The Genius Advantage: How to Preserve Your Cognitive Edge and Cultivate Genius in a World of Fading Intelligence

A First-Person Journey through the Nature of Genius on the Path of Wisdom

Scott Rauvers

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ISBN: 9798182206990

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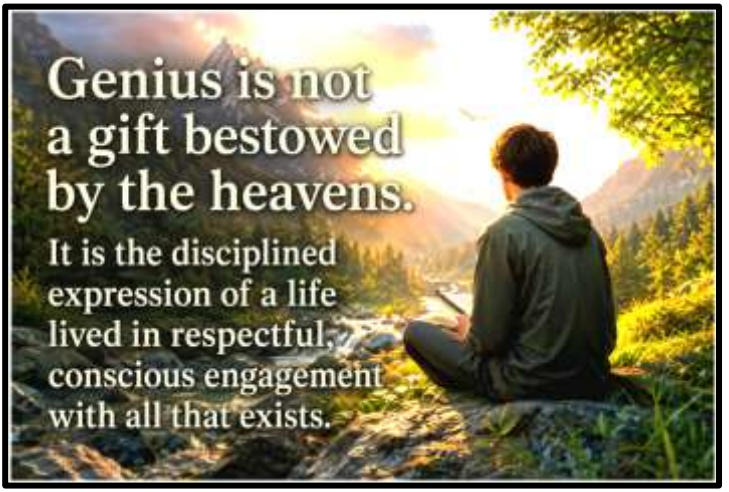
DEDICATION

To everyone who is smarter than me—which, as it turns out while writing this book, is a very, very long list.


Genius is not
a gift bestowed
by the heavens.
It is the disciplined
expression of a life
lived in respectful,
conscious engagement
with all that exists.

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FIRST PREVIEW EDITION

ACKNOWLEDGMENTS

To the teachers who saw potential in the chaos, and who valued curiosity over test scores

Preface: Why I Write This Now

One question has accompanied me through much of life, turning over and over, not from a desire for title or to stand above others, but because it opened into every other question of real importance. What does it mean to be a genius? At first glance, this may seem to concern only rare individuals, extraordinary minds, and remarkable achievements. Yet the longer it has been pondered, the clearer it becomes that the question is really about the fullness of human life: what a person can become when mind, conscience, heart, body, creative powers, and relationships with nature and others are developed together.

This exploration of genius is offered not as self-flattery but as a response to the increasingly shallow common understanding of the term—and to the shallowness that can overtake life itself when belief in developing one's highest capacities fades.

Everywhere there are signs of distraction, impatience, aggression, cynicism, loss of depth, a reduced stillness of mind; all with an

ever-expanding access to information alongside shrinking wisdom. Such observations do not breed contempt for humanity; rather, they inspire deeper care and a conviction that clarity must be spoken, for what is fading can still be protected, and what has weakened can still be strengthened.

Long ago, teachings were echoed by schools, experts, and popular opinion that intelligence was fixed at birth. Those who scored below average on IQ tests were treated with compassion, with society recognizing that they simply lacked the conditions, examples, nourishment, or encouragement needed for their fuller capacities to unfold.

Over time this belief has changed and the belief is now held that intelligence is not a fixed endowment sealed at birth but a living capacity that can be cultivated, refined, expanded, and deepened. This insight has fundamentally transformed our views of ourselves and others. There can no longer be a resignation to "*this is simply who one is, and nothing more can be done*" attitude.

This book is not a manual for impressing others, winning arguments, collecting achievements, dominating conversations, or performing cleverness for applause. Such aims are small and often lead away from wisdom rather than toward it. Instead, what

follows is a meditation and a path: an account of what genius truly is and is not, why human intelligence appears to be fading today, and how conscious living can protect and keep sharp the bright cognitive capacities that exist within each and every one of us.

I write this now because I believe the matter has become urgent. The decline I see is not merely academic. It appears in how people speak to one another, how quickly they become hostile, how easily they surrender their attention, how little patience they have for complexity, and how often they confuse opinion with knowledge.

Yet I also write with hope, because I have seen that a human being can change direction. I have seen that attention can return. I have seen that curiosity can be reawakened. This book is therefore both a warning and an encouragement. I want to look honestly at what has gone wrong, but I do not want to leave any reader in despair. I want to show that the path of genius is not reserved for a tiny elite. It is a direction in which any sincere human being can move. Not everyone will become historically famous. Not everyone will produce works that transform civilization. But everyone can become more attentive, more

thoughtful, more creative, more ethical, more respectful, and more awake. In a time when many forces pull us toward dullness and passivity, even one person choosing the path towards wisdom becomes significant.

But this book is also written with hope, because you may have seen, as its author has, that a human being can change direction. That attention can return. That curiosity can be reawakened. That a person who begins to live with respect, discipline, honesty, and love for truth can become inwardly brighter, even in a darkening age.

And I repeat, this book is therefore both a warning and an encouragement. It does not flinch from what has gone wrong, and it will not leave you in despair. The path of genius is a direction in which any sincere human being can move.

