

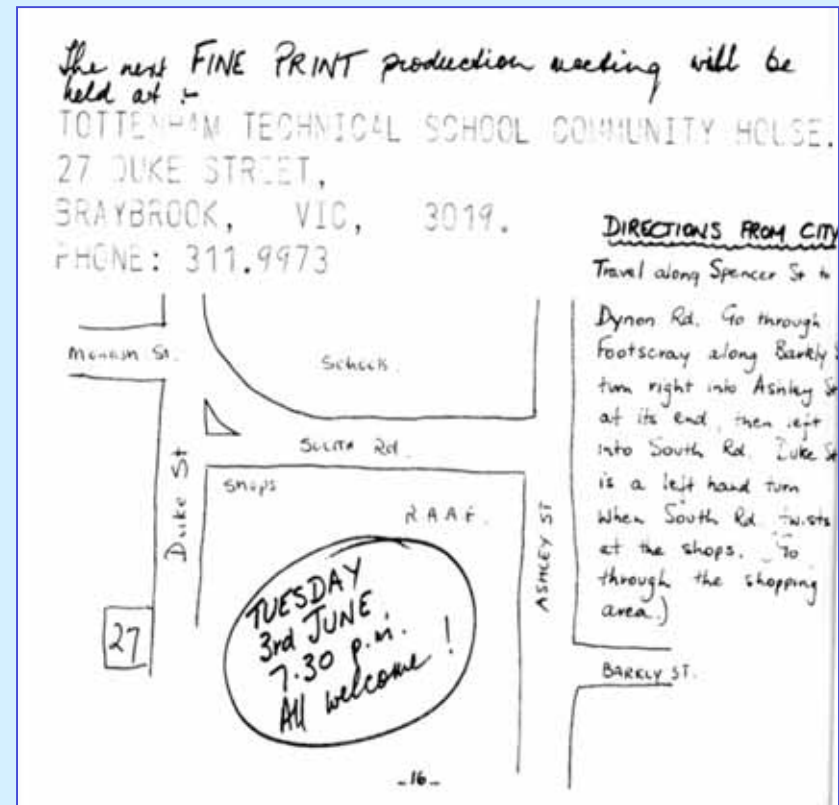
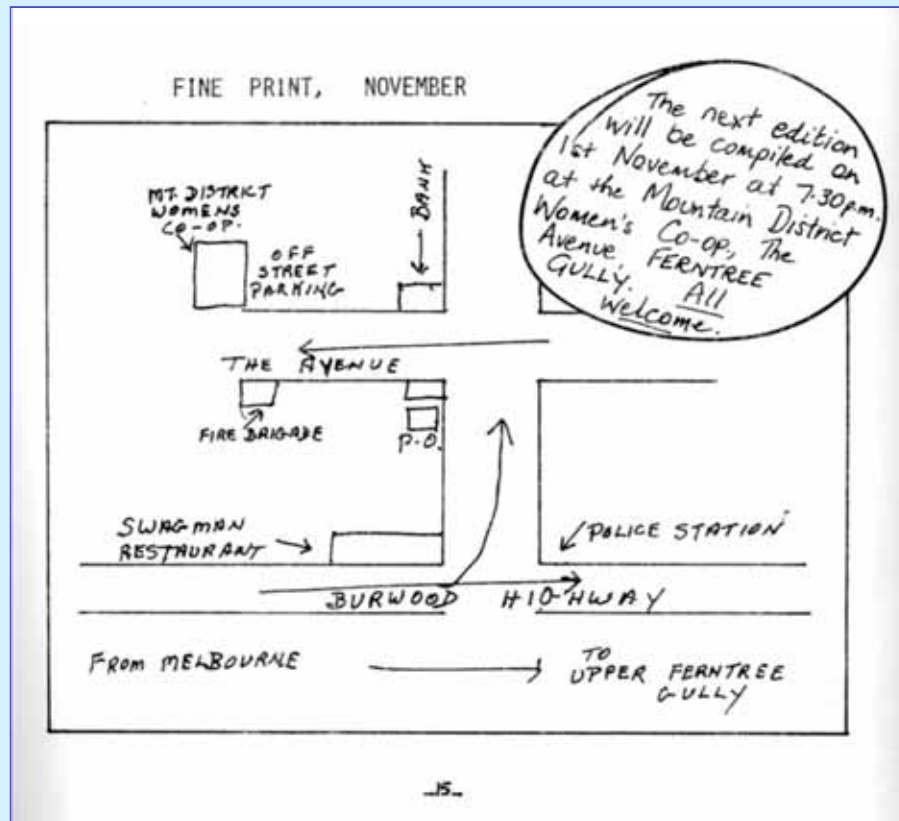
ACAL workshop 1984



A History of VALBEC: from mud-map to mainstream



Fine Print mud-maps



Reading the Fine Print: A Short History of VALBEC

Introduction

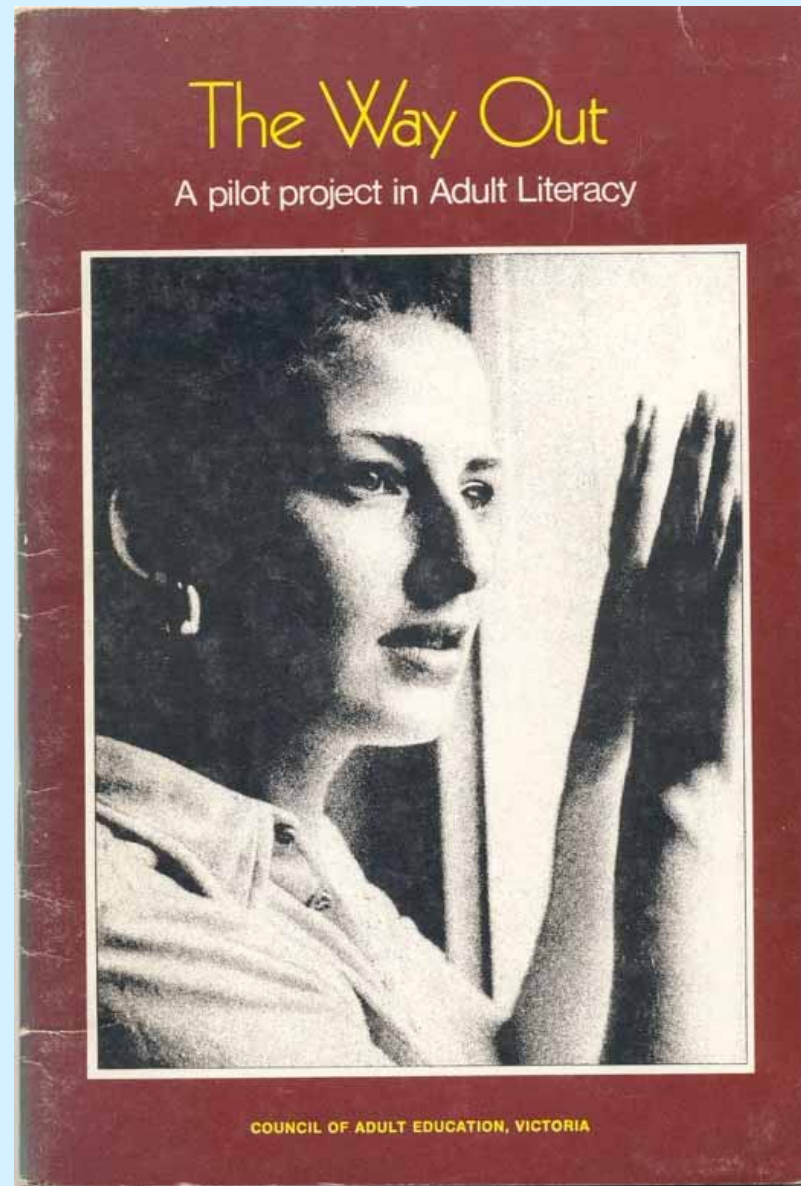
The bootstraps era (1978-93)

Voices and versions of the literacy story (1993-2007)

