

# Karen Allen

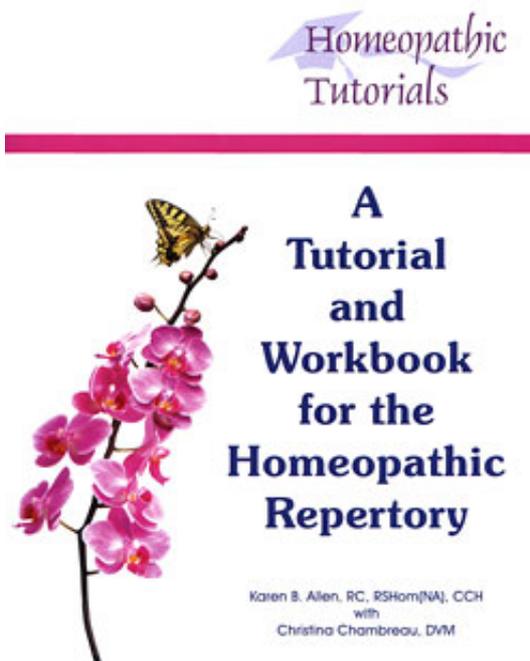
## A Tutorial and Workbook for the Homeopathic Repertory

Leseprobe

[A Tutorial and Workbook for the Homeopathic Repertory](#)

von [Karen Allen](#)

Herausgeber: Homoeopathic Publishing



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



## 2.1 Additions and Cross-References

So you know a bit about how to find things in the repertory now, at least as far as getting to the right section. Before we go any further, you need to learn two very important skills that relate to making your repertory your own. The first is how to make additions to your repertory. The second is how to add cross-references and notes. Be sure to have a pen handy.

### 2.1.1 Additions

As we mentioned earlier, Kent left a few gaps here and there. There are mistakes and omissions, some of which you have the power to correct as they come to your attention. In articles you read or lectures you attend, or eventually through your own experience, you will learn of remedies that you will want to add to a particular rubric, or new rubrics that you can add to your repertory.

To add a remedy to a rubric, write the abbreviation for that remedy in the margin beside the others listed there, noting the relative grade. If you are not sure of the abbreviation, check the list at the beginning of your repertory to find it; be sure you have the correct one as many of them are similar. There are a few different methods for noting grade: capitalization, underlining, and numbers. Choose one that you think will work well for you and use that strategy to write in your additions. In the previous chapter, the concept of grade was discussed, and I gave my opinion that I do not use grade as a primary consideration in my case analysis; there are other homeopaths that find it to be quite useful. Until you have enough experience to decide how valuable you think grade can be in your casework, it is a good idea to preserve notations of it. The methods of underlining and suffixing with a number may be familiar to you from reading articles in homeopathic journals, as the strength or intensity of a client's symptom is sometimes noted in this way. There is not a clear association from this case notation to grade in a rubric, because the grade in a rubric is related to how common a symptom is among provers, not to its intensity. However, this association is sometimes mistakenly assumed because of the methods of underlining and suffixing with numbers that are used to note both grade in the repertory and symptom intensity in case reports.

You can also add the source of the addition (i.e. the lecturer or author's name); source information is useful for reference later, and is a good idea if you have room on the page to add a name or initials. Another way to do this is to make an index of sources in the front of the repertory with a number assigned to each source, and then note the rubric or remedy with the source number. This is the way sources are noted in some of the later repertories.

Grade	Capitalization method	Underline method	Number method
Bold type highest grade	Make the addition with all letters in the remedy abbreviation CAPITALIZED	Underline the added remedy abbreviation three times	Follow the new remedy abbreviation by the number 3 enclosed in parentheses, i.e. (3)
Italic type medium grade	Write the new remedy abbreviation with only the first letter Capitalized	Underline the added remedy abbreviation twice	Follow the new remedy abbreviation with (2)
Plain type lowest grade	Write the new remedy abbreviation with all letters in lower case	Underline the added remedy abbreviation once	Follow the new remedy abbreviation with (1)

Another type of addition is an upgrade of a remedy that already exists in a rubric. Sometimes when a remedy shows itself to be more commonly indicated for a condition than previously thought, it merits a reflection of that change in status for the relevant rubric. To promote a grade one remedy (plain type) to grade two (italics), underline the remedy. To promote a remedy to grade three (bold type), draw a small box around it to make it stand out. Alternatively, you can add 2 or 3 underlines to increase the remedy to medium or high grade. These types of additions work best in colored ink, as black ink does not show up well. Try blue or red ink to make them visible. A felt tip pen is not a good choice for this kind of work as it bleeds through to the other side of the page, especially for some of the larger repertories that are printed on very thin paper.

