

# MENSANYTT

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og hvert land stiller med en utvalgt leder eller koordinator fra sine respektive GC-satsninger. Det legges opp til at denne gruppen med fire personer kjører sin egen agenda i parallell, men at de to gruppene møtes for felles oppsummering mot slutten av helga. Og jeg tror det vil gjøre godt for GCP både å få samkjørt seg, og å få lederne med på laget!

### **Nordisk ledermøte med innslag av «Gifted Children», 12.–13. mai, Tønsberg**

Mensa Norge er i år vertskap for nordisk Chair's Meeting, og vi har invitert til Tønsberg. Dette møtet har utviklet seg litt hit og dit i sin vel seks-syvårige historie, men holder på at det primært skal samkjøre nordens stemmer på saker i IBD (Mensa Internationals styre) som har felles interesse, og sekundært være et «bli kjent»-møte for lederne – som jo stadig byttes ut og uten dette tiltaket knapt møtes. Det har etter hvert begynt å fungere godt som begge deler, og i 2011 besluttet man å utvide møtet til også å omfatte representanter fra et aktuelt fokusområde.

Ledernes agenda kan jeg ikke gå inn på, da den utvikles av dem selv i disse dager, men alt som lukter av samarbeidsområder eller felles standarder står der selvsagt.

Årets fokusområde ble etter kort diskusjon valgt til å være Smarte barn (Gifted Children)

Det får bli min personlige mening og sluttkommentar, men samkjøring av krefter angående GC er kanskje enda viktigere enn på andre områder. Uten en organisasjon med ressurser når man ikke opp til en kritisk masse eller profesjonelt nivå i det enkelte lille land, men sammen – og muligens da på nordisk nivå – har jeg stor tro på at det kan gjøre nettopp det på sikt.

Mer fra nordisk ledermøte blir garantert rapportert i neste nummer, om ikke i denne spalten, så fra leder.

Innspill til fokus mottas med takk til [proxy@mensa.no](mailto:proxy@mensa.no) eller på Mensas webforum.

# giftedness a possible source of problems

by Ranko Rajovic

*Approximately 20 percent of profoundly gifted children (IQ higher than 160) have emotional and social problems while less than 10% occur among the general population. Gifted children, who possess specific talents, with IQs ranging from 125 to 145, have fewer problems in adapting to their environment.*

Gifted children learn faster and use different methods compared with those of their peers and they are creative and determined, often finding it difficult to accommodate social conventions. Very frequently, these children are not popular among their peers who cannot understand them because of their abstract thinking and unusual interests. Gifted children start to question authority at an early age and more clearly detect their parents' incompetency or their teachers' inconsistencies. Sometimes teachers fail to understand gifted children who, in their eyes, often require extra attention or are too difficult to work with on an everyday basis.

Various researches on children with high abilities have proven that the greater the abilities, the more apparent are the specifics that render these children extremely sensitive to inappropriate educational systems. The most recent studies indicate that imbalance between frustrations caused by unfulfilled social and educational needs render these children more prone to a social and deviant behaviour as adults. The latter

is an additional reason for the provision of a program that caters for the special needs of the gifted child.

## Identification of Gifted Children

The only way to prevent possible problems in the development of gifted children is to ensure an individual approach and timely identification of endowment. It is a rather difficult task, and there is no single strategy available worldwide. Strategies differ from country to country, and in the majority of countries there is no strategy at all. Although there are approximately two percent of highly intelligent (IQ 148 – Cattell scale) individuals within the general population, not all of them have the outward characteristics of gifted individuals, and therefore are considered potentially gifted. The number of potentially gifted children who will develop this inherent potential depends on the family, the school and the care of society. That number varies from 0.1 to 1 percent of the population. Bearing in mind their modest share of the general population, it is obvious that detecting and working with gifted children is a demanding task.

The education of teachers trained to recognise giftedness in children and steer them in the right direction is of essential importance. Despite this, there is no strategic approach to this issue in the majority of countries,



and this is reflected in an educational 'neglect' of gifted children from the very start of elementary education. In some countries there is a tendency to counterbalance classes, which fundamentally results in the following: if we imagine a rounded figure of 100 new school entrants, there will be two gifted children among them who will be distributed to two different classes. In other countries, however, there is a tendency to bring gifted children together so as to develop their potential faster. In addition, these children can boost the overall performance of other children in their classes. If we take into consideration a parallel with the world of sports, it is obvious that the latter solution is much better: for example, a child gifted with football skills will not develop well if he plays on his own or with modestly talented children. It is far better if he plays with another talented child or becomes a part of a team with a number of talented children.

The above is an extract from the book by Mensan Ranko Rajovic, *A Child's IQ – A Parents Concern*, edition NTC, Novi Sad, 2009, page 10-12.

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## What is Mensa?

Mensa was founded in England in 1946 by Roland Berrill, a barrister, and Dr. Lance Ware, a scientist and lawyer. They had the idea of forming a society for bright people, the only qualification for membership of which was a high IQ. The original aims were, as they are today, to create a society that is nonpolitical and free from all racial or religious distinctions. The society welcomes people from every walk of life whose IQ is in the top 2% of the population, with the objective of enjoying each other's company and participating in a wide range of social and cultural activities.



[www.mensa.org](http://www.mensa.org)

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### What are Mensa's goals?

Mensa has three stated purposes: to identify and foster human intelligence for the benefit of humanity, to encourage research in the nature, characteristics and uses of intelligence, and to promote stimulating intellectual and social opportunities for its members.

### How many members does Mensa have?

Today there are some 110,000 Mensans in 100 countries throughout the world. There are active Mensa organizations

in over 40 countries on every continent except Antarctica. Membership numbers are also available for specific National Groups.

### What kind of people are Members of Mensa?

There is simply no one prevailing characteristic of Mensa members other than high IQ. There are Mensans for whom Mensa provides a sense of family, and others for whom it is a casual social activity. There have been many marriages made in Mensa, but

for many people, it is simply a stimulating opportunity for the mind. Most Mensans have a good sense of humor, and they like to talk. And, usually, they have a lot to say.

Mensans range in age from 4 to 94, but most are between 20 and 60. In education they range from preschoolers to high school dropouts to people with multiple doctorates. There are Mensans on welfare and Mensans who are millionaires. As far as occupations, the range is staggering. Mensa has professors and truck drivers, scientists and firefighters, computer programmers and farmers, artists, military people, musicians, laborers, police officers, glassblowers – the diverse list goes on and on. There are famous Mensans and prizewinning Mensans, but there are many whose names you wouldn't know.

### What does «Mensa» mean?

The word «Mensa» means «table» in Latin. The name stands for a round-table society, where race, color, creed, national origin, age, politics, educational or social background are irrelevant.