

**Representations of the Themes of Memory  
and Hope in Selected English Poems**

تصوير فكري الذاكرة والأمل  
في قصائد مختارة من الشعر الإنجليزي

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Master's Degree in English Language and Literature**

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**Jan, 2023**

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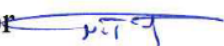


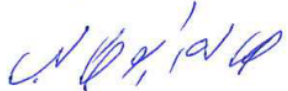
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## **Dedication**

To **my father**, mother, sister Dr.Hiba and brothers Dr. Motasim, Mohammed, Abdulrahman, Abdullah, and Ahmed for their limitless support.

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## **Representations of Themes of Memory and Hope in Selected English Poems**

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### **Abstract**

This thesis explores representations of the themes of memory and hope in selected English poems, namely: William Shakespeare's "When to the Sessions of Sweet Silent Thought" (1590), William Wordsworth's "Tintern Abbey" (1798), Thomas Hood's "I Remember, I Remember" (1950), Christina Rossetti's "Remember" (1849), Stevie Smith's "I Remember" (1902), Emily Dickinson's "Hope is the Thing with Feathers" (1861), and Thomas Hardy's "Song of Hope" (1862). The thesis, furthermore, compares and contrasts the ways such themes are depicted. To achieve its objectives, the study deploys a formalistic approach, focusing primarily on the representations of the themes and the poetic devices and techniques used in the poems. The study concludes that memory and hope are universal themes that are experienced by everyone and presented in variable ways by the set of poets whose poems are selected for the study.

**Keywords: Memory, Hope, English Poems, Representations.**



## تصوير فكرتي الذاكرة والأمل في قصائد مختارة من الشعر الإنجليزي

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الملخص

توضح هذه الدراسة تمثيلات لفكرتي الذاكرة والأمل في قصائد إنجليزية مختارة، لكل من ويليام شكسبير "متى أحظى بجلسات الفكر الصامت الجميل" (1590)، و وليام وردزورث "دير تينترن" (1798)، وتوماس هود " أتذكر، أتذكر " (1950)، كريستينا روسيتي " تذكر " (1849)، لستيفي سميث " أتذكر " (1902)، إميلي ديكنسون " الأمل هو الشيء مع الريش " (1861)، توماس هارديز "تشيد الأمل" (1862). علاوة على ذلك تقارن الأطروحة الطرق التي يتم بها تصوير هذه الموضوعات لتحقيق أهدافها، تستخدم الدراسة نهجاً شكلياً، مع التركيز بشكل أساسي على تمثيلات الموضوعات والصور الشعرية والأساليب المستخدمة في القصائد. لخصت الدراسة إلى أنه بالنظر إلى حقيقة أن الذاكرة والأمل هما فكرتان عالميتان تحصل مع جميع البشر وقد تم تقديمهما بطرق مختلفة من قبل مجموعة الشعراء الذين تم اختيار قصائدهم للدراسة.

الكلمات المفتاحية: الذاكرة، الأمل، الشعر الإنجليزي، التصوير

## **CHAPTER ONE**

### **Introduction**

#### **1.1 Background and Significance of the Study**

Hope is a popular theme in the literature for several reasons. The topic of hope directly deals with one of the most important characteristics of human experiences: anxiety or fear about uncertainty in the future or negative feelings and thoughts for fear of something that may or may not happen. Hope comes to eliminate these thoughts, that we should think positively about, and that it is the strength to move forward in life. Hope empowers us and requires nothing in return. Memory and hope themes are very important and I think that they make the poems mentioned in my study ingrained in the mind.

Memory is the highest mentally cognitive process. According to the scientists, we can remember, store, retain, and then recall information and experiences from the past. Memory, in its simplest definition, means the continuation of the process of retaining information over time. It is an integral part of human cognition, allowing individuals to remember and relate past events, memories, and experiences and use them to frame their understanding and behavior in the present time. Poetry often affects readers, and this prompts the readers to re-read it and even memorize the lines. Poetic words are easier to memorize than non-poetic words; they help improve a

person's memory and make us more likely to remember other information as well. Poetry makes memory strong and encourages self-reflection. Many studies show that poetry causes the part of the brain that is active during daydreaming to light up while reading or listening to poetry.

On the other hand, hope is as important as memory. When we feel we have lost hope, we may find inspiration in the words and actions of others. It is possible to hate poems, and hope may take many forms in a poem, including an open road, an unturned page, and a map of another world, a ship, a child, or something missing that returns after a long while to its own. The use of metaphors for hope seems appropriate, as the concept of hope is difficult to describe. It is deeper than mere optimism as it is more mysterious, sensitive, and elusive. It is a feeling that we should develop, but it is like believing that after sadness, no matter how long it takes, there will be joy in the end. Hope can enhance determination, bravery, and strength of character- the ability to recover and remain resolute despite setbacks- when one works hard to change and improve themselves to have a better life.

Poetry is the voice of the heart, the tongue of emotions, and the interpreter of emotions. The poet is a bird that flies in the vast sky, and a skilled painter is someone whose feathers permeate his feelings dances with joy and cries with sadness. This effect is reflected in society, especially if the poet adopts the higher meaning with his/ her precise sense and presents it in

its appropriate form that expresses their feelings. In addition, the field of poetry covers all aspects of life . How many lines of poetry have the war kindled, how many hands were stretched out, how often have sorrows made us weep, how many poetic verses carried us on the wings of imagination and how many lines shook our souls and awakened our conscience? (Johnson-Laird & Oatley 2022).

From an ethical point of view, the term or concept of poetry is taken from feelings, and is often reflected in poems. The poet suggests a range of feelings or emotions that the reader can feel. Poetry defines language as rhymed and balanced speech, while *poetry* is a speech composed to serve imaginary themes with the aims of persuasion or intimidation (Anne Holmes). Poetry writing can come in the form of different whole poems or independently or often combined with other arts, such as poetic dramas, poetic texts, hymns, or prose poems. This study explores representations of the themes of memory and hopes in poetry, as the researcher believes that poetry is the best literary genre to deal with such themes.

The best way to understand inner turmoil is to explore poetry. It transforms one's thoughts into short, direct sentences while alleviating the anxiety of his/her body in a lyrical style. It highlights what the problems might be and forces you to answer them logically and systematically. Poetry can give us insights into ourselves that we did not know if it existed before

but that you always wanted to understand. There is no greater sorrow than not knowing one's self-worth, while there is no greater power than fully understanding one's identity. Poetry can give you that power.

Hope is the soul of the poet. It is the source of happiness, a source of true pleasure that illuminates lifestyle. Hope is often the main theme in poetry. Hope is in the hearts of good people. It frees them from despair and gives them the strength to move forward. It only empowers them and in return asks nothing. Hope is personified in poems to show its importance to vulnerable souls. In addition, memory is the highest cognitive process. We can remember, store, retain, and then recall information and experiences from the past. I think that memory is an important theme to talk about as much as hope which makes us stronger. In fact, we are a mix of memories that give hope when remembering bad or happy memories.

