

1 DEPARTMENT OF ENERGY/ENVIRONMENTAL PROTECTION AGENCY

2 WORKSHOP ON USING CONTINGENT VALUATION

3 TO MEASURE NON-MARKET VALUES

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THURSDAY, MAY 19, 1994

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A meeting of the DOE/EPA Workshop on Using

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Contingent Valuation to Measure Non-Market Values was held

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on Thursday, May 19, 1994, commencing at 8:47 a.m., Dr. Paul

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Portney, presiding.

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(8:47 a.m.)

DR. BJORNSTAD: My name is David Bjornstad. As Chair of this event, I would like to welcome you on behalf of the Oak Ridge National Laboratory.

I would also like to spend just a moment in making a couple of announcements and recognizing a couple of people before we get going with this. As you have noticed, this is a complicated event put on.

And, I would like to thank Jim Cohn, who served as my Co-Chair; Cynthia Moody, who is the administrative person for the event; Linda Hampton, who helped Cynthia, and Joy Lee of our business office.

And, I would like to ask you if you have any problems at all to please see them at the outside desk. I have some telephone numbers in which you can take telephone calls or fax messages.

I'm sorry that Leslie Ackers, who spoke with several of you regarding financial matters, wasn't able to make it

1 today. And, I would like everyone to know that the
2 telephones and restrooms are the second right. Take two
3 rights as you go out the door.

4 I have also received a great deal of help as we have
5 put this together from a number of individuals and
6 particularly from Paul Portney and Peter Diamond, Terry
7 Smith and Bob Shelton. I am very grateful for the help I've
8 gotten from them.

9 And, I'm also grateful for the support we got from the
10 Department of Energy and from the EPA. If their
11 representatives have a few words to say to you as we begin
12 today -- they gave us a great deal of support and a great
13 deal of freedom with the agenda to pursue for this
14 conference.

15 In particular, Don Rosenthal and Howard Bruenspeck with
16 DOE helped us out; and, Mary Jo Kiley. They have been
17 supportive. They also provided the resources that have made
18 this possible. And, for that we are very happy.

19 As you know, the theme that we have settled on for this

1 is a research agenda or research questions. And, for that
2 we want to encourage as broad as possible participation.

3 We have prepared a set of draft papers. I hope
4 everyone has received a set. Some of those have been
5 updated. And, make sure that you stop by the desk and have
6 the latest papers that are available.

7 I want to encourage you to provide written comments or
8 other comments from the audience so that we may have the
9 benefit of your thoughts. And, our goal will be to put out
10 a published conference volume. So, please give people your
11 best ideas along the way.

12 We are going to have a transcript of the meeting. And,
13 as a consequence, anyone that speaks will need to speak into
14 a microphone so that they can be recorded. We have two
15 microphones here and we have microphones in the front.

16 I will make sure that this document is placed in the
17 reading rooms at EPA and DOE. And, we will make electronic
18 copies.

19 It's going to be a big document. And, I'm not going to

1 attempt to send it to everyone. But, if you have a need for
2 it, we will make sure you can get a disk of it or something
3 like this.

4 Finally, we are going to prepare some summary
5 statements of what the research agenda looks like. We will
6 mail it to everyone for your comments.

7 But, if you have comments before we do that, please
8 feel free to send them directly to me or to Jim Cohn. And,
9 we will try to incorporate them early on.

10 Finally, I would like to introduce our Chair for today,
11 Paul Portney, who is currently the Vice President and Senior
12 Fellow at RFF. Paul is a former Director of the Center for
13 Risk Analysis and the Quality Environment Division.

14 He has done a variety of things. He has been a Chief
15 Economist for the Council of Environmental Quality.

16 He has spent some time at Cal, Berkeley and some time
17 at Princeton. He received his Ph.D. from Northwestern
18 University.

19 And, I think, as everyone in the room knows, he has

1 been a very serious player and publishing very widely and
2 participating in a variety of different events that are
3 related to the environment and the evaluation of risk
4 analysis.

5 So, Paul, I would like to thank you very much for doing
6 this in chairing this meeting.

7 DR. PORTNEY: David, thank you very much. I have a few
8 very brief introductory remarks to make.

9 I think before I do that I want to give both Abe Haspel
10 of the Department of Energy and Al McGartland of EPA, the
11 guys who put up the money for this conference, an
12 opportunity to say a few words. So, Abe, come on up.

13 MR. HASPEL: Thank you, Paul. On behalf of the
14 Department of Energy, welcome to the DOE and EPA Workshop on
15 Contingent Valuation.

16 I would like to thank all of you for taking time away
17 from your other commitments to be here today. And, now that
18 you are here, I encourage you to share your thoughts and
19 ideas about contingent valuation.

1 Your participation in the discussions will assure that
2 this workshop is a success. And, that's what we all want.

3 As David noted, the purpose of this workshop is to help
4 set an agenda for future research on contingent valuation
5 methods. Toward this end, we have commissioned 13 papers
6 covering a variety of topics on contingent valuations.

7 I hope that you've had a chance to review some of the
8 papers before coming here today. We pushed hard to get the
9 papers mailed to you before the conference.

10 My personal thanks to all of the authors who have
11 completed their papers on time. As you all know from a
12 variety of conferences, when the papers are still coming in
13 it makes it much more difficult to participate. So, again,
14 thanks to all the authors.

15 Another round of thanks goes to the Steering Committee
16 that helped select the topics and authors for the workshop
17 papers -- Paul Portney, Peter Diamond, and early in the
18 workshop planning process, Terry Smith. All patiently
19 discussed various topics and corresponded with all of the

1 authors. Without their help, we wouldn't be here today.

2 In addition to being on the Steering Committee, Paul,
3 as you know, has graciously agreed to moderate the workshop.
4 You will note that benefit from his talents as a moderator
5 during the next day and a half.

6 Many of you are aware of the controversy surrounding
7 the use of contingent valuation today. Much of this
8 controversy relates to natural resource damage assessment
9 regulations now being promulgated by the Department of the
10 Interior and NOAA.

11 I would like to tell you a short story about a
12 controversy that I was involved in on the same topic 15
13 years ago. Reid Johnson and I were both working as Economic
14 Policy Fellows and had just joined the Department of the
15 Interior when we were asked to participate in a project at
16 Bryce Canyon National Park.

17 The Park was being threatened by the development of the
18 old coal field about seven miles off of Yovimpa Point. And,
19 so they had come to the Policy Office where Reid and I were

1 both having our fellowship and said, "Can you help us?"

2 So, Reid and I, being good students of this area,
3 decided, well, what we would do, we would be real smart and
4 we would do a contingent valuation study of the visitors and
5 try to get a handle on what the Park was worth. Not only
6 would we do a contingent valuation study, but we would also
7 do a travel cost study so we would be able to see whether or
8 not we could bracket our values.

9 And, we worked up this really great survey instrument.
10 And, we gave it to the Park Service, who was going to copy
11 it and make it available to us.

12 We proceeded to travel out to Bryce Canyon and arrived
13 at the Park where the Park Superintendent had our survey. I
14 got there the day before Reid and started going through the
15 survey and discovered, much to my surprise, that all the
16 contingent valuation questions had been eliminated.

17 (Laughter.)

18 MR. HASPEL: That made it a little difficult for us to
19 do a contingent valuation study.

1 They didn't take out the travel cost questions, because
2 at that point they didn't understand what we were going to
3 do with the travel questions. But, they did understand what
4 we were going to do with the questions regarding contingent
5 valuation.

6 We had a major fight and did not win. We did not get
7 the contingent valuation into that study.

8 We did proceed to use the travel costs to come up with
9 a value of the Park and later discovered, in a meeting with
10 Secretary Andrus and the Assistant Secretary for Fish,
11 Wildlife and Parks, that the Park Service had taken the
12 attitude that because they did not understand this method
13 and because they were not sure what we were going to do with
14 it, they were afraid that we were going to actually put a
15 value on the Park. And, in fact, that's what we did.

16 (Laughter.)

17 MR. HASPEL: We did it through the travel cost method.
18 Nevertheless, we received a letter the day after the
19 decision was made on what to do with the coal field that

1 basically decried the fact that we hadn't even attempted to
2 try to put a value.

3 Well, that was the controversy then, was even trying to
4 put a value. I think now we have, at least, gotten past
5 that.

6 And, people are looking at how do we value. It's more
7 a question now of what method do we use rather than do we
8 use any method at all.

9 And, that's I think where we are getting to the heart
10 of the new regulations. It's how do we do it, not whether
11 we do it.

12 So, therefore, during this workshop, I am going to ask
13 personally that you all leave your personal and
14 institutional agendas regarding the old mellow rulemaking,
15 leave them outside the door. The purpose of this workshop
16 is to concentrate on identifying key research issues.

17 From this workshop, we want to learn what type of
18 research and studies will help you through the methods, the
19 state-of-the-art in contingent valuation. After this

1 workshop is over, the Department of Energy will talk with
2 EPA and with other interested agencies about contingent
3 valuation research.

4 At this point, I cannot tell you whether where these
5 talks will be or what specific research projects might occur
6 as a result of them. But, I can say that the outcome of
7 this workshop will be important in helping to direct the
8 Department of Energy's future work in contingent valuation.
9 I am committing to that.

10 Learning more about contingent valuation is important
11 to the Department because of its potential application and
12 economic analysis of many different energy related projects
13 and issues. For example, contingent valuation can be used
14 to help calculate externality values for emissions from
15 electric utility power and can be used to estimate the
16 economic damages caused by an oil spill.

17 For those and other applications, we all have an
18 interest in getting the numbers. In the long run, the best
19 way to get the numbers right is to develop a research

1 strategy aimed at improving the reliability and validity and
2 transparency of a contingent valuation method.

3 I look forward to your help today and tomorrow in
4 identifying the elements of that research strategy. As I
5 look out into the crowd, I see faces of several colleagues
6 who I have worked with on a number of different issues.
7 It's sort of nice to be reading something that doesn't have
8 the words "global warming" or "sustainability" in it.

9 (Laughter.)

10 MR. HASPEL: It's a pleasant change of pace for me to
11 be away from the day-to-day demands of the office and to
12 have a chance to renew old acquaintances and to make new
13 ones. I hope that all of you enjoy and benefit from the
14 workshop as much as I know I will.

15 I look forward to discussions that we will have during
16 the workshop period and at lunch. And, hopefully a valuable
17 and dynamic research agenda will arise.

18 Thank you very much.

19 DR. PORTNEY: Abe, thank you. Al McGartland from the

1 Environmental Protection Agency.

2 MR. MCGARTLAND: I couldn't have said it better than my
3 colleague from DOE. So, I will be a little bit briefer.

4 We also picked a very good day from EPA's standpoint to
5 have this conference today. As many of you know, the west
6 tower of EPA was completely shut down. It's sort of a
7 delight for me that I don't have to worry about that. I
8 will let my big senior managers worry about how to get that
9 back into place and we can talk about real issues here.

10 When Howard Bruenspeck with DOE called me and asked me
11 if we were interested in co-sponsoring this conference, I
12 didn't have to hesitate. EPA, perhaps more than any other
13 agency, although somebody like NOAA or DOI, has a real stake
14 in the betterment of the contingency valuation methodology.

15 Not only do we use it in our regulatory support
16 approaches and in the benefit cost analysis, et cetera, but
17 we also want to embark on several new initiatives that we
18 have on planning and getting some of the benefits out of
19 that equation of the ledger right that critically depends

1 for many of our benefits on the use of contingent valuation.

2 Without sort of having an agreed upon methodology that
3 people sort of believed in, that will certainly put a stop
4 on our plans.

5 We have also used a lot of CV in support of our
6 legislative initiatives. The Clinton Administration, in
7 particular, is facing a very hefty legislative agenda in the
8 environmental arena.

9 We have the Clean Water Act, the Sewer Fund, the Safe
10 Drinking Water Act and others who are on track right now.
11 And, a lot of the questions being asked are sort of what are
12 we buying for our investments. Without a CV, it's going to
13 be difficult to answer some of those questions.

14 So, I, too, and EPA, too, would like to thank all of
15 those involved in the conference today. It's obviously a
16 very good turnout. And, we are very pleased.

17 And, with that, I will turn it back over to you.

18 DR. PORTNEY: Abe and Al, thank you very much. Before
19 you are all welcomed out, let me extend my welcome to you

1 and thank you all for being here.

2 A very perceptive colleague of mine caught me before I
3 left work last night and asked if we were going to run the
4 seating the way it's run at a wedding. I said, "Well, what
5 do you mean by that?"

6 (Laughter.)

7 DR. PORTNEY: He said, "Are there going to be people at
8 the door saying, `Friends of CV or opponents of CV?'"

9 (Laughter.)

10 DR. PORTNEY: As I look on the audience, I am delighted
11 to say that, at least, for this first session it looks like
12 a perfectly random distribution of views.

13 (Laughter.)

14 DR. PORTNEY: I'm going to be worried if there is a lot
15 of recontracting at lunchtime.

16 (Laughter.)

17 DR. PORTNEY: Actually, I am much more optimistic than
18 her comment would suggest. We really have an excellent
19 program here.

1 I think we have got good presenters. We have got
2 terrific respondents.

3 And, as I look out into the audience and look at the
4 names of the people who have registered for this today, I
5 mean, we really have an all-star cast out there in the
6 audience. And, these are people that I am hoping, over the
7 course of the next day and a half, will -- that you,
8 yourselves, will become participants, albeit brief
9 participants if you are at the microphone.

10 (Laughter.)

11 DR. PORTNEY: I think that we all have an opportunity
12 here over the next day and a half to learn a lot about the
13 research that is being done that pertains to the contingent
14 valuation technique and its ability to produce reliable or
15 credible or whatever kinds of estimates about lost passive
16 use values or nonuse values. More importantly, I think it's
17 an opportunity -- and this is an especially important
18 opportunity from the standpoint of Abe Haspel of DOE and Al
19 McGartland of EPA, and those from the other government

1 agencies here who have the ability to fund research, to
2 learn about the kinds of research questions that need to be
3 explored in the future.

4 So, I would just echo what Abe said, that to the extent
5 that we can really keep our eye on the research ball and
6 talk about the kinds of questions that need to be funded
7 better, the kinds of projects that need more support, I
8 think we are going to make a lot of progress. And, I am
9 especially optimistic, as I stand here, because I think
10 today there clearly is more interesting and good research
11 going on relating to the contingent valuation question than
12 has ever been the case in the past.

13 Indeed, a lot of the people who are sitting out here
14 looking at me right now are the people that are doing that
15 research. And, again, I want to give you an opportunity,
16 and all of our presenters an opportunity, to talk about that
17 and to talk about the things that need to be done.

18 More importantly, my experience in the contingent
19 valuation debate has not been as a researcher. It came as

1 being a participant in a NOAA panel. And, that sort of
2 introduced me to this area in a way that made me appreciate
3 the research but also the intensity and ferocity of the
4 debate.

5 One of the things that I am optimistic about today is
6 that, at least, for the time being, the tenor of the debate
7 seems to be somewhat less personal. And, I hope that we can
8 keep it that way, at least for the next day and a half.

9 I expressed my optimism to one participant this
10 morning. And, he said, "Well, just wait until the next
11 court case."

12 (Laughter.)

13 DR. PORTNEY: Well, as far as I can tell, the next
14 court case is not before us right now. What we have is, you
15 know, an additional 36 hours or so.

16 Let's use that in a congenial spirit to talk about
17 research, as I say, that is being done and that can be done.
18 And, I think we will all come away from this better
19 researchers and with a better appreciation of research and

1 policy nuances that are involved here.

2 Without further ado, I want to get the program going.

3 I will provide brief introductions of each of the people

4 before they appear here.

5 Once we have gotten through the paper presentations and

6 the responses, we do have a lot of time for you to make

7 brief comments and ask questions. And, the way to do that

8 is go stand behind one of these two microphones.

9 Since I don't know everybody here, if you put your

10 hands up I'm not confident of my ability to keep track.

11 But, if you stand at those microphones, I will take turns

12 calling on people from those microphones.

13 If you get going for more than three minutes at one of

14 those microphones and I haven't heard a question mark, I may

15 sort of butt in. And, I don't want to be rude about it.

16 I just want to warn everybody in advance. Please, be

17 brief, because there is a hell of a lot wisdom in this room.

18 And, I want to give everybody an opportunity to benefit from

19 all of it.

1 So, without further ado, I want to introduce our first
2 session. The paper presenter is Tony Fisher.

3 As most of you know, Tony is a Professor of
4 Agricultural and Resource Economics at the University of
5 California at Berkeley. In previous incarnations, Tony was
6 at the University of Maryland.

7 And, for a brief time, I had the pleasure of being
8 Tony's colleague at Resources for the Future. He has
9 written articles and textbooks on natural resource and
10 environment economics for the last 20 years.

11 And, he has made significant contributions. And, it's
12 a great pleasure for me to start our program by turning it
13 over to Tony Fisher.

14 MR. FISHER: Can everyone hear me? Well, let me start
15 out and we will see.

16 I was asked to assess contingent valuation for
17 consistency with economic theory, in particular construction
18 of utility functions. And, specifically I was asked to
19 focus on the difficulties that arise in interpreting the

1 results of contingent valuation to shed light on the value
2 to be attached to changes in environmental goods. Finally,
3 what research, if any, might resolve difficulties.

4 So, what I will do here is, first, very briefly, set
5 out a framework for the theoretical consideration of the
6 topic, indicate the role of contingent valuation and then I
7 will indicate a couple of difficulties I see in interpreting
8 them for use in environmental valuation studies. First,
9 some issues raised by the hypothetical nature of the
10 procedure will be considered, including potential for
11 strategic behavior by respondents, the choice of CV format
12 -- that is, closed-ended or open-ended -- and the choice of
13 measure of value, willingness to pay or willingness to
14 accept.

15 Then, I look at I, and many other people, call the
16 embedding problem, the frequent finding that willingness to
17 pay for a good is approximately the same as the willingness
18 to pay for a more inclusive good; that is, one in which it
19 is embedded.

1 Then, I raise the question of whether, or to what
2 extent, externalities in consumption, such as altruistic
3 preferences, should be taken into account in a welfare
4 evaluation of an environmental good. The reason I got into
5 this is through a consideration of bequest value.

6 As you know, contingent valuation is usually put
7 forward as a way of getting at nonuse values. And, the
8 nonuse values are usually considered existence value, option
9 value and bequest value.

10 Existence value, we will be talking about option value,
11 as I've argued elsewhere, is not properly a separate nonuse
12 value but rather is something that falls out of what I think
13 is the appropriate consideration of uncertainty in assessing
14 use values. And, that leaves bequest value. But, I see
15 that, as I will argue, as a subset of altruistic values.

16 And, I will indicate suggestions for research along the
17 way as these seem relevant. So, let me take just a minute
18 or two to discuss a framework for the discussion of CV.

19 Okay. So, the idea is to represent an individual

1 utility function as $u(x,z)$, where x is a vector of market
2 goods and z is a vector of environmental goods.

3 And, we assume that the individual maximizes utility by
4 choosing among the market goods, the level of provision of
5 the environmental goods, z , being not subject to individual
6 control. So, the problem then is to maximize $u(x,z)$ subject
7 to a budget constraint, $px=y$, where p is a vector of prices
8 and y is income.

9 The constrained optimization yields the ordinary demand
10 functions, as you can see there, $x_i=h_i(p,z,y)$, where i
11 indexes the i th market good.

12 Now, we can define the indirect utility function,
13 $v(p,z,y)$ by substituting in for the x 's in the utility
14 function, $u[h(p,z,y),z]$, so that indirect utility function
15 utility is represented as a function of prices and income
16 and also, in this case, the environmental goods.

17 Now, if we suppose that one element of the z vector is
18 increased, with no decrease in other elements, and no change
19 in prices or income, let's just suppose that the only

1 increase is in good z_1 so that z^1 is greater
2 than z^0 , then the utility, that frontal view of
3 what is called u^1 equals $v(p, z_1, y)$ is greater
4 than u^0 which equals $v(p, z_0, y)$.

5 And, now we can get to the point of interest, which is
6 the definition of willingness to pay, used in the CV
7 framework. The compensation variation measure of the
8 utility change can be represented in terms of the indirect
9 utility function.

10 We have $v(p, z_1, y-c) = v(p, z_0, y)$, where the compensating
11 variation, c , is just the amount of money that, if extracted
12 from the individual after the change in z from z_0 to z_1 ,
13 will leave him just as well off as he was before the change.
14 And, this compensating variation is just the willingness to
15 pay for the change.

16 And, it's this amount which a CV survey attempts to
17 elicit from a respondent. And, I should mention that since
18 the environmental good is presumably a public good, the
19 total willingness to pay is given by aggregating over

1 individuals, though it's not always clear who should be
2 included in the aggregation, especially where nonuse values
3 are concerned.

4 I don't, however, have much to say about this subject.
5 This is the extent of the framework I wanted to present.
6 And, I think it will be sufficient for any remarks that I
7 would like to make.

8 Now, what are the difficulties? Well, one, in my view,
9 is exhibited in a now well known study by economists, Seip
10 and Strand, in Environmental and Resource Economics, a
11 European journal in 1992, that compares responses to a CV
12 survey of willingness to pay for membership in a Norwegian
13 nature protection association with responses to a follow-up
14 solicitation of those who indicated a willingness to pay
15 greater than the association's membership fee. And, as it
16 turned out, less than 10 percent of those individuals
17 accepted the invitation to become a member and actually paid
18 the membership fee.

19 There have been a couple of other studies along these

1 lines. Still, it's not very many.

2 The questions that arise have generally these results.

3 It seems that ideally pooled findings from many studies

4 might be used to help calibrate CV results.

5 The Seip and Strand study has been criticized by, among

6 others, Stale Navrud, who is here today. One of the issues

7 is the definition of the good.

8 That is, without going into a lot of detail,

9 respondents may have been expressing values for different

10 goods in the two phases of the Seip and Strand study.

11 Navrud did another study in which greater care was taken to

12 keep the definition of the good the same from one phase of

13 the study to the other.

14 A couple of other careful procedures were followed.

15 And, the results were somewhat different.

16 It turned out that about 30 percent of the initially

17 positive people followed up and paid money. So, 30 percent

18 is probably significantly different from 10 percent.

19 On the other hand, it's still significantly different

1 from 100 percent. So, it seems that a more careful
2 definition of the good can reduce the discrepancy between
3 stated and actual willingness to pay. It, perhaps, doesn't
4 eliminate it.

5 So, how do we account for the discrepancy? Well, one
6 possible explanation is strategic behavior, that is free
7 riding by those asked to pay for the provision of a public
8 good. So, rather than CV yielding an overestimate of
9 willingness to pay, what we have is observed behavior
10 yielding an underestimate.

11 But, there is a problem here, in that if individuals
12 are behaving strategically by not paying, why should they
13 behave strategically in stating willingness to pay? One
14 hypothesis would be that stated willingness to pay would be
15 an overestimate if respondents believe they can influence
16 the outcome but will not be assessed their stated
17 willingness to pay.

18 Of course, if they believe they will be assessed, the
19 bias cuts in the other direction, as in the case of the

1 actual payment decisions described in the studies. Now,
2 it's not clear to me from the relatively very few
3 experiments that have been carried out so far how CV
4 responses should then be calibrated to yield a true
5 willingness to pay, if at all.

6 An alternative approach that I put forward is that one
7 might try to bound true willingness to pay with recognized
8 overestimates and underestimates. Stated willingness to pay
9 can be taken, for this purpose, to provide an overestimate
10 by some unknown amount.

11 An underestimate might be provided by an extended
12 experiment that, in the Navrud format, say, iterates on the
13 subscription fee to an association or to a journal to a
14 point where the individual accepts and makes the payment.
15 The actual payment made, in these circumstances, would lie
16 below the initial amount which the individual refused to
17 pay. So, the actual payment would represent an
18 underestimate of the true willingness to pay due to free-
19 riding behavior.

1 More generally, it seems to me that an experimental
2 approach, in which people play with real money, and face
3 real consequences of their choices, should be more widely
4 employed. This can take the form of supplementing a CV
5 study to yield bounds, such as suggested, can aid in
6 calibrating CV responses or it can even serve as an
7 alternative to CV.

8 When I wrote this paper, I could think of only one, or
9 I was familiar with only one, example study of this sort,
10 the classic by Peter Bohm back in 1972, in which people were
11 asked to pay for a partly public good, a closed circuit TV
12 showing of a stage performance that wouldn't appear for some
13 months. Five different non-hypothetical approaches to
14 eliciting payment were tried, differing in their apparent
15 incentives to participants to overstate or understate
16 willingness to pay.

17 If you recall the study, somewhat surprisingly, I
18 think, to economists who expected to find evidence of
19 strategic behavior, no significant differences were found

1 across the five approaches.

2 A sixth approach, in which some of the participants
3 were asked to report hypothetical willingness to pay, was
4 also tried. And, there has been some controversy about what
5 the results showed.

6 Let me just say that in a very recent paper, Peter Bohm
7 has taken the view that non-parametric tests that determines
8 whether responses or results came from the same distribution
9 as other sets of responses suggests that, in fact, the non-
10 hypothetical approaches all seem to have come from the same
11 distribution; whereas, the hypothetical or CV approach does
12 not seem to come from the same distribution. So, he
13 concludes that in this particular setting, CV produces an
14 upward biased estimate of true willingness to pay.

15 After I sent off this paper, I saw some extremely
16 interesting results in an article by -- there are a lot of
17 them -- Neil, Cummings, Scanderton (phonetic) and Harrison
18 -- I know Ron Cummings and Glenn Harrison are here or, at
19 least, they were here last night --

1 (Laughter.)

2 MR. FISHER: I don't know how much I can get away with
3 with this. What I want to do is put on the results.

4 It's an extremely interesting piece of work. It's
5 called "Hypothetical Surveys in Real Economic Commitments."

6 In this study, three passes were made of valuation of a
7 good. Now, not a public good but a private good.

8 And, the top set of numbers, generic CVM, tells the
9 contingent valuation, what are you willing to pay for this.
10 And, you can see mean and median responses there.

11 Let's look at the top row. You can see the mean is 329
12 and the median is 75 dollars.

13 Then, if you jump down to the bottom, what they did was
14 they set up as an alternative procedure, a sealed bid
15 auction, which the winner of the good is the person bidding
16 the highest amount but the price that they pay is equal to
17 the second highest bid. And, it can be shown that bidding
18 truthfully at such an auction is a dominant strategy for the
19 individual.

1 So, you can see the results. It turns out that the
2 mean is considerably low, around 12 dollars. And, the
3 median is about five.

4 I'm not a statistician or an econometrician, but this
5 looks like a significant difference to me. Now, the author
6 has noted that the difference could be due to the difference
7 in the format or the provision of payment specified in the
8 experiment.

9 So, they did the middle section there of the table, a
10 hypothetical auction which was designed to test the
11 hypothesis that -- well, one is, is it due to a difference
12 in the provision or the format, in which case the
13 hypothetical auction results ought to be different from the
14 CV results but similar to the auction results. Or, is the
15 difference between the auction and the CV due to the
16 hypothetical nature of the CV procedure, in which case the
17 hypothetical auction ought to be closer to the CV
18 hypothetical and no close to the actual auction?

19 And, you can see the results are very close to the CV,

1 a mean of 301 and a median of 60. Again, I am not sure what
2 careful statistical analysis would show.

3 The authors probably go through it. But, to an
4 outsider, to me, it looks like a very close hypothesis that
5 these results came from the same distribution as those for
6 the CV.

7 So, one experiment doesn't prove a point. I think that
8 has been stated by a number of people in this area.

9 Still, these are very suggestive results taken along
10 with Bohm's. And, what I would like to see is more studies
11 of this sort followed by careful statistical analysis,
12 especially one that compares them; in other words, the meta-
13 analysis of the results trying to determine what's the
14 influence of differing valuation formats on measured
15 willingness to pay.

16 I should mention also that this was an open-ended CV
17 question, willingness to pay. It was not a referendum type
18 of closed-ended format.

19 Okay. The original Bohm experiment raises another

1 issue -- choice between open-ended or closed-ended. This is
2 a very lively issue, I know, in the CV literature.

3 And, it's worth noting that the approaches reported by
4 Bohm as not yielding evidence of strategic behavior were
5 what he called referendum-like. And, also, as you know, the
6 NOAA panel recently concluded that there is no -- in this
7 format, namely closed-ended, there is no strategic reason
8 for the respondent to do otherwise than answer truthfully.

9 It's starting to get late, so I think I will just say
10 that it seems to me that that case has not been made, either
11 theoretically or by empirical findings. And, no doubt,
12 there will be some discussion.

13 There is one other issue that I want to raise that may
14 be related to the hypothetical nature of the CV procedure
15 and that is the choice between willingness to pay and
16 willingness to accept measures of value. We can easily
17 measure willingness to accept.

18 As you look at the last line, this shows indirect
19 utility function considering a change in the environmental

1 good from z_0 to z_1 . Only now, the individual is not going
2 to get it.

3 So, we ask, "What change in income? How much would he
4 have to be given to make his as well off?" And, we find
5 that k will accomplish that.

6 Now, it's well known that in the careful studies where
7 both measures are calculated, willingness to accept
8 consistently exceeds willingness to pay by as much as an
9 order of magnitude or more. It seems that the disparity is
10 greater than can be accounted for by income effect and even
11 greater than can be accounted for by an income effect, as
12 formulated in Hanemann's very interesting 1991 AER study
13 that showed that what was at issue was really not the
14 conventional elasticity of demand but what Randall called
15 the price flexibility of income, which Hanemann, in turn,
16 showed is equal to a ratio of conventional elasticity and a
17 substitution elasticity between the public good question and
18 some composite private good.

19 Now, that is if you use the Hanemann/Randall/Stahl

1 bounds, you get plausible estimates of these parameters.
2 You get fairly large disparities between willingness to
3 accept and willingness to pay.

4 And, I haven't looked at all the studies. But, it's my
5 impression that still there are a number of results that you
6 have to really strain to come up with primaries that would
7 provide the bounds as wide as those given in some of the
8 studies which, as I say, can be in order of magnitude or
9 more. So, there may still be something else at work.

10 Hoehn and Randall have suggested that stated
11 willingness to accept and willingness to pay values will
12 converge. And, Don Coursey and his associates have found in
13 recent articles that willingness to accept and willingness
14 to pay do converge in repeated trials. And, virtually all
15 of the movement is in willingness to accept. These are
16 trials in the experimental format.

17 So, what they suggest, the thing about research agenda,
18 is that if willingness to accept is the preferred measure,
19 an experimental procedure involving repeated trials should

1 be followed to improve reliability. And, alternatively, the
2 researcher might employ willingness to pay on the grounds
3 that this will yield a good approximation of willingness to
4 accept.

5 But, above all, it seems to me that further experiments
6 are warranted to determine the robustness of the convergence
7 results and, more importantly, their applicability to CV
8 because, remember, parts of the results were in the setting
9 of an experimental trial.

10 Now, even in Coursey's results, some disparity remains.
11 I have one other argument here to make very briefly. And,
12 that is whether willingness to accept is, in fact, the right
13 measure, the theoretically appropriate measure, in the case
14 of injury to a publicly-owned resource as in most natural
15 resource damage cases.

16 Robert Mitchell and Richard Carson, in their volume on
17 valuing public goods, performed a suggestion that
18 willingness to pay might, in fact, be the generally correct
19 measure. In the case of an ordinary private good,

1 willingness to accept is the appropriate measure, because
2 the owner enjoys a generally acknowledged property right to
3 the good, which includes the right to exchange it for money.

4 But, in the case of a public good, such as
5 environmental quality, the situation with respect to the
6 property right is different. The individual consumer of the
7 good generally does not have an acknowledged right to
8 transfer it, even in return for a cash payment.

9 And, if there is a cost to providing the good, it is
10 borne by all consumers through some combination of higher
11 prices, taxes and fees. So, the appropriate analogy is not
12 payment for an ordinary private good but payment of a
13 maintenance fee by condominium owners for common amenities,
14 such as landscaping.

15 More amenity can be had for larger payments by all.
16 Payment of a smaller fee will result in correspondingly less
17 amenity.

18 So, my idea here is that we might, in a CV survey, ask
19 for willingness to pay for each level of the good from the

1 initial level of income. In other words, it's true that
2 willingness to accept can be -- is equivalent to willingness
3 to pay from some level of income.

4 In fact, the initial level plus the willingness to
5 accept is a transfusion of income. But, what I am talking
6 about here is willingness to pay from the initial level of
7 income.

8 And, you can ask how much are you willing to pay for
9 this level of the good, how much for that level, and so on.
10 And, you will get something like I want to show in
11 discussion of the next issue, which is embedding.

12 Okay. This just brings me to -- and not very smoothly
13 perhaps, but brings me to the next issue which is embedding.

14 And, granted that embedding is present in at least some
15 CV studies, how can it be interpreted? One interpretation
16 is just that the studies that appear to show embedding are
17 flawed in one way or another so that the results aren't
18 significant.

19 Another is that, as the results are inconsistent with

1 axioms of consumer theory, such as more is preferred to
2 less, the method that yields the results is flawed. Of
3 course, it's possible that both are correct.

4 At least, some findings may derive from CV surveys that
5 fall short of the state-of-the-art; and, yet, even a survey
6 conducted according to the best practice might well turn up
7 anomalous findings that cast doubt on the method. I would
8 like to explore the middle ground here.

9 And, I begin by accepting, at least for purposes of
10 discussion, the finding of embedding in one form or another.
11 Now, the question is: Can this finding be reconciled with
12 consumer theory?

13 Now, that's not the only question. I mean, it's not
14 just is it theoretically possible if we really strain to
15 find a way to do it? Well, that's the first question.

16 The second, an equally important question, is: Is it
17 plausible? I mean, do we have to really strain or does it
18 seem like a reasonable kind of explanation?

19 But, we consider two environmental goods, z_1 and z_2 .

1 If they are substitutes, then the marginal utility of z_1 is
2 diminished when consumption of z_2 is increased.

3 So that willingness to pay for z_1 is also diminished.

4 And, willingness to pay for a change in both z_1 and z_2 ,
5 taken together, will be less than the sum of willingness to
6 pay for the changes taken separately.

7 And, of course, the results go through for z_1 and z_2
8 perfect substitutes or essentially the same good. This is
9 just diminishing marginal utility for a good.

10 So, it seems to me that, at least, some of what has
11 been called embedding should be expected as consistent with
12 economic theory. But, the more difficult question is: Can
13 substitution and diminishing marginal utility explain all of
14 the apparent embedding? Does marginal utility really drop
15 precipitously to zero, as it seems to do in some studies,
16 after the first few units of consumption?

17 I want to go through a very simple exercise that
18 provides a rationale for this result to occur, although
19 ironically the example I will use is really not very

1 plausible or very good interpretation of the results. And,
2 I use a study by Bill Desvousges and some of his colleagues
3 that looks at the willingness to pay for different
4 percentages or numbers of a bird population saved by a
5 program to put covers on waste oil ponds that would
6 otherwise entrap the birds.

7 So, the indirect utility function that yields
8 willingness to pay for saving just one percent of the
9 population is written as on the top line there where z_1 is 1
10 for one percent and z_0 is zero for zero percent. And, then
11 you can do what I was talking about earlier in terms of
12 getting willingness to pay answers for different levels of
13 provision of environmental good if you just keep adding some
14 percentage.

15 So, you have $v(p, 2, y - c_2)$. Or, I could say that the c_1
16 would represent willingness to pay or compensating variation
17 for saving one percent. And, c_2 will represent willingness
18 to pay for saving two percent and so on all the way up to
19 saving 100 percent, as you can see in the last line.

1 So, if utility is concave in z_1 , then willingness to
2 pay, or c , is also concave in z_1 . Now, in the Desvousges
3 study, it was found that willingness to pay for a program
4 that saved two percent of the birds was not significantly
5 different for a program that saved less than one percent.

6 However, these percentages refer to programs that get
7 the population back up to 100 percent of what it would have
8 been in the absence of the oil ponds. That is, they get it
9 from 98 percent to 100 or from 99 percent to 100,
10 respectively.

