In the spring of 1872 Friedrich Nietzsche gave a series of public lectures titled 'On the Future of our Educational Institution' to an audience in Basel, Switzerland. In the lectures he made clear his attitude about what was wrong with education and how it had negatively affected the culture of his day. More than one hundred years after the death of Nietzsche, his legacy remains one of the most pervasive in philosophical thought. While his influence on philosophical thought concerning culture is everywhere to be found, his influence on the philosophy of education has yet to find a place in mainstream thought on the subject, in
spite of the inextricable connection between the two. This collection has been put together in an effort to redress this situation. Nietzsche, Culture and Education brings together a collection of specially commissioned essays on the theme of Nietzsche's cultural critique and its use in and effect on educational theory. The international character of the contributors gives this work a polyvalent perspective on these areas of Nietzsche's philosophy. This publication will be a valuable source book for both undergraduate and postgraduate students of philosophy, education and the social sciences as well as for Nietzsche specialists.

Anti-Education

When Nietzsche published Beyond Good and Evil in 1886, he told a friend that it was a book that would not be read properly until “around the year 2000.” Now Laurence Lampert sets out to fulfill this prophecy by providing a section by section interpretation of this philosophical masterpiece that emphasizes its unity and depth as a comprehensive new teaching on nature and humanity. According to Lampert, Nietzsche begins with a critique of philosophy that is ultimately affirmative, because it shows how philosophy can arrive at a defensible ontological account of the way of all beings. Nietzsche next argues that a new post-Christian religion can arise out of the affirmation of the world disclosed to philosophy. Then, turning to the implications of the new ontology for morality and politics, Nietzsche argues that these can be reconstituted on the fundamental insights of the new philosophy. Nietzsche’s comprehensive depiction of this anti-Platonic philosophy ends with a chapter on nobility, in which he contends that what can now be publicly celebrated as noble in our species are its highest achievements of mind and spirit.

Schopenhauer As Educator

This classic work of creative criticism from German philosopher Friedrich Nietzsche argues that ancient Greek drama represents the highest form of art ever produced. In the first section of the book, Nietzsche presents an in-depth analysis of Athenian tragedy and its many
merits. In the second section, Nietzsche contrasts the refinement of classical tragedy with what he regards as the cultural wasteland of the nineteenth-century.

Friedrich Nietzsche

First English translation of Nikos Kazantzakis's 1909 doctoral dissertation on Nietzsche.

The Birth of Tragedy

Nietzsche’s Philosophy of Education makes the case that Nietzsche’s philosophy has significant import for the theory and contemporary practice of education, arguing that some of Nietzsche's most important ideas have been misunderstood by previous interpreters. In providing novel reinterpretations of Nietzsche's ethical theory, political philosophy and philosophical anthropology and outlining concrete ways in which these ideas can enrich teaching and learning in modern democratic schools, the book sets itself apart from previous works on Nietzsche. This is one of the first extended engagements with Nietzsche's philosophy which attempts to determine his true legacy for democratic education. In its engagement with both the vast secondary literature on Nietzsche's philosophy and the educational implications of his philosophical vision, this book makes a unique contribution to both the philosophy of education and Nietzsche scholarship. In addition, its development of four concrete pedagogical approaches from Nietzsche's educational ideas makes the book a potentially helpful guide to meeting the practical challenges of contemporary teaching. This book will be of great interest to Nietzsche scholars, researchers in the philosophy of education and students studying educational foundations.

The Anti-Christ

In nineteenth-century Vienna, a drama of love, fate, and will is played out amid the intellectual ferment that defined the era. Josef Breuer, one of the founding fathers of
psychanalysis, is at the height of his career. Friedrich Nietzsche, Europe's greatest philosopher, is on the brink of suicidal despair, unable to find a cure for the headaches and other ailments that plague him. When he agrees to treat Nietzsche with his experimental "talking cure," Breuer never expects that he too will find solace in their sessions. Only through facing his own inner demons can the gifted healer begin to help his patient. In When Nietzsche Wept, Irvin Yalom blends fact and fiction, atmosphere and suspense, to unfold an unforgettable story about the redemptive power of friendship.

