

EFFECTS OF SOCIETAL PRESSURES ON ENROLMENT IN TRINIDAD AND TOBAGO (A VIEW OF THREE PRIMARY SCHOOLS)

Early 1900 - present



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HYPOTHESIS

Hypothesis: Societal pressure has contributed to the change in enrolment in Rosary Boys' R.C. (Park Street Boys' R.C.), Sacred Heart Girls' R.C. and Maple Leaf International.

We believe that this is a testable hypothesis as it allows us to see if there is a correlation between societal pressures and a change in enrollment in the schools afore mentioned through the established variables. We have further used this hypothesis to statistically analyze the data we gathered to test our hypothesis and to draw conclusions from the respective data.

PRIMARY SOURCES

When we visited the National Archives, we were able to locate the Trinidad and Tobago Blue Book from 1911 – 1912. It showed the Sacred Heart Girls' R. C. as having a population of 94 boys and 348 girls. Even though the total enrollment was 444, the average attendance was only 210.

Description of School.			Number of Scholars on Roll.						
Government.	Aided Private.	Other Private.	In Govt. Schools		In Aided Private Schools.		In Other Private Schools.		Total
			Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
	Park Street	...	...	...	128	...	...	...	...
	Harris Square	...	...	...	54	156	...	...	210
	Pembroke Street	...	...	...	80	336	...	...	416
	Sacred Heart Girls'	...	...	...	94	348	...	...	442
	Western Boys'	...	...	...	617	...	...	...	617
	Nelson Street Boys'	...	...	...	574	...	...	...	574
	Nelson Street Girls'	...	...	...	153	694	...	...	847
	New Town Boys'	...	...	...	173	...	...	...	173
	New Town Girls'	...	...	...	70	225	...	...	295
	Belmont Boys'	...	...	...	285	...	...	...	285
	Belmont Girls'	...	...	...	51	214	...	...	265
	Siparia Hill	...	...	...	59	105	...	...	164
	Calvary	...	...	...	66	126	...	...	192
	Rose Hill	...	...	...	139	240	...	...	379
	Laventille	...	...	...	37	44	...	...	81
	Success	...	...	...	72	74	...	...	146
	San Juan	...	...	...	...	...	...	...	...

Figure 1: The National School Directory for the Republic of Trinidad and Tobago

The National School Directory for the Republic of Trinidad and Tobago, compiled by the Planning Division of the Ministry of Education registered the population as 607 students in 1983 and 727 students in 1985.



Figure 2: Admission Register

Scholar's name in full	Age			
Debra John	2.12.58	Barataria	clerk	A. b
Arlene Richardson	16.10.64	Barataria	Teacher	R. b
Merlene Stewart	19.6.63	St James	Supervisor	
Priscilla James	21.1.64	East Dry River	Taxi Driver	R. b
Deborah Waldropt	3.10.65	Belmont	Policeman	"
Nicole Merritt	15.5.66	Woodbrook	Journalist	"
Gerttrude Jackson	14.11.65	Belmont	clerk	"
Lisa Maria Cabral	11.4.66	Petit Valley	Supervisor	"
Marva Timm	7.5.65	Dundonald St.	Housewife	"
Carol Sergeant	10.4.65	Port of Spain	Salesman	"
Liesel Karen Davis	20.11.65	Belmont	Technician	"
Alena De Gazon	8.5.66	San Juan	clerk	"
Marguerite Godallo	30.9.65	Diamond Vale	Editor	"
Bathy Ann Marks	24.4.66	Newtown	Housewife	"
Noella Pierre	25.12.65	Woodbrook	consultor	"
Alicia Prosper	30.1.66	Laurentville	clerk	"

Figure 3: Admissions Register

These two figures show the Admission register. I was able to access information on enrolment and it also showed that in the early 1900's the school's population consisted of mainly Catholic girls.

QUESTIONNAIRE

Our group is conducting a research project, to explore the effect the demands of society had on the number of pupils enrolled in Sacred Heart Girls' R.C. In an effort to endorse the validity of our research, we would appreciate if you would furnish us with the information requested. We value your participation in our survey, and would like to assure you that you will remain anonymous.