11 Now, how do these results compare to what we predicted
12 from my interpretation of standard consumer theory? Well,
13 from the curvature of the c function in Figure 1, it is
14 evident that the distance, the vertical distance, from 98
15 percent to 100 percent is more than twice as great as the
16 vertical distance from 99 percent to 100 percent.

17 In other words, the willingness to pay for saving two
18 percent of the birds should be not just twice as great as
19 the willingness to pay for saving one percent, which would

1 represent a proportional increase, but more than twice as
2 great or more than proportional. Yet, it was found to be
3 the same in each case.

4 Now, how can this be reconciled with theory? Well, one
5 obvious answer that occurred to me is that respondents when
6 perceiving the same good will say, "Well, one percent or
7 less than one percent or two percent or a little more than
8 two percent, that's really not so very different," perhaps
9 in the minds of the respondents.

10 I think that can be a good general argument, though I
11 want to go behind that or beyond it. You know, anyone can
12 say these are perceived the same by consumers even though,
13 in fact, you are specifying differences in the commodities.

14 And, I was wondering if there was some maybe more
15 objective way to rationalize such a perception. And, it
16 occurred to me that, especially for nonuse value, which is
17 what we are talking about here, I've already said option
18 values are not.

19 Bequest values I will talk about in just a bit if there

1 is time. But, they tend not to be that important.

2 And, that leaves existence value. And, what better
3 example of existence value than existence of the species?
4 It's literally existence value.

5 So that you could say that any increase in the
6 population beyond the minimum viable, whatever that happens
7 to be, a critical level, would add nothing to utility. So
8 that the marginal utility, beyond the minimum viable level,
9 would, indeed, drop to zero.

10 And, by the way, this is a scenario that is not
11 restricted to endangered species. You could think a bit of
12 wilderness areas, another example to which CV studies have
13 also been done for.

14 Once protection of a viable ecosystem of a certain kind
15 has been assured, preservation of additional acreage, or
16 even additional areas, might be expected to add little or
17 nothing to utility. Now, for the example of the bird
18 population, we can represent this exercise in Figure 2 which
19 shows the willingness to pay, or c , as a function of z_1 , at

1 zero until the population reaches the minimum viable level
2 of z_1 bar.

3 And, there it jumps to c bar and remains there as the
4 population increases beyond z_1 bar. So, the difference in
5 utility between 98 and 100 is now equal to a difference
6 between 99 and 100, just as recorded in this study.

7 Unfortunately, both differences are zero, not the finite
8 amount reported there.

9 If you look at Figure 3, now there a couple of ways in
10 which the findings in this particular study can be
11 reconciled with theory. But, importantly, each depends on a
12 misperception of the good in question.

13 If the minimum viable population, say, were z_1 bar,
14 were just above 99 percent, then willingness to pay to go
15 from 98 to 100 would be equal to willingness to pay to go
16 from 99 to 100. They would both be equal to c bar, as
17 illustrated on the figure.

18 I say misperception, because the true z_1 bar, whatever
19 it is, is almost certainly far below the range of 98 percent

1 and up, described in this figure.

2 Alternatively, on Figure 4, respondents could have
3 believed that the scenarios were describing programs that
4 would save just one to two percent of the birds. And, if
5 they also believed that the minimum viable population was
6 one percent, then again willingness to pay would be the same
7 for both programs. And, that's illustrated on the figure.

8 But, this also represents or rests on a misperception,
9 namely that only one percent or two percent of the birds
10 will survive rather than 98 percent to 100 percent. A more
11 realistic situation is probably one in which, as illustrated
12 in Figure 5, at least some people value existence of the
13 species and some, perhaps the same ones, value existence of
14 individual members.

15 Then, the willingness to pay curve might be concave to
16 the point of the minimum viable population, jump there to
17 register the value of saving the species and become concave
18 again as the survival of individual members adds some value.

19 So, none of this proves anything. But, the moral of

1 this story, in my opinion, is that definition of the good in
2 a CV survey is of crucial importance.

3 To some extent, this has been addressed, I understand,
4 by debriefing respondents after the fact of the survey. If
5 we did that, we might learn that some or all of those who
6 participated were making one of the mistakes identified here
7 or some other.

8 But, it seems to me preferable to spend substantial
9 amounts of time during the course of the survey checking and
10 cross-checking the perceptions of the good being valued and
11 not proceeding until it appears there is a general
12 understanding and agreement on the definition, importantly
13 including what is not included in the definition of the
14 good.

15 I want to say something briefly about bequest values
16 now. In the conservation or environmental economics
17 literature, we often speak of bequest values.

18 But, it seems to me that these are properly a subset of
19 altruistic values. It's not clear to me why a more general

1 term isn't widely used.

2 Perhaps preference for the term of bequest value
3 represents or reflects a belief that contemporaneous
4 altruism is empirically unimportant with respect to
5 environmental goods. But, it appears to me that there are a
6 couple of questions that deserve some consideration if you
7 want to make a complete evaluation, including bequest
8 values.

9 And, then there is also, I think, an answer or a
10 resolution to a question that is appearing in some recent
11 literature. And, I will try to indicate that, too.

12 The questions I have that I don't think are resolved --
13 they may not be very important, but this is still my 45
14 minutes, so I will throw them out anyway. One is, suppose
15 individual A benefits, in his estimation, from individual
16 B's consumption of some environmental good. Then, we would
17 stick a term for B's consumption of the environmental good
18 in A's utility function.

19 But, now suppose A also benefits, in his estimation,

1 from B's consumption of some other good, some private market
2 good? Well, then consistency requires that we include a
3 term in A's utility function for B's consumption of this
4 other good -- call it x . There is z_B and also x_B in A's
5 utility function.

6 But, the standard welfare evaluation of, say, a change
7 in the price of x , the market good, involves integration of
8 the market demand function for x , where demand does not
9 reflect altruism or externalities in consumption generally.
10 And, so what you may have is: Is it then appropriate to
11 include, in a welfare evaluation altruistic values attached
12 to the environmental good?

13 Another question is raised by the existence of negative
14 externalities in consumption. A feels himself worse off
15 when B's consumption of some item increases.

16 Now, it's my impression -- I don't see any discussion
17 of this. And, I think the reason is that the economists on
18 both sides of the contingent valuation debate are just too
19 nice to contemplate this possibility.

1 (Laughter.)

2 MR. FISHER: I, however, can vouch for it from personal
3 experience -- a recent divorce, which I'm not going to talk
4 about more unless there are questions in the general, in --

5 (Laughter.)

6 MR. FISHER: -- which case I am going to have to give
7 my side of the --

8 (Laughter.)

9 MR. FISHER: There are other examples. I mean, it's
10 just not my former wife's uniquely look at perverse
11 preferences.

12 (Laughter.)

13 MR. FISHER: As an example, I mention the "Nuke the
14 Whales" bumper stickers of a few years ago. So, the
15 question is, what do we, as welfare analysts, do about
16 negative altruism?

17 If altruistic values are to be included in a welfare
18 evaluation, clearly the sign can't matter. Yet, I suspect
19 that most of us would be uncomfortable with the inclusion of

1 the negative values.

2 These are just some questions I throw out for
3 consideration. Now, the one other issue about altruism that
4 I want to address is that despite what looks like some
5 controversy in the literature, beginning with an article by
6 Paul Milgrom and Jerry Hausman on the critical states of
7 contingent valuation, Milgrom essentially argued that
8 altruism or altruistic values shouldn't be included in the
9 benefit cost analysis.

10 But, what he had in mind there was altruism of the sort
11 that says that individual A -- there is a term in individual
12 A's utility function for individual B's utility, not for
13 individual B's consumption of a particular good like whales
14 or clean air or something like that -- safety.

15 There is a very nice article by Jones-Lee in the 1992
16 The Economic Journal which sorts out when do you count
17 altruistic values and when don't you. And, essentially,
18 it's pure altruism, the sort -- as he calls it, the sort
19 that involves individual B's utility during individual A's

1 utility function when you don't count it.

2 And, the reason is that if you value an increment of
3 something, say an environmental good, the level implied by
4 people's own valuations will result in over-provision of
5 that relative to others that they also care about. On the
6 other hand, as Jones-Lee shows, it seems intuitively
7 obvious, if the altruism is focused on a particular good,
8 such as safety or environmental quality, then it's
9 appropriate to include the full amount of the individual's
10 willingness to pay for the other's consumption of that good,
11 safety or quality.

12 And, my reading of Milgrom, for what it's worth, his
13 response to some questions in that volume, suggested that he
14 accepted that position and took the same position. And,
15 that's also a point that is made in Michael Hanemann's
16 comments here today.

17 So, I think that that question, unless I missed
18 something, is generally resolved. The difficult question is
19 when are such values significant or appropriate and what's

1 their magnitude?

2 I mean, what's the nature of the altruism? The purpose
3 is to find out the consumption of a particular good by
4 others and how important empirically is that. And, I think
5 there has been very little work, virtually none that I know
6 of, that gets at that question.

7 So, to sum up, it seems to me that contingent valuation
8 faces serious challenges to its role in measuring values.
9 These challenges involve difficulties in interpreting
10 results of CV studies arising from both the hypothetical
11 nature of the approach and the observed tendency of
12 respondents to give values that reflect their willingness to
13 pay for some more inclusive good.

14 To deal with the first difficulty, the hypothetical
15 nature of the procedure, I would recommend much greater use
16 of experimental methods such as a couple that I discussed
17 here today, especially the article by Cummings, Harrison and
18 their collaborators. These can bound or calibrate CV
19 responses or can be developed as an alternative to CV, in

1 some cases.

2 Theoretical inquiry into the nature of environmental
3 property rights in different settings may also be
4 appropriate in determining whether willingness to accept or
5 willingness to pay is the preferred measure. And, finally,
6 to reduce or eliminate embedding, it seems to me that a
7 continuing exchange between interviewer and respondent of
8 perceptions of the good being valued is important.

9 Thanks.

10 DR. PORTNEY: Tony, thank you very much. According to
11 the program, it says we are supposed to take a break now.

12 But, we are not going to take a break now. We are just
13 getting started here.

14 Also, according to the program, it says that Peter
15 Diamond has exactly zero minutes allocated to him. So,
16 Peter, your time is up.

17 (Laughter.)

18 DR. PORTNEY: Actually, the choice I am faced with is
19 giving Peter no time or 24 hours, depending on how one reads

1 that. I don't want to get a day behind and neither do I
2 want to shorten Peter Diamond 10 minutes under any
3 circumstances.

4 And, so I want to turn the floor over to Peter Diamond,
5 who is a Professor of Economics at the Massachusetts
6 Institute of Technology. Peter, the floor is yours.

7 DR. DIAMOND: Thank you, Paul. I don't know what would
8 be worse, to have no time at all or to have to talk for 24
9 hours.

10 (Laughter.)

11 DR. DIAMOND: What I want to do through my remarks here
12 is a couple of things. When I wrote the paper that was
13 circulated to this conference, I sat down with Tony's paper,
14 section by section, and sometimes commented on what he wrote
15 and sometimes discussed the issues related to the issues
16 that he discussed.

17 I want to tick off a couple of points there and present
18 them here under the, no doubt incorrect, assumption that
19 there are people in the room who haven't already read my

1 paper. While doing this, I was also engaged, together with
2 Jerry Hausman in writing a paper for a forthcoming symposium
3 in the Journal of Economic Perspectives on CV.

4 Paul Portney is writing the introductory paper for that
5 survey. Michael Hanemann is writing the other paper in that
6 survey.

7 It's a little bit like round up the usual suspects.
8 So, I want to say a few words of things that are in that
9 paper, because I resisted the enormous temptation that
10 computers make so easy, which is to just move around the
11 paragraphs and give the same paper twice. So, I will say a
12 little bit about a few things in there as well.

13 Let me start the way my paper starts, which is picking
14 up on something in Tony's paper, which was not in his
15 presentation today, which is the issue of defining a nonuse
16 value or, as it were, dividing the total value between the
17 use value and the nonuse value. It seems to me that that's
18 almost impossible to do.

19 I was interested to go back to the NOAA panel report.

1 And, the wording there is very careful, much more so than in
2 some of the other writings.

3 They talk about nonuse value being something that leads
4 to behavioral trail that doesn't lead to useful inferences.
5 That's very different from the statement, "Leaves no
6 behavioral trail."

7 In my written version, I won't run through the
8 equations, but I argue that a particular mathematical
9 formulation, which is in the literature, is not useful as a
10 definition because it's not well defined. That is, you can
11 divide total value between use and nonuse in a large number
12 of different ways, all consistent with the definition.

13 And, in fact, you can make use value negative and
14 nonuse value larger than total value and all consistent with
15 the definition. That doesn't seem to me to be a useful
16 property of a good definition.

17 Secondly, on the question of no behavioral trail, I
18 started to think about the usual semantics of nonuse value
19 and whether they might lead behavioral trails. What would

1 happen if somebody, on hearing about the Exxon Valdez spill,
2 was so upset that he went out and got drunk? That's a
3 behavioral trail.

4 Does that mean that that's not a nonuse value, that
5 it's a use value? I think not.

6 If we have somebody who has never been to Alaska, and
7 never going to go, the unhappiness reflected in being driven
8 to drink, it seems to me, ought to count as part of nonuse
9 value. So, I think this is a distinction that's hard to
10 draw.

11 And, maybe my contribution to the research agenda is to
12 suggest that everybody stop trying. This is not a partisan
13 statement in this context because, as I go on to say in the
14 paper, the distinction seems to me totally irrelevant.

15 That is, from the purposes of benefit cost analysis for
16 the purposes of damage assessment, we are interested in
17 total value. Dividing it between use and nonuse might
18 interest people, might be relevant for how you combine a
19 study of fishing with a survey that included something with

1 fishermen, but, by and large, it's not what we are
2 interested in.

3 And, if I'm right that it's very hard or impossible to
4 define, then it will be good not to spend effort trying,
5 particularly if it doesn't matter.

6 Moving on in the questions of preferences, it seems to
7 me one of the central questions we want to ask is what are
8 the preferences that are relevant for a benefit cost
9 analysis or a damage assessment. That is, what do we want
10 to use in normative -- for normative purposes that relates
11 to what we observe in causative behavior.

12 And, the simplest thing to talk about here is the warm
13 glow which has come out of the literature, trying to explain
14 positive behavior of charitable contributions. That
15 literature recognizes that if preferences are only defined
16 over what charities do with the resources, there is just no
17 way you are going to explain observed behavior.

18 And, so the literature developed the concept that you
19 get pleasure from contributing to a particular charity. I

1 think of it as a form of self-expression. You are willing
2 to pay money as a form of self-expression.

3 And, giving to a charity or saying no in the face of
4 somebody standing at your front door, these are things that
5 involve forms of self-expression. And, they involve a
6 willingness to pay associated with it.

7 But, it seems to me, quite clear that in the damage
8 assessment area, warm glow should not be part of damage
9 assessment, because the ability to express yourself by
10 giving to charities didn't get enlarged or shrunk by a
11 particular accident. This is really not part of what we are
12 after for normative purposes.

13 And, the complication from the -- that's warm glow
14 associated with real pains. Where it seems to me that
15 awareness of the concept becomes important for CV is to ask
16 the question of whether the same kind of behavior which
17 shows up in real contributions is also showing up in answers
18 to questions in hypothetical contributions.

19 And, it seems to me plausible that it is. That is, if

1 it shows up when your money is at stake, then it will show
2 up as well when you are really making statements.

3 Now, notice here the warm glow that is involved is the
4 warm glow associated with answering the question as part of
5 the survey. And, that may have some connection with the
6 warm glow that would be associated with the actual act that
7 the survey is about.

8 But, that's not a one-to-one match. That is -- I've
9 seen in the literature the statement that people don't get a
10 warm glow from paying taxes. This has certain validity.

11 (Laughter.)

12 DR. DIAMOND: That doesn't mean that one doesn't get a
13 warm glow from expressing a willingness to see a lot of
14 government money spent on a purpose one supports. That, it
15 seems to me, apart from the strategic bias issues that Tony
16 talked about, is another legitimate concern in trying to
17 interpret the content and numbers that come in response to
18 the questions in a CV survey.

19 Now, I want to flag in this general realm of

1 preferences and preferences relevant for normative purposes
2 a number of questions where it seems to me the economics
3 literature, in general -- and I will probably throw in the
4 philosophy literature as much as I know of it as well --
5 really hasn't gotten very far. These are, it seems to me,
6 important basic questions.

7 One of the distinctions come in -- and a distinction
8 some people draw and some people think shouldn't be drawn --
9 between preferences and values. That is, do we want to
10 think of people as having a single set of preferences which,
11 on the positive side, describe their behavior over all
12 different contexts if they don't show behavior that, at
13 least, appears anomalous across contexts?

14 Or, do we, instead, want to view things as people
15 behaving in perhaps inconsistent ways across different
16 contexts?

17 A second issue, not the same issue, is are we losing
18 something in the richness of our ability to describe
19 behavior by compressing things into a single preference

1 vocabulary? And, the paper which I read and found very
2 interesting on this is Sens paper on Rational Fools, where
3 he says when people talk about doing things that are not in
4 their own interests, you can make sense of that statement;
5 that that enlightens various dimensions of behavior which
6 you would lose sight of if you said a statement like that is
7 necessarily in error, necessarily incomplete.

8 So, I think drawing out the distinction between
9 preferences and values, continuing the debate over whether
10 that's a useful distinction or not a useful distinction and
11 moving both in the positive arena, do people when they don't
12 behave in a way that's completely consistent with the way
13 they behave in other settings or do people recognize role
14 specific behavior that varies across these segments?

15 And, a second question is, what should be used for
16 policy if we see people behaving differently in these
17 different contexts?

18 How do we want, we, as policy analysts, as economists
19 advising governments, how do we want to say the normative

1 analysis ought to be done?

2 Under what circumstances should it draw off the
3 preferences and ignore the values?

4 Under what circumstances should it draw off the values
5 as being more important to the preferences?

6 This, it seems to me, is a rich and fertile area for
7 considerably more thought than has gone into it so far or,
8 at least, that I have seen. I have not read exhaustively in
9 the literature.

10 Another issue that comes up within the context of
11 preferences are what are the arguments over which the
12 preferences are defined. This is something that Michael
13 raises in his comment.

14 Are the preferences defined strictly over the state of
15 a resource? In terms of the bird study that Tony had up on
16 the overhead a few moments ago, the number of living birds.

17 Or, are the preferences defined over more dimensions
18 such as what it was that was killing birds? What it was
19 that was done to cut back on the killing of birds?

1 Are the preferences different if there are natural
2 sources for killing birds as opposed to human-generated?
3 People, of course, are not natural, at least when they put
4 on neckties and stand up in front of audiences.

5 (Laughter.)

6 DR. DIAMOND: How are the preferences defined relative
7 to answering a question?

8 Which of these preferences do we want to use for
9 normative purposes? This, it seems to me, is an important
10 question and one that touches back on the legal damage
11 measurements in a standard way.

12 I've spent time, from time to time, sitting in on law
13 school classes and dabbling in it. So, let me just, very
14 briefly, describe what I vaguely remember from the course
15 that I took in the 70s on the difference between
16 compensatory and punitive damages.

17 Some rich nobleman goes trampling through the crops of
18 poor peasants for the sheer fun of it. Compensatory damages
19 are paying the poor peasants the value of the crop.

1 But, the law isn't willing to say, "If you are willing
2 to pay the price of compensatory damages, go ahead and
3 trample their crops if that pleases you." The law says, "If
4 there is morally outrageous behavior, then it's appropriate
5 to have punitive damages."

6 And, it seems to me that the question of what the
7 preferences are defined over, whether it's just the state of
8 the resource or the kinds of acts associated in changing the
9 state of the resource, speak to this compensatory/punitive
10 distinction. Unless you want to say, "No, the underlying
11 legal vocabulary I have used is wrong," there are also
12 preferences related to the existence value of the crops that
13 I raised myself. And, so we should think of punitive
14 damages as compensatory relative to that existence value.

15 I think these are the same sorts of issues I have been
16 flagging here on how do we want to think of people's
17 preferences and behavior and how we want to relate that to
18 making policy. More generally, I think there are important
19 and hard issues on how to design social decision mechanisms.

1 What's the role of benefit cost analysis and the
2 decisions that actually come out of government? What's the
3 role of legislatures?

4 Steven Brier's book on The Treatment of Health Risks
5 seems to me a very important contribution to that, and one I
6 enjoyed reading, on where CV fits in relative to social
7 decision mechanism seems to me to be a useful area to
8 explore.

9 I want to turn to the way my paper with Jerry Hausman
10 starts. It seems to me very relevant to this. And, none of
11 this is in the paper I wrote for it. And, that has to do
12 with methodology.

13 One does a survey, one asks for willingness to pay for,
14 let's say, a completely nonuse good and one gets an answer.
15 There's the problem: How should we interpret the numbers in
16 the answer?

17 We have -- CV, as commonly said, is the only way to
18 measure nonuse values. That means we don't have anything to
19 directly compare it with in order to answer the question, is

1 the survey generating the theoretical value that we want for
2 the purpose we have.

3 I'm assuming the first questions I've raised have all
4 been addressed. We know what theoretical construct we want
5 for the particular purpose.

6 Are we getting back an answer to the survey? That, it
7 seems to me, is a very tough question to answer when you
8 don't have any other ways of measuring it.

9 It's hard to answer yes. And, it's hard to answer no.

10 One has to look at various indirect tests to do it.
11 And, one of the things I had hoped would come out of this
12 conference is the discussion of what sorts of indirect tests
13 people find most enlightening, given the absence of a direct
14 test.

15 One of them, which is referred to in Tony's remarks, is
16 there are places where you can compare -- we move out of a
17 pure nonuse good and we can compare CV for normal private
18 goods with actual market behavior, assuming it's the actual
19 market behavior we are looking for for our theoretical

1 purposes. And, we can do a comparison like that.

2 And, we can assume without assumptions, we will get
3 nowhere. But, there is a carryover from the success or the
4 way it's calibrated in one class to the other.

5 Similarly, we can look at CV relative to charitable
6 contributions because, again, there is direct behavior.
7 There is answer to surveys.

8 We can look at the relation of them. We can make some
9 assumption of the extent of carryover from one to the other.

10 And, in this way, I think we can hope to get some
11 beliefs that we would be willing to stand on and not be
12 embarrassed by over issues like calibration and whether this
13 thing has generated numbers that we can then use.

14 A second way is you can ask the respondents. Schultze,
15 in a number of surveys, has asked the question, referred to
16 in his paper here, basically: Are you embedding? I think
17 of it with a big "R" written backwards and the u. And, a
18 large number of people say yes.

19 That, it seems to me, is an awfully good question to

1 include in a survey. Perhaps in government regs, that
2 question should be required in every survey.

3 What happens after you get the answer is a little bit
4 harder. One interpretation is that if a large fraction of
5 people say yes, they are embedding, then that casts doubt on
6 the survey.

7 An alternate approach, the one Schultze says, is when
8 you point out to them embedding and then you ask them to
9 correct their answer, then you can then accept the answer
10 that comes after the correction.

11 Which of these is the right response to using the
12 question, I think, would be a good big question, a good
13 thing to explore, to do research about, to think about.
14 But, generally, I think that's useful.

15 Verbal protocols, I think, will shed light on the
16 extent to which we think people are looking to the things
17 that we want to measure. I come back to always saying,
18 "What is it we want to measure?"

19 And, then there is the question of plausibility of

1 preferences. There's the question of whether if we assume -
2 - whether it's more plausible to assume CV has measured
3 preferences right and they are as they have shown up in the
4 survey or, the alternative hypothesis which is, preferences
5 are different and CV hasn't measured it.

6 This, it seems to me, has to be a plausibility test,
7 because we don't have any direct tests. Indirect tests have
8 to be plausibility.

9 And, that kind of split sample, parallel survey, seems
10 to me, to be the right way of going about it.

11 One attraction of the adding up tests, which were the
12 central focus of the paper on the wilderness survey that I
13 was part of, where you ask people to evaluate A and you tell
14 them, "We will give you A and ask you to evaluate B under
15 that circumstance." Or, we asked them to evaluate A and B
16 and compare the sum of the first two answers to the third,
17 adjusted for some estimate of the income effects. And,
18 sometimes you don't need it because there is already taxes
19 built into the change.

1 The appeal to me of this is that it gets you a bit out
2 of plausibility. If you still have the issue, "Are people
3 responding appropriately to the survey," that question will
4 never go away.

5 But, if they are responding appropriately to the
6 survey, an adding up test, seems to me, would be more useful
7 in the plausibility tests, because we don't get into an
8 argument of what's plausible. Let me give you an example
9 with, again, a Schultze study.

10 This is a cleanup of a Montana river. In split
11 samples, he asks one group how much they would be willing to
12 pay for a partial cleanup. He asks the second group how
13 much they would be willing to pay for a total cleanup.

14 In order to do an adding up test, he could have had a
15 third group to whom he describes the partial cleanup,
16 describes the government has already committed to a partial
17 cleanup, and asks how much -- and, therefore, it's already
18 paid for and it's in the taxes and then asks for willingness
19 to pay to enlarge the cleanup from partial to total. And,

1 now we could do an adding up test.

2 Schultze didn't do all three. So, that test, needless
3 to say, was not there.

4 ATTENDEE: Montana didn't have the money to do the
5 survey.

6 (Laughter.)

7 DR. DIAMOND: Okay. It sounds like you thought it
8 would have been interesting to do if the money had been
9 there.

10 I've got about a minute left. Is that right?

11 You are aware from my identification that I'm from
12 Massachusetts. One of the things people in Massachusetts
13 learned in 1988 is that if people are saying bad things
14 about you when you work, you shouldn't totally ignore what
15 they have to say.

16 So, I would like to just say a couple of very quick
17 words on Michael Hanemann's written version -- maybe they
18 won't be in his presentation -- where he says a number of
19 detailed criticisms of the wilderness survey. This

1 conference is not supposed to be about, you know, what's
2 exactly in the survey. But, I didn't want to just let it go
3 by.

4 (Laughter.)

5 DR. DIAMOND: Let me say then, very quickly, two
6 things. One is that paper was primarily about the adding on
7 test. Things that focus attention on other aspects of it
8 are not focusing attention on the main question. Obviously,
9 there were bunch of questions about the survey that hold for
10 everything.

11 The second thing I want to alert you to is the
12 importance of being careful about selecting reporting data.
13 In the papers circulated here is a picture showing the use
14 of three of the surveys that we reported on and a regression
15 relating willingness to pay per million acres being
16 prevented from development.

17 It gets a coefficient of 59 dollars. And, it achieves
18 a statistic of 2.2.

19 And, what may be the first time since I was a graduate

1 student, I ran a regression myself instead of having an
2 assistant do it, because I did it last night and that was
3 all the time I had after getting Michael's paper. I just
4 took all seven surveys that we reported and ran the same
5 regression.

6 The coefficient changes from 59 to seven. The software
7 package I used didn't report standard errors -- didn't
8 report T statistics but reported standard errors. The
9 standard error was a coefficient of seven to six. So,
10 obviously the T statistic dropped dramatically.

11 I think one needs to be careful and one needs a
12 thorough examination of different studies.

13 I was interested, again in reading his papers, to see
14 that there has been a meta study done examining large
15 numbers of comparisons of CV and other methods. I think
16 exactly gathering together as complete a set of what we have
17 and how we want to evaluate them is what is called for.

18 DR. PORTNEY: And, we were doing so well, too.

19 (Laughter.)

1 DR. PORTNEY: I especially appreciate Peter's focus on
2 researchable questions and what needs to be done. And, I'm
3 sure that the next speaker, Michael Hanemann, will focus his
4 remarks on that as well.

5 Michael Hanemann is a Professor of Agricultural and
6 Resource Economics at the University of California at
7 Berkeley. He has been working a lot on CV lately and has
8 also contributed to the literature on water resource
9 evaluation, et cetera.

10 Michael, the floor is yours.

11 DR. HANEMANN: Can you hear me? Well, I greatly
12 appreciate the opportunity to be here and to discuss Tony's
13 paper. I, like Peter, will diverge from my written remarks.

14 And, I want to talk about three questions: What do we
15 actually know so far? What can theory tell us? And, where
16 do we go from here?

17 I start with what do we know, because I was struck by
18 the implicit approach in the excellent conference two years
19 ago which took a very one-sided and selective approach to

1 the existing literature on CV, disregarding most of it and
2 commenting on a few studies to their taste, and acting, as
3 it were, as though they were the first white men to discover
4 a vast continent and the issues that they were raising had
5 never crossed the minds of lesser mortals before.

6 The key issue of the validity of contingent valuation
7 and whether it would hold up in comparison to other methods
8 occurred to Jack Lynch and Bob Davis in 1965, five years
9 after -- four or five years after the first work on CV.
10 And, they did a side-by-side comparison of evaluating
11 recreation in the Maine woods and found that the two methods
12 gave very similar answers. CV gave a bigger number, about
13 three percent bigger.

14 Over the years, other comparisons have been made. And,
15 by now, as a recent paper by Richard shows, Richard Carson,
16 there are almost eight papers which show a side-by-side
17 comparison of the overall preference and contingent
18 valuation.

19 And, often they provide multiple concurrences. So, the

1 literature has over about 500 side-by-side tests.

2 This literature, to date, shows unambiguously a very
3 close niche between the two methods, with, in fact,
4 contingent valuation generally getting a slightly lower
5 value of something like 90 percent of the estimate obtained
6 from revealed preference. And, we also know about these
7 issues from the voting literature, from the market research
8 literature.

9 We have had market research studies that have stated
10 preference. And, we have the literature on predicting
11 voting intentions.

12 We know from the market research literature that there
13 is a gap. And, that a fraction of the people who say they
14 will buy within some time period don't. We also know that a
15 fraction of the people who say they won't buy within the
16 time period do.

17 And, we know that a crucial issue affecting the
18 validity stated in market purchase intentions is the timing.
19 That is, the evidence shows that a very large fraction of

1 the people who state an intention to purchase do purchase
2 but not within the time period specified, rather within a
3 longer period.

4 In my view, that's a crucial difference in voting in
5 the choice on public goods. That is, with the private good
6 you have flexibility to determine when the choice is made,
7 when to buy.

8 With voting, the decision is set. And, you decide your
9 behavior.

10 The evidence so far on voting shows two things --that
11 voting predictions and predictions of voting intentions are
12 very accurate. And, so record sentiment at that time.

13 They show that sentiment changes during the course of
14 an election in response to changing information.

15 And, they also show that there is a significant portion
16 of people who say don't know and that you can't just
17 disregard them and treat them exactly like the rest of the
18 sample and so drop them out. And, that if you do disregard
19 them, you will produce an erroneous forecast.

1 And, indeed, this was associated with some of the major
2 flaws of polls. But, that if you do treat them
3 appropriately, you come up with generally very accurate
4 forecasts.

5 Another thing that we know is that it's a very fragile
6 thing in practice. And, I say this as one who has spent 20
7 years minding the revealed preference, doing study
8 indicator, studying demand analysis whether for recreation
9 or urban water demand or irrigation.

10 And, we note that the problem with revealed preference
11 in practice is that you, the researcher, don't know what the
12 choice was about. You can guess.

13 You can assume what the alternatives were. You can
14 assume what the attributes were. You can assume what the
15 prices were.

16 But, the problem is that in practice, those are
17 assumptions. And, they are often wrong and explain why many
18 empirical demand models estimated in disaggregated data
19 have, first of all, a very poor fit and, secondly, a very

1 poor predictive power in practice.

2 Let me move on to the second issue, which is the
3 question of what can theory say. What is the role of
4 theory?

5 Economics is distinguished among the social sciences
6 and has very strong emphasis on apriorities. And, the
7 notion that the touchstone of validity is theory,
8 consistency with theory, as opposed to, say, consistency
9 with observed data.

10 Theory provides, in my view, general guidelines of a
11 qualitative nature as a guide to what variables might matter
12 and how they might matter. But, as has long been pointed
13 out, theory doesn't prescribe quantitative factors.

14 Theory can't tell you that people should value a 400
15 page book more than twice as much as a 200 page book.

16 Theory can't tell you that the demand for water should be at
17 least .3 or higher.

18 Theory can make those predictions if you make auxiliary
19 assumptions. If you make assumptions, you can get sharper

1 predictions.

2 But, the soundness of the theory, the soundness of the
3 prediction, rests on the soundness of the assumptions. And,
4 what other scientists would do, for example, with a
5 prediction that a 400 page book should be valued more than
6 twice as much as a 200 page book, if they find that that is
7 consistently rejected by the data they might conclude
8 generally that the assumption of quasi-convexity or whatever
9 was wrong.

10 And, that's basically, I think, the situation here.
11 Let me just, without going into detail, stress that one can
12 show what factors influence willingness to pay. And, the
13 factors that turn out to be important are -- and
14 substitution events.

15 And, what matters is the substitution between not only
16 for this particular commodity and other public goods but
17 also between other market goods. In principle, if the
18 substitution affects a strong, you get pronounced embedding.
19 And, if the substitution affects a weak, you get a weak

1 embedding.

2 At that qualitative level, that's all you can say.

3 Tony asks in his paper: Do substitution effects -- are they
4 the only explanation of embedding or willingness to
5 pay/willingness to accept disparities?

6 And, the answer is that one doesn't know. All one is
7 shown is that they are capable of explaining this.

8 There may be other explanations. And, I think there
9 are some which come from the Survey Research literature.

10 But, I want to stress that in my view what theory is
11 important and useful is not the ultimate touchstone, because
12 it ultimately doesn't bite. It doesn't make strong
13 quantitative predictions.

14 And, the arguments about CV have hinged on quantitative
15 matters. And, they come down to saying people could not
16 have had this much about this or they could not have this
17 little.

18 There is abundant evidence from many studies that
19 willingness to pay varies from the scope of the commodity.

1 It's true that certain studies fell short. But, if you
2 looked at the literature among three or four dozen studies,
3 that would stand out as the exception, not the rule.

4 There is an abundance of evidence of scope, going back
5 to Smith's early work around 1970. So, then the question
6 is: Is there enough variation of scope?

7 How much more are people to value A plus B than they do
8 A? And, this is where I come back to my point that economic
9 theory doesn't help you there.

10 If people find A and B close substitutes so that they
11 value A plus B not much more than A or B alone, that's a --
12 the theory, it becomes an empirical question. Is there
13 other evidence from other sources? And, is there internal
14 evidence from the survey or other surveys that they have as
15 much or as little? Are the substitution effects of this big
16 or as strong?

17 But, in my view, it's the empirical literature and the
18 empirical practice which is going to be the touchstone of
19 validity, not the -- not economic theory.

1 I want to make a few brief remarks which come from the
2 second part of my paper, because I think there are
3 methodological issues which are crucial and which will
4 prevent any successful empirical testing or research of the
5 sort that is being proposed by EPA and DOE. And, I think
6 one of the key issues is the notion of procedural invariance
7 and measurement.

8 Procedural invariance is an ideal. But, it's not the
9 reality in any of the sciences. And, this has been known
10 since the turn of the century in the philosophy of science.

11 The so-called Duhem-Quine thesis argues that all tests
12 of theory rest on auxiliary assumptions and auxiliary
13 considerations. And, therefore, anything -- you don't have
14 a pure test of a theory.

15 You have a pure test of a theory embedded and
16 maintained in auxiliary assumptions. And, if those
17 assumptions are wrong, then you are not testing the theory.
18 You are testing something other than you intended.

19 Although the myth of procedural invariance is written

1 as in the philosophy of science, it looks around causing
2 consternation from time to time among the unwary. I think
3 it has played a role not only in contingent valuation, it's
4 played a role in the history of the preference reversal
5 literature in psychology.

6 And, I want to comment on that briefly. As you note,
7 the preference reversal literature dates back to 1971.
8 People make price gambles differently than they make -- or
9 lotteries differently than they make choices among
10 lotteries.

11 The question is: What is the interpretation of this?
12 Does this prove preference reversal? Is this a violation of
13 rationality?

14 For many years, economists and some psychologists
15 viewed this as a phenomenon of gambles and attitudes to
16 risk. Within the last five years, I think there is a
17 consensus growing that it's the difference in response modes
18 that drives the result and has nothing to do whether the
19 items are lotteries or deterministic multi-attribute items.

