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EXAMINATIONS
FOR
MEDICAL STUDENTS



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NEW YORK

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ON

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ARRANGED FOR

SELF-EXAMINATION.

WITH THE PROPER REFERENCES TO STANDARD WORKS IN WHICH THE CORRECT REPLIES WILL BE FOUND.

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Wm. F. Fell & Co., Printers,
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PUBLISHERS' PREFACE.

This little book has been prepared by a medical man, a teacher and a writer of experience, with special reference to the actual wants of the medical student. By its help the student can successfully quiz himself on all the important branches, or review any one subject in which he feels himself to be particularly deficient.

As a rule the questions have been selected with regard to their bearing upon practical medicine, and are those most likely to be asked in the quiz-class or examination-room; at the same time there are, throughout the book, many unusual ones, thus giving the student a wide range of thought, and making him generally conversant with all points connected with the matter in hand.

In self-examination it is of great importance that the questions and replies should not be given in the same place; if they are, the student is tempted to

slur over those he is unable to answer, or to cheat himself into the belief that he knows the answer before he reads it. There is also the tendency to learn by rote without the exercise of the understanding, so that, should the question be put in a different way the reply could not be given. To avoid these errors, and, should he wish it, to still refer the student to the correct reply, a system of references (explained on page viii) has been adopted, by which the student, with the least expenditure of time and trouble, can look up the subject in a standard book, and thus impress it firmly upon his mind.

In order that future editions may be increased in usefulness, and adapted even more closely to the lines of study generally pursued, the publishers invite suggestions and criticisms from all those students who use the book.

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BOOKS OF REFERENCE.

- a. Gray's Anatomy, the 11th Edition.
- b. Gould's New Medical Dictionary.
1. Potter's Quiz-Compend on Anatomy. 5th Ed.
2. Hughes' Quiz-Compend on the Practice of Medicine. 4th Edition. Part I.
3. Hughes' Quiz-Compend on the Practice of Medicine. 4th Edition. Part II.
4. Brubaker's Quiz-Compend on Physiology. 6th Edition.
5. Landis' Quiz-Compend on Obstetrics. 4th Ed.
6. Potter's Quiz-Compend on Materia Medica, Therapeutics and Prescript'n Writing. 5th Ed.
7. Morris' Quiz-Compend on Gynæcology.
8. Fox & Gould's Quiz-Compend on Diseases of the Eye and Refraction. 2d Edition.
9. Horwitz' Quiz-Compend on Surgery, Minor Surgery and Bandaging. 4th Edition.
10. Leffmann's Quiz-Compend on Medical Chemistry. 3d Edition.
11. Stewart's Quiz-Compend on Pharmacy. 3d Ed.
12. Ballou's Quiz-Compend on Veterinary Anatomy and Physiology.
13. Warren's Quiz-Compend on Dental Pathology and Medicine.
14. Hatfield's Quiz-Compend on Dis. of Children.

EXPLANATORY NOTE.—The correct replies to the following questions will be found in the above books, the figures or letters after each question referring first to the number of the volume in the above list, then to the page. For example, the correct reply to the second question (a-35; 1-9) will be found on page 35 of Gray's Anatomy, and on page 9 of Potter's Compend of Anatomy. The majority of references have been made in Blakiston's Quiz-Compends, because almost all students use these books, and the replies are there given in the most concise and complete manner. The Student will also find much additional information by referring to Gould's Dictionary for definitions of all important words, and by consulting the tables of the muscles, arteries, nerves, ganglia, etc., contained therein.

QUESTIONS

FOR

SELF-EXAMINATION.

ANATOMY.

What do you understand by the term Anatomy, and as applied to Anatomy, the terms, Descriptive, Comparative, Surgical, Regional, Histological, and Pathological? b.

State and define the classes of tissues into which the human body is divided. a—35 *etc.*, 1—9.

Give the structure and physical properties of bone. a—54 1—11.

How are bones divided as regards their shape, describing and giving the numbers of each class, and their positions generally in the skeleton? a—141.

Name and explain the terms most used in the description of bones, such as the eminences, cavities, *etc.* 1—10—11.

Describe the process of ossification. a—59 1—12.

Give the number of bones in the skeleton, and in each class into which they are divided. 1—10.

Describe each bone of the head, giving its eminences, processes, notches, foramina, depressions, fossæ, *etc.*, 1—12, *etc.*

State the articulations of each bone of the head. 1—13 *etc.*

What muscles are attached to each bone of the head?
1—13, *etc.*

Describe the orbits, the number of bones forming each, the fossæ, cavities, foramina, canals, grooves, *etc.* 1—29.

Describe the nasal fossæ, the bones entering into their formation, the processes, meatuses, *etc.* 1—31.

Describe the temporal, zygomatic and speno-maxillary fossæ. 1—32.

Name and describe the sutures of the skull and face.
1—33.

Describe the hyoid bone and the muscles attached to it.
1—33.

What structures pass through the base of the skull, and what are the names of the passage-ways? 1—34.

What features have all vertebræ in common? 1—36.

What vertebræ differ from these common characteristics, and in what way do they differ? 1—37.

What important soft structures lie near or in front of each vertebra? 1—37, plates, *etc.*

Describe the thorax and the position of the organs contained in its cavity. 1—38.

Describe the sternum, its articulations, and the muscles attached to it. 1—38.

In what way do the ribs differ from each other? 1—39.

Describe the pelvis, its divisions, the bones that form it, and its general dimensions. 1—40.

Name the muscles and their points of attachment, rising from or inserted into the os innominatum. 1—84—91, *etc.*

Describe the bones forming the ossa innominata. 1—42.

Describe the sacrum and coccyx. 1—40.

Describe the collar-bone and shoulder-blade. 1—44.

What muscles are attached to each, and the points of their attachment? 1—44.

Give a detailed account of the descriptive points of the arm. 1—45.

Give the chief points of resemblance and of difference between the bones of the forearm and those of the leg.

Where are the various muscles of the forearm inserted? 1—47—48—87—88—89.

Describe the bones of the hand, their divisions, their peculiarities and articulations. 1—48.

Give a description of the femur, and the points of attachment of the muscles inserted in it. 1—50.

What peculiarities of shape, eminences, etc., have the bones of the leg? 1—52.

With what other bones does each bone of the foot articulate? 1—53.

Describe the tarsus and metatarsus. 1—53.

Describe and illustrate the different classes of articulations. 1—55.

How do the occipito-atloid, the occipito-axoid, and the atlo-axoid articulations differ from a common vertebral articulation? 1—55.

What are the parts and the ligaments forming the articulation of the lower jaw? 1—57.

How and with what structures are the articulations of the ribs formed? 1—58.

Describe the articulations of the sacrum. 1—59.

Give the points of the attachments of each ligament forming the joints of the clavicle.

Describe the articulations of the shoulder and of the elbow. 1—60.

How are the radius and ulna united with each other and with the carpus? 1—61.

Give a description of the joints of the wrist and hand. 1—62.

Describe the hip-joint, its ligaments, its synovial membranes, arteries, and nerves. 1—63.

In the same way describe the knee-joint. 1—64.

