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JOURNAL OF

# AGRICULTURAL & APPLIED ECONOMICS

VOLUME 34

AUGUST 2002

NUMBER 2

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Impacts of Globalization on Agricultural Competitiveness / *P. Lynn Kennedy and C. Parr Rosson, III*

International Trade and FDI / *Mary A. Marchant, Dyana N. Cornell, and Won Koo*

Exchange Rate Effects / *David Orden*

International Trade: Discussion / *Dale Colyer*

Tax Incentives / *Daniel V. Rainey and Kevin T. McNamara*

Civic Community and Southern Rural Development / *Kenneth L. Robinson, Thomas A. Lyson, and  
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Tax Modifications and Rural Economic Progress: Discussion / *Ralph D. Christy*

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Manuscript submissions and editorial correspondence should be addressed to John B. Penson, Jr., Editor, *JAAE*, Dept. of Agricultural Economics, Texas A&M University, 2124 TAMU, College Station, TX 77843-2124. Phone: (979) 845-5223; Fax: (979) 862-1563; Email: [JAAE@tamu.edu](mailto:JAAE@tamu.edu).

The *Journal of Agricultural and Applied Economics* (ISSN 1074-0708) is published in April, August, and December by the Southern Agricultural Economics Association (SAEA). Visit our worldwide web site at <http://www.agecon.uga.edu/jaae/>.

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# Dr. Kurt R. Anschel

## Lifetime Achievement Award

Dr. Anschel contributed 31 years of service to agricultural economics, beginning at the University of Kentucky in 1965 and retiring in 1996. He obtained an A.B. in Economics from Oberlin College (1958) and a B.S. in Farm Crops (1959) and an M.S. (1961) and Ph.D. (1965) in Agricultural Economics from Michigan State University.

Dr. Anschel taught both undergraduate- and graduate-level agricultural economics courses, with very favorable student response. In addition to teaching, Dr. Anschel served the University's Patterson School of Diplomacy. Most of the Patterson graduate students had attended liberal arts colleges at which the subject of agricultural economics was not covered. For students who wanted to prepare for careers in Third World development, Dr. Anschel's courses were essential. He soon became the Patterson School's main person in the field of international development. Another crucial service Dr. Anschel provided for his students was to get them placed in internships and entry-level positions during their transition from the university to the workplace. He did this well because he was so highly regarded by key individuals in government and international offices in Washington, in New York, and abroad.

In research, Dr. Anschel consistently cast himself in the primary role of problem formulator and interpreter. In the areas of rural and international economic development, he conducted research that many across the nation used as a springboard to further research. Dr. Anschel's research focused primarily on areas related to the improvement of the situation of the economically deprived, whether domestic or overseas. His work in domestic rural development examined migration, labor flow, education, and other issues concerning



the eastern regions of Kentucky as well as the entire Appalachian region.

Dr. Anschel was the University of Kentucky, Department of Agricultural Economics' director of graduate studies for 10 years, from 1975 to 1985. These were known as the "golden years" of the graduate program. Dr. Anschel cared about students, whether domestic or foreign. He went the extra mile to ensure that they were as comfortable as any graduate student in the program could be. He made them feel at ease without ever compromising the high standards he required. He made certain that they had the tools to succeed at whatever they chose to pursue. He also insisted that other faculty live up to his high standards. During his long stewardship, his strong commitment to academic excellence was leavened with an unmatched concern for the individuals he encountered.

Dr. Kurt Anshel passed away on June 11, 2000. He made powerful and enduring contributions in teaching, applied research in rural development, and service to the Department and the University. His legacy lives on. He was a

wonderful person, a dedicated professional, a counselor, and a friend. Those of us who knew him are stronger professionals and better persons for the values and wisdom he brought to our professional training and to our personal lives.

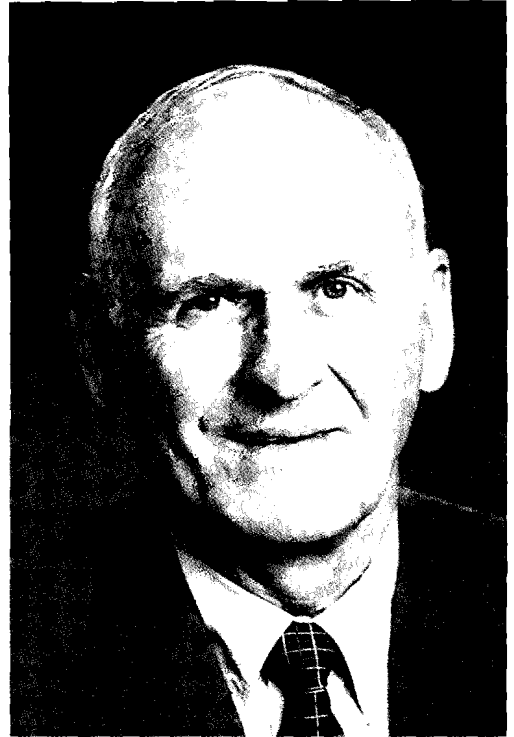
# Dr. Gail L. Cramer

## Lifetime Achievement Award

Gail L. Cramer is currently professor and head of the Department of Agricultural Economics and Agribusiness at Louisiana State University. He was the L.C. Carter Chair Professor in the Department of Agricultural Economics and Agribusiness at the University of Arkansas from 1987 to 2000. He attained his bachelor's degree from Washington State University in 1963, his master's degree from Michigan State University in 1964, and his Ph.D. in Agricultural Economics from Oregon State University in 1967.

In 1967, Gail Cramer was appointed an assistant professor in the Department of Agricultural Economics and Economics at Montana State University. He was promoted to associate professor in 1972 and to full professor in 1976. While at Montana State University, he taught courses in beginning, intermediate, and advanced microeconomics, as well as agricultural marketing and agricultural policy. He was selected for four teaching awards at Montana State University, including the Phi Kappa Phi University-Wide Award in 1980.

Primary research assignments for Dr. Cramer were in wheat and rice marketing. He has published more than 200 journal articles and other publications in the general area of grain marketing. Dr. Cramer won the E.G. Nourse Award for outstanding Ph.D. dissertation on cooperative mergers. His other awards include the American Agricultural Economics Association's 1980 Award for Excellence in Quality of Communication, for *Agricultural Economics and Agribusiness* with Clarence W. Jensen. In 1992, he was selected for the Distinguished Faculty Award for Research and Public Service by the Arkansas Alumni Association. Dr. Cramer's research is domestic and international in scope. His rice research



has taken him throughout the world, and he has presented seminars on his research in the Philippines, Japan, Indonesia, Mexico, Taiwan, Australia, Hong Kong, Singapore, Egypt, England, Sri Lanka, and Guyana.

Dr. Cramer has published extensively on location theory, taxation, consumption analyses, and agricultural policy. His work on world rice modeling is particularly innovative and useful for researchers and extension personnel as well as farmers, millers, and distributors.

Dr. Cramer was instrumental, with Mike Woolverton, in forming one of the leading journals in agricultural economics, *Agribusiness: An International Journal*, published by John Wiley and Sons. In addition, he served



on the White House Agribusiness Commission, which served to expand the number of undergraduate and graduate programs in agribusiness. Dr. Cramer has just completed his term as editor of the *Review of Agricultural Economics*, published by the American Agricultural Economics Association.

Dr. Cramer has made significant contributions to southern agricultural economics in the areas of teaching, research, and public service. His ability to maintain strength and balance in all three of these areas is unprecedented.

Dr. Cramer pioneered the integration of agribusiness into agricultural economics. His reorientation of agricultural economics to food and agricultural businesses was essential for students entering agribusiness firms. While spending a sabbatical at Harvard University in 1974–1975, Dr. Cramer realized just how beneficial the agribusiness program was to the MBA program. Thus, he formed an organizing committee with Ray Goldberg, Vernon Schneider, and Roland Robinson and co-founded the International Agribusiness Management Association (IAMA), which was incorporated in Arkansas in 1990.