1. Which school did you attend?
2. In what year did you attend the school?
3. Where were you living at the time? (Give a general address, e.g. Diego Martin, Port-of-Spain)
4. Where were your parents working at that time?
5. What was their occupation?
6. Can you give a reason why your parents wanted you to attend this particular school, as opposed to any other?

Figure 4: This is a copy of the questionnaire that we used to form our conclusions about the reasons parents had for choosing Sacred Heart Girls' R.C.

SECONDARY SOURCES



Figure 5: This shows the School Magazine 1990 – 2001 from which I was able to get the information about the St. Joseph Cluny Head teachers who served at Sacred Heart Girls' R.C.

Our History

Sacred Heart Girls' RC School was founded in the year 1877. The first principal was an Irish sister of St Joseph of Cluny sisters, her name, Sister Elizabeth Keogh. She directed the school for two years and set it on a path of high moral and educational standards.

The school had a simple beginning with a small population of less than a hundred, a far cry from the present enrolment of nine hundred and eighty seven (987) children. It was formerly situated on Richmond Street on the same compound of Sacred Heart Roman Catholic Church. There was a small enrolment of boys who were transferred to the boy's school when they had completed their year in third stage.

As the enrolment increased it became necessary to house the Girl's school

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Figure 6: This is the inside of the same school magazine

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Chapter III Brief History of Early Primary Education

<http://www.educoas.org/Portal/bdigital/contenido/interamer/BklACD/Interamer/Interamerhtml/Alleynehtml/AllCh3.htm>

The Educational System of Trinidad and Tobago AACRAO Annual Meeting
http://handouts.aacrao.org/am08/finished/T0130p_K_Trayte.pdf

Campbell Carl C, The Young Colonials - A Social History of Education in Trinidad and Tobago, 1834-1939

Cluny in the Caribbean, Our History in the Caribbean
<http://www.clunycarib.org/castory.htm>

Sacred Heart Girls' R.C. magazine 2001

The Education Pipeline in the U.S. 1970 -
2000 <http://www.bc.edu/research/nbetpp/statements/nbr3.pdf>

Muwanika F.R. Inequalities in retention of Universal Primary Education in Uganda
http://www.pegnet.ifw-kiel.de/activities/muwanika_retention_upe_uganda.doc

Trinidad and Tobago Economy - Patterns of Development
http://www.photius.com/countries/trinidad_and_tobago/economy/overview.html

<http://www.educoas.org/Portal/bdigital/contenido/interamer/BklACD/Interamer/>



This photo shows the early building that housed Sacred Heart Girls' R.C.



This photo shows Head Teacher Sr. Maria Garland who made Sacred Heart Girls' known for its inclusion of the Arts

CONTEXT OF EDUCATION IN TRINIDAD AND TOBAGO

Sacred Heart Girls' R.C.-Early 1900 - 1980



The initial Spanish settlers of Trinidad were all of the Catholic faith. When the Cedula de Population, which allowed French settlers into Trinidad, was introduced in 1783, one of the conditions for entry was that the immigrant had to be Catholic. As such when the British captured Trinidad in 1797, the majority of the population was non-English speaking. In order to cater for English speaking Catholics, Sacred Heart Church was constructed in 1882. The school, which housed both girls and boys of school age, was built in 1877.

Until the twentieth century, education in Trinidad and Tobago was designed primarily to prepare the elite for study abroad and the eventual assumption of political and economic leadership roles in the society.

With the exception of a few missionary schools, slaves were discouraged from attaining even minimal literacy skills. Educational opportunities did not expand greatly following emancipation.¹

The establishment of a formal education system was initiated by the colonial government with the construction of the "Ward Schools" at the primary level. By the time the British captured the island of Trinidad¹ in 1797 after three centuries of Spanish rule, the Roman Catholic Church and some private bodies had already attempted to start a few schools by incorporating both primary and secondary education.²

Our Education system in the 19th century, based on the British system was primarily a preparation for the upper class to study abroad. During the early 20th century, the public school system was established and opens to all. Government financed schools related to religion were opened on the island.³

¹<http://countrystudies.us/caribbean-islands/43.htm>

²

<http://www.educoas.org/Portal/bdigital/contenido/interamer/BklACD/Interamer/Interamerhtml/Alleynehtml/AllCh3.htm>

³ http://handouts.aacrao.org/am08/finished/T0130p_K_Trayte.pdf

A most important problem for Primary Education at the start of the twentieth century was curriculum direction. The main subjects of the ordinary Primary school were Reading, writing, Arithmetic, English Grammar and Geography. A few schools offered Art and History but most involved the three R's.