The articulations of the tibia and fibula with each other and with the ankle. 1—65.

Describe the articulations of the foot.

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How are muscles united to bone? 1—67.

What is the origin, insertion and innervation of the double-bellied muscles? 1—67, *etc.*

Give the name, origin, insertion, innervation and function of the muscles of the head and face. 1—68, *b.*

Of the neck. 1—71, *b.*

Of the larynx and epiglottis. 1—75, *b.*

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Of the perineum. 1—84, *b*.

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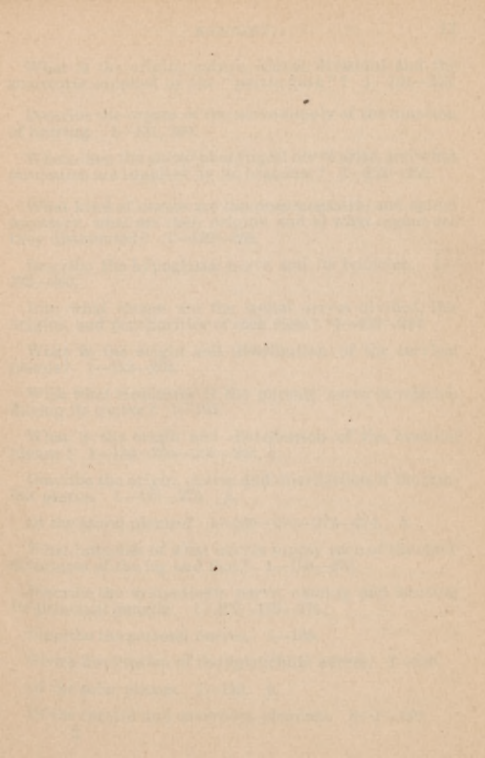
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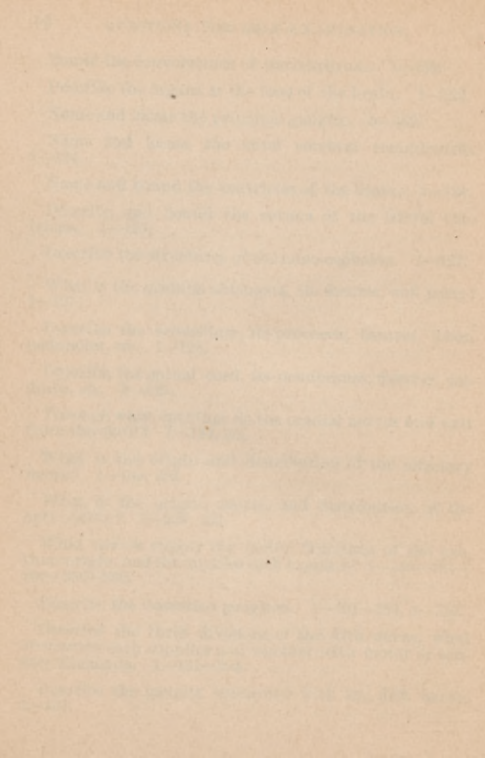
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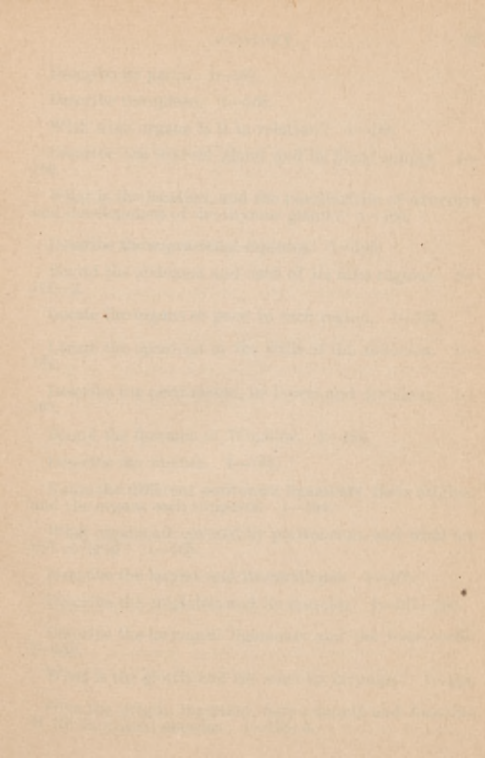
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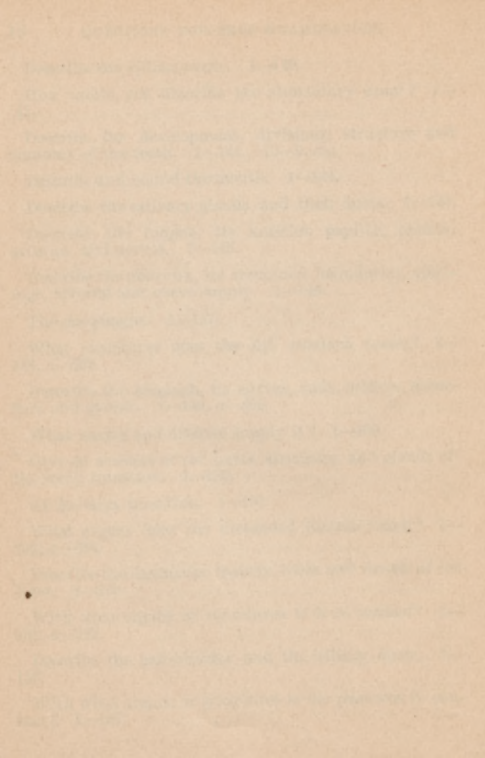
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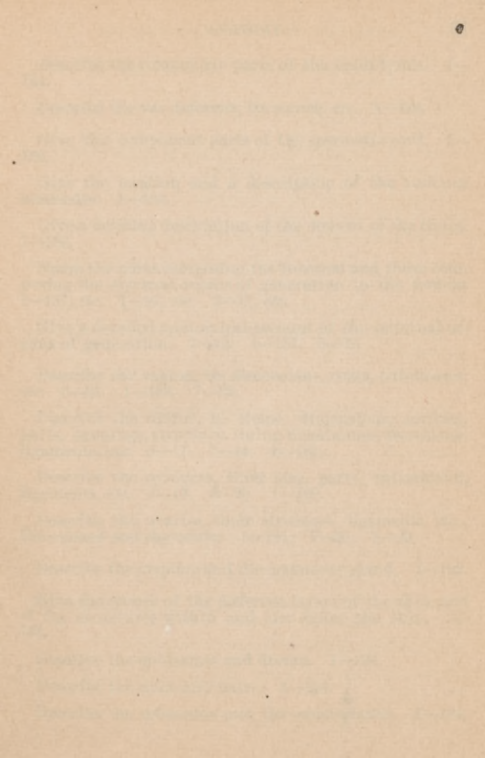
Describe the urethra and its divisions or portions. 1—179.

