

## **A proposed concept to confront the ideological invasion of Masonic symbols on the artistic production of arts students in Egypt**

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### **Abstract:**

Cultural invasion is a widespread phenomenon in Egypt and the Arab world for a period of time that was not short and it has affected the personality of the Egyptian citizen, especially artists and it was reflected on his/her artistic production, and it is worth noting that there are some organizations that had a great role in the cultural invasion and the most important of them is the Masonic Organization, which is one of the most famous organizations in history, although its founders concealed the true beginning of its origins, events confirm that it has a long history since it was called by the hidden power of the Middle Ages, and when the great masons agreed to annihilate it and set a constitution for working on properly organize the universe and spread values and morals, the truth is that they built it on the interest of personality and called themselves the free builders a metaphor for freedom, but the truth was liberation from all the values and religions of societies "and the national affiliations of the homelands 1, and for the Masonic organization to achieve its goals of controlling the world it sought to broadcast media messages through programs, films and songs until the carton directed to children to control and direct the minds indirectly to its ideology, relying on "the long and continuous exposures of media messages. The intellectual nature has its role in the process of forming individuals 'knowledge, which enables media messages to replace existing knowledge assets towards a cause, and to replace new knowledge assets, which may lead to other forms of thinking, beliefs and traditions, and perhaps it is not a simple process where several factors and variables overlap, such as the personality of the recipient 2 ", his culture, his identity and what influences him from the forces of social control, and the pursuit was continuous and active from the Masonic organization" to use visual texts as historical documents attesting to the ideological foundations of political and religious treaties and the combination of the external and internal dimensions of the scene and the establishment of a visual relationship between the realistic form and expressive ideological thought about it through shapes and images, for a kind of communication between the visible and the mental "of the recipient" 3 to control the minds of children and youth and those from the most prestigious centers for building the new world

### **The Research problem:**

- From the teaching of the college to undergraduate students, it was noted that most students are reluctant to enter libraries and go directly to the web to choose their design units, and from them they tend to choose some western symbols in designing their artistic works, and the largest selection of them were units that belong to the Masonic intellect without any awareness of the content. The intellect and ideology transmitted by these symbols, and accordingly, the research

problem is determined by the fact that, despite the many studies that address the issue of intellectual security, which aim to reduce the ideological invasion of symbols and their impact on students of art colleges, however, those studies have not been able to limit the use of these phenomena. Symbols in designs of students of art colleges in various fields.

### **The research problem is determined in the following questions:**

Q. Does a student of the College of Art Education know the ideological dimensions of the Masonic dogma?

Q. Does the visual content of the symbol have a greater impact on the student of the College of Art Education than his ideological and ideological affiliations?

Q: Are there differences between designs of artworks for students who have been subjected to the definition of the quality of symbols and their ideological and intellectual affiliation and those who were inspired by ideological symbols busy with artistic interests without knowing their ideology?

Q How can you control the choices of a student of art education for Masonic symbols from which the designs of his artistic production are inspired?

### **Research assumptions: - the research paper assumes that:**

The lack of knowledge of the College of Artistic Education of Masonic beliefs, and their goals and ideology.

The visual content of the symbol has a greater impact on the student of the College of Art Education than the ideological affiliations.

There are differences between designs of artifacts for students who were subjected to the definition of the quality of symbols and their ideological and intellectual affiliation and those who were inspired by ideological symbols busy with artistic interests without knowing its ideology.

Introducing students to the Masonic symbols is not sufficient to limit the ideological invasion, but rather requires setting a concept for cultural implantation in order to support the intellectual security of students of the Faculty of Art Education.

### **The research aims:**

Identify the cultural awareness of the student of the College of Art Education on the ideology of Masonic belief symbols.

Explanation of the reasons for the spread and success of the ideological conquest of Masonic belief symbols.

Discover the role of introducing students to Masonic dogmas and their ideology on their choices for designing artistic products.

Supporting the theory of intellectual security for students of the Faculty of Art Education to limit the invasions of Masonic symbols, not their artistic product.

### **The research importance:**

The importance of the research lies in what it covers from an important topic on the local and scientific scene where there is no affiliation, and what the research seeks to confront the

Masonic cultural invasion, which spread easily and quickly through means of communication, especially through the Internet and penetrated into the designs of artistic works for art education students, where the research sought to prepare the teacher of education of future art who has the ability to establish a generation's identity and sensitize him to the Masonic intellectual conquest.

### **Research methodology:**

- The research follows the descriptive, analytical and deductive approach, which is based on displaying and analyzing international Masonic slogans, drawings and symbols and devising the doctrinal and political intent of them, and in the practical framework the applied experimental approach where the problem is addressed after ensuring the validity of its causes and its impact on student designs.

### **Search limits: - Search is limited to**

Two divisions of the third year students in the Faculty of Art Education for the academic year 2019/2020.

Masonic belief symbols and their effect on the art and thought of art crafts for the student of the Faculty of Art Education.

A proposed concept based on cultural implantation to support the theory of intellectual security for the student of the Faculty of Art Education to limit the ideological invasion of Masonic symbols on artistic production.

Survey the search tools

Intellectual security -Theory of cultural implantation - Masonic symbols - ideological invasion.