1 There is now a similar pattern of divergents between
2 matching the choice that has been observed in a wide variety
3 of multi-attribute content. Why should there be a
4 difference in response mode?

5 The literature offers many explanations, some of them
6 plausible, some of them a little far-fetched. For example,
7 it has been proposed that there is something about matching
8 which favors certain types of attributes and something meta-
9 physical about choice and that's why you get
10 inconsistencies.

11 I think a key factor is the difference in cognitive
12 burden. Why is there a difference in cognitive burden?

13 Choice involves knowing which of two points lies on a
14 higher indifference scale. Matching involves knowing the
15 entire indifference map, so you can trace out to the point
16 that's -- so that you can match up the exact level of an
17 attribute with a number of points.

18 Choice requires qualitative information. Matching
19 requires quantitative information. Matching, therefore, is

1 more difficult.

2 Because it's more difficult, respondents are more
3 uncertain and more likely to make an error. And, when they
4 make an error, it's likely to be in a particular direction.
5 You are likely to underestimate minimum willingness to pay
6 and overestimate minimum willingness to accept.

7 There is, in fact, considerable evidence to support
8 this in the recent psychological literature, evidence in
9 favor of the hypothesis that it is, indeed, an incorrect
10 adjustment required for the matching test that causes the
11 difference; evidence that subjects have much more difficulty
12 with matching, require much more time; evidence that the
13 subjects that cause preference reversal are the ones that
14 give quicker answers in matching presumably because they are
15 dropping out of answering the question; evidence that
16 subjects can be budged from their matching response much
17 more than from their choice response; evidence from
18 statistical models that if you assume, let us say, that
19 preferences might be the same but there is a difference in

1 the degree of uncertainty, you generate patterns with
2 matching versus choice. Differences in uncertainty can
3 generate patterns of preference reversal entirely like those
4 observed.

5 Let me conclude. I cite this to make a specific point.
6 The specific point is that there is abundance evidence that
7 by objective criteria, open-ended questions in this context,
8 that is matching, is less reliable than closed-ended
9 questions.

10 And, much of the preference reversal literature saw
11 unexplained phenomena, because it proceeded on the
12 assumption that there was no difference in reliability, no
13 difference in cognitive burden. And, therefore, it couldn't
14 explain procedure or violation of procedural invariance.

15 The larger point is that the way research progresses is
16 when it finds unaccountable phenomena and probes and digs to
17 find explanations that reconcile -- and I think that is what
18 will happen here -- by doing experiments. For example, the
19 addition of debriefing to protocols, that is the main

1 mechanism I see as establishing reliability for the method
2 and enhancing it, finding out what is going on, what people
3 are thinking of, how they respond to surveys.

4 But, also -- and I want to emphasize this -- the notion
5 of the single set of preferences that fits everybody and
6 that everybody can answer with the same reliability which,
7 for example, underlies tests. Now, if you insist that
8 people act like robots, see things like robots, give answers
9 like robots, you don't allow for differences in cognitive
10 burden, you don't allow for differences in preferences among
11 individuals.

12 Then, methodological tests in the evaluation of
13 individual preference, I think, will be flawed. There has
14 got to be an openness and a willingness to model divergences
15 among people before one compares the two methods.

16 DR. PORTNEY: I think the best thing to do at this
17 point is that I want to make sure that we get a break.

18 Let's stop right now and start at five minutes to 11, okay,
19 10:55. And, then we will go straight through 'til 12, since

1 there is not any reason to take a break at 11:45.

2 When we come back, we will come back -- if you will
3 line up at the microphones, I will begin taking people in
4 turn. And, you can direct questions to Tony, to Peter, to
5 Michael, or you can make comments of your own.

6 Thank you very much. We will see you in 15 minutes.

7 (Whereupon, a recess is taken at 10:40 a.m., to
8 reconvene at 11:05 a.m., this same date.)

9 DR. PORTNEY: I have one announcement to make. And,
10 this is an important announcement. I want to tell you how
11 you get your lunch.

12 Lunch will be served at 12 o'clock in the atrium, not
13 the atrium room but the actual atrium to the hotel here.
14 You turn right as you go out this door and to the left.

15 You will see a bunch of tables set up with teal
16 tablecloths. And, my instructions are to say that for those
17 people who are not artistically inclined, that means bluish-
18 green.

19 (Laughter.)

1 DR. PORTNEY: But, it will be pretty obvious to you
2 there.

3 I want to begin by giving you and the audience an
4 opportunity to come up and make comments or address
5 questions to Tony, Peter or Michael. The microphones are
6 open.

7 Someone be the first to step up, please. Why am I not
8 shocked that it's Glen Harris?

9 (Laughter.)

10 DR. PORTNEY: And, remember, we are going to be very
11 brief. Glen.

12 MR. HARRIS: I am Glen Harris from the University of
13 South Carolina.

14 I have a conceptual question that is directed to all
15 three. There are really two questions.

16 The first is one that is mean versus median. It makes
17 a difference if you take, for example, the Exxon Valdez
18 study. Are we talking two billionths or eight billionths?
19 These are large differences.

1 And, in the spirit of asking researchable questions,
2 this is one that is certainly researchable. So, I think we
3 know the answer to it. And, I think my comments provide the
4 answer.

5 So, I would like to hear from the speakers why that is
6 not seemingly an issue; and, if it is an issue, we would
7 like to go over the literature and what is their answer on
8 that?

9 The second question, which is a much more open one, was
10 raised by the NOAA panel. But, I think they didn't pursue
11 it.

12 And, that is the temporal aspect of damages.
13 Particularly, in an oil spill, we can expect that there
14 would be a very clear temporal pattern.

15 Initially, we will have a great deal of outrage and a
16 high willingness to pay. Over time, as the physical damage
17 to the environment is restored, whether it has to go to zero
18 or not is a good question, but as it's restored that damage
19 will reduce.

1 Should we be taking the integral of that damage curve
2 or should we be going at it at one point in time? Should we
3 be measuring present value? Should we be measuring the flow
4 of damages for a point in time?

5 And, then, what does the poor old subject do? How does
6 the subject perceive that question?

7 I would appreciate a response on those issues.

8 DR. PORTNEY: As Tony points out, that is not a subject
9 that he addressed in his paper. Let me give both Peter and
10 Michael an opportunity to respond.

11 And, which of you would like to go first? Peter.

12 DR. DIAMOND: I think the mean/median question relates
13 to how the survey fits in the decision-making process. If
14 we think of the survey as generating preferences for public
15 goods the way we normally use public good theory and then
16 think of decisions being based on that, then it's clear it's
17 the means of the relevant variable.

18 In public good theory, you add up -- it's not the mean,
19 it's the total. And, you get the total by multiplying the

1 mean by the relevant number of people. You don't get it out
2 of the median.

3 If, on the other hand, you view the survey as fitting
4 into a political process in a different way, then the median
5 being the cutoff point on a majority vote obviously has a
6 different role from the mean. And, I think this goes back
7 with my earlier remarks on where does the CV survey fit into
8 a decision-making process, either a regulatory evaluation or
9 a damage assessment.

10 So, how about on the one hand -- on the other hand, is
11 that a good answer?

12 DR. PORTNEY: Michael.

13 DR. HANEMANN: I agree. I've adopted both points of
14 view.

15 I see the issue as one of a social welfare function.
16 And, in my view, it would be appropriate to adopt different
17 social welfare functions in different decision contexts.
18 Particularly, I see a distinction between benefit cost
19 analysis for government projects and damage assessment.

1 With regard to benefit cost assessment for government
2 projects, my own personal view has been that the potential
3 compensation criteria is morally repugnant. And, I find
4 some sort of voting, whether it's the median or some super
5 majority voting criteria, ethically superior.

6 I know we teach students that the potential
7 compensation criteria is all you need to care about. And,
8 so it's the norm in evaluation of projects. But, that
9 doesn't make it a whit more correct.

10 I've argued that with compensation for damages, for
11 natural resource or otherwise, ethically the notion of
12 making everybody whole seems more important. And, that
13 corresponds in that context to the mean.

14 So, my view is that it depends -- it requires a value
15 judgment. And, the value judgments will likely differ
16 depending upon the context in which the analysis is being
17 performed. And, so in different contexts, the mean and the
18 median can both be correct.

19 MR. FISHER: I can say something about the second

1 aspect of the question about the time dimension of damage
2 assessment. It seems to me that if one is looking at loss
3 use values, then the integral of the damage is the relevant
4 measure.

5 If one is looking at nonuse values, then it seems to me
6 not so relevant. And, a very important aspect of eliciting
7 the value of some nonuse, say, existence value is to specify
8 or, at least, provide some understanding again of what's
9 included and what's not included, what's the definition of
10 the good.

11 And, one of the substitutes would be the same good or
12 resource at a later point -- it may be a lot later or it may
13 be only very little later -- in time so that presumably it
14 would make a difference in the nonuse value.

15 Who knows that the same resource will be available in
16 two months or two years or three years or whatever as
17 opposed to never?

18 DR. PORTNEY: Glen's question also dealt with a
19 temporal aspect of valuation. Let me ask again my co-

1 panelists up here if they would like to respond.

2 Peter?

3 DR. DIAMOND: I want to disagree with what I think I
4 heard Tony say. It seems to me even in nonuse values,
5 temporal aspects matter a lot.

6 In my written paper, I give as an example of nonuse
7 value, assume, contrary to fact, that I never went to Fenway
8 Park and I never watched the Red Sox on t.v. but I still
9 cared a lot about how they did. And, I cared about how they
10 did season after season.

11 Then, I've got a nonuse value. I would suggest that I
12 would even be willing to contribute to a fund to buy a
13 right-fielder.

14 It would show up in real behavior. And, insofar as you
15 wanted to count nonuse values in case somebody came out and
16 damaged the Red Sox, spilled oil on their bats -- I don't
17 know -- then it seems to me that the temporal aspect
18 matters.

19 The present discounted value for the nonuse value

1 should matter, because you care about all of those times
2 separately. How much you care will depend on substitution
3 elements Tony referred to, but you care about all of them.

4 What I think is a different issue -- and you really
5 touched on it by referring to outrage -- is what are the
6 values we are trying to measure. If they include values
7 associated with the act of damage rather than merely the
8 state of the resource then, it seems to me, we run into
9 serious temporal problems, both in the sense of possible
10 double counting because each time you are asking the
11 question you are getting an evaluation of the whole thing.

12 And, since the values will change over time, it's not
13 clear to me which is the right one. That, it seems to me,
14 to be very different from the question of the values.

15 This is really -- partially, it's how you define what
16 you are trying to measure. Partially, it's in the realm of
17 what happens when you try to measure.

18 DR. PORTNEY: Michael.

19 DR. HANEMANN: I agree with much of what has been said.

1 I will just add this: There is an implicit assumption that
2 values will be very unstable over time and a few years later
3 an oil spill -- I would like to choose one at random, the
4 Exxon Valdez oil spill -- the values will be very different
5 two or three years later or five years later than they were
6 at the time.

7 I am not in the position to give any specifics or any
8 information. But, I think some evidence will be forthcoming
9 within the next several months which will surprise you -- it
10 certainly surprised me -- about the similarity of
11 preferences.

12 DR. PORTNEY: Are there questions? Scott Farrell.

13 MR. FARRELL: I am Scott Farrell. One of the things
14 that I am a little worried about -- and it gets back to, in
15 some sense, the judgment of this conference.

16 I am a little worried that this focus on the CV
17 research agenda is putting us in a social science position
18 of picking a technological winner. I thought the research
19 issue is contingent valuation.

1 And, somehow -- I am not sure how to phrase this as a
2 question, but somewhere I wonder if it's possible, in
3 developing this research agenda, if we can identify these
4 research issues targeted at underlying constructs and then
5 those research agenda items that are only related to CV.

6 Does the panel think it's possible to develop a
7 research agenda that identifies those sort of separate
8 categories?

9 DR. PORTNEY: Responses?

10 DR. HANEMANN: I agree very much with the implicit
11 assumption. I got interested in choice originally as a
12 revealed preference modeler.

13 And, the one thing that was in the revealed preference
14 work of the context dependence of preference and the need to
15 phase that into demand models in order to do a good job of
16 predicting what choices people will make. And, one wants to
17 have that credibility before doing welfare evaluations.

18 And, my view of what has happened is that most
19 economists, particularly theorists, have a very refined and

1 unreal view of preferences. For example, context is totally
2 ignored, status quo effects, starting with people assume
3 that you have preferences in the abstract for commodities
4 not relative to current levels, not relative to expectations
5 and so on.

6 And, my view of the debate on CV is that CV shines a
7 very different spotlight on people, on the choices on their
8 preferences. And, we are finding many phenomena
9 inconsistent with notions in various utility fields.

10 And, so what I've argued is that it is showing us that
11 our notions are wrong. And, that applies to revealed
12 preference, to demand modeling, in exactly the same way as
13 the CV.

14 And, so I, wholeheartedly, endorse the idea of
15 integrated research agenda, looking at how context matters
16 and how you pick it up, how you do a better job of modeling.

17 Just lastly, I argue that another problem in revealed
18 preference in practice is that you often are interested in
19 forecasting response to prices or attributes that are not

1 observed in the current data set. And, so you are
2 extrapolating out of the range of the data.

3 And, that's a hazard. And, so I think it's very
4 natural in the context of collecting revealed preference
5 data to ask for contingent behavior data or stated
6 preference and to look at both, not only what people are
7 doing now in regard to the choices facing them and then to
8 move on to suppose the choice set were different how would
9 that change behavior.

10 DR. DIAMOND: I think we have already moved a ways down
11 the road you are suggesting. All of the issues raised about
12 the different kinds of preferences and values and how you
13 want to do normative analysis, that's not CV specific.

14 And, similarly, all the issues about government
15 decision processes and where a particular piece of
16 information data is, again, in general. And, I think it's
17 good to remind us that there are multiple issues.

18 DR. PORTNEY: Okay.

19 ATTENDEE: I have a question. The question is to

1 Michael. And, it has to do with his response to the Valdez
2 spill that was suggested.

3 It seems to me that demonstrating that scope doesn't
4 matter, that the size of the group has no effect at all, is
5 really a very weak test and a very weak proposition. And,
6 if we accept the standards theory, then there must be some
7 way we add up this to be acceptable.

8 It has been my feeling for a long time that the
9 research, the adversarial character of the research, or the
10 evaluation does not do us, as a community, a great deal of
11 credit. It may be inevitable when there is litigation
12 pending.

13 At the moment, there is no litigation. There is some,
14 but that is not what this meeting is about.

15 So, it would seem that we have an opportunity to think
16 of research that would bring together people with different
17 beliefs or different hypotheses. Many of you, I think, will
18 get some suggestive wording for a test of the adult
19 hypotheses.

1 And, I would like to ask you for your comments, whether
2 you are in favor or whether you are against it. And, we
3 would like to collect evidence which, in part, has to do
4 with how to word questions and, in part, has to do with the
5 sociology of this debate, as to whether people on the two
6 sides of the debate could agree on a critical tests of some
7 propositions that are quite basic to evaluations.

8 DR. PORTNEY: Before I turn to Michael, I want to say
9 that, one, you may be correct, in general, Danny. If there
10 were no litigation whatsoever, a lot of people in this room
11 would make smaller estimated tax payments in June than I
12 expect.

13 (Laughter.)

14 DR. PORTNEY: Let me turn the floor over to Michael.

15 DR. HANEMANN: I agree with the notion of jointly
16 conducted research. I started out my career as a disciple
17 of Howard Rather looking at multi-attribute utility and
18 proposed going to RFF to do a research project using multi-
19 attribute utility in the field.

1 The areas of similarity and difference between various
2 measurement techniques needs to be explored. And, I am
3 strongly in favor of that.

4 Let me just say, with the adding up hypothesis,
5 depending upon the nature of preferences, you can get sub-
6 additivity or super additivity. And, so this -- there is
7 not a single result that the theory would predict.

8 You can look -- if you find sub-additivity, you can see
9 whether there is other evidence and other experiments that
10 would support that. But, my own feel is that utility can
11 bend any way it wants.

12 ATTENDEE: In the design proposed by Peter earlier
13 where you specify that good A is provided and then you ask
14 how much you are willing to pay for B, given that it is
15 provided? I mean, they are not talking sub-additivity.

16 They are really talking of a very specific design
17 proposal. And, I don't see that your answer addresses that
18 at all.

19 DR. HANEMANN: Well, the way to do this, I think, is by

1 writing out equations and functions.

2 DR. PORTNEY: Other questions, comments? Jim.

3 ATTENDEE: University of Rhode Island. I have a
4 question that is, I guess, for Michael. But, obviously he
5 is not going to answer.

6 Michael, I applaud your notion that you need to think
7 more broadly about utility theory and not just accept that
8 as the gospel and that the world must be consistent with
9 that. But, once we do that, it seems to me you open up a
10 lot of questions about how we interpret responses to CV
11 questions and whether we can really do those in
12 conversations.

13 It seems to me all that disappears once we recognize
14 that people's behavior may not be consistent. Just as an
15 example, in your paper, you talk about how you may not want
16 to add up initial resources, reductions from initial
17 resources, but instead you include those as separate
18 arguments in the utility function.

19 I think you could argue equally strongly that you

1 shouldn't necessarily add up income and willingness to pay
2 and willingness to accept and that those should also be
3 separate arguments in utility function, in which case now
4 the whole concept has disappeared. You know, somebody has
5 paid money.

6 Sure, it's an increase in their income but they may
7 also view it differently. And, similarly, if someone has to
8 pay, but as a reduction of income they may feel somehow
9 cheated that they have had to pay.

10 DR. HANEMANN: First, let me distinguish between the
11 ways in which revealed preference or stated preference
12 results are inconsistent with utility theory. The major
13 problem -- one major problem with utility theory is that it
14 specifies a very abstract function, u of x . And, it
15 proposes no further structure.

16 So, for example, status quo effects the consistent with
17 u effects. That is, the utility function is u of x and x
18 bar being the status quo.

19 In other words, the theory doesn't rule out results.

1 It's just that it's so abstract that it doesn't preclude
2 other more specific structures which actually drive
3 behavior.

4 A second thing is that we assume that people make all
5 choices around the global choice set at all times. And, I
6 guess that doesn't happen.

7 And, I will agree that that is a violation of the
8 theory. But, I think the theory is simply wrong.

9 There is the question of the global budget constraint.
10 Do people look at their entire income when deciding
11 everything from a vacation next year to whether to buy a 50
12 cents candy bar? I don't think so.

13 So, the issue is, given that there may be separate
14 mental accounts, given that preferences may be context
15 behavior, the world is more complicated. Now, what I've
16 argued is that you had better recognize that when
17 forecasting demand.

18 Otherwise, you simply produce bad demand forecasts.
19 And, there is abundant evidence of that.

1 But, it's also of great importance for welfare
2 evaluation, because there you recognize you get different
3 answers, different welfare values, depending upon which set
4 of preference or what was the context of the group of
5 individuals. But, one answer to that of the orthodox
6 economist is we are not used to -- this is too untimely,
7 this is not what we are used to and we won't consider it.

8 My answer to them is that that's people. You can have
9 a theory of fish which assumes that they don't go in water
10 and they don't swim. It will predict their behavior badly,
11 but it may be mathematical beautiful.

12 I do feel that theory has to meet reality. But, what
13 one needs then is a set of conventions and protocols which
14 will require agreement and consensus that we will use this
15 set of context when measuring values for thus and such
16 purpose. We will handle embedding by including this set of
17 commodities.

18 In other words, I agree which of you have human
19 behaviors. It means that one has to then specify how one

1 would go about welfare evaluation. I think that's long
2 overdue.

3 ATTENDEE: A lot of the things that you have mentioned
4 though, for instance, regret, disappointment and those kinds
5 of things, it would be the people violating the fundamental
6 axioms that are at the basis of existence of utility
7 functions. And, therefore, if utility functions don't exist
8 then the basis for -- it seems to me we need to rethink a
9 lot of those fundamental notions.

10 DR. HANEMANN: Let me just say that regret violates
11 utility laws. That's all you can say.

12 DR. PORTNEY: Other questions?

13 (Laughter.)

14 DR. PORTNEY: Another question, I guess I need to say.

15 (Laughter.)

16 MR. MAGNUS: Howard Magnus. I think that a very
17 serious point that I think plagues CV which has been
18 implicitly mentioned perhaps in discussion but I don't think
19 has been focused on as much as it should is that I think

1 that almost all populations that are interviewed with CV are
2 biased, since that in most surveys going from what
3 cigarettes you smoke or what toothpaste you use, most people
4 are feeling comfortable. They sort of think about it. They
5 know the products. They know something.

6 I think in any population that you are going to survey,
7 you are going to have people who may never in their life
8 have thought about how they would feel if they couldn't go
9 fishing or how they would feel with a polluted lake that's a
10 thousand miles away or something like that. And, it's going
11 to be very, very difficult to interpret just exactly what
12 you have.

13 I think that that CV population is probably going to
14 have to be extremely structured to really getting the
15 answers.

16 DR. PORTNEY: I want to let my fellow panelists
17 respond. I guess I would say that, if I may, there are
18 decisions that people make in their everyday lives that they
19 don't get to make all the time.

1 I've had recently to advise somebody whether or not to
2 get chemotherapy and pay for it and whether it was worth
3 both the financial and personal costs involved. That's not
4 a repeat decision. But, that's a market decision.

5 But, again, Peter go ahead.

6 DR. DIAMOND: Let me respond to Paul.

7 (Laughter.)

8 DR. DIAMOND: Lots of market decisions are difficult
9 decisions. When we make them, we look to other people for
10 help.

11 We look to other people who have had more experience
12 making the decision, because, say, they are doctors. Or, we
13 look to people who we think would be good at making the
14 decisions because they understand probabilities and
15 statistics, which is always involved.

16 Where the parallel breaks down is there is a difficult
17 social decision to be made over how much in resources to put
18 into environmental protection. And, in contrast to the
19 example you have just described, what we are doing, in

1 effect, is looking to the general public.

2 We are looking to people who would have trouble making
3 this decision, whose natural response would be to turn to
4 other people to help them make the decision. And, that's
5 the way, as a social choice mechanism, we are making the
6 decision.

7 So, the fact that there are difficult market decisions
8 being made is genuinely a fact and I think relevant for
9 interpreting what we do with the CV. But, I think this is
10 where I view that, not as a defense of the legitimacy of
11 this procedure but an example of why it may make bad social
12 policy.

13 MR. FISHER: Just a remark about the example of a
14 remote, perhaps unfamiliar or even unheard of wilderness
15 lake site that might be the subject of a CV survey. It
16 seems to me this is the genesis for, at least, some or maybe
17 much of the phenomenon of embedding.

18 As I thought about why does this arise, why embedding,
19 it seems to me because maybe we, as respondents, would get

1 confronted with the question about some remote wilderness
2 site that we hadn't been aware of and hadn't attached any
3 value to. But, I think the mental construct is to let this
4 proxy form be an element of preference about wilderness or
5 wilderness lakes generally.

6 ATTENDEE: I agree with all of that. And, I think that
7 all the people in this room could tackle this problem very
8 easy by saying: All right, there is a large segment of the
9 population that just can't deal with decisions about
10 chemotherapy or about taking, you know, remote situations
11 and trying to gear them to common situations.

12 And, these are going to be the sorts of people who are
13 going to be responding to these CV questions. I mean, these
14 people just don't have those sorts of -- aren't used to
15 making those sorts of conceptual, you know, decisions and
16 choices.

17 ATTENDEE: And, they also vote for President.

18 (Simultaneous conversations are occurring.)

19 DR. PORTNEY: Okay. We've got Howard Schumann's paper

1 this afternoon that deals with survey responses and the
2 confidence that we can place in them.

3 And, we've got papers that discuss that. I guess I
4 would like to give other people an opportunity to ask
5 questions.

6 DR. HANEMANN: Could I just respond?

7 DR. PORTNEY: Yes.

8 DR. HANEMANN: The argument about whether the greater
9 wash should be taken seriously or not is a value judgment.
10 And, it always amuses me that people who are happy to study
11 demand functions and commodities purchased feel repugnance
12 at studying their preferences.

13 But, let me just emphasize this: Among the -- ideally
14 in the CV study, you would like to identify not a single set
15 of preferences. To the extent that there are sub-groups who
16 approach this differently, you are identifying the different
17 preferences and perceptions of the different sub-groups.

18 It would be entirely inappropriate to develop a CV
19 where you have a population that knew about this all along,

1 that had thought about it and the population that never knew
2 about it and to come up with a separate analyses and
3 estimates for each of these subgroups and allow a decision-
4 maker or whatever the contents was to think about whom to
5 disregard or to weight them.

6 That's not inconsistent with research practice. And,
7 it's something that I personally would like to do.

8 There is a cost. And, this I want to emphasize. If
9 you want to come up with a reliable estimate of some
10 statistic to sub-population, you basically need to multiply
11 the sample. And, basically very few economies of scale.

12 So, if you want an estimate for three sub-populations,
13 you need three times the sample. That has been a constraint
14 on many of the studies up to now.

15 I think if we are to do serious research, a lot of the
16 issues then hinge on different populations and whether they
17 behave differently. And, that means larger samples and,
18 therefore, larger budgets.

19 DR. PORTNEY: Okay. Peter.

1 DR. DIAMOND: I would like to pick up on the remark
2 that we let the public vote for the President, because I
3 think that gets at the heart of the different ways of
4 interpreting CV and how it gets used.

5 In the political process, we use a mix of
6 representative democracy and direct democracy. We could,
7 a la Switzerland, put lots more things out to general vote.

8 We could -- if you look across states, it varies a
9 great deal in how difficult it is to have referendum in
10 different places. We view the problem of making government
11 decisions as one that's complicated.

12 And, we use this big mix of different ways of
13 approaching it. Now, how does CV fit into that?

14 Well, it seems to me that it fits in differently if we
15 are interpreting it differently. If CV is a measure of
16 preferences -- and this goes with feeding it into a benefit
17 cost analysis, then it speaks to the mean and it speaks to
18 trying to find out something that is in preferences, a piece
19 of information that the respondents have that other people

1 don't have.

2 On the other hand, if we think of CV as a decision
3 device for the government, as a sample survey substitute for
4 a real referendum, then we are making a different choice
5 about the political process. We are saying that its role is
6 something that calls for the median.

7 And, we are saying its role in the decision process is
8 not as an input into benefit costs but as the final
9 determination, given the way we are organizing the
10 government decision process generally. And, I think that
11 this whole question of what CV is relates to how it fits in.

12 DR. PORTNEY: Other questions or comments? Richard.

13

14 ATTENDEE: I wanted to pick up on something that Tony
15 raises, something he thought should be an important part of
16 the research agenda, and that is sort of the Patterson type
17 experiments. These are experiments where essentially you
18 set up a voluntary environmental trust fund, as in the
19 Patterson example, and you elicit actual contributions from

1 one group of people and you elicit hypothetical
2 contributions from another group of people.

3 In this regard, Ted Gross and I have shown that the
4 actual treatment should always grossly underestimate
5 willingness to pay. Whereas, the hypothetical treatment
6 should always grossly overestimate willingness to pay.

7 And, that is because it's a two-step mechanism, the
8 environmental trust fund. And, the reason for this is that
9 answering yes to whatever amount increases the likelihood
10 that the trust fund will become established. And, yet you
11 should get to decide at a later point in time whether you
12 actually get to contribute.

13 And, for that reason, you should sort of always
14 generate this result. Now, maybe this is opposite from what
15 most contingent valuation studies do.

16 If you say you have a referendum mechanism, you've got
17 a basic way you can compel payment. And, that's actually
18 what drives the difference between the discreet choice
19 question with the environmental trust fund and the discreet

1 choice question with the referendum. That is the key
2 property.

3 So, you should be able to generate this result with a
4 large difference, because you've got one treatment going one
5 way and one treatment going the other way. So, I guess that
6 I don't see that that is sort of a beneficial sort of
7 direction to go, given that that's not the sort of thing
8 that most CV people are doing.

9 Michael, Peter, anybody?

10 DR. DIAMOND: I think the issue you raise, which is
11 what is the extrapolation between hypothetical and market
12 behavior in different settings and how it relates to the
13 kind of question being asked, is a terribly important one.
14 What things ought to relate to how a particular CV study
15 answers relate to what it is we want to measure?

16 So, I think it's important to keep in mind that a
17 referendum type question is still hypothetical. It's not
18 incentive compatible unless the person answering the
19 question acts as if it were a binding vote.

1 If the person answering the question thinks of it as
2 answering a survey, then it has no incentive compatibility
3 properties.

4 ATTENDEE: Actually, all you would have to really show
5 here is that the person answering the survey thinks that the
6 decision-makers decision to undertake the act is
7 monotonically increasing weakly in terms of a percent yes
8 when it's actually no.

9 DR. PORTNEY: Next question?

10 (Laughter.)

11 DR. PORTNEY: No, some of these -- I'm not trying to
12 preclude discussion, but some of these things we get sent
13 papers back and forth.

14 Are there other comments or questions? Howard
15 Schumann.

16 DR. SCHUMANN: I felt frustrated on the NOAA panel, not
17 having a discussion about nonuse, which I am engaged in, not
18 the Red Sox. I would think that if you are familiar with
19 it, you are concerned about the Red Sox, then that creates

1 a larger issue. So, that was completely new.

2 I guess my question is: Is there a dichotomy between
3 use and nonuse or is it a continuum?

4 DR. DIAMOND: I don't know.

5 (Laughter.)

6 DR. DIAMOND: I think it underscores the basic point
7 that I was making that it's just very hard to define nonuse,
8 which relative to most of the purposes may not matter. But,
9 I was thinking in terms of use and nonuse in terms of direct
10 interactions.

11 I guess the parallel I was going off is in terms of
12 externalities where the legal system recognizes your
13 neighbors making noise as something that you can get an
14 injunction to make them stop. But, your neighbors reading
15 Lady Chatterley's Lover quietly rather than noisily is not
16 something you are entitled to stop.

17 That the interactions that are connected physically,
18 identifiably and physically, are what I would refer to as
19 use. And, interactions that are mental and nonphysical are

1 nonuse.

2 Now, this may be idiosyncratic on my part, but that was
3 my intent to make sense out of the difference.

4 DR. PORTNEY: If I could exercise a little moderatorial
5 discretion here, we have three of the world's leading
6 welfare economists on this panel. And, there was an issue
7 that was raised in Tony's paper that both Peter and Michael
8 spoke to in their comments that I think hasn't been
9 ventilated very much here.

10 And, I guess I would like to ask each of the three
11 panelists if they would speak briefly to that. And, that
12 has to do with the admissibility of preferences.

13 I guess I would be interested in hearing what each of
14 the panelists have to say about someone, for instance, who
15 would be willing to pay a positive amount to see Prince
16 William Sound or some other unique ecosystem defiled and
17 whether or not that ought to count on a benefit cost
18 analysis and how we ought to treat that. I think it's a
19 very serious and very difficult issue.

1 And, I guess I would like, if you would briefly, to
2 have each of you speak to that. Michael, do you want to
3 start?

4 DR. HANEMANN: Let me just say that while your
5 description is accurate for Peter and probably Tony, it's
6 not accurate for me. But, my view of negative preferences
7 is that they probably exist and are interesting to study.

8 That is, I've always been struck by the diversity of
9 preferences. And, in the policy work that I've done where
10 there is no damage assessment, I've always thought it much
11 more informative, when you are giving advice, to identify
12 the different groups.

13 And, if there is a distinct group that has a strong
14 pro-feeling and a distinct group that has a strong anti-
15 feeling, it makes sense to measure all preferences. In
16 practice, it becomes a measure of cost.

17 As I say, it's a matter of identifying separate
18 samples. And, is it worth the resources to expanding those
19 samples so that you can identify the separate subgroups?

1 In principle, yes, one wants to account for the range
2 of preferences of the different groups. And, one wants to
3 lead you to some decisions to decide how to weight them.

4 MR. FISHER: Well, I think that one has to be careful
5 to avoid double counting. That is, if the reason one values
6 some damage to a pristine environmental resource is because,
7 in fact, one has some positive preferences about an
8 alternative use of the resource, this means that the site is
9 no longer suitable for inclusion in the logging system and,
10 therefore, we can log it and provide some jobs and some
11 income and so on, then that's perfectly legitimate.

12 But, that's separate from the externality of
13 consumption. So, you wouldn't want to double count it. You
14 wouldn't want to include it in both the income produced by
15 logging the site or whatever and also the -- what you might
16 think of as a negative feeling about the environmental
17 quality of the site.

18 However, it seems to me that there may well be
19 separately negative feelings about the environmental quality

1 which -- I mean, in my attempt to rationalize these, I
2 attribute it to negative externality of consumption. And,
3 that is, I'm a benevolent guy. The prospect of Michael
4 contemplating a serene redwood wilderness in northern
5 California pains me, because I just don't like him very
6 much. In fact, he's feeling good about this.

7 (Laughter.)

8 MR. FISHER: So, that's a much more -- that's separate
9 from my feeling that these areas ought to be logged and,
10 therefore, I value some disruption there. And, it's that
11 second preference, the one about his consumption of the
12 redwoods -- it's almost a nonuse value that attaches -- I
13 don't know the answer to that.

14 It seems to me to be logical and to be consistent my
15 feelings or preferences really need to be weighed into the
16 total. And, Michael seems to be agreeing with that.

17 On the other hand, as I said in the paper, I still feel
18 a little uneasy about that. The question is to what extent
19 do ethical considerations come in and preempt not expression

1 of preferences but the degree to which they are allowed to
2 count in making something like that a public choice or doing
3 a benefit cost analysis.

4 There are lots of negative feelings of this sort of
5 reverse altruism. And, very often, at least, it seems to me
6 in a legal process, we don't allow for these. We don't
7 count them as deserving of compensation or redress or
8 allowing in some fundamental psychological sense they exist.

9 DR. PORTNEY: Peter.

10 DR. DIAMOND: Amarcha Sen has a paper called Dilemma of
11 a Paradium Liberal in which he says if you want to satisfy
12 the Parado principle -- taking preferences including all
13 externalities as the preferences you use in defining the
14 Parado principle -- and if, as a liberal, you think there
15 are a set of decisions that should be left to the
16 individual, he cites whether you sleep on your left side or
17 your right side. And, he probably makes reference to Lady
18 Chatterley's Lover. It has been a long time since I looked
19 at the paper.

1 He shows that these axioms are inconsistent. And,
2 that's the dilemma of the paradigm liberal.

3 It seems to me the right way out of the dilemma was to
4 say some externalities count and some externalities don't
5 count. And, whether they count or don't count depends on
6 the -- since we are talking about social evaluations, it
7 depends on the kind of society we want to be.

8 I don't want to have policies based on envy and
9 dislike. And, I have no problem saying those sorts of
10 things don't count, whether it's people that you are
11 disliking or owls.

12 DR. PORTNEY: Okay. Yes. Could you speak a little
13 more loudly?

14 ATTENDEE: I have two questions. It seems like all
15 this contingent valuation has some theory that comes from
16 the orthodox economy theory.

17 But, I wonder whether there is any future research
18 relating to, for example, a recent article in 1990 that
19 consumers maximizing utilities might not be exactly

1 maximizing utility. It might be more merely optimizing a
2 solution.

3 So, in this instance, maybe our assumptions on
4 maximizing utility might not be the correct assumption.
5 And, I wonder if there is any future research question.

6 And, the second question I have is for Dr. Fisher. You
7 were saying something about results from referendum
8 valuation results are very different.

9 And, one of the findings of the analysis from our
10 research was we set different kinds of rules for referendum
11 questions. In their answers, consumers were maximizing
12 utility. And, I think, in contingent valuation also applied
13 rules of how we maximized commodity to change the consumers
14 expectations.

15 I wonder if there would be a future research agenda to
16 contemplate this research?

17 DR. PORTNEY: Let's take them in reverse order. Tony,
18 that is directed to you.

19 MR. FISHER: The long answer to that question directed

1 to me is I don't know. And, the short answer is yes.

2 I mean, it would be a good topic for future research.

3 With respect to the properties of the particular auction in

4 the Cummings, Harrison, et al. is something I just saw

5 literally moments before getting on the plane to come here.