Thus, the thesis presents an in-depth examination of representations of the themes of memory and hope in selected English novels. The thesis explores the different ways that poets deploy to depict such themes. To achieve its objectives, the study draws on the formalist approach, focusing primarily on the themes of memory and hope as well as the techniques that the poets deploy to present the aforementioned themes.

## **1.2 A Brief biography of William Shakespeare**

English poet, playwright, and actor in English literature, and world literature in general. He was called the poet of patriotism and his works consist of 39 plays, 158 short poems (sonnets), two poetic stories (two long narrative poems), and some poetic poems. His plays and works have been translated into all languages and been performed more than the writings of other playwrights. William Shakespeare's fame is mainly due to his plays. He first became famous as a poet except for the sonnets (1609) which have been unearthed since the nineteenth century to find and discover biographical secrets that are allegedly mysterious and unknown. William Shakespeare attended New King's School in Stratford, along with others of his social class. He first served as headmaster of a country school, then he was a soldier. He also worked as a legal clerk, but left the Roman Catholic Church. At the age of 18, in November 1582, he married Anne Hathaway, the daughter of a local farmer (Ackroyd 2006).

## **1.3 A Brief biography of William Wordsworth**

William Wordsworth was born on the 7<sup>th</sup> of April 1770 in Cockermouth. His father, John Wordsworth, encouraged his children to publish their studies, and that was during his youth, specifically in 1778. After his mother's death, Wordsworth was sent to a grammar school far from his home to complete his education, and his father did not stay long after the death of

his wife, and died in 1783. William Wordsworth is an English poet who deals with emotional and social issues in his poetry, and has edited several literary magazines. He suffered from illness and poverty all his life, but he did not lose his optimism and perseverance at work. Among his most famous comic and satirical poems are "Eugene Aram's Dream", "Miss Kalmensg and Her Precious Leg", "Bridge of Sighs", "The Shirt Song", and "Willow Trees", as well as other poems (Gill 1989).

#### **1.4 A Brief biography of Thomas Hood**

Thomas Hood was born on the 23th of May 1799. Hood, the son of a London bookseller, became a "sort of sub-editor" of the London Journal (1821–23) during the heyday. Through his numerous poems, we find that Hood may have become a poet of the first order, and is known for the influential lyric "I Remember, I Remember". In 1824, Hood married Jane Reynolds and collaborated on writing Odes and Addresses with his brother-in-law, J.H. Reynolds. Known for his light poetry and puns, Hood also depicted the working conditions of the poor in many poems. Hood worked for several magazines throughout his life: London Magazine and New Monthly Magazine as editor, and Athenaeum as a contributor. He also published a magazine called Hood's Own and released the Comic Annual series (Joy 2004).

### **1.5 A Brief biography of Christina Georgina Rossetti**

Christina Georgina Rossetti (December 5, 1830 – December 29, 1894) was an English poet who wrote a variety of romantic, devotional, and other poems in children's poetry. Christina's mother began teaching to keep her family out of poverty. Maria worked as a nanny, and Christina was horrified by the idea. While her brother William worked in the tax office, Gabriel worked at an art school, which further isolated Christina. At the age of thirteen, Christina suffered a nervous breakdown and dropped out of school. This collapse was followed by bouts of depression. At the same time, her mother and sister became very interested in the Anglo-Catholic movement that emerged in the church. This religious piety had a great influence on Rossetti's life (Packer 1963, p. 155).

### **1.6 A Brief biography of Emily Dickinson**

Emily Elizabeth Dickinson (December 10, 1830 - May 15, 1886) was an American poet. Although she was not well known, she is considered one of the most important figures in American poetry. Dickinson was born in Amherst, Massachusetts, to a prominent family with strong ties to their community. Having taught at Amherst Academy for seven years in her youth, she was briefly at Mount Holyoke Female's School before returning to the family home in Amherst. Evidence indicates that Dickinson lived most



of her life in isolation and away from people. She was considered eccentric by the locals (Harold 1999).

### **1.7 A Brief biography of Thomas Hardy**

Thomas Hardy was a Victorian English novelist, poet, and realist writer. He was influenced by Romanticism, especially by the writer William Wordsworth. Charles Dickens also had a major influence on his work, and like Dickens, Hardy was concerned with criticism of Victorian society, but he focused more on the rural class. (Wilson 2009).

### **1.8 Statement of the Problem**

The themes of hope and memory are dominant themes in English poetry. Although they have been tackled a lot, they are still in need of further research and critical reading in the selected poems of this study. Even though the selected poems are relatively old, they are still relevant to our modern times as they are part of the human experience. After a thorough investigation of the themes of hope and memory themes, the researcher found scarce sources and lack of research about this subject. Thus, she studied the few studies that have been conducted on the poems and the biographies of the poets. Even though this study deals with prominent poets, the themes of hope and memory have not been explored much in those poems. Hence, this study is concerned with considering representations of

the themes of hope and memory as well as comparing and contrasting their depictions in the selected poems.

### **1.9 The Significance of the Study**

The significance of this study stems from the fact that it tackles the themes of hope and memory, which are an essential part of the human experience. In addition, the study aims to bring a selection of poems by prominent English poets who belong to different literary epochs of English literature in an attempt to compare and contrast the way they present such themes. These themes are important not just in poetry but also in life. Hope is essential for human experience and without hope we cannot keep going in life, *as it* makes us strong enough to face the difficulties of life.

### **1.10 Objectives of the Study**

This study seeks to achieve the following objectives:

1. To explore the representations of the theme of memory in the selected poems.
2. To examine portrayals of the theme of hope in the selected poems.
3. To compare and contrast how such themes are presented in the selected poems.

### 1.11 Questions of the Study

This study seeks to answer the next questions:

1. How is the theme of hope represented in the selected poems?
2. How is the theme of memory depicted in the poems under study?
3. What are the similarities and differences between portrayals of the themes of hope and memory in the selected poems?

### 1.12 Definitions of Terms

**Poetry:** a tool that makes us imagine a particular emotional experience or response through language chosen and arranged according to its meaning, sound, and rhythm (Goody 1987). In addition, it is the another way to use language. It was the entertainment language of the court, as prose is the etymological and younger contender. Poetry belonged to rituals in early agricultural societies. It was said by the poets that poetry initially originated in the form of magic spells that were read to ensure a good harvest. Regardless of the truth of this hypothesis, it shows that there was a separate class of things called poems (Terry 2000).

**Memory:** is very strong in poetry as much as regret, love and nostalgia. A good way to draw the reader's attention to something memorable is to delve into a detailed event or emotion to bring up its essential qualities in a poem for someone else to share. The theme of memory appears in poems through the poets' use of language, structure, and literary means. Direct

language is used in poems that have the theme of memory. (Atchley & Hare 2013).

