

# WEST VIRGINIA CENTRAL NEWSPAPER

YOU ARE READING HISTORY IN THE MAKING



## WHEN THE CLOCKS STRIKE 13

By Tabitha Korol

"It was a cold day in April, and the clocks were striking thirteen." Thus began George Orwell's prophetic novel, 1984, written forty years earlier, preparing the reader for a dystopian future under socialism – a society of great suffering and injustice, and bereft of reason. This symbol of the thirteenth stroke brings into question what transpired through all the previous twelve hours, when inhumanity triumphed over our society, destroying our time and history itself.

In Orwell's tale, words were constantly being removed from the language and history repeatedly revised so that the citizens could no longer formulate thoughts. The character, Winston Smith, explains, "He who controls the past, controls the future. He who controls the present controls the past." We live in similar times, perhaps not as dramatically, but certainly equally disturbing. We are witness to ongoing destruction of our vocabulary, disintegration of the family unit, isolation and disorientation of the individual, demolition of historic monuments, whitewashed history, and a tampering of time, all combining to extinguish and remake our society. The focus of this diminished schooling and re-education is our young.

"British schools are removing analog clocks from exam halls because kids can't read them," reported Paul Bois, in the Daily Wire, April 2, 2019, with the subheading, "Many educators are phasing out analog clocks..." Rather than teach the kids to read the time, the educators are removing the clocks; this is happening in the US, as well. An emailed message from a teacher in the US read, "I get fifth graders asking me what time it is; there are two clocks in my classroom." Where are the parents? And why can't this teacher with two clocks set aside five minutes a day to teach what should have been taught in Kindergarten?

Studies have shown that being able to tell time on an analog clock is good for the brain and the mind. It enhances the children's cognitive and creative skills and helps them to visualize and learn time management – to understand the passage of time and how much time is left to complete a task. It boosts their abilities to solve complex mathematical manipulations, with increments and fractions comparable to similar concepts in other activities – even to grasp and learn map direction. Of course, the academics and psychologists are aware, yet the regression continues as we move closer to thirteen o'clock.

Another methodical and consistent destruction to our children's conceptualization, creativity, and ability to work through and solve problems is the removal of cursive writing from the curriculum. Suzanne Baruch Asherson, occupational therapist, wrote in the New York Times (April 13, 2013), "Putting pen to paper stimulates the brain like nothing else." It stimulates brain synapses and synchronicity between the left and right hemispheres, leading to increased comprehension, expression, critical thinking, working memory, and higher SAT scores – skills not achieved from printing and typing. Improved handwriting strengthens fine motor skills, develops better reading and math skills, all known to help them excel academically.

Modern technology is a poor excuse for keeping the children at computer and keyboard, where, unlike workbooks, the child is robbed of seeing how the progression of his thoughts leads to the emergence of his creation. It has been reported that Silicon Valley parents are now demanding their children return to books, but technology continues for the masses. Depriving the children of "best friends" and keeping them on the computer, away from group discussions, have also diminished their verbal communication and social skills.

Another assault is their victimization by the concept of "sexual fluidity," sexual disorientation that is bound to create seriously dysfunctional adults, another means of reducing our population, according to the globalists' dream, and to provide a motive for welcoming culturally conflicting migrants. Libraries are now inviting drag queens to be Storytime readers, and the likes of Alexandria Ocasio-Cortez are threatening the end of the world in twelve years, proposing that it is best not to marry and reproduce.

Further, the intentional change from a religious to a secular country has brought us a decline in civility, morality, ethics, and compassion. Deprived of intellectual curiosity and honesty, our children are being trained to rage and protest, manipulated for the left's political purpose. But it is thought, reason, and the power of choice that distinguish us from the lower life forms.

Religion is too potent a force to be left undisturbed.

