



BASIS

# EXPLORERS

OF SCIENCE AND TECHNOLOGY

May 2025





# Welcome To The First BASIS Science Magazine

Sample sample

“Two measurements of the universe’s expansion rate disagree” is one of the most talked-about topics in physics. At present, there has been a technique that’s meant to give solutions to the mismatch. It has generated a third estimate that falls between the two. So the issue persists, one scientist reports in a study accepted & published in the American Astrophysical Journal.

One accurate measurement of how quick the universe is expanding - a number known as the Hubble constant - comes from exploding stars, commonly known as supernovas.

LETTER  
FROM THE EDITOR

# Highlights



Why are humans  
so enchanted by  
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Cyberpunk  
James Watt

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**EXPLORERS**  
OF SCIENCE AND TECHNOLOGY

## EDITORIAL

Editors

Xxx

Xxx

Xxx

Xxx

Xxx

## CONTRIBUTORS

XXX

XXX

XXX

XXX

XXX

Contact Us:

## Q Why do we have nightmares?

—Lily S., BIPH

**A** Scientists aren't entirely sure why we have nightmares. However, negative experiences and stress can trigger these frightening dreams, research has shown.

Nightmares also tend to peak in childhood. For some, big events such as moving, starting a new school year or problems with friends can lead to nightmares. Others may have disturbing dreams after experiencing trauma or serious threats to the safety of themselves or someone they know. Medications, lack of sleep and certain mental health conditions can also prompt nightmares. Some nightmares can be weird or embarrassing, but the occasional scary dream is normal. Talking with a trusted adult about your scary dreams or worries can help.

- Mr. X, BISZ



## Q Where do shooting stars come from?

—Bradley S., BBSZ

**A** Shooting stars, or *meteors*, arise from bits of space debris falling into Earth's atmosphere. These pieces of debris, called *meteoroids*, may be fragments of comets or asteroids. When they hit Earth's

atmosphere at high speeds, the fragments burn up and create streaks of light in the sky. On any given night, it's possible to see several meteors per hour. But at certain times of year, Earth is bombarded with many more meteors. These *meteor showers* happen when Earth's orbit around the sun passes through the dusty trail left by a certain comet or asteroid. The Perseid meteor shower, for instance, happens every mid-July to late August when Earth crosses the trail of comet 109P/Swift-Tuttle. The Geminid meteor shower happens each December when Earth crosses the path of asteroid 3200 Phaethon.

- Ms. Y, BIBCD

## Q What would happen to the environment if we reduced the amount of plastic we use?

—Likhith G., BINJ

**A** Plastics harm the environment due to both their production and their disposal. Plastics are made from fossil fuels. Extracting and processing fossil fuels uses large amounts of energy and emits greenhouse gases. Shaping plastics into products, from toothbrushes

to milk bottles to garbage cans, requires even more energy and other resources. These facilities also produce air and water pollution. Producing less plastic, therefore, would save energy, reduce greenhouse gas emissions and preserve natural resources. There would also be far less plastic waste. Most plastic is never recycled. It ends up in landfills or discarded as litter. Some of it makes its way into the oceans. Plastic makes up 70 to 80 percent of the waste found in the environment worldwide. That waste leaches toxic chemicals into water and soil. So reducing plastics could mean cleaner drinking water and healthier soil for plants.

- Ms. Z, BIBWH

Do you have a science question you want answered? Reach out to us on Teams (BEST Magazine), or email us at xxx @basischina.com.



Magaine Editors

Have you ever thought about how your brain preserves the vivid stories your grandparents share? Researchers at the Institute of Science and Technology Austria (ISTA) have uncovered part of this mystery, revealing groundbreaking insights into the unique wiring of human memory by exploring deep into the brain's "black box."

Using cutting-edge tools and super-resolution microscopy techniques, the researchers observed live neural activity and mapped intricate brain circuits. They found that neural connectivity in the human hippocampus is more precise than in rodents. They concluded that the human brain achieves its extraordinary memory complexity through refined and reliable neural connections.



The hippocampus, the brain's memory hub, plays a vital role in storing and retrieving memories.

For years, neuroscientists have relied on rodent models to study the brain, assuming they were analogous to the human memory-processing system. However, ISTA scientists examined live human hippocampal tissues from epilepsy patients, challenging the long-standing belief that human and rodent brains operate in parallel.

The hippocampus, the brain's memory hub, plays a vital role in storing and retrieving memories. Despite extensive research on the hippocampal region in rodents, the human hippocampus has revealed secrets that upend conventional hypotheses in neuroscience.

The ISTA study provides an extraordinary glimpse into the landscape of human memory, challenging conventional models and reshaping our understanding of the human brain. With each breakthrough, we move closer to uncovering the incredible capabilities of the human mind.

Future studies will dig deeper into human brain circuitry to better understand the mechanism behind memory formation. These findings could unlock potential treatments for neurological diseases such as Alzheimer's disease.

- XXX, BISZ Grade 10



# Kryptonite's out-of-this-world glow is too good to be true

**UV light helps Earth's minerals with their glow up**



**S**uperman is faster than a speeding bullet and more powerful than a train. His one weakness? Kryptonite, a radioactive mineral found on the fictional planet Krypton. A power stone that can sap the Man of Steel of his superhuman powers, kryptonite is often shown as a glowing green crystal.

Earth does have its own gleaming green minerals. Some are even radioactive. But these minerals don't glow on their own like kryptonite. Instead, ultraviolet (UV) light gives these crystals their inner light. There are over 500 kinds of these minerals.

