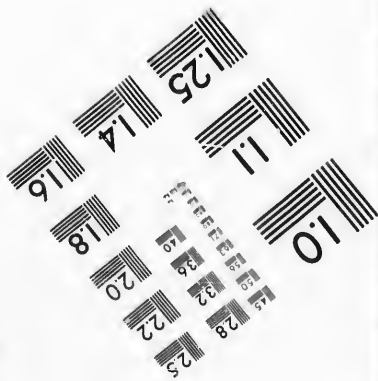
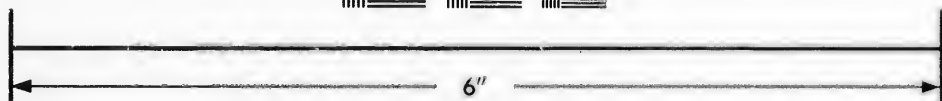
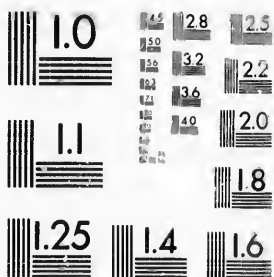


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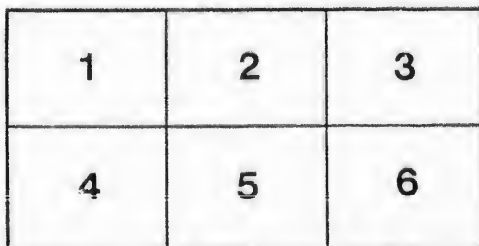
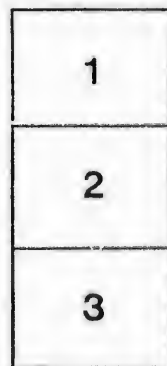
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THE
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MR. T. G. CHESNUT,

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ERECTED FOR THE PURPOSE IN THE

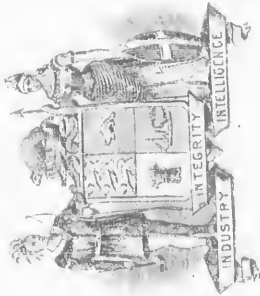
"Caer Howell Grove," College Avenue.

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That school which, by the best adjusted system of moral influences, does, in the shortest space of time, and with the least expense, develop in the highest degree, the moral, intellectual, and physical powers, and qualify the LARGEST PROPORTION of a given number of pupils most efficiently to discharge the subsequent duties of life, or to take and maintain the highest places in their subsequent career as students, has most nearly approached the standard of absolute perfection, and by whatever name called is the TRUE MODEL.

T. G. CHESNUT.

THE TORONTO TRAINING SCHOOL,

CONDUCTED BY

MR. T. G. CHESNUT,

AND NOW

REMOVED TO THE NEW BUILDINGS, ERECTED FOR THE PURPOSE,

IN THE

Caer Howell Grove, College Avenue.

The School has been five years in successful operation, and is designed to lay a proper foundation, by imparting suitable knowledge and mental training, for a subsequent college course. Already nearly fifty pupils from the School (after passing most creditable examinations) have entered regularly on their college course; and a reference to the proper records establishes the fact, that the pupils of the *Toronto Training School*, while completing their whole preparatory course in about one half the time usually spent, take the highest places in their classes on entering, and are among the first to be promoted.

Suitable buildings, with ample accommodation for twenty boarders, have just been erected in the Caer Howell Grove on the College Avenue, one of the most beautiful, retired, and healthy situations in the city. Every department of the School has been thoroughly re-organized, and will continue to be conducted, as far as possible, on the model of *Upper Canada College* and the *Model Grammar School*, and adapted, in the text-books used and mode of conducting the classes, to prepare boys for these institutions.

