

# PHENOMENON

*The Magazine of the World Intelligence Network*



*Edited by Graham Powell and Krystal Volney*

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## INTRODUCTION



Introduction by Graham Powell

Welcome to Phenomenon, the World Intelligence Network magazine.

This edition features many members of the high IQ community who are contributing significantly to the world in general, so enjoy reading about them and, I hope, feel inspired to take the world forward.

There are a couple of puzzles for you to enjoy as well.

Two poems are also amongst the pages, ones to reflect upon as the world in many ways tries to unite during 2020. Every magazine, to a certain extent, reflects the times it is published in.

We also learn from history, an article about Vladimir Ilyich Ulyanov, better known as Lenin, helping us to do that.

Finally, I wish to thank all the contributors for their efforts. It is greatly appreciated.

*Front Cover Photos, left to right: Sandra Schlick, Monika Orski, Anja Jaenicke, Scott Douglas Jacobsen, Samuel Mack-Poole*

Schlick, S. & Rosner, R. (2020, May 4). *Ask Two Geniuses, Dr. Sandra Schlick and Richard Rosner, on Strategic Management Systems* [Interview]. Phenomenon.  
[Ask Two Geniuses, Dr. Sandra Schlick and Richard Rosner, About Strategic Management Systems](#)

## Abstract

Dr. Sandra Schlick is an expert in Strategic Management Systems and listed in the World Genius Directory. Mr. Richard Rosner is a Writer. He is listed in the World Genius Directory too. Both score high on alternative/non-mainstream intelligence tests. Dr. Schlick earned an IQ score of 173 (S.D.15) on the Concep-T. Mr. Rosner earned a perfect score on the Titan Test (48/48), and earned an I.Q. score of 192 (S.D.15) on Mathema. This amounts to a conversation with Dr. Sandra Schlick, Rick Rosner, and myself, led by the expertise of Dr. Schlick.

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**1. Scott Douglas Jacobsen:** For the starting session here, we will discuss things starting off with the information provided by Dr. Schlick. Then some commentary by Rick, and then this can provide some pace to start with the work on Strategic Management Systems, which is the specialty of Dr. Schlick.

**Sandra Schlick:** I agree, best is to start with thinking about what a process is about. Within a process, you identify tasks in the first place. After that step, you need to look at how each process task interrelates with other tasks. Let's look at the Competitive Intelligence (CI) process. Basically, the CI process deals with data identification and analysis that potentially influence a firm's activities. There we have management tasks that highly relate to the conventional CI process (planning and focus, data gathering and analysis, communication of analysis outcomes and link to decision making). I have to show these processes, because there is no "strategic management" process *per se*. There are decisions, there are processes that focus on certain issues. I discuss a bit the relatedness of CI with other processes because there is a "web of processes" is what constitutes strategic management. From another viewpoint, we can say that if there influencing strategic decisions mean to relate to strategic management. I speak of two aspects here: synthesized information that can influence strategic decisions, and the varied organizational support to strategic decision making.

When looking at what strategic management is about, there is a source (The Association for strategic planning (2014) that describes criteria - which supports the arguments above:

- Systems approach (emphasizing the interrelatedness of processes)
- Change management
- Information for decision making
- Assessment
- Prioritization
- Supporting toolkit (terms, concepts, steps, tools, techniques)

- Integrate systems and align around strategy
- Deliver simple, clear, and practical benefits
- Incorporate learning and feedback

When looking at the link of the CI process to other processes, there are internal activities (Knowledge Management (KM) that deals with internal data of the firm), just because the data are analyzed in the firm and some firms (especially the big ones) are the main influencers of the market themselves. - please be aware that I try to explain rather complex processes in a short way, therefore I will skip some issues here. The main important is that the KM process (a process of data gathering and analysis itself) underpins the CI process by bridging the information gap between the CI analysis and the information to management for decision (an important step when doing CI).

Then we have quality, because we need to know the validity of our data. Because the term “validity” is too narrow (it is associated with the goodness of data), we enlarge that concept to “effectiveness” and “sophistication”. Hereby we refer to the process of CI as a whole. Its effectiveness is not just the goodness of its data at the usefulness of a decision (eg was it a good idea to expand, merge, or to launch a new product?). Sophistication looks at the construct of the process and the tools (e.g., advanced analysis methods? Advanced software? Emphasis on CI by issuing large teams or secondary tasks?)

**Rick Rosner:** *From a personal perspective, I studied a lot of statistics. I took many semesters of it. I'm good at it in terms of my understanding of the concepts, but I can do zero statistical work because I don't code. Statistics is all coding now, as far as I know. You have to be able to run sophisticated, multidimensional, and super powerful data analytics to do acceptable statistics now. All the classes I took; maybe, the last semester we worked with some statistics semester. Before that, all the former semesters were pencil and paper, which are obsolete.*

*When I think of “Knowledge Management,” I think of stuff going on, which is not entirely opaque to me but not entirely accessible to me. Because I do not even have the coding chops to get anywhere near it. That being said, the initial producers and the final clients/recipients of the knowledge management are people. So, at some point, you're dealing with people and their limitations. I cannot talk about Knowledge Management in particular. I can talk about this: you can get information to any information-based questions, even non-information-based questions like opinions, via Google.*

*The percent of questions where I had to go to the library when I was a kid to look up stuff for a paper due on the theories of the universe. I had to go to the library and slog through books. Then maybe, something would have a pertinent point. However, close to 100% of the questions of some kid might have had to look in the library in 1991 can find through Google in a minute now, you would think that this would everyone smarter. In a lot of ways, it has made people smarter. In some obvious ways, it has made us stupider.*

*We really can do amazing things with the access to knowledge, including things like driving, whether you use Google Maps or Waze or some other thing. You're not going to get lost. You may be able to come up with ways to go, which saves 20% of your travel time. The ways in*

*which easy access to knowledge makes us stupider is how everybody has been rendered pissed off and crazy by political propaganda coming at us in ways we can't defend against it.*

*Because it comes to us via social media. We are adequately resistant to it. Another way that we are stupider is our constant use of devices. And our preference for the more delicious forms of information. Everybody loves information. But a lot of the information that we love is garbage, e.g., endlessly texting with your friends, endlessly posting nonsense on social media. So, one thing that Knowledge Management has shown is our strengths and limitations. Because we have unlimited access to knowledge now.*

*It has shown us to be limited in what we can do with it, as humans. We continue to behave in schmucky ways. Let's use Star Trek, which first ran in the early to mid-1960s, it showed a world in which technology made people behave better, generally. It was a naively idealistic idea of the future, where Roddenberry wanted a flight deck that had people from a variety of nations and races, and genders. All getting along to achieve a common goal.*

*A lot of science fiction, I think, was sterile and naively thought that people would get smarter once we had adequate technology. Our current situation shows that that is not the case. I talk a lot without any basis in expertise in how we will work more and more intimately with AI in the future and more and more directly with AI and more and more directly with each other, as we invent ways to better and better transmit information among ourselves.*

*The deal is, one big problem is the end users are people and the objectives are people's objectives. In the way that Gene Roddenberry hoped people would get better in the future, I can hope people plus AI will be less shitty than people. The more and more imbued with technology and AI that we get, the more we will change.*

*We have been the same people genetically for 100,000 years. We aren't any smarter; in that, we don't have more native mental resources than the ancient Etruscans. So, to be optimistic about the future, you kind of have to hope human shittiness can be managed and mitigated by people becoming more and more intimately linked to each other and to AI.*

*So, the limitations of a single brain trying to process the information on its own will lead to the limitations gradually becoming ameliorated, I guess.*

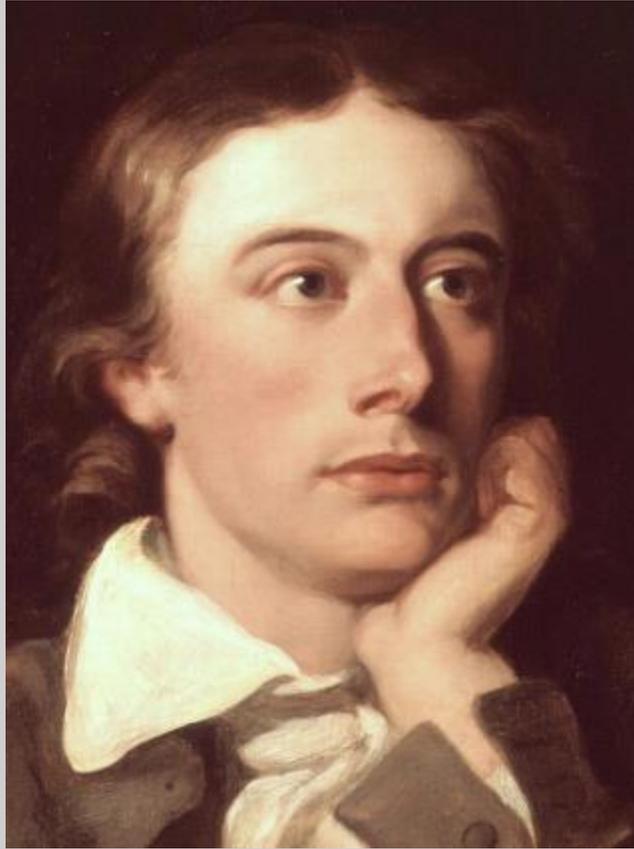
**2. Jacobsen: When you're looking at data identification, what are the types of data taken into account for these operations? What are the more common types of data one will find in a firm compared to other areas in which Strategic Management Systems are relevant? What about the idea of something less process-oriented and more decision and issues-focused? This is a counterintuitive idea. How are these synergized decisions part and parcel of an overall "interrelatedness of processes"? What is "Change management"? Information for decision-making seems covered in the types of data question. What is an assessment for a firm in this context? How does one prioritize within a particular industry for the needs of said industry? The toolkit mentions concepts, steps, techniques, terms, and tools as foundational in the "supporting toolkit." How are these defined within the context of Strategic Management Systems? How does one integrate 'systems and align around strategy'? When selling the benefits to a firm of formal analysis, how do you "deliver simple, clear, and practical benefits"? Finally, what are common forms of**

## **learning and feedback for a perpetual improvement of firms' overall integrated operations, according to the Strategic Management Systems model?**

**Schlick:** I work mainly with qualitative data that allow me to either find patterns in similar processes, embed processes in the context of operating, strategizing and norming within a company, or to understand what processes are potentially about and when we have to stretch these into ad hoc formations or formal procedures. I also use qualitative data to understand how people can work along with processes and to identify their needs concerning a process - thus, being more flexible or predefined.

