

White Rhodesians: An Unrecognized Intellectual Elite

BY NATHANIEL WEYL

Relying largely on innuendo, liberal publications in the United States have sought to depict the White population of Rhodesia as somewhat simple-minded, fundamentalist folk, not over-endowed with brains or capable of any subtlety of thought. The facts are very different from this caricature. Actually, the White Rhodesians are an outstanding intellectual élite. They are in all probability the most intelligent people in the world today.¹

The evidence for this assertion is derived from intelligence testing of all European, Coloured and Asiatic students in Standard Two during the years 1962 to 1966 inclusive in the Salisbury District of Rhodesia, which contains over half the White population. Those pupils scoring 130 or better on the South African group intelligence test were tested individually, using the latest international standardization of the Terman-Merrill test.² About 95 per cent of those scoring 130 or better on the group test also did so on the Terman-Merrill test.

When the I.Q.s of the pupils were tabulated, the remarkable conclusion emerged that about seven per cent of the White children had I.Q.s of 130 or better, and of the 800 or so White Rhodesians in this gifted category no less than 12 had I.Q.s in the 180-plus range.

For purposes of comparison, Terman and Merrill reported in the 1930s that only 3.5 per cent of a sample of 3184 American children had I.Q.s of 130 or better,³ and David Wechsler found that 2.2 per cent of the U.S. population scored 128 or better on the Wechsler-Bellevue Adult Scale and 130 or better on the Wechsler Adult Intelligence Scale.⁴ The proportion of gifted children is about the same in the United Kingdom, and in New Zealand it is perhaps 20 per cent higher.

¹ This generalization does not apply to the Rhodesian nation which comprises not only the 210,000 Whites but some 4,000,000 Blacks, who are by no means mentally distinguished. However, the two races live apart; they function in different worlds and constitute neither a people nor a community.

² Mr H. Hall, psychologist of the Rhodesian Ministry of Education, was kind enough to make this information available to me when I visited Rhodesia in November 1966, and the Hon. Arthur Philip Smith, Minister of Education, gave me permission to make it public.

³ L. M. Terman and M. A. Merrill, *Measuring Human Intelligence*, Houghton Mifflin, Boston, 1937.

⁴ David Wechsler, *The Measurement and Appraisal of Adult Intelligence*, Williams and Wilkins, Baltimore, 1958, p. 42.

Thus, the Rhodesian tests reveal that the White population contains proportionately from two to three times as many gifted children (130-plus) as can be found among the White populations of the United States, Great Britain and New Zealand.

Moreover, White Rhodesians produce proportionately many more geniuses than other Anglo-Saxon peoples. One out of every 67 gifted White Rhodesian children ranked in the genius category with an I.Q. of 180 or better. By comparison, Terman and Oden in their Californian study found only 81 pupils with I.Q.s of 170 or higher out of 1300 children with I.Q.s in the 140-plus range. On statistical grounds it can be assumed that these 81 pupils were drawn from a population of 9000 gifted children with I.Q.s of 130 or better. Thus, California produced fewer than one 170-plus child per hundred 130-plus children, whereas Rhodesia produced one and a half 180-plus children per hundred 130-plus children.⁵

Another way of putting the matter is to observe that one out of every thousand White Rhodesian children had an I.Q. of 180 or better, whereas the statistical expectation is that only one out of every thirty thousand will have an I.Q. of 160 or higher.⁶

Thus, not only are White Rhodesian children immensely more gifted than the Anglo-Saxon average, but the Rhodesian curve of intelligence rises much more steeply toward the genius level.

Group testing of Rhodesian pupils in privately operated schools indicates that their inclusion would not have lowered the proportion of gifted and genius children.

POSSIBLE EXPLANATIONS

The finding that White Rhodesians are an elite element within the English-speaking world is reinforced by visual impressions. Salisbury Whites appear larger, more vigorous, healthier, stronger and more alert than London or New York Whites.⁷ Transvestites, beatniks, obvious homosexuals and physiological freaks are conspicuous by their absence.

Several reasons have been proffered for the observed mental superiority of White Rhodesians:

1. Dr R. Gayre of Gayre has suggested that the high proportion of Scottish blood in the Rhodesian White population may be a contributory factor. It is true that Scots tend to have a higher I.Q. distribution than English. The mass tests of Scottish eleven-year-olds in 1947 revealed mean I.Q.s of 104.4 for boys and

⁵L. M. Terman and M. Oden, *The Gifted Child Grows Up*, Stanford University Press, Stanford, 1947.

⁶Sir Julian Huxley, "Eugenics in Evolutionary Perspective," *Perspectives in Biology and Medicine*, Vol. VI, No. 2, 1963, footnote, pp. 165-166.