The pupils are divided into three classes, and the course of instruction arranged with a special view to the gradual development and vigorous use of the mental powers. At first, the attention of the pupil is confined chiefly to some one general subject, such, for instance, as the *General Principles of Language*; every principle introduced is at once applied, and the exercise continued in familiar conversations accompanied with illustrations on the black-board until the pupil is quite expert in constructing his own illustrations. These general principles are then expanded and receive their special application by taking up the study of Latin and English alternately. When the chief difficulties,

one by one, have thus been mastered, and interest awakened in the subject which has so far occupied almost exclusive attention, it is allowed to drop a little into the background, while a new subject is brought prominently forward and pushed with earnestness on the attention of the pupil, till he sees his way clear and feels the same confidence as before in the success of his efforts. Thus the young pupil is accompanied and encouraged by the teacher at every step, and is never found grappling with the difficulties of more than *one* new subject at a time. Great care is taken that, while the demand made on the pupil shall not be beyond the reach of his capacity, yet that it shall lead him thoroughly to exercise his own mental powers. A large proportion of the time of each pupil is employed in attempts at writing out, or expressing orally in as neat, ready, and brief a manner as possible the various steps by which he arrives at his conclusions. Thus, the habit of guessing, of superficial thinking, and of improper speaking, and erroneous methods of reasoning are at once detected, and steady progress made, from the very outset, in the art of combining and properly expressing the ideas suggested to the mind.

A daily record is kept of the conduct and standing of each pupil, on the principle at present adopted in Upper Canada College, and a monthly report sent to each parent for inspection. The pupils are examined in all the work of the previous week every *Friday*, and on the work of the previous month on the *last two days* of the month, and publicly, on the whole work of the term on the *last four days* of the term; the examination at Christmas being on the work of the previous six months, and that at midsummer on the whole work of the year, which it closes. The promotion of each pupil is determined by the average result of these various examinations taken in connection with the average of the daily record.

The Scriptures are read every morning, and from ten to twenty verses assigned at the close of each week to be committed for the following Monday morning. Moral influences, together with impositions of various kinds, and suspension from privileges, are relied on entirely as the means of enforcing discipline and application to study. The number of pupils under one teacher is limited to *twenty-five*. The number of assistants employed, therefore, will depend upon the number of pupils.

TERMS.

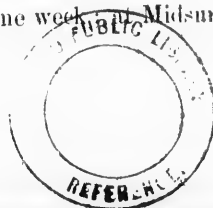
The year is divided into four equal terms of seventy school days each, and commences with the Autumn term.

- I. *The Autumn Term* begins Sept. 10 and ends Nov. 19.
- II. " *Winter Term* " Nov. 20 " Feb. 14.
- III. " *Spring Term* " Feb. 15 " April 30.
- IV. " *Summer Term* " May 1 " July 10.

VACATIONS.

At Christmas, two weeks. at Easter, one week. Midsummer, from July 10 till September 10.

Nov 'r 30 1911



FEES.

FOR DAY PUPILS, PER TERM.		FOR BOARDERS, PER TERM.	
One Pupil,.....	\$10	One Pupil.....	\$50
Two Brothers.....	9	Two Brothers.....	48
Three ".....	8	Three ".....	45

French, Drawing, and Gymnastics, *extra*.

There is a Junior Department for children just commencing to attend School. The Fees, in this Department, are \$5 per term.

N.B. All fees are payable strictly in advance. Pupils can enter at any time, and if they enter after the fourth week of a term, are charged only for the unexpired portion of the term. Boarders are required to supply their own bedding, towels, &c.



In respectfully submitting the following Testimonials, Mr. CHESNUT would draw attention to an important feature connected with them, from which they derive peculiar value and significance, viz.: that, they are not merely the opinions of the most competent authorities in such matters, but of those who, at the same time, know the entire correctness of what they therein state from *personal knowledge and experience*, being the parents of pupils who have passed through the School, and teachers of the higher schools to whose classes those pupils have been transferred, and distinguished educationists under whom Mr. CHESNUT has both studied and taught:—

Testimonials.

From G. R. R. COCKBURN, M. A., Principal Upper Canada College.

