

Paul Herscu Proving Volume I

Leseprobe

[Proving Volume I](#)

von [Paul Herscu](#)



<http://www.narayana-verlag.de/b7403>

Das Kopieren der Leseproben ist nicht gestattet.

Narayana Verlag GmbH
Blumenplatz 2
D-79400 Kandern
Tel. +49 7626 9749 700
Fax +49 7626 9749 709
Email info@narayana-verlag.de
<http://www.narayana-verlag.de>

In unserer [Online-Buchhandlung](#) werden alle deutschen und englischen Homöopathie Bücher vorgestellt.



— Chapter 3 —

Proving From the Models of *Cycles* and *Segments* as Well as *Stress* and *Strain*

The 200 years following the initial provings by Hahnemann has brought considerable debate regarding exactly how provings should be conducted. Even to this day, learned homeopaths cannot agree on the exact methodology or even the definition of a proving. Before we tackle the question of methodology, we can first try to define the essence of the proving. What exactly is a proving? And how do provings fit within the context of homeopathy as a whole? The answers to these questions should not only form the basic framework for the methodology of provings, but should elucidate important aspects of our daily clinical practice. The methodology followed in our proving should reflect our entire philosophy of homeopathy. Complete consistency of philosophy from the definition of a drug, to the application of those curative agents, is essential if we are indeed practicing a science.

In this chapter, I begin to describe some of the historical aspects of provings. More importantly, I want to establish a philosophical model that explains what provings are. By understanding this, I believe that the fragmented image of our work will be one step closer to being mended; provings will take their rightful place in the natural order of a homeopath's understanding.

My observation is that our community has missed the most important consideration of provings which is as follows. Every time we give a remedy and the patient returns, if it was the wrong remedy, they have actually taken part in a test. In a way, every prescription of a potentized drug *is* a proving. Yes, it is a proving of a *known* drug, but still it is a proving, a test to see its effect. Without understanding this crucial point, I can see why some may have little interest in this aspect of our practice.

Once you understand the concepts behind provings, you will see that it relates specifically to all your follow-up theory and practice. As I mentioned in the first chapters, the problem is that we have not described what a proving is. Thus far, our community has only described how to conduct one. Without a theoretical basis of discussion, many complications arise that have led to a fragmentation of our profession and a lack of clear assessment of our case management.

As I also mentioned in the last chapter, the lack of a theoretical basis of what a proving is has led to the conflicts within our profession. It has led to our great societies not defining our most important test. It has led to great books written on the topic that are being misused because they only describe technique, not knowing that the description of the '*why it happens*' was missing.

What boggles my mind though is this last point. By not understanding a model of what a proving is and why it exists, we are methodically entering inaccuracies into our *materia medica*. The irony of this point is so striking, I don't know whether to laugh or weep. *By not understanding provings, we have created mistakes that Hahnemann was attempting to rid us of by creating a more perfect or pure materia medica of the drugs via the provings. We are nullifying his work and the very purpose of provings in the first place.*

In this chapter, we will discuss the philosophical underpinnings of provings from a model that describes it very well-the model I have been developing over the past years. The following discussion was a collaboration between my work and thought, in an iterative process with the writings of Dr. Todd Hoover, a colleague and one of my best friends. I am intertwining my lecture notes on the theory and model of provings and his historical writing throughout the remainder of this chapter.

Some Historical Problems with the *Materia Medica*

If we look back 200 years, what we find in the allopathic medical world is a *materia medica* that was riddled with what were called "specifics". Give *this* substance to treat *that* condition. And while many people did improve under such treatment, many did not. In fact many died not just from the disease but from the treatment administered. Even when the specific treatment makes sense from today's knowledge base, the overdosing was so severe that it hurt more than it helped. To put it simply, often the treatment back then was "kill or cure."

Let me give you an example from today's medical practice to give perspective. Think about radiation or chemotherapy. The idea behind both these therapies is to kill a part of the body without hurting the rest of it. It is a race between killing "bad parts" without negatively impacting the rest. Often the race is all too close. This is a good example of a current therapy. But think about it. With cancer, the medical world is dealing with an extreme situation. What if that was what *all* of our current therapies were like? What if treating an influenza or arthritis was the same thing?

Killing 'just enough/ so that the rest of the patient was left intact. Basically, that was the medical standard that existed during Hahnemann's time and is somewhat true today.

The other problem with the *materia medica* of that time had to do with inaccuracies. Although somewhat related to the first point above, it is a somewhat different issue. The exact question was this: which symptoms and diseases listed in the *materia medica* actually belonged to the medicinal substance in question and which symptoms did not? Which symptoms were to be truly listed for the drug and which belonged to a side effect, or another disease, or even another drug being used at the same time? In short, Hahnemann was attempting to achieve what we would now call pure science, where all the variables could be removed or at the very least, accounted for.

Approaching the Scientific Method

To find what symptoms should really be listed for any one drug, he fell upon a concept that all scientists use to this day. He reasoned that to attempt to understand any one drug we should try to *isolate* its effect. To do this, he would undergo a study, a test, of the drug in question, isolating everything else. If and when symptoms developed, they would be recorded as symptoms belonging to that particular drug. This 'test' or trial of the drug in German is called, "*Pruefung*." This word, and the process it represents, was anglicized to be called "proving." One proves, or tests a remedy, to tell which symptoms belong to the drug in question.

Hahnemann's goal was to create a better science, a better knowledge of the drugs. To that end he reasoned that we needed to know what each drug would do. Essentially, he reasoned that to test the pure effect, we need to create as clean a record as possible. He emphatically stated in his *Organon of Medicine*, Aphorism 108, "There is no other possible way of correctly ascertaining the characteristic action of medicines on human health—no single, surer, more natural way—than administering individual medicines experimentally to *healthy* people in moderate doses in order to ascertain what changes, symptoms, and effects each in particular brings about in the body and the psyche..." To this end, he created a framework for the methodology of investigating the nature of medicines—the provings. He developed the technique of provings as the most effective and precise method to define the exact nature of a medicinal substance. Hahnemann's early provings form the foundation of much of our *materia medica* to this day.

