



# The OREGON STORY



## *The Oregon Story: rural.com*

### **Education Program**

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#### **Introduction**

The story of e-commerce in Oregon is one of an industrious people who settled the West, evaluating the natural resources they found here, and the capacity of the land. It's a story that highlights change initiated with European settlement of the area, the enthusiasm of invention and innovation, a vast palette of awe-inspiring resources, courage and optimism of heart and spirit, and lives carved out of the land. Yet it's also a story of displacement of native peoples, reduction and elimination of native plants and animals, and non-sustainable harvest of natural resources. It's a colorful story, and a complicated one. The Oregon story of e-commerce is a story about our use of a resource that has changed as we used it, and of the choices that face Oregonians with the coming of technology.

Increasingly, Oregon is being defined by its urban populations, and employment in the resource-based industries that have supported Oregonians since statehood is giving way to service, manufacturing, and professional positions.

Oregonians of all ages -- both those who've lived here for generations and those newly arrived -- are acknowledging that changes have occurred in the resource base, and are accepting the fact that Oregon as we now know it has been altered significantly by the use of that resource base.

Our task now is to consider how we use and manage our natural resources in the next century. Our decision will affect Oregon economically, culturally, and environmentally. This is our challenge and our opportunity, and will form the legacy we leave to future generations.

#### **Educational Objectives**

The Oregon Public Broadcasting video program, *The Oregon Story: rural.com*, is the story of electronic commerce (e-commerce) in the town of Halfway, Oregon. Halfway's story contributes to understanding the place we know as Oregon today and the history of our involvement with it. It also raises important issues about the role of development in Oregon. Suggestions<sup>1</sup> provided in this guide demonstrate ways to support and supplement the exploration of this history in the context of Oregon Department of Education Content Standards and Benchmarks. Suggestions include activities, explorations, field excursions, and further adventures in reading and viewing.

*The Oregon Story: rural.com* has five major objectives, which are to promote:

- Understanding about how e-commerce has contributed to Oregon's history and development;
- Awareness about the traditions and way of life of families who live in rural Oregon;
- A perspective about change that is occurring because of improved access to computer technology in rural Oregon;
- Critical thinking about the care, use, and management of Oregon's natural resources;
- Incentive to celebrate the history, celebrate the present, and appreciate the possibilities of the future of Oregon.

<sup>1</sup> Many of the suggestions support Oregon Department of Education CIM and CAM benchmarks and performance standards.

### **Preview It**

*Preview the program for specific information and concepts relevant to your goals and materials, and to current events. Adapt the following suggestions for previewing activities, or create your own activities.*

**Synopsis of video:** *The Oregon Story: rural.com* deals with the many issues facing people living in small towns in rural Oregon as they struggle to adapt to change without losing the qualities that make their towns special. The program "rural.com" explores how a dotcom persuaded the town of Halfway, Oregon to change its name, and examines what happened to the town as a result.

DO you live in rural Oregon? Or have you visited rural Oregon? What do you think makes life in rural Oregon unique?

DISCUSS the ways you think the Internet has affected your life. How do you imagine that the Internet has affected living and working in rural Oregon? What are the positive and negative factors of "Internet fever"?

DEFINE what you think e-commerce is. Have you ever used e-commerce to buy or sell a product or service over the Internet? How is it different from buying or selling a product in a traditional business, sometimes called a "brick and mortar (B-and-M) business"?

IMAGINE why you think the majority of e-businesses have failed and become "dotbombs." Do you think e-commerce is just a short-term fad?

DESCRIBE your view of life as an "e-businessperson" based in rural Oregon. What advantages and disadvantages do you see to this way of life? How do you think pricing, profitability, geographical location, rent, customer base and location of customers, overhead costs, investment capital, competition, customer service, marketing, advertising, shipping, volume, office hours, and livability issues are affected when a "B-and-M" business becomes an e-business?

