

Olson provides ammunition for smaller classes

At last an educational researcher who has provided us with the information we need.

That was the reaction of learning conditions people after listening to Norm Olson at the Summer Conference.

Consider their comments:

'Indicators of quality give a scientific basis for what many teachers have believed all along and gives ammunition for a case presentation on class size.'

'Teachers need statistical evidence to back up and revitalize their interest in creating suitable learning environment.'

'For the first time, a scientific study which used vast data and complex statistical techniques to justify a way and attitude toward teaching that I have felt intuitively was right.'

'Gives our objectives some "clout."'

Olson has left us with a wealth of information on a great variety of topics including class size, instructional styles and collegiality, that we will cover in subsequent editions of the Newsletter. For the moment it is well to understand the importance of 'Indicators of Quality,' the research developed over a period of seven years to evaluate the internal processes in a classroom.

The research, Norm Olson says, actually covered 30,000 classrooms, representing 12,000 hours of classroom observation by more than 1,000 trained observers, across the

United States in urban, suburban and rural districts. In all likelihood, he says, this systematically gathered, objective data from nearly 30,000 classrooms represents the most extensive survey of American education ever undertaken in one study.

His research shows an almost perfect linear relationship exists between smaller classes and higher quality of education going on in the classroom. Instructional style and class size are the two things that go together to produce quality in school classrooms — not one by itself but the two things working together, teachers and students changing their roles in accordance with different class sizes and different instructional styles that really makes the difference.

'As far as one single variable affecting quality in the school,' Olson says, 'it's the instructional style displayed by the individual teacher in the individual classroom.' He goes on to say that there is a heavy reliance on the least effective styles, and that teachers predominantly display one style or at the very most in the majority of the schools, two or three instructional styles, and these same one, two, three are used time and time again.

Particularly high scoring styles were small group work, individual work, discussion, laboratory work, pupil report, and demonstration. Lowest scoring styles were lecture, question and answer, seat-work, tests and movies.

With two slight exceptions to an otherwise perfect linear relationship smaller classes show significantly higher scores than large classes:

Class Size	Elem. Score	Sec. Score
Under 5	10.61	8.31
5-10	8.34	8.45
11-15	8.34	> 6.25
16-20	> 7.26	> 4.77
21-25	6.45	4.25
26-30	> 4.73	3.93
31-35	4.66	3.51
36 or more	3.13	3.63

There are important break points (>) where a slight change in size makes a relatively large change in quality.