— Chapter 13 —
A Short Case

I would like to briefly describe a young man who benefited greatly from the remedy *Alcoholus*. He is typical of one type of person who does well with this remedy. This boy was thirteen years old, in ninth grade, and the oldest of five siblings. His father described him as having the dominant 'first-born disposition' and attitude.

One of his main complaints was difficulty focusing on reading and writing endeavors. By the time he was in the fifth grade he was having a hard time focusing in school. Concentrating on schoolwork and studying for exams was very challenging tasks for him. The main problem was that when he had to focus on a paper that he was reading or one that he had to write, his mind would wander. As his mind wandered, he would stop working on his project and would eventually get up and do other more fun things. As a result, the concentration difficulty manifested as dullness while studying. Added to this, the concentration difficulty would lead to restlessness.

The restlessness was typical of other children who have concentration difficulties. However it was coupled with unique attitudes. The restlessness would often lead to silly behaviors. He would joke around, becoming very silly and immature. He would eventually act outright foolishly. This blatant joking around and foolishness would very quickly slide into inappropriate behavior for the situation he was in. He would become heedless, uncaring and impulsive, doing things that would upset parents, siblings, students and teachers. He could walk up to another child and grab him, pick him up and hoist him over his shoulders, turning him. He would make noises at inappropriate times. He spoke out in class. He would take toys, books, or other objects away from someone else, just to be funny. He would grab things from other people even in the middle of class and think it funny. He would grab food off his siblings' plates during supper just to be funny. He would act like a six year old boy goofing around. The problem was that he was thirteen years old. His teachers and parents and siblings considered him quite immature. His teachers complained of his immature disruptive behavior in school.

He could not tolerate it when he was chastised, contradicted or interfered with in any way, at any time. He would become very angry and belligerent. The anger was mostly verbal, becoming hypercritical, calling other children names such as "You're stupid," or "You're an idiot. "

He never took responsibility for anything going wrong. Things were never his fault. While this may be common to a certain type of child, this boy would blame others, lie and consistently deny any wrong doing. Even if you were *watching* him doing something wrong, he would still lie and deny he was involved. The parents never knew if the school day went well or not, as he would not tell them if he had been disciplined in school, denying that anything bad had happened. If he was fooling around and was sent to the principle, he would lie to his parents about what happened.

Interestingly enough, after chastising him, after yelling at him or disciplining him at home, he would close up, and close in. He would sit around and watch television. It was at these times that he would be most dull and most spacey. At these times he was unable to put his attention on anything; he would become so engrossed by what he was watching, you would have to tell him something three times before he would process what he heard. At these times, if you asked him to study, he would fail miserably and it is at these times that he would get up every five minutes from restlessness.

He had been given several remedies over the course of his life. When he was seven years old he fell off a bunk bed and fractured his skull. He was given *Arnica* and later *Helleborus*. He had also had amongst other remedies *Nux vomica*.

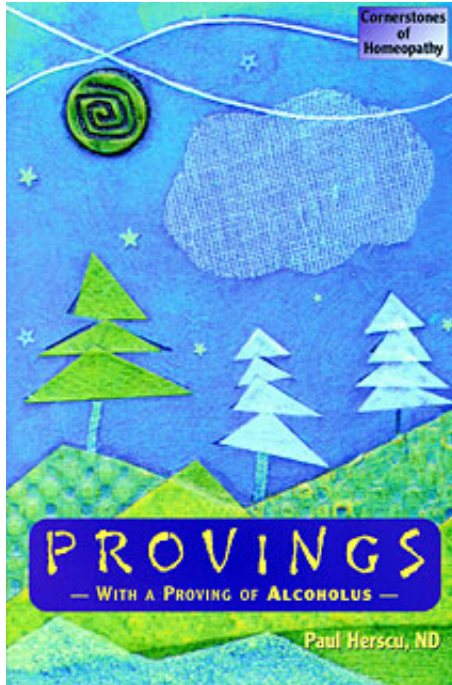
He was given *Alcoholus 200C*, in a single dose. To his parents delight, he showed signs of maturing soon after. The foolish, jesting, joking behavior and immaturity came to a halt. The aggravation from contradiction ceased at the same time. He was no longer critical or abusive. His teachers and parents had been worried about how he would fare in the next year's class. Everyone thought of him as immature and unable to keep up in his work. Within a couple of months he became a polite boy, not speaking out of turn in class, aware of others around him and not acting foolishly at all. After 18 months, he went on to another remedy but all of these complaints were a thing of the past by that time due to the *Alcoholus*.

CHAPTER 13 - A SHORT CASE

His father, a homeopath, relates, "He used to act like the mean drunk before. He used to be hard and mean if you crossed him or stopped him in any way. Now he is polite and offers to help in the house. He really is a pleasure."

As is common in children who need this remedy, there is a strong family history of alcoholism. In this particular family, on the mother's side, her father was an active alcoholic, and on the father's side the grandparents as well as their siblings all drank heavily.

Common in the children who need this remedy is the family history of alcoholism, the difficulty concentrating, the deception, the restlessness, the sudden anger, and the jesting, as if drunk. As a quick point of differentiation with *Cannabis indica*, there is more anger in *Alcoholus* than in *Cannabis Mica*.



Paul Herscu

Provings Volume I

With a Proving of Alcoholus

364 Seiten, kart.
erschienen 2002



bestellen

Mehr Homöopathie Bücher auf www.narayana-verlag.de