USE a road map to locate places discussed in the video program, including Aumsville, Ontario, Bandon, Glendale, and the world's first cyber-town, Halfway. What major geographical features are located near these towns? Why do you think Oregon is a prime location for e-commerce?

BRAINSTORM how you think the Internet could be used to help deliver social and economic benefits to citizens, governments, and businesses in all parts of Oregon. What precautions would you recommend at this point in the process?

MAKE a list of the products you and your classmates use in your everyday life that can be obtained through e-commerce. Which products do you think will never be successfully sold through e-commerce? Why?

ARE any e-businesses located near you? Visit an e-business to find out how long it has been in business and from where its products originate. Ask whether the sources of these products have changed over the last 10 years. Chart the origins of the products on a map in the classroom.

### **View It**

*Adapt the following suggestions for emphasis while viewing the program or create your own activities, suggestions, and areas of focus. Remember to stop or pause, back up and review, and take time to replay the video to enhance the learning experience.*

DESCRIBE a typical day and year in the life of a person who works in e-commerce in rural Oregon. List the values that can be learned from the rural e-commerce lifestyle. Consider, for example, hard work, responsibility, freedom, resiliency, flexibility, technological know-how, and respect for rural life.

FOCUS on the story of Halfway, Oregon, the world's first "cyber company town." How has life changed for the people of Halfway as a result of e-commerce and its relationship with half.com?

ELABORATE on the dilemma faced by the residents of Halfway as they debated whether to "change their name and change their identity." What were the pros and cons of accepting the deal offered by half.com?

FIND evidence from the video to support the statement: "While Wall Street was discovering that e-commerce is really just another way to sell things, people here [in Halfway, Oregon] found out it can also liberate them to live wherever and however they want."

CREATE a glossary of e-commerce terms used in the video. These terms include communication technologies, infrastructure, infostructure, marketing, broadband, cyber, dotcom, and Internet.

ANALYZE a map of Oregon and locate communities where e-businesses have succeeded, as well as those that are still facing challenges to their survival. What generalizations can you make

about factors that affect the future of rural Oregon? Do you think the introduction of the Internet and e-commerce might be able to benefit these places or not? Why or why not?

COMPARE the stories of each of the e-businesses in the video. What factors caused each of the e-businesses to be created? What events occurred that contributed to each of the e-businesses succeeding, disappearing, or changing? Do you think that these e-businesses should have been able to foresee their futures? Why or why not?

REVIEW the development of the Internet, communication technologies, and transportation infrastructure and how they have affected the development of e-commerce in Oregon.

TRACK technological innovations while watching the video and discuss their impact on e-commerce in rural Oregon.

DISCUSS the importance of "communication rights" in e-commerce.

DISCUSS the effect of Oregon's current involvement in e-commerce on rural Oregon. Explain whether you agree with the Oregon Internet Commission's conclusion that "...aggressively pursuing a balanced strategy to enhance e-commerce would not only be good for Oregon, but is essential to its future. The shift away from the 'old' traditional industrial and natural resource economy requires alternatives... Inaction regarding e-commerce may ... mean economic stagnation, or worse."

THINK about the daily life of students who live in and attend school in a rural town like Halfway. What are the benefits and challenges of being a student in rural Oregon, yet being "hooked up" to the wider world through technology? Do you believe that e-commerce will offer these students the chance to "go to college, but also come back" to live and work in Halfway?

REVIEW the "boom and bust" economic history of Halfway, Oregon, which has included fur trapping, gold-mining, logging, ranching, dam-building, fishing, and farming. Do you think e-commerce will contribute to a "boom" or "bust" for Halfway?

CONTRAST the current economic status of another small town struggling to survive in rural Oregon to Halfway. How is it facing the challenges of change? Do you think e-commerce could help its survival?

DISCUSS the idea of an "electronic utopia." If you could design an ideal location in which to base a virtual business, what would it be like? What natural, governmental, economic, and social institutions and values would you like your utopia to have? To what extent are they already present in your existing community? What would make it better?

