

A Salute to the Caribbean Journal of Education and Development

Errol Miller, OJ, CD

The University of the West Indies, Mona

Heartiest congratulations to the School of Education of The University of the West Indies, Mona for this milestone moment in the historical journey of publications on Caribbean education. By consolidating the two journals on Caribbean education published at Mona (the *Caribbean Journal of Education* and the *Journal of Education and Development in the Caribbean*), the School of Education at The UWI, Mona campus, while moving forward in changed contemporary circumstances, has reached back and retained key values and goals at Mona that date to the establishment of the Department of Education in 1952; the Centre for the Study of Education in 1955; and the Institute of Education in 1963.

The Diploma of Education, offered by the Department of Education, was the very first academic/professional credential awarded independently by the University College of the West Indies (UCWI) of London University without any stamp of approval from the latter. Created with the mission to teach, within 3 years the Department of Education created the Centre for the Study Education out of the realization that to be authentic it had to generate new knowledge about Caribbean education, its theory, context, and practice—and could not merely borrow content and pedagogy from elsewhere. Research on Caribbean education (including its origins and development) was obligatory. This research obligation was not only to teach the courses and practicum that constituted the Diploma, but

also with respect understanding the education systems and schools from which students came and at which they were being prepared to teach.

Within 11 years of the creation of the Department of Education, the Institute of Education was created because the Ministries of Education in the Western Caribbean had devolved the responsibility to certify teachers to Mona. When ministerial government was created in Jamaica in 1953 to insulate the certification of teachers from even the appearance of political interference, the Ministry of Education established the Board of Teacher Training. It was chaired by the Head of the Department of Education and comprised of the principals of teacher's colleges; representatives of the Jamaica Union of Teachers; and selected officers of the Ministry. With the creation of the Institute of Education, the Board of Teacher Training was replaced by the Institute Board of Teacher Education, latterly renamed the Joint Board of Teacher Education. By 1963, it had become abundantly clear that this partnership designed to guarantee quality and standards in teacher certification had to be buttressed by research and development in teacher education. The remit of the Institute of Education was to conduct the process of teacher certification and to engage in research, development, and policy advice. Simply put, the challenge of providing high quality teacher education went beyond setting and evaluating common standards. It included professional and

technical assistance in curriculum development; staff development; institutional development; monitoring and evaluation; operating subject boards of studies; and instituting internal quality assurance mechanisms at each college. Hence, the Institute was not a teaching department, but operated more akin to a consultancy firm.

Simultaneous with the creation of the Institute of Education was the formation of the Faculty of Education, with the Department of Education and Institute of Education, its two entities. The Faculty of Education had its own Dean and Office of the Dean. Eventually, the Faculty had a total of 42 academic posts, 24 in the Department and 18 in the Institute. The physical infrastructure of the Department consisted of offices, classrooms, and laboratories. The physical infrastructure of the Institute consisted of offices, a printery equipped to produce materials, and a documentation centre resourced to support and supplement the teacher education curriculum of teacher's colleges. Staff for the printery, including editors and documentalists, meant that the Institute had a larger staff and physical space than the Department, but slightly less academics. The assumption at that time was that the differences in processes and rhythms of teaching students on campus and off-campus engagement with teacher's colleges, unions, and ministries required full-time involvement that could not be reasonably expected to be done by the same professionals.

In 1974, the Institute of Education, engaged in research, development, and policy advice in teacher education, so marshalled its establishment infrastructure and budgeted resources to be able to begin the publication of the *Caribbean Journal of Education*. Its overarching goal was the advancement of scholarship on education in the Caribbean. Apart from the requirement to address some aspect of education in the Caribbean, the main requirement of papers accepted for publication was merit as judged by the peer review process. Later, in June 1997, the Department of Education, engaged principally in teaching and research, through enterprise, published the *Journal of Education and Development in the Caribbean*, replete with an

endowment fund to ensure its continued publication. The criteria for publication of papers were the same as for the *Caribbean Journal of Education*.

