

WHO ARE THE SUPER-GIFTED ?

It is extremely rare for the Path of Discipleship to be trod from an early age. This is not because there are no candidates. Doting parents with esoteric backgrounds are extremely prone to viewing their children as potential material for discipleship irrespective of whether the material is worthwhile or whether their children want to tread the Path or even are concerned with being esoterically motivated at all. It is a fact that nature scatters her pearls in unpredictable ways and it is just not true to say that the soul chooses or is able to choose an esoteric family to house its physical vehicle. Where the choice can be made, the soul more frequently selects circumstances that are likely to test and to temper the lower triad in its incarnation. Thus, some of our planetary schemes most precious pearls become cast into, and often lost in, the mud of material existence. These are the super-gifted children. The subject concerns the disciple intensely. Firstly, he may have elements of giftedness in himself or it may exist in his own children and can learn much of importance from the study of those who are supremely gifted. Secondly, it is the duty of the disciple to watch for, or even seek out these precious souls and to assist them in ways which are described herein.

Who are they? A clear concept of the nature of the spectrum of souls, referred to on page 62, is essential. About 63,000 million souls, are seeking expression in a physical body on our planetary chain. The age of each soul varies and this implies two things. Firstly, an old soul means a soul that has had numerous incarnations and this may or may not imply a corresponding growth in spirituality. A young soul would be the opposite of this. Secondly, the souls would be scattered along a sort of spectrum, the bands of which would indicate soul age. At one end there would be clustered the young souls; in the middle, those averagely developed would be concentrated and towards the distal end again, there would be those of great age and spirituality. At both ends of the spectrum, there is intense pressure, compared to elsewhere.

The latter would, when housed in physical vehicles, be the super-gifted. At both ends of the spectrum, there is intense pressure, compared to elsewhere. For various reasons, which do not concern us here, there are "excessive" numbers of both highly developed and minimally developed souls. To aggravate matters further, the opposite is the case with regard to availability of physical vehicles, despite the spurt in population growth on the Earth over the past two thousand years. The two conditions are depicted in our diagram. The availability of physi-

cal bodies is shown as an ellipsoid whereas the reservoir of souls is shown as a bi-concavity. One of the many end results of these cosmic factors, is that many, but not all, highly advanced souls are being pressured into physical bodies and environments which are unsuitable. The incarnation is inappropriate to the degree of spiritual unfoldment of the "trapped" soul. The latter are the "pearls lost in the mud". Unless a tremendous effort is made, the lotus of the soul cannot surface through the mud of its circumstances to express its glories on the surface of the waters of that life. Given some assistance by those who understand, many such super-gifted beings can assert their latent qualities. The assistance most required by them is NOT to have matters made so easy for them that there is no stress at all. Stress, as we shall later find, is an absolute necessity to spiritual growth, but rather, that circumstances be smoothed so that the personalities of such rare beings can be adequately rounded out. The rounding out of a personality leads to the rapid expression of the soul's gifts. This theme is emphasised again and again in the passages which follow. The earlier that supergiftedness can be detected the more likely the success in nurturing the hidden splendour.

In this age, where in no democratic government may today lift a finger, except under the closest scrutiny of its free press and its paid opposition at home and the watchful eyes of a hundred nations abroad, democracy, as an institution becomes highly unstable and therefore weak unless there is inspired leadership at the very top. France's shaky governments since World War II up until De Gaule, were an example of this, reaching the greatest heights under the inspired leadership of a man gifted in courage to a remarkable degree whilst plumbing the greatest depths of instability and corruption when gifted leadership is not present.

The survival of democracy depends in great measure therefore, upon our ability to bring forward into flower, those among us who are Super-gifted. The urgency of this is emphasised at present by the incoming energies of the Sign of Aquarius which ever favours revolutionary change and the establishment of dictatorship in the place of enlightened and democratic leadership.

The necessity for recognising and assisting Super-gifted children is so obvious that it is astonishing what little has been done in both our own age and in previous ones towards this end.