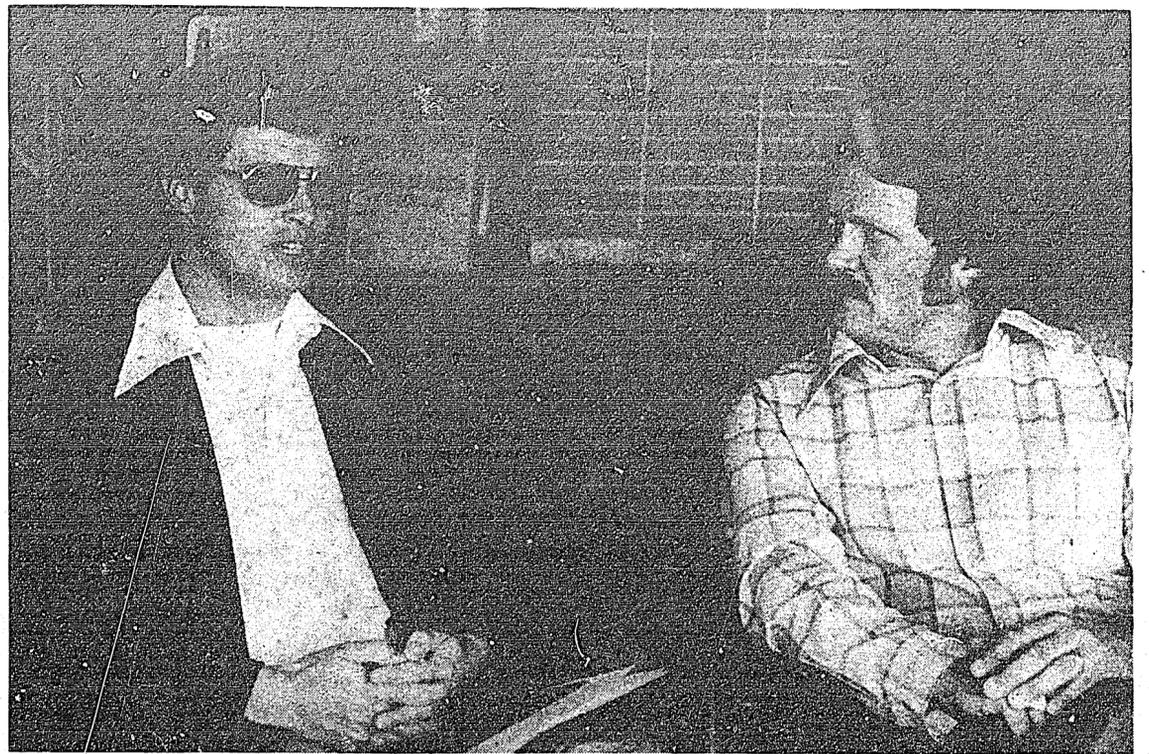
newsletter

BRITISH COLUMBIA TEACHERS' FEDERATION

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Highlight of summer conference was Dr. Norm Olson, left, shown here talking with BCTF President Jim MacFarlan. Olson has provided teachers with solid evidence that small classes relate directly to quality education from research conducted while he was at Columbia University.

MacFarlan calls for an end to 'shameful' learning conditions

BCTF president Jim MacFarlan challenged teachers to tackle what he called 'utterly shameful' learning conditions in some B.C. classrooms.

In a hard-hitting speech at the opening session of the BCTF annual Summer Conference at Naramata, MacFarlan said nearly 85 per cent of teachers surveyed this spring listed learning conditions as the single most important area in which they want the BCTF to take action.

Reducing class sizes, improving school libraries and overcoming some 'major obstacles' in learning conditions will, therefore, be the major thrust for the BCTF during the coming year, MacFarlan told the teachers.

A major reason for teachers' concern, he said, is the pro-

vince's class size situation — the second worst in Canada — 'an utterly shameful record for a rich province.'

MacFarlan said the Executive Committee met during the summer to set priorities and imperatives that they would not have been able to consider prior to the events of a year ago. 'Our aim now has to be the establishment of quality education in every classroom and job satisfaction for every teacher in the province.'

MacFarlan cited statistics from various school districts showing intolerable class sizes, figures he called 'rather staggering.'

In the 1972-73 school year, only 14 per cent of B.C. classes were within the guideline of 25 established by Dr. Olson, and only 1.6 per cent were within the ideal class size of 15.

'For this Federation it is a challenge to bring about change. For the students of this province, it is an absolute necessity to bring about change.'

MacFarlan asked how many teachers could say with certainty that they had standards in their libraries that reached the Levirs Report of 10 years ago. Most libraries, he suggested, failed to meet even 'conservative' standards set in the 1964 report by the former superintendent of schools. But he reminded delegates the Federation has set a September 1974 deadline for meeting those standards.

MacFarlan also called for formation of more staff committees in schools saying the purpose of a staff committee was not to replace a principal but to facilitate educational leadership in a school. 'The staff committee is the embodiment of that democratic

principle that a group decision clearly arrived at through debate is invariably better over a long period of time.'

MacFarlan wants to see local association presidents and local learning conditions chairpersons going into staff rooms this year to help in the formation of staff committees.

