

Children concepts: a new repertory

ROBERTO PETRUCCI M.D.

CENTRO DI OMEOPATIA MILANO

r.petrucchi@centrodiomeopatia.it

Abstract:

The study of homeopathy has remarkably changed lately thanks to the analysis of the materia medica by themes, with great advantage in the understanding of the case, while the repertory structure has substantially remained unchanged.

Considering the difficulties we find when visiting little children, the repertory “Children concepts” has been created by grouping the symptoms by themes, which is composed of twenty sections with a completely different structure from the Kent structure.

From Forewords for Synthesis 9 by Frederik Schroyens: “Concepts are fabulous tool to more easily find symptoms in Synthesis. Four new concept chapters bring thousand of new concepts and a greater ability to find physical, mental, pediatric and latent psora symptoms. Roberto Petrucci (Italy) listed more than 2.900 children’s symptoms in meaningful categories. This includes groups such as ‘dentition’, ‘infectious diseases’ and ‘development’. Other concepts come straight out the practice of Roberto and make many unknown repertory symptoms easily visible: ‘attitude towards animals’, ‘attitude towards family’, ‘observations during the night’, ‘non verbal symptoms – observed by parents’, etc.”

Key-words: Themes, concepts, repertory, pediatrician, cross-references.

In the last few years the study of homeopathy has remarkably changed, thanks to some homeopaths that have developed the analysis of homeopathic literature, of toxicology and of the results of the provings carried out and their cases in a completely different manner compared to the past.

Themes and concepts have been introduced, or significantly expanded.

By reading the results of the provings conducted by such authors as Jeremy Sherr or Nancy Herrick, we can easily understand the fundamental points of the remedies studied as the symptoms emerged are divided in themes.

Now it is easy to find articles or books where are pointed out the themes of Solanaceae or Ranunculaceae, Spiders or Snakes, Kali or Natrum, or analyses following the periodic table of elements.

In my opinion, these new methods have brought great advantage in the understanding and in the analysis of the case, even though we should be careful not to forget what the great masters of the past taught us.

From my point of view, the repertorial case analysis is still very important, even though, as for any tool, the greater is the knowledge of the repertory the more effective is the repertorial analysis, especially thanks to the use of modern information technology.

Today, in fact, Radar allows to join different repertorial rubrics having a similar or the same meaning - the so-called cross-references - in order to obtain a unique rubric, with the advantage that important possibilities of prescription are not lost.

As mentioned above, themes and concepts have been mainly used in the analysis of the materia medica, while repertory structures have substantially remained unchanged; only some authors have introduced themes and concepts from the repertorial point of view, especially from a clinical point of view, by grouping the symptoms that are easily found in a given pathology. Mirilli wrote an interesting thematic repertory by dividing mental symptoms and giving information – taken from existing materiae medicae or experimentations – about some specific remedies in relation to specific symptoms or themes.

In my practice, I have always had difficulties in carrying out a homeopathic consultation with very little children in a completely satisfactory manner; therefore, in the course of time, I have tried to think about which symptoms to investigate in order to obtain the most information.

The idea of writing a paediatric repertory which is completely different in structure compared to Kent's structure derived from these observations.

I thought that grouping paediatric symptoms would be very useful for children consultations; thus, I created a repertory divided by concepts, trying to group the different repertorial rubrics so as to view all the symptoms related to that given concept.

Strongly encouraged by Frederik Schroyens – who is probably considered the greatest expert in repertories at the moment – I created this new paediatric repertory called “Children Concepts”.

“Children Concepts” is composed of twenty sections:

- ◆ HISTORY; PERSONAL AND FAMILY
- ◆ DEVELOPMENT
- ◆ DENTITION
- ◆ VACCINATION
- ◆ NURSING
- ◆ INFECTIOUS DISEASES
- ◆ CONSTITUTION
- ◆ FAMILY; ATTITUDE TOWARDS
- ◆ RELATIONSHIP WITH OTHERS
- ◆ SCHOOL
- ◆ PLAYING
- ◆ ANIMALS; ATTITUDE TOWARDS
- ◆ NON VERBAL SYMPTOMS
- ◆ NIGHT; OBSERVATIONS DURING THE
- ◆ ROCKING AND CARRIED
- ◆ CARS AND BOATS
- ◆ PSYCHO-SOMATIC DISORDERS
- ◆ PHYSICAL SYMPTOMS AND PATHOLOGIES
- ◆ SURGICAL PATHOLOGY
- ◆ WORMS

Many of these concepts are then divided in sub-concepts.

