

**OVER 3000 QUESTIONS
ON LAWS OF THE HUMAN
BODY OR PHYSIOLOGY**

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Over 3000 Questions on Laws of the Human Body or Physiology by J. P. Schmitz

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J. P. SCHMITZ

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3000 Questions
or
Laws of the Human Body
or
Physiology
by
Prof. J. P. Schmitz, M. D.



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PREFACE.

N. B.—A careful perusal of this Preface is especially recommended to my readers.

It is gratifying to notice that the time for the study of medicine in medical colleges has been extended to four years, which is surely not too long for one who wishes to acquire something above mediocrity in this science. In one respect, however, it may not be amiss to allude here to a serious defect in some localities of not requiring a better qualification in the knowledge of the Laws of Life.

Students intending to become physicians, have a right to demand a most thorough teaching of the laws that govern the human body. Deception in this regard is bad; and when diplomas are awarded to those who have not a thorough knowledge of physiology, it endangers human life and perpetuates conditions in the profession that keep up the danger. It is the duty of all medical examining boards to refuse licenses to applicants who are found deficient in this regard.

This work is intended as an accompaniment to the author's book on "Human Physiology, Analysis and Digest," one of the principal features of which is, that physiology is carefully distinguished from histology. It is notorious that even in some first-class Colleges these two branches are not unfrequently confounded. What can be expected from the student when the teacher himself does not know that Physiology is the science of the **Laws** of life and **Functions** of living organisms; Histology the science of minute anatomy. It is on account of confounding these matters in text-books that the mischief is worked. The student gets confused, and at last gets to hate and shun physiology, managing to cram a few dozen answers to questions in one or two years in order to get out of it. The fact is, as the author has always experienced, that, when physiology is truthfully and comprehensively laid before students, no branch of medical knowledge is so pleasing and fascinating. The student soon

gets to feel internally that the true and thorough knowledge of the **Laws of Life** is the very **Foundation** of medical competency, diagnosis, and safety of treatment.

The conscientious student will ask himself: How shall I be able to make a sure, true diagnosis? How shall I be able to know what remedy to administer? How shall I be able to know the physiological actions of remedies? The books on *Materia Medica* and *Practice* tell me that the action is such and such, but not one tells me *how the remedies act*. How shall I be able to know whether what I observe in a patient is to be attributed to remedies or to the disease?

A common sense man says, give me a lawyer thoroughly versed in the law and I will trust my case to him. Can a lawyer ignorant of the law know when he does harm to his case? Certainly not. It is exactly the same with the physician. The practitioner, ignorant of the laws of human life, may be not inaptly compared to a blind bird; it **may** find the grain on the way-side, but the chances are against it.

The greatest responsibility falls on the medical college faculty or officers, who supply the chair of physiology with simply a book-worm. In fact, it seems very often as if any physician is thought competent to fill that chair as Professor, provided he is able to talk the hour away two or three times a week. Such a Professor cares little whether the student has fully understood him or not, or in fact whether he has understood him at all: for, if he did he would not allow students, as very often happens, to cram a few dozen questions and answers for what is termed "Examination," and then dispense with physiology for the balance of the College course.

It has often been publicly remarked, that no two physicians agree in regard to treatment. Why is this? Because if all physicians were thoroughly educated in physiology they would know positively what is required, and there would be no difference of opinion in treatment. Then the treatment of human beings would be truly scientific, but it cannot be without that knowledge. Physiology is no longer guess work; it is as positive as any other science, and the physician who does not know the **Laws of life** is either at fault himself or the blame falls back on his teacher. It is not due to the science.

The author for years has maintained that the time required for the study of physiology in the medical colleges is too short, and he has kept his students for the full term of college study of four

years on physiology. That he was not alone in this idea it is agreeable to notice that the College Faculty of Physicians and Surgeons, **London**, have by resolution extended the time for the study of physiology of three years, so that hereafter students are required to continue this subject for the full term of five years.

Anyone who maintains that medical students can be excused from the study of physiology before the end of their college life, knows but little about it. If he comprehended them, he would know the importance of that study.

