

Editorial

The interweaving between Psychoanalysis and Education is stratified and complex.

It is well known that since its origins Psychoanalysis has paid attention to the pedagogical dimension, recalling in the traditional formative practices of the beginning of the last century - characterized by authoritarianism, moralism, sexuophobia and a general misconception of the specificities of childhood - the primary causes of the common neurotic misery. In that distant season and in the following decades, there were also many attempts to reform education under the inspiration of Depth Psychologies, in an alternation of cautious scepticism and utopian trust, at times prone to slip into cathartic-protest forms.

Although the dialogue between the two disciplines has often come to a standstill and missed opportunities and it has been hampered by mutual mistrust, both the pedagogical scope of the same analytical process as a form of after-education as much as the undoubted usefulness of a psychoanalytic training of educators in order to get a greater knowledge of self at a deep level and specific means of control and elaboration of personal

experiences in the educational setting have been widely recognized.

It has also been shown that Education can surely draw from Psychoanalysis essential knowledge of the psychic functioning and the group dynamics, valuable indications for the management of relationships, precise diagnostic criteria and an overall anthropological conception as background for the educational practice.

The turn from Pedagogy to Educational Sciences has clearly led to the enhancement of many different disciplinary contributions to the educational field.

According to the *Zeitgeist*, the current psychopedagogical panorama is increasingly marked by the dominance of Cognitive Psychology and by the development of consequent forms of didacticism.

Nonetheless Depth Psychologies continue to be essential references for educational theory and practice as this Journal keeps on testifying.

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