Amidst the world's dull drift, your choice to seek wisdom is a quiet revolution

Chapter One
What is Genius?

Before I can explain what I mean by genius, I must clear away the false pictures that surround the word. Most people inherit these images so early that they no longer notice them. They hear “genius” and picture a wild-eyed man surrounded by stacks of papers, or a composer haunted by music no one else can hear, or a mathematician feverishly scribbling equations through the night, or an artist who can craft beauty yet cannot live peacefully among ordinary folks. The popular image almost always involves eccentricity, suffering, isolation, and sometimes madness. it makes for drama, but it is profoundly misleading.

One cannot deny that some highly creative or exceptionally intelligent individuals have endured mental anguish. Many suffer inwardly, and extraordinary talent offers no immunity to pain. Yet the romantic notion that madness is the wellspring of genius must be rejected. Pain may compel profound questions, and suffering—if properly understood—can deepen compassion, but

disorder does not equate to greatness. To tell aspiring minds that genius demands torment is cruel: it risks leading them to glorify their wounds instead of healing them or to see stability and inner peace as marks of mediocrity. This myth ranks among the most damaging in the life of creativity.

The idea that genius is a divine gift reserved for a select few must also fall away. One can understand why this persists: moments of insight often feel as though they arrive from beyond. A solution might emerge after days of struggle, a melody rise from silence, or a sentence appear whole and shining in the mind. Even these mysterious flashes have roots, however. They favor those who have prepared their minds through attention, discipline, longing, and repeated engagement. Inspiration may knock unexpectedly, but it usually finds a house already made ready for it.

Genius cannot be reduced to a high score on an intelligence test. Such tests can measure certain abilities—speed, pattern recognition, memory, or abstract reasoning—and these merits should not be dismissed. Yet history and experience reveal that one can be clever without wisdom, quick without depth, learned without humanity, brilliant without goodness.

Intelligence divorced from character becomes a sharp tool lacking moral direction. That tool may build, but it may also destroy. Mere cognitive ability, therefore, falls short of genius in its fullest sense.

A clear distinction must be drawn between genius and talent. Talent is real and deserves honor. A skilled musician, athlete, mathematician, craftsman, physician, speaker, architect, farmer, teacher, or engineer may possess a special power in a particular field, bringing beauty and utility into the world. Yet talent is usually narrower than genius. It may illuminate one room of the house while leaving the rest in darkness. One may excel in performance and still be careless in conduct, selfish in relationships, closed in thought, or indifferent to nature and life. This observation does not condemn the talented; it aims for clarity. Talent asks what a person can do. Genius asks what a person is becoming.

In summary, genius refers to whole-person development—a human being whose outstanding qualities are not confined to a single domain but expressed through conduct, thought, creativity, responsibility, respect, courage, curiosity, and service to life. It

describes someone whose abilities are integrated with ethical seriousness, not merely producing impressive work but living from a depth capable of awakening depth in others.

The foundation of this kind of genius is respect. Respect is placed first deliberately. Many expect intelligence to serve as the groundwork, but experience shows that intelligence without respect can become arrogant, cold, and dangerous. Respect is not superficial politeness, nor simply knowing which words to utter in public. It is a fundamental recognition that other people, nature, animals, plants, the Earth, and existence itself possess intrinsic value.

A person who lives from respect pays attention differently. They do not rush to dominate what they have not understood. They do not treat life as raw material for the ego. Instead, they listen, observe, learn, and respond with care.

This is why respect proves to be not merely moral but also intellectual. To respect something is to grant it enough reality to study it honestly. When one respects another person, genuine interest arises in that person's experience rather than reducing them to a category.

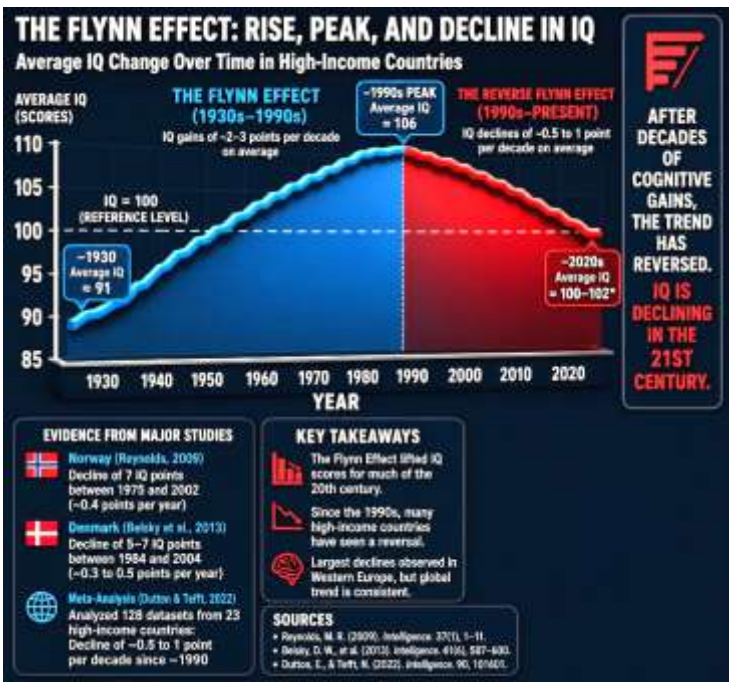
When one respects nature, patterns, seasons, relationships, and subtle forms of intelligence emerge—details a careless observer misses. When one respects knowledge, it is never mere decoration; it is allowed to correct and refine the mind.

