A year ago "The Mail" introduced Howard Zelling, a seven-year-old boy, with a card index brain, to the South Australian public. On Tuesday Professors McKeffer Stewart and Damerley gave a lecture at the University. At the conclusion of the examination Professor McKeffer Stewart pro-
claimed him a potential genius of the future.

Professor McKeffer Stewart was the first to be introduced to the room of Mr. and Mrs. Zelling, of Goodwood. He was interested in the boy's age, and school, and then mentioned how, the great Greek philosopher, Plato, used to say that children are blank tablets on which the scribe of the world was called to write. Professor McKeffer Stewart was a professor of philosophy. He went in search of Professor Damerley, professor of classics. While he was absent, Howard sat cradling his head.

No Interest in Politics

"Are there any books you would like among them?" his mother asked.

"Only that one." Howard said, pointing to a book with the title, "Greek Political Theory." The book bore the im-
posing title, "Greek Political Theory," and I'm not interested in poli-
tics."

Professor McKeffer Stewart returned with the books, and Howard selected the one he wanted. The two learned men fixed the boy of eight.

"Do you like a game of cards?" his mother asked.

"He could be, if I would try it."

"Some philosophers say it is possible. Have you read H. G. Wells upon the cosmos?"

"No; but it is impossible. The cosmos is the dead world."

Professor of History of Wonders

"There is a book called "Wonders of the World," by Howard; and, of course, one man in the moon was the subject of a lecture."

The professor asserted that it was possible for a man to live in the moon; Howard maintained it was not possible to get there.
The professor left it at that, and the conversation passed to other channels.

Early Dutch navigators in Australia were not averse to the use of imaginative geography. The latter were of the opinion that there existed a large continent, similar in age and climate, as the globe.

"Do you know anything about Malvor?" Howard asked.

"No, I think we had better send for the Professor of History," Professor Damerley said. Howard did, and told the professor in detail.

"We think we had better send for the Professor of History," Professor Damerley said. McKeffer Stewart and the boy followed for a consultation.

Potential Genius

Professor McKeffer Stewart stated that Howard was a remarkable boy. He had seen children of 12 and 13 years old mastering mathematical principles, but never before a seven-year-old. He has an astounding visual memory, it was said. If he seems to be interested in some particular subject, he will be able to remember it in some space of time.

"What do you know about Malvor?" Howard asked his teacher.

"We think we had better send for the Professor of History," Professor Damerley said. Professor Damerley conducted the boy to a data to be arranged.

"A wonderfully relative visual memory," said Professor McKeffer, "and more than that," said Damerley Stewart.

Power to Reason

A test of the boy's power to reason was arranged.

Professor McKeffer Stewart read a copy of "The Greek Political Theory," and, selecting a passage, asked Howard to read it to a certain point, and then to explain what he had read. Howard read the passage, "It means," he said, and died without even thinking of changing his words.

A THOUGHT FOR TODAY

Information is not education. A man may be an encyclopedia without being able to think. This is because he does not have the mind to reason, but only the memory to remember. He must have an opportunity to understand not only the facts, but the ideas behind them. Without this, he is unable to think, or to think for himself.

LECTURE BY PROFESSOR HOWCHIN

"Climate in the past" is the subject of the present lecture. Professor Howchin, of Adelaide University, is one of the world's foremost authorities on climatology. He has travelled extensively in the earth's major climate zones. Climatologists are interested in the temperature, humidity, wind, and precipitation patterns found in these regions.

There are special opportunity classes, in which students can study the effects of different climates. These classes are held at all levels, from primary school to tertiary level.

HABITS OF INDUSTRY

In each school from 183 to 202 children are guided in the development of habits of industry. This teacher is one who has been selected by the board of education for this work. He teaches children the importance of regular attendance, punctuality, and the value of hard work. The teacher devotes his or her time to the instruction of students in the habits of industry, obedience, and regularity.

The chief aim of these classes is to develop a sense of personal responsibility in the students, and to encourage them to take an active part in the life of the school. The following are some of the results of this work:

1. A decrease in the number of absentees, both from illness and other causes.
2. An increase in the number of students who are regular and punctual in attendance.
3. An improvement in the general conduct and behavior of the students.
4. A greater sense of responsibility and self-control among the students.
5. An increase in the number of students who are actively engaged in school activities and extracurricular work.