

TENDER HEART HIGH SCHOOL, SEC. 33 B, CHD.

CLASS: IX

SUBJECT: ENGLISH LITERATURE

POEM: I REMEMBER, I REMEMBER

EXPLANATION IN DETAIL: I Remember, I Remem

- ber is an impressive piece of poetry which captures the feeling of nostalgia by contrasting the perceptions of youth with the understanding of adulthood.

- Thomas Hood's childhood was a time of great happiness, one which he is well aware of that it cannot return him to. The poem grapples (deals) equally with the idealization of childhood and the sorrow at the depressing fact that it must end.

This poem is broken into four equal stanzas of 8 lines. The rhyme scheme is consistent i.e. ABCB DEFE. The poet explores the joys of childhood, with the consistent rhyme evoking this nostalgic feeling.

STANZA 1.

The first stanza begins with the anaphoric line, which continues to occur throughout the poem, 'I Remember, I Remember.'

This line centralizes the poem on the pronoun 'I'.

Hood exposes an intimate memory to the readers.

The use of present tense 'remember', also helps to create a division between childhood and adulthood.

Hood is very much stuck in the present. He is

'remembering' the past and wants to return to his childhood phase despite knowing the harsh reality of the fact that he cannot return to this wonderful phase of his life.

CLASS : IX

SUBJECT : ENGLISH LITERATURE

STANZA 1 CONTINUED : The poet seems

really elated with the presence of the sun at the little window of his house where he was born. The other thing which makes him merry is the punctuality exhibited by the sun. The poet seems glorifying the fact that it always rises on the right time never too early nor too late. So here the poet seems delighted. Whereas he seems depressed when the day gets over and night time dawns upon and is found praying that the night would have taken his breath away. The sun is personified

as a force for doing good within the poem. The sun is presented as a friendly character who seems to do everything to a level of perfection. It never came a wink too soon.

Nor brought too long a day
Here night represents 'death'. This stanza ends with an exclamation as the poet wishes that during this idyllic period, he would have died so that this beautiful childhood period would have never come to an end so that he would not have to face the harsh realities of the present day life i.e. Adulthood.

STANZA 2 :

In stanza 2 the poet is reminded of various coloured flowers he had seen in his childhood i.e. roses, violets, lilies and violets. These vibrant flowers

CLASS: IX

SUBJECT: ENGLISH LITERATURE

STANZA 2:

used to make his life colourful. The flowers, like his scintillating childhood were colourful and bright but fragile and likely to fade or break. At present the flowers he imagines do not seem real and they merely seem a flint of light, representing his present depressed state. He also remembers the place where his brother had planted the laburnum tree, which is still living! The exclamation compounds Hood's sense of excitement. It acts as a reminder to the poet of his buried past and stirs up more nostalgic memories. The whole stanza depicts how elated (happy) and excited the poet feels as he remembers his childhood.

STANZA 3:

The third stanza beautifully brings out the longing for childhood period or freedom that the poet still craves for as he still nurture the feeling how he used to 'fly' like a wingless bird on a swing and experience the thrill of 'swinging' in fresh air. He also used to wonder at the fact if the swallows also felt the same rush of air while flying as he felt or not.

Swallows are small birds with pointed wings and a tail with two points. They are birds commonly found flying dotting the sky.

He still misses the vigour and energy that he used to feel while flying in the sky like swallows. Whereas right now it seems impossible for him to free

CLASS : IX

SUBJECT : ENGLISH LITERATURE

himself from the burden of reason and rationality. His soul was so light then. Now in his adulthood he suffers from the 'heaviness' of soul, which is symbolic of gloominess, boredom and restlessness. We can apparently feel his nostalgic feelings of regret and exhaustion at the loss of his glorifying childhood and on the present harsh reality of being a grown-up. No summer pools can now be - calm his 'fevered' mind that used to calm him as a child during his childhood. This also shows his regret and sorrow which he feels or one feels as life moves on.

STANZA 4.

The poet recalls his childhood in a sentimental and nostalgic state of mind. The poet recalls having seen tall, dark fir trees whose tops could touch the sky i.e. **heaven**. Now he is completely familiar with the reality that this desire was his childhood ignorance. The joy is the belief that heaven was in the reach of the top branches of the fir trees i.e. ignorance of the fact being bliss here. Now he knows that the so-called wisdom of his adulthood has come at the cost of his childhood innocence. He strongly feels that as a person grows old, he realises the folly (foolishness) of youth and things that brought him joy are still there but now they no longer give him joy. Spirituality and inner peace i.e., heaven which appeared close and attainable in childhood no longer seems to be attainable. This realisation brings no joy to the poet hence he laments.

CLASS : IX

SUBJECT : ENGLISH LITERATURE

the loss of his childhood. The powerful adjectives used by the poet i.e., fresh, cool which depict the positivity of his childhood and the negative words used by the poet i.e., 'heavy', 'close', 'farther' depict his adulthood. The poet finds a little joy in the realization that now as an adult he is more distant from God than he was as a boy.

Literary or Poetic Devices :

1. Simile : When the poet as a child would be swinging high. He would feel the same rush of the air as flying swallows.
2. Consonance : It is the repetition of consonant sound within the words.
 And thought the air must rush as fresh.
3. Simile - the air must rush as fresh.
4. Assonance - thought the air must rush as fresh.
/ʌ/ sound. u sound is repeated here.
 It is the repetition of the vowel sound across words within the lines of the poem.
 • And summer pools could hardly cool.