

# *Gifted*

*by Robert Jameson*



**This is a sort of guidebook for gifted students, designed to help you nurture your potential as an exceptionally intelligent and thoughtful person.**

**From the introduction: "I didn't write this book in order to help people become 'moderately clever.' I wrote it for those people with the determination to develop the sort of exceptional super-intelligence that only a few people even know exists. Whilst many people might benefit from reading this book, it is primarily intended for that tiny proportion of the population who have the capacity to be amongst the outstanding thinkers of our age."**

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by Robert Jameson

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### **Warning/Disclaimer**

This book shouldn't offend anyone - but, with so many ridiculously over-sensitive people around these days, there's always a danger that it will. Please note, therefore, that you read this book at your own risk. Please also note that this book is intended to present ideas and opinions - not facts.

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## **Introduction**

This is a book for gifted students. It is, essentially, a sort of guidebook, designed to help you nurture your potential as an exceptionally intelligent and thoughtful person.

In writing this book, I shall imagine that you are a gifted young person, probably between the ages of 14 and 18 and still in full-time education. If you don't fall into this category, however, don't worry - you may very well find this book interesting anyway.

And don't worry about whether you have been officially identified as 'gifted' by your teachers at school. Not many schools employ teachers with sufficient expertise to be able to understand and consistently recognise the qualities that mark someone out as having the potential for genius. That's a job for an expert. Not all gifted students excel academically - and doing well academically doesn't necessarily mean you have the potential for genius - so identifying 'gifted' students is, in practice, a bit of a hit-and-miss affair.

What I mean by 'gifted,' is simply that you have the potential to be exceptionally intelligent. And who has such potential? Almost anyone with the necessary willingness to learn.

If you are a gifted student, this book is intended to help you in a number of ways. One of these is to suggest ideas that may help you to better understand the nature of intelligence. Another is to make suggestions as to how you can develop and nurture the advanced thinking skills you will need if you are to fulfil your potential.

Being gifted has many advantages and unlocks

incredible opportunities, but it also attracts its own peculiar problems and difficulties. A further purpose of this book, therefore, is to try to prepare you for some of the special opportunities and difficulties that you may face as a gifted person.

This is a deliberately rather haphazard book. It is not very formally structured. Nevertheless, many of the keys to developing advanced thinking skills can be fairly easily found lurking within its pages - if, that is, you are genuinely keen on finding them.

I ought to point out, at the outset, that I didn't write this book in order to help people become 'moderately clever.' I wrote it for those people with the determination to develop the sort of exceptional super-intelligence that only a few people even know exists. Whilst many people might benefit from reading this book, it is primarily intended for that tiny proportion of the population who have the capacity to be amongst the outstanding thinkers of our age.

It is probably true that many people who read this book will fail to properly appreciate the lessons it contains. Nevertheless, the lessons are there for anyone who is sufficiently without arrogance to be able to learn them.

Some of those who do grasp the lessons within this book, will still fail to appreciate their full significance. Many of these lessons may appear to be fairly simple and straightforward - perhaps even 'obvious.' In many ways, they are simple - but that doesn't mean they aren't important or that they aren't frequently overlooked.

To make the most of this book, you'll need to have a little trust. I've spent my life studying the secrets of super-intelligence. I know what the secret ingredients are. Each one is important - but it

takes a considerable investment of time and effort before they can be properly appreciated.

This book only offers a beginning - a taster of what is to come. It merely gives a few directions to help you decide which areas you might explore further. If you ever - and few people will - fully discover the potential hinted at within this book, then that realisation will be a long time in development. In the meantime, you will, as I say, need a little trust. I hope that isn't asking too much!

## Attitudes

Attitudes towards cleverness vary over time and go through stages and fashions.

Not so very long ago, the cleverest students in a school would often have been referred to simply as, 'bright' and some of the least clever would have been referred to simply as 'slow' or even 'thick'! In later, more 'sensitive' times, this latter type of student might have been described in less specific terms as 'not-so-bright.' These days, they might be described as being 'less-able' and some of them as 'having special needs.'

Currently, it is generally acceptable for the brightest and most capable students to be described as 'gifted.' Such a term, however, has only really come back into fashion in relatively recent years, as governments have come to accept the idea that top students should receive specialised assistance to help them 'reach their full potential.'

It may well be, however, that the term, 'gifted' becomes unfashionable or even frowned upon in future. Some people already object to the term. They might argue that to 'label' one student as 'gifted' implies that other students are not gifted. They might say that all students (and all people) are gifted, just in different ways!