Talking about other huge concepts as change management and decision making, we need to be careful, because, when working with processes we always have to consider the unknown and implicit changes. The other side is that change management can be seen as a process itself - when working in an agile environment. The concepts of "decision making" are often overused, that is, despite we started with those concepts in a managerial view to identify strategies, sometimes it is overused for a single customer doing a decision - and mostly, it is not very fruitful. The reason is that decisions are coming from an analysis of data with an outcome and a recommendation - be it yourself analyzing a situation and then doing your decision, be it a management board receiving an analysis from his analyst team along with their recommendation. This is, of course, my view. When looking at the process of analyzing, we can find outcomes that put forward options. We cannot say that there is "one" assessment" or "one prioritization" as this a) depends on a specific decision situation and b) on the competitive pressure of an industry and c) on the way a management board and their analyst team see "the world" and its challenges and opportunities. Concerning benefits: it depends if these are meant to be operational, strategic, or norm setting. Therefore, the outcomes of an analysis must match the targeted query. If a query (a question to the analyst team) is clearly formulated, we expect a clear answer - be it a solution for the problem or be it that a problem just does not have one. There are also no "common forms", there are suggested ways of interactive development within companies for the employees, but the learning path of individuals is in a way individual. Lately, a lot has been done to offer online learning opportunities for all kinds of needs and stages - be it a single course, an academic grade, or professional development. On the other hand, online development within companies also became more relevant. We can see this happening in company databases for knowledge exchange and in their development of using offsite tools for their employees. The bottom line is that despite the learning abilities and the potential of processes, allowing employees following distinct steps being from onsite or offsite, much work is left to allow for flexibility at work. The key is that there is a need for interaction between the two poles of flexibility in tasks and work seeking big picture and innovation, and crystalline attitude that come from a) experience and b) from the depth and dedication for perfection.

## The John Keats Sudoku



John Keats was one of the most influential poets of the early 19<sup>th</sup> Century. He had his ‘Miracle Year’ (Annus Mirabilis) in 1819, producing some of the greatest poetry in the English language.

Much like in the year of the publication of this magazine (2020), 1820 proved a year of doubts and fears for health. Keats attempted to mitigate the declining condition of his lungs via going to Italy, but, none-the-less, nothing could deter the death of the poet, and John Keats died in Rome, aged 25, on 23<sup>rd</sup> February 1821.

In the same way as a Sudoku with numbers, **attempt to place the nine letters which spell *John Keats* within the grid.**

Good luck!

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| J |   | K |   |   |   | T | O |   |
|   |   |   | T |   | K |   | S |   |
|   |   | H |   | O |   |   |   | E |
| A |   | S |   | J |   |   | E |   |
| O |   |   |   | K |   | J |   | T |
|   | J |   | O |   | E |   |   | N |
| T |   |   | E | S |   |   |   | O |
| E |   |   |   |   |   | N |   | H |
|   | A | O | J |   | N |   |   |   |

## The Phenomenon Crossword

|     |     |     |     |     |     |     |     |     |    |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|
| 1.  |     | 2.  | 3.  |     | 4.  |     | 6.  |     | 7. |
|     |     | 8.  |     |     | 9.  |     |     | 10. |    |
| 11. |     |     |     | 12. |     |     |     | 13. |    |
|     |     |     |     | 14. |     |     |     |     |    |
| 15. | 16. |     |     |     |     |     |     | 17. |    |
| 18. |     |     | 19. |     | 20. |     | 21. |     |    |
| 22. |     |     |     | 23. |     |     |     |     |    |
| 24. |     |     | 25. |     |     | 26. |     |     |    |
| 27. |     | 28. |     |     |     | 29. |     |     |    |
|     |     | 30. |     |     |     |     |     |     |    |

### Clues

#### Across

1. Poem by Keats famous for its first line about a thing of beauty. (8)
8. Website designation letter for emails and websites in Russia. (2)
9. A lake in Canada. (5)
11. Kings who visited a baby, with definite article. (3,4)
13. The initials of the comedy character with the surname Wildebeeste. (2)

14. An adjective which could describe Lord Byron. Unpredictable, attractively unconventional (6)
15. A part of the body that Horatio Nelson had cut off. (3)
17. The letters that have appeared on post boxes in Britain since 1952. (2)
18. The word you say in English when thinking about what to say. (2)
21. A Hebrew first name for a man, perhaps bending something.
22. “\_\_ \_\_\_\_\_ their own.” (2,4)
24. Initials of a global organization based in New York. (2)
25. A sonnet by Keats recounts looking into a book by a man with this surname. (7)
27. First part of a Peruvian name for a city.
29. Drink problem? Call these initials! (2)
30. Keats, Byron, Wordsworth... were early poets in this era of literature. (8)

#### Down

2. What you do in your sleep. (5)
3. Express that something is, or likely to be, delicious. (3)
4. The nemesis of Othello. (4)
5. A drug most widely produced in Afghanistan. (5)
6. The initials of the principal railway service provider in Holland. (2)
7. Title of an abandoned Epic Poem by John Keats. (8)
10. A drug with anaesthetic qualities. (5)
11. A poem by John Keats dedicated to mists and mellow fruitfulness. (2, 6)
12. Another name for beer, especially in Britain. (3)
16. Welsh equivalent of Rowena, meaning fair haired. (5)
19. Very masculine. (5)
20. A surprising Norwegian band. (3)
21. A name most prevalent in Kyrgyzstan. A letter short of trauma. (5)
23. A word for a close friend. (4)
26. Something to cook in.
28. Short reference insignia for a famous Portuguese football player.

Poetry by Graham Powell



21st March 2020

The Coronation of Post-modern Humanity,  
wrought with lightning,  
beckoning the primordial  
to challenge, once again,  
vicissitudes of lowliness,  
the soft falling masks,  
seeking out the consumer's life,  
returning to their kin,  
not coughing, but crying,  
more vagabond than ever,  
the irony-cracking cheeks  
glistening  
through the cool, spring rain.

## The Portent of Life's Greatness

Through the haze,  
the clouds swirled,  
emboldening, darkening  
fears for the traveller,  
as through the desert's  
dusky trail he trudged,  
sands silting, dampening  
as the rains came down,  
till flowers grew all around  
and skin, and clothes, and soul  
were a-fresh,  
and he awoke and knew  
he'd seen  
the portent of life's greatness.

## An Autistic Heroine Who Puts the Impossible to Shame



Few know about her struggle with Asperger's Syndrome and how she defeated all odds in her ability, overcoming massive challenges.

Nevertheless, Prof Manahel Thabet is a passionate leader and inspirational voice for a number of matters, including Gifted individuals, women in STEM and mind abilities, Prof. Thabet currently serves in leadership roles for several international organizations and groups that include Smart Tips Consultants, The Think Hub, the Institute of Brain Chemistry and Nutrition and the World IQ Foundation.

Manahel Thabet is ranked amongst the smartest women in the world and is an inspirational, 'self-made' Arab Leader, intellectual activist, and business entrepreneur. Prof. Thabet serves in a leadership capacity and advisory boards for several of the world's most prominent global organizations and groups, including foremost organizations for high IQ individuals, governments, research and business. She is a new face for small and medium-scale enterprises in the GCC countries. Thabet brings a clear vision and great perseverance to her global perspective and has introduced herself to a new height, while continuing to push individuals and corporate organizations forward.

Currently the Founder and President of Smart Tips Consultants in Dubai, a premier provider for tools and techniques to grow businesses on a global scale, Thabet is also Vice President of the World Intelligence Network (WIN) and Vice-Chancellor of The Gifted Academy. She is a talented leader who can be called a polymath. Thabet is involved in numerous organizations that, as a successful leader, connect science, knowledge and business in the global arena.

As a leading voice on numerous topics, Thabet has published articles on financial engineering, knowledge base economy, quantum mathematics, quantum neurology, and the quantum brain. Her work and expert opinions have been featured in several leading publications both nationally and around the world, and she is often sought out as an expert in these areas.

For her leadership, inspiration, and contributions to sciences and business, Prof. Thabet has been the recipient of numerous awards and recognitions, which include Freedom of the City of London, Brain of the Year Award, a Guinness World Record in mind ability, Middle East Achievement Awards in the Science, Prosperity Foundation Awards, and Genius of the Year. She has been listed amongst the most powerful 500 Arabs in the world and the 100 most powerful women in the Middle East and was included in the BBC's list of the 100 most inspirational women across the world.

Her accomplishments and professional record are unmatched by others in her field, and her societal contributions have withstood the test of time and brought about positive, systemic global change. Prof. Mahanel Thabet has influenced the lives of many with her work, and she has managed to create an impact, not just in her native nation, but across the globe, continuing to make great strides for all in that global arena. Thabet founded and leads a mind ability enhancement center called Think Hub, believing that human capital is the future asset.

Manahel Thabet is indeed an autistic heroine who puts the impossible to shame.