**Hope:** Hope is the soul of the poet. It is the source of happiness, a source of true pleasure that illuminates lifestyle. Hope is often the main theme in poetry. Hope is in the hearts of good people. It frees us from despair and gives us the strength to move forward. It only empowers us and in return requires nothing. Hope is personified in poems to show its importance to vulnerable souls. *It* is one of the most important characters' traits in poetry. In many cases, it is the possession of hope that causes good to triumph over evil, and the reason behind the evil's failure. Hope is not just an emotion. It is the driving force behind all purposeful actions. Moreover, without some kind of hope, no one can achieve anything, and here lies the importance of hope in literary works, especially in poetry. Hope shows how one should never give up, but keep hoping (Goleman 1996, p. 88).

### **1.13 Limitations of the Study**

This study is limited to exploring representations of the theme of memory in Shakespeare's Sonnet 30: "When to the Sessions of Sweet Silent Thought", "Tintern Abbey" by William Wordsworth, Thomas Hood's "I Remember I Remember", "Remember" by Christina Rossetti, Stevie Smith's, "I Remember", and the hope theme in Emily Dickinson, "Hope is the Thing with Feathers", and Thomas Hardy's "Song of Hope".

## **CHAPTER TWO**

### **Review of Related Literature**

#### **2.1 Review of Related Literature**

After much research, scientists have discovered that the human brain is a very mysterious and complex entity. “Literalism via emotional functions and cognitive functions occur within the human brain” (He, et al., 2016). Parkin (1993, p. 22) states that “Memory shows a biological process” incorporating a variety of cognitive attributes. Memory is the current knowledge about something that happened before (Rubinstein 1988). The formation of memory and its role in culture, history, and literature were topics for exploration and extended study since the late nineteenth century, which linked the scientific interest of this generation to memory and its meanings, forms, and mechanisms. The ‘Art of Memory’, by Dame Frances Yates, first published in 1966 and followed by numerous reprints, is an extensive work on the method and uses of memory as developed by the ancients and beyond by the philosophers of the Middle Ages and the Renaissance.

Yeats combines history and critical texts, and the art of analyzing memory as a method of literature. She established that the situation in which metaphor was used is memory. ‘The Book of Memory: A Study of Medieval Culture’, shares Yates’s and Rossi’s interest in memory as a method of

knowledge formation, and includes evidence from the practice of reading as well as from the texts themselves. Memory is absolutely necessary to interact with the world and it works anywhere as well. In short, memory is complex as a process and as a concept.

As an example from the opening paragraph of John Sutton's memorable entry in the 'Stanford Encyclopedia of Philosophy' of memory calls the variety of cognitive abilities we retain and reconstruction of past experiences usually for the present purposes".

Watson (2001,p.6) a noted researcher in cognitive psychology, and his fellow researchers, wrote a review of the different systems that have been used to classify kinds of memory that "the single term memory does not do justice to the underlying concepts it represents, Memories come in multifarious forms, and within each form the diverse kinds of memory are multifaceted".

The metaphorical way that memory was connected with literature, where memorizing is the source domain and writing is the target domain, has been indirectly present in Western thought since Plato's wax tablet (Draaisma 2001). Roediger and Wertsch (2008, pp. 12–13) maintain that literary scholars can use memory research to help them with their own topics of interest, such as autobiography, schematic narratives, or how novelists use

personal memory in making their characters and plots”. Other points of interest may be added as well, such as the influence of the “art of memory” on the formation of literary genres (Yates 2001; Carruthers 1990), using memory as a template for understanding intertextuality (Lachmann 1997), the relation of “cultural memory” to literary canons (Assmann 2005), and so forth.

Also in the tenth line of Shakespeare’s poem, ‘Sonnet 30’ ‘When to the sessions of sweet silent thought’, there is some wonderful metaphor. This metaphor, which is in the third quatrain, implies that the memories of the past are always present, they are very powerful and significant, and a person never stops feeling pain and regret. “Briefly, it suggests that the reminiscences of the past time of any individual are very dominant. Like a judge calling for perpetrators and offenders to appear in court, the poet calls his memories about past things and previous events to stand upon his trial”. (Jafari & Mahadi 2013 ,p.44)

Sujaritha (2018) states that in "I Remember I Remember" by Thomas Hood, the poet feels nostalgic for the past and this gives the impression that the present is painful and harsh. The title of the poem indicates the act of remembering. Repeating the word “remembrance” in the poem gives the strong motivation of the poem, which is remembering the past and missing it very much.

Battioni (2020) indicates that the role of memory in the poet's life and work is a major theme in William Wordsworth's poetry; his well-known line, *A child is a man's father*, “make a strong statement on the essential role that memory plays in defining the emotional artist and psychological identity, “Wordsworth’s attitude about the concept of Memory is drawn from works of his early production, such as Tintern Abbey and the Intimations Ode, from poems belonging to his late production, and from the different versions of *The Prelude*” (Battioni 2020).

Dalli (2019) argues that “In ‘Remember’”, by Christina Rossetti, the speaker's love for her listener is stronger than her desire for people to remember her after her death. She would rather them be happy than keep her memory, a sign of true love”. Memory is one of the main and important topics, as evidenced by the repetition of the word “remember”. It raises questions and doubts about the meaning of death if one is still alive in the mind of another. However, the speaker in the poem imagines herself dead and talks to her lover who left her after her death. This is a very simple poem with a wonderful message. It is written in very simple language.

“The volition was hardly his own in that both his removal and keeping of the memory of the speaker were either at the instigation or under the instruction of her. The two commas before the words “remember” and the



“forget” in the first stanza, could be seen as places where one pauses naturally in a stich, a line of verse, in order to breathe”. (Goethe 2006, p.45).

Smith's poem, like Eliot's poem, is haunted by World War I and by painful memories. The poet uses images of trenches to explore a toxic personal relationship: 'I think we're in Rat Alley / Where the dead are/ They've lost their bones," based on the childhood memories she recounts in 'A Soldier Dear to Us'. The poet “fantasize nightmare view of the Somme: Basil never talked about trenches, but I've always seen them, they've seen the mud, they've heard the cannons, they've seen ducks, I saw men and horses slipping in the great mud” (Humanities 2019, 8, 174).

And for the hope theme in poetry, Marini (2012) indicates that “Dickenson is not wholly optimistic but rather relies on the existence of hope in life. Hope is a thing that she suggests several times in her life, the theme of hope can be seen in her earliest and latest poems”.

Dickinson described hope in this way so the reader feels very motivated and empowered to fight and face the hardships of life. Dickinson deals with hope when her fears the hardships that she confronts in the form of terror, fear, and despair. Emily represents optimism in a way that the reader and the poet herself is motivated by her optimism. It makes her strong against her despair, desolation, and fear.