Dr. Cramer's agricultural economics textbook with Clarence Jensen, *Agricultural Economics and Agribusiness*, has been used worldwide by thousands of students since 1979. A best-seller in the profession, the eighth edition, is used by land grant universities, colleges, and other 2- and 4-year agricultural programs. According to Michael K. Wohlgenant, William Neal Reynolds Professor at North Carolina State University, "... his introductory textbook on agricultural economics has been one of the most popular textbooks in this area over the past two decades." This book has been translated into Spanish, Malaysian, Chinese, and Russian. Also, Dr. Cramer received the Rice Technical Workers' Research Award for outstanding rice research program in 1992 and received the same award jointly with Dr. Eric J. Wailes at the University of Arkansas in 1998.

As the L.C. Carter Chair of Marketing and Policy for Rice and Soybeans, Dr. Cramer developed an outstanding research program in grain marketing and public policy at the Uni-

versity of Arkansas. He is internationally recognized for his contributions to the economics of rice production and marketing, which have been published in numerous journals, including the *American Journal of Agricultural Economics*, *Applied Economics*, *Agribusiness: An International Journal*, the *Journal of Agricultural and Applied Economics*, *Agricultural Economics*, *Agricultural Systems*, and the *Review of Agricultural Economics*. Domestic and international rice policy, the competitiveness of Arkansas rice, and the economics of rice by-products such as bran, bran oil, and hulls is stressed in Dr. Cramer's work. One of his station bulletins addressing the structure of the U.S. rice industry has been translated into Japanese and sold as a hardbound book in Japan.

Dr. Cramer's research has had a substantial impact on the rice industry. Research on the North American Free Trade Agreement, the General Agreement on Tariffs and Trade, global trade liberalization, and the development of a world econometric model (conducted with Eric Wailes) have been granted more than three million dollars in funding, providing research support for four postdoctoral students per year and several graduate students. This research effort has been recognized by other researchers and by peers at the University of Arkansas.

Dr. Cramer has taken his research to the farmers. In Arkansas, he published bulletins and popular articles, and he originated the L.C. Carter Rice Conferences, in which rice researchers from around the world participate. In February 1996, he jointly sponsored (with the Farm Foundation) a world rice conference to bring together the academic, government, and industry personnel working with the rice industry. Monty Bohanan, of Riceland Foods, Inc., writes "Dr. Gail Cramer has contributed immeasurable expertise to us and to the entire rice industry as a whole. . . . From policy analysis to the development of the world rice model, Dr. Cramer has provided countless hours of dedication to ensure that this industry survives as a viable sector of the agricultural economy."

Dr. Cramer is married to the former Marilyn Karlenberg, and they have two grown children, Karilee and Bruce.

# Perspectives on Our Profession

**Gail L. Cramer**

It is an honor to receive the Lifetime Achievement Award from the Southern Agricultural Economics Association. The annual meetings and the *Journal of Agricultural and Applied Economics* have been important in my professional development. These meetings have allowed me to present research results and to receive critical feedback. They have helped me to improve the analysis of my papers and to publish my research. The Southern Agricultural Economics Association is fulfilling its role in our profession.

I was asked to present my perspective on our profession from my observations as an applied economist in my roles in teaching, research, and extension. My observations come after 36 years on the faculties of Montana State University, the University of Arkansas, and Louisiana State University. My major areas of emphasis were in agricultural marketing, policy, international trade, agribusiness, and general economics.

## **Our First Priority Must be Instruction**

Our commitment needs to be to the student. I put a high priority on teaching. I feel that the students enrolled in the courses deserve to have an instructor who is prepared and knows the subject. I was fortunate to have taught a wide variety of agricultural economics classes as a consequence of my beginning my career at a relatively small institution that did not have the funding to provide much specialization. As a result, I taught courses in marketing, policy, cooperatives, international trade, introductory agricultural economics, macroeconomics, and beginning, intermediate, and ad-

vanced microeconomics. I enjoyed teaching the beginning students. Many of my classes had 100 to 250 students. The progress of these students could be observed throughout the term. When they would grasp a concept, their faces would show it, and their growth in understanding economic principles and their use of logical thought could be traced. After teaching a few courses, I recognized the need for a different type of agricultural economics textbook. The students needed a textbook that described the entire agribusiness system. The older textbooks were historical and descriptive but lacked coverage of basic microeconomic and macroeconomic principles applied to our academic field. We added chapters on agricultural finance, policy, international trade, world food issues, natural resources, and economic development. The first edition of *Agricultural Economics and Agribusiness*, coauthored with Dr. Clarence Jensen, was published in 1979. It took about five years to produce, and we are now working on the ninth edition. The book was and continues to be used extensively throughout the United States and the world. There is an English international edition, as well as translations in Chinese (both Mandarin and Cantonese), Spanish, Malaysian, and several other languages. (While in a bookstore in the Philippines, I purchased a photocopy of the book for \$2.50.)

Over the years, the number of students enrolled in introductory agricultural economics courses has decreased, as has class size. We are teaching fewer students than in the past and we attract a wide range of student abilities. The amount of material we cover in a semester has decreased, as has the number of

required credit hours. As a profession, I believe we must ask the following questions. Are our students prepared to handle business management positions or leadership positions in government service after graduation? Are the students prepared for graduate school? Are we lowering the quality of our programs? Are we graduating students who cannot perform at reasonable levels of proficiency? As student numbers drop, are we filling classes with lower-quality students and accepting students who have been rejected by other disciplines? Agricultural economics departments have been known for quality instruction and advising, and if we are to survive, we must provide high-quality undergraduate and graduate programs. It is possible to initiate excellent educational programs even if there are fewer faculty and fewer students. Technology provides opportunities. We can make use of the Internet, we can employ distance education, and we can combine and coordinate our programs with those of other institutions.

Student numbers have stabilized with our movement to agribusiness and natural resources. These changes have increased employment opportunities and the demand for students. Many agribusiness programs have added a few business courses to the curriculum, including a capstone course, and revamped their marketing, production, and finance classes. Commodity marketing classes have been expanded to include product marketing. Farm management and farm finance courses have become business courses. To attract students, fewer courses in economics and fewer quantitative courses are required. This is probably the wrong trend, because we have learned that businesses are willing to hire agribusiness students, but they want the students well trained in communications, social sciences, mathematics, statistics, decision theory, and a systems approach to problems. Small changes in our undergraduate program could substantially improve the quality of our graduates.

### **Our Reputation is Determined by Research**

Our professional strength lies in our ability to conduct creative and relevant applied research.

Our graduate programs contain the economics, statistics, and applied courses to handle a broad spectrum of problems. We understand the scientific method, and we use our "tool-kit" to apply our knowledge to resource, environmental, development, production, marketing, and policy problems or issues. This research, while useful and publishable, follows the funding sources and does not add to the body of knowledge. Rather than moving from project to project, researchers should strive to develop research programs whereby they can develop their comparative advantage. The research program should include a systems approach so that the domestic and international dimensions of the problem are explored as well as the resource and environmental aspects. In order to investigate the entire problem, research funding per program should be increased and should last for longer periods. Also, joint research efforts with economists in other subject fields and with staff from other universities or research organizations should be encouraged. This would bring more varied abilities to the research problem, resulting in improved research output. Special and competitive grant research has become more popular with the profession because the projects are funded at increased levels in 3- and 5-year periods. It is my belief that faculty research output would increase severalfold if funding were doubled. Every researcher at a university should have enough funding for a postdoctoral student and a couple of graduate students.

As you all know, our promotion and pay are tied to journal articles and other research output. Some adjustments, however, must be made for the other activities of a department. We need to adjust our thinking to allow the faculty to provide quality advising, instruction, and extension outreach programs. The faculty must be able to compete nationally and internationally in our journals. This includes the extension faculty as well as the experiment station faculty. Faculty members who can compete in our journals will be able to write for popular publications.

