Chapter One

What Is Poetry?

Poetry is as universal as language and almost as ancient. The most primitive peoples have used it, and the most civilized have cultivated it. In all ages and in all countries, poetry has been written, and eagerly read or listened to, by all kinds and conditions of people—by soldiers, statesmen, lawyers, homemakers, farmers, doctors, scientists, clergy, philosophers, kings, and queens. In all ages, it has been especially the concern of the educated, the intelligent, and the sensitive, yet it has appealed, in its simpler forms, to the uneducated and to children. Why? First, because it has given pleasure. People have read it, listened to it, or recited it because they liked it—because it gave them enjoyment. But this is not the whole answer. Poetry in all ages has been regarded as important, not simply as one of several alternative forms of amusement, as one person might choose bowling, another chess, and another poetry. Rather, it has been regarded as something central to existence, something having unique value to the fully realized life, something that we are better off for having and without which we are spiritually impoverished. To understand the reasons for this, we need to have at least a provisional understanding of what poetry is—provisional, because people have always been more successful at appreciating poetry than at defining it.

Initially, poetry might be defined as a kind of language that says more and says it more intensely than does ordinary language. To understand this fully, we need to understand what poetry "says." For language is employed on many occasions to say quite different kinds of things; in other words, language has different uses.

Perhaps the most common use of language is to communicate information. We say that it is nine o'clock, that we liked a certain movie, that George Washington was the first president of the United States, that bromine and iodine are members of the halogen group of chemical elements. This we might call the practical use of language; it helps us with the ordinary business of living.
our experience—that is, by making us feel more powerfully and more emotionally involved in the events we witness in our daily lives.

In the essay, the author discusses the role of emotions in shaping our perceptions and experiences. The experience of the eagle is described as a powerful and inspiring event that elicits strong emotions in the observer.

The author argues that the experience of the eagle is not just a matter of observing its power and majesty but also of feeling a deep sense of awe and admiration. This emotional reaction is a natural part of the experience and enhances our understanding of the eagle's significance.

The author further suggests that our emotional reactions to events like the one described in the essay can provide us with a deeper understanding of our own experiences and the world around us. By feeling emotionally involved in an event, we can gain a more profound appreciation of its significance and relevance to our lives.
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Duce et Deorum Est

William Shakespeare (1564–1616)

"When the heavy, quick, and thick rain
Which hourly doth John, and John hath gone the port,

A merry note,

'Tis not the port-Man's "If it rain, man's the port.""
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Understanding and Evaluating Poetry

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Following Poems:

6. Determine which ideas in this chapter are included in the
   following poems.
   Literature.
   4. Explain the differences between poetry and other
      imaginative.
   3. Consider how looking for moral instruction or beauty
      are
   2. Describe the use of abstract, metaphorical, and specific
      language.
   1. Differentiate between abstract, metaphorical and
direct language.

REVISING CHAPTER ONE

Other parts to preserve and express the life that is within
when every part serves a useful purpose and cooperates with every
part in its own right in a true intertwining of functions that
comprise the whole.