BRAINSTORM how you think changes in the economy (e.g. economic downturns, changing consumer wants, unemployment, shortages of electric power, and economic sanctions in other parts of the world) might affect e-commerce in Oregon.

**RESEARCH** the percentage of Oregonians and Americans who work in e-commerce today and compare these statistics with 5, 10, and 15 years ago. What generalizations can you make from this data? What predictions can you make about the number of Oregonians who will be working in e-commerce 50 years from now as technology expands further in Oregon?

**EVALUATE** the following statement: "A Web site does not an e-business make." What should a business owner who is considering becoming part of the e-commerce revolution be sure to do to ensure his or her e-business' survival?

### **Extend It**

*Adapt the following extensions or create new ones! Remember, the best extension is the direct experience of Oregon's land and people!*

### **E-Commerce and the Making of Oregon**

**WRITE** a series of diary entries about life as an e-businessperson living in Halfway or another of the small towns involved in e-commerce in Oregon. Use these diary entries to show how technology has changed life in this town over the years. Conclude by deciding whether you think e-commerce will grow small towns too big.

**CELEBRATE** the tradition of e-commerce in Oregon by using the Internet to virtually visit one of the e-businesses in a town near you. While you're there, let them know what you think of their Web site!

**EXPLORE** museums and exhibits that portray local histories of towns in Oregon. Make predictions about how these towns will change with the advent of the Internet and e-commerce.

**LOCATE** an e-business in Oregon. Prepare a local history of this business, telling how and when it was first started and including the industries that helped to build it. Include the "adjunct" industries that were important to the development of the e-business (e.g., communication technology, transportation, mills, canneries, mining, ranching, farming, logging, fishing, tourism, ports, and the development of markets).

**CREATE** a brochure that explains the history of the community where you live. What changes have occurred as a result of the development of the Internet and e-commerce in your community?

**DEVELOP** a series of maps of the area defined as Oregon today, from the time prior to European settlement to the present. Include the locations of rivers, ports, small towns, farmlands, ranching areas, forests, railroads and other transportation routes, Indian reservations, and public lands. Where is e-commerce flourishing? Where has e-commerce failed to develop? What do you think accounts for these differences in e-commerce development?

**CONSIDER** this prediction made in 1832 by Samuel F.B. Morse, the inventor of the telegraph: "I see no reason why intelligence might not be instantaneously transmitted by electricity to any

distance." Develop a timeline with visuals showing the development of technological innovations from 1832 to the present. Explain whether you think these have been positive or negative contributions to "intelligence."

COMPARE the evolution and use of the following inventions: it took radio 38 years to cultivate 50 million listeners; it took television 13 years to gain 50 million viewers; it took the Internet four years to develop 50 million users. How would you explain why the Internet has taken hold so quickly?

### **E-Commerce Activities and Management**

ROLE-PLAY a dialogue between yourself and another person, one of you taking the role of a person living in a rural area and the other one taking the role of a person living in a large city. Discuss the similarities and differences in your lives by considering typical activities, pace of life, amount of time spent outdoors, viewscape, common sounds, concerns and values, use of technology, and cultural and recreational opportunities. What would each of you miss if you were to exchange places with one another?

WRITE a fictional account that portrays how communication technologies, the transportation system, and educational preparation might affect a rural citizen's involvement in e-commerce.

PREPARE and deliver a speech about the relationship among communication technologies, transportation routes, economic activities, and the viability of rural life.

EVALUATE the role of local and state government in the development of e-commerce opportunities in the rural areas portrayed in the video. Discuss the problems rural areas face as they educate their young people "only to surrender the graduates to the city." Do you think e-commerce will be "a powerful enough force to keep the next generation from leaving town"?

SPONSOR a panel discussion on e-commerce with representatives of e-businesses, local government, the Chamber of Commerce, and the Small Business Administration. Note the panel's respective interests in the development of e-commerce in rural Oregon. What incentives and challenges still face people interested in developing e-commerce ventures in Oregon?

