

THE MOST ENDANGERED SPECIES!

alexis dolgorukii © June 2000

I am going to begin this essay with two interesting things I recently received via e-mail. They will set the “tone” of what I am going to be saying as they are far better than average examples of what I’ll be talking about.

***The stream is shrunk, the pool is dry
And we be comrades, thou and I***

***With fevered jowl and dusty flank
Each jostling along the bank
And by one drouthy fear made still,
forgoing thought of quest or kill.***

***Now neath his dam the fawn may see
The lean pack-wolf as cowed as he
And the tall buck, unflinching, note
The fangs that tore his Father's throat***

***The pools are shrunk - the streams are dry
And we be playmates thou and I,***

***Till yonder cloud - good living loose
The rain it breaks our Water Truce.***

That poem was written by a boy, who is 10 years old, and lives in the United Kingdom. It was sent to me by his Father, a psychiatrist who is one of my two principle colleagues in the Parascience Organization. It’s his first poem, and he received no help from parents or teachers, nor did he have recourse to any reference materials.

Now, leaving aside the obvious fact that the poem sounds like it was written in another age. It is very professionally done, with economy and style, as well as a great deal of class. It is very polished, but the boy never wrote a poem before. What does that say about his potentials?

Other than that he’s a perfectly happy, handsome boy, who lives with his parents and two siblings. Both his sister and his brother are also special children, and the three of them are

representative of the most severely endangered species on the planet today.

The second example is a message I received from the writer who, as you will see, is only seventeen. He is an almost perfect personification of what I am talking about. His intelligence simply shines through his message, but aside from that the maturity displayed is rather astonishing. Very few young persons of that age are seriously interested in making the world a better place.

“Currently, I am a junior in High School, age seventeen, attending the International School of the Americas. The reason I mention this school, is because I feel as though, indirectly, it did open my eyes to a whole different world of understanding and enlightenment. First and foremost, this school greatly showed to me the ignorance of people at its worst. I had recently gone through a period in my life where nothing seemed to be going my way, and it was by luck that I happened upon this school and was able to get in. But to my astonishment, the majority of the people within the school were completely oblivious, or chose to ignore, which is worse in my eyes, the potential of what the situation had to offer them. I would argue that this school is a haven for the most intelligent and most ignorant people within San Antonio, simply because seemingly intellectual people go there and then choose to ignore the various goals of the school. However, I don't wish to ramble on about that, the point is that this school was a gateway for me into seeing into other aspects of my life, the abundance of potential power I have and that others have to change the situations around them. Granted I haven't totally utilized this power, but I see the potential everywhere from simple community service actions to the informing of others of what they don't see or ignore, even possibly, as the possibilities are endless, to an eventual eradication of ignorance throughout the world. The main problem I'm seeing thus far, however, is that I seem to be the only one in my area that is willing to do something about the problem. I'm willing to do whatever it takes to inform others, but finding the time and place to begin serves to be the major problem for my place and time.

Note: ISA is located on a corner of the Campus of Robert E. Lee High School in San Antonio.

Funny you should mention Robert E. Lee High school. I did go there my freshman year and it was the most awful school experience I have ever had. My close friend, who also used to attend the Robert E. Lee, was so emotionally distraught by the school that he also left and is now going to be home schooled. But yes, I must say that ISA is definitely a much better school than my alternative. “

The obvious question is what did the faculty and students at Robert E. Lee High School do to these two boys? Could it have some relationship to the Columbine catastrophe of Littleton, Colorado with the prime difference that these two boys reacted peacefully! I certainly don't know, but it is certainly something that needs to be examined. People react to traumatic experiences differently for this boy the reaction was productive, for the two

boys in Littleton, the reaction was catastrophic. But we do know that the boys in Littleton had been mercilessly harassed. Is it possible that the merciless harassment is endemic in our schools? If it is what can we do about it? This essay is primarily intended as a proposal of what can be done in the case of exceptionally gifted children. There is no evidence that I know of that indicates that the two boys in Littleton were exceptionally gifted in any way it seems as if they were simply “different”.

In any case, the young man who sent me that message is another perfect example of that “most endangered species”. That “species” is the child who is especially intelligent and talented, and the way that they are treated by our societies really inspires me to name their treatment a kind of genocide.

The Human Race’s single most vital resource, and its greatest wealth, are its children and as of the present, this is the resource the Human Race is harming the most. The exceptionally gifted child is the most infinitely precious of those resources. The educational systems in all places of which I am aware are disastrous in their effects on most children. But the worst aspect of all this is the effect our educational systems and social attitudes have on the exceptionally bright and talented child. And I think it my duty to say that the brighter the child, the more talented the child, the more our societies are failing them.

