

HUMN 3099: CARIBBEAN STUDIES RESEARCH
PAPER



**The University of the West Indies
St. Augustine Campus
Faculty of Humanities and Education
Caribbean Studies Project
HUMN 3099**

Student name: Dillon Constantine
Student ID no.: 816014535
Degree Program: BA History
Supervisor: Dr. Gelien Matthews

Title of Thesis:

"The Imperial College of Tropical Agriculture: An Historical Review of Tertiary Education in the West Indies 1924-195"

Declaration

1. I declare that this thesis has been composed solely by myself and that it has not been submitted, in whole or in part, in any previous application for a degree. Except where stated otherwise by reference or acknowledgment, the work presented is entirely my own.
2. I authorise The University of the West Indies to make a physical or digital copy of my thesis/research paper/project report for its preservation, for public reference, and for the purpose of inter-library loan.
3. I consent to have my attached thesis used in any publication comprising Caribbean Studies Projects by The University of the West Indies. I understand that I will receive no compensation. I hereby assign publishing rights for the contribution to The University of the West Indies, including all copyrights.

Signature of Student: _____

Date: 12/04/21

THE UNIVERSITY OF THE WEST INDIES
The Office of the Board for Undergraduate Studies

INDIVIDUAL PLAGIARISM DECLARATION

This declaration is being made in accordance with the University Regulations on Plagiarism (First Degrees, Diplomas and Certificate) and should be attached to all work submitted by a student to be assessed as part of or the entire requirement of the course, other than work submitted in an invigilated examination.

Statement

1. I have read the Plagiarism Regulations as set out in the Faculty Handbook and University websites related to the submission of coursework for assessment.
2. I declare that I understand that plagiarism is the use of another's work pretending that it is one's own and that it is a serious academic offence for which the University may impose severe penalties.
3. I declare that the submitted work indicated below is my own work, except where duly acknowledged and referenced.
4. I also declare that this paper has not been previously submitted for credit either in its entirety or in part within the UWI or elsewhere.
5. I understand that I may be required to submit the work in electronic form and accept that the University may check the originality of the work using a computer-based plagiarism detection service.

TITLE OF ASSIGNMENT – "The Imperial College of Tropical Agriculture: An Historical Review of Tertiary Education in the West Indies 1924-1959."

COURSE CODE – HUMN 3099

COURSE TITLE - CARIBBEAN STUDIES PROJECT HUMN 3099

STUDENT ID - 816014535

By signing this declaration, you are confirming that the work you are submitting is original and does not contain any plagiarised material.

I confirm that this assignment is my own work, and that the work of other persons has been fully acknowledged.

SIGNATURE - 

DATE - 12/04/21

Abstract



The Imperial College of Tropical Agriculture, BWI, courtesy Archtobago

The particular focus of this paper is the emergence and development of tertiary education in the British West Indies during the years 1924-1959. Accordingly, it highlights the preeminent institution of the region, the Imperial College of Tropical Agriculture (ICTA). The major objective here is to identify and assess the factors that contributed to the eventual demise of ICTA, thereby creating an avenue for the University of the West Indies. It is argued here that ICTA's place was lost because of its saturation in British imperialism at a time when nationalism was gaining momentum in the region and the world.

TABLE OF CONTENTS

Abstract.....	3
Table of Contents.....	4
List of Figures.....	5
Literature Review.....	6
Chapter 1.....	12
Chapter 2.....	15
Chapter 3.....	20
Conclusion.....	23
Works Cited.....	24

List of Figures

Sir Francis Watts (1859-1930) by Walter Stoneman c. 1921. National Portrait Gallery, UK. Pg. 13.

Plots worked by post-graduate students at the Imperial College. Photograph No. D 79160. Official Trinidad and Tobago photography compiled by Central Office of Information. Pg. 16.

Milner Hall, courtesy The University of the West Indies, St Augustine Campus, 2018. Pg. 17.