6 I haven't made a careful study of it.

7 I know Glenn Harrison is in the audience. As I say, I

8 saw Ron Cummings yesterday. Maybe one or the other of them

9 would want to address what they did.

10 But, my feeling is just that this was a very

11 interesting avenue research to pursue, one that very simply

12 and starkly frames the contrast between hypothetical and

13 non-hypothetical and tries to distinguish the results you

14 get in those two settings from results that might vary

15 because of differences in the procedure or the framing,

16 whether it's one or another kind of auction as opposed to an

17 auction versus a generic CV study or, you know, whatever the

18 approach might be. It seems to me that that's -- it's only

19 one study, but it's a very suggestive one.

1 I was proposing that there be more studies along those
2 lines that would make it possible for us ultimately to do
3 the kind of meta-analysis and say, "Well, yes, these
4 characteristics of the study lead to these kinds of results.
5 Those characteristics lead to a different kind and uniformly
6 lower values or higher values, whatever the case may be."

7 But, I don't have, I think, anything much more specific
8 to suggest along those lines.

9 DR. PORTNEY: Don Rosenthal.

10 MR. ROSENTHAL: Yes. I think the purpose of doing
11 research on CVMs is to come up with a better way to do CV
12 surveys. And, to make progress on that, we need to know
13 when a survey is done.

14 The question, which is wherever there is a consensus
15 from the panel as to when we know a survey was not done
16 correctly so we know it's not the right one to do so we can
17 go on to another technique.

18 And, we propose two situations. One is the situation
19 Peter Diamond said in his talk where you have this adding up

1 test and you have widely different results.

2 Is there a consensus among the panel that however that
3 survey was administered that it is not consistent with
4 economic theory?

5 And, the second case would be the birds case, whether
6 it was two thousand birds or 200 thousand birds. And, I
7 think some of the debate is where some people really don't
8 care about the difference between the two thousand and the
9 200 thousand.

10 So, the second question is: People, prior to
11 administering that survey, took people aside and asked them
12 if they cared about the difference between two thousand and
13 200 thousand. And, if they told them, "Yes, we care very
14 much about them," then you got the results that were
15 obtained.

16 Would that evidence constitute sufficient evidence?

17 DR. PORTNEY: Maybe we have got quite a high level
18 panel and could torment them over six or seven months and
19 ask them --

1 (Laughter.)

2 DR. PORTNEY: -- to come up with some guidelines or
3 something so that you would know when you have a -- I don't
4 know, just a hypothetical idea.

5 (Laughter.)

6 MR. ROSENTHAL: I would just like to know how you can
7 make progress if there is not consensus as to when you are
8 not doing it right?

9 DR. PORTNEY: Okay. Responses.

10 DR. HANEMANN: There is an infinity of ways of doing
11 something wrong.

12 (Laughter.)

13 DR. HANEMANN: I mean, coming up with a good list is
14 not easy.

15 DR. PORTNEY: Peter.

16 DR. DIAMOND: Let me say two things. First, I think
17 it's important to recognize that split sample tests and
18 repeated questions to the same person tend to elicit
19 different patterns of response.

1 And, once you look for that, people work at being
2 consistent when they are being asked questions with obvious
3 inconsistencies. So, I don't know this two thousand/200
4 thousand question is this different that it's going to be
5 useful.

6 The second thing is -- and this is something I assume
7 we will get into in a section with Howard Schumann's paper -
8 - surveys have different purposes. Sometimes a survey is to
9 get a number which will be used. Sometimes a survey is to
10 test a hypothesis.

11 The question one has to ask then is, do we think of the
12 finding, which is the limited responsiveness of the scope
13 that showed up in that survey we carry over to an
14 alternative survey instrument and alternative mode of
15 delivery. I think we have to recognize the purpose of the
16 survey relative to the test.

17 The last thing, coming back to the big picture
18 question, Michael has made the point -- he's absolutely
19 right -- that without maintained assumptions, you can't test

1 anything. I mean, when you do the classic ideal controlled
2 experiment and you have one thing sitting here and the
3 identical thing sitting here, you've got to maintain the
4 assumption that here and here that difference doesn't
5 matter.

6 You can't test anything without maintaining
7 assumptions. But, I think the question has to be that
8 people have to stake out what maintained assumptions they
9 are prepared to live with in evaluating a CV survey for
10 which the numbers are to be used rather than to test the
11 hypothesis, because if there are no maintained assumptions
12 we are prepared to live with, then there is not only no test
13 that a CV survey fails but there is also no test that a CV
14 survey passes.

15 So, at some level, it has got to be some agreed on
16 maintained assumptions, at least agreed on by the people who
17 put down the regulations.

18 DR. PORTNEY: As Michael has pointed out, there are an
19 infinity of ways to do these things wrong. I know there are

1 some of you here who think there is no way to do it right.

2 On that note, I think it's probably wise that we stop
3 for lunch. It's 12 o'clock.

4 Remember those teal tablecloths in the atrium. Be back
5 here in one hour.

6 We will start at one o'clock sharp. And, thank you.

7 And, please join me in thanking the panelists this
8 morning.

9 (Applause.)

10 DR. PORTNEY: Thank you.

11 (Whereupon, a luncheon recess is taken at 12:00 p.m.,
12 to reconvene at 1:10 p.m., this same date.)

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1 DR. SCHUMAN: Thank you, Paul. I am as he indicated,
2 something of an outsider here. My acquaintance with
3 economics is based on one course taken about thirty-five
4 years ago, so I certainly am ignorant of a lot of things
5 that are assumed here.

6 In addition, I didn't have any history of involvement
7 with CV until really the NOAA Panel. The panel consisted of
8 five economists, and I think the initial assumption was that
9 economic theory was so powerful that it wasn't really
10 necessary to have anyone who was involved in surveys, but
11 there was an afterthought and I joined the panel really not
12 because of knowledge of either economics or contingent
13 evaluations, but because I had been involved in survey
14 research and survey methods for some time.

15 And every CV estimate that I know of is based on a
16 survey of some sort, so the estimates are subject to
17 whatever problems are inherent in the surveys and then some,
18 and my role really is try to enumerate some of these
19 problems and, I hope, generate some discussion about them.

1 In fact, I gather I have three discussions, not just
2 two.

3 (Laughter.)

4 I am not quite sure who I owe that to. This is an
5 outline of my paper. I will just follow that outline.

6 I also, however, will just add a few points from having
7 read the discussion papers within the last day or so. I
8 hadn't seen them earlier. I was away. I found them quite
9 stimulating and very thoughtful, but mostly I am going to
10 note as I go along a few points in which -- the very few
11 points in which I disagree with some of them.

12 First of all, some preliminary observations. I have
13 three kinds. One, types of survey data. It is a common
14 distinction within survey research between facts and
15 attitudes, or facts and opinions for objective versus
16 subjective types of questions. It is not a hard and fast
17 distinction just as the distinction between use and nonuse
18 is not completely categorical, but in general one can say
19 that some questions deal with objective kinds of data.

1 Whether you ate lunch today would be considered
2 objective if we asked you that question, because
3 theoretically it was observable. Whether anyone watched you
4 eat lunch or not, someone could have watched you eat lunch,
5 so we think of that as a factual type of question.

6 Subjective, whether you liked your lunch or not, we
7 really would ordinarily ask you to report. It is a more
8 subjective kind of phenomenon.

9 That is one important distinction. And the second,
10 given a set of results, the distinction between uni-variant
11 results, that is means or percentages, as against
12 relationships, say testing hypotheses of differences between
13 two groups, or any other kind of relationship.

14 In general, empirically, questions about facts that
15 involve relationships are most robust with survey data.

16 So, for example, the unemployment rate which is largely
17 objective, though not completely so, is based on surveys
18 asking people whether in the labor force or a number of
19 other questions, and which if you look over time you hold

1 constant the method involves a relationship is going to be
2 more robust than a question about happiness, asked where one
3 tries to get a percentage of people who say they are happy.
4 Because we know exactly how that is asked, the words for
5 happiness versus contentment or some other way of phrasing
6 it, that is attitudinal or subjective answer.

7 Well, contingent valuation I think tries to do
8 something I think very difficult. It on the one hand calls
9 for subjective kinds of questions because one is asking
10 people how much they value a particular good, and it calls
11 for a uni-varied estimate, the percentage of the mean or
12 median rather than a relationship.

13 So, CV is attempting to do something that is very
14 difficult, and within the survey research area we would
15 regard as probably the most difficult sorts of things to do.
16 It doesn't mean it can't be done, but it does mean that CV
17 is going to be very sensitive to the problems that come up
18 with surveys.

19 I also note in the paper the distinction between

1 reliability and validity, a distinction that was confounded
2 with the court decision, the Ohio court, and which became
3 the decision we had to live with on the CV Panel, which used
4 reliability for what I think of as validity.

5 Reliability is simply consistency over time or over
6 some other variable where one expects people to answer in
7 the same way, and is an important concept but not the most
8 basic one.

9 The most basic one particularly in the CV is that of
10 validity. Whether an instrument measures what you intend it
11 to measure. Or at least you know what it measures for sure.
12 Between the concept and the actual operation. I think that
13 same sort of distinction was agreed to by two members of the
14 panel, but I think Phil Coaksley continued to use
15 reliability for what I would call validity. It is not
16 terribly important. It is more a terminology problem, but I
17 think it does lead to some confusion if we don't keep them
18 separate.

19 I don't think reliability is likely to be a big problem

1 within the valuation. That is, that one can get the same
2 estimates if you repeat a survey, there should be a good
3 deal of consistency over time.

4 On the other hand, the fundamental issues of validity
5 are the ones that we deal with when we ask for example about
6 the scope condition.

7 The final preliminary consideration, Number 3 up there,
8 has to do with economic rationality, which I am trying to
9 learn more about. The relevance of it to assessing
10 contingent valuation, especially how it applies to ordinary
11 market transactions. CV -- a lot of the questions about CV
12 that has been raised have to do with whether it follows the
13 axioms of rationality as I understand it.

14 Many social scientists, who are not economics, like
15 myself, find it a little difficult when CV responses are
16 said to be irrational or non-rational. Not because we
17 especially doubt that that is the case, but because we
18 suspect that a great many market transactions are, in fact,
19 irrational.

1 We think of how we choose small items in a drug store,
2 or large items like an automobile, and we know that we do
3 not always act very rational.

4 We suspect, in fact, that the average American may be
5 even less rational in their purchasing behavior than we are
6 ourselves.

7 So, we wonder if it is fair to hold CV to standards of
8 rationality without defining carefully what these are, and
9 equally important -- in fact, more important -- showing that
10 they prevail in ordinary market purchases.

11 And I am going to come back to that, because one of the
12 tests that Desvousges used was whether there is converging
13 validity between open and closed questioning, and as I tried
14 to indicate, I don't think there would be with ordinary
15 market purchases, so I don't see why it should occur with
16 contingent valuation.

17 In any case, I gained a little insight from talking
18 with economists about this, but I do think it would be very
19 useful if someone, and Desvousges I think did it more than

1 anyone else, tried to lay out what these axioms are and show
2 that they apply to use votes, and then ask about nonuse.

3 Okay, now I am going to move to a set of standard
4 survey issues and simply talk about them one at a time under
5 the heading of Latin II, and how they are relevant to
6 contingent valuation surveys.

7 Let me say first though that I am talking about a CV
8 survey that is actually to be used to generate a number
9 which Exxon or some other company would have to pay. In the
10 case of the NOAA Panel, that was the emphasis.

11 It is quite possible for all kinds of theoretical and
12 experimental reasons to violate the things I am going to
13 talk about. I don't think we want to make a fetish out of
14 methodological requirements.

15 But if the CV survey is to be used to generate numbers,
16 large numbers like billions of dollars, then I do think
17 these points are important. That is an important
18 distinction to make.

19 I have done many kinds of research where I violate

1 these sorts of things. But it depends on the goals of the
2 research, and if one is producing important numbers to be
3 used in litigation, for example, these things do become very
4 relevant.

5 First of all, there is the definition of the
6 population. It is very important theoretically, because it
7 plays such a large role in the multiplication that produces
8 a final dollar figure.

9 It is not really a survey as such. That is, the
10 definition of the population has to occur before one does a
11 survey, but it is obviously quite crucial.

12 As I understand it, for the most part it should be in
13 terms of the trusteeship of a particular part of the
14 environment, such as part of Alaska, and that the trustees
15 then define the political geographic area that should be
16 included. And I won't go on beyond that.

17 I think this is pretty important, and it will become
18 relevant later. Baron's paper talked about this and some
19 other things that is less important than many other factors,

1 but I think because of the importance of the multiplication
2 that occurs, it is really quite critical, and this will come
3 up during the day.

4 Second, given a population definition, a clear
5 definition of population, one needs to use probability
6 sampling if you wish to generalize to the population. It is
7 true that experimental differences between the conditions
8 will often show up fairly well in a rough way with
9 convenient sampling with one kind or another. But this
10 can't be guaranteed.

11 Interactions with selected sampling factors can occur,
12 and the variation can be due to a part of the population
13 that doesn't happen to show up in malls, and therefore if
14 again you are trying to generate a final number, one does
15 need to use probability sampling from a well-defined
16 population, and we will see why, in a very interesting
17 finding that was produced by Desvouses, it becomes
18 problematic partly because of the lack of probability
19 sampling.

1 Third, non-response. Surveys -- it is very hard to
2 evaluate the quality of the survey, and one of the few
3 things available -- unfortunately, really -- is the non-
4 response rate, and sometimes too much emphasis is placed on
5 that. But that is the proportion of the sample that
6 actually agrees to be interviewed and completes the
7 interview. It is about the only quantitative measure one
8 has of the quality of the survey. It certainly doesn't tell
9 you everything about the quality. It just happens to be
10 something that produces a number.

11 And I think in the most recent NOAA regulations,
12 seventy percent response rate was stated as a minimum, and
13 that is probably reasonable. It used to be eighty or
14 eighty-five percent. What happens is as the percentage of
15 the population that is willing to take part in surveys goes
16 down, we adjust what should be the minimum to fit reality.
17 And somewhere between seventy/seventy-five, maybe
18 occasionally eighty percent, is about the best that can be
19 done with most national surveys.

1 Fourth, Mode of Administration, of which there are
2 three main forms; face to face, telephone and mail.

3 There has been a lot of controversy in this area. It
4 is a little beyond me as to why Schultze included Don
5 Dillman's letter, which I had seen some months ago,
6 defending mail surveys. Don Dillman is a real expert in
7 this, contributed very importantly to the success or use of
8 mail surveys, and I have followed Dillman's approach, most
9 recently actually, in making a comparison of mail surveys
10 with face to face surveys. So, I have a lot of respect for
11 him.

12 But the letter he wrote is not really a very persuasive
13 one. There are an awful lot of reasons why mail surveys
14 taken alone -- if, again, you are interested in generating
15 an important final number rather than doing some sort of
16 interesting experiment along the way, why a mail survey is
17 not adequate for a contingent valuation estimate.

18 It has one enormous advantage. It costs a lot less
19 than any other way to do a survey, because you basically

1 just need to pay people to put things in envelopes and put
2 stamps on them and send them out.

3 But, despite that, there is no accessible national
4 listing of households to create a sampling frame for use
5 with probability sampling. Sometimes telephone directories
6 are used. It is very hard to know the percentage of people
7 who don't end up in telephone directories or end up with
8 wrong addresses, and Don's letter questions something in the
9 NOAA Report which probably was too high, I think he said,
10 which misses about half the population. It is probably more
11 like forty percent of the population, but that is a lot of
12 people to miss if what you are trying to do is get an
13 estimate of a population value, and that is forty percent
14 who are not in the sample to begin with, plus the non-
15 respondents.

16 So, you are really dealing with almost certainly a very
17 biased kind of a sample.

18 The non-response, as I indicated, is certainly non-
19 random. I made a comparison of mail and face to face

1 surveys. You tend to lose the less educated, tend to
2 greatly under-represent the black population of the country.
3 There are a lot of selective factors both in non-coverage
4 that is not appearing in telephone directories and non-
5 response. It is far from random.

6 There are big problems of functional illiteracy with
7 the American population reading a questionnaire,
8 understanding it, actually just having the patience to read
9 through it. I know myself, because I get mail
10 questionnaires all the time, and it usually will say this
11 will only take you fifteen minutes, and I usually finish it
12 in about three or four, which means I haven't done a very
13 careful job in really reading the questions.

14 You can look with CV surveys, usually the idea is to
15 present the scenario to do it carefully, in a certain
16 sequence, and then finally near the end ask the valuation
17 question.

18 With the mail questionnaire, obviously people can thumb
19 through it. They can look at the end. They can look at the

1 beginning, so you have no control whatever over how the
2 person is considering the questions.

3 There are probably some other reasons, too. There are
4 just a whole host of reasons why the mail approach is not a
5 good one if you want a serious number.

6 Dillman in his letter noted that the NOAA Panel ignored
7 one big advantage of mail surveys. They do give a greater
8 sense of anonymity. And, indeed, I think that is true. I
9 have recently done a study, and we get evidence that racial
10 attitudes appear differently to a mail questionnaire than to
11 face to face. They turn out to be less liberal when it is
12 done by mail, and we interpret that to mean a greater sense
13 of anonymity, or willingness to express maybe their views
14 that are counter-normative. And I think that is true.

15 Dillman, however, hadn't really read the report
16 carefully, because the report does deal with the effects of
17 people knowing that someone is listening to what they say,
18 and suggested some ways to test that. We will come back to
19 that in a moment.

1 Self-administration can occur with mall samples or any
2 convenient sample. I think the big problem there is whether
3 people take this seriously.

4 As I said, when I get a mail questionnaire, or if I
5 were asked in a mall to fill out a questionnaire, I would
6 probably do it as quickly as I could, and get on with why I
7 was there.

8 So, I do think there are real reasons to be concerned
9 about the seriousness with which people handle most self-
10 administration. Perhaps, paying them a lot, although we
11 don't know the effects of that on their answers, is one
12 approach.

13 At the very least, for an important final number one
14 should be able to show that the self-administration produces
15 results that are comparable to those of careful face to face
16 interviewing, unless anyone can explain the difference in a
17 way that favors self-administration.

18 The distinction between face to face and telephone
19 interviewing is a much more difficult one. There really are

1 not important differences in results so far as I know
2 between -- actually, when the telephone first came into use,
3 it was very easy to hypothesize all kinds of important
4 differences between purely audio sort of thing, you can't
5 see one another, and face to face interviewing. A whole set
6 of comparisons failed to show important differences between
7 those two.

8 It is probable that people pay more attention if you
9 are sitting in the living room, and they can't hang up the
10 phone, than to a telephone interview. And, of course, with
11 telephone interviews one can't use anything graphic unless
12 you managed to send it in advance.

13 But I think there the difference is a real trade off.
14 The telephone is cheaper, face to face probably gets more
15 concentration, and you can use pictures and so forth.

16 Let me move on to interviewer effects.

17 We do know that there are important interviewer
18 effects, both on the telephone and face to face. They show
19 up particularly strongly when the interviewer can be clearly

1 identified with the question. So, black interviewers get
2 very different results from white interviewers if you ask
3 questions about racial issues. They don't get different
4 results if you ask questions that have nothing to do with
5 race.

6 Same thing occurs with gender. Men and women as
7 interviewers will produce different answers, again on a
8 particular question. Whether this will occur with CV, I
9 don't know.

10 We do know from the Alaska study that most people, or
11 the majority of people think of themselves as
12 environmentalists, and they may -- and therefore respondents
13 may assume an interviewer coming to see them is pro-
14 environmental, whatever that may mean, and try to shape
15 answers in that direction.

16 The NOAA Report suggested two experiments. Let me just
17 give the more extreme one, where the interviewer presents
18 the whole scenario, even presents the question, perhaps, but
19 doesn't take down an answer. Instead, gives the respondent

1 something to write down the answer on, give them an
2 envelope, and lets them mail it back to headquarters without
3 any identification whatsoever.

4 In other words, to try and create as much anonymity as
5 possible. Compare that with a standard CV face to face
6 interview, and see if it makes a difference. I don't know
7 whether it would or not, or whether the difference would be
8 large enough to be important.

9 But it is certainly something to be concerned about.

10 Let me turn to questions and questionnaires, which
11 really gets more into my own interests, and I must say that
12 one thing I did do was use the questionnaire for the Alaska
13 study, and interviewed half a dozen people with it and I
14 also used the Desvousges questionnaire, even though it is
15 meant to be self-administered and interviewed some people
16 with it, and I strongly recommend that one tries to do that,
17 because hearing yourself ask questions and watching how
18 people respond is one of the best ways to get a sense of
19 what is really going on with CV studies.

1 There are actually two parts, as you know, to CV
2 questionnaire. First, is the scenario, or it is to a full
3 CV study, that describes what is going on. It is obviously
4 important that this be done in a neutral way, and that is no
5 doubt difficult.

6 I showed the Alaska questionnaire to my class, the
7 pictures -- whenever we came to a picture of an otter -- I
8 don't know how many of you have seen this, but there is a
9 picture of an otter in that class. People say, "Oh, that is
10 cute," and so forth. And pictures can have big effects.

11 So, I was worried about using pictures unless one is
12 tested through split samples in some way. The effects of
13 particular pictures which go beyond any words that one had
14 used in the questionnaire.

15 You also need, I think, to check on whether people have
16 really learned and accepted the scenario. The Alaska
17 survey, most people indicate that the damage done was less
18 than the media seemed to present. Everyone I interviewed,
19 using that survey, said that. But not everyone really

1 believed it.

2 A couple of people afterwards, I asked them, and they
3 really did not accept that the damage was as small as the
4 survey had kind of carefully presented. It was not just
5 what you say, but how much people have absorbed it, and how
6 much they accepted it, and it seems to me very important to
7 legitimize four respondents at the end of the questionnaire,
8 their willingness to tell you whether they really believed
9 what you were telling them.

10 Just because you said it doesn't mean that they have
11 accepted it, and they have answered in terms of it.

12 Let me move from the scenario to the questions
13 themselves. Again, there is a lot of controversy over this,
14 and I find it hard myself to understand it.

15 It seems to me that the kinds of questions should be
16 closed questions that present a particular price. Not an
17 open question that asks people to simply come up with the
18 value.

19 I tend to call these referendum questions, but I think

1 that is a little unfortunate. These are posted prices. In
2 recent, in the last two to three weeks, I had the experience
3 of buying a book, buying a golden retriever puppy, and
4 trying to buy a house.

5 Now, in every one of those cases a price was presented
6 to me. In the case of the book, I had no choice. I either
7 accepted the price or I didn't. Nobody said, "How much
8 would you like to pay for this particular book." If I had,
9 I probably would have said ten cents, fifteen cents. In
10 fact, the book was thirty dollars.

11 This is why I can't imagine why one would expect an
12 open question and a closed question to yield the same
13 result. This doesn't make any sense to me.

14 The golden retriever puppy cost four hundred dollars.
15 You could try to find a cheaper one, but there are certain
16 things one is looking for, and you either accepted it or you
17 didn't.

18 With a house price, the price is usually not the final
19 price. One can offer five, ten, maybe fifteen percent less,

1 but you don't offer fifty percent less in most cases if you
2 hope to buy the house.

3 So, I just can't see why one would expect the two forms
4 of the question to yield the same results. Moreover, when I
5 ask people the open question about how much would you pay to
6 save so many birds, they looked at me very blankly. And
7 these were intelligent, educated people. They had no idea
8 how to put a price on that.

9 So, I just cannot see -- if the analogy is to use
10 goods, why one would use open question. In addition to
11 that, to the extent that the model is a referendum model,
12 not instead of, but in addition to that, you are using a
13 referendum model, again, it is always phrased as a closed
14 form of question.

15 I am not saying, by the way, that there isn't anchoring
16 with closed questions. Obviously there is anchoring. If
17 someone offers you a house for a hundred and sixty thousand
18 dollars, you are anchored at a hundred and sixty thousand
19 dollars, and you start to go down a little bit from that.

1 That is what pricing is, to anchor people. But it is
2 not an artifact of CV. It is ordinary purchasing.

3 I think open questions are likely to produce mostly a
4 mixture of nonsense and strategic answers. If you are asked
5 to put the price yourself for something you want, you
6 obviously should make it lower, and it seems to me no
7 surprise the comparisons I have seen, I think they show that
8 the open is a little lower. I would expect with use
9 purchases it would be a lot lower than the posted price.

10 I do think, however, that with closed questions, it is
11 called a referendum question, it is important to include
12 something that I don't believe was in the Alaska study.
13 That is, the option for people to say, "Don't know."

14 Lots of survey questions, people do not have an answer.
15 I think when I asked Peter Diamond about the use, nonuse
16 distinctions, his first response was, "I don't know." Since
17 people are being presented with something they often know
18 very little about, and they may not want to give an answer,
19 but they feel pressure, but we do know in surveys that

1 people almost always try to answer questions if they are
2 asked, no matter how ridiculous the question may be.

3 It is crucial to allow people to opt out, and to do it
4 in a way that protects their self esteem.

5 So they don't have to admit ignorance, and say things
6 like, "Do you prefer not to vote on that particular issued?"
7 To make it very easy for someone who doesn't want to give a
8 value to do so.

9 Okay, let me move to the last one. At the end of the
10 paper I try to deal with fundamental issues of validity,
11 which are, in the end, the most important, and just mention
12 certain problems.

13 The first is that we have fairly good reason to think
14 that in many surveys people give what are conveniently
15 called, "non-attitudes." That is, they give some sort of
16 answer which though -- they don't realize it is a chance
17 answer, because we can always explain and rationalize
18 whatever we say, nevertheless, looks as though essentially
19 it is much like flipping a coin.

1 There is the possibility that in CV studies when one is
2 presenting people questions about things they don't have
3 experience with, and making it fairly easy to answer,
4 however -- do you accept or do you agree or not agree to a
5 particular price, that they will produce something like a
6 non-attitude.

7 It is something very hard to study, but one of the best
8 and most useful things here is simply to do test, retest,
9 reliability studies over time, to see if people are
10 consistent from one point in time to another. For CV, you
11 ordinarily want the time difference to be large enough so
12 they are not simply remembering what they said the earlier
13 time.

14 Either they have an intrinsic value, or they construct
15 one at the time, but they do it in the same way, and it is
16 not just a test of their memory of what they said earlier.

17 If they are not answering in a chance way, then you
18 should get pretty hefty reliabilities over time. In the
19 case of CV, the values themselves should look pretty stable

1 over time.

2 Second fundamental issue is usually referred to as the
3 attitude behavior problem, a long one in survey research,
4 and it has come up in the form earlier of hypothetical
5 versus actual purchases.

6 That is, will people do actually what they say they
7 will do. There is no real way to do this in CV, because
8 there is no real criterion here. The only thing that I have
9 been able to think of, which is not terribly useful, is to
10 apply CV studies to known groups.

11 So, one goes to an environmental group, one goes to a
12 controlled, economic development group. They ought to
13 produce very different values.

14 So, known groups validation at least will get at some
15 of the kind of validity study that is useful. But it won't
16 handle the question of whether a precise value is the
17 correct value. But only whether the differences occur where
18 one expects them to occur.

19 One can treat the CV study as a direct simulation of

1 economic behavior, and that seems to me where the scope
2 requirement is important if, in fact, scope conditions apply
3 to ordinary purchases. And during lunch I was talking with
4 someone, and it is not so easy to say exactly what one
5 should expect in terms -- if you change the quantity of
6 something, how much. You should find the linear relation
7 between that and the dollars people would provide.

8 This is, again, where it seems to me we need to see
9 what happens with ordinary goods in ordinary markets before
10 we demand something of nonuse goods.

11 Finally, my own favorite approach, though it is not one
12 that I guess appeals much to economics, is to think of CV as
13 a kind of referendum. Because we really do decide things in
14 this country with referenda, often very important things.
15 Referenda involves real decisions by citizens, often about
16 issues that they have only a remote stake in. Very close to
17 nonuse. For me, with children who are grown up, many local
18 issues are almost of a nonuse nature. More money should go
19 for schools, or for parks, and I vote in terms of my values

1 largely rather than in terms of interest in the traditional
2 sense.

3 Moreover, the criticisms of CV that -- the CV
4 questionnaire has a number of artifacts. For example, the
5 order of questions affects results. Those are all
6 legitimate criticisms, but they also apply to real
7 referenda.

8 You know there are arguments over how to word a
9 referendum question, political arguments, because how it
10 would be worded would effect how it will come out. The
11 order of referenda, the number of referenda in a particular
12 election. All those have effects but, nevertheless, we take
13 referenda seriously, and one can treat the CV survey as a
14 real referendum, or hypothetical referendum, I guess.

15 Try to make it as real as possible. And as we try to
16 make it as real as possible, we have to realize that the
17 real referendum first of all exists in time, as was
18 mentioned I think this morning. And second, it is always
19 carried out in the context of political debate if it is of

1 any importance at all. And thus, if a CV survey is to be
2 treated as a real referendum, and I realize this would be
3 very difficult, it should try to simulate a campaign and
4 make the time for voting during the survey itself as the
5 actual time of voting.

6 The scenario should include in a forceful way the
7 arguments on both sides of the issue. Those opposed to a
8 particular willingness to pay value, say would be in the
9 form of a tax if it is a referendum, would certainly bring
10 up just the kinds of arguments that came up in the public
11 hearing that the NOAA Panel held.

12 One would expect the opponents of CV to stress the
13 total amount of societal money to be invested in this single
14 prevention.

15 A large number of other environmental and human
16 problems that should compete with that investment. The
17 possibility of a solution proposed would cost more, as they
18 usually do, or do less than is claimed. All the kinds of
19 arguments that occurred in an ordinary referendum campaign.

1 The proponents of CV would no doubt emphasize the
2 seriousness of the problem that was being addressed. They
3 would probably show ads of the otters dying, covered with
4 oil, in order to elicit sympathy. Emphasize the tiny cost
5 per person. Probably the cost of this particular
6 environmental method is no more than people have spent on
7 bubble gum per capita over a year.

8 In other words, there would be a real political
9 campaign contained within the scenario.

10 The Alaska survey has a tiny bit of this, and reminds
11 people just a bit of other things that they might spend
12 money on, but it is one of the early part of the
13 questionnaire, and I imagine most of it is forgotten and not
14 taken too seriously when the focus is suddenly -- not
15 suddenly, but increasingly on the damage done in Alaska.

16 In the end, the respondent would need to decide among
17 these arguments, just as in real referendum. I don't claim
18 it would be easy to develop such a scenario. It might even
19 be impossible, but if the idea is that CV referendum

1 questions are intended to simulate real referenda, I don't
2 see how such an approach can be avoided.

3 Let me talk about one final issue, which occurred to me
4 at the first draft of my paper, as I reread chapters in my
5 paper as I reread chapters in Desvousges, which I found
6 quite interesting.

7 The fact that he is discussing it is just a
8 coincidence. His study -- not the bird study, but the
9 second study in this monograph, which compared open and
10 closed questions, made something very salient to me, which I
11 earlier missed, but it also showed the limitations of the
12 study trying to generalize beyond.

13 The study had a broader purpose. It involved the self-
14 administered -- part of it involved the self-administered
15 referendum-type question about reducing damage from oil
16 spills in the United States. Respondents were asked whether
17 they would pay a certain sum each year, not just one time
18 but each year, in increased petroleum prices, because of the
19 cost.

1 Different referendum values were asked to each of six
2 randomized samples. Six separate samples, randomly created
3 from a single larger sample of unknown origin.

4 And the one that is of the most interest to me was the
5 highest dollar amount proposed. A thousand dollars a year
6 to address this problem. The oil spills were not described
7 in horrendous terms, yet despite that approximately a third
8 of all members of one of these samples said they would make
9 a thousand dollar payment every year and increase the oil
10 prices in order to address the problem. Now, frankly, I
11 found that completely implausible. I couldn't imagine that
12 any of the people -- maybe two or three millionaires who
13 spent that money actually. And that is why I find it hard
14 to take seriously such a payment agreed to in the survey
15 context.

16 It is interesting to note that the proportion of the
17 third is about the same as has been obtained in experiments
18 that I have done and others have done with attitude surveys,
19 where Americans are asked to give their opinion about

1 fictional objects that they really don't know anything
2 about.

3 But as I say, most people answer a question in a
4 survey, and you can ask them something about something that
5 doesn't exist, or that they have never heard of, and about a
6 third of the population will say they are either for or
7 against it.

8 So, it is about the same proportion.

9 Furthermore, by the way, it is about the same
10 proportion that said yes, I think, in the Alaska study to
11 the highest value, although it was not an implausible value.

12 Well, although this finding might seem limited to CV
13 surveys where implausible values are offered, Daniel Conoman
14 has pointed out to me the possibility that since this is a
15 randomized sub-sample, the same or equivalent people may
16 well be hidden within the proportions that say yes to much
17 smaller values.

18 So, even if you offer only ten dollars as a value, I
19 think the Desvousges study, like seventy percent said yes to

1 that and, of course, that is much more plausible.

2 Nevertheless, that seventy percent would include a
3 third who would have said yes to a thousand dollars per
4 year. And that is a very troubling thought, that even when
5 one offers very plausible values, there is a substantial
6 proportion of people who would have agreed to something
7 totally implausible and, therefore, we really can't take
8 their answer very seriously.

9 If, indeed, a third of every sample, whatever the value
10 offered, no matter how astronomical, is ready to agree with
11 it, CV surveys may be including a great deal of misleading
12 information.

13 As I said before, it is interesting that the Alaska
14 study found just about a third of respondents agreeing to
15 its highest value condition, a bid of a hundred and twenty
16 dollars on a one time basis, which does not seem on its face
17 to be implausible.

18 Well, so the question is, something like a third of the
19 population willing to say yes to almost any bid, that is

1 something we cannot infer from the Desvousges study, and
2 this goes back to the requirement of defining a population
3 carefully and drawing random sampling, because this was a
4 convenient sample done in a mall.

5 Although it was strong on what is called internal
6 validity, that is, the comparison of findings from one sub-
7 standard to another, it is extremely weak in terms of
8 external validity. The ability to generalize beyond the
9 experiment itself.

10 First, the mall sample was not randomly drawn from the
11 U. S. population, nor indeed from any definable population,
12 and there are no reports of non-responses, I recall, in the
13 monograph. So, we really have no idea what that overall
14 sample represents, and that third -- if that had been done
15 with probability sample, U. S. population, it might drop to
16 less than one percent. Conceivably, it could go up higher,
17 but I doubt it.

18 Second, the scenario was not developed in the detailed
19 way that was true of the Alaska study, and while we cannot

1 be sure that this makes a difference, we also cannot be sure
2 that it does not make a difference.

3 Third, stopping people in malls to fill out a brief
4 questionnaire may not produce the kind of thoughtful
5 consideration that proponents of CV claim is important.

6 Hurried shoppers may be tempted to say yes by demand
7 characteristics of the questionnaire, ambivalent by their
8 reasonable desire to get on with it, the purpose that
9 brought them to the mall in the first place, which was not
10 to fill out a questionnaire.

11 In sum, although the one third figure obtained by
12 Desvousges and his associates is quite provocative. At this
13 point, we cannot be at all sure of its meaning.

14 At the same time, if we turn to the Alaska study as one
15 carried out with probability sampling, and very careful
16 questionnaire development and administration, we are unable
17 to estimate the proportion of implausible answers because
18 the highest value offered to respondents was not outside the
19 realm of probability. Thus, there is no way to get a handle

1 on this issue at present.

2 Tom and I are talking about possibly trying to do
3 something that would combine and address this when it
4 occurs.

5 At least the proposal for research that will create
6 both internal and external validity, for that, although it
7 is difficult to do, one does need to do good sampling from
8 the general population and to be careful to include along
9 with a set of plausible dollar amounts, something that is
10 wildly implausible to see how many people will agree to it.

11 And then we can try to estimate the proportion of the
12 American population, and we could try to correct for that
13 also. I don't see this as just a test of whether the CV is
14 worthwhile or not, but as a way of trying to adjust the
15 results.

16 Let me stop here. I believe there is still a lot of
17 further research that can be done that will be useful. I
18 agree with the Tom, again, I think who said that it would be
19 valuable now if proponents and opponents and maybe some

1 neutral people were involved in the design of the study so
2 that it didn't become too much polemical. I think I
3 interpreted that to mean that grants would only be given to
4 groups that have representation from all sides.