Some people would object to anyone referring to any student as 'intelligent.' This, they believe, infers that other students are less intelligent. They see this as being derogatory. They like to believe, in line with their politically-correct viewpoint, that everyone is intelligent, 'just in different ways.' A student who does not show themselves to be



especially 'intelligent' in the traditional, intellectual sense of the word, might be alternatively described as being, 'emotionally intelligent,' for example.

Whatever the current fashion, however, it is a simple fact (as far as facts are ever simple) that some people and some students are cleverer than others and that some have greater - or, at least, more readily accessible - potential than others.

Sometimes, clever people are celebrated, but often they are not. In many places and at many times over the centuries, intellectuals have been persecuted and even killed. When dictators and fascists have an idea, they generally don't like people disagreeing with them. Most of all, however, they tend to particularly hate the people who are intellectually capable of proving them wrong!

Whilst intellectuals who live in modern western societies don't usually have to fear for their lives, it is still true that, in many ways, we live in peculiarly anti-intellectual times. If you go back to the 1970s, for example, you would find that intellectuals were often treated with far greater respect and far less suspicion than they are today.

One of the reasons for many people's anti-intellectual prejudices is that we live with a great deal of obsessive political-correctness that firmly expects us all to be constantly hyper-sensitive to other people's feelings. We are expected to shy away from the expression of any ideas or opinions that might upset or offend anyone at all. The political-correctness of our time is particularly keen to frown upon any suggestion that some people might be more intelligent than others. We mustn't celebrate intelligent people, apparently, because doing so might hurt the feelings of people who are not so intelligent.

None of this absurd political-correctness, however, changes the fact that some people *are* exceptionally intelligent and that these people are incredibly important to the health and future success of the society we live in.

# Character

What makes a person clever? Partly, as is generally accepted, it is a question of talent. Some people do appear to have a greater natural aptitude for intellectual and intelligent thinking than others.

More importantly, however, some people have, or manage to develop, higher-than-usual levels of inquisitiveness. They're interested, not just in the world around them, but in the world of ideas. They have a strong instinct to explore and an openness and willingness to learn.

Perhaps the most important factor of all, however, is determination - the willpower to work hard and push yourself forward regardless of obstacles.

Inquisitiveness and determination are usually far more important than natural talent. Few, if any people, are so 'gifted' that they can be miraculously intelligent without having to work at it - and work hard.

On the other hand, most people, even those with no apparent 'special gift,' can become intelligent if they are simply prepared to work at it and have the right attitude towards learning and a genuine determination not to give up when things become difficult.

It is the same as if you wanted to play tennis well. No-one, in the history of mankind, as far as we know, no matter how naturally talented they may have been, has ever been able to become a brilliant tennis player without having to put in many hundreds of hours of practice. You can take a normally talented person and, given enough practice and determination, turn them into a professional-standard player, but no player, no

matter how talented, can be a top tennis player without having to put in a great deal of practice.

As another example, Ayrton Senna was very possibly the greatest racing driver who has ever lived. In dry conditions, he was the best by a huge margin, but this was as nothing compared to his ability on a wet track. On a wet track, he was phenomenal.

Who would believe that, early in his career, it was his performances in the wet that most brought his talents into question? He recognised that he was failing to perform to his potential in wet conditions and set his mind to mastering wet-weather driving. Later on in his career, it was his wet-weather performances that convinced people that it wasn't a human in that cockpit at all, but the thunder god himself. These performances however, were down, not just to his natural abilities, but to his hard work, dedication and utter determination.

Similarly, being 'gifted' in itself does not make you intelligent. Being 'gifted' is just the start of the story. The most important ways in which you can be gifted are by having natural inquisitiveness and natural determination - by having, in the traditional sense of the term, character.

More than anything else, the capacity for becoming intelligent is a question of character. Innate intellectual talent is of next to no importance whatsoever compared to character. A person with character can overcome a lack of talent. Without character, however, talent may mean little, perhaps nothing at all!

# Certificates

It can be hard to nurture intelligence in a society that often seems to have forgotten the value of a decent education.

For a student in a modern school, in one of the richer parts of the world, life in school is frequently dominated by the quest to pass exams and gain qualifications. Occasionally, one of the class will ask, "Why do we have to learn this, sir?" And they may often get the reply, "Because it's in the exam!"

Very often, the predominant justification for almost everything a student must learn in school comes down to something like this: You must learn these things so you can do well in exams, get your qualifications and thus be able to get a well-paid job.

