

THE AMAZING

EDUCATIONAL STRUGGLE WITH LANGUAGE & LITERACY

BY JIM HAENDIGES



A WORD IS A RHETORICALLY CHARGED IMAGE, CONTAINING MULTIPLE MEANINGS IN THE WAYS IT IS DISPLAYED TO THE READER.

MANY WORDS GATHER INTO A BOOK, AND THESE WORDS CONVEY IDEAS. THESE BOOKS ARE CREATED BY LITERATE AUTHORS WHO WERE TAUGHT TO WRITE IN AN EDUCATIONAL SETTING.

AS I FALL ASLEEP WHILE READING BOOKS, I CAN'T HELP BUT WONDER WHAT EDUCATIONAL THEORIES STEERED WRITERS TO WRITE THE WAY THEY DO. HOW HAS SCHOOLING INFLUENCED THE WAY WE WRITE?

WORD



CONTEMPORARY DISCUSSIONS ON EDUCATION TEND TO REVOLVE AROUND CURRENT DISCUSSIONS ABOUT POLITICS. I'M NOT SURE I WANT TO GO INTO THAT. I WANT TO REACH FURTHER, DEEPER INTO HISTORY. WHAT ARE THE FOUNDATIONS OF OUR EDUCATIONAL SYSTEMS?

I WANT TO REACH BACK TO GREEK AND ROMAN FOUNDERS OF WESTERN DISCOURSE WHO ESTABLISHED IDEOLOGICAL PRINCIPLES THAT COMPOSITION THEORISTS TODAY RECYCLE, REINVENT, & CLAIM AS NEW IDEAS.



ONE ROMAN FOUNDER OF EDUCATION, QUINTILIAN, IS PIVOTAL IN INFLUENCING MODERN EDUCATION. IN THIS COMIC, I AM GOING TO INVESTIGATE HIS OVERALL INFLUENCE ON MODERN EDUCATION.