For example, “Hope is a character in Hildegard von Bingen’s ‘Order of the Virtues’ which is sometimes called the first morality play as well as the first European opera.

Metier (2012, p.32) states that “The use of light or fire as a symbol for hope is seen in both Judeo-Christian and other traditions. Light is used as a symbol not only for life but also for the hope of renewal or restoration of what has been lost or separated; it may be for this reason that winter celebrations often use light or fire to symbolize the hope that the spring (and new life) is on its way”. This imagery of light as a symbol for both hope and life may also be seen in the metaphorical use of the phrase “the light at the end of the tunnel, as well as in literary works such as Dylan Thomas’s villanelle ‘Do Not Go Gentle into That Good Nigh’ (1951). Many authors and scholars have considered the nature of hope. In his 1732 ‘Essay on Man’, Alexander Pope writes: “Hope springs eternal in the human breast.” (1.95) Emily Dickinson writes on the beauty, comfort, and constancy of hope in a poem usually identified by its first line ‘Hope is the thing with feathers’.

And Since Abrams’ wide-ranging (1963, p.7) essay English Romanticism: ‘The Spirit of the Age’ critics have agreed that Wordsworth wants in ‘The Prelude’ "to reconstitute the grounds of hope" after the failure of the French Revolution has plunged him into despair”. However, exactly what Wordsworth recovers- what he now feels entitled to hope for- remains

controversial. Abrams pictures Wordsworth regaining his composure, and his grace under historical pressure, by turning from "overt political action" to "spiritual quietism". Wordsworth now "seeks for no trophies, struggles for no spoils" (Book Sixth, ll. 610—12) "but cultivates a seemingly imperturbable "wise passiveness". He still expects the best: humankind's deliverance from oppression is "surely yet to come," presumably aided by his writing. However, he is prepared for the worst: Though men return to servitude as fast as the tide ebbs, to ignominy and shame by nations sink together, we shall still find solace (Book Fourteenth, ll. 435-38).

Fischer (1992, p.56) argues that "Hope was no longer to be a mere sentiment or wish subject to disappointment but a certainty grounded in the inevitable triumph of reason. The discouraging events in France thus could be written off as the "infirmities of nature, time and place" that were only shortly delaying the progress that would occur when reason exerted its "mastery".

## **CHAPTER THREE**

### **Methodology and Procedures**

#### **3.1 Methodology**

The study explores depictions of the themes of memory and hope in William Shakespeare's "When to the Sessions of Sweet Silent Thought" (1590), "Tintern Abbey" by William Wordsworth, Thomas Hood's "I Remember, I Remember" (1950), "Remember" (1849) by Christina Rossetti, Stevie Smith's, "I Remember" (1902), Emily Dickinson, "Hope is the Thing with Feathers" (1861), and Thomas Hardy's "Song of Hope" (1862) as well as other selected poems. The study provides a close reading of the poems and deploys a formalist approach to scrutinize depictions of the themes of hope and memory in them. A formalist critic examines the form of the work as a whole, the form of each part of the text (the individual scenes and chapters), the characters, the settings, the tone, the point of view, the diction, and all other elements of the text that join to make it a single text.

#### **3.2 Summary of the Literary Works**

##### **3.2.1 Summary of Sonnet 30 "When to the Sessions of Sweet Silent Thought" by William Shakespeare**

Shakespeare says that when he begins to think about his life, he feels sad especially when he thinks about how he failed to achieve the things he

wanted and did not reach the things he had always dreamed of. He weeps for his lost friends, for the unrequited love that has accompanied him on his mind for so long. He also cries over things he can no longer enjoy. Then, he grieves again because of the insults and abuse he suffered in the past (Sue 2022).

### **3.2.2 Summary of “Tintern Abbey” by William Wordsworth**

Memory allows Wordsworth to overcome and challenge the rigors of the contemporary world. Remembering their childhood gives adults a chance to reconnect with the wise force and the strong relationship they had with nature when they were children. In turn, these memories encourage and enable adults to re-establish as close a relationship with nature as possible as medicine for sadness, loneliness, and despair. Wordsworth argued that poetry arose from the quiet remembering of emotional experiences (Vander 1995, pp. 6-26).

### **3.2.3 Summary of Thomas Hood, “I Remember, I Remember”**

“I Remember, I Remember” by Thomas Hood is a poem about childhood memories and nostalgia. He paints his memories with beautiful and happy colors and pictures. Hood's childhood was a period of great happiness, a period to which he knows that he can never return (Saravanan 2018).

### **3.2.4 Summary of “Remember” by Christina Rossetti**

The poet asks that her lover to remember her after her death. However, at the end of the poem she says that it would be better for her loved one to forget her and be glad when he remembered her (Harrison & Antony 1988).

### **3.2.5 Summary of Stevie Smith, “I Remember”**

Smith recalls memories of World War II. The theme of the poem was about a young woman who contracted tuberculosis on their wedding night. (Holmes 2019).

### **3.2.6 Summary of Emily Dickinson, “Hope is the Thing with Feathers”.**

"Hope is something with feathers" is a eulogy, written to appreciate the human capacity for hope. Using metaphor, the poem depicts hope as a bird that lives within the human soul; this bird sings in all times such as rain, brightness, storm, happy or bad moments (Honeycutt 2022).

### **3.2.7 Summary of Thomas Hardy, “Song of Hope”**

Hardy emphasizes that while today may be full of sadness and unhappiness, tomorrow will be a very different day, and so the poem instils hope for people (Turner1998).

## **3.3 Procedures**

To conduct this study, the researcher:

1. Read critical reviews about the poems.

2. Read the biographies of the poets.
3. Read the original text of the poems.
4. Spotted how memory and hope appear in the poems and highlighted the importance of these themes.
5. Read the poems through the lens of the descriptive-analytical perspective and the historical approach.
6. Discussed the findings.
7. Wrote the conclusion.

## CHAPTER FOUR

### Analysis

This chapter discusses and explores the representation of memory and hope in the selected poems.

#### 4.1 “Tintern Abbey” by William Wordsworth.

“Tintern Abbey” explains William Wordsworth's memorable life of visiting the Wye Valley in 1798. The poem describes how the looming material object of the abbey made the valley unforgettable (Lake 2012, pp. 444-465).

The speaker describes how the memory reflected these “beautiful forms” in his absence, when he was alone, or in countries, cities, crowded places. The emotions are expressed as “beautiful sensations / felt the blood, and felt the stretch of the heart”. The memories of the forest and the houses gave “a quiet healing”. It changed his mind and thinking, and even affected him when he did not know his memory, which left a trace in his kind actions and love.

In addition, the memory of the scene gives him access to that mental and spiritual state in which the burden of the world is lightened, to become a “living soul” looking at the “life of things”. Then the poet says that his belief that the memory of the forest affected him so much. He still comes back to memory in times of “fragile uproar”. Even in the present moment, the



memory he had of his experiences in this environment shows his current vision of them, and he feels a bittersweet joy in their revival.