Did I say “failing them”? Well to be truthful it’s far worse than that, our treatment of the truly exceptional child amounts to the destruction of a resource, I wasn’t entirely kidding, it truly is a kind of genocide, but the race being destroyed in the process is the Human Race itself, because these particular children represent the real future of the human race.

Because of their intelligence, and because of the sensitivity that accompanies large creative abilities which are the concomitance of high intelligence, these children are far more easily damaged by ill treatment than other, so called “normal” children. But these children are not “normal” they are Paranormal. And no matter how politically incorrect or “undemocratic” it may be to say so; they are not “ordinary” they are extraordinary. They are truly, in their potential value to all humankind, “superior”. To pretend otherwise is to abuse them; to pretend otherwise is to destroy all but the strongest of them. Why are they abused? For the most unseemly of reasons...envy!

The Human Race, such as it is, needs these children, far more than it needs any other resource.

How did this come to be? Well a part of it is due to the incompetence of the people who work in our school systems, but what can you expect? You do indeed, get what you pay for, and teachers make less money than Checkers in the supermarket. Now I am not saying that a goodly number of the teachers we have aren’t both dedicated and trying very hard, but I am saying that the kind of teacher who is needed to deal with the exceptional child is hardly likely to be attracted to the profession not simply because of it’s miserly wages, but because of the lack of respect given to teachers by our society. Of course a society that doesn’t respect its children can hardly be expected to respect the people who

teach them.

An even more important component in this equation is the insanity of egalitarianism. This is one of the primary contributory factors in the maltreatment of the exceptionally gifted. This is truly “liberalism” misplaced. Another and almost equally important factor is “post-Modernism” and “Deconstructionism” which devalues learning entirely. Because of this lunatic notion the educational faddists have prevented us from identifying the especially gifted child, and tracking that child’s performance. This is truly criminal. Because of these egalitarian faddists it has become almost unthinkable in educational circles to use the words “exceptional” or “exceptionally gifted” or heaven forefend “superior”. But these people are refusing to accept reality, and they do it for the most spurious of reasons. It is my belief that most of the people to whom I refer as “educational faddists” are not particularly intelligent, and they are afraid that truly bright children will “find them out” and expose them for the incompetents they are.

This is a manifestation of the most dangerous and negative aspect of Democracy. Let me explain what I mean:

The most dangerous aspect of Democracy is one which I believe to be both unconscious and largely unpremeditated and that is the constant lowering of the “common denominator” in a fruitless endeavor to make things “more fair” or more Democratic”. Unfortunately there is a sub-conscious hatred of excellence that has built itself into the very concept of Democracy, and this was as true in ancient Athens as it is in the world today! While all should and indeed must be entirely equal and nothing but equal in respect to law, that does not make them equal in fact as individuals. While Democracy may, in it’s early stages, uncover unsuspected excellences, over the long haul it is destructive of it.

On this subject Voltaire said:

“Those who say that all men are equal speak the highest truth if they mean that all men have equal right to Liberty, to the possession of their goods, and to the protection of the laws but equality is at once the most natural and the most chimerical thing in the world; natural when it is limited to rights, unnatural when it attempts to level goods and powers. Not all citizens can be equally strong, but they can be equally free; to be free is to be subject to nothing but the laws!”

Aristotle, who was no friend to Democracy, had this to say about it:

“Democracy is, on the whole, inferior to aristocracy. For it is based on a false assumption of equality: It arises out of the notion that those who are equal in one respect (e.g. in respect of the law) are equal in all respects: because men are equally free, they claim to be absolutely equal. The upshot is that ability is sacrificed to number, while numbers are manipulated by trickery. Because “the People” are so easily misled, and so fickle in their views, the ballot should be limited to the intelligent, what we really need is a combination of

aristocracy and Democracy. Our state will be sufficiently democratic if the road to every office is open to all; and sufficiently aristocratic if the offices are closed except to those who have traveled the road and arrive fully prepared."

Lastly let's look at what Socrates had to say about these things:

"Every form of Government tends to perish by excess of its basic principle".

Think about it, what is Democracy's "basic principle"; and is not its "excess" mindless egalitarianism?

Now, on that subject; I am sure you all know that we have a great many special developmental classes and programs for children who are developmentally challenged or physically challenged. but none, or almost none for the somewhat more rare child who merely challenges the teachers. I recently read a comment by a well known educator who claimed that the exceptionally intelligent child needs no nurturing as "they can take care of themselves". What an awful thing to say, and it's an even worse thing to actually believe!

The exceptionally bright and talented child is far more fragile than other children and far more sensitive to the kind of malice indicated by that educator's remark.

