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I have tried to write a book that assists students in discovering calculus—both for its practical power and its surprising beauty. In this edition, as in the first six editions, I aim to convey to the student a sense of the utility of calculus and develop technical competence, but I also strive to give some appreciation for the intrinsic beauty of the subject. Newton undoubtedly experienced a sense of triumph when he made his great discoveries. I want students to share some of that excitement. The emphasis is on understanding concepts. I think that nearly everybody agrees that this should be the primary goal of calculus instruction. In fact, the impetus for the current calculus reform movement came from the Tulane Conference in , which formulated as their first recommendation: Focus on conceptual understanding. I have tried to implement this goal through the Rule of Three: The Rule of Three has been expanded to become the Rule of Four by emphasizing the verbal, or descriptive, point of view as well. In writing the seventh edition my premise has been that it is possible to achieve conceptual understanding and still retain the best traditions of traditional calculus. The book contains elements of reform, but within the context of a traditional curriculum. I have written several other calculus textbooks that might be preferable for some instructors. Most of them also come in single variable and multivariable versions. The printed text includes all end-of-chapter review material. *Early Transcendentals, Seventh Edition*, is similar to the present textbook except that the exponential, logarithmic, and inverse trigonometric functions are covered in the first semester. *Early Transcendentals, Seventh Edition*, in content and coverage except that all end-of-section exercises are available only in Enhanced WebAssign. The relative brevity is achieved through briefer exposition of some topics and putting some features on the website. *Early Transcendentals* resembles *Essential Calculus*, but the exponential, logarithmic, and inverse trigonometric functions are covered in Chapter 3. *Concepts and Contexts, Fourth Edition*, emphasizes conceptual understanding even more strongly than this book. The coverage of topics is not encyclopedic and the material on transcendental functions and on parametric equations is woven throughout the book instead of being treated in separate chapters. *Early Vectors* introduces vectors and vector functions in the first semester and integrates them throughout the book. It is suitable for students taking Engineering and Physics courses concurrently with calculus.

3: Stewart Calculus Textbooks and Online Course Materials

In the Eighth Edition of MULTIVARIABLE CALCULUS, Stewart continues to set the standard for the course while adding carefully revised content. The patient explanations, superb exercises, focus on problem solving, and carefully graded problem sets that have made Stewart's texts best-sellers continue to provide a strong foundation for the Eighth.

Ads Book Preface The changes have resulted from talking with my colleagues and students at the University of Toronto and from reading journals, as well as suggestions from users and reviewers. And the solutions to some of the existing examples have been amplified. The project Controlling Red Blood Cell Loss During Surgery page describes the ANH procedure, in which blood is extracted from the patient before an operation and is replaced by saline solution. The project Planes and Birds: Minimizing Energy page asks how birds can minimize power and energy by flapping their wings versus gliding. In the project The Speedo LZR Racer page it is explained that this suit reduces drag in the water and, as a result, many swimming records were broken. Students are asked why a small decrease in drag can have a big effect on performance. Here are some of my favorites: In addition, there are some good new Problems Plus. See Problems 12–14 on page , Problem 13 on page , Problems 16–17 on page , and Problem 8 on page The most important way to foster conceptual understanding is through the problems that we assign. To that end I have devised various types of problems. Some exercise sets begin with requests to explain the meanings of the basic concepts of the section. See, for instance, the first few exercises in Sections 2. Other exercises test conceptual understanding through graphs or tables see Exercises 2. Another type of exercise uses verbal description to test conceptual understanding see Exercises 2. I particularly value problems that combine and compare graphical, numerical, and algebraic approaches see Exercises 2. Graded Exercise Sets Each exercise set is carefully graded, progressing from basic conceptual exercises and skill-development problems to more challenging problems involving applications and proofs. Real-World Data My assistants and I spent a great deal of time looking in libraries, contacting companies and government agencies, and searching the Internet for interesting real-world data to introduce, motivate, and illustrate the concepts of calculus. As a result, many of the examples and exercises deal with functions defined by such numerical data or graphs. See, for instance, Figure 1 in Section 1. Functions of two variables are illustrated by a table of values of the wind-chill index as a function of air temperature and wind speed Example Partial derivatives are introduced in Section This example is pursued further in connection with linear approximations Example Directional derivatives are introduced in Section Double integrals are used to estimate the average snowfall in Colorado on December 20–21, Example Vector fields are introduced in Section

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Stewart was the author of a best-selling calculus textbook series published by Cengage Learning, including CALCULUS, CALCULUS: EARLY TRANSCENDENTALS, and CALCULUS: CONCEPTS AND CONTEXTS, as well as a series of precalculus texts.

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