IN ORDER to compete in e-commerce, rural areas must provide the transportation infrastructure, telephone and other communication networks, a tax structure, adequately educated workers, and a desirable location with opportunities and services for the e-business employees. Select three different locations in Oregon and develop a rating system to assess how "welcoming" they would be to e-businesses looking for a "home."

EXAMINE this statement by Tim Koogle, CEO of Yahoo: "This is natural Darwinism. There are lots of companies on the Web, but there aren't very many businesses." What do you think he is saying about Darwin's theory of "survival of the fittest" and its relationship to the ability of e-commerce to succeed in rural Oregon? Do you agree with the implications of Koogle's statement?

### **E-Commerce and Ecology**

**OUTLINE** the pros and cons that faced the citizens of Halfway as they decided whether to accept half.com's offer to change the city's name. What do you think the town gained and lost from the deal?

**POLL** students in your school or community about the characteristics of a living place that they think should be included in a calculation of both personal and business "livability." Use these criteria to rate the livability of several small towns and large cities in your area. Publicize the results of your poll in the community newspaper and conclude by making specific recommendations about how livability might be enhanced in your community. How important were technological and communication technologies in your decision?

**PREPARE** a graphic outlining the complete steps you would use to develop an e-business in rural Oregon. What factors will help and hinder the success of your e-business?

**RESEARCH** the issues of growth, development, change, and status quo which have arisen in Halfway, Oregon. To what extent have similar issues arisen in your community?

**INVESTIGATE** the energy, water, and land requirements of e-businesses. How are they the same and different from traditional B-and-M businesses in rural Oregon? How do the Endangered Species Act, the Clean Water Act, the Healthy Streams Partnership, and other natural resource conservation mandates affect e-commerce in Oregon? How is the entire computer industry, including computer chip production, affecting environmental values?

**VISIT** one of the rural communities where e-businesses are located. How have the needs for economic success been balanced with the needs for environmental preservation? How successful do you think the e-commerce businesses will be in this location during the next 50 years? Why?

**CONSIDER** the statement that the "e" in e-commerce will soon be redundant as most companies will be using the Internet to do at least some of their business. What do you think might be the pros and cons of this trend in terms of your everyday life?

### **Innovation and Change**

**REACT** to this statement by Jeff Bezos, founder and CEO of Amazon.com: "The exciting reality is that e-commerce is in its infancy. It is today where the Wright brothers were in aviation. The Web is still an infant technology." For what reasons would you agree or disagree with this statement, especially in regard to the development of e-commerce in small towns in Oregon?

**RESEARCH** how technological changes and the establishment of "infostructure" (fax machines, broadband cable, the Internet, and cellular phones, etc.) are affecting the development of e-commerce in rural Oregon.

**PREPARE** a set of questions and use them to interview someone who works in e-commerce in a small town in Oregon. Find out what changes have occurred in his/her small town and what effect these changes have had on the town's relationship to the land. Write an article about this person and submit it to a local magazine or newspaper.

**REVIEW** the decision-making process used by the citizens of Halfway to decide whether to accept half.com's offer and how to spend the money they received in the deal. Develop a decision-making process that you think a rural community should use when proposing to make changes for its future. What possible obstacles to change should be anticipated? How should consensus for change be built among the citizens?

**INVESTIGATE** the role of e-commerce in what has been called "the death of Main Street." What are the positive and negative effects of these e-businesses on a community? What evidence can you find about the effects of e-businesses on "Mom and Pop" stores?

**TRACE** settlement patterns in Oregon over the past 200 years. What effect might e-commerce have on settlement in Oregon in the future?

**DESCRIBE** how small towns have adjusted to changes in the logging, ranching, fishing, and farming industries. What benefits and costs will e-commerce bring to small towns in rural Oregon?

**PRESENT** a slide program on the history and future of economic activity in small towns in Oregon. Provide support for your position.