Poets' Corner

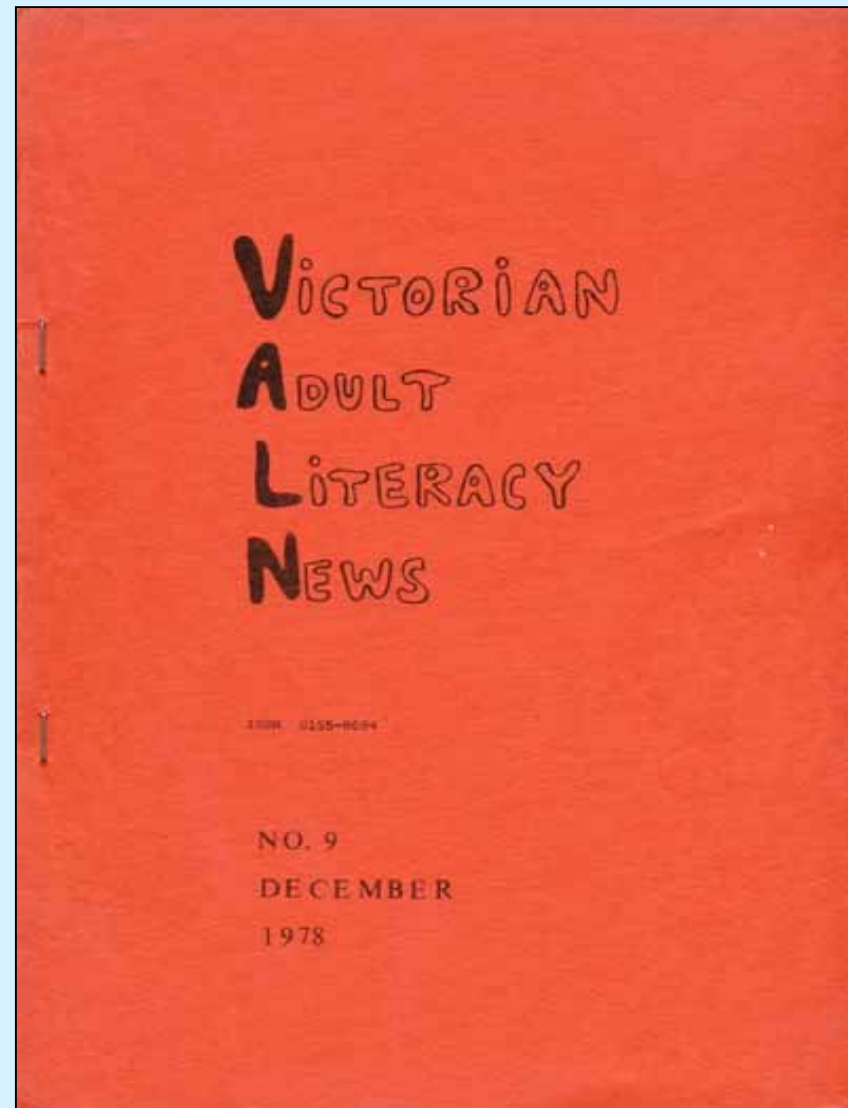
A hundred flowers blooming

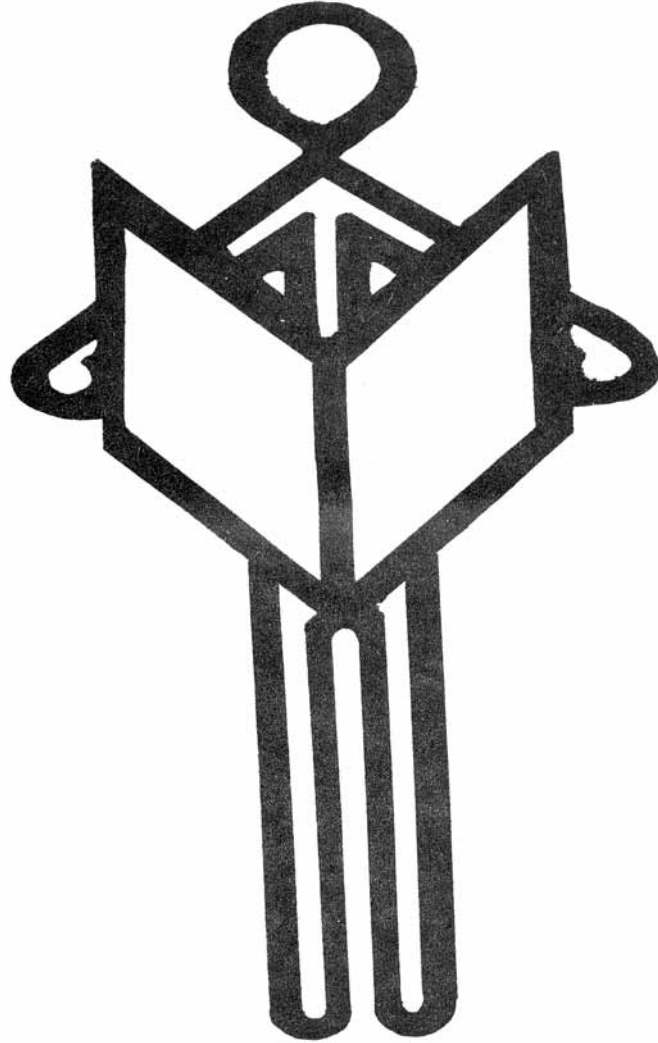
Professional identity



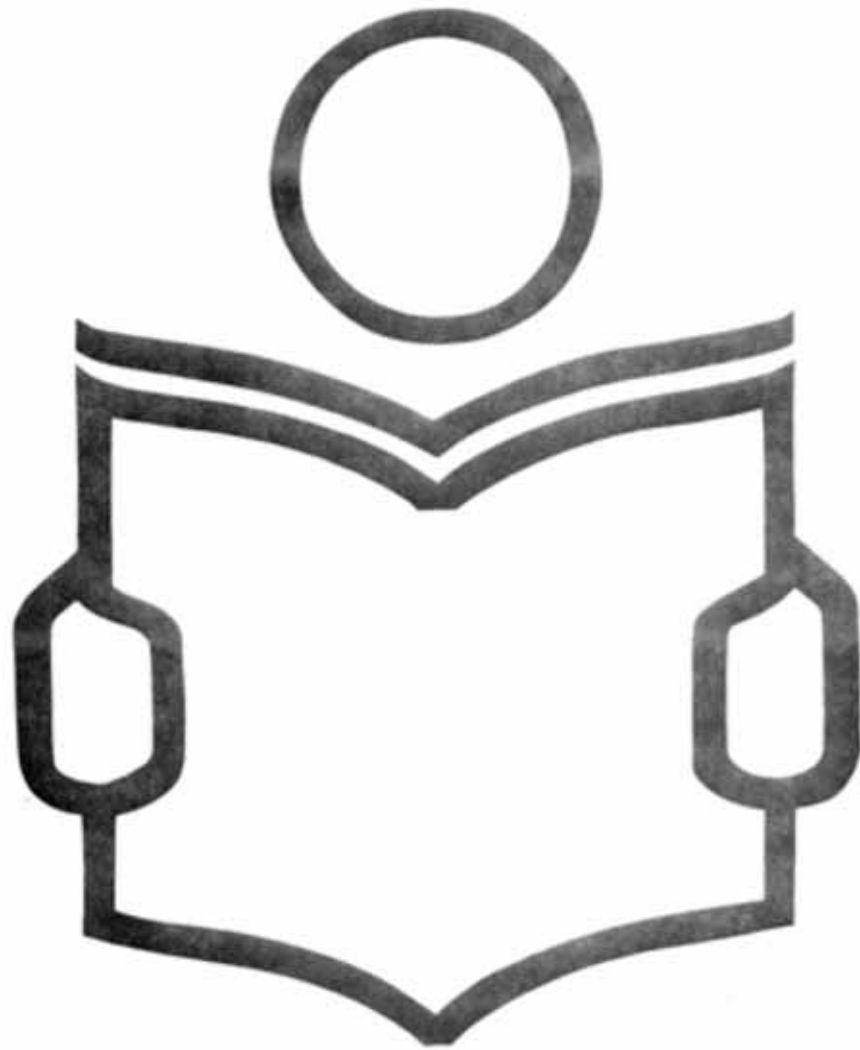
1974

Victorian Adult Literacy News 1978

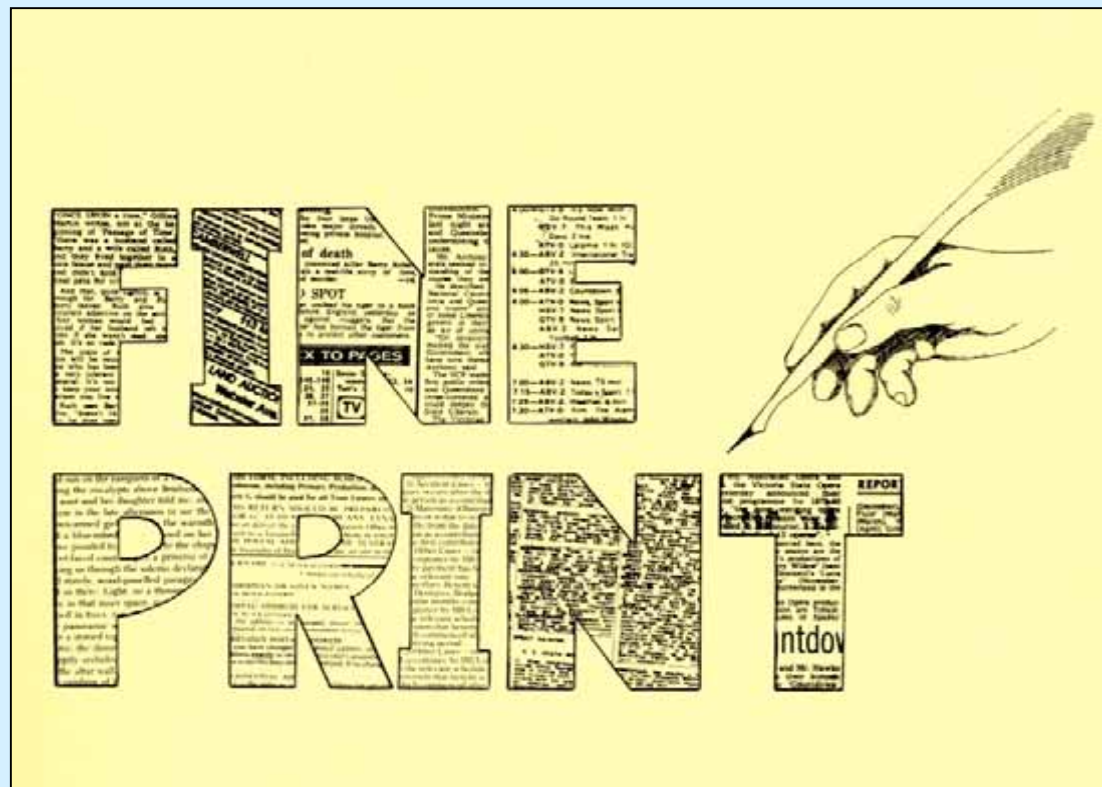




A NATIONAL LOGO



The Bootstraps era (1978-93)



9 August 1978

Inaugural VALC meeting

- Are students involved in decision making about their learning program?
- Are volunteer tutors treated as second class professionals?
- Have we been naïve in expecting the media to look for stories other than those which bash teachers and equate tragedy with illiteracy?
- Has enough evaluation and research been done?

