

General view of Bacon's Writings: their extent and variety.—His "Essays," characterized with Illustrative Extracts.—Transcendentalism.—Bacon as a Theological Writer.—Bacon's "Wisdom of the Ancients."—Were the Ancients wiser than the Moderns?—Bacon as an Orator.—To what other English Writer may Bacon most justly be compared?—Is Bacon the Author of "Shakespeare"?—Conclusion.

### ONE OR TWO LECTURES ON THE PHILOSOPHY OF LANGUAGE.

Different meanings of the word language.—Use and extent of natural language.—Artificial language.—Spoken and written.—Advantages and disadvantages of each.—Is language of divine origin?—Language not a distinct faculty.—Theoretical history of the formation of language.—Working of the principle of imitation.—Transference of words from one subject to another.—The divergence of language.—History of writing among the Egyptians, Mexicans, Chinese, &c.—History and prospect of the English tongue.—Conclusion.

## ONE, TWO, OR THREE LECTURES ON AMERICAN SLAVERY.

Origin of Slavery.—Greek and Roman Slavery.—VILLENAGE in England.—The Slave Trade.—Is it to be revived?—Difference between *Servitude* and *Slavery* in detail.—Which is the better System of the two.—Incidental Evils of Free Labour, and Incidental Benefits of Slavery admitted.—ALISON and CARLYLE, on Slavery.—Present aspect of the question.—What have we to do with America?—The fathers of the Republic on Slavery.—History of American Compromises.—State of Kansas.—Free Soilers.—Uncle Tom.—Brooks *reverses Sumner*.—Insurrection of Slaves.—Conclusion.

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## ONE OR TWO LECTURES ON REFORMATORY SCHOOLS.

Different classes of Schools characterize the different stages of our history.—Grammar Schools, Sunday Schools, National Schools, &c., glanced at.—What they have done and what they have left undone.—The last order of Schools known among us under the names of "Ragged" and "Reformatory" Schools.—History of each sort.—Our Juvenile Offenders not as educated so much as *mis-educated*.—Two classes of youth likely to become criminals.—More book-learning not enough.—Crime often nothing but misdirected energy.—Carlyle and Alison on Education and Crime.—Duty of the State to educate all "who are born to serve her and obey."—Reformatory Schools in actual operation.—The Institutions at Mottray, in France, and Redhill, in Surrey.—Work, the grand specific against crime and the "Restorer of virtue."—Both selfishness and benevolence now call us to the rescue.—Conclusion.

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## ONE, TWO, OR THREE LECTURES ON THE LEADING FEATURES OF MODERN CIVILIZATION.

Civilization distinguished from Barbarism.—Is Civilization or Barbarism the natural state of man?—Can a nation civilize itself?—Different degrees and kinds of Civilization.—Glance at Ancient Civilization, particularly that of Egypt, Greece, and Rome.—Civilization of India and China.—Characteristics of Modern European Civilization:—1. Personal Freedom as opposed to Slavery; 2. Use of Machinery in place of human and animal labour; 3. Representative Government as opposed to Despotism or Oligarchy on the one hand, and Democracy on the other; 4. Cosmopolitanism or Universality, in contradistinction to patriotism and local interests and prejudices; 5. Diffusion of knowledge among the many contrasted with monopoly of it by the few.—Eulogium on the Printing Press, Newspapers, &c.; 6. Individual conscience and responsibility in opposition to Priestcraft and Religious Ceremonies; 7. Greater equalization of men in social standing, ability, &c.; 8. Increased respect paid to women: their position and duties.—Conclusion.

MR. CONNOR IS ALSO PREPARED TO LECTURE ON ANY OF THE FOLLOWING  
SUBJECTS.

ON THE PROSE-POETRY OF THE EARLY ENGLISH WRITERS.

ON THE LIFE AND DEATH OF SOCRATES.

ON THE FABLES OF AESOP AND HIS SUCCESSORS OF ALL NATIONS.

ON THE SEVEN WONDERS OF THE WORLD,—A comparison and contrast between  
Ancient and Modern Art.

ON THE SEVEN CHAMPIONS OF CHRISTENDOM,—A glance at the Life of the  
Middle Ages.

ON SHAKESPEARE'S SEVEN AGES OF MAN,—A view of Human Life in its Poetic  
and Prosaic Aspects.

READINGS from ROBERT BURNS and ROBERT NICOLL, in the Scottish Dialect.

THE SHORES OF THE MEDITERRANEAN AND THEIR ASSOCIATIONS.

THE RISE AND FALL OF CARTHAGE.

THE ROUTES OF COMMERCE, ANCIENT AND MODERN.

SIR FRANCIS DRAKE and the NAVAL HEROES of QUEEN ELIZABETH'S REIGN.

CHARLES THE FIRST—AS A MAN AND A MONARCH.

THE LIFE AND POETRY OF THOMSON, YOUNG, GRAY, COWPER, BYRON,  
SHELLEY, WORDSWORTH, TENNYSON, &c. &c.