5 I didn't mean that. I just mean that some
6 collaboration would be useful. I will stop there.

7 Thanks.

8 DR. PORTNEY: We killed the feedback. Did they do that
9 by turning off the microphone? Can you hear, Betsy?

10 ATTENDEE: No.

11 DR. PORTNEY: Okay, good. Well, I will tell you what
12 was said afterwards.

13 (Laughter.)

14 We have three discussants for Howard's paper, the first
15 of whom is Bill Schulze from the Department of Economics at
16 the University of Colorado. On route, I understand, to
17 Cornell University.

18 In order to get back on track, each of the three
19 discussants has generously agreed to restrict his comments

1 to fifteen minutes rather than the twenty minutes that have
2 been allotted.

3 I turn the floor over to Bill Schulze.

4 DR. SCHULZE: Paul did ask us to --

5 DR. PORTNEY: Two did graciously say they would do it,
6 Bill said, "No way."

7 (Laughter.)

8 DR. SCHULZE: Okay. The question I am going to try to
9 answer just in part, otherwise I would need the entire
10 twenty-four hours that was proposed earlier, is how do
11 survey design decisions affect contingent valuation, and I
12 am going to argue that survey design decisions have a large
13 effect on the outcome of these surveys which argues that we
14 need a lot more research in the end.

15 But some examples of the kinds of decision -- can
16 people in the back hear me?

17 DR. PORTNEY: Here, try this. Our reporter has to --

18 DR. SCHULZE: I teach classes of four hundred students
19 without a microphone.

1 As to samples of the kind of design samples that have
2 to be made, those that were made in the Alaska study, and
3 most of these have been partially endorsed by NOAA in the
4 regulations, the first of these is the use of a referendum
5 approach as opposed to the use of questions which ask for an
6 open-ended willingness to pay.

7 It turns out that there is actually quite a literature
8 that one can refer to, so I am going to show you eight or
9 nine published articles that really look at -- first are
10 open-ended willingness to pay questions biased as compared
11 to laboratory auction bids using real money.

12 There is substantial literature there, and Tony Fisher
13 suggested that we needed to do more experiments like that.
14 It is a perfect median, because actually there are quite a
15 few experiments that have been done in addition to the ones
16 described by Ronald Cummings, that we will hear about later
17 on.

18 And then I am going to look at studies that have
19 compared dichotomous choice, which is very similar to the

1 referendum approach, a yes/no response to a posted price,
2 and look at what the difference is between answers to open-
3 ended willingness to pay questions and dichotomous choices,
4 and that allows us to get some idea as to whether or not
5 answers to these questions are biased or not.

6 A second issue is design. Design is in the Alaska
7 survey. To simply try and control embedding by providing a
8 lot of context. So, the Alaska study, no debriefing
9 question was asked, which says, did you embed? Do you
10 really want to assign all of these values to prevent another
11 Exxon Valdez accident. There is no dis-embedding question.

12 I simply don't have time to get into embedding, okay,
13 but I just wanted to raise that as an issue. It would have
14 a big impact on the size of the values you were going to
15 estimate.

16 Another design decision was the use of a lump sum bid
17 rather than an annual bid. In other words, this is like
18 asking you how much would you be willing to pay as a lump
19 sum for all the milk you are going to drink over the rest of

1 your lifetime? That is a lump sum bid, as opposed to asking
2 how much would you pay per month for your milk?

3 So, that was a decision designed to see how the money
4 would be collected. I am not going to discuss that either
5 because of the lack of time.

6 I just wanted to indicate as you can imagine, that is
7 an interesting research question: annual bid, some bids,
8 monthly bids and answers might be quite different, depending
9 on what question is asked.

10 I think there is a question of survey administration.
11 In person interviews, or do we use something much cheaper,
12 like a mail survey, and can we really demonstrate a
13 significant difference between those two response modes. I
14 will discuss that point, and now I want to suggest that
15 there may be other approaches which may be merely excluded
16 by the current NOAA regulations, if you read them carefully,
17 that we might decide pretty soon that we like better.

18 I am not sure the market research approach -- if I have
19 time, which I will talk about briefly -- is a better

1 methodology. I think it is an open question, but presenting
2 people a whole variety of choices which include apparently a
3 lot of substitutes, and I would argue to get people thinking
4 about substitutes when they answer valuation questions,
5 might really be a better approach than the more traditional
6 CV approaches, and if that is the case you want to make sure
7 the regulations don't really exclude other approaches for
8 trying to elicit values.

9 So, I am going to start off talking about what evidence
10 there is in terms of methods for eliciting value.

11 The first laboratory economic experiment that I am
12 aware of is one that was conducted and mentioned today
13 already by Don Coursey, John Hovis and myself. It appeared
14 in the 1987 Quarterly Journal of Economics.

15 The commodity used in that experiment was sucrose octa
16 acetate. It sounds nice. This is an extremely bitter
17 tasting liquid, which is non-toxic. What we had the
18 subjects to do was to give us their willingness to pay not
19 to hold the dental cup of this stuff in their mouth for

1 twenty second before spitting it out.

2 Now, we wanted an unusual commodity for which people
3 had not had market experience, okay? So, did we succeed.

4 I think this is an unusual commodity. What we did was
5 we first asked for a hypothetical value, after carefully
6 trying to describe what this experience is like, and it is
7 an unpleasant experience, let me assure you.

8 We gave them a monetary balance. We told them they
9 could do whatever they wanted with that money. Fully gave
10 them an opportunity to buy their way out of that experience.
11 We used a victory auction, and they submitted willingness to
12 pay in the form of bids to buy their way out of this
13 experience, okay? So, then we could compare their initial
14 hypothetical bids based on a description of the commodity to
15 their actual bids to avoid the taste experience.

16 In the middle, they got one drop of this stuff put on
17 their tongue so they could see what it was really like,
18 okay?

19 So, the ratio of the hypothetical bid to the actual

1 money auction bid, the actual money auction bid, was .7. In
2 other words, we had a thirty percent underestimate of
3 willingness to pay to avoid tasting this horrible stuff.
4 Believe me, you want to spit it out as soon as you put it in
5 your mouth.

6 So, here is evidence that hypothetical values at least
7 are not wild overestimates for this particularly unusual
8 situation.

9 A second laboratory experiment which, again, compares
10 hypothetical values to real money auction values is what I
11 call the tree experiment.

12 This was supported by the Forest Service, and the first
13 experiment was supported by EPA.

14 The commodity in this second experiment, which occurred
15 in the American Economic Review in December 1992, was a
16 Norfolk Island pine tree that -- it is a tree about this
17 tall, with very beautiful leaves, a quite attractive house
18 plant, and the subjects sat in their corral and sitting in
19 their corral was this sweet little Norfolk Island Pine. The

1 subjects were not students, but staff members of the
2 University of Colorado. So, they actually had a home to
3 take it to at the end of the semester.

4 And we asked them first, hypothetically how much they
5 would pay to purchase this tree, essentially as a house
6 plant, to take home. Just for your information, the mean
7 bid was about five dollars, and there was about a fifty
8 percent overestimate in the hypothetical bid.

9 So, they were saying about seven-fifty hypothetically.
10 After they went through the auction mechanism, which in this
11 case was the Market auction mechanism, and they knew they
12 had to pay for it, the mean was about seven fifty as opposed
13 to five dollars, so we had a fifty percent overestimate in
14 terms of willingness to pay.

15 I should point out that the hypothetical values were
16 very unreliable as compared to the actual values. So, it is
17 very hard to get reliable estimates, but I am only dealing
18 with willingness to pay.

19 The second, we told people if you don't buy the tree,

1 Bill Schulze is going to take that tree in the back of the
2 laboratory and he is going to kill it by cutting it off at
3 the base. I am going to kill the tree. Hence the name
4 willingness to pay to kill the tree. But you don't have to
5 see it, because we were trying to simulate the nonuse value.

6 You don't have to watch it. We will randomly draw a
7 witness who is willing to see the massacre of the trees.

8 So, we -- I am not claiming we captured nonuse. I am
9 trying to get the element of concern for the life of the
10 tree, even if you don't buy the tree. We got substantially
11 larger values in the cases of willingness to pay, of course,
12 if it is treated as a house plant, but we got vastly largely
13 values in the case of willingness to accept. People seemed
14 to take responsibility of killing the tree was theirs if you
15 are buying the tree from a firm. If they sold us the tree,
16 they felt responsible for the tree, less so in willingness
17 to pay, since they never owned the tree, and if Bill Schulze
18 wanted to kill his own trees, that was his business.

19 So, we have a much larger willingness to accept, but

1 the interesting thing is that the hypothetical willingness
2 to pay to take the tree home was two point one times the
3 actual willingness to pay among the same subjects in a real
4 money auction.

5 So, the hypotheticals were overestimating by a factor
6 of 2.1 the actual willingness to pay experiment.

7 Now, one thing bothered us, and that was as the
8 subjects read about what was going to happen, we can clearly
9 see that they were getting agitated. Here is this cute
10 little tree.

11 We are talking about killing it. So, we noticed that
12 people got upset. In one case, one of the subjects in the
13 experiment, fortunately after people had submitted their
14 bids, otherwise the experiment would have been scrapped,
15 after people had submitted their bids, this young man raised
16 his hand and asked, "Is it okay? Could I buy all of the
17 trees?"

18 We took the guy outside of the room, and we explained
19 it, you know. The U. S. government really needed to know if

1 people cared to save the lives of trees, and it was the
2 Forest Service that was behind this atrocity, and he said,
3 "I think that is a really valuable thing to be doing," and
4 he went back in the room and kept his mouth shut.

5 (Laughter.)

6 People were actually agitated. What we decided to do
7 since people were agitated, would be to go find other staff
8 members of the University of Colorado, okay, and ask them
9 their values, their willingness to pay if we were going to
10 kill the tree.

11 Sitting at their desk, where they weren't worried that
12 they were really going to have to do this, and their values
13 were ninety percent of the market values we got of the
14 seventy-two actually that were obtained in the lab.

15 So, I will let you make what you will of that. I think
16 that is clearly interesting that people apparently were
17 quite agitated at the prospect of doing it.

18 We can use insurance policies in a lab experiment, and
19 we get one point two, okay? We can use different

1 probabilities in insurance policies. This in the Journal of
2 Behavioral Decisionmaking, in the Journal of Risk of
3 Uncertainty. We get varying ratios of 2.5, 1.8 and .8 as
4 we go from low, median, and the higher probabilities.

5 There is one infamous art painting. We sell an art
6 object, and we use a hypothetical, and he gets 3.9. One of
7 16th Century math, he gets a ratio of 9.1. There has to be
8 an outlier in the '87 experiments, right?

9 The median of all of these studies is 1.65, and that is
10 open-ended willingness to pay, compared to the real auction
11 bids in an essential palatable function.

12 So, much for the notion that open-ended willingness to
13 pay underestimates values. Have we heard that today? We
14 have heard that twice. Okay.

15 Now, studies that compare open-ended willingness to pay
16 with dichotomous choice for something that works like the
17 referendum. Solice, Stolen and Chevez, studied recreational
18 boating and used both a referendum CV and an open-ended CV.

19 For the three lakes, the ratios are between the two

1 methods 5.9, 4.8 and 9.5. Walsh, Johnson and Kean did a
2 study of many CV studies, comparing many methods and in a
3 regression analysis they show that open-ended willingness to
4 pay is exceeded by referendum approach by a factor of 1.3.

5 A very nice study, Keeley and Turner, show that for a
6 public good, the ratio is 1.4 to 2.4, and for private good,
7 1.0. The median of these is 2.4.

8 So, referendum exceeds open-ended willingness to pay,
9 the median estimate is by a factor of 2.4. We have a factor
10 of 1.65 for open-ended willingness to pay on real values in
11 real auctions. If I multiply these two numbers together, I
12 get a bias factor of 4.0.

13 Experimental economists tend to be somewhat suspicious.
14 Okay. This is a lot of work, but what is my conclusion?
15 Howard Schuman paid too much for his dog. It is a lot of
16 work to show that.

17 Experimental economics has a lot to say about posted
18 off the markets, okay? And I have a lengthy viewgraph that
19 has a nice quote out of Fulton Davis' book, and basically it

1 says posted off the markets in round one, like a CV survey,
2 are very inefficient. About fifty percent efficient, and
3 people always over bid.

4 In other words, posted off the market in practice are
5 not incentive compatible unless you give people lots of
6 grounds of experience.

7 Now, I think this would be a surprise to the NOAA
8 panel, and I think it is probably a surprise to my
9 colleagues in contingent valuation, but experimental
10 economics suggests ask people for a willingness to pay;
11 don't ask them the dichotomous choice question. It is a
12 very clear conclusion that comes out of a lot of cited
13 articles, okay?

14 Now, very quickly I want to address the issue of mail
15 versus in person. I am trying to hurry too much.

16 The real question is how much should we spend on CV
17 studies? And that question is if in-person interviews cost
18 two hundred dollars, and I have heard rumors of five hundred
19 dollars, okay? And mail surveys, or mail telephone surveys

1 cost significantly less than fifty dollars, that is a very
2 large cost difference.

3 So, the real question is: Is the increased accuracy,
4 if there is increased accuracy within a certain area, is it
5 worth the cost? That is really the question we have to
6 address.

7 The sample sizes that we are going to have to employ in
8 a CV study are likely to follow the NOAA regulations. If we
9 use willingness to pay questions, which I just argued may
10 well be actually more appropriate than referendum questions,
11 we might get away with sample sizes of two thousand. If we
12 have to use stoke tests, where we have to move up in the
13 size of the commodity and down in the size of the commodity,
14 that is when you reach three different surveys and sample
15 sizes are probably about seven hundred a survey, you show
16 significant differences.

17 If we do this in a referendum, where we may need five
18 different values, we might need sample sizes of ten thousand
19 people in a survey. I am happy to argue about that.

1 But that means the cost for a willingness to pay mail
2 survey might be a hundred thousand dollars, a mail version
3 of a referendum survey might be five hundred thousand, and
4 in person it would cost four hundred thousand, or two
5 million if we use a referendum approach. And that is just
6 for data collection, without pre-testing or any other design
7 effort.

8 So, these costs are simply outrageous, and the question
9 is: Are they really worthwhile? Are there things that we
10 can do to solve the problems that Howard Schuman has raised
11 concerning mail surveys.

12 And I got this one right side up. Now, I recommend you
13 do look at Don Dillman's letter, because I think he does
14 address a number of Howard's concerns, and I should point
15 out that Don Dillman is chief scientist of the U. S. Census,
16 so at least he has a place to stand, and I don't want to
17 engage in a debate about Howard, since he is the survey
18 expert, but I think Dillman is in a good position to do
19 that.

1 One very serious question that Schuman raises is that
2 there is no adequate listing for national and international
3 populations. That is a serious, a really serious problem.
4 And another serious problem is non-response. However, there
5 are solutions in the literature to each of these problems.
6 For example, Lunus and Harman in a study in California, used
7 random digit dialing to reach a random sample of all people.

8

9 The problem with telephone listings is that many people
10 don't list their phone numbers. They have unlisted numbers.
11 Random digit dialing reaches everybody, and then they simply
12 got people to agree to fill out a survey, and they got
13 eighty percent of those people to agree to receive the
14 survey in the mail. So, they got the addresses over the
15 telephone.

16 In a recent study in Montana which has been mentioned,
17 we offered respondents twenty dollars if they filled out a
18 survey and returned it to us. We got a very high response
19 rate. We had a very lengthy and complex survey.

1 So, if you put these two together, the notion of using
2 random digit dialing to get a random sample, with
3 substantial responding conversation, I would argue that you
4 can overcome many of Howard's legitimate objections.

5 So, the issue here is that with costs of up to five
6 hundred dollars a completed in person interview, there are a
7 lot of things that you can do to find a good sample.

8 There are lots of clever things that you can try out.

9 So, my conclusion then is, first, as I think it was
10 made obvious, by the question of open-ended willingness to
11 pay versus the referendum, that there really aren't any
12 uncertainties which remain in determining the ideal CVM.
13 And I would hope that regulations such as those proposed by
14 NOAA and DOE recognizes those uncertainties, and don't limit
15 the methodologies that we can apply as much as the initial
16 drafts of the regulations in effect did.

17 But I also want to point out that enormous
18 uncertainties exist in all areas of public policy research.
19 If you are trying to get a toxicologist to look at the

1 mortality of trout in response to exposure to heavy metals,
2 there is an order of magnitude of uncertainty. So, order of
3 magnitude of uncertainties are normal in litigation, and
4 they are normal in the public policy analysis.

5 So, simultaneously while saying I think the
6 uncertainties are large, I think that does not mean we throw
7 out what I would call order of magnitude estimates of
8 images.

9 MR. PORTNEY: Bill, thank you. It may well be the case
10 that Bill can be heard by four hundred undergraduates
11 without a microphone, but they are much younger than we are
12 and haven't started to suffer hearing loss yet.

13 Our next respondent will be Bill Desvousges. Bill is
14 currently Director of the Research Triangle Institute's
15 Natural Resource Damage Assessment Team. An economist by
16 training, Bill has been working on natural resource damage
17 issues for I guess at least the last five years in some
18 particularly celebrated cases, and I am particularly happy
19 to have him take this opportunity to respond to Howard's

1 paper.

2 Bill?

3 DR. DESVOUSGES: As I have looked at the schedule here,
4 I notice that I am now down to three minutes left.

5 In order to try to save time here, to keep us on track,
6 I can probably help do that by not responding at all to the
7 third study.

8 I think that when we did that study X number of years
9 ago, none of us had any idea what commotion might result
10 from it.

11 I do think during the course of today we heard some
12 very interesting and challenging remarks that have been
13 made.

14 I think that Professor Schuman's comments are
15 particularly relevant to many of the issues that I think we
16 need to discuss.

17 One of the things I believe is extremely important in
18 any debate is to clarify the terminology that we are using
19 in that debate. I noticed a number of different assertions

1 that were made back and forth this morning that dealt with a
2 number of tests or whatever that have been done on various
3 things.

4 Whether we have no tests, or a bunch of tests or
5 anything else. In order to answer that question, we have to
6 be very clear of what the data base is in which we are
7 trying to draw conclusions.

8 Are we talking about use values, are we talking about
9 studies that are some combination of use studies, or are we
10 talking about some studies that are largely nonuse studies.

11 I think depending on the answer to that question one
12 can say very different things about what we know about the
13 performance of contingent valuation in the number of studies
14 that have been done.

15 So, I think as you compare, and hear people make
16 comparisons, it is very important to keep in mind what the
17 data set is on which they are trying to make those
18 comparisons.

19 If it is use factors, I think many of the issues, many

1 of the concerns that I had about contingent valuation then,
2 or at least they are certainly minimized, compared to
3 situation where we are talking about nonuse values.

4 I think that we really need to make that distinction
5 from the outset, and that we also need when we are trying to
6 draw inferences about nonuse studies, to make it clear when
7 we are using data that are based on studies about largely
8 nonuse values versus ones that include larger use values.

9 The second point that I would like to also add is that
10 we have heard a number of discussions, very interesting
11 ones, about golden retrievers. I happen to own one. I made
12 a slightly different choice when I went into the market, and
13 I think this also helps to show you the thing about markets
14 versus CV studies.

15 We thought we were going to buy a putty as well.
16 However, when we got to the breeder's house, she said, "I
17 also have a one year old here, that has come back to me. We
18 also have puppies here, but you might want to take a look at
19 this guy, too."

1 And we took him for a walk and we thought about it for
2 a while and we said, "You know, it is really not so bad. It
3 is a hundred bucks less for a year old dog, and we don't
4 have to housebreak him."

5 So, the bottom line here really is that the market
6 place really embodies varying attributes that are out there.

7 In a CV study the only attributes that are available to
8 the respondent are those that are provided by the person who
9 makes up the survey questionnaire. The second distinction
10 that I would like to make for you in terms of comparing
11 markets and how people behave in markets is a very important
12 one as well.

13 And that is, markets punish when you make mistakes. CV
14 questionnaires don't. We have heard a lot of different
15 things about rationality, irrationality and everything else,
16 but I think it is very interesting, and there is a lot of
17 appeal to it. Gee whiz, people do silly things in the
18 market. They really do. There is no question about that.

19 But, if you are in a market place, if you make a

1 mistake, you are going to pay more than what you would
2 otherwise pay. We don't have necessarily that same kind of
3 correspondence when you are talking about CV.

4 All, right. So much about polemics there at the
5 outset. Let's see if there are a couple of other things I
6 can add to it.

7 One, is I think it is very hard for us to make
8 definitive conclusions about performance one way or another
9 based on literature that we really do have that deal largely
10 with nonuse commodities.

11 In my paper, I have identified thirty-seven studies
12 that are published or closed to being published, such as the
13 Alaska study. That is the thirty-seven studies that I think
14 are there.

15 Now, obviously, I may have missed some. But if we are
16 talking about those thirty-seven studies, it is interesting
17 to look and see whether or not one of the statements that
18 Professor Schuman made, the literature is very rich for
19 making tests of hypotheses.

1 So, I think of the thirty-seven that tested for
2 differences related to theoretical validity. In addition,
3 when you are talking about studies that have done tests,
4 there is another important characteristic to look at, and
5 this also relates to an earlier comment this morning.

6 Are the tests, or were the tests done with split
7 samples. It is a very different test when you use a split
8 sample than when you ask the same person the same kinds of
9 questions. A lot of the scope tests that have been done
10 have been done on the same individual.

11 I think one of the things that we try to do, and
12 actually I guess it has been the thread in many of the CV
13 studies that I have been involved with over the thirteen odd
14 years that I have been doing it, is to try to use
15 experimental designs to inform and motivate the discussion.

16 It is very important when you are doing experimental
17 design to pick things that might make a difference.

18 For example, Professor Schuman says, "You picked a bid
19 that was unreasonable, implausible." I agree a hundred

1 percent. That is why we picked it. We wanted a bid that we
2 felt would choke off demand to virtually zero.

3 So, we took a bid that was twice what we had in our
4 retest, and said, "This ought to do it."

5 Obviously, it didn't. Thirty-three percent of the
6 people said yes to that bid.

7 Now, does that make our study implausible that someone
8 else who doesn't pick a large bid, their study then becomes
9 plausible? I think it is really an open question. When you
10 are designing experiments, what is the ranges of values that
11 you are going to use in your experimental design?

12 When we first tested back in 1982 in the Monongahela
13 Study for starting point bias, one of the open questions was
14 does it exist? Well, most studies had taken bids that were
15 fairly close to each other and said, "No problem." We took
16 starting bids five and -- I can't remember now. Twenty-five
17 or five, somewhere in there -- and a hundred twenty-five
18 dollars, a long way apart.

19 We found that it is a starting point bias.

1 So, once again I think it is very important when you
2 try to look at these issues that you use an experimental
3 design. That experimental design must involve treatments
4 that are going to say something about the issues that you
5 want to try to evaluate.

6 So, I have a little thought here to keep in mind as you
7 are trying to work your way through what you heard today.

8 One of the other things that I think we have heard a
9 lot about is open-ended questions, and whether or not they
10 are reliable or non-reliable.

11 I don't particularly have a big stake in this issue,
12 but I do think this is one of the places where do have at
13 least some evidence on that about reliability, using the
14 narrow term in terms of two people answer consistently.

15 John Loomis did a study of Mono Lake where he did retest for
16 reliability. The type of question format that he used was
17 open-ended. He found a correlation of roughly about seventy
18 percent in his responses. The study was done at least nine
19 months after -- the second follow-up was done at least nine

1 months later.

2 Kevin Boyle did a study of moose hunting where he had a
3 very unique experimental design, found essentially the same
4 kind of situation.

5 So, I think the evidence is a lot more mixed than what
6 we heard today about what you get with open-ended questions.

7 The next point that I would like to make is what I call
8 the rush to referenda. If I think that we have been on a
9 train for the last several years, without taking a good,
10 hard look around us, it is the referenda train.

11 It scares me. I think that it is extremely important
12 when we start adopting question formats of any type, and I
13 won't mention what we have done to favorite vehicles lately,
14 because we have virtually ignored that topic, but when we
15 start to pick referenda formats without thoroughly
16 evaluating the properties of those formats, I think we ought
17 to be concerned, whether it is public policy damage
18 assessment or whatever.

19 I happen to feel like, contrary to Professor Schuman,

1 that CV studies are not referenda votes. Let's be
2 realistic. In a referendum, voters pay. Do CV respondents
3 pay? I think not.

4 Secondly, the dollar costs that are provided in CV
5 referenda are the tools of the survey designer, not the
6 actual cost of the policy program.

7 Third, when we are doing a referenda, frequently the
8 main objective is to determine whether or not fifty percent
9 or more of the people will support it. That is the goal.

10 In a damage assessment in particular, we are extremely
11 concerned about the absolute magnitude of the dollars that
12 are on the table. I think that is a different standard than
13 for other applications as well.

14 Finally, I think Professor Schuman really started to
15 make some good points about this point, but I want to
16 underscore it, and that is the access to information in a CV
17 referenda is completely controlled by the person who designs
18 the study.

19 Is that the case when you go to the polls to make your

1 vote? Not at all. You have the choice, if it is important
2 to you to decide to acquire more information. You have the
3 choice of not to vote at all, as he points out. You also
4 have the choice to get as much information as you possibly
5 could have in order to make an informed decision.

6 Or you could do like I do and read the News and
7 Observer and see what the editors there say you should do,
8 and do just the opposite.

9 (Laughter.)

10 So, there are different strategies that voters use in
11 terms of trying to do this. And I think as we start down
12 this rush to referenda that we really ought to take pause
13 and ask ourselves what is the performance of the question
14 format? What are the true implications of what we are
15 doing? Which features are important, and which are not.

16 The last thing I would like to do is to leave you with
17 a few thoughts for future research. I will try to keep to
18 the theme of the conference for a change.

19 The first is that I think it is extremely important

1 that we focus more attention on comparisons of hypothetical
2 natural studies. However, I have a proviso on those kinds
3 of studies that I think need to be done. If they don't
4 include some component of non-use values, their value is
5 going to be limited, because I think the conclusions that we
6 can draw about performance related to market goods, compared
7 to goods that are largely composed of peoples non-use
8 values, are very different, and that I don't think, contrary
9 to some of my colleagues, that you can have one bias
10 function that is going to explain all of those.

11 I think it is a desirable goal to be looking for those
12 kind of things, but let's keep in mind that the type of
13 commodity could be very important in terms of how people
14 respond.

15 I happen to think it is very much an open question as
16 to how survey mode matters, and whether it matters.

17 I think that there are a number of issues that are
18 wrapped up in that. Whether you are talking about response
19 rates, whether you are talking about the valid sample

1 frames, those are important features as well.

2 In addition, what you want to know is does it matter
3 whether you use the personal interview or not. How many
4 times in contingent valuation have we tested that question?
5 I don't know the answer to that, but certainly I have had a
6 hard time trying to find studies that have done it.

7 Obviously, people will help me out with that. Finally,
8 what I think we ought to do is continue evaluating this
9 issue of question format. As you have been able to tell so
10 far, I am not a fan of referendas.

11 It is kind of funny. I have used referenda formats in
12 about five different settings, and I have found, and I am
13 going to use the technique of personal conjecture here, I
14 have found that when we have done things that have involved
15 primarily a commodity people have experience with, or that
16 have use value, we don't run into the fat tail problem that
17 we did with the oil spill experiment.

18 People have a much better handle on what is an
19 implausible value or not if they have had some experience

1 with it. And they go, "Whew, no way I am going to pay five
2 hundred dollars for a radon test kit if this should come
3 into my house. No way I am going to pay more than twenty-
4 five dollars for a test kit for radon.

5 There is a market out there, there is experience with
6 that.

7 The other component that I would like to add to this
8 question -- I think as you hear Jordan Louviere's paper, I
9 think he is really raising some very interesting questions
10 here about conjoint.

11 I think conjoint -- once again, it is not a panacea. I
12 don't want to see us have another train wreck here on
13 another question format, but I do think that there are a
14 couple of features of conjoint that may help us to start
15 focus on what I think is an important issue.

16 First is the conjoint requires people to make trade
17 offs. We have heard a lot of arguments about -- it is
18 positively much easier to answer a yes/no question. Do we
19 want cognitive ease to be the primary determinant, or do we

1 really want serious research of preferences to be our main
2 concern?

3 It has also been a little worrisome to me that when we
4 do a CV study we spend 45 minutes telling people about the
5 commodity, and then we give them 38 seconds to give an
6 answer, yes or no, to this one number, and that is it.

7 I think it is very important for us to begin to do some
8 more of the things like Dale Wittingham and colleagues did,
9 looking at issues about time to think, about information,
10 about when you provide the commodity, when you ask for the
11 value, and what question format and survey mode that you
12 might use.

13 Thank you.

14 DR. PORTNEY: Bill, thank you very much, and I
15 especially appreciate your efforts to keep us on time. I
16 think we are back on track here, and I am grateful to you.

17 Our next respondent is Jonathan Baron. Jonathan is a
18 Professor of Psychology at the University of Pennsylvania.
19 His research interests have explored individual rationality,

1 the use of futuristics in decision-making, and recently
2 individual attitudes toward risk.

3 I am pleased to turn the floor over to him.

4 DR. BARON: I am going to do my part to help with the
5 time problem by omitting the many points of agreement that I
6 have with Professor Schuman, and get right to the
7 disagreements.

8 The main disagreement I have is about where the problem
9 may be. Not the problem. I am not denying that better
10 survey methods will help. I am suggesting that there are
11 other possible more serious problems with the validity of
12 contingent valuation.

13 I want to talk about three of them. One is a well
14 known problem of insensitivity to scope, the second is the
15 idea of fairness or fair prices, and the third is the
16 problem of fundamental value.

17 I think when research is done on various manipulations
18 of contingent valuations, such as open versus closed
19 questions, I think it should not only try to see whether

1 those effect the prediction of market behavior, but also see
2 what effects these manipulations have on these problems, in
3 particular it might be nice, for example, to ask whether
4 open versus closed questions affects insensitivity to scope.

5 There is one attempt to do that, but I don't think it
6 is very good.

7 So, let me get to these problems. In insensitivity to
8 scope problem is not just the embedding factor, but there is
9 also a couple of other forms. There is the adding up
10 effect, talked about by Diamond in which -- in his politics,
11 in which the willingness to pay for A, and the willingness
12 to pay for B, given A, don't add up to the willingness to
13 pay for A and B together, or anything close. I have done
14 studies like this where I get fifty dollars, fifty dollars,
15 fifty dollars. Fifty dollars for A, fifty dollars for B,
16 and fifty dollars for both.

17 And the third effect is what might be called the
18 quantity affect, which has been probably known about for a
19 long time but just recently paid attention to, particularly

1 by Michael Jones Lee. The quantity effect is my term.

2 What Jones Lee does is ask people their willingness to
3 pay, for example, for safety devices that reduce risk in say
4 automobile accidents by varying amounts, and Jones Lee takes
5 great pains to convey to people the amount of risk
6 reduction. He has, for example, a card with ten thousand
7 dots on it, and indicates the risk by shading in dots at
8 random.

9 And this is all in personal interviews. And he finds
10 that many people, even within subject design, when people
11 are asked about different amounts of risk, have the same
12 willingness to pay for different amounts of risk reduction,
13 and that happens both within and between.

14 Even when you look at average figures, or if you
15 eliminate those people, you still get under-sensitivity to
16 risk. That is, the rate of substitution between risk and
17 dollars, risk reduction and dollars, isn't constant as a
18 function of the amount of risk reduction asked about.

19 People are willing to pay whichever way it is, but

1 basically they don't adjust their willingness to pay enough
2 to compensate for changes in risk. I don't want to try to
3 say that much, I get it backwards.

4 (Laughter.)

5 The problem with this kind of insensitivity to scope is
6 that in the end, I think, most CV methods -- and I may be
7 wrong about this, but I would like to hear it -- most CV
8 measures really want something like amount of dollars per
9 unit, of some sort of unit.

10 For example, Jones Lee, his original idea behind this
11 research was to give the British Ministry of Transport a
12 figure on how much money they should spend to save a human
13 life on the highways, and he wanted them to rationalize all
14 their policies based on that figure.

15 So, what he wants is dollars per life, and he wants to
16 infer that from the willingness to pay for risk reduction.

17 Another example that may not seem like it is dollars
18 per unit is in tort cases, or cases involving damage
19 penalties like the Exxon Valdez oil spill. According to the

1 economic theory of tort law, which may be wrong, but the way
2 this is supposed to work is that when a company or an
3 injurer is penalized for causing some damage, they are
4 supposed to say to themselves, "Oh, that is the cost of the
5 damage."

6 Now, if I am going to prevent something similar from
7 happening again, if I can spend less money than this costs,
8 then I ought to be able to do it.

9 So, the policy of Exxon, or whatever company over the
10 long term, would be set by figuring -- by using the damage
11 penalty as an estimate of their future expenses from
12 lawsuits for oil spills or whatever.

13 So, again, it comes out to dollars per oil spill, so
14 far as Exxon is concerned.

15 I am sure that is a rough approximation of the truth,
16 but it does suggest that what people really want is dollars
17 per oil spill, not a one time, one shot thing.

18 So, if people are willing to pay the same amount to
19 prevent one oil spill or to prevent ten, what is the true

1 dollars per oil spill? And also, that leaves us the
2 question of whether people are really rational in another
3 sense that I want to talk about.

4 But before I get to that, I want to talk about what is
5 going on with self sensitivity, which I do think is a topic
6 worthy of further research. I am doing some right now, but
7 I am simply not going to get all the answers in the next
8 year.

9 There are several explanations that have been proposed.
10 I will just go through them quickly just to give a flavor
11 for how many different ones there are.

12 One possibility proposed by Kahneman and Knetsch is
13 that it has something to do with moral satisfaction. I
14 don't think they said this, but I think there are two
15 versions of that hypothesis, the moral satisfaction account.

16 One, is that people think of willingness to pay as
17 something more like a charitable contribution, in which case
18 the amount of good that gets done is proportional to the
19 amount I contribute. It doesn't matter whether I think of

1 that contribution as going for, say, one village in Africa,
2 or spread randomly over all of Africa, with all other --
3 pulled in with all other contributions.

4 It is still going to do the same amount of good.

5 So, the size of the good wouldn't matter in that case,
6 so you might think of that as a kind of major scenario to
7 which people would refer this contingent valuation question.

8 A second version moral satisfaction is the warm glow
9 account, which is that people get utility or satisfaction or
10 something from the activity of contributing to a cause.

11 It is not that the money is contributed. It wouldn't
12 make them as happy if somebody else gave the same amount of
13 money.

14 If these account for the embedding effect, you would
15 think that that effect might go away when you use other
16 kinds of methods. I don't want to say these are definitive
17 results, but I find equal embedding effects when I use just
18 simply ratings of how good it would be -- how good it would
19 be to take care of this problem.

1 Again, in just ratings of goodness, or seriousness, or
2 many different kinds of ratings, I find equal embedding
3 effects, equal in sense to scope, than what I find with
4 willingness to pay.

5 I also find equal insensitivity to scope in most
6 studies when people are given a trigger price, so that they
7 can't think of their contribution as analogous to a
8 charitable contribution. At least they shouldn't think of
9 it if they pay attention to what I say. I am not sure that
10 they do.

11 So, if I tell them for example that here is a given
12 good, a ten percent increase in something, and it will
13 either occur or not, as a function of whether fifty percent
14 of the people or more are willing to pay what it costs per
15 person, that ought to get people away from thinking of the
16 charitable contribution idea. It doesn't have any effect on
17 the whole, but it may be that they are really not paying
18 attention to what I say either.

19 There are three other explanations of embedding, or

1 scope insensitivity. Actually, four. Budget constraints.

2 People may think fifty dollars is what I have to spend
3 right now, so fifty dollars for everything. This is all
4 very important, but that is my budget.

5 That predicts that you wouldn't find scope
6 insensitivity in willingness to accept questions, as opposed
7 to willingness to pay. I have found scope insensitivity in
8 willingness to accept questions, but in only one study. So,
9 that casts doubt on the budget constraint story.