Consulting that does not involve a conflict of interest is an important part of our profession. Such projects force the faculty to work

on current issues for which someone is willing to provide funding. The individual researcher gains financially and increases his or her problem-solving ability. The researcher also learns to present and defend research results. The university gains a more productive researcher and a more viable, interesting, and relevant teacher. Consulting and sabbatical leaves can bring new skills and freshness to teaching, research, and service programs. My sabbaticals at Harvard University, Winrock International, the University of California at Berkeley, the Ohio State University, and the U.S. Department of Agriculture's Economic Research Service were very valuable. They provided perspective, a break in routine, time to reflect, and opportunities to work with other professions and professionals. Sabbaticals taught me to identify and evaluate important research problems and to publish the results in professional journals. In addition, these sabbaticals taught me how important it is to recruit the very best students.

### **More Emphasis Must be Placed on Service**

Our service or extension role is becoming more important. More of our funding is derived from state appropriations or grants, and less is derived from federal formula funds. The result can be a tendency to try to be an "expert" in all things. However, if one is to be successful in the long run, specialization and comparative advantage works. Patience and hard work are rewarded. Be sure to serve

your profession. The profession is only as strong as its participants. Serve on professional committees and review papers for professional journals. These activities will ensure excellent programs in the future.

In the past, colleges of agriculture placed a low priority on agricultural economics. We did not develop new plant varieties or control diseases, weeds, or pests. Economists asked embarrassing questions about increased output, new technology, and government policy. We are, however, making a comeback. Agricultural economics and food science are back in vogue. With agricultural output at record levels and prices and net returns at depressed levels, there is a renewed emphasis in government policy, new product development, product marketing, and economic development. Agricultural economics and rural sociology are primed to provide the leadership, resources, and background for strides in rural development in the United States.

In conclusion, agricultural economists and our professional associations have adapted to our changing world. We have responded by changing the content of course offerings, broadening the curriculum, expanding the areas of research, and integrating outreach programs into the academic departments. These changes have been reflected in the renaming of our colleges, departments, professional societies, journals, and education programs. Therefore, agricultural economics will remain a strong profession, not only because of its talented people, but also because we work on important issues.

# Dr. Ernest E. Davis

## Lifetime Achievement Award

Dr. Ernest E. Davis, Regents Fellow, professor, and extension economist–livestock marketing, Texas Cooperative Extension, Texas A&M University System, has maintained an innovative and highly visible extension education effort in livestock marketing for the past 29 years. Dr. Davis is extremely well respected for his knowledge of the livestock industry, not only within Texas, but also in the southern region and nationally.

James G. Butler, newly appointed deputy undersecretary for marketing and regulatory programs, U.S. Department of Agriculture, wrote in a recent letter, “I have the utmost respect for [Dr. Davis’s] work and contributions to the livestock industry. . . . His opinion is frequently sought and quoted by livestock industry leaders. . . . He is one of the best extension and academic professionals that I have been associated with.”

John Dudley, President of the Texas and Southwestern Cattle Raisers’ Association (TSCRA), states, “Members of the TSCRA have relied for years on Dr. Ernest E. Davis for reliable and valuable analyses and forecasts.” Mr. Dudley goes on to add, “As a regular speaker at TSCRA meetings, [Dr. Davis’s] remarks are eagerly anticipated.”

Ernie Davis has provided national leadership in livestock market situation and outlook. He is frequently invited to present beef cattle market outlook at multistate regional and national meetings. He has made numerous presentations at the Southern Regional Outlook Conference in Atlanta, the Midwestern, Great Plains, and Western States Outlook Conferences, and the Annual Conference of the American Agricultural Economics Association (AAEA). In 1993, Dr. Davis became the president of the Western Livestock Marketing



Information Project’s (WLMIP) technical advisory committee. One of the first things he did was to change the WLMIP to the Livestock Marketing Information Center (LMIC) to make it a national center for the development of information regarding livestock marketing outlook. The center’s membership, under Dr. Davis’s leadership, has since grown to 23 states, 1 Canadian province, and 7 national livestock organizations.

Dr. Davis’s understanding and knowledge of the agricultural futures and options markets and the potential of these markets for reducing the risk associated with the livestock industry is well known. He spent 8 years encouraging the Chicago Merchantile Exchange (CME) to develop a stocker calf contract so U.S. cow-calf operators would have an efficient risk

management tool to hedge their price risk. On November 30, 1998, the CME started trading the stocker calf contract that Dr. Davis helped them design. He and the past president of the National Cattlemen's Beef Association, John Lacey, were invited to Chicago to ring the bell for the start of trading for the new contract.

One of the most significant contributions of Dr. Davis's career was the design and development of a computerized market for feeder cattle, called CATTLEX. With a \$675,000 grant from the Agricultural Marketing Service of the U.S. Department of Agriculture (USDA) and the involvement of a select group of cow-calf producers, stocker cattle operators, feedlot managers, cooperative managers, and veterinarians, Dr. Davis and his coworker, Dr. Tom Sporleder, developed the trading techniques and operating procedures for the computer market. This computer market for feeder cattle was successfully conducted for 15 months with daily auction sales and forward contract sales. The system was demonstrated to livestock industry officials from 42 states and four countries. Although CATTLEX is no longer in operation, today's satellite auctions and beef cattle sales on the Internet use essentially the same description and trading procedures developed for the CATTLEX system. The impact and innovativeness of this project cannot be overestimated relative to today's electronic trading systems.

Dr. Davis has also been directly involved in developing computerized systems for trading hay, futures (WEX), and wool and mohair. On the local level, he has been instrumental in the development of computer templates to help producers make better management decisions and in the development of websites for livestock market news and prices at Texas A&M and at the LMIC. His own website is updated monthly with his market outlook, all in keeping with his tradition of using the latest technology to help livestock producers.

Dr. Davis has been the principal investigator on seven major research projects. Total funding for his research studies amounted to \$1.21 million, a near record level of funding for an extension agricultural economist at Texas A&M. Six of these projects were multiple-

year studies involving extensive data gathering and analysis, producer interaction, and liaison with industry leaders. Dr. Davis focused his research on projects that have made a significant difference for Texas's cattle, wool, and goat industries. For example, his work on screw worm eradication in Mexico helped to reduce animal health costs in Texas and the Southwest immediately and will continue to pay dividends to livestock producers for years to come.

Dr. Davis was the major advisor for five masters students. Two of these students continued their education, and one is a USDA Economic Research Service livestock economist. Dr. Davis's other graduate students pursued careers in industry; one is a floor trader for the CME, and another has a ranch that backgrounds feeder cattle. Dr. Davis served on more than 20 graduate student committees and has been a willing guest lecturer in ag prices and commodity futures classes for the past 29 years. Through these contacts, he has shared his livestock industry experience with countless students at Texas A&M.

Dr. Davis has also relied heavily on publications and radio interviews to reach producers and industry leaders. For 25 years, he wrote a biweekly newsletter, *Texas Livestock Market Comments*. The *Western Livestock Roundup* ran four to five articles of his each year for 24 years. More than 900 radio presentations and over 100 Texas Outlook and Market Information tapes have been recorded by Dr. Davis since 1975 in an effort to reach the livestock industry across Texas and the South. He has given more than 1,500 interviews since 1986 and prepared more than 350 DTN articles since 1993 as part of his extension education program. Presently, he receives more than 300 phone calls and e-mails per month. Indeed, Dr. Davis's educational materials have impacted procedures all over the South and Southwest, making him one of the most outstanding livestock marketing economists in the region.

Dr. Davis has received many accolades for his extension career in livestock marketing, the most recent of which was his being named a Regents Fellow by the board of regents of the Texas A&M University System—a rare honor

for extension professionals. He received the Faculty Distinguished Achievement Award in Extension Education from the Association of Former Students of Texas A&M University in 1988. He received the Deputy Chancellor's Award in Excellence in 1988 and again in 2000, and he received the Extension Award for

Superior Service in 1983 and again in 1987. He received the Outstanding Extension Program Award presented by the Western Agricultural Economics Association in 1992. In 1990, he was given the Premier Forecaster Award by commodity marketing specialists at the AAEA annual conference.