The Primary schools worked by a system of payment by results which, though adopted from England, had distinctive local features. The lack of achievement in the core subjects in Primary schools was quite serious. The majority of children were in the lower grades, for example Standards I-IV, with the great majority of pupils in Standards I, II or III. In 1901 - 1902, about 77.5 per cent of pupils in Government Primary schools, were in the first three grades, but by 1911 - 1912, the situation had improved somewhat, decreasing to about 69 per cent in the first three standards. The pattern was basically the same in denominational schools, the percentage in the first three standards being greater, (80.9 percent) than that of the Government schools. Standard three was about the highest standard reached by the majority of pupils.

If one can guess sensibly that most of the pupils who reached this level, could master no more than 50 per cent of the work, the real achievement of the majority of school leavers became clearer.

However, in making such a generalization, one must keep in mind, that more often than not a school was judged on the basis of the achievement of a few top pupils, than by the shortcomings of the scores of average and below average pupils. There were larger urban schools in Port-of-Spain, which had a higher percentage of pupils in the upper grades (Standards IV-VII, the last of which namely Standard VII being rare). The Roman Catholic Park Street (St. Thomas) School, The Roman Catholic Nelson Street Boys' School, and the Church Of England Richmond Street School were among these schools.

Considering the long involvement in the Christian churches in the ownership and conduct of schools in Trinidad and Tobago, it is natural that religious instruction played a significant role inside the classrooms and in the debates of education policy makers. The Roman Catholic Church went further than other Christian churches in

insisting that all its members must send their children to Roman Catholic schools where available. During the time of Archbishop Flood, religious sanctions were applied to negligent parents. ⁴

Sacred Heart Girls' R.C. was founded in 1887 by the Sisters of St. Joseph of Cluny in the Caribbean.⁵

This shows an increase in intake of approximately two hundred students. The data collected gives reasons for the increase in enrolment at the school.

It was one of the schools in Port-of-Spain, where, because of the above average pupils it attracted, due to the exemplary work of the Cluny sisters, which had to increase its intake to satisfy its customers. The school's enrolment grew from just around eight hundred in the 1970's to over a thousand students by 1979. Sacred Heart Girls' R.C. school's history of Cluny nuns, who served as head teachers.

Sister Ina O' Donovan (1923 - 1940), caused the school to progress academically.

Sister Celine Cezair, the first Trinidadian Head Teacher, (1946 - 1949) was particularly interested in the religious education of the pupils.

Sister Dorothy Holmes, a strict disciplinarian, also served as Principal.

Sister Maria Garland served as Head Teacher (1961 - 1965).

The last Cluny Head Teacher, Sister Margaret Hanley (1966 - 1972) supported the school's continued progress and many trophies were won in the Biennial Music Festival.⁶

⁴ Carl C Campbell, the Young Colonials - A Social History of Education in Trinidad and Tobago, 1834-1939

⁵ <http://www.clunycarib.org/castory.htm>

⁶ Sacred Heart Girls' R.C. magazine 2001

At this time, the school gained the reputation for its successes in the Arts e.g.
- Singing, Choral Speaking, Dancing and Horticulture. Discipline and involvement in the Arts, and a sound Religious education proved to attract many parents who viewed these as necessary for their children's holistic development.

ROSARY BOYS' R.C. (PARK STREET BOYS' R.C.)

1980 - 1995



Rosary Boys' Roman Catholic School is located in the city of Port-of-Spain, capital of Trinidad and Tobago. Established in 1868, it has enjoyed a long and illustrious history of major positive contributions to the primary-level education of the country. It still stands on the site on which it was built in the last century.

Rosary Boys in an all male school. It sits on the corner of one of the busiest intersections in the city. Traffic feeding into Port-of-Spain from Maraval, St Anns, Belmont and Laventille all converge at Park and Charlotte Street; the school's location. The school lies on the compound that includes a girl school and Catholic church.

1. The catchment area which fed students into Rosary Boys' R.C. had increased exponentially over the last century. In 1980 the school had to facilitate pupils

from Port-of-Spain and its environs including Belmont, Laventille, Morvant, St Anns, Maraval, St James and even Diego Martin.