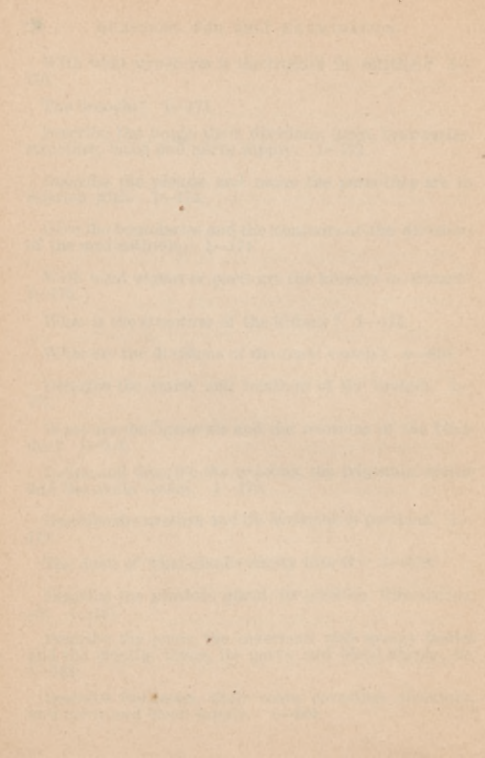
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Describe the prostate gland, its position, dimensions, etc. 1—181.

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Describe the testes, their coats, coverings, structure, and nerve and blood supply. 1—184.





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Describe the vas deferens, its course, *etc.* 1—185.

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Describe the nails and hairs. 1—194.

Describe the sebaceous and the sweat-glands. 1—194.

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Describe the eyeball as a whole, its diameters, poles, axes, planes, etc. 1—197.

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Describe each of the tunics of the eye and the different parts of each. 1—198.

Describe the iris and ciliary body. 1—200.

Describe the optic nerve and retina, and the layers of the latter. 1—202.

Describe each of the humors of the eye. 1—204.

Name the muscles of the eyeball, their origin and insertion, innervation, etc. 1—206.

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What are the nerves of the eye? 1—208.

Describe the appendages of the eye. 1—210.

Describe in a general way the different divisions and parts of the ear. 1—212.

Describe the tympanic membrane. 1—214.

Give a detailed account of the parts and boundaries of the tympanic cavity of the ear. 1—216.

Describe the auditory ossicles. 1—217.

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Describe each of the parts composing the internal ear. 1—220.

How is the inguinal canal formed and what are its boundaries? 1—226.

What are the coverings of inguinal hernia? 1—227.

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Give the coverings of femoral hernia. 1—229.

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The fascia of the same. 1—230.

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PHYSIOLOGY.

What is meant by Physiology, and what are its main subdivisions? 4—9.

Define Human Physiology. 4—9.

How are the functions of the body classified? 4—9.

What are the chemical elements entering into the composition of the human body? 4—10.

Define a proximate principle. 4—11.

Mention the different groups of proximate principles and the differences in their chemical compositions. 4—11—13—14.

What are the manifestations of cell life? 4—18.

Define a food. 4—19.

What is the object of taking food daily? 4—19.

What percentage of the body is lost in starvation before death occurs? 4—20.

State the different classes of alimentary principles. 4—21.

What is the function of each class in the nutritive process? 4—21—22.

How much meat, bread and fat is required in twenty-four hours? 4—24.

What should be the ratio of nitrogen to carbon in the food? 4—24.

Define the digestive process. 4—24.

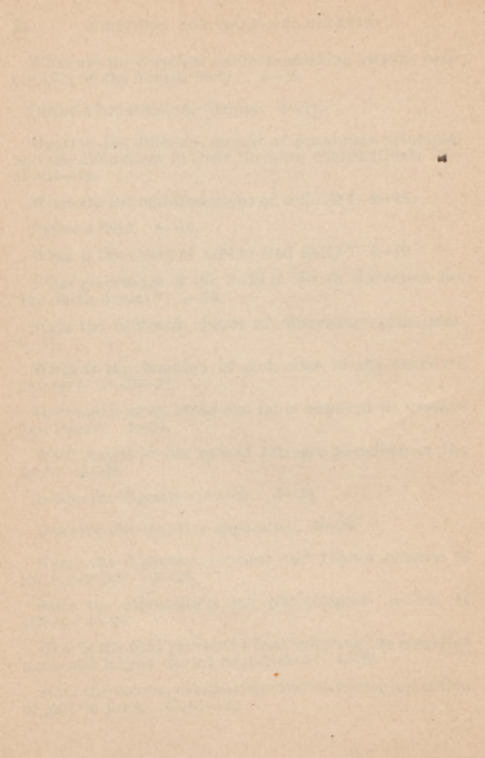
Describe the digestive apparatus. 4—24.

Name the depressor, elevator and rotator muscles of the lower jaw. 4—25.

State the composition and physiological actions of saliva. 4—26.

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Describe the mechanism of vomiting. 4-33.

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What are the functions of the bile? 4-36.

What are the functions of the intestinal juice? 4-34.

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What is meant by absorption? 4-37.

Describe the lymph spaces, lymph capillaries and general arrangement of the lymphatic vessels. 4-38-40.

Describe the portal circulation. 4-41.

How do the products of digestion find their way into the venous blood? 4-41.

Describe the anatomy of a villous process. 4-39.

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What is chyle, and how does it differ from lymph? 4-43.

What are the causes of the flow of lymph and chyle? 4-44.

What is the blood? 4-45.