Under the guise of inclusion of people of all religions, the Judeo-Christian Bibles were removed. but with ample funds from Qatar, the children are being immersed in the Arabic culture, against parental will. In fact, parents are threatened that their children will fail the class if they don't comply, so kids must learn the Arabic language and script, Islamic scripture and prayers, despite the ban on prayers in public schools – for a complete indoctrination program. Some schools have expanded days to a full K-8 dual-language Arabic program. A school in Philadelphia has its children praising martyrs and singing of violence against Israel. A standard feature of totalitarianism is the shift of children's loyalty and obedience from parents to state. As we have seen with Nazism, communism, Islamism, and Hillary's socialist "it takes a village," so Orwell's fiction is becoming fact.

Our Biblical teachings of goodness and integrity have been replaced with Quranic laws that are antithetical to ours. Students are not reading the classic stories and poetry that improve reading, speaking, and vocabulary skills; and missing out on tales of history, adventure, and invention that inspire achievement. Rather, they are engaged in dystopian literature, Islam and socialism.

Our history is rewritten as commemorative statues are demolished. Our schools are denying the greatness of Europe's "old white men" who produced the Constitution of the United States of America under which people could thrive and live freely and in harmony with each other, and who created one of the world's safest, most influential and powerful countries in the world. Thus, these children have not the ability to value our well-ordered society of a self-governing people; rather, they seek dependence on a benevolent ruling class. America is not founded on a common ancestry but on our history and unique system of beliefs, laws, and traditions. Academia's intentional theft is creating students who are less educated, less respectful, and less dedicated. They will not understand the "fundamental changes" that will subjugate them as our constitutionally-granted freedoms are eroded. The noose continues to tighten as they adjust slowly to the global elitists, remaining blissfully and fatally unaware.

The grand theft accomplished, what are they learning instead? That everyone has his own truth, view, compulsion, relative to his/her own partiality; that there is no Good and Evil, Right and Wrong, and no facts. The doctrine of "cultural relativism" teaches that our culture has been bad and all other cultures good; that America is racist (not that we legally banished racism and slavery), and we may therefore not criticize racism and slavery elsewhere – Islamophobia on steroids; and open to conquest and oppression. They are learning that diversity from newcomers with dark skin is our strength, and Christianity, Judaism, white skin and conservatism our weakness. Multiculturalism was designed to make our own children detest our own culture, and accept incompatible cultures, languages, beliefs and behaviors, even if they sow dissension – particularly if they sow dissension.

The children are learning that Western civilization is imperialistic and evil; that we are to blame for the world's backwardness and corruption; that the world is divided between oppressors and victims – male against female, whites against people of color, heterosexuals against GLBTQ, Christians and Jews against Muslims. This is cultural Marxism – dividing people by class, gender, race, sexual practice, ethnicity, and religion, to ensure a form of equality irrespective of merit, and a means of propagating envy and hate; to prevent capitalism, where one may rise according to work ethics and abilities. As the "oppressor" yields to the "victims," the oppressor becomes the new victims, underrepresented, underproductive and suppressed, all brought down to the lowest denominator for "equality" and malleability, under globalist rule.

We must act before that cold day in April is upon us, when the clocks strike 13.



## Logic

By Joe Ingino b.a.  
Editor/Publisher

**"I live a dream in a nightmare world"**

### CHRISTIANITY THE HYPOCRITICAL FAITH

In the world there are two kind of people. The educated and the ignorant. With this said. Within the educated there are many ignorant and within the ignorant there are many educated.

You may be confused.

Allow me to explain. Just because you are educated in one particular discipline even though it may make you and expert in that a particular. Due to your intellect you may be ignorant of other things. And the truly uneducated are plain ignorant of the facts due to lack of education.

Ok with this out of the way... We have humanity and religion. Religion stems from the need of a social system. In primal time. Darkness was a God as was Light. Soon came the God of Fire, Wind and Tempest. For every fear there was a God. Someone to turn to in the hope that things would improve in your immediate surrounding.

From the primal Gods grew much more potent Gods. As the God of the sea, the earth, the wind, love and many more. Pick up any mythology books and they ooze with God references. The real question is what is it about the human consciousness that has such thirst for guidance from a super natural being?

