## **Flinders University**

## **Andrew Miller**

# Grunge blotto

### Abstract

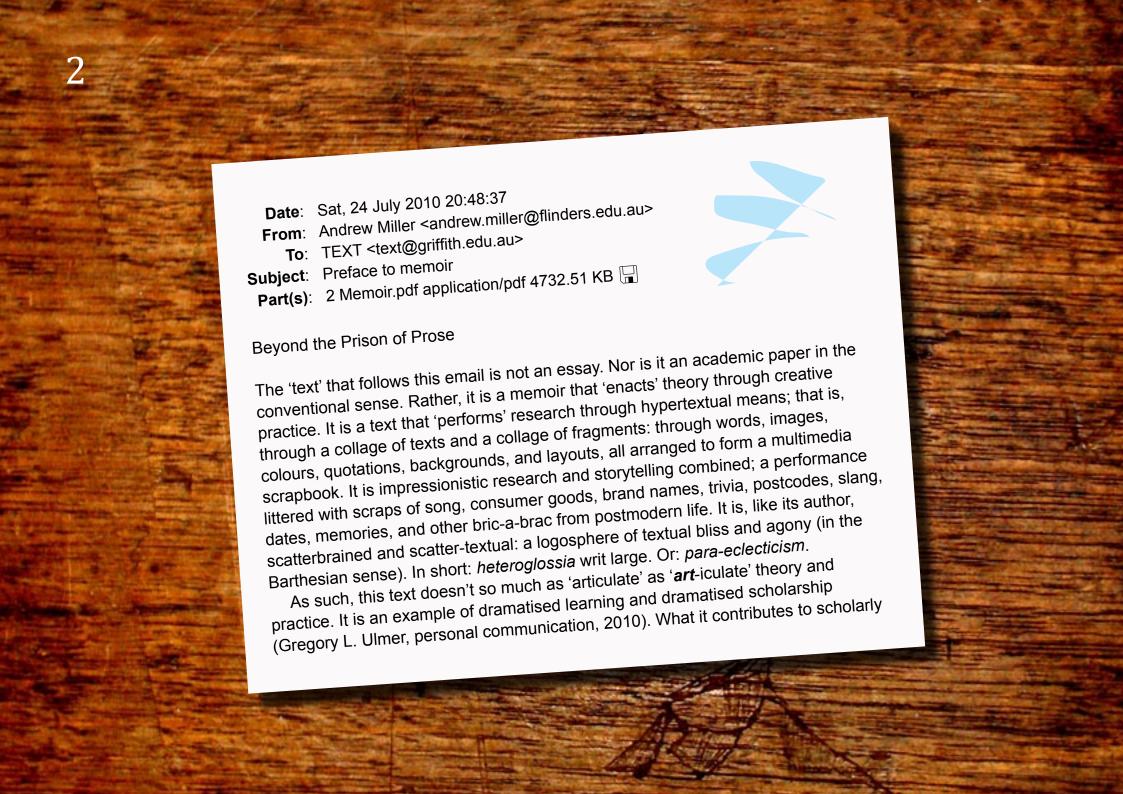
Traditionally, memoir writers use 'prose' to build narratives. Sometimes they use images, but often not. In the multimedia age some memoirists are turning to art, photography, design, typography, and technology to increase the range and scope of their research and 'writing'. Writing, in this sense, takes on a more Derridean flavour, and comes to incorporate all manner of inscriptions. Readers consequently become viewers, and texts shift from 'readerly' to 'writerly' in the Barthesian sense. Design software like Adobe InDesign helps make such bricolages possible, and helps overcome some of the design limitations of mainstream word processors.

By combining elements of a/r/tography, applied grammatology, autoethnography, and creative non-fiction, I have created a graphic memoir bricolage to explore the death of my mother and the difficulties of narrating it. By combining words and images—design and content—I have come some way to articulating the challenges of this process.

Andrew Miller is a PhD candidate in Creative Writing at Flinders University. He has published critical and creative work in Wet Ink, Creative Approaches to Research, English in Australia, Liminalities, and New Writing: The International Journal for the Practice and Theory of Creative Writing. His research interests include graphic texts, memoir, creative non-fiction, travel writing, hypertext, and critical and creative approaches to research. Andrew uses Derrida's theories on 'picto-ideo-phonographic' writing to create multimodal and nonlinear texts. His work challenges the 'prose-centrism' of traditional university research by incorporating images and design into its meaning-making process. Andrew supports the expansion of the term 'writing' to include 'non-verbal' and 'graphic' elements as readily as it currently embraces words and prose.

TEXT Vol 14 No 2 October 2010 http://www.textjournal.com.au Editors: Nigel Krauth & Jen Webb Text@griffith.edu.au



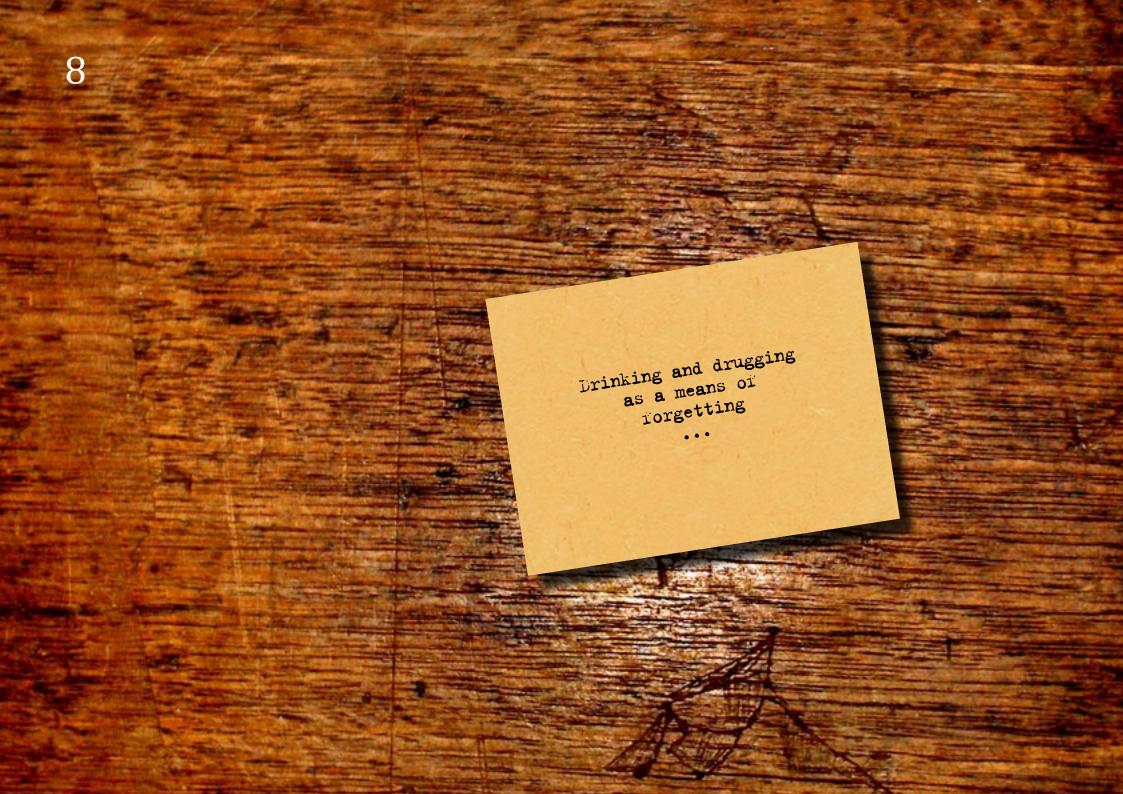


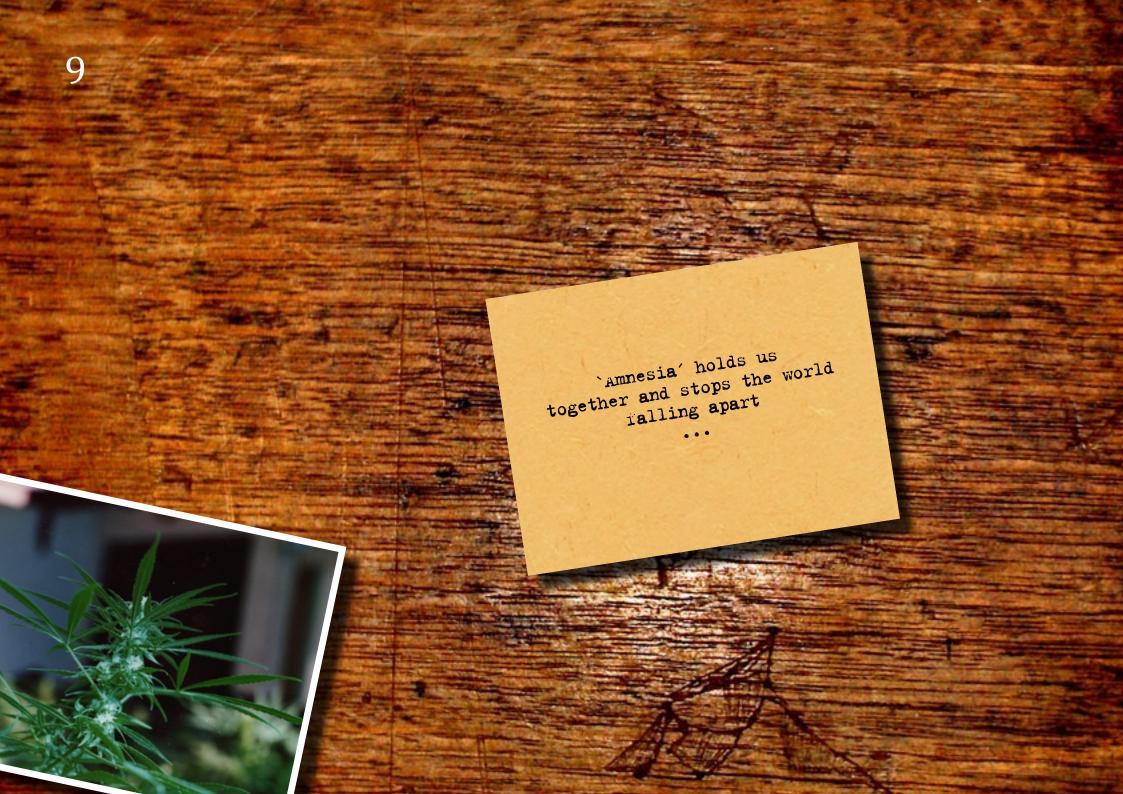
Picto-ideo-phonographic writing uses three bands: (1) the pictographic band, made up of photographs, design features, layouts, colours, fonts, backgrounds, and other aesthetic and visual elements; (2) the ideographic band, made up of narrative and storytelling elements, which, even in memoir, take in the 'fictional' and 'playful' aspects of creative nonfiction (in other words, the way the 'truthful' narrative is told and recounted is itself a fictional construct); and (3) the phonographic band, made up of quotations, discursive commentaries, and theoretical components (like this preface). Put simply, the three bands include: (1) visual texts, (2) narrative texts, and (3) theoretical texts, working together and in isolation to form tripartite texts. All three bands alter the reading of the other bands without necessarily being in direct or overt conversation with them. Any conversation going on between them is 'construed' by the reader, who reads one band against the others. Quotations about memoir sit alongside an example of memoir: they don't necessarily speak directly to the text, but to the reader about the act of writing such a text; and yet, by placing one band next to another band, a conversation of sorts takes place. The reader can choose to ignore or engage these different bands. Roland Barthes would call this 'tmesis' (The Pleasure of the Text, p. 11). Tmesis is where the reader navigates through the text without necessarily reading it word for word or line by line. The reader can choose to 'disobey' the intended trajectory and skip sections. The hypertext memoir invites the reader back into the meaning-making process. Readers can make connections between different fragments or skip the task altogether. It's up to you. Ultimately, this text is a story about growing up in Adelaide in the 1970s and the textual means of telling that story in 2010. It is, in this sense, an experiment in multimodal and hypertextual memoir: a template that other 'artist-scholars' can develop or adapt for meaning-making purposes. This is storytelling and theorising beyond prose. As Derrida suggests in Of Grammatology: 'What is thought today cannot be written according to the line and the book...' (p. 87) and: 'The end of linear writing is indeed the end of the book, even if, even today, it is within the form of a book that new writings—literary or theoretical—allow themselves to be, for better or for worse, encased' (p. 86). In other words, 'arche-writing' (writing that uses multiple