Friedrich Wilhelm Nietzsche

The first comprehensive interpretation of Nietzsche's Thus Spoke Zarathustra--an important and difficult text and the only book Nietzsche ever wrote with characters, events, setting, and a plot. Laurence Lampert's chapter-by-chapter commentary on Nietzsche's magnum opus clarifies not only Zarathustra's narrative structure but also the development of Nietzsche's thinking as a whole. "An impressive piece of scholarship. Insofar as it solves the riddle of Zarathustra in an unprecedented fashion, this study serves as an invaluable resource for all serious students of Nietzsche's philosophy. Lampert's persuasive and thorough interpretation is bound to spark a revival of interest in Zarathustra and raise the standards of Nietzsche scholarship in general."--Daniel W. Conway, Review of Metaphysics "A book of scholarship, filled with passion and concern for its text."--Tracy B. Strong, Review of Politics "This is the first genuine textual commentary on Zarathustra in English, and therewith a genuine reader's guide. It makes a significant and original contribution to its field."--Werner J. Dannhauser, Cornell University "This is a very valuable and carefully wrought study of a very complex and subtle poetic-philosophical work that provides access to Nietzsche's style of presenting his thought, as well as to his passionately affirmed values. Lampert's commentary and analysis of Zarathustra is so thorough and detailed... that it is the most useful English-language companion to Nietzsche's 'edifying' and intriguing work."--Choice Selected as one of Choice's outstanding academic books for 1988
When Nietzsche Wept

David E. Cooper elucidates Nietzsche's educational views in detail, in a form that will be of value to educationalists as well as philosophers. In this title, first published in 1983, he shows how these views relate to the rest of Nietzsche's work, and to modern European and Anglo-Saxon philosophical concerns. For Nietzsche, the purpose of true education was to produce creative individuals who take responsibility for their lives, beliefs and values. His ideal was human authenticity. David E. Cooper sets Nietzsche's critique against the background of nineteenth-century German culture, yet is concerned at the same time to emphasize its bearing upon recent educational thought and policy.

Nietzsche, Culture and Education

The decisive influence of Friedrich Nietzsche on H.L. Mencken is readily acknowledged in the vast literature on the great American journalist and social critic. However, Mencken's 1908 study of the philosopher has been relegated to footnote status by Mencken's critics and biographers and has been largely ignored by Nietzsche scholars. There are good reasons for reversing this judgment. Mencken's work was one of the first comprehensive and sympathetic treatments of Nietzsche's thought in the English language. It is a provocative engagement with the German philosopher's complex and elusive ideas, enhanced by a style that reverberates with a verve and dynamism approaching Nietzsche's own. Mencken presents a view of Nietzsche that elucidates the latter's complex and contentious form of the "gospel of individualism" while evincing a keen appreciation of his unrivalled capacity for critical analysis. The historical scope of Nietzsche's thought is fully evident in Mencken's analysis as is its application to modern societies and politics. In tracing the biographical and intellectual impetus for Nietzsche's relentless attacks on conventional moralities and established modes of thought, Mencken discerned both an ideal and a method for grappling with social and cultural issues that remain salient in our own time.
Authenticity and Learning

David E. Cooper elucidates Nietzsche's educational views in detail, in a form that will be of value to educationalists as well as philosophers. In this title, first published in 1983, he shows how these views relate to the rest of Nietzsche's work, and to modern European and Anglo-Saxon philosophical concerns. For Nietzsche, the purpose of true education was to produce creative individuals who take responsibility for their lives, beliefs and values. His ideal was human authenticity. David E. Cooper sets Nietzsche's critique against the background of nineteenth-century German culture, yet is concerned at the same time to emphasize its bearing upon recent educational thought and policy.