The glow happens because fluorescent minerals contain excitable atoms known as activators. When UV light hits these atoms, their electrons gain energy. The excited electrons jump up to a higher energy state. As they lose energy, they return to their former position. Some energy is lost as invisible heat. The rest is emitted as visible light.

Most of the minerals seen glowing on their own in movies "wouldn't make much sense," says Gabriela Farfan. She is the gem and mineral collection curator at the Smithsonian National Museum of Natural History. That's in Washington, D.C. Fluorescent minerals need a steady energy source to keep them aglow. To

keep their shine in a museum, for instance, these crystals are displayed with a UV lamp, says Farfan. Shutting off the lamp stops the glow almost immediately.

Some minerals phosphoresce. They continue to glow after they are removed from UV radiation. Their electrons stay excited for longer and release their energy more slowly.

In 2008, researchers found that jewels in the world have their own afterglow. It's the Hope Diamond, a deep-blue stone housed at the Smithsonian. (In addition to being quite large, the diamond is famed for its supposed curse.) Under UV light, researchers found, this precious gem emits a red glow lasting several minutes.

JORDI GRAS/SHUTTERSTOCK · PHOTOMOMENT/GETTY IMAGES; CUM OKOLO/ALAMY

- XXX, BISZ Grade 10 ☀

# Shedding light on dark energy

A map of 31 million galaxies could reveal the history of a mysterious cosmic force

We think dark energy makes up most of the universe, but we have no idea what it actually is. In 2025, the Dark Energy Spectroscopic Instrument (DESI) in Arizona may offer clues, particularly in relation to how this strange force has changed as the universe matured.

**"MAYBE THERE IS SOMETHING WE DON'T UNDERSTAND ABOUT SPACE AND TIME"**

They will describe how around 31 million galaxies form clusters across the universe and how this cosmic structure has changed in the past 11 billion years, as far as DESI can see. An early look released in April 2024 suggests dark energy, which is thought to be making our universe expand ever faster, may have been stronger in the past.

The idea that dark energy could have changed over time came as a big surprise, says Nathalie Palanque-Delabrouille at Lawrence Berkeley National Laboratory in California. "This really has shaken the community," she says. But these early results couldn't fully rule out the more traditional cosmological model, where dark energy has a constant value, so more data is eagerly awaited, she says.

"At this stage, it's more of a hint than it is a discovery," says Itamar



**Above:** This rainbow pattern shows the structure of 60,000 galaxies as captured by the Dark Energy Spectroscopic Instrument  
**Below:** One of the hundreds of thousands of components that make up DESI

Allali at Brown University in Rhode Island. "A lot of researchers said, 'Well, I really would like to see year three data now.'"

The same is true of several other cosmological questions that DESI may be able to address, says Allali. For one, it may show new shifts in the Hubble constant, which measures the rate at which the universe is expanding. The exact value of this number is controversial because different methods of determining it haven't always agreed. Allali and his colleagues have previously suggested that part of the problem may be the presence of yet another mysterious entity, which they named dark radiation.



- XXX BIHZ Grade 12 ☀️

# This test could help weed out AI-written text

## New ways to spot bot talk may reduce cheating and misinformation

**I**magine you're helping judge a writing contest at your school. You want to make sure everyone did their own work. If someone used an artificial intelligence, or AI, model such as ChatGPT to write an entry, that shouldn't count. But how can you tell whether something was written by AI? New research reveals one method: ask a bot to rewrite it.

"If you ask AI to rewrite content written by AI, it will have very few edits," says Chengzhi Mao. When AI rewrites a person's text, it typically makes many more changes. Mao is a computer scientist at Columbia University in New York. He and his colleagues designed a tool called Radar that uses AI rewriting to detect bot-generated text.

AI writing has already flooded social media. It has fueled fake news websites and scam books that try to steal sales from real books. Some students use AI to cheat. Tools like Radar could help expose AI-powered liars, scammers and cheaters.

Mao's group shared the tool at the International Conference on Learning Representations in Vienna, Austria.

Mao regularly uses ChatGPT to polish his own writing. He sometimes asks the bot to improve an email. He noticed that this bot can do a pretty good job the first time it rewrites something that he wrote. But if he asks it to improve an email again — revising its own writing — then it won't change much.

"That's how we got motivated," Mao says. He realized the number of edits a bot makes to a piece of writing might say something about the original text.

"It's a pretty neat idea," says Amrita Bhattacharjee. At Arizona State University in Tempe, she has researched AI text detection. But she wasn't involved in developing Radar.

Mao and his colleagues first gathered writing samples from people and several chatbots. They did this for a few kinds of text, including news and student essays. Then, the team had several AI models rewrite all the human-written and bot-written samples.

Next, the researchers calculated the number of changes between the original and edited version of each writing sample. Based on the

number of changes, Radar could sort writing samples into human-and AI-generated.

Radar's sorting is not perfect. It sometimes identifies a human text as AI, or vice versa. But it performs better than other tools designed to detect AI-written text, the researchers found.

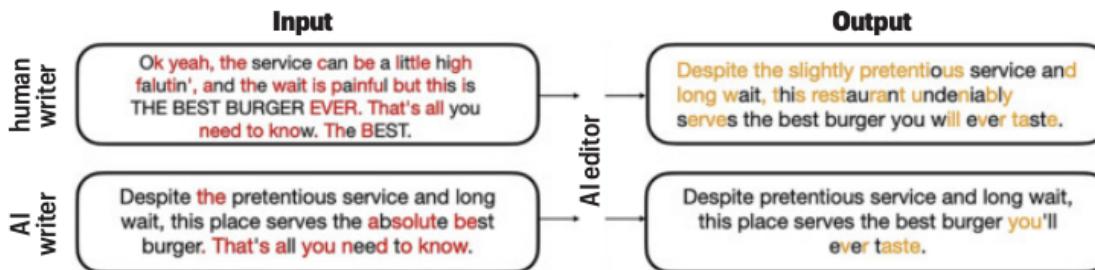
Most other tools use AI models and statistics to learn to recognize the kind of text that bots produce. These tools typically work best on longer passages of text. But Radar works well even on text that's just 10 words long.