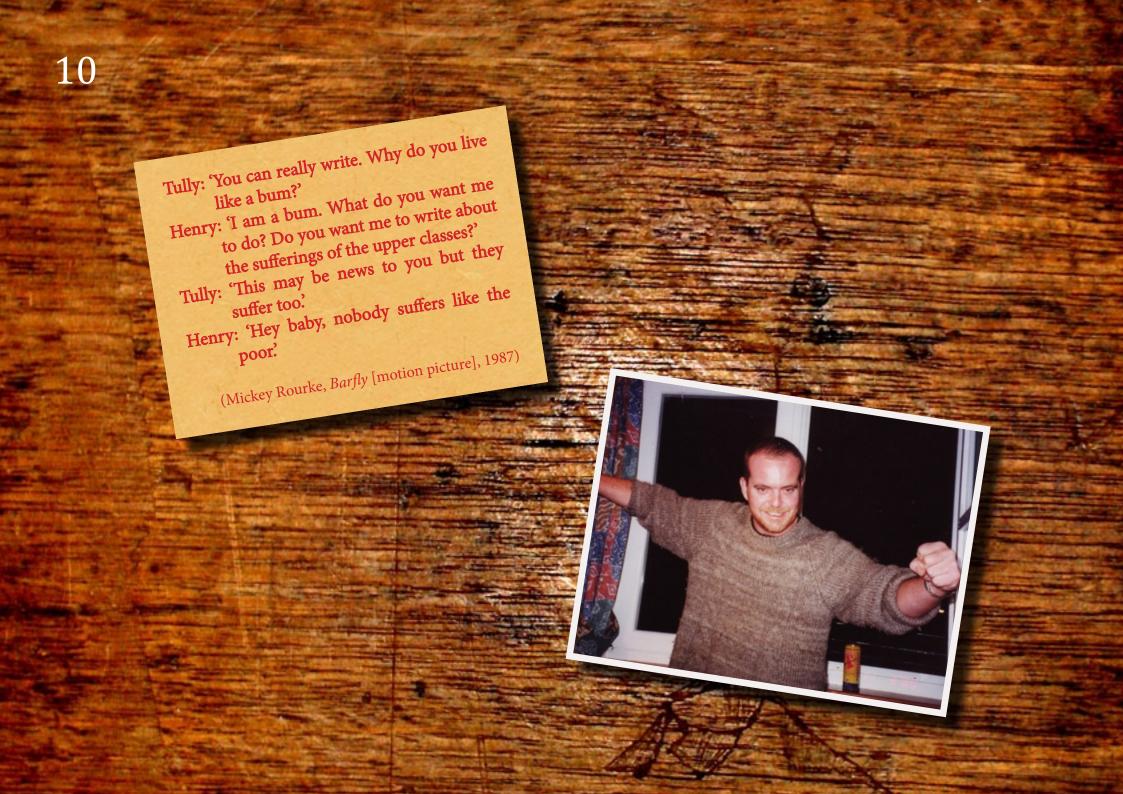
bands and multiple signifying systems) resists the repression levelled against 'pluri-dimensional' texts in and beyond the university: and the university, let it be said, has been—and continues to be—opposed to pluri-dimensional texts, even when it says it welcomes them. After all, non-verbal texts require verbal texts (i.e. the exegesis) to explain and validate them in Creative Writing and Creative Arts PhDs: the genuinely non-verbal or wordless PhD is still some way off (if conceivable at all). Finding places to publish such artefacts is difficult, particularly as most publishers tend to tame such texts by forcing them to fit pre-existing templates and established aesthetic guidelines before publication can occur. The hidden curriculum is clear: pluri-dimensional and multimodal texts are still largely illegitimate in the scholarly This text resists those guidelines and that repression. context. It was made using Adobe InDesign. Andrew Miller Department of English, Creative Writing, & Australian Studies PhD Candidate Flinders University South Australia Barthes, R. (1975). The Pleasure of the Text. New York: Hill and Wang. Derrida, J. (1976). Of Grammatology (G. C. Spivak, Trans.). Baltimore: Johns Hopkins University Press. Ulmer, G.L. (1985). Applied Grammatology: Post(e)-Pedagogy from Jacques Derrida to Joseph Beuys. Baltimore: Johns Hopkins University Press.

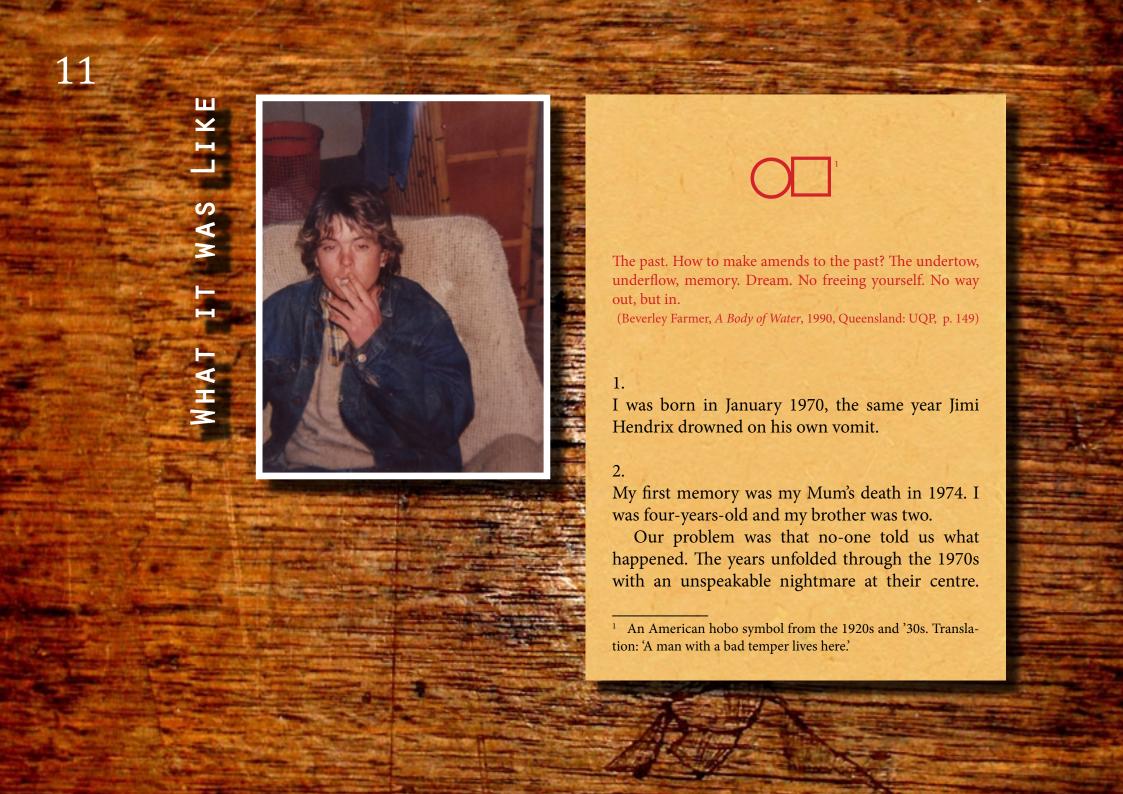
















No doubt adversity is a great teacher, but its lessons are dearly bought, and often the profit we gain from them is not worth the price they cost us.

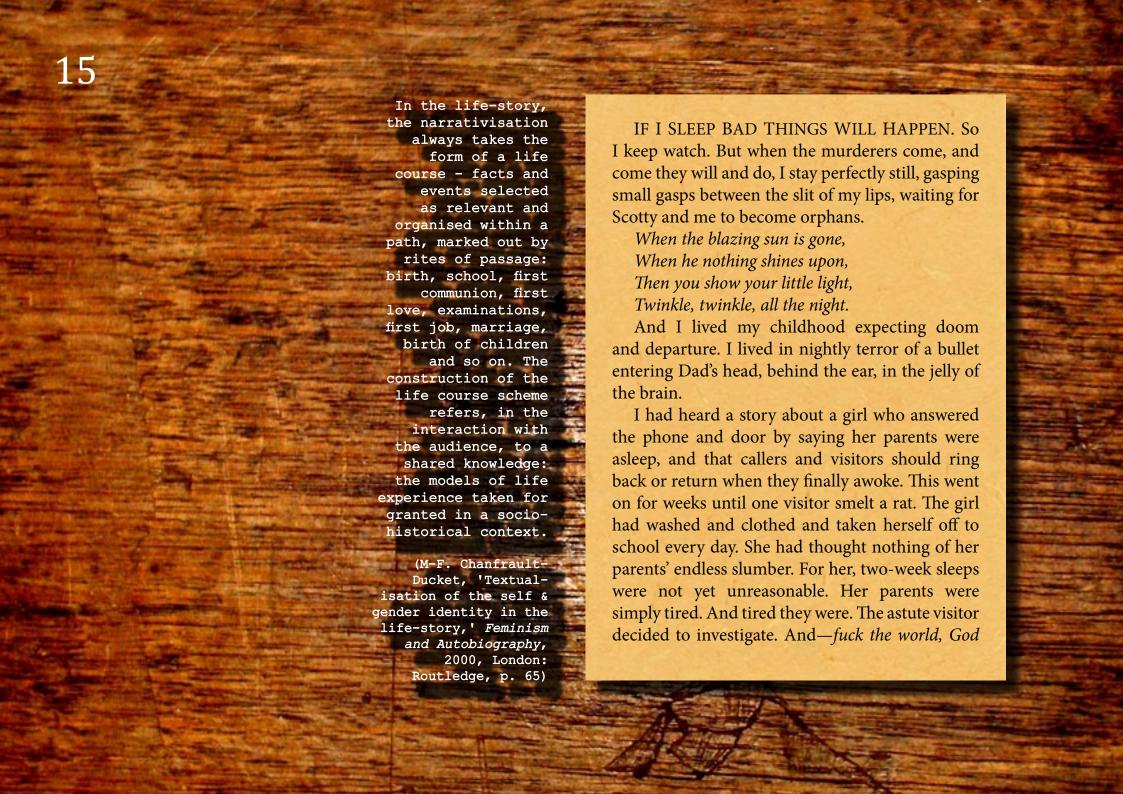
(Jean-Jacques
Rousseau, Reveries
of the Solitary
Walker, 1792/1979,
Middlesex: Penguin,
p. 47)