For the romantic poets, there is no greater power over humankind than imagination. For William Wordsworth, this power is in memory. The most famous example of his exploration of memory comes from “Lines wrote a few miles above Tintern Abbey, upon visiting the banks of the River Wye during a tour on July 13, 1798”. In it, his view is remembered as a powerful source of openness and enjoyment through his connection to the natural world. It becomes something he will always remember to alleviate the problems of daily life, giving him solace that also affects the poem's companion, his sister, Dorothy. Illustrating his experience within Tintern Abbey, Wordsworth presents his view that memory is a powerful solution that can allow its bearer a certain degree of relief from the difficult situations that a person may happen during their lifetime. As mentioned in those lines:

“Five years have past five summers, with the length”

“Of five long winters! And again I hear”

“These waters, rolling from their mountain springs”

“With a soft inland murmur- Once again”

“Do I behold these steep and lofty cliffs”

“That on a wild secluded scene impress”

“Thoughts of more deep seclusion; and connect”

‘The landscape with the quiet of the sky’.

We see that Wordsworth values memory in general, and his most valuable memories come in the form of specific memories of nature. His visit to Tintern Abbey five years before the poem laid the groundwork for his return. The place of the poem is central to his memories.

He remembers navigating the waters, cliffs, and foliage that moved him five years ago. The thoughts and powers of memory are the form of nature and come from nature, and Wordsworth has brought them close to them over the years: “Though long gone / these forms of beauty were not to me / as a landscape in the eyes of a blind man” (23-25). Wordsworth refers to “the eye and the ear, each half of that which they create, / and what he perceives” to accept that reality and memory are interconnected and based on interpretation and perception.

Wordsworth combines his experiences with nature at Tintern Abbey to show us that memory is a kind of enlightening force: “heavy and cumbersome / out of all this world / inconspicuous light” (40-42). While speaking of a burden being lifted, the word “lighten'd” is also used to refer to the enlightenment of spiritual diversity. His memories go beyond the material world: “We sleep / In the body, we become a living soul” (46-47). He continues to evoke not just an idea or memory, but a higher form of power

or consciousness: “joy/sublime thoughts; feeling sublime/something more intertwined” (95-97). This transcendent power is something that Wordsworth uses to look back and reinforce his current experiences.

Wordsworth shows us some of the qualities associated with memory, comparing them to food: “Its colors and shapes were then to me / Appetite: feeling and love” (80-81). The formation of memories becomes a pleasure similar to eating food that links it with positive feelings. Food may have a beautiful memory, which makes a person happy when eating this food. He can live and depend on himself for a long period of real-time, relying on his memories and saying this moment there is food / For years to come” (65-66). Not just a passing pleasure, this food is something to reference regularly, actively participate in and consume. Memory is the source of enrichment and pleasure, and memory can refer to these events in difficult times. In “Tintern Abbey,” Wordsworth shows us unhappy times by lamenting the loss of youth. In some places, the poem refers to the downsides of the passage of time, maturity, and the effects of memory on “this better part of a good man's life” (34).

“Not all her agonizing joys are anymore now” (85), says Wordsworth, and resents the passing of time so quickly. Memory enables the elucidation of the good in these times long gone. The memories found in places like Tintern Abbey soften these tough times. He mentions their positives,

claiming, "I owe them, / In the hours of fatigue, sweet sensations, / I felt in the blood, I felt along the heart" (27 - 29). He has called these memories to bring about a "quiet recovery" (31) which helps him in life, becoming a means of his rejuvenation. Wordsworth uses these memories a lot and he states his usual use of memory: "How many times has my soul turned to you!" (58).

He shows us the importance of memory through his belief in healing through his hopes for this memory. "Tintern Abbey" continues to focus on the positive effects of memory as Wordsworth reveals her mind as "a palace of all beautiful forms" (141). Dorothy hopes that "your memory is the home of / for all the beautiful sounds and harmony" (142-143). He sees the things he first saw in Tintern Abbey within: "My former happiness in bright lights / your wild eyes" (119-120). He hopes that the remembrance will live in her "years later" (138) as it did in him, allowing her to later recall "thoughts of healing/joy" (145-146).

If Dorothy can remember and feel the memories the way Wordsworth does, she would be able to overcome life's adversities, hardships, and "inform the mind within us, which is admirable/quiet and beautiful" (126)-128).

While Wordsworth places great emphasis on the beauty of nature and its ability to inspire memories that can serve as therapy, he says there are no illusions about the limitations of memory. Tintern Abbey's lines show an acknowledgment of faulty memory and issues of aging. Well aware of the limits of memory, Wordsworth refers to "half-muted thought" (59) and "dark and dull confessions" (60). Although memory is considered a powerful resource, it is still not completely reliable. Some memories are stronger than others.

Tintern Abbey is not exactly how Wordsworth remembers it; his return visit shows his memory has faded and disappeared. By reviving an image of the mind (62), he demonstrates that some transient qualities of memory may require restoration and renewal.

Although recognizing the limits of memory, "Tintern Abbey" still illustrates how Wordsworth uses the power of memory for spiritual well-being, enjoying the joy of reminiscing. And Dorothy put into these memories that his beliefs in memory are universal, and not just something he alone can benefit from. As the most important embodiment of Wordsworth's imagination, memory performs a function that is superior to cognitive abilities. It becomes a place of happiness that helps cope with life's problems. These traits of memory help make a great influence as it makes full use of imagination.

The way Wordsworth's mind adapts to his personal growth in character is assured by his power to make an original interpretation of the setting despite its consistency in appearance. Through physical depictions of the images Wordsworth sees, he can explain the power of an abstract measurement of life and time. Wordsworth needs to explain the scene so that the impact of five years past provides the reader with the way the mind is altered through time and perceptions can be seen as one enters new steps of their life. "The abstract nature of time is also realized as a major factor contributing to the growth and adaptation of one's imagination as their physical form changes but nature remains relatively preserved" (Das 2021, p.33).

#### **4.2 "Sonnet 30: "When to the sessions of sweet silent thought" by William Shakespeare**

The poem includes all the injuries and difficulties of life such as dead friends, miserable life, and missed opportunities. Through the poem, we see that neither memory nor time relieves the pain of these losses: their mere thought restores them with all their strength and difficulties. Memory turns out to be a powerful source of pain. "Sonnet 30" poet feels regrets and disappointment through memories.