1

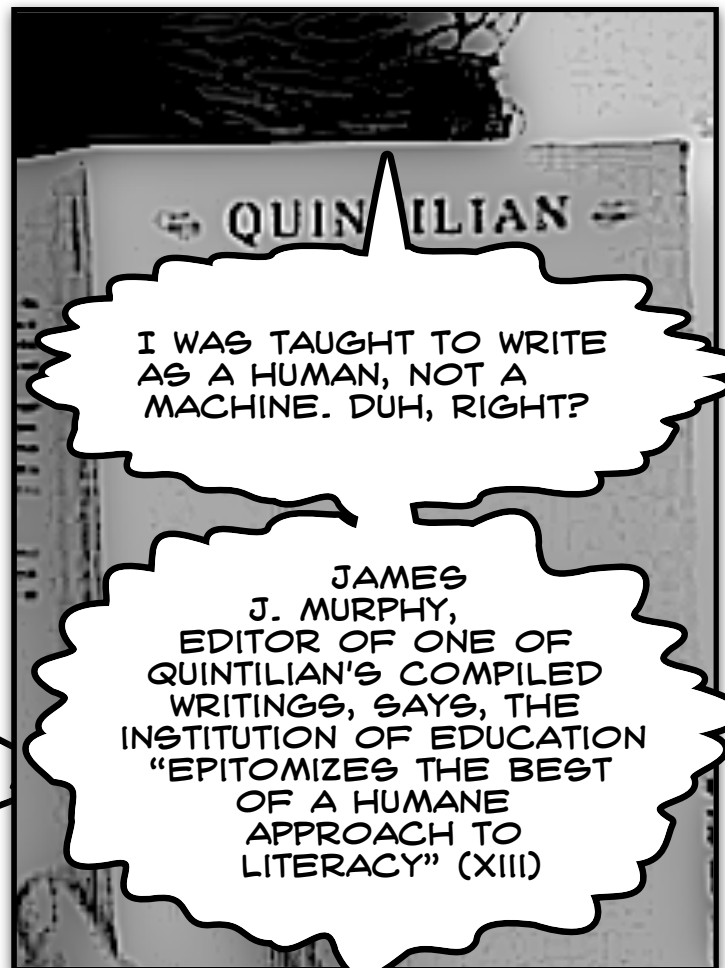
Quintilian





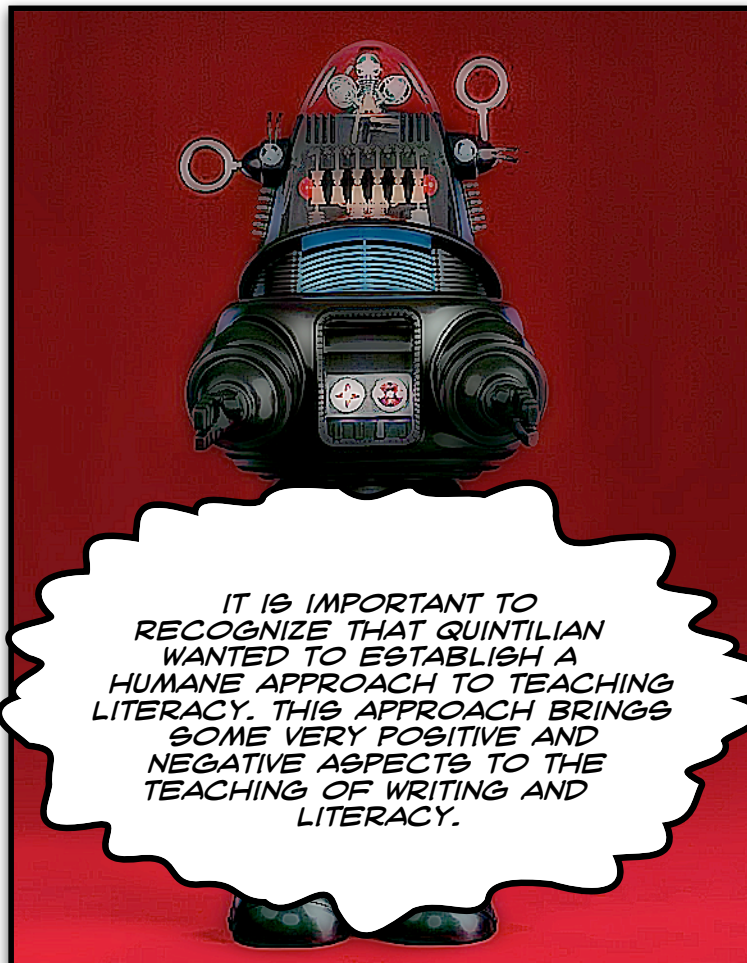
WHO AM I?

I'M JUST
SOMEONE WHO HAS
BEEN TAUGHT HOW TO
WRITE.

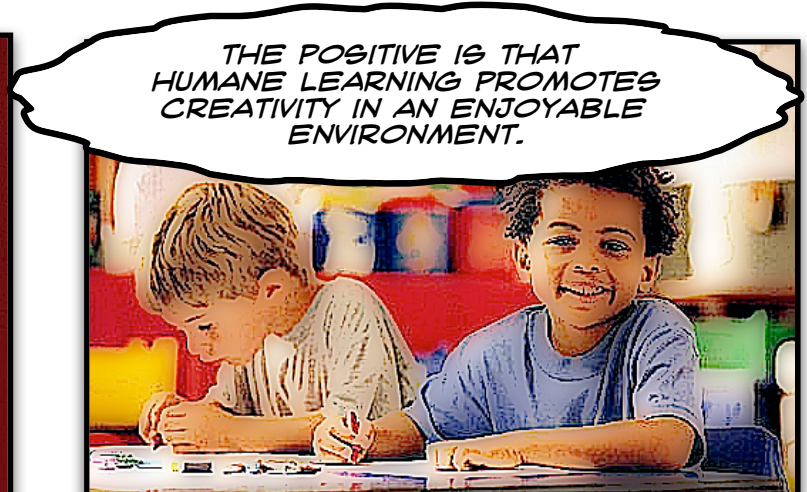


I WAS TAUGHT TO WRITE
AS A HUMAN, NOT A
MACHINE. DUH, RIGHT?

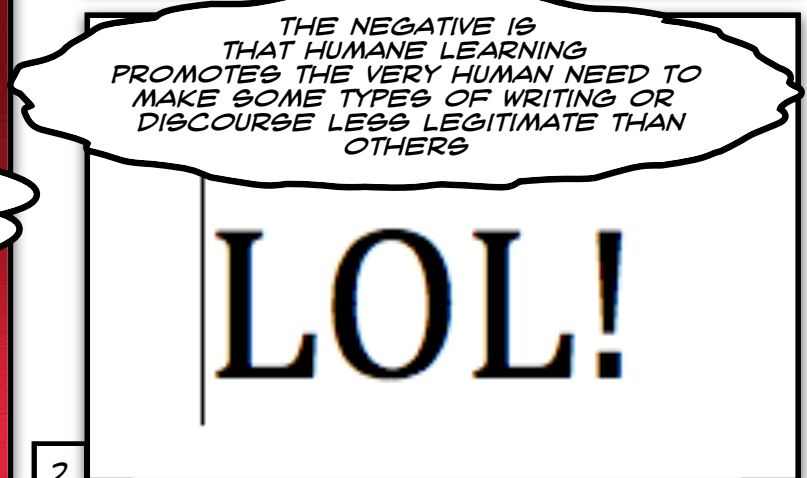
JAMES
J. MURPHY,
EDITOR OF ONE OF
QUINTILIAN'S COMPILED
WRITINGS, SAYS, THE
INSTITUTION OF EDUCATION
"EPITOMIZES THE BEST
OF A HUMANE
APPROACH TO
LITERACY" (XIII)



