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War and peace in the pictures drawn by the students of a fine arts high school

AKTAŞ Özgür

Department of Social Studies Education, Kafkas University Faculty of Education, Turkey.

This study aims to identify high school students' perception of war and peace. Therefore, the students were asked to draw pictures depicting war and peace. The study was conducted at a Fine Arts High School. This study is a qualitative research. According to the assessments made on the results of the study, the students drew pictures containing national and universal motifs. The pictures based on national motifs were identified with the War of Independence and Turkish Soldiers. On the other hand, symbols like pigeon and olive branch standing out in the pictures based on universal motifs. This proves how effective the preconceived perceptions of the students on war and peace are. An additional study on drawings based on the motifs of war and peace involving larger groups of students may be carried out.

Key words: War, peace, war and peace, picture, history education, high school students.

INTRODUCTION

War and peace have been one of the most important parts of human life throughout history. Wars have had effects on every field of people's lives including economy, art, literature and production (Falls, 1947). The concept of war and peace has been considerably reflected on literary and artistic works. In addition to having a dominant effect on the science of history (Headlam, 1918), wars have been shown to be effective on the system of education by various studies (Carr and Mallam, 1943; Dewey, 1918).

Depending on the literature, it is likely to say that the concept of war and peace has been an inseparable part of humanity from the earlier times onwards. In modern times, wars and clashes have been going on. Human being is putting his ideas forward with regard to the

reasons of war, and countries could even be the parties of the war in terms of their positions. International organizations, in particular United Nations, have been trying hard to end up wars and clashes throughout the world. In other words, the efforts of war and peace that have been existed from the onset of humanity onwards have taken a significant place in the life of humanity and have never been out of the agenda of humanity. Therefore, the issues with regard to war and peace have always been important throughout the history of humanity. The meanings given to the concepts of war and peace have attracted researchers. After the First World War, there have been some empirical researches in various countries with regard to the concepts of war and peace. Wars also have a crucial place in the history

of Turkish education. Wars have a dominant role in the course books of Turkish history. Teaching of wars has been given a special care in the curriculum of history lesson. However, it is true that there are not enough empirical researches in Turkey.

Qualitative and quantitative studies have been carried out on the concept of war and peace. Quantitative research was commenced by Porter (1926). Porter carried out a study over 1000 people in order to learn the views of university students on war. In the study, 5 point likert scale was used. The sub-dimensions of the scale were: Alleged Causes of War; Alleged Results of War; Eliminating War, or Reducing Its Probability, The pros and cons of War, Patriotism and Conscience.

The scale for war was developed by Droba (1931). The study aims to assess views about war based on different variables conducted by Droba (1931-1932) as well as the assessment of the war concept according to political thoughts again carried out by Droba (1932); they are important in terms of finding out the attitudes towards war between the two World Wars. The studies conducted by Pihlblad (1935) and Stagner (1942) also aimed at finding out students' attitudes towards war. The study carried out by Aktaş and Safran (2013) demonstrated the opinions of Turkish students towards war based on different variables. Besides, public opinion aimed at preventing war was investigated by Stagner et al. (1942). The study carried out with regard to the concepts of war and peace by Hakvoort (1996) has been a significant source for a great many researches. It was carried out with 216 Dutch children. It focused on revealing the views of students at the transition stage from childhood to adolescence with regard to war and peace. The study was carried out with 5th grade students. Each year a class was studied and the study lasted for three years. It started with 6.0, which was the age of first grade and ended with 9.11 ages. In the fifth grade, it started with 14.0 and ended with 16.11. Open ended interview and role-taking tasks were used in the study. The effects of age and gender were investigated for the definition of war and peace concepts in the study. The coding system developed by Hakvoort (1996) has been a very important data collecting source for a great number of researches.