All children are valuable to the future of the race but these children are the future of the race!

That should establish the basis of my thesis. But I know that I said that these exceptional children are being subjected to a "kind of genocide". What is my motivation for saying that?

In a word: **RITALIN!!!!**

There is a terribly destructive conceit prevalent in the world of education today, it concerns a so-called "disorder" invented by incompetent psychologists and fostered and encouraged by equally incompetent teachers; it's called "Attention Deficit Disorder" but what it really is can be best defined as "Bored Kid Syndrome".

I think it behooves everyone of us to remember that had Albert Einstein been a student today, they'd have prescribed RITALIN, destroyed his creativity, and denied the world all the wonderful things he gave us. The same is true of Winston Churchill, had they given him the drug, the world would all be speaking German! Most kids of superior intellect are bored in school. Some of them "act up", and some of them just "look out the window", but they all are

treated the same “Drug them!” Our psychopathic society is fighting a war against drugs, but against all the wrong drugs. The educational and psychological establishment is doing more harm with RITALIN than all the criminals are doing with their so-called illicit drugs. They are destroying kids like the two boys I used as examples in the beginning of this essay!

I want to make it clear that the alternative to what I am proposing is the creation of more horrors like Columbine, and like Ted Kucsinski (The “Unibomber”), who had he been properly treated rather than terribly abused might have turned out a very useful human rather than a mass murderer. Not all exceptional children who are abused for being what they are turn out as killers; many of them end up in doorways and flop houses having turned to various substance abuse to dull their pain and rejection. We must also not exclude the unknowable number of young people who turn to suicide to escape their pain. Is this not a colossal waste?

Now to the real problem. I don’t really think there’s anything that can be done about this situation in the society that exists today. I think the educational system is almost hopeless and certainly clueless!

What do I want to do about it? Why did I write this essay?

Well it is an announcement of something I am determined to do. I am beginning the effort to start a “safe place” for these kids. A private and experimental school which will help them to develop, rather than destroy them.

Plato had something very important to say about education:

“The essence of education is the search for ideas; for generalizations, laws of sequence, and ideals of development; behind things, we must discover their relationships and meanings, their modes and laws of operation, the function or ideal they serve or adumbrate; we must classify and co-ordinate our sense experience in terms of law and purpose.”

This is the way education needs to be oriented to serve all people but most especially to serve the exceptionally gifted.

So then, I am, as I said, utterly determined to create an environmental

organization to protect the most endangered species, the exceptionally gifted and creative child. This is going to be monumentally difficult as the objections to it will be myriad and furious.

Now, of course we will be decried as “Elitist” and equally of course, that’s exactly what we are. But it behooves us all to remember that Conservatories of Music are also limited to musically talented people, that too is “Elitist” but it is never decried! I think the most important thing that I, and all those who are determined to be part of this effort must do (and there are already some anxious volunteers) is to commence to “debunk” the entire theory of “Elitism” and to demonstrate clearly what a pernicious notion it is. It is also a terribly harmful notion as it is entirely destructive of excellence!

I intend our student body to be limited only by intelligence and creativity, I am anxious to assemble both a student body and a faculty that is as diverse as is humanly possible. There will be no exclusions based on skin tone, gender, ethnicity, or language. Everyone who meets the single criterion will be welcome. So they won’t be able to accuse us of Racism.

But we will surely be called both “Undemocratic” and “Anti-Democratic” and that too is a charge that is completely untrue. There is nothing at all even remotely contradictory to real democracy in preserving a Democratic Society’s greatest assets.

Lastly, I am sure that the Lunatic religious Right will accuse us of being “Satanic” but as I view that as lunacy, I think it best to ignore it. The fact that the Religious Right views intelligence as Satanic says more about the Religious Right than anything I could say. The fact that religion, per se, views individualism as both “Satanic” and a heresy shows how totalitarian they really are. Those notions are particularly aimed at the segment of society we are dealing with. No one is more conspicuously individualistic than a truly exceptional person. One of the things this “school” will be fostering is precisely that trait.

And so that is my proposal; the Parascience Organization will found a very private and special boarding school, located in the very best and safest location, not necessarily the United States; entry to which will be limited only by ability. The faculty will, of course also be composed of the exceptionally

able. It is terribly abusive of both individuals to have a student with an I.Q. of 175 subjected to a teacher with an I.Q. of 125. It is equally hard on the poor teacher. The fees for entry will be tailored only by ability to pay. It would be tragic for some young person to “fall through the holes” for lack of finances.

I would very much appreciate it hearing from any of my readers who is interested in becoming involved in such a project, and/or hearing from them if they know of a young person who should be considered for it.