

From the editor



Katherine Judge

“People love doing science. That is, people love finding out that they can do science. And that is people rather than children”

Tom Briggs, Bletchley Park, page 12

I decided to put together a special supplement on Science Communication following my family visit to a Science Weekend at Butlin's in April this year. The weekend enthused and excited me so much that I had to put something into action, to convey what I'd learnt from my visit.

As a child at primary school in West Sussex we visited museums from school. I remember the visits. The museums had interesting parts to them but were lacking in the visual, tactile and interactive displays that we've come to appreciate and enjoy from the museums of today.

I enjoyed the visits but found cases of minerals with name tags boring and uninspiring. I couldn't connect with the subject or understand why I needed to know about these minerals.

Today, museums are more stimulating, subjects are conveyed using more images, more context and there's more interaction for the visitor meaning that the visitor becomes more engaged. We're never too old to discover new things and as science and technical communicators, we're continually learning as part of our jobs. Let's pass on this enthusiasm to the next generation and get children interested in STEM (Science, Technology, Engineering and Mathematics). We can all reap the rewards from interactive, well-written text and visual pictorial displays. These displays appeal to children and adults by capturing imagination and helping the reader to understand a topic in more depth.

In this issue, we have an article from Tom Briggs at Bletchley Park who explains why science spans the generation gap. Tim Clabon looks at engaging the public in science and environmental issues. Kenny Webster from the Science Museum looks at how they bring science to the people. Alice Barber shares her experiences of dissecting organs for the general public. Julian Stander, Luciana Dalla Valle and Mario Cortina Borja explain how they've put together detailed statistics and finally Tony De Saulles answers questions about his work as a science illustrator for the Horrible Science book series. Don't forget to read the articles on pages 3 and 4 as well.

Enjoy reading the supplement and help me to continue to including STEM articles in *Communicator*.

And, as Kenny Webster (page 14) has said, I'm a museum person. Are you? And, if not, will this supplement, inspire you to become one? **C**

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3 Bringing Science to life

Julian Highfield, Butlin's Minehead



STEM weekends are now offered at Butlin's to inspire families to get involved with science.

4 Inspirational scientific communication

Alison Peck, ISTC President



Looking at the 'S' of ISTC, to find out what technical communicators can learn a lot from our scientific counterparts.

5 Engaging the public

Tim Clabon, Senior Production Technologist.



Exploring the various methods used to engage the public in science and environmental issues.

8 Questions and answers with a science illustrator

Tony De Saulles, freelance designer, writer and illustrator



The illustrator of the Horrible Science series, explains his background and how he illustrates scientific subjects.

12 Science is ageless

Tom Briggs, Bletchley Park



How do you solve problems in a family group? Together? Does the junior school child take charge or does the adult?

14 What does Outreach mean to the Science Museum?

Kenny Webster, Science Museum



Looking at who visits the Museum and how the Museum visits schools, national and international events, bringing science to the people.

16 Dissections in At-Bristol Science Centre

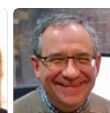
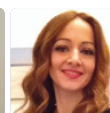
Alice Barber, At-Bristol



Sharing a case study describing how science information is presented to varied audiences about facilitating conversations around human biology.

19 Sentiments, surnames and so long EU

Julian Stander, University of Plymouth; Luciana Dalla Valle, University of Plymouth; and Mario Cortina Borja, University College London



Communicating topical statistics.