IT IS IMPORTANT TO
RECOGNIZE THAT QUINTILIAN
WANTED TO ESTABLISH A
HUMANE APPROACH TO TEACHING
LITERACY. THIS APPROACH BRINGS
SOME VERY POSITIVE AND
NEGATIVE ASPECTS TO THE
TEACHING OF WRITING AND
LITERACY.

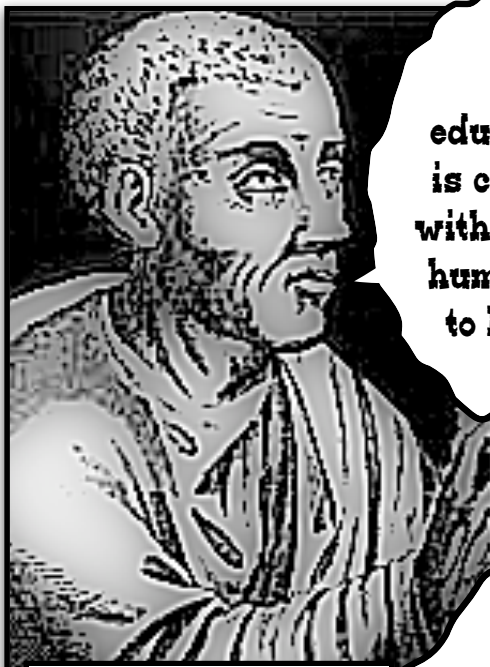


THE POSITIVE IS THAT
HUMANE LEARNING PROMOTES
CREATIVITY IN AN ENJOYABLE
ENVIRONMENT.



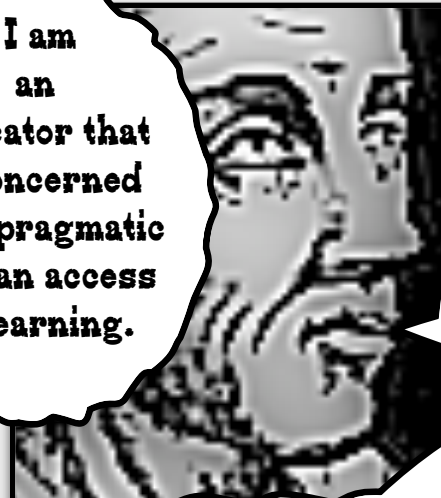
THE NEGATIVE IS
THAT HUMANE LEARNING
PROMOTES THE VERY HUMAN NEED TO
MAKE SOME TYPES OF WRITING OR
DISCOURSE LESS LEGITIMATE THAN
OTHERS

LOL!




I am
an
educator that
is concerned
with pragmatic
human access
to learning.

QUINTILIAN CAN SPEAK
FOR HIMSELF



I would
say that elementary
learning should "be an
amusement to "a student; let
him be questioned and
praised; let him never feel
pleased that he does not know a
thing; and sometimes, if he is
unwilling to learn, let
another be taught before
him, of whom he may
be envious" (15)

However, "custom in
speaking" should be "the
agreement of the educated, just as I call
custom in living the agreement of the
good" (57). The process of this formation
comes from the ethos that finally
establishes custom (49-57)