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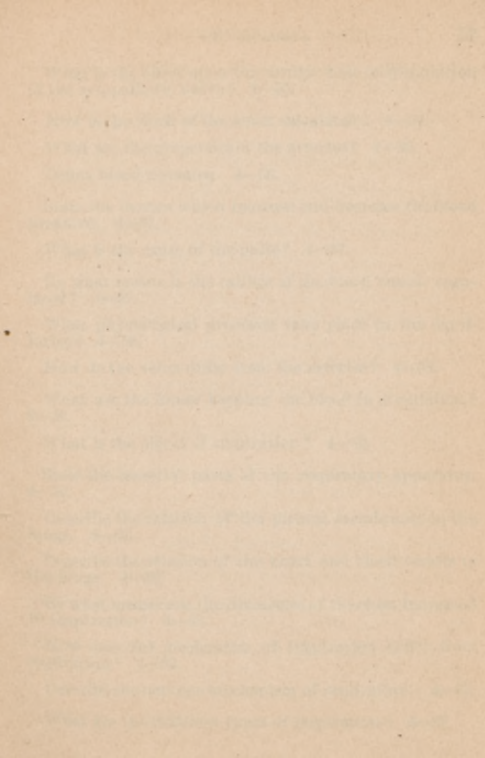
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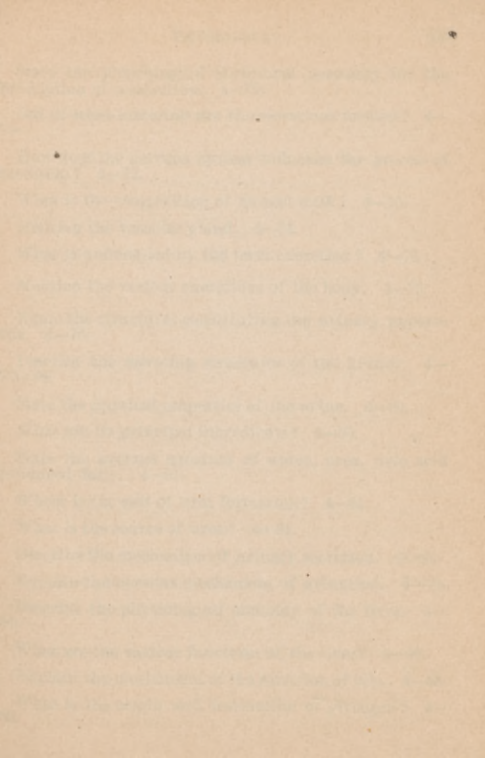
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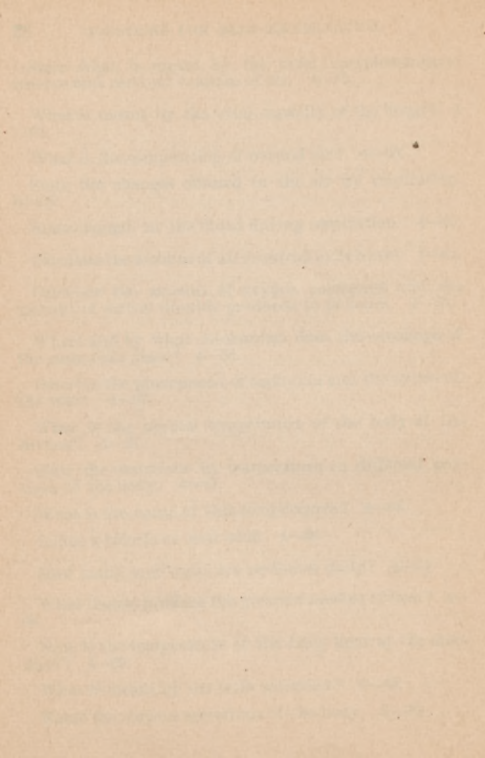
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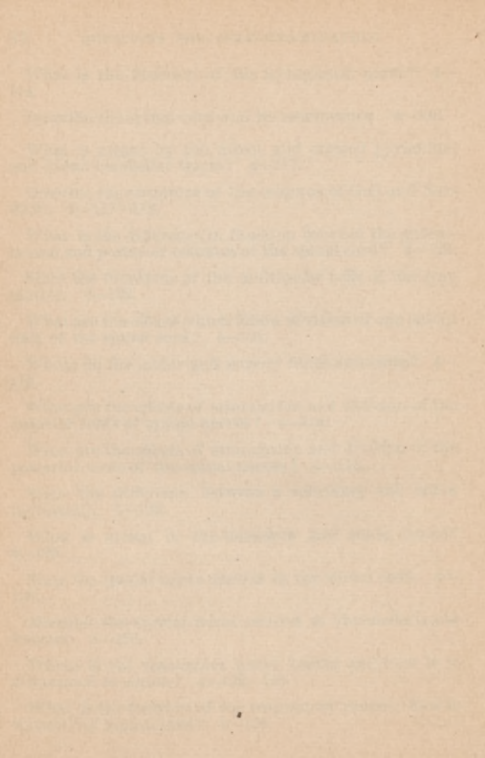
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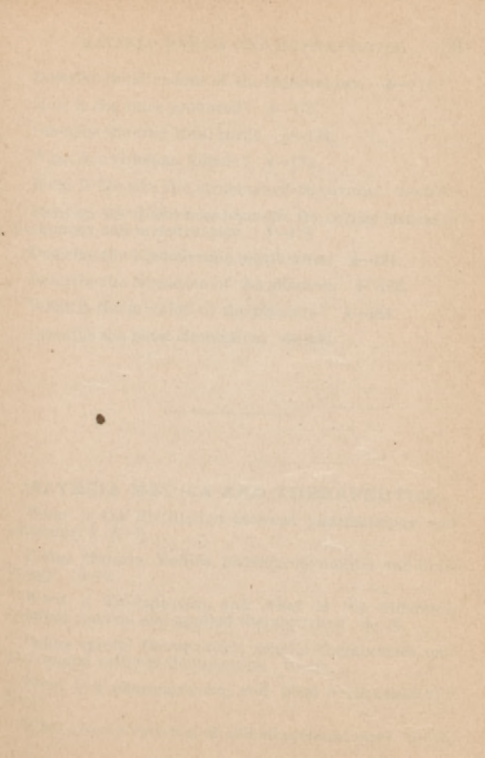
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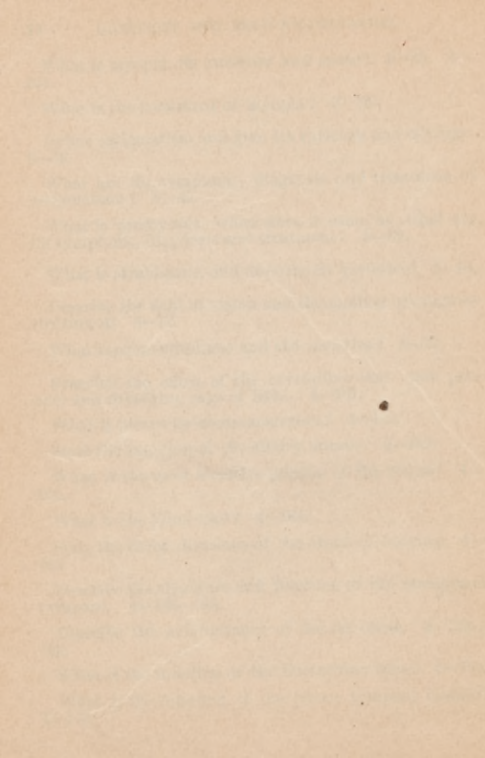
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MATERIA MEDICA AND THERAPEUTICS.