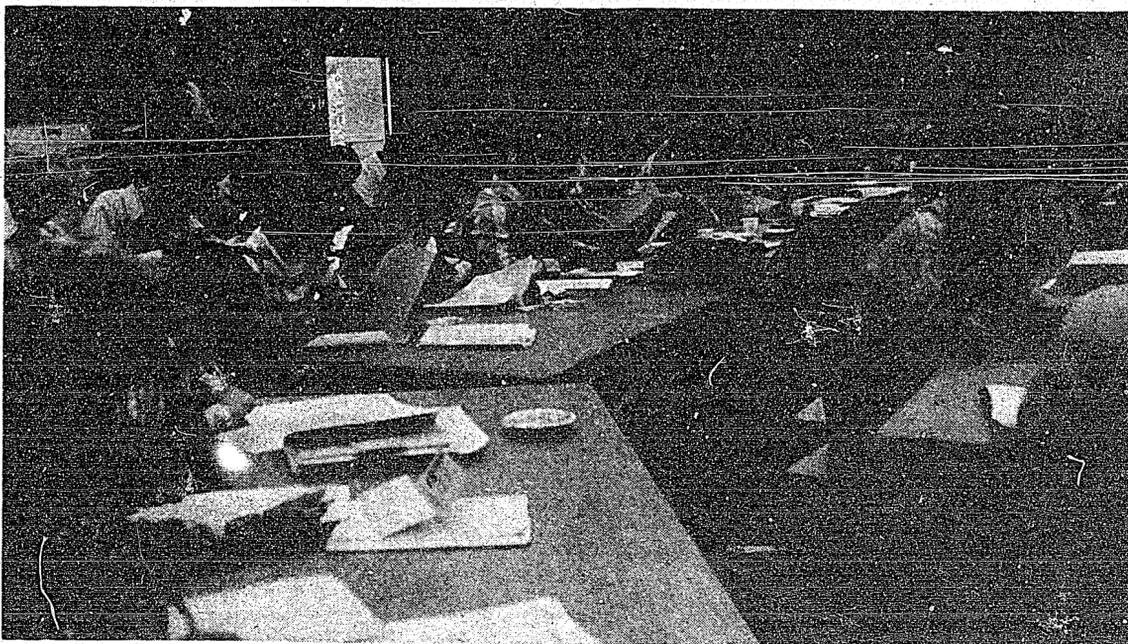
To attain the major priorities of the Federation, MacFarlan said, it will be necessary to overcome some major obstacles. Among these obstacles, he said, are a large number of district superintendents who are 'inordinately conservative' in their educational philosophies.

A few are creative and progressive, but many are 'products of the bureaucracy born in the hierarchy of public education,' he said.

After the election last year, he said, we all thought the villain was dead and that we would march hand in hand forward. But, he said, while there are no villains anymore, there are some who do not share our views on the direction education in this province should take.

MacFarlan cited some reactionary school boards who think it is still the exclusive purview of trustees to deal with matters of learning conditions and who categorically refuse to enter into discussions with us on the decision-making process.

Nor did MacFarlan spare the few teachers and administrators in the profession from criticism. The BCTF, he said, should get from government the right to police its own members. 'Not to get rid of them, but to help them improve. And after that assistance is given, to assist in removing them if necessary.'



Hard at work, this plenary session at Naramata was asked to evaluate the summer conference — out of the 63 people who turned in forms, 61 rated it from good to excellent. 'I am trying to think of some constructive criticism,' one delegate said, 'and to be quite honest, I can't criticize anything.'

The summer conference, organized by Ken Aitchison, rolled smoothly through four days. Special credit goes to the Executive Committee for establishing priorities for BCTF activities this year and to the Okanagan Valley Teachers' Association, for being excellent hosts.

Time to get tough about class sizes

—Jim MacFarlan, BCTF president

I think that we begin each year with optimism. That's because we like kids and have faith in them. We know that teaching is a satisfying job. We know the problems in education are not the students — they are societal, and parental, and financial, and administrative, and governmental. We retain our optimism because solutions to these problems can be found.

It was that optimistic feeling that a better break for education was coming which sustained us in the bleak days of Social Credit. But 24,000 of us can't strive for excellence fed only by our own optimism and by political promises. The reality of education in fact has to change.

Elsewhere in this edition you will read about the renewed emphasis which the Federation is placing on class size. Dr. Norman Olson, who attended the Summer Conference at Naramata, has shown us that there is conclusive proof that quality education bears a direct relationship to the size of classes.

Let me make our position very clear. The 1973 AGM set new figures for maximum class size. We ask every school board and every superintendent to join with us in ensuring that no class exceeds these size limits. It is the intention of the Provincial Learning Conditions Committee, with the unanimous support of the Executive Committee, to be very firm in carrying out AGM policy. It is a major priority of the organization for 1973-74.