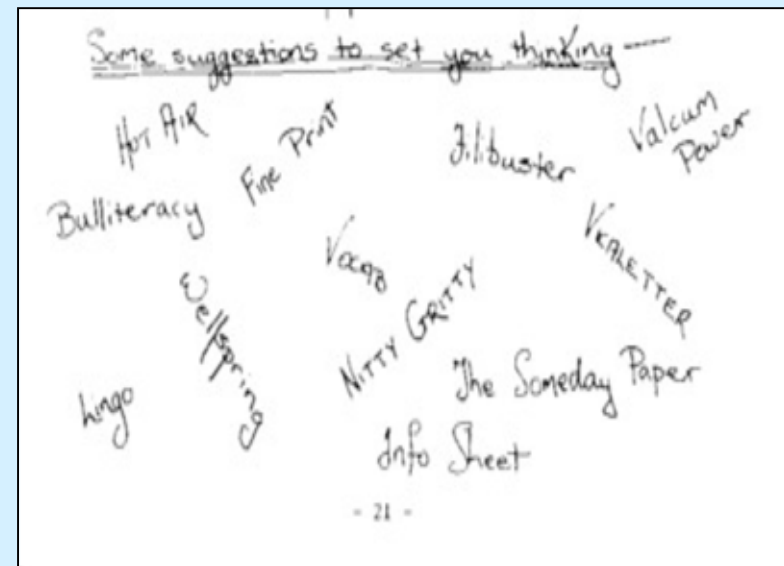
Daryl Evans

What's in a name?

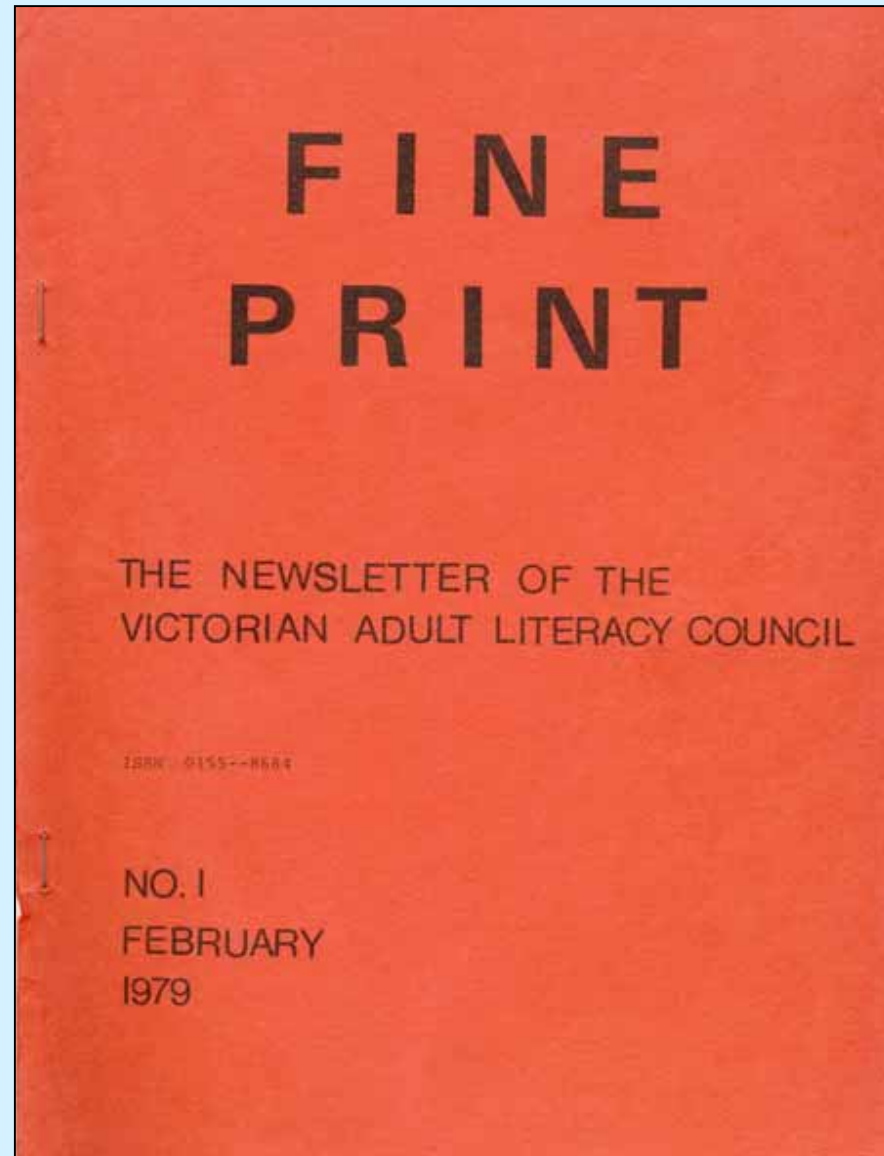
What's in a name?

The Victorian Adult Literacy Council is taking over responsibility for the production of this newsletter. We thought a brighter name, with a little more oomph, ought to be part of the new deal. So what's it to be? What do you think a suitable title would be?

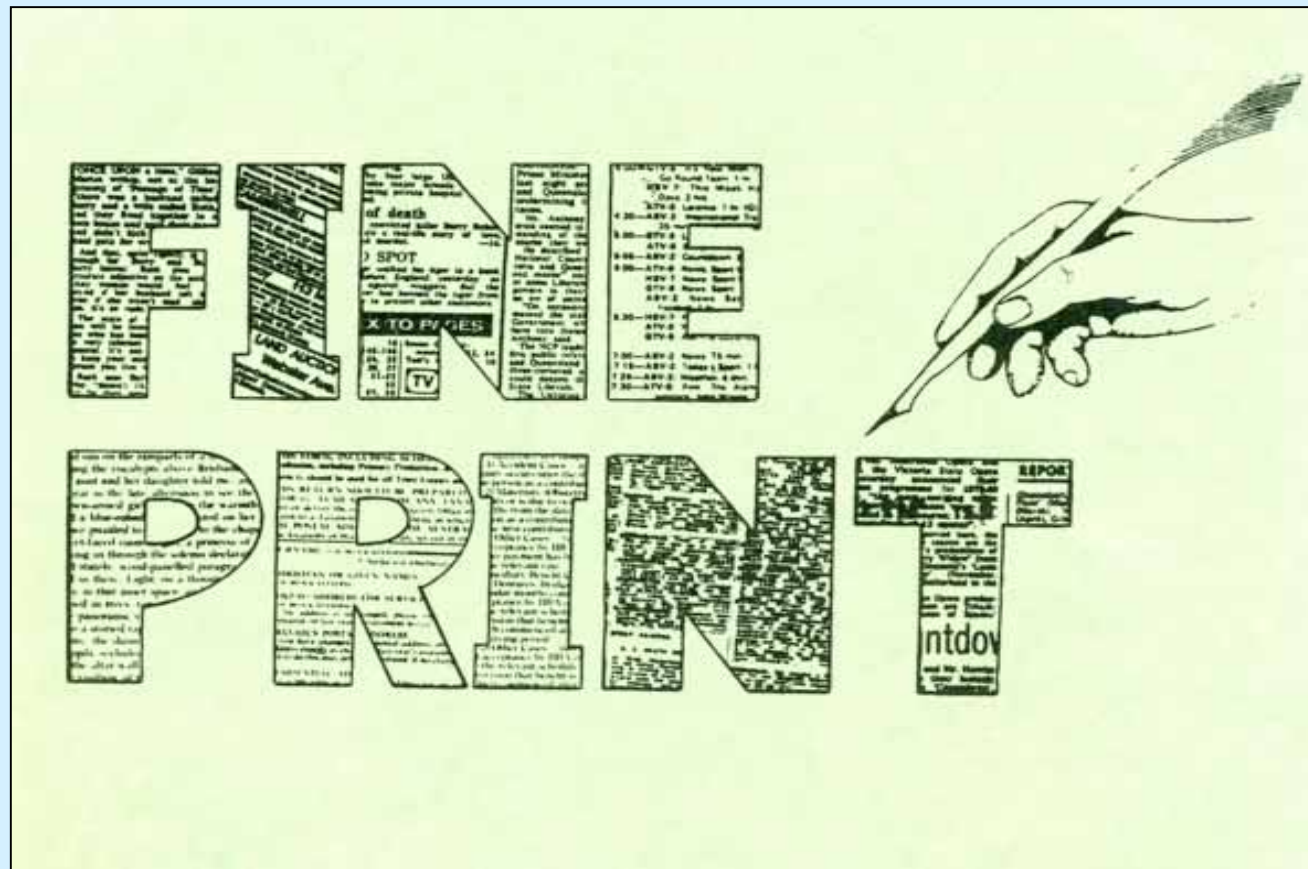
We'd like to know what you think soon so that the name can appear on the first issue for 1979.



