Rollerskates

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Perhaps you could tell from the color of my eyelashes Or the depth of the valley behind my clavicles Or the angles of my chin.

The ridges in my fingernails Whorl of my ears

Or any of dozens of little signals of phrenology or physiognomy

But most likely it was my walk that gave it away:

His parents are not from here

How exotic to grow up like that In our nation Among us But still as if in that other place

And what can you expect
--I anticipate them saying
His parents never really assimilated
So of course
Like them
Like everyone in the country where they came from
My first mode of locomotion was rollerskates

And it's true. My first step was really a first roll

And that's the way I learned to get around The way my parents did Fluidly, gracefully, efficiently Naturally The momentum of countless generations of grandparents all wheeled and proud Propelling me forward Strong arms behind me if I leaned back too far

Rollerskating really was no problem In my house In my neighborhood Or visiting relatives

I didn't think so.

I knew that some people have skates without wheels that's the way they get around my mother said. It seemed so awkward, ungraceful, inefficient, unnatural

There were things she didn't say then that I learned later:

for most of the good jobs, they don't want your wheels you have to walk

when you get to public school you have to walk

when you don't want to draw attention sometimes you have to walk

when you are used to rolling walking is not easy

and I did go to the public school where many of us wept to take off our skates and clumsily attach those wooden shoes

up and down the hallways leaning against the walls many of us falling over often anyway muttering profanity out of the teachers' earshot

most of the teachers
were more comfortable on skates as well
So I didn't understand why
When they caught me trying to tie my skates on sometimes

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They would say Shoes. Shoes. Shoes.

I knew
most of the teachers
were more comfortable on skates as well
and they knew our lives
and how much harder our parents had to work
and how sometimes we didn't have enough to eat
only because we come from the place where they rollerskate

most of the teachers would go easy on us make us walk but slower than you might have in your public school

most of the teachers would accept the bare minimum when it came to walking we were in it together in a way

and even though I kept skating almost everywhere when I wasn't in school when in my house in my neighborhood with my relatives

I got pretty good at walking anyway

I was one of the best in my school I got good grades Awards advanced classes

When my family needed someone to walk for them I would be the walker proud

But When the politicians talked of moats And how we should all skate back

Where our skates belonged I knew I needed to walk right up to them And tell them who I was

But usually to do that They make you go to college first

And that's why I'm here
On these shoes
that are pretty comfortable now
Almost as comfortable
as skates
But still not as natural
Nor as beautiful
Nor as me

There were things my high school teacher never said that I'm learning now:

here
There are hills and stairs
everywhere
You can trip even if
you're a pretty good walker

All of the teachers can RUN

And they expect you to run with them And with those students who It seems never had to learn to walk it seems were born into the best running shoes Longstreth: Rollerskates

most of the teachers can't even skate and don't understand how different it is So who do you think is the faster runner?

I'm a fast learner But I'm afraid That by the time I catch up

The race will be over

And I will still be behind.

David Longstreth is an English as an Additional Language instructor in Humboldt State University's International English Language Institute. His areas of academic and pedagogical interest include the promotion of equitable education for language minority students in Englishmedium universities, the use of corpora to inform language teaching and learning, and the development of a lexis-focused approach to teaching language learners to write in the disciplines.