The Philosophy of Friedrich Nietzsche

These four essays are key documents for understanding the development of Nietzsche's thought.

Friedrich Nietzsche and Weimar Classicism (Studies in German Literature, Linguistics, and Culture)

In the spring of 1872 Friedrich Nietzsche gave a series of public lectures titled 'On the Future of our Educational Institution' to an audience in Basel, Switzerland. In the lectures he made clear his attitude about what was wrong with education and how it had negatively affected the culture of his day. More than one hundred years after the death of Nietzsche, his legacy remains one of the most pervasive in philosophical thought. While his influence on philosophical thought concerning culture is everywhere to be found, his influence on the philosophy of education has yet to find a place in mainstream thought on the subject, in spite of the inextricable connection between the two. This collection has been put together in an effort to redress this situation. Nietzsche, Culture and Education brings together a collection of specially commissioned essays on the theme of Nietzsche's cultural critique and
its use in and effect on educational theory. The international character of the contributors gives this work a polyvalent perspective on these areas of Nietzsche's philosophy. This publication will be a valuable source book for both undergraduate and postgraduate students of philosophy, education and the social sciences as well as for Nietzsche specialists.

**Why I Am so Clever**

AN NYRB Classics Original In 1869, at the age of twenty-four, the precociously brilliant Friedrich Nietzsche was appointed to a professorship of classical philology at the University of Basel. He seemed marked for a successful and conventional academic career. Then the philosophy of Schopenhauer and the music of Wagner transformed his ambitions. The genius of such thinkers and makers—the kind of genius that had emerged in ancient Greece—this alone was the touchstone for true understanding. But how was education to serve genius, especially in a modern society marked more and more by an unholy alliance between academic specialization, mass-market journalism, and the militarized state? Something more than sturdy scholarship was called for. A new way of teaching and questioning, a new philosophy . . . What that new way might be was the question Nietzsche broached in five vivid, popular public lectures in Basel in 1872. Anti-Education presents a provocative and timely reckoning with what remains one of the central challenges of the modern world.

**Nietzsche's Task**

'Why do I know a few more things? Why am I so clever altogether?' Self-celebrating and self-mocking autobiographical writings from Ecce Homo, the last work iconoclastic German philosopher Nietzsche wrote before his descent into madness. One of 46 new books in the bestselling Little Black Classics series, to celebrate the first ever Penguin Classic in 1946. Each book gives readers a taste of the Classics' huge range and diversity, with works from around the world and across the centuries - including fables, decadence, heartbreak, tall tales, satire, ghosts, battles and elephants.
Friedrich Nietzsche

The first comprehensive interpretation of Nietzsche's Thus Spoke Zarathustra—an important and difficult text and the only book Nietzsche ever wrote with characters, events, setting, and a plot. Laurence Lampert's chapter-by-chapter commentary on Nietzsche's magnum opus clarifies not only Zarathustra's narrative structure but also the development of Nietzsche's thinking as a whole. "An impressive piece of scholarship. Insofar as it solves the riddle of Zarathustra in an unprecedented fashion, this study serves as an invaluable resource for all serious students of Nietzsche's philosophy. Lampert's persuasive and thorough interpretation is bound to spark a revival of interest in Zarathustra and raise the standards of Nietzsche scholarship in general."--Daniel W. Conway, Review of Metaphysics "A book of scholarship, filled with passion and concern for its text."--Tracy B. Strong, Review of Politics "This is the first genuine textual commentary on Zarathustra in English, and therewith a genuine reader's guide. It makes a significant and original contribution to its field."--Werner J. Dannhauser, Cornell University "This is a very valuable and carefully wrought study of a very complex and subtle poetic-philosophical work that provides access to Nietzsche's style of presenting his thought, as well as to his passionately affirmed values. Lampert's commentary and analysis of Zarathustra is so thorough and detailed... that it is the most useful English-language companion to Nietzsche's 'edifying' and intriguing work."--Choice Selected as one of Choice's outstanding academic books for 1988