If we examine the pictures related to the concept of war and peace, it can be seen that propaganda posters are pictures in which war and peace are depicted through various symbols. The First World War (Aulich and Hewitt, 2007; Rawls, 1997), the Spanish Civil War (Paret et al., 1992) and the Second World War (Aulich, 2007) were reflected on posters in many different ways. Besides, studies conducted on pictures about war and peace drawn by students (Buldu, 2009) may also be uttered as significant ones. Moreover, due to the wars between Israel and Arab Countries, the studies carried out on the concept of war and peace between Jews and Arabs also take attention. Again, drawing was used as a method to understand the views of the Arabs and the Jews about

each other (Yedidia and Lipschitz-Elchawi, 2012; Michael, 2009).

The War of Independence fought after the First World War has a significant role in the History of Turks. Reasonable grounds for the War of Independence are emphasized in every field, and the effects of the War of Independence are also felt significantly on literature (Karakoyunlu, 1991; Cengiz, 2014). The 11th- class students involved in the study take the course "Ataturk's Principles and the History of Turkish Revolution". The primary purpose of History course is to ensure the comprehension of such notions as toleration, mutual understanding, democracy and human rights sensitizing students to protect and improve them according to the Article 12 (MEB, 2012). While it is emphasized that peace is an important value through this Article, the reasonable grounds for the Turkish Independence War are underlined in the second article of Kemalism and the History of Turkish Revolution Teaching Program through the clause "to comprehend, based upon the War of Independence, that the Turkish Nation can overcome any challenge thanks to its understanding of freedom, independence, patriotism, national unity and solidarity" (MEB, 2012). Therefore, the War of Independence is important regarding the fact that it established peace and enabled the Turkish Nation to live with dignity.

Purpose of this study

This study aims to determine Fine Arts High School Students' perceptions about war and peace. For this aim we would like to find answers to these questions.

1. How are high school students influenced by the national curriculum and how does the narration style of these wars affect the meaning which students put upon the concept of peace?
2. Which symbols do students attending Fine Arts High School use in their drawings with regard to the concepts of war and peace?
3. Are High school students' drawings mostly related to national theme or universal theme?

METHOD

This study is a qualitative research. It relies on the method of document analysis. Drawings of students were evaluated in this study. The pictures obtained from the students were assessed through the method of content analysis. Inductive analysis method was used. In the inductive analysis coding, it is aimed to identify the notions underlying data as well as the relations between such notions. Through analyzing data, the structures thought can be coded based on words, sentences and behaviors (Yıldırım and Şimşek, 2006: 227). A coding system was formed and themes entered after the collection of data. The codes (concepts) formed based on the data obtained from this study were grouped under appropriate themes. Drawings gathered from the students were investigated. Symbols and figures in the drawings were worked on

paper. After this process, it was seen that drawings have been gathered in two main themes. While the first theme consists of codes related to national feelings, the second theme consists of codes related to universal themes. For example the Turkish flag drawn shows the national feelings of the student. Turkish flag should be considered as the national motifs. On the other hand, when the student draws a pigeon or olive branch, these represent the symbol of whole humanity. These motifs should be considered as the universal motifs.

Participants and application

Permission for the application was taken from National Education Management of Kars as the first step of the research. The study was conducted at Gül Ahmet Aytemiz Fine Arts High School. Fine Arth High Schools enroll students based on their skills. The study was applied to the students studying in painting department. It was thought that these students would present the theme of war and peace the best.

A meeting with the administration of the school was held, and it was determined that the students in the 11th- grade would be involved in the study accordingly. This should be assessed as "criterion sampling" of "purposeful sampling methods" in terms of sampling selection. The main understanding of the Criterion Sampling is that every condition meeting a number of pre-determined criteria is valid. Criteria may be determined by the investigator, or a ready list of criteria may be used (Yıldırım and Şimşek, 2006: 112). In the current study, it was decided to choose the students from a high school. It is the fact that the type of high school should be a fine arts high school, as it is thought that these students are talented in drawing.

