Igor2h/Shutterstock.com

LIMONCELLO AND THE SCIENCE OF EMULSIONS 12

How can you make oil and water stay mixed? A scientist's curiosity about a lemon liqueur has revealed how to do this – with some promising industrial applications.

Interested in submitting your own article? See: www.scienceinschool.org/submit-article

EDITORIAL

Hannah Voak
Editor
Science in School
editor@scienceinschool.org

Shorter days and cooler weather signal that it's time to turn back the clocks, marking the end of daylight saving time. The darker evenings can knock our body clocks out of sync, taking a few days to readjust. Plants, too, suffer consequences to changing light conditions, so in this issue a biologist reveals the latest research into plant circadian clocks, by answering the curious question 'Do plants get jet lag?' (page 8).

With falling temperatures, we will soon be spending more time indoors. But after reading a chemist's account of the air pollution inside our homes (page 16), perhaps you will reconsider. Elsewhere in this issue, find out what a study of the Italian liqueur limoncello can tell us about emulsions (page 12), investigate the science behind sunscreens (page 37), and discover a visually exciting alternative to the standard experiments for finding an empirical formula (page 26).

As you might have seen, we are currently conducting our own research of sorts. Over the summer, we invited you – our readers – to take part in a survey about *Science in School*, on behalf of our publisher EIROforum. Thank you to everyone who shared their views to help shape the future directions of the journal. Look out for an update in the next issue.

And, finally, are your students curious about careers in science? For inspiration, we have a variety of career-focused articles to highlight the vast range of possibilities that are open to them. Go behind the scenes at one of Europe's largest laboratories to explore some of the less visible roles that make science happen (page 23), find out about an interactive project that bridges the gap between classroom science and research scientists (page 31), and read about the collaborative career path of a synchrotron scientist, who is using powerful techniques to study ancient works of art (page 20).

We hope these resources will help your students to explore rewarding careers in science – and perhaps join the next generation of STEM professionals.

Hannah Voak