Nietzsche: Untimely Meditations

Friedrich Nietzsche on the Philosophy of Right and the State

A groundbreaking reference work on the revolutionary philosophy and intellectual legacy of Richard Rorty A provocative and often controversial thinker, Richard Rorty and his ideas have been the subject of renewed interest to philosophers working in epistemology, metaphysics,
analytic philosophy, and the history of philosophy. Having called for philosophers to abandon representationalist accounts of knowledge and language, Rorty introduced radical and challenging concepts to modern philosophy, generating divisive debate through the new form of American pragmatism which he advocated and the renunciation of traditional epistemology which he espoused. However, while Rorty has been one of the most widely-discussed figures in modern philosophy, few volumes have dealt directly with the expansive reach of his thought or its implications for the fields of philosophy in which he worked. The Blackwell Companion to Rorty is a collection of essays by prominent scholars which provide close, and long-overdue, examination of Rorty’s groundbreaking work. Divided into five parts, this volumecovers the major intellectual movements of Rorty’s career from his early work on consciousness and transcendental arguments, to the lasting impacts of his major writings, to his approach to pragmatism and his controversial appropriations from other philosophers, and finally to his later work in culture, politics, and ethics. Offers a comprehensive, balanced, and insightful account of Rorty's approach to philosophy Provides an assessment of Rorty’s more controversial thoughts and his standing as an “anti-philosopher’s philosopher” Contains new and original exploration of Rorty’s thinking from leading scholars and philosophers Includes new perspectives on topics such as Rorty's influence in Central Europe Despite the relevance of Rorty’s work for the wider community of philosophers and for those working in fields such as international relations, legal and political theory, sociology, and feminist studies, the secondary literature surrounding Rorty’s work and legacy is limited. A Companion to Rorty address this absence, providing a comprehensive resource for philosophers and general readers.

I Am Dynamite!

In this book, one of the most distinguished scholars of German culture collects his essays on a figure who has long been one of his chief preoccupations. Erich Heller's lifelong study of modern European literature necessarily returns again and again to Friedrich Nietzsche. Nietzsche prided himself on having broken with all traditional ways of thinking and feeling, and once even claimed that he would someday be recognized for having ushered in a new
millennium. While acknowledging Nietzsche's radicalism, Heller also insists on the continuity of the story in which he does indeed occupy a central place. By considering Nietzsche in relation to Goethe, Rilke, Wittgenstein, Yeats, and others, Heller shows the philosopher's ambivalence toward the tradition he inherited as well as his profound effect on the thought and sensibility of those who followed him. It is hardly an exaggeration to say, as Heller does in his first essay, that Nietzsche is to many modern writers and thinkers—including Mann, Musil, Kafka, Freud, Heidegger, Jaspers, Gide, and Sartre—what St. Thomas Aquinas was to Dante: the categorical interpreter of a world, which they contemplate imaginatively and theoretically without ever much upsetting its Nietzschean structure. Thus it is Nietzsche's thought, so pervasively present in the themes of modernity, that gives coherence and unity to Heller's essays. What emerges from them is that, despite his iconoclastic declarations and unorthodox philosophical practices, Nietzsche deals with the human spirit's persistent concerns. His questions remain urgent, and even the answers, in all their contradictoriness, possess the commanding force of his inquiry. An example is the incompatibility of the famous extremes, the teaching of the Übermensch and the Eternal Recurrence of All Things. These cancel each other out and yet grow from the same intellectual and spiritual roots, as is shown lucidly and cogently by one of Heller's most forceful essays, "Nietzsche's Terrors: Time and the Inarticulate." In fathoming the depth of this contradiction, Heller at the same time reveals the importance of Nietzsche for those who seek to understand the wellsprings of the epoch's disquiet, turmoil, and creativity.