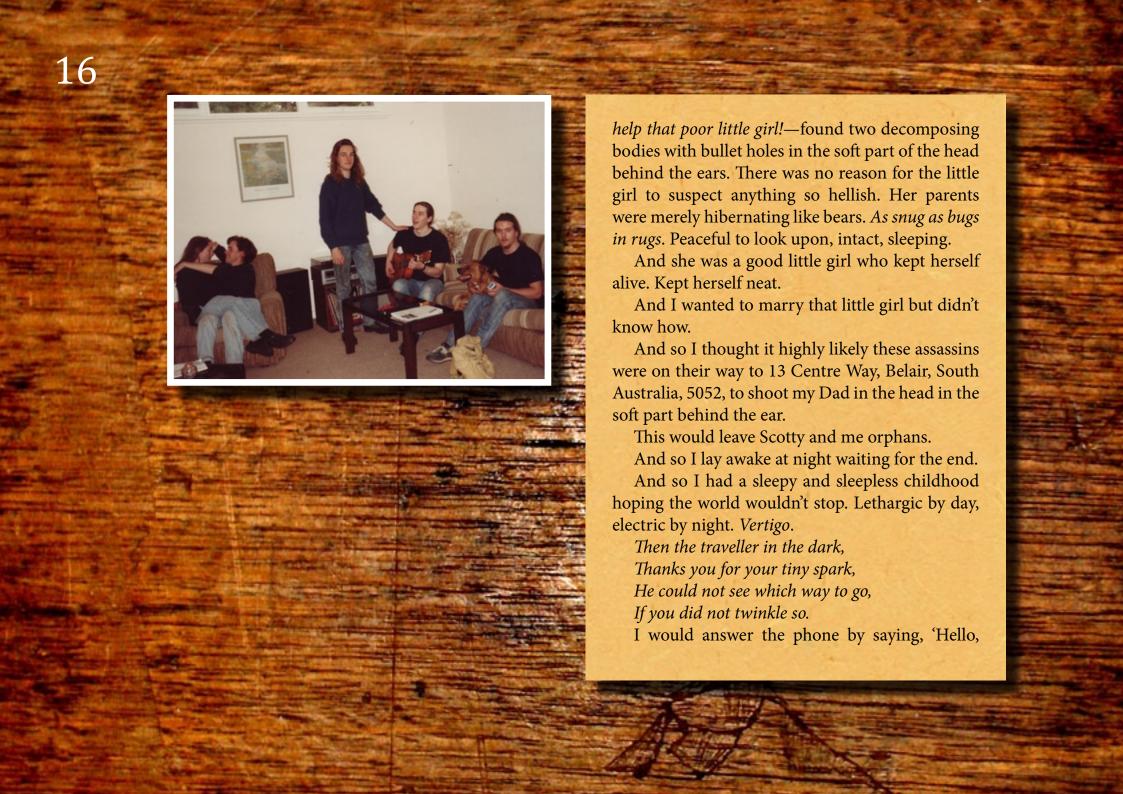
volatile absence. An absence with body and shadow. My Mum's ghost stalking us through the banalities of everyday life. Nineteen seventy-five, six, seven, and eight.

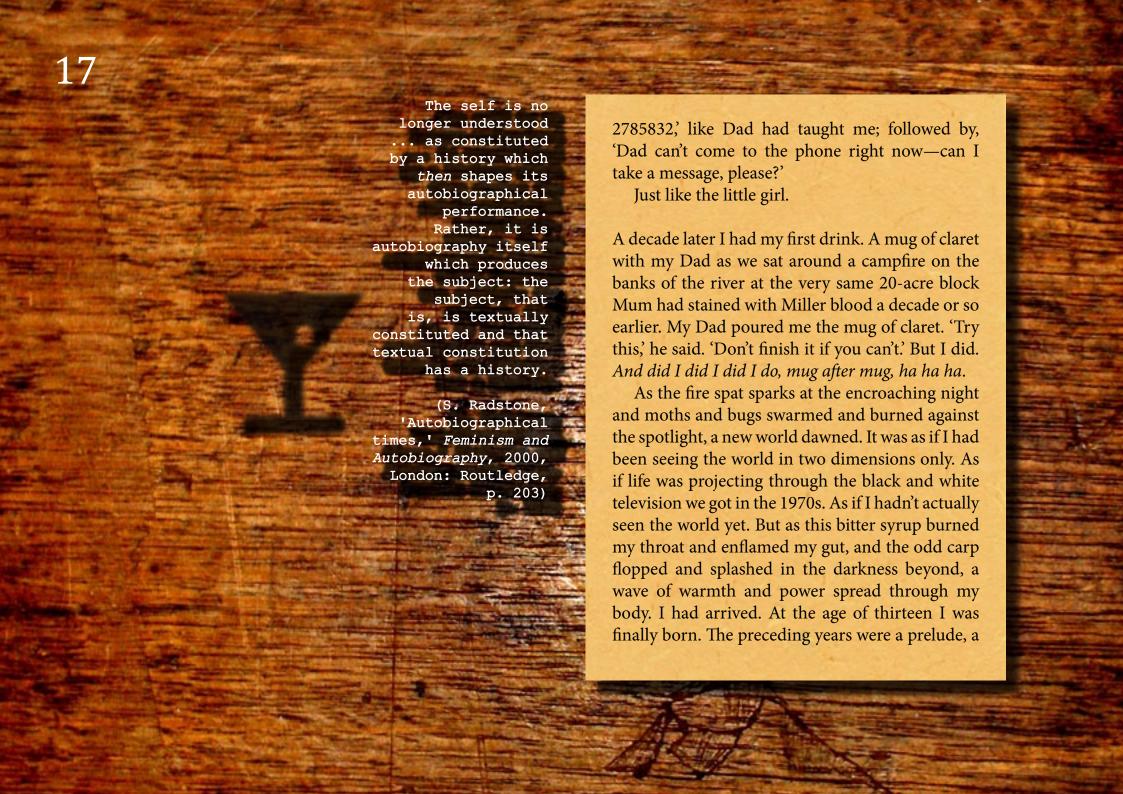
And so I characterise my childhood as the Age of Uncertainty. As the Age of Chaos. As the Age of Terror. *Vertigo*.

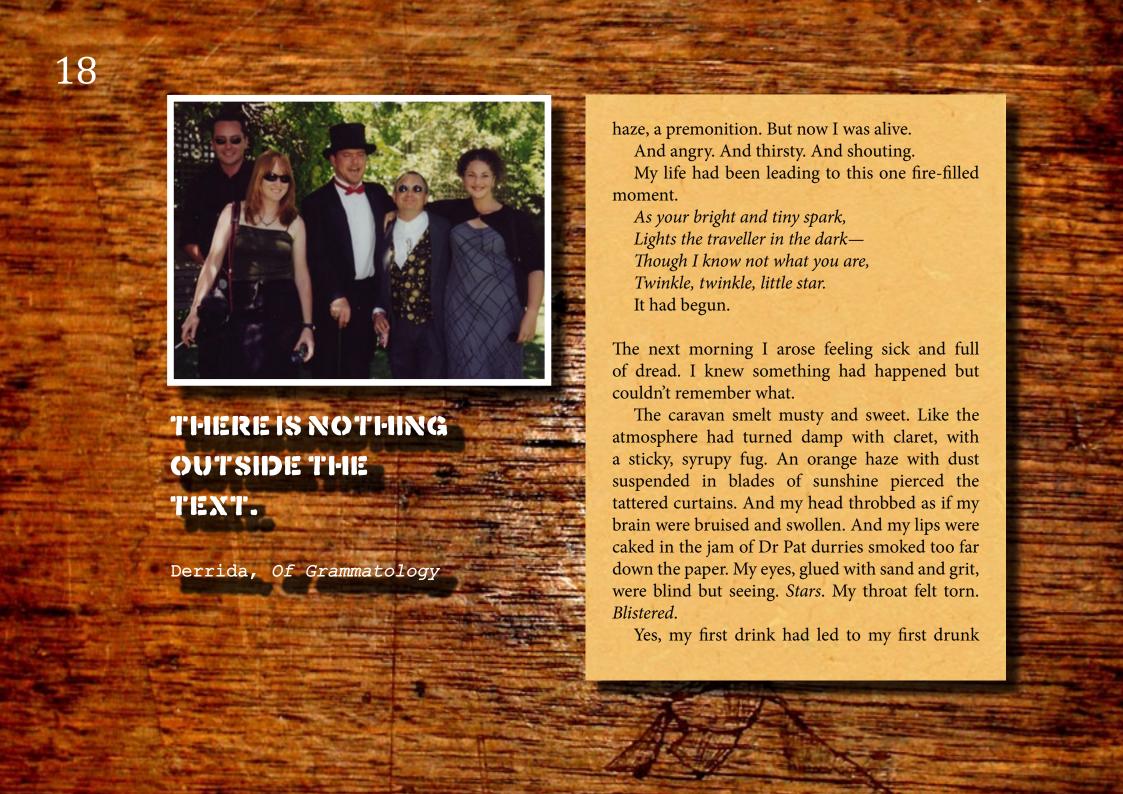
I was so scared I didn't know I was scared. Fear was my default mode of being. I would lie awake at night waiting for the murderers. I was convinced they were coming, not for me, but for Dad. I would lie in bed, Scotty snoring softly in the bunk below, listening for murderers. And I would hear them. Nearly every night I would hear them. I would hear them watching TV in the room outside my door, chatting and squabbling and plotting. My heart would beat at my wrists and throat. My forehead would burn. I would marvel at their patience and confidence. My mind would race. And I would wait. Wait for day. Wait until Dad roused me from the chill of dawn to shower for school.

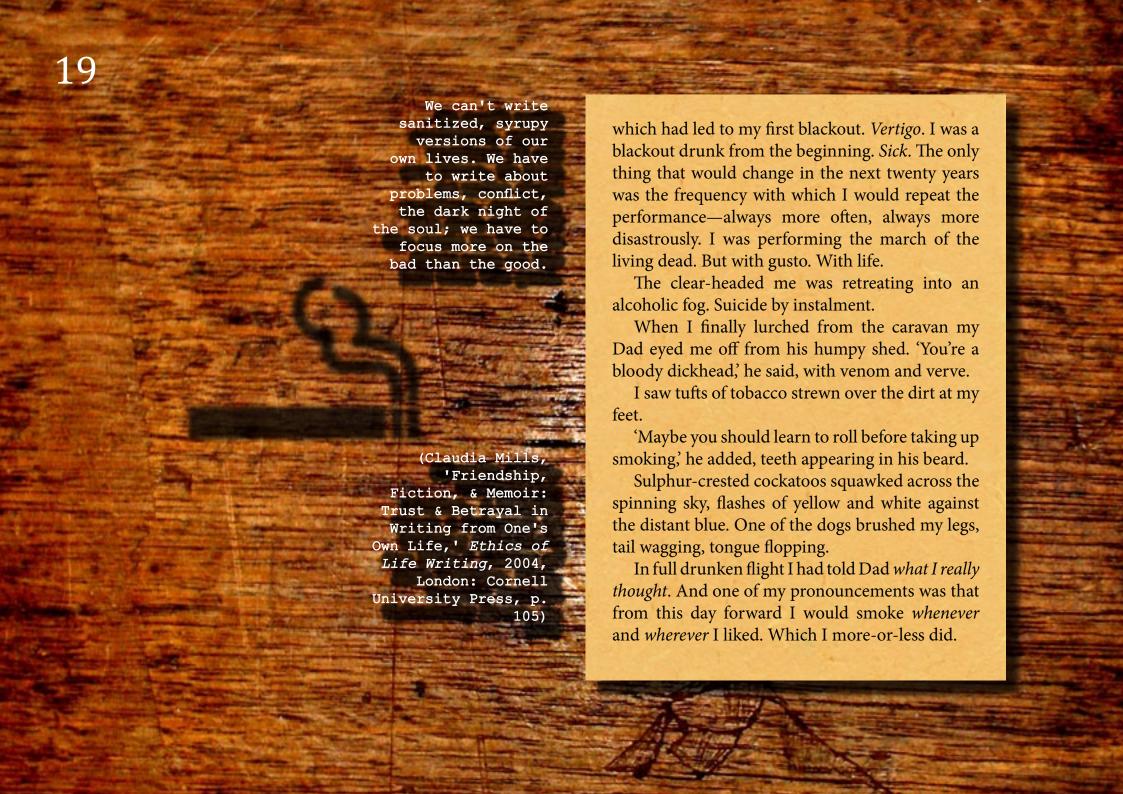
Insomnia, like fear, would never leave me.
IF I CLOSE MY EYES MY DAD WILL DIE.
Like my Mum.

