

A B S T R A C T

The State, denominationalism and the development of the education system in independent Trinidad, (1961-1981).

Lennox McLeod (1991)

This study examined the evolution of educational policy formulation and implementation in Trinidad from 1961 to 1981. Its main purpose was to show the extent to which a macrosociological approach to the development of education systems was useful in understanding the origins, growth and development of the state system of education in Trinidad. The literature review examined the three major methodological approaches used to analyse educational systems and suggested reasons why the framework employed by Margaret S. Archer (1983), in Social Origins of Education Systems was the most suitable for dealing with the Trinidad situation.

The main focus of the study was the interchange between the Roman Catholic church and the government of the Peoples' National Movement over the latter's attempts to wrest control of secondary education from the hands of the denominational boards. Official documents and historical anecdotes guided the study as to the perceptions which competing groups had of one another.

The results revealed that race, class and religion, rather than national interest, were the main determinants of the direction of secondary education in Trinidad from 1961 to 1981. The results also showed that political necessity rather than educational concerns remained the main impetus for decision making, change or stagnation in Trinidad's education system during the period.

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