# Will There Be a Cooperative Extension in the Future: Will Extension Need Agricultural Economists?

**Ernest E. Davis**

Receiving the Lifetime Achievement Award from the Southern Agricultural Economics Association is indeed an honor, and I thank each of you and the Association. I am also appreciative of this opportunity to express some of my views and concerns about the future of the Cooperative Extension Service and thoughts on what I think land grant university agricultural economists will need to do to remain a viable part of the Extension and the land grant system.

## **Background**

I must agree with my friend and long-time colleague Ron Lacewell, who (in receiving this award) wrote about the diversification agricultural economists have already achieved. Our profession (founded in economic problems and solutions of production agriculture), has diversified into marketing, agribusiness, business strategies, resources, policy analysis, community development, and econometrics. We have become leaders in the development of computer templates, databases, and web-sites and in general information technology, analysis, and distribution. These things we have done very well, but still society is changing around us. Although, to this point, we may have adapted better than most of our technology-oriented land grant colleagues, we must adapt even more in the future, especially those of us who have extension appointments. These

are the people that most of my comments will be directed to.

## **Problem Statement**

In the last decade, it would be hard to find even one or two states that have not had cuts in their extension budgets. For the most part, extension support from state governments has not kept up with the resources needed to do effective programming. Some extension economists have been more aggressive and innovative in their efforts to find alternative sources of funds to support their extension programs. But these types of resources are difficult to find and even more difficult to maintain. In the future, extension economists must be more aggressive in securing grants and contracts to support their programs. They must then market these programs so that producers, agribusinesses, consumers, and politicians will appreciate and support future endeavors. These endeavors will include both outreach and applied research, but more on that later.

The Texas Cooperative Extension Service was challenged/admonished by the Honorable Pete Laney, cotton farmer from Hale Center, TX, and Speaker of the Texas House of Representatives: "If you want to continue to receive funds for Extension programs in rural areas, you must convince the urban legislators that Extension is a valid investment for tax dollars. What I am telling you is that if you want to continue to have rural Extension pro-



grams, you must have good urban programs.” This is not a problem common to only Texas. I am sure many of you can think of other examples maybe even more threatening than Mr. Laney’s. It is obvious that in the eyes of our public and supposedly in the eyes of our clientele, extension is either unknown or not respected. Obviously this is not a position in which extension can expect to survive.

### **What Must Extension Do to Remain Viable?**

The recently released Extension Committee on Organization and Policy (ECOP) report “Extension Vision for the 21st Century” addresses such concerns and issues with statements such as, “If Extension is to thrive, it must understand and adjust to this rapidly changing world.” Peter Magrath, president of the National Association of State Universities and Land Grant Colleges (NASULGC) is quoted as saying, “If the land grant universities and the Extension are to grow and thrive in the 21st Century, they must **regain** credibility by providing the level of institutional access for which they were created.” It is clear that extension leaders recognize that state extension services must change to the new “big picture” or fade away.

If extension is going to be a useful, viable agency in the 21st century, it must wake up and redirect many of its traditional programs. Issues extension must address, and should have already addressed, include understanding the changing faces of America, globalization, and the changing urban/rural interface; engaging communities of interest and place; understanding the changing family structure; supporting individual and public health; addressing the challenge of information technology; and responding to public uncertainty. That is a mouthful and a monumental task, but all elements must be addressed.

### **Land Grant Universities**

One of my biases has been land grant universities’ emphasis on teaching and research at the expense of extension. Too many times I

have seen colleagues accept joint appointments in teaching and extension with the same results: extension outreach programs suffered.

It seems to me that there is a definite need for extension economists to do more applied research and have joint appointments in extension and research for a couple of reasons. First, extension economists usually have stronger ties to agricultural commodity groups and agribusinesses. They are more deeply involved with these groups, better understand the problems and concerns of a particular ag industry, and understand more about how a particular industry functions. This puts extension economists in a more strategic position to obtain grants from these emerging and growing agribusinesses. Who better to do research on structure, conduct, and performance? Who better to do research and fine tuning on outlook and marketing strategies?

Second, extension economists can also use the contract and grant monies from agribusinesses to supplement their outreach programs, not only with agribusiness, but also with ag producers and the general public, which we commonly call consumers. Such a strategy would provide additional resources to extension economists. This strategy would require some ingenuity on the part of the economists in relating some of these applied studies on up the chain to consumers and, of course, politicians. However, extension economists seriously need to do this if we are to continue in agricultural roles. On another biased note, extension economists can be good applied researchers even without being able to read the *American Journal of Agricultural Economics*.

As extension economists move more into applied research roles, there are a few danger zones that must be avoided. The applied research component should relate to the extension economist’s job responsibilities; otherwise, there will be a major conflict with the outreach program. Also, the applied research programs should enhance and augment extension outreach programs and then make sure you do so.

Of course, there are many other roles and areas in which extension economists will be needed in the total effort of providing food

and fiber to Americans and the world in reasonable supplies at reasonable costs. There will be a continuing need and demand for agricultural production, resource, policy, and community development economists. My main emphasis has been on marketing because that is what I do, but the charge does not change. All of our applied research must relate or be made important not only to the agricultural sector, but, most importantly, to the urban and suburban sectors of our society.

Extension economists have another hurdle to deal with, one in which we must achieve success. From "Extension Vision for the 21st Century," I quote: "Extension conducts many comprehensive and effective programs that are clearly in the 'public good,' but for which there is no easy way to derive a direct return on investment." Who better to tackle this problem than extension economists?

Before closing, while I am quoting from the "Extension Vision for the 21st Century" paper, there is one other matter that must be dealt with by land grant universities if we are to have successful extension programs. I quote: "The lack of engagement between some universities and the citizens they serve can be traced, at least in part, to a strong and narrowly focused emphasis on research to the exclusion of undergraduate instruction, outreach, and service coupled with a correspondingly narrow definition of scholarship.

A narrowly applied definition of scholar-

ship, which focuses almost entirely on research output, may cause university administrators and faculty to apply available resources to research at the expense of undergraduate teaching, outreach education, and engagement. Traditional scholarship rewards university faculty for pursuing laboratory and scholarly journal research, resulting in published scholarly articles and lectures that contain limited direct relevance to the public. Universities must affirm and support the premise that scholarship can be demonstrated through outreach education and engagement. Just as extension must alter its culture if it is to become engaged with all who could benefit, so, too, must the land grant university redefine scholarship and reward university faculty who pursue a broader scholarly agenda."

I fully agree that my final bias has been succinctly phrased by the ECOP. If extension is going to employ top-notch economists in the future, the land grant universities must rethink their program emphasis and restructure their academic rewards, promotion, and salary criteria.

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# Dr. Don E. Ethridge

## Lifetime Achievement Award

- Instructor, Department of Economics, North Carolina State University, 1969–1970
- Assistant Professor of Economics, University of Missouri-Rolla, 1970–1973; Head of Economics, 1972–1973
- Senior Economic Analyst, Office of Economic Research, Central Intelligence Agency, Washington, DC, 1973–1975
- Economist and Senior Representative, Economic Research Service, U.S. Department of Agriculture, 1975–1981
- Associate Professor and Professor, Department of Agricultural Economics, Texas Tech University, 1981–1997
- Associate of the International Center for Arid and Semi-Arid Land Studies, Texas Tech University, 1981–present
- Professor and Chair, Department of Agricultural and Applied Economics, Texas Tech University, 1997–present
- Director, Cotton Economics Research Institute, Texas Tech University, 1998–present



Don Ethridge's multifaceted professional career includes experience, contributions, and leadership in research, teaching, service, and administration. He received his B.S. (1965) and M.S. (1967) degrees in Agricultural Economics from Texas Technological College and his Ph.D. (1970) in Economics from North Carolina State University. His Ph.D. work at North Carolina State University constituted some of the early research in environmental economics, identifying water pollution responses to price incentives. This line of research continued while he was at the University of Missouri, where he also taught economics and worked at the Water Resource Center. In 1973, he moved to Washington, DC, as an economic analyst with the Office of

Economic Research at the Central Intelligence Agency, where he conducted research and policy analysis on global food, agriculture, and energy issues, including administering contract research on global grain trade models. It was during this period that he "really learned how to work with professionals from other disciplines." He then joined the U.S. Department of Agriculture (USDA) Economic Research Service and moved to Texas to lead a new field office that was responsible for research and policy support on fibers and oil crops through the south-central and western United States. In that capacity, he organized a successful and productive research group and built alliances with other groups throughout

the region, including the USDA Agricultural Research Service and Agricultural Marketing Service, several universities, and a number of cotton industry groups and organizations. That program led him to conduct research on all cotton industry segments and formed the foundation for his recognition as an authority on cotton economics in the United States and globally.