Put another way, both the Department and Institute, to be inclusive, went beyond the purposes for which they were created in their independent efforts to advance publication of scholarly works on Caribbean education from the Mona Campus.

The University College of the West Indies of London University (UCWI) became a full-fledged degree granting institution, The University of the West Indies, in 1962—the same year of political independence of Jamaica and Trinidad and Tobago. By then the institution had become firmly fixed on research and publications as the predominant criteria for promotion and security of tenure for all academic staff. Normally, contracts were for 3 years. There were set norms for the number of publications expected after two 3-year contracts. Staff not achieving this number did not receive a third contract. Publication was not an option. It was a rigid stepladder of contractual requirements prescribed in terms of publication of peer-reviewed journal articles, chapters of books, and books. The unwritten preference was for international journals. The critical question that arose, especially from young top-achieving UWI graduates returning to take up academic posts was: what made a journal international? What made the *British Journal of Sociology* or the *American Journal of Sociology* international? It could not be geography or an imperialist milieu. Fairness and credibility demanded the criterion to be high quality of content. Local journals had a point to prove and a hill to climb.

Up to the challenge, several academics at Mona took the risk of producing and submitting high quality work published in Caribbean journals to ensure the international status of the latter. The two entities that comprised education on the Campus kept faith with scholars to publish these two journals consistently, despite odds and challenges. Readers had access to these journals at reasonable and affordable cost. There was no profit-making or profit-taking. Income earned was reinvested. Individual academics, Department and Institute, faithful readers and

subscribers, and Caribbean reputation were inextricably knotted together. The ever-present but also invisible partner in this intricate dance was the source of financing.

A history of Caribbean journals remains to be written, but it seems that *Caribbean Quarterly* (1949), the *Jamaica Medical Review* (1951), followed by *Social and Economic Studies* (1953) were the pioneers. Caribbean journals on education were late comers to this quadrille. With pellucid clarity, McCallum (2018), has depicted diagrammatically the origins, structuring, and episodic restructuring of entities in education, and the formation and fracturing of Faculties and Schools of Education within The UWI, Mona—all predicated and justified on imposed administrative criteria with limited connection to functionality and effectiveness. What is remarkable is the fidelity with which the goals and values that have underpinned the publication of journals on Caribbean education have been adhered to. This is to the great credit of succeeding generations of Deans, Heads and Directors, and committed Editors who have continued to find ways to converse these goals and values despite cascading waves of change.

Merging the *Caribbean Journal of Education* and the *Journal of Education and Development in the Caribbean* is a masterstroke of conservation of scholarship dedicated to Caribbean education, published by those on the Mona Campus whose remit is education, learning, teaching, research, and development. It preserves the long tradition of paying our way and not relying on handouts and charity from others. It keeps faith with scholars and authors engaged in studying the Caribbean, ensuring that once works of quality are produced (as judged by expert peer reviewers), those works will be published. There is no “pay-for-play” for access to readers. Readers are assured of access without charge, and copyright is preserved. There is no sale of the sweat equity of authors of the past such that Caribbean journals in education become yet another source of extraction of wealth from the region by multinationals. Moreover, from the beginning and over the years of their publication, both journals have earned enviable international reputations and recognition.

Remembrance of the Institute of Education Annual

In saluting conservation and celebrating survival, it is not inappropriate to remember demise. After the second coming of the Institute of Education in 1996, the decision was taken to publish the Institute of Education Annual to provide scholars working in the field of teacher education expanded opportunity to publish their work in a peer-reviewed publication. An Editorial Board was appointed with the esteemed Dr. Ruby King as Chairman, and additional resources were provided which moved decision to reality. Remembrance is due to the Institute of Education Annual, whose demise coincided with the second passing of the Institute.