We should remember that supergiftedness is the end result of all humans reaching the end of their journey through the vale of material enmeshment. The last series of lives before the soul becomes fully expressed as in a Master of the Wisdom are generally brilliant and scintillating but completely dedicated to the service of humanity. Where these lives fall short of such achievement, it is usually the result of circumstances which have just been described, where a supergifted child

has been forced into circumstances hostile to soul-expression. An example of this last run of lives is given diagrammatically (opposite). The soul, in pralaya spent a long period in devachan and then emerged, under the driving force of the Will-to-Be (of the Logos) for its final series of incarnations. Having had resurgences of expression in Egypt and oriental vehicles, the effort is now thrown into the western civilisations. A life as a law-giver (Lycurgus) gives place to one in which law and system is introduced into medicine on the island of Cos. Then, in the life that follows, the elements of mental hygiene, so essential as a forerunner to the scientific method, are introduced by Socrates and continued, without any recess in Plato. A life in circumstances hostile to soul-expression aborts in Rome about 60 B. C. Under Celsus, the healing arts reach new heights . . . etc., etc. Whereas the many earlier lives in the many races and subraces might be seen, in the biology of spiritual development, as the unfoldment of leaves on the great stem of soul growth, the final run is concerned with the most expressive parts of the delicate organism of the soul. These are the petals of the egoic lotus which exist only embryonically or as a mere bud in the young soul. The opening of the petals is of supreme importance in the psychology of discipleship.

All super-gifted children have a high degree of soul-development and contact but for these qualities they have, until lately more often been looked upon as pathological rather than the most precious flowers of our race. Very little has been written about them. Sometimes they and their problems have been described in books along with the treatment of handicapped children! In one book "Special Education--The Handicapped and the Gifted, of 513 pages only 13 referred to the Gifted.

At the outset, we should distinguish between the GIFTED and the SUPER-GIFTED. The former represent about ten per cent of the population. In general, their qualities, their problems and their recognition are understood and catered for. Some research work has been done into their peculiar characteristics. In education, there exists for them, scholarships, some special schools and special instruction. In a country like England, such children are given every opportunity to reach and surmount university level.

But there is a second, much smaller group and these are the SUPER-gifted. They may include the Gifted but not necessarily so. This may appear to be a contradiction in terms. The Gifted however, are selected mainly on their I.Q. rating, whereas the SUPER-gifted need not necessarily have outstanding rating in I.Q. This apparent anomaly arises through the fact that I.Q. tests do not take into account creativity in their assessment whereas Creativity is the quality par excellence in the SUPER-gifted.

It is the opinion of Dr. Paul Torrance, one of America's foremost authorities on creativity and intelligence that : -

I.Q. tests do not measure creativity By depending on them we miss a high proportion of our most creative youngsters It is true that outstanding creativity is seldom found among children of below average I.Q. But our research shows above 115 or 120 I.Q. scores have little or no bearing on creativity. Creative giftedness may be found anywhere along the scale except, possibly at the bottom. The child with the so-called genius I.Q. of 180 is in reality no more likely to make outstanding creative achievements than the child with a slightly above average I.Q. around 120.

The SUPER-gifted represent one tenth of one per cent of the population or about one in a thousand. They are far more difficult to recognise than the merely Gifted, who in general, can be assessed by I.Q. and other simple tests. The I.Q. of the Gifted is above 135. The I.Q. of the SUPER-gifted is not a pointer to their capacities except in rare instances when the mental body is highly developed and synchronised with the Soul. I.Q. does not measure emotional development. It doesn't measure drive and initiative. It doesn't measure temperament or talent. It doesn't point to leadership. In fact, the best leaders often do not score more than 135.

In education, we have not yet learnt to measure the degree of a child's capacity for emotional discipline (as being distinct from emotional capacity). We have not yet learnt to measure the degree of a child's **love** nature. Both of these are often powerful in the SUPER-gifted. At this stage it becomes necessary to attempt a definition of the SUPER-gifted.

Definition of SUPER-gifted Individuals

The SUPER-gifted, are those rare individuals who manifest powerfully, one or more specific qualities which have not arisen solely through the interplay of the individual's environment and hereditary equipment but from a third, little-understood factor which is spiritual in essence and inward in nature.

