

War's Aftermath: Comparative Exploration of Loss and Glorification of War

Jerlin Mary Pinheiro.J ¹,Dr. Rosy Lidia .S.I ^{1*}

Abstract

Anthem for Doomed Youth by Wilfred Owen and The Solider by Rupert Brooke explores the trauma narratives of war poetry. Often in literature war serve as a powerful reflection on the psychological and emotional toll of conflict. Owen a soldier who experienced the horrors of World War I as it employs a gritty point of view were he explores the trauma experienced by soldiers, depicting the harsh realities of war and the impact on the loves of young man whereas in Brooke's poem he may not directly delve into severity and psychological impact of war. These poems give us a contrasting perspectives of war experience and examining how both the poets have employed their poetic elements. This presentation attributes towards how both the poets have employed their poetic elements. This presentation attributes towards sacrifice and heroism. It sheds light on the nuanced ways were these poems capture the complexities of trauma and the human response to war. Comparing these poems, it serves as a powerful anti- war statements, highlighting the trauma endured by soldiers and questioning the glorification of war.

Keywords

Robert Brooke, Wilfred Owen, Trauma, War

¹ Holy Cross College (Autonomous) Tiruchirapalli-2

The term "Trauma Narratives" explores themes of suffering, resiliency, and the human psyche as they explore the aftermath of terrible events. It n-depth, recounts of a person's traumatic experiences that are frequently presented in an organized way to help the listener absorb and comprehend the feelings, experience, and effects on their life. These stories can be told orally, in writing, through the arts, in therapy sessions, or in other contexts. They are useful for trauma recovery and healing. Rupert Brooke received his education at Cambridge's King's College as well as Rugby School. As opposed to Wilfred Owen, who passed the University of London matriculation exam despite never having completed his formal schooling? Rupert Brooke was commissioned as an officer in the Royal Naval Division at the start of World War I and participated in its short lived and unsuccessful mission to Antwerp. Wilfred Owen enlisted in the French Army as a soldier at the start of World War I.

The most well-known Georgian poet for poetry was Brooke, he was a pastoral poet who embodied the spirit of patriotic Englishmen. According to Lehman, his sonnets sounded "Sentimental and unrealistic. "His poetry gained decades of fame after his passing, but it is a disregarded response to the aftermath of two world wars as well as the gloomy poetry of the day. Although contemporary critics have acknowledged that Brook's poetry lacks profoundly, it nevertheless has relevance. Wilfred Owen made a name for himself during World War I by capturing the brutality of trench warfare. Owen was born in 1893 and his military service had a significant impact on his poems. "Anthem for Doomed Youth," one of his most well-

known pieces, painfully examines the terrible effects of war on the lives of young soldiers. This talk will explore Owens life, his views on war, and the moving ideas in this poem. Owen twists the traditions of pastoral elegy to depict scenes of terrible horror, excruciating agony and unredeemable mass murder. He expressed the tragedy of young soldiers lost in combat in writings with grace.

Beginning with the poem's title refers not to "a soldier," but to "The solider," the one who is honored to die for his nation and who knows that his death will benefit England. And it's what a soldier who loves his nation sounded like to Europeans at the time. The poem talks about a kind of immortality and the entry into "English heaven," consoling anyone who has ever lost a soldier relative and telling them that their loved ones are in England's heaven .The fourteen lines of the sonnet are broken up into an octave and a sestet. In this poem, the octave talks about the death of a soldier and how it affected England's position in a significant shift in the poems focus from the earth to the afterlife above.

Although the poem's meter is iambic pentameter, Brooke's work incorporates aspects of both Shakespearean and Petrarchan sonnets. The author demonstrated in this brave poetry that it is an honor to give your life in defense of your nation. In addition, he extolled the virtues of England, calling it "English heaven" and the ideal place to visit. The poem contains numerous allusions to the natural world. England, heaven, and the afterlife. This poem's topics include man and the natural world, death, war, and patriotism.

Owen's title of the poem is a little ironic because the term

“Youth” suggests that the young troops are the ones who are dying and are doomed, while the word “Doomed” conjures up images of something extremely dreadful for the reader. However, the poem is not at all what this world technically implies when it comes to the word “Anthem, which according to the Merriam Webster dictionary is a song or hymn of praise or gladness. “How can we be glad about someone who is doomed?” is where his irony lies. In this poem the speaker asks the readers what kind of holiday customs commemorate the deaths of soldiers who are slain in combat.

In response to his own inquiry, he notes that the only inquiry, that the only sound in the battlefield is that of gunfire and there are no proper rituals. We can find some solace for the loved ones of the warriors. The poem is rife with themes of death, conflict, and funeral customs.

Both well-known poets have offered different viewpoints on the catastrophic effects of war through the creative creations in the years following World War I. As a soldier who has witnessed the horrors of trench warfare, Wilfred Owen became a powerful voice critical of the idealized ideas around war. His pieces such as “Dulce et Decorum Est.” and “Anthem for Doomed Youth,” show the psychological and physical toll that war has on soldiers. They also eloquently portray the brutal reality of warfare. Owen’s poetry is a vivid testimony to the anguish and disillusionment experienced by people who saw the savagery of war. However, in early 20th century poet Rupert Brooke, who was highly influential, viewed war through an idealistic and patriotic lens. This poem romanticizes giving up one’s life for one’s nation and presents fighting as a noble endeavor. In stark contrast to Owen, Brooke celebrates military bravery and sees soldiers’ death as means of advancing a greater good.

Through an analysis of how their varied experiences and origins influenced their stories, this investigation seeks to understand the differences in Owen and Brooke’s perspectives on war. While Brooke’s optimistic image echoes a pre-war mentality that romanticized the sacrifice of life for the nation, Owen’s actual encounters prompted him to uncover the brutal facts. As we read more deeply into their writings, it becomes clear that these poets participate in a larger social conversation about how violence is seen and what effects it has in addition to offering a window into the psychological fallout of war.

In the conclusion based on the backgrounds, lives, education, and military service of both poets, we are able to discern differences between the two poems. Every writer expressed his or her own point of view, and while some are not particularly upbeat or realistic, others color the conflict and make it seem wonderful because of the nation they are fighting for. These works are somewhat idealistic in the manner they inspire hope. The other one is more convenient, straightforward, and honest. It depicts the real conflict with solace for the families of the fallen soldiers. It is also quite realistic. The goal of this comparison study is to clarify the complex viewpoints of Owen and Brooke while illuminating the significant psychological effects of war. Their poetry provides us with a

potent prism through which to examine the intricate relationship between trauma, loss, and the opposing exaltation of war at a critical juncture in history.

References

- [1] Wilfred Owen. “Anthem for Doomed Youth.” Poetry Foundation, 2019, www.poetryfoundation.org/poems/47393/anthem-for-doomed-youth.
- [2] “LitCharts.” LitCharts, www.litcharts.com/poetry/wilfred-owen/anthem-for-doomedyouth Accessed 29 Jan. 2024.
- [3] Rupert Brooke. “The Soldier.” Poetry Foundation, 2019, www.poetryfoundation.org/poetrymagazine/poems/13076/the-soldier.
- [4] Litcharts. “The Soldier Poem Summary and Analysis — LitCharts.” LitCharts, 2019, www.litcharts.com/poetry/rupert-brooke/the-soldier