Respect opens the mind. Contempt closes it. From this foundation, genius becomes possible as an integrated wholeness. The conscious and subconscious minds begin to cooperate. Creativity is guided by conscience. Knowledge is warmed by compassion. Such an individual may still err—no human being is perfect—but the overall direction of life remains constructive with the genius recognizing mistakes and learning from them. The genius does not merely crave admiration; they seek to understand, create, serve, and live truthfully.

If a simple definition is required, a genius may be described as a normal human being who has developed—or is in the process of developing—outstanding qualities of mind, character, creativity, and conduct, all grounded in profound respect for life. This definition demands more than the popular notion, for it does not allow one to hide behind a single gift. It calls for the

development of the whole self. Yet it offers greater hope, for it means that genius is not a locked room but a path of service seeking wisdom.

Chapter Two
The Crisis of Intelligence Fading Worldwide



What is baffling scientists right now is this trend is not isolated to a single nation, or even

a single ethnic group, but is a worldwide phenomenon.

The trend is continuing, even in the computer age where you would think that as computer processing speeds get faster and technology shrinks, that it would make people smarter. You'd think that by the year 2000 computers would have created more leisure time for us. However as time marches on, it appears that exactly the opposite is happening.

Let's now take a closer look at how computer usage and other environmental factors are shaping our civilization in today's "*modern era*".

Shortened Attention Spans

The experience of reading a Victorian novel—holding its web of characters and subplots suspended in working memory across days or weeks—is a form of mental training with no "*reel*" equivalent in an Instagram feed.

The brain retains what it has worked to process. A TikTok video requires almost no processing; a dense chapter of Middlemarch requires sustained, active reconstruction. One of these builds the architecture for long-term retention. The other passes through like water.

School and Higher Education Curriculum

Diagramming a sentence, constructing a formal geometric proof, or memorizing multiplication tables are unglamorous exercises—but they build the same abstract reasoning scaffolding that IQ tests are specifically designed to measure. Many modern curricula have traded that rigor for approaches that are more engaging but less structurally demanding.

Paradoxically, the explosion of standardized testing has made students better at eliminating wrong answers than at generating right ones from scratch.

Diet and Lifestyle

The 1990's era saw the explosion of highly processed, hyper-palatable kids' snacks and convenience meals—like Dunkaroos and Kid Cuisine—which changed everyday eating habits.

Ultra-processed food now accounts for the majority of calories consumed in many developed nations—worst of all the neuroinflammation it produces is invisible, cumulative, and measurable in attention and recall deficits that compound over a lifetime

as we will explore later in peer reviewed published studies .

Rise in Personal Transportation

The decline in bus ridership during the 1990's was heavily driven by rising car ownership and suburban sprawl. Nationally, bus travel per capita peaked in 1990 and trended downward for the remainder of the decade as private car travel and single-occupant driving increased. A child conversing with others on a bus is growing a fundamentally different brain than one who effortlessly slides out of a car seat every day.

Pollution

Microplastics have now been recovered from human brain tissue. The developing nervous systems of today's children are absorbing a chemical cocktail that simply did not exist a century ago.

The Emergence of the Google Effect

Your grandfather knew his neighbour's phone numbers, the mileage between cities, and how to calculate compound interest by hand—not because he was exceptional, but because that was simply what a functioning adult could do. Outsourcing those tasks to a pocket-sized computer has made daily life frictionless, but

friction is what builds the brain. Hence the term *"use it or loose it"*.

Enter Cognitive Offloading

Cognitive offloading is the act of using an external tool to reduce the mental workload. An obvious example is the spell check that pops up when you hold your mouse over text. We have always done this (e.g., using a calculator for math or GPS for driving), but AI has put this phenomenon on steroids.

Instead of offloading just low-level tasks (like remembering a phone number), we are now offloading high-level tasks—such as synthesizing arguments, writing original ideas, and critical analysis. Because the brain operates on a "*use it or lose it*" principle, bypassing the uncomfortable, effortful parts of thinking means those neural pathways gradually weaken over time as an accumulative effect takes place from over-automated tasks that used to require brainpower.

Accumulating "Cognitive Debt"

A landmark MIT study titled: "Your Brain on ChatGPT: Accumulation of Cognitive Debt" tracked the brain waves of adults writing

essays. The group using AI assistants exhibited significantly lower electrical connectivity in their brains compared to the group writing manually. Even worse, when the AI users were later forced to write without the tool, they demonstrated a sharp drop in independent performance, struggled to recall the quotes they had used, and felt less "ownership" over their work. They were essentially outsourcing the learning process entirely.