The Third Factor

We are all well aware that current psychological attitudes assess two main factors in the building of the human personality. These are the Hereditary Equipment (H) and Environment (E) into which the child is thrust at birth. Thus, as the child grows his

$$\text{PERSONALITY} = \text{H} \times \text{E}$$

HISTORIC EXAMPLES

History has not always shown disregard for the Super-gifted child. Twenty four centuries ago Plato pleaded for identification of the specially gifted and for their training which would prepare them as "guardians" of his famous "Republic". Ultimately he envisaged a world ruled by initiates, by highly integrated beings, who in their youth, had undergone the most careful preparation, education and rigorous tests to bring out their peculiar and particular gifts. He too realised the dangers implicit in democracy and the democratic processes.

In the days of earlier Greece when the Delphic religion had flourished, there had been some attempt at selecting and isolating certain children, gifted in a specialised way. Astrology was employed, amongst other techniques to help in their selection. In the instance of Delphi, it was for the selection of children who had the inherent super-normal capacity for intuitive insight. Children born in Cancer, especially those with Cancer rising and more especially girls, were set aside at the outset and brought up apart from other children. All their utterances from earliest childhood were noted, and they were never ridiculed or inhibited in this respect. It was from these, children super-gifted with intuition, that a selection was made to assist with the Delphic Oracle. Fumes from natural gases, mainly carbon dioxide, welled up from the earth near the temple and these were used to help induce the necessary underlying physiological conditions for the intuitive outpourings of the young neophytes.

In the Sixteenth Century, in the Middle East, one Mohammedan ruler at least, selected the "fairest, strongest and most intelligent youth" to train as leaders and his efforts were well-rewarded.

Though perhaps not entirely relevant here, it might be worthwhile mentioning the age-old process of selecting warriors born in Aries with Scorpio rising for special and hazardous enterprises, the two Signs representing the super-gifts of "unbridled energy" and "unrelenting courage" respectively. The subtler and more meritorious qualities of the supergifted may also be indicated in the natal chart especially if the techniques of ESOTERIC astrology are used as well as those of mundane astrology.

The Renaissance and the Reformation saw esteem placed upon superior intellect but although this continued down to the Industrial Revolution, very little was done about special consideration for the super-gifted because of the absurd belief in

“the equality of man” . . . a belief that has no support in its foundations apart from ethics, in any kingdom of Nature. No one today denies the famous principles of “Equality, Fraternity and Liberty”, except the ignorant. These must guide all right human relationship but at the same time it is ridiculous to aver that “All men are born equal . . . ” Men are NOT born equal . . . they differ enormously in physical prowess , in spiritual development and in social status.

There are supergifted individuals among farm-labourers and workmen, in borstal and regular prisons. One of the best of recent films, “Man of Alcatraz” was based on the true story of a murderer who had spent almost a half century in American penitentiaries and had the makings of a first-class scientist. With only the makeshift means afforded by the prison, he succeeded in raising birds, whose habits and diseases he studied scientifically, in the process making discoveries acclaimed by ornithologists. Had this man of Alcatraz been recognised in childhood as supergifted and suitably educated, in all likelihood we should today have one less prisoner-for-life and one more high-grade scientist.*

There is, for every mortal, one supreme being that is his very own, his daemon, his inner reality, his higher nature, his own Soul. We are so structured by our materialist world to think only in terms of three dimensions that we would automatically think of our higher Selves as being radiant, Moses-like images of our lower natures. That would be emulating what has been regarded as the most mortal of sins by most religions, the erection of an idol to worship. It was the Self of the great chemist Kekule that displayed the secret of the structure of the benzene molecule to him whilst in deep reverie. It was the Self of Darwin and of Wallace which simultaneously revealed the concept of the origin of Species to both men, though they knew naught of each other at the personality level.

And then there was Elias Howe. He had come to an apparently insoluble problem in his development of a sewing machine. Then he had a dream in which symbolic spears suggested to him the idea of putting the eye at the bottom of the needle rather than the top.

An IBM inventor, Luther Woodrum, said that he often dreams about mathematics as a series of images, and he credits many of his most valuable ideas to dreams.

