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EDITORIAL

THE PROBLEMS OF HOMŒOPATHIC PEDAGOGY

The object of pedagogy in any branch of knowledge is not to cram into the heads of the pupils too many facts of the respective branch, but primarily to rouse up the interest and curiosity about the facts, opening up the doors of mind for those facts, and to show the methods how to critically assess each fact and to assimilate them and utilize them for practical purposes.

This applies to pedagogy in all branches of knowledge, but especially in a technical line, where all the training and education must be guided by some definite aim and purpose viz., to make the students more and more thoroughly prepared to adopt and develop in the particular line. This purpose can never be fulfilled unless and until each and every teacher of any subject in a technical teaching institution is thoroughly conscious about the main basic principles of the line, and all of them *work in a team*, mutually supplementing each other to achieve the aim and purpose of the institution. Nothing should be taught which has no direct relation with the main purpose, and the students should be made thoroughly aware of that relation; otherwise no interest or curiosity will be roused in their minds with respect to that particular matter or subject.

Then as to the problem of the *quantity* of material to be taught to students at a particular stage. This problem has necessarily to be solved by carefully assessing, on the one hand, the relative importance of the factual materials in any particular subject *vis-a-vis* the main purpose, and on the other hand, the brain capacity and time at the disposal of the students.

Then comes the problem of the *method* of imparting the knowledge in the separate subjects. We thoroughly agree with the view of Dr. Jugal Kishore (vide his Editorial article entitled Curriculum for Homœopathic Education in the *Homœopathic Sandesh*, reprinted in this issue) that, the teachings in all the subjects must be integrated with that of Materia Medica. But can that be effectively done simply by short talks on Anatomy, Physiology and Pathology and relevant parts of Practice of Medicine, while teaching any drug in Materia Medica. We believe, these talks are essential while teaching Materia Medica and without them the teaching of Materia Medica will be empty and lifeless. In order that these talks be comprehensible and fruitful, the students must have some preliminary fundamental knowledge in those separate subjects, acquired in separate classes on them. And those subjects, in their turn, must necessarily be taught with the perspective of Materia Medica clearly in view. In that way only, the idea of intimate and indispensable relation of those subjects with Materia Medica can be engendered and established in the minds of the students.

Dr. Jugal Kishore points to another question—how to dovetail the teachings in the Licentiate course with those in the Graduate course. Did he not, in his academic career, read Gray's Elogy in the Junior classes, in the Senior classes and again in the College Course? Similarly Anatomy, Physiology, Hygiene, etc. are taught in the science classes of High Schools, these are to be taught far more deeply and elaborately with closer reference to practical implications and applications in the Licentiate Course, further more so in the Degree Course, so that the levels of the students be raised to such a stage that he may be in a position to specialize in any line of Medicine by further study in his Post-Graduate Course.

Of course, none of these ideas and principles can be materialized unless and until there is a suitable *Homœopathic Curriculum* for the purpose, with definite Syllabuses corresponding to different stages of education. The West Bengal State Homœopathic Federation has suggested a curriculum with that aim and purpose in view. It is a highly hopeful thing that it has been able to create great interest and enthusiasm in the matter, among the

Homœopaths of India and Pakistan. Most of the homœopathic magazines of the subcontinent have warmly commented on it, and one of them—the “Homœo Services” of Bombay (Edited and Published by Dr. R. K. Phatak, 417 Lamington Road, Bombay 4) has reprinted the whole of it. Only one journal—the Homœopathic Magazine of Lahore, while highly eulogising the booklet, seems to have a bit misunderstood some parts of it, and it has commented—“The booklet has accepted the American definition of a Homœopath.” And this comment has been made after warmly mentioning about one of the conclusions of the W. B. S. H. F. that—“Homœopathy is not an extension of the ‘Modern Medicine’, but a total reorientation of the science of Medicine. It is not, therefore, a subject for Post Graduate study for graduates in Allopathy”. How can such a conclusion be arrived at after accepting the American definition of a Homœopath?

Of course, there has arisen some real controversy amongst Homœopaths over some details like length of the different courses, the amount of material to be taught in particular subjects, etc., and particularly on the problem of selection of books. Most of these problems can only be settled by further discussion on the basis of practical experience. The problem of books, as suggested by the W. B. S. H. F., can be settled only by preparing books suiting the aims and purposes of Homœopathic Curriculum in its different stages.

But, the most vital and fundamental of all problems is to get suitable teachers to effectively execute the Syllabuses. We do not believe that this problem can be solved by employing roaming teachers as suggested by some, because the most essential necessity is *a living team work* in the teaching staff of respective teaching institutions, each member of which must be thoroughly aware, of the basic aim and objective of the institution and work for it in co-ordination with others. This problem, in our opinion, can only be settled by establishing homœopathic teachers’ training institutions. Homœopathic teaching institutions should be manned only by teachers coming out of these institutions, as Secondary Schools are now-a-days being manned by B. T. passed graduates.

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