Easier chemistry for primary schools [hopefully!].

I have been reading about chemical engineering, and have found that there are like four or so different types of everything to do with atoms and molecules. if it fits into a certain bracket, it belongs to a certain group. the thing is, if it were up to the different pairings of them, then it might get confusing, so, i want to simplify the whole formula finding for each pairing, hopefully...

The first one we deal with is s orbitals, as there are four types, s, p, d and f orbitals. in the beginning, there is one s orbital. then there is two s orbitals, and two p orbitals. they stay at a ratio like this forever! then, when there are four s and p orbitals, there comes a 3d orbital, and it stays one behind all the while. then, there is a four f orbital when there are six s and p orbitals.

To find the electrons of an element on the periodic table, you would need to observe that the first orbital taken into the equation, is the s orbital, or pair of s orbitals to the power of two each, meaning, there are four electrons in the beginning. then, we need to find the rest of the equation, being, that there are always 36 p orbitals in the equation. then, there are at least 3 other p orbitals in the equation, leading us to the total of 40 orbitals in sodium.

Basically, it starts with one s orbital, then goes on to become four s orbitals with 24 p orbitals. the structure of elements thus means that it will start with something like hydrogen with one s orbital, then leap frog that value with the next few, as hydrogen is the simplest element.

Then, after that, it slowly builds up again into another low number of s orbitals, always 6 s orbitals. then, it gets another 36 orbitals. i am sure someone with a thorough knowledge of the elementary table can continue? i have heard a song for the elementary table - knowing what each element does can be factored into grade school, if it is this easy to understand, yes?

I am sure that if you were to take the number of electrons of the element, it would divide or multiply or be related to the number of orbitals, and those can be divided into further sub sets or s, p, d and f orbitals?

Electrical engineering.

Wouldn't it be great if we could teach college style electrical stuff to grade school kids? i am sure we can! hopefully we will see this in lower high school, or, even primary school. i know a lot of my friends knew about this sort of thing by grade 6, so hopefully there is a little luck inside, and we can teach this to them officially?

First off, we want to observe the resistor. basically, it comes down to V = RI and that is about as simple as it gets.

Now, when it gets to capacitors, they act as filters and store electric charge. basically, to find the current, you must take the dc value, and then divide volts by time, multiplying that by the capacitance. basically, you could multiply time by volts and multiply that by c? this would be like my maths teacher once taught me, of course - flipping the division gets you to multiply.

So, if you have 20 volts by 3 time, you could remove decimal places, by, saying that 0.20 times by 0.03 = 0.06 i think... and then you move it up two decimal places? this would give you 6.6. but maybe there is an even easier way to divide?

If you had 20 / 3 you could say 18/3 = 6, plus 0.2 x 3 = 0.6 basically. if you had 23 / 7 you could say 2.3 x 7 = 16.1 and add that to the answer without the decimal! so, if you have pie, for example, you could say 22 / 7 = [21 / 7] + [1 x 7] and place that value to the right of the decimal points.

So now you can work out your division much easier!

I would say the golden rule for chemistry is to understand the atom. if you know what atoms do when they interact, you will know what molecules they form. if the atom was to act in a different way, the molecule will change. of course, the molecules are always gaining and losing atoms due to, for lack of a better word, time. when the atom meets new atoms - for example, a piece of paper meeting a flame - you will find the atoms change their placement and stuff. no atoms are ever destroyed i suppose, so, if there was a way to find if the atoms were to change due to certain processes, as they compose molecules, and therefore matter, the elementary table should be thrown out, and, then we study compositions of molecules.

If we find a series of molecules that are composed of atoms and therefore elements and therefore matter, we could simply ignore the elements of theirs, and work instead with atoms. is this practical?

Okay, so we want to find a easier way to get to the elemental table for educational purposes? if the elemental table was to be based on atoms, we would not need to learn the elemental table. i know it put me off science in grade 9, and i failed because of it. so, we need to come up with something else, and, make it easier to understand.

If the elemental table was to be composed of atoms, and how they interact, we would not need elements. for example, if the element hydrogen was to be composed of five atoms or whatever, and they all did their own thing making it hydrogen, then where would they be, and, what would they do differently? this way, we study atoms and where they are instead of elements.