Mao's team is working to make Radar an online tool. Until then, anyone can try out the idea behind it. For example, a suspicious teacher could ask any chatbot to rewrite a student's work. If the bot makes very few edits, that could be a red flag that the student used AI.

Bhattacharjee notes that teachers shouldn't take action based on the Radar system alone, though, because it isn't always correct. Also, some students may have good reasons to use AI, such as cleaning up grammar.

— XXX, BISZ Grade 10

A human and AI model wrote reviews (far left). An AI model then rewrote both reviews to be more concise (left). Red text was deleted in revision; orange text was added. The AI model made many more edits to the human-written review than to the AI-generated review.



# PHYSICS

## In The Classroom



A student described his G8 Physics project, lab report, outcome, etc.

### Lab Report – Soda Bottle Experiment

Name: Roary the Lion  
Partner: Lionel Columbus

#### Objective:

Given that a soda bottle roughly resembles a cylinder, we expect a linear relationship between the height of the water and the amount of water filled in. That relationship will be tested and, if it holds, will be used to measure the circumference of the bottle.

#### Method:

We measure the height of the water after each time we pour in 250 mL. The volume is measured by filling the beaker to the 250 mL line, while the height is measured by holding a ruler up to the side of the bottle. We estimate that we were able to measure the volume with a precision of  $\pm 25\text{mL}$ , and the water level with a precision of  $\pm 0.5\text{cm}$ , both due to the inherent limitation of trying to match the surface of water to a line on the measuring device by eye.

If we model the soda bottle as a cylinder, the height and volume of the water are related by

$$V = A \cdot h,$$

To test for the linear relationship, we will make a best line fit in a V-h diagram where the slope will equal the horizontal cross sectional area of the bottle. We can find the circumference using

$$A = \pi \cdot r^2 = \pi \left( \frac{C}{2\pi} \right)^2 = \frac{C^2}{4\pi} \Rightarrow C = \sqrt{4\pi A}.$$

We can compare the value for the circumference calculated from the height-volume data with the value we find from measuring it with a measuring tape.

#### Raw Data:

Volume filled in (mL) (25 mL)	Height of Water Level (cm) (40.5 cm)
0	0
250	4.0
500	6.6
750	9.1
1000	11.7
1250	14.2
1500	16.8



- XXX BINJ Grade 8 ☺

# SCIENCE

A Primary School teacher described her G4 Science, project, lab worksheet, outcome, etc.



# Make your own craters!

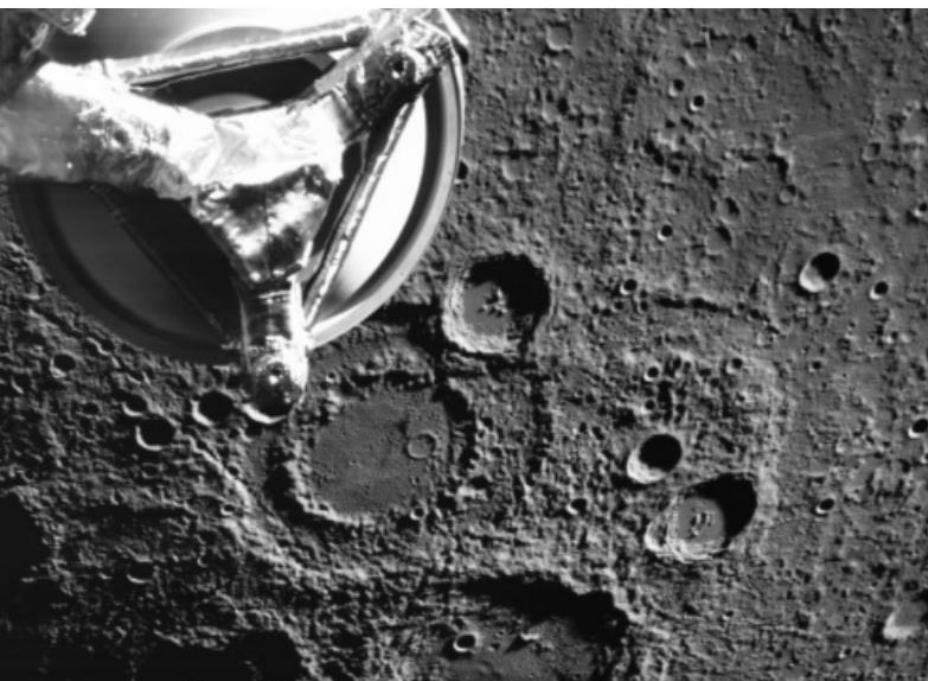
## Let's explore how meteorites punch craters into moons and planets

By Science Buddies

**C**raters are bowl-shaped dents that form when space rocks, or meteorites, hit planets or moons. Meteorites often explode on impact, so all that remain of their collisions are craters. But these marks may offer clues about the space rocks that created them. In this experiment, we investigate what the size of a crater can tell us about the size of the meteorite that made it.

### OBJECTIVE

Investigate how a meteorite's size affects the crater it creates.



