

THE AIM AND PURPOSE OF HOMŒOPATHIC TEACHING INSTITUTIONS

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Medical science is the vastest of all the different branches of science, and it is directly related with almost all branches of science — Physics, Chemistry, Botany, Meteorology, Astronomy, Anthropology, Sociology etc., etc., and of course above all with Biology and its allied branches Anatomy, Physiology, Pathology etc. And at the same time it is the weakest and poorest of all the sciences, lagging far behind any of them till date. The cause of this situation is obvious in view of the fact that the science of Medicine is basically dependent on Biology, which deals with phenomena of life. But unfortunately most of these phenomena are still far too intricate for the comprehension of the up-to-date development of modern sciences and hence are still remaining far beyond the reach of them. In such a situation where the whole truth is beyond the grasp of anyone, it is quite natural that there should arise so many opinions, and so many different lines of approach, understanding and activity depending on the respective opinions. But no opinion based simply on void, without a hard core of truth in it, can survive the test and trial of time ; in the form of concrete experiment and experience in practical field.

Thus have arisen so many schools or systems of Medicine —none of which can claim mastery of whole Truth—(as a matter of fact, whole truth remains always unattainable, human efforts can at best reach nearer and nearer the perfect Truth), nor can any of them standing the test of time and experience be ignored and hushed away as hollow, devoid of all truth. Rather any such attempt at slighting or neglecting any system of Medicine by scientists of any other system only betrays imperfection and poverty of intelligence, knowledge and vision on the part of the latter.

This does not mean that there should be an opportunistic compromise amongst the different systems. We all know that a truth can best develop only by conflict amongst different

approaches towards it and not by comfortable and uncritical compromise. But this conflict, to be effective and productive, must be enlivened by a spirit of mutual understanding and healthy criticism and not by a spirit of animosity or attitude of nullifying. Fullest scope must be allowed and provided to each system, so that it can develop in its own way, whereby not only the Truth would develop more clearly and vigorously, but also any weak spots or lapse or falsehoods in it also would become clearer and be eliminated by the effort of the respective systems, aided by healthy criticisms amongst different systems.

Now, the problem is how best can each system be provided with unbridled scope of development. Many people, specially in the influential circle, are of the opinion that as the difference amongst different systems of Medicine concerns only therapeutics, and other branches of medical science namely, Anatomy, Physiology, Pathology, Hygiene, Surgery, Gynaecology, Obstetrics etc. are common to all, there should be only one type of medical institution teaching the common subjects to all students, with separate chairs for the different systems of therapeutics allowing the students to opt any of the systems. There are different variants of the same proposal having the same purport. This sort of experiment is being conducted in various countries, specially in the U.S.A. with respect to Homœopathy, to serious detriment and vitiation of the latter. The main cause of such an eventuality is a misconception as to the basic difference between the Homœopathic school and the dominant school, the Allopathic school. No doubt, the main difference and practical difference between these two systems as also other systems is on the ground of therapeutics. But apart from this there are other differences which apparently seem minor, but really more basic. The following are some of the more important examples:—

1. *Meaning of the term "Disease"*: This term means to an Allopath certain structural or functional changes in the system i.e., certain pathological phenomena. Whereas to a Homœopath this term means a change of state of the *whole* psycho-somatic individual—manifested by a totality of symptoms of which the pathological phenomena are mere *parts*.

2. *Basis of therapeutics.* In Allopathy the therapeutics is based on these isolated pathological phenomena, whereas in Homœopathy it is based on the totality of symptoms.

3. *The meaning of the term Cure:* In Allopathy cure means removal of some ascertained pathological phenomena for a more or less time. Whereas in Homœopathy it means a radical change of state from disorder to order depicted by complete disappearance of the symptoms, and that not in a haphazard way, but in a definite order (Hering's Laws).

4. *Attitude towards Anatomy, Physiology, Pathology, Practice of Medicine etc.* The Homœopathic student must not only learn, but understand these things thoroughly, but the purpose of learning these things is totally different from that of an Allopathic student. In Allopathy these branches of medical science form the basis of therapeutics itself; whereas in Homœopathy therapeutics is based on something else viz., the totality of symptoms and symptom similarity. Still knowledge in these subjects are essentially required by a Homœopath for understanding the basis and relation of symptoms and their relation with the vital force itself—and the patient as a whole, so that he can feel more confident in classifying symptoms and in evaluating the symptom-similarity and in following up the progress of the case. For these purposes, as already stated, he is not only to learn these things, but also to understand them in relation to the organism as a whole and its vital force.

5. *Surgery, Midwifery, Gynaecology, Ophthalmology, Dentistry etc.,* with respect to these subjects there is some radical difference in attitude between Homœopathy and Allopathy:—

(a) Many disorders falling under these categories in Allopathy are according to Homœopathy nothing but disordered vital force, and so fall under the category of General Medicine and are amenable to drug therapeutics on the basis of symptom-similarity.

(b) Those disorders requiring mechanical intervention really fall under these categories. But here again, in the associated troubles e.g., shock, sepsis etc., Homœopathy claims superiority over any other pathy, and that on the basis of no prejudice or dogmatism but of purely practical experience, not only

of ordinary people like ourselves but of eminent surgeons like Drs. Helmouth, A. Bier, Dorothy Shepherd etc., eminent Gynaecologists like Drs. Guernsey, Skinner etc., etc., eminent ophthalmologists like Dr. Norton and so on.

Thus we see, the difference in attitude, view point and principle between Homœopathy and Allopathy not only concerns the therapeutics, but all the different branches of medical science from beginning to end—from the ancillary subjects like Anatomy, Physiology, etc., to the final subjects like General Medicine, Surgery, Gynaecology, etc.

And the aim and purpose of Homœopathic teaching institutions must be to produce students sufficiently equipped in all these branches but from a *purely Homœopathic point of view, thoroughly imbued with Homœopathic attitude and understanding.*

But unfortunately for our country—as the situation prevails till date we have real dearth of homœopathically initiated teachers for these different branches of medical science and we have got no alternative other than depending on allopaths for teaching the homœopathic students. Most of these allopathic teachers are innocent, if not hostile to Homœopathy. What we can do best is to solicit these allopathic teachers to remember that the purpose of these institutions they came to serve (mostly voluntarily and benevolently) is to turn out not Allopaths nor Allo-Homœopaths but pure Homœopaths.

And to students we should avail of all opportunity to impress as deeply as possible that on going out of these institutions they are expected to be not only physicians, but true Homœopathic physician so that they can render most salutary medical service to the ailing humanity, depending on the most developed system of Medicine in its history of more than 2500 years.*

—*Re-Union Magazine, The D. N. De Homœo. Med. College, Sep. 1961.*

* My views about Curriculum for Homœopathic students may kindly be perused from the Editorial article of "Hahnemannian Gleanings" - Decr. 1960 (Vol. XXVII, No. 12, Page 529).