On joining the faculty at Texas Tech in 1981, Dr. Ethridge again assumed teaching responsibilities for the first time since leaving Missouri, teaching a range of undergraduate and graduate subject matter courses thereafter. He also established two widely recognized research programs in cotton economics and rangeland economics and became involved in an extensive group of service and administrative activities and functions.

Dr. Ethridge has taught courses in macro- and microeconomic principles, macro- and microeconomic intermediate theory, production economics, natural resource economics, price analysis, international economics, food and agricultural policy analysis, and research methodology in economics. He published a widely adopted graduate-level textbook on research methodology in 1995 after years of teaching and study of that subject matter. His desire to freely give of himself to the benefit of his students has also established him as a superior teacher. Dr. Ethridge is respected among his peers as an educator, not only because of his teaching abilities, but also because of the encouragement, guidance, and advice he gives to students and because of his contributions to the lives and professional development of students. His leadership in teaching activities is well exemplified by his contributions to more than 80 graduate student theses and dissertations.

Dr. Ethridge's research activities have also varied through time and covered a broad range of types of research and subject matter. Some of his early work in environmental and water research economics was published in outlets such as the *Journal of Political Economy* and the *Bell Journal of Economics and Management Science*. His research in international economics and his global research at the CIA

was all classified and written for government policy members; it had no disciplinary exposure or impact, but it made contributions to public policy. He has continued his international work with research and publishing, teaching, and work assignments in other countries. He has conducted economic research and published work on all components of the cotton and textile industries, including extensive research and publications on cotton-pricing structures and cotton market pricing behavior. Through price analysis research on cotton, Dr. Ethridge has made disciplinary contributions to the body of hedonic price theory and hedonic analytical procedures. Overall, he has more than 320 professional publications and presentations to his credit.

One of Dr. Ethridge's major contributions to southern agriculture is a commitment to interdisciplinary and applied research in cotton economics, which includes all aspects of the cotton industry (production, ginning, harvesting, processing, marketing, and textile manufacturing). Don Ethridge is one of the few academicians who has made a solid impact at both the government and the industry levels on issues pertaining to cotton economics. He has served as an expert on numerous government committees to aid policy decisions and has also maintained a strong collaboration with the cotton industry groups. Examples of this collaboration are his advisements on the CCC Cotton Loan Schedules, his membership in National Cotton Quality Improvement Task Forces, and his reviews of the Cotton Research and Promotion Program. He also regularly reviews proposals for completing grants from programs such as NRI, SBIR, and CSREES. The establishment of the internationally acclaimed Cotton Economics Research Institute in the Department of Agricultural and Applied Economics, Texas Tech University, is one example of Dr. Ethridge's leadership and dedication to the cotton industry.

An active member of our profession, Dr. Ethridge has held leadership positions in professional associations (the Southern Agricultural Economics Association [SAEA], the Western Agricultural Economics Association

[WAEA], and the American Agricultural Economics Association [AAEA]) throughout his career, including positions on boards and committees and involvement in annual meetings, manuscript reviews, etc. Specific examples include service on membership committees of the AAEA and the SAEA, the AAEA Resident Instruction Committee, and the AAEA Employment Services Committee and membership on the board of directors of the National Association of Agricultural Economics Administrators. Additionally, he has maintained heavy involvement in the Cotton Economics and Marketing Conference of the Beltwide Cotton Conferences (he has presented 79 papers at that conference since 1977) since its beginning. Currently, he serves as its historian, its primary source of institutional memory.

Dr. Ethridge has also worked on development projects in several other countries, including the Philippines, China, Egypt, Jordan, Mexico, and Ethiopia.

Dr. Ethridge's colleagues have recently discovered yet another dimension of Dr. Ethridge's personality, which has become evident during his tenure as the chair of the Department of Agricultural and Applied Economics. He has proved himself to be an excellent administrator with his energetic approach to getting other people fully and willingly committed to courses of action and to meeting commonly agreed upon objectives. As the chair of the department, Dr. Ethridge is constantly reflecting on the needs of the profession, the department, the college, the university, and, above all, the needs, aspirations, and concerns of the faculty.

# Past, Present, and Future: A Perspective

**Don E. Ethridge**

I am most honored to be receiving the Lifetime Achievement Award from the Southern Agricultural Economics Association and take great pride in this recognition by my peer group. Since being notified that I would be receiving the award, I have reflected at length on the past 35 years and what the many experiences during that period have meant to me. I have also worried over what I should write in response to this occasion that would be worthwhile. I decided that my thoughts and opinions may be of some interest on two matters: (1) a few of the major lessons that I have learned and (2) the directions in which I see us going as a group of professional applied economists and some opinions on those changes. I believe that we should be willing to express our (hopefully well-reasoned) judgments on matters of our collective interest. Perhaps my remarks will stimulate some healthy debate.

## **Lessons Learned**

While I am often and consistently reminded of how much I do not know, there are some things of which I am pretty certain; I hope they embody some wisdom. These things include the following:

(1) Whatever any of us accomplish is attributable in large part to many other people—our families, our mentors, our colleagues, our students, and others in the larger world with whom we work and interface. This in no way minimizes individual effort and initiative, but in the realm of intellectual and educational activities, where most of us spend most of our time (teaching, research, extension, and

even administration), we draw heavily on each other's talents, work, and leadership. Most of us are generally aware of our reliance on these groups, but do we reflect on and appreciate it enough? An important, but sometimes overlooked, part of this contribution is what we learn from our students. I have long recognized that our students will teach us, particularly about the new tools and techniques, if we let them. My own technical training obsolescence would have occurred much earlier if my students had not taught me. My many colleagues and coworkers have helped me in many different ways, and I did not recognize the gifts of some of my teachers and mentors until years later. I hope that what my mentors, colleagues, and students have received from me constitutes a fair bargain.

(2) Learning (the acquisition of knowledge and understanding) is truly a lifelong process. It can occur only when students (all of us) engage as active participants. We should never delude ourselves by thinking that we have achieved mastery of a subject; there is really no such thing. To carry that thought a step further, information may be correct or incorrect, but knowledge has differing degrees of reliability. Knowledge cannot be bad, but people can do good or bad things with it. While I believe it is important for us to be concerned with the process of learning, it remains a mysterious thing.

(3) There is no inherent hierarchy of knowledge or avenues through which to seek it (i.e., research). Disciplinary knowledge is not superior to problem-solving knowledge, but each is important and has its

own role or function. Given that, each research activity should be judged on the basis of how well it is done, not by what type of activity it is. I will return to this point in my following remarks.

- (4) It is a waste of time to become involved in speculation and gossip on matters that we cannot impact or that are really none of our business. Keeping one's focus on those things for which we are each responsible is a great asset; it enhances productivity and avoids many unnecessary problems. I have seen enough cases of "office gossip" and idle speculation destroying productivity and creating interpersonal problems over the years to develop a strong disdain for it. Related to this lesson is a prescription: When in doubt, extend the benefit of the doubt to others.

