PROFESSOR: Good. Let us arithmetize a little now.

PUPIL: Yes, gladly, Professor.

PROFESSOR: It wouldn't be too tiresome for you to tell me ...

PUPIL: Not at all, Professor, go on.

PROFESSOR: How much are one and one?

PUPIL: One and one make two.

PROFESSOR *[marveling at the Pupil's knowledge]:* Oh, but that's very good. You appear to me to be well along in your studies. You should easily achieve the total doctorate, miss.

PUPIL: I'm so glad. Especially to have someone like you tell me this.

PROFESSOR: Let's push on: how much are two and one'?

PUPIL: Three.

PROFESSOR: Three and one?

PUPIL: Four.

PROFESSOR: Four and one?

PUPIL: Five.

PROFESSOR: Five and one?

PUPIL: Six.

PROFESSOR: Six and one?

PUPIL: Seven.

PROFESSOR: Seven and one?

PUPIL: Eight.

PROFESSOR: Seven and one?

PUPIL: Eight again.

PROFESSOR: Very well answered. Seven and one?

PUPIL: Eight once more.

PROFESSOR: Perfect. Excellent. Seven and one?

PUPIL: Eight again. And sometimes nine.

PROFESSOR: Magnificent. You are magnificent. You are exquisite. I congratulate you warmly, miss. There's scarcely any point in going on. At addition you are a past master. Now, let's look at subtraction. Tell me, if you are not exhausted, how many are four minus three?

PUPIL: Four minus three? . . . Four minus three?

PROFESSOR: Yes. I mean to say: subtract three from four.

PUPIL: That makes ... seven?

PROFESSOR: I am sorry but I'm obliged to contradict you. Four minus three does not make seven. You are confused: four plus three makes seven, four minus three does not make seven . This is not addition anymore, we must sub- tract now.

PUPIL *[trying to understand]: Yes* ... yes ...

PROFESSOR: Four minus three makes . . . How many?

How many?

PUPIL: Four?

PROFESSOR: No, miss, that's not it.

PUPIL: Three, then.

PROFESSOR: Not that either, miss ... Pardon, I'm sorry

I ought to say, that's not it ... excuse me.

PUPIL: Four minus three . . . Four minus three . . . Four minus three? . . . But now doesn't that make ten?

PROFESSOR: Oh, certainly not, miss. It's not a matter of guessing, you've got to think it out. Let's try to deduce it together. Would you like to count?

PUPIL: Yes, Professor. One . . . two . . . uh .

PROFESSOR: You know how to count? How far can you count up to?

PUPIL: I can count to ... to infinity.

PROFESSOR: That's not possible, miss.

PUPIL: Well then, let's say to sixteen.

PROFESSOR: That is enough. One must know one's limits.