How are sewer $\varepsilon$ public-education systems alike?
Both carry a stream whose processing is governed by
socially determined goals. The desired product of the first is bio-acceptable effluvia; of the second, socio-acceptable citizens.
How are sewage $\varepsilon$ children alike?
Both can exceed carrying capacity. At an increasing rate, Cape Cod sewage systems are exceeding technical $\varepsilon$ natural capacities for defending the aquifer: our fight for pure water must become more furious. Everywhere on earth, children are the major enemy of pure water $\varepsilon$ are, in their excess numbers, looked at from the viewpoint of water, a form of sewage ( $\varepsilon$ thus the urgent planetary need to cut down on live births-by continence, contraception, $\varepsilon$ abortion).
But in addition to threatening the ecosphere's carrying capacity, children... ...can overload, numerically, the institutions society sets up for them. The incoming child-tide pressures for more schools; the outgoing tide leaves some schools empty. ...can overload, when of another culture, a society's cultural carrying capacity. This is the phemenorn this Thinksheet addresses.

1. What I call amor minoritatis, a pluralism-ideological overattention to minorities at the cost of neglecting the majority culture, has increased steadily since 1954's justly rendered decision on Brown v. Topeka Board of Education. The bitter irony of this amor is that, while originally driven by the motive of desegregation (ie, integration), we now have an increasingly segregated society, considerably due to the pro-pluralistic movement itself.
2. Not that I'm antipluralistic. Rather, I rejoice in diversity. But being prounity, I'm nonpluralistic. I believe in what our Great Seal says, E pluribus unum, "From many, one," by which the Founders meant a reciprocity in which all would gain $\varepsilon$ lose. All would gain unity, and the price would be (1) that those of English language, law, $\varepsilon$ religion would not try to impose other aspects of British civilization on those of other cultural backgrounds (eg, the "PA [German] Dutch"), \& (2) that those of other cultural backgrounds would submit their children to the American cultural root, viz English language $\varepsilon$ (as developed in the US) law, whether or not to the Founders' religion (except to the extent that without some knowledge thereof, one can't understand the American way of government).
3. The calamity that has come upon this American compromise is that our public schools have fallen captive to an alien ideology I may call $E$ pluribus plura, the many being processed to rejoice in their manyness, ie pluralism. Toqueville would prophecy, for this, national disintegration, Hobbes' "the war of all against all," cultural chaos, governmental gridlock (of which Inside the Beltway has not a little already). If this philosophy takes us over, the public school is finished, no longer having the cultural carrying capacity (or even the will!) to process all children into English(American)language fluency \& familiarity with our social ethos (laws, values, virtues, \& the religious $\&$ secular roots thereof). The schools are complaining that "we" are asking them to do too much: I'm complaining that they're doing too little about their raison d'etre, viz to pass on the cultural heritage (linguistic, moral-ethical-religious).
4. When I worked in the Vatican 22 years ago, everybody was supposed to know the world's lingua franca, French. Now in the Vatican, $\mathcal{E}$ 'round the world, English is the lingua franca. The French Academy has just adopted English as the language of the prestigious Pasteur Institute's journal, as almost all MSS come in in English (only 6\% in French!). Meanwhile, our public schools have been disadvantaging children whose motherspeech is other than English. Instead of quickly learning English by submersion in an all-English education, they are segregated into foreign-language classes where they fall behind those in the English-language classes (because of spending so much time on "bilingual education"), or--worse--are permitted to avoid taking their exams in English (in which case "bilingual education," which was intended to be transitional to English, has become unilingual, permanently disabling the victims from full participation in America's structures of power)....90\% of bilingual education is in Spanish; Spanish-speaking children's drop-out rate is by far the worst: 36\%.