**EVALUATE** the history of Halfway, or other small towns such as Cornucopia, Shaniko, Gardiner, and Wasco, where lives were altered as the resource base changed, as the market shifted, or as the modes and routes of transportation changed. Explain how people in these situations adapted to change. How do you adapt to change?

**IMAGINE** that you are the mayor of an economically depressed small town in Oregon. How will you evaluate the assets of your town and decide on the ingredients needed to improve your economy? What proposals would you make to improve the viability of your town without sacrificing its special features and values?

**DEVELOP** a survey about which products and services students at your school would consider buying over the Internet and why. For example, would they buy aspirin, fresh bread, plane tickets, insurance, clothing, CDs, concert tickets, furniture, a car muffler, art, a bank account, coffee, tractor parts, and/or books? Which kinds of products lend themselves to e-commerce?

**INVENT** an e-business that uses the Web in a unique way, like half.com and eBay do. Develop a business plan for your e-business and review it with students at your school and businesspeople in your community. What features of your e-business will help it to succeed? What might hinder its success? How can you overcome these potential problems?

### **The Savvy Citizen**

ORGANIZE a debate or panel discussion about the future of e-commerce in Oregon and the issues of livability and quality of life that have arisen as a result of recent growth and development.

OREGON now has a population of 3.4 million people, with an estimated one million more people projected by the year 2025. What effect do you think this growth will have on Oregon's livability, economy, and environment? What effect do you think this population growth will have on the future of e-commerce in Oregon?

EVALUATE this statement from the video: "People see that e-commerce may help preserve what really matters." In what ways do you agree or disagree with this conclusion?

RESEARCH the pros and cons of using state financing and tax incentives to develop infrastructure and attract new businesses to Oregon. What effect do you think these policies might have on small towns that want to retain the "small town nature" of their community?

IN 1989, the Oregon Progress Board published *Oregon Shines*, a statewide vision for Oregon that was developed by business, government, and community leaders. It states "the strength of communities in rural Oregon will depend upon the success of efforts to diversify local economies, add more value to the commodities produced and increase exports." To what extent do you agree that this recommendation makes sense for the small towns and the e-businesses profiled in the video?

CONSIDER the estimation by local governments that \$5 billion in taxes is being lost each year to out-of-state mail order e-commerce. Although the U.S. Senate recently approved the Internet Tax Freedom Act, which imposed a three-year moratorium on new Internet taxes, the National Association of Counties has asked Congress to impose a sales tax on all online purchases. Research this initiative and write your Congressperson with your recommendation about whether or not e-commerce should be regulated.

INVESTIGATE the allegations that e-commerce is not safe. What protections are e-businesses using to make financial transactions safe online, e.g., Secure Sockets Layer (SSL) and Secure Electronic Transactions (SET)? Do you believe that more protections are needed to ensure privacy of customer personal information before e-commerce will succeed in Oregon?

DEBATE the pros and cons of the recent proposal by consumer activist Ralph Nader to create an international e-consumer protection body with powers equaling those of the World Trade Organization (WTO). What effect might this organization have on the future of e-commerce in Oregon?

DRAW a map of your county and plot the major geographical features and the locations of large cities and small towns. Analyze the zoning and land-use laws and determine the percentage of your county that is urban, rural, agricultural, industrial, forested, etc. Determine the

communications technology infrastructure of your county and decide whether it is adequate for supporting a boom in e-commerce where you live.

ONLY one in four Oregonians lives in a small town today. Conclude how you think the increasing popularity of e-commerce will affect the future of today's one thousand small towns in Oregon.

RESEARCH the possible threats to competition, such as cartels and price-fixing, in e-commerce. How do you think governments should patrol the electronic marketplace to ensure antitrust enforcement?

E-COMMERCE is expected to expand to almost a trillion dollars by the year 2002, although at this point more e-businesses fail than succeed, and some, like the Portland-based Lucy.com, have moved from being completely online to completely "brick and mortar" stores. Do you think that e-commerce will help or hurt the kind of Oregon you want to see in the twenty-first century?