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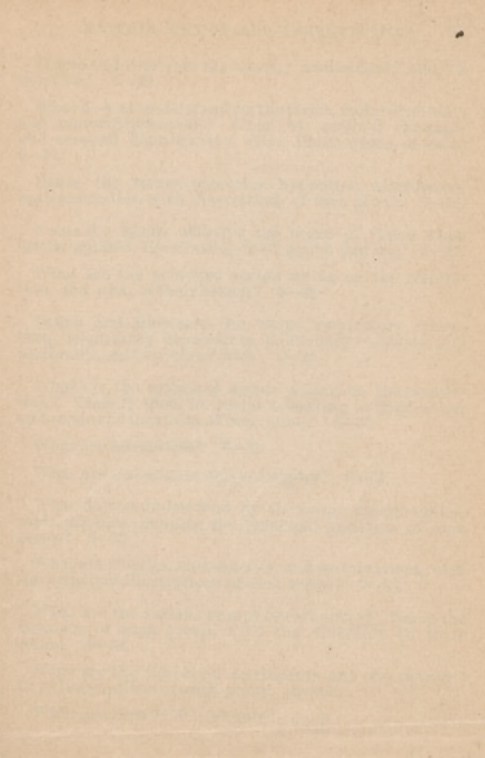
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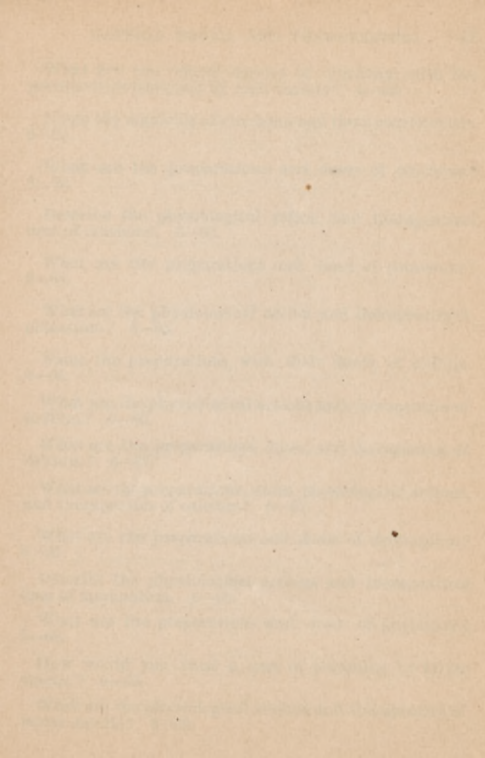
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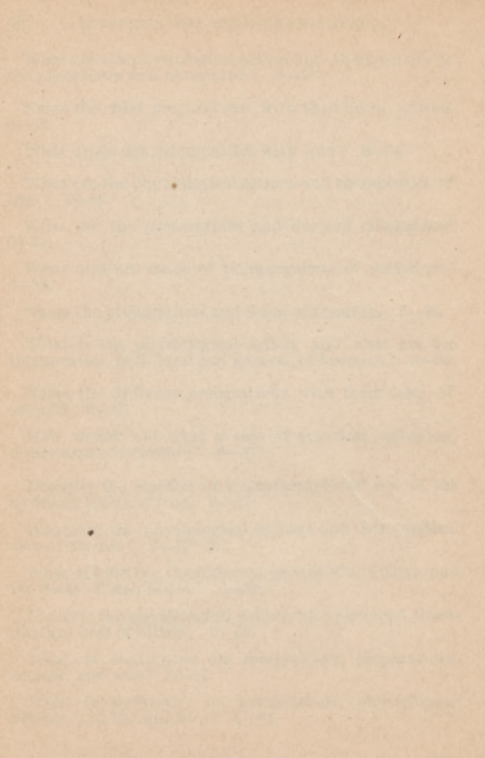
What are bitters, the different groups of the same, and the doses of each bitter? 6—59.

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What are the therapeutical uses of ergot? 6—101.

The history of the United States is a story of growth and change. It begins with the first settlers who came to the eastern coast of North America. These settlers were mostly from Europe, and they brought with them the culture and customs of their home countries. Over time, these settlers and their descendants became known as the American people. They worked hard to build a new life for themselves in a new land. They cleared the land, planted crops, and built homes. They also fought wars to defend their land and their way of life. The American people have always been a people of courage and determination. They have overcome many challenges and have built a great nation. Today, the United States is a powerful and influential country. It is a land of freedom and opportunity. It is a land where people can live and work as they see fit. It is a land where the American dream is still alive and well.

What is the source and composition of digitalis? 6—102.

What are the preparations and doses of digitalis? 6—102.

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What is the source and composition, and what are the doses, physiological actions and therapeutics of scoparius? 6—109.

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Describe the physiological action upon the different parts of the organism of belladonna. 6—113.

Describe the principal therapeutical uses of belladonna. 6—114.

What is the source and composition, and what are the preparations, doses, physiological actions and therapeutics of duboisia? 6—115.

What is the source and composition, and what are the physiological action and the therapeutical uses of stramonium? 6—115.

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What is camphor, and what are its varieties, preparations and doses? 6—117.

What are the physiological actions and the therapeutics of camphor? 6—117.