Well, if we look at the root of the human consciousness. One would come to the conclusion that fear is one of the fundamental drives. The fight or flight paradox that states: The fight-or-flight response (also called hyperarousal, or the acute stress response) is a physiological reaction that occurs in response to a perceived harmful event, attack, or threat to survival. It was first described by Walter Bradford Cannon. His theory states that animals react to threats with a general discharge of the sympathetic nervous system, preparing the animal for fighting or fleeing. More specifically, the adrenal medulla produces a hormonal cascade that results in the secretion of catecholamines, especially norepinephrine and epinephrine.

If this is the root place of religion then it makes sense. Religion doctrine is found in every aspect of civil order. From law to norms and cultures. The need to feel safe is essence of existence. Without it. We would live in a world led by instinct and not self regulated oppression out of fear of death.

Across the world there are many religions and many faiths. All worshipping different Gods. Some have argued that due to ignorance, geographical location and tradition. Gods of particular regions came to be out of folklore and the need to believe. In the same argument as hypothetically we are all brothers and sisters of the human race. We all share the same psychological and physiological characteristics. Primarily the fight or flight flaw in our psych. Then it would be fair to make the assumption that since we all have different Gods. That in reality there is only one God. The question now is whose God is true and whose God is a by product of the others.

The question can never be answered as all sides of the argument will fight to the death to prove that their god is the self righteous over the others. Some have called for example Christianity as the conquering faith across the world as other have called Islam the invading religion. Between Jesus and Alah the many other more exotic religions play their role in the oppression of hostility within a people in turn deemed it a society.

Looking at Christianity one can quickly begin to see the flaw in religious belief. Don't get me wrong and don't go labeling. I do believe in God. My personal God that I awaken to every morning and leads me through my daily life. A god founded on Christian principles but I would hesitate to call him Jesus or Alah. Instead his teaching and moral standards are those founded in Christianity and celebrated within my heart and soul.

Now you may say, well how can you be a christian if you do not go to church. Exceptional argument. The flaw is ignorance of the fact and lack of education in order to understand the role of the church, the purpose of the church and the fact that religion is a personal emotion only celebrated as an appreciation not as forced form of conformity towards a God.

I know and many of you may know. Hell you may be one of them. A person that never read the bible or may have read parts. Possibly read it all. Yet, you live your life in your eyes led by 'JESUS CHRIST OUR LORD AND SAVIOUR'. Yet your life is a total mess. Your life choices are so bad that you expect a GOD to somehow miraculously save you.

This in my opinion is wrong. God owes you or anyone nothing. Jesus Christ was a man. He died. They say he risen. Really!!! How blinded can one be to even contemplate such a feat. The reason why we do accepted and celebrate it on Easter is due to the mere fact that we in our own lives neglect to deal with the real demons within our psychological profile.

If this stands true then are we as so called christians not living a HYPOCRITICAL life? A religious life based on misconceptions?

They say that the simplest questions are the most difficult as we neglect to see it's simplicity and neglect to face the answers as they bring us face to face with the reality of fight or flight. A place in the human consciousness that is very uncomfortable. A place that by many is oppressed by the use of alcohol, drugs. Oppressed by using Jesus Christ as the crutch to get you by only to live in violation of his principles indoctrined by disciples over time.

I am not saying not to believe. I am not saying to believe. What I am saying is that we need to be educated in order to appreciate our role, our position and the purpose in life on this plain of existence that no one can with any certainty attest to be real.

This brings us to what we deem reality. Is reality nothing short of a series of systems set forth in such way that is perceived by all experiencing it in a similar fashion. We are all bound by the laws of nature, physics, biology and social norm.

Can we say our existence is real? Or are we a product of another system and go around acting as if we have free will and choice... as if life is divine and for ever? The question are as interesting as they are challenging to the intellect. Our Gods lead us in many ways. We choose to believe out of fear. Fear that brings about a love for something greater then we are and something so big that we surrender our common sense in hope of salvation and redemption. God Speed.

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