The first concept refers to personal and family history (“History; personal and family”).

The use of these rubrics can lead to additions in other repertorial sections, thus it is useful beyond the paediatric aspect. For instance, if we study the rubric GENERALS - HISTORY; personal - eyes - recurrent styes on the; of” we can find two remedies - Anthracinum and Ferrum pyrophosphoricum - which are not included in the rubric “EYE - STYES”.

In this first section there are all the rubrics including personal and family history that are not only found in the section Generals – as shown by the rubrics “RESPIRATION - ASTHMATIC - tuberculosis family history” and “EXTREMITIES - PAIN - Joints - tubercular family history”. These rubrics can be divided in other sub-concepts, such as miasm, tuberculosis, vaccinations and infectious diseases, mental and neurological diseases, eyes and ears diseases, as well as diseases of gastroenteric organs, genitourinary organs, respiratory organs, heart and skin.

The second section is “Development”, which is divided in slow, fast and general. Slow development includes 19 symptoms. In addition to the rubric “GENERALS - WALKING - learning to walk; late”, it is also interesting to know other rubrics explaining the reasons for learning to walk late (BACK - WEAKNESS - Lumbar region - learn to walk; children do not / EXTREMITIES - WEAKNESS - Lower limbs - child late learning to walk / EXTREMITIES - WEAKNESS - Ankle - children learning to walk / GENERALS - WALKING - learning to walk; late - development of bones; tardy).

Precociousness, instead, is included in 7 rubrics where the expression “grow too fast” is often found; so those rubrics are used where complaints connected to too fast growth are expressed, thus in remedies that must have this tendency.

The general part contains some fontanelles features and growing pains.

The section “Dentition” comes after general development, with five sub-concepts relating to mental symptoms, sensorial and neurological symptoms, local symptoms, gastroenteric and general symptoms.

The most interesting parts concern mental symptoms, together with anxiety, fear, irritability, restlessness and other attitudes connected to dentition; local symptoms range from pain to salivation; gastroenteric symptoms include vomiting, constipation and diarrhoea, while in the general part, in addition to slow dentition remedies, there are all the rubrics including complaints in other areas, from cough, to urologic symptoms, to skin and sleep symptoms.

In the section “Vaccination”, we can use the rubric Generals listing the remedies that can have complaints from vaccination, as well as 36 other rubrics scattered in the whole repertory.

This allows to know other remedies which are not included in the mostly used rubric, such as Antimonium crudum and Baptisia (FEVER - VACCINATION - after), Causticum (GENERALS - CONVULSIONS - vaccination, after) and Sarracenia purpurea (GENERALS - SEPTICEMIA, blood poisoning - smallpox vaccination; after).

The section referring to nursing and nutrition (“Nursing”) is composed of four sub-concepts concerning mental symptoms, those symptoms that are specifically related to milk, general symptoms and gastrointestinal symptoms; the latter is further divided and gives information about appetite, hiccough, reflux, eructation, vomiting and abdominal and rectal symptoms.

The part relating to milk is the most interesting one as it offers the possibility to choose among 76 different rubrics, which include not only gastroenteric reactions to milk but also skin symptoms, from crusta lactea to eruptions and all the symptoms referring to mother’s milk.

The section referring to evolution starts after this first part which is mainly related to children development.

The first section is “Infectious diseases”; the less the section “Vaccination” is needed, the more this section will be used.

We can find 6 sub-concepts: chickenpox (5 rubrics), measles (39 rubrics), parotitis (66 rubrics), rubella (3 rubrics), scarlet fever (64 rubrics), smallpox (15 rubrics) and whooping cough (68 rubrics). Here we realise how useful it is to know and use those rubrics that are not only included in the sections “Skin” and “Fever”, but also related to the whole repertory.