10 The second additional explanation is some kind of
11 general mental accounting story, that is both for pain and
12 accepting money, I have a kind of limited amount of concern.

13

14 It is hard for me to put this into words, but there
15 might be some more general kind of mental account that
16 people have for different kind of things. That applies both
17 to willingness to pay and willingness to accept, such that
18 they operate according to a principle of declining marginal
19 utility.

1 Okay. A third is something like availability.
2 Mitchell and Carson proposed something like this. Schulze
3 proposed it in his paper. Namely, that the good that people
4 are asked about somehow stands for the whole set of goods,
5 either because people think you can't provide the little
6 good without providing a much bigger good, although I don't
7 think that is not plausible in all the cases. Or in some
8 other way, in which the little good stands for a larger
9 good.

10 A final explanation, which I think is kind of
11 interesting, because I haven't seen it before, is that
12 people make their willingness to pay responses on the basis
13 of their view of the importance of the problem rather than
14 the amount of good.

15 I had one subject in a study where she gave equal
16 willingness to pay figures for several different kinds --
17 she gave willingness to pay figures for several different
18 kinds of goods in one study. Each good was presented in a
19 large magnitude form and a small magnitude form.

1 She gave identical willingness to pay responses for
2 both the large magnitude and small magnitude versions of the
3 same good. But she varied from good to good, so she said
4 five dollars for a little of good X, five dollars for a lot
5 of good X, ten dollars for a little of good Y, ten dollars
6 for a lot of good Y.

7 And then I said, "Why did you do that?" and she said,
8 "Oh, well you know, if I raise the five dollars for the
9 large amount of good X, I probably would have had to raise
10 it above the ten dollars that I paid for a small amount of
11 good Y, and I don't want to do that because good Y is more
12 important than X."

13 And it could be that people are thinking about this
14 even when the other goods are not presented. So, there is
15 some kind of overall importance rate.

16 Okay. The sensitivity of fairness is the second
17 problem. Three, I guess. I will just give one quick
18 example. You ask me how much I am willing to pay for a
19 radon test kit. What I think about probably is what does a

1 radon test kit look like? Oh, it is a little canister, it
2 has some chemicals in it.

3 It really couldn't be worth more than twenty-five
4 dollars. What I don't think about is what it would be like
5 dying of lung cancer. What is the probability that I would
6 die of lung cancer with and without getting the radon kit.
7 And so on, and so on.

8 So, essentially I am asking -- what I am answering
9 about is what is a reasonable amount of money to spend on
10 this good, rather than how much utility do I get out of
11 that?

12 Okay. The rest of what I wanted to say I will just --
13 I had a lot to say. One point -- reduce it all to one
14 point.

15 There are two general issues invalidating contingent
16 valuation that I think are somewhat confused. One of them
17 is -- well, maybe not confused. One is the question of
18 whether contingent valuation responses predicts real world
19 behavior, like market behavior.

1 The second issue is whether contingent evaluation does
2 justice to our fundamental values, our goals, our utilities,
3 in some sense.

4 Now, the answers to these questions are not necessarily
5 the same. It could be that contingent evaluation does
6 predict market behavior perfectly, but both are out of line
7 with our fundamental goals as Professor Schuman suggested
8 was possible.

9 It could be that it doesn't predict market behavior,
10 but it is in line with their fundamental goals.

11 In my paper, I suggest several ways of thinking about
12 the question of whether contingent valuation does satisfy
13 our fundamental values and goals in the sense maximizing
14 utility.

15 It seems to me that -- at least for some purposes that
16 is the question we want to answer because of this. If all
17 it does is predict market behavior, a market-like behavior,
18 but it doesn't achieve our fundamental goals, then it
19 becomes a kind of black box, namely we accept market

1 behavior as a criterion even though it is irrational. We
2 just respect it because it is what people do.

3 So, contingent valuation acquires value because it,
4 too, it simulates that black box. We put in information,
5 and we get out a price.

6 I want to suggest if that is all contingent valuation
7 is, without at the same time achieving something more
8 fundamental, it is not going to stand the test of time
9 because there are other black boxes that we already have.

10 We have things like juries, for example. We put in a
11 lot of information, we get out a damage award. We have
12 legislatures, we have government regulatory agencies that do
13 these things.

14 We don't look too closely to see how any of these
15 things work, but if contingent valuation can't acquire some
16 justification other than being just another black box, I
17 think it is going to be a problem.

18 Okay. I will stop.

19 DR. PORTNEY: I want to give Howard Schuman an

1 opportunity to respond briefly here.

2 DR. SCHUMAN: I don't really want to respond. I just
3 want to reiterate one thing. There is a big difference
4 between doing experiments in order to test particular points
5 and there one can often not use a full probability sample
6 from the general population and so forth.

7 And the other is to come up with a dollar figure, as
8 was attempted in the Exxon Valdez case, and there I think
9 you do need to go through that. And it is going to be very
10 expensive.

11 Every month the census bureau gathers fifty thousand or
12 more cases, I guess, to get an unemployment rate. That
13 costs a lot of money.

14 If you are trying to do something that requires a lot
15 of precision and needs to be done well, and is going to have
16 an important role in litigation and so forth, then it is
17 going to be very expensive.

18 For other things, I and other people often take short
19 cuts, and that is perfectly legitimate.

1 DR. PORTNEY: Thank you. The temperature in this room
2 puts me in mind of the story of the two guys who were having
3 a tough time in the aeronautical engineering class. They
4 failed all of the exams. The final weight of the grade
5 rests solely on their final project, so they think very hard
6 about this, and probably go to their professor and say,
7 "Look, we know we have had trouble in this class, but we
8 have been working hard on our final project. We are going
9 to attempt the first man landing on the sun."

10 Well, the professor shakes his head and says, "You
11 morons, it is very hot on the surface of the sun, if you
12 haven't noticed. You will be immediately incinerated."

13 They said, "Yeah, we knew you were going to say that,
14 but we are going to land at night."

15 Maybe if we came back here at night this room would
16 have cooled off sufficiently. The best we can do is take a
17 brief fifteen minute break.

18 Be back here at ten after three to begin the final
19 session of the say.

1 Excuse me -- come back for open discussion. I am
2 sorry.

3 (Whereupon, a recess was taken at 2:55 p.m., to
4 reconvene at 3:15 p.m., this same day.)

5 DR. PORTNEY: I have two brief announcements I want to
6 make.

7 The first pertains to those of you who have special
8 meal requests. This doesn't mean you can ask for a lobster
9 to be jettied in from Maine, but if you have questions about
10 what we are supposed to have for dinner, and do have
11 legitimate special meal requests, if you will just check
12 with the desk right outside, between the two doors here,
13 especially check with the woman in the purple dress and let
14 her know what the problem is we will try to make
15 arrangements to accommodate you.

16 Second, if you look at the program for tomorrow, there
17 is a misprint there. It says that Wally Oates has been
18 allotted an hour and fifteen minutes for his paper. Even by
19 the generous standards of this conference that is a lot, so

1 we are going to trim Wally back to just forty-five minutes,
2 and we are going to do that by starting at 9:00 tomorrow.

3 There is a lunch that will still end this thing, but we
4 will have the luxury of a bit later start tomorrow.

5 So, tomorrow morning's program will start at 9:00
6 rather than 8:30. Please keep that in mind.

7 I want now to give you opportunities to ask questions
8 or make comments directed at Howard Schuman, Jonathan, Bill
9 Desvousges, or Bill Schultze, if he is still here, so we
10 will start with Robert Mitchell.

11 ATTENDEE: I am Robert Mitchell. I would like to make
12 one comment address to Howard Schuman.

13 REPORTER: Sir, I cannot hear you.

14 DR. PORTNEY: Yes, it is hard to hear. I don't know if
15 the mike is dead.

16 ATTENDEE: My name is Robert Mitchell. I have a
17 comment directed at Howard Schuman. The comment to Howard
18 is in reference to your last statement, where you offer the
19 horrendous fear that everyone -- perhaps thirty percent of

1 the people will say yes to any amount.

2 There have been a number of studies which have used the
3 dichotomy of choice format, and in which amounts varying
4 from five dollars to seven hundred dollars have had less
5 than ten percent of the people saying, "yes," to them.

6 Let me just mention two of them, since they involve
7 different values. One is a study by Falcon Stall, on the
8 Whooping Cranes, at a hundred and thirty-five dollar price,
9 less than ten percent said, "Yes."

10 Whitehead did a study on preserving Loggerhead Turtles,
11 building a habitat in North Carolina, and a hundred dollar
12 price, seven percent said, "yes."

13 As it turns out, we went back to the Alaska data to our
14 pilot studies, and found that in the very first pilot study
15 we did offer people a thousand dollars as one of the prices.
16 In that case, we had zero percent who said, "yes."

17 My particular desire for future research, I think this
18 year's number you have raised, which relate to the issue of
19 non-entities, and to the issue of interviewer effects and

1 this, of course, is something that the panel emphasized, I
2 think these are two very, very important issues that
3 deserves serious treatment, looking at such things as
4 different ballots, and looking at such things --

5 DR. SCHUMAN: I am not sure there is really a question
6 in there. It is interesting about the studies that didn't
7 produce substantial percentages for what seemed like
8 incredibly large amounts. Dr. Desvousges might want to
9 address that.

10 I talked about that, because on the one hand his study
11 struck me as showing such a high percentage of agreement to
12 a thousand dollars a year. At the same time, I said it is
13 not a sample -- it is not a random sample of any known
14 population, and the conditions were very different so that
15 it is impossible to draw conclusions.

16 DR. DESVOUSGES: The first question -- I think this is
17 really related to a general issue in the referendum, which
18 is the choice of the bid structure, and if you find bids
19 being chucked off at a thousand, but yet with the highest

1 bid that you used in the final survey of only being a
2 hundred to a hundred and fifty, and still have a full third
3 of the people saying, "yes," there, perhaps that suggests
4 that the bid structure issue in terms of what you pick and
5 how you pick it is a really important one that we are still
6 grappling around with in terms of trying to figure out what
7 matters and what doesn't.

8 I also like to point out that we are not the only
9 people that found fat tails, and some concerns about whether
10 people are anchoring on some of these questions, or whether
11 surviving.

12 Barbara Cannon's paper, I think, has raised some very
13 interesting issues on what is going on here and how people
14 answer these questions.

15 There are, I think, a number of questions that are on
16 the table. I am not suggesting that our results are
17 representative of any population other than the people who
18 took the survey, because the only thing we tried to do was
19 compare them with people -- similar people who took an open-

1 ended survey.

2 I think for our purpose that was the only goal.

3 DR. PORTNEY: Howard?

4 DR. SCHUMAN: I just want to agree with Bill, that it
5 is very unfortunate that the Alaska study did not include a
6 much larger value for whatever reason, even if it wasn't
7 needed for estimation. As the other Bill said, it invested
8 an enormous amount of money. Most of the critical studies
9 are tabled to do that, and it could have addressed this
10 problem very directly by including a very high value in
11 reporting the results.

12 Not just a pretest.

13 ATTENDEE: Let me respond to that. There is a
14 confusion that has been caused, because you are just looking
15 at the first response. The Alaska study has double value
16 response, which the highest value was two hundred and fifty
17 dollars, of which the estimate at two hundred and fifty
18 dollars is eight percent.

19 So, one may criticize the double value approach, but in

1 terms of choking off demand, if we got down under ten
2 percent --

3 DR. SCHUMAN: We don't have any idea -- there are real
4 artifacts of asking people something, and then asking them
5 larger or smaller amounts.

6 So, I don't take those very seriously.

7 ATTENDEE: In terms of the design itself, two hundred
8 and fifty --

9 DR. DESVOUSGES: May I just respond to the other point?

10 DR. PORTNEY: You may certainly briefly respond.

11 DR. DESVOUSGES: I will do it very briefly. The
12 question of kind of split ballots and anonymities is, I
13 think an interesting one, but I would question how you would
14 implement it in terms of -- Howard said that, well, we had
15 people mail back the responses, and there would be no
16 identification associated with it.

17 It would be very difficult then do a comparison in
18 terms of socio-economic characteristics if you don't know
19 who the people are that are responding.

1 So, maybe you can do some compromise in there, but at
2 least you put a number on the ballot so that you could do
3 that, even though there might not be a name on it.

4 If your goal is to do some kind of comparative
5 evaluation, you really need to know who the people are that
6 have responded to the questions.

7 DR. SCHUMAN: This would just be a test of whether
8 there are strong interviewer effects, and you would not try
9 to identify the people.

10 Moreover, if someone didn't send back a ballot, I would
11 treat it as a disagreement. If they don't value it enough
12 to send back a ballot, that should be a no response.

13 DR. DESVOUSGES: One of the things I took from your
14 paper was a concern about only having uni-varied tests, and
15 if the only thing you need to know is the mean value that is
16 going to come from that, you are going to be hard pressed to
17 take into account the socio-economic characteristics, and
18 how they might influence it.

19 DR. PORTNEY: Glen Harrison and then Dale.

1 ATTENDEE: Since this conference is about setting
2 research agendas, I would like to talk about an issue that
3 was raised here, and Bill is the expert in that area, and
4 that is a research concern of mine, which is my wife's fat
5 tail.

6 Namely, she has been running these, and she has a fat
7 tail problem which is that she can run an experiment for
8 private goods. She looked at an open-ended victory auction.
9 She looked at an closed choice, hypothetical, and she got
10 the classic fat tail problem. Then she did both of them
11 real. Wham, they disappeared.

12 Arguably, that is just a conjecture. The fat tail
13 problem is an artifact of staring at hypothetical behavioral
14 interests, and that is a question of priority.

15 Shouldn't we be worrying about queuing effects,
16 sampling effects, splitting design effects, population
17 sampling, median sampling, or should the priority be let's
18 check -- let's do a reality check to find out if it was just
19 a differential hypothetical bias or what?

1 The fuller question is the relevance of doing
2 experiments on just used goods, which I have done, and I
3 share your remarks that those are of limited value, but
4 let's make a point that is only an issue of research budget.

5 There is nothing in that design -- that is an important
6 one and I will take the criticism, but there is nothing in
7 the experimental methods that couldn't be applied out in the
8 field. I think that is an issue I also was hearing from
9 Schultze, because he has been an eminent experimentalist,
10 but also doing a lot of stuff in the field.

11 What are the problems we might get in doing that?

12 DR. PORTNEY: Bill, why don't you take it first?

13 DR. SCHULTZE: There are a number of articles within
14 experimental economics that look at incentive effects, and
15 really I think we owe some of our interest in this to a
16 paper that Glen Harrison wrote, where he examined the pay
17 out structure, and noticed as you deviate from an optimal
18 bid in an auction, that in many of the studies the penalties
19 were very small, could be twenty to thirty percent off of an

1 optimal bid, and you only were losing a few cents around.

2 So, that leads us to the following question: In the
3 real world, he draws an analogy to the shape of a behind.
4 Are pay off functions fairly flat? And this goes back to
5 psychologist named Edwards, who sent graduate students out
6 in the late '60s to see what the shape of pay off functions
7 were.

8 It turned out that pay off functions in the real world
9 are pretty flat.

10 In other words, competitive firms can make big
11 mistakes, and they don't pay huge penalties, okay. So that
12 is kind of interesting.

13 This might mean that people can be pretty sloppy in
14 their bids and not have large losses in experimental
15 auctions.

16 So, there are a number of experiments, then, that try
17 to change the incentives in the sense of how much does a
18 mistake cost you?

19 What we find, of course, is that as the incentives

1 increase for making a mistake, the distribution of bids
2 narrows and becomes more peaked. Is anybody following me so
3 far?

4 So, we tighten up the distribution of bids as these
5 percentages become greater.

6 One of the monetary incentives in the CV, where the
7 incentives have gone to zero for accurate bidding, except
8 when we run a totally hypothetical laboratory experiment,
9 where we take incentives to zero, and we can do this
10 starting with a ten dollar, five dollar, and run it all the
11 way down to zero, and the behavior does not degenerate to
12 noise.

13 We don't get a level function as a distribution. We
14 just get, again, another increment increase in the variance
15 in the bidding.

16 Unfortunately, the shape of these distributions all
17 show thick, right hand tails. So, we have the increase in
18 variance as we lower the incentives down to zero, and we do
19 not have a normal distribution of error. We have a big,

1 right hand tail, whether there is real money involved or
2 not.

3 In fact, starting in 1990, we started box coding our CV
4 bids, arguing that there was a skewed distribution of
5 hypothetical measurement error, and we found the
6 coefficients were almost uniformly not significantly
7 different from zero, which means it appears that bidding
8 errors are logged normally distributive.

9 That means an increase in variance will increase the
10 mean, okay?

11 So there are statistical procedures that can be used in
12 contingent valuation, namely take the geometric mean is the
13 advice that I would give CV researchers, and you may be
14 correcting for this hypothetical bias, okay?

15 So, that is a suggestion, and perhaps I should stop
16 there.

17 DR. PORTNEY: Dale Whittington?

18 ATTENDEE: University of North Carolina. I have a
19 question for Professor Schuman, but first just an

1 observation or an initial comment.

2 A series of studies, we never had this fat tail
3 problem. Bill is right, it was use data. At the same time
4 it gave people time to think, even the small tails we had
5 disappeared.

6 So, it is worth considering other kinds of treatments
7 that might improve the quality of CV. My question to
8 Professor Schuman is Michael Hanemann asked this morning, or
9 he said this morning that if we just treat no responses
10 appropriately -- he didn't tell them how to treat them
11 appropriately.

12 I would like to ask you what you think the agenda is,
13 really, for the treatment of no responses? And how can they
14 be treated appropriately?

15 DR. SCHUMAN: It is a moderately important issue, I
16 think. I mean, it is true that in a national survey on
17 anything difficult a fair number of people will say, "don't
18 know," if it is legitimate. And it also has to be
19 legitimated for the interviewer, because interviewers are

1 usually trained to push people to give a response.

2 So, it serves a double purpose to build it in, and I
3 think it is a useful thing to do.

4 I am not sure if I have addressed your question or not.

5 ATTENDEE: I guess my question is we know that these,
6 "no responses," are not randomly distributed --

7 REPORTER: Excuse me, sir. I cannot hear you, sir.

8 ATTENDEE: The, "no responses," are not randomly
9 distributed in the population, so I am just interested in
10 what has been done in survey research literature to deal
11 with this problem?

12 DR. SCHUMAN: In a case like this, it is actually the
13 least educated who are most likely to answer the question
14 even if they don't know, really.

15 So, yes, it is unlikely to be any kind of a random sub-
16 sample. And I would drop them out of the population, their
17 proportion out of the population.

18 DR. PORTNEY: Mary Jo, do you have a question?

19 ATTENDEE: What we are concerned about this valuation

1 method mostly because we are hoping that the value estimates
2 would be used for a very specific purpose.

3 In our case, we are hoping to use this information to
4 make intelligent decisions about how to allocate resources
5 for environmental protection, so the end result will be that
6 allocations of actual dollars would be made, and in our case
7 we are talking about billions of dollars for environmental
8 protection activities.

9 And that means that somebody is going to be paying that
10 money.

11 As for environmental protection activities, usually we
12 assume -- as probably we have shown in a number of cases --
13 that means higher prices for goods and services, and the
14 taxes that we all pay.

15 So, how is it -- Bill, let me put my question to you --
16 how is it that you can say that people don't have to pay for
17 these things? We are really using the numbers to get values
18 that will then help us make a decision.

19 Then shouldn't we be able to design mechanisms that

1 convey to people what it is going to mean to them in terms
2 of a higher prices. So, I am not sure of the incidence of
3 payment that runs to the national resource damage system.

4 In our case we are pretty sure that the price is higher
5 taxes for school services and that sort of thing.

6 Why are we saying that people don't have to pay for
7 these things.

8 DR. SCHUMAN: I guess there are a couple of response,
9 Mary Jo. The first being is that I have never felt that
10 damage assessment was that much different in some ways than
11 public policy situations, because certainly what is at stake
12 can be sizeable in terms of a regulation on hazardous waste
13 producers or whatever, and the consequences of that are
14 equally great to the specific liability of an individual
15 firm or group of firms and damage assessment.

16 They are both important.

17 But there are some distinctions. The first is that I
18 think for the purposes of usually choosing between a
19 regulation, the absolute magnitude is less sensitive than

1 the relative magnitudes of the different options that are
2 out there.

3 Whereas in a damage assessment, the absolute magnitude
4 is the number that goes on the check.

5 The second distinction, and I think this really relates
6 to your point, is that my concern is despite the reality
7 that people may be paying for a lot of these things.

8 Frankly, they are paying in damage assessments as well,
9 because certainly things will be passed along.

10 It is whether or not people can perceive that
11 connection to the payment vehicle, and from the payment
12 vehicle that they are really making the payment, and I think
13 that there are several reasons why we might be concerned
14 about that.

15 First, is whether or not they would fully appreciate
16 the amount that they are actually paying that way. That
17 over a period of time small incremental amounts on lots of
18 different purposes, do people really have a good sense of
19 what is really at stake and how much they would be paying,

1 and whether or not they really do a calculation as to
2 whether -- that is something that is really equal to the
3 value that they would place on what they gained from the
4 regulation.

5 So, I think it is important, but I do think there is
6 some distancing there that people have that still leave me
7 concerned as to a situation where they would really be
8 making a payment at the same time.

9 DR. PORTNEY: Jay?

10 ATTENDEE: Jay, Ohio State. I have two method
11 questions, and the first is that I have recently seen a
12 paper using the random response method, and Professor
13 Schuman may be familiar with this in terms of his research,
14 which is used for very sensitive subjects like cheating or
15 drug use, where the respondent answered the question about,
16 say, contingent valuation, free choice, or the answer might
17 well have been the day their mother was born, and nobody
18 knows what answer it was with this survey. Had some value
19 based on likelihood.

1 In one study I saw that used that, found that the non-
2 random response was over-estimated by an order of a quarter
3 magnitude with the random response technique, and I am
4 curious if you saw that as a potential abnormality to future
5 research.

6 The second part I guess is aimed at Bill Schultze, in
7 that do you see, using lab experiments at all, to come up
8 with the distribution that could potentially then be used in
9 the discreet choice mechanism, rather than going to a
10 focused group and coming up with a hypothetical distribution
11 from questions and answers.

12 The focus group -- and it gets a little dodgy when you
13 are talking about public goods, but is there a way to
14 incorporate the actual bids from the experimental auction
15 into the field surveys, so that you actually would have
16 potential distributions over different trials.

17 DR. PORTNEY: Howard, the random response?

18 DR. SCHUMAN: Well, as you said, this has been mainly
19 used with drug issues or crime, where there is a real

1 sanction on the person for admitting something. It would be
2 interesting to try.

3 But I don't think that the interviewer effects here are
4 of that magnitude. They are probably a more subtle kind of
5 thing, trying to please the interviewer. So, while one
6 would never say that research is not needed, you get paid to
7 do it.

8 I doubt that that is the avenue to go. I think better
9 is to do something where you remove the interviewer another
10 way, by having people mail things back.

11 DR. PORTNEY: Bill?

12 DR. SCHULTZE: I hope I understand the question. We
13 have done one experiment which is in the table that I put
14 up, and I believe I actually cited that one in the paper.

15 It is Erwin, McCullen and Schultze, 1992 Journal of
16 Behavioral Decision-making.

17 We ran a lab experiment with a victory auction, and we
18 did it for real for fifty and one hundred rounds in two
19 separate treatments. There were one in one hundred odds of

1 a real forty dollar loss, and they were buying insurance
2 policies for each of those rounds.

3 So, we had fifty trials and one hundred and fifty
4 trials.

5 In the real auctions, people started off considerably
6 above the expected value, which is typical for low
7 probabilities, and as we successively drew white chips as
8 opposed to red chips, the values came down dramatically, but
9 it took about twenty rounds before the bids flattened out.

10 So, here is a place where people have really large
11 cognitive problems here. Very afraid of losing forty
12 dollars, and it seems as though in early rounds they over-
13 estimate the risk to themselves and overbid for insurance.

14 So, that is what happens in the real auction.

15 We also ran the auction, again it is a victory auction,
16 but we did it totally hypothetically. We drew chips out of
17 a bag. We sat them there for the same length of time, and
18 the bid distributions were significantly different, and they
19 did not improve with experience.

1 In other words, hypothetical experience in this case
2 did not make the hypothetical bids converge to the actual
3 bids over trials.

4 Now, does that answer part of your question?

5 ATTENDEE: What I was trying to say is taking this to
6 the real auction, and then use those distributions as the
7 distributions that cover fat tails.

8 DR. SCHULTZE: The useful thing, however, is that if I
9 have a real auction, and I look at my distribution of bids,
10 even in a real auction, especially if it is for something
11 like a low probability insurance policy, I get a fat tail.

12 If I do it hypothetically, I get a much fatter tail.
13 If I take the raw mean of the bids, I get about twice the
14 value, or two and a half times the value in the hypothetical
15 auction as I get in the real auction.

16 But if I take the geometric mean, or the logarithmic
17 mean, I get the same predicted value.

18 So, I can eliminate the hypothetical error by taking a
19 logarithmic mean. This suggests that hypothetical

1 measurement error may be logged normally distributed.

2 DR. SCHUMAN: Can I just add one more thing on the
3 random response technique, because I think it brings out the
4 objective verses subjective questions. That has been used
5 mainly -- have I used heroin. Have I ever stolen a car?
6 Those are things I know, and I may not want to admit in an
7 interview, so using the random response technique which
8 completely eliminates the interviewer, knowing what I said
9 in a sense, is very useful.

10 In the case of something like the Alaska study, or the
11 others that we are talking about, these are subjective
12 responses to something that the person probably hasn't
13 thought about a lot before, isn't clear about, and it is
14 more does the person shape their own thinking, not just
15 their answer, in the direction of what might please the
16 interviewer.

17 DR. DESVOSGES: Paul can I add just one minor thing? I
18 guess Jake, the question I would have would be is the
19 ability to be able to construct a situation in a laboratory

1 where nonuse values were really going on.

2 I think the more concrete it is, the more use-value
3 oriented it is, and I think that suggestion works very well.
4 To the extent that you move to the other end of the
5 spectrum, I don't know, but that would be my concern.

6 DR. SCHULTZE: I haven't quantified this. The
7 geometric mean for a CV study is about half of the raw mean,
8 and if you look at my listing of lab experiments that have
9 compared hypothetical values to final auction bids, we find
10 they are about twice as high.

11 So, at least for use commodities, with perhaps the
12 exception of the tree murder experiment as it has come to be
13 called, we are dealing with use studies.

14 It appears that this is a correction that researchers
15 should consider and suggest that raw means may be about
16 twice as high as actual values they would obtain in a real
17 market setting.

18 DR. PORTNEY: One last, quick question.

19 ATTENDEE: Schwartz, University of Michigan. I was

1 advised by the discussion about the arrangement between the
2 open method and closed method, and all we know about the
3 impact, the behavioral. I was very surprised by the
4 discussion in the Schultze paper which focused on the open
5 ended question, over-estimates or under-estimates responses.

6 I would like to learn more about the relationship.

7 Basically, how did you pick those to begin with.

8 My second question goes to --

9 DR. PORTNEY: Second and even more brief question. Go
10 ahead.

11 ATTENDEE: Pertains to the issue of mail surveys, and I
12 just want to emphasize that from a logical point of view
13 there is one aspect of mail surveys that is very difficult
14 to deal with, and that aspect is surprisingly mail surveys
15 show much less pronounced --

16 In the CV that is not at all true.

17 DR. PORTNEY: Bill or Howard?

18 DR. SCHULTZE: I was reporting studies in the
19 literature, and I can say that the studies in the literature

1 generally take a range of values. There is not simply one
2 value to which people respond yes or no, but rather they
3 take a plausible range.

4 For example, five dollars, twenty dollars, fifty
5 dollars, a hundred dollars, and usually in pretesting then
6 you want to get values high enough that you choke demand
7 down to something like ten percent or less.

8 So, usually in pretesting you look at an array of
9 numbers, and you want the highest number to be such that it
10 has choked off most of the demand.

11 So, is that responsive to your question?

12 ATTENDEE: It is not in the sense that -- as far
13 as I can see, given that your responses are close-ended, --
14 what I am asking is how close -- when you calculate over-
15 estimations and under-estimations -- how close --

16 DR. SCHULTZE: I am sorry. I can't answer that. I
17 have not done these studies. I was citing studies in the
18 literature. Maybe Mary Jo Keeley could answer that.

19 DR. PORTNEY: I guess what I would like to do in the

1 interest of providing the same amount of time for the final
2 panel that we have for the others, is ask if we could change
3 on the fly, so let me ask Jordon Louviere, Alan Randall and
4 Rod Cummings to come up here, and at the same time please
5 join me in thanking these gentlemen.

6 (Applause.)

7 DR. PORTNEY: By way of introduction for this session,
8 let me say that going back to the time of the NOAA panel,
9 and certainly continuing on since that time, one of the
10 interesting questions in the CV debate has been the
11 following:

12 Some people would allege that willingness -- answers to
13 willingness to pay questions will always over-estimate true
14 willingness to pay.

15 Obviously, that is an issue that is hotly debated, but
16 people who believe you will always have some amount of over-
17 estimate then ask: Well, is there a way to consistently
18 determine how much of an over-estimate we have, so that we
19 can then scale down the willingness to pay estimates from CV

1 responses and come up with a true estimate based on this
2 calibration factor.

3 That is what this panel is designed to talk about. Our
4 first paper will be presented by Jordan Louviere. He is
5 currently Professor of Marketing and also part fellow in the
6 Department of Marketing at the University of Utah in Salt
7 Lake City.

8 His research has involved marketing, but of course a
9 lot of research has gone into looking at surveys designed to
10 elicit peoples potential willingness to buy new products
11 that would be introduced.

12 Clearly what we are interested in is the percentage of
13 people who indicated they would buy this, how many actually
14 did. So, it is a calibration question in marketing. Hence,
15 I think he is uniquely qualified to bring a perspective
16 outside of contingent valuation to this question of
17 calibration.

18 Jordan, the floor is yours.

19 DR. LOUVIERE: Can you hear me in the back? I guess we

1 typically use overheads, so I will probably be the only one
2 here to do that, so I beg your indulgence in that respect.

3 My background is in transportation research and
4 marketing research. I know very little about economics,
5 even though I work with a lot of economists. I find I
6 learned something new. I didn't know every day that I do
7 work with economists.

8 My research interest is primarily in the modeling of
9 drug behavior. I have been at that for about twenty five
10 years. My Ph.D at the University of Iowa focused on
11 conjoint analysis, which was an emerging technique in
12 mathematical psychology, marketing and transportation in the
13 early '70s. That is the perspective I want to bring today,
14 is to talk about particularly with reference to techniques
15 in the general family, conjoint analysis, particularly those
16 based on random utility theory, which are consistent with
17 most of the kinds of utility functions that many of you want
18 to estimate.

19 Let me begin by telling you a little story about how I

1 got interested and why. I spent a lot of time on external
2 validity work. In the early '70s I got invited a lot to
3 transportation conferences, and I was typically the only
4 person getting up during decision-making studies, in which I
5 developed utility functions for hypothetical stated
6 preference studies.

7 After getting clobbered is probably the most polite way
8 to put it by economists, basically dismissing everything I
9 was doing under the heading that this had absolutely nothing
10 to do with what anybody in the real market does, please go
11 away.

12 (Laughter.)

13 Most people I think would have done a mid-career
14 correction, but it only made me mad. So, I spent the last
15 twenty years working primarily in external validity work.
16 Not only because it made me mad, but because one has to in a
17 certain scientific sense, one has to feel comfortable with
18 what one is doing.

19 And in the end, after I had enough time to think about

1 it, a very relevant question. Is it in fact a case that
2 anything we ask people in hypothetical situations has
3 anything to do with what they do in the real markets?

4 So, that is what I am going to talk about today,
5 particularly with reference to some very exciting work that
6 has been developed over the last three or four years,
7 particularly Ben-Akiva and Morikawa's group at MIT, and a
8 number of my own colleagues.

9 So, to change my affiliation slightly for you, in four
10 weeks I will be at the University of Sydney starting a new
11 department. If you are in Australia in the next several
12 years, feel free to drop by.

13 (Laughter.)

14 So, my purpose today is basically to give you a brief
15 overview, and I mean extremely brief overview of the theory
16 and methods that have been developed primarily in marketing
17 and transportation, measuring all stated preferences.

18 Let's briefly review why we are about stated
19 preferences at all, when we have very strong econometrics

1 with dealing with preference data. The primary reasons are
2 that there are considerable limitations in many contexts,
3 particularly forecast and demand for new products, or
4 changes in existing products that don't incorporate what we
5 now have.

6 So, for example it is frequently the case that I get
7 called upon to estimate the demand of at least the market
8 potential for new products and services.

9 Often, there are literally millions of dollars riding
10 on these demand estimates. These are not things we take
11 lightly.

12 At the present point in time, I have projects in six
13 countries for Fortune 500 companies, Federal agencies, et
14 cetera, all of which involve enormous sums of money that are
15 potentially on the table if we don't get these numbers
16 right.

17 So, we are highly motivated to get these numbers right.

18

19 So, here are some of the reasons why RP data did not

1 serve us in good stead often. At least one characteristic
2 of a new product may be different when it is introduced.

3 For example, the first toothpaste that comes into the
4 market with gel foam for tartar control, that attribute was
5 not observed prior to that in the market, so how are we
6 going to estimate what the effect of adding that feature to
7 a product is going to be by total demand or switching
8 patterns in the market with RP data. We basically made a
9 lot of assumptions.

10 More commonly, products are introduced, characteristics
11 or attributes have a range well beyond current market
12 values.

13 For example, when Compaq introduced their highly
14 functional lines of PCs at much, much lower prices than had
15 previously been seen in the market, when you get the first
16 500 m.h. check. Likewise, we often are called upon to
17 estimate the demand for totally new category of goods. A
18 current good example of personal communication devices, and
19 these are the ones that will follow you anywhere, we don't

1 really have any market data on those. We have to do
2 something else.

3 But in addition, even when we have revealed preference
4 data, there are limits with what we can do with the revealed
5 preference data in any real markets.

6 For example, it is often the case in real markets that
7 the variation in explanatory variables is very limited, and
8 marketness is quite common because products and services
9 tend to copy each other, so we often find real markets and
10 get a very, very limited range of variation.

11 For example, prices between products that compete in
12 the market, making it very difficult to get a good estimate.

13 Likewise, in the product categories, that approximate
14 efficient frontiers, there are lots of those. I hope
15 everybody here likes that, by the way. If they didn't
16 approximate efficient frontiers, at least momentarily, I
17 think there would be some reason to be concerned.

18 In those kind of markets, product attributes or
19 characteristics tend to be highly correlated, often they are

1 highly negative.

2 This makes it difficult from the average standpoint to
3 get reliable estimates. Often there is no obvious objective
4 measures available. So, we need to estimate models
5 involving latent variables that pick up measures for things
6 like product quality that we don't really have, necessarily,
7 a hard measure for.

8 And often in many markets the number of auctions that
9 are available are fairly limited, making it hard to actually
10 separate out any of the product characteristic effects on
11 choice.

12 So, obviously, the particular products that people are
13 discussing today, there is no RP data available, we have to
14 turn to something like the constructive market.

15 So, it strikes me that if you buy those arguments that
16 in fact academic and applied research, and not market
17 valuation, might benefit from something we learned in
18 marketing transportation about how to use SP methods, but
19 presumably you are only interested in what I have to say if

1 these methods are, in fact, reliable and valid.

2 Now, those two definitions have been already over-
3 defined today, so I won't bother to rehash that.

4 So, what I am going to do today is I am going to review
5 two general ways that marketers and transportation
6 researchers often forecast demand for new or emerging
7 products.

8 I am going to discuss how such measures have been used
9 and are used in fact to make forecasts of real markets, and
10 then I am going to review some case studies.

11 There are three in my paper, but I brought a few others
12 along because I wanted you to see those three.

13 If you want to discuss these areas in general with me
14 tonight or tomorrow, I can discuss many, many more cases
15 beyond the ones that are in the paper.