First Fine Print February 1979

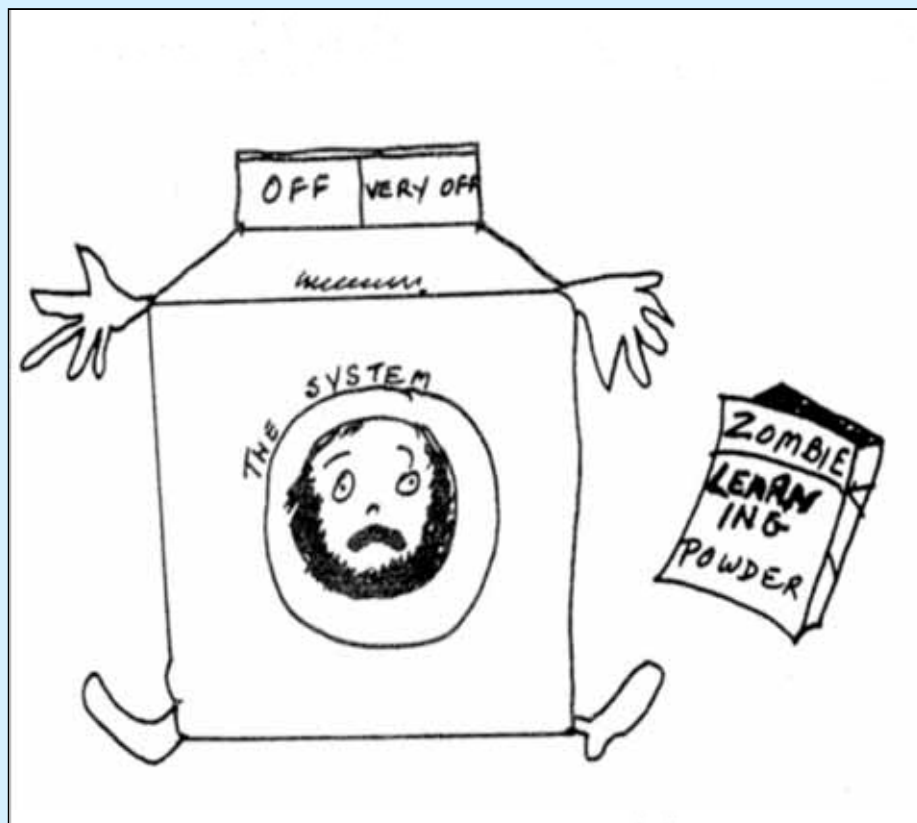


Fine Print logo 1979



Do-it-yourself





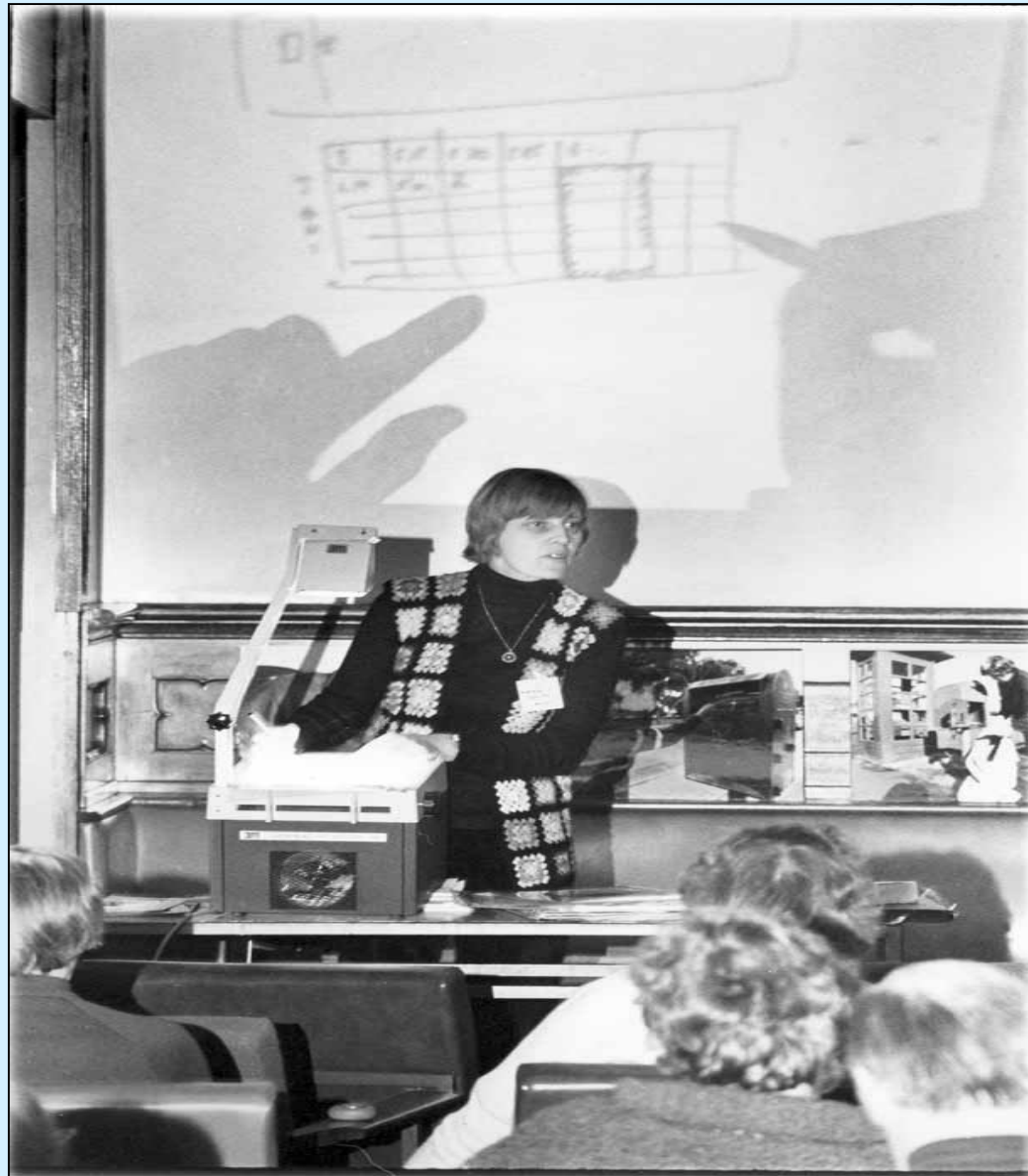


READING METHODS THAT NEVER FAIL..? TRY FICTION!



Not Pam Osmond lecturing at VALC Workshop.

Era of the volunteer



Kath White – ACAL 1978

Dear Tutor

21 ሪገጃጃጃ, 1988.

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ጋራ ጋራ ጋራ ጋራ

(Kathleen White)

Siggy's letter

THE THINGS I LIKE TO DO

I LIKE TO HELP THE COMMUNITY AT GUADALUPE HOUSE BY MILKING GOATS MORNING AND EVENING, AND WORKING IN THE GARDEN DURING THE DAY. THESE TWO THINGS KEEP ME FAIRLY BUSY.

EVERY THURSDAY, I GO SWIMMING WITH THE GROUP. WE GO TO NORM'S HEATED POOL IN NORTH ALBURY. OTHER SPORTS I LIKE ARE CRICKET AND BASE BALL. YOU NEED A LOT OF ENERGY TO PLAY THEM.

I LIKE EATING GOOD FOOD, ESPECIALLY AT BARBEQUES—BARBEQUED STEAK, SAUSAGES AND HAMBURGERS TASTE GOOD. I USED TO GO TO A CHINESE RESTAURANT WITH TONY AND DOUG SOMETIMES. THIS WAS GOOD FUN.

EVERY FRIDAY, SATURDAY, AND SUNDAY WE GO OUT ON BUS RIDES. ON FRIDAY

AFTERNOON IN TO TOWN, AND SATURDAY AND SUNDAY IN TO THE COUNTRY SIDE. SOMETIMES WE TAKE THE BUS TO THE DRIVE IN IF THERE ARE GOOD FILMS ON.

EVERY THURSDAY NIGHT I GO TO THE LIBRARY TO DO READING AND ~~WRITING~~ ^{WAITING} AND I LIKE IT.

WHEN I HAVE SPARE TIME I LIKE WATCHING TELEVISION. HOGAN'S HEROES AND BATTLESTAR GALACTICA ARE MY FAVOURITE SHOWS

SIGGY.

The Language Experience Approach with adults

- A workshop for adult literacy tutors, open to all-comers.
- A limit of 20 on the number who can attend. Therefore fill out the form below & send it off post-haste. We will run a second or even a third workshop for those who miss out.
- To be held on Thurs. April 13th, from 10-00 am to 3-00 pm.
- At the Public Service Training facilities, 128 Exhibition St. - opposite the Southern Cross - Melbourne. Room 103, 1st floor.
- Cost - nil: it will be financed by a TAFE grant.

Leaders: the (dynamic & exciting!) Jenny Noel, Maggie Jaquinto, Helen Gribble.

Program: We guarantee that you will leave with reading material to use with your student(s), + a method you can use with all students. It can form a part of any class. But it is a workshop not a series of lectures.

Bring:

- your cut lunch (essential!)
- scissors (essential)
- optional
 - a portable typewriter, if you have one.
 - any sheets of coloured paper + coloured or plain card you happen to have.

Enrol:

I wish to attend the Language Experience workshop, April 13, 1978.

Name: _____

Address: _____

Phone: _____

Return to: H. Gribble, 256 Flinders St. Melbourne
(Vic. Council of Adult Education) 3000.

Your enrollment will be confirmed by mail.

Victorian Adult Literacy News 1978

Book Making - ACAL 1978



Bookmaking workshop - ACAL 1978



Fine Print 1981

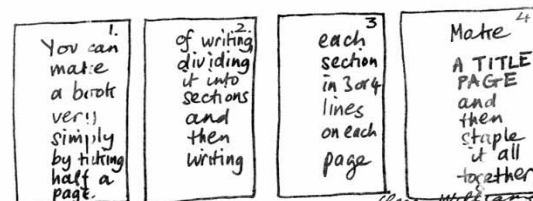
Book Making

When my Washing Machine Broke Down
Divorce Problems
A Freezing Day
Arguments with the Neighbours

These are titles of books made by students in our class at Footscray Womens' Learning House. It is good for making the books. The students either write the stories themselves or dictate them to a 'writer'.