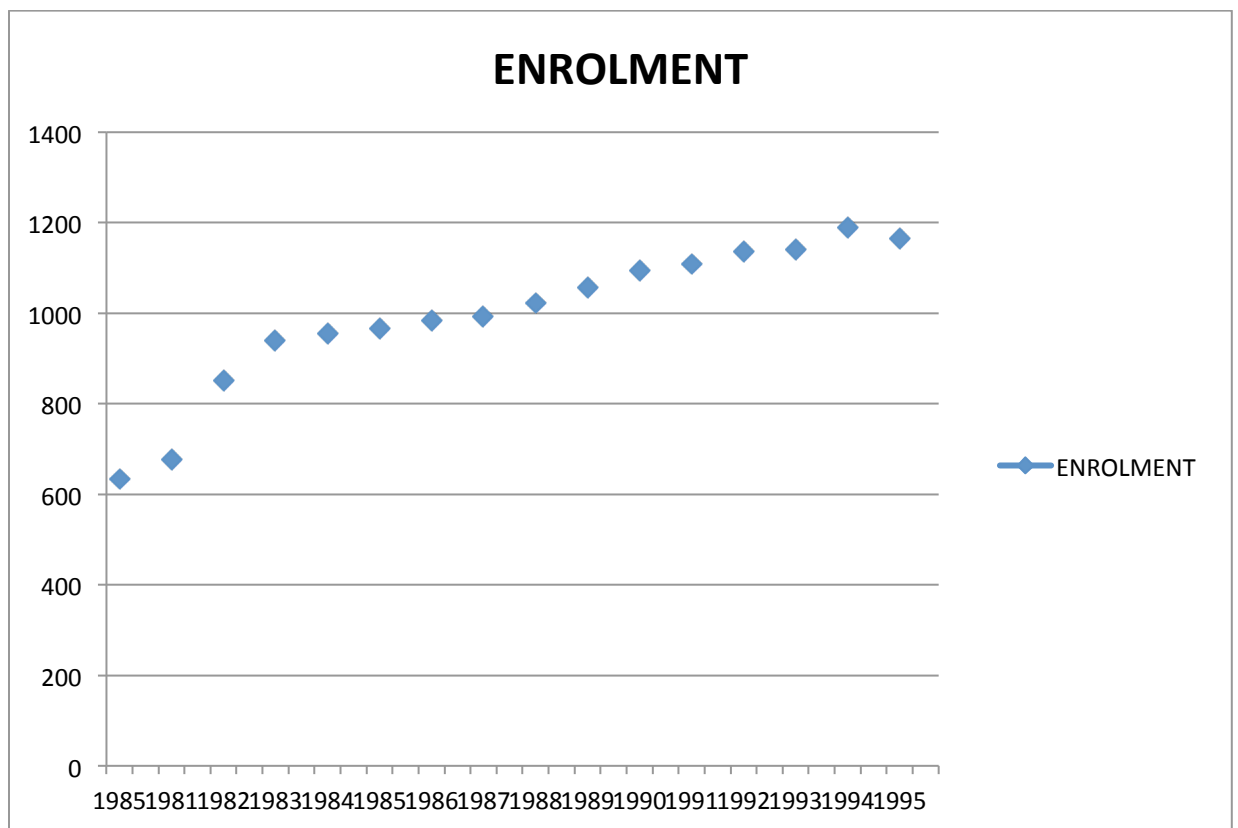
2. The increase in available jobs in Port-of-Spain meant that many adults now had to come to the capital city for work. This meant more employees needed access to a reputable institution of learning during their hours of work. Rosary Boys' R.C. had provided and continues to provide such facilities.
3. After the retirement of Mr. Eugene Raggay in 1979, the Ministry of Education appointed Mr. Kelvin Marcial acting principal at the school in 1980. The education pundits together with the other stakeholders of the school saw need to appoint someone as principal, who could move Rosary Boys' R.C. further along the ladder of success. Mr. Marcial had already made a name for himself in Port-of-Spain as a Common Entrance teacher. He was also at the time, Vice Principal of Newtown Boys' R.C. another prominent institution. He came to Rosary with a vision and mandate from his superiors from the Ministry of Education to improve conditions at the school so that quality of education offered could be enhanced further.
4. The school's attractive features led to a spiral in its enrollment. More professional such as doctors, lawyers, engineers and businessmen applied more pressure on the school's administration in terms of intake and educational provisions. So the school's population increased dramatically from year to year during the period of this research from 1980 to 1995.
5. Rosary Boys' involvement in numerous extra-curricular and co-curricular activities made the school even more attractive to parents looking for a school that provided a holistic education for their children. This school offered pupils involvement in Cubs Scout, Karate classes, Choral Speaking, Choir, Art Classes, participation in Carnival by producing Mass Costumes biennially, library facilities and enlarged cafeteria, and the list goes on. The Rosary community, because of these added amenities, grew and grew each year, until in 1992; the school's population surpassed 1200 pupils. All in a quest to satisfy societal demands.

