PROFESSOR WHIZ AND HIS CLASS IN MAGIC MATH

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This little skit may be added to any mathematics program. This particular one was given in an assembly where a Mathematics Club was having an open meeting, and Prof. Whiz with his class were invited to put on a special demonstration for the club.

The pupils like to work out their own costumes, such as gingham aprons, big ties, etc.

Portable blackboard, and high stools (borrowed from the mechanical drawing room) slates, sponges, help in the stage setting.

Prof. Whiz should be a good talker, able to give problems slowly and loudly so that the audience may grasp the problems.

Characters:

Prof. Whiz

The dunce—(with cap) His duty is to erase the board after problems, and be an errand boy in general.

Five pupils—Beechnut	*Additional*	
Hazelnut	The club and its president	
Hickory nut	Three stooges sitting in the club	
Wagon nut	Mr. Pythagoras	
Wallnut	Mr. Euclid	
	Mr. Aristotle	

(Any other favorite problem may be substituted or added to the ones given here.)

Prof. Whiz:—Mr. President, and members of the Mighty Masters Mathematical Club: I count myself happy to be here today and present my class in Magic Math. They are known as the greatest nut-crackers of all the world.

(Introduces the class. As each pupil hears his name called, he makes his own salute in his own style.)

At the left, far, far from me
Is a cracker of nuts who lives down by the sea.
Beechnut is his true and proper name,
Through math he'll reach the hall of fame.

Next is one with the pretty eyes,
All hard problems she defies.

We call her *Hazelnut* in class.
She really is a brilliant lass.

Next, sturdy and strong, a great delight
To teachers of boys who like to fight,
Is *Hickory nut*, who with greatest of ease
Can solve hard problems, if you please.

The pupil next one to the last
Can work hard problems quick and fast.
And 'cause she likes her tail-waggin' mut
She goes by the name of *Hickory nut.*

The big nut cracker, last in line
Might well be made of stone and lime,
For *Wallnut* is his name and title
No problem too hard for him to tackle.

Class:—(in chorus)
We're glad to meet you, one and all.
But we're not nuts, as you may think.
We only *crack* the nuts—that's all.

Prof. Whiz:—
Attention, class. Get out the slate
Add these problems at rapid rate.
Problem Number One.—What is $\frac{3}{7}$ chicken, plus $\frac{2}{3}$ cat, plus $\frac{1}{2}$ goat?

Class:—(in chorus)
Oh, we know what the answer is,
It must be Chicago, Professor Whiz.

Prof. Whiz:—
Your answer bright amazes me.
Now, Beechnut, show us on the board
How $\frac{3}{7}$ chicken, plus $\frac{2}{3}$ cat, plus $\frac{1}{2}$ goat
Equals Chicago, that town remote.
(Beechnut runs to the board, and says aloud as she writes.)

Beechnut:—
C H I C K E N has 7 letters. $\frac{3}{7}$ chicken equals C H I
C A T has three letters. $\frac{2}{3}$ cat equals C A
G O A T has four letters. $\frac{1}{2}$ goat equals G O
C H I plus C A plus G O equals Chicago.
(returns to seat)

Prof. Whiz:—

Very well done
For problem one.
Now class, problem number two
Some more adding for you to do.
"*A thousand and one, and fifty twice*
Often is used to grind grain nice."
Hazelnut, please write this down
And show us how the answer is found.

Hazelnut:—(runs to the board and writes as she says aloud:)

a thousand	and one	and fifty twice
M	I	L L

Often is used to grind grain nice.

Wagon nut:—

Prof. Whiz, please let *me* have a problem hard to do
I know my adding through and through.

Prof. Whiz:—

Very well, Wagon nut, so bright,
Perhaps you'll do this one all right.
Take one digit, no more, no less.
Use it eight times. A thousand you'll get—or miss.

Wagon nut: (goes to board) (writes as she talks aloud)

I'll take the digit 8, and place it eight times thus,
Row by row. The answer comes to one thousand—so.

$$\begin{array}{r} 8 \\ 8 \\ 8 \\ 88 \\ 888 \\ \hline 1000 \end{array}$$

Prof. Whiz:—

You are good adders, one and all
Now in subtraction let no one fall.
From 45 take 45 and leave 45.
Wallnut take this problem to the board,
I'm very sure *you'll* not be floored.

Wallnut:—(works fast at board, subtracting rapidly and aloud)

$$\begin{array}{r} 987654321 \\ 123456789 \\ \hline 864197532 \end{array}$$

Prof. Whiz:—But is that 45 from 45?