The student has a real sense of achievement, something to show for his work. "Look what I made!" He can also learn new words and spelling by reading his own and others books. Students really like reading about other students' experiences.


There is something special and individual about a home-made book.



TAFE Publications

Fine Print 1988

**Adult
Literacy**

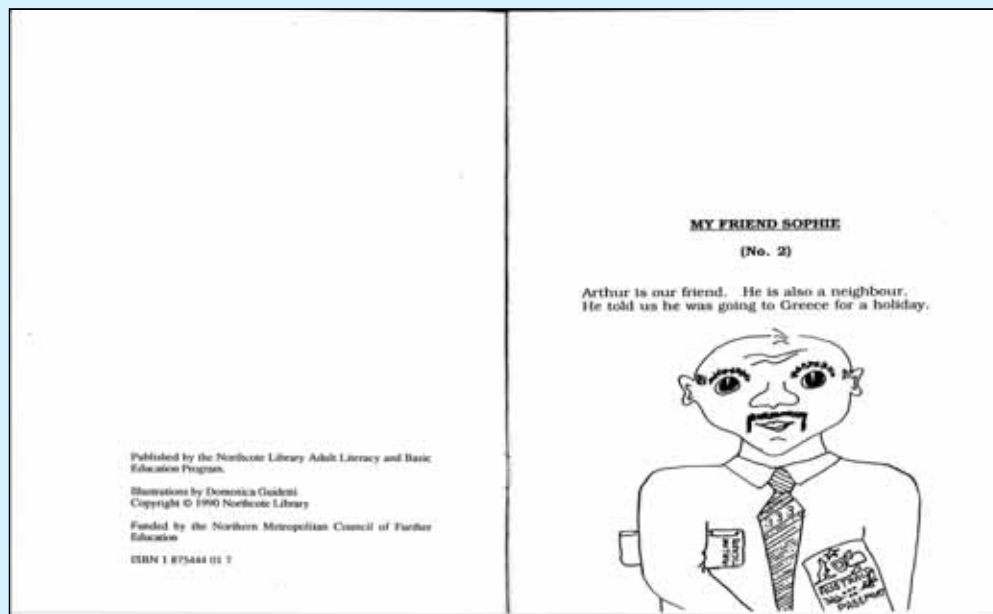


- Cyclone 1927
- Billy Nose-Bag
- Factory Women
- Baked Dinner
- Brisbane 1942
- A Bush Childhood

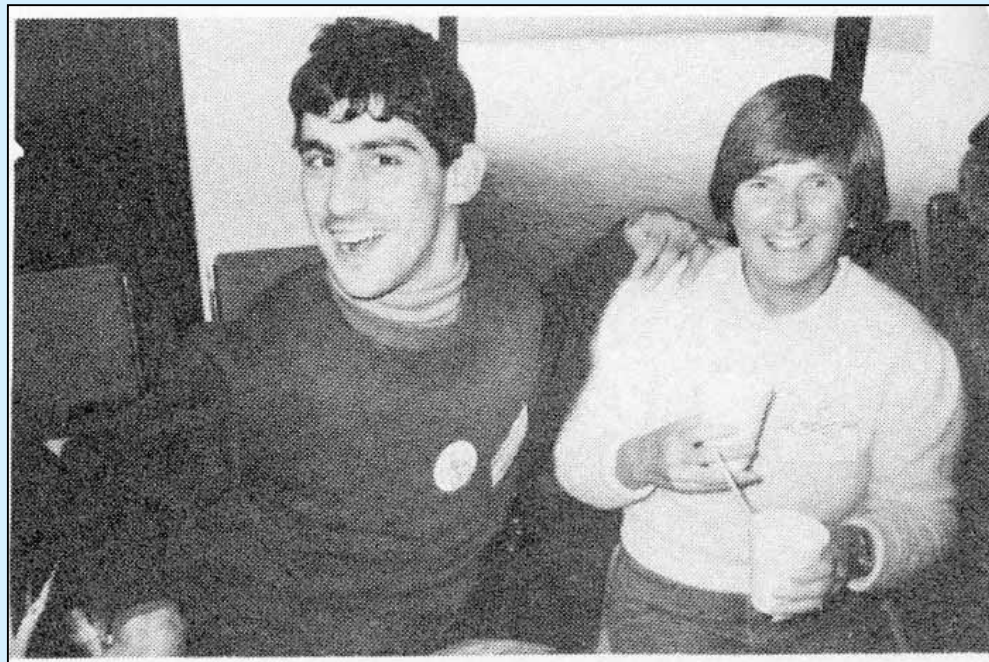
Set 6 books \$15.95
ISBN 0 7306 0077 7 (SET)

My friend Sophie

Northcote Adult and Basic Education Literacy Program 1990



Student voice – Jim Asimakopoulous ACAL 1984



Education Age – 30 October 2006

The joys of just being Jim

Jim Asimakopoulos sees cerebral palsy as a gift. By **Chee Chee Leung.**

FOR the first six months of his life, Jim Asimakopoulos was kept alive by life support. It wasn't until the age of 12 that he learnt to speak.

But you wouldn't know it from the way the 44-year-old expertly handles an audience of teenagers as he discusses life with cerebral palsy.

He wins them over by chatting about football, and draws some cheers with a little self-deprecating humour: "My name is Jim Asimakopoulos. I'm a wog."

It is after this that he shares the serious messages about respect. "Don't use the word mental. I am a person. People with disabilities are people first."

The recent talk at Fawkner Secondary College was one of more than 4000 Mr Asimakopoulos has delivered at Victoria's schools, TAFEs, and community groups as part of the Education Department's abilities and disability awareness program.

He began the program in

than feeling limited by what they can't do."

Several schools have named awards after him, including Wantirna College, which has a "Jim Asimakopoulos Award" for student leadership.

Principal Terry Bennett said Mr Asimakopoulos, who was an assistant football coach for two years, inspired people to recognise their individual strengths.

At Fawkner Secondary, year 10 student Stefanie Bonafede was in tears by the end of Mr Asimakopoulos' talk. "He made me realise that the little problems you have every day aren't as bad as what they seem," she said.

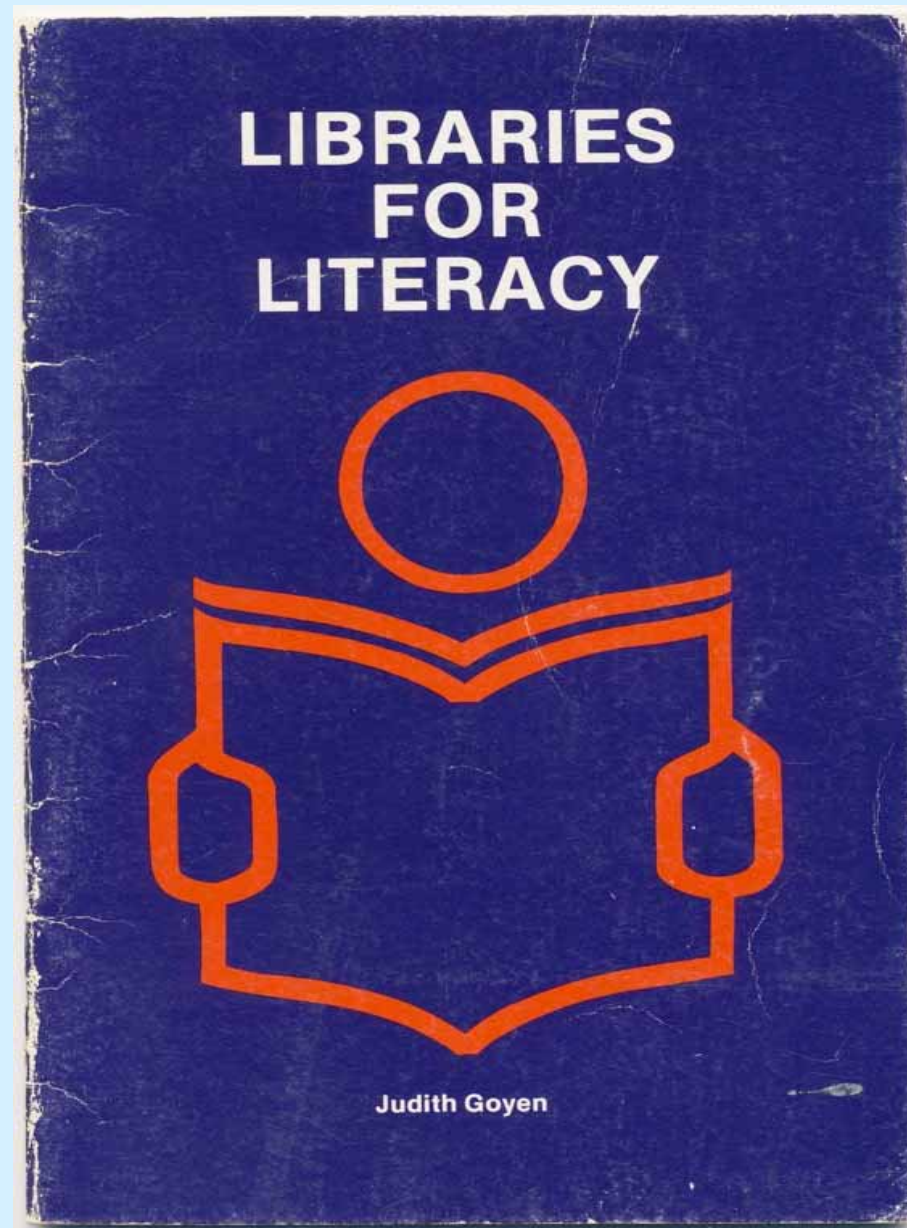
Taber Kirafie, 14, who admitted he had expected the talk to be boring, was inspired to "never give up". "He has goals in life and wants to achieve something and he does it, no matter what. I hope I can be like him."

