FUNCTIONAL HUMAN ANATOMY

James E. Crouch

THIRD EDITION

Functional Human Anatomy

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THIRD EDITION



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Functional Human Anatomy

to my wife, Mary, for her patience and understanding

I express my deep appreciation to the thousands of people who have used the first two editions of *Functional Human Anatomy*. Because of their support, I am privileged to continue to extend my teaching efforts beyond the formal classroom setting. I am particularly grateful to those who have presented in writing their comments and constructive criticisms of the book. This third edition will be better as a result of their active interest and participation.

The present edition retains the same approach and philosophy as the first and for that reason the *Preface* to the first edition is repeated here and should be read carefully.

The major changes in the third edition are as follows:

- 1. The illustrations have been carefully reviewed and an effort has been made toward more uniformity and greater clarity in presentation and labeling. Color has been added where needed for emphasis. Some new illustrations have been added and a few old ones replaced or modified. We have been fortunate to have the services of Mrs. Martha Lackey who not only is a skilled illustrator but has a capacity for approaching the material from a student's point of view.
- 2. Minor additions and changes have been made in Chapter 1, *Point of View*, and in Chapter 3 on the *Basis of Structure and Function* in which the section on the cell has been largely rewritten and brought up to date with improved illustrations.
- 3. The chapters on the nervous system and organs of general and special sense have been

placed after the chapter on skeletal muscles. Making the information on nerves available early in the book should aid in the understanding of function in the maintenance systems of the body. The nervous system chapter has been divided into four chapters.

- 4. The circulatory system has also been broken into four chapters for ease of handling in the educational process.
- 5. The endocrine system has been completely revised to bring functional concepts up to date.
- 6. "Readings" have been added at the end of each chapter. Major works in anatomy such as *Gray's Anatomy* are useful in the study of any chapter but are not repeated in all chapters.

I am indebted to Martha Lackey for her outstanding illustrations and full cooperation and to Dr. Roger Marchand for his careful reading of the manuscript, constructive criticism, and positive suggestions. Also, I thank Mrs. Helen Morris and Mrs. Jackie McClanahan for their typing and editorial help.

I continue to appreciate and enjoy the privilege of working with the editors and staff of Lea & Febiger, Publishers. Their humane attitude, cooperation, confidence, and support make this work pleasant and professionally rewarding. I particularly thank John F. Spahr, George H. Mundorff, and Thomas J. Colaiezzi, with whom I have worked closely.

As author I assume full responsibility for any errors or omissions in the book. They should reflect in no way upon those who are mentioned in this preface or in the preface to the first edition as having had a part in the project.

JAMES E. CROUCH

PREFACE TO FIRST EDITION

"Anatomy is destiny" is a phrase which came to mind frequently during the writing of this book. The truth in this statement of Sigmund Freud's is apparent to one who sees anatomy as encompassing the whole range of structure from subatomic particles to gross anatomical organization. While an elementary textbook of Human Anatomy certainly cannot presume to range over such a broad area, it should try to help students to see the potential and feel the challenge that is, in reality, there. In living anatomy, in the broad sense, is found the basis of all function. In living and dead bodies or in their fossil remains is revealed the life of both the present and the past, and, indeed, the means or mechanism for seeing into the future.

While any beginning course in Human Anatomy must be largely descriptive, engaging the student in dissection and memorization, it need not be only this. Certainly, the interrelationships of the structure of the body and the general functions of its organs and systems should receive repeated mention and emphasis. In addition, excursions into histology, embryology, and comparative anatomy at appropriate points in a course can add interest because they give meaning to the anatomy of man. Embryology and comparative anatomy in particular enable us to see man as continuous with all of nature and at the same time to emphasize his unique characteristics. If human anatomy can be taught with these overtones, it not only can give the student a knowledge and understanding of his own structure, but can help him to formulate a philosophy of life. It is the aim of this book to bring this added dimension to the study of human anatomy.

The systematic rather than the regional approach to anatomy is used in this book. It involves the students in fewer difficulties and is more appropriate for the majors in physical and health education, nursing, physical and occupational therapy, and art, as well as for others who take this course. Each system is discussed in sufficient depth to give a good basis for physiology, kinesiology, and other sciences into which the students may go for further training. Also, it should serve well medical and dental students as a means for either quick preview or review of the body. No effort has been made to emphasize one system more than another.