### **Practical framework:**

**Firstly**, a questionnaire form (Masonic symbols): A questionnaire was designed for a sample of students of the College of Art Education, the band for the third to identify the cultural awareness of the student of the College of Art Education with the ideology of Masonic beliefs and to know the extent of the impact of the cultural invasion of Masonic dogmas symbols on a student of the College of Art Education adopted in the achievement. Validity of the questionnaire, which means its ability to measure what was set for it on the apparent honesty and the extent of its representation of the points that it wants to measure by presenting the initial questionnaire to the panel of arbitrators from the faculty members of the Faculty of Art Education, then the questionnaire was distributed to each division 24 copies were given to the third year undergraduate students at the Faculty of Art Education, Helwan University, then the questionnaire was redistributed again after 15 days to calculate the stability of the questionnaire, by calculating the correlation coefficient using the (Siberman) equation and it was found that it equals 0.86

**Secondly**, an experiment on undergraduate students: - A practical experiment has been applied to develop designs suitable as artistic works inspired by international symbols on the same ethnic people who have been applied to the questionnaire form by a division as a control group. Presenting some Masonic dogmatic symbols and explaining the ideological concept to them and introducing students to the intellectual significance of their symbols and goals, from trying

to dominate the world and demolishing ideologies, nationalities, policies and religions for individuals to build a new world led by Masons.

### **Analysis of the results of the experiment:**

- It is clear from the previous table, which was divided into Jezzine, a special part for designs for the artistic works of the research sample for the control group of the third group students who were not identified with Masonic symbols, and a special section for the designs of technical works for the research sample. The experimental group of the third group students who were identified Masonic symbols and their ideas, and the result of the experiment showed that 1- The students of the control group that were not introduced to Masonic symbols, their goals and their source when they were directed to make designs of artistic works inspired by international arts mixed with them, the matter of Masonic symbols and almost all their designs are inspired by Masonic dogmas symbols of the form (1) to the form (24), believing that they are universal arts, signs and symbols that do not touch the Egyptian identity or thought of the symbol of the horn of the devil and the Masonic eye that sees everything and the crossed Masonic cross and the triangle and the man symbol of the free masons, the official emblem of Freemasonry and the cow indicating the end of time and the two-snake wand symbolizing Hermes, who has a great place for the Masons masters, being the first inventor of the rite of affiliation with Freemasons, the rituals were borrowed from the secret forums established by Hermes, and this was confirmed by the results of the questionnaire of Freemasonry symbols, whereby students were unaware of Freemasonry symbols and their hidden meanings and goals, and they used them ignorantly. They used some international symbols from India and China and Assyrian and Greek symbols and others to design busy works of interest, but it is worth mentioning that the researchers were surprised that there are some students that have used some Masonic symbols such as the two-wand mace which is one of the most important and well-known Masonic symbols in Figure 41 and 42 which sound the alarm as there are those who chose the symbols of Masonic beliefs with awareness and understanding of them.

### **Third, developing a vision for cultural implantation to enhance intellectual security for students of the Faculty of Art Education.**

Based on the results of the Masonic Symbols Questionnaire, one of the most important results of which was the ignorance of the Masons symbols, their ideas and goals, and a mistaken belief of some students that they have knowledge of them, and based on the results of a practical research experiment for the designs of artistic works, which were among the most important results of the students' use of Masonic symbols in their designs, as they are universal symbols originating from ancient civilizations due to their ignorance of their ideology and goals. There are students who got acquainted with Masonic symbols and their ideas and goals were explained and yet they used them in their designs and they are aware of this. The visual images of Freemasonry symbols overwhelmed its belonging and identity. Therefore, it was necessary to develop a vision to support the student's intellectual security.

The results of the research: Based on the analysis of the theoretical framework, the results of the questionnaire, and the practical experience, the results of the research confirmed the validity of the assumptions, as 1-The student's knowledge of the College of Art Education of Masonic

dogmas and its goals and ideology is almost nonexistent and a large percentage of students did not recognize the Masonic symbols and those who believed that they recognized them, the symbol was, for them, vague or of a mistaken source, and the conclusions were multiplied without reaching to the fact that it is a Masonic symbol, which reflects the lack of awareness among students of the Masonic symbols and their intellectual connotations. Students, as most students were inspired by busy designs of artistic interest from Masonic symbols, which do not affect their identity. Ideology of Freemasonry, so take inspiration from doctrinal symbols, each is busy with artistic concerns., 4- The visual content of the symbol has an effect on the student of the Faculty of Art Education larger than its ideology and ideological affiliations, as the shape of the Masonic symbols attracted the student through the drawing programs that are spread over the internet and that these symbols are invading, disregarding their intellectual and religious affiliation, if there are few students of the experimental research sample, the choices of Masonic symbols to draw inspiration from them for their operators while they were familiar with these symbols and their ideological significance. 5, - that introducing students to Masonic symbols is not sufficient to spread awareness against the intellectual invasion of these symbols and requires a visualization of cultural implantation to support the intellectual security of students of the Faculty of Art Education that can Reduce the invasion of Masonic symbols.

### Recommendations:

-1- It is recommended to apply the proposed perception of cultural implantation to enhance intellectual security for students of the Faculty of Art Education.

The practical and theoretical courses in the College of Art Education are interconnected in spreading awareness of the ideological invasion of Masonic symbols.

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