This is also a year in which to persuade local boards and the provincial government to ensure that the totally inadequate library standard called for in Levirs report of 1964 are met by September 1974!

In a year when profits have reached all-time highs, when provincial government bank accounts are bursting and the overall economy is super buoyant we cannot and we will not accept any arguments that smaller classes, adequate libraries, and special education costs more than society can afford.

During the past month your Executive Committee has had seven days of meetings and participated in the four-day Summer Conference for local presidents. From these meetings two rather important statements have evolved. Both of these were adopted at our last meeting on August 19, 22, 23 and 24. The first is a simple, some will say incomplete, statement of what we believe should be the aim of public education.

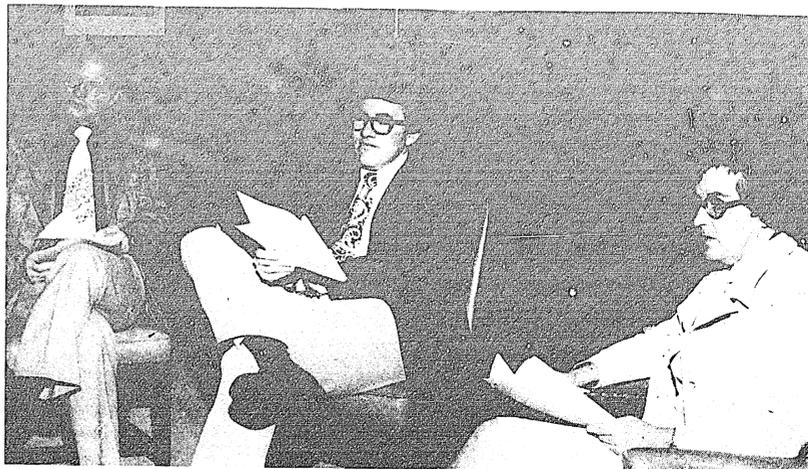
The second lists nine goals for the Federation and summarizes our responsibility to our students, to our members and to society.

During the course of the coming year it is my hope that all of our programs and activities will be consonant with these goals.

I hope that during the next 10 months we will evoke very significant progress in many areas including reporting and supervision practices, organization of staff committees, Indian education, the status of women in education, learning and working conditions, income security and salaries.

In your busy workdays during the opening weeks perhaps you will give a moment or two to consider what you can do to further the work of the Federation. Just in case you need a suggestion or two why not think about these: — help organize a staff committee — volunteer to work on a local association committee — become a staff representative to your local or simply — attend every local association general meeting.

Remember that as a collective group the BCTF, your local association and even your staff of 5 or 50 can help to remove these educational and social roadblocks that prevent us from giving every individual child the finest quality education which he or she deserves.



BCTF General Secretary, Bob Buzza, left, Jack Fleming, Department of Education, and Eileen Dailly, Education Minister during presentation of the brief.

Brief to government

Extend scope of bargaining to all conditions of work

Officials of the B.C. Teachers' Federation met in August with the Minister of Education, Eileen Dailly, to discuss problems in education needing the Minister's attention.

Attending the meeting with the Minister were Executive members Jim MacFarlan, Bill Broadley and Don Walmsley along with members of the BCTF staff, Bob Buzza, Stan Evans and Jurd Kirby.

"We were very well received," president Jim MacFarlan says. "The Minister noted several matters would require government decision and some other matters would require decision by department officials."

The brief calls for extending the scope of bargaining, now limited to salaries and bonuses, to include all terms and conditions of employment, such as transfer, promotion, grievance procedures, and an area stressed heavily by teachers, learning conditions.

"At present, teachers are not allowed to participate actively in several critical areas. Under present legislation teachers and trustees spend more time and effort arguing over who has a right to make decisions about learning conditions and working conditions than they do in discussing what good conditions are and how they can be achieved. We believe that some legislative changes are needed."

Lack of negotiating procedures in learning conditions, says the brief, has led to frustration and disillusionment at the way some school boards have handled matters affecting the teaching job.

Present time limits and procedures, including compulsory arbitration should be retained for the normal collective bargaining over salaries. However, the brief, following decision of the AGM, last April, asked for the legal right to withdraw services in cases where school boards or governments unilaterally alter conditions of employment or fail to correct intolerable conditions of employment.