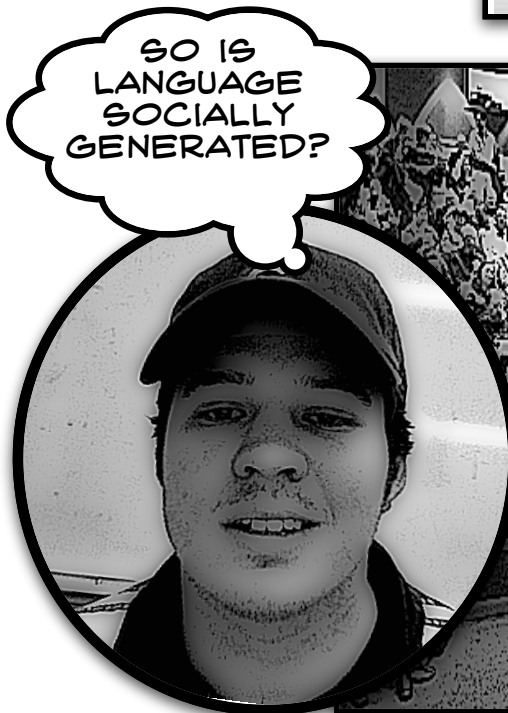
SO, ARE
YOU SAYING
THAT THE
IVORY TOWER
MAKES THE
DECISIONS ON
THE LANGUAGE
AND
LITERACY?

Doesn't it
make sense that the
educated decide
education?

I HAVE A
FEW ISSUES
HERE.

Well, let me explain.

First off, I, Quintilian, am not opposed to kinetic modes of learning. Though I want children to learn form before function, I have no problem with them enhancing memory, and thereby enhance their oration, by handling tangible figures to grasp linguistic characters, what I have called in *Institutio Oratoria* as “ivory figure of letters to play with, or whatever else can be invented, in which that infantile age may take delight, and which may be pleasing to handle, look at, or name” (16). I am not all about just reading.



SO IS LANGUAGE SOCIALLY GENERATED?



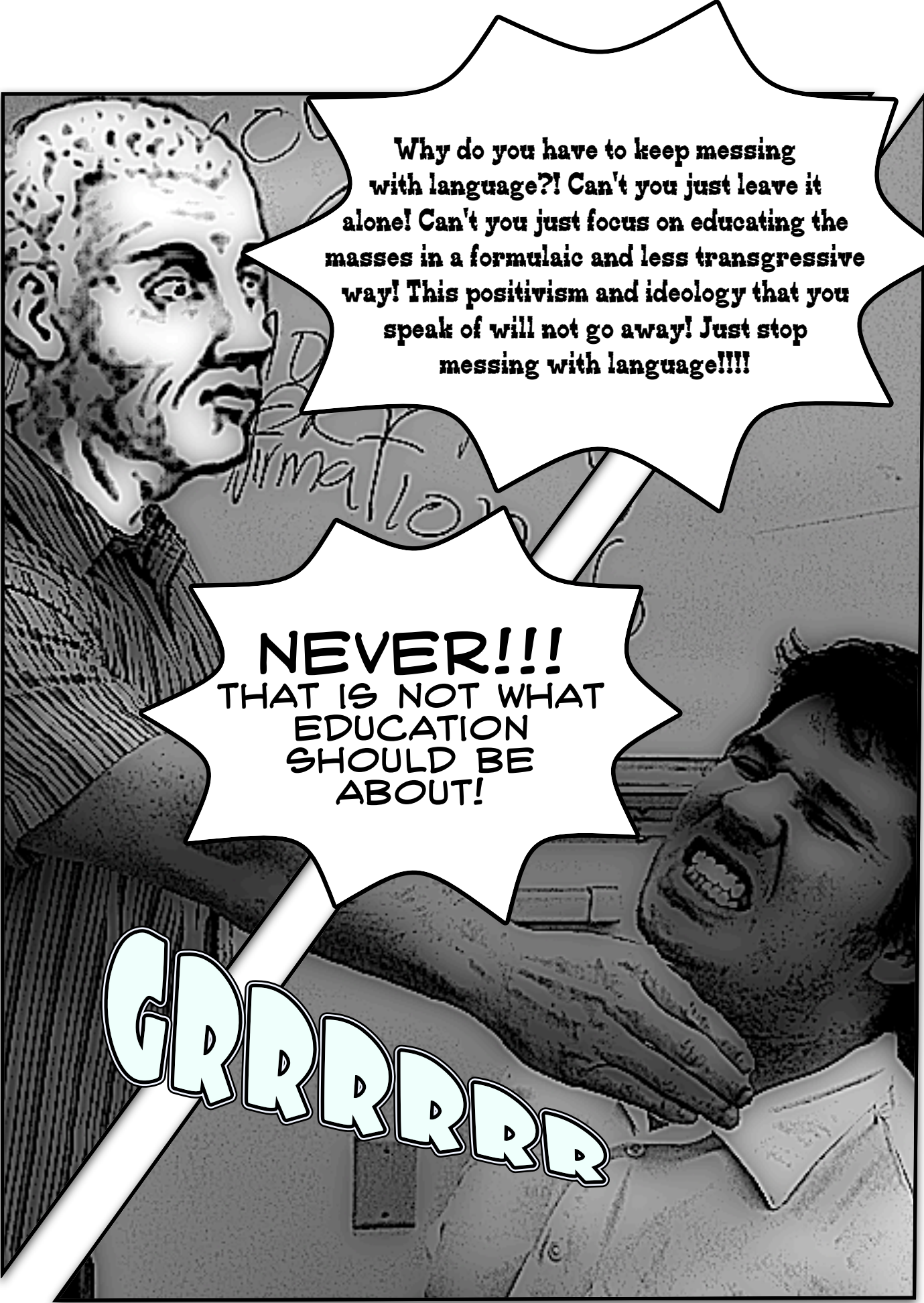
Next, I am not a fan of private instruction. Students should be surrounded by other minds, so that when the teacher’s instruction “may reach to many” and pupils can assist each other (21). The public teaching environment is important to literacy. Additionally, I think discourse education should be broad, incorporating many fields of study such as music and geometry (28, 74-80)

