Algebra for Retards

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Abstract

This paper seeks to assist the reader in learning the lowest level of what some might perhaps call "higher mathematics". If one refers to mathematics of any lower level as such, he will be pointed and laughed at. The material here roughly alligns with highschool algebra and then delves into material you'll find in an Algebra I course in some pozzed college or other higher edumacational institution. Prerequisites for this paper are knowing how to add, multiply, and subtract and to have ability with basic division, ie. $9 \div 4$[1]

Most people by their early twenties forget much of what they learned in school. Especially, it seems, when it comes to mathematics. It shouldn't surprise you to hear that state schools perform quite poorly in their **only** job, which is to prepare the Lemmings for life by helping them **know** shit. The typical highschool/comprehensive school is a den of morons which produces morons and severely retards the intellectual development of those who have higher IQs. I'm sure if it weren't for my school I would be on Mars at this moment establishing my Waco II colony. My IQ would be 168 instead of 75 for sure. It's not suboptimal genetics that made me retarded. I could've been a *genius*!

If you're attempting to un-retard yourself, I'm afraid gaining IQ points as an adult is very likely impossible, but even *your* smooth brain is probably capable of absorbing the information in this text. Because I am a benevolant teacher, we will start with some of the prerequisites which you may well have forgotten how to do in your time away from the classroom[2].

*Thanks to Wondrium and James Sellers, Ph.D for teaching this moron how to math. Thanks also to the British Comprehensive school system for being among the worst school systems in the collapsing west.

[1]The answer is 2.25, because $8 \div 4 = 2$ which means $9 \div 4$ leaves a remainder of 1. we divide this 1 by 4 and then add the result (or *quotiant*) to the 2. If you didn't figure that out I'm afraid you may want to get tested.

[2]If learning maths via the scribblings of a dysgenic, schizophrenic moron is prone to make you confused, upset, and a little bit disgusted, I would reccomend a subscription to the very affordable Wondrium website, where you can learn this material from a normal man named James A. Sellers who is neither dysgenic nor Schizo and has an actual degree.

1 Basic Shit

1.1 Order of Ooperations

The OOP is easy to understand: multiplication, then division, then addition, then subtraction. For Example:
$10 \times 2 \div 4 + 5 - 6$
How are we going to solve this? Well, the first step is to look at the equation and then, understanding that operations in parentheses take priority over everything else with the exception of exponents (exponent meaning *"To the power of"* such as the 2 in 4^2), to view it like this:
$(10 \times 2) \div 4 + 5 - 6$
Solving this gives you:
$20 \div 4 + 5 - 6$
We have to divide now that all the multiplication is done. The equation, either on paper or in your head, should look like this:
$(20 \div 4) + 5 - 6$
The operation in the brackets obviously gives us:
$5 + 5 - 6$
Even a baby could solve this now but for the sake of rigour we'll waste some space. The easiest way to finish this is by going left to right (we did that the entire time but that's a coincidence. It won't always go that way):
$(5 + 5) - 6$
$10 - 6$
Easy enough, right? If you're worried about forgetting this or don't really understand it, you can go back to the beginning and try to work out the equation in a different order to see that you'll get a completely different answer. We're also going to go through some more examples so don't worry.

First, some information which you probably already know. OOP *usually* won't matter in simple addition and subtraction equations. You could have finished that equation arse-backwards like this:
$5 + (5 - 6)$
This gives us:
$5 + -1$
When you have a *positive integer* (5) and a *negative integer* (-1) the *operator* (+) is then reversed (more on this later) so the operator here is basically treated like a subtraction. We can rewrite this sum like this:
$5 - 1$
The answer to this is the same as $10 - 6$.
With this in mind, however, I strongly recommend that you strictly follow the order of operations unless you are absolutely certain of the answer to a very simple equation like $5 + 5 - 6$ which you will surely be able to solve without any real thought put into it unless you're brain damaged or extremely sleepy. Do *not* do things out of order even if the answer is the same. You're just making more work for yourself.

Now for some more examples. If you find yourself feeling bamboozled or,

dare I say, felted at any point you should go back to the beginning, read the OOP explanation, and read the first example.
$10 \times 5 \div 2 + 6$
$(10 \times 5) \div 2 + 6$
$50 \div 2 + 6$
$(50 \div 2) + 6$
$25 + 6 = 31$
Easy enough. I'll just change the operators for gits and shiggles.

$10 + 5 \div 2 \times 6$
$10 + 5 \div (2 \times 6)$
$10 + 5 \div 12$
$10 + (5 \div 12)$
How in the name of all that is good and precious do you divide 5 by 12 without just using a calculator? Just use a calculator for now. This is about order of operations, so don't worry about this fuck-shit.
$10 + 4.16(6) = 14.16(6)$
The six in parentheses means it goes on forever from there in a sequence of seven sixes, seven sevens etc. How does that work? I dunno. Brain too smooth.

Now I'll just leave with an equation. It's actually fairly simple (no decimals involved at any point) and I've given you the answer in the footnotes so you can check your answer againt it. If you get it wrong, review this section until you figure out why. This is doable with basic multiplication tables knowledge and with the information given in this section.
$10^2 + 4 \times (4 - 1) - 12 \div 3^3$

That's all for order of operations. I'd reccomend for you to come up with your own equations, the goal being to avoid situations like $5 \div 12$. This will help you smack this stuff into your brain.

1.2 Operating on Fractions

I pray to the good Lord that you fuckos already know what a fraction is. Even *I* didn't have to relearn that. Basically, this: $\frac{1}{2}$ is half. Why is it half? Because the number at the top represents the fraction and the number at the bottom represents the whole and 1 is half the value of 2 because, of course, $2 \div 2 = 1$. If you don't want to be laughed at, you call the fraction a *numerator* and the whole a *denominator*.

[3]The answer is 108. The equation can be simplified into $100 + 12 - 4$. You will know why this is if you study this section thoroughly.