"Effective learning is unlikely to take place when classes are too large for teachers to be aware of the individual needs of the children," says the brief. "We earnestly solicit the support of the government in establishing for the guidance of school districts minimum and desirable criteria for the learning environment."

The brief also calls for the restoration of automatic membership in the BCTF, a provision removed from the Public Schools Act by the Social Credit government in 1971, when the BCTF was opposing that government's education policies.

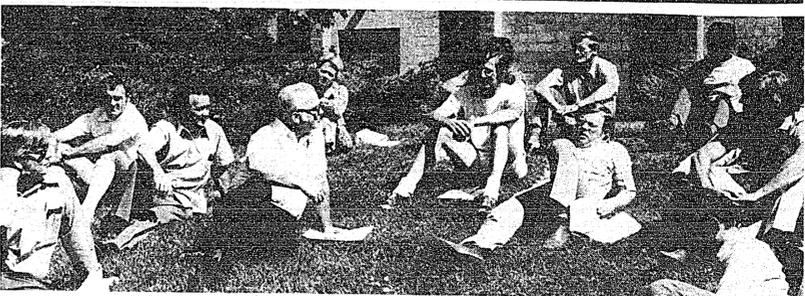
Teachers at the BCTF's Annual General Meeting last April voted overwhelmingly to seek the return of automatic membership for all teachers in the public school system.

Other items discussed in the brief included changing a request for additional sick leave days from one and a half to two days per month, changes in probation of teachers, in reporting on teachers, and in teacher appointments.

The delegation requested a future meeting to consider the need for a curriculum development system for British Columbia schools.



President Jim MacFarlan, left, and Don Walmsley, Executive Committee, during presentation of the brief.



The task force on liaison with labor along with representatives from labor met local presidents at Naramata.



—Ralph Sundby

Staff committees

Teachers should be involved in decisions affecting them

The concept of collegial decision-making has gradually gained general acceptance by the educators of the province.

For some time the BCTF has had policies encouraging the

establishment of staff committees.

The B.C. Principals' and Vice-Principals' Association has come out in support of collegial decision-making. In a

letter to the Provincial Learning Conditions Committee this year, Greg Dickson, BCPVPA President, said, "We believe that those people most affected by a decision should be involved in making that decision."

The statement conveys one of the main reasons the concept of staff committees is being pursued. It seems natural that group decisions will also be sounder than individual decisions since they are based on a broader spectrum of information and points of view. Having participated in a decision, members of a group are more likely to carry out that decision.

Don Jorgenson in 1968 said that if boards are successful in attracting creative, questioning, imaginative teachers then they must accept the natural by-product, namely a greater desire for involvement in decision-making.

In exhorting teachers to 'lose their apathy, become competent in face-to-face confrontation with peers in presenting recommendations and, equally important, in helping fulfill them,' Jorgenson asked, 'Can any teacher honestly say that he is a professional unless he has a direct say in the operation of his own school?'

If your school has a staff committee or other functioning vehicle for collegial decision-making (not just consultation) please send a description of how it operates to the provincial LC Committee. Perhaps it can serve as a model for others who are trying to operate their school democratically.

Olson says:

BC's class sizes 'pathetic'

Marian Bruce, reprint Vancouver Sun

NARAMATA — To U.S. educator Dr. Martin Olson, the size of B.C.'s school classes is "pathetic — simply pathetic."

And B.C. teachers, he says, are being "most reasonable" in insisting on a ceiling of 36 pupils a class for the next school term.

But Olson, who is acting as a consultant on educational quality here this week at a summer conference of the B.C. Teachers' Federation, has a much lower figure in mind for the ideal classroom.

"If we set our sights on an ideal, 15 would represent that ideal," Olson said in an interview. "Smaller than that and you are losing something, and larger than that you're losing something."

Olson's personal ideal was established as a result of studies of 30,000 U.S. classrooms, in which he participated while with the Institute of Administrative Research at Columbia University.

Olson, now assistant professor of education at Utica College of Syracuse Univer-

sity, said the studies showed a definite correlation between class size and educational quality.