U. C. COLLEGE, 2nd Jan., 1862.

Having had nearly thirty Pupils from the Toronto Training School, conducted by Mr. Chesnut, it gives me great pleasure to be able to state that I found them thoroughly prepared in an unusually short space of time. I would, with great confidence, recommend the School to all who wish their sons to enter the junior forms of the College.

GEORGE R. R. COCKBURN, M. A., PRINCIPAL.

From HON. JOHN HILLYARD CAMERON, M. P. P., HON. W. B. RICHARDS, (Judge Common Pleas,) HON. DONALD MACDONALD, M. L. C., and others.

TORONTO, 15th Jan., 1862.

Having had our sons prepared for the higher schools by Mr. Chesnut, in the Toronto Training School, we have great pleasure in stating how highly gratified we have been with their thorough training and rapid progress, and feel it due to Mr. Chesnut, in his effort to render the School still more efficient thus publicly to express our entire satisfaction with the result.

(Signed,)

JOHN HILLYARD CAMERON,
EMILIUS IRVING. (Hamilton, Solicitor Great Western.)
STEPHEN RICHARDS (Q. C.)
DONALD MACDONALD.
S. B. HARMAN.
W. B. RICHARDS.

From the REV. WILLIAM ORMISTON, D. D., Inspector of Grammar Schools, and late Mathematical Master, P. N. S., C. W.

HAMILTON, April 2, 1858.

I have been intimately acquainted with MR. THOMAS G. CHESNUT for the last twelve years, and have had every opportunity of judging of his qualifications and ability as a Teacher. He has, at different times, pursued various branches of study, under my own tuition, both at *Victoria College*, and in the *Normal School*.

About ten years ago, he was teacher of the English branches, in the preparatory department of *Victoria College*, under my inspection—and his success, even then, was most marked and satisfactory. He afterwards taught a large Common School, in the Village of *Oshawa*, which I frequently visited—and here, too, his peculiar fitness for the duties of a teacher, and his faithfulness and untiring zeal in discharging them, secured for him alike, the respect of the parents and the gratitude of his pupils—as I have often heard them affirm. He attended the *Normal School* for the express purpose of studying the best modes of management and instruction, and few teachers, in my opinion, will be found who understand these subjects more thoroughly and practically.

His lengthened and varied experience as a teacher—his attendance at different schools, under many masters—and the time he has earnestly devoted to the study of Teaching as a science—eminently qualify him, in my estimation, successfully to manage or superintend any Common Schools.

He is, I understand, a Candidate for the Office of Superintendent of Common Schools, in the City of Toronto.* Should the Board employ him, they will secure the services of an able, earnest, and zealous officer, who is also a kind-hearted, conscientious, and Christian man.

W. ORMISTON.

From THOMAS J. ROBERTSON, M. A., Head Master Provincial Normal School,

NORMAL SCHOOL, April 21, 1858.

MY DEAR SIR:

The gentleman to whom I first gave a recommendation for the City School Superintendentship having withdrawn, I am now at liberty to express my opinion in your favor in such terms as I think you deserve.

From my own experience as a practical teacher of over thirty years' standing, six of which were spent in actual inspection of Common Schools, where I had occasionally to organize schools numbering seven hundred children, I am well aware that none but a practical teacher can possibly discharge efficiently the duties of such an office. In this point of view, I conceive, from all I know of you, both as regards information and experience, that you are eminently qualified for the purpose.

But the nature of these duties, so commonly misunderstood in this country, induces me to speak more precisely. Educated myself under a celebrated German professor, under whose training I spent many years of my early life, both as pupil and teacher, I am impressed with a strong conviction of the necessity of a knowledge of system and skill in teaching on the part of a School Inspector, without which no such officer can possibly advise teachers on difficult points of organization, or examine the classes in all the different branches, with a view to the introduction of the best modes of teaching. I have

*This, and the following testimonials, were kindly sent Mr. Chesnut when he was a candidate for the office of Superintendent of Schools for the City of Toronto.

spoken thus precisely, because I trust that the Board of Trustees, embracing within its ranks so much intelligence and information, will appoint a gentleman fully equal to the duties which I have ventured to indicate, and I feel full confidence in your ability to discharge them successfully.

