

CONTACT ROSE ANN MILLER, HARVARD EDUCATION PRESS
PHONE: 617-496-2998, FAX: 617-496-3584
roseann_miller@harvard.edu
www.harvardeducationpress.org

PRESS RELEASE

A heart-provoking historical work. Royal gives voice to the experiences of Black educators silenced by anti-Black systemic reform. Unadulterated and admonishing, this work serves as a signpost for those in the fight for educational equity. Royal pushes the reader toward introspection, challenging us to stand in the conviction of our commitments toward antiracism. All who believe they serve in the liberated interests of black children should read this.

—Sabriya K. Jubilee, Chief of Equity, School District of Philadelphia

This is a powerful book about how Black educators and community members experienced public schooling in Philadelphia from 1967 to 2017. It also raises critical questions about the impact of racism, racial capitalism, liberal ideals, and neoliberal practices on school reform in similar urban districts. It's essential reading for anyone who wants to understand the racial politics of school reform and the importance of Black educators and communities to leading the creation of real solutions.

—Ken Zeichner, Boeing Professor of Teacher Education Emeritus,
University of Washington, Seattle

CAMBRIDGE, MA *Not Paved for Us* (Harvard Education Press; Publication date: May 31, 2022; \$36.00 paper), chronicles a fifty year period in Philadelphia education, and offers a critical look at how school reform efforts do and do not transform outcomes for Black students and educators.

Not Paved for Us offers an extensive, expert analysis of a school system that bears the legacy, hallmarks, and consequences that lie at the intersection of race and education. Urban education scholar Camika Royal deftly analyzes decades of efforts aimed at improving school performance within the School District of Philadelphia (SDP), in a brisk survey spanning every SDP superintendency from the 1960s through 2017. Royal interrogates the history of education and educational reforms, recounting city, state, and federal interventions. She covers SDP's connections with the Common School Movement and the advent of the Philadelphia Freedom Schools, and she addresses federal policy shifts, from school desegregation to the No Child Left Behind and Every Student Succeeds Acts. Her survey provides sociopolitical context and rich groundwork for a nuanced examination of why many large urban districts struggle to implement reforms with fidelity and in ways that advance Black students academically and holistically.

In a bracing critique, Royal bears witness to the ways in which positive public school reform has been obstructed: through racism and racial capitalism, but also via liberal ideals, neoliberal practices, and austerity tactics. Royal shows how, despite the well-intended actions of larger entities, the weight of school reform,



here as in other large urban districts, has been borne by educators striving to meet the extensive needs of their students, families, and communities with only the slightest material, financial, and human resources.

About the Author:

Camika Royal is the associate professor of Urban Education at Loyola University Maryland.