

INTRODUCTION TO
PHYSIOLOGICAL
AND
PATHOLOGICAL
CHEMISTRY

L. Earle Arnow **NINTH EDITION**

INTRODUCTION TO PHYSIOLOGICAL AND PATHOLOGICAL CHEMISTRY

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**INTRODUCTION TO
PHYSIOLOGICAL AND
PATHOLOGICAL CHEMISTRY**

To

Jennie and Pete

*Who have encouraged me anew many times
during the writing of this book*

Preface

It is true, I believe, that most teachers of a chemistry course uniquely choose the topics for their lectures, assignments, and quiz sessions. Thus, no textbook, unless written by the teacher, is likely to contain only the material covered in the course. Under these circumstances, what type of textbook will be most useful to the teacher and to the student? I think the ideal general purpose textbook should meet the following criteria:

1. It should be constructed as a series of short discussions, identified by side titles. Some of these necessarily will contain information indispensable to a coherent, meaningful course of study. But others can be omitted, if the instructor chooses, without interrupting a logical flow of information. For example, discussion of the periodic table can be omitted if teaching time is limited. This particular suggestion will shock some teachers, because this topic is a cornerstone of the usual chemistry course. But, truthfully, it will be rare indeed for a practitioner in one of the health fields to have any need for it.

2. Many brief discussions illustrating the application of chemistry to health and medicine should be included. The teacher then can suggest that these paragraphs be read, perhaps even with the promise that questions about them will not appear on examinations. If they *are* read, they can be very useful in convincing a too often unbelieving student that chemistry really is useful and even essential in understanding the health and clinical problems arising daily in the work of professionals who deal with patients.

3. Some information taught in other courses, but logically a part of biochemistry, should be included because it serves as an instant source of reference. For example, kidney function and hormones will be studied in courses in physiology and pathology; vitamins and nutrition will be dealt with in nutrition and dietetics; and acid-base balance will be discussed in physiology and medicine. It is almost impossible to teach a course involving biochemistry without referring to these topics. Hence, curious students, especially the better ones, can and will use profitably accounts of these subjects, even if they are not discussed specifically in the teacher's lectures.

4. The writing style should be clear and explanations should be simple and understandable. Ideally, the discussions should be clear enough so that a student who misses a lecture, or who fails to record or remember parts of one, can gain the information easily by reading the text.

5. Finally, the information in the text should be pertinent and up to date. Recent controversial topics, however, should be omitted, or if their potential importance justifies including them, they should be clearly labeled as controversial.

I have attempted to meet these criteria ever since I wrote the first edition of this textbook, which appeared in 1939. The fact that it has been useful to teachers and students for more than a third of a century is evidence that I may have succeeded, certainly in part if not completely.

The major difficulty in generating enthusiasm for chemistry in students who wish to work in one of the health professions is their seemingly almost unanimous belief that the subject has little relationship to clinical medicine. As a freshman medical student I had the same belief, but as a senior medical student I wished, sometimes almost fervently, that I could then restudy the preclinical sciences, including biochemistry, because of my discovery of their fundamental importance and relationship to clinical science—and to the management of patients. That is why I have included so many clinical applications in this book.

Some topics not included in the previous edition have been added to this one. They include discussions of the three laws of thermodynamics; gases and the gas laws; bonding in metals; molecular orbitals and the isoelectronic principle; a classification of the hyperlipoproteinemias in terms of their possible role in coronary heart disease; prostaglandins; connective tissue proteins; copper deficiency in human infants; complement; neurohumeral transmitters; erythropoietin; and the new regulations for the labeling of packaged foods.

There is now much interest in acid-base balance, and an expanded discussion of this topic is included. Related to this are more lengthy accounts of water balance and electrolyte imbalances. The description of diabetes mellitus has been updated. The now recognized immediate role of the intestinal cells in digestion is explained. The table of chemical compounds of blood and their alterations in disease has been revised extensively.

All through the book there are new or revised brief discussions. The International System of Units (SI) is mentioned and the liter (which is not a fundamental unit of the SI system) is defined as 10 cubic decimeters. Only a few subatomic particles are discussed. Any attempt to describe the 300 or so other subatomic particles now known would be out of place. Some of the units of measurement used in radiology and in research with radioisotopes are defined.

In recent years many chemists have adopted a symbol for the benzene ring (\odot) that differs from the classical one (\bigcirc). Both symbols are found in important chemical journals, such as the *Journal of the American Chemical Society*. But I have observed that important *medical* journals, including the *Journal of the American*

Medical Association, still publish the classical form. So, although many chemical texts now use the new symbol, I have retained the older one.

