

with all the complexities suggested in the views of poetry expressed in this article. The term is appealing too because it allows for a conception of poetry that includes response, that any poetic encounter is a meeting of two *lifeworlds*, the first that of the listener or reader, the second that newly unconcealed world projected as poem. The notion helps us conceive of classroom encounters with poems too, allowing for the multiple *lifeworlds* represented by thirty-or-so pupils, encountering a poem in the *lifeworld* of a classroom. This elaborated notion of *lifeworld*, following Burnside, MacNeice, Heidegger et al, has voice at its centre. It returns us, in the present, to a view of poetry that might reinstate what Bolland felt was lost.

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