### **Future Directions**

Where are we headed as a professional group—as a profession? In looking at this question, I think we always must extrapolate from our past, both recent and distant, but none of us really knows. As I interpret the trends over the past 30 years, I see a few unmistakable patterns. One is that we are becoming stronger and more sophisticated in using quantitative and empirical tools. In this respect, we are true to our empirical roots; we embrace most of the quantitative analytical tools and techniques that we encounter. We have been able to make progress on this front in part because of advancements in computer technology, which have expanded dramatically, particularly in the last decade. We routinely solve algorithms today that we did not even address when I was in graduate school because the computational capacity to solve them did not exist. Our focus on empiricism has generally served us well, and I agree with McCloskey in his contention that if economics wishes to be more "scientific," it should focus itself more like agricultural economics has done. This commitment to quantitative analysis is a widely recognized attribute and asset, even though many of those with whom we

work find it a bit mysterious. However, I also think that we are in real danger of carrying this too far—becoming too focused on the techniques themselves rather than on the reasons for using them, a point to which I will return shortly.

Another pattern I see is that we are becoming much broader, or diverse, in the types of things on which we focus. The broadening out from an agricultural production focus at one time to a greater relative emphasis on areas such as marketing, trade, natural resource and environmental economics, and rural development is occurring. As a group steeped in the traditions of problem solving, this is a natural progression and will likely continue. I believe this is a productive direction for us because it is one of the primary strengths we offer and for which I believe there is a sustainable demand. Important dimensions of this progression are intertwined in the changes occurring in our overall economic structure, including agroindustrialization, but I would not limit our broader perspective to that arena. I believe that there is a "pent-up" demand for the problem-solving talents that we have developed in the broader world beyond the food and fiber sectors. For us to reach in that direction, however, the general public's perceptions of "agriculture" are a massive barrier. I wholeheartedly endorse this trend. As we become broader in our collective perspective, this presents a challenge for us that we not become too narrow in our specialized interest areas and splinter and squabble over relative importance. I submit that the underlying philosophy that holds us together is that we believe it is important to solve problems. If we can retain focus on that fact, we can maintain respect for each other's specialty areas of work and the common interests that overshadow the specialization differences. It is important to recognize that this broadening of interests within the profession is by no means new. It has been occurring since the beginnings of the field of agricultural economics, and for anyone not familiar with that history, I encourage you to partake of that perspective.

Both of these trends are, I believe, favorable for us. I see another pattern that I think

holds some real danger for us. This pattern is that we are becoming too enthralled with the tools themselves, as opposed to the reasons for and the roles of the tools. Our tools and techniques are obviously important and, as noted, a key element of our disciplinary interests. However, means and ends are separable, and it is important that we maintain the perspective to understand the importance and function of each. Some of us are obviously more technique-oriented than others, which works well for us collectively—assuming that we maintain our collective balance. My concerns are not that we may become too theoretical on the disciplinary side, but rather that we may become too technique-oriented, losing sight of theoretical underpinnings and their applicability. Let me elaborate.

I prefer Johnson's classification of research and knowledge—disciplinary, subject matter, and problem-solving. Disciplinary research or knowledge is that which interests only those within a discipline; it is typically theoretical, procedural, or measurement-oriented only. Do not misunderstand; I do not question the value of disciplinary activities. In fact, I maintain that the single greatest weakness of our empirical work is insufficient conceptualization. However, one of the things that makes us unique as a group within the world of economists is our relevance to those outside our discipline—our capacity to integrate economic concepts with empirical tools and focus them on problems and issues that are of recognized importance in the contemporary world. We do not just teach or espouse economics, we *do* it; and we try to solve problems with it. We can go beyond providing reliable knowledge to also providing relevant knowledge. These are our roots, and as we evolve, I believe we should evolve (expand?) in that tradition, taking care not to turn inward and lose our relevance. Relevance is perhaps our most redeeming, and most marketable, attribute. That is worth keeping in mind as we move forward on the empirical front. As I examine these fine balances in our research and educational processes, I believe that we are placing too much relative emphasis on empirical techniques as an end in themselves and too little relative em-

phasis on conceptualization in these processes. The most common failing—the greatest reason for missing the intended mark—in the published works on agricultural/applied economics that I see today is inadequate conceptualization.

A third pattern I see is a distinct movement toward “agribusiness,” particularly in our educational programs. This movement is, in part, a merchandising ploy to appeal to the interests, or perceived interests, of students. On the other hand, it is in part a return to our roots—we began as “farm management.” I see this as a positive change if we handle it correctly, but it has some pitfalls. The problem-solving focus that we bring to business issues (management, policy, marketing, finance, etc.) is certainly relevant. I believe we bring many useful talents to that table and have done so for many years. We are relabeling it to some extent, but we are also restructuring our focus and our programs to some extent. The strengths we bring to the agribusiness table include a working knowledge of the economic concepts and analytical tools, combined with pragmatic interests. As we adapt in that direction, we should be careful that we do not emulate the business schools too closely in the sense that many of them have eliminated much of the economic theory and understanding of analytical techniques from their programs (there is a difference between understanding the techniques and being able to use a canned software program). We should, I propose, retain the conceptual and analytical focus in our agribusiness educational programs. To put it another way, we should not gravitate too far toward training as opposed to education.

### **Our Challenge**

We do not live and work in a static world. As a professional group and a discipline, and as individuals within this group and discipline, our challenge is to balance our activities, our philosophies, our various clienteles, and our perspectives. This simultaneous equation system has more variables than equations and thus has no unique solution. As a group within the discipline of economics, our world and our



circumstances are very dynamic, but an examination of our history reveals that change has always been present, although perhaps it has been more dramatic in some periods than in others. These are exciting and stressful times. We are, I believe, making some very positive and productive changes, but the directions of change on some underlying fundamental perspectives give me some concern. As with any change process, we need to get on with it, but we also need to be careful with it. We will collectively make errors, but errors are rarely fatal if we approach the issues analytically rather than emotionally—but understanding may also require a perspective on history and philosophy in addition to analytical techniques. As we change, I submit that we need to keep focusing on our relative strengths—those things we do in which we have an absolute and/or comparative advantage—and exploit them. I believe that the core of our strength is our capacity to do good applied economic work by integrating economic concepts/theory with analytical tools and to

focus these things on issues that society perceives as important. We have historically shown a unique blend of positivistic, normativistic, and pragmatic philosophies, and I submit that it has served us and our various clientele well. Perhaps our pragmatism has kept us from becoming myopic disciplinarians. As we struggle with the changes that we are caught up in, our ability and determination to work together—to communicate, debate, disagree, and work collaboratively—is an attribute worthy of each of us. Each of us are only one voice among many, but each of our voices matter. Our activities—be they teaching, research, or industry and public interface—affect many people, including our colleagues.