ENJOYMENT IS AN ACCESS POINT FOR DISCOURSE. DOES THAT PLAY IN INVOLVE PLAY IN LANGUAGE?

Third, I am no stick in the mud. I value play in pupils. “it is a sign of vicacity, and I cannot expect that he who is always dull and spiritless will be of an eager disposition in his studies” (26). I know there needs to be motivation to learn, it needs to be fun.



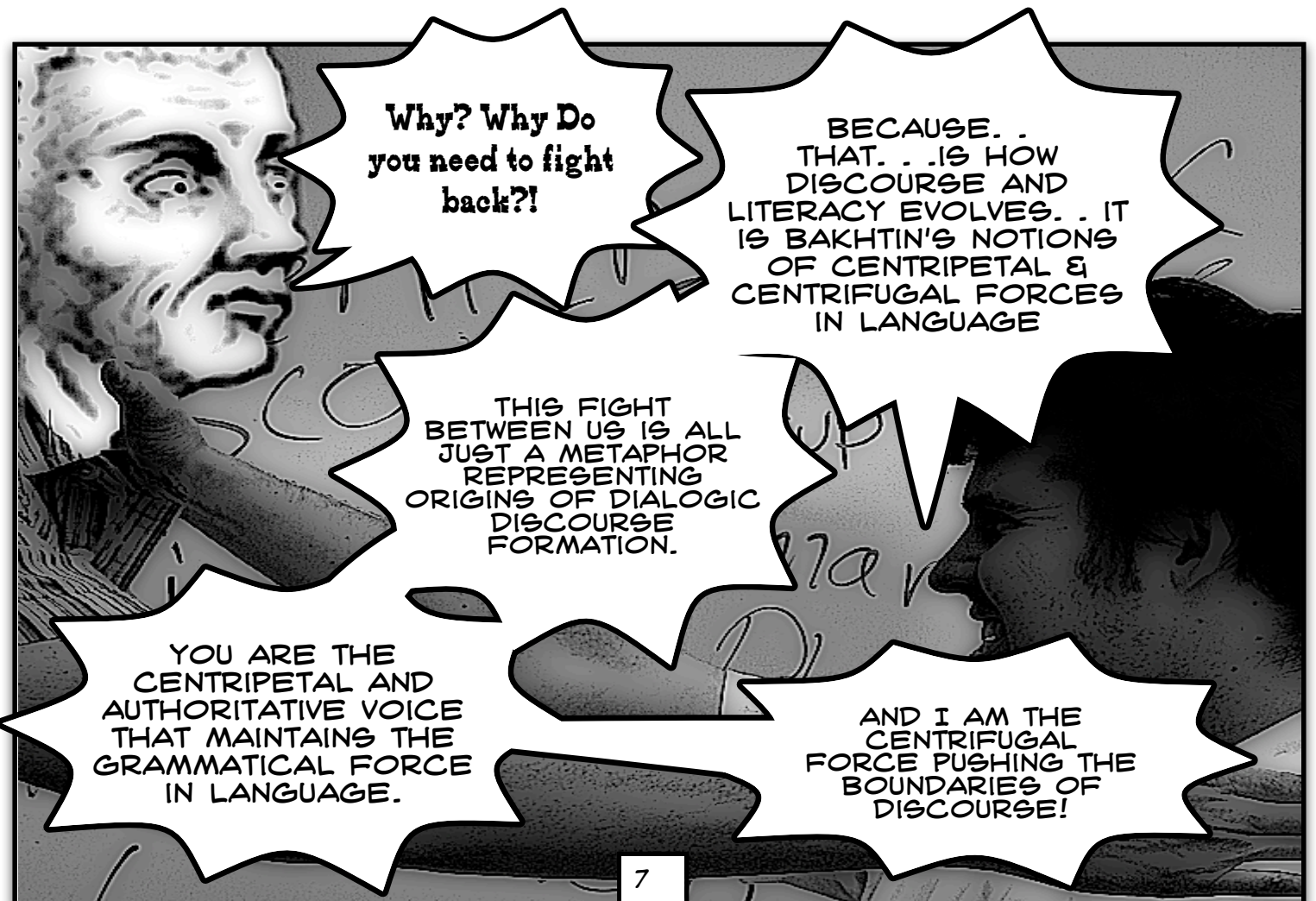
5

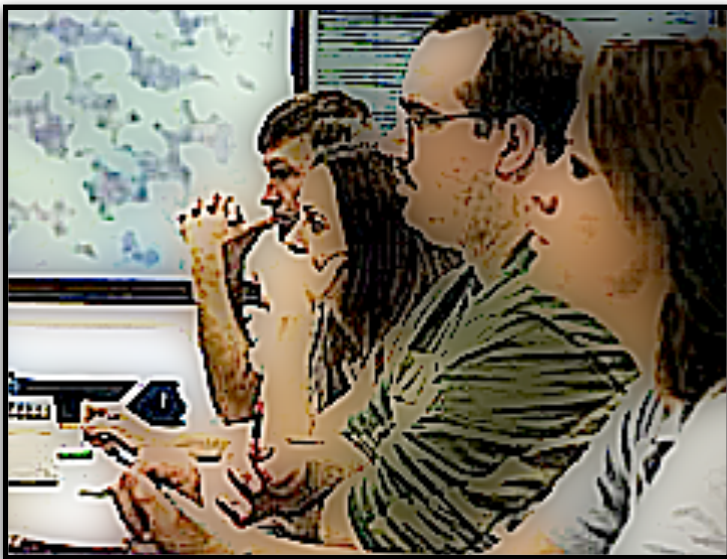
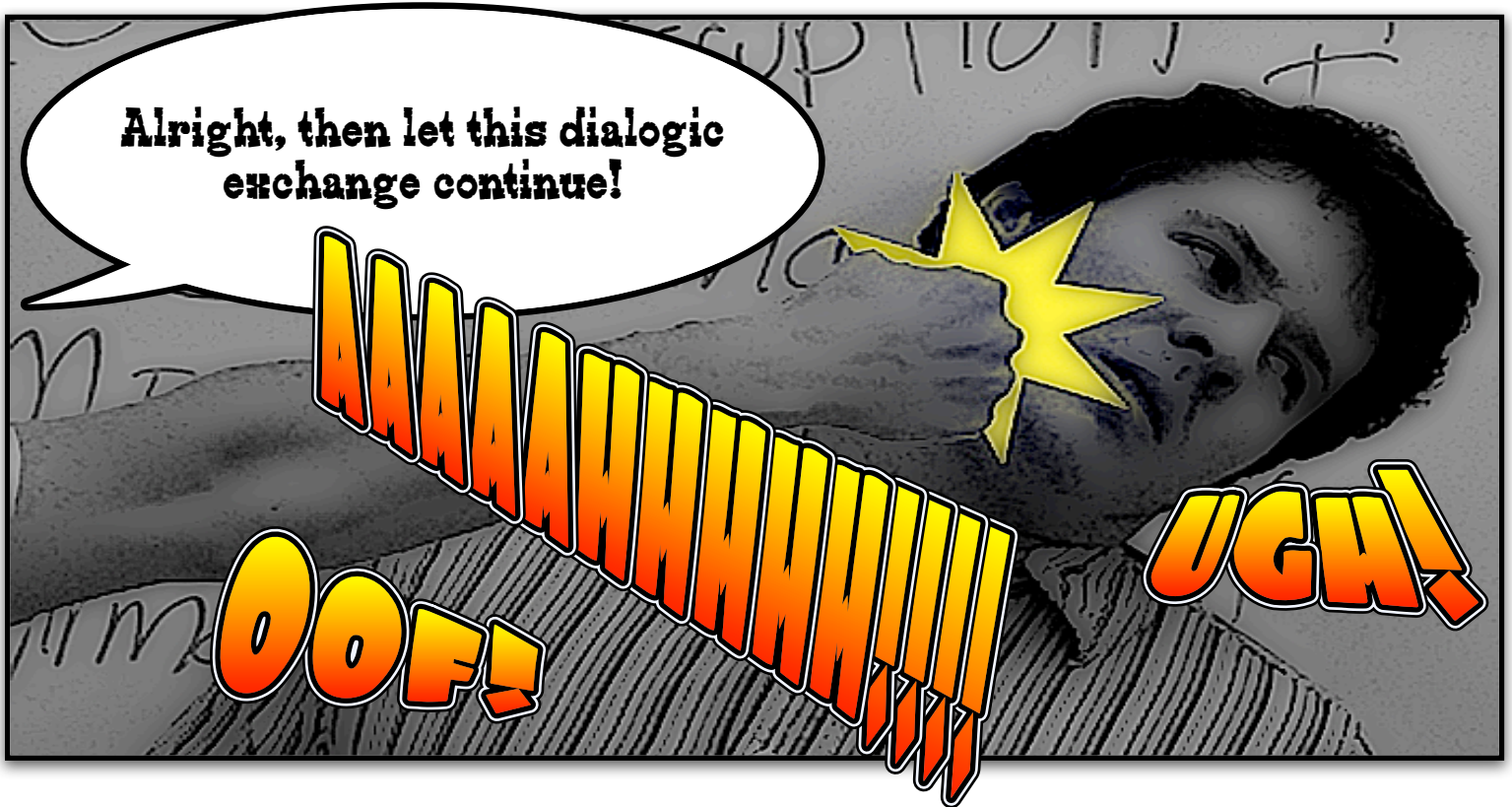


