



Slates & Chamberpots

TEACHER'S KIT



***A Stage 2 HSIE education program at
Old Government House, Parramatta***

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WHAT IS THE PROGRAM ABOUT?

The program is designed for a maximum of 45 students and is in two parts: The School Lesson and The House Tour.

1. School Lesson

(Approximately 30 min)

The school lesson is presented as a role play. It is fast paced, hands on and interactive. The children will be able to experience, see, feel and participate when they attend school as students would have in the early to mid 1800s. Teachers, carers, and parents will be treated as 'Big Girls' and 'Big Boys'.

With the aid of chalk, boards & charts the children will learn about the history of our country in a specific time frame. Moving on to our tables of 10, they will learn about measurement, and currency. This will be followed by revision and the lesson will draw to an end with etiquette. The lesson is based on the rote method of learning. That is *Read/listen, Recite, Remember!*

To assist with the role play, it is suggested that the students come in period costume.

2. House Tour

(Approximately 45min)

Students will be divided into groups according number of students (this will be done by teachers prior to the commencement of the program to maximise the children's time in the museum). Walking around to the front of the museum, guides will explain to the group how & why this location was chosen for settlement and how the Governor's House came to be.

Groups will enter and begin their tour from various rooms. Students will be asked what they think the room is called, what it was used for, how it compares and differs from a convict's house and from their own home today. They will also make this comparison with various objects in the museum.

Important! Old Government House is the oldest public building, and is the home to one of the finest collections of early colonial furniture in Australia. We ask that you help to maintain the collection by not touching, sitting on or leaning on the walls or furniture. ***Photography is not permitted.***

AIM OF THE PROGRAM

This program aims to provide students with an insight into the school lives of primary aged children in the early 1800s and the daily lives of the masters and servants who lived and worked at Old Government House at this time.

Students will participate in a school lesson role play where they learn the school rules, etiquette, math, spelling and currency of the time. During the house tour, students are encouraged to make comparisons between their own lifestyle and those of the masters and servants of the house and to observe the important sitting of the house in the development of early Parramatta.

Students can:

DEVELOP an understanding and empathy for children of the past.

COMPARE their own experiences of school and home with those of people living in early colonial Australia.

EVALUATE the significance of the site of Old Government House and its collection.

ORGANISATION

The program is designed for a maximum of 45 students accompanied by 4 adults.

On arrival the school will be met by a museum guide and asked to move to the courtyard area to await the school bell and the arrival of the 'teacher'.

Please arrive and assemble in the courtyard 10-15 mins early. A House guide will meet you.

For the museum house tour students need to be pre-organised into groups (max 12 per group) example - group A, group B, so that when the school lesson is finished they will be able to assemble in the courtyard in their groups ready to commence the tour. This will also allow you to spend more time in the House Museum.

Photography is not permitted within the Museum.

All adults entering the class will be treated as 'Big Boys' and 'Big Girls' which will help set a good example to students.

The school lesson is fast paced and fills the entire 30 minutes so students' behaviour in class is of the utmost importance. Children of this time were seen and not heard! Should the 'Teacher' find it necessary to correct behavior such as giggling, talking, feet tapping etc; ***no more than 3 warnings will be given before the entire class will be asked to leave.***

Please ensure all mobile phones are turned to silent, as this tends to break the atmosphere of the class.

RELATED ACTIVITIES

Reading, Writing and Arithmetic – at home can be used in conjunction with visits to Harris Park properties Experiment Farm Cottage, Elizabeth Farm, or Hambledon Cottage. The Parramatta Visitor and Heritage Centre in Church St Parramatta also provides educational opportunities for schools.

A joint visit with Experiment Farm Cottage can be arranged at a reduced cost. Please ask for availability at the time of booking.

SUGGESTED PRE-VISIT ACTIVITIES

The following suggestions will help prepare the students for the strictness and learning methods of the school lesson.

The Colonial Classroom

In 1789 Andrew Bell devised a monitor system of teaching for British schools in India. Schools suffered from lack of teachers and large numbers of children (up to 120 students) of varying ages. Monitors were older children who were trained to listen to and help with access the learning of younger students. ***Learning was by memory.*** While the teacher occupied himself with students, the monitor would be seated, in front of him two lines of children, ready to recite already learned lessons such as tables, prayers, spelling, names of places, poems etc. Other children would be memorising their lessons before their turn in line. ***At all other times students would be silent*** for fear of punishment by the rod. It was deemed that children would remember their lessons far better if under the threat of the rod and being recorded in the punishment book.