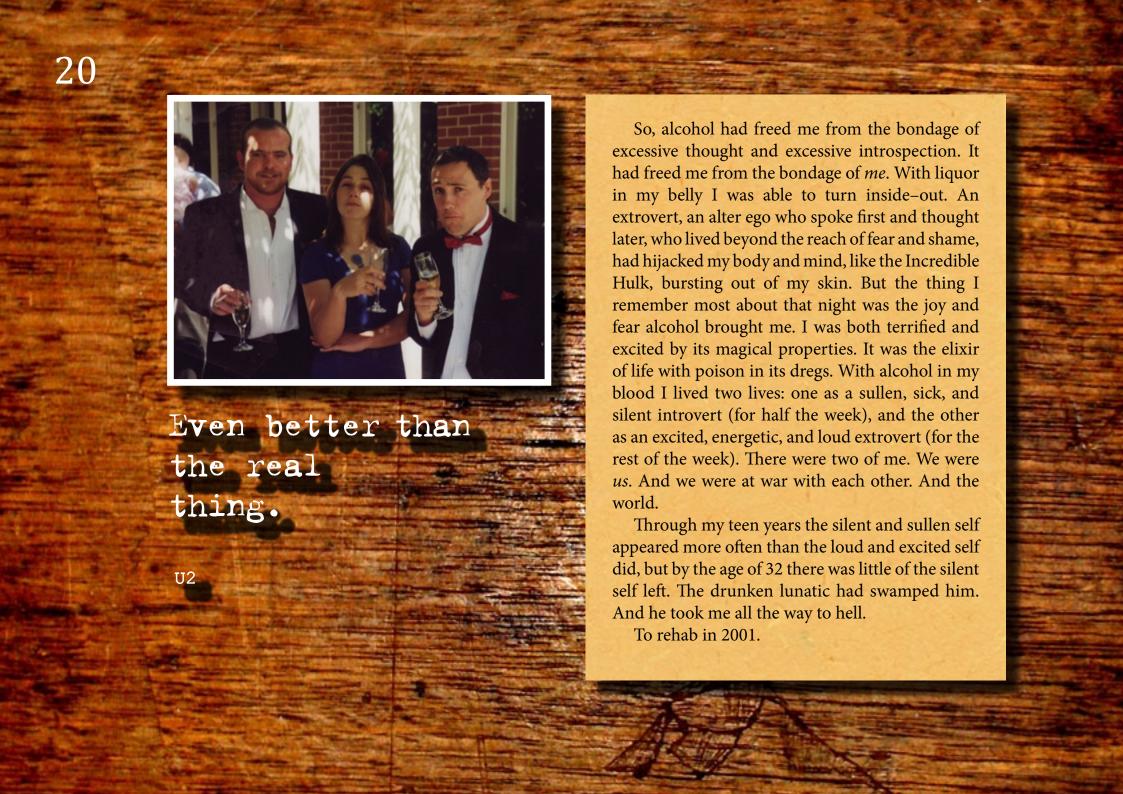






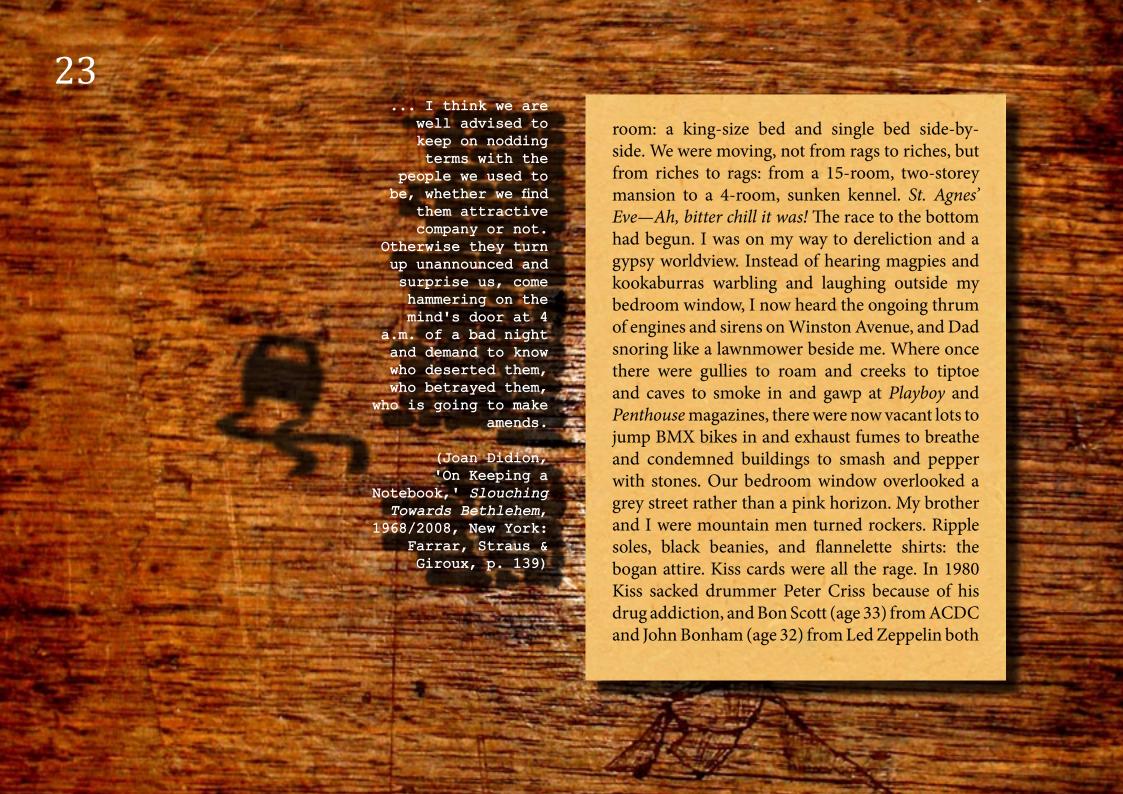


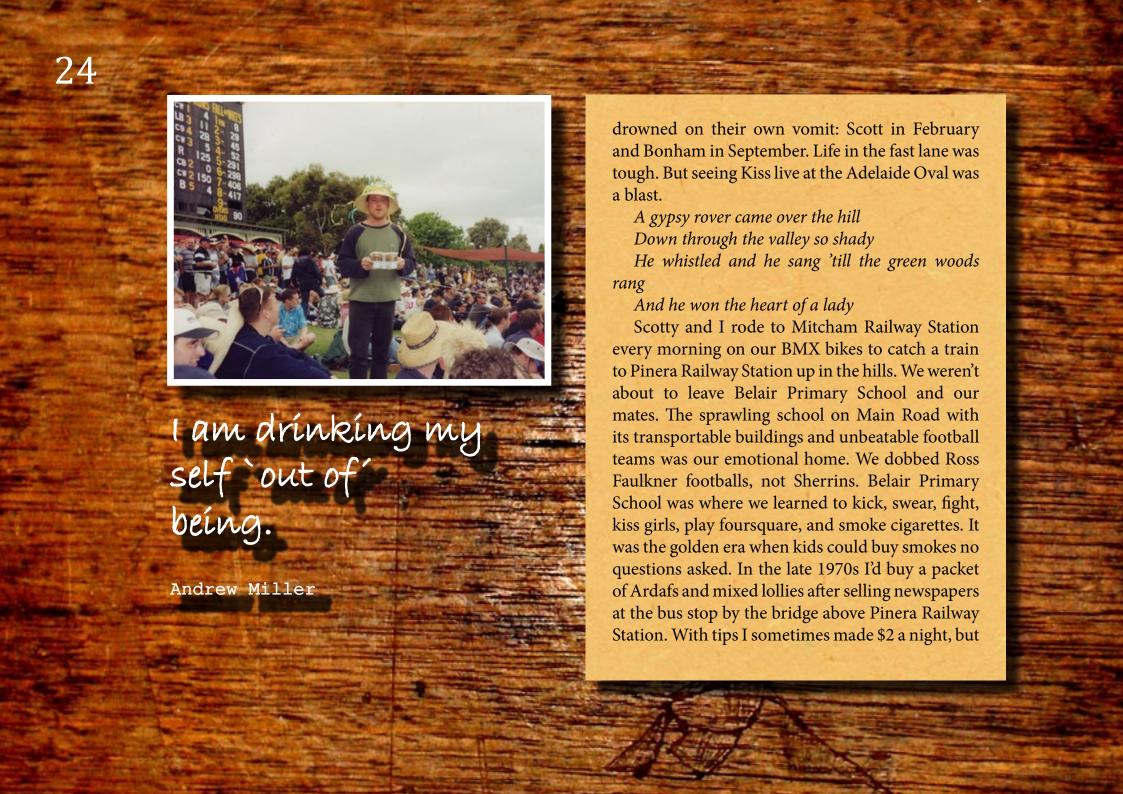












#### Post-structuralism

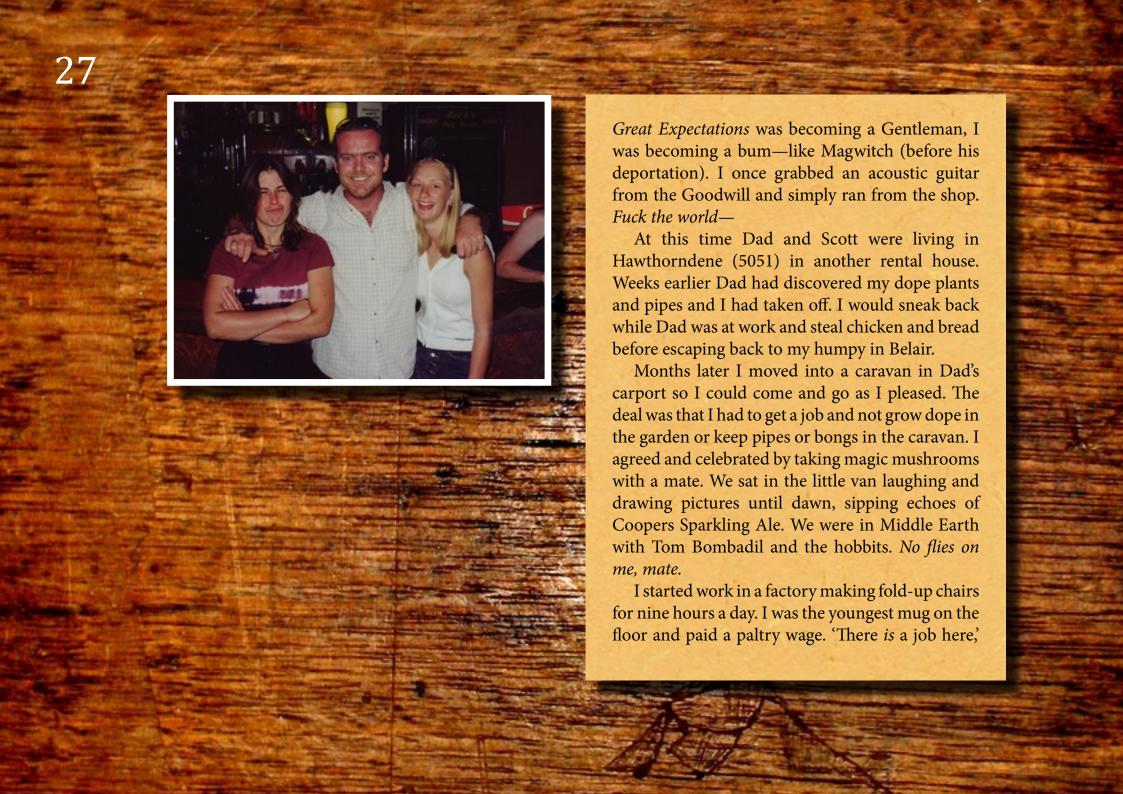
hold that the concept of 'self' is a singular and erent entity is a ictional construct. Instead, an ndividual comprises onflicting tensions nd knowledge claims (e.g. gender, class, profession, tc). Therefore, to properly study a text a reader must inderstand how the work is related to his or her own sonal concept of self. This selfrception plays a critical role in one's interpretation of meaning.

