

ANN HALEY MACKENZIE, DEPARTMENT EDITOR

## HEALTH

**Lung Cancer Myths, Facts, Choices—and Hope.** By Claudia I. Henschke, Ph.D., M.D., Peggy McCarthy, and Sarah Wernick. 2002. W.W. Norton & Company (ISBN 0-393-32498-2). Paperback. \$16.95.

This book offers volumes of information about one of the deadliest types of cancer, lung cancer. Aside from the subject matter, what makes this book different from all the other cancer books is that it is written for the layperson, student, and scientist alike. The book is an invaluable tome for recently-diagnosed patients, people at risk of developing cancer, and care givers. It gives a concise description of the risk factors, diagnosis, and treatment of lung cancer. But as stated in the title, the writing goes beyond the description and definition of the disease. The book is written to help the patient and family make choices regarding medical care.

ANN HALEY MACKENZIE, *Book Reviews Editor*, is an Associate Professor at Miami University, Oxford, OH, and teaches classes in *Inquiry Life Science*, and *Methods Science for Adolescent and Middle Childhood Majors*. She is also involved in developing a *Science Teaching, Ethics, and Society* course and infuses film and popular culture within all of her classes. MacKenzie taught at the secondary level for years and is a former Ohio Teacher of the Year. She has also consulted for National Geographic, BSCS, American Physiological Society, PBS, Harvard-Smithsonian Center for Astrophysics and AAAS. Her predominant passion is how popular culture impacts the science knowledge of children. As a result, she developed a web site linking science concepts to film clips ([www.flickclip.com](http://www.flickclip.com)). Her address is: Teacher Education, Miami University, 279 McGuffey Hall, Oxford, OH. 45056; e-mail: [mackenh@muohio.edu](mailto:mackenh@muohio.edu).

The depth and breath of the subject matter make this an ideal book for the classroom. It can be used and referenced for a variety of scientific topics such as anatomy and physiology, genetics, health, and medical ethics. The diagrams are easy to interpret. Charts and data tables are clear and concise. The authors include Internet Web sites for more information about lung cancer, support groups, and research groups.

The chapters are heavy with sage advice such as "If you decide to be tested, be sure your test is state of the art." This advice is followed by the latest developments in testing, surgery, chemotherapy, radiation therapy, and complementary and alternative therapies. The chapters assist students in bridging real life applications to classroom theory.

Peppered throughout this book are messages of hope and inspiration by (and to) suffering patients and families. I found the patient reflections intriguing. Personal thoughts such as "I was diagnosed at age 36. None of this fit me." or "Some were dying and there were tough situations, but it wasn't discouraging" are good starting points for dialogue among students. These excerpts also provide a basis for student research papers into the pathology and psychology of the disease state.

As teachers, we tend to forget that it is necessary to teach the sciences with humanity. The gentle approach of the book offers hope for patients and families, especially when it considers quality issues and practicalities of living life with lung cancer. It provides practical

advice on becoming an advocate for oneself or for a loved one. The style of the book suggests to the student that although we are living in a technological age, we still need to deal with science, and specifically disease management, using the human touch.



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TEACHING  
METHODOLOGY

**Images from Science, An Exhibition of Scientific Photography.** School of Photographic Arts and Sciences (Eds.). 2002. Cary Graphic Arts Press (ISBN 0-9713489-9-6). 144 pp. Paperback \$19.99

*Images from Science* is a superb collection of photographs representing various science disciplines including astronomy, biology, geology, engineering, oceanography, and physics. It is an excellent scientific teaching resource that will afford teachers the opportunity to incorporate interdisciplinary and cooperative learning techniques, and will be extremely valuable to visual learners. Further, the vivid photographs are intriguing and will allow students to visualize an endless variety of patterns in the universe.

Many biological concepts can be introduced using the photographs. Two examples include a study of photoreceptors using photographs of *Arabidopsis thaliana* in