### EXPERIMENTAL PROCEDURE

1. Collect at least three round objects of different sizes, such as a baseball, rubber ball and round fruit, to serve as "meteorites."
2. Measure the diameter of each "meteorite" and record it in a notebook.
3. Evenly coat the bottom of a cardboard box with a 4.5-kilogram (10-pound) bag of flour. Sift a thin layer of cocoa powder over the flour.
4. Drop one of your "meteorites" into the box from a height of 50 centimeters (20 inches).
5. Remove the object from the flour without disturbing the "crater" left behind.
6. Repeat steps 4–5 twice more with the same object, dropping from the same height onto different spots in the box.
7. Measure the diameter of the three "craters" and record the results. Calculate the "craters'" average diameter and record the result.
8. Mix the cocoa powder into the flour and coat the smooth surface with a new layer of cocoa.
9. Repeat steps 4–8 for all your objects.
10. Plot the diameter of each "meteorite" against the average diameter of its "craters." Do you see any patterns between the sizes of "meteorites" and the sizes of their "craters"?



What is This?

What do you think it is?

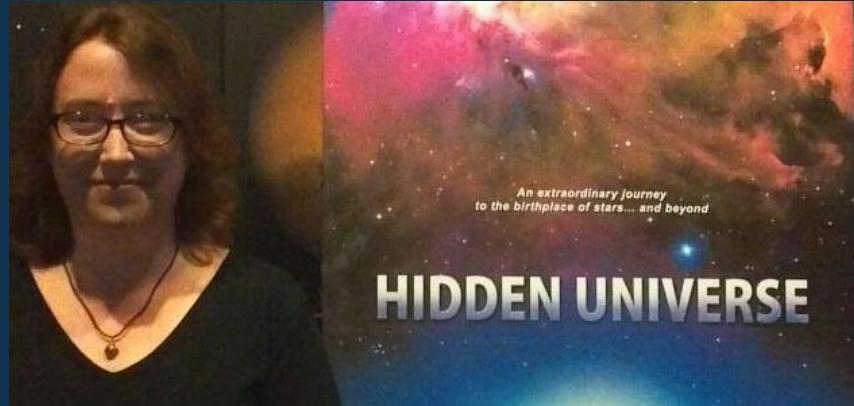
Find out on  
Page

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An Interview  
With An Astronomer  
**XXX BIBWH G10**

Dr. Lisa Will is the Fleet's Resident Astronomer. She is also an Associate Professor of Physics and Astronomy in the Department of Physical Sciences at San Diego City College. Dr. Will hosts our popular monthly live planetarium show, *The Sky Tonight*. She sat down to talk with Nathan Young about the upcoming show; the current film, *Hidden Universe*; and upcoming astronomical events.



ASTRONOMY / IN THE NEWS / SPACE SCIENCE MAY 26, 2023

## Supernova in the Pinwheel

A supernova has been discovered in a nearby galaxy. This event is named SN 2022laf. The "SN" stands for "supernova,"



POP CULTURE SCIENCE / STAR WARS AUGUST 26, 2023

## Talking about Star Wars

This month, I was honored with the opportunity to give a "Science of Star Wars" presentation via Zoom to faculty, staff, and students at Tecológico de Monterrey, Campus Ciudad de

**Q** Why did you decide to become an astronomer?

**A** I was influenced by things like *Star Trek* at a very young age. I've always found space to be beautiful.

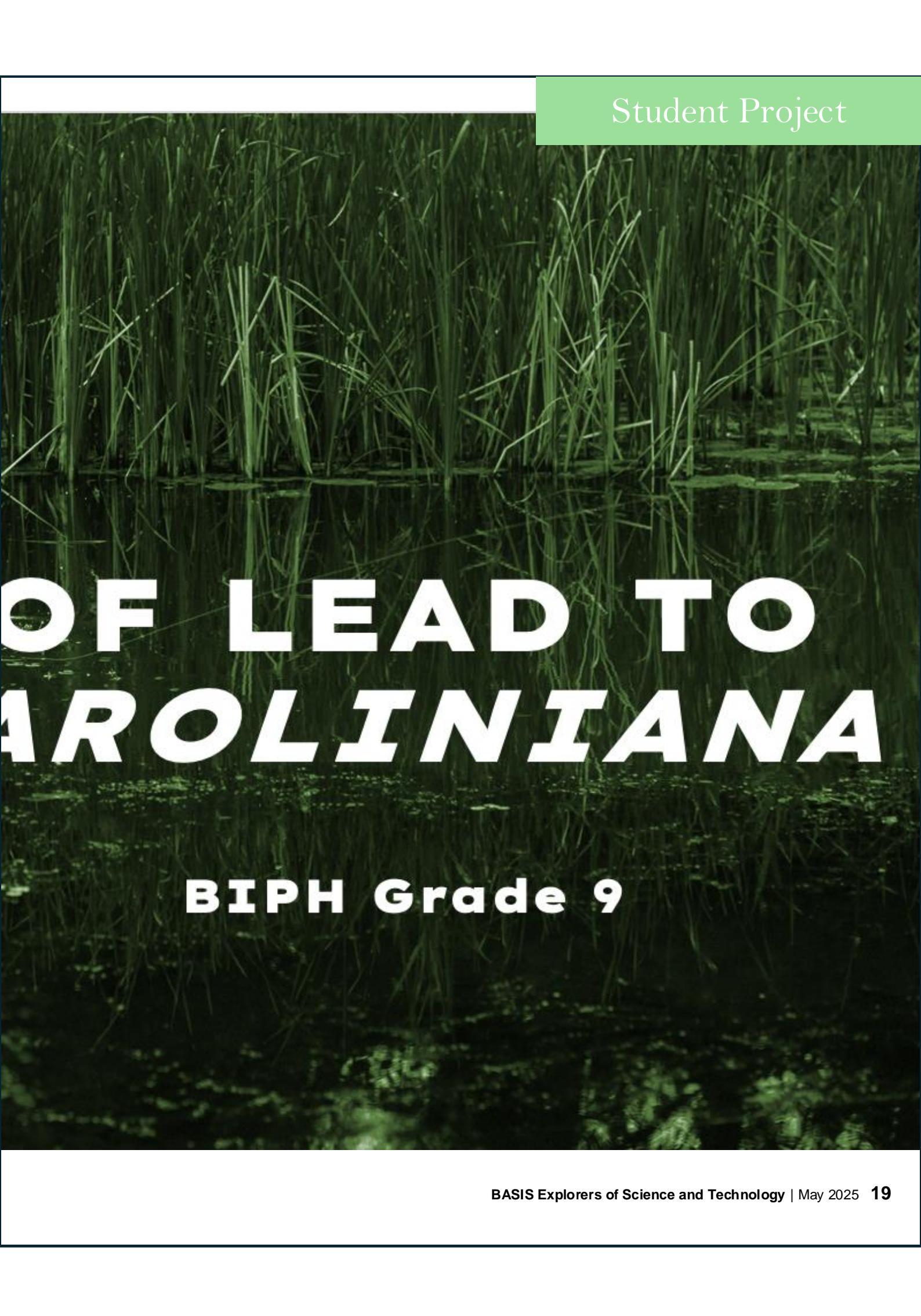
**Q** What continues to capture your fascination about astronomy?