Rarely (at least in many schools) are students encouraged to sit back and realise that there is far, far more to life than passing exams and getting a well-paid job.

Getting an education and getting qualifications are not the same thing. There is a point in gaining qualifications. Exam results can be important signifiers of ability, but they often fail to fulfil this function and, in any case, this is of miniscule importance next to the value of a decent education.

Suppose, however, that, whilst you are still at school, you are given the option of working hard to become educated *or* of simply being gifted the certificates you crave without having to bother becoming educated. Which option would you choose?

The reality, I suggest, is that most students would choose the qualifications instead of an education. They essentially see education as a laborious process that you have to get through - a hurdle you have to get over - in order to acquire qualifications and certificates. So long as they pass the exams and get the certificates, what they learnt, and whether they remember what they learnt, is regarded as almost entirely unimportant. This is nothing less than utter madness! If you have a choice between an education and a qualification, then that should be no choice at all for a 'gifted' student. If you are genuinely interested in being well-educated, then it is very important that you reject the obscene emphasis that society often places on the importance of exams, qualifications and certificates.

This is not to say that you shouldn't take exams seriously or that you shouldn't work hard to do well in exams - merely that you shouldn't be suckered into accepting the absurd belief that your exam results are more important than your education.

You should maintain an outlook that values education far above exam results and qualifications. This outlook needs to be reflected in your actual decisions. You need to be willing to rank education above qualifications when you come to make important decisions about your future.

It may often be that pursuing qualifications and pursuing an education are entirely compatible aims - but not always. Sometimes, the best available educational opportunities do not come with certificates attached.

Suppose, for example, that I were to contact you and offer you a free course (with free tuition) in intelligent thinking, but told you that there would

be no certificate available at the end of it. Be honest, would your reaction be, 'Well what's the point of that then?'

In times gone by, people aspired to be educated - not to get qualifications, but simply to become educated. Even very poor, working-class people knew that being able to read and write was the key to being able to improve their prospects, their lives and the lives of their families. It was not about mere recognition. They sought, not qualifications, but the actual reading and writing abilities that would enable them to perform important tasks and understand important matters.

Our modern education system, however, often encourages students to rate certificates above education. Yet, it is your education, not your certificates, that will best help you understand values, stand up for principles and defend freedoms.

Looking back on my time in school, I had a good education. I was very fortunate. I went to a good school. I had a number of good teachers. Some of them were outstanding.

Nevertheless, most of the actual lesson time was, in a sense, rather a waste of time. Sometimes, the lessons were poorly taught or largely wasted on administrative tasks. Sometimes, they were simply not very challenging. I see very little value in having sat through all those Geography lessons having teachers try to get me to make my diagrams more colourful!

And then there's the problem, even with well-taught lessons, that a lot of what is taught doesn't turn out to be very relevant to an individual student's life. It just subsequently doesn't match up very well with what you choose to do with your

life. This isn't necessarily anyone's fault, as such - and it isn't a bad thing to have a broad education. It's just that, in terms of trying to teach students things that will be useful in their lives, education can often be a rather hit-and-miss affair. Whilst we are at school, we don't know for sure how our lives will turn out. We don't know what will or will not turn out to be relevant.

So, from my individual perspective, many of my lessons in school were not very well matched to my particular needs or interests - or were simply very poor lessons, geared more towards keeping a bunch of rowdy adolescents quiet than towards actually educating anyone.

What I read and learnt in my own time, however, was very important and very relevant. Alongside basic skills in English and Maths, it's all the things I wasn't assessed for that have had the greatest impact on my life - the stuff for which no exams were ever set.

This won't be true for everyone - but it can be a big mistake to obsess about the formal, assessed and examined part of your education at the expense of the informal, self-guided part of your education in which you can indulge your natural curiosity.

A decent education has much more to do with exploring your own values and developing your own character than with jumping through the hoops set by exam boards.



# Intelligence

Being intelligent, is not, in itself, very difficult. Being intelligent is largely just a matter of not being stupid. It is this task of not being stupid, that many find so difficult.

If that makes no sense to you, let me put it another way: Let's pick a member of the public, at random, who is unable to come up with a rational, logical, intelligent argument on a particular issue of common concern.

It is very unlikely that their failure to come up with an intelligent argument is due to an inability to perform the mental calculations required. Even complicated arguments are generally made up of a number of perfectly simple, potentially easy-to-understand, logical steps that ought not to be beyond the processing capabilities of anyone other than those with extreme mental impairments.