In 1962 I was working on a program . . . I'd spent a lot of time on the project but couldn't quite figure out how to optimize the pro-

* The Problem of the Supergifted, by Gabriello Cirinei.

gram by relocating the instructions. One night, after supper, I took a nap. With the problem on my mind, I began dreaming about the program -- with the mathematics of it seen as a group of images. To my surprise the instructions began relocating themselves.*

Henry Schliemann, by sheer business ability, made himself a millionaire while he was still in his twenties. He then forsook business for archaeology. He was convinced he was a reincarnation of a man who had lived in the city of Troy, and he was determined to find the city and excavate it.

After travelling to Turkey, he chose a certain spot to excavate. Every archaeologist of note scoffed. "Why," they pointed out, "that's nowhere near Troy. It's miles away." But Schliemann kept stubbornly digging and to the chagrin of his rivals, he unearthed the ancient city, salvaged much treasure and gained a wealth of information.

The author was trained in paediatrics by the great English authority on the subject, Professor R.S. Illingworth of the University of Sheffield. His insight into the needs of children was astounding. His understanding of their special problems associated with their existential nature was no less impressive. He was never deterred by the backwardness of a child or by its precocity. The development of a child was, as he saw it, a delicate process which might be delayed or encouraged by the perceiving pediatrician .

Ten years of first-hand experience in the teaching of children in the East-end of London served to confirm for the author what had been taught him by this erudite man, himself a father of many children :-

Biographies reveal that innumerable eminent men were considered in childhood to be merely average or below average in intelligence and school performance. Pasteur was only a mediocre pupil. He was a conscientious boy who studied hard, but learnt slowly. James Watt excelled neither in lessons nor games, and was considered to be dull and inept. Edison was always at the bottom of his class, and his teacher said that his mind was "addled". John Hunter at Kilbride was said to be impenetrable to everything in the way of book-learning. Oliver Goldsmith was described by his teacher as "a stupid heavy blockhead; little better than a fool, whom everybody made fun of". Napoleon left school forty-second in place. The general opinion about Clive was that he was a dunce. Thomas Chatterton at five was sent home from school as a confirmed dullard. Isaac Newton at Grantham was extremely inattentive and was for a time bottom of his class.

* *The Brain Revolution*, by Marilyn Ferguson.

Sheridan "by common consent of both parent and preceptor was pronounced to be a most impenetrable dunce". Charles Darwin wrote, "I was considered by all my masters and by my father as a very ordinary boy, rather below the common standard in intellect". Leo Tolstoy was thought to be both uninterested and unable to learn. Anthony Trollope was moved from Harrow because of poor work. Thackeray was described as "less than mediocre" at Charterhouse. He was sent down from Cambridge without a degree.

Children destined to be famous were viewed with disapproval not only by their teachers but by their parents. Charles Darwin was told by his father, "You will be a disgrace to yourself and all your family." The Duke of Wellington was regarded as the dunce of his family. Edison was described by his father as "just stupid". When Sigmund Freud was seven, his father said, "that boy will never amount to anything." ‡

Precocious Children

Stalin, as a child, had an outstandingly good memory. It is said that he learnt his lessons without effort.

Goebbels also had a remarkable memory as a schoolboy and was top of the form.

Lord Macaulay, who was probably one of the world's greatest geniuses, had a remarkable memory. He had no interest in toys after the age of three.

Coleridge could read chapters from the Bible at three.

Dean Swift could read any chapter of the Bible when he was two.

Samuel Johnson could read easily at three.

John Stuart Mill knew Greek at three. At six he could read Aesop and Lucian.

Whittier had a precocious memory. At seven he could recite entire chapters of the Bible by heart, and his father made him demonstrate this at Quaker meetings.

Walter Scott's memory was said to resemble a sheet of blotting paper. He absorbed everything which he heard or read.

Amongst remarkable legendary geniuses were Christian Heineken and Jeanne Cardiac, who were contemporaries. Christian Heineken was born in Lubeck in

‡ *The Normal School Child*, by R. S. Illingworth (William Heinemann Medical Books).