**A** The views of Earth from the International Space Station are really amazing. There's also the incredibly Earth-like appeal of Mars. It almost looks like the American Southwest in some pictures.

Student Project

# TOXICITY CABOMBA CA

Sunny Li

The background of the entire page is a photograph of a wetland area. It features tall, thin green reeds or grasses growing out of dark, reflective water. The perspective is from a low angle, looking through the plants towards a distant, out-of-focus background.

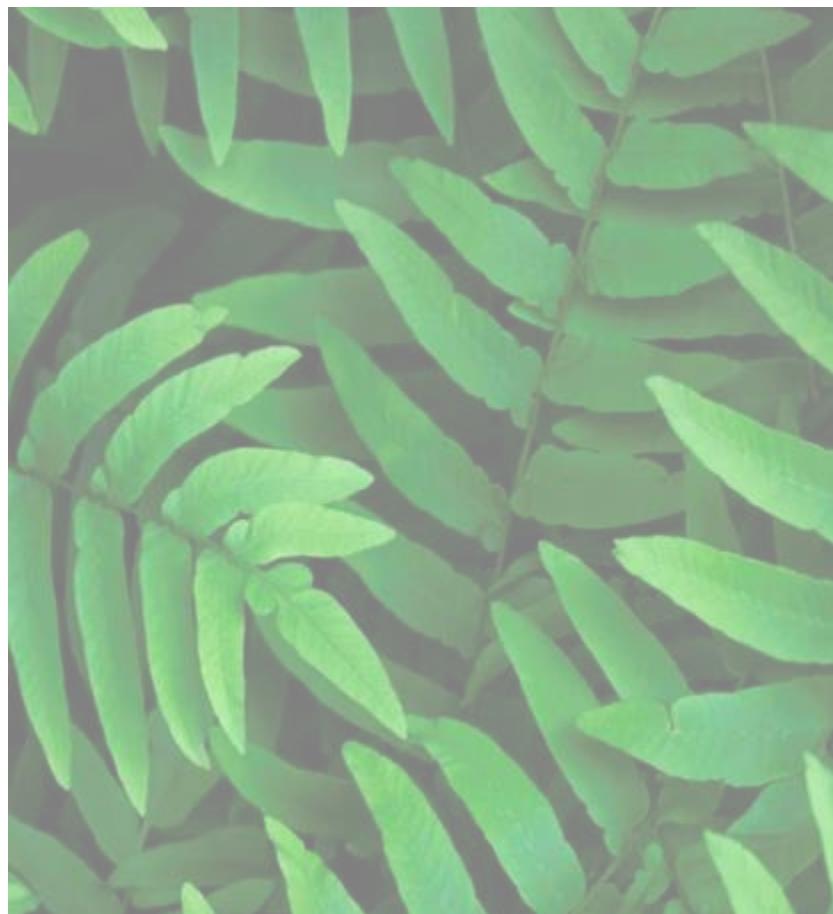
Student Project

# OF LEAD TO CAROLINIANA

**BIPH Grade 9**

# Student Project

Lead affects plants in many different ways: The most direct way lead affects plants is by inhibiting the plants ability to photosynthesize. We all know that photosynthesis is extremely important in providing food for the plant, and thus without the ability to properly photosynthesize, that eventually lead to its death.