Carnitine and carnitine deficiency myopathy; the relationship of dipalmitoyllecithin to hyaline membrane disease of the newborn; mucopolysaccharides as exemplified by hyaluronic acid and chondroitin sulfate; the extranuclear DNA found in mitochondria and chloroplasts; reverse transcription as a process utilized by the RNA viruses; new potential therapeutic uses of calcitonin; a completely rewritten discussion of proteins in muscular contraction; secondary hypoparathyroidism; aldosteronism; and the importance of T cells and B cells in immunology are examples of topics discussed for the first time or in rewritten form.

The discussions of vitamins D and E have been largely rewritten. The most active form of vitamin D (perhaps *the* active form), 1,25-hydroxycalciferol, is included, and renal rickets is explained. The complete lack of evidence for the present extravagant claims for the utility of vitamin E is emphasized.

The appendix has a revised table of atomic weights, numbers, and symbols, and a table giving the names and shorthand symbols for the naturally occurring amino acids.

Mrs. Jane G. Lenahan, a member of the staff of the General Diagnostics Division of Warner-Lambert Company, is an expert in the field of clinical laboratory procedures used in hematology. She has been kind enough to furnish recent information about blood clotting and I have used it to revise this section of the book. I am grateful to her.

Mr. James Skillman of the Warner-Lambert Research Institute drew the new diagrams illustrating the changes that occur in glycolysis and in muscular contraction.

Finally, I am grateful to my wife, Jennie, who has accepted without complaint the many hours devoted to revising this book—hours that otherwise would have been shared with her.

L. Earle Arnow

Contents

PART ONE INTRODUCTION TO CHEMICAL SCIENCE

1 Introduction, 3

Katharine Densford Dreves, R.N., B.A., M.A., D.Sc., LL.D.

Recommended method of study, 3

Definitions, 4

Why do we study chemistry, 4

The scientific method, 5

2 Metric system, 7

International system of units, 7

Centigrade temperature scale, 7

Units of length, 7

Units of weight, 8

Units of volume, 10

3 Chemical substances, 14

Physical and chemical changes, 14

Simple and compound substances, 15

Elements and compounds, 15

Factors influencing the activities of substances, 16

Factors affecting the speed of chemical reactions, 16

4 Atoms and molecules, 18

Atomic theory, 18

Mass and weight, 18

Atomic weight, 18

Atomic numbers, 19

Molecules, 19

Molecular weight, 19

Subatomic particles, 20

The Bohr structure of the atom, 21

The quantum mechanical concept of atomic structure, 23

Isotopes, 28
Van der Waals forces, 28

5 Chemical shorthand and the concept of valence, 30

Atomic symbol, 30
Formula for the compound, 30
Concept of valence, 31
Structural formula, 33
Chemical equation, 33
Radicals, 36
Prediction of the products of reaction, 36
Relationship between valence and atomic structure, 36

6 Periodic table and some important elements, 39

Periodicity of the elements, 39
Modern periodic table, 39
Hydrogen, 40
Alkali metals, 42
Alkaline-earth metals, 42
Boron and aluminum, 42
Silicon, tin, and lead, 43
Nitrogen, phosphorus, arsenic, antimony, and bismuth, 45
Sulfur, 46
Halogens, 47
Noble gases, 47
Copper, silver, and gold, 48
Zinc and mercury, 48
Iron, 49
Precious stones, 49

7 Oxygen, 51

Occurrence, 51
Discovery of oxygen, 51
Preparation, 51
Properties, 52
Vital importance, 52
Burning, 53
Kindling temperature, 53
Extinguishing fires, 53
Importance of oxygen gas in everyday life, 54
Commercial uses of oxygen, 54
Use of oxygen in therapy, 54
Problem of the rusting of iron, 54
Oxides, 55

8 Water, 57

Occurrence, 57
Physical properties of biological importance, 57

Reaction with metals, 58
Reaction with oxides, 59
Hydrates, 59
Hydrolysis, 60

9 Energy transformations, 61

Energy conversions, 61
Measurement of energy, 61
Chemical energy, 62
Energy production from foods, 62
Thermodynamics, 62

10 Solutions, 66

Solvent and solute, 66
Solutions with liquid solvents, 66
Factors influencing solubility, 66
Types of solution, 67
Freezing and boiling points of solutions, 67
Methods of expressing concentration, 67
Surface tension, 69
Interfacial tension, 70
Surface-active substances, 70
Emulsions, 70
Osmotic pressure, 71
Colloidal dispersions, 72
Dialysis, 72
Colloid osmotic pressure, 73
Adsorption, 73
Chromatography, 74
Gases, 74

11 Acids, bases, and salts, 77

Inorganic and organic compounds, 77
Definitions, 77
Indicators, 77
Acids, 78
 General properties of acids, 78
 Physical properties of acids, 81
 Rules for naming acids, 81
Bases, 81
 General properties of bases, 81
 Physical properties of bases, 82
 Rule for naming bases, 82
Salts, 82
 General properties of salts, 82
 Salts responsible for hard water, 84
 Acid salts, 84
 Rules for naming salts, 85

