PREFACE.

the general theory of equations were prepared, but, in accordance with the advice of some of the leading educators of the province, they were omitted as unsuited to the design of the work, and to the requirements of common or grammar schools.

The author has approached the subject with the conviction, founded on many years' experience as a teacher of mathematics, that the science of algebra tries, beyond all others, the powers and patience of the learner. The pupil is commonly introduced to it while his mind is yet in an undeveloped state; its language is new to him, and he is unprepared by previous training to comprehend its abstractions. The difficulties which thus beset his path are, of course, for the most part, only to be overcome by his own perseverance, aided by the knowledge and ingenuity of his instructor, yet it appears to the author that very much also depends upon the style and thoroughness and adaptation of the text-book employed. Accordingly in the preparation of this volume no pains have been spared in rendering the statement of principles, and the demonstration of theorems as clear and concise as possible, or in fully illustrating each rule by numerous examples carefully worked out and explained, or in selecting and arranging the examples of an exercise so as to begin with the simple, and gradually pass on to the more difficult.

The author hopes that while he has insisted upon great thoroughness by numerous and appropriate problems, he has, at the same time, rendered the pupil's advancement easy and certain by the many explanations and illustrations introduced.

The great majority of the problems and exercises are new,—being now published for the first time, but there are

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