- **ROLE-PLAY:**

Explain how children learnt their lessons.

Set a certain number of 'lessons' to be recited by each child. This just needs to be things they have already learnt in class. Do not let them look at their books to revise first. ***Example:*** 5 x table, a poem, prayer or song they have learnt, names of explorers, towns

Appoint a child as the teacher, then let this child appoint another as their assistant – monitor.

Moving to separate parts of the classroom, divide the remainder into two groups to say their lessons to teacher or monitor. In turn students will recite the lesson to the teacher and monitor.

The teacher and monitor will record if the child has done well, or needs to think about their answers again, to have another try, or deserves to be punished for not remembering their lesson. They will also ensure that all students are absolutely quiet at all times until it is their turn to speak.

- **CHINESE WHISPERS** – memory game for 10

The first child in line receives a piece of paper with a verse or saying. Give them a few minutes to memorise the verse before turning to the next child and whispering the message to her, in turn each child will repeat the message until the last child states aloud what the message is.

SUGGESTED POST-VISIT ACTIVITIES

Now and Then

In the Table Below list all of the differences between your home and the 1820 home of the Governor Lachlan Macquarie Old Government House, nearly 200 years ago.

Describe the look, size, furniture and special contents, different technology (Digital, electronic, lighting, heating, cooling etc)

	MY HOME	LACHLAN MACQUARIE'S HOME
SIZE		
WHERE PEOPLE EAT		
HOW PEOPLE PREPARE FOOD		
WHAT PEOPLE DO FOR ENTERTAINMENT		
WHERE ADULTS SLEEP		

	MY HOME	LACHLAN MACQUARIE'S HOME
WHERE CHILDREN SLEEP		
HOW PEOPLE GET TO AND FROM THEIR HOME		
WHO DOES THE HOUSEWORK AND THE COOKING		
THE BATHROOM		
WHO LIVES IN THE HOUSE		

PRE-VISIT BACKGROUND MATERIAL

Early Education in the Colony

The British Government did not accept responsibility for the education of children of its own soldiers who were enlisted for life and liable to be moved anywhere under British rule.

New South Wales was founded and settled primarily as a penal colony.

Little thought was given to the instruction of children who were born in Australia, accompanied their convicted parents here, or who were under sentence themselves. The youngest boy, John Hudson age 12, had already been imprisoned for stealing, and was incarcerated with adults on the hulks from the age of 9. The youngest convicted girl was 13 year old Elizabeth Haywood, also convicted of stealing, who arrived on the First Fleet.

Even so, Governor Phillip was instructed to set aside 200 acres in each new town for the maintenance of a school and its master. Due to the unsettled state of the colony the establishment of schools was not a priority. As the state of the colony improved, Reverend Richard Johnson sent word to the Society for the Propagation of the Gospel (S.P.G).

"There being several children of age to be instructed, I propose to [Governor Phillip] to have a person appointed at different places to instruct them to read; to this he readily consented, and myself was appointed to superintend them; we now have one school established at Sydney and another at Parramatta; a schoolmistress appointed to each. These teach the children belonging to the convicts gratis; the Military officers etc. make them some little acknowledgement for their trouble." (Richard Johnson-Chaplain to the colony of New South Wales. Neil Macintosh)

Schools were established and maintained by the church along with various religious organisations such as the S.P.G.