When Shakespeare begins to remember "past things", these regrets and disappointments flow in, confusing him. He believes that "a lot of things I

have sought are missing", i.e. missed opportunities. Shakespeare weeps for his friends who has died: "May I drown an eye unaccustomed to flowing / To my dear friends hidden in the endless night of death". In addition, he weeps over the love he also lost: "Love is the woe that has been abolished long ago". The first twelve lines of the poem make up a list of the things the poet grieves about; they are filled with despair and sadness. Moreover, the poet lives in a world where no one heals, where the pain goes on forever without subsiding or going away. Meditating on the past and reminiscing brings back this pain again with all its power and difficulties. The poem shows how Shakespeare remembers his past losses. The poet grieves over his failures. He also grieves for lost friends and lovers lost due to memories. The memory theme is shown in these lines:

‘‘When to the sessions of sweet silent thought’’

‘‘I summon up remembrance of things past’’

‘‘I sigh the lack of many a thing I sough’’

Shakespeare is talking about something very emotional and human. However, the way he says it is too formal. Words like *sessions*, *summon*, etc. are formal terms used in both court and office. Perhaps this is done to show the seriousness of the poet's ideas rather than gossiping about misfortune. The language makes us take the content seriously. When the speaker sits alone silent and spins some thoughts in his head, he remembers all the

memories of the past. This shows that he does not have all the things he wanted. Those old memories cause him pain because he could not make them real, so he feels sad and wastes his time with regret.

The second stanza begins with “Then I can” and make it clear that things that were difficult now happen easily. His eyes that did not cry shed tears. These tears fell as he remembered his lost and dead friends. Through these tears, he regains memories of lost love. The pain caused by the heart attacks is now back in full force. All the things he has lost, and all those memories have a price, and the price here is the speaker's suffering.

In this remembrance of the things he has lost, he agonizes over the pains long gone. He is not sad because of regret and loss, but the feeling of sadness he had before makes him feel pain. The speaker says that he has to pay for this suffering as if he had not already done so.

The last syllable is the volta of this sonnet, in which the tone and mood change. Here Shakespeare explains the importance of his friend and says that only by thinking of his friend, all that he lost is regained and all his suffering ends, and his sad memories are gone. This means that his friend is everything to him, all he seeks, all he has lost, and all he wants. In this sonnet, the poet spends his time remembering the days he spent in his life. He grieves over



all his unfulfilled desires and disappointments. Throughout the poem, he expresses his sorrows using metaphors (Guiding literature 2021).

#### **4.3 Thomas Hood's 'I Remember, I Remember'**

In the poem, after recalling his childhood bedroom and its window where the sun rises in the morning, and with all these memories of his childhood, Hood reveals that he sometimes wishes he had died before he grew up, indicating that there is nothing in his life since then as much as the joy of his childhood. This poem uses the flashback technic for childhood memories. It is one of the most beautiful poems that involves revisiting and "remembering" the carefree and nostalgic world of early childhood. In this poem, Hood aims to choose an essential part of life that is full with great bless and timeless tranquillity. Moreover, he tries to portray his memories of the past with some wonderful pictures. This helps him to paint the ordinary poem with a beautiful sense that guarantees happiness and yearning:

'I remember, I remember,  
The house where I was born,  
The little window where the sun  
Came peeping in at morn;  
He never came a wink too soon,  
Nor brought too long a day,  
But now, I often wish the night

Had borne my breath away!’’

Anaphora applies to the use of a word or phrase at the beginning of successive lines or sentences. In the poem, the phrase "I remember" is repeated at the beginning of each stanza to show the theme of remembering. Apart from reinforcing the idea of an innocent, almost balanced childhood, this repetition gives the poem a lyrical hint. This lyrical aspect makes it even more beautiful. This flow and thought in time make the poem sweet and uncomplicated to read.

By repeating the phrase "I remember, I remember," the speaker compares his childhood happiness with despair and extreme distress. Going back in time, he feels the need to stop time or turn time back to a state where he felt safe, content, and free. Starting on his childhood morning when the sun and other natural things were so generous to him, he happily said the most beautiful feeling ever. He also remembers the flowers and the memories that attached to the garden and ponds in the summer. He writes about the fun and happiness like a swing he had when he was a little boy.

With each happy memory of his childhood, Hood reveals his concerns of the present. In the last four lines of each stanza, he mentioned the boring life he is currently living. Because of this sadness and boredom, he attempted to find shelter in his memories.

Thus, memory acts as an escape for the poet from the difficult life and harsh reality of adulthood. In the end, even though the poet is not aware of it, he ends up regretting his childhood when he was closer to heaven. He desires to return to the period of bliss and remain there undisturbed indefinitely. In this poem, the poet expresses his childhood nostalgia. The poem also adds a sense of complexity and a great sense of suspense.

The first part of Hood's poem begins with the line that makes up the title. Hood does not waste time and chooses this technique to make his ideas clear to readers from the start.

This opening part is repeated throughout the poem, and makes the pronoun "I" the focal point and the verb "remember", stand for the semantic theme. With this introduction, Hood raises the bar since his early childhood. In this passage, the reader is aware of the topic of memory that the poet will address. The poet keep on his nostalgic journey during his growing-up years.

Here is the poet's transitional phase from his happy childhood days to the dark state of his present. From the comfort of his childhood days, the poet now wishes that he would be strangled tonight. This reveals a sensitive relationship between the poet and himself when he was young, beyond just the idea of childhood fondness and nostalgia for it. In addition, his wish to die is only a reflection of his tired present and his difficult life.

The second part of the poem introduces readers to a new setting. Here the poet explains the happy times of his life in every detail. In this passage, he conveys his description of his home in the garden. In this place, he indicates the great variety of flowers blooming there. He starts with red and white roses, violets, lilies, and lilacs. The mention of these flowers and their abundance of colours are the main elements of this passage. Together, they bring a hidden richness and beauty to the entire poem and bring back memories related to these flowers. Because of being beautiful and full of life, these flowers and their qualities make them look very delicate and eerily delicate.

Then, the poet picks up an incident from his past. This way of integrating episodes from his personal life makes the poem more reliable and vivid. The informal image of Robin's Nest in Lilac provides a sense of comfort to the reader. These images stand out clearly because Lilac and Robin are part of the happy days he will never forget. The poet begins with the third part by saying that he remembers the time in his life when he swung so high and so freely when it was safe to fly. The fresh air, the serene nature, and the emotions people experience during this simple activity gave the same pleasure and tranquillity to the poet who feels he can fly. The mere ride of the swing rises to the experience of going on a quiet flight. It is like a swallow in the bright sky.

The poem's main idea is the difficulty of adulthood; the poem begins with seemingly simple words. The poet, remembering that he has completely lost himself in nature, feels "too heavy now", that it seems that he cannot break free from rationality. The poet talks about his memory and his desire to return to his previous state and the nostalgia since it still exists. Readers witness how Hood's memories of his idyllic childhood and his sense of freedom and independence come to a complete halt once he realizes he cannot go back to the happy days. Thomas Hood's "I Remember" demonstrates a strong sense of nostalgia for childhood and past experiences, and perhaps it could be said that these particular memories have a meaning in themselves. Deeper than a mere fondness, when we get caught up in the hustle and bustle of everyday life, we can find ourselves longing for the simplicity of being young when the world seemed so careless. (Norris 2019).