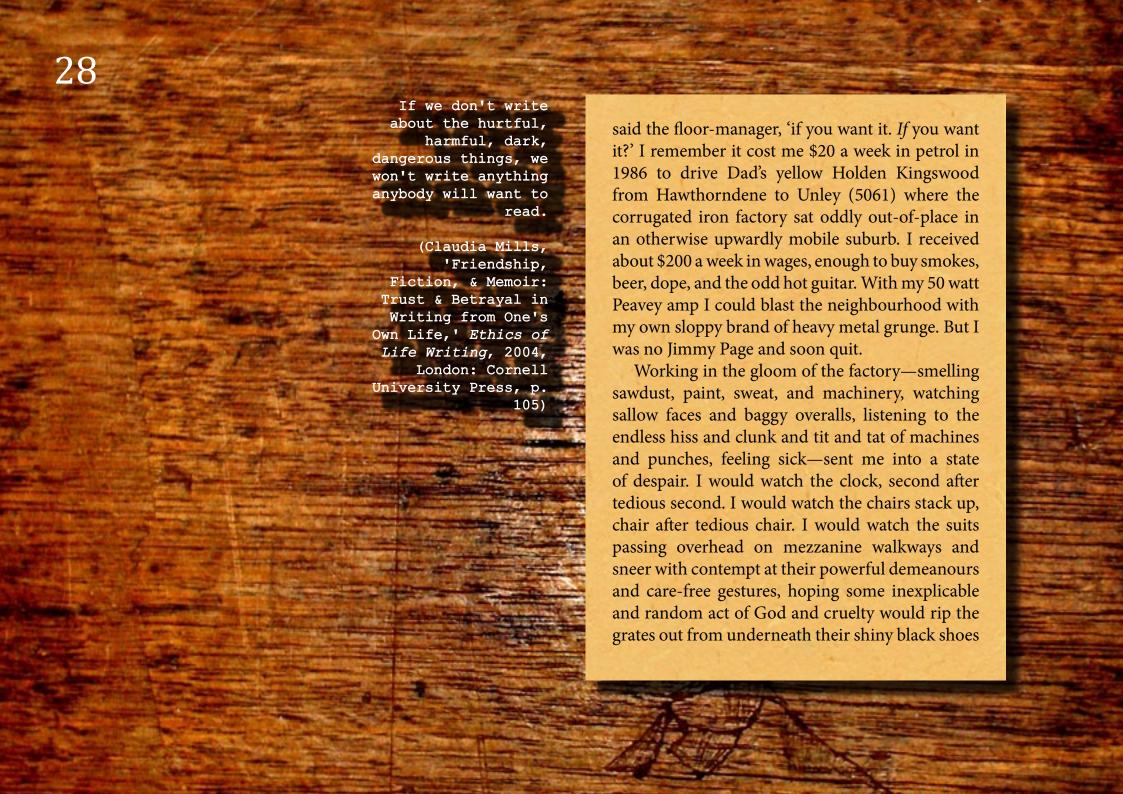
(Wikipedia, 'Poststructuralism,' accessed 21.1.08) is a process of researching one's own life. By that I mean rethinking, or course. I also mean reimagining and perhaps revising—because to see the past anew is often to view it, even at great distances, more clearly.

(Michael Pearson,
'Researching Your
Own Life,'
Writing Creative
Nonfiction, 2001,
Cincinnati, Ohio:
Story Press)

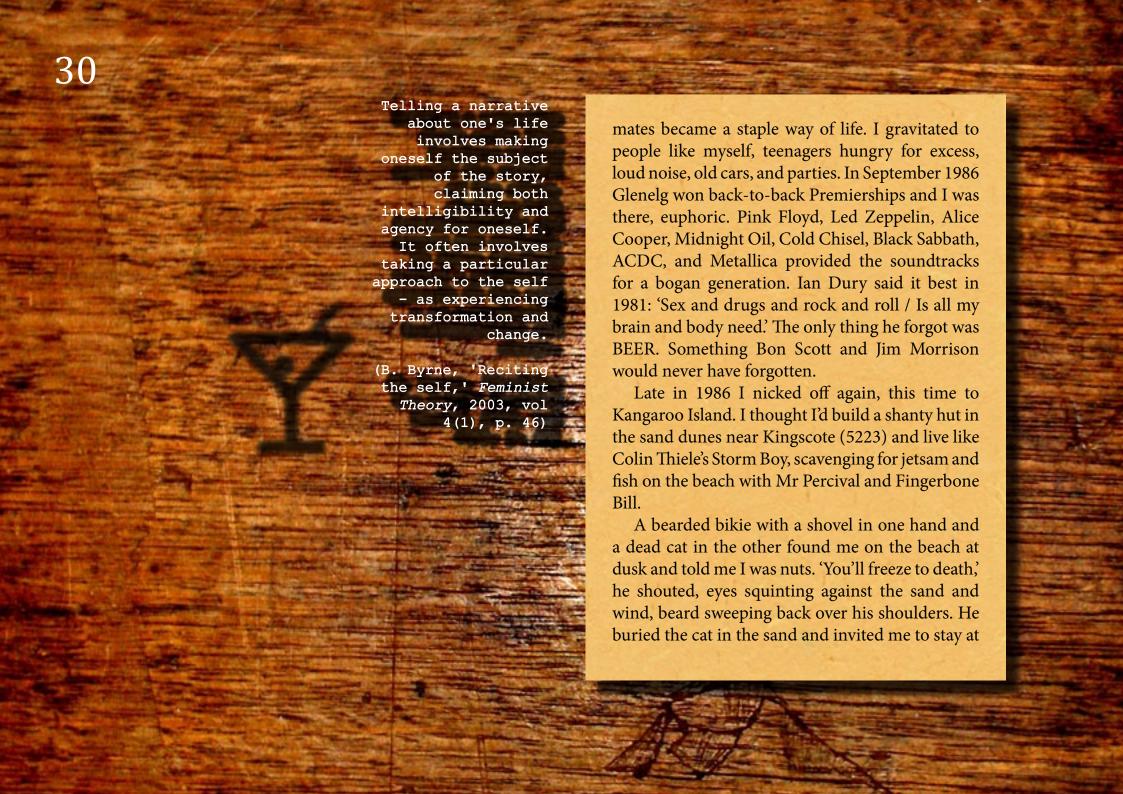
teams from Years 8 to 10. Like Jimi Hendrix said: 'Excuse me while I kiss the sky—'

At the end of Year 10 I dropped out of school and bought a 125cc Yamaha and left home with a hot leather jacket and a death wish. I went on the dole for homeless teenagers and moved into a corrugated iron shed at the back of a friend's house in Belair. Mouldy carpets and posters lined the walls to soften the harsh iron aesthetic and to ward off freezing winds and wildlife. There was no door but a flap of carpet, and no two sheets of iron overlapped. Each post tilted and water dripped in. The shed cost \$20 a week to rent and the dole paid \$45. With a disposable income of \$25 I could afford petrol for the Yamaha, a tin of Dr Pat or Rider tobacco, a few scraps of food, and maybe some buds or Stone's Green Ginger Wine. Although famished, and with my self-esteem plummeting, I took to starving myself until I had lost about one-third my bodyweight. Gaunt, with long hair, earrings, and the odd curling bristle on my chin, and wearing torn woollen jumpers from the Goodwill, I was fast becoming a grunge version of the Gypsy Rover I had sung about in school. Where Pip in









