

Statement of Teaching in the LSP

How does an analyst in formation teach Freud and Lacan in an arc towards an ethic of transmitting psychoanalysis? Presenting and reading various texts and seminars is a ground for teaching, but in itself does not produce a transmission. The question of teaching while in analytic formation, encouraged by the School, assumes a desire to contribute to psychoanalysis as a living, vital experience.

How does one begin to consider teaching in relation to a talking cure, a cure that involves transformations one is currently undergoing? The analyst in formation begins to teach in the course of profound change wrought by a personal analysis, in short, a re-writing of censored history under the constraints of transference, the discovery of jouissance in the symptom, and finally formulating a more "more ancient writing of sinthome" which Lacan posits as a transformation of the symptom into a kind of "savior faire." How does a School of psychoanalysis support teaching as a transmission in light of these profound changes, which a Lacanian School in principle mobilizes, inspires, and sustains in analytic formation? When should a candidate begin to teach?

We invite a quest toward teaching, stemming from a moment of desire and marked by singular subjective experiences of psychoanalysis. This kind of teaching does not prescribe a particular time to begin, nor does it require demonstration of a "knowledgeable" rendering of particular Freudian and Lacanian texts; rather it requires one in the position of teaching to open a space where the regular work of a group can be facilitated and rendered as a transmission. Teaching within the Lacanian School therefore frames a passage into responsibility for psychoanalysis in our time. Each one who takes a position of faculty within the School assumes at that moment responsibility for a transmission, no matter when he or she begins that teaching.

A candidate's or precandidate's desire to teach, of course, must be expressed in the form of a demand. Which may be addressed first to one's advisor before addressing the Program Committee. The Program Committee sends out a call for submissions when beginning to build the Program, but you can reach out to the Program Committee at any time with ideas or questions regarding teaching.

Requests to invite speakers and teachers from outside the Lacan School should be initially addressed to the Program Committee. Since those outside of the School who are invited to teach in the School contribute to the transmission of psychoanalysis on behalf of the School, it is crucial that each new invitee should address a letter to the Program Committee to express their desire to teach in the School and articulate what one hopes to contribute via a teaching, specifying whether it will be through a seminar, event or cartel, alone or in concert with School member(s).

The moment when an analyst in formation begins to teach is thus a crucial moment in the formation of the analyst in the Lacan School. It inaugurates the work of transmission, and marks a movement from what Lacan referred to as psychoanalysis in intention, or pure psychoanalysis, to one of extension. It is crucial for the analyst's formation because the Lacan School supports the creation of new spaces in the social link for the work of the unconscious in the lives and experience of its members.