12 Ionization, 87

Electrolytes and nonelectrolytes, 87
Strong and weak electrolytes, 87
Osmotic pressure of electrolytes, 87
Theory of ionization, 88
Conduction of an electric current by electrolyte solutions, 89
Acids and bases in water solution, 90
Salts in water solution, 91
Physiological importance of ions, 91
Equilibrium in electrolyte solutions, 92
Water as an electrolyte, 93
pH notation, 94
Importance of pH control, 95
Buffers, 96

13 Chemical bonds, 98

Electrovalence and the nature of ions, 98
Covalence, 98
Hydrogen bond, 100
Resonance bonding, 101
Bonding in metals, 102
The quantum mechanical picture of the chemical bond, 103
Molecular orbitals, 105

14 Oxidation and reduction, 109

Oxidation-reduction reactions, 109
Metathetic reactions, 109
Electron transfers in oxidation-reduction reactions, 109
Oxidizing and reducing agents, 110
Importance of oxidation-reduction reactions in medicine, 110

15 Nuclear chemistry and atomic energy, 113

Natural radioactivity, 113
Bombardment with charged particles, 115
Bombardment with neutrons, 116
Atomic energy, 117
Nuclear fusion, 119
Nuclear fusion for energy, 119
Use of radioactive elements as tracers, 120
Radioactive fallout, 125

16 Introduction to organic chemistry, 126

Sources of organic compounds, 126
Importance of organic substances, 127
Comparison of organic and inorganic reactions, 127
Carbon as an element, 127
Important properties of the carbon atom, 128
Use of structural formulas in organic chemistry, 129

Saturated and unsaturated compounds, 130
 Characteristic groups, 131
 Divisions of organic compounds, 131

17 Aliphatic organic compounds, 133

Hydrocarbons, 133
 Saturated aliphatic hydrocarbons, 133
 Unsaturated aliphatic hydrocarbons, 135
 Reaction of hydrocarbons with oxygen, 136
 Reaction of hydrocarbons with halogens, 137
 Hydrocarbon radicals, 138
 Alcohols, 138
 Types of alcohol, 138
 Comparison of alcohols and inorganic hydroxides, 139
 Reactions with oxygen, 139
 Some important alcohols, 140
 Aldehydes and ketones, 141
 Reactions, 141
 Important aldehydes, 142
 Important ketones, 142
 Organic acids and salts, 143
 Typical organic acids, 144
 Esters, 144
 Important esters, 145
 Ethers, 146
 Amines, 147
 Chelates, 149

18 Isomerism of organic compounds, 152

Chain or nuclear isomerism, 152
 Geometric or *cis-trans* isomerism, 152
 Tautomerism or dynamic isomerism, 153
 Position isomerism, 154
 Optical isomerism, 154
 Summary, 158
 Isomerism of compounds related to coprostane, 158

19 Cyclic organic compounds, 162

Cycloparaffins or naphthenes, 162
 Aromatic compounds, 163
 Aromatic hydrocarbons, 163
 Benzene, 163
 Other important aromatic hydrocarbons, 166
 Oxygen derivatives of the aromatic hydrocarbons, 168
 Aromatic alcohols, 168
 Phenols, 169
 Naphthols, 171
 Alkylated phenols, 172
 Aromatic aldehydes, 172
 Aromatic ketones, 173

- Quinones, 174
- Aromatic acids, 175
- Aromatic amines, 176
 - Primary aromatic amines, 176
 - Secondary aromatic amines, 177
 - Tertiary aromatic amines, 178
- Dyes, 178
- Heterocyclic compounds, 180
 - Heterocyclic compounds with 5-membered rings, 180
 - Heterocyclic compounds with 6-membered rings, 182
 - Heterocyclic compounds with condensed rings, 183
 - Other heterocyclic compounds, 184
- Alkaloids, 186

PART TWO **PHYSIOLOGICAL AND PATHOLOGICAL CHEMISTRY**

20 Nature of enzymes, 193

- Chemical nature of enzymes, 193
- Speed of enzyme action, 193
- Enzyme specificity, 194
- Proenzymes, 194
- Activators, 194
- Coenzymes, 195
- Inhibition of enzymes, 195
- Nomenclature, 197
- Classification of enzymes, 197
- Oxygenases, 197
- The energy power plant of animal cells, 198
- Microsomes, 203
- Autolysis, 204
- Diseases of enzymic defect, 204
- Isozymes, 204
- Lysosomes, 206
- Cyclic AMP, 207