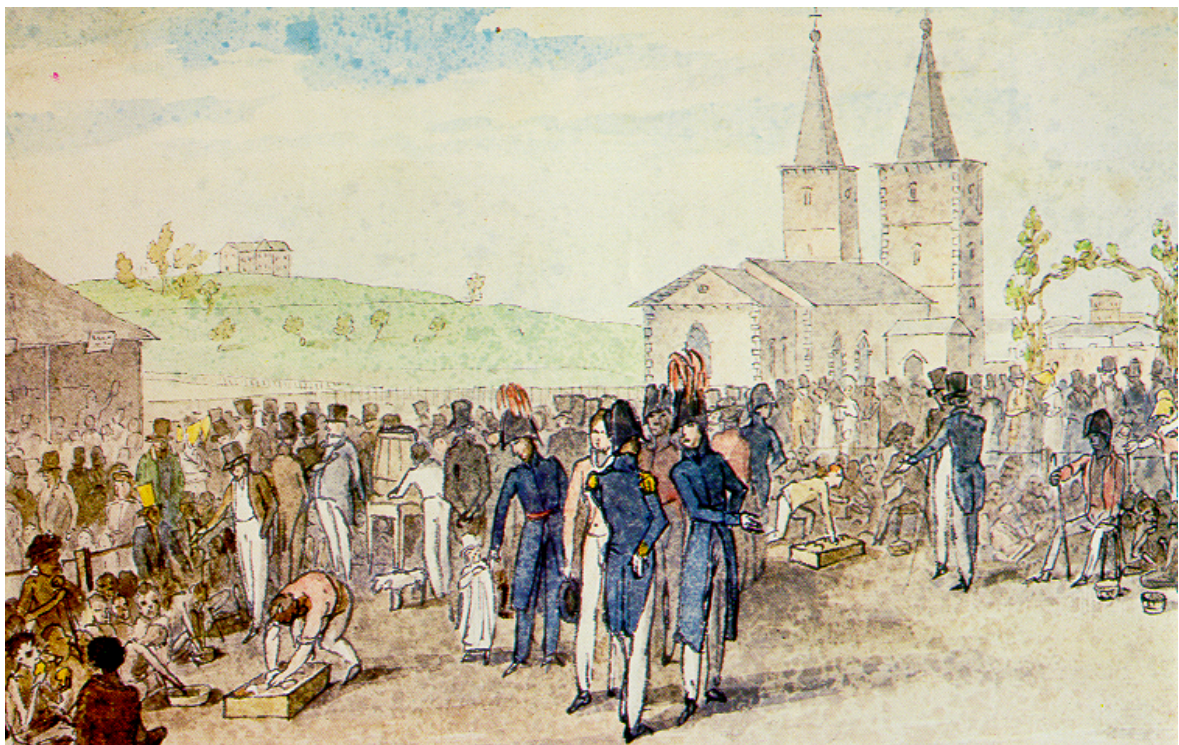
During the first 20 years of colonial history, owing to the shortage and poor quality of trained teachers, untrained people such as convicts, ex-convicts, clergy and soldiers became teachers. The children of the colony were to experience the cruel schoolmaster, as was found in England. As an incentive for teachers to immigrate, Gov. Phillip offered land grants and the human labour needed to help cultivate these lands. In 1808 the first Government teachers were sent out from England.

The first schools were conducted in tents, wattle and daub cottages with a thatch roof, dirt floors a door and no windows. At his own expense Reverend Johnson constructed the first church and school building in 1793. The building was used as a school during the week and a place of worship on Sundays. In years to come this was common practice in outlying areas where resources and funds were limited.

Governor Macquarie established the first public charity, or free, school for boys in Sydney and Parramatta in 1810. It was his intention to establish free schools throughout the districts that were settled. It was a major concern in the colony that if the young did not receive an education then they would follow in the path of their convict parents and would become a threat to the social morality of society. Education would show them how to lead god-fearing Christian lives.

The Native Institution

Lachlan Macquarie believed that in order to 'civilise' the Aboriginal people so that they could occupy the lower ranks of European society, a school for the Aboriginal children needed to be established at Parramatta. In 1815 a number of Aboriginal children were collected and placed in a boarding school where their progress towards improved 'Civilisation, Education and Morals' could be measured. Once parents realized that they would only be allowed to see their children on one day a year, no more children were voluntarily admitted to the Native Institution. Children were then captured during expeditions by the British soldiers. By 1816 there were 15 boys and girls in the Institution. In 1823 the Native Institution was moved to Blacktown and was closed in 1833 after many children had died of diseases such as small pox. The Native Institution marked the beginning of the government policy of the forcible removal of Aboriginal children from their families that continued into the middle of the Twentieth Century.