After the infectious diseases section, a new part concerning children's behaviour and constitution starts, where there are the sections "Constitution", "Family; attitude towards", "Relationship with others", "School", "Playing" and "Animals; attitude towards".

In this part we will see how children interact with the rest of the world, starting from the closest people (family), to school, friends - both when playing and in general - and animals.

Aggressiveness will be treated in the sections "Constitution", "Family" and "Relationship with others", as well as in the non verbal symptoms section; "fears and anxieties" will be treated in the constitution section, affection and reproach in the family section, and the relationship with others in general in the relationship section.

In the general part of "Constitution" we can choose among the 89 symptoms that express the way of being of children. It is interesting to see that in the repertory there are up to 21 symptoms that express aggressiveness inside the family and 31 symptoms that express love and affection. The family section ends with reproach, which we will also find in the "School" section with 20 symptoms.

The section "School" is composed of one part about children anxieties, with anticipation, lack of self-confidence, fear of failure and physical complaints connected to this aspect.

The second sub-concept relating to concentration is composed of 21 symptoms.

Then, a more specific and technical part related to learning starts, which is subdivided in a general part and three more detailed parts: mathematics, reading and writing, with up to 47 symptoms.

Mental effort – together with such consequences as headache, restlessness and sleep disorders - includes 23 other symptoms.

The section "School" ends with the relationship with others, reproach and the constitutional symptoms applicable to school, such as meticulousness, hurry, obstinacy and sense of responsibility.

Playing has a very important role in children; despite the repertory and *materiae medicae* do not help us a lot in this aspect, we can rely on 27 symptoms, including 3 symptoms about dreams.

This part is concluded by the section "Animals; attitude towards", where there are 24 rubrics expressing different feelings towards animals, from fear to love, from cruelty to sympathy.

The greatest part of this repertory starts at this point: the section "Non verbal symptoms", with over 1000 symptoms divided in 6 sub-concepts.

Aggressiveness, the relationship with others and more general symptoms appear again, together with a part related to gestures with 72 repertorial rubrics.

The two remaining sub-concepts of non verbal symptoms concern those symptoms and signs that can be investigated during the consultation ("Investigated during consultation") and a group of symptoms and signs that can be seen "at first sight". Here there is a further division depending on who observes the symptoms: the doctor or the parents at home.

Both "Appearance observed by doctor" and "Appearance observed by parents" are further divided in classic repertorial sections (head, eye, etc.).

I believe that this part can also be of great interest for veterinaries; in fact, one of the theses of our school has been developed by two veterinaries starting from this section of the paediatric repertory.

The final part of the repertory includes one section relating to night, with mental and physical symptoms, and other symptoms strictly connected to sleep; "Rocking and carried", where we find methods and tricks to rock children depending on their constitution; "Cars and boats", where we find the symptoms relating to children's reactions in cars and boats, with 80 rubrics, not only nausea and vomiting; "Psycho-somatic disorders", with symptoms related to head, eyes, teeth, stomach, rectum, bladder, respiratory organs and nervous system; a more clinical part, "Physical symptoms

and pathologies”, with 140 rubrics; “Surgical Pathology”, which is useful to homeopaths not only from the family history point of view but also in order to avoid operations, when possible; finally, the section “Worms” with 43 specific rubrics.

This repertory can be employed in several ways. Firstly, to study the repertory in a less boring manner rather than reading it as if it were a “phone directory”; several cross-references will be available and the concepts included in the repertory will be seen more clearly.

Secondly, a track will be available during the paediatric consultation, starting from family history, to initial development with nursing, to the introduction in the social and school environment, to pure clinic.

The last possibility – I would say reserved to Radar users only – is to make a repertory out of all the rubrics of a specific concept and evaluate the remedies that appear more often in the rubrics of that concept and that can thus be taken in more consideration for that given problem.

The paediatric materia medica by concepts results from this work, where five hundred and forty-five remedies are collected, using the repertorial analysis in order to investigate well-known remedies from the paediatric point of view, but especially to understand the paediatric picture of unknown or little known remedies.