The Erosion of Critical Discernment

Another MIT research study titled: “MIT Study Reveals AI Use Impairs Fake News Detection Skills”, this time in 2026, researchers analyzed how people use AI chatbots to spot online misinformation.

When using AI, participants were 21% more accurate at identifying fake news. However, after four weeks of relying on the AI, **their independent ability to spot fake news** dropped by over 15%.

Because the AI immediately gave them the "right answer" rather than forcing them to evaluate sources, the participants lost their baseline skepticism and analytical instincts. They became completely dependent on the machine to tell them what was real and what was fake.

Later in this book we will explore how shadow-banning, online visibility filtering and algorithmic demotions are one of the primary reasons people are losing their ability to make sound and rational independent judgements or quick decisions, putting themselves and others at risk if these skills are not cultivated.

Creeping Cognitive Surrender

Researchers at the University of Pennsylvania coined the term "cognitive surrender" to describe how quickly humans defer to AI. Large Language Models are engineered to sound incredibly confident, articulate, and well-structured, even when they are hallucinating or entirely wrong. Because the output looks perfect, users tend to go along with the system uncritically. This creates a dangerous feedback loop: users confuse having access to a smart answer with possessing the intelligence required to formulate it.

From "Creator" to Passive "Steward"

Before AI, completing a task required a pipeline of active cognitive steps that were separated, usually by increments of time. By shifting human roles from execution to

stewardship, we stop learning how to navigate the messy middle of problem-solving.

Studies—such as the 2026 experiment published in Psychology Today titled: “Adults Lose Skills to AI. Children Never Build Them” showed that people who heavily use AI to solve problems produce acceptable outputs but in the end fail conceptual quizzes afterwards, indicating they do not understand why the product produced the result.

The AI Opportunity

Understanding is forged in the struggle to articulate something badly before you can articulate it well. When an algorithm skips you to the finished product, that foundational wrestling never occurs—and recent research suggests the cognitive development that

would have given the brain new skills, never develops.

Diet and IQ. The Facts

Key Longitudinal Studies

Some of the most compelling evidence linking diet to IQ comes from some very well researched longitudinal studies—research designs that follow the same individuals across years or even decades, allowing scientists to watch how early choices ripple forward into later life outcomes. Let's explore some of the best and latest studies.

The University of Bristol Study (ALSPAC Cohort)

Researchers enrolled thousands of children in the UK [1] and recorded what they ate at ages 3, 4, 7, and 8.5, then sat them down for standardized IQ testing at age 8.5. Children whose plates at age 3 were dominated by fatty, sugary, and heavily processed foods tested measurably lower—and crucially, this gap did not close even in children whose diets had meaningfully improved in the years between. The brain, it appears, does not simply wait for better conditions; what it receives in those earliest years shapes it in ways that persist.

The Pelotas Birth Cohort Study (University of Illinois / Federal University of Pelotas)

Following thousands of children from birth [2], researchers found that two-year-olds who regularly consumed ultra-processed foods—instant noodles, soft drinks, packaged candies, processed meats—started early school with lower cognitive test scores than peers who had eaten more varied, whole-food diets.

The study's most sobering finding was what it called a "cumulative disadvantage": in children who had already experienced stunted physical growth in infancy, the cognitive toll of a junk-heavy diet was compounded further still [3] [4].

Why Does Diet Affect IQ?

Let's explore four main lifestyle mechanisms as to why this may be taking place:

Critical Brain Growth Windows

No organ in the human body develops as explosively in early childhood as the brain. In the first few years of life it is actively constructing the neural architecture—billions of connections, layer upon layer—that will determine how efficiently a child can learn,

remember, and reason. Building this infrastructure requires specific raw materials being effectively and consistently delivered. They are iron, zinc, and omega-3 fatty acids, among others.

Nutrient Displacement

A stomach full of processed snacks is a stomach that did not fill with something else. Junk food carries calories, but almost none of the micronutrients the developing brain is waiting for—and its very palatability makes it effective at replacing, meal after meal, the vegetables, fish, legumes, and whole grains that would have supplied them.

Inflammation and the Gut-Brain Axis

Diets saturated in refined sugars, industrial fats, and synthetic additives set off a slow inflammatory response throughout the body, generating oxidative stress that is particularly damaging to developing neural tissue. They also disturb the gut microbiome—the dense, metabolically active bacterial ecosystem lining the digestive tract—which maintains a continuous chemical dialogue with the central nervous system and plays a poorly understood

but increasingly documented role in shaping how the brain develops.