## An Interview with Monika Orski



Monika Orski is the Ordförande/Chairman, Mensa Sverige/Mensa Sweden. She discusses: collaboration with other Mensa chapters; other chapters helpful in the development of Mensa Sweden; the trend towards streamlined education; sex differences and similarities in general intelligence; signifiers of giftedness; typical means by which the gifted are punished; the unprecedented flourishing of women; pitfalls and difficulties in a life of writing; and some of the activities, memorable dialogues, and decisions made through the EMAG.

*Keywords:* chairman, Mensa Sverige, Mensa Sweden, Monika Orski, Ordförande.

## An Interview with Monika Orski: Ordförande/Chairman, Mensa Sverige/Mensa Sweden

### 1. Scott Douglas Jacobsen: How does collaboration work with the other Mensa chapters? What have been some of the collaborative projects worked on together?

**Monika Orski:** There is formal cooperation, to shape the rules that make Mensa chapters around the world all stay part of the federation. Then there is informal and semi-formal cooperation, mostly to create opportunities for members to meet.

Within Europe, there is a semi-formal cooperation around an annual common meeting, known as EMAG (European Mensa Annual Gathering). Formally, it is hosted by a different Mensa each year, but previous and future organizers cooperate closely for every event. I have attended every one since the start in 2008, and they have all been great fun. Also, I was the coordinator when we did one in Stockholm, in 2012.

Within the Nordics, we have a more recent common annual meeting, known as the Floating Mensans, as it is always a cruise between two of the countries. We have done two this far, had good success, and expect this meeting type to continue. We also cooperate to try and help create Mensa groups in neighbouring countries where Mensa is not yet present. In addition, I think all Nordic chairs are very happy about an annual chairs' meeting, when we exchange experiences and best practices and offer each other support when needed.

### 2. Jacobsen: How have the other chapters been helpful in the development of Mensa Sweden?

**Orski:** The very first Mensa group in Sweden was founded in 1964 by a member of American Mensa, Jay Albrecht, who lived in Stockholm for a few years. Without that seed, who knows if we would have the thriving national group of today.

Then, there is always an exchange of ideas. For example, when Mensa Sweden had a large revision of our bylaws around 15 years ago, we got many good ideas from Mensa Norway, who had done a similar revision about a year earlier, but we also picked up some ideas from Mensa Hungary. More recently, we have been able to use experiences from Czech Mensa in discussions about paper publishing or e-publishing of our Mensa magazine, seen some interesting ideas from Australian Mensa regarding young members, etc. We are all part of an international organization, and that is among the key strengths of Mensa.

### 3. Jacobsen: Some individuals work to reduce the diversity of the possible programs for an individual student's training. Some recent news items arose in the feed for me. With respect to the training and education earned in various disciplines including the typically higher-prestige and higher-paying jobs mentioned by you, what might shift the emphasis from the siloed education typified in some modern post-secondary education - for a teacher, a psychologist, or an engineer, and so on - to a broader base? An education for someone with the more plural, life-long intellectual interests rather than the singular professional ones.

**Orski:** There seems to be a continued development towards more streamlined, and siloed, education. My guess is that it's mostly driven by short-term economic reasons, but it can also be perceived as making it easier to find the right education for a student with a purpose to

pursue a specific profession. It would certainly not be easy to shift the other way, into a broader base.

One step towards such a broader base would be to allow students to start out with two, or even three, parallel courses from start. Let the multi-talented, and the multi-curious, try out several paths without a clear-cut switch between them. Then, let them continue - one path or several - and add more learning, some of which can be from entirely different disciplines.

While I think the general tracks for education into specific jobs also needs to remain there for those who know that one of those tracks is what they want, it should also be made easy to put together the required parts of such a track from the multi-course track, for those who start out there and then want to be qualified for a certain profession. Even within the specific job educational tracks, there should be room for, and time for, the possibility to also take some courses in other disciplines.

Not an easy change, of course. But in the long run, it would benefit all students.

**4. Jacobsen: In personal and experience and knowing the data better than me, what differences exist between girls and boys, men and women, with respect to general intelligence? What similarities exist between them too? Do these considerations influence the provisions of Mensa Sweden?**

**Orski:** In short, as far as we know there are no such differences. At least, I have not heard of any serious research that showed such differences and could be repeated.

There are many theories regarding this topic, usually spread along with claims of “natural differences” that any quick examination will disprove as things that have differed over time and differ between cultures. These assertions are usually made by people with a clear political agenda, and do not merit anything but the quick examination that disproves them.

As far as I know, there has actually been one scientific study that showed a small difference between men and women regarding the spread of intelligence. According to this study, while the average intelligence of men and women is the same, there is a small but measurable predominance of men in the extremes of intelligence - very low intelligence as well as very high. However, the study has been criticized for not having enough subjects at these extremes to be statistically significant, and no one has yet been able to recreate the results.

As I mentioned before, we do see a small but clear difference among those who take our admission test, in that women are more likely to “pass”, i.e. score among the top 2%. But there is absolutely no proof that this shows a general difference in intelligence. After all, only a very small portion of the population take our test, and among those who do there are many more men than women. It seems probable the difference in “pass” percentage simply exposes a difference in how sure of their own high intelligence women and men need to be to go take the test.

**5. Jacobsen: If someone is a layperson and has an inkling someone in their life is gifted, what non-professional observational clue would indicate the various levels of the giftedness of this person in their life? The signifiers, maybe not universal but probably indicative, of the person being gifted, highly gifted, even profoundly and exceptionally gifted.**

**Orski:** The highly gifted usually display some combination of the following traits: thinks fast, asks many questions, quickly infers more information from what they are told, has many ideas, has multiple interests, has more than one profession, likes in-depth discussions, likes to learn new things, has a well-developed sense of humour, learns easily. Many are also high achievers and set extremely high standards for themselves. Sometimes impossibly high standards, that they would not dream of setting for anyone else.

In children, you can add that they are usually early in many things. Read early, pass intellectual milestones early, develop an interest in world events and adult conversations early. They also tend to be easily bored and can have some trouble in interactions with other children. Regardless of whether they find other children they like to spend time with, they also tend to like solitary activities.

None of those traits are universal, of course. But if you see several of them in someone, they are likely to be highly gifted.

**6. Jacobsen: Regarding punitive educational philosophies and methodologies, what seems like the more typical forms of punishing the gifted for being gifted?**

**Orski:** Holding them back, is my short answer. I know many stories of young children who, when they showed their teachers they had done all the exercises in their textbook, were told to “do them over again”. As if there could be nothing more for them to learn. And of course, they often get explicitly told to hold back, and try and adjust to the average pace of their classmates.

**7. Jacobsen: We watch the unique flourishing of women in most areas of education, especially in undergraduate education in the developed nations. Girls and young women continue to opt into the world of education. Boys and young men seem to opt out more now. Girls and young women had various ceilings imposed on them for a long time, especially in the world of education. Boys and young men did not have the ceilings. Now, though, they seem to have the problem of a motivational ceiling - of sorts - imposed on themselves. Why the gap in education attendance, completion, and performance between girls and boys, and young women and young men?**

**Orski:** I doubt that anyone really has a good answer to this question. As you say, there seems to be sort of motivational ceiling, or motivational deficit. Formal education is considered less important, partially as an effect of the growing importance within our whole society of personal characteristics and certain sets of social skills, at the expense of knowledge. And areas considered less important are usually left to women.

We also need to remember that the exact same behaviour will be assessed differently, depending on whether the person doing it is male or female. We all learn this so early, it is almost impossible to fully counteract it in our own reactions, even when we are aware of it. For some reason, judgements of boys not making an effort to take in the education they are offered seem to be much more tolerant than they are of girls with the same behaviour.

Many boys and young men seem to expect to get good jobs and incomes without having to make any sort of effort. There is such a tendency among some girls and young women too, but it is much less common. At the other end of the spectrum, more boys seem to give up early, and expect nothing more than to gain a kind of respect from their peers by the ability

to use their fists, or at worst, the ability to procure and use weapons. But as to why this is so? I have no answer.

#### **8. Jacobsen: What are the pitfalls and main difficulties of a life in writing?**

**Orski:** The first difficulty is to actually sit down and write the text. I have met many persons who say “I would like to write a book”, but what they really mean is “I would like to have written a book”. Most of them never even try, of course. I guess someone with a very strong character and determination could write a book only driven by the wish to have written it, but most of us need to like the writing itself to do it.

To like writing means to like hours by yourself with your text. There are sometimes good hours of progress, but sometimes also very slow hours when things simply will not work out, until you tried tens of different ways to put your words down. The ensuing frustration and criticism of your own work go with the territory.

Then, there is the obvious difficulty of having it published and, most crucially, read. Today, self-publication is easy, but to get readers without a publishing house to help is very difficult. I would strongly recommend to try and get the help of old-fashioned publishing house publication. Even then, as I mentioned before, only a few writers can make a living out of their writing, especially if you work within a small linguistic region.

#### **9. Jacobsen: What have been some of the activities and memorable dialogues and decisions made through the EMAG?**

**Orski:** Over the years, there have been workshops on improv theatre, math, dancing, geocaching, Wikipedia, singing, martial arts, meditation, creative writing and many other topics. Among the lectures, the topics range from business to science and from art to language studies. To mention a few, this year in Belgrade in August, I heard very good lectures on Behavioural Economics and on Nikola Tesla. I also gave a lecture this year, on leading intelligent people, with a bias towards the challenges and joys of leading Mensa volunteers.

There is also a tourist program every year, a great opportunity to see a town you might not have visited otherwise. But the most important part are the Mensans, old friends you see every year and new ones you meet for the first time. I have had very interesting conversations on climate change, EU politics, complex computer systems, health issues, data protection, dating life, education of gifted children, midnight sun, and how to mix a drink - just to mention a few from this year.