The drawing and painting application was carried out by the teacher of drawing at school and it lasted two course hours, that is, 80 min. 17 students were enrolled in the study. 12 of them were male, while the other 5 were female. After the teacher of drawing talked about the study, he stated that 17 students agreed to participate in the study. The students voluntarily participated in the study and were informed that it would not affect their daily routines. The students were asked to draw pictures depicting war and peace. They were forewarned not to make searches on the internet. However, this situation forms a limitation to the study as it cannot be kept totally under control. The students were also asked to write a statement on the back of their pictures.

Analysis of data

After the pictures drawn by the students were collected, the figures in them were listed. It was decided to group the pictures under two main themes according to the assessment of the symbols taking place in them. The first theme was composed of national motifs, while the second theme was composed of universal motifs. The notes written by the students were also used in order to understand the pictures better. 16 pictures were assessed as a part of the study. A picture drawn by a male student was understood to be completely copied from the internet, and it was excluded from the study.

In the study, two main themes were determined. In the theme of national motives, there were wars fought by Turks. In the drawings, the symbols of Turkish soldier, Turkish flag, the caps used by Turkish soldiers, helmet and belt and other symbols belonging to Turkish culture were dominant. The second theme is concerned with universal motives. Universal motives are defined as the symbols that might belong to any culture all over the world. The symbols of a pigeon, olive branch, gun, flowers and justice express common feelings as a universal aspect.

FINDINGS

The themes formed were based on the pictures drawn by the students.

As can be understood from Table 1, there are two main themes in the study. These are national and universal motifs. When the codes used are examined, the national motifs represent 34.2% while the universal ones represent 65.8%. 5 pictures in the study were based on national motifs. 10 pictures in the study were based on universal motifs. A picture in the study, on the other hand, was based on both national and universal motifs. Turkish soldiers were frequently used in the theme composed of the national motifs. The student who drew a picture in which an injured soldier was carried has stated that he copied another picture on the internet. Therefore, the picture #1 was not original.

The pictures emphasizing national motifs

The pictures based on the national motifs are assessed in this part of the study. The students drawing pictures with national motifs stated their purposes in short sentences:

"I have decided to draw this picture as it represents the artwork Injured Soldier by Ali Çelebi."

The picture #2 of the study also depicts a Turkish soldier carrying an injured soldier. The female student who drew the picture explained her purpose as *"I wanted to depict the solidarity between warriors, how they fought and which difficulties they faced." (K, 16).*

The third picture based on national motifs was drawn by a male student. He explained his purpose as follows: "*I depicted a bloody scene of war where both sides fought a pitched battle in order to gain advantage over the other."* (E, 17).

In the fourth picture, a male student depicted the rightfulness of defending one's country: "*Holding a weapon, he is going to fight. He is fighting for his country." (E, 17).*

The pictures emphasizing national motifs were identified with articles of the sub-dimensions "patriotism and conscience" as well as "the rightfulness and wrongfulness of war" of the scale for measuring students' attitudes towards war developed by Poter (1926). Through the pictures they drew, the students emphasized the reasonable grounds for war as well as the patriotism of soldiers.

In the picture about the results of war, tears of a mother and a ripped body of a soldier were depicted. The student drawing this picture emphasized the negative results of war through the following sentence: "I wish mothers would not cry, children would not be left as orphans and

Table 1. Themes.

Theme	Codes	F	%
National Motifs	Tree, Soldier, Bomb, Pigeon, Dead Soldier, Handcuffed Hands, Ripped Soldier Body, Warcraft, Cannonball, Rifle, Turkish Flag, Injured Soldier, Olive Branch.	13	34.2
Universal Motifs	Tree, Mother, Soldier, Symbol of Peace, Hand, Pigeon, Flower, Rose, Rose Water, Human, Human Trinket, Rope, Blood Drop, Heart, Arm, Sword, Skull, Sphere, Weapon, Disabled Human, Gun, Scales, Olive Branch, Chain.	25	65.8
Total		38	100

families would not be broken apart."