Some BCTF members see the studies as proof of what they have been claiming for years: Large classes equal bad learning conditions.

This year, the Federation has pegged improvements in learning conditions — including class sizes, library facilities and special education — as a major goal.

Teacher's style cited

Olson says class size proved to be the third most significant factor in determining educational quality. But the teacher's classroom style, he says, was the most important factor.

At certain points in the class-size scale there were "huge jumps" in the level of classroom performance.

Secondary students in classes of 15, for instance, showed "vastly different behavior in a positive way" in comparison with those in classes of 16.

To measure classroom quality, researchers used four main yardsticks, divided into 40 "indicators of quality." They were individualization of instruction, relations between people in the classroom, creativity and use of group activity.

Olson's explanation why smaller classes produced better conditions is based on the way teachers operate.

"When class sizes get bigger people start doing more lecturing and taking on for themselves things which kids should be doing," Olson says.

And the lecture method, according to the Columbia study, is the worst teaching method in the classroom.

Olson said another problem with large classes is that the larger the class the more students tend to retreat into the group and the less they participate in discussions.

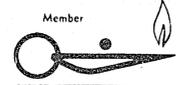
Olson says the best forms of classroom activity include small group work, discussions, laboratory work, pupil reports and demonstrations.

Deadline is November 20.

BRITISH COLUMBIA TEACHERS' FEDERATION
NEWSLETTER

Editor
JOHN HARDY

Member


EDPRESS

105 - 2235 Burrard Street, Vancouver 9, B.C.

Awards available for innovative projects

Members are encouraged to apply to the BCTF Teacher Award Fund before December 31 and the Hilroy Fund before October 31 for assistance to carry out innovative projects.

Both awards are designed to encourage innovative ideas to develop in actual classroom work.

Now released from jail, Yvon Charbonneau, president of Quebec teachers describes the new role teachers played in the Common Front strikes and sets out the tactics the organization, and militants within it, should follow in the future in 'The Politics of Unionism.'

Read it in Community Schools, May-June 1973, a magazine available from 171 College Street, Toronto, 50c per issue or \$5.00 subscription.

Now in its fourth year, the BCTF Teacher Award Fund is interested in projects designed to improve learning conditions for students with a practical application to other teachers' situations. The Fund was established to provide financial assistance for teachers to carry on with a project.

Hilroy Awards, administered by CTF, went to three British Columbia teachers last year: Eric Hampson, Vancouver, Dick Dunlop, North Vancouver, and Marlene Morgan, Burnaby.

There is a one million dollar endowment fund which offers at least one teacher in every province each year grants of \$800 to \$1500.

Further information and application forms are available from Isobel Cull, BCTF office.



Shown here receiving the school library awards are Florence Willson, Supervisor of school libraries, Prince George, and John Church, BCTF staff receiving the award for Vernon.

Vernon, Prince George win library awards

Two B.C. school districts won Canada-wide recognition for their elementary school library programs in June.

Vernon and Prince George have won two Canadian School Library Awards presented annually by the Encyclopaedia Britannica to the school districts making the greatest progress, in terms of their resources, toward providing excellent library services in each of their elementary schools.

Vernon won the Category A award, for school systems that have recently developed plans and made a start on initiating elementary school library service where no or very little service existed before.

Prince George won the Category B award, for systems that have completed the initial development phase, and are extending and upgrading libraries in elementary schools.

Although B.C. swept both awards this year, no school district in the province has ever won top spot before.

Asked to account for this year's win, Jim MacFarlan, president of the B.C. Teachers' Federation, cited three reasons:

• a markedly improved government commitment to education, and more money available to school districts, since the NDP government was elected.

• the influence in all school districts of Personalizing Learning, a 1969 report on school libraries published by the BCTF and the Educational Research Institute of B.C.

• the influence of two demonstration school library projects, financed jointly by the BCTF and the school boards involved. One of the projects is in Harwood Elementary School in Vernon; the other, in Lord Selkirk School in Vancouver.

The purpose of the projects is to demonstrate how good library service contributes to the education of elementary school pupils.

MacFarlan said he was delighted by the awards, and hoped they would encourage other school districts in the province to continue to improve library services for elementary school pupils.

