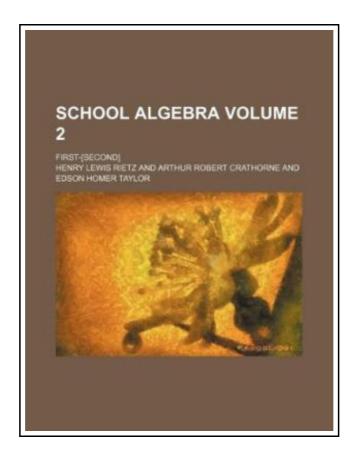
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Rarebooksclub.com, United States, 2012. Paperback. Book Condition: New. 246 x 189 mm. Language: English. Brand New Book ***** Print on Demand *****. This historic book may have numerous typos and missing text. Purchasers can download a free scanned copy of the original book (without typos) from the publisher. Not indexed. Not illustrated. 1915 Excerpt: .numbers called positive integers. With these numbers the pupil is able to add and to multiply two numbers together and to subtract a smaller from a larger. He understands the answer, for it is always a positive integer. But division cannot always be performed if we have only positive integers; for example, the division of 4 by 3 is set aside as impossible. A student knowing only the positive integers might learn to solve equations of some kinds. For example, the equations 4-x = 0, 3x-6 = 0, would give no difficulty, but the solution of the equation 2x-5 = 0 would be declared impossible, for the student knows no numbers which will satisfy the equation. He might call the result imaginary. With the set of positive integers our elementary mathematics goes little further than counting; even the simple operation of measuring cannot be performed. For this reason early in his school life the number system of the pupil is increased by adding to it the numbers which we call fractions. These new numbers, while having no meaning in counting, have very definite practical applications. Assuming that we know only positive integers and zero, show which of the following exercises are possible of solution. EXERCISES Discuss the results of the following problems: 11. Three boys out hunting shot altogether 21 rabbits. Two of the boys shot an equal number, but the third boy shot 2 more than either. How many rabbits did each shoot? 12. Three...

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