A Companion to Rorty

On the Future of Our Educational Institutions

On the Future of our Educational Institutions Friedrich Wilhelm Nietzsche

The Importance of Nietzsche
Friedrich Wilhelm Nietzsche (1844-1900) was a German philosopher. His writing included critiques of religion, morality, contemporary culture, philosophy and science, using a distinctive style and displaying a fondness for aphorism. Nietzsche's influence remains substantial within and beyond philosophy, notably in existentialism and postmodernism. Nietzsche's Third Untimely Meditation is not only his homage to Schopenhauer, but a reflection on education in the most comprehensive sense. Many of Nietzsche's writings aimed at instructing the modern world on how to philosophize with a sledgehammer, but the premise of the Third Meditation is altogether more gentle, namely the singular marvel that is every human being.

Friedrich Nietzsche and the Politics of Transfiguration

The theme of the philosopher as therapist dominates Nietzsche's entire opus, from his earliest writings to the Zarathustra period and beyond. Nietzsche wishes to hasten the coming and future sanctification of a new type of synthetic human being, and his entire teaching is shaped by his own struggles against illness. Yet few Nietzsche scholars have paid this crucial therapeutic element of his thought sufficient attention. This collection of essays by leading scholars in the field is composed around the Nietzschean insight, which has its roots in the Hippocratic tradition of ancient medicine, that beliefs, behaviours, ideals and patterns of striving are not things for which individuals or even cultures are responsible. Rather, they are symptoms of what an individual or culture is, which symptoms require diagnostic interpretation and evaluation. The book identifies three principal approaches in Nietzsche's philosophy: diagnostic, prognostic and therapeutic. Each essay takes up this essential insight into Nietzsche's therapeutic philosophy from a different perspective and collectively they reveal an array of insightful approaches to self-induced enhancement, for both individuals and cultures.

Nietzsche's Teaching
The name Friedrich Nietzsche has become synonymous with studies in political power. The application of his theory that the vast array of human activities comprises manifestations of the will to power continues to influence fields as diverse as international relations, political studies, literary theory, the social sciences, and theology. To date, the introduction of Søren Kierkegaard into this discussion has been gradual at best. Long derided as the quintessential individualist, the social dimension of his fertile thought has been neglected until recent decades. This book situates Kierkegaard in direct dialogue with Nietzsche on the topic of power and authority. Significant contextual similarities warrant such a comparison: both severely criticized state Lutheranism, championed the self and its imaginative ways of knowing against the philosophical blitzkrieg of Hegelianism, and endured the turbulent emergence of the nation-state. However, the primary justification remains the depth-defying prescience with which Kierkegaard not only fully anticipates but rigorously critiques Nietzsche's power position thirty years in advance.

The Dawn of Day

AN NYRB Classics Original In 1869, at the age of twenty-four, the precociously brilliant Friedrich Nietzsche was appointed to a professorship of classical philology at the University of Basel. He seemed marked for a successful and conventional academic career. Then the philosophy of Schopenhauer and the music of Wagner transformed his ambitions. The genius of such thinkers and makers—the kind of genius that had emerged in ancient Greece—this alone was the touchstone for true understanding. But how was education to serve genius, especially in a modern society marked more and more by an unholy alliance between academic specialization, mass-market journalism, and the militarized state? Something more than sturdy scholarship was called for. A new way of teaching and questioning, a new philosophy . . . What that new way might be was the question Nietzsche broached in five vivid, popular public lectures in Basel in 1872. Anti-Education presents a provocative and timely reckoning with what remains one of the central challenges of the modern world.
Living with Nietzsche

Nietzsche's work has become a crucial point of departure for contemporary critical theory and debate.

God is Dead. God Remains Dead. And We Have Killed Him.