Literature Review

One of the sources consulted for this work was Martin Leake's, *The Imperial College of Tropical Agriculture* which was an address given to the British Royal Society of Arts. It contained a synopsis of the founding and subsequent expansion of the institution, paying attention to the hurdles that plagued it from the outset. For example, the role of the school as a toll for the benefit of the British Empire general, as opposed to that of the West Indies, was explored in this source. Therefore, the theme of imperialism is brought to the fore. Moreover, Leake's publications provides deep insight into the makeup of the institution's students and faculty, and explains how commercial interests played a seminal role of guiding its focus. The literature demonstrated a connection between private interests and the actual operations of the institution. It is, therefore, useful for this study. Nonetheless, it has its shortcomings. Principally, it airs only a British perspective and not that of the West Indies, notwithstanding the college being built in the region. Nevertheless, his work on the subject gives adequate material for the robust interrogation of the topics concerned.

This study was also aided by Lloyd Brathwaite's work *The Development of Higher Education in the British West Indies*. It is a comprehensive body of work detailing many factors such as geography, slavery, class and politics in the shaping of a movement for higher education in the Caribbean. Brathwaite's attention to chronology is particularly important because it highlights the trajectory of Caribbean societies and the need for education according to different eras and in so doing, arguably provides a pellucid medium through which the subject of the work can be understood. Notwithstanding its insightfulness, it too is not without its shortcomings. The work arguably gives too much attention to events in the eighteenth and nineteenth centuries and not enough to the twentieth century developments. Furthermore, it can also be said that not enough

attention was paid to the perspectives of West Indians in the movement towards higher education, with only ad hoc mentioning of sentiments by prominent personalities from a few territories. Nonetheless, the work itself is sufficiently detailed and structured so as to help this study properly investigate relevant dimensions of its focus.

Another source that was consulted was Richard D'Aeth's, *The Growth of the University College of the West Indies*. It is primarily focused on the emergence and development of tertiary education from the 1940s onwards. In so doing, the author looks, for example, at how perspectives of prominent West Indians like Dr Eric Williams of Trinidad and Tobago, viewed the role and purpose of such institutions in the then political climate. Furthermore, D'Aeth gives insight into several underlying relevant considerations such as equality of treatment between local and foreign staff. Despite its usefulness, this work pays scant attention to chronology. Moreover, there is little attention paid to the development of the Imperial College of Tropical Agriculture. The focus is primarily on educational development in the island of Jamaica and consequently, only few details are given on the merging of the two institutions by the 1950s. Overall, the literature still provides enough material for a proper investigation of this topic.

HW Springer's *The Historical Development, Hopes and Aims of the University College of the West Indies* was also utilised. Firstly, the work places the discussion about higher education in the West Indies in the context of the movement for independence and nationhood. This is important because it provides a platform to examine the university education in the English-speaking Caribbean. The source also provides materials for assessing the reasons why the Imperial College of Tropical Agriculture gradually gave way in importance to the University College of the West Indies. It does not, however, clearly identify chronology or geography, two things which are critical to an understanding of higher education in the Caribbean. Nonetheless, it is useful to this study because

it provides relevant material to understand the circumstances that led to competition amongst institutions for the provision of tertiary education in the region.

This study is also aided by the work of T.W.J. Taylor's, *The University College of the West Indies* which provided the researcher with a unique insight into the causes that placed the Imperial College on the 'backburner' of regional education efforts. Taylor's work focuses primarily on the hopes and expectations of West Indians for higher education. He was the principal in charge of bringing this to fruition during the school's formative years. In Taylor's publication, a chronological delineation is given of the manner in which events unfolded and the attendant circumstances. He also factors into his account such issues as communication, geography and infrastructure. Additionally, he touches on the institution's move for autonomy, which is important when taken in the context of higher education for colonies demanding the right to self-determination. A major critique of his work is that it is from the perspective of someone intimately involved with the institution, which can to an extent, colour the account given. Therefore, in using this literature, it is necessary to question the overall reliability and objectivity of the picture painted. Nonetheless, it is unquestionably relevant to this study as it provides valuable data for examining and contextualising the institution which eventually replaced the Imperial College of Tropical Agriculture as the West Indian premier tertiary institution.

