

# GENIUS PUBLICATIONS

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## LORNA's Background and Early Experience



Lorna Lizbet (TT) Turyahabwa Turyamureba is a Ugandan Teacher, Social Worker, Psychosocial Master Trainer and Counseling Psychologist by profession. Her parents were semi-literate living in one of the remote villages in south western Uganda. She attended 3<sup>rd</sup> world schools from primary through high school. she was an average student throughout school life and got a Second Lower Diploma in Education, Second Upper degree in Social Work and Social Administration and a 4.3 GPA Masters of Arts Counselling Psychology.

All through Her school life, Lorna wanted to become more than she actually turned out to be but didn't know how. She always felt there was more in me than she was manifesting but could not quite figure out how. Her mind was full of brilliant ideas which made. Her classmates teased her as 'a day dreamer'- good at building castles in the air! Whenever she shared with her illiterate mother what was in her mind, her mother told her that what she was thinking about was 'too big to be achieved by a village girl!'. She advised her to leave it for those people living in towns, going to posh schools, etc. Feeling defeated, her creative thinking part shrunk into her mental 'cave' because it was grossly under-utilized. She did not see any more reason of allowing Her mind to be stressed about things that were *far beyond Her reach!*

Periodically, her mind would begin thinking about her bigger picture but she would command it to shut up and settle for what was within her means... "a village girl"! Consequently, I slowly stopped thinking big. Her creative mental muscles gradually fell a 'sleep' because they were not put to good use. Lorna found no reason why she needed to let her mind continue to think about things that would never become part of her. She resolved to settle for mediocrity because she didn't know another way to develop or even express her feelings and the numerous brilliant ideas that were going on inside her heart and mind.

At school, she was a promising student and a hard working girl at home but groomed in a largely fault finding community. She went through school where teachers over emphasized academic deficits at the expense of areas they were good at, gifted or excelled in. Lorna and classmates were beaten up for low academic grades, and basically any slight mistake could earn us a series of beating and negative criticism. Teachers were so harsh that pupils would rarely ask questions for clarification during lessons. Too much fear for teachers made the creative part of her shrink into oblivion. As a result of continuous negative reinforcement, she went through schools not focusing on things she was good at but more aware about 100 things she was not good at, because this is all she heard from teachers and sometimes her parents, siblings and classmates. Because all her teachers and parents cared for was a good report academic report!

As result of this learning and home environment Lorna went through school never figuring out what she was passionate about that she could work towards. All she did was to read and pass exams and be promoted to another level to please her parents. She studied because her parents could afford to pay her fees and because she possessed enough intellect to pass exams and be promoted No goal, no purpose!

The first time she heard of career guidance was after completing high school exams when the Career Guidance Teacher was helping the class to select courses to fill in the (Joint Admissions Board) forms for joining university and other tertiary institutions. Her class struggled to identify courses to put on the form because they had never heard of most of the courses on the list and more so, what careers such courses could lead to. The teacher finally helped the class select four courses for the whole class and wrote them on the blackboards for them to copy and fill in the forms. Lorna and her classmates filled the professions their teacher selected for the class!

So, how on earth could people like Lorna (and they're very many in Her country and Africa) become geniuses when the environment they studied from never promoted development of their passions, talents and skills? When the expression of their genius was seen as "wisecking" and building castles in the air? When thinking big was assumed to be for children growing up in towns and going to posh schools? How could the education system like theirs then (which remains the same even today) produce people with a competitive advantage and creative abilities to qualify to be members of elite organizations like MENSA society? How could semi-literate parents like hers who were only committed to paying school fees and buying scholastic materials create a conducive environment for the development of the *genius* in their children? How could her genius ever be triggered to get out of the cage, if throughout her school life, she never even knew the word *genius* existed?

**These, and many more other unanswered questions made Lorna realize that there was an institutionalized problem and someone had to stand up and take the lead in solving the problems underpinning the development of *genius* in Ugandan.**

While work she is still work in progress, she attribute the kind of person the metamorphosis she's going through to the grace of GOD. She believes people's potential is way beyond what they think they are. All people have unlimited mental capacity, they can harness their mental powers to achieve whatever they want in life if you put mind your mind to it. There's no limit to what people can achieve. There's no limit to how high people can propel their life forward. Only failure to use the mind right will push them into retrogression and stagnation in all aspects of your life. There's a *Genius* in Me and you. Only you can unlock it!

