introduction of the metric system. Joan Kirkpatrick directed a metric workshop for elementary teachers from July 3 to 5 at Concordia College in Edmonton. The workshop sessions were conducted by the elementary mathematics consultants from Edmonton Public Schools. About 100 teachers, mostly from rural Alberta, attended.

Film Circuits

BETWEEN 1964 AND 1972, FILM circuits provided a major source of members and money, as well as a service to members.

Math 341

Math 341 was a mathematics course at the University of Calgary, developed by Sid Linstedt. The course was originally on videotape for use on TV. At the annual meeting in April 1963, the executive was directed to investigate the possibility of obtaining the "TV series on mathematics." At the 1964 annual meeting, the executive reported that the videos not only were expensive but also could not be enlarged enough to be useful for viewing by a large group.

In September 1964, Allan Gibb proposed that the course be put on 16-mm films and circulated throughout the province to centres where at least 15 people interested in junior and senior high mathematics would meet once a week to study two or three of the films. The executive approved this plan, and Len Pallesen was empowered to put the proposal into effect. Len was a fast and efficient worker: by November, 50 films were ready, and 14 centres were set up to view the films. The plan was for MCATA to break even on the venture, but, in September 1965, the net balance in the film account was over $2,200! The records do not indicate the viewing fee, but it did include MCATA membership.

In the first year of the project, MCATA gained hundreds of members, boosting the membership to a record 501. Needless to say, the executive decided to make the films available for the 1965–66 year. Applications went out to all superintendents and to all secretaries of the ATA locals. Len again coordinated circulation. That year, there were six viewing centres (Edmonton, Calgary, Grande Prairie, Cold Lake, Jasper and Edson), and the balance in the film account in August 1966 was over $2,300.

During 1966–67, three viewing centres were organized. Marshall Bye became film coordinator, and a committee was set up to view the films and break them into smaller sets so that teachers would not be tied down to a long series. However, there was little interest in viewing the films in 1967–68, and the executive meeting minutes of April 1968 were the last to mention the Math 341 films.

AD 300s

Mathematics is a cornerstone to advancement of the Mayan culture.

c. AD 600

Hindus invent the zero symbol. Hindu-Arabic numeral system considered the greatest because of the principle of place value and the use of zero.

Films in Mathematics for Elementary Teachers

In October 1966, the executive approved the lease-purchase of the NCTM Elementary Film series, to be set up on a circuit similar to the Math 341 circuit. The films were paid for over three years. The series was "designed to provide inservice education for elementary teachers to assist them in coping successfully with the 'new math' programs." The films were 16-mm sound and color, with running times from 21 to 30 minutes. The 10 titles were

1. *Beginning Number Concepts*
2. *Development of Our Decimal Numeration System*
3. *Addition and Its Properties*
4. *Multiplication and Its Properties*
5. *Subtraction*
6. *Division*
7. *Addition and Subtraction Algorithms*
8. *Multiplication Algorithms and the Distributive Property*
9. *Division Algorithms*
10. *The Whole Number System— Key Ideas*

The 224-page text correlated with the films was available for purchase. Joan Kirkpatrick was appointed elementary film coordinator; the viewing fee was set at $5 for members, $10 for nonmembers (which included membership). Two films were viewed together, once a week for five weeks. In the first year of the project, 31 centres were organized throughout the province; 663 teachers (500 new MCATA members) viewed the films, and 603 bought the textbook. The Council netted $4,500. In a report on the film project at the 1967 annual meeting, it was noted that "a substantial

profit was realized, although the film circuit had been intended only as a service to members. The money has helped finance publications and the annual conference."

The minutes of the February 4, 1967, executive meeting included the report that some dissatisfaction had been expressed regarding the requirement that viewers be or become MCATA members, but the executive stuck to its guns on that decision, considering "the massive organization required in setting up the circuit, making transportation arrangements between centres, and ordering and mailing out the textbooks" as a service to members.

Howie Riggs was named elementary film coordinator for 1967–68. Following more reports of dissatisfaction regarding the viewing fees, the executive decided after lengthy discussion that, for this year, the fees would be $50 per centre, plus $1 for members and $3 for nonmembers. Thirteen viewing centres were organized, and the annual profit was over $2,500.

The next year (1968–69), the executive decided that the films should be distributed again as a service to all teachers, and Lynn Fossum became the coordinator. The fee was changed to a flat rate of $100 per centre, with each centre arranging and paying for shipping to the next centre. Seven centres were established; in Edmonton, the films were shown at four places, primarily to interested parents. It was also decided that the films would be loaned free to the universities in Alberta, and the films were used at the University of Calgary and the Northern Alberta Institute of Technology. The profit for that year was $662, and 593 textbooks were sold.

Under Lynn Fossum's direction, the films were on circuit in 1969–70 to nine centres. The profit was $970.

In 1970–71, Keith Jorgensen was film coordinator, and the annual profit was $300. For the next year, the viewing fee was reduced to $50 per centre, and six centres were organized.

In 1972–73, the executive decided that the films should be sold and hoped to get $500. There were no responses to this offer from anywhere in Alberta, so letters were sent to math councils in British Columbia, Saskatchewan and Manitoba. If a sale did not materialize, the films were to be offered free for use by any interested group in Alberta. The minutes of the January 1974 executive meeting contained the announcement: "MCATA will receive $350 from the sale of the films to the University of Alberta." So this chapter of MCATA service to members came to an end after six years of the films being shown around the province to several hundred elementary teachers and to parents and making several hundred dollars of profit for the Council.

Mathematics for Tomorrow

In October 1966, at the same time as the elementary films were purchased, the executive decided to purchase another NCTM film, *Mathematics for Tomorrow*, at a cost of $135. Howard Larson was in charge of the project. The film was made available to superintendents, with the recommendation that they encourage their boards to purchase the film.

Several superintendents booked the film, at a cost of $10 per week or $5 for a single viewing. The film was also used the following year, so that by 1969 most superintendents had viewed it. There is no record of what became of the film.

Undoubtedly because of the success of the film circuits in terms of service, new members and profit, the executive had committees looking for other films during the early 1970s. However, none was deemed suitable, and other forms of service to members have been focused on since.

AD 886

Alfred the Great introduces 24-hour-day measurement.

c. AD 1000

Sine theorem attributed to Muslim mathematician Abu al-Wafa.

c. AD 1100

Hindu-Arabic numeral system spreads to Europe.

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YOU'RE LUCKY, DO YOU KNOW THAT, BIRD? YOU'RE LUCKY BECAUSE YOU DON'T HAVE TO STUDY MATH!

YOU DON'T HAVE TO KNOW ABOUT RATIONALIZING THE DENOMINATOR AND DUMB THINGS LIKE THAT

YOU'RE REALLY LUCKY

$$\frac{7\sqrt{2}}{\sqrt{6}} \cdot \frac{\sqrt{6}}{\sqrt{6}} = \frac{7\sqrt{2\cdot2\cdot3}}{6} = \frac{7}{3}\sqrt{3}$$