The first chapter, called "Point of View," sets the philosophical tone of the book, defines and classifies man, and states some of the problems of our day. It suggests how man, using his unique characteristics, has created these problems and how he might resolve them or be destroyed. Chapter Two is a consideration of basic terminology, while Chapter Three reviews in a very minimal way protoplasm and the cell as the basis of structure and function. Although students should have biology as a prerequisite to human anatomy, experience indicates that a brief review is helpful.

A short presentation of descriptive embryology constitutes the fourth chapter. It carries the individual through the period of the embryo and lays the foundation for further discussion of

development in the chapters dealing with the body systems. If an instructor or a student does not wish to include this material, it is so arranged that it can be easily excluded from assignments. It is my belief however, that some knowledge in this field enhances one's understanding of adult structure.

A chapter called "Organization of the Body" completes the introductory part of the book. It deals primarily with histology, although it describes the organization of cells into tissues. tissues into organs, and organs into systems. It names and describes briefly each system. Histology, like embryology, is also made a part of the discussion of the anatomy of each system, thus keeping it constantly before the student. It leads naturally into a consideration of the integumentary system.

Comparative anatomy receives no special chapter consideration, although it is woven into the whole fabric of the book. It makes the student constantly aware of his evolutionary past and suggests again his own position in the stream of life.

Each chapter is concluded by questions which are arranged in the same sequence as the material presented in the chapter. They thus serve as a review and a means of emphasizing important points, enabling the student to evaluate his progress in anatomy.

The terminology throughout the book, with few exceptions, is based upon the International Nomenclature adopted by the International Congress of Anatomists meeting at Paris in July 1955. The most important terms for the student are printed in boldface type for emphasis and in many cases alternate terms or the old terminology are given in parentheses and in italics after the more acceptable names. This seems a necessary service to the student since the old terminology so often is found in reference books which are still widely used.

The great majority of the illustrations were drawn specifically for this book and therefore relate closely to the text material. Some of them are quite complex, attempting to show important relationships; others, as many of those on the muscular system, are simplified to emphasize action. Where the labeling on a given illustration goes beyond the text material, those labels which are most important to the beginning student are printed in boldface type.

A glossary is placed at the end of the book. It provides help in pronunciation of terms and gives their derivation and meanings as well. Since anatomy is in part a study in language, the student should get into the habit of using regularly this section of the book.

It is with pleasure that I acknowledge my indebtedness to the many who have contributed directly or indirectly to the general body of knowledge of anatomy from which one draws so heavily in the writing of a book. Among them are the works of Gray, Cunningham, Morris, Sobotta, Spalteholz, and Grant, I also acknowledge the help, encouragement, and inspiration which I have received from my colleagues in zoology, biology, nursing, and physical education and from the many students who have studied anatomy with me.

Special recognition and thanks go to those who have read parts of the manuscript and have given the benefit of their constructive criticisms: the late Dr. Gordon Tucker, Dr. Charles L. Brandt, Dr. Mabel A. Myers, Dr. Fred W. Kasch, Dr. Gerald Collier, and Dr. Harry H. Plymale. Leon L. Gardner, M.D., read the entire manuscript and made many constructive suggestions. John R. Blake, M.D., read the chapter on the circulatory system. Their help is deeply appreciated.

Four of my students-Jo Ann Smith, Mary Bevington, Linda Wood, and Roger Marchandread parts of the manuscript. Jo Ann Smith,

Mary Beyington, and Marilynn Boland did most of the typing. To each of them I give my thanks.

For the illustrations I am indebted to Mr. Joseph M. Yuhasz, Mrs. Martha B. Lackey, Mrs. Loretta Douglass, Dr. James Koevenig, Mr. Kenneth Raymond, and Mr. Al Rowen for their excellent work. I am particularly appreciative of the efforts of Mrs. Lackey who entered the project late, but who enabled me to complete the book within a reasonable time. Mr. Bruce Lightheart and Mr. Roger Marchand provided the photomicrographs and I appreciate their contributions to the book.

The illustration on page 20 is from Vesalius.

San Diego, California

Andreas, Icones anatomical, 1934, New York, courtesy of the New York Academy of Medicine.

It was Dr. Charles Moritz who encouraged me to write this book and his company. Lea & Febiger, who furnished the necessary support, cooperation and confidence. I acknowledge with thanks the opportunity which they have made available to me.

If there are errors or omissions in the book, I alone assume full responsibility for them. They should reflect in no way upon those who are mentioned as having had a part in the project.

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