The sixth picture of the study is based on both national and universal motifs. The male student explained the purpose of his picture as follows: *"I have drawn this picture as releasing a white pigeon symbolizes peace, and people whose hands are handcuffed will be independent when peace is established in the world. Peace at home, peace in the world."(E, 16).*

The pictures emphasizing universal motifs

It is possible to see the symbols of peace, among which pigeon is frequently used, when the pictures giving universal messages are examined. Besides, there is also a picture which underlines disarmament. We can also see a picture which emphasizes necessity that the judicial system should function properly. The students explained the reasons for their pictures in short sentences.

"Every hand which tries to get rid of war will find peace" (E, 16).
"Olive branch symbolizes peace, while white pigeon symbolizes independence. The dark color behind the pigeon is symbolizing its survival" (K, 16).
"*I tried to depict a world full of flowers as flowers symbolize peace, the world peace (E, 16).*"

The pictures drawn by the students as well as their above explanations can be evaluated in the "category 2" developed by Hakvoort (1996). This category emphasizes the theme of nature. The picture drawn by the student may be assessed in the category 2 under the definition of peace developed by Hakvoort (1996). The environment where peace dominates should be clean according to the "Category 2." People protect flowers and trees. This category may also be assessed under the category of "nature" developed by Souza et al. related to the definition of peace. Souza et al. (2006) stated that nature and animals would be safe where there is peace. Peace was depicted with rainbow, flowers and children riding bicycles by pre-school students as a part of the study carried out by Tabachnick (1990). In this study, preschool students expressed peace as "living in a happy way".

"The world of wars: Wars kill people and the world itself. Hearts of people are like mirrors; and these mirrors are stained with the dust of wars and blood of people. Wars make us look in a stained mirror, and dive into a dirty past. The best mirror reflecting people is the world and peace. If these two die, civilization, humanity and the world itself will be irreversibly dead, and we will sink into darkness. This is the world of wars." (E, 18).

According to his above explanation, the student mentions the damages caused by wars. This explanation may be assessed under the "negative results of war" within the category developed by Hakvoort (1996).

It is also possible to see pictures containing arms and military equipments:

"Swords are one of the main tools used in wars; however, not all swords shed blood. The one which do, however, do so severely (K,16)."
"I wish weapons would make people happy by shooting flowers rather than bullets. I wish they would spill rose water rather than shedding blood" (E, 16).

As can be understood from the explanation, a student focuses on arms. When the picture drawn by the student as well as his explanation is considered, it can be assessed within the category 2 under the definition of war developed by Hakvoort (1996). The "Category 2" comprises weapons / soldiers. Another student, on the other hand, emphasizes the subject of "disarmament" by attracting attention to the danger of armament.

Two of the pictures drawn by the students did not have explanations. A picture drawn by a female student is about the malfunctioning of justice system. In this picture, the system of justice elevates criminals while pulling down consciences. This picture may be assessed in the category 7 under the definition of peace developed by Hakvoort (1996). There are the freedom expressions as well as the freedom of press where there is peace according to "Category 7." Besides, the system of justice functions properly where there is peace.

In this study picture drawn by a male student, there is a person sitting in a wheelchair, and there are four people trying to balance him. These four people are trying hard to keep the balance. This picture may be assessed in the category 6 under the definition of war developed by

Hakvoort (1996). "Category 6" focuses on the negative results of war. It is possible to see such results as dying of friends, suffering and disablement of people as well as the increased number of graves among the negative results of war.

DISCUSSION AND CONCLUSION

According to the results of the study, the students have drawn pictures and we have evaluated them under two themes. The first theme is composed of national motifs while the second theme is composed of universal motifs. Wars have significant effects on education systems. It is possible to see the dominant effect of the First World War and the War of Independence on the Turkish educational system. Furthermore, the date on which the application was carried out can also be thought to be effective on the pictures containing national motifs. The application was carried out one week after the 100th- anniversary of Sarıkamış tragedy. Activities related to the Battle of Sarıkamış had been carried out in the city of Kars as well as at the Fine Arts High School where the study was conducted.