*Augustus Earle, The Annual Meeting of the Native Tribes at Parramatta New South Wales
The governor meeting them: watercolour
(Australian National Library, Canberra)*

TIME LINE SUMMARY FOR THE FIRST SCHOOLS IN SYDNEY AND PARRAMATTA

(This is not a complete listing.)

- 1789 Land made available to support school and its master.
- 1793 Sydney - Rev. Johnson's first schoolhouse.
- 1796 Parramatta – Cnr. George & Church Sts, a school for the poorer classes
- 1799 Voluntary school at Kissing Point.
- 1801 Sydney Female Orphan School. This school became The Male Orphan School in 1818 when all females were moved to the new building in Parramatta.
- 1804 Parramatta – within St Johns Anglican Church.
- 1806 Sydney adult evening school.
- 1809 First trained teacher arrives in Sydney.
- 1810 Parramatta - First government primary school
- 1814 Sunday Schools established
- 1815 Aboriginal School opened at Parramatta called the Native Institution.
- 1818 Parramatta Female Orphan School.
- 1819 Sydney Male Orphan School
- 1822 Parramatta – 1st Catholic School in Australia established
- 1826 School of Industry for lower class girls.
- 1826 Parramatta Commercial Academy.
- 1827 Parramatta Infants School established.
- 1831 Sydney -The Kings School established.
- 1832 Parramatta – Kings School opened on George St.
- 1848 Board of National Education established- commencement of public education.
- 1852 Parramatta – The First National School (today's Public or State School)
- 1901 Parramatta – Old Government House leased to St Johns School
- 1910 Parramatta – Old Government House leased to Kings School until 1962.
- 1913 Parramatta High School in Macquarie Street.

THE FIRST SCHOOL TEACHERS

The first two schoolmistress were two convict women:

Isabella Richardson (Rosen, Rosson, Rawson)
Sydney Dame School.

Occupation: Laundress and Mantua maker

Age: 33

Place and date of trial: At Justice Hall in the Old Bailey on the 10th day of January 1787.

"I leave myself to the mercy of the court" was her only statement.

Crime and sentence: 3 separate accounts of stealing from her master.

Guilty: Transported for seven years.

Mary Johnson

Parramatta Dame School.

Little is known of Mary and records are conflicting.

Not to be confused with the Mary Johnson, wife of Reverend Richard Johnson.

Tried at Exeter for stealing and transported for 7 years.

The first two schoolmasters:

William Richardson

Occupation and age: unknown

Place and date of trial: At Justice Hall in the Old Bailey at the sessions, this began on the 10th December 1783.

Crime and sentence: Armed highway robbery.

Guilty: Sentenced to death. A recommendation to be shown mercy was put to the jury. Pardoned on condition of transportation for 7 years.

William Webster

Army Corporal nominated by his captain.

The Reverend Johnson reported to the S.P.G. on 1st Dec 1796.

.... Being too addicted to drinking, was led to treat his scholars too severely, and his wife, who had the principal part in teaching, being dead, most of the children have been taken from him, and several have been sent to Richardson....

Webster was dismissed.

Isabella and William Richardson ran the school in Sydney together after marrying in 1789. In 1794 on the Reverend Johnson's recommendation to the S.P.G William received £10 per annum and due to his 'diligent conduct' this was increased to £50 in 1798. They were granted land in Sydney and Eastern Farms. In 1810 they, and their two children, born in the colony, Isabella and Joseph returned to England. William Richardson gave evidence to the Select Committee on Transportation in 1812 regarding education in the founding colony.

TREATMENT OF CHILDREN – NEW SOUTH WALES



In the late eighteenth century in New South Wales, it was theorised that in addition to the avoidance of indulgence and a strict diet, *corporal punishment was needed to beat out sin and break the child's will.* (Australian Childhood – A History)

Cartoon from 'The Bulletin Magazine 1883'

Female Factories

Once breastfeeding was stopped many infants died of 'wasting disease', which involved acute diarrhoea. Unable to retain food, the baby starved to death.

Children born of convict mothers remained with them behind the walls of the Female Factory until they reached the age of three. They were then moved to the orphan schools. Their mothers returned to assignment.

Orphan Schools

These children were already 'tainted' simply by having convict parents and the treatment they received in the orphanages bear testament.