> Originally Posted by **http://www2.estrellamountain.edu/faculty/farabee/biobk/biobookchem1.html**
> *Protons have a charge of +1, and a mass of approximately 1 atomic mass unit (amu). Elements differ from each other in the number of protons they have, e.g. Hydrogen has 1 proton; Helium has 2.*

So, as we can see, we need to know only the makeup of the element in three ways - protons, electrons and nucleons. if the education system were to teach these things at a fundamental level, we could forgo the elemental table and skip right to the action. i am sure, the place where you find the element on the elementary table is showing how many of what it is is going on - the makeup of the element relates to the place on the elementary table - and if it is not, it should be, yes?

Now, in matter, all molecules are connected, making it not melt, in fluids only some of them are connected, meaning the element has broken down, and in gas they have no connections.

If the atom was to be bound, we need to recognize the structure. it is said that ramsey numbers play a part in this, so, with each extra atom to be included, there are others that come in too, basically they come in threes or fours, making an extra dimension each time to the drawing. now it comes to common sense! if

it is water you are observing, then you need to observe the chemical identify of it, in this case, h2o. so, for every hydrogen atom, there are two oxygen atoms, yes? This means it comes in threes, so what other numbers does it come in? i am hoping for more input with this, or, a complete destruction of my ideas, as they are only work in the making...

Basically, the new dimensions will be triangles, squares, hexagons, and so forth, depending on how many elements there are added. so if you had water, you could say, okay, h2o equals a triangle if bend the correct ways, and, that you could add another triangle or dimension by adding another hydrogen and two oxygen elements?

So, i guess what i am proposing, is to learn the chemical composition of each 'real' thing, like water or metals or whatever, instead of learning from the ground up?

Worm hole travel.

I think for our planet here on earth, a lot could be done by opening wormholes at the speed of light, as in a laser beam, then pinching the hole closed at the beginning and watching it instantly pop out at the receiving end. the problem is, there is no reliable way to make a worm hole - if there is any, although i remember reading on wiki that it is possible - and making it cheap too. this would revolutionize deliveries and hopefully, if it is safe, human travel too.

Well, i checked the wiki now again, and there is no help there. so, out comes my thumb, and off we go!

To make this work it will have to work as my fourth dimensional gateway works. if we were to shoot a laser from one place to the other, and say, okay, now we want to teleport things from here to there, we would have to make the laser beam broader and deeper, so as to get the things inside. if we were to make the laser beam that 'thick,' we could easily fit things inside, and, using the higgs boson, we could add mass behind the objects so as to displace them along the laser beam, at great speed. of course, screw the higgs boson! that is not yet fully understood, and we want it now.

So, if we were to use gravity to pull the object along, we would need a force behind the object. but, gravity goes up and down as far as i can remember. so, we need to get mass behind the object. we could try to use photons, as they are a part of light, and lasers are based on light, but, i suggest that we bring behind the objects we want to transport, a force of magnetism. we could try to polarize the forces of north and south to the objects, and at the end of the laser we are going to, or, coming from, we could try to get that force behind the objects or people - if there are any so brave - to transport them to the other end of the laser, maybe inside a nitrogen four capsule, so that they may travel instantly.

How to magnetize the objects and the laser.

If the laser is based on light, it consists of photons. if the photons co exist with electrons, which as far as i can remember they do, then they need no extra added energy, as it can use up the energy given by the electrons. basically, we want to make the electrons magnetize the objects inside the laser. we could do this with an electro magnet. if the 'thing' was to use and electro beam, from the magnet, it could act like a whip from one end to the other, and, 'whip' the objects from one end to another. this would make the objects basically teleport from one to the other.

So, we need to get the electromagnet to use the natural charge along the laser's length to give off magnetic energy to polarize the object from the rest of the laser. if the object was to be metallic, it would be easier, but i am talking about a 'wall' of force pushing the object.

Now, to get this right, we need to send a 'message' along the laser, that will make the wall follow the object, by, placing a metallic object, like a wall, or, a divider in a factory conveyor belt to push the object, or, make it like a trolley? if that were the case, then it would be easy to use the electrons and poles of the magnets to convey the object or objects - shipment?

Then, we need to magnetize the electrons. we could make the force stronger along the line, so that it moves from one section to the next. or we could try to simply whip it. i am not sure which is easier or cheaper, but, we could, as i think it would be cheaper, try to hook our magnet with a 'trolley' or box of metal around it, up to a fusion generator and make it much quicker!