6. MISSION STATEMENT

To provide the environment in which pupils will be nurtured and molded into spiritually, educationally and emotionally secure persons.

The ability of the administration and staff at Rosary Boys' R.C. to fulfill the tenets of the Mission Statement lent to the attraction it held for many prospective parents. The parent body of the school continued to press for improved conditions for their sons at school and so an extra 'wing' was added under the astute leadership of Mr. Kelvin Marcial in the late 1980's, thus lending to more quality education offered at the institution.

***Line Graph showing Rosary Boys' R.C. School enrolment against years
1980-1995***



Primary Source

Daily Report Books (1980-1985)

Principal's Log Books

Secondary Source

<http://barrelchild.blogspot.com/2010/05/rosary-boys-rc-corporal-punishment-and.html>

MAPLE LEAF INTERNATIONAL SCHOOL

1995 - Present



Due to a compelling desire to find an alternative system that facilitated a more balanced approach to education, than the harrowing experience of the eleven plus exam; a group of parents got together to realize a dream and Maple Leaf International was born in September 1994.

The school opened providing a Canadian curriculum, at Sweet Briar Road, St Clair with approximately 67 students. As society's demands for an alternative education program grew, so did the school. It soon became evident that they could no longer be housed at the present location. The school moved to its larger facility at Alyce Glen with a population of just under 300 students.

Though the school provides a Canadian curriculum which is convenient for many foreigners assigned to Trinidad offices, it consists of ninety percent local students. By September 2002 the population had grown to 503 and so a new campus for the Junior School (Grades JK to 3) was inaugurated.

Despite the fact that many students are enrolled from the inception class, of JK, demonstrating the parents commitment to a balanced approach. Maple Leaf's greatest intake is in the pre and post S.E.A. classes (grades 5 & 6) and the post CXC (grades 11 & 12). This continues to point to a need of the society. The school also boasts an intake of more boys than girls, with parents citing teacher absenteeism in the boys secondary schools as a reason for withdrawing their children.

The year the government began the CAPE exams was the greatest intake, 60 students. Many parents were uncertain what this new exam would mean to their children and so they removed them from the local system. That year the school population hit an all high of 610 students.

The intake of students and the growth of this privately run establishment is greatly affected by the state of the economy. Within these last years, 2009 to present 2012 enrollment has declined, so now the population stands at 374.

A BROADER SOCIAL CONTEXT

The World

The Education Pipeline in the United States (1970 - 2000). In January 2004, Walt Haney, George Madus, Lisa Abrams, Anne Wheelock, Jing Miao and Ileana Grua, through the National Board on Educational Testing and Public Policy Centre for the Study of Testing, Evaluation and Educational Policy conducted research at the Lynch School of Education, Boston College, and Chestnut Hill MA 02467. They presented results of analyses of data on grade enrollment and graduation over the last several decades, both nationally and for all 50 states of the United States. The main reasons for those analyses are that state-reported drop out statistics are often unreliable and most states do not regularly report grade retention data.

The data used are numbers of students enrolled in public schools by grade for each academic year by increase or decrease. Why we chose to use this data, was because of the statistics that showed an increase in enrollment of students every year in each state. As of 1985 - 86 New York had 20 % more enrolled, while California, Florida and Missouri also showed marked increases, while some decreased. By the end of the century, all states showed increases in enrollment. The societal factor which seemed to be the driving force for the increases was the migration of immigrants with school age children. This is now becoming a factor in the three schools under study, as the number of immigrant population has greatly increased in the schools, because of location, tradition, business reasons and others.⁷

⁷ <http://www.bc.edu/research/nbetpp/statements/nbr3.pdf>

Provision of Universal Primary Education (UPE) has, especially since the early 1960's, featured prominently among the many development priorities of developing nations, and it is a target in the Millennium Development Goal (MDG) framework of 2015.

