

Dear Patient Listener,  
at The Second World Congress of Free Artists,  
dear Gods of Teaching,  
dear Free Artists,  
dear Free Students,  
dear Camel Collective

(The speaker is nervously stuttering)

Despite my stutter I have decided to speak today. Thank you for the invitation. I'll speak slowly because usually it gets worse when I get excited and am speaking quickly. Situations that do not arise spontaneously make me nervous.

I will try to produce speech sounds in order to deliver a few thoughts on art and pedagogy. During the introduction of new students in my video class, I said: I come to this class because I want to learn how to speak.

I am speaking today because I was recently reminded of the fact that we all have a voice and we should all use it. Patti Smith reminded me of this. Some speak too much and some not enough. I do not let the words I can't find get in my way. Pieces of words come out of my mouth and splinter. My stammering somehow reminds me of the rhythms that institutions develop.

In our current democratic society called Denmark, it is not true that everybody has a voice. We all have the right to express our opinions, but in the end, we only listen to the ones who can formulate coherent ideas and present them in an intellectual, loud, rhetorical, or sexy way. This problem applies both in the classroom and in public. Through education, we can learn socially empowering ways of public expression. Otherwise, in the practice of democracy, we have to learn to be patient with what we could call an insecure, nervous or stammering incoherent way of

expression. I pray to the gods of teaching that we can unlearn this standard of public appearance and allow for hidden voices and faces. Make people who have been silenced by others or themselves speak up.

We the students are not a pedagogical project. The truth is if we don't explain to the outside world what it is like to be in the classroom nothing will change. We the students are encouraged to read theory with the focus on how to practice. When I say read, it is important that we here are aware of the difficulties some students can experience within this activity. It is not a natural thing to be a good or fast reader. Why do we read to begin with? Perhaps to learn how to think?. Reading can be disrupted by many psychological and neurologically based phenomena, such as stammering, synesthesia, dyslexia and many other as yet undiscovered disabilities. It is very hard to study if you are a bad reader or a bad speaker.

Teachers, be sensitive and do not design an art program which is dominated by written or spoken forms of expression. One's lack of control over his or her speech acts or written statements should not determine a good or bad work. The classroom should allow full expression of the students' personalities and abilities. Education should lead to a public voice.

There is a level of acting in teaching. It is a style. Critical pedagogy means teachers and students are allowed to ask, "why the hell am I learning this?" We are all learners. We are all responsible for constantly challenging authorities. Education should lead to emancipation. We are all different but we all have the same needs. The classroom should provoke the students and the teachers to challenge what we perceive as given and stimulate innovations, responsiveness and new solutions.

But - but - but - let me conclude here with a quote from an anonymous voice "To be sensitive is to be critical".

Thank you for your patience!