**A 2nd Interview with Monika Orski: Ordförande/Chairman, Mensa Sverige/Mensa Sweden**



**1. Scott Douglas Jacobsen: If you reflect on personal interactions and literature read in life, who seems like the wisest person ever met by you?**

**Monika Orski:** A thought-provoking question, but also a difficult and rather personal one.

There are friends I have learned many things from, and wise people I have met in different situations, and also books that have made me think - mostly reading the classics, ranging from Dostoevsky to Austen, from de la Fayette to Kafka, and from Cervantes to Woolf. But to name one wisest person seems an impossible task.

**2. Jacobsen: Also, in terms of IQ, which is non-trivial as a life factor, who are the smartest people ever met by you?**

**Orski:** Well, I am not in the habit of asking people about their IQ scores.

I have met many very smart people through Mensa, of course. I also have friends who have never taken an intelligence test, but who are clearly among the smartest people I ever met.

**3. Jacobsen: Do these moves towards more streamlined and siloed educational systems inadvertently prevent the development of minds capable of asking fundamental questions about society, querying about the undergirding structures running the nation?**

**Orski:** No, I wouldn't say they prevent it. They do, however, make the development of minds more difficult, in the meaning that these systems obstruct the systematic, guided search for broad knowledge. Anyone can read a textbook on a subject they are not yet familiar with, but

a curriculum set by people already proficient in the area will give a starting point that is much better.

I return to the assertion that an educational system that allows for the development of the multi-curious while it still has clear paths for those in search of training for a specific profession, would be advantageous to all students, as well as to society. But it's not an easy thing to implement. It would take partially new structures, and a different approach to university education.

**4. Jacobsen:** With the rise of women, in some limited domains, we see the counter to it. The rise in hyper-masculine, whether religious or non-religious manifestations, and even authoritarian groups in much of the West with the intent, in some of their efforts, to retract and regress the progress seen in women's rights for the last few decades. Does this seem to be the case to you? If so, does this concern you? If it does concern you, what can effectively work to continue the advancement and empowerment of women?

**Orski:** I agree - and see this as a very palpable concern. It does concern me, and people close to me.

First thing, in my view, is to recognize that the authoritarian groups we are talking about try to reverse progress in several areas. They are racist, antigay rights, against religious freedom - and also against the human rights of women. All those aspects should be viewed together, and fiercely opposed.

When we see these groups growing, it's easy to be discouraged. I certainly am, sometimes. But all in all, most things still advance over time. The very strength of the backlash proves the power of progress. Of course, it also proves that progress has to be fought for, over and over again. This fight is done by a continuous assertion of basic democratic and human rights, for all.

But there are also everyday ways to continue the empowerment of women. We are all brought up to assess identical behavior slightly differently when done by a man then when done by a woman. We can all try to counteract this in our own reactions. Learn to use the same words when we describe the actions of a woman as we use when describing identical actions of a man, and, for example, not call her "aggressive" where he is "confident".

Thus, let it be part of everyday life, but also a very important part of everyday politics.

**5. Jacobsen:** In terms of the pursuits of the multi-talented and multi-curious, I appreciate the work and effort for decades to help the gifted and talented young. It has been a significant concern for a long time for me. It warms my heart to see the work of the various national Mensa groups. Honestly, the population still seems underserved. Same with the older gifted and talented, who could be mentors and wise counsel for some of the gifted and talented young. It seems as if a waste of human capital and human flourishing to not invest in them more. How can people donate time, skills, professional networks, or join Mensa Sweden?

**Orski:** To join Mensa Sweden, start by going to [www.mensa.se](http://www.mensa.se) to find information about and register for an admittance test. Or, if you are not in Sweden, start at [www.mensa.org](http://www.mensa.org) to find a link to the website of your national Mensa, and look for information there.

Other than that, there are several volunteer organizations, not directly related to Mensa, that help young people add more knowledge and skills - and more fun - to the things they learn in school. Look for them to volunteer time and skills, they always need it.

**6. Jacobsen: Why do so many more men join Mensa compared to women? How does this phenomenon impact relationships, dating, marriage, and potential family life for the mensans?**

**Orski:** I wish I knew why. The figures do differ for different national Mensas, but this fact only underscores that there seem to be cultural factors of different sorts. My guess would be that men, statistically, tend to think more of their own intelligence. There might also be a factor of risk aversion, that women are more inclined not to want to take a test unless they are sure to get a high score.

Another interesting fact is that while the membership of Mensa Sweden is only about 25% women, the group of volunteers is significantly closer to 50-50. Thus, it seems that women are less likely to want to join the society, but those who do seek membership are more likely to take active part once they have joined.

I don't think the gender statistics within Mensa has any significant impact on the dating and family life of Mensans in general. I know some couples who have met through Mensa, and others who joined together, but at the end of the day it's simply another social context for people to meet a potential partner, fortunately not the only one.

**7. Jacobsen: What are the positives and negatives of the “sometimes impossibly high standards” of the gifted and talented?**

**Orski:** Ambition is generally a good thing. So is the endeavour always to do a little better, get a little further. I also think that a will always to ask more of yourself than of anybody else, is a sign of being a sentient a sensible person.

There is a risk to it, too. The risk is that you try to overachieve in ways that push yourself beyond what is reasonable to expect of any human being with normal, human weaknesses. That is what I mean by the gifted sometimes having not only high standards for themselves, but impossibly high standards.

**8. Jacobsen: How are the gifted and talented often left languishing or simply wasted as not only individuals with needs but also potential massive contributors to the flourishing of the nation?**

**Orski:** I am still not convinced that they are. There are many ways to make a happy life for yourself and contribute to the society you are part of. While I am very much in favour of a schooling system that would recognize the needs of the gifted earlier, I would not say that the gifted and talented are often wasted. Which, of course, does not diminish the need to work to let more people explore their potential, and find paths to do so at earlier ages.

**9. Jacobsen: Who seems like the smartest person in history to you, as a pervasively intelligent human being?**

**Orski:** I could repeat the list of names from your question about geniuses in the history of Western Europe and add some. Inventors like Cai Lun (if he did invent paper, as has been attributed to him), Leonardo da Vinci, Johannes Gutenberg. Writers like Sophocles, Murasaki Shikibu, Dostoevsky, Tolstoy. I could go on at length. But to put down only one name is an impossible task.

**10. Jacobsen:** Women remain more objectified than men. This ties into the evaluations of women not as complete persons with rights, responsibilities, wants, needs, and goals and dreams but as objects of beauty and admiration of physical characteristics. How does this cross-cultural phenomenon undermine women's intellectual courage, capacity to pursue their dreams without undue and unfair criticism and setback not normally expected in - for example - the lives of most men, and lower their standards for themselves and, if heterosexual, the men in their lives too? Why would working on the reduction of this phenomena lead to more flourishing - *eudaimonia* - of women and a raising of standards for the men in their lives?

**Orski:** This is another aspect of being held back, in all sorts of ways. It is also among the things explored in the rich feminist literature, from "A Vindication of the Rights of Women" by Wollstonecraft, via "Le Deuxième Sexe" by de Beauvoir, and on to our days.

It is something that has to be worked at every day, in the everyday lives of all of us. As I already mentioned, we know that we assess identical behavior slightly differently depending on the gender of the person we interact with. I can get angry with myself when I notice that I expect a little more work, and a slightly higher quality of work, from women I work with than from a man in the same position. We all need to counteract this in ourselves.

Then, there are all the things that women are taught to take in stride, while no man is expected to accept them. The resent "me too" movement has made people more aware of this fact. I actually think that bringing up the everyday mostly-not-quite-harassment that basically every women is subject to at some point, has had even more of an impact than the loud and outrageous cases that, of course, should be handled by the judicial system.

And yes, I do agree that this will, step by step, lead to more flourishing of women and men alike.

**11. Jacobsen:** How many words do you write per day? How many days per week? When is there a break between writing?

**Orski:** Sometimes, when I sit down to write for an hour, the result is the draft of a short story of 5 pages. At other times, it's a single paragraph. It all depends on the stage of that particular text. When I edit a longer text, as I do now with the upcoming book, I spend less time on new material. On the other hand, to go for a walk and then write a flash fiction short story can be a great way to free the brain of blockage when things do not come out right in the text I'm mainly working at.

As writing is not my primary work, it also depends on how much time and effort I need to spend on my consulting work, as well as the volunteer work I have taken on. But in general, if I do not write at all for a week or two, it is usually a sign that I have taken on too much to be able to relax, and I try to consider that a warning sign to be heeded.

**12. Jacobsen: Are there bureaucratic downsides to a national and international Mensa leadership? What are the upsides, comparatively?**

**Orski:** There are bureaucratic downsides to every organization. Not even Mensa has been able to come up with a complete remedy for this phenomenon.

From a national Mensa point of view, we have some rules set down by national and local traditions, and other by being part of an international organization. Mensa International business is always conducted in English, which adds a language barrier for all of us who are not in English-speaking countries. For example, we always have to keep an English translation of the bylaws of our national Mensa, and before the membership can vote on changing anything in the bylaws, the proposal has to be translated into English and reviewed at the international level.

But all in all, Mensa is not very bureaucratic, for being an international organization with around 150 000 members worldwide. That is one of the upsides of an organization being run by members for members, with most of the work done by volunteers.

**13. Jacobsen: What are boundaries and possibilities of national Mensa groups? What can and cannot be done? That is, what are the limits for the national groups or representative organizations?**

**Orski:** In short, Mensa as an organization shall not express an opinion as being that of Mensa, take any political action, or have any ideological, philosophical, political or religious affiliation. Members can have all sorts of opinions and affiliations, of course, but Mensa cannot.

As a national Mensa chapter, we keep to the purpose of Mensa:

“to identify and foster human intelligence for the benefit of humanity; to encourage research in the nature, characteristics, and uses of intelligence; and to provide a stimulating intellectual and social environment for members.”

**14. Jacobsen: What was most fascinating about Behavioural Economics and Nikola Tesla?**

**Orski:** Both of those EMAG lectures were well prepared and well performed. Also, I learned new things, which is always a pleasure.