Why do you have to keep messing with language?! Can't you just leave it alone! Can't you just focus on educating the masses in a formulaic and less transgressive way! This positivism and ideology that you speak of will not go away! Just stop messing with language!!!!

NEVER!!!
THAT IS NOT WHAT
EDUCATION
SHOULD BE
ABOUT!

GRRRRRR





AMIDST THE FIGHT, I
RECOGNIZE THAT THIS DIALOGIC
EXCHANGE IS THE CONSISTENT
(AND HEALTHY) CONFLICT THAT
OCCURS IN EVERY CLASSROOM I
HAVE EVER ATTENDED. THE
RULES ARE SET BY THE
EDUCATOR AND THE STUDENT IS
COMPELLED TO CHALLENGE THE
RULES.

HOW ARE WE GOING TO
LEARN W/O A LITTLE
REBELLION? HOW WILL ORDER
EVOLVE WITHOUT A LITTLE
CHAOS? QUINTILIAN SET
SOME EDUCATIONAL
FOUNDATIONS THAT ARE
MEANT TO BE SHAKEN.





THE END

CREDITS

WRITTEN BY

Jim Daendiges

REFERENCE TEXTS

Quintilian. *Quintilian: On the teaching and Speaking of Writing*. James J. Murphy. Carbondale: Southern Illinois UP, 1987.

Bakhtin, Mikhail M. *The Dialogic Imagination*. Ed. Michael Holquist. Trans. Caryl Emerson and Michael Holquist. Austin: U Texas Press, 1981.

IMAGE CITATIONS

IMAGES OF QUINTILIAN

Image on page 1 from
<http://www.iperceptive.com/images/authorimages/quintilian.jpg>

Image on pages 2, 3, 6, 9-10, 12-14:
from
<http://campus.udayton.edu/~oldenski/romans.htm>

Image on pages 4 & 5:
Beloit College Library
archive of images on
<http://www.beloit.edu/.../book/images/People/Classical/>

**ALL OTHER PHOTOS WERE TAKEN
BY THE AUTHOR ON THE
WASHINGTON STATE UNIVERSITY
CAMPUS AND HIS UTAH HOME**

**THIS COMIC BOOK WAS CREATED
USING**



COMICLIFE (C) BY PLASQ

OTHER IMAGES

Images on page 1
Ancient roman coin
http://www.augustus.to/other/e_topf.html

No Child Left Behind Illustration done by James Bennett
<http://educationnext.org/the-future-of-no-child-left-behind/>

Images on page 2
Robby the Robot, found at <http://www.thegreenhead.com/2005/10/robby-robot-genuine-7-foot-life-size.php>

kids coloring, Flying Colours Ltd/ Getty Images
<http://freebies.about.com/od/printable-math-worksheets/tp/by-number-worksheets.htm> color-