At the national level, practically all governments have at one time or other acknowledged their responsibility to provide education to all citizens at some specific future date. It is difficult to generalize about the educational situation within Sub-Saharan Africa because of the diverse cultural, economic, and political factors which influence education service provision. Universal Primary Education implies that every child lasts through the primary school stage and that every child learns.

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Every child has the right to receive a basic education. World-wide efforts have been initiated in an attempt to try to provide a basic education for all children. The benefits of education are well documented and need not be adumbrated.

Improvements in socio-economic status, lower fertility, better health and gender mobility are all important reasons for investing in education. They can have a long term impact on social and economic development, which, in turn, can alleviate poverty. However, despite continued commitment and investment, millions of children in Sub-Saharan Africa remain seriously disadvantaged in education compared

with other developing regions; enrolment is lower, drop out higher, and the gender disparities widest (Odaga & Heneveld, 1995). Girls, in particular, are the most disadvantaged in education in Sub-Saharan Africa as a growing body of literature aptly shows (Hyde, 1993; Odaga & Heneveld, 1995).

Many developing countries Uganda inclusive have devoted substantial proportions of their resources to the expansion of primary education in recent years. This expansion is believed to contribute to economic development by producing primary school graduates who can either enter the labor force with basic literacy and computational skills or who can go on to secondary education to meet high level manpower objectives.

Primary school education is fundamental for creating economic development and growth. Denison 1975 & 1985, in the US established that education is more than important than increases in capital accumulation in accounting for worker productivity and US economic growth. In developing countries like Uganda, Tilak (1989) indicated that social returns to education are at least as high as any reasonable measure of opportunity cost of capital and are greater for primary education as compared to that of secondary and higher education. According to (Wolff, Schiefelbein and Valenzuela, 1994) the social returns to primary education in Latin America is estimated to be about 17%. Therefore the high returns to primary education emphasize the need for basic education (completing primary education cycle) among the population.

A population that is less educated is less productive. Enrolment is a necessary condition for obtaining literacy in a formal system but not sufficient to attain literacy. Higher enrolment leads to higher literacy rates provided dropouts do not increase at the same rate.

Uganda has made significant development progress over the last two decades. According to the latest Uganda National Household Survey, published late in 2006, the national poverty rate has declined to 31% for 2005/06, from 56% in 1992/93 and 38% in 2002/03 (UBOS, 2006). Prudent macroeconomic policies have generated robust

growth, at an average rate of 5.6% over the five years to 2004/05 and forecasted at 6.4% for 2006/07-2008/09. HIV/AIDS adult prevalence has declined significantly from around 18% in the early 1990s to 6.4% in 2005 and primary level net enrolment rates have increased from 62.3% in 1992 to 92% for girls and 94% for boys in 2006 (World Bank, 2007).

However, in spite of an enrolment growth during the past 10 years since UPE initiation, UPE has for most countries Uganda inclusive proven to be a very elusive target. The cost of attaining these objectives has been increased because only a small proportion of the increasing number of children entering school complete the primary cycle (low retention rate). Since most of those who drop out lapse into illiteracy, expenditure on these students is essentially wasted. Eliminating fees in schools is not sufficient to ensure educated populations; education requires keeping children in school.

Thus, if the developing countries are to adopt effective policies to reduce dropout rates and thereby improve the efficiency of their school systems, they must understand the school factors which influence the dropout rate. The inadequacy of the school system to attract and keep children is more crucial than household's economic circumstances for explaining why so many children are not in school. Resource allocations to Universal Primary Education (UPE) have been increasing since its initiation. The substantial increase in the public expenditure on provision of Universal Primary Education seems not matching the retention rates a motivation for this paper. The Public Expenditure Tracking survey in Education (1999) that improved resource flow especially the non-wage and construction of school facilities. Despite the increases in public spending and reduction in resource leakages, it is increasingly becoming difficult to attain high retention as well as reducing inequalities.