I trust that you will be gratified in the attainment of your present object; you will be thus placed in a situation of great importance and usefulness, and affording a wide field for the display of energy, talent and skill.

Believe me, very truly yours,

THOS. J. ROBERTSON, M. A.

Head Master, P. N. S., C.W.

Mr. THOS. G. CHESNUT, Toronto.

P. S.—I suppose I should apologize for the introduction of "self" in such a letter, but I could not recommend you as I wished, without some mention of my own views and their origin.

T. J. R.

From JOHN BEATTY, M. D., late Professor of Natural Science, Victoria College, Cobourg.

I have been acquainted with Mr. THOS. G. CHESNUT, for many years, and have had good opportunity of judging of his abilities as a Student and Instructor.

I have great pleasure in testifying that in every relation in which I have known Mr. Chesnut, he has shown himself worthy of the highest confidence and esteem.

Thorough training as a Student, and practical application as a Teacher, I deem to be the very best preparation for an efficient and successful Superintendent.

Should the Board of Trustees select Mr. Chesnut as Superintendent of Common Schools, I feel confident they would secure the services of a Christian gentleman, and earnest, manly and devoted officer.

JOHN BEATTY, Jr.,

Late Prof. of Nat. Science, Vic. College.

From the REV. JOHN TAYLOR, M. D., D. D. (Edinburgh), late Prof. of Divinity, United Presbyterian Church.

Mr. THOMAS G. CHESNUT, at present Assistant Master in the Grammar School of this City, is a Member of the United Presbyterian Congregation of Gould Street; and was, during three Annual Sessions, a Student in Divinity under my charge. He is acquainted with the Latin and Greek languages, and has studied Mathematics, Logic, and Moral Philosophy. I consider him a very acute and ingenious person, and possessed of great energy of character. He has had considerable experience in teaching, and I understand has been very successful in that capacity. I think him well qualified for the office of Superintendent of Public Schools.

JOHN TAYLOR, M. D., (Edin.)

Professor of Divinity to the United Presbyterian Church.



From the REV. ROBERT H. THORNTON, D.D., Chairman County Board Public Instruction.

OSHAWA, 12th March, 1858.

I have been acquainted with Mr. T. G. Chesnut for several years; and, in regard to his status as a teacher of youth, I have often said that he is among the most efficient I have ever known. During about sixteen years' experience as a Superintendent, I have never found pupils so thoroughly conversant with principles as his. The most of those he left in Oshawa, who are not yet out of school, have been readily noticed by succeeding teachers on this account. Mr. Chesnut displays great skill in classification, is a very acute judge of character, and soon thoroughly understands those under his care. Having been informed of his application for the office of City Superintendent in Toronto (although I had previously given a testimonial to another with the same view), I have no hesitation in stating my opinion where I have ground to do so, and where great interests connected with the young are at stake; him I can most cordially and earnestly recommend as one whom I conceive would fill it with much skill and efficiency. While his manly independence and resoluteness of character will not allow him to make the least compromise with anything superficial, his perfect transparency of motive and frankness of manner would, at the same time, I think, conciliate the regard of the teachers.

Mr. Chesnut has a good knowledge of men and things, and is capable also of either writing or speaking upon education with considerable effect. All of which is hereby certified by

R. H. THORNTON, Ch. R. P. I. & L. S.

From WILLIAM KINGSTON, M. A., Mathematical Professor, Victoria College.

VICTORIA COLLEGE, COBOURG, April 8, 1858.

Having been informed that Mr. Thomas G. Chesnut is a candidate for the office of Superintendent of Common Schools in the City of Toronto, I beg to say, for the information of the Board of Trustees, that about the year 1844, Mr. Chesnut was for some years a student at Victoria College, and that subsequently he was appointed teacher of the English branches in the preparatory department of the Institution. In both these relations his success was very satisfactory, and his course as a student and teacher marked by thoroughness, correctness, and zeal, in the performance of his duties.