Destitute parents who could no longer look after their offspring offered them up to the orphan schools in the hope they would acquire the necessary skills in life. Parents who surrendered their children forfeited all rights to the children until the girls were eighteen and the boys were twenty-one.



This was also a punishment to parents, aside from losing so called free labour; they also had to prove themselves, morally and financially secure to the Orphan School Board to reclaim their children.

*Female Orphan School,
engraving Joseph Lycett, c1822
(National Trust NSW)*

Girls were taught reading, religion and needlework and training in domestic duties, all skills that were deemed necessary before wedlock, upon which her husband would provide any further discipline. Few boys learned trades as unskilled farm hands were in demand.

Punishment was harsh for boys and girls. Mary Ann McGrath had a log tied to her leg for lying in 1821. Corporal punishment of boys was on the increase as 1833 documents state that one Edward Scandrake received 25 lashes for being derelict of duty by pretending he was ill. The previous Monday he had received 50 lashes.

School of Industry

At the age of seven, girls were admitted to the School of Industry beginning their day at 6 a.m. At precisely 7.55 monitors checked that their hands were clean and gave out needles and thimbles for sewing lessons. At 10.30 these were collected and at 10.33 slates and pencils distributed. And so the day continued until bedtime at precisely 8.30pm (Australian Childhood – A History)

There was no time for idle hands. Girls entered domestic service at fourteen and were rewarded with two pounds if the same mistress employed her for two years. To marry before the end of her apprenticeship at age eighteen was even more rewarding. The receipt of five pounds and a cow was not to be sneezed at!

THE YOUNGEST GIRL AND BOY CONVICTED AND SENT TO NEW SOUTH WALES

Elizabeth Hayward (Haywood/Haward)

Aged 12 in 1787 was tried and convicted at the Old Bailey for stealing clothes from her employer and pawning them.

Found guilty and Sentenced to 7 yrs transportation. Sailed on the ‘*Lady Penrhyn*’.

For insolence, Elizabeth received thirty lashes in 1788 at Port Jackson.

John Hudson

John was already leading a miserable life as an orphan and chimney sweep.

At age 9 on 10th Dec, 1783 he was tried and convicted at the Old Bailey for break, enter and stealing.

He was found guilty and sentenced to 7 years transportation. John spent 3 years on the hulks locked up with adult felons.

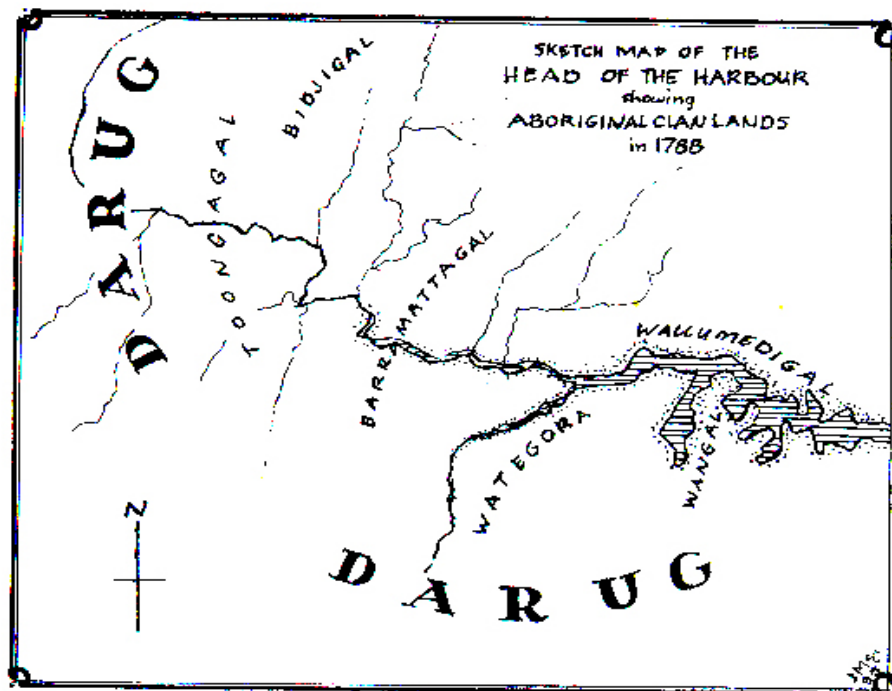
Sailed on the ‘*Friendship*’, March 1787.

