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Happy Pagans

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Happy Pagans

Alaine Happy Pagans

Sally's name got changed to "Sunflower" late last week. She went to the girl known as "Starpower" because she was feeling weak. Starpower said, "Meet me by the lockers today after school." There she crushed a crystal, pronounced Sunflower as cool. Now Becky doesn't like the way Starpower acts at lunch.

Says Sally doesn't come around church now much.

Happy Pagans everywhere,
Floating up and down academia's marble stairs,
Surviving on red beans and rice,
Never thinking twice about Jesus Christ.

Bob works at Motorola, designing those newfangled microchips. Says his job is to make telecommunications just a bit more hip.

He's out of the rain, not quite out of the muck; but he's got a stereo, and with some luck he'll have a happy home, get a happy wife who will make her hubby happy, and they'll live a yuppie life.

Every fourth weekend they'll tide-folly, pridefully pay eleven percent.

Hazy, crazy incense, guaranteed to cure your broken heart. There she crushed a crystal, pronounced Sunflower as cool. Never really fancied Jesus Christ.

Every weekend in spring we all drive downtown and try to park it for the phrase, Sara Vickery for the motivation, and Heidi Norton for the every place, everywhere, "Sunflower." "Starpower," "Pagans" have, however, taken numerous classes in the rigors of teaching education. The learning environments encouraged throughout the various humanities and science courses are advantageous for all, yet in particular for future educators. If nothing else, it is intriguing to study the diverse teaching styles of professors — which ones encourage involvement, and which stifle creativity and participation. This analysis, in my opinion, has bolstered my will to teach far more than any course in educational theory. As an astute education professor once put it: "Teaching is the one unique career you have been preparing for your whole life, through observing past teachers, and you probably didn't even realize it."

However, I do not feel that I have received proper training to be teaching high school English next fall, as I hypothetically could be. I have chosen to seek more education at the master's level, primarily because of this overwhelming sense of deficiency. It still baffles me that I can graduate of the state exams. Indeed, part of the debate stems from whether we are teaching our students a great disservice if we are proficient in the theory of being an ideal teacher, yet have never having taken a poetry or British Literature class. I have, however, taken numerous classes in the rigors of teaching "properly," of writing impeccable lesson plans, of managing a classroom with the greatest of ease, and of discussing varying theories of the "utopian" educational system. These are all well and good, and yes, they will help me pass my state exams. Indeed, part of the debate stems from whether we are teaching our "students," or teaching our "subject." I feel that these cannot be separated in such a debate and that we are doing our students a great disservice if we are proficient in the theory of being an ideal teacher, yet have no knowledge which we are able to impart to them! Think back on your favorite teachers from...