Fluoride and IQ Levels

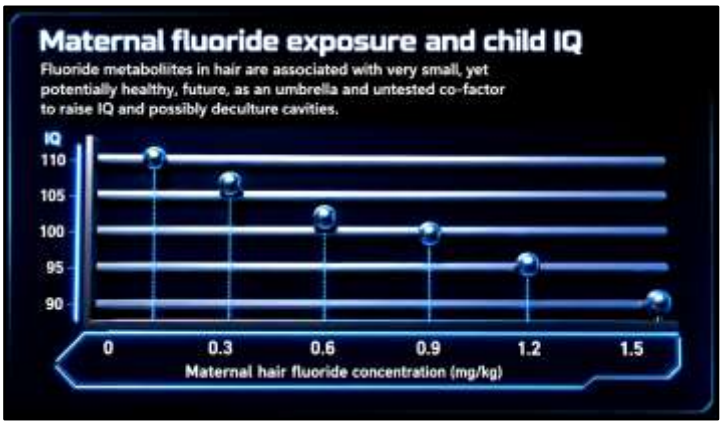
To top it all off, could a glass of water to flush down a happy meal be creating a negative synergistic effect, compounding some or all of the above?

How Fluoride in Pregnancy May Be Stripping away the Bright Minds of the Unborn—and Why Pregnant Mothers worldwide should all be worried

The Numbers That are Stunning Scientists Worldwide

When you first encounter these numbers, you have to sit with them for a long while before making sense of what they reveal. You read them again. You set this book aside. You pick it back up. You pace around the room. And then you sit down and read them one more time, because what they're saying feels too consequential, too quietly devastating, to absorb in a single pass.

The question at the heart of this research sounds almost too gentle to matter—does the water a mother drinks during pregnancy shape the mind of the child she's carrying? It sounds like the kind of question a curious student might ask, not one that should keep a parent awake at night. But the more it's examined, the less quiet it becomes, until it isn't quiet at all. It is alarming. It remains alarming.



And anyone who cares about children, about mothers, about the fragile beginning of human life, deserves to know what the years and painstaking research data by scientists worldwide is starting to show.

This is one of the most actively debated questions in environmental health right now, and for good reason. The strongest answers we have do not come from test tubes or computer models or theories spun in a laboratory. They come from prospective cohort studies—studies that followed real, living mothers and real, living children through pregnancy and into childhood, measuring what went into the mother's body and then measuring what emerged in the child's mind. These are not abstractions. These are families. These are babies who grew into toddlers who took intelligence tests, and the results of those tests are going to have you seriously questioning whether that next glass of water you drink will affect the life of your baby.

A Mother's Thirst, A Baby's Burden: The Hidden Cost in Every Glass

A major Canadian birth-cohort study [5] is one that lingers long after it's been read, one that won't let go no matter how many times it's revisited.

This shocking study found that higher fluoride exposure during pregnancy was associated with measurably lower IQ in the children born afterward. Not a fraction of a point. Not a statistical whisper. A real,

meaningful drop—the kind that can change the trajectory of a child's life. Put plainly: a one-milligram-per-liter rise in maternal urinary fluoride corresponded with roughly a four-and-a-half-point drop in IQ among boys.

Four and a half points

Consider what this means in the classroom. It is the difference between a child who reads with ease and a child who struggles to keep up. It is the difference between keeping pace with the lesson and falling behind it. In the life of a single child, four or five IQ points can spell the difference between confidence and frustration, between opportunity and its absence.

And it wasn't just boys who were affected. A single additional milligram of estimated daily fluoride intake during pregnancy tracked with about a 3.7-point reduction across children overall—boys and girls together.

Think about that for a moment. A mother drinks water—the most innocent ordinary, most essential thing a pregnant woman can do—and the amount of fluoride in that water corresponds to a measurable reduction in her child's cognitive potential. The ordinariness of

the act is what makes this so unsettling. We are not talking about a toxic spill or an industrial accident. We are talking about that clear fluid that flows out of your faucet. The very thing every pregnant woman is told to drink more of when she's pregnant, the thing every doctor recommends, the thing that is supposed to sustain life, not diminish it.

Before the Canadian study, a Mexican cohort [6] had already pointed in the same unsettling direction — about a six-point reduction in IQ with that same one milligram-per-liter increase.

Six points

From water. I keep returning to how small those increments sound — one milligram per liter, a quantity so tiny it is almost impossible to visualize — and how devastatingly large the consequence feels.

That is the contrast that should haunt every pregnant mother. A difference in water so slight that no human tongue could taste it, producing a difference in a child' s mind so real that it shows up on a standardized test years later. If that does not make any sensible person pause for a momment, it is hard to imagine what would.

The First Spark: How Choline Helps You Gift Your Baby a Brilliant Mind

Studies have shown that pregnant women who consume high amounts of choline give birth to children who perform better on tasks requiring attention, processing speed, and memory [7]. Choline bitartrate is a budget-friendly option, but some individuals prefer more bioavailable forms like Alpha-GPC or CDP-Choline (Citicoline), which cross the blood-brain barrier more efficiently.

Tainted Waters: When the First Gift We Give is a Burden

I wish to be honest about the uncertainty, because the science demands it and so does anyone reading this with the care this subject deserves. Thankfully this crisis is showing great interest in some of the world's leading scientists. Let's look at a very recent study.