Mr Asimakopoulos' schedule of five or six visits a week to schools can be hard work,



Jim Asimakopoulos talks to students at Fawkner Secondary College.

PICTURE: RODGER CUMMINGS



1978



Fine Print 1982

Spreading the word 1979



- Many adults cannot make use of literacy tuition provided within migrant education classes, transition courses, apprenticeships, prisons and Education Programs for Unemployed Youth.
- The community-based adult literacy programs described in this leaflet are providing them with the chance to acquire skills which are the right of every citizen.
- If these opportunities are to increase, the Victorian Adult Literacy network needs the support of politicians, educators and the general community.



**Adult Literacy
in Victoria**

An information leaflet about community-based adult literacy, produced by the VICTORIAN ADULT LITERACY COUNCIL. For further information phone 632 0613.



Printed by the
Council of
Adult Education
226 Hinders St.,
Melbourne.
CAE is a major TAFE
provider.

CAN YOU READ THIS? OTHERS CAN'T



**Adult literacy —
a right, not a privilege**

- Many adults have little or no ability to read or write.
- Some are non readers. Imagine their difficulty with even simple things like street names, product brands, safety warnings or travel notices.
- Others, while able to read fairly well, cannot write. Official forms, employment applications, tax returns, even simple letters are impossible for them.

In 1943 the Australian Army Education Service found 4% absolute illiteracy among soldiers.

In 1976 a Sydney study found 3.7% of native English speakers unable to read at a very simple level. 43.3% of the non-British migrant population also failed at the same level. No written task was required or the percentages would have been much higher.

Present estimates are based on these findings.

YOUR QUESTIONS ANSWERED

How many adults in Victoria cannot read or write?

At least 6 people in every 100 cannot function as literate adults . . . they do not read or write as part of their daily lives. It is likely that another 7% of the population has great difficulty in handling required reading and writing tasks.

What effect does this have on their lives?

Opportunities for employment, promotion, friendships, participation in community affairs, enjoyment of leisure and travel are limited. They face constant fear and embarrassment. Lack of confidence and poor self image make self-help almost impossible.

Why didn't they learn at school?

Reasons include: disrupted or missed schooling because of illness or family moves; severe disturbances at home at crucial learning stages; poorly equipped schools; large classes; a generally deprived environment.

Is illiteracy increasing?

The number of children leaving school without sufficient literacy skills is decreasing. But it is clear that some will always need to gain these skills in adult life.

What motivates adults to seek help?

They often seek tuition at key points in their lives . . . becoming a parent . . . getting the chance of a new or better job . . . needing a driving licence. Many want to gain confidence; others to enrich their lives. Some wish to continue learning beyond adult literacy classes.

What sort of people ask for help?

Equal numbers of men and women most of whom speak English as their first language. Ages range from 15 to 75 with the majority between 25 and 45. Included are housewives, small-business owners, truck drivers, real estate agents, cleaners and factory hands. Many are in unskilled jobs, are unemployed or receive a pension.

How many students are there?

About 2000 at any one time. But this is only a tiny proportion of those who could benefit.

How are they placed in programs?

Usually a friend, relative, employer, doctor or some other person tells them help is available and makes the first contact for them. Many are concerned about confidentiality so organisers arrange a private interview to find out the needs of each person.

How is tutoring organised?

Some prefer private tuition arranged with the tutor. Others choose small groups of about 5 at centres like the Council of Adult Education, municipal libraries, colleges.

Who are the tutors?

1500 trained volunteers are actively involved in Victoria. Some part-time or full-time co-ordinators are paid as well as tutors of small groups. These tutors have considerable experience.

How is an adult taught to read?

Teaching is based on the interests, language and experience of the student. For example, the road rules are used for someone wanting a Learner's Permit. Methods used in schools are adapted for use with adults. Tuition is usually given once a week for 2 hours and is usually free. Basic mathematics is included where necessary.

What material is used?

Adults can become disheartened by methods or material designed for children. Consequently, a lot of material has to be produced locally because commercial publishers rarely print anything of interest to adults which is simple enough for use by new readers.

Fine Print 1985

THE GREAT VICTORIAN BIKE RIDE

Between November 30 and December 8 more than 2000 hopeful cyclists are expected to take part in the Great Victorian Bike Ride. The route, over 600 kilometres, goes from Wodonga to Beechworth, Benalla, Shepparton, Echuca, Bendigo, Maryborough, Daylesford, Sunbury and (finally) Melbourne.

What has this do with Literacy and the V.A.L.C.?

Well, a V.A.L.C. member (Max Ennis), is taking part in the ride and is offering to carry messages between literacy groups and individuals. The idea is to stimulate contact between groups and to provide an opportunity to write/read/talk about and to people in other places, about bike riding in general and about the C.V.R.R. in particular.

So, if you'd like to contact a pen friend in any of those places or if you'd like to send greetings (Christmas?), get busy.

Max will collect messages to leave Melbourne from the V.A.L.C. on November 28, and will deliver to and collect from each place along the route on the dates below. (see map)

Any queries can be directed to the V.A.L.C. office or to Max on 818 1907.

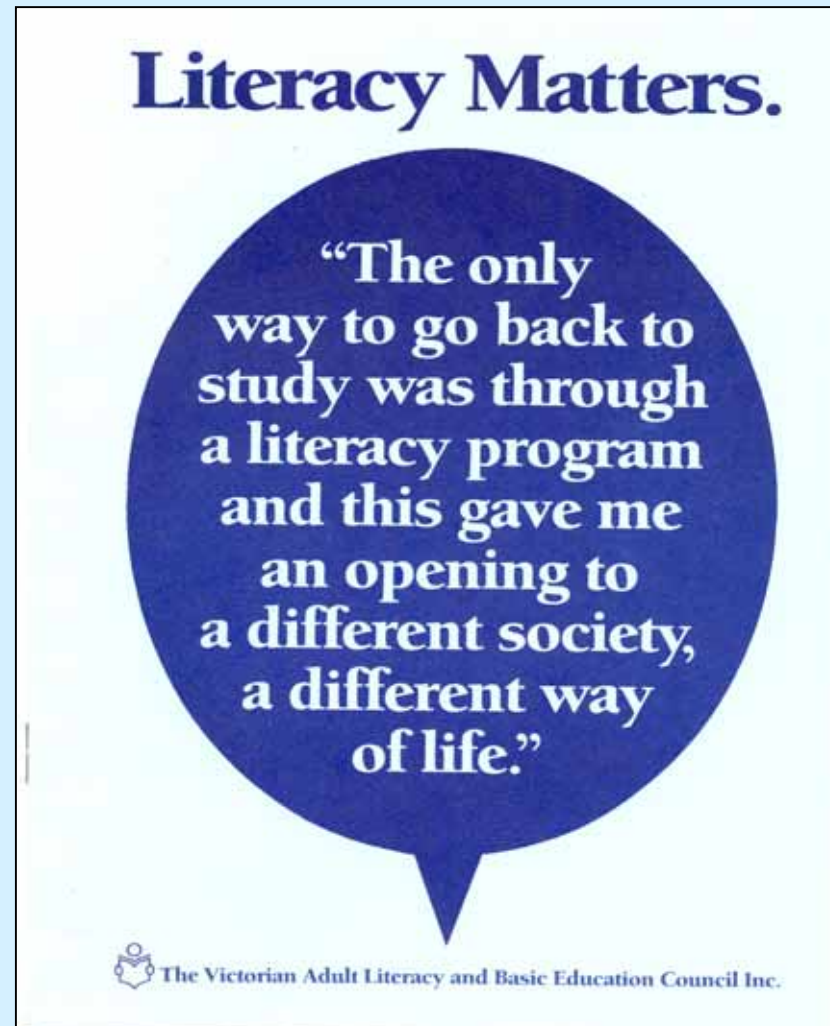


A 600 km cycling adventure

YOU CAN SEND MESSAGES TO PEOPLE IN OTHER TOWNS ON THE ROUTE BY BRINGING THEM TO THE LOCAL CAMPSITE ON THE DATE SHOWN ON THE MAP.

Research

Literacy Matters Conference 1987



VALBEC's lobbying- the case for 1%

"The Age" page 11 8th September 1982

Bringing the illiterates into our world

By GEOFF MASLEN, education editor

THERE'S a bumper sticker put out by the Victorian Teachers' Union which says: "If you can read this, thank a primary teacher."

But what if, like 180,000 adults in Victoria, you cannot read such messages? Who then can you blame — or, more importantly, who can you go to for help?

"It's like being a foreigner in your own country," says Joan, an illiterate 40-year-old. A fellow-student, Harry, a shopkeeper, who for 30 years has kept secret from his wife and employees the fact that he cannot read and write, says: "Being illiterate is like walking through a minefield."

Joan and Harry, and 2500 other Victorians, are learning the basic skills of literacy the rest of us were taught in primary school. But they represent less than 2 per cent of Victoria's illiterates — products of the blackboard fumble and migrants who were never given the chance to become school drop-outs, even in their own language.

Altogether, two-thirds of Australia's one million functional illiterates owe their disability to disrupted or missed schooling, to illness or emotional disturbances at crucial learning stages, to peripatetic parents, to poorly equipped classrooms, large classes, or a generally deprived environment. The rest imported their literacy problems with them from peasant backgrounds in Europe and Asia.