In a study carried out by Cooper (1965), the question "In what conditions would you enter a war?" was asked to British students. The students at the age group of 10 – 12 said that they would enter a war when their parents were in danger. As given in the two studies, students think that a nation's defense is a valuable and important action. It is seen that the symbol of pigeon standing out in the pictures gives universal messages. White pigeon symbol-lizes purity, simplicity and peace. Besides, another drawing depicts flowers. These symbols represent nature. These symbols emphasized peace.

In a study carried out by Porter (1926), students answered the resolution as: "peacemakers should be declared as a hero". The results of these two studies have shown that students living in different times and different places regard peace valuable and put an importance to it. Three pictures within the study represent the results of war. Wars leave behind disabled people, and these people should be supported. In an interview with 60 students in Brasil, Souza et al. (2006) found that students matched the definition of war with negative results in the third rank with a rate of 57%. Brazilian students expressed that war left destruction, cemetery and poverty behind. As seen in both of the studies, war leaves misery behind. Beside this, the systems of justice disturb the balance and upset people by functioning improperly. One of the pictures drawn by the students depicts a sword shedding blood. Attraction is drawn to disarmament in another picture, where a rose comes out of a gun, and rose water is poured out of it instead of bullets. In a study carried out by Porter (1926), a great majority of the students answered the item "Armament is the best way of guaranteeing peace" as "Absolutely wrong". In both studies, students pointed out armies do not serve for peace but for war and they put an importance on danger of armament.

When it comes to student drawings, the curriculum system was seen to be affective on the drawings of students. After the First World War, Anatolia was occupied and Anatolian land became Turkish once again with the war called as "War of Independence" in Turkish history. This war is of great importance in terms of Turkish history and has been emphasized in an intensive way in history programs. The drawings of five students depict the War of Independence. Besides that, pigeon that symbolizes peace in the world was used by Turkish students as a symbol of peace as well. A drawing of a pigeon was used in five student drawings. This case shows that some common symbols are used all over the world. The idea of peace could be a tool of consensus with these symbols all over the world. In current time, it could serve for the idea of common peace and consensus in the world where a lot of wars and clashes occur.

RECOMMENDATIONS

This study was carried out on a small group of high school students. Latter studies may be carried out with a larger group in order to discover the perception of war and peace in the minds of high school students. The students involved in this study were accepted for high school education based on talent exams. It is thought that these students have little interest in historical subjects. This study may also be carried out at high schools where history courses are given more frequently. The Syrian Civil War occupying the agenda of Turkey was being fought during the time in which the study was carried out. However, the city of Kars is far from the combat area. There are almost no refugees from Syria in the city of Kars. Similar studies may be conducted in the cities where tent cities were established by Turkey for the Syrian refugees. The effect of the Syrian Civil War on student's perception of war and peace may be discovered in this way. When the pictures drawn within the study, especially those emphasizing universal themes, are assessed, it can be said that they are quite similar to pictures on the internet. The extent to which the internet affects the perception of the youth becomes evident in this way. It is a significant fact that the internet contributes to the formation of the perceptions reflected on the pictures just as much as the educational system. A similar study may also be carried out on primary and secondary school students. Within the studies to be carried out on primary and secondary school students, the changes of the concepts of war and peace in the minds of students according to their developmental period may be dealt. These studies may be compared with other studies carried out in different places of the

world (Cooper, 1965; Alvik, 1968; Rosell, 1968). Moreover, the effects of the curriculum as well as the system of national education on secondary school students may be researched in terms of meaning attributed to the notion of war and peace.

Conflict of Interests

The author has not declared any conflict of interests.

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Attachment. The pictures drawn by the students.

Pictures: Contd.