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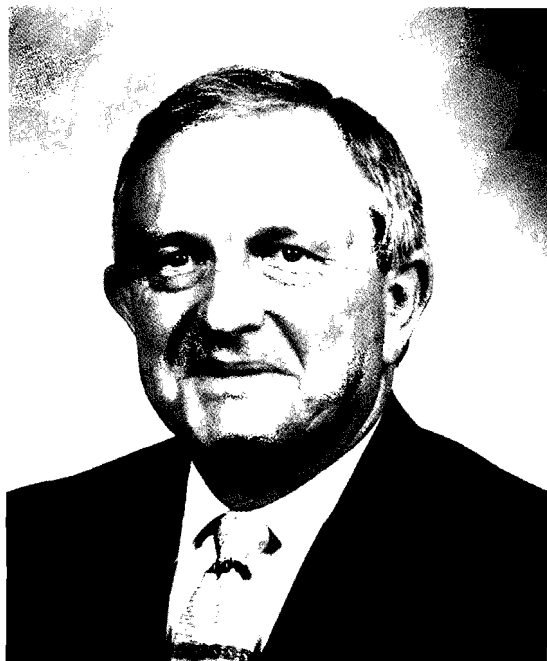
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# Fred Woods

## Lifetime Achievement Award

- Agricultural Analyst, Congressional Research Service, Library of Congress, 1961–1965
- Agricultural Economist, Farmer Cooperative Service, USDA, 1965–1966
- Extension Specialist, Alabama Cooperative Extension Service, Auburn University, 1966–1969
- Agricultural Economist, Economic Research Service, USDA, 1969–1975
- Public Affairs Specialist, Extension Service, USDA, 1975–1978
- Special Assistant to the Administrator, Extension Service, USDA, 1978–1979
- Deputy Administrator for Program Development, Evaluation and Management Systems; ES-USDA, 1979–1982
- Assistant Deputy Administrator for Agriculture, ES-USDA, 1982–1985
- Acting Deputy Administrator for Agriculture, ES-USDA, 1984–1985
- National Program Leader for Public Policy Education, ES-USDA, 1985–1994
- Agricultural Policy Advisor to the Republic of Armenia, 1992–1993
- National Program Leader for Public Policy Research and Education; Cooperative State Research, Education and Extension Service; USDA, 1994–1999
- Adjunct Professor of Agricultural Economics and Project Leader (Trinidad), Texas A&M University, 1999–2001

Fred Woods retired from the U.S. Department of Agriculture (USDA) in early 1999 and has just completed a 2-year assignment as project leader of the Agri-Sector Policy and Public Administration Reform Project, a Texas A&M University project carried out for the government of the Republic of Trinidad and Tobago.



Mr. Woods has had a relatively diverse career of public service relating to the agricultural economics profession. He has served as a legislative analyst, an extension specialist, a researcher, an administrator, and a policy advisor for both U.S. and foreign governments and as a national program leader for public policy research and extension education in the United States.

For many years, Mr. Woods effectively represented public policy educators and researchers within the USDA and throughout the Washington establishment. He aided communication and joint efforts among the states in addition to establishing networks with other USDA agencies, other federal agencies, and nongovernmental groups. He was successful in securing funding from various sources to

advance regional research and education activities.

In both 1990 and 1996, Fred Woods led national programs to educate farmers and agribusiness leaders on how new farm legislation would affect U.S. agriculture and to help farmers analyze policy issues and production alternatives. He then assembled groups of agricultural policy experts from the land grant universities to advise the USDA on implementing the legislation.

In the early 1970s, Mr. Woods resurrected the farm tax research program in the USDA, focusing on the impacts of federal income and estate taxes on farm structure and competitiveness. As the USDA spokesman for agricultural tax matters, he frequently advised U.S. Treasury Department and Internal Revenue Service officials and congressional committee staffs on the impacts of federal tax proposals on agriculture.

Mr. Woods has also been associated with improved accountability and reporting for the national extension system. He directed the extension system's response to a congressionally mandated evaluation of social and economic consequences of extension educational programs carried out in the late 1970s, and he coordinated a national effort to conceive, design, and implement an improved accountability and evaluation system for the extension system in the early 1980s.

Mr. Woods has also been heavily involved throughout his career in extension programs for small farmers and financially distressed farmers and in risk management research and education. On several occasions, he secured special funding for national programs and assured equitable distribution of these funds.

In more recent years, Mr. Woods has undertaken several international assignments. He assisted the nation of Armenia in its conversion from a centrally planned economy to a market economy and served as a liaison between that country's government and US-AID and the USDA Foreign Agricultural Service in providing U.S. food assistance to Armenia. More recently, he was the project leader for a Texas A&M University project to help the government of Trinidad reorganize its Ministry of Agriculture to support a market-oriented private-sector agriculture and to develop an agricultural policy analysis capability.

Fred Woods received both a B.S. degree in Agricultural Science and an M.S. degree in Agricultural Economics from Auburn University. He did additional graduate work in economics (public finance) at the American University in Washington, DC. He is a long-time member of both the Southern Agricultural Economics Association (SAEA) and the American Agricultural Economics Association. He has received numerous awards and much recognition over his career. In addition to the present SAEA Lifetime Achievement Award, those awards of which he is proudest are the R.J. Hildreth Award for Career Achievement in Public Policy Education (1997) and the Woods Award for Excellence in Public Policy (1998). The latter award was established by the USDA Economists Group and named for Mr. Woods and is awarded annually to recognize excellence in public policy development, implementation, or education in support of agricultural and rural issues. A permanent plaque inscribed with the names of recipients of the award hangs on the wall of USDA's Whitten Building, just outside the office of the USDA chief economist.

# A Perspective on Public Service at the National Level

**Fred Woods**

I never expected to be here. I'm the guy who may be best known for including jokes with my "Public Policy News From Washington" e-mails. Some said the jokes, while redundant, were more informative than the public policy news.

I asked my friend Hal Harris what I should talk about. In Hal's inimitable way, he said, "Aw hell, just tell 'em what you did all those years in Washington!" Well, I just did that. I sent out policy news and jokes. That didn't take very long, did it Hal?

Seriously, though—at least as seriously as I care to get—there may be a little value in expanding just a bit on that role, because it may have made many of you a little more effective; even the jokes, if they made you "lighten up" occasionally. Actually, I probably got more feedback on the jokes than on the policy stuff over the years—the vast majority of it was favorable, too.

Let me tell you one of the things that I have always taken very seriously: the role—no, the responsibility—of informed public participation in the democratic process. I got bit by the "public policy bug" early on in my career, in my very first job (paying job, that is) as an agricultural analyst in the Congressional Research Service, or, as it was then called, the Legislative Reference Service. That was back in the days before members of congress had large staffs, and many, if not most, of them relied on people like me for speeches, legislative analyses, and, many times, practical insights on how legislation and programs im-

pacted the economics of agriculture back home.

I still remember a new congressman from a large cotton-producing district coming into my office for a briefing on cotton farming and asking to hold an opened cotton boll that I had brought back from Alabama. It was the closest, he told me, that he had ever been to raw cotton! It was quite a thrill for a green kid from Alabama who had never traveled more than 200 miles from home until he went to Washington to hear his words spoken on the floors of the U.S. House of Representatives and the Senate and to read them in the *Congressional Record*, even if they were seldom attributed to me. Fortunately, I also recognized the great responsibility that went along with it.

Then, helped along by a stint as extension public policy specialist in the Alabama Co-operative Extension Service and exposure to some of the founders of extension public policy education through participation in the annual National Public Policy Education Conference, the "policy bug" disease mutated into a strong belief in the importance of public policy education for the broader public, the citizens of this great country. My predecessor as national program leader for public policy education, a capable but low-key guy named Doyle Spurlock, who never got the credit he deserved, also helped me immensely, both by helping me to realize the importance of public policy education and by giving me a model for carrying out the national representation role.

Those of us in public policy education who are worth our salt subscribe to the following statement by Thomas Jefferson:

I know no safe depository of the ultimate powers of society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education.

The people who really matter in this most worthwhile of all public service work—that of trying to make our participatory democracy work more efficiently by informing the public’s discretion through education—are hundreds of men and women, mostly economists but not all, mostly in land grant universities but not all, mostly extension workers but not all, across this great land. I simply tried to represent them at the national level, to get funding for their special efforts, to provide them with information—data, analyses, reports, etc.—emanating from the national level, to be willing to speculate on emerging issues and future research and educational needs, to provide feedback on how their efforts were being received at the national level, and to help provide some coordination to their individual efforts where needed.

That’s the serious part! I believe strongly in democracy as an ideal, and I believe that it works best when society has the opportunity “. . . to inform their discretion by education.” I also believe strongly—to make our particular educational process work—in the need for effective representation at the national level, be it in Congress, in the Executive Branch agencies, in the various public and private interest groups, or in the Cooperative State Research, Education, and Extension Service.