Now that you know how, take this opportunity to make these useful additions to your repertory. The rubric is listed as you will see it in your book, and the additions follow as you will write them in. These are actual additions I have made to my repertory from a variety of sources. Depending on the specific repertory you are using, some of these may already be included in your version. As you read through these and make the additions on your book, be sure to look at the grade of each addition and remember the guidelines from above.

Section, Rubric	Remedy Additions (using various methods)
<b>Mind, Fear, poverty</b>	PLAT (capitalization)
<b>Mind, Grief, silent</b>	<u>ip., ph-ac.</u> (underline)
<b>Mind, Unreal, everything seems</b>	nux-m., med. (capitalization)
<b>Head, Injuries of the head, after</b>	calen.(1), chin.(2), cocc.(1), hell.(2), hyos.(2), kali-p.(2), led.(1), lob.(1), mang.(1), rhus-t.(2), teucr.(1), zinc(1) (number)
<b>Abdomen, hernia, umbilical</b>	upgrade Calc to highest grade by drawing a box around it or underlining 3 times

Next, try adding some entire rubrics. Try to write them in where they would occur based on alphabetical order, but it isn't always possible. Sometimes it is helpful to draw an arrow from your new rubric written in the page margin to the location where it should be on the page. Various methods are used here to note the grade of each remedy.

**Mind, Grief, ailments from death of a child:** calc.(1), caust.(1), gels.(2), ign.(3), kali-br.(1), lach.(1), nux-v.(1), ph-ac.(1), plat.(1), staph.(1), sulph.(1)

**Stomach, Hiccough, eating, after, in infants:** PULS., Lye., Calc., nux-v **External Throat, Goiter with thyrotoxicosis:** Apis., arg-n., ars., aur., Calc-f., Calc-i.,

Con., Fl-ac., gels., Hecla., lye., lycps., Phyt., petr., puls., Psor, sil., thuj.

**Mind, Anxiety, health, about, painful, debilitating illness:** lyc.

**heart disease:** kali-ar.

As a final comment, be cautious about adding to your repertory unless the source is a reliable one. Just because you have seen a symptom in a case where a particular remedy worked well does not mean that a distinct correspondence between that remedy and that symptom has been reliably established. It is a good idea to wait until a symptom/remedy connection has been confirmed at least three times.

### 2.1.2 Cross-references and Notes

No one else thinks exactly like you do... or like Kent did for that matter. Each of us has our own linguistic style and set of mental associations that will cause us to use the repertory in a slightly different way. One of the things that exasperates new repertory users is knowing that some rubric

they want is in there somewhere, but not where they can find it. When you are looking for something, go to the place where *you* would have described that symptom. If you do not find it there, you will have to think of synonyms, adjectives, and other possibilities. Keep looking in other places until you find it. If you get stuck, try other sections where it might be located, or try using the index in the back of the book.

After you finally find it, the most important thing you can do for yourself is to make a notation in the first place you looked, telling yourself where you actually found the rubric. If you looked there first this time, then it is very likely that you will look there first next time as well, and then you will have a note to direct you properly. This is one of the kindest gifts you can give yourself as a homeopath and will save you hours of frustration and annoyance. Being unable to find a rubric the first time is bad enough, but to know that you have found it in the past and then be unable to locate it again is maddening. If you have made your own index for each section, as discussed previously in chapter 1, you may want to add these cross references to it.

Take time to make a note in the place where you looked first, giving the actual name of the rubric.