### **A Chronology of E-Commerce in Oregon**

#### **Thousands of years before present**

Native Americans inhabit the region we define as Oregon today. The Nez Perce, Shoshone, Snake, and Umatilla Indian tribes live in Pine Valley/Halfway area.

#### **1700s**

Spanish galleons explore the coast of Oregon.

#### **1792**

Captain Robert Gray enters the river we now call the Columbia, and names it after his ship, the *Columbia Rediviva*.

#### **1800s**

Oregon's streams, rivers, and lakes teem with beaver, and trade in beaver pelts attracts explorers, trappers, and traders to the region.

#### **1804-1806**

Captains Lewis and Clark travel with their party from Missouri to the mouth of the Columbia River. President Thomas Jefferson believes a settlement at Astoria will be a key to expanding the American empire west all the way to the Pacific Ocean.

#### **1827**

The first sawmill is built in the Pacific Northwest.

#### **1829**

Dr. John McLoughlin founds a town at Willamette Falls, which later becomes Oregon City. Hall Jackson Kelley organizes the "American Society for Encouraging the Settlement of the Oregon Territory."

#### **1830s**

Captain Benjamin Bonneville explores the area now called Pine Valley in northeast Oregon.

**1834**

Missionaries led by Jason Lee arrive at Fort Vancouver, and later establish the Willamette Mission near Salem.

**1843**

Civil government is established in the Oregon Country. Major immigration to Oregon begins along the Oregon Trail, with over 53,000 people traveling the Oregon Trail between 1840 and 1850.

**1844**

The telegraph between Portland and Sacramento, California, is completed, allowing communication between Portland and the East Coast.

**1848**

The Oregon Territory is organized.

**1850**

Donation Land Claim law is passed, causing more settlers to move to the Oregon Territory. Population of Oregon is 12,093.

**1859**

Congress ratifies the Oregon State Constitution, and the state accepts the congressional proposal to be admitted to the Union as the 33<sup>rd</sup> state.

**1860s**

Daily stagecoach line is established between Portland and San Francisco. Settlers begin arriving in Pine Valley.

**1860**

Population of Oregon is 52,465.

**1862**

Congress passes the Homestead Act, allowing 160 acres to those who will live on and work the land.

**1864**

Salem is voted the state capitol. Transcontinental telegraph service to Portland via California is implemented.

**1873**

Henry Villard creates the Oregon Railway and Navigation Company.

**1883**

The transcontinental railroad is completed.

**1900**

Rail lines extend into Prineville, Lakeview, and later Redmond, Burns, and Bend, all of which become active cow and sheep towns.

**1901**

The wireless revolution begins when Guglielmo Marconi successfully sends a radio signal from the Isle of Wight to Cornwall, 185 miles away.

**1917**

The United States enters World War I.

**1929**

The Great Depression begins.

**1941**

The United States enters World War II.

**1969**

The first successful electronic transmission over ARPANET occurs between research centers at UCLA and Stanford University.

**1970s**

ATMs (Automated Teller Machines) become available for use.

**1970**

The National Environmental Policy Act is passed.

**1973**

Statewide land use planning is approved. Congress passes the Endangered Species Act.

**1982**

The term "Internet" is used for the first time.

**1988**

The first hacking by an Internet "worm" occurs. The Computer Emergency Response Team (CERT) is established.

**1989**

*Oregon Shines*, a vision for the future of Oregon, is adopted.

**1991**

The World Wide Web is developed by Tim Berners-Lee of CERN.  
The National Science Foundation ceases to prohibit commercial use of the Internet, so electronic commerce is born.

**1993**

First commercial browser software is developed.

**1994**

First online shopping. First advertising "spam" on the Internet. Pizza Hut goes online.

**1995**

Traditional online dial-up systems (Compuserve, America Online, Prodigy) begin to provide Internet access.