We have seen this representation breaking down over the past few years, especially in public service. Most of our best people just don’t want to go to Washington to work anymore. There are a host of reasons. Salaries are frequently not competitive. Housing is very expensive. Generally, the commute to work is much longer than that in a university town. There is less opportunity to be directly in-

involved in research projects that generate the journal articles so necessary for tenure and promotion in the university setting. And it is much more difficult to get recognition from the professional associations to which we belong, especially those of us who chose to be agricultural economists. More about this later.

I don’t know how to turn this situation around, or even if it can be turned around at this point. What I do know is that we are all less effective because it is breaking down. The traditional partnership between the U.S. Department of Agriculture (USDA) and the U.S. Land Grant University System has deteriorated severely (to be generous) in the past decade or so. The unwillingness or inability of land grant university administrators to place capable, knowledgeable, and effective representatives at the USDA level is a major factor of this deterioration. The unwillingness or inability of agricultural economists to place capable, knowledgeable, and effective representatives at programmatic levels in the USDA is likewise a major contributing factor.

As agricultural economists, we can’t do a whole lot about many of the barriers to working in Washington, DC. We aren’t able to do too much about general salary competitiveness or the Washington area housing market or commuting times. But there are things we can do through our associations, such as the Southern Agricultural Economics Association and the American Agricultural Economics Association. These associations are supposed to be about, among other things, promoting scholarship in the agricultural economics profession. Let’s recognize that scholarship has a broader definition than just that which applies within the traditional university setting. Let’s recognize that scholarship can occur at the national level as well, that this scholarship not only contributes to the advancement of the profession, but, where national-level representation is involved, has the potential to improve the scholarship potential of all who are represented.

How did I do it? I think four factors are key. First, I strongly believed in the importance of what I did. I believed that I was a vital, but not the most vital, cog in a very

worthwhile “machine.” I’ve already discussed this.

Second, I was fortunate in being able to do it with and for people for whom, for the most part, I have a great respect. And generally this respect was mutual. I didn’t have to like them, nor they me, although in fact most of them are my friends—some are my very best friends. If this were not so, I would never have received this award, because, as I said previously, national-level representation, albeit an important part of the agricultural economics profession, is not at this point widely viewed as “scholarship.”

Third, a good sense of humor is essential. I believe I was, for the most part, successful in this regard. In fact, most of the letters and e-mails I received when I was about to retire from the USDA mentioned “sense of humor.” Fortunately, I hasten to add, they mentioned it in conjunction with some other service the writer had appreciated.

And fourth, one must keep one’s perceived “importance” in perspective. It is easy in our system for those who work within the Washington Beltway to develop an overinflated sense of self-importance. Congressmen, senators, federal agency administrators, and even CSREES national program leaders are frequently invited to state and regional meetings to speak on national issues (or “happenings”). You good people ply them with questions to which the expectation of an answer would appear to invest them with omniscience par excellence. Pretty soon, they get to thinking: “Hey, these folks must think I’m pretty smart,” or “Since they think I know the answers to these things, I’d better act like I do.” It takes a pretty strong person to resist such temptation. I think I successfully resisted this temptation most of the time. Those same good friends with whom I was so privileged to work

were also pretty good at puncturing egos whenever it looked like I was getting too pleased with myself. Those friends were also always ready to give me positive feedback, sometimes even more than I probably deserved.

What I tried to do was to be honest with myself and those with whom I dealt, inside and outside the Washington Beltway. I tried my best to gather good information and analyze and present it to the best of my ability, and when I didn’t know the answer, I didn’t hesitate to say so. I succeeded most of the time. One of the greatest compliments I think I ever got was when I went out to speak at a state annual extension conference a few years ago. The chairman of the program committee (an agricultural economist, not an administrator) said it had been quite a fight with their administration to get me invited instead of one of the federal administrators. He said the committee held fast, though. They wanted someone who could tell them what was going on in Washington who didn’t sound like he was from Washington. That’s what I tried to do for them and for all of you.

I really appreciate receiving this Lifetime Achievement Award. I appreciate it because it is an honor to be considered for it. But I appreciate it even more because I know how hard my colleagues had to work to get it for me. I especially appreciate the broadening of your notion of scholarship to include the efforts of more of those of us who represent you well at the national level. We are all in this profession and this organization together.

## References

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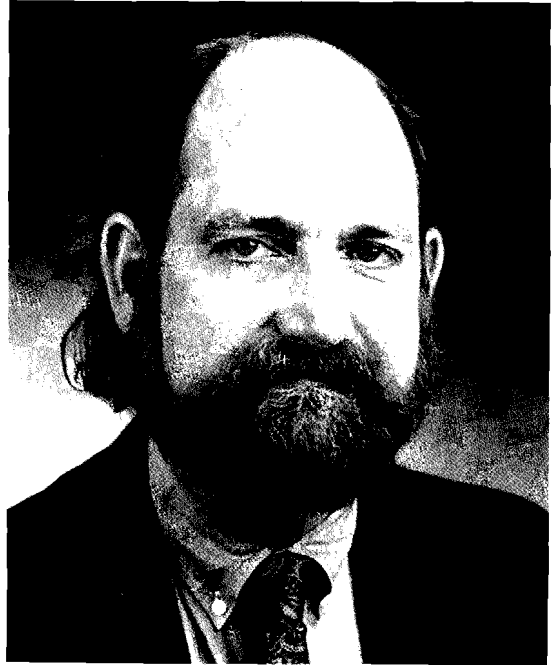
# Steven C. Turner

## 2002–2003 President

Steve Turner was born in Atlanta, GA, in 1953. His father owned and operated a poultry-cattle farm in Lumpkin County, GA, while working at Lockheed Aircraft in Marietta, GA. Dr. Turner's mother was an editor for the Center for Disease Control. Dr. Turner received a B.A. in English Literature from Mercer University, an M.S. in Agricultural Economics from the University of Georgia, and a Ph.D. in Agricultural Economics from Virginia Tech in 1986. Upon graduation, he joined the faculty at the University of Georgia, where he is now an associate professor and undergraduate coordinator in the Department of Agricultural and Applied Economics.

Dr. Turner's research has concentrated on marketing and finance, with emphasis on the green and livestock sectors along with the futures and option markets. Some of his studies have addressed producer attitudes toward computerized marketing, a marketing order referendum for a specialty crop, target markets for retail landscape plants, supplementary information and Markov processes in soybean futures trading, reputation selling in feeder cattle teleauctions, computerization in the U.S. ornamental nursery industry, the process of designing an international shelled peanut futures contract, an experimental examination of thin markets, the relative importance of the green industry in the U.S. agricultural economy, and cross-hedging of cottonseed meal.

As an undergraduate coordinator, Dr. Turner has been heavily involved in curriculum and administrative issues at the departmental, college, university, regional, and national levels. His teaching interests include agribusiness marketing, futures and option markets, and research methodology. His professional service includes the job of faculty advisor to the



American Agricultural Economics Association (AAEA) and Southern Agricultural Economics Association (SAEA) student sections, several AAEA and SAEA committees, and a 3-year term on the board of the Council on Food, Agricultural, and Resource Economics (C-FARE). At the University of Georgia, Dr. Turner advises the Agricultural and Environmental Economics Club and the student chapter of the National AgriMarketing Association, in addition to coordinating an annual paper competition.

Dr. Turner received the Departmental Outstanding Undergraduate Teacher Award in 1987, 1991, 1995, and 1999. In 1992, he received the American Agricultural Economics Association Distinguished Teaching Award, and in 1993, he was awarded the Richard B. Russell Outstanding Undergraduate Teaching

Award by the University of Georgia. He received the 1996 Distinguished Professional Contribution in the Teaching of a Course Award from the SAEA. In 2001, Dr. Turner was chosen to be in the University of Georgia Teaching Academy and was recognized by the Student Government Association with an Outstanding Teacher Award.

Steve Turner and his wife, Jenny, an attorney, have a daughter, Emily, and a son, Clay, and live in Athens, GA. They are involved in church and community, with Steve serving on the board of commissioners for the Athens Housing Authority and Jenny serving on the board of directors for the Athens-Clarke County Mentor Program.