Wallnut:—Yes, Professor Whiz, it is. I'll show you.
(adds aloud the rows across. Each row adds to 45)

Prof. Whiz:—
Subtracted well, now for a harder one.
I'm sure you'll find it lots more fun.
Take 9 from 6—5 from 4,—and 50 from 40, and six will remain.
Who thinks that he this problem can explain?

Hickory nut: (runs to board and explains aloud as he writes)

From S I X	From I V	From X L
Take I X	Take V	Take L
Leaves S S	Leaves I I	Leaves X X

Wallnut:—
Professor Whiz, I saw an odd design
Drawn with only one unbroken line.

Prof. Whiz:—
Very well, show us the figure now
Let's hope it won't look like a cow.

(Wallnut draws the figure shown on the following page. Talks as she draws)

Wallnut:—
See, I draw it without crossing a line,
Or going over one at any time.

Prof. Whiz:—(turns to president of club)
Mr. President, would any member of the club like to give a problem or two to my class?

(The president puts the question to the club. Calls for volunteers. The stooges respond.)

Mr. Euclid:—(recognized by the president)
If a man decides to save one cent the first day of the month,

two cents the second day, four cents the third day, and so on—doubling the amount saved each day, how much does he save in a month of 31 days?

Hickory nut:—(quick as a flash and loud and clear) $21,474,856.47. Believe it or not!

Mr. Pythagoras:—What part of a million is ten hundred thousand?

Wallnut:—Ten hundred thousand is one whole million. Believe it or not!

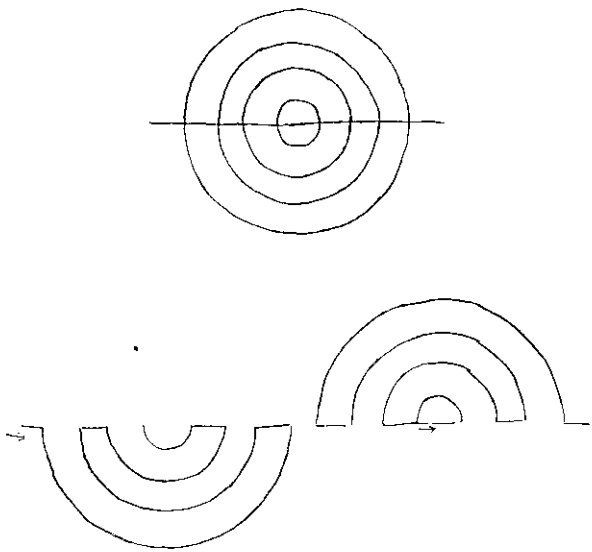

Figure drawn by Wallnut

How Wallnut drew the figure without crossing a line.

Mr. Aristotle:—If a bottle and a cork together cost 6 cents, and the bottle costs 5 cents more than the cork, how much does the cork cost?

Hazelnut:—The cork costs $\frac{1}{2}$ cent. Believe it or not.

Prof. Whiz:—Mr. President, we must hurry to our next engagement, but before we go, I want to leave a message for the Mighty Masters Mathematical Club. Knowing that all great mathematicians like to make and also to decipher codes, I have written the message in one of our own codes.

(The message which has been prepared beforehand, is as follows)

F N N C K T B J

(The president thanks the professor, but looks at the writing in a puzzled way. Finally he asks for a cue.)

Prof. Whiz:—To decipher this code, substitute for each letter the one which immediately follows it in the alphabet.

(Beechnut runs to the board and points to each letter as the class helps her to decipher the code, aloud.)

Prof. Whiz:—

Good luck, and good bye
Say all the nut crackers and I.

(Shakes hands with the president, and leaves, saying as he looks back just before disappearing.)

Prof. Whiz:—

Thanks for inviting us here
Come and see us before the new year.

THE TEACHING OF CONSUMER CHEMISTRY*

M. C. CREW
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When your chairman asked me to prepare and read this paper, I am sure that he understood, as well as I did when I accepted, that I am no authority on any kind of consumer instruction. But he knew that I had some interest in the matter and that I had undertaken in a small way to utilize it along with my regular course in high school chemistry. I am, therefore, going to tell you very simply of some of the things I have tried to do and some of the things we have done in the Austin High School along the lines of consumer chemistry.

This work is in no way a substitute for the regular course in chemistry. It is done as extra work. Sometimes it is extra reading followed by written reports, but more often it is some sort of a student experiment or investigation followed by a

* Read before the Chemistry Section of the Central Association of Science and Mathematics Teachers, November 25, 1938.