



Counterintuitive?

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In this increasingly complex technological world, what can our school systems do to help students excel in advanced math?

Well, here's a novel approach: "Cambridge Public Schools no longer offers advanced math in middle school," *The Boston Globe* [reports](#).

Hmmm. Rather counterintuitive: Take access *away* from students.

Silly me, helping students master advanced mathematics isn't even on the list of concerns for this Massachusetts city's "education" officialdom. "The district's aim," explains *The Globe*, "was to reduce disparities between low-income children of color, who weren't often represented in such courses, and their more affluent peers."

By reducing the learning opportunities for all.

"School districts throughout the country are moving to axe certain academic standards such as advanced courses,

grades and homework in the name of equity," *The Daily Caller* [informs](#), "in California, a high school recently stopped offering honors courses because the courses were failing to enroll enough black and Latino students."

The impetus behind these moves is racist and wrong. Moreover, the results are both predictable and pernicious: "limiting advanced math to students whose parents can afford to pay for private lessons."

"They're shortchanging a significant number of students," one parent complains, "overwhelmingly students from less-resourced backgrounds, which is deeply inequitable." This is the case because many of the more affluent parents can afford to bypass the antagonistic public schools and get their kids the education they need to succeed.

Public schools are increasingly throwing in the towel on teaching low-income and many black and brown kids, deciding that racial "equity" can most easily be achieved by taking away educational opportunities from white and Asian students.

Is this where the logic of public education leads — race as an excuse [to play Procrustes](#), sawing off the tops of our heads to make us "equal"?

This is Common Sense. I'm Paul Jacob.