The illiterate, like the poor, have always been with us — although to a much lesser extent today than ever before. But their needs tend to have been overlooked as schools in the 1960s and 1970s coped with ever-expanding numbers. Now there is pressure to help the six in every 100 adults for whom the signpost and the signature, the menu and the written message are incomprehensible.

As part of World Literacy Day today, the Victorian Adult Literacy Council is presenting The Case for 1 Per Cent: a campaign to have 1 per cent of the Technical and Further Education budget spent on coping with adult illiteracy. That sum amounts to about \$1.5 million, or more than \$1 million above that being spent on literacy programmes in Victoria now.

For despite the magnitude of the problem, and the human misery and loss of potential that illiteracy implies, Victoria has a sorry record in helping adults read and write. There are, for instance, only four full-time staff co-ordinating adult literacy programmes across the State. There are 13 teachers in TAFE colleges who give part of their time to adult literacy courses. There are three librarians in public libraries involved.

But there are, fortunately, an army of volunteers who are responding to the need: more than 2000 tutors and 40 voluntary organisers.

According to Ms Helen Gribble, president of the Adult Literacy Council, an extra \$1 million a year would enable an adult literacy officer to be appointed to each TAFE region; the employment of a number of part-time co-ordinators; the establishment of a central resource and information office; funds for training tutors; development of appropriate Australian reading and teaching material; provision for more full-time and half-time opportunities for study for illiterate adults; and some money for research into "this little-known field".

With this sort of extra funding, Ms Gribble estimates that six times as many students — that is 15,000 adults — could be tutored with perhaps 10,000 volunteers mobilised to teach them.

At the same time, Ms Gribble is cautious about "institutionalising" adult literacy programmes. Many of those who have not learnt to read and write associate institutes of learning with failure, she says. The idea is to set up informal learning centres — rather than asking insecure adults to enter inhibiting college buildings where childhood associations painfully recur.

To an extent that is already occurring. Most of the 2000 or so adult students are taught on a one-to-one basis and usually only after a literacy co-ordinator has tried to match teacher with learner according to their sex, or age, or interests.

An ex-navy admiral, for instance, is tutoring a 54-year-old neighbor — a man who has never read a word in his life — by taking him shopping, spelling out the signs and notices, and "showing him the real world".

Most tutors, however, are women — more than 90 per cent — and Ms Gribble hopes that with more money to employ co-ordinators the number of men volunteering as tutors will increase.

Generally, a tutor is expected to devote at least 12 months to the job, while students are told that they should plan on two years of study — usually once a week for two hours, with plenty of homework in between.

There are many adults, Ms Gribble says, who would like to study full-time or part-time but there are no colleges which offer programmes for illiterates on such a basis. The Council of Adult Education, where she is adult literacy co-ordinator, is anxious to help but Victoria needs a rational, co-ordinated, co-operative scheme. The Case For 1 Per Cent has yet to be accepted by the politicians and TAFE educators, but Ms Gribble believes that is only a matter of time.



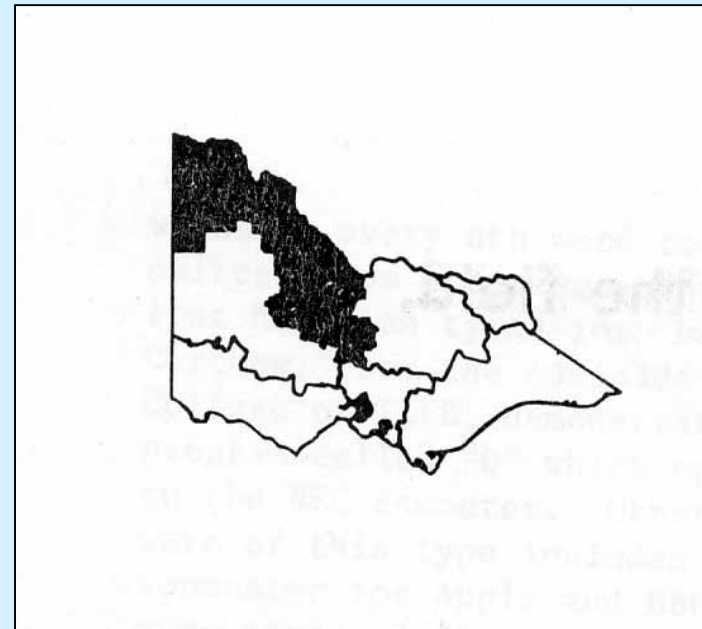
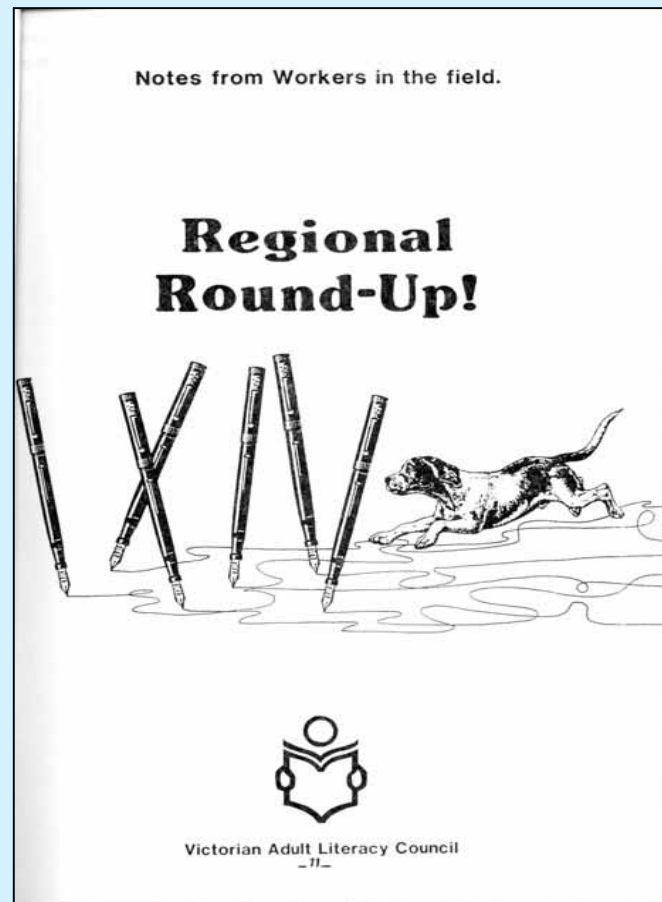
From the Victorian Adult Literacy Council's campaign leaflet.

