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On The Teaching of Poetry

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ON THE TEACHING OF POETRY

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Excerpt From Ode: Intimations Of Immortality From **Recollections Of Early Childhood** By William Wordsworth

- Though nothing can bring back the hour Of splendour in the grass, of glory in the flower; We will grieve not, rather find
 - Strength in what remains behind;
 - In the primal sympathy
 - Which having been must ever be;
 - In the soothing thoughts that spring Out of human suffering;
- In the faith that looks through death, In years that bring the philosophic mind.





WHEN I WAS YOUNG, MY MOTHER WOULD READ ME POETRY

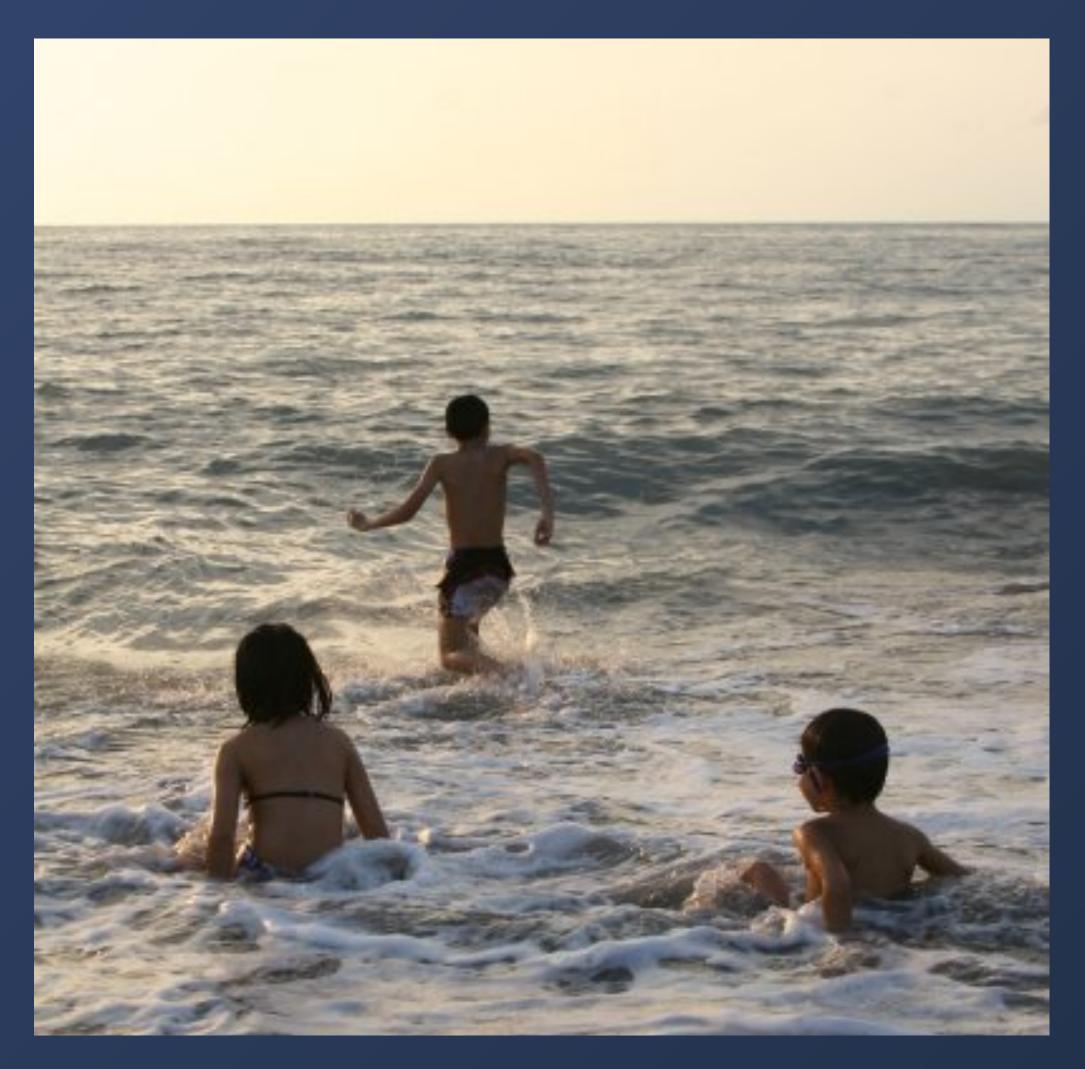






ALL THINGS IN THE WORLD COME TO US THROUGH LANGUAGE













ON THE TEACHING OF POETRY

I have a crazy, crazy love of things. I like pliers, and scissors. Ilove cups, rings, and bowls – not to speak, of course, of hats.