"The awards indicate that once again B.C. is leading the way in education in Canada, and that the development of our young people is again a prime concern."

Home economics teachers host a Canadian convention next July 7-11, 1974 at the Hotel Vancouver where 800 delegates are expected to attend.

Art teachers' conference, 'Art Contact '74,' takes places October 19 and 20, Sheraton Landmark in Vancouver. Contact Sherry Cooper, 388 Francis Road, Richmond.

'Introduction to Educational Administration' can be taken as an independent study — units are sent by mail — through UBC's Centre for Continuing Education. The course, ED 460, is a prerequisite for graduate work.

Killeen elected CTF president

Canadian teachers, meeting in Kensington, Prince Edward Island July 3-6, elected Jim Killeen president of the Canadian Teachers' Federation.

Killeen, a BCTF past president, is well known to B.C. teachers because his term of office saw the beginning of a strenuous campaign with the Socreds over teachers' pensions.

BCTF delegates to CTF annual general meeting were: Jim MacFarlan, Gary Onstad, Rob Wilson, Adam Robertson,

John Powell, Charlie Ovans, and Bob Buzza.

The meeting showed strong solidarity in giving CTF authorization to expand and intensify its programs.

The thrust of activities at the national level for the coming year will center mainly around three program areas: (1) educational development, (2) education finance, and (3) economic welfare.

The work of the Task Force on Quality Indicators in Education, begun last year, will extend into 1973-74. Its goal

is to produce a statement of the consensus of Canadian teacher organizations on the elements of quality in the process of schooling.

Four regional seminars are planned as a means of validating this statement through discussions with teachers, and of examining its implications in the varying regional situations.

The final report of the three-year CTF education finance study project will be in the hands of CTF member organizations this summer.



Some of the BCTF delegation to the CTF annual general meeting are from left to right: John Powell, Robert Wilson, Gary Onstad, and Bill Broadley.

Class size facts needed

The Learning Conditions Committee needs the help of every teacher in the province.

A questionnaire seeking detailed information on class size and other learning conditions is being mailed to schools for completion by September 30. After completion, the questionnaires should be mailed immediately to the local LC chairperson. Violations of the BCTF minimum criteria will be summarized and sent to the LC

zone co-ordinators for compilation.

LC chairperson, Ralph Sundby, hopes the provincial Committee will have a complete B.C. picture by the time it meets on October 26.

As soon as they receive the completed questionnaires, local LC committees will attempt to correct violations through joint action with the teacher(s) and principal concerned.

If this proves unsuccessful, the local committee will undertake a series of steps which may ultimately lead to direct action by the BCTF Executive.

Sundby stressed that members should not expect the BCTF to act without their support.

'Just as an individual can accomplish little without the support of the organization, so

there is little the Federation can do without the commitment of the member,' he said.

'Last year there were over 600 violations,' Sundby continued. 'The majority of these were solved as a result of persuasion by local association officers, co-ordinators and the teachers involved. These people were motivated by the belief that deplorable conditions should not be tolerated.'

A number of reliable indicators of membership feelings leave no doubt that the Federation has overwhelmingly accepted class size and other learning conditions as a very high priority, he said. 'Now that we have firm research support for class sizes in the area of 15, our minimum criteria seem most reasonable.'

Following is a province by province evaluation of gains and losses for teacher organizations for the school year 1972-73 as seen by Russell Mosher, CTF Deputy Secretary General. The report was presented to delegates to the 1973 CTF Annual General Meeting in Kensington, P.E.I. on July 4, 1973.

Ontario

The major teacher cause remains the fight against educational spending ceilings. There can be no doubt of the unifying effect that this purely political action has had on OTF and its affiliates. Angry Ontario teachers are rapidly developing a public and political clout that is beginning to be felt by the politicians.

Nova Scotia

The Nova Scotia teachers have successfully fought spending ceilings.

Alberta

The Alberta Teachers' Association, experiencing a continued deterioration of relations with trustees, seeks to retain local collective bargaining, while the ASTA supports regional bargaining.