16 So, the point I am going to make today, even though I
17 know a lot of people aren't going to want to hear this
18 message, is I think it is fairly unlikely that anytime soon
19 in any case we are going to find a single number that we can

1 use to scale down, scale up, or otherwise scale CV or
2 related kinds of willingness to pay or willingness to
3 accept.

4 I think you will see why I believe that as I go through
5 the talk today, so I will leave that as a teaser for you.

6 But first, we have lots, and lots and lots of evidence
7 in the marketing literature, where this question is
8 extremely important, and has been looked at by many people.

9 We have much evidence that suggests strong monotonic
10 links between stated preference measures. These are things
11 like asking people their intention to purchase a particular
12 kind of product or category of products, or even a
13 particular product, or take a particular vacation, or do a
14 particular thing, on rating scales.

15 Notice, I said these relationships are monotonic. My
16 colleagues in transportation dismissed most of the work in
17 this field in the '70s, because they believed that they
18 could actually go out and ask people whether or not they
19 would use a new transit system if it was introduced, and lo

1 and behold, guess what?

2 Everyone here knows the answer, right? When seventy
3 percent of the people said they would use the new bus
4 system, transportation planners build a new bus system. How
5 many people do you think actually used it? Ten or fifteen
6 percent, and after enough of these, with a lot of money
7 spent, and assuming they believed these numbers, the
8 transportation planner dismissed this entire area.

9 Perhaps for good reason in the '70s, but as I go
10 through the talk, I think what you will see is that we
11 consider this extremely premature, and the question is not
12 whether in fact seventy percent of the people who say they
13 are going to do something will do it, but how can you
14 transform the number seventy percent into an approximate
15 percent that, in fact, will do it.

16 So, the two general areas of marketing -- I should say
17 the two general approaches for measuring model preference
18 for new products, the first is -- I am sorry to use
19 marketing jargon, but if you are going to ever read our

1 literature, it is good to at least know something about what
2 we have to say.

3 The first what we call prior concept test, this is
4 almost exactly analogous to what people have been talking
5 about today, whether it is referenda-type CVM questions, or
6 open-ended willingness to pay questions.

7 What one has to do is to develop a concept statement;
8 that is, to describe in great, glorified, boring detail to
9 people what this actual new product or service looks like.
10 And, the accuracy of the forecast that you are going to make
11 depends absolutely critically on the comprehensiveness and
12 accuracy of this particular description.

13 If you would like to see some of the ways in which you
14 do this, let me recommend you to an excellent source. Glenn
15 Urban and John Hauser's 1993, just published, book on Design
16 and Marketing of New Products. I think you will be struck,
17 particularly as you read through the chapters on concept,
18 how similar this is to the problems you are interested in in
19 CVM.

1 So, once we have a concept and we provide an
2 elaboration of that concept, there are two ways to forecast
3 based on concepts. The first is what we call norms-based
4 forecasting.

5 Norms-based forecasting is normally confined to very
6 large, well entrenched market research firms who do this a
7 great deal. That is, over time, for many, many types of
8 products and services, they develop empirical relationships
9 between how people rate intentions to buy or purchase or
10 use, or whatever, on rating scales and follow-ups in the
11 market at various stages in the product life cycle as to how
12 many people or what proportion of the market or what's the
13 total number of units in the market related to those
14 particular rating scales.

15 Most of these functions, by the way, for those of you
16 who like discreet choice models, almost all of these
17 functions look extremely logistic. So, it would be quite
18 easy, if one had access to this data, to develop forecasting
19 models based on typical logistical regression procedures

1 that should forecast the likely response of any particular
2 population you are interested in if you had enough data or
3 enough different broad categories over time.

4 The second way to do this was actually developed by
5 Glenn Urban, one of the co-authors of the book I just
6 mentioned. And, it is what we call "simulated laboratory
7 test markets."

8 I will make it simple for you. We corner some of you
9 guys in the mall. After we corner you in the mall, we
10 invite you to an entertainment viewing experience.

11 We give you some short entertainment clips. We also
12 embed a whole bunch of ads in these clips, just as you would
13 find if you watched a normal t.v. program, some of these ads
14 randomly placed depending on who comes in where and what
15 malls are for the new product.

16 After you go through this, we typically run you into a
17 simulated store which looks like a store with shelves, the
18 whole nine yards. And, here are the products, including a
19 new product, all listed at what we expect their retail

1 prices to be or the retail prices that they are offered at
2 now.

3 We give you a set amount of money that should allow you
4 to buy any one of these products. And, you have the choice
5 to buy a product or keep the money.

6 If you buy a product and it's less than the total, we
7 give you the money back. We use the estimate of how many
8 people buy the product as an estimate of trial.

9 There are two components that are very important in
10 marketing. We need to estimate trial and repeat, because we
11 need to know where you are going to be on the adoption curve
12 which looks fairly logistic until part of the categories get
13 mature at which point the curves go down.

14 Now, to get the repeat rate, we follow this up at some
15 period of time which approximates the end of purchase time,
16 is what we call it in marketing. That is, we know about how
17 frequently people use and buy products.

18 So, we redo the whole thing essentially by re-
19 contacting people, offering the products again. And, we

1 find out from how many people we buy, we get an estimate of
2 the repurchase rate.

3 I can tell you, from the published materials that are
4 available on this, the models that employ this procedure are
5 ludicrously accurate at forecasting introductory trial and
6 repeat. I'm talking error rates on introduction of around
7 plus or minus five to 10 percent.

8 So, it's good enough for companies to literally invest
9 60 to 100 million dollars at these kinds of estimates.

10 Now, there are a number of limitations in both of these
11 procedures. And, these limitations also apply to all of the
12 CVM studies that I've heard discussed today and that I've
13 read about since my education in CVM began, thanks to
14 Richard Carson, a number of months ago.

15 I'm not sure I want to thank Richard for getting me
16 into this --

17 (Laughter.)

18 DR. LOUVIERE: -- but, anyway, any inaccuracy in the
19 description that you generate for people cannot be accounted

1 for in any model after the fact. So, if, in fact, 25
2 thousand sea otters got killed in the Exxon Valdez spill,
3 when you tell people only 2,500 got killed there is
4 literally no way to readjust the forecast afterwards to
5 correct for the fact that you were an idiot.

6 (Laughter.)

7 DR. LOUVIERE: So, since everybody likes to coin
8 phrases today about phenomena, I would call this
9 researcher's stupidity.

10 (Laughter.)

11 DR. LOUVIERE: So, all of us have attacks of stupidity
12 to various degrees or other, but in order to control the
13 error that can result from researcher's stupidity, obviously
14 the more time and effort which is involved up front in doing
15 this right, the pre-testing, the final testing, et cetera,
16 the more you will reduce the area in the forecast due to
17 this kind of inaccuracy.

18 The second limitation, which I consider fundamental to
19 everything I've heard today, is that you can't identify the

1 effects on any of these measures due to particular
2 characteristics of the products. I find it difficult to
3 believe that the people in this room don't actually want to
4 know the value of a duck or the value of an otter or the
5 value of whatever.

6 For, when you give the value of one big scenario,
7 perhaps two, it is impossible to separately identify each of
8 the components of that description and place a dollar value
9 on that. Surely, you want to do that.

10 I mean, right? I certainly want to do that. So, that
11 brings me to what I am going to talk about for the rest of
12 my time, which is basically what marketers and psychologists
13 call conjoint analysis.

14 Many of the people in this room have probably been
15 exposed to conjoint analysis in the past. I will refer to
16 that as traditional conjoint analysis.

17 That's a special case of what I'm going to talk about,
18 which is the much more general case of design analysis of
19 discreet choices which are consistent with random utility

1 theory. For those of you that were exposed, at some point,
2 to traditional conjoint analysis in the past, found that you
3 didn't like it for whatever reason or thought that the
4 models that you could get would not necessarily be
5 consistent with economic theory, you were right.

6 The models that we are going to talk about today, in
7 fact, are consistent with random utility theory, are
8 consistent with the normal kinds of expectations you have
9 for economic outcomes.

10 So, what conjoint analysis does, in general, and
11 experimental choice analysis, in particular, is it
12 recognizes that each product or, in this case, each
13 particular environmental resource or event that you are
14 interested in is really just one of a continuum of many,
15 many, many possible environmental or resource events that
16 share in common the characteristics that would be held by
17 all such events. So, we marketers refer to these as
18 positions.

19 If you think of this in a Lancasterian sense as

1 attributes, what we are really saying is that all of these
2 phenomena are multi-attribute phenomena. If we know what
3 the levels or values of the attributes are, we can
4 completely characterize any particular event.

5 So, the Exxon Valdez is then not a unique event. It's
6 just one of many, many, many possible oil spills that could
7 have occurred; the Puerto Rico, San Juan spill being another
8 example.

9 So, your objective in conjoint analysis from a
10 marketing perspective -- this event will not necessarily be
11 your objective, of course -- is to identify promising
12 positions, that is promising bundles of attributes,
13 promising combinations of the attributes, from a marketers
14 standpoint to measure preferences for these bundles of
15 characteristics, as well as the characteristics themselves,
16 and then forecast a likely market performance. And, the
17 newer approaches, most of which have been developed by many
18 of my research colleagues, directly model the effect --
19 measure and model the effects of competitive activity.

1 Traditional conjoint analysis effect does not take
2 competition into account except with some very strong
3 assumptions, most of which are unlikely to be true in real
4 markets.

5 So, in general, in experimental choice analysis, we
6 view parts as bundles of characteristics that are valued by
7 consumers for the benefits they offer, the problems they
8 solve, et cetera. So, as I've said, any oil spill can be
9 one of many, many possible spills.

10 And, in principle, the characteristics that describe
11 any spill can be inventoried and a mutually exclusive and
12 exhaustive list established, at least of the ones that
13 matter. I mean, there's an infinite number of possible
14 attributes of oil spills.

15 I don't care about all of them. I only care about
16 identifying as many possible ones that actually matter to
17 real people who are going to make these kinds of judgments
18 and evaluations. And, I guess I can, which is where up-
19 front homework comes into play.

1 Let me quickly describe two projects I am involved in
2 right now to give you some flavor for this and for why all
3 of you involved in these kinds of resource evaluations
4 should care about these kinds of approaches. Right now, in
5 northern Ontario, we have two ministries. One is
6 responsible for timbering and logging and other things; and,
7 one is responsible for tourism and recreation.

8 The loggers are busy logging. They don't talk to the
9 recreation people.

10 We have a multi-million dollar remote tourism industry
11 in northern Ontario where people fly into lakes to be left
12 alone at an outpost or a camp or a lodge for a week or two
13 and to enjoy the "wilderness experience." Now, I want you
14 to imagine you are flying in on a float plane to this remote
15 lake that you've just paid three thousand dollars to visit
16 for a week.

17 And, suddenly you realize, as you are getting closer,
18 that this lake is basically in the middle of a forest donut
19 that might be anywhere from a few yards to a few hundred

1 yards. And, everywhere around it, as far as you can see,
2 the area is clearcut.

3 (Laughter.)

4 DR. LOUVIERE: Once you get out to the lake, you can
5 hear the logging trucks in the background. Is this still a
6 remote fishing experience? Probably not.

7 (Laughter.)

8 DR. LOUVIERE: So, the Ministry of Natural Resources in
9 Ontario has asked us to try to estimate the effects of these
10 kinds of logging activities on the demand for remote fishing
11 in northern Ontario. There is not one logging activity.
12 There is a continuum of possible logging activities.

13 And, we've got to be able to take into account as many
14 of them as possible to get a decent estimate of the likely
15 effect of these things on demand. These things are also
16 visual.

17 We have to present these things in the form of highly
18 accurate visual images. Just the imagery required to do
19 this for this study, which is all done using extremely high

1 tech multi-media graphics, costs 55 thousand U.S. dollars
2 just to produce the booklets.

3 They are all computer-generated. And, I can guarantee
4 you that none of you, if you saw them, would have any idea
5 that they were not real lakes.

6 The technology to do this is here. It has been here.
7 There is no reason for anybody in this room doing studies in
8 the natural environment to not be making use of this
9 extremely high speed, accurate way to depict changes in
10 natural environments.

11 I know some of you are. But, I also know some of you
12 are not.

13 A second, and very critical, question, not only here
14 but in many other countries -- and I've actually worked on
15 one project in the entire State of Oregon and another one
16 for the country of Australia -- is what are the likely
17 effects of congestion, pricing or other congestion relief
18 policies going to be on the demand for future travel.
19 Transport planners in the past have viewed this as a

1 relatively simple exercise. That is, you put a congestion
2 price on a road and you find out what routes people choose
3 or what modes they choose.

4 But, let me call to your attention that this is just a
5 first order effect. If we put a congestion price on the
6 artery out here around Dulles, not only are people possibly
7 going to change routes, possibly going to change modes, but
8 what else could they do?

9 I mean, there are a plethora of coping strategies
10 people could enter into to avoid or mitigate the effects of
11 this kind of policy. They could change their residence.

12 They could ask for a telecommute option. They could
13 trade in their vehicle.

14 And, I submit to you, any model that doesn't try to
15 take into account these second, third, fourth and fifth
16 order effects will not forecast them. These are not simple
17 projects or models.

18 I was going to put this up, but it's going to take me
19 too long to go through it. And, I do discuss it in the

1 paper.

2 This is the general conceptual background that we have
3 relied on for years in the particular paradigm I work in.
4 It's not unique to me.

5 It goes back, I'm sure, earlier than this but as early
6 as the 1950s in psychology. It's nothing unique here.

7 Now, on to random utility theory. Random utility
8 theory isn't new either.

9 L.L. Thurstone, in psychology, first proposed random
10 utility theory as a model for paired comparisons. That is,
11 a model for the process that humans would use to form
12 dominance judgments when I give you two things.

13 So, I give you Product A and I give you Product B.
14 And, Thurstone proposed a model about how, in fact, you
15 would decide to choose in repeated trials A over B.

16 This was extended by Dan McFadden in 1974; actually
17 earlier than that, but the first usual citation is in 1974,
18 the multiple choice case. And, since that time, it has been
19 extended by many other people to allow us to incorporate all

1 sorts of interesting variations in choice behavior.

2 So, random utility view is, from many of our
3 perspectives, that is as an outsider looking in and trying
4 to figure out what real humans are doing, choices varied
5 over occasions. And, we found out why. It's our job to
6 explain that.

7 And, this variation can be explained basically by a
8 systematic component. This is the component where we put
9 into the model everything that we can think of, either that
10 we designed to vary or that we think is a co-vary that
11 explains differences in individuals, that I will get to in a
12 minute, and then we add a random component that admits that
13 we don't know what is going on or, at least, not as much as
14 we would like to know.

15 So, as soon as we admit that there is a random
16 component, then we are in a stochastic world. And, what we
17 are interested in doing, at least from the marketing
18 standpoint, is predicting probability that some alternative,
19 I, in some set of competing alternatives, C, will get

1 chosen. And, that probability can be expressed as the
2 probability of the systematic and random component of
3 utility for Product I is larger than all of the systematic
4 and random components for all the competing products.

5 So, the trick, you see, is to get as much into this
6 systematic or explainable component as possible to reduce
7 the size of the error component. And, that's what I do. I
8 mean, my whole life is designing experiments that are
9 consistent with this particular approach.

10 So, once you've got the variables identified, then we
11 use theory and, in all honesty, usually lots of educated
12 guesses or empirical evidence when that's available to
13 specify decision rules -- what all of us, I think, will
14 happily call utility functions, what our friends in
15 psychology would call rules that people use to make the
16 choices that they make.

17 Specifically, we use linear in the parameters and
18 variables specification rules because they are great, great
19 flexibility and generality. But, they also have

1 restrictions. They also have limitations.

2 They are not particularly good unless you have a lot of
3 time and money and resources that fully align you to explore
4 the underlying types of processes that my friends in
5 psychology would be interested in. So, they are typically,
6 at best, approximations.

7 In order to accommodate the differences in individuals
8 that lots of you like to account for, particular income
9 differences, et cetera, we introduce another component,
10 which is just -- as an experimentalist or a statistician
11 would call it, a co-variant term into the models to allow us
12 to pick up differences in individuals. And, the consumers
13 problem is to optimize that equation.

14 So, they are maximizing utility, which ought to make a
15 lot of people in here happy and some people unhappy. And,
16 different probabilistic choice models will allow us,
17 depending on what assumptions we make about the random
18 component -- for example, first don't assume the normal.

19 The distribution of McFadden wasn't even available to

1 Thurstone. And, it's interesting to speculate, as many
2 people have done, that had Gumbel, the extreme value type
3 one, if that distribution had been available to Thurstone he
4 likely would have picked it which would have made
5 psychometrics a very different field than it is today.

6 And, of course, this is consistent with Mike Hanemann's
7 and other work in CVM that is based on a random utility
8 theory.

9 So, the idea then is to design sets of profiles and to
10 design sets of choice sets into which to place the profiles.
11 Those of you that are familiar with conjoints stopped at
12 Stage One. That is, you designed profiles.

13 If you want to study choice behavior, it's not enough
14 to design profiles. You also have to design the sets in
15 which the profiles will compete with one another.

16 And, you have to design those sets to be consistent
17 with these stochastic choice models. That is a very hard
18 problem and not a problem for which we have a general
19 solution for, although we have some very, very good

1 solutions at the present point in time.

2 By playing certain tricks, one can use standard theory
3 from the design of factorial and fractional factorial
4 experiments to design these kinds of studies. If you are
5 not up on experimental design, there is going to be a very,
6 very large learning curve for any of you to try to arrive at
7 this particular approach.

8 In any case, in 1983, George Woodworth, who is a
9 mathematical statistician at the University of Iowa, and I
10 introduced this particular approach where we proposed a
11 whole set of particular ways to design choice experiments
12 that were consistent with stochastic, multiple choice
13 models. The problem was that up until we came up with these
14 ways to design choice experiments that were consistent with
15 these models and allowed us to test properties, there were
16 cross experiments in psychology, statistics, economics,
17 marketing and other fields. It was the paired comparison
18 experiment.

19 The problem is, as we have shown in this paper and

1 we've shown in many numerical simulations since, if you want
2 to study multiple choice behaviors, virtually the worst
3 experiment you can pick to do that is the paired comparison
4 experiments. It's extremely statistically inefficient if
5 you want to study multiple outcomes.

6 The key for many people in here is to be able to design
7 these experiments, such that you can test certain properties
8 that violate the IID, that is independent and identical
9 distributed, error assumptions of these models. Violations
10 of those error assumptions lead to what are called
11 violations of IIA, the independence of irrelevant
12 alternatives, which is well known to many economists and
13 psychologists.

14 Without being able to embed that in a model, I can
15 assure you the forecast of models that do not take
16 violations of IIA into account are terrible. So, this is a
17 sine qua non if you are going to forecast well in the real
18 markets.

19 In the model that we use, which is not particularly

1 theoretically indistinct but it has great application
2 potential, is the Mother Logit or sometimes called the
3 Universal Logit model as developed by Dan McFadden in 1975.
4 All other logit models or members of the logistic regression
5 family are nested under one of the logits. So, you can use
6 Mother Logit as the general vehicle for testing any subset
7 of functions.

8 Okay. So, what it comes down to is that you don't see
9 this in any of the published papers, but embedded in all
10 logistic models or members of the family of logistic
11 regression functions is a scale of location parameters.

12 The error distribution is a three-parameter
13 distribution. There is a mean, a variance and a scale of
14 location parameter.

15 The scale of location parameter is what actually sets
16 the scale for the utilities that all of you want to measure.
17 So, that scale of location parameter is inversely
18 proportional to the magnitude of the random component.

19 So, if you are not explaining very much about choice

1 behavior in any market, real or constructed, then the
2 utilities are going to be very small. And, you are likely
3 to conclude that many things are not significant.

4 If you are explaining lots about the behavior in any
5 particular real or constructed market, then the utilities
6 will be very large. And, you are likely to conclude that
7 many things are significant.

8 What was proposed by Mosha Ben-Akiva at MIT, a Ph.D.
9 student who worked with Dan McFadden four years ago, was
10 that if we had real market data and we had a constructed
11 market, then a very simple relationship exists between the
12 scale parameters in the real market and the scale parameters
13 in the stated preference market. And, that is, they should
14 be in a simple ratio to one another.

15 And, if we were able to estimate the same utilities from
16 the two different sets of data, they should be proportional.
17 Now, one can obviously test that as a restriction in a
18 statistical test. And, one can estimate the value of the
19 ratio of the real market to the stated market.

1 And, what showed at this conference that I put on four
2 years ago was that surprisingly, in a set of transport data
3 in the Netherlands, they were able to retain the hypothesis
4 that the two sets of utilities were proportional up to
5 rescaling by this positive constant. Well, I had so many
6 sets of revealed preferences, stated preference, data
7 available to me, I can't even tell you.

8 So, I immediately ran home and started seeing if this
9 was true in all of my sets of data. And, I'm here to tell
10 you that in virtually every single set of data that we have
11 examined since 1991, this restriction has been shown to
12 hold.

13 And, I'm here to show you two or three sets of data.
14 How much time do I have?

15 DR. PORTNEY: Twelve minutes.

16 DR. LOUVIERE: I don't know how many of you have seen
17 this paper, the Adamowicz, Louviere and Williams paper that
18 just appeared -- at least, I think it just appeared. I've
19 been told that it has appeared.

1 But, I would like to quickly go through this study for
2 you, which was the first one that we are aware of in your
3 area that actually tests whether or not the parameters of a
4 revealed preference, a stated preference, model were
5 proportional to one another. So, the context is a stream
6 improvement on a major tributary to the Bow River in
7 southern Alberta. Many of you may know that the Bow is one
8 of the great blue ribbon trout waters in North America and
9 the source of millions of dollars of tourist revenue to the
10 Province of Alberta.

11 So, the question was, when we introduced this stream
12 improvement, basically what was the value of doing that.
13 So, we did this in two ways.

14 One was a traditional travel cost survey in which we
15 asked people basically where they had been -- where they
16 went last for forms of water-based recreation activity. And,
17 after we asked them that, we recruited them to participate
18 in a follow-up mail survey.

19 And, over my protest, a particular survey research firm

1 in Alberta was hired to do that survey. The result of that,
2 for all of you who may have read the JEEM

ere were no individual

4 differences in our models, was that the survey research firm
5 totally screwed up the data. And, we were unable to match
6 any of the individual differences from the phone survey or
7 the mail survey.

8 That's not in the paper. But, that's what happened.

9 (Laughter.)

10 DR. LOUVIERE: John Puswade is a student of mine who
11 just joined the faculty at the University of Florida to get
12 his Ph.D. under McFadden. We proposed a simple way to use
13 existing multi logit software to actually estimate this
14 scale ratio and test it.

15 And, the idea is as follows: You measure and code all
16 the attributes that are common in both data sets if there
17 are only two data sets. If there are effects that are
18 unique to either data set -- for example, alternative
19 specific interests will be unique to different data sets,

1 because you are going to use them to satisfy the site
2 conditions in the logit model.

3 But, if you've got outcomes which are real streams in a
4 travel cost model and in a stated preference model you will
5 see people only choosing between pairs of things, when we've
6 got a bunch of alternative specific constants for real
7 places and you've got a bunch of alternative specific
8 constants for real places throughout the cross model and
9 you've only got potentially two alternative specific
10 constants in a stated preference model, there is no reason
11 to expect that those have any necessary relationship to one
12 another. It's only the utilities that matter.

13 So, you can captivate both data sets into one large
14 data set. You relate the data set that you want to test the
15 hypothesis on by multiplying it.

16 And, essentially, you did a grid search by starting
17 with what you think is a reasonable multiple. You multiply
18 the design matrix, in this case the SP design matrix, by
19 some number that you think will rescale it to the RP data.

1 You can show under general conditions that this
2 procedure will converge very nicely to a unique maximum.
3 And, if that unique maximum that the data set you are trying
4 to rescale fits -- this is the first data set -- as well as
5 it's going to fit, then you test whether or not that
6 restriction, the difference in all likelihood between the
7 two separate models and the joint models for a statistical
8 likelihood.

9 So, that's the idea. For those of you that are good at
10 programming, a thermal estimation will be much more
11 efficient than the procedure that we propose.

12 Okay. Well, here is what this Bow River study looked
13 like.

14 Here is a set of instructions. But, prior to receiving
15 this, people were asked to evaluate actual real streams and
16 lakes in southern Alberta. Are the attributes varied in
17 this next task?

18 So, people already know what the levels of the
19 attributes are. And, they know what the numerical or

1 qualitative values of them are. And, they know how they
2 apply to real streams.

3 So, that's the question. Here is what we gave them.

4 So, each person got, from memory, 16 of these. So, the
5 person's task was -- and I suppose this addresses the
6 question that Professor Schumann raised about "don't knows."
7 We don't use "don't know," but we sure allow people to do
8 what they do in real markets, namely choose not to choose.

9 We happen to think that's very important. And, it has
10 very important strategic implications from our view.

11 So, a person basically can choose a standing water
12 option, a running water option or any other non-water base
13 recreation option or stay at home. And, we asked them a
14 series of questions.

15 So, we are modeling basically. Each person got 16 of
16 these. There were four sets, four versions of 16 things,
17 for a total of 64 choice sets designed according to
18 -- if you want to know more, read the JEEM paper.

19 But, the design was basically two to the fifth by four

1 to the fifth by two to the fourth by four to the fifth. The
2 standing water options on the left were the two to the fifth
3 by four to the fifth crossed with the running water options
4 which were two to the fourth by four to the fifth.

5 As I've shown in a number of my papers, you merely have
6 to select the smallest main effects plan from this
7 particular pool factorial to actually develop the choice
8 sets that you want to present to people. And, that design
9 will have the property that you can test IIA as well as lots
10 of other fun things.

11 Okay. So, there are actually two to the ninth by four
12 to the tenth possible combinations of attributes that define
13 pairs of these water options.

14 This allows us to estimate all generic parameter gains.
15 But, the price is the same regardless of the option. Or,
16 the price coefficient differs whether it's standing water or
17 running water.

18 We can also estimate and test that restriction against
19 an alternative more general restriction that the parameters

1 are alternative specific. We can also get a complete test
2 of IIA, although that's not presented in the JEEM study.

3 And, respondents were randomly assigned to each of
4 these versions. Okay.

5 Just to cut to the bottom line, the JEEM study will
6 show you we were able to retain the hypothesis of parameter
7 per proportionality in that study. And, as an interesting
8 aside, in the travel cost component of this, the travel cost
9 model, about three-fourths of the parameters were not
10 identifiable because the characteristics of the alternatives
11 were perfectly linearly related to the alternative specific
12 constants of the destinations.

13 As soon as you combine the two data sets, however, you
14 now reduce the collinearity and now we can estimate all of
15 the parameters in both the RP and SP data, an advantage that
16 you might want to consider.

17 Here is a second study. Now, this isn't really freight
18 shipper choices. I can't tell you what it is, but it's
19 close to shipping freight.

1 So, this study was done in three major North American
2 cities. We had eight competitors who vied for people's
3 business in this shipping business.

4 They fell actually into two groups by the form of the
5 service that they provided. So, what we did was to design
6 another one of these collective factorials, a four to the
7 fourth by two to the twelfth.

8 And, we embedded in the sets that we showed people a
9 third option, which is always available in every city, that
10 people could use that represented another form of service.
11 And, as in the past, in the previous study, there were 64
12 pairs. And, everybody who participated in the study
13 answered 16 of these sets.

14 The people who participated were people who actually
15 made the freight hauling decisions for their companies. So,
16 here is what this looks like.

17 Once again, prior to this, is a fairly significant
18 number of pages in which people evaluated real shippers on
19 all of the attributes that were varied in the experiment.

1 So, they were quite familiar. It was also included a
2 glossary of pictures and all kinds of other stuff explaining
3 what all of the terms were.

4 Okay. So, here is what this looked like. You will
5 note it's pretty similar to the previous one.

6 And, people had to decide whether or not they were
7 going to seriously -- this was done to test something in
8 marketing called consideration sets. Many of you who may
9 have run utility models would recognize this as trying to
10 pick up something in the order of choice sets.

11 That doesn't work, by the way. But, moving right
12 along. So, what we are really modeling in this Swait,
13 Louviere and Williams paper is the choice of which
14 particular option.

15 We randomly sampled 200 people in each city. We made
16 sure the choices. We asked them what they had done last and
17 what they usually did, et cetera.

18 Our response rate was around 50 percent. And, when
19 checked against the norm of statistics, census statistics,

1 for those cities, there was virtually no differences between
2 our sample and the city sample even though we have the
3 concern about non-response in this case.

4 So, we did -- this is a paper that is going to come out
5 in a special issue on Stated Preference Models and
6 Transportation, edited by David Hinchey, later this year.

7 We have developed a sequential approach to estimating this
8 model.

9 We first -- well, we adopted the assumption that the
10 utilities that were most reliable are not the RP utilities,
11 they were the SP utilities. So, we first fixed the RP
12 utilities at their SP values.

13 And, then we rescaled the attribute columns of the RP
14 we fixed to conform to SP units. Then, we allowed these
15 alternative specific constants to vary free in the two sets.

16 And, then we rescaled -- after we estimated that model,
17 we then sequentially rescaled the RP design matrix to SP
18 units so that we could take advantage of the superior
19 statistical conditioning of the SP units.

1 We then tested parameter proportionality for these
2 data. And, this was rejected big time.

3 So, we could not confirm the hypothesis of the two sets
4 of utilities in the same way that Ben-Akiva and Morikawa had
5 proposed were, in fact, proportional. But, what we noticed
6 was there were only a couple that were off.

7 And, we also noticed that the rescaled model seem to
8 predict extremely well. And, there were little differences
9 in the log-likelihood.

10 So, sure enough, when we went snooping further, we
11 found that the rescaled model, which was primarily based on
12 the stated preference, predicted virtually identically to an
13 RP model, estimated only from the RP data. And, this may
14 surprise some of you, but this is not a unique finding.

15 We frequently find that models estimated from RP data
16 outperform -- from SP data outperform the RP models that are
17 actually estimated from the RP data.

18 And, something we have just completed, sponsored by the
19 U.S. Forest Service. This is an explicit attempt to compare

1 external validity using totally independent samples of
2 people in which we take different measurements.

3 So, here are the following conditions we looked at:

4 One sample of people, we only asked them where they went
5 skiing last. We asked them some stuff about their skiing
6 habits. And, we collected demographic information
7 consistent with the U.S. Census of population.

8 The second condition, we asked exactly the same things
9 but we gave them a choice experiment that I will show you in
10 a minute.

11 And, the third condition, we asked them the same things
12 and we gave them a totally different stated preference test
13 based on a new random utility model I developed a couple of
14 years ago called the "Best/Worse" model. And, I will show
15 you what that means.

16 Here are the response rates for those surveys. Here is
17 what the ski area choice task looked like. Once again, this
18 comes after people have made a whole bunch of judgments and
19 evaluations about 10 actual ski areas on the Wasatch Front

1 in Utah.

2 So, this is going to look just like the other things
3 you saw. So, I will move along in the interest of time.

4 And, where is what people basically were asked to do.
5 They were given two ski areas.

6 And, they were asked which one they would choose or
7 they could choose to do something else if not ski at all.
8 That is, they had the choice not to choose.

9 Here is the second SP task. And, in this particular
10 task, we are simply going to ask people to tell us which
11 attributes are respectively the most attractive and the
12 least attractive and then make a judgment, very much like a
13 referendum, as to whether or not you would actually use the
14 ski area if it was available.

15 So, here is what the task looks like. So, a person has
16 to literally explicitly trade off the values of the
17 attributes, one for the other, in this task.

18 They make the explicit pool judgment of which one is
19 the most attractive, which one is the least attractive.

1 And, then we ask them whether or not they would use it.

2 This allows us to pick up the demand effect. And, we
3 are going to jointly estimate the model together.

4 There is a very special model that underlies this.
5 And, I'm not going to go into that.

6 This was done, by the way, in conjunction with the
7 Survey Research Center at the University of Utah. We got
8 virtually identical response rates in each of these.

9 We are not concerned in the least about nonresponse,
10 because this is a test across these three conditions. So,
11 what we are concerned about is whether or not there were any
12 differences in these three major sub-samples.

13 And, several hundred comparisons across the variable
14 have been measured in the survey. Only two of these
15 comparisons are statistically significant. Therefore, there
16 are virtually no differences between any of these sub-
17 populations.

18 So, here is the primary result. How much time do I
19 have?

1 DR. PORTNEY: Negative two minutes.

2 DR. LOUVIERE: The clock is still ticking. These are
3 the two scale ratios.

4 Notice that the choice experiment produces a scale
5 ratio of around point 4. The best-worse or maximum
6 difference task produces a scale ratio of about 28.3.

7 One of the reasons I told you I doubt a single scale
8 constant to rescale CV data is going to be found is because
9 it's going to depend on the technique you use as well as the
10 kind of product category. But, here's a picture of what the
11 actual test looks like.

12 Now, in addition to those two measures, I'm going to
13 graph on this one graph. We collected a ton of stated
14 preference measures in this study.

15 And, since I wrote this paper, we've estimated all of
16 the models on all of these stated preference measures. And,
17 the only thing going on in all of these models is
18 differences in variability.

19 That translates into differences in reliability. That

1 is, if every single one of these stated preference
2 techniques measures the same fundamental underlying data
3 generation process, all of them should apply to a series of
4 positively sloped straight lines through the origin.

5 Hopefully, you will agree visually this comes really
6 close. And, I didn't force the functions to do that.

7 Jarvis Swait and I have just completed the statistical
8 test which requires a FIML estimation to jointly rescale all
9 of these together and test the hypothesis as to whether or
10 not, in fact, they all rescale. And, they do.

11 So, we cannot reject the hypothesis that every single
12 one of these measures meets the same underlying utility
13 measures. So, here's the conclusion.

14 These measures are equally valid but unequally
15 reliable. Therefore, what you would want to do is now
16 undertake research to try to figure out which of these
17 methods is more reliable in which kinds of situations than
18 others.

19 So that we cannot begin to understand whether we prefer

1 to use one as opposed to the other. And, those
2 considerations bear lots of things.

3 Some are easier subjects to do. Some provide more
4 interesting and reliable information.

5 And, I have nothing to say about that at the present
6 time, because the field is simply too new. And, I think I
7 will shut up.

8 DR. PORTNEY: George, thank you. We have two
9 discussants, Alan Randall of Ohio State University, and Ron
10 Cummings.

11 I will save Ron a little time, because he's the editor
12 of JEEM. He's going to want you to subscribe.

13 But, we will hear first from Alan Randall, a Professor
14 in the Department of Agricultural Economics at Ohio State.
15 Alan has done a lot of the original work in bidding games,
16 has done contingent valuation experiments on visibility
17 improvements, among other things.

18 And, I am happy to turn the floor over to him for 15
19 succinct moments.

1 DR. RANDALL: Oh, so much to say and so little time. I
2 had prepared 20 minutes of commentary and, of course, during
3 the course of the day have prepared a couple of dozen things
4 that seemed worthy of a sentence or two.

5 But, on the other hand, some of the things that I had
6 planned to say have been given airing as well. So,
7 certainly we can have some fun here and stay fairly close to
8 the time limit.

9 Firstly, back in pre-history, roughly, say, about 1950,
10 a couple of parallel suggestions arose with respect to
11 evaluating non-market goods. That is, we could learn
12 something by seeking self-reports. That is, by asking
13 people what it's worth to them.

14 Or, we could learn something by examining and analyzing
15 and manipulating market data in goods believed to be
16 complements, substitutes or whatever. And, we eventually, I
17 guess, settled on complementarity to get started.

18 And, as Mike Hanemann pointed out, already by 1965 we
19 reached the point when the first comparison between

1 techniques of both kinds in the same valuation task was
2 published. And, that seemed to sort of set the agenda for
3 the next generation roughly.

4 That is that external validation was obviously required
5 for both the contingent or stated preference, or whatever
6 techniques and for the -- what I would, I think in all
7 honesty, refer to as the conceal as opposed to reveal
8 preference methods; that both required external validation.
9 And, we could do this in various ways. But, they mostly
10 involved comparing the results of one to the other.