"The Christian concept of a god—the god as the patron of the sick, the god as a spinner of cobwebs, the god as a spirit—is one of the most corrupt concepts that has ever been set up in the world. In him nothingness is deified, and the will to nothingness is made holy." See Sharp Press; Tuscon, AZ— from The Anti-Christ. He's one of the most debated thinkers of the 19th century: Nietzsche and his works have been by turns vilified, lauded, and subjected to numerous contradictory interpretations, and yet he remains a figure of profound import, and his works a necessary component of a well-rounded education. The Anti-Christ, first published in German in 1895, is absolutely vital to any meaningful understanding of Nietzsche the man and Nietzsche the philosopher. An insightful and entertaining indictment of Christianity, it has enraged and inspired generations of readers, and this 1920 translation, by H. L. Mencken, considered the best available, is almost as controversial as the work itself, highlighting the darkest side of Mencken's cynicism. Also available from Cosimo Classics: Nietzsche's The Use and Abuse of History.

Nietzsche's Teaching

Suggests that we read Friedrich Nietzsche from a different point of view, as a provocative writer who means to transform the way we view our lives. The author reminds us that Nietzsche is not a philosopher of abstract ideas but rather of the personal insight, the provocative challenge, the incisive personal probe.
In the seven and a half years before his collapse into madness, Nietzsche completed Thus Spoke Zarathustra, the best-selling and most widely read philosophical work of all time, as well as six additional works that are today considered required reading for Western intellectuals. Together, these works mark the final period of Nietzsche's thought, when he developed a new, more profound, and more systematic teaching rooted in the idea of the eternal recurrence, which he considered his deepest thought. Cutting against the grain of most current Nietzsche scholarship, Michael Allen Gillespie presents the thought of the late Nietzsche as Nietzsche himself intended, drawing not only on his published works but on the plans for the works he was unable to complete, which can be found throughout his notes and correspondence. Gillespie argues that the idea of the eternal recurrence transformed Nietzsche's thinking from 1881 to 1889. It provided both the basis for his rejection of traditional metaphysics and the grounding for the new logic, ontology, theology, and anthropology he intended to create with the aim of a fundamental transformation of European civilization, a “revaluation of all values.” Nietzsche first broached the idea of the eternal recurrence in Thus Spoke Zarathustra, but its failure to gain attention or public acceptance led him to present the idea again through a series of works intended to culminate in a never-completed magnum opus. Nietzsche believed this idea would enable the redemption of humanity. At the same time, he recognized its terrifying, apocalyptic consequences, since it would also produce wars of unprecedented ferocity and destruction. Through his careful analysis, Gillespie reveals a more radical and more dangerous Nietzsche than the humanistic or democratic Nietzsche we commonly think of today, but also a Nietzsche who was deeply at odds with the Nietzsche imagined to be the forefather of Fascism. Gillespie’s essays examine Nietzsche’s final teaching—its components and its political, philosophical, and theological significance. The book concludes with a critical examination and a reflection on its meaning for us today.
This important new introduction to Nietzsche's philosophical work provides readers with an excellent framework for understanding the central concerns of his philosophical and cultural writings. It shows how Nietzsche's ideas have had a profound influence on European philosophy and why, in recent years, Nietzsche scholarship has become the battleground for debates between the analytic and continental traditions over philosophical method. The book is divided into three parts. In the first part, the author discusses morality, religion and nihilism to show why Nietzsche rejects certain components of the Western philosophical and religious traditions as well as the implications of this rejection. In the second part, the author explores Nietzsche's ambivalent and sophisticated reflections on some of philosophy's biggest questions. These include his criticisms of metaphysics, his analysis of truth and knowledge, and his reflections on the self and consciousness. In the final section, Welshon discusses some of the ways in which Nietzsche transcends, or is thought to transcend, the Western philosophical tradition, with chapters on the will to power, politics, and the flourishing life.

Anti-Education

Originally published in 1988, this collection brings together a wide range of original readings on Friedrich Nietzsche, reflecting many aspects of Nietzsche in contemporary philosophy, literature and the social sciences. The Nietzsche these contributors discuss is the Nietzsche who exceeds any attempt at determinate interpretation, the Nietzsche whose capacity for renewing thought seems limitless. This is a powerful collection of essays and a major contribution to modern Nietzsche interpretation.