Bridget Brereton's *From Imperial College to University of the West Indies*, gives an extensive detail of the overall historical development of what eventually became the University of the West Indies, St Augustine, Trinidad and Tobago. In this work, a careful examination of the institution's development is undertaken from many angles such as the rationale behind its creation and life, academic life and the like. It evinces the contemporary narratives of the institution. Despite its positives, it too is not without its faults, as the book pays little attention to what occurred during

the critical years 1945-1959. It instead moves into the school's new phase as the Faculty of Agriculture for the University of the West Indies, thus leaving a lacuna in the scholarship. This study seeks to fill that void.

Additionally, information for this work was obtained from the *Report of the Tropical Agricultural Committee* written by Shipley et al for the British parliament in 1920. This is a unique and beneficial document for this study because it provides a glimpse into the governmental deliberations that led to the institution's eventual establishment. The report contains material pertaining to its financial and administrative operations, staffing and curricula focus and other subjects. It is therefore invaluable to understanding the considerations which ultimately influenced the workings of the college once established. It does not, however, contain any perspectives of persons, save for those of the committee who all shared an imperialist outlook. Furthermore, it does not contain any mention of chronology or themes and only scant mention is made of geography. Nonetheless, it is still pertinent to this study because it contains in itself, major concerns that shaped the institution's purpose and development, which undoubtedly helps this study properly examine the development of tertiary education in the West Indies during the given period.

This study was also helped by Ramesh Ramsaran's, *Aspects of Growth and Adjustment in Post-independence Trinidad and Tobago*, which looks at the changes to the economy of Trinidad and Tobago in the years following 1962. In particular, it focuses on the highs and lows of a growing oil industry and declining agricultural sector. Its utility for this study was solely to give context to the changed environment during the 1950s when the imperial college was in its waning phase. Accordingly, this study does not expand on the work done, but employs it to improve the clarity of narrative presented.

Objectives

In this paper it is argued that tertiary education in the British West Indies between 1924 and 1959 initially developed with the narrow purpose of serving imperialist interest and because of this, it became obsolete over time and had to give way to its successor which became tool for the region's social, economic and political transformation through a gradual change of its cliental, academic focus, regional politics and competition from other entities. The objectives of this paper are simple. Firstly, this paper seeks to explore and assess the factors which gave rise to higher education in the British West Indies and how the eventual product was shaped. Secondly, this paper seeks to robustly examine the internal workings of this institution and its impact on the region by focusing on those for whom it was meant and its tool as an instrument of promoting imperial economic interests. Thirdly, this paper seeks to assess how the Imperial College of Tropical Agriculture gradually gave way in importance and impact to its successor the University College of the West Indies, and how it adapted to changing circumstances between the 1940s and 1950s.

The topic under focus is unquestionably one which takes into account a broad range of considerations which were pertinent to the development of education within the confines of a colonial landscape. Therefore, this paper seeks to assess the social factors, since the sentiments and participants of colonists cannot be ignored; the economic factors, since the overarching goal of the institution was to promote British imperial interests in the development of a strong West Indian agricultural industry; and the political factors, since understanding the evolution of the development of the educational products offered in West Indian higher education cannot be divorced from growing movements for independence and nationalism.

Methodology

For this study, data is collected from secondary sources, which are literature that have been written on the college and matters related thereto. This information is then interpreted in a broad context, which is necessary because the focus of this study requires a proper account of the major influences that impacted the college and the development of higher education in the West Indies. They are therefore looked at to explain imperialism, racism, economics and politics, among others, which help create a holistic understanding of the findings of this paper. This is because it looks at one of the most important influences on the development of social life in the West Indies during this period.

Chapter Summary

In chapter one of this paper, the pioneer years of the Imperial College of Tropical Agriculture are summarised, with a focus on the administrative, financial and other challenges which shaped its development during the 1920s. This is to provide a basis upon which the subsequent expansion, achievements and failures of the institution in the proceeding decades can be contextualised.

In chapter two of this paper, specific attention is given to the educational side of the institution. This concerns the curriculum, staff and students, as well as infrastructure, which shaped the overall end product of the college, particularly within the imperial objectives shaping its existence.

In chapter three of this paper, attention is given to the waning years of the college. Here, the factors which moved it from being of seminal importance to being replaced by new institutions, particularly the University College of the West Indies, and how it adapted to these changed circumstances is examined. This is done to account for the development of tertiary education in the West Indies in the post-independence years.