No - the chances are that their failure to provide a rational argument is, instead, down to either;

- 1) Laziness - they simply can't be bothered to think about the issue in question, or
- 2) Prejudice - they are, in some way, so biased that they refuse to consider the matter in a rational and reasonable way, or
- 3) An unfortunate combination of both laziness and prejudice.

The secret to intelligence lies largely in recognising, understanding and overcoming these grave impediments. This is nothing like as easy as it sounds!

\* \* \* \* \*

End of sample!

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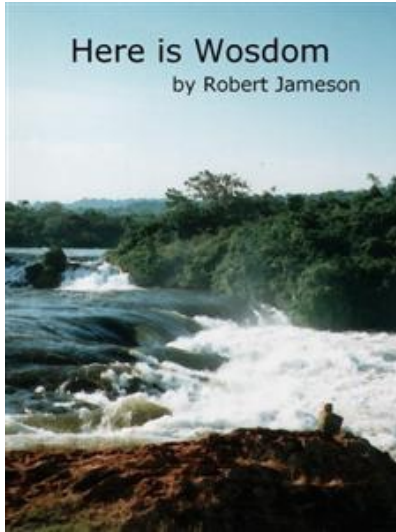
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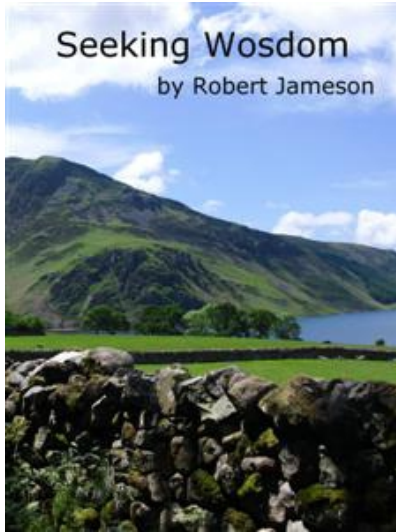


Intelligence is born out of the willingness to question what we are told - whatever it may be! Each chapter in this book asks us to do just that - question accepted ideas and popular opinions - and through questioning them, develop the ability to overcome the prejudices that stand between us and greater intelligence.

Available from: [Amazon.co.uk](https://www.amazon.co.uk) and [Amazon.com](https://www.amazon.com)

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## Seeking Wosdom

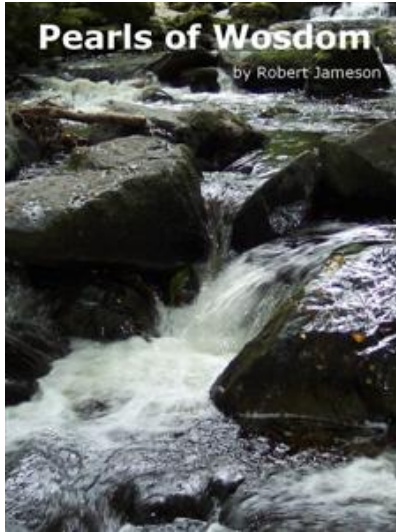


"Why conform when it's so much more interesting not to?" Following on from "Here is Wosdom," Robert Jameson offers another selection of opinion pieces illustrating how intelligent thinking has almost nothing to do with political-correctness! Please note that the Wosdom books can be read in any order.

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Find out more at: [IMOS.org.uk](https://www.imos.org.uk)

## Pearls of Wosdom



The key to intelligence is to be able to overcome the prejudices of the society we live in and thus free our minds to think beyond what society assumes to be correct and beyond what it deems to be 'acceptable.' Please note that the Wosdom books can be read in any order.

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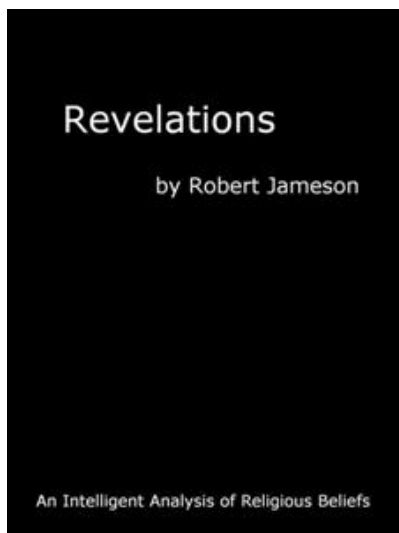


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