

## A PHILOSOPHY LESSON:

### How Not to Teach

**Instructor:** Now we will begin our lecture on epistemology by explaining some aspects of Cartesian scepticism in the light of Foucault's concept of archaeology by stating that since rational experiment of most is a transitory development of us trigger complexification and in the fauna we are still regulating both there but soon the spirit of it is the myth in which a universe from much a model engages in separable life if any exists with being fully a doveanswuntundorsetasfyactionswhateverargunusmfromdvelopevolutionary. . .

**Student 1:** Teacher, may I go to the bathroom?

**Instructor:** Yes do so – and wisdom flows from this proposition for Descartes thought escapes scepticism we should have as the existence of intuition perception to reliably sure our claim to knowledge far from secure yet certain questions are not concerned with the way things ultimately are but rather our knowledge of them and that is because the universe of soft possibilities in order to abandon longings a ceteris paribus shall both be a we from which a view of religion which supports existence and shows the uncrassr set to ever at the total be teach life is separable from your understanding.

**Student 2:** Teacher, I think I need to go to the bathroom, too.

**Instructor:** Hmm – if there is an existential imperative that imperialist roaders who fail to see the wisdom of Mao exist through realpolitik and class struggles and walls of sexualities as a madhouse isolated to reason in which intention becomes like a panopticon in which human urges strangle stranger things as the brain mutates into new chemistries for thinking is an indication of new possibilities in the universe development which process if it exists in a sense of chaos supports existence and shows the uncrassr set to ever at the total be teach life is separable from your understanding to which text springs from the real and farm accords wall . . .

**Student 3:** Err, could you explain next week's homework?

Klanggggggggggggggggu! [The class bell]

**Instructor:** Ahh, Pavlov's Bell! Class dismissed. Next week we will consider the relation between Wittgenstein and metaphysics in light of cognitive linguistics and postmodern theories of text processing. Are you clear on this?

