

BETWEEN MARXISM AND ROMANTICISM: CHILDHOOD AND EDUCATION IN THE WORKS OF ERNST BLOCH

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Abstract

Ernst Bloch is a 20th-century German philosopher, associated with the Frankfurt School of critical theory. The aim of this paper is to explore Bloch's attitude toward childhood and education. My discussion of this topic will be mainly based on the following of Bloch's works: *The Principle of Hope* (1959), *Pädagogica* (1971), *Traces* (1930) and *Literary Essays* (1965). This paper is divided into three parts: The first part describes Bloch's childhood and youth. The second part deals with Bloch's critique of conventional education and with his suggestions for an alternative kind of education. The third part explores the affinities between Blochian and Romantic ideas of childhood and education. For this purpose, I will examine selected poems by the English Romantic poets William Blake, William Wordsworth and Samuel Taylor Coleridge, and Johann Wolfgang von Goethe's novel *The Sorrows of Young Werther* (1774). Please note that all translations of quotations from *Das Prinzip Hoffnung* (*The Principle of Hope*), *Pädagogica*, *Spuren* (*Traces*), *Literarische Aufsätze* (*Literary Essays*), *Geist der Utopie* (*The Spirit of Utopia*), *Experimentum Mundi* and *Auswahl aus seinen Schriften* (*Selected Writings*) are my translations.

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