After arrival John was found to be outside of his hut after hours and received fifty lashes.

PARRAMATTA & OLD GOVERNMENT HOUSE AS AN HISTORIC SITE

Pre - colonisation

Prior to the arrival of the First Fleet in 1788 there were about 600 Aboriginal tribes in Australia, each with its own language and legends. The Darug tribe occupied an area from the Blue Mountains to coast and from the Shoalhaven River to Broken Bay. Tribes consisted of family associations and were divided into clans consisting of thirty to sixty people. The clan around present day Parramatta were the Burramattagal – The name Parramatta is a European interpretation of the Burramatta name. 'Parramatta' has been variously translated as meaning 'the place where the eels lie down', 'the head of a river', and 'plenty of eels'. The land was flat and rather low; the trees were described in contemporary accounts as immensely large and at considerable distance from each other and the ground covered with rich and succulent grass that extended westward from Parramatta to the Cumberland plain. A few remnant trees still survive in Parramatta Park.



Sketch map of the head of the harbour showing Aboriginal clan lands at the time of European Settlement

(John McClymont)

Aboriginal people used the area as a place to cross the river and it provided access to different environments, water and land. They hunted possums and sometimes kangaroo as well as many other animals on the open grasses, and used fire as a means for changing the environment and as a tool to assist with hunting. All groups took advantage of a rich range of fruits and vegetables such as yams. Fishing from the Parramatta River supplied them with mullet, perch and eels.

Post - Colonisation

Desperate to find fertile land to help feed a hungry military and convict population at Sydney Cove, Governor Phillip explored the Parramatta area in April 1788. He established a settlement on Darug land, which he called Rose Hill after Sir George Rose, Treasurer to the Navy.

Many documents refer to the generosity and hospitality of the Darug people to the Europeans. But as more settlers spread across the land and obviously intended to stay, violent clashes between the two groups increased. Smallpox brought in by the Europeans on the First Fleet killed a large number of the Darug around Parramatta and at Sydney Cove. Those that survived this disease were denied access to their sacred places and hunting grounds, and the destruction of the Darug lifestyle and independence was enormous. Because of this some Aboriginals responded to Europeans with such violence that Governor Phillip decided to compel them to keep a greater distance from the settlement. The most famous Aboriginal resistor, Pemulwuy, was said to be responsible for every Aboriginal 'outrage' against the settlers. In 1797 he led the Georges River and Parramatta tribes in an attack on the settlement at Toongabbie.

The Development of Old Government House

Governor Phillip built a lath and plaster cottage in 1790, the remains of one of its outbuildings can still be seen. By 1799 the lath and plaster house had been damaged by termites and Governor Hunter replaced it with a two storey brick building. This is the oldest surviving section of Government House.



*c.1798 a View of the Governor's House at Rosehill. Engraving by J.Heath Governor Phillip's cottage is at the top of the hill overlooking the convict huts.
(National Trust of Australia NSW)*



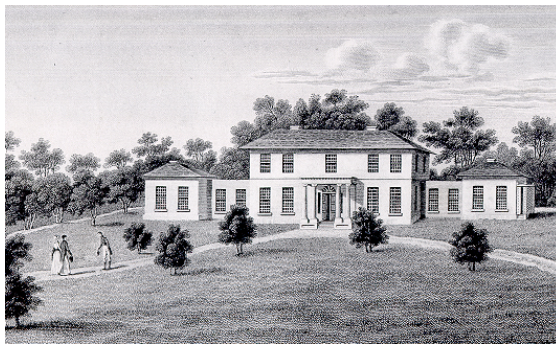
*Government House built by Governor Hunter. 1805
Watercolour attributed to GW Evans. (Mitchell Library, State Library of NSW)*

Between 1812 and 1818 Governor Macquarie made many additions to the house. These included demolishing the old outbuildings, doubling the size of the central block, building the north and south pavilions with linking colonnades, a new gatehouse, a laundry, a large stable, a pigeon house and even rabbit hutches, cages for the pet emus and a tree house and bark hut for Mrs. Macquarie.