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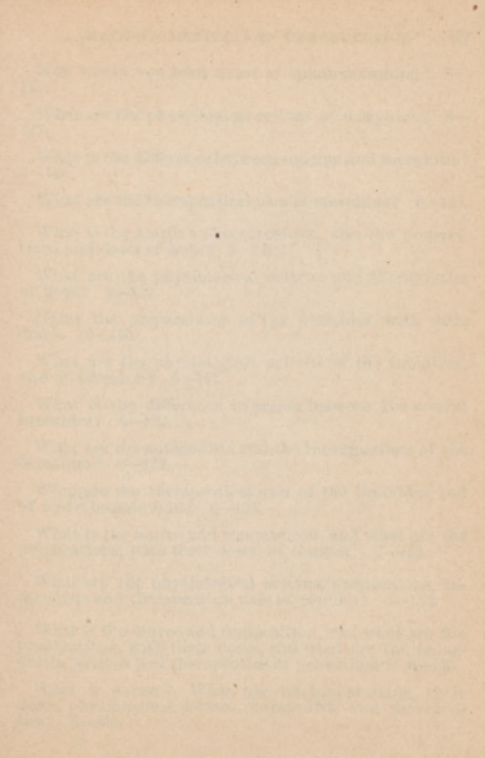
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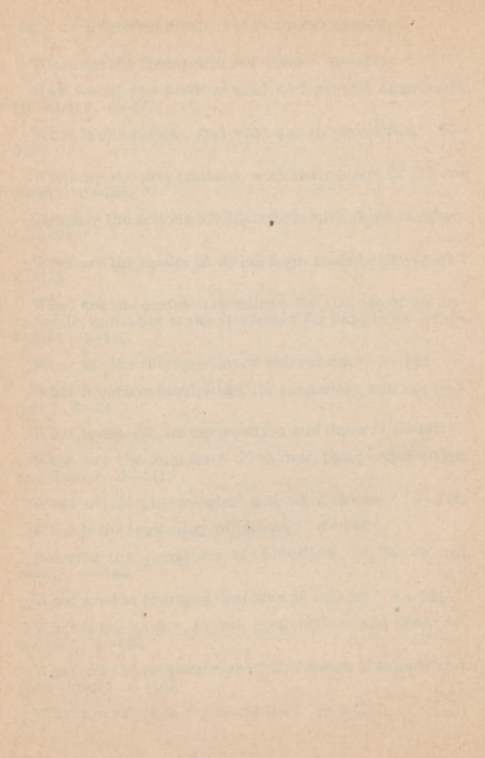
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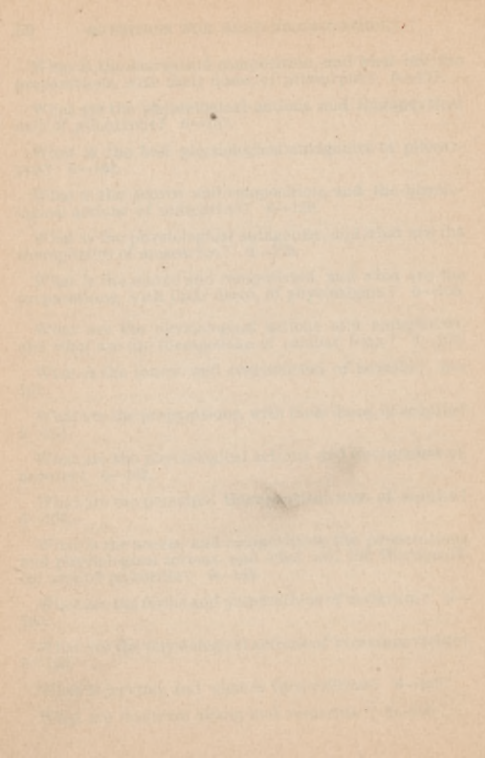
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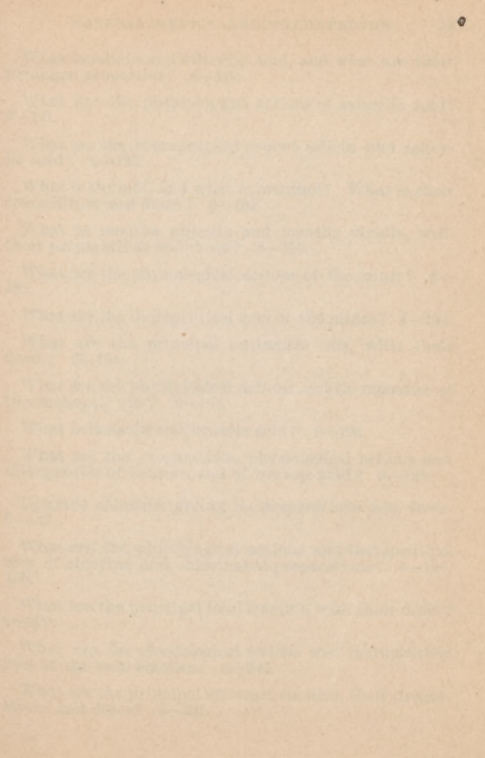
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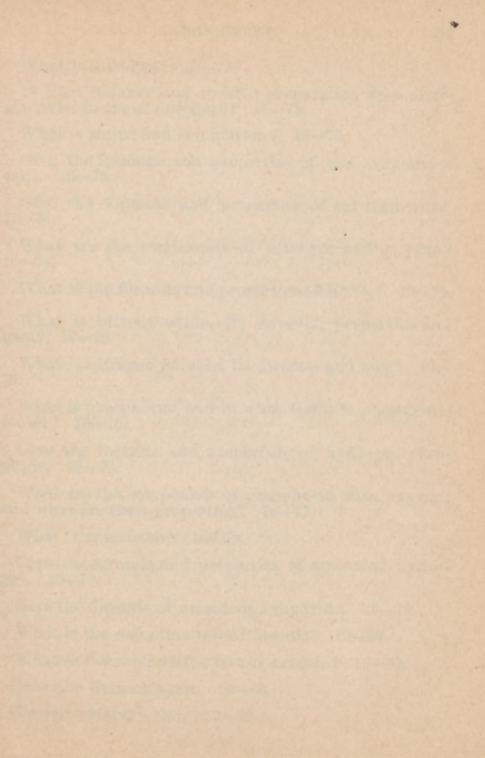
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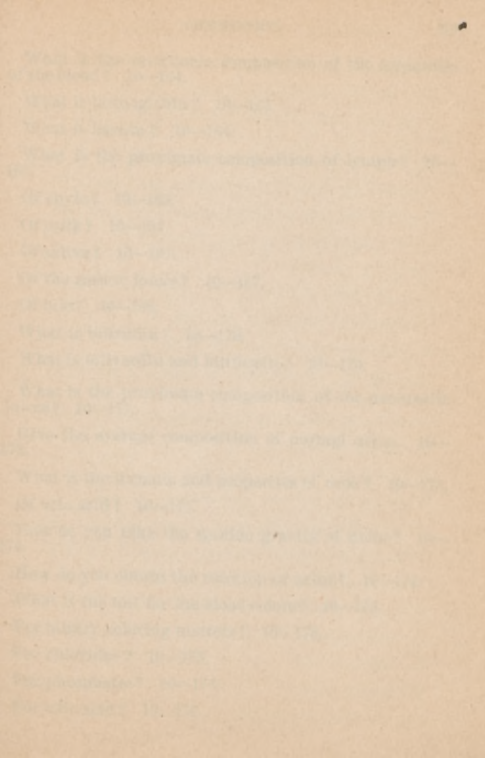
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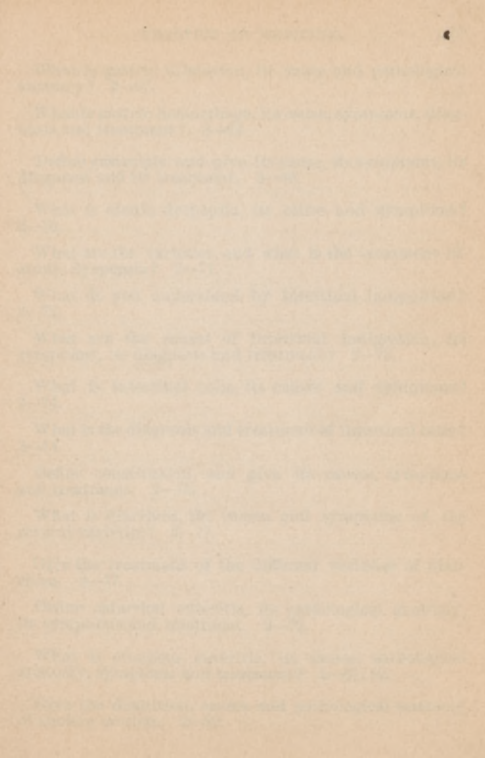
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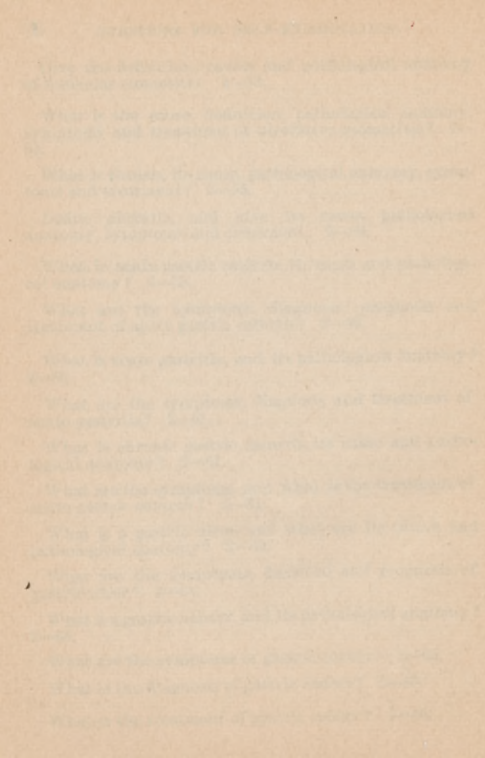
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CHAPTER I
 THE DISCOVERY OF AMERICA
 The first discovery of America was made by Christopher Columbus in 1492. He sailed from Spain in search of a westward route to the Indies. On October 12, 1492, he landed on the island of San Salvador in the West Indies. This event marked the beginning of European exploration and settlement in the Americas.