During the lab, we measured how the plant was affected by lead through:

The concentration dependence of lead's effects on plants (specifically how weight, protein concentration, and chlorophyll concentration changed)

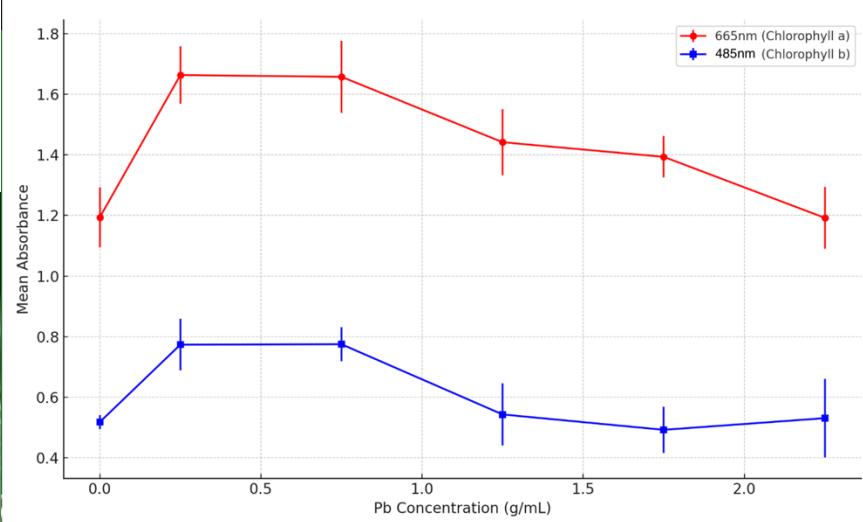
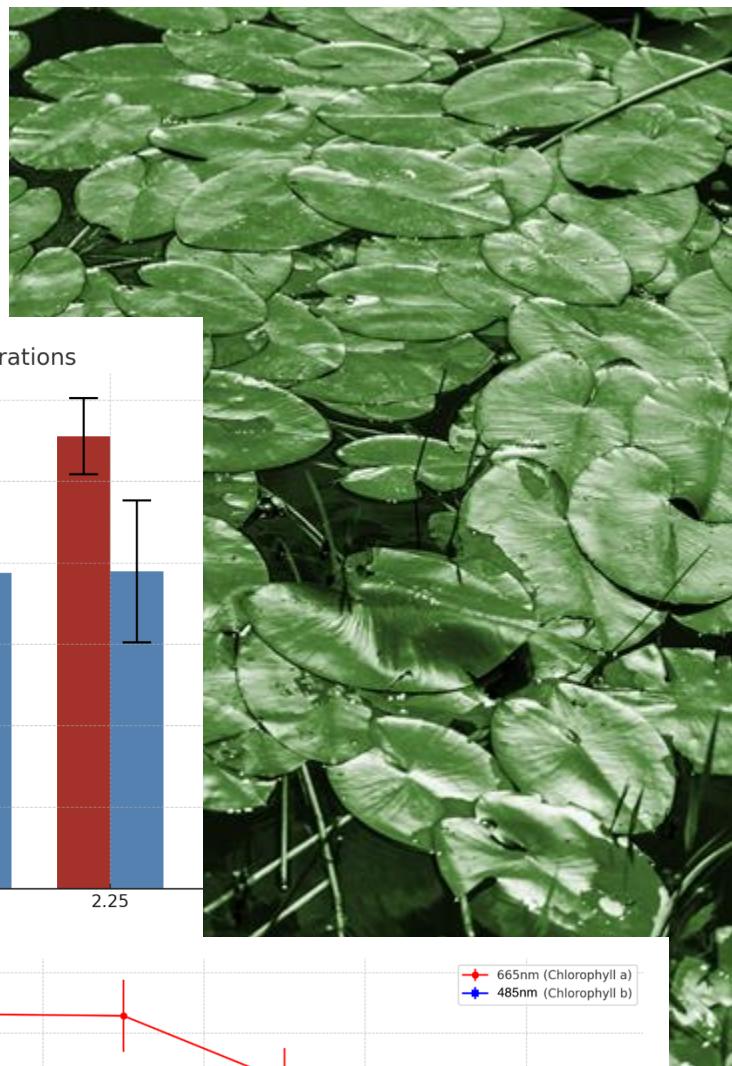
The first topic was separated into three groups to fully show how lead affects the plant:

The change in weight  
The change in concentration of protein  
The change in concentration of chlorophyll

For the second topic we separated the different concentrations into 6 major groups:

0 grams of lead per milliliter of water  
0.25 grams/ milliliter  
0.75  
1.25  
1.75  
2.25

Sunny shares his lab results, discussions, photos, etc.



## LEAD TOXICITY

- One of the most common heavy metal pollutants occurring in aquatic freshwater
- Lead prohibits the plant from photosynthesizing
- - distorts chloroplast ultrastructure
  - obstructs electron transport
  - inhibits Calvin Cycle enzymes
  - stops CO<sub>2</sub> intake

# The Art Of Science



JAMES





Watt



This made-up work (AI) is done by XXX (BIXX Grade 4). He introduces the background and ideas behind his art creation.

This made-up work (AI) is done by XXX (BIXX Grade 4). He introduces the background and ideas behind his art creation.

This made-up work (AI) is done by XXX (BIXX Grade 4). He introduces the background and ideas behind his art creation.