21 Chemical nature of lipids, 209

- Types of lipid, 209
- Types of fatty acid, 209
- Soaps, 209
- Chemical nature of fats, 212
- Oils, 213
- Hydrogenation of fats, 213
- Acrolein test, 213
- Rancidity of fats, 214
- Phospholipids, 214
- Glycolipids, 215
- Waxes, 215
- Sterols, 215

22 Metabolism of lipids, 217

- Summary of fat digestion, 217
- Anabolic products of fatty acids, 217
- Functions of depot fat, 219
- Catabolism of fatty acids, 220
- Ketone bodies, 220
- Causes of ketosis, 221
- Transport of lipids from the intestine to the tissues, 222
- Changes in the liver, 222
- Changes in adipose tissue, 223
- Functions of phospholipids, 223
- Cholesterol metabolism, 225
- Obesity, 227
- Lipid storage diseases, 229
- Prostaglandins, 230

23 Chemical nature of carbohydrates, 233

- Types of carbohydrate, 233
- Hexoses, 233
- Fermentation, 235
- Pentoses, 236
- Disaccharides, 236
- Some important polysaccharides, 237
- Glycosides, 240
- Photosynthesis, 240

24 Metabolism of carbohydrates, 245

- Summary of carbohydrate digestion, 245
- Fate of fructose and galactose, 245
- Glycogen formation, 245
- Blood sugar level, 246
- Glycolysis, 247
- Pentose shunt, 249
- Tricarboxylic acid cycle, 249
- Metabolism of nerve tissue, 253
- Conversion of carbohydrate to fat, 253
- Energy of carbohydrate oxidation, 253
- Protein-sparing action of carbohydrate, 253
- Action of epinephrine, 253
- Functions of insulin, 253
- Glucagon, 256

25 Chemical nature of proteins, 259

- Types of protein, 259
- Isoelectric point, 260
- Amino acids, 261
- Structure of proteins, 265
- Methods of making proteins insoluble, 265

- Protein solvents, 267
- Color reactions of proteins, 267
- Hemoglobin, 268
- Methemoglobin, 269
- Carbon monoxide poisoning, 269
- Myoglobin, 269
- Connective tissue proteins, 270
- Muscular contraction, 270

26 Metabolism of proteins, 273

- Summary of protein digestion, 273
- Anabolic products of amino acids, 273
- Essential amino acids, 273
- Amino acid catabolism, 273
- Urea, 274
- Formation of ammonium salts by the kidneys, 274
- Ammonium salts in blood, 276
- Energy of protein catabolism, 276
- Creatine and creatinine, 276
- Anabolism of hemoglobin, 277
- Catabolism of hemoglobin, 277
- Special transformations of certain amino acids in the body, 280
 - Glycine, 280
 - Cystine, 280
 - Tyrosine, 281
 - Histidine, 283
 - Methionine, 283

27 Nucleic acids and the code of life, 286

- The chemical structure of nucleic acids, 286
- Nucleosides and nucleotides, 287
- The structure of DNA, 288
- Messenger RNA, 289
- Nature of the genetic code, 291
- Transfer RNA, 293
- Ribosomes, 295
- Genetic repressors, 297
- Viruses, 298
- Anabolism of purines, 299
- Synthesis of adenine and guanine, 299
- Catabolism of adenine and guanine, 301
- Anabolism of pyrimidines, 302
- Catabolism of pyrimidines, 303

28 Chemistry of the digestive tract, 305

- Teeth, 305
- Caries control by fluoridation, 306
- Saliva, 308
- Gastric juice, 308

Secretin and cholecystokinin-pancreozymin, 311
Pancreatic juice, 311
Bile, 314
Intestinal digestion, 315
Enterogastrone, 316
Bacterial action in the intestine, 316
Feces, 317

29 Inorganic metabolism, 319

Water, 319
Sodium bicarbonate, 321
Sodium chloride, 322
Calcium, 322
Phosphorus, 323
Potassium, 324
Iron, 325
Iodine, 326
Fluorine, 326
Copper, 326
Stimulating and depressing ions, 328
Cation balance in body fluids, 328

30 Blood and cerebrospinal fluid, 330

Transport of oxygen to the tissues, 330
Transport of carbon dioxide to the lungs, 331
Acid-base balance, 336
Plasma proteins, 340
Blood clotting, 344
Nonprotein nitrogen, 351
Blood sugar level, 352
Plasma lipids, 352
Some important inorganic components, 352
Cerebrospinal fluid, 353

31 Urine, 356

Formation of urine, 356
Water balance, 358
Fluid imbalance, 359
Sodium imbalance, 359
Potassium imbalance, 359
Collection of urine for analysis, 360
Volume of urine, 360
Color of urine, 361
Specific gravity of urine, 361
Reaction of urine, 362
Composition of urine, 362
Abnormal components of urine, 362
Urine sediment, 364