Chapter One: The Pioneer Years

The Caribbean region has been influenced in every facet of its development by the designs of imperial powers, namely western European countries, chief among whom was Great Britain. From the sixteenth century onwards, it gradually took over most of the islands into its empire, which was followed by their transformation into its pre-eminent agricultural zones, producing inter alia, sugar. By the nineteenth century, their fortunes began to change as mercantilism, upon which they heavily relied for viability, was ended together with the abolition of African enslavement, resulting for the first time in these islands having free societies. This new paradigm brought forth a new question: how to develop these societies in alignment with the ideals of freedom? Furthermore, they were still constituent parts of the British Empire, which meant they were obliged to continue contributing to its advancement. It is against this backdrop that any exploration of the development of tertiary education in the British West Indies must be undertaken since the history of colonial rule in the region impacted after facet of Caribbean life.

By the nineteenth century, it was clear that children in these formerly enslaved societies would not have easy access to schooling, especially at the higher levels. It was commonly held that education was for the middle class and those who could afford it joined the upper class in sending their children abroad for university (Brathwaite 15). By the turn of the twentieth century, this arrangement, at least for the groups mentioned, caused disaffection, as it was thought necessary to have adequate institutions in the region to service its needs. This was then followed by the question, ‘what would be appropriate course material for their needs?’ The obvious answer was anything which best served their imperial obligations, which as had been ordained centuries earlier, was in the field of agriculture. Thus, preparations were had in London, where a parliamentary committee deliberated over the form it would take. The committee recommended a Tropical Agricultural

College for the British Caribbean colonies, which was necessary to aid the British Empire in competition with the American territories that offered the same; to train persons to cultivate sugar, cocoa, coffee and dye woods for manufacture (Brathwaite 34; Shipley et al 5).

Sir Francis Watts (1859-1930) by Walter Stoneman c. 1921. National Portrait Gallery, UK



To bring this dream into being, several men took on the mantle of pioneering it. Two of these figures were Sir Norman Lamont, a wealthy planter who owned estates in Trinidad and who had significant influence with the imperial government and Sir Francis Watts (Brereton 7). Lamont had called for a school that would properly train persons to take up local posts in agriculture and improve production, and played a central role in securing ICTA for Trinidad. Sir Francis on the other hand, was an imperial commissioner from Barbados.

Both men sat on the West Indian Tropical Agricultural Committee established by Secretary of State for the Colonies Lord Alfred Milner (Brereton 7). For their efforts, the dream the British colonial authorities was finally realised on 30 August, 1921, with the establishment of the West Indian Agricultural College (WIAC). This body was not, however, given the requisite safeguards to ensure its income was not considered profit and taxed. Moves were soon afoot to put things right, which meant the three-year old institution was rechristened the Imperial College of Tropical Agriculture (ICTA) upon receipt of its royal charter. This was to ensure that its revenues would

not be taxed as a charitable body. Thus, began a defining 35-year-long period of imperialist centred tertiary education in the British West Indies.

With its new incarnation and sharpened focus, it was critical to ensure that the governance of the college fulfilled its mandate. Accordingly, it was recommended and accepted that the managerial body composed of ex-officio nominated, co-opted members, whose meetings would be held in London (Shipley et al 7). To ensure that the body could act as the interest of the college as the British Empire demanded, it was given wide ranging powers that virtually made ICTA's local administration's voice in matter negligible. The committee was empowered to appoint and dismiss all officers, create from their body a finance committee whose meetings would generally take place in London, and appoint from amongst themselves, an executive committee that would be held in the colony where ICTA was situated (Shipley et al 7).

From 1924 onwards, the college spent the rest of the decade consolidating itself. Among the foremost concerns of its early administrators, namely Sir Francis Watts who served as principal from 1922-1924 and H. Martin Leake from 1924-1927, was the physical development of the plant. Second, was the structuring of the academic life of the school, which as an institution devoted to the progression of agricultural science focusing, for example, on mycology, entomology and plant genetics (Brereton 12). Moving forward would not be easy, however, as the young college had many challenges throughout the 1920s and '30s, not least of which was financing, exacerbated by a downswing in the global economy because of the Great Depression. The manner in which it overcame such and how it developed is detailed in the following chapter.