Does the Professor on physiology ever reflect on the following:— Am I fit for the position? Do I do my duty? Am I not neglectful? Do I see that every student under my care fully comprehends the subject? Will I not be partly responsible for the acts of a physician once in my care who does more harm than good to patients, or perhaps shortens their lives on account of not having received from me thorough teaching?

On no other chair in medical colleges does the responsibility so forcibly rest as on the chair of physiology; because a doctor once out of college can easily continue the study of other branches of medical knowledge, but not that of physiology. This latter has to be acquired in the college, because to fully comprehend the laws of life, requires a thorough and practical professor to teach, to read, to explain, to illustrate a subject sometimes in many different ways, before every student fully comprehends it. Besides, the explanations and illustrations have to branch off more or less on a subject of another chair, or to several at a time, so as to make the point understood.

The so-called **Quiz-books** in the market, *i. e.*, books containing questions and **Answers** on physiology, are surely detrimental to the student in acquiring a knowledge of physiology. No man can learn any science out of quiz-books.

The **Three Thousand** and more questions in this work, have **Not** been designed to puzzle the student, nor are they intended to be learned by heart. Neither were they made in order to force the student to answer every question; but they were formulated that the student might better understand the real point contained in the **text-book**. A student often reads a sentence in a book on physiology, and remains in doubt as to the real point contained therein, or, perhaps he does not see anything of importance in the sentence.

It will be found that the questions in this work contain really

the gist of the various texts, and that the different sentences of the texts contain the **Answers to the Questions**. It will also be noticed that the answers (sentences in the author's text) on physiology **follow one another** in the same order as the questions. The student, therefore, can with ease understand and truly comprehend the laws governing all the organs of the human body. This work, in connection with the author's physiology, is, if I may so express it, a chewing up of the scientific food for more easy digestion by the student.

It may not be too much to assume that the author in his text-book on "Human Physiology, Analysis and Digest," 1894, is the first who ever laid down in a medical college text-book, the true fact of the following physiological laws:

First—That the **Stimulus** for respiration and circulation are the carbonic acid elements of the venous blood to the heart and lungs.

Second—That the **Acid** for the gastric juice normally originates in the lower portion of the oesophagus.

Third—That **External Sensation** lies in the sense-organ.

Fourth—That the living body comprehends an **Immaterial Vital Principle or Soul**.

Fifth—That all brain and spinal-cord **Nervous-centre Actions**, voluntary or involuntary on external organs, are due to **Reflex Actions** only.

Sixth—That the **Cause of the Capillary Circulation** in the animal body is peristaltic.

Seventh—That the defective mucous membrane is the **Primary Cause of Consumption**.

Eighth—That the physiological action of remedies will become an exact science as soon as physiology is truly comprehended, and not before.

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PHYSIOLOGICAL QUESTIONS.

THE FOLLOWING QUESTIONS ARE DESIGNED WITH A VIEW TO THE THOROUGH COMPREHENSION OF THE TEXT IN

Human Physiology; Analysis and Digest,

By Prof. John P. Schmitz, M. D., San Francisco, Cal.

The Answers to the questions will be found in the text following one another in that book.

INTRODUCTION.

1. Define **Physiology**? Page 23 in the above stated book.
2. Of what does an **Organism** consist? 23.
3. What are the functions of an organism? 23.
4. What is an **Organ**? 23.
5. What is understood by the function of an organ? 23.
6. What is meant by the **Organic World**? 23.
7. Upon what does **Animal** and **Vegetable Life** depend? 23.
8. Regarding accumulation of matter, how do organic bodies differ from inorganic? 23.
9. In what manner do **Inorganic** bodies enlarge? 23.
10. How do **Organic** living structures enlarge or grow? 23.
11. In regard to stability of organisms, what changes are noticeable? 23.
12. What happens to an organized body when the mutual living functions of its organs cease? 23.
13. What force keeps the organized body in form after the living functions of its organs cease? 23.
14. What is the principal vegetative active constituent of the vegetable or plant? 23.
15. What causes the decomposition of the *carbonic acid*, *ammonia*, and *water*, within the plant? 23.
16. Of what use for the plant is the decomposed carbonic acid, ammonia and water? 23.