Behavioural Economics, with its mixture of well-researched psychology into more classic economic theory, is a highly interesting area. We probably all know we are not always strictly rational, but here is a way to measure and explain it.

The lecture on Nikola Tesla focused on the inventor Tesla’s work on energy sources, where he was very early to see the need for new, renewable and alternative energy sources. An interesting and quite modern topic for someone active in the 1920s and 1930s.

**15. Jacobsen: There are alternative IQ tests for societies with very high IQ cutoffs. Some developed by qualified psychometricians, or at least those with experimental psychology and statistics backgrounds. Others are from intelligent people without these formal qualifications. What is the general perspective of the high-IQ community of these tests?**

What is the range of quality of them? What is the average of the quality of them? Has Mensa ever accepted them for membership? Have they ever been considered for qualification of membership?

**Orski:** The qualification definition, being among the 2%, is the same for Mensa all over the world. The tests accepted as evidence, however, can differ between national Mensas. This is the reason I do not really know the answer to this. There might be some such “very high-IQ” test created by a qualified psychometrician and accepted as evidence somewhere, although I am not currently aware of any such instance.

Mostly, those tests remain in the realm of puzzles. Some people really like doing them, and the creators usually get a certain amount of good reputation for providing them. However, it’s very hard to measure intelligence at levels where the number of possible test subjects is scarce. Thus, most of these tests will probably remain nice puzzles, rather than actual tests.



## A 3rd Interview with Monika Orski: Ordförande/Chairman, Mensa Sverige/Mensa Sweden

**1. Scott Douglas Jacobsen:** I want to explore the world of possibilities more for Mensa Sweden. On the one side, the world of electronic media. On the other side, the interactions in-person of Mensa Sweden members. Then, of course, the ways in which electronic community can facilitate and enhance in-person interaction and vice versa. Let's work in the order presented: for the electronic media, the ability to organize meetups, have fora for discussions and debates, and even vote on important matters of Mensa Sweden governance and policy - at least, potentially - become easier. Does this reflect the work of Mensa Sweden - with examples in relevant domains, please?

**Monika Orski:** It does, in some ways. We have electronic communications as well as in-person communications. I like to refer to the electronic communications as virtual meetings, to mark that there are both similarities and differences compared to in-person, physical meetings.

We do not use any electronic voting systems, at least not yet. Some other national Mensas do, but decisions by our membership are made at a yearly general meeting, with the possibility of postal ballot for those who do not attend in person. But practically all social interactions and communications within the organization have both electronic and physical sides to them.

**2. Jacobsen:** How long is the standard time frame given in the announcement and organization of an event or meeting prior to its coming to fruition?

**Orski:** Depends on the meeting. Our Annual Gathering (AG) is usually decided on and announced two years in advance. The organizers need time to prepare for a four-day event with 500-600 participants. On the other hand, some small, local meetings are announced only days before the actual meeting.

Some local meetings are recurring. For example, in Stockholm, Mensans meet at a restaurant on the first Tuesday of every month. We have done so for more than 25 years and will probably continue to do so, as long as the place stays open. This meeting can be considered announced for a long time to come, but the occurrences are usually put into our events calendar at the beginning of each year, for the next 12 months.

**3. Jacobsen:** How can vigorous, respectful debates on various political, philosophical, mathematical, ethical, scientific, and so on, happen more easily through electronic media? I ask because, I know, most people, or everybody, experiences - or has experienced - intense and unpleasant debates, or even simply sour dialogues and discussions, on a number of topics.

**Orski:** I wish I knew. Unfortunately, electronic communication channels seem to bring out the worst in people. They also tend to be dominated by the few who are very loud and have too much time on their hands. Facebook and Twitter are extreme examples, where obtrusive aggressive behaviour is clearly rewarded, but the basic problems tend to surface sooner or later even on well-handled fora and mailing lists.

There are, however, some counter actions. Groups of people who want a debate that is actual debate, not a hate fest, come together to step in and politely try to turn discussions into real exchange of ideas, with positive feedback to those who show normal, respectful human behaviour. It is hard, but the people who do this help all of us keep some faith in humanity

I do think it is possible to have an electronic forum where respectful debates are possible. It does take some work, and I think the key is to establish clear boundaries early on. Such a forum needs to be moderated, and the ground rules need to be clear, but it is also important to set the level of what is considered normal within that context. When someone steps out of line, it should be clear to everyone that this is not accepted, regardless of whether the moderator is there to immediately deal with the problem.

**4. Jacobsen: What seems like reasonable ground rules to set in an online forum to prevent vitriol and maintain respectful communication between the parties involved in them, especially in the cognitively highly capable?**

**Orski:** In my experience, it is important to set ground rules that are generic rather than detailed. A code of conduct, rather than very specific rules. Detailed rules will always trigger some troll to find the equivalent of waving his hand two centimeter from your face while triumphantly shouting “but I’m not touching you”.

The rules should always include that participants need to stay polite, that no ad hominem is allowed, and a general rule that trolling is not allowed. Depending on the context, they might also include rules on what topics are allowed in the specific forum, and that all posts and comments should stay on topic.

Last but not least, a very important ground rule to communicate is “do not give the moderators a headache”. You are free to think a moderator is wrong, but not to question that the moderator’s ruling is the law of the forum. The referee is the sole judge of the game, and the moderator is the referee of the forum.

**5. Jacobsen: In online environments, women and girls get more harassment. Indeed, they receive more harsh criticism and *ad hominem* attacks, even if their statements remain, functionally in content and tone, the same as a man or a boy - not in all cases but, from qualitative reportage and complaints of women, probably most cases. Any tips for women and girls, especially the highly gifted and talented to stay on topic, in self-protection of cyberbullying, stalking, and harassment?**

**Orski:** Do report harassment. Do report threats. Do report the hate stalkers, or of course all stalkers.

Unfortunately, the legal system tends to ignore those reports. I know very well that reporting threats to the police usually results in a formal answer that they have no way of finding the culprit, even when you provide details that in fact make it very easy to find them. But still, do file the reports. Don’t let the quantity of these threats and harassments go unnoticed by not being in the statistics of reported crime.

My second tip is to talk about it. It’s often hard to do so, but do talk about it. You will be reminded that you are not alone. And it might sound simplistic, but to see the harassing messages outnumbered by even very simple tokens of sympathy usually helps keep your spirit up.

And then, of course, for the cases that are not threats and harassment but simply stupid and often sexist digs, there is the more general tip to remember you are under no obligation to educate any random pundit. If there is no mutual respect, there is no real discussion. Don’t

waste your time, you have better things to do. Just leave the trolls to keep throwing mud at each other.

**6. Jacobsen: What is the importance of an online moderator in the prevention of these behaviors by many men and boys - or some women and girls? What seems like the appropriate punishments, reactions, or mechanisms to acquire justice in the cases of legitimate cyberbullying, stalking, and harassment? That is, how can the bullied, stalked, and harassed deal with these individuals?**

**Orski:** First and foremost: It is not the job of those bullied, stalked and harassed to deal with the people who abuse them. It is not the obligation of the victim of a crime to administer justice. Everyone, and especially anyone in any kind of leadership position, needs to be clear that it is not up to the victim to change the behaviour of the perpetrator, or to talk to them, or whatever.

Thus, I would say that the importance of online moderators must be clearly stated. If you run a forum, it is your duty to handle those who cannot behave as civilized human beings within the rules stated for that forum, and to remove them from the forum if they will not change their ways. This goes for any forum, be it a mailing list or a Facebook group.

Of course, in theory, the owners of platforms such as Twitter or Facebook should also be held accountable. But the way things work today, we know that does not happen.

**7. Jacobsen: Now, to the second aspect, the in-person environment has been the main form of interaction of the highly intelligent in a relatively tight locale. What are some interactions Mensa Sweden members can get in-person but not online?**

**Orski:** In-person interactions are always different to online interactions. That goes for groups as well as individuals. In today's world, most of us have people we care for but live too far from to see very often, and while online chats and emails certainly help keep those bonds alive, we are always happy to see them and be able to just sit down together to talk. In a slightly diluted form, this goes for group interactions too.

On a less general note, some things need to be done in person. To listen to a lecture online is not the same as to be in the room and able to interact with the lecturer. Online gaming is different from sitting down to a board game. Board games are popular with many Mensans, which makes it a good example.

**8. Jacobsen: What about similar interactions online as in person but the interactions are simply better, richer experiences for the participants than online?**

As mentioned, to sit down together to talk is different from exchanging messages online. In the context of Mensa meetings, or of any larger group, there is also the fact that some people have lots of time on their hands and therefore tend to spend a lot of time in online fora. I don't mean the trolls now, but people with perfectly normal online behaviour who simply take up a lot of the discussion bandwidth because they are interested and have the time to do so. At an in-person meeting, they will not dominate the discourse in the same way, as discussions tend to take place in smaller groups. This also gives more room for those who tend to talk less.

**9. Jacobsen:** In the future, what would be wonderful expansions of Mensa Sweden's in-person provisions for the membership? I mean wildest dreams, wonderful, and dreamy ideas - pie-in-the-sky.

**Orski:** I think I'm more of a pragmatic, practical Mensa leader than a dreaming visionary. Both kinds are needed, but I'm probably not a very good person to ask for the pie-in-the-sky ideas.

However, I can try. The educational needs of the highly gifted are not very well served today, as we have discussed at length. It would be wonderful to provide a Mensa university, with courses ranging from the level that would help school age children stay interested in education to very advanced post-graduate level courses for those who want to widen the horizons of their everyday work. All free and adapted to the learning pace of the highly intelligent.

Also, there are Mensans who discuss plans of common holiday homes. Others dream of some kind of permanent version of the annual gatherings, with lectures and games and common dinners, and most importantly always lots of Mensans around to talk to. Some even talk of retirement homes, especially for Mensans. It would be a dream idea to provide some sort of complex with all these things, a kind of real-life community that members could visit anytime, or even make their permanent home.