Chapter 2: Academic Life and Infrastructure during Consolidation

In assessing the development of tertiary education through this institution, it is obvious that due consideration must be given to its educational and infrastructural development. It was these changes, particularly between the 1920s and 1940s which determined in large measure, the quality of the experience to be had, as well as the product being produced, that is, the type of students being graduated and the intended career path of these individuals, which again, was never disassociated from the overall grand imperial designs of British economic interests. It is against this backdrop that this chapter shall focus on the following considerations: student life vis-à-vis the nationality, race, instruction and general experience at the college; academic faculty in regard to gender and race and how these impacted administration; and the physical evolution of the premises, which after all, was the testament to whatever maturity the institution enjoyed.

Firstly, one of major considerations in looking at student life at ICTA was the linkage between nationality and race, as it was inseparable from the general imperialist mission of the college. This played out in many ways such as the type of courses on offer and for whom they were meant. It is noteworthy that the majority of students who undertook undergraduate courses of three years duration were West Indians, while British pupils focused on post-graduate work for the Associateship and after 1949, the Diploma in Tropical Agriculture; and it was the latter who were given top priority (Brereton 16).

Plots worked by post-graduate students at the Imperial College. Photograph No. D 79160.

Official Trinidad and Tobago photography compiled by Central Office of Information.



This should not, however, be surprising, as expatriates who sojourned to the British West Indies to avail themselves of what the college had to offer, did

so often at the behest of commercial interests in and connected to the metropole, who required technically trained specialist in agriculture for ventures around the world. Lamentably for West Indian students, prospects were centred on what little could be secured locally. This dynamic is well illustrated during the 1922-23 academic year when there were only 33 pupils, the majority of whom had been sent by the Empire Cotton Growing Corporation to take a year-long post-graduate course, with 4 individuals from the Gold Coast Agricultural Service sent to do the same the year before (Leake 171).

Another important subject appertaining to study life were the methods of instruction. The methodologies of training were geared towards preparing students interested in tropical farming, working in the administrative side of the British Colonial Agricultural Services and for those desirous of entering into research positions at such institutions (Leake 169). Naturally, this meant that the curriculum necessarily featured a dominance on sciences and admission requirements generally centred on O' level qualifications with at least three sciences. This basic level of competence was seen as satisfactory by the committee in charge of recommending the establishment of the college in 1920, opining that it would meet requirements of students out of

secondary school (Shipley et al 9). It should be noted, however, that in special circumstances these could be relaxed.

Additionally, it is important to examine the type of life generally led by the students, which arguably well illustrated the dynamics of imperialism and racism at work. For it can be said education is not solely confined to the classroom, but also includes experiences in all facets of college life. One of this was the college's emphasis on being a residential and not a day time school. In 1928, Milner Hostel was opened, as well as a dining hall for recreational activities (Brereton 20).

Milner Hall Courtesy The University of the West Indies, St Augustine Campus, 2018



For those partaking of the latter, conformity with European standards was a must. The dress code, for example, stipulated for dining in hall, long-sleeved shirts and tie. Further, a barber was brought in on Sundays and shoes were cleaned (Brereton 21). It should be injected at this point

that throughout its existence, the college did not cater for women. It must always be born in mind that it was first and foremost, an institution designed solely to prepare men, British and West Indian, for jobs in the service of the empire in the sphere of agriculture, areas which at this time, women were not expected to engage themselves in. Overall, however, it can be found that student life did not differ too much from that offered in other British style universities, which is perhaps

another reason for the insistence on high academic standards demanded, as well as the strict observance of European cultural norms, as these were all in line with the imperial ethos.

Now, a second major dimension of the college's development in the form of the teaching faculty must be accorded attention, as this also played a critical role in propelling it forward and upholding its imperial agenda. Firstly, like the student body, it was all male and substantially constituted of expatriates. This must be assessed against the backdrop of their being trained in foreign universities as none existed in the West Indies, as well as the interest in the governing body to ensure that the purpose of the institution was always well looked after. To this end, all of its principals were British (Brereton 35). Furthermore, all positions of middle managements, for example, deans were held by British teachers. It should therefore be unsurprising that some levied charges of racism and West Indians were offended by the ethos of the school (Brathwaite 37). Nonetheless, little changed right up to the last year of the school as an independent institution.