Gender and the Democratization of Caribbean Education

I am deeply honoured and most delighted that one of my articles published by the *Caribbean Journal of Education* has been selected for republication in the first volume of The Caribbean Journal of Education and Development. This paper, Gender and the Democratization of Caribbean Education, published in 1996, (Miller, 1996) occupies a pivotal place in my theoretical musing on gender, education, and society. This article was not a single one-off paper but was related to a set of publications that span over 15 years, including Marginalization of the Black Male (Miller, 1986) Jamaican Society and High Schooling (Miller 1990); Illiteracy Gender and High Schooling (Miller 1996); Gender and the Family: Some Theoretical Considerations (Miller 1998); and Gender, Power and Politics: An Alternative Perspective (Miller 2001). I more recently wrote and published two books on the electoral system of Jamaica, (Miller 2022) and (Miller 2023)—a fitting extension of the seminal work reprinted here and its impact on the structure and governance of Jamaican society.

The significance of scholarly research in the Caribbean past, present, and future becomes evident when I reflect on how these musings on

the interplay between gender, power, politics, schooling, the family, and democracy informed my thinking when I was reluctantly conscripted in December 2000 to lead the Electoral Advisory Committee (EAC), subsequently the Electoral Commission, which had responsibility for the electoral machinery of Jamaica. With no prior involvement in the electoral process, I was able to rely on my conviction that elections are at the very heart of democracy and democratization and apply my theoretical musings to decision-making as during my twelve years of service as Chairman of the EAC. This is the true value of research and scholarship.

Errol Miller, OJ, CD, PhD is Professor Emeritus, The University of the West Indies. He is a distinguished scholar and educator with a career marked by significant contributions to the field of education. These include Jamaican honours: Commander of the Order of Distinction and Order of Jamaica; The University of the West Indies, Vice Chancellor's Award for Excellence, and Doctor of Laws Honoris Causa; UWI Alumni Association Pelican Award; Jamaica Teachers Association Honour Roll; Calabar High School 100 graduates of the Century, Centenary Award; Most outstanding graduate, School of Education, UWI Mona, 75th Anniversary UWI Awards, 2023; The Norman Manley Award for Excellence, 2019. International honours include: Fulbright Fellowships for Senior Academics; The Albert Shanker Education Award, 2004 by Education International, Brussels; International Bridge Building Award of Collaborate to Educate Our Boys, 2018—Washington D.C.; and Visiting Professorships at Western University, Ontario Canada; Graduate School of Education, Stanford University; Teachers College, Columbia University; and Graduate School of Education, Harvard University.

References

- McCallum, D. (2018). *History of the School of Education*. The University of the West Indies (Mona), School of Education. <https://www.mona.uwi.edu/soe/history-school-education>
- Miller, E. (1986). *Marginalisation of the Black Male*. Institute of Social and Economic Research, University of the West Indies, Mona.
- Miller, E. (1990). *Jamaican Society and High Schooling*. Institute of Social and Economic Research, University of the West Indies.
- Miller, E. (1996). Gender and the Democratization of Caribbean Education. *Caribbean Journal of Education*, 18(1), 11–44.
- Miller, E. (1996). Illiteracy, Gender and High Schooling in Jamaica. *Education in the West Indies: Developments and Perspectives, 1948–1988*. (1996) In D. Craig (Ed.), *Education in the West Indies* (pp. 47–74). Institute of Social and Economic Research, University of the West Indies, Mona.
- Miller, E. (1998). Gender and the Family: Some Theoretical Considerations. In W. Bailey (Ed.), *Gender and the Family in the Caribbean* (pp. 1–31). Institute of Social and Economic Research, University of the West Indies, Mona.
- Miller, E. (2001). Gender, Power, and Politics: An Alternative Perspective. In I. Skjelsbæk and D. Smith (Eds.), *Gender, Peace and Conflict* (pp. 80–103). International Peace Institute and Sage Publications. <https://doi.org/10.4135/9781446220290>
- Miller, E. (2022). *Elections and Governance. Jamaica on the Global Frontier: The Independence Years, 1962–2016*. Ian Randle Publishers.
- Miller, E. (2023). *Elections and Governance. Jamaica on the Global Frontier: The Colonial Years, 1663–1962*. Ian Randle Publishers.
-