These notations are your cross-references, and they will become a private set of 'arrows' within your repertory, reminding you that although you think of a symptom as 'guilt', Kent called it 'anxiety of conscience.' Write down your word or phrase followed by an equal sign and then Kent's word or phrase. In the mental symptoms, these cross-references are sometimes approximations or interpretations of Kent's intent. Or they may be suggestions for another rubric when the word I want is not listed. David Sault's *Key to the Mental Rubrics of Kent's Repertory* is a valuable source for these. It is well worth your time to read through it and make some notes in your repertory to help you make use of what you find. This collection of cross-references will be different for each homeopath, because each one has his or her own understanding or wording for symptoms. Below are some suggestions you may want to include. Many of these are 'best options' rather than exact matches. Write these in to your repertory in the margin of the appropriate page, as close as you can get to the correct location for the first word or phrase. I prefer the top of the page and an arrow to the proper spot, if possible, as I notice them more quickly that way. Try adding these:

<p><b>Mind section:</b>                      Competitive = Envy or Jealousy                      Dreams = See Sleep section                      Grandiose = Fancies, exultation of                      Guilt = Anxiety, conscience, of                      Humiliation = Mortification                      Imagination = Fancies                      Judgmental = Censorious or Dictatorial                      Messy = Heedless                      Music amel = Sensitive, noise to, music amel                      Overwhelmed = Discouraged, Despair                      Philosophizing = Ideas, abundant or Theorizing                      Spacy = Concentration, difficult or Thoughts, wandering                      Stutter = Mouth, Speech, difficult, stammering</p>	<p><b>Mouth section:</b>                      Thrush = see Aphthae                      Drooling = Salivation                      Tongue pictures = Discoloration, tongue</p> <p><b>Stomach section:</b>                      Disordered = see Generalities, Food</p> <p><b>Kidneys section:</b>                      Toxemia = see Inflammation</p>
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When making notations like these in your repertory, remember that these cross references are solely for your benefit. You can put anything you want in there. When I first started using the repertory, I would write in definitions of some of the odd words. By the rubric **Mind, Libertinism**, I have written 'lewdness.' I also have clinical hints scribbled here and there. By **Throat, Inflammation, follicular**, I have written a note indicating that yellow follicular matter usually indicates staph infection, and white matter usually indicates strep infection. Under

**Stomach, Desires**, I have added a note to remind myself that chewing ice can be a sign of anemia. The point here is that your repertory is a tool, and any information you feel is appropriate will assist you as a homeopath. The additions and cross-references that you choose to include will save you time, give you ideas, and remind you of things you had forgotten. Be conscientious and accurate with them and you will increase your effectiveness with the repertory.

### 2.1.3 Veterinary notes

Here are some new rubrics that apply to veterinary cases. Their sources are noted. In one of the rubrics, you will find a general reference note to another rubric in the mind section.

**Mind, Fearful feral cats:** aeon., gels., nux-v, stram. (Pitcairn)

**Nose, Sneezing, reverse:** lyss. Note: also use rubric **Mind, Hydrophobia** (Chambreau)

**Mouth, Chew hard food, can't:** graph. (Pitcairn)

**Bladder, Urinates in receptacles:** Nat-m. (Herscu)

**Stomach, Emaciation with regular appetite:** Ars., ars-i., iod., lye., nat-m., sulph. (Pitcairn)

**Stomach, Desires, licking anything:** ars., bell., calc., graph., nit-ac., sulph. (Pitcairn)

**Stomach, Desires, dry pet food:** alum.(1), bell.(1), Nat-m.(2), sulph.(1) (Pitcairn)

Remember that these notes can be whatever you need to help you use your repertory well. My students have found it useful to create an additional small index of what body parts are covered in each section, so you can quickly look at the index of Chest and Abdomen to find which has the diaphragm. Notations about animal symptoms are very helpful. Here are some that you may want to add to your repertory. As you study and use your repertory you will find many more to add.

Section	Notes to add
Rectum	'Anal Glands' not in repertory; try Generalities, Glands or Rectum, Abscess, perineum, but these are not very accurate correspondences.
Skin or Generalities	'Fur' mostly in Head, Hair
External Throat	Hyperthyroidism = Goitre, exophthalmic
Mind	Aggressive animals: see rubrics for quarrelsome; misanthropic; hatred; jealousy; kill, desire to; rage; anger; violent, malicious, irritability, dictatorial  Compulsive behavior like barking or licking: see rubrics for monomania, absorbed, hydrophobia (rabies miasm)  Never well since rabies vaccination = Mind, Hydrophobia  Separation anxiety = rubrics for fear, alone, of being; company, desire for, alone, while agg; forsaken feeling; destructiveness; malicious; anxiety, alone when
Genitalia	Cryptorchidism = Genitalia, Retraction, testes
Chest	All milk problems = Chest, Milk

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Workbook  
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Homeopathic  
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with  
Christina Chambreau, DVM

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156 Seiten, paperback  
erschienen 2003



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