

Adjunct

This founding act considers habitual ways of doing things as worthless. It seems nevertheless to have left some questions open for those still ruled by these habits.

A user's guide, under seven headings, gives here the answers most often sought, - from which one may imagine the questions they are dissipating.

1 – THE DIDACTICIEN.

A psychoanalyst is a didacticien, by the fact that he has carried out one or several psychoanalyses which have proved to be didactic.

It is a de facto qualification, which in effect has always taken place in this way and which depends on nothing more than a directory confirming the facts, without even having to claim to be exhaustive.

The usage the consent of one's peers is rendered null and void, since it has allowed the quite recent introduction of what is called 'the list', ever since a society was able to use it for ends that misunderstood in the clearest fashion the very conditions of an analysis about to be undertaken as well as those of an on-going analysis.

Conditions of which the most essential is that the analyser should be free to choose his analyst.

2 – APPLYING TO THE SCHOOL.

Applying to a School is one thing, qualifying for a didactic analysis something else.

Application to the School requires a selection regulated according to its working goals.

The responsibility for this will initially be taken by a simple reception committee, called **Cardo**, namely, hinge in Latin, which indicates its spirit.

Let us recall that didactic analysis is only required for the first section of the School, even though if it is desirable for all.

3 – DIDACTIC PSYCHOANALYSIS.

The ratification of a psychoanalysis as didactic has been practiced up to the present by a selection, and to judge it, it is enough to acknowledge that, during all its time, it has not allowed any of its principles to be articulated,.

Nor is there a chance of any being extracted in the future, except by first breaking with such a derisory way of doing things.

The only certain principle to pose, and all the more so in that it has been overlooked, is that the psychoanalysis is constituted as didactic by the will of the subject, and that he ought to be warned that the analysis will contest this will, in the very measure that the desire that it conceals becomes clearer.

4 – DIDACTIC PSYCHOANALYSIS AND THE PARTICIPATION IN THE SCHOOL.

Those who undertake a didactic psychoanalysis do so on their own initiative and by their own choice.

Heading 1 of this note even implies that they can be in a position to authorise their psychoanalyst as a didacticien.

But admission to the School imposes on them the condition that it is known that they have committed themselves to undertaking it, as well as where and when.

For the School, at whatever moment the subject goes into analysis, has to weigh this fact with the responsibility that it cannot decline as regards its consequences.

It is a given that psychoanalysis has effects on any practice of the subject who engages in it. When this practice proceeds, however little it may be, from psychoanalytic effects, it generates them in places he has to recognise them. How fail to see that supervision is required from the moment these effects occur, and first of all to protect the one who comes there in the position of a patient from them.

Something is at stake here in terms of a responsibility that reality imposes on the subject, when he is a practitioner, to take on at his own risk

Feigning to ignore this fact is the unbelievable function that is preserved in the practice of didactic analysis: the subject is supposed not to be practicing, or held to be deliberately violating a rule of prudence, indeed of honesty. That in observing this rule, the subject comes to fail in his function, is not beyond the limits of what happens elsewhere, as we know, elsewhere.

The School cannot stand back from this disastrous state of things, by very reason of the work that it is designed to guarantee.

That is why it will ensure the supervision appropriate to the situation of each one, by facing up to a reality, of which the agreement of the analyst forms a part.

Inversely, an inadequate solution may justify it breaking the contract.

5 – ENGAGEMENT IN THE SCHOOL.

There are now two ways to become involved in the School..

1. The group constituted by mutual choice according to the founding act and which will be called a **cartel**, presents itself for my approval with the title of the work that each intends to pursue in it.
2. The individuals who want to make themselves known for any project whatsoever, will find the appropriate way with a member of the **Cardo**: the names of the first people to have accepted the responsibility for it at my request, will be published before the 20 July. I myself will direct whoever asks me to one of them.

6 – THE STATUS OF THE SCHOOL.

My personal direction is provisional, although promised for 4 years. These seem necessary to me to get the School up and running.

If its juridical status is here and now that of the association declared under the law of 1901, we believe that we should first of all bring into its

operation the internal status which will, after a fixed time, be proposed for the agreement of all.

Let us remember that the worst objection that can be made to Societies in their existing form is the drying up of work, manifest even in the quality, that they cause among the best of people.

The success of the School will be measured by the production of work that is acceptable in its proper setting.

7 – THE SCHOOL AS INAUGURAL EXPERIENCE.

This aspect is sufficiently articulated, I think, in the founding act, and we will leave it to each one to discover its promises and its dangers.

To those who may question themselves about what guides me, I will unveil its reason.

The teaching of psychoanalysis cannot be transmitted from one subject to the other except along the paths of a work-transference.

The ‘seminars’, including my lectures at *Hautes Etudes*, will found nothing, if they do not refer on to this transference.

No doctrinal machinery, and especially mine, however auspicious it may be for the direction of work, can prejudge the conclusions that will remain from it.

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