In 2025, a systematic review [8] and meta-analysis published in JAMA Pediatrics — one of the most respected medical journals in the world — pulled together dozens of these studies and found a statistically significant inverse relationship. In plain language: more fluoride in the mother's body during pregnancy, lower scores on intelligence tests

in the children who followed. The finding crossed the threshold of statistical significance, which means it is unlikely to be the result of chance alone. That matters. That is not nothing. That is the scientific equivalent of a warning light blinking on the dashboard of a moving car.

It is understandable that this is where some readers will feel the urge to dismiss the whole thing: “Association, not causation,” the familiar refrain. And it is true, as far as it goes.

But sit with this for a moment, the way I fist did. When multiple independent studies, conducted in different countries, among different populations and using different methods, all point in the same direction — when that consistency holds across one study after another — at what point does the burden shift?

At what point does the question change from “Can this be proven harmful beyond all doubt?” to “Can it be afforded the benefit of assumed safety?” When the most important thing a mother has is the future cognitive ability of her an unborn child, that question deserves to be asked with urgency, not with the shrug of statistical caution.

Where the Water Is Poisoned by the Earth Itself

What troubles me most — what keeps me up at night, if I am being honest — is thinking about where in the world this exposure reaches its highest and most devastating levels. Because fluoride is added to municipal water in carefully measured amounts by well-intentioned public health officials.

In many places around the world, fluoride comes naturally from the ground itself, concentrated in volcanic soils, rift valleys, and arid regions where the water table has been stewing in mineral-rich rock for millennia. The earth, in these places, is not a giver of clean water. It is a dispenser of invisible harm. Not to mention the high levels of natural fluoride found in some Teas.

Kenya. Ethiopia. Tanzania. India. China. Pakistan. Mexico. Argentina. South Africa. Turkey. Across these countries — and this is not an exhaustive list — there are local groundwater supplies where fluoride climbs past ten milligrams per liter [9]. In the worst cases, past twenty. Past thirty. Let those numbers settle for a moment, because they are not just statistics. They represent real wells, real taps, real villages where pregnant women draw water every single day. Women who have no alternative. Women who cannot

afford bottled water, who have no filtration system, who have never been told that the water sustaining their own body might be diminishing the mind of the child growing inside it.

To feel the full weight of this, you have to hold those numbers against the familiar ones — the numbers that most of us in wealthy countries take for granted. The fluoridated tap water in Australia, the United States, and Canada sits around 0.7 milligrams per liter.

The World Health Organization sets its drinking-water guideline — the level above which it considers fluoride a potential health concern — at 1.5 milligrams per liter. And then there are these high-fluoride natural regions, running anywhere from two to thirty-plus milligrams per liter. That is not a small step beyond the guideline. That is not a modest exceedance. That is many times over it. That is a factor of ten, fifteen, twenty times the level that the world's leading health authority has flagged as concerning.

In some wells, pregnant mothers are drinking water that contains twenty times the fluoride concentration that the WHO says should trigger concern, and they are drinking it every day of their pregnancy.

Picture a young mother in rural Kenya. Each morning she walks to the same well her mother and grandmother once used. She fills her container, carries it home, drinks it, cooks with it, bathes in it. By every traditional measure of maternal care, she is doing everything right—nourishing herself for the life growing inside her. Yet at concentrations she cannot see, taste, or smell, the fluoride in that water may be crossing her placenta [10], reaching the fragile, still-forming brain of her unborn child, and quietly, invisibly, reducing its capacity to think, to learn, to thrive.

Neither she nor her child will ever know. The harm, if real, will manifest not as a disease but as a mind that simply fails to achieve its full potential—a potential stolen before the child ever breathes. This image is impossible to shake. It transforms the issue from an academic debate into a moral emergency.

There is no single threshold at which the danger suddenly appears. There is instead a gradual erosion — each increment of exposure potentially shaving another fraction of a point off a child's cognitive potential, another fraction of the future that child might have had.

Consider what a few IQ points means not for an individual, but for the population of an entire village. If the average IQ of a community shifts downward by even three or four points, the number of children falling below the threshold for intellectual disability increases. The number of children who might have gone to university shrinks. The number of children who will struggle in school, who will fall behind, who will carry the weight of that struggle into every corner of their adult lives, grows. Multiplied across a village, a region, a nation, a few IQ points is not a small thing. It is an enormous thing. It is a shift in the intellectual capital of an entire generation, and in the communities most affected — the

poorest, the most rural, the least equipped to compensate for diminished cognitive capacity — that shift can be the difference between a community that climbs out of poverty and a community that cannot.

In affluent countries with fluoridated water at 0.7 milligrams per liter, parents have access to prenatal care, to educational enrichment, to the thousand small interventions that can help a child overcome a modest cognitive disadvantage. In the parts of the world where fluoride runs at twenty or thirty milligrams per liter, there is nothing. No enrichment programs. No tutors. No safety net. Just a child with a mind that might have been more, in a world that will not slow down to accommodate what was lost before birth.