#### **4.4 "Remember" by Christina Rossetti**

In "Remember" by Christina Rossetti, the poetic character helps the reader remember her after her death, but towards the end of the poem, she makes clear the idea that she can be forgotten. At the beginning of the poem, the speaker begins by asking the reader who is assumed to be her lover to remember her when she dies. Christina Rossetti's poem includes many themes including life, memory, forgetting, loss or death, and love. Love

appears at the end of the poem. She wants the reader to remember her even after her death. In addition, memory is one of the main themes, as stated in by the repetition of the word “remember.” The poem deals with the theme of death. The speaker in the poem imagines herself dead or has died and talks to her lover after her death. This is a very simple poem with a beautiful message. The language used is easy, so one can easily read and understand the poem.

The speaker addresses her lover and tells her that she must be remembered after her death. She asks him to remember her even when her memory is gone. At the end of the poem, the speaker allows him to forget it little by little because it is better to "forget" than to remember and be sad”.

We can in see this from the mentioned lines:

“Remember me when I am gone away,

Gone far away into the silent land

When you can no more hold me by the hand

Nor I half turn to go yet turning stay

Remember me when no more day by day”.

The poem's main idea deals with the importance of remembering and the importance of letting things go. Namely, memories can cause pain and sadness when remembered. The two main themes of the poem are love and death, and these two themes are associated with memories. The speaker wishes her family would remember her after her death. In addition, she mentioned her inability to plan anything after her death. For this reason, we note that both topics are very important, and are ultimately related. She says that remembering her will make you sad; she does not want this to happen and explains the importance of being loved and happy. Remembering shows the necessity to stay as a memory in the mind of the one you love. Remembering shows the necessity of survival as a memory in the mind of the one you love.

Christina Rossetti's poem, "Remember", foretells the impact of her death on her lover as the poem begins by repeating the title "Remember" to emphasize a person's delayed desire to exist after death through memories and the presence of people who remember him. Rossetti explores love that erases itself, capturing love as a pairing of turmoil in this marital landscape through death. To defuse the situation, Rossetti asked her lover to recall her physical memories, so that he would live as if she were present in the memories and mind of her lover. (Rhine 2010).

#### 4.5 Stevie Smith, "I Remember"

Stevie Smith, one of the most productive twentieth-century poets, is remembered simply as the coiner of the four-word punch line of a single short poem. Smith's poem is illustrating the difficulties she encounters in her struggle with the relationship between earth and heaven. Although Smith feels love on Earth, she decides to leave this part of her humanity instead of dedicating herself to God. "I Remember" is a war-themed poem about an elderly man who relives his memories of World War II on his wedding night. Stevie Smith expresses her feelings from her horrific life experiences of death, neglect, and war in animated works of literature.

The poem talks about different memories and the speaker here is an old man who remembers his wedding during the war, when he married a girl. Stevie Smith illustrates these memories beautifully and skillfully:

“It was my bridal night I remember,

“An old man of seventy-three”

“I lay with my young bride in my arms”

“A girl with t. b.”

With this poem, Smith writes a war-themed piece. The poet wrote it from the memories of an old man who is having flashbacks of the Second World War.” He was with a young woman and here he means his bride, who had



tuberculosis, on their bridal night”. She asked him if bomber planes ever collided, and he denied it. The situation resembles a scene in some movie where a person is dying and asks random questions. It seems as if the woman is slipping away and will die soon (Ahmad 2021).

#### **4.6 “Song of hope” Thomas hardy**

"Song of Hope" is a poem by Thomas Hardy. The theme of the poem is hope and the idea is that there will always be a better tomorrow. I chose this poem because it shows a wonderful idea about hope and I think that this is what many people need during life's difficulties. It teaches people that things can and will get better tomorrow, the day after tomorrow, and those who have hope for a better future that they are strong in the face of difficulties and challenges. It inspires us to hope for our best and helps us move forward in work and life. “Song of hope” was written to improve the need of hope in making a new life. This poem talks about hope and about new beginnings that create a brighter and more successful future. The poem gives readers a powerful glimpse of joy. Despite the pain and difficulties that exist in life, we must be optimistic and make it clear that we must look to the future with hope and optimism. We can see the importance of hope in these lines:

‘O sweet To-morrow! –

After to-day

There will away

This sense of sorrow.  
Then let us borrow  
Hope, for a gleaming  
Soon will be streaming,  
Dimmed by no gray –  
No gray!’’

In difficult times, there is a source of light that reminds us that there is something beautiful in this world and that there is hope. When we are desperate, we must look for hope and face these difficulties and we must keep going in this life, in which we are fighters. This poem represents hope in lots of symbols such as the butterfly, rainbow, and morning. The overall message of "Song of Hope" is that today may be miserable, but tomorrow may be better, so it is wise to "borrow" some hope. Although Hardy feels sad, this poem illustrates the need for hope in dark days. In addition, all this sadness will go, and no matter how sad, it will leave us with joy that will come again. It illustrates the importance of hope in the hustle and bustle of life and the struggle for our dreams.

#### **4.7 ‘‘Hope is the thing with feathers’’ by Emily Dickinson**

"Hope is the thing with feathers" is a lyric poem by the American poet Emily Dickinson. It was published in 1891, in a collection of her works under the title *Poems*, edited and published by Thomas Wentworth Higginson and

Mabel Loomis Todd. In her analysis of the poem, scholar Helen Findler explained that the poem's opening is "inverted," adding more colour and emphasis to the word "hope". The poem is to repeat the continuation of the "Song of Hope through Time". The poem is divided into three parts, each part containing varying lines of the Tampi Trimeter, totaling two lines. Moreover, it is not really about a bird. Dickinson uses the metaphor and depicts "hope" as a bird that does not disappear when it encounters difficulties or "storms". Findler writes that Dickinson has a "puzzle-stirring stimulus" that is used when you play with the idea of "hope" being a bird. Dickinson points out that "hope" is something that does not go away when the "storm" still sings despite the odds and despite what the speaker says. "Hope" does not go, but stays even if there is nothing in return to it. Here are some lines of this beautiful poem:

‘Hope is the thing with feathers  
That perches in the soul,  
And sings the tune without the words,  
And never stops at all,  
And sweetest in the gale is heard;  
And sore must be the storm  
That could abash the little Bird  
That kept so many warm.

I've heard it in the chilliest land,  
And on the strangest sea;  
Yet, never, in extremity,  
It asked a crumb of me”.

"Hope is something that has feathers" is a kind of compliment to honor the optimistic person who is looking for hope. Through extended metaphor, the poem depicts hope as a bird which is present in the human soul; this bird sings when it is rainy or stormy. The poem makes it clear that hope is a miracle and that it is impossible to beat. This poem tells the readers to make good use of hope and that hope should be an essential part of their lives. At the beginning of the poem, there is a major metaphor for it- the depiction of hope as a bird. Then the poem begins by clarifying more details about the bird before it appears in other situations. At the end of the poem, the idea is that whatever you do, hope does not ask for anything in return. It portrays hope as a personality and illustrates the importance of hope in our lives.