**1996**

Nationally, six percent of retail businesses have a Web site. Approximately 40 million people are connected to the Internet in 150 countries. \$1 billion in sales at Internet shopping malls.

**1997**

Nationally, 20 percent of retail businesses have a Web site. There are 28 million Internet users in the U.S., 44.4 million in the world. Revenues from e-commerce are \$10.7 billion. (Source: Saunders)

Fossil establishes its first Internet access line.

**1998**

Nationally, 26 percent of retail businesses have a Web site. Revenues from e-commerce are \$43 billion. (Source: Saunders)

The Internet Tax Freedom Act is passed by the U.S. Congress, placing a three-year moratorium on new Internet taxes and calling for the creation of a commission to study taxation issues.

Internet-related industries generate more than \$300 billion in revenue and create over 1.2 million jobs in the U.S.

**1999**

More than 4.9 million business Web sites have been created, sometimes at the rate of about 500,000 a month. (Source: Barua, Anitesh, Jon Pinnell, Jay Shutter, and Andrew B. Whinston. "Measuring the Internet Economy: An Exploratory Study." Graduate School of Business, The University of Texas at Austin, 1999.)

SB 622, designed to improve telecommunications services and infrastructure in Oregon education and economic development, is signed into law.

**2000**

Halfway City Council votes to change its name to half.com, Oregon.

The Oregon Internet Commission is formed to "ensure that Internet commerce will continue to grow and prosper while delivering social and economic benefits to Oregon's citizens, government and business."

By June, there are 13,260,000 active Web sites in the United States.

**2001**

E-commerce accounts for more than 2% of the gross domestic product of the United States. Oregon ranks 20th in the number of registered Web sites.

**2002**

It is estimated that e-commerce will top \$325 billion and there will be 85 million Internet users in the U.S., 228 million in the world. Consumer purchases over the Internet are expected to total about \$35.3 billion. Eighty-five percent of small businesses are expected to conduct business via

the World Wide Web by the year 2002.

### **2003**

Business to business e-commerce is expected to account for almost 24 percent of total business-to-business commerce and reach \$3 trillion in the U.S. and \$1.8 trillion in the rest of the world.

### **2005**

It is estimated that 15% of the world's population, approximately one billion people, will be using the Internet, generating more than \$5 trillion in e-commerce.

### **2006**

It is estimated that e-commerce in the U.S. may represent 40% of all business. (Source: Saunders)

## **More to Read and View**

### **Books and Chapters:**

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Cooper, Brian, Ed. The Internet. New York: DK Publishing, 1996.

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Martin, Chuck. Net Future. New York: McGraw-Hill, 1999.

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Papows, Jeff. Enterprise.com. Reading, Massachusetts: Perseus Books, 1998.

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Rheingold, Howard. The Virtual Community, Homesteading on the Electronic Frontier. Reading, Massachusetts: Addison-Wesley Publishing Company, 1993.

Rifkin, Jeremy. The Age of Access, the New Culture of Hypercapitalism Where All of Life is a Paid-For Experience. New York: Tarcher/Putnam, 2000.

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Saunders, Rebecca. Business the Amazon.com Way. Dover, NH: Capstone, 1999.

Schwartz, Evan I. Digital Darwinism. New York: Broadway Books, 1999.

Seybold, Patricia B. and Ronni T. Marshak. Customers.Com, How to Create a Profitable Business Strategy for the Internet and Beyond. New York: Times Business, 1998.

Smith, Bud and Frank Catalano. Marketing Online for Dummies. Foster City, CA: IDG Books Worldwide, Inc, 1998.

Wagner, Ronald L. The McGraw-Hill World Wide Web Training Manual. New York: McGraw-Hill, 1996.

Wiseman, Alan E. Economic Perspectives on the Internet. Bureau of Economics, Federal Trade Commission, July 2000.

**Materials for Young Readers:**

Gay, Martin and Kathlyn. The Information Superhighway. New York: Twenty-First Century Books, 1996.