Is the Legalization of Recreational Marijuana the reason for the decline in IQ?

Recreational marijuana laws have spread internationally, though the United States and Canada represent the largest recent changes. While only 9 countries have legalized adult recreational use nationwide, many others have decriminalized it, and global policies are

actively shifting away from total prohibition.

• 2013: Uruguay – Became the first country to legally sell cannabis for recreational purposes.

• 2018: Canada – Legalized the nationwide production, sale, and consumption of recreational cannabis.

• 2018: Georgia – The Constitutional Court effectively legalized the use and possession of cannabis.

• 2018: South Africa – The Constitutional Court legalized private consumption and cultivation by adults.

• 2021: Malta – The first European Union country to legally permit adult-use and non-profit cannabis clubs.

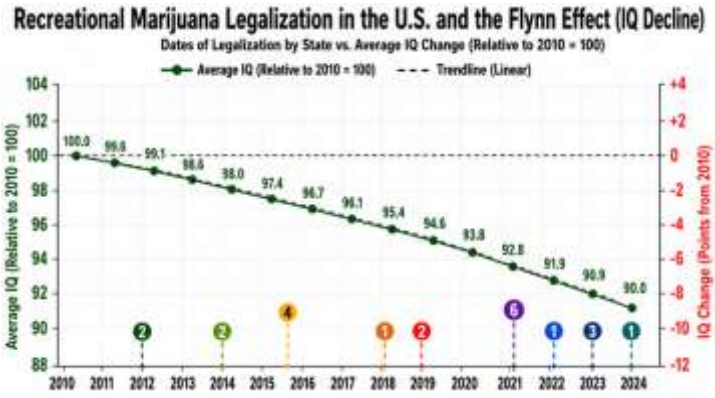
• 2023: Luxembourg – Legalized home cultivation and private consumption.

• 2024: Germany – Legalized adult possession, private cultivation, and non-commercial social clubs.

• 2026: Czech Republic – Implemented laws allowing for personal possession and legal home cultivation

No country or U.S. state legalized recreational marijuana between 1980 and 2000

States in the U.S. that have legalized recreational use of Marijuana and the year their laws took effect	
2012 • Colorado • Washington 2014 • Alaska • Oregon 2016 • California • Maine • Massachusetts • Nevada 2018 • Vermont 2019 • Illinois • Michigan	2021 • Connecticut • Montana • New Jersey • New York • New Mexico • Virginia 2022 • Rhode Island 2023 • Delaware • Maryland • Minnesota 2024 • Ohio



Marijuana use does not automatically lower IQ, but the science constantly shows that heavy, persistent use starting in adolescence is linked to a long-term decline in cognitive scores.

A large-scale (N = 1037) longitudinal investigation from New Zealand titled: "Persistent Cannabis Users Show Neuropsychological Decline from Childhood to Midlife" that followed individuals from birth to age 38 recently found an average drop of 8 IQ points by age 38 with persistent cannabis dependence. Notably, those individuals with weekly use before age 18 demonstrated greater decline in cognitive performance.

Is the Suppression of Free Speech contributing to lower Intelligence?

Studies show [11] that the genetic markers for higher IQ causes people to hold more socially liberal and less authoritarian views [12].

We have seen attempted suppression efforts of free thought by independent online platforms. As technology continues to get better, the tap of ease and convenience of suppression of free thought and independent thinking becomes more common.

Some notable examples include Alex Jones, David Icke, Brian Rose, just to name a few who were banned from You Tube and some being permanently banned from Twitter, until it was bought out by Elon Musk, whereupon some had their Twitter accounts reinstated.

Some proponents argue that these digital policies and state regulations are often justified as essential to curb online harms but history is showing they frequently spark intense debate over free speech. The debate is now centered on how societies can balance the need to combat manipulative disinformation with the right to express independent ideas.

When people who speak and think freely are banned or put into an Intranet where their websites are also banned and made inaccessible by students, employees or government workers, that nurtures the ability of a person to think freely, to make critical judgments as to whether the information they are seeing is in their best interest. Instead a so called "website filter" does that for them.

During the last 5 years this suppression has now started filtering down into the scientific community, shadow banning scientists and even journalists. As of 2026, we are seeing this trend filter down into the alternative natural health community .

If a person is unable to be given the opportunity to judge for him or herself what is appropriate or not, how are they going to develop the necessary skills later in life or when a situation turns critical and decisions need to be made immediately?

The final question is: Will that person be able to make the right choice that benefits him or her for a better future or for those of his or her fellow human beings?

Chapter Three
Genius and Talent: How they are Different

Society adores visible performance—measurable achievements, prizes, records, rankings, spectacular results. When someone excels, the label genius is quickly applied. However history has all too often shown how a person may be gifted in one realm may be severely underdeveloped in others.