This bird of hope "sits" in the soul, showing that the soul itself is the abode of hope. Thus, hope is closely and strongly linked to the human spirit, where it always sings. These efforts are a depiction of humanity's capacity for hope. Even in difficult times of despair, the poem makes it clear that hope is the means to save people, and that hope will support and coexist with them in real life, the bird sings "sweeter" in the storm. In other words, hope shows

how important it is in times of trouble and seems to show people through that problem. The importance of this point appears in the difficult challenges that a person faces in his life, or it could be personal experiences such as grief and individual loss. In all cases, hope gives people the strength to progress in life as hope lies in the most difficult circumstances and difficult times.

Of course, there are times when people lose their strength and are at their weakest- but, as the poem states, hope is important in these times. The poem shows this by referring to a large number of people "many" who survived with hope, saying that it must have been a "painful storm" that could diminish the power of the "little bird". It seems that hope can keep people "warm" even in bad times.

In addition, although hope is a very basic and necessary thing in life, its beauty- according to the poem- is that it requires practically nothing from people. Hope does not cost a thing, it is not a "little crumb" - yet it can keep people alive in the literal and figurative sense. We hope people are going through the toughest times- they just have to listen to the "little bird" sing its tune. Therefore, "Hope Is the Feathered Thing" asks readers to appreciate their capacity for hope, which never goes away. It is always there, and it is so precious.

Portraying "hope" as a bird, made this poem the most famous of all Dickinson's. The opening line explains the poem's intentions- it aims to explain how hope is like a bird, and why this connection is important in the first place. Moreover, we can notice that the poem does not begin with a direct metaphor; that "hope is a bird", hope is "the thing with feathers". At first glance, a bird might immediately come to the reader's mind, but the phrase allows for a certain conceptual frame that justifies the rest of the poem explaining what this thing is, and how it represents hope. Also, The trochaic first foot refers in the first line points to the importance of hope.

In this poem, there is one metaphor that includes the whole poem: Hope is a bird, and the whole poem takes place in the speaker's mind. That is, the speaker asks the reader to live an imaginary flight to support the idea that hope can be a bird.

In the poem, the first stanza presents the human soul as a kind of place where the bird of "hope" lives. The second stanza shows storms and winds, through which the Song of Hope can still be heard. Finally, the last stanza takes us into the realm of personal experience, where the speaker shows how hope has helped them in their lives.

Full of figurative language, this poem has an extended metaphor, making hope into a bird (the poet loved birds) that is present in the human soul. It

sings, especially when times get tough. The poem ends with stating that hope is eternal (Spaceyjul 2022).

## CHAPTER FIVE

### Conclusion

Wordsworth presents "Tintern Abbey" as healing that can give its bearer relief from difficult situations that a person may face throughout their life, while in Shakespeare's "When to the sessions of sweet silent thought", he recalls the remembrance of past things, and grieves that there are not so many things for which he fought. With the new old sorrows he wastes his time remembering and bemoaning the dear old things by saying: "*So may I drown an eye, unaccustomed to the flow, For dear friends hid in the dark night of death. then we have*". In "I Remember, I Remember" Thomas Hood illustrates nostalgia for a childhood memory. Hood loves his "childish ignorance", and depicts his memories with beautiful color and imagery. Hood's childhood was a very beautiful period; a period he knows very well that he cannot go back to. In addition, Memory is a major theme in Rossetti's poem. The word "remember" keeps recurring. It raises doubts about the meaning of death if one is still alive in the mind of the other. The female speaker in the poem imagines herself dead or in hideout and talking to her lover who left her after her death. Then, Stevie Smith in her poem mentioned different memories. The speaker in the poem is an old man who remembers his wedding during the war when he married "a girl with a tuberculosis". Stevie Smith illustrates these memories beautifully and skillfully. So, we see



that both bad and good memories can affect our lives because we must not stay locked in these memories, but rather move on in this life.

The other theme is hope in the two poems. The first one is "Song of Hope" by Thomas Hardy. The theme of the poem was hope and the idea that there will always be a better tomorrow. Hope symbolizes new beginnings for great chances in life. The main theme in "Hope Is the Thing with a Feather" is that we have to have more hope. Dickinson explains that hope is eternally present in the soul and makes us stronger to bear all odds and face what life presents.

"Hope is the thing with feathers" is a kind of hymn of praise, and demonstrates the human capacity for hope. Using an extended metaphor, the poem shows hope as a bird that we can find in the human soul; this bird sings in all conditions: rain, sunshine or storms. "Song of Hope" was about hope and the idea that there will always be a better tomorrow. Hope symbolizes new beginnings for a new life.

In addition, in "Tintern Abby", there are some forms of metaphors that range from the nautical (memory is the "anchor" of the poet's "purest thought") to architecture (the mind is the "palace" of memory). Moreover, in "Remember", Christina Rossetti suggests that the memory could be a metaphor for life. Then, "I Remember" by Stevie Smith, the main theme is

depicted in the two lines, “after The Germans were making a particularly heavy raid on Hampstead”, “should be ‘what rendered the confusion worse, perversely/ Our bombers had chosen that moment to set out for Germany’”. The two sets of bombers never collide; it is a metaphor for their relationship and generational difference. The poem, “I remember, I remember,” is full of beautiful poetic comparisons. Inspired by the speaker's first-hand experiences, the plot revolves entirely around the contradictions in the poet's life as a child and then as an adult.

Hood uses a metaphor when the poet makes the comparisons when he refers to his freely flowing childhood self: “My spirit flew in feathers then”. Here, the poet mentions his spirit as a bird. He felt weightless, and unaware of life as an adult. He shows how this carefree spirit has been gone by the weight of unending responsibilities: “That is so heavy now”. Finally, in Sonnet 30 “When to the Sessions of Sweet Silent Thought”, Shakespeare uses the metaphor for precious friends hid in death's dateless night.

Hope is a very important theme in poetry and it is the soul of the poet. It is the source of happiness and a source of true pleasure that illuminates lifestyle. Hope is often the main theme in poetry. Hope is in the hearts of the good. It frees us from despair and gives us the strength to move forward. Hope empowers us and in return requires nothing, and it is personified by the poets to show its importance to vulnerable souls. In addition, for the

theme of memory, I think that the poems, which include this theme, are very special. Without memory of the past, we cannot do anything in the present or think about the future. We will not be able to remember what we did yesterday, what we are doing today, or what we plan to do tomorrow. Without memory we cannot learn anything new, and herein lies the importance of memory. As a feature of poetry, it makes it more beautiful and powerful.

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