Mr. C. has been engaged in teaching nearly the entire time since he left Victoria College, and I have uniformly heard that he has been distinguished in every place for the same untiring devotedness to his duties, and for success, as a public instructor. His thorough knowledge of all the branches taught in our best common schools, his long experience as teacher, his intimate acquaintance with the management and discipline of schools, as well as his untiring zeal and a siduity, must eminently qualify him for the efficient discharge of the important duties connected with the proper superintendence of Common Schools in the City of Toronto, or elsewhere in Upper Canada.

W. KINGSTON,
Prof. of Mathematics, Vic. College.

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From M. C. HOWE, LL. D., (*Trinity College, Dublin.*) *Head Master Toronto Grammar School*

TORONTO, April 12th, 1858.

Mr T. G. Chesnut has been employed as English Master in the Toronto Grammar School for somewhat more than twelve months, during which time I have had ample means of judging of his capabilities as a Scholar and a Teacher. In both these respects, I consider he stands deservedly high, and from his experience, and knowledge of the more modern methods of imparting instruction, I think he would make an efficient Superintendent of the City Schools.

M. C. HOWE A. B.,
Ex. Sch., Trinity College, Dublin,
Head Master of the Toronto Grammar School.

From JOHN WILSON, M. A., (*Vin. Coll., Dublin.*) *Classical Professor Victoria College.*

COBURG, April 10, 1858.

Mr. T. G. Chesnut attended my classes in Victoria College some eight or nine years ago, and, though I have not retained the record of his standing, I can distinctly recollect the mental acumen and vigor which he exhibited in his daily recitations. His subsequent career as a teacher has been characterized, as I have repeatedly learned, by great ability and enthusiastic devotion to the duties of his profession.

If appointed to the office of Superintendent of Common Schools for the City of Toronto, I doubt not that he will prove a highly efficient officer.

JOHN WILSON,
Class. Prof. Victoria College.

From THOMAS N. GIBBS, Esq., of *Oshawa*, three of whose sons have since been prepared for the College in the Toronto Training School.

OSHAWA, 24th April, 1858.

To the Chairman of the Board of School Trustees for the City of Toronto.

GENTLEMEN,—Having seen by the public prints that you require a Superintendent for your Common Schools, and learning also that Mr. T. G. Chesnut, formerly of this town, is an applicant for the post, I beg to say in his behalf that I have known him for many years, and believe he would, if appointed, make an active and energetic officer. He possesses, in an eminent degree, most, if not all, the qualities necessary to make an efficient Superintendent. His thorough knowledge of, and long acquaintance with, our system of Common School teaching, together with business habits and indomitable perseverance in the midst of difficulties, have commended him to me as one who would be likely to fill the office of superintendent of your schools with credit to himself and satisfaction to your Board. Mr. C. taught in Oshawa for some years, and during that period did much to raise the character of our schools, although in the midst of an active and long-continued opposition. Before leaving Oshawa Mr. Chesnut not only quieted the opposition to which he was

subjected, but left with the good wishes of many of those who were at one time most opposed to him. His success in teaching is still remembered with lively satisfaction by the people of the neighbourhood, and particularly by those who attended as students under him.

Should he be fortunate enough to receive the appointment at your hands, I have no hesitancy in stating that I believe you will find him the "right man" for the place.

Yours respectfully,

THOS. N. GIBBS.

Mr. Chesnut will be assisted, for the present, by Mr. WILLIAM CRAWFORD, B. A., (*Classical Silver Medalist*), Toronto University.

Mr. Crawford will devote a portion of his time to *private tuitions* on his own account, and will be happy to enter into engagements with persons wishing to prepare for the *University, Law, Medical*, or other examinations. Mr. Crawford can be seen either at his rooms, in the School Buildings, "Caer Howell Grove," or at No. 60 Richmond Street.

For Course of Instruction, list of Text Books, Daily Lessons, and Boarding House Rules, see Monthly Report and Time Table, &c.

Mr. Chesnut will be happy to enter into engagements for private tuition with individuals, families, or classes, when hours in which he is not already engaged can be agreed upon.