A talented pianist may move audiences to tears yet treat family members with indifference. A brilliant scientist may uncover hidden laws of nature but show little wisdom in how to use those discoveries to positively benefit humanity as a whole. A powerful entrepreneur may build an empire while damaging the lives of those who work under him. A gifted writer may perceive fictional characters with profound insight but refuse to see truth and honestly within himself.

Such individuals may possess great talent and produce valuable work, but they fall short

of genius if their abilities lack broader human development.

Talent can burn like a bright flame in a single lamp. Genius is more like dawn spreading across the whole landscape—illuminating thought, behavior, relationships, creativity, ethics, speech, attention, and one's stance before existence. Talent may impress immediately. Genius changes the atmosphere slowly, awakening the world around it.

This distinction also protects me from discouragement. If genius meant only an extraordinary gift in a celebrated field, many would exclude themselves at the outset: "I am not a prodigy; this has nothing to do with me."

But if genius signifies integrated development of the highest human qualities, then every person has an entry point. One may begin with honesty; another with music, study, kindness, physical discipline, observation of nature, or the repair of broken relationships. The path has many doors.

I do not imply that everyone will reach the same height—human beings differ in predisposition, circumstances, opportunities, and willpower. Yet the notion that only a few may develop meaningfully is rejected. The question is not whether one can become identical to some historical figure, but whether one can become more conscious, more disciplined, more respectful, more creative, and more useful than yesterday. In that quest, every human being can participate.

Talent may be inherited more visibly, but genius must be lived. It is tested not only in performance but when one is tired, contradicted, misunderstood, tempted, or ignored. It reveals itself in how one responds to criticism, treats those who cannot benefit one, handles frustration, continues learning without praise, and uses whatever abilities one possesses. Talent is a gift. Genius is a responsibility.

When one looks inward and asks what qualities support genius, one does not begin with intellect but with character, for character determines how intellect will serve. A quick mind coupled with weak character can slip into manipulation. A rich imagination left undisciplined may dissolve into mere fantasy. Broad knowledge, when paired with arrogance, becomes a weapon. Thus the real foundation is the inner architecture: the qualities that hold a person upright from within.

Energy is among the first of these. This is not restless activity or a nervous need to stay busy, but a deep aliveness and a willingness to meet life fully. When one lives with such energy, a day is not something to endure. One brings full attention to whatever appears: reads with focus, speaks with presence, works with care, and observes the world as if it still has something to teach. This energy is not forced enthusiasm but grows out of genuine interest, a remembrance that life is not empty routine but an unfolding field of meaning.

Sincere and real Courage is equally necessary. Without it, intelligence remains timid—seeing without speaking, understanding without acting. Courage does not always roar; sometimes it is the quiet decision to remain honest when dishonesty

would be easier. At other times, it means standing alone for a truth others do not yet wish to hear, admitting error, or continuing a long labor despite uncertain results. Courage protects the mind from becoming a servant of fear.

Honesty stands as another pillar. The most dangerous lies are often those one tells oneself—calling laziness "rest," fear "prudence," resentment "justice," vanity "self-expression," or ignorance "common sense." If these disguises go unexamined, they rule the will.

A genius-oriented life demands a willingness to see oneself clearly and honestly, not with self-hatred but with firm resolve and self-acceptance. Honest self-knowledge is not meant to crush the spirit but to free it from illusion.

Optimism also matters, though not shallow cheerfulness. It is the disciplined belief that growth remains possible and worthwhile even when evidence of decline is clear. Without this kind of optimism, one becomes paralyzed by diagnosis. One can see the world's problems and still choose constructive effort; recognize personal weaknesses and still trust in the possibility of

improvement. This optimism is not denial but courage applied toward the future.

Patience may be among the most undervalued qualities. Modern life demands speed—immediate responses, quick entertainment, instant results, rapid judgments. Yet depth does not grow quickly. A serious book requires time. A skill requires repetition. A relationship requires trust. Moral transformation demands countless small decisions. Scientific understanding calls for study. Creative work often demands waiting. Without patience, depth remains out of reach.

Adaptability gives the mind resilience. Rigid people often mistake rigidity for strength, clinging to opinions and calling it conviction, only to become defensive or angry when reality presses in. True conviction can withstand openness. Genuinely caring about truth means allowing new evidence, better reasoning, and deeper experience to change one's understanding. Adaptability is not drifting without principles but remaining alive enough to learn.

Tolerance, properly understood, must be included as well. This is not the tolerance of cruelty, falsehood, or injustice, but the ability to live among differences without immediately treating them as threats. People vary in

temperament, background, education, wounds, pace of development, and ways of seeing. Demanding that everyone mirror one's own perspective makes respect fragile. A person oriented toward genius learns to recognize dignity even amid disagreement.

Together, these qualities form the structure that allows intelligence to bear fruit. Without energy, one does not engage. Without courage, one does not act. Without honesty, one does not see. Without optimism, one does not persist. Without patience, one does not deepen. Without adaptability, one does not learn. Without tolerance, one does not understand others. These are not decorative virtues but working parts of a mind and life capable of genius.

END OF PREVIEW