Staff size was always small, moving slowly from 9 to 50 between 1924 and 1950 (Brereton 35). A difference was only seen in the final years, when one can argue, its importance to the imperial mission dwindled alongside the de-colonisation effort of Britain. It was only then that locals and coloured professionals succeeded in securing managerial positions which colonists did not consider desirable.

Finally, it is important to take a look at the infrastructural development of the school. Firstly, the college was helped along by donations from commercial firms in Britain, in whose interest it was to aid its development. For example, in 1925 sugar machinery firms gave £20,000 for a model sugar factory (Brereton 26). Also, in 1922, the former yaws hospital became the college's first building. These achievements, however, were only a drop in the bucket, as much more were needed to be done. For example, since the college was situated on pasteurised and swamp land, there was

an urgent need to construct drains, fill in sink pools and install insect-proof screens in the student and staff accommodations (Brereton 27). It is therefore not surprising that in its early years, 1920s and '30s, the college's operations were limited. It was only after the Second World War that 70 acres were obtained for new buildings which were opened in 1945 marking the its silver jubilee of the college's royal charter.

Chapter 3: On the Road to a Third Reincarnation: From ICTA to Faculty of Agriculture

It can be said that for three decades the Imperial College of Tropical Agriculture lived up to the lofty ambitions of its creators in so far as it continuously churned out highly trained personnel to minister to the overseas economic interest of Great Britain. So successful was the college that it came to be envied by other colonial powers because it gave a united purpose to the British Empire (Brereton 39). This commitment to fulfilling its imperial purpose would, however, in a new era when Western Europe finally retreated from worldwide dominion in the wake of World War Two, prove damning for the future imperialist leaders of the British West Indies. It is therefore argued in this chapter that the post-war years from 1945-1959 saw the waning phase of ICTA, largely because in its second incarnation it was plainly antithetical to the new nationalist socio-political landscape of the British West Indies, and in this mould, was incapable of adapting and remaining an institution wholly independent and was eventually sublimated into the University College of the West Indies.

Firstly, during the 1950s, Great Britain, like its European counterparts, were liquidating its vast overseas holdings quickly, which meant people who had been governed for centuries by another and had little or no say in their society's affairs, were now quickly having responsibility for such thrust upon them. For the British West Indies, which had seen European dominion since the earliest days of Columbus' sojourn into the New World, followed by nearly four centuries of British colonialism, time was of the essence to create institutions of learning to build the human capital necessary to survive as independent nations. Thus, discussions took place between West Indians and the British colonial authorities to establish a new and comprehensive tertiary institution whose focus would not be limited to agricultural pursuits but cover the wide array of courses in the arts

and sciences. It should be noted that this was nothing new since the need for a well-rounded university to cater to the region's needs had been argued for since the imperial college's infancy. For example, the worldwide depression of the 1930s made aspiring nationalists believe such was necessary for a dissolved empire, as well as to overcome the scourge of poverty (Taylor 10). To oversee this monumental undertaking during the post-war years, the Asquith Commission was set up to investigate and make recommendations for a new regional institution. In 1948, its labours came to fruition in the establishment of the University College of the West Indies, Mona, Jamaica. Another reason for the decline of the imperial college was the fact that it was not a school of higher learning on par with "normal" universities such as Oxford and Cambridge, insofar as the latter conferred upon graduates real degrees, whereas the former never did. It merely gave diplomas which were useful for getting into actual universities. This meant that for a region quickly moving towards self-government and in need of quality higher education, the purpose and operations of the imperial college were practically obsolete. Its futility is arguably well demonstrated by the fact that the University College of the West Indies was able to award degrees, albeit in partnership with a parent school, the University of London, which meant its graduates could receive the same esteem as their counterparts in the wider world without recourse to another institution. The imperial college, on the other hand, could not award anything equal to a BSc, for example (Brereton 17).

Further, it is important to note that during the 1950s, the imperial college made no attempt whatsoever to deviate from its original purpose, stubbornly holding to its imperial agenda, even when the end of empire was in sight and the agenda it served was fast disappearing. For example, it would not even pay attention to social sciences until the mid-twentieth century (Brathwaite 38). In short then, it can be said the college in its original incarnation would have to

“die” because it simply did not or could not adapt to suit a changed socio-economic and political landscape.

