

THE HAHNEMANNIAN GLEANINGS

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EDITORIAL

ON KEY-NOTE PRESCRIBING

What does a learner seek from his teacher? The *guru-mantra*. A thumb-rule which has an universal application. A technique that always clicks. A demand is supplied. Modern education is designed to produce the best technicians. They act and successfully too. They know the *how* of an action. But they are ignorant of the *when* and *why* of it.

It was a quiet evening of October. The Pooja holidays were knocking at the door. The classes had been dismissed early. A senior homoeopathic physician was pacing the floor in front of the Out-Patient department of a teaching institution. A group of students approached him. They had caught him in one of his exceptional moods. He was willing to oblige them. They were wanting to know some tips in prescribing. He was a game. The drama began. One could watch him from a distance that sometimes he sat on a chair, sometimes he rose up and paced the floor and while doing so he adopted all kinds of postures that sent the onlookers into peals of laughter. He was addressing the students. Obviously he was demonstrating something to them. The number in the group swelled as more and more learners were attracted by the din that rent all the four corners of the building. He sat cross-legged on the chair and described it as a posture adopted by a *Murex* lady; then he put his both legs up and said it was *Pulsatilla*; he rose up from the chair, walked a few paces bending his shoulders forwards and called himself the stoop shouldered *Sulphur*. A simulatory training of the highest order indeed! At the end of an hour-long entertainment the students went into an ecstasy. They had the *key* to the homoeopathic materia medica. The key that could operate successfully even a seven lever lock! At least they thought so.

Next morning they were anxiously looking out in the Out-patient department for the stoop shouldered ones with an air of confidence that they had spotted the *Sulphur* patients. They were too sure of the prescription. Stooping their own shoulders they were peeping from in between the heads of a large number of classmates who were surrounding the patient and the physician expectantly for a prescription of Sulphur. But they were aghast to witness

the physician writing different prescriptions for them. Their suspicion rose further when Sulphur was received by those who were not stoop shouldered. The tips they had received on the previous evening had been blunted!

The same professor once presented a lady suffering from leucoderma to the class. She had developed it as a sequelae of small-pox inoculation. The professor talked of Thuja as one of the most efficacious drugs for treating the sequelae of inoculation. In fact, he delivered a beautiful lecture on the entire pathogenesis of that drug and at the end of the lecture when the class was hoping to see a prescription of Thuja for the lady he sent her with Variolinum!

What was the professor trying to demonstrate to the learners through the above instances? Could it be that with the advancing age, he was on the wrong side of 70, he had developed fractures between his thinking and actions? Or could it be the result of the learners own filters that they had perceived him wrongly? He was a Kentian from first to last. He could perceive the true meaning of Hahnemannian totality through Kent's eyes. His was the lone voice that thundered in vain against the brasshats who had joined the symphony of keynote orchestra. Teaching and learning the homocopathic materia medica through keynote method had come to stay in the homoeopathic institutions. The rote memory of a learner that could reproduce the keynotes accurately was recognised as his proficiency in the subject and that he possessed the requisite competence to practice Homoeopathy efficiently. The pattern of examinations were designed to test the memory for instance, one who could not recall three drugs that had green diarrhoea during dentition or recollect the drug that had in its pathogenesis leucorrhoea during urination was sure to get a sentence to repeat a year. Eyes were shut when those who could reproduce the keynotes from Abrotanum to Zincum metallicum in a parrot-like fashion proved dismal failures in practice. And some of them were medallists!

The professor was demonstrating to the learners the fallacy of keynote prescribing. He was teaching them the concept of totality. A single causative factor—vaccination was not enough to uphold a prescription of Thuja against a totality that stood out in favour of Variolinum. A single characteristic of a person being stoop shouldered did not decide Sulphur unless corroborated by other evidences that belonged to the drug. Keynotes, as Allen himself points out in the preface to his book, are merely aids to the memory of a homocopathic physician in his complex task of comparing and differentiating between the remedies and not a substitute for a more direct and comprehensive understanding of homocopathic therapeutics. All aids to practice, whether it be a repertory, keynotes or therapeutic hints, are the means to an end and not an end in themselves. Their scope and limitations are well defined by the authors and need to be clearly understood by every serious student of Homoeopathy.

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The enzyme begins anew their function, which has for its consequence to make effective again the whole system of mass defense and there comes the process of detoxication.

This is observed in the processes of regressive vicarisation in the inflammation where organism liberates itself again from its homotoxins.

There is therefore every ground to induce the functioning of the system of mass defense of the organism by the analogical medicines in order to put anew into work the enzymatic process and thus assure the detoxication.

In order to realise it one should take the help of biotherapies.

The concept of homotoxicology and of homotoxins helps thus to establish the scientific foundation of biotherapies on biochemical basis.

which will not give any reason for wild criticism. But even with the word Homocotherapy the author is not satisfied because it limits the field of *similia similibus curentur*. He gives a new name: Homoeopathic Concretology.—R.M.

EDITORIAL

(Continued from page 338)

This was the *guru-mantra* which the professor was trying hard to put through to his students. But alas! how many could understand it? Truly it is said, that knowledge cannot be taught, but can be learnt.

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