The Age 8 September
1982

The formation of the bureaucracy Rialto Towers



ACFE Regions 1986



VALBEC's move to Ross House



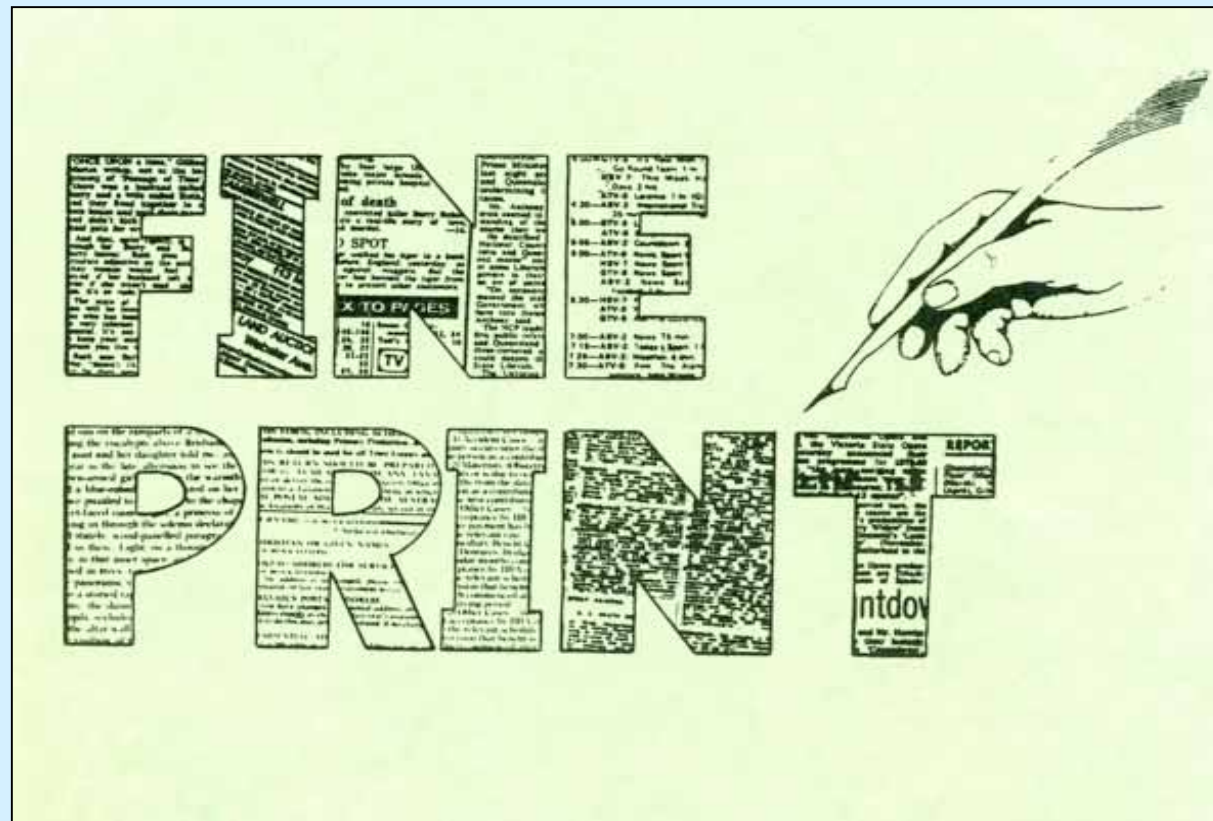
Ross House



HEATHER HAUGHTON 1984

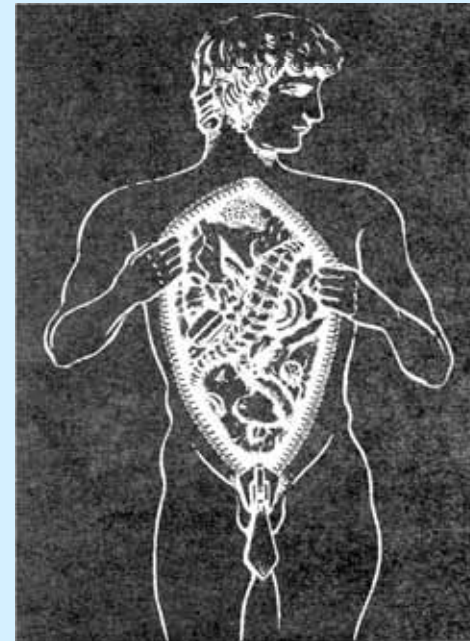


The role of Fine Print



Fine Print Autumn 1994





fine PRINT

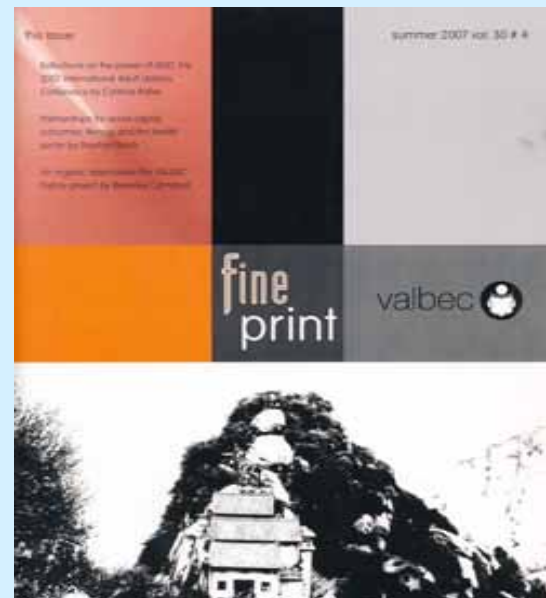
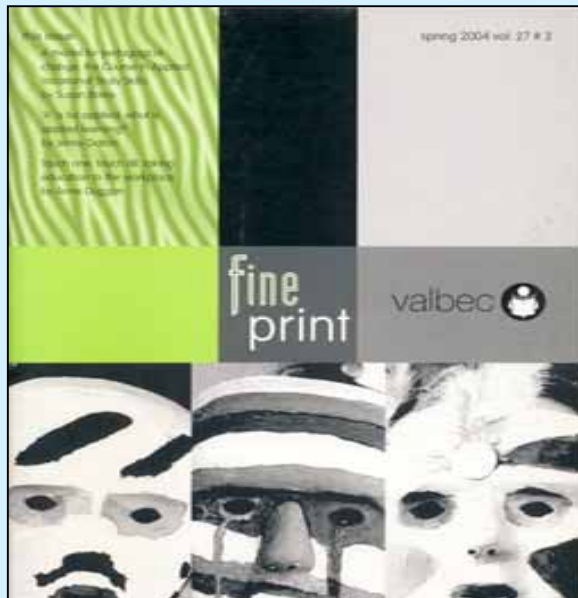
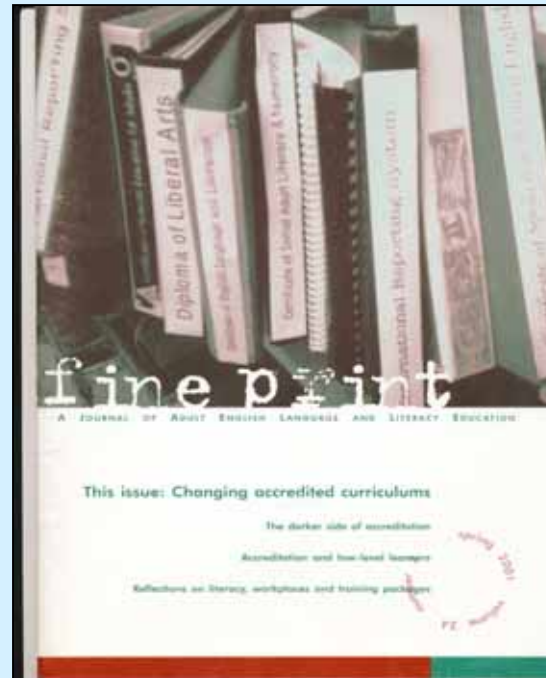
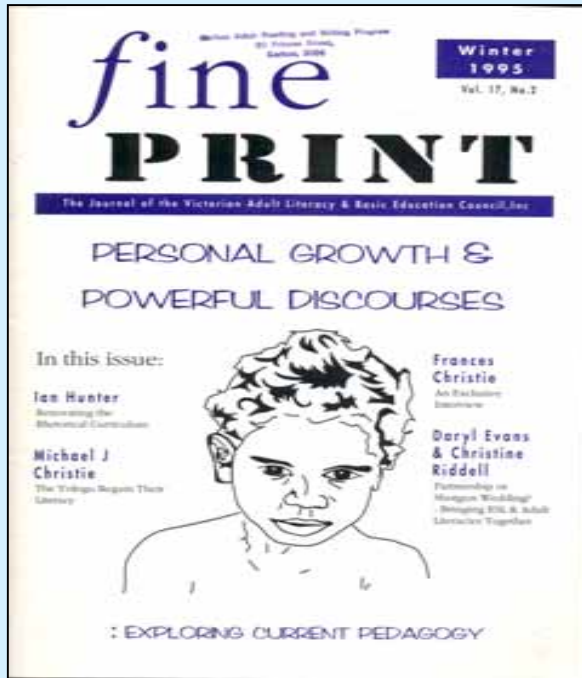
BRINGING THE GENERAL CURRICULUM OPTIONS TO LIFE

by Laura Brearley (Moose Ponds Community Centre)



The Framework and Accreditation document has brought a new stature and self-awareness to the field of Adult Basic Education argues Laura Brearley. Practitioners do not have to sell their souls or abandon commitment to wholistic learning. Teachers will continue to bring their own content, contexts and experience to the design of curriculum within the CGEA.

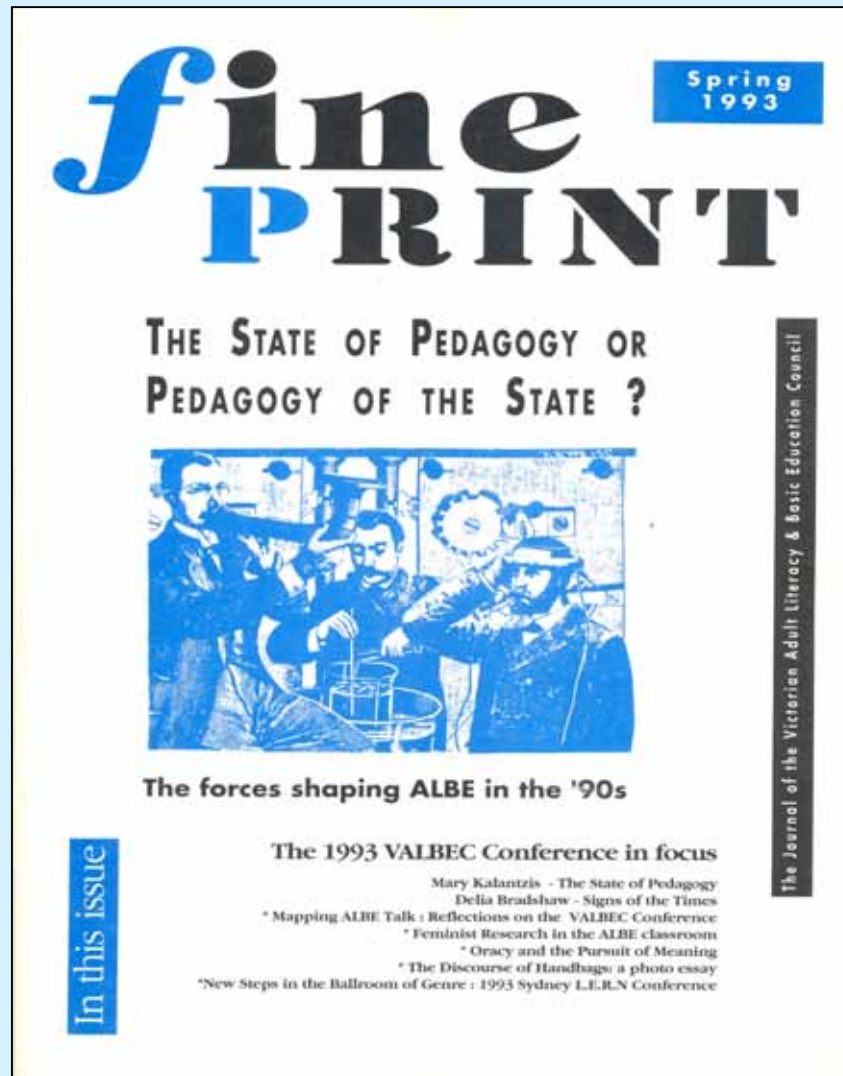
Fine Print covers



Becoming mainstream



Voices and versions of the literacy story



Where flows the stream?