⁷The Terman studies in California showed that the mentally gifted tended to be larger, healthier and less prone to suicide or insanity than the average.

100.7 for girls.⁸ In Rhodesia a majority of the leading citizens in all walks of life are of Scottish descent and most of those who bear English names boast of Scottish ancestry. This is not astonishing in view of the traditional rôle of Scots in British expansion and overseas settlement. If this characteristic has a genetic origin, it would follow that Englishmen with Scottish blood would be more drawn to empire building than those without this admixture.

2. Moreover, the emigration to Rhodesia has been class-selective, the settlers being drawn primarily from the upper and middle classes. The fundamental reason for this was a colonial policy which sought to prevent the settlement of East Africa by indigent Whites on the theory that this would exacerbate the race problem. Unskilled, uneducated, incompetent and unemployable elements were consistently excluded. This contrasts with the situation in Australia and New Zealand where the early settlers were in large part convicts and the later ones were primarily lower class. In Canada, class and educational restrictions did not apply, nor did they affect the settlement of South Africa, which has had until very recently a poor-White problem. The class character of Rhodesian settlement has, moreover, been recently reinforced by the influx of White refugees from Kenya, Uganda and other formerly prosperous and orderly areas of White rule which are today reverting toward primitive disorder and lawlessness.

3. The White minority must provide the managerial, scientific, professional and intellectual leadership for the Africans as well as for the Europeans. Thus, both the demand and the opportunities for élite elements in Rhodesia are enormous. Rhodesian officials told me that about fifteen per cent of their White population consists of professionals and highly skilled technicians as against ten per cent in the case of South Africa and only six per cent in the case of Great Britain. (As for the Asiatic and Coloured children, tests show that their I.Q.s are much higher than those of the Bantu, but they nevertheless make only quantitatively insignificant contributions to the 130-plus group).

4. Immigration to dynamic frontier countries is probably positively selective for self-reliance and intelligence.

THE BRAIN DRAIN

Small emerging nations such as Rhodesia may provide sensitive barometers of the brain drain from older and more decadent nations. The I.Q. enrichment of the former is a harbinger of the progressive I.Q. impoverishment of the latter. Obviously, punitive

⁸Scottish Council for Research in Education, *The Trend of Scottish Intelligence: A Comparison of the 1947 and 1932 Surveys of the Intelligence of Eleven-Year Olds*, University of London, 1949.

taxation of the successful, the imposition of economic hardship on young professionals, the underpayment of the creative élites and the overpayment of the subnormal and mediocre will encourage some gifted people to emigrate and others to postpone marriage and hence limit the number of their progeny. Similar social policies stimulate the exuberant reproduction of the intellectually under-endowed. Social planning of this sort has the dual advantage of eliminating non-conformists, malcontents and trouble-makers, and of reducing mean I.Q.s to levels at which the population becomes docile clay in the hands of its rulers.

Thus, the genetic impoverishment of once great nations by the egalitarian pseudo-élites which today rule them may be accompanied by the emergence of overseas White élite communities, such as Rhodesia, and these new societies inherit responsibility for guarding and developing Western civilization. What is of particular significance is that the extrusion of brain from Britain is much more pronounced at the genius level of 180-plus than at the merely gifted level of 130-plus. Those whom the gods wish to destroy they first stupefy.

The Scottish Opinion Survey

BY ANTHONY J. C. KERR

PART II

At the Editor's request I carried out a second instalment of the survey, covering five additional groups. These were bank managers, editors of local newspapers, farmers, Scottish Jews and members of Mensa normally resident in Scotland.

The form I used was the same as for the mainly working-class control group mentioned in my earlier article;¹ that is, it offered an additional choice: "federal system now, independence later." A hundred forms were sent to each group with the following results:

Bank Managers

Votes for the present system	15
Votes for the federal system	9
Votes for federal system now, independence later	3
Votes for national independence	3
Total number of forms returned	30

Eleven of those who answered gave their reasons.

Editors

Vote for the present system	1
Vote for unspecified self-government	1
Votes for the federal system	3
Votes for national independence	3
Total number of forms returned	8

The present system's sole supporter gave his reasons, as did one of the nationalists—in Doric.*

Farmers

Votes for the present system	2
Votes for the federal system	3
Votes for federal system now, independence later	3
Votes for national independence	3
Total number of forms returned	11

Four gave their reasons.

¹"The Scottish Opinion Survey," THE MANKIND QUARTERLY, Vol. VII, No. 3, January-March 1967, pp. 153-163.

* In Scots, as distinct from in English.—EDITOR.