Strike action involved some 1,360 teachers and resulted in government imposed compulsory arbitration. A court action ruled that school boards need not collect special emergency reserve fees on behalf of the teacher organization. Perhaps the most significant gain in Alberta was the institution of a new three-year school finance program which removes a large portion of school financing from residential property assessments.

Saskatchewan

The highlight in Saskatchewan was the passing of Bill 80, the Teacher Collective Bargaining Act, which establishes bi-level negotiations — negotiations at the provincial level on salary and related items and, negotiations at the

local level on other conditions of employment.

Manitoba

Good dialogue with the Minister of Education and with the trustees has resulted in sound educational advances in the province and a relatively quiet year on most fronts.

Quebec

Quebec was again the scene of protracted provincial 'non-bargaining' and, finally, an imposed settlement covering the term July 1, 1971 to June 30, 1975. The classification of teachers for salary purposes remains the most trying issue for Quebec teachers.

New Brunswick

New Brunswick teachers were successful in concluding a new provincial collective agreement without resorting to conciliation.

Newfoundland

In Newfoundland collective bargaining legislation for teachers and a new collective agreement were both achieved in the year.

Prince Edward Island

The Prince Edward Island Teachers' Federation last October signed their first collective agreement. Consolidation of 300 school districts into five was also a major achievement in the past year.

Yukon

The major concern of the YTA is impending legislation which might follow the prescription contained in the government's Policy Paper on Education, a policy which would recognize YTA as a bargaining agent under the PSAC, would exclude principals and classify them as management, and would give no professional recognition to the YTA.

Northwest Territories

The NWTAs experienced a genuine vitalizing as the result of registration under the Territories Societies Ordinance.

Aims of the Public School System

The broad prime aim of the public school system should be to foster the growth and development of every individual, to the end that he or she will become and be a self-reliant, self-disciplined, socially productive, participating member of a democratic society.

Goals of the BCTF

1. To help ensure that public schools provide for the continued intellectual, physical, social and emotional growth and development of each individual.
2. To promote the establishment and continued development in every school of sound learning and teaching conditions including the provision of adequate support services.
3. To work toward the integration of social and educational services which contribute to the welfare and development of children.
4. To encourage full public participation in determining the overall objectives of education at provincial, district and school level.
5. To create public awareness of problems in society which hinder pupil growth and development and to stimulate the search for solutions.
6. To promote professional growth of teachers through the continuous development of pre-service, internship and in-service training.
7. To establish a code of ethics and professional conduct, criteria of qualification and criteria and procedures for the assessment of professional competence and to ensure that teachers are effectively subject to the judgment of their peers in these matters, with guarantee of due process.
8. To ensure through the development of democratic processes professional autonomy for teachers and protection from capricious or malicious action, unjust regulations or the abuse of authority.
9. To maintain for teachers a level of status and economic standing appropriate to the responsibilities of the profession.

A phoney request

Do you live north of Nanaimo on Vancouver Island? East of Hope? North, east or west of Cache Creek? If so, this is for you.

In an effort to reduce telephone charges, the BCTF office has installed an Intratel number.

And just what is that, you say?

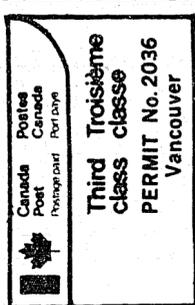
Simply, it's a number that allows a special reverse-charge billing procedure at lower than regular rates.

Effective September 4, 1973, teachers living on Vancouver Island north of Nanaimo, and on the mainland east of Hope, or north, east or west of Cache Creek are asked to dial 731-0474 when calling the office. Teachers in the Fraser Valley, Lower Mainland and Southern Vancouver Island should continue to use the 731-8121 number, station to station, rather than person to person.

Teachers dialing the intratel number (731-0474) need not worry about reversing the charges; the calls will automatically be billed to the BCTF. That arrangement does not apply with the regular (731-8121) number.

Please dial the intratel number directly. The saving is considerable, as shown by the following examples:

		Intratel	Station to Station	Person to Person
Cranbrook to Vancouver	3 min.	1.50	1.90	2.85
	5 min.	2.50	3.10	4.11
	10 min.	5.00	6.31	7.26



IF UNDELIVERED, return to 2235 Burrard St., Vancouver 9.