Finally, it can be argued that the rapid pace at which the imperial college came to an end was partially due to the changed focus of the British West Indies from being largely agriculture centric. In the post-wars, some scholars such as noted academic Sir Arthur Lewis, highlighted the need for these islands to no longer solely depend on precarious agricultural markets but to look at diversifying, for example, into manufacturing. In the case of Trinidad and Tobago, the place where the imperial college called home, the 1950s saw a strident march towards developing the petroleum sector as agriculture’s contribution to GDP steadily and irrevocably declined. It moved from 16 percent in 1951 to 11 percent by 1961 (Ramsaran 227).

The point is, all around the region there was a sentiment for moving away from the worn out fields where the enslaved ancestors of these societies toiled, for more lucrative and fulfilling pursuits. Therefore, it was arguably “silly” to retain a school, saturated in the imperialist agenda that paid at best scant regard to West Indians and their economic needs, that would focus on nothing else but farming, be kept going into a new phase of economic and social transformation. Thus, by 1959, the imperial college after 35 years was over, born again as a faculty of agriculture for the University College of the West Indies, a change that meant above all, its final submission to the demand for regionalization.

Conclusion

In bringing a close to this analysis of the development of tertiary education in the British West Indies through the medium of the Imperial College of Tropical Agriculture, several observations can be made. Firstly, it is indisputable that higher education came chiefly for the same reason that everything which preceded for these islands did: the benefit of the mother country. There was never for a moment, a real and abiding interest in serving simultaneously the welfare of the people who, not only provided the undergraduate base, but also the labour force. Secondly, it can be said the college's eventual demise was rooted in the way it was formed and the purpose it was given from the beginning. It was simply not conceptualized to suit the West Indies-remaining supremely for Great Britain's overseas interests. In a drastically different geopolitical environment, this was not only a hindrance but clearly offensive to West Indians, in consequence of which, it simply had no chance of endurance in the de-colonisation years. Ironically, it would be forced to sublimate itself into an institution which was everything it was not, the University of the West Indies, and finally worked wholly for the region's progress.

Works Cited

- Braithwaite, Lloyd. "The Development of Higher Education in The British West Indies." *Social and Economic Studies*, vol. 7, no. 1, 1958, pp. 1–64. JSTOR, www.jstor.org/stable/27851137. Accessed 10 Oct. 2020.
- Brereton, Bridget. *From Imperial College to University of the West Indies. A History of the St Augustine Campus, Trinidad & Tobago*, 2011, pp. 16-27.
- D'Aeth, Richard. "The Growth of the University College of the West Indies." *British Journal of Educational Studies*, vol. 9, no. 2, 1961, pp. 99–116. JSTOR, www.jstor.org/stable/3119400. Accessed November 7, 2020.
- Leake, H. Martin. "The Imperial College of Tropical Agriculture." *Journal of the Royal Society of Arts*, vol. 74, no. 3816, 1926, pp. 164–177. JSTOR, www.jstor.org/stable/41357129. Accessed 29 Oct. 2020.
- Ramsaran, Ramesh. "Aspects of Growth and Adjustment in Post-independence Trinidad and Tobago." *Social and Economic Studies* 48, no. 1/2 (1999): 215-86. Accessed February 15, 2021. <http://www.jstor.org/stable/27865140>.
- Springer, H. W. "The Historical Development, Hopes and Aims of the University College of the West Indies." *The Journal of Negro Education*, vol. 31, no. 1, 1962, pp. 8–15. JSTOR, www.jstor.org/stable/2294532. Accessed 6 Nov. 2020.
- Shipley, AE et al. "Report of the Tropical Agricultural College Committee." *Colonial Office*, 1920. <http://uwin-primo.hosted.exlibrisgroup.com>. Accessed 11 December, 2020.

Taylor, Principal TWJ. "The University College of the West Indies." *Caribbean Quarterly*, vol. 2, no. 1, 1951, pp. 4–15. *JSTOR*, www.jstor.org/stable/40652491. Accessed 7 Nov. 2020.