CHAPTER II
 THE EARLY YEARS OF THE COLONIES
 The early years of the colonies were marked by struggle and hardship. The settlers faced a hostile environment and a lack of resources. Despite these challenges, they established a foothold in the New World and began to develop their own societies.

CHAPTER III
 THE GROWTH OF THE COLONIES
 The colonies grew rapidly in the 17th century. The population increased, and the economy diversified. The settlers began to assert their rights and demands for self-government, leading to a period of increasing tension with the British authorities.

CHAPTER IV
 THE STRUGGLE FOR INDEPENDENCE
 The struggle for independence reached its climax in the American Revolutionary War (1775-1783). The colonists fought for their right to self-determination and the establishment of a new nation. On September 17, 1783, the British evacuated New York City, and the Continental Congress fled to Lancaster and York, Pennsylvania, before finally settling in Philadelphia.

CHAPTER V
 THE FOUNDING OF THE UNITED STATES
 The United States was founded on September 17, 1783, with the signing of the Treaty of Paris. This treaty recognized the independence of the United States and established its boundaries. The new nation was born, and the path was set for its future development.

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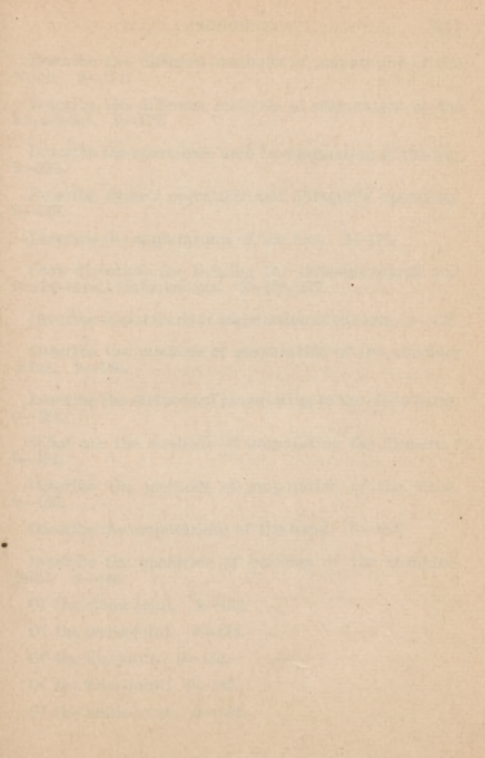
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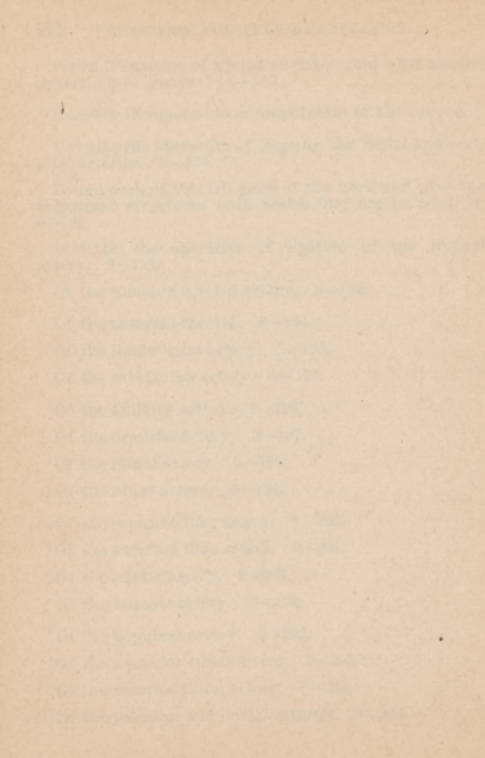
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1. The first thing I did was to
go to the office and see
what was going on. I found
that the work was not
going on as well as it
should. I then went to
the bank and saw the
manager. I told him
that I was the new
manager and that I
wanted to see what
I could do to improve
the work. He told me
that the work was
not going on as well
as it should because
the men were not
working hard enough.
I then went to the
factory and saw the
men. I told them
that I was the new
manager and that I
wanted to see what
I could do to improve
the work. They told
me that they were
not working hard
because they were
not paid enough.
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because they were
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THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY