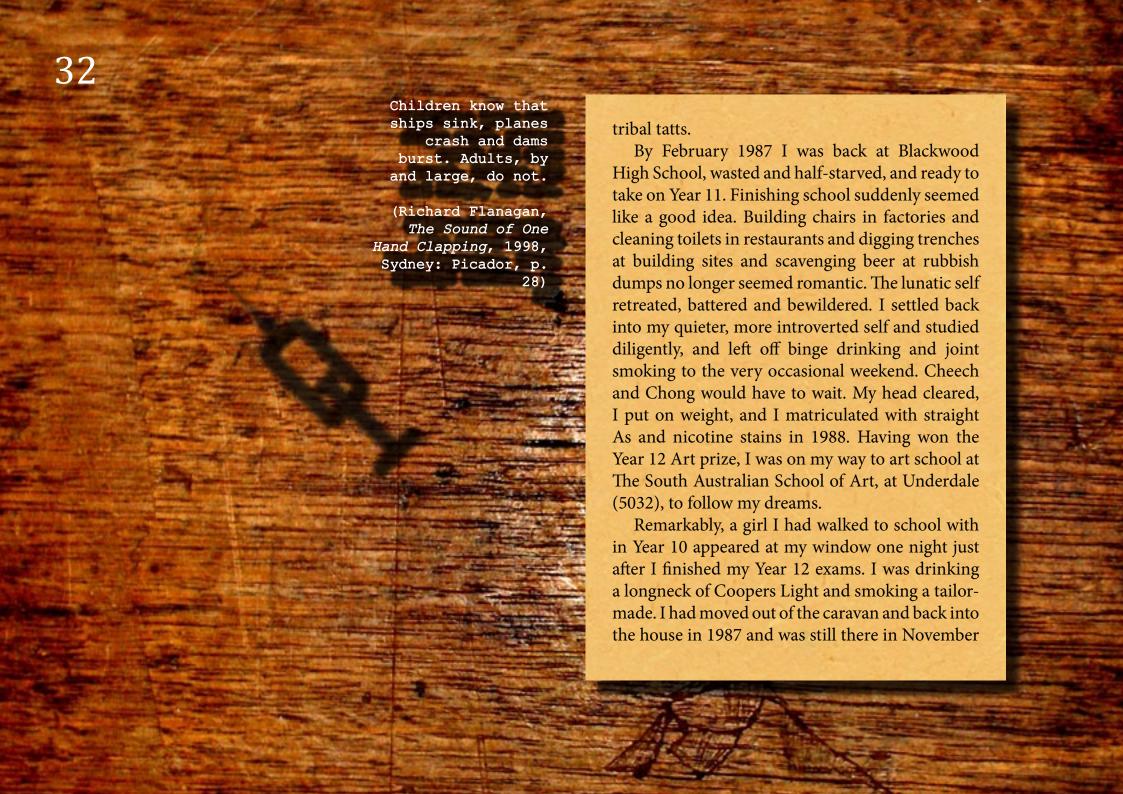


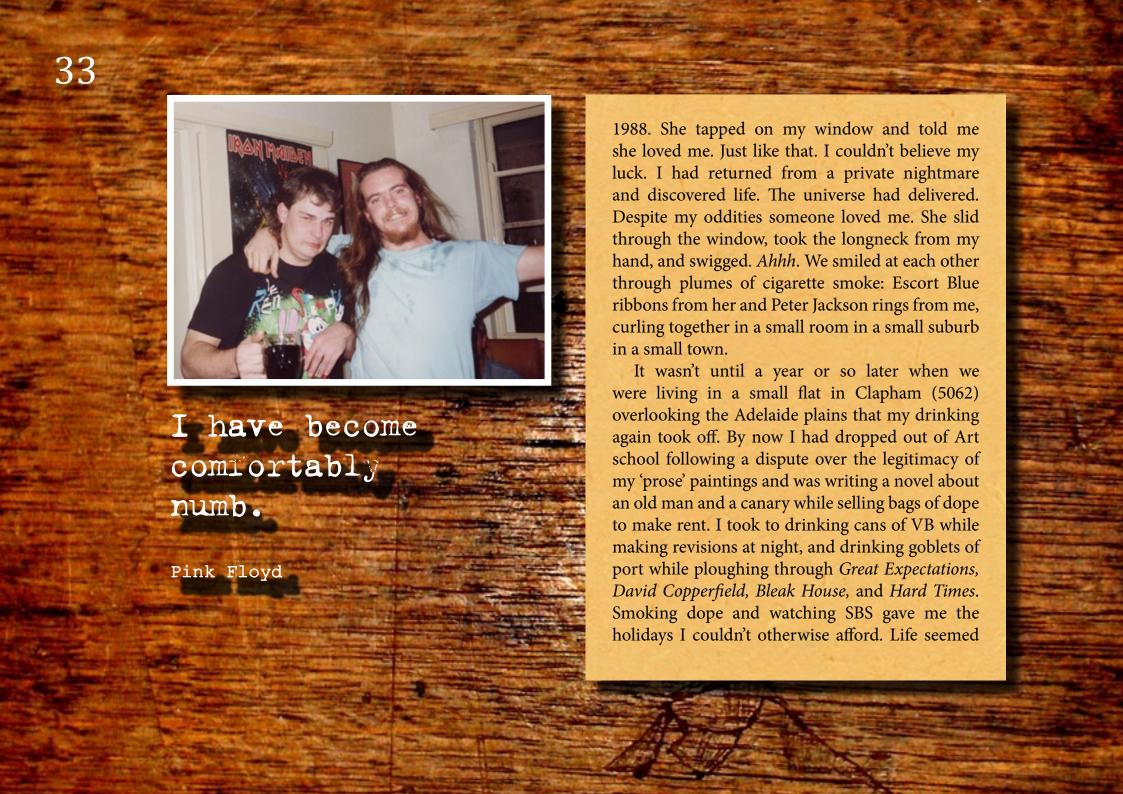
BREAK ON THROUGH TO THE OTHER SIDE.

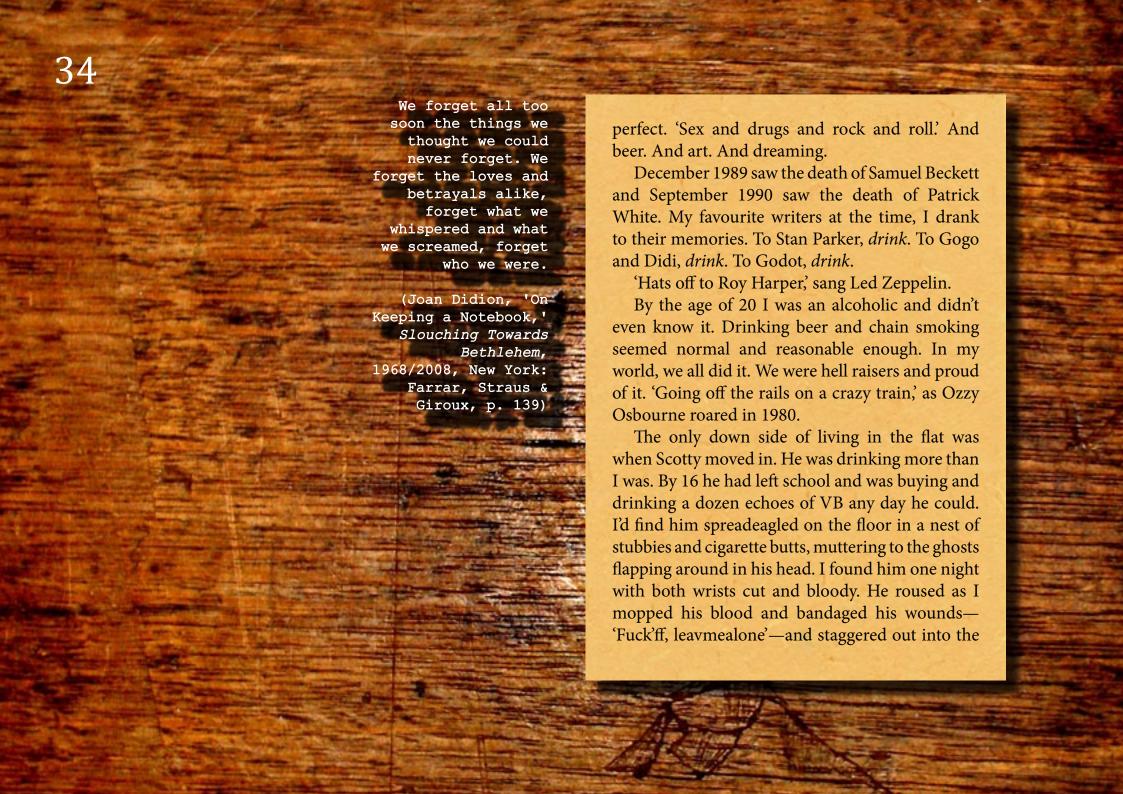
The Doors

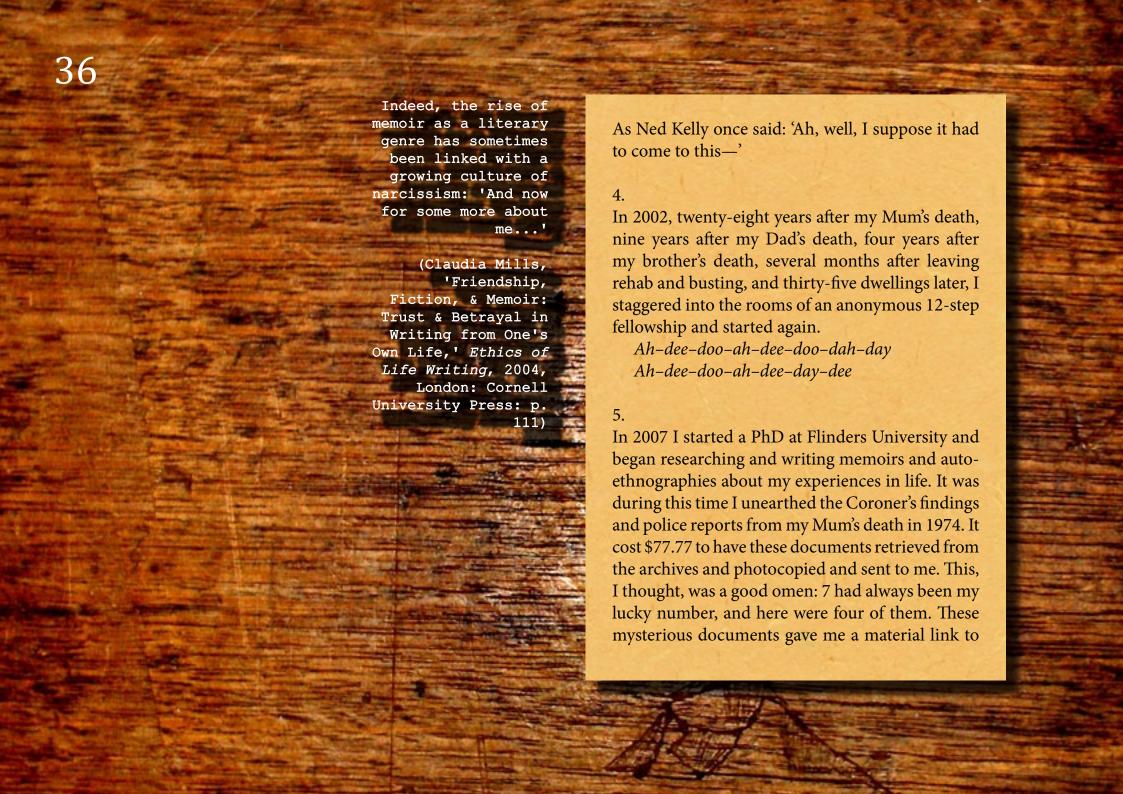
his place where he and his mate were hiding out from whatever mischief they'd been up to on the mainland. The bikies sipped and smoked their way through a dozen longnecks of Coopers Ale—and as many pipes—a day. Every day was a Saturday: 'Cloudy but fine,' as the Coopers mantra promised. Whilst I didn't find paradise, the bikies and I (and their bullterrier) did find a slab of Southwark Stout at the rubbish dump and a hippy living in a lean-to on a sand dune. They taught me to cook two-dollar meals with lentils, rice, and black bean sauce, and how to use Indian ink, cotton wool, and needles to make cheap jailhouse tatts. Their rental house in Parndana (5220) had little or no furniture, just mattresses.

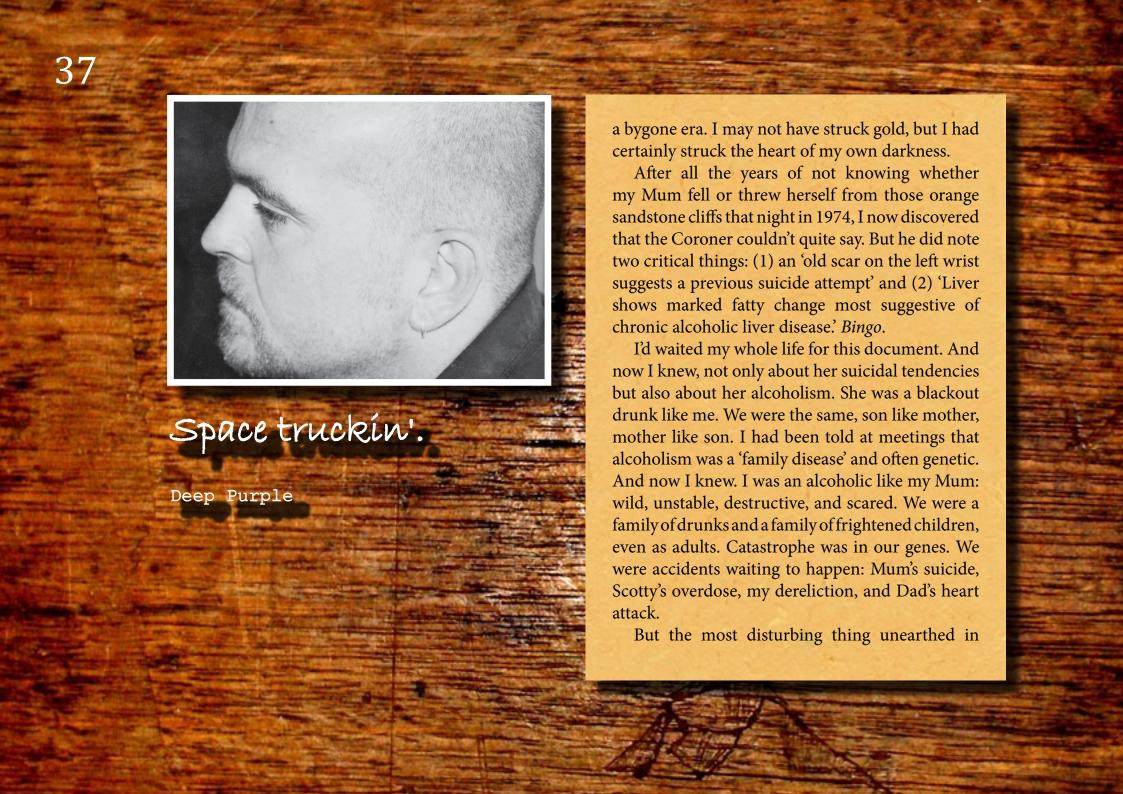
When I returned to Dad's place in Hawthorndene with a rose tattooed on my foot, my brother gawped. 'Show me,' he said. I showed him the trick and soon Scotty was the youngest kid on the street to have a giant puma tattooed on his forearm. He traced the puma line-by-line from his sports bag. Dad said, 'You're a bloody dickhead,' and that was that. Twenty-five years later I still have that rose tattoo on my left foot. It was the first of many such