**10. Jacobsen:** To the third facet, the nature of the interaction between the two. How do technology and online environments improve in-person experiences of the Mensa Sweden group?

**Orski:** Some people come to the in-person meetings only after a time in online groups. They often have a feeling of not being totally new to the environment and being already acquainted with some other members. Thus, it can help more members actually join the in-person interactions.

Online interactions also help keep up contacts between members in different local groups, and for that matter in different countries. If you meet once a year at a large gathering, it's good to have some interaction in online groups in-between those events.

**Jacobsen:** How do in-person experiences provide the basis for enhanced experiences in the virtual environments of the Mensa Sweden group?

**Orski:** It's always easier to have good online interactions once you have met the people you interact with. The other side of online interactions reinforcing the contacts made at gatherings, is that meeting up at a gathering will enhance the mutual understanding and discussion climate of online communications.

## A Critical Evaluation of Lenin's Impact on the October 1917 Revolution

By Samuel Mack-Poole

"Screw your courage to the sticking-place, /And we'll not fail." Lady Macbeth, Act 1 Scene 7.

"Sometimes - history needs a push." ~ Lenin.

Vladimir Ilyich Ulyanov (22 April 1870 - 21 January 1924) better known by his alias, Lenin, is a man whose significance is keenly felt in the annals of history. Arguably, due to the existence of the state he created, the USSR (1917-1991), his impact is amongst the most salient in the 20th century. Both a revolutionary and a political philosopher, his single-minded vitality contributed more to the October Revolution than Trotsky or Stalin. However deterministic it may sound to the expert historian, revolution was inevitable in 1917: Russia was ailing from the weak leadership of the Tsar and its social, political, economic, industrial and technological backwardness. A rich tapestry of factors caused the Russian Revolutions of 1917 (there were two, very different revolutions, the more Bourgeois March Revolution, which led to Kerensky ruling the country, and the October Revolution, led by Lenin and implemented by Trotsky).

Nonetheless, the character of the October Revolution was shaped by Lenin. It is deemed, however ironic it may sound, rather simplistic to accentuate the role of individuals in history according to Marxist theory; 'great man theory' is now the reserve of the intellectually naive, or, at the very least, the retrograde. Let me be clear: this is not what I am attempting to do.

Lenin's role in the October Revolution is one amongst many factors, but his ironclad authority amongst the Bolshevik movement, his bullheaded resilience when his ideas were challenged and his indefatigable nature genuinely amaze me. When an international alliance of imperialist states challenged the embryonic USSR, he did not despair; he screwed his courage to the sticking place. Let me clear; Lenin was not immune from illness; he was not 7 foot tall and he was not infallible.

However, the 1917 October Revolution could not have happened in the manner it did without him as he was, without question, the leader of the Bolsheviks.

Now, the more historically astute may be thinking, hang on a second, wasn't it Trotsky who was on the ground in October 1917, storming the winter palace?

Well, yes and no.

Indeed, it was Trotsky who organised the revolution in a practical sense: he was, after all, the president of the Petrograd Soviet, which afforded him genuine power. Nevertheless, it was Lenin who had argued for this to happen. According to Steinberg, (2001) in *Voices of the Revolution*, Lenin stated that: "an armed uprising is inevitable, and that the time for it is fully ripe". He was, of course, as history would judge, utterly correct in his instincts.

The Bolshevik committee voted 10-2 in favour of this resolution, and seizing power seemed curiously easy. The interim government lacked support from both the left and the right, so amid the resultant power vacuum, the Bolshevik revolution was inevitable. When General Kornilov proposed to march on Petrograd, Lenin realised that his moment had come -- history

needed a push for a Marxist revolution to be undertaken. One of Lenin's great strengths was his clarity of perception: he knew, quite simply, what needed to be done in order for the Bolsheviks to rule Russia -- they had to seize power in this moment of crisis.

The Kornilov Affair was a moment of infighting between the Bourgeoisie; a united Bolshevik movement, however unrepresentative of the holistic nation's political persuasion, was more potent than an oppressive class torn apart by infighting. The Russian nation was utterly fatigued by war -- Kerensky, the leader of the Duma and the provisional government, had idiotically attempted to rally the beleaguered army, beset by continual defeats and mass desertions, into what can only be described as a suicide attack against the German army.

The insight Lenin had (which was to channel the Marxist theory of action into action, something which Marxist theorists often forget), undoubtedly changed the course of history -- however, there is a significant caveat to be mentioned here: the provisional government was doomed to fail as it lacked support from both the left and the right. Ergo, in this power vacuum, something new would arise -- and it is within this paradigm where significant individuals make critical decisions.

Whilst Lenin delegated the physical and practical task of seizing power to Trotsky (in what in actuality, was more of a coup d'etat than a revolution), the decider was Lenin. This flies in the face of decisions by committee, but there is little doubt that Lenin dominated this.

After the supposed 'Storming' of the Winter Palace (whereby Trotsky's 40,000 troops found no meaningful resistance whatsoever), it would be Lenin who shaped the early policies of the USSR. Nonetheless, this piece is essentially a homage to Lenin's acute realisation: amongst the chaos and over-complicated nature of many Marxist revolutionaries, it seems that Lenin alone had the focus to realise that as long as the Bolsheviks occupied strategic infrastructure (train stations, post offices and the like), they could seize power and use that position as something to build on.

Why is such clarity so rare?

Whilst all of the military, political, social, economic and other multitudinous historical ingredients were just right, it took personal and strategic savvy to bake a revolutionary cake.

In my next article, I will analyse and describe Lenin's crucial role in securing the revolution. Again, however, it will prove to be a similar Nietzschean will-to-power scenario, amongst a tempest of other factors. I do find it genuinely enthralling how an individual can be so single minded, when all around him his peers would flag. To have such psychological strength, however, took its toll on Lenin, as he died prematurely, leaving no-one nominated in his stead, as that would have contradicted Marxist ideology.

Lenin died on the 24th of January 1924, after a couple of very serious strokes and an assassination attempt by Fanny Kaplan, the bullets of which were lodged in his body and caused health complications thereafter. It is also suspected that Lenin suffered from syphilis, though there is no firm evidence for this. Despite his premature death, Lenin left a legacy which will echo over the eons of humanity; as long as historical records are maintained, his name will have to be mentioned due to the momentous global changes brought about by the Russian Revolution (of which, he played the crucial role as a decider, if not a boot on the ground).

## An interview with Anja Jaenicke

**Scott Douglas Jacobsen:** What is some familial background? How did this produce some of the family dynamics for you?

**Anja Jaenicke:** I was born in the formerly divided city of Berlin/West, Germany. My mother was a well-known film, theater and TV actress. When I was a child, we often went to the Kurfürstendamm Boulevard where her name was written in golden letters above the entrance of a theater. People recognized her in the street and even tried to touch her, which, as a child, I found very scary. I did not particularly enjoy this kind of public fame. I was a very introverted child. I am still an introvert. When I was about five years old; I have been asked what I want to be when I grew up and I answered: "Unknown." In primary school, I experienced an extreme anxiety because I have been bullied for being different. My father comes from a Greek family in Istanbul. He is a writer and author of lyrics. My family lives everywhere from Istanbul to London and Berlin. So, I can say, "Yes." My childhood had, indeed, a lot of family life dynamics. Due to the profession of my mother, we moved a lot. I spent more time with grown ups than with children my age. When I was three years old, I appeared in my first movie, but I didn't enjoy it and quit the shooting albeit the producer tried to bribe me with some special toys. I thought this profession was full of silly infantile people who tried to boost their ego personalities. I told the producer in my own words and left the set without the toys.

**Jacobsen:** What were some formal postsecondary academic qualifications earned by you if any? If so why those.

**Jaenicke:** I am an autodidact *par excellence*. In some ways I did everything earlier than others my age. I finished them earlier too. I had to! When I was ten years old, my mother became very ill; and we changed roles. I had to grow up fast and take care of her. I became her mother. I had to feed her, dress her, and because she didn't have an agent at this time, negotiate her film and theater contracts, so that she was able to fulfill them. I had to make sure that she was on stage in time, so I accompanied her to the theater. In this time, I learned a lot of my later directing skills because I watched the same show over two hundred times. The other actors knew that I was in the audience and continuously asked me what they could do better or different. I answered things like: "Did you notice that nobody laughed at this or that gag? Hold your breath longer before you speak." Sometimes I also joined the rehearsals in the morning sitting next to the director. All in all, I spent lots of time in the dust of the stage or played in the puddles on a film set. Unfortunately, in the following year, the illness of my mother worsened. I could not continue my school education. We moved constantly and I spent my days at home working myself through all the moving boxes with books from my mother's former library. I read the interesting mixture of Shakespeare, Goethe, Schopenhauer, Wittgenstein, Kant, Henry Miller, the diaries of Anais Nin, Bert Brecht, and Charles Bukowski. It must have been in this time that I started to question Kant's *a priori* morals. I pulled together strings from my own eleven years of life experience and compared them with what I had read.

I questioned Kant by seeing events in the way film was made. You need many single cuts from different perspective angles to make a scene seem real. There could not be one *a priori* truth, but there had to be many and each one claims to be the absolute. I kept looking for answers and dived into mathematical philosophy. I read Bertrand Russell, who influenced my later years very much.