REPORT ON THE PROGRESS OF RESEARCH
DURING THE YEAR 1954

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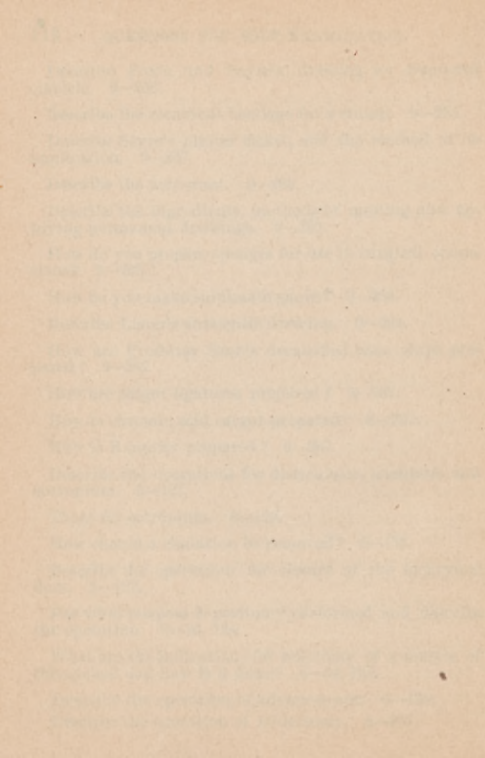
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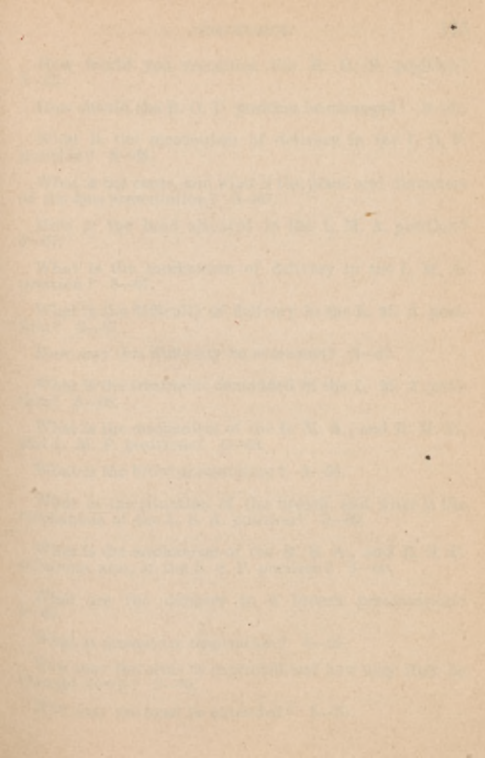
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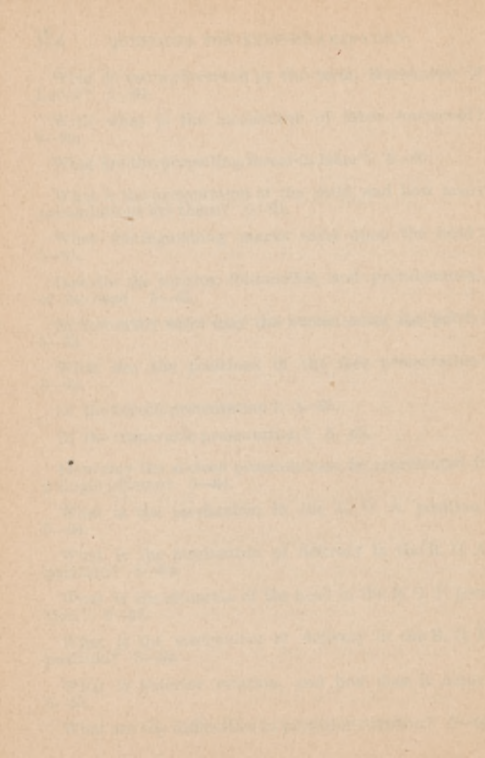
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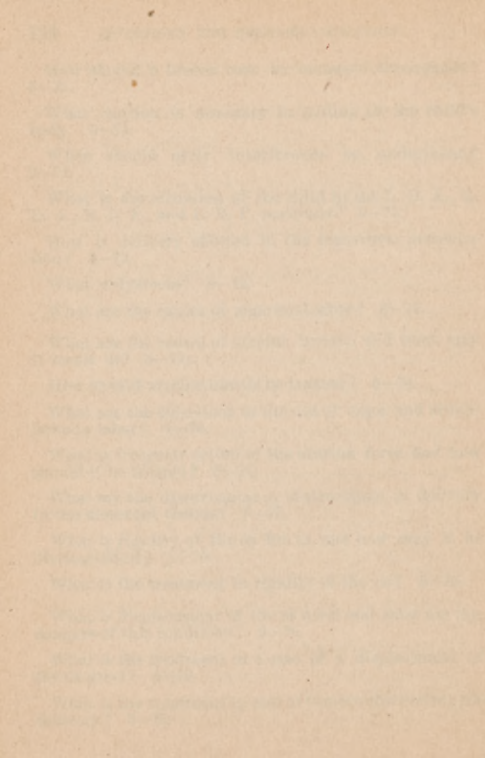
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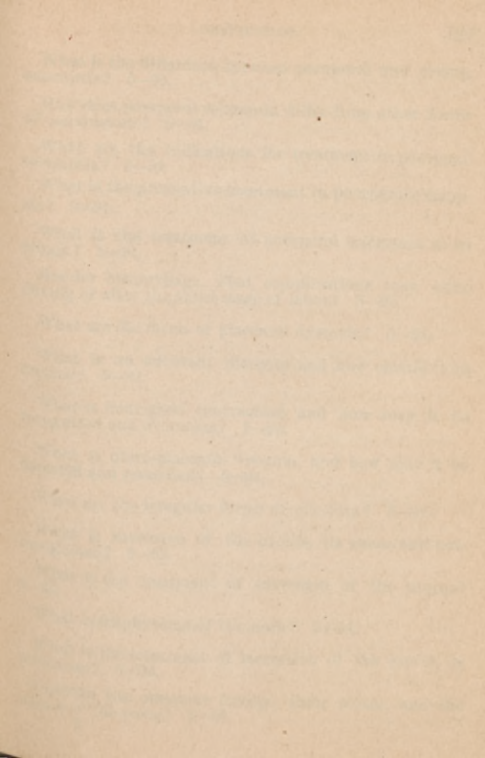
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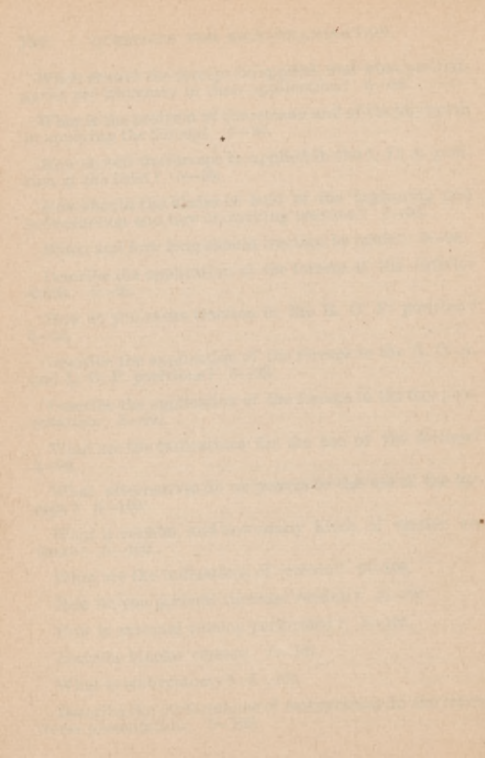
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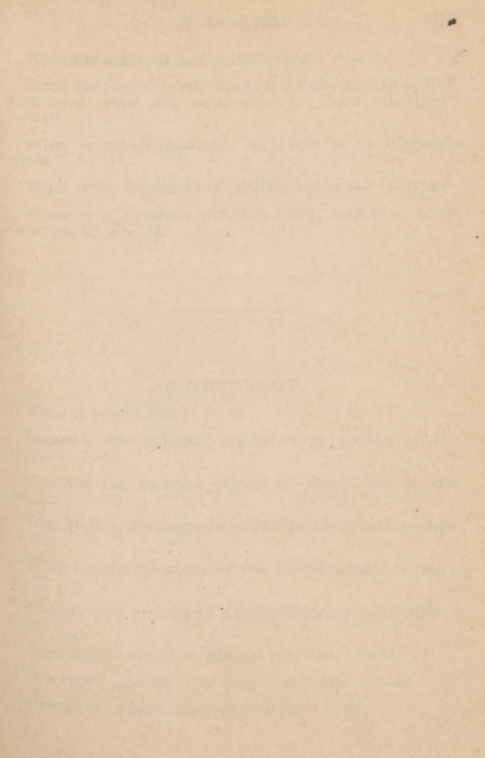
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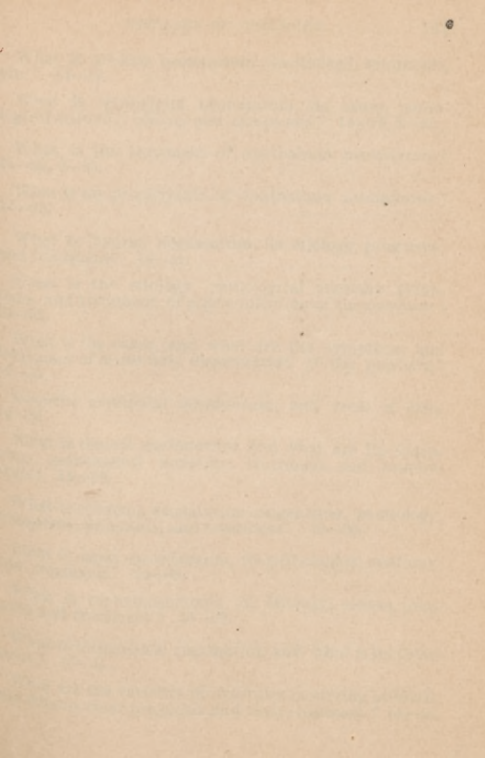
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
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