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## Websight

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## NATURESERVE

<http://www.natureserve.org/index.htm>

This is a search engine cataloging conservation information on over 50,000 plants, animals, and "ecological communities" in North America.

A search may be conducted for either plants and animals or ecological communities. The plant and animal search allows access by name (common or scientific), group (ie birds) or species group (plants, fungi, or animals in various states of spine.) There are also options to search by location (US State or Canadian Province) or status (from "Presumed Extinct" through "Not Yet Ranked.")

After an intermediate screen (which describes the selected search options) the search results appear. Search results consist of the name of the animal/plant (scientific and common), distribution, and links to additional information (summary, distribution, status, and "comprehensive.")

Those four reports appear on one screen, separated by tabs. Information includes taxonomy, conservation status, references, and life history. Some

listings have more information than others — the bald eagle had far more information than the redtail skink.

The ecological communities search allows access by community name, with additional search options by location and conservation status. Search results provide category name (Mixed evergreen-deciduous shrubland, etc.), scientific name, common name, distribution, and links to additional information as described above.

## WEBMOLECULES

<http://webmolecules.com>

This is a very exciting site for anyone in any area of chemistry. There are over 200,000 molecular models in the database. The database is fully indexed and searchable. The most commonly requested molecules are listed in the section TOP 2000. This includes molecules of commercial value, educational importance and topical interest. These 2000 are organized into over thirty chemical categories and are also indexed by formula.

The entire database can be viewed in 3-D using a VRML or Chime plug-in (links to free downloads are supplied on site). The database can be searched by formula, CAS number, NSC number, and common name. Searchers may also browse by category, fragments, valences or orbitals.

Additional special features include the top 100 pollutants, the top 100 commercial chemicals, and top 200 pharmaceuticals.

This site has won many acclaims. These are listed on the site and include: Education World A+, Science Magazine Hot Pick, Rolf Claessens' Chemistry Index Top 5% Chemistry site, Education Index Top Site, Inter NIC Academic Guide Featured Site and Microsoft VRML Cool Site.

*Dennis Read is President of Read & Associates, Library consultants. In his TCL "Websight" column, Dennis locates and reviews Internet websites which are helpful to Christian librarians in all fields and situations.*

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Modern society, on the other hand, says all days are equal, with the possible exception that Sunday is given to professional sports rather than to God. Whose pattern should Christian institutions seek to emulate—God's or the world's? Some of the listserv respondents mentioned that a Sunday closing would mean little in their circles. That may be true, but I think it is too bad. In my opinion, it is one more piece of evidence that the church seems indistinguishable from the rest of society in 21<sup>st</sup> century North America. The cultural captivity of the church is far too evident. In sum, closing on Sunday in symbolic observance of the Sabbath would, I believe, be a positive means of communicating to the

church—if not to the world—that we are serious about being God's people.

The second reason that I have for thinking that it is important to observe the Sabbath corporately is that it is always good pedagogical practice to model what we proclaim. If it is important that Christians rest from work at least one day a week, then it is important to teach our students to do that. Our current practices teach our students that if they cannot get their work done in six days, working seven is just fine. We may regret that this is necessary—because students are lazy or because they procrastinate—yet we reward them for such behavior by giving them another chance. Should we heed the plaintive notes of those who

do not have time to get everything done in six days because they may be working fulltime, raising a family, and going to school? It is hard to criticize such devotion to advancement. But if we accept this argument, are we merely encouraging students to say: "God, I will do what you want when I am not too busy. In the meantime, let me remind you that I'm going to a Christian school."

Finally, if we offer our students a seven-day world in Christian education, when will they learn a better way? Will they be able to adopt a six-day model after they graduate, or will they continue to seek success the way the world seeks it—and the way we have *really* taught them?