Nietzsche on Love

The first book on Nietzsche ever to appear in English, this examination by legendary journalist H. L. Mencken is still one of the most enlightening. Mencken wrote this book while still in his 20s, but his penchant for thoroughness was evident even at that young age—in
preparation for writing this book, he read Nietzsche's works in their entirety, mostly in the original German. A brief biographical sketch is followed by clear and thorough explanations of Nietzsche's basic concepts and attitudes. Analyzed are Nietzsche's much-misunderstood concept of the superman, his concept of eternal recurrence, his rejection of Christianity, and his basic rationalism and materialism. Included are two essays on Nietzsche that appeared in Mencken's magazine The Smart Set subsequent to the publishing of the original edition of this book. Nearly a century after its original publication, this remains one of the clearest, most concise, and entertaining introductions to Nietzsche to date.

Friedrich Nietzsche

Opens up a fresh and original perspective on Nietzsche by showing the important influence of Weimar classicism on his work.

Philosophy of Friedrich Nietzsche

'We have left dry land and put out to sea! We have burned the bridge behind us - what is more, we have burned the land behind us!' Nietzsche's devastating demolition of religion would have seismic consequences for future generations. With God dead, he envisages a brilliant future for humanity: one in which individuals would at last be responsible for their destinies. One of twenty new books in the bestselling Penguin Great Ideas series. This new selection showcases a diverse list of thinkers who have helped shape our world today, from anarchists to stoics, feminists to prophets, satirists to Zen Buddhists.

Concepts of Power in Kierkegaard and Nietzsche

Friedrich Nietzsche and the Politics of Transfiguration provides a comprehensive analysis of the politics that are implicit and explicit in Nietzsche's work. Tracy B. Strong's discussion shows that Nietzsche's writings are of a piece and have as their common goal a politics of
transfiguration: a politics that seeks radical change in how human beings live and act in the modern Western world. This edition includes a new introduction that demonstrates how the styles of Nietzsche's writings expand our notions of democratic politics and democratic understanding.

Hiking with Nietzsche

Unlike some other reproductions of classic texts (1) We have not used OCR (Optical Character Recognition), as this leads to bad quality books with introduced typos. (2) In books where there are images such as portraits, maps, sketches etc We have endeavoured to keep the quality of these images, so they represent accurately the original artefact. Although occasionally there may be certain imperfections with these old texts, we feel they deserve to be made available for future generations to enjoy.

Nietzsche's Final Teaching

NEW YORK TIMES Editors' Choice • THE TIMES BIOGRAPHY OF THE YEAR • WINNER OF THE HAWTHORNDEN PRIZE A groundbreaking new biography of philosophy's greatest iconoclast Friedrich Nietzsche is one of the most enigmatic figures in philosophy, and his concepts—the Übermensch, the will to power, slave morality—have fundamentally reshaped our understanding of the human condition. But what do most people really know of Nietzsche—beyond the mustache, the scowl, and the lingering association with nihilism and fascism? Where do we place a thinker who was equally beloved by Albert Camus, Ayn Rand, Martin Buber, and Adolf Hitler? Nietzsche wrote that all philosophy is autobiographical, and in this vividly compelling, myth-shattering biography, Sue Prideaux brings readers into the world of this brilliant, eccentric, and deeply troubled man, illuminating the events and people that shaped his life and work. From his placid, devoutly Christian upbringing—overshadowed by the mysterious death of his father—through his teaching career, lonely philosophizing on high mountains, and heart-breaking descent into madness, Prideaux documents Nietzsche’s intellectual and emotional life
with a novelist’s insight and sensitivity. She also produces unforgettable portraits of the people who were most important to him, including Richard and Cosima Wagner, Lou Salomé, the femme fatale who broke his heart; and his sister Elizabeth, a rabid German nationalist and anti-Semite who manipulated his texts and turned the Nietzsche archive into a destination for Nazi ideologues. I Am Dynamite! is the essential biography for anyone seeking to understand history's most misunderstood philosopher.