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I have a crazy, crazy love of things. I like pliers, and scissors. Ilove cups, rings, and bowls – not to speak, of course, of hats.

Ilove all things, not just the grandest, also the infinitely small – thimbles, spurs, plates, and flower vases.

Oh yes, the planet is sublime! It's full of pipes weaving hand-held through tobacco smoke, and keys and salt shakers – everything,





I mean, that is made by the hand of man, every little thing: shapely shoes, and fabric, and each new bloodless birth of gold, eyeglasses carpenter's nails, brushes, clocks, compasses, coins, and the so-soft softness of chairs.

Mankind has built oh so many perfect things! Built them of wool and of wood, of glass and of rope: remarkable tables, ships, and stairways.





I love all things, not because they are passionate or sweet-smelling but because, I don't know, because this ocean is yours, and mine; these buttons and wheels and little forgotten treasures,

fans upon whose feathers love has scattered its blossoms glasses, knives and scissors – all bear the trace of someone's fingers on their handle or surface, the trace of a distant hand lost in the depths of forgetfulness.

I pause in houses, streets and elevators touching things, identifying objects that I secretly covet; this one because it rings, that one because it's as soft as the softness of a woman's hip, that one there for its deep-sea color, and that one for its velvet feel.





O irrevocable river of things: no one can say that I loved only fish, or the plants of the jungle and the field, that I loved only those things that leap and climb, desire, and survive.

It's not true: many things conspired to tell me the whole story. Not only did they touch me, or my hand touched them: they were so close that they were a part of my being, they were so alive with me that they lived half my life and will die half my death.

they were so alive with me that they lived half my life and will die half my death.







Harmony as an element can be found in plot when things "fall into place" or resolution takes place even if the resolution is non-resolution.

But I believe harmony is also about an awareness of the intrinsic design of harmony in nature.





Part of the literature classroom is this truth: truth in literature is slippery.





"You cannot debone a fish with a hammer."

ON THE TEACHING OF POETRY

They look at me and ask, what does it mean?





Wooden **Poet Laureate Kay Ryan**

ON THE TEACHING OF POETRY

In the presence of supple goodness, some people grow less flexible, experiencing a woodenness they wouldn't have thought possible. It is as strange and paradoxical as the combined suffering of Pinocchio and Geppetto if Pinocchio had turned and said, I can't be human after all.





Spring and Fall **Gerard Manley Hopkins, SJ**

Márgarét, áre you gríeving Over Goldengrove unleaving? Leáves like the things of man, you With your fresh thoughts care for, can you? Ah! ás the heart grows older It will come to such sights colder By and by, nor spare a sigh Though worlds of wanwood leafmeal lie; And yet you will weep and know why. Now no matter, child, the name: Sórrow's springs are the same. Nor mouth had, no nor mind, expressed What heart heard of, ghost guessed: It is the blight man was born for, It is Margaret you mourn for.





The Conditional Ada Limon

ON THE TEACHING OF POETRY

Say tomorrow doesn't come. Say the moon becomes an icy pit. Say the sweet-gum tree is petrified. Say the sun's a foul black tire fire. Say the owl's eyes are pinpricks. Say the raccoon's a hot tar stain. Say the shirt's plastic ditch-litter. Say the kitchen's a cow's corpse. Say we never get to see it: bright future, stuck like a bum star, never coming close, never dazzling. Say we never meet her. Never him. Say we spend our last moments staring at each other, hands knotted together, clutching the dog, watching the sky burn. Say, It doesn't matter. Say, That would be enough. Say you'd still want this: us alive, right here, feeling lucky.





What do I know of the suffering of Pinocchio?





It gives to literature the highest kind of responsibility: a way to a better future.