An effort to increase human resource through UPE, construction of more classrooms among others has not translated into increased retention and reduced inequalities. Inequalities in retention are more complex than achieving increased enrolment in primary schools. A lot of research has been done on the enrolment of pupils on UPE and evidence suggests increasing enrolment since its initiation.⁸

All the places mentioned Trinidad, American and African states have over the years, showed visible and measurable signs of increase in their enrolment as a result of one type of pressure or another. The study of enrolment in Primary schools in African states is of interest, particularly, because of the fact that society does dictate that there should be a greater number of students enrolled in their schools, but the irony is that it isn't their internal society, but that of the world. World groups are willing to fund education in the African states, but if the internal society does not see the value of education as with Trinidad and the United States, increased enrolment will always be an uphill climb and a non permanent entity in the African continent.

⁸ http://www.pegnet.ifw-kiel.de/activities/muwanika_retention_upe_uganda.doc

RELATION OR SIGNIFICANCE OF STUDY FOR EDUCATION IN TRINIDAD AND TOBAGO

This study comes at a significant time in the Education of Primary school students in Trinidad and Tobago. Citizens of Trinidad and Tobago have come to understand and appreciate the value of an education for their children. This coupled with the Ministry's stringent view of the matter as stated in the Education Act 1966 that dictates that every child of school age must attend, or parents will be punished under the law.

Unlike other Caribbean nations, Trinidad and Tobago benefited immensely from the energy crisis of the 1970s. The oil boom of the 1970s flooded the national treasury, cut the unemployment rate in half, created large balance of payments surpluses, and stimulated the economy at large. Although the boom was reversed in the early 1980s, Trinidad and Tobago's accumulated wealth permitted it to weather the impact of the international recession better than most developing countries and avoid the debt crisis that confronted its neighbors.⁹

Many citizens commute to the city of Port-of-Spain daily, which is the capital of not only Trinidad, but many multimillion dollar corporations who have thrived under the oil boom. These business executives as well as the normal working class which make up the employed of the city, have seen the growth of schools like Sacred Heart Girls' and Rosary Boys' R.C. They understand the value of the type of education that the schools offer, and with the transparency offered to them by the Ministry of Education via student performance in the National Test and S.E.A. exams, the parents are becoming more demanding.

⁹ http://www.photius.com/countries/trinidad_and_tobago/economy/overview.html

The results of the National Test and S.E.A. have shown few Catholic Primary schools in Port-of-Spain, with the exception of Sacred Heart Girls' R.C. and Rosary Boys' R.C. which are performing as per the benchmarks set by the Ministry of Education. As a result of this, unless there is a change in what the other schools in Port-of-Spain have to offer, our two schools will always be faced with societal pressures pushing at the doors demanding that their sons and daughters be educated within their walls.

Since demand is way greater than supply, the families who can afford it take the option offered by schools like Maple Leaf International, but from the study conducted, we can conclude that fewer parents (maybe based on financial constraints due to the downturn in the economy) are willing to pay as much for their children's education, which does nothing to decrease the pressure put on the afore-mentioned schools.

CONCLUSION

The first provisions for education in Trinidad and Tobago reflected the separate existence led by the various racial or ethnic groups that formed the population of the country. In that early period marked by Spanish or English colonial domination, African slavery and Indian indentureship, there was very little that could be considered formal education. As the years went by and the European, African and Indian segments of the population continued to coexist and the indigenous Amerindian people disappeared, an education system began to emerge that reflected the dominant European culture and bore very little relationship to the characteristics and needs of the non-European population.

The establishment of a formal education system was initiated by the colonial government with the construction of the "Ward Schools" at the primary level. By the time the British captured the island of Trinidad¹ in 1797 after three centuries of Spanish rule, the Roman Catholic Church and some private bodies had already attempted to start a few schools by incorporating both primary and secondary education. ¹⁰

Parents want schools which provide an all round education for their children. This is inclusive of formal education as dictated by the syllabus of the Ministry of Education, involvement in the Arts, discipline and a good religious background regardless of the doctrine to which they are loyal. Schools which provide these will always feel the squeeze of society, white and blue collar as they demand only the best education for their children, with no apologies.

10 <http://www.educoas.org/Portal/bdigital/contenido/interamer/BklACD/Interamer/Interamerhtml/Alleynehtml/AllCh3.htm>