**Jacobsen: What have been some important professional capacities for you?**

**Jaenicke:** Well, I started my early career as an actress. I played my first lead role in the film “Das Heimkind.” A year later, I worked with the director Peter Lilienthal in the film “David.” By that time, I was officially recognized as gifted and excused from school by the German Minister of Education. I also performed in a Ballet company in Munich and played Shakespeare on stage. From there on, I received one offer after the other, mostly name over title roles. I worked with colleges like Goetz George, Franco Nero, Christoph Waltz, and many others. For the movie, “The Swing” about the youth of the writer and poet Annette Kolb. I have been awarded with the Bavarian Film Award. Later, I received the “BAMBI” and the “German Actors Award of the Federal Association of German Film and TV Directors.” All in all, I have participated in around a hundred film and television productions, When I was thirty, I stopped acting, became a professional dog musher, and took my twenty self bred and trained sled dogs on an expedition through the Canadian Arctic. After my return, I moved to a medieval Chateau in France and founded my own film developing company. Among others, I developed the motion picture: “Eagles Dance” and “The Perfect Job.” I wrote the script, directed, and played the female main role in the film “The Mirror Image of Being,” which was developed after my own novel. I was the writer, director, and producer of the documentary film “Lucky Me.” I wrote eight lyric books, a novel, a couple of short stories and many screenplays. I appeared as a guest writer in several other books I am also a published author of “Leonardo Magazine”, “City Connect Magazine- Cambridge”, “WIN One” and “Genius Journal” For my creative work, I have been honored with the *Distinguished Visionary of the Year Award 2018* and the *Genius of the Year Award 2019* by the VedIQ Guild Foundation. And I recently published two books about an insane penguin called Werner.

**Jacobsen: Following from the previous two questions, how have those professional capacities and postsecondary academic qualifications helped intellectual and skill development for you?**

**Jaenicke:** Oddly I perceive your question the other way around, but, maybe, that is the price for being an artist. My intellectual capacity has helped to pursue my artistic work of creating. I think the pure joy of creation shaped my mind and helped me to achieve academic qualifications. This is why I see myself as a *Thinker cum Arte*.

**Jacobsen: When was high intelligence discovered for you?**

**Jaenicke:** Somehow, I was a strange kid. I loved learning. I started to speak full sentences very early. I did so continuously. I talked and talked. Also, I became a rather silent child in later years. Maybe, I had the feeling that the talking straightens out the many confusing questions I had.

My grandmother notoriously claimed that she has never, never told a single lie in her entire life. I started to ask myself what “never” meant and if “never” can ever be? I guess this was the moment where my interest in the miracles of the universe have been born. I started to teach myself how to read and write because I was too impatient to wait for school. My mother gave me some French children’s books. I started to read them all. At that time, I did not notice that I read in a foreign language. I just kept reading and filled the gaps with the illustrations of the book. After we have been on a holiday to Italy. I started to speak Italian quite fluently. I had never learned the language. I was still in diapers, but I understood and spoke perfectly. Until now, I have no explanation for that. In some way, it was a hindrance too because I never developed the right attitude to learn a language from schoolbooks or structured courses. It needed a lot of discipline in later years, but I finally got over it. My mother decided that I should enter school early, but, at this time, there was no way in Germany to do so. Finally, she got me into first grade public school. It was the greatest disappointment ever. I desperately wanted to learn and couldn’t wait to go to school and meet all the other kids of whom I thought they might have the same intention as I have, but, unfortunately, it turned out that they were a bunch of noisy idiots with sticky hands. I had to sit still in a stinky classroom and bore myself to death while the others practiced how to draw a straight line. The teacher forced me to write three pages of As, Bs, and Cs. I remember becoming very furious. I cried until they sent me home. It was decided that I should take an IQ test because teachers thought I might be overwhelmed by school and not quite ripe for it. I remember sitting in a room with a lady who called herself “Aunty.” I was very nervous; I didn’t want to make mistakes in the test. The test result turned out as a surprise and catapulted me right into second grade. Finally, I was allowed to write real words and I loved math. I had a wonderful little teacher, Miss Hoffmann. I loved to discuss numbers with her. A couple of years later, when I quit school, which officially was not allowed in Germany, I had to repeat IQ testing. I didn’t like these supervised tests. I felt a bit like a mouse in a laboratory. Much later, I took IQ tests by Nathan Haselbauer [Ed. Founder of the International High IQ Society, deceased by his own hand.] and Jason Betts. But I think that IQ testing is not an end in itself. Much more important is what you make out of it.

**Jacobsen: How was this nurtured in an early life?**

**Jaenicke:** As a single child growing up with a single parent I had many so called grown up talks with my mother from early age on. I never felt happy with other children and I spent much time alone. I loved it as I do today. I never feel lonely when I am alone. I think one big component in my early life was that I was forced to adapt frequently, to watch people and situations and to process circumstances fast. When I was fourteen, my mother got an offer for the TV series “Holocaust.” I joined her and made my math homework at the film set, which ended in discussing Dirichlet boundaries with the actor James Woods (IQ 185). He got so excited over it that he wrote notes on my math paper and I rewrote the paper together with him. For this paper, I got the worst grade in my whole school career. Obviously, my teacher didn’t understand the thought processes of James Woods.

**Jacobsen: How did you develop intellectual interests and productions over time into the present, in adulthood?**

**Jaenicke:** I am creative, but I do not feel very adult. Although, as a renaissance person, I might be very old.

**Jacobsen: How did you find WIN? How did this become taking part in WIN ONE & Phenomenon community?**

**Jaenicke:** I entered WIN a couple of years ago. I am a member of about twenty-five High IQ societies, among others the Poetic Genius Society in which I used to be very active. I also wrote for Leonardo Magazine. From that time, I know Graham Powell who asked me if I want to write for WIN ONE and so I did.

**Jacobsen: Who have been some important writers and speakers in your life as guiding lights or signposts as to what is meaningful and important to you.**

**Jaenicke:** I think Bertrand Russell is important to me, Wittgenstein in some way and, of course, Douglas Hofstadter. But also Charles Chaplin and the director Werner Herzog who is the inspiration for my insane penguin Werner.

**Jacobsen: You are part of a large number of high IQ societies. What ones mean the most to you? Why?**

**Jaenicke:** The high IQ landscape has changed very much over the years. There are countless societies out there to choose from. Some make it and others don't. When I began looking for high IQ groups online, there were not so many choices available as today. I am a founding member of the WGD (World Genius Directory founded by Dr. Jason Betts). As a poet, I have been very active in the Poetic Genius Society. Today, I think it is not so much the name of a certain society that matters, but the people who took the initiative and invested their effort, time, and love into the upbringing of these groups. Without naming anyone in particular, I would like to thank those among us who are working tirelessly to make the communication in high IQ groups and societies not only possible but highly enjoyable.

**Jacobsen. What have been the mainstream intelligence tests taken by you before? What have been the scores and the standard deviations?**

**Jaenicke:** As a child, I have taken the HAWIK (Hamburg-Wechsler Intelligence Scale für Kinder) and later the WAIS. Germany is mostly a mediocre country and in my childhood there were many concerns about measuring the IQ of children. The tendency was to foster the ordinary and not the extraordinary. Children with a higher IQ were often bullied and forced to adapt to the learning pace and capacity of the lesser talented. Germany had made bad experiences with the fostering of elites during the Third Reich and after the war the official aim was to create an education system based on the average population rather than one that promotes excellence. Everything above or below average was regarded as out of the norm or not normal. My scores as a child were very divergent, from Mensa entry criteria to ridiculously high, depending on the circumstances, but also on the particular state of my development.

I do not think the results of these tests are very representative as a whole. Anyway, for me, the actual fixed number does not have such importance because, in my opinion, it is a fluid value. I try to fill my IQ potential with purpose and become the best me I can possibly be; that is enough work for one lifetime.

**Jacobsen: What have been the alternative or non-mainstream intelligence tests taken by you before? What have been the scores and standard deviations of those scores?**

**Jaenicke:** I have taken a couple of high-range tests. I think the average result of all tests taken gives a good and trustworthy result.

**Jacobsen: What would be the most accurate IQ or true IQ for you?**

**Jaenicke:** My shoe size is 37 (US 6 1/2). My body mass index and my true IQ are very personal, but the score of 153 S.D. (Standard Deviation) 15 listed in the World Genius Directory suits me most [Ed. A statistical rarity of 1-out-of-4,873 people out of the general population].

**Jacobsen: What is intelligence to you? Do you identify as a genius?**

**Jaenicke:** Intelligence is somehow recursive. Everything which is animate is in its own way intelligent and has a complex dynamic, connected to particular loci in a given verse. The root of the word genius is “geno-,” which includes the whole of mankind. I like that, but I would describe myself more as a polymath. I know a little bit of all kinds of something, but I really know nothing.

**Jacobsen: Why do women appear to take fewer high-range IQ tests? Why do the highest scores appear to be almost dominated by men?**

**Jaenicke:** That is an interesting question. One could say that the structure of IQ tests is more oriented toward male intelligence or that men are more competitive, but that is not the whole answer. Recently, I have read an article in a German newspaper, where someone suggested to separate boys and girls in science classes because of the lesser participation of girls in mixed classes. I think that is total nonsense! But in my opinion, there is a point that should be discussed more openly in high IQ groups and that is about mobbing. I have spoken to a lot of women and many say that they have been mobbed or insulted in the high IQ community at least one time. Some of them even left the groups or prefer to communicate on a private basis via email. It seems only too comprehensible that women with very high intelligence and sensitivity do not perform well under this kind of pressure. It is perfectly understandable when they back off and leave the high IQ community. While a high IQ score in a test is certainly something desirable, we should not forget our awareness for our fellow men and women. A high IQ is nothing without a minimum of empathy.

**Jacobsen: Who do you consider some of the most significant or important geniuses in history?**

**Jaenicke:** The first anonymous who ignited the flame.

**Jacobsen: Any favorite authors, poets, painters, or composers?**

**Jaenicke:** A.A. Milne, Edgar Allen Poe, Douglas Hofstadter, Bertrand Russel, J.W. Goethe, William Shakespeare, the unknown artists of the Lascaux and Chauvet cave in France, Vincent van Gogh, Lucas Cranach the Elder (I have some loose family ties to him), J.S. Bach, Mozart, The Rolling Stones, etc. We are all standing on the shoulders of giants.