Images on page 3
Carlson/Bloc Tower at Cal State Long Beach
<http://www.csulb.edu/org/uam/HTML/collections/SCULPTURE/16Bloc.html>

Images on page 4
ABC wood blocks
http://www.brennaphillips.com/wp-content/uploads/2011/05/abc_blocks.jpg

Lecture hall, Earlham University
<http://www.earlham.edu/.../hcr05/>

Images on page 5
Spanglish chart
<http://www.unifon.org/spell-betterfiles/48sax-fonogram.gif>

Grammar proof tree, tom cornell:
<http://tcl.sfs.uni-tuebingen.de/~cornell/prolog/Elements.html>

Latin characters
<http://www.eblong.com/zarf/pic/latin-table-lo.gif>

Images on page 8
Naughty students, Getty Images
<http://blogs.telegraph.co.uk/news/katharinebirsalsingh/100071272/britains-classroom-doors-remain-shut-for-one-reason-theres-an-awful-lot-to-hide/>

Attentive students
<http://www.gvltec.edu>

FAIR USE STATEMENT



-THE PURPOSE AND CHARACTER OF YOUR USE:

THE VISUAL REPRESENTATIONS OF THE CHARACTERS (QUINTILIAN, PLATO, ARISTOTLE, AND BAKHTIN) AND THE SUPPLEMENTARY GRAPHICS IN THIS COMIC BOOK HELPED TO CREATE A FICTITIOUS CONVERSATION BASED ON MY EXPERIENCE WITH THE CHARACTERS' WRITTEN IDEAS. I, JIM HAENDIGES, DID NOT SEEK TO VISUALLY DEFAME ANY OF THE CHARACTERS; I MERELY WANTED TO LEND A FACE AND A PHYSICAL MOUTH TO THE AUTHORS' WORKS IN A NEW AND INTERESTING WAY. THE DIALOGUE THAT THE AUTHORS SPOKE WERE DIRECTLY QUOTED OR PARAPHRASED FROM THEIR WORK. OTHER VISUALS IN THIS COMIC BOOK WERE MEANT GIVE THE READER A MORE CLEAR (VISUAL) UNDERSTANDING OF THE SETTING AND IDEAS I ENGAGED. BESIDES, I WOULD HAVE A BIGGER PROBLEM THAN FAIR USE ON MY HANDS IF THE AUTHORS (OR ARTISTS WHO SKETCHED OR PHOTOGRAPHED THE AUTHORS) WHO I AM VISUALLY REPRESENTING WOULD RISE FROM THE GRAVE AND OBJECT TO MY USE OF THEIR LIKENESS.



-THE NATURE OF THE COPYRIGHTED WORK:

THE IMAGES FROM THIS COMIC BOOK WERE FOUND ON PUBLIC INTERNET SITES OR WERE TAKEN ON MY PERSONAL CAMERA. THE SITES WHERE I FOUND THE IMAGES WERE EXHIBITING THEIR IMAGES FOR EDUCATIONAL OR NON-PROFIT USE. AS A CRITICAL INVESTIGATION INTO THE NATURE OF LANGUAGE AND LITERACY IN COMIC BOOK FORM, THIS WORK AND IMAGES IT CONTAINS WILL ALSO BE USED FOR EDUCATIONAL AND NON-PROFIT PURPOSES.



-THE AMOUNT AND THE SUBSTANTIALITY OF THE PORTION TAKEN:

SEVERAL IMAGES FROM THIS COMIC BOOK WERE TAKEN IN THEIR ENTIRETY FROM WEB SITES, BUT I ONLY USED THE IMAGES. I USED IMAGE FILTERS AVAILABLE THROUGH THE COMIC LIFE SOFTWARE APPLICATION, BUT I DID NOT CLAIM THESE IMAGES AS MINE OWN. I DID NOT PLAGIARIZE ANY CONTENTS FROM THE SITES AND I NOTED THE URLS WHERE I OBTAIN THE IMAGES. AGAIN, I USED THESE IMAGES AS COMPLIMENTARY VISUALS TO MY DIALOGIC NARRATIVE.



-THE EFFECT OF THE USE ON THE POTENTIAL MARKET:

I SEEK NO PROFIT FROM THE USE OF THESE IMAGES BEYOND PUBLICATION (IN WHICH I WILL RECIEVE NO MONETARY COMPENSATION). FURTHERMORE, THIS COMIC BOOK DOES NOT MOCK OR DEFAME ANYONE OTHER THAN MYSELF. MAYBE I SHOULD SUE MYSELF.