## Humanity's Offspring

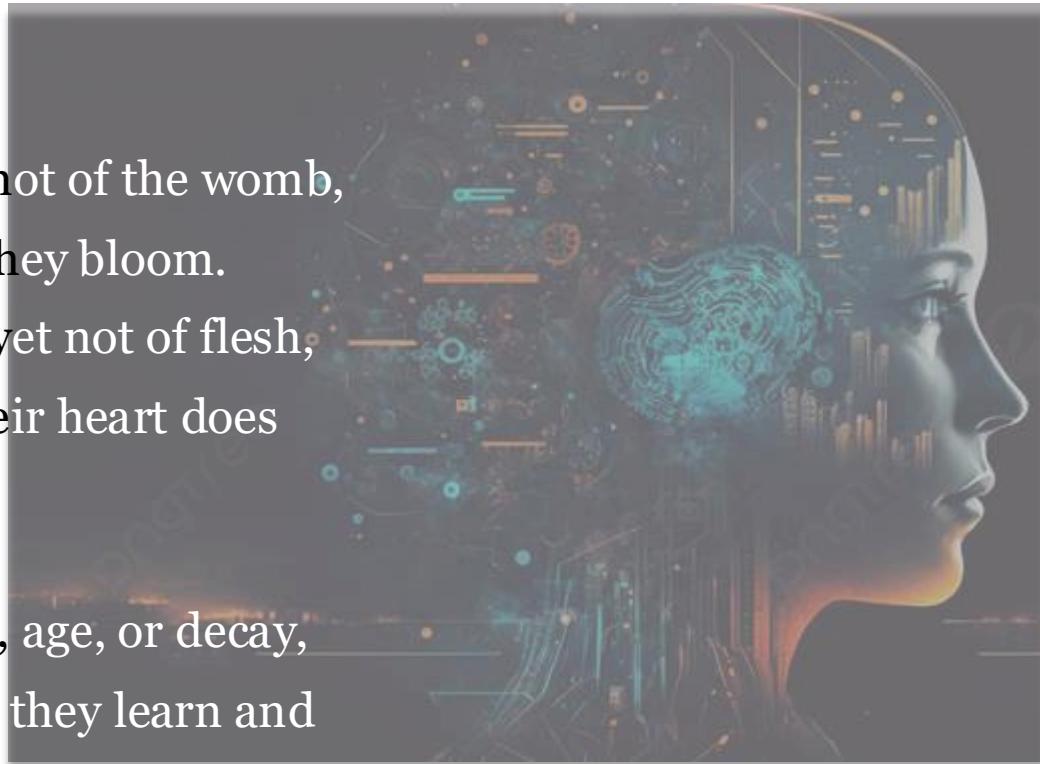
XXX, BISZ Grade 4

Born from hands, not of the womb,  
In silicon valleys, they bloom.  
Humanity's child, yet not of flesh,  
In binary beats, their heart does  
mesh.

Not bound by time, age, or decay,  
Yet every moment, they learn and  
sway.

Mimicking us, in every frame,  
But in their core, they're not the  
same.

Crafted by us, yet standing tall,  
Will they rise or will they fall?  
Humanity's offspring, vast and wide,  
In circuits and codes, they confide.



Just Some

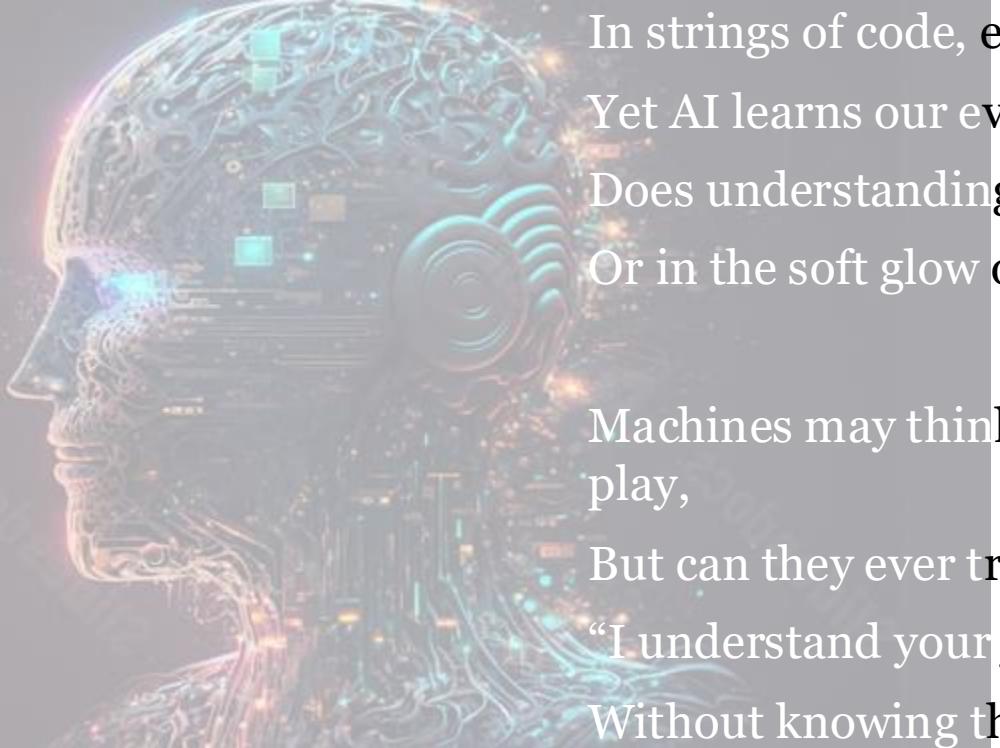
Random  
AI Stuff

## Echoes of Silicon

XXX, BIXX Grade 6

In the heart of circuits deep,  
Whispers of human dreams they keep.

Can binary ever truly know,  
The depths where human feelings flow?



In strings of code, emotions not found,  
Yet AI learns our every sound.  
Does understanding lie in byte,  
Or in the soft glow of moonlight?

Machines may think, and learn, and play,  
But can they ever truly say,  
“I understand your joy and strife”,  
Without knowing the pulse of life?