It is thought that Mrs. Macquarie developed the concept for the extensions based on her uncle's house in Scotland. The Governor's Aide de Camp, Lieutenant John Watts, an amateur architect, did the drafting work except for the portico which was designed by the convict architect Francis Greenway. The Macquaries more than tripled the size of the house. As with so many of their building projects these works were not sanctioned by the Colonial Office and were seen as being extravagant, irresponsible and self indulgent.

The house ceased to be used as a Vice-Regal residence in 1855. In 1857 the land around the house was proclaimed a public park and the house itself was leased as a boarding house. In 1901 it was obtained by the St. John's School. Extensive renovations were undertaken by the government in 1909 and it was leased to the King's School.

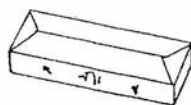
In March 1967 the house was vested in the National Trust.



1819 view of the House of the Governor. Engraving published in Louis de Freycinet's Voyage Around the World Paris 1825

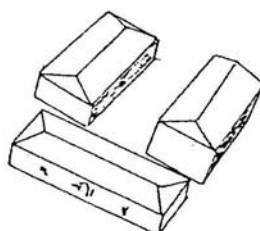
The Construction of Government House, Parramatta

1. Arthur Phillip
(1790)



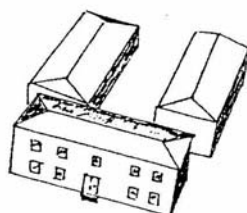
A 44 x 14 foot, lath & plaster house with hall, bedroom and living room, with skillion along the back.

2. Arthur Phillip
(1793)



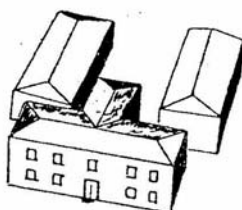
Two buildings, one a 2 level and one a 1 level building added. One was used as a store, the other a kitchen.

3. John Hunter
(1799)



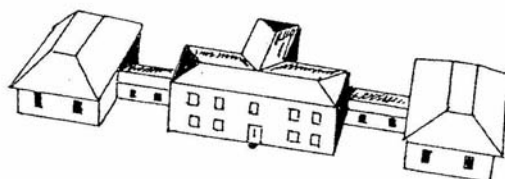
Removes the lath & plaster house and builds a 60 x 24 foot, 2 storey brick house, with cellars underneath. It is one room wide. The oldest surviving part of O.G.H.

4. Lachlan Macquarie
(c 1812)



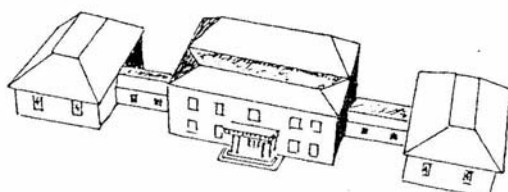
Adds a 2 storey block to house staircase and other rooms.

5. Lachlan Macquarie
(c. 1815)



Builds kitchen pavilion, then Governor's private wing. Phillip's outbuildings removed.

6. Lachlan Macquarie
(c. 1816)



Staircase block demolished to 3 feet from the ground and whole section rebuilt in larger form adding another 4 rooms. New front door and portico added.

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- | | |
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***Slates and Chamberpots
Old Government House, Parramatta
Evaluation Form***

School / Institution: _____

Date of Visit: _____ AM / PM Number of Students: _____

Teacher: _____ Class Year: _____

Email: _____

1. Did you receive the 2006 National Trust school programs booklet? Yes / No

2. Where did you find out about this program? *Please circle*

2006 booklet have been before recommended by others

Other: _____

3. Were the students briefed at school prior to this visit? Yes / No

4. If yes, were the pre-visit materials & activities used and were they useful? Yes/ No

Please comment: _____

5. Was the 'School Lesson' appropriate to the syllabus? Yes / No

6. Was the 'House Tour' appropriate to the syllabus? Yes / No

7. What did you consider to be the best aspect of the program? _____

8. What did you consider to be the weakest aspect of the program? _____

9. Will there be a debriefing of the program following this visit? Yes/ No

10. What other activities or locations did you include in today's excursion? _____

11. Any other comments _____

Thank you for your assistance in evaluating our education program.