**Jacobsen:** Do you have any personal opinion on God or gods?

**Jaenicke:** In your question lies the answer. Every opinion about God or gods is personal and entirely subjective. But the fact that you spelled the one God with a capital G suggests that the importance lies in the all comprising unity of One.

**Jacobsen:** This one is murky. It is hard to define. What is religion?

**Jaenicke:** Well, let's see, first, we should differ between religion, spirituality, and, pure gnosis, which means knowledge. From early times on, humans have had an inborn spirituality, a connectedness to nature and the universe and the strong awareness of something greater. I would go so far to say that we are not alone with this concept. While I have been working with wolves for a behavioural study, I noticed that they have a sense for hyper-natural phenomena. Later, I have often noticed the same in my dogs. I think all intelligent large mammals are able to experience the overwhelming vastness of the universal realm to a certain grade. And nature is the key to spirituality. Religion, is a manmade construct, which has proven to be very useful to communicate a certain desirable moral or ethical codex. It is mostly based on myths and legends, which are very important because they are our connection to the past. But many religions use mediators to interpret between the direct spiritual and the people. These interpretations are often based on the principles of blind obedience and subjective beliefs without any proof or certainty. The unfortunate by-product of this kind of blind faith is dogma and dogma can lead to error, fanaticism, and fatality. Nevertheless, religion has an important purpose to accompany humanity from infancy to adolescence. In a world where moral, ethical, and humanitarian aspects are often ignored, religion and prayer practiced in private has its very own and important standing. Or as Kierkegaard would have said: "The function of prayer is not to influence God but rather to change the nature of the one who prays." My personal approach is an open one based on old and new knowledge, and science. I somehow don't think it is heretical to state that a God is also a Dog. Is the light of the reflection from a mirror less light than the candle I hold? Everything is fractional and has multiply sides. One should not avoid a Void.

**Scott Douglas Jacobsen:** What was the culture of Germany in the 1960 and 1970s?

**Anja Jaenicke:** Well, I was a child at this time. As I mentioned before, I was born in the western part of the city of Berlin. After WW2, the city of Berlin was divided between the allied forces of the U.S., Great Britain, and France on one side, and the Russian sector on the other side of the Iron Curtain. The atmosphere in the city was dominated by the Cold War. The western part of Berlin was a free democratic island surrounded by the communistic dictatorship. West Berlin was connected to East Berlin by the famous Check Point Charlie and only had transit corridors to the rest of West Germany. Today, you can find many great books and films about this time. From John Le Carre' to the film: "The Bridge of Spies" by Steven Spielberg. It was the great

classical time of espionage and Berlin was in the center of it. Of course, as a small child, I had no clue about all this. At this time, I often went on the public bus with my granny. I saw the many sad and worn out faces, which made me very concerned. I decided to make people happy by singing songs to them. My cultural life at this time was mostly dominated by the newest Walt Disney movies. My mother worked for the Disney studios in Berlin. We got free tickets for the cinema. I loved the movies. A couple of years later, when the film “Cabaret” with Liza Minelli came out, I desperately wanted to go to it. Unfortunately, the film had an age rating of 18 years. So, my mother put some make up on my cheeks and dressed me up. She told the ticket seller that I was a 63-year-old dwarf and a bit challenged. She was my caretaker. It worked and I was in!

**Jacobsen: What makes a bad poet, a good poet, and a rare great poet?**

**Jaenicke:** His or her poetry.

**Jacobsen: With your intelligence and level of productivity, what seems like the relationship between intelligence and productivity?**

**Jaenicke:** Perhaps, we should distinguish between productivity and creativity. A productive hardworking person does not necessarily need to have a very high intelligence. Farmers, toolmakers, and engineers, with an average intelligence can produce a multitude of great products by walking in the footsteps of others. A creative person has the urge to find new fertile lands by setting her/his own traces. Creativity is in the first place the ability to think outside the box and come up with new concepts and solutions, while high intelligence is the ability to process information. In some rare circumstances, both go hand in hand and can lead to a certain output.

**Jacobsen: What motivates you? Why write, produce?**

**Jaenicke:** As I said, it is an urge to do so.

**Jacobsen: Everyone determines the happiness, or rather happinesses, for themselves. Those hills and valleys of potential, chosen and actualized to make meaning, significance, in life. What makes you happy? What gives you significance-meaning in life out of life?**

**Jaenicke:** First of all, I can not remember when I was born into this life, that someone promised me to be happy, the deal was to be alive. I think every day, every hour of our life should have a meaning as you and me belong to the few lucky ones who have come into existence and actually have the possibility to live on this planet for a while. Many others aren't so lucky and some of us even die after the first couple of hours. Since the dawn of time life has been associated with struggle, the first breath of a child is struggle. But life means also love, immense beauty, and the precious moments of happiness and contentment. If you look at nature, at birds fighting for survival in the long month of winter and bear mothers caring for their cubs, you might understand perfectly what the significance of life is. It is a learning curve. *Homo sapiens* has managed to take itself out of the direct impact of nature and now longs for some substitute for happiness. Those I love give meaning to my life

and I try my best to give meaning to theirs. Concerning my own doubtful significance, I think you should not ask me, but those to whom I am in some way significant.

**Jacobsen:** You earned the Bavarian Film Award, Bambi Award, Deutscher Darstellerpreis, and the 2018 Distinguished Visionary of the Year Award from the VedIQ Guild Foundation. What was the reason for the honours - the production honoured - for you?

**Jaenicke:** The Bavarian Filmpreis has been awarded to me for the Film "The Swing" by Percy Adlon. The Bambi for the TV family series "Mensch Bachmann" where I played the youngest daughter called "Bunny". The Deutsche Darstellerpreis was for a film with Franco Nero and the Distinguished Visionary of the Year Award has been awarded to me for the whole of my artistic work as a Visionary and Thinker cum Arte.

**Jacobsen:** What did the awards and honours mean to you?

**Jaenicke:** I see them as a confirmation and feedback of my work but also as a major stimulus to go on and become better in what I do.

**Jacobsen:** What is the real purpose or positive purpose of awards for poets, people in the arts and humanities, especially when the pay for the vast majority stinks?

**Jaenicke:** It is an acknowledgment and a motivation for sure!

**Jacobsen:** How does Germany support artists? How does the European Union even in the current social and political climate?

**Jaenicke:** I think I mentioned before that Germany is a rather mediocre country with little free spaces for artists. Or as the Chinese painter Ai Wei Wei said: "Germany is not a good place for artists." Filmmakers are almost entirely dependent on governmental subventions, which is a bit disturbing because a state where the government controls film and media is in danger of drifting away from democracy.

**Jacobsen:** What have been some poignant artistic productions on the current artistic scene about the political and social dynamics in Germany?

**Jaenicke:** After the fall of the Iron Curtain, there have been some internationally renowned films. For example, the Academy Award-winning film "Das Leben der Anderen" in 2006 by Florian Henckel von Donnersmarck. Unfortunately, such productions are rather rare because financing is too slow and complicated, Florian Henckel von Donnersmarck was only able to make this movie because the actors were willing to work for only 20% of their costume salary. And the filmmakers were running more than ten years to get a budget of two million Euros. Later, this film became the flagship of the German film industry. Germany has become very technocratic and ridged in some way. But the cars are still very good!

**Jacobsen:** What ones have been more art for art's sake as individual expression without some political or social commentary implied to it.

**Jaenicke:** While the U.S. has a commercial studio film industry, the film market in Germany is crucially dependent of governmental funding and television co-productions. This kind of funding implies that filmmakers produce what pleases the media boards or is in a certain degree political and socially correct.

The result is mainly a very unoriginal output, which is brought into line with the current social and political demands. Also, I think there are a lot of very talented young film makers and artists around. Every year, many people graduate from German Film Academies, but only a handful of them finds work. The rare group of dedicated filmmakers who make film to express themselves need years to get a decent free funding or have to pledge grandma's heritage. They often make only one film or are financially ruined after their first work. It is a rather sad development.

**Jacobsen:** How do you see the world as a producer of original work, as an artist does? Most others either recreate some work in a technical manner, e.g., engineers, find something new once and then hand off to the recreators, e.g. scientists, or work a life of drudgery, e.g., most of human beings in history and now at an ordinary job?

**Jaenicke:** In my opinion you can only be good at what you love and if you love what you do, there is nothing ordinary about it. Whatever it is.

#### Editorial Note

The following pages have the answer grids to the puzzles.

Stop reading here if you do not wish to see them just yet.

### John Keats Sudoku Answer Grid

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|---|---|---|---|---|---|---|---|---|
| J | E | K | H | N | S | T | O | A |
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| O | N | E | S | K | A | J | H | T |
| K | J | T | O | H | E | S | A | N |
| T | K | N | E | S | H | A | J | O |
| E | S | J | K | A | O | N | T | H |
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Phenomenon Crossword Answer Grid

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|          |          | 8.<br>R  | U        |          | 9.<br>A  | P        | S        | 10.<br>E | Y       |
| 11.<br>T | H        | E        | M        | 12.<br>A | G        | I        |          | 13.<br>T | P       |
| O        |          | A        |          | 14.<br>L | O        | U        | C        | H        | E       |
| 15.<br>A | 16.<br>R | M        |          | E        |          | M        |          | 17.<br>E | R       |
| 18.<br>U | H        |          | 19.<br>M |          | 20.<br>A |          | 21.<br>U | R        | I       |
| 22.<br>T | O        | E        | A        | 23.<br>C | H        |          | R        |          | O       |
| 24.<br>U | N        |          | 25.<br>C | H        | A        | 26.<br>P | M        | A        | N       |
| 27<br>M  | A        | 28.<br>C | H        | U        |          | 29.<br>A | A        |          |         |
| N        |          | 30.<br>R | O        | M        | A        | N        | T        | I        | C       |