Henderson, Harry. The Internet. San Diego, CA: Lucent Books, 1998.

Kazunas, Charnan and Tom. The Internet for Kids. New York: Children's Press, 1997.

Koehler, Lora. Internet. Danbury, Connecticut: Children's Press, 1995.

Mintzer, Rich and Carol F. Mintzer. The Everything Kids' Online Book. Holbrook, Massachusetts: Adams Media Corporation, 2000.

Snedden, Robert. The Internet. East Sussex: Wayland Publishers Limited, 1997.

Wolinsky, Art. The History of the Internet and the World Wide Web. Berkeley Heights, NJ: Enslow Publishers, Inc, 1999.

**Internet Sites Related to *The Oregon Story: rural.com***

A Variety of E-commerce Sites to Explore and Compare:

<http://shopping.yahoo.com/stores/>

<http://www.coach.com>

<http://www.amazon.com>

<http://www.homedepot.com>

<http://www.kinkos.com>

<http://www.northernlight.com/>

<http://www.pepsico.com/>

Internet Society: Brief History of the Internet:

<http://www.isoc.org/internet/history/brief.html>

Nerds 2.0.1:

<http://www.pbs.org/opb/nerds2.0.1/>

Hobbes' Internet Timeline:

<http://www.isoc.org/guest/zakon/Internet/History/HIT.html>

Commerce Net:

<http://www.commerce.net/>

Computer Professionals for Social Responsibility:

<http://www.cpsr.org/>

Dotcom Humor:

<http://www.dotcom.com/other/humor.html>

Dotcom Directory and Statistics:

<http://www.dotcom.com/>

Halfway (the town):

<http://town.half.com/index.htm>

half.com (the company):

<http://www.half.com/>

How Stuff Works:

<http://www.howstuffworks.com/sc-computers-internet.htm>

Electronic Frontier Foundation:

<http://www.eff.org/>

Telecommunications in Oregon Need Assessment Reports:

<http://www.econ.state.or.us/telecom/cominfo.htm>

Intel Tour Information and Activities:

<http://secure.wesweb.com/intel/>

Oregon Museum of Science and Industry High Tech Hall:

<http://www.oms.org/explore/hightech/>

AWSEM: Advocates for Women in Science, Engineering and Mathematics:

<http://www.awsem.org/>

Oregon Small Business Development Centers:

<http://www.bizcenter.org/>

Association of Small Business Development Centers:

[http://www.smallbusinesslearning.net/library/lib\\_ref\\_ecommerce.asp](http://www.smallbusinesslearning.net/library/lib_ref_ecommerce.asp)

Oregon Progress Board:

<http://www.econ.state.or.us/opb/>

Oregon Chambers of Commerce:

<http://www.cee-mail.com/camere/oregon.php3>

Oregon Internet Commission:

<http://www.econ.state.or.us/ICom/index.htm>

"Internet and Electronic Commerce for Your Business" workshops,  
Treasure Valley Community College:

[www.tvcc.cc/del](http://www.tvcc.cc/del)

Randy Weersing Furniture, located in Elmira, Oregon:

<http://members.aol.com/Rweersing/FurnitureArt.html>

Oregon Center for E-Commerce and Government:

<http://ecom.das.state.or.us/ecom/ocecg-rates-v2.htm>

Oregon Glossary of E-Commerce Terms:

<http://www.oregoninnovation.org/pressroom/glossary.a-c.html>

Green E-Commerce:

<http://www.green-ecommerce.com/>

Small Business Administration:

<http://www.sba.gov/advo/stats/>

Proflowers.com

<http://www4.proflowers.com/index.cfm?lng=&REF=>

Sustainable Northwest:

<http://www.sustainablenorthwest.org/>

History of Oregon Cities:

<http://www.rr.gmcs.k12.nm.us/oregon.htm>

U. S. Census Bureau:

<http://www.census.gov/datamap/www/41.html>

Oregon Community Profiles Web site:

<http://159.121.111.9/profile.htm>