The Philosophy of Nietzsche

Friedrich Nietzsche presented many of his greatest insights in pithy, well-turned short phrases that do not follow any philosophical dogma. Instead, his chastening but ultimately life-affirming philosophy puts forth true love and friendship as our best hope in dark times. Here are Nietzsche's key sayings about love from the vast body of his philosophical writings, which have influenced politics, philosophy, art and culture like few other works of world literature. As the first edition of its kind, this collection presents Nietzsche's thoughts on love not as academic philosophy but as a guide to life. At turns delightful and astute—and always wise—Nietzsche on Love offers an original and startling glimpse into what one of the world's foremost thinkers says about the fundamental experience of our lives.

On the Future of Our Educational Institutions

This book offers a succinct guide to Friedrich Nietzsche’s contributions to educational thought, placing them within the context of his overall philosophy and adding biographical background information that sheds light on his thinking. Topics discussed in detail include theories of knowledge and life, concepts of teaching and learning, and practice and policy issues in modern education. Friedrich Nietzsche (1844–1900) was a major Western thinker with much to say about education, both directly and indirectly. A fierce critic of the schools and universities of his time, he affirms the centrality of ‘culture’ and the exceptional individual as the true aim of education. For Nietzsche, the human predicament is
characterised by the tension between knowledge and life. The task of education is to reconcile these demands, but that requires a radical rethinking of knowledge and a re-evaluation of morality. Nietzsche’s new conception of truth replaces facts with interpretations, and certainty with bold experiment. His new virtues arise out of the ‘sublimation’ of drives that are condemned by traditional morality. An education of the future promotes these aspects of individual development. Even so, Nietzsche seems to think that, in the end, it is up to each of us to engage in a broader task of self-realisation, for which he has a cryptic formula: “Become what you are.”

Nietzsche’s Philosophy of Education

By subjecting Nietzsche to a Platonic critique, author William H. F. Altman punctures his “pose of untimeliness” while making use of Nietzsche’s own aphoristic style of presentation. Friedrich Wilhelm Nietzsche—named for a Prussian King—is thereby revealed to be the representative philosopher of the Second Reich.

Nietzsche's Therapeutic Teaching

"A stimulating book about combating despair and complacency with searching reflection."

--Heller McAlpin, NPR.org Named a Best Book of 2018 by NPR. One of Lit Hub's 15 Books You Should Read in September and one of Outside's Best Books of Fall A revelatory Alpine journey in the spirit of the great Romantic thinker Friedrich Nietzsche: Hiking with Nietzsche: Becoming Who You Are is a tale of two philosophical journeys—one made by John Kaag as an introspective young man of nineteen, the other seventeen years later, in radically different circumstances: he is now a husband and father, and his wife and small child are in tow. Kaag sets off for the Swiss peaks above Sils Maria where Nietzsche wrote his landmark work Thus Spoke Zarathustra. Both of Kaag’s journeys are made in search of the wisdom at the core of Nietzsche’s philosophy, yet they deliver him to radically different interpretations and, more crucially, revelations about the human condition. Just as Kaag’s acclaimed debut, American
Philosophy: A Love Story, seamlessly wove together his philosophical discoveries with his search for meaning, Hiking with Nietzsche is a fascinating exploration not only of Nietzsche’s ideals but of how his experience of living relates to us as individuals in the twenty-first century. Bold, intimate, and rich with insight, Hiking with Nietzsche is about defeating complacency, balancing sanity and madness, and coming to grips with the unobtainable. As Kaag hikes, alone or with his family, but always with Nietzsche, he recognizes that even slipping can be instructive. It is in the process of climbing, and through the inevitable missteps, that one has the chance, in Nietzsche’s words, to “become who you are.”