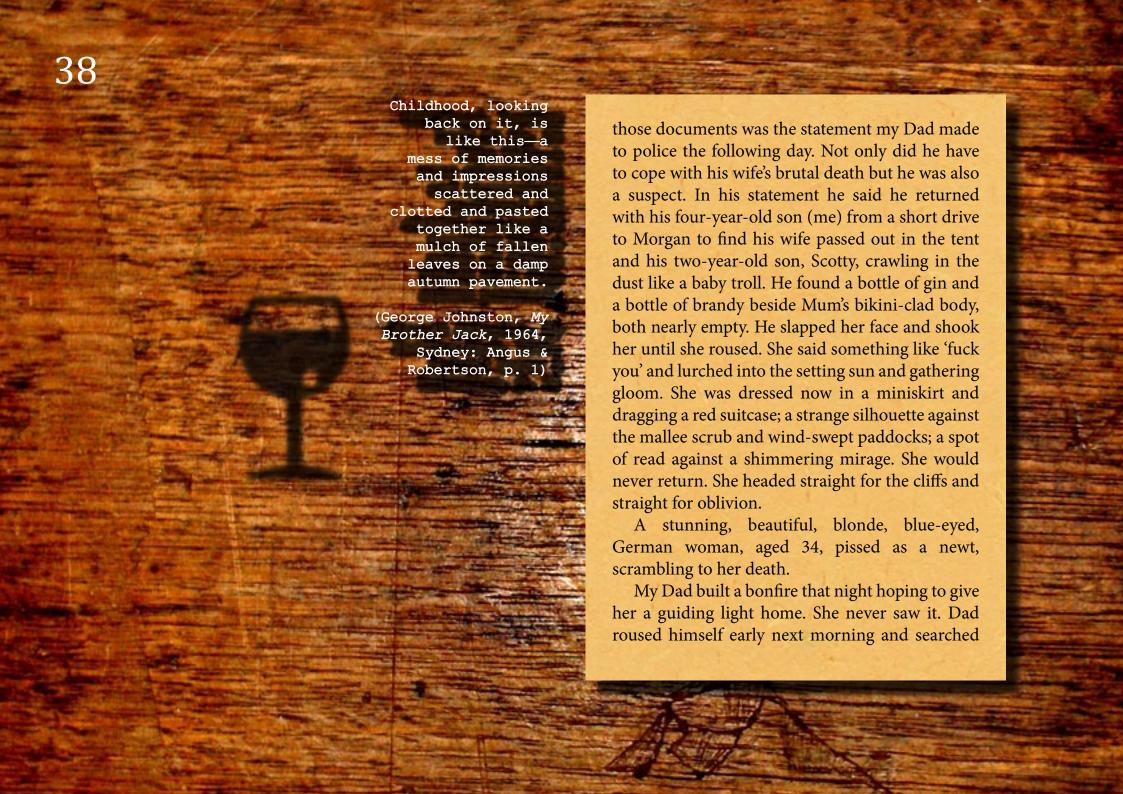


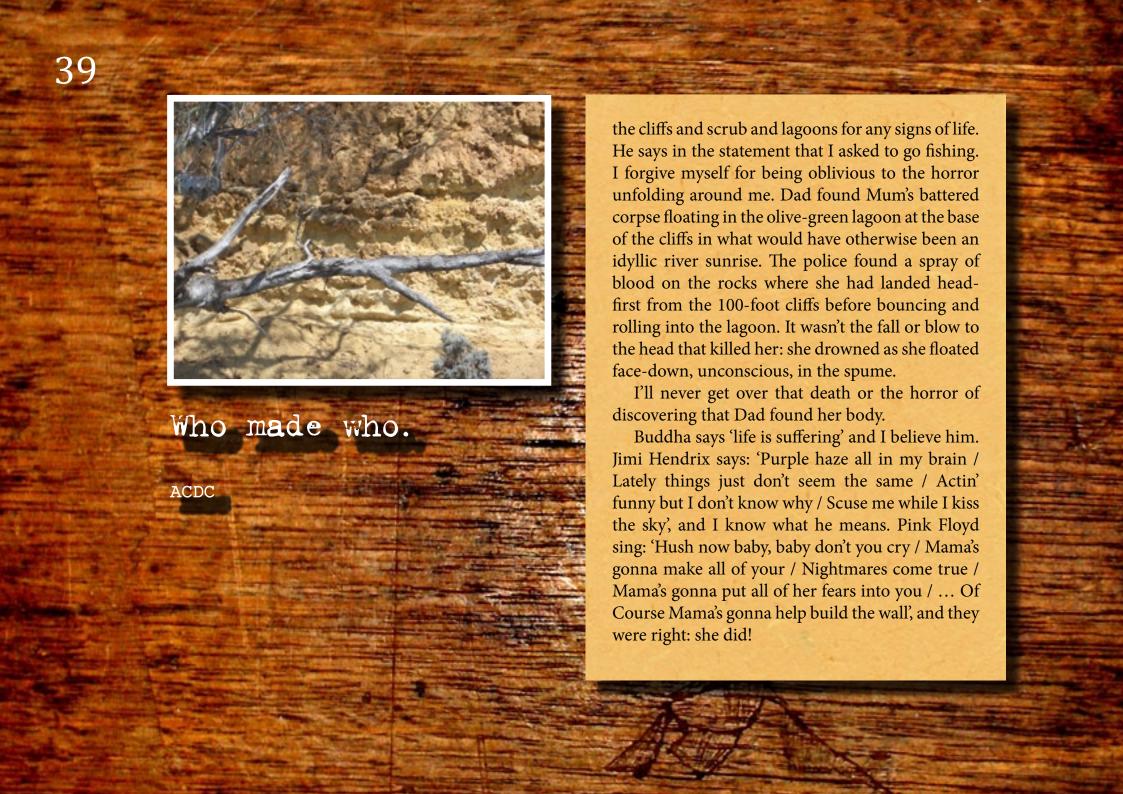


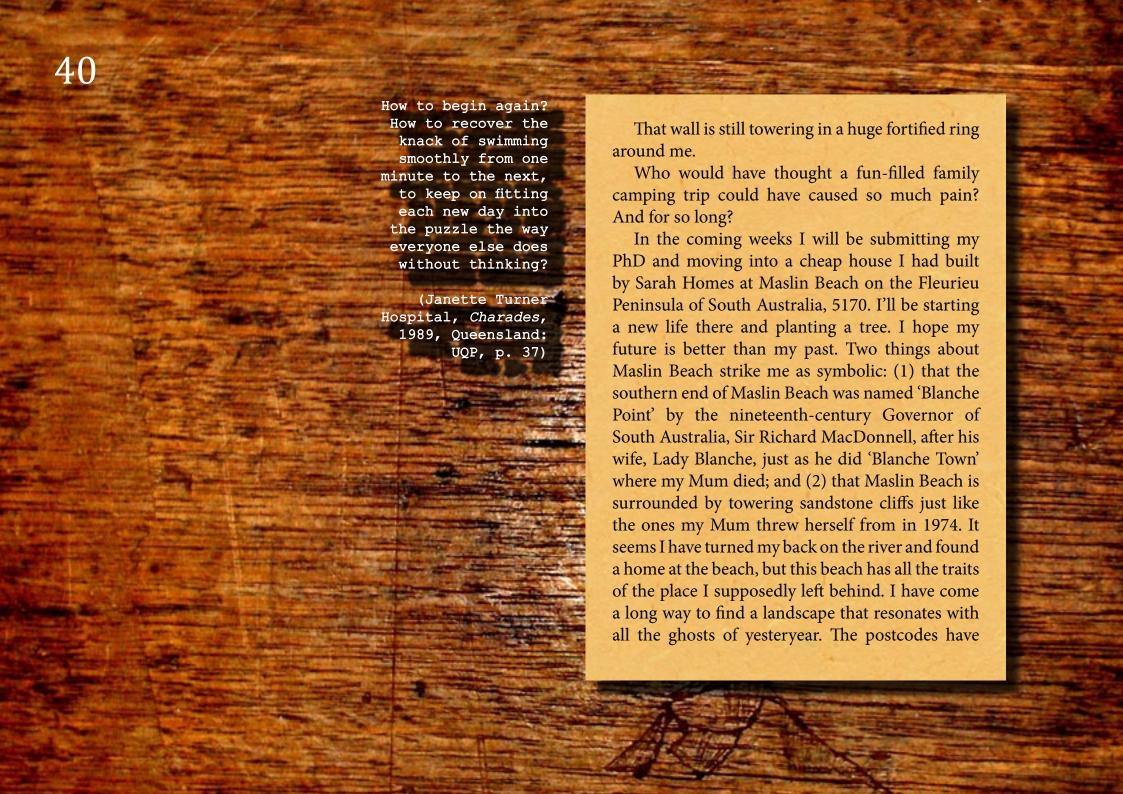


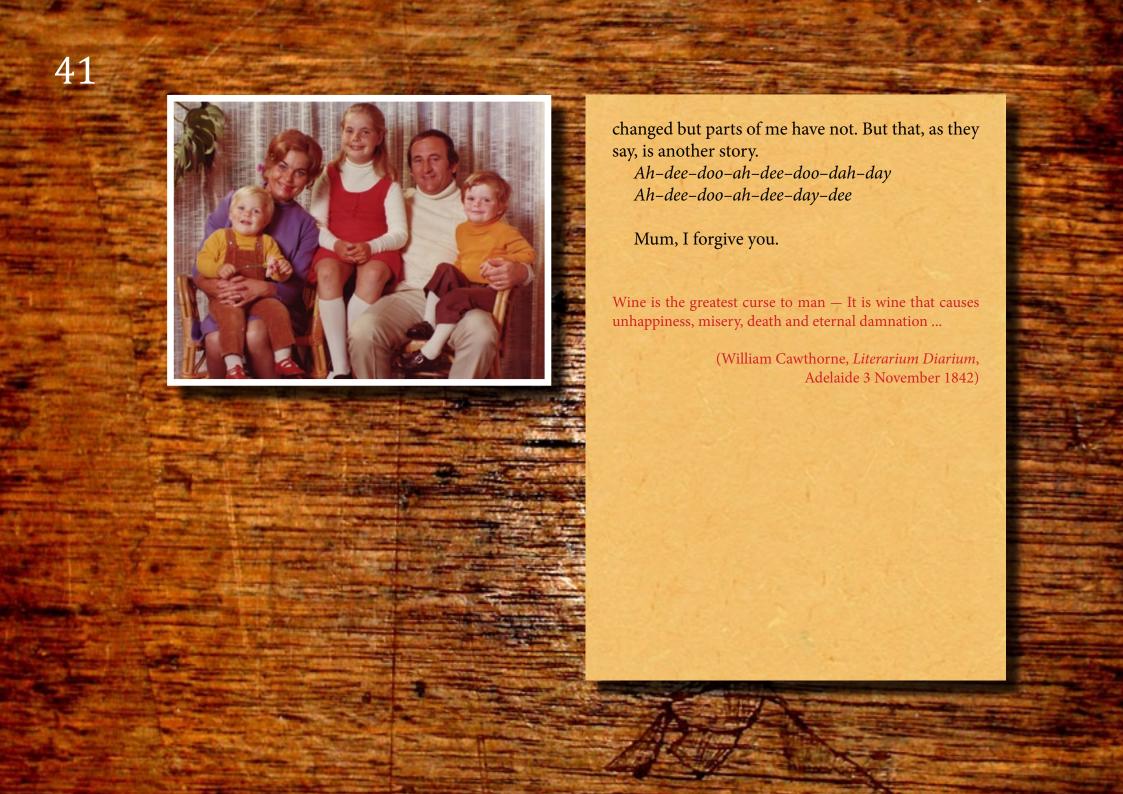


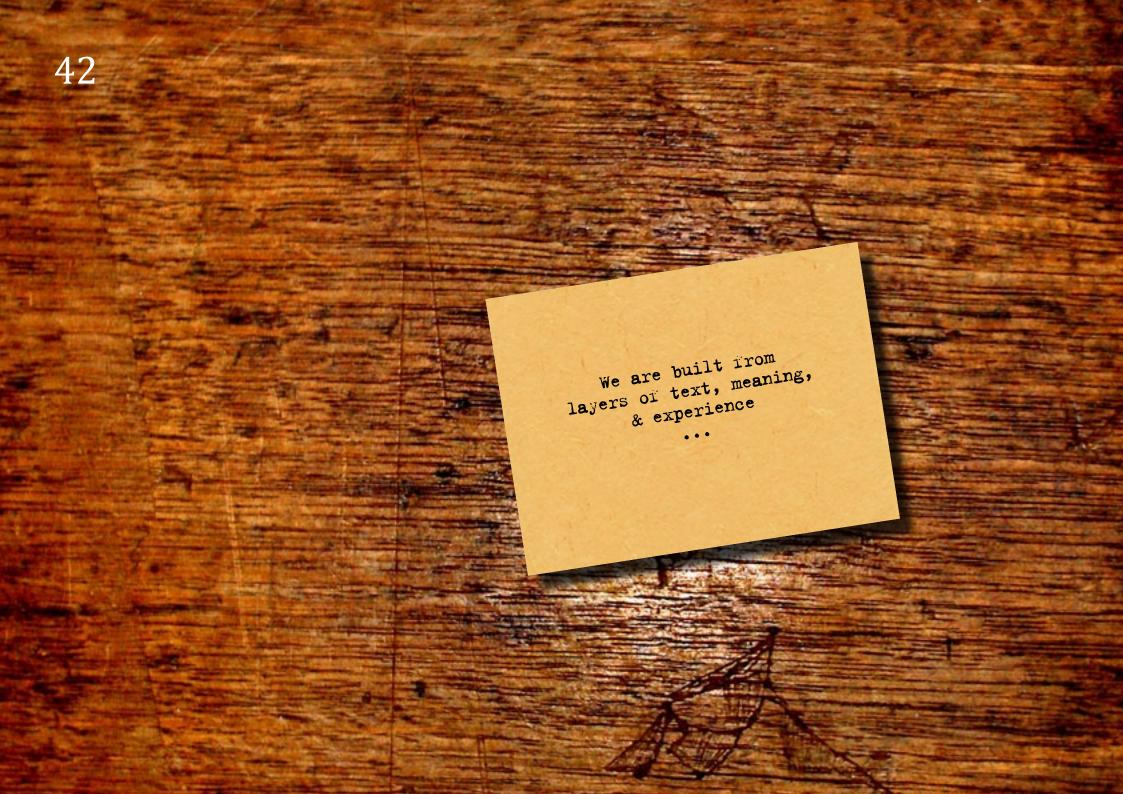


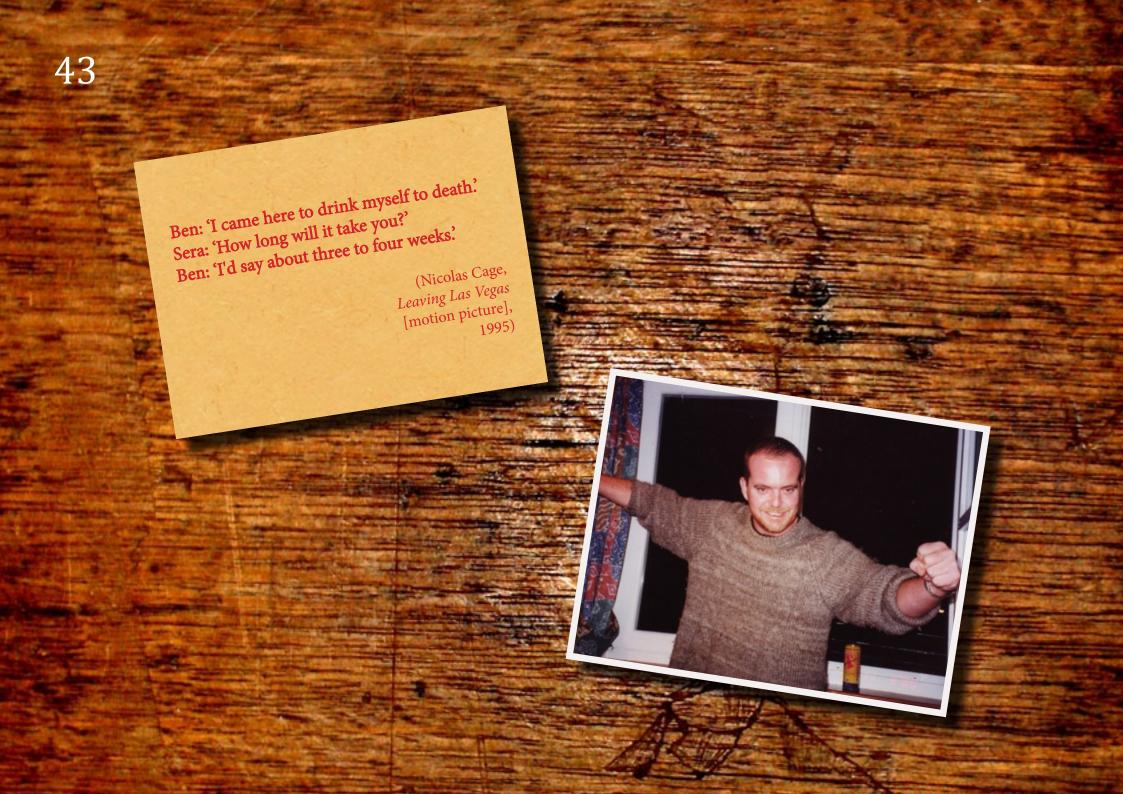






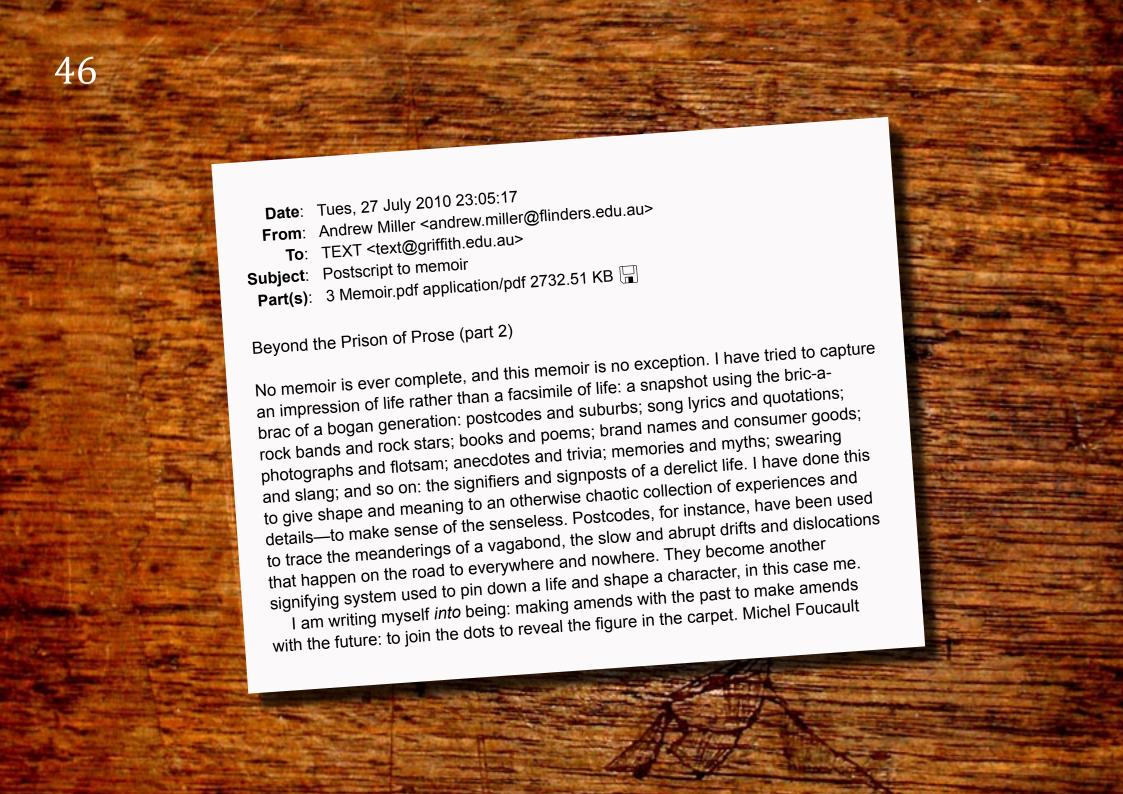












would call this a 'technology of self'—the capacity to revise the 'self' to make a more meaningful future. I am using memoir to create a 'survivor self'—a self who has survived the travails of life and emerged renewed, wiser but bruised. I am, in effect, writing the story of this other self so that he and I can reconcile our differences and let sleeping dogs lie: to shed the shame and sorrow of yesteryear like an old skin. As Joan Didion suggests: 'I think we are well advised to keep on nodding terms with the people we used to be, whether we find them attractive company or not. Otherwise they turn up unannounced and surprise us, come hammering on the mind's door at 4 a.m. of a bad night and demand to know who deserted them, who betrayed them, who is going to make amends' ('On Keeping a Notebook,' Slouching Towards Bethlehem, 1968/2008, p.139).

Memoir, then, is a technology of self and a technology of survival: a means of bringing order to chaos and meaning to confusion. As Lucy M. Calkins suggests in 'Memoir: Reading and Writing the Story of Our Lives':

Being human means we can remember and tell stories and pretend and write and hope and share, and in this way add growth rings of meaning to our lives. Being human means that in addition to going through the motions of our lives, we need to turn back and celebrate our lives. We need to paint and map and write and make believe and tell stories and represent and reminisce. We need to develop the eyes to see. What human beings fear is not growing old, but growing old without things adding up.

(Living Between the Lines, 1991, p.185)

I am the author and sculptor of my own 'story' and my own 'self'. And this self, I have decided, will climb out of the gutter and up into the street, and from the street he will walk into an 'artful' life and a life-worth-living. He will emerge in a month from his PhD and begin his life as an academic, or so I hope. This is the only way I know of