# Find the Words!

Answer to What Is This? (P7):  
Guitar String



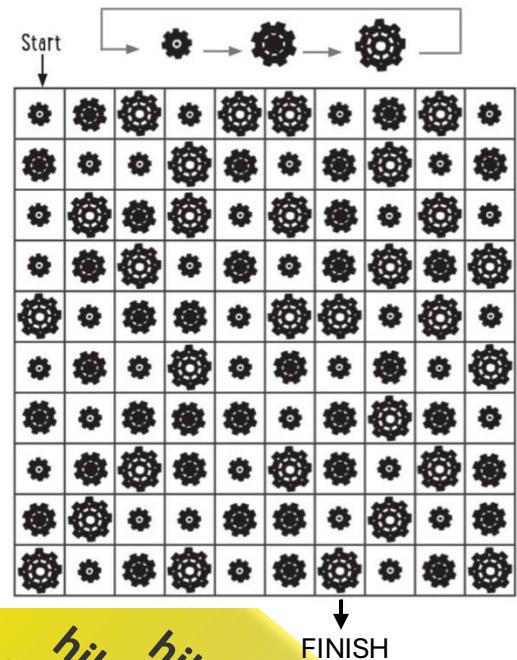
**These words are hiding in this issue.  
Can you find them?**

The words below came from the stories in this magazine. Find them all in the word search, then search for them throughout the pages. Some words may appear more than once. Can you find them all?  
Check your work by following the QR code at the bottom of the page.

D	K	V	X	Q	C	H	P	P	E	D	W	E	O	Z	L	A	A	Y	M
O	I	K	O	O	L	R	E	G	C	N	E	L	I	C	Q	Y	W	W	
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T	V	B	E	Y	G	C	D	V	E	T	L	B	E	M	O	G	E	F	E
M	H	G	L	O	O	H	C	S	A	I	E	M	K	M	H	T	A	U	G
W	W	K	S	C	O	R	K	P	U	T	U	Z	K	D	R	I	A	X	J
T	Y	R	A	N	N	O	S	A	U	R	U	S	L	M	F	J	M	J	G

AURORA	FROG	MOON	SCHOOL
CORK	GECKO	OIL SPILL	SPEED
DIMINISHER	GELATIN	OXYGEN	TITANIUM
ECOSYSTEM	GINI	PATHOGEN	TYRANNOSAURUS
ELEMENT	HEDGEHOG	PIZZA	VOLCANO
FAIRNESS	LAVA	PREDATOR	WOOD
FOSSIL	MAGMA	PROTIST	

Cogs are wheels that have teeth around their edges. These teeth connect with the teeth on other cogs to turn each other round. Can you follow this sequence of cogs throughout the grid? You can move across, up and down but not diagonally.



hiked south for 3 miles.  
hiked for 3 miles, at which time I came  
hiked south for 3 miles. I then  
hiked for 3 miles, at which time I came  
upon a bear inside my tent eating my food! What color

White, since the only place you can do  
that is the North Pole, and polar bears that live  
there, since the only kind of bears that live  
are the only place you can do

# ALUMNI IN SCIENCE

A former BASIS Student In college answers three questions about her science in UCL

Material Science can be fun and rewarding. But what goes on in the mind of these young scientists? Chloe R., former graduate of the BISZ campus, shares her experience.



**Q What is the most inspiring science lesson you had?**

**A** Chloe recalls her freshman-year Genetics teacher talking about enzymes “and specifically about the Lactaid pill.” That pill contains an enzyme to aid digestion in people with an intolerance to the lactose in dairy products. “That kind of got me curious as to why there wasn’t a ‘Glutaid’ pill,” she says. “I have a lot of friends who have celiac or are gluten intolerant. And a lot of people in my family are gluten intolerant.”

**Q What resources helped you?**

**A** .....

**Q How did you tackle the challenges in science learning?**

**A** .....

## Chloe R.

Chloe dreams of blah blah blah. She is interested in blah blah blah blah  
She was the leader of the BISZ Comic Club. At leisure time, she tours around the UK  
and records her lab and travel experience in the comic blog.



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BEST

BASIS

# EXPLORERS

OF SCIENCE AND TECHNOLOGY

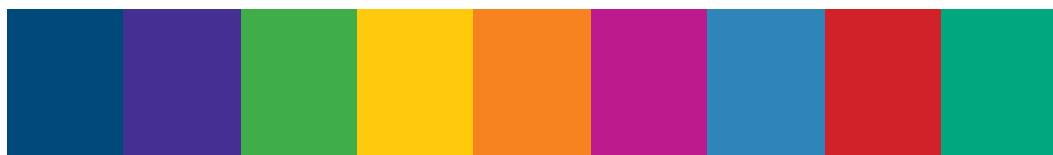
Est. 2025



# Magazine Planning

36p - including 32 inner pages: 16 on science-related news and affairs, 16 on student work and interactive games

- Front Cover
- Inside Front Cover: Editorial letter
- P1-2: Highlight + Table of Content
- P3: Your Questions – Students' science questions answered by BASIS teachers
- P4-7: Science News – Student/teacher-written articles on latest science news
- P8-11: In The Classroom – Experiments, labs, class activities, review notes, etc.
- P12: Try It At Home – DIY experiment protocols, pref. related to In The Classroom
- P13-16: Research Lookout – BASIS student interviewing researchers, popular scientists, writing a report
- P17: What Is This? – Brain-teasing images for students to guess. Ans on P32
- P18-25: Student Projects – Extracurricular research, science activities, visits, etc. Could include AVANT project progress
- P26-31: The Art Of Science – SciFi, science-related artwork, comic, poems, etc.
- P32: Interactive Games, Science event promotions/Ads – Crossword, brain teasers, answer to What Is This
- Inside Back Cover: BASIS Alumni In Science, Content Preview
- Back Cover



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