LUIS CAMNITZER: THE DICTIONARY OF POWER, THE RESURRECTION OF SIMÓN RODRÍGUEZ

04.11.26–17.01.27

La actualización de Simón Rodríguez, 2025
Digital print on Forex, digital print on paper
Courtesy of the artist

1. Original: "The first task of education is dealing with things. The second is dealing with those who possess them."

• Updated: "The first part of education is understanding and using digital technologies, and the second is questioning who controls them and for what purpose."

2. Original: "If we do not invent, we err."

• Updated: "If we do not innovate with a social purpose, we perpetuate inequality."

3. Original: "Man is not ignorant because he is poor, but quite the opposite."

• Updated: "Human beings are not ignorant due to a lack of resources, but because certain systems are designed to concentrate both knowledge and the power of artificial intelligence in the hands of a few."

4. Original: "No one can do well what they do not know; consequently, a Republic will never be established with an ignorant populace, regardless of the adopted plan."

• Updated: "No one can participate effectively in something they do not understand; consequently, a functioning democracy will never be achieved with a citizenry that is uninformed or manipulated by algorithms, regardless of the political system implemented."

5. Original: "Teach, and you will have people who know; educate, and you will have people who act."

• Updated: "Give people access to information and they will be knowledgeable; encourage critical thinking and they will innovate and transform."

6. Original: “No sheep seeks out its shepherd, nor does any child seek out a teacher.”

• Updated: “No algorithm seeks out ethics on its own, nor does any user seek digital literacy without a guide.”

7. Original: “Teaching is about helping others understand; it is about using one’s understanding, not about making one’s memory work.”

• Updated: “Educating is about developing critical thinking; it is about cultivating adaptive intelligence, not merely training language models.”

8. Original: “For the ordinary man, anything that is not put into practice is a paradox.”

• Updated: “For the average person, anything that is not visible on a screen is a paradox. For the algorithmic thinker, anything that is not data is a utopia.”

9. Original: “Banning new books is banning the import of knowledge; condemning well-known books is dismantling the repository.”

• Updated: “Banning the new and mutilating the known is the double censorship of the 21st century. Whoever accepts it, accepts they will always be thinking with borrowed ideas.”

10. Original: “To educate is to create wills.”

• Updated: “To educate is to create the will to seek out what AI cannot find; to think of what is not in its data; to desire what no prompt can ask for you.”

11. Original: “The monarchy is the natural government of ignorance.”

• Updated: “Nowadays, the monarchy has no crown; it has a code. Becoming literate in artificial intelligence is not just a technical skill; it is a prerequisite for us to cease being subjects.”

12. Original: “Anyone can deceive those who are ignorant. Anyone can bribe those who have nothing.”

• Updated: “Any algorithm can manipulate those who do not understand technology. Any corporation can exploit those who have no access to data.”

13. Original: “To enjoy the benefits of freedom, the press must be subject to no limits other than those imposed by respect for proper social order.”

• Updated: “To benefit from digital freedom of expression, online platforms should be subject to no restrictions other than those imposed by respect for social integrity and accurate information.”

14. Original: “It is the responsibility of teachers to teach children the value of work, so that they learn to appreciate the value of things.”

- Updated: “It is up to educators to teach students the value of creativity and innovation, so they can fully understand the impact of technology on society.”

15. Original: “Teach children to be inquisitive so that, by asking why they are told to do something, they learn to obey reason rather than authority, like the narrow-minded, or customs, like the foolish.”

- Updated: “Teach students to question algorithms so that, by demanding transparency in automated decisions, they learn to follow evidence rather than viral trends, like the easily manipulated, or the biases of filter bubbles, like the misinformed.”

16. Original: “Instructing is not the same as educating, nor can it be considered equivalent, although instructing may contribute to education.”
- Updated: “Providing information is not the same as educating, nor can access to data be considered equivalent to a well-rounded education, although imparting knowledge may contribute to personal development.”

17. Original: “A primary school teacher must be wise, well-educated, philosophical and a good communicator, because their role is to prepare individuals for society.”

- Updated: “An educator must be versatile, up to date, ethical and a good facilitator, because their mission is to prepare critical citizens for a digital, globally interconnected world.”

Diccionario del poder, 2025
Cut vinyl, pencil
Courtesy of the artist

- Time:
“A tool of domination that the powerful steal from the poor. The whip that measures the hours of labour in mines and on estates. Free time to think, create and govern: this is the true republican agenda.”

- Progress:
“When ships export books instead of slaves and factories produce citizens alongside goods. A farce staged by the new viceroys who swapped crowns for ties. The bank balances that keep rising while people are consumed in squalid workshops.”

- Art:

"The language of the people, transformed by parlours into ornaments for the wealthy. True art carves freedom into the walls of state schools and melts down shackles to make metal printing type. It is the verb conjugated by free hands when they stop producing for others and create for themselves."

- Normality:

"The clanking of shackles that no longer make a sound. The real madness is believing that this unjust order can last forever. The mask of tyranny that turns injustices into customs. The theatre where the landowner displays his vast estate as an 'ancestral right' and the labourer displays his hunger as 'fate'."

- Consumption:

"A colonial mirage that turns needs into golden chains. The machine that perpetuates unequal exchange: the indigenous person eats crumbs while the employer exports their harvest. Where people work to buy what they produce themselves at the price of gold."

- Work:

"A revolutionary act that the oppressors have turned into a form of punishment. The right to transform the land and reap its full rewards."

- Economy:

"The social organisation of labour and goods, ensuring the people's material independence. The fair distribution of land, food and work. A true economy must be republican: everyone produces, everyone owns, everyone prospers."

- Freedom:

"An impossible condition in which a select few amass land and knowledge while the majority remain shackled. The real power to decide on food, work and speech."

- Justice:

"A revolutionary principle that destroys the privileges inherited from the colonial era and establishes equity as the main law. The effective distribution of rights, land and opportunities."

- Democracy:

"A system in which the last have the same rights as the first, not just on paper, but in reality."

- Information:

"The seed of power that the masters guard in their vaults as if it were gold. The people's right to know who is robbing them, who is lying to them and who is profiting from their hunger."

- Borders:

“Artificial scars that empires carve between allied peoples. Testaments to wars in which the powerful divide the spoils of what was never theirs. While landowners cross borders with their goods, labourers are beaten for seeking work on the other side.”

- Patriotism:

“A revolutionary fire that burns away colonial lies. The labourers’ oath for the land that was stolen from them. True patriotism means building schools where slaves once toiled, and redistributing the estates that were claimed as ‘national heritage’ while chained hands worked the land.”

- Culture:

“A tool for liberation that the oppressors have turned into a parlour ornament. The sharp machete the people use to write their own history. True culture sows maize and verses in the same soil; it forges horseshoes and hymns in the same workshop.”

- History:

“The living memory of the people, which the powerful seek to reduce to an archive of dust. Whoever controls the narrative of the past dictates the silence of the present.”

- Language:

“The first territory that must be decolonised. Where the word ‘freedom’ is pronounced the same in every language, and the oppressors fear its echo. The battlefield where the colonisers continue to win wars without firing a single shot. Where indigenous people are forbidden to speak their own languages, yet the masters are applauded for their foreign accents. A title deed to people’s souls.”

- Education:

“Public, widespread, liberating teaching that breaks the chains of ignorance, distributing the power of knowledge amongst the people. The formation of critical citizens, capable of governing themselves and transforming society.”