11 Over that roughly one human generation, enough studies
12 were done that Richard Carson and his research associates
13 were able to find and tabulate about 80 published studies,
14 making a total of more than 500 specific comparisons. And,
15 so the agenda was external validation by comparison.

16 Then, there was an abrupt paradigm shift promoted by, I
17 think frankly, a vocal minority that were, I think it's fair
18 to say, encouraged to pay attention to this issue suddenly,
19 precipitously and in the heat of actual potential

1 litigation. And, the attempted paradigm shift was from
2 external validation to calibration, the notion being that of
3 these various ways of knowing about values, some kinds more
4 suspect than others, and that the more suspect kind needed
5 to be adjusted.

6 And, the recommendations seemed to -- to the extent
7 there were recommendations, they seemed to be aligning up
8 that the adjustment needed to be downward. Now, that seemed
9 to me to be an attempt at paradigm shift but one that I
10 don't think is totally established.

11 Now, let's go back and take a look at the comparison
12 studies. Michael, again, summarized those.

13 The basic result from the meta-analysis by Carson et
14 al. of these 540-some comparisons and from studies is that
15 the mean ratio of contingent values versus values from
16 revealed preference techniques are some on the order of
17 point 85, point nine. The confidence intervals are fairly
18 narrow.

19 And, it seems like what we need to roughly do, if we

1 are going to do calibration, is to calibrate contingent
2 values upward by about 10 or 15 percent. But, I don't put
3 an awful lot of weight on the notion that we can learn an
4 awful lot from specific comparisons.

5 I think we can learn more from this meta-analysis.
6 And, there is a weight of evidence and a kind of gravity
7 that is given to this by the fact that many studies are
8 involved.

9 But, nevertheless, there are limits because the
10 comparisons are necessarily of apples to oranges. And,
11 there is some limit as to what we can now learn from that.

12 One of the comments that I must make is that many of
13 the studies cited by partisans in the recent discussion as
14 indicating one way or another the need for calibration are,
15 in fact, studies which were included in the Carson meta-
16 analysis. So, that in some ways that boils down to an
17 argument of a sample with a good deal of selectivity in the
18 choice of the samples.

19 I want to comment briefly on some problems with some

1 kinds of comparisons that are receiving some current
2 discussion. I guess, to start out, it's not really a very
3 interesting question to ask does everybody always tell the
4 truth about everything. It doesn't seem to be too much of
5 an interesting question.

6 We are fairly sure that -- well, let's put it this way:
7 The decision structures we have developed give little weight
8 to self-reports of innocence in criminal proceedings. The
9 collection of income taxes is done by self-reports but
10 subject to audit procedures that are believed to be
11 relatively fearsome.

12 There is an example that I observed just drinking my
13 morning coffee on one of the morning talk shows a couple of
14 weeks ago that was kind of interesting. The researcher was
15 in to report about the phenomenon of sexual relationships of
16 the workplace, which he hypothesized was undergoing change
17 due to the changing composition of the work force.

18 And, so he reported his first result. That is that one
19 question, 85 percent of people reported having had at least

1 one significant sexual encounter with someone at the
2 workplace.

3 This is pushing kind of the limit here, in that I'm not
4 that convinced that 85 percent of the population have had
5 significant sexual encounters of any kind. But, it's
6 getting close --

7 (Laughter.)

8 DR. RANDALL: Okay. Then, the follow-up question was:
9 How many of the whole population has consummated the sex act
10 at the workplace during working hours?

11 Okay. And, the answer was 65 percent.

12 (Laughter.)

13 DR. RANDALL: And, the moderator shared my skepticism
14 and said, "Come on, you know." And, the researcher
15 reported, breathlessly, "They gave more detail than that."
16 Forty-five percent of them, when asked where, reported that
17 it was on the boss' desk.

18 Okay. There are some responses you can't believe.

19 (Laughter.)

1 DR. RANDALL: So, the interesting question is: Can we
2 construct questions that might generate responses that can
3 be believed?

4 There is no very interesting reason to take seriously
5 differences -- the question of whether voluntary
6 contributions hypothetically and in the real generate the
7 same result. And, having said that relieves me of worrying
8 about the particular deficiencies of the Seip and Strand
9 study.

10 The only comment I would make on that is that I have
11 talked to Strand about this. And, he admits to being kind
12 of surprised and a tad embarrassed that the study has gotten
13 so much press.

14 The next question concerns hypothetical purchases of
15 ordinary private good objects versus real ones. And, there
16 clearly is a problem.

17 And, those who are doing those studies have recognized
18 that there is no real commitment when it comes to, for
19 example, a hypothetical purchase offer price, but perhaps

1 the real commitment, in the case of a binding offer price.

2 And, you get the result that pretty much everybody could

3 expect. That is, the difference between a hypothetical and

4 actual behavior.

5 Now, the matter of referenda seems dramatic here. And,

6 there are some claims about that contingent policy referenda

7 have better incentive properties.

8 But, it's important, I think, that we say exactly what

9 we are claiming here. Consider a hypothetical referendum.

10 And, I think a hypothetical referendum would have to go

11 something like this: Here is a proposition at a price. I

12 want you to tell me how you would vote on that under the

13 condition that I promise never to tell anybody else how the

14 vote went.

15 Okay. That seems to me to be a hypothetical referenda.

16 The referenda that I've done ad nauseam on economic

17 issues like the funding of schools in the State of Ohio have

18 the property that is being discussed here, that they occur

19 in a certain place at a certain time, in a certain fashion

1 and manner and after some campaigning. Okay.

2 The contingent policy referendum belongs somewhere in a
3 different category again. What happens is that we kind of
4 know that there are several million vigorous and well-
5 meaning public servants in the country who would love to
6 provide projects and policies to the American public and to
7 tack a price on to their taxes or the public debt.

8 Okay. And, so we approach people and say, "Authorities
9 are trying to decide such and such an issue at such and such
10 a price. And, they've asked me to go out and ask a sample
11 of you, how do you vote."

12 Okay. That, we would argue, your response to that
13 represents a kind of irrevocable commitment, in that you are
14 not going to get a chance to change your mind. And, the
15 response, if it's positive, will give aid and comfort to
16 this army of bureaucrats who are eager to do good things for
17 all of us.

18 I guess this is merely elaboration of a point that
19 Richard Carson made. There is no claim that the civil

1 servants will then go out and do exactly what the vote
2 suggests.

3 But, there is a reasonable presumption that the
4 likelihood of policy implementation is monotonically
5 increasing with the proportion of yes votes or the amount of
6 stated willingness to pay. And, I think that kind of
7 arrangement has, in fact, better incentive properties than
8 does, say, hypothetical purchases of private goods.

9 Now, that's enough on comparisons. Well, I guess one
10 more comment on comparison studies is that a lot of the
11 estimation and re-estimation comparison and recomparison
12 that we are seeing in the recent literature and discussion,
13 lots of things seem to depend, the important results seem to
14 depend, on the treatment of few extreme observations and the
15 choice of statistical tests, which you may or may not be
16 sensitive to extreme observations.

17 You get different results, that's true. And, if that
18 represents a problem, then it seems a simple matter to
19 promulgate guidelines on the handling of that and choice of

1 tests as they affect the sensitivity of results to extreme
2 observations.

3 Now, the research agenda that has emerged in recent
4 years that I think is significant and represents a really
5 meaningful paradigm shift is the one that Professor
6 Louviere's paper falls into. That is that we can learn some
7 things from self-reported preference in values and we can
8 learn some things from market-simulated goods.

9 But, both of these windows on preference are kind of
10 translucent, at best, and distort it. And, there is a real
11 possibility that we may dramatically enrich our learning if
12 we are able to combine both kinds of data.

13 This is an agenda that I support and have supported
14 publicly. It's nice to see the work with conjoint
15 techniques and in related fields that are not necessarily
16 immediately in the non-market business from Professor
17 Louviere.

18 But, I point out that some of our own -- Ted McConnell,
19 Trudie Cameron, some of us have been doing studies in the

1 same kind of spirit. And, I certainly support this research
2 agenda and believe, quite frankly, that it is the wave of
3 the future.

4 There is an implication for policy analysis and damage
5 assessment from this. And, that is that we all, everybody
6 who cares about improving our ability to learn how things
7 are valued, has a strong interest in avoiding a situation in
8 which guidelines are promulgated that serve, among things,
9 to stifle innovation.

10 A couple more comments on Professor Louviere's paper.
11 The scale factor is miraculously opaque. It has things to
12 do with the variability in the data.

13 We don't read the scale factor of point so and so and
14 say that means that we simply raise the mean or the median
15 by this amount. It's not about that. It's about something
16 else.

17 And, the message that I get from Professor Louviere's
18 paper is the very strong message of, firstly, consistency
19 between stated preference -- between the utilities implicit

1 in stated preference observations and the utilities implicit
2 in actual behavioral observations, that these are
3 consistent, that what we can learn from either one can be
4 enriched by combining them, and that this business of simply
5 putting a thumb on the scales to move mean or median
6 valuations up or down receives no particular endorsement
7 from the Professor's paper.

8 I want to finish up with a comment that has to do with
9 rule-making. It seems to me that there is not a
10 coincidence.

11 It's not just a coincidence that late in the NOAA rule-
12 making process the business of calibrating, dividing
13 contingent valuations by two in the absence of a better
14 number, has -- that's kind of come out and been released to
15 us. And, so I think a section on calibration at a
16 conference like this, it's kind of implicitly asking for
17 some comment on that kind of procedure.

18 And, the way I would like to look at it is in terms of
19 what incentives does it give to those citizens, the

1 respondents, who are reporting the values to us. The point
2 is that, while we have discussed calibration as though if
3 it's done at all it will be done secretly back at the office
4 after all the numbers are in, the respondents will never
5 know and never understand what is going on.

6 In fact, if calibration is to be done, that will be
7 announced in the Federal Register.

8 (Laughter.)

9 DR. RANDALL: Now, if we view contingent valuations as
10 a kind of a principal agent gain -- the respondents are the
11 agents -- they are providing value statements under implicit
12 conditions, that the principal will listen to those and make
13 project decisions. We will add up votes and decide. Or, we
14 will add up willingness to pay and compare it with project
15 costs or whatever.

16 We are going to announce in the Federal Register that
17 in the future the principal is asking for willingness to pay
18 statements or contingent vote statements subject to the rule
19 that in the case of willingness to pay, the principal will

1 divide that number by two; or, in the case of a referendum
2 vote, that the principal will apply that number to a tax
3 price of one-half as high as the one stated in the
4 questionnaire. Now, I would argue that the best of our
5 respondents could solve that problem and if they can provide
6 an individually optimal answer to the standard CV question,
7 they can provide an answer to the new question. That is the
8 one in which the calibration rule is announced.

9 But, I think not everybody will get it right. And, the
10 data is likely to become how to interpret noisier and
11 nastier.

12 But, what if some of the respondents say this might be
13 a repeated gain? We seem to have bumped off the principal
14 with our previous reports and led him to go on dividing
15 things by two.

16 And, so once we have adjusted to that, he may still be
17 unsatisfied. He might want another round of calibration.
18 Okay.

19 And, so I can imagine this whole thing degenerating.

1 And, in the extreme, agent reports to to infinity and the
2 principal eventually divides the sum of those by infinity
3 and nothing is learned at all by the exercise.

4 Now, in the most recent thing that has been circulated,
5 the Department of Interior has offered an even more
6 terrifying suggestion. That is that after we have looked at
7 what the agents report, the principal will try to figure out
8 how to calibrate it. Okay.

9 So, the agent's task is to report to me your value
10 under the condition that I will take a peek at it, move it
11 about as I like and then decide what to do about this
12 project. I submit to you that rules along that line could
13 only have the effect of making contingent value statement or
14 contingent referendum votes even less reliable than they
15 currently are.

16 DR. PORTNEY: Alan, thank you very much. We will hear
17 next from Ron Cummings.

18 Ron is a Professor of Economics at Georgia State
19 University, editor of the Journal of Environmental Economics

1 and Management, and co-author of a study that has received a
2 lot of attention so far today.

3 Ron.

4 DR. CUMMINGS: The last one. And, everybody says,
5 "Please, be on time. Let me get out of here."

6 (Laughter.)

7 DR. CUMMINGS: I will try to keep this relatively
8 short. I do want you to know that this is kind of loaded
9 against you, that they purposefully put me on last so that
10 everyone that attended the RFF lecture last week doesn't
11 have to stay. So, if you see someone with their head on the
12 table sleeping, they've already heard this.

13 I'm just going to limit my comments really to two sorts
14 of things. I want to talk to you about the recent research
15 that deals with the question of the accuracy or the validity
16 of CV value under different institutions.

17 I will comment very briefly on what I think the
18 implications of those are for further research. And, then
19 if I haven't gone over my time, there is one thing that I

1 would like to talk about that deals with publication
2 strategy.

3 (Laughter.)

4 DR. CUMMINGS: Now, I am going to be doing the kind of
5 thing that my colleague, Alan, doesn't like. I'm sorry.

6 I am going to use experimental techniques to try to get
7 at the question, really a very simple question, what is the
8 relationship between amounts that the people say that they
9 will pay and amounts that people actually dig into their
10 pocket, put it on the table, how much they will actually
11 pay. Okay. That's all I want to know.

12 Now, my inquiry into this question really adopts what
13 is sort of the basic stance that underlies experimental
14 economics. And, it's very simple.

15 And, it goes something like this: Take any general
16 theory, take any general proposition, that you say is going
17 to work out there in that complex world and if it's going to
18 work out there in that complex world then it should work in
19 any little special, simple set of circumstances. Okay.

1 If it's going to work out in the complex world, then it
2 surely ought to work in a very simple world. Okay.

3 So, we have heard a lot and we have heard for years and
4 years that one of the biggest problems with contingent
5 valuation is, "Oh, my God, you know, we've got to..." you
6 know, our colleague, Professor Louviere, took a great deal
7 of time telling us, you know, the importance of describing
8 the commodity, making sure they know what they are valuing,
9 all these kinds of things. We ain't going to have that
10 problem.

11 We are going to take very simple little goods. You can
12 hold it in your hand. You can rub it against your tummy.

13 Whatever turns you on, you are going to understand what
14 this thing is that you are going to buy. Okay.

15 Now, before open-ended experiments became, you know,
16 the dregs -- for reasons that I'm still not sure that I
17 understand. The first set of experiments that involved an
18 open-ended experiment, it has already been discussed today
19 in the recent issue of Land Economics. I won't spend much

1 time on it.

2 What we do is very simple. We take a simple painting
3 by an unknown, take one group of subjects, ask them their
4 maximum -- "Take this picture. Take it right home with you
5 today. What's the maximum that you will pay for it?"

6 Take another group of subjects and we run a second
7 price auction. All right.

8 And, that has already been discussed today. We know
9 that, assuming the subjects understand their dominant
10 strategy, that their dominant strategy is to tell the truth,
11 and we run that experiment and got these results.

12 The average willingness to pay under the CVM was 37
13 dollars. The average of the second price auction was \$9.50.

14 But, then we got a lot of flack. And, it started, I
15 think, with Mary Jo Kiley. You know, called me up and said,
16 "Ron, you are a dummy, because you can attribute the
17 difference in those bids possibly to two things. One is the
18 difference between real and hypothetical payment. Secondly,
19 they are two different institutions."

1 And, if you believe that institutions count, then you
2 don't have a compelling case but the difference is
3 attributable solely to differences between real and
4 hypothetical payment. So, we redo it.

5 Now, what we are going to do is we are going to
6 -- if we going to redo it, we are going to have a CVM. We
7 are going to take about 200 subjects, train them all in a
8 second price auction, try to get them to understand the
9 dominant strategy is to tell the truth, then take half of
10 those subjects trained in victory auction and will not take
11 a hypothetical regression. The others take part in the re-
12 auction.

13 Now, what's the difference between the CVM and the
14 hypothetical victory auction? They are both hypothetical.
15 The difference is institutions. Okay.

16 The difference between those two and the real -- the
17 difference between a hypothetical victory auction and the
18 real victory auction is simply real or hypothetical payment.

19 So, if you find, as we do, that there is no significant

1 difference between the CVM and the hypothetical victory
2 auction that is consistent with evidence that would allow
3 you to reject the hypothesis that the difference in bids is
4 attributable to the institution, okay, you can then focus on
5 what is a significant difference in bids between the
6 hypothetical victory auction or the CVM and the real victory
7 auction.

8 Now, under normal conditions, you would say, "Well, now
9 that is just one experiment. Gee, the results are
10 interesting, but you ought to replicate and see do you
11 continually get this result."

12 Well, about this time, we learned that really open-
13 ended stuff isn't what ought to be done. If you want to get
14 the truth, God love you, you've got to use dichotomous
15 choice. Okay.

16 And, because dichotomous choice now is incentive
17 compatible. Are you ready?

18 (Laughter.)

19 DR. CUMMINGS: Well, why is that? Well, you are going

1 to either say yes or no. You are going to tell the truth.

2 Okay.

3 Well, now that is certainly a testable hypothesis.

4 But, again, you use the principle, if the general principle

5 is dichotomous choice is incentive compatible out there in

6 the real world, in that real complex world, then, damn it,

7 it ought to be compatible in very simple special cases.

8 We can test that hypothesis. We are going to take

9 three goods.

10 We are going to take a very little simple solar-powered

11 pocket calculator. Okay.

12 You are going to say to your group of subjects, "Here,

13 if you could pay three dollars to put this to put this

14 hummer in your pocket and off you go home, would you pay the

15 three dollars?"

16 You take another group of subjects: "Will you pay

17 three dollars to put that hummer in your pocket and get

18 along home?" It's very simple. Okay.

19 Let's take another good. We will take a box of

1 chocolates or a box of chocolate truffles, a 15 dollar box
2 of truffles, take one group of subjects, "You can take this
3 sucker home with you for three bucks. Will you do it?"

4 All right. Another group of subjects. "Here's a box
5 of chocolates. Will you pay three dollars to take them
6 home?"

7 Well, now, in both of those experiments, we used
8 student subjects. And, a lot of people got all excited,
9 "You used student subjects. Everybody knows you can't trust
10 students." All right.

11 (Laughter.)

12 DR. CUMMINGS: So, we are going to do another one where
13 we are going to use an electric juicer. And, we are going
14 to get people at church.

15 They have just praised the Lord. God love them. If
16 they are ever going to tell the truth, they are going to
17 tell it now.

18 (Laughter.)

19 DR. CUMMINGS: Bring those suckers out of church and we

1 are going to ask them, "If you could take this juicer home
2 with you, you know, just go right home after church and make
3 a little orange juice, eight bucks, would you do it?"

4 Now, here and actually in the chocolates, these last
5 two, we are going to go and sample. We are going to ask
6 those church-goers, "If you could take this, buy this sucker
7 for eight dollars and take it home with you, would you do
8 it?"

9 Then, we are going to tell them, "You are not stuck
10 with your old answer. But, I mean, guess what, here it is
11 and you can take it home with you. Will you pay your eight
12 dollars?"

13 Now, you are going to have to do something else here
14 because of a possible ordering effect. Since I've asked
15 them the hypothetical question first, it could effect, you
16 know, the real response that you get.

17 So, we will do another experiment and ask them only the
18 real question, compare the distributions of the two real
19 questions. If there is no difference, if that is at least

1 consistent with evidence, that would support a rejection of
2 the hypothesis that you get an ordering effect.

3 Here are the results of that three set of experiments.
4 At the top is the electric juicer. Those were the religious
5 folks.

6 You know, actually Glenn -- this is the first time he
7 has ever been in a U.S. church.

8 (Laughter.)

9 DR. CUMMINGS: He glowed. He had a halo for a while.

10 (Laughter.)

11 DR. CUMMINGS: You will see in the hypothetical you get
12 a 41 percent response rate, 16 percent when it's real. Here
13 is your out of sample test for an ordering effect. There is
14 no significance difference between the two that is
15 consistent with a rejection of the ordering effect
16 hypothesis.

17 The chocolate truffles, the same thing. This is an out
18 of sample test.

19 Again, under normal circumstances, you would say

1 -- we could probably sit around and come up with a lot of
2 ways of doing this study. So, you know, we ought to
3 replicate these experiments, get people to throw stones at
4 you and do them again.

5 But, then about this time, there is a new truth. If
6 you want to do this right, you don't replicate a market.

7 We are told that in the referendum, it is the voting
8 format now that is incentive compatible. If respondents
9 desire the program at the stated price, they must reveal
10 their preferences and vote for the program.

11 Now, what we have is the notion if we appeal -- in the
12 social choice literature, if you appeal to the simple
13 democratic model, we know that the referendum format is
14 incentive compatible if, one, there is only two items of
15 choice and, two, if subjects feel that their utility is
16 affected by the outcome of the referendum. All right.

17 Now, people in the social choice area are still
18 battling about whether people in real elections feel that
19 their utility is affected by the outcome of the referendum.

1 All right.

2 What about participation in a hypothetical referendum?

3 People are going to feel that their utility is affected by
4 the outcome of the hypothetical referendum.

5 Well, surely that is a testable hypothesis. We are in
6 the process of testing just this hypothesis now.

7 And, let me just sort of very briefly tell you and I
8 can give you some preliminary results. Write me in a couple
9 of weeks and I will give you some more.

10 What we do is we take a set of subjects and we describe
11 -- we describe this is really a nonuse good. But, this is a
12 group of subjects and we describe a group of people that
13 live in Albuquerque, New Mexico, that are primarily low-
14 income Hispanic families that live in an area that overlies
15 a contaminated aquifer, very poor people.

16 A lot of them don't know if for sure their water is
17 contaminated or not. If it is, they don't know what to do
18 about it. All right.

19 And, there is an environmental organization in

1 Albuquerque that is working with us. And, they are willing
2 -- what they want to do is they want to produce and
3 distribute a guide that would tell these people exactly
4 where the area of contamination is, if their well is
5 contaminated to tell them what to do and if it is
6 contaminated what recourse they have. All right.

7 But, they don't have the money to produce this and
8 distribute it. All right.

9 So, we had our people vote on this proposition.
10 Everybody in the room is going to contribute 10 dollars to
11 the Southwest Research and Information Center. That's the
12 organization that is helping us on this. And, the
13 contribution will be used for the purpose of preparing and
14 distributing the Citizen's Guide to (N) Households.

15 The rules of the referendum -- how am I doing, Paul?

16 Very briefly --

17 (Laughter.)

18 DR. CUMMINGS: If more than 50 percent vote yes, we do
19 it. If 50 percent or less, no, we don't do it.

1 There are some tentative results. It actually passed
2 in two sessions. In the hypothetical sessions, 52 percent
3 vote yes in one and 32 in another, 41 overall.

4 In two real experiments where you actually had to pay
5 the 10 bucks, 24 percent said yes and 32 percent in another.

6 DR. PORTNEY: Two minutes.

7 DR. CUMMINGS: Two minutes. An agenda for further
8 research. This is going to have to -- this is going to
9 really be short.

10 One is look for new valuation institutions. I talk
11 about this more in the paper. So, I won't spend time on it.

12 We don't have to feel limited. If you look at what has
13 been going on in experimental economics over the last, even,
14 very few years, okay, we are continually coming up with new
15 valuation institutions that can be appropriate, you know,
16 for different kinds of valuation situations. Okay.

17 We don't have to be stuck with -- we don't have to act
18 as if we are stuck with the institutions that we now know.
19 If we start thinking this way, all right, my feeling is

1 there is a great deal of optimism for developing new
2 institutions. In the paper, I describe one that Glenn and I
3 are playing with.

4 The second has to do with -- you know, it's so
5 exciting. When you look at results like this, you don't
6 kind of think, as is reached by some of my colleagues, it
7 means, you know, the CVM is dead, doomed, it's not worth
8 looking at, it's a piece of junk.

9 That just isn't true. Okay.

10 It says -- it says, "Here is where we ought to have our
11 attention focused." All right.

12 And, if you look at the people that are doing work in
13 this area and some of the results that are coming out of it,
14 it is my view that there is just every reason for optimism.
15 I just know there is going to be a hell of a breakthrough in
16 two years from now.

17 Trust me. Okay. I will buy you a marguerite if this
18 doesn't happen.

19 (Laughter.)

1 DR. CUMMINGS: Two years from now, all right. The
2 state-of-the-art is going to be considerably advanced.

3 One thing -- one way to move in this direction is to
4 take lessons learned from experimental economics and apply
5 them. What's our problem?

6 Our problem is trying to get people on the CVM to think
7 about opportunity costs, to report the valuation in an
8 opportunity cost context that is somewhat akin to what you
9 are doing when you are actually spending your money.

10 Agreed?

11 Well, I said, "Why don't I tell somebody that?" I went
12 back to, you remember, the calculator experiment. Well,
13 before I asked the hypothetical question, I just made these
14 four statements: All it says is to think about opportunity
15 costs.

16 You know if you spend money one way, that's money you
17 ain't got to spend somewhere else. Right. That is what
18 opportunity cost is for.

19 Are you ready? Get ready, guys. Look at these

1 results. Whoa! Look at that.

2 Remember the old hypothetical in the experiment. You
3 got rid of the wedge with cheap talk. All right.

4 I was so excited. And, I was a legend in my own mind
5 for three days.

6 (Laughter.)

7 DR. CUMMINGS: That is until Lisa Ruström at South
8 Carolina replicated the experiment and the results didn't
9 replicate. All right.

10 So, as I argue and argue in the paper, there are
11 -- we are becoming increasingly aware of means by which we
12 can use experiment techniques to try to shape instruments,
13 okay, that can possibly, very possibly in my mind, remove
14 the wedge between hypothetical response.

15 And, I'm done. Did I do it?

16 DR. PORTNEY: Terrific. Well done. Any of you who
17 were familiar with the character, Lieutenant Frank Drevin,
18 in the movie, "Take a Gun," know how important it is to get
19 this portable mike back from each speaker.

1 (Laughter.)

2 DR. PORTNEY: I also want to say, before I open the
3 floor up to questions, that I want to thank all of our
4 presenters and our discussants. Keep in mind that each of
5 these discussants has written a paper of his own or of her
6 own.

7 And, to sort of limit somebody who has taken the time
8 to write a paper to 15 minutes is a big burden. Everybody
9 has really complied with that, for which I am most
10 appreciative.

11 So, let me turn the floor over. And, I suppose I
12 should first ask Jordon if he would like to respond to
13 anything that he's heard or do you want to wait until we
14 have taken some questions?

15 DR. LOUVIERE: I will wait.

16 DR. PORTNEY: Okay. The floor is open for questions.
17 Barbara.

18 ATTENDEE: I guess this is for anyone on the panel. I
19 agree with you completely, Professor Louviere, that we are

1 never going to find one number that you can use for
2 calibration for all these studies.

3 But, I think the evidence has borne that out. We've
4 got people saying that revealed preference is greater than
5 stated preference and such.

6 One of my questions is why we are doing these studies
7 to compare the two and then just stop at the ratio and say,
8 "Well, the ratio is this." And, why are we not going
9 further and saying, "Why do we get this ratio?"

10 And, in particular, I think we need to ask what
11 assumption we are making of the underlying response behavior
12 when you say that that relationship is more duplicative.
13 And, I don't think we have really thought through that.

14 And, then I would like to point to a very small
15 literature that I am involved in with several other people
16 in the room where we are trying to look at, okay, how people
17 respond to these questions; and, what does that mean for the
18 populace that is saying yes and no? And, can we model that
19 directly in the likelihood function?

1 And, I think this might be a promising direction to
2 take and try to explain why are some people responding to
3 these questions differently because they have been explained
4 the characteristics. And, I guess, just to take a central
5 question, do any of you see this kind of thing as a
6 promising direction?

7 DR. LOUVIERE: We have had a number of conversations
8 about that very issue in the paradigm that I am associated
9 with. As you can tell, we've really only begun to develop
10 these results over the last four years.

11 We now think the most promising direction, in addition
12 to beginning to sort out which response measures seem to be
13 the most reliable for particular applications, it's clear
14 there must be individual differences in these skill
15 constants. That is, clearly different subjects are going to
16 show different levels of variability.

17 That opens up a very exciting possibility of beginning
18 to try to understand what types of individual differences
19 account for these differences in individual liabilities. I

1 mean, one obvious hypothesis that has been bantered about
2 and discussed by Professor Schumann today is the level of
3 education.

4 I'm quite confident that most of the examples that I've
5 shown you today require a reasonable amount of literacy on
6 the part of subjects. I'm also quite confident that a large
7 portion of our nonresponse rate can be explained by the
8 level of education of the subjects.

9 And, even within the respondents who do respond, there
10 must be differences, not only due to education but due to
11 other strategically interesting factors. When we will be
12 able to report some generalities that would be useful to
13 you, I couldn't even begin to say.

14 It's, you know, just far too early.

15 DR. PORTNEY: Okay. Jonathan.

16 ATTENDEE: This isn't a question. But, you are free to
17 respond to it.

18 I want to just mention one other institution. I like
19 the idea of other institutions, other ways of eliciting

1 values.

2 One that hasn't been mentioned here is all the
3 attribute utility theory as applied in the decision analysis
4 grew out of the same contour measurement theory. And, I
5 think it should be included.

6 You can respond if you like.

7 DR. PORTNEY: Comments?

8 DR. CUMMINGS: Yes.

9 DR. PORTNEY: Okay. Others? Okay.

10 ATTENDEE: I do have a question. There is a great deal
11 of debate about the need for very large sample sizes for
12 contingent valuation.

13 It's my experience in looking at the conjoint
14 literature that large firms and researchers are quite
15 content with a much, much smaller sample size. Could you
16 comment on that?

17 DR. LOUVIERE: Yes. That's true. But, Professor
18 Schumann's comment, as well as several other comments that
19 were made, have a bearing on this.

1 And, that is, if you are actually trying to estimate
2 with a fair degree of precision population estimates for
3 particular target populations, whether they are U.S.,
4 Australia, some subsegments, remember that sample sizes are
5 independent. Therefore, yes, we live with small sample
6 sizes, around 400, for many marketing research applications.

7 But, if we actually want to legitimately compare
8 differences between subsegments and the target population,
9 then if they are in subsegments the true expected sample
10 sizes are the same level of precision. Now, in practice, we
11 often don't do that.

12 Why not? Because of resource and time constraints.

13 So, often what we will do is use judgment. And, that's
14 the kindest expression I can use. We will use judgment to
15 fix a sample size, say, 1,200 people. And, then we will
16 attempt to do post-op comparisons.

17 Now, I'm the first to tell you that the power of these
18 post-op comparisons, of course, is completely dependent on
19 the numbers that you happen to have lined up with in the

1 particular groups that you are trying to make the
2 comparisons from. And, this is not exactly a desirable
3 situation.

4 So, if you are going to do something that really
5 matters and really counts and really make comparisons
6 between your subgroups, I think you are still back in
7 exactly the same game that has been discussed today. But,
8 you do get more data per respondent. Bear that in mind.

9 DR. PORTNEY: Questions?

10 ATTENDEE: Professor Louviere, would you recommend
11 using alternative specific constants, given that there was
12 collinearity characteristics?

13 DR. PORTNEY: Did you hear the question?

14 DR. LOUVIERE: Yes. She asked would I recommend using
15 alternative specific constants when there is collinearity in
16 the data set.

17 Well, that's a tough question, because in the Bow River
18 study that we did, the matrix of characteristics of each of
19 the water destinations -- and I think there were 10 to 12 of

1 these characteristics -- at least two thirds of them were
2 linearly dependent on the alternative specific constants.
3 That is, they uniquely -- a particular profile on these
4 attributes uniquely defined a particular alternative.

5 Therefore, you can't separately identify alternative
6 specific constants from the linearly dependent attribute
7 vector that sits out there. In those cases, it's hopeless
8 to try.

9 So, you might as well do one or the other. You might
10 as well estimate nothing but alternative specific constants
11 or nothing for attribute effects.

12 But, ideally you would like to do both. I mean, I
13 don't know what the level of sophistication of this audience
14 is between choice models.

15 But, these alternative specific constants pick up a
16 number of sources of bias that lurk in choice data that you
17 would like to clean out the utilities from. So, where
18 possible, you would want to be able to do that.

19 Now, in a choice experiment, you deliberately design

1 the vectors of design variables to be orthogonal to one
2 another. So that this is not an issue for design choice
3 experiments.

4 They are going to allow you to estimate both
5 alternative specific constants and attribute effects by
6 design if you design them correctly.

7 DR. PORTNEY: Bill Schultze.

8 ATTENDEE: Well, this is sort of a double question for
9 Professor Louviere and Ron Cummings. When I think about
10 designing a survey, I sort of spend a lot of time trying to
11 describe the commodity in detail. And, I think a blender is
12 well described. But, it's also trying to focus people on
13 subsequent goods or other things that they might do.

14 And, so I would just like some comments on if you might
15 ask people, "Gee, if you took 30 dollars, might you go out
16 to dinner with it," or there are 18 other things they might
17 spend their money on. "How likely, or which one of those
18 things is the first thing you would spend your money on?"

19 What would you suggest might be things that could be

1 added? And, I say that because you don't ask CV questions.

2 Back in 1973, we asked CV questions after two or three
3 pages of introduction. You know, now it's getting up to 14
4 pages of introduction.

5 Anyway, could you discuss that maybe?

6 DR. CUMMINGS: A couple of responses. First, it's my
7 view that probably one of the aspects of the CVM valuation
8 or the things that we understand the least has to do with
9 the issue that was really emphasized in the NOAA panel
10 report but was dropped in the NOAA rule-making.

11 And, that is, you will recall that the panel gave
12 particular emphasis to the need to deal with the problem of
13 budgetary substitutes. What has never been addressed is --
14 or what we don't understand well is what is the range of
15 substitutability.

16 If we are talking about a particular environmental
17 good, are relevant substitutes like environmental goods, all
18 environmental goods, all public goods? You will recall that
19 this was addressed in Hanemann and Loomis in their JEEM

1 paper that appeared last year.

2 We have got one that follows that up, replicates their
3 experiment, only with different goods that's in the current
4 issue of the AJAE that you might find interesting.

5 Let me tell you the aspect of that that I think is --
6 that we need to be addressing. And, that is, both in the
7 NOAA panel report and in the new DOI guidelines, the
8 language that they use is that budgetary substitute should
9 be mentioned. The question is: Is mentioning enough?

10 I know of no study that has really addressed this other
11 than a very anecdotal one that is actually being -- it's
12 under a review process, you know, right now, where one group
13 of subjects -- you want to value Good A.

14 One group of subjects value Good A and seven other
15 goods simultaneously. Another group values -- before they
16 value Group A, the other seven goods are described to them
17 that they might want to buy.

18 The question: Do you get the same response? Does
19 mentioning budgetary substitutes give you the same result

1 as, you know -- I mean, hell with mentioning. You know, you
2 are going to value them, place your value on them.

3 And, they find a substantial difference. I don't know
4 if that's enough of a response for you.

5 The question that you raise is a very interesting one.
6 There is one other response. But, let me just quit now so
7 that someone else can follow that up.

8 Or, I will follow it up with you outside. There is
9 another study that you might be interested in.

10 DR. PORTNEY: Jordon.

11 DR. LOUVIERE: The parallel result that we are often
12 interested in in marketing, particularly in the last three
13 years, to a CVM estimate is to attempt to estimate the
14 equity of a brand. Many of you would probably call this
15 good will.

16 Now, that's about as intangible an asset as I can think
17 of trying to value. In those situations, it seems to me,
18 and what we do in practice is to mutually, exclusively and
19 exhaustively enumerate all possible goods and substitutes.

1 If not absolutely explicitly as an alternative that
2 people can choose to purchase or not purchase, there is a
3 catch-all category in which literally every single option
4 is, in fact, listed. I think the experimental literature,
5 particularly in psychology, is fairly clear that if you
6 don't do this, particularly in allocation and related tasks,
7 you will get things that simply don't add up.

8 We find, when we actually add the all-inclusive
9 -- think of it as an all-other -- and literally name and
10 identify explicitly everything, we reduce this absolutely
11 dramatically. So, when things matter and count, that's
12 typically what we do.

13 The example experiments you saw here, however, are of
14 the form that the subject is explicitly told, "If these two,
15 in general, were your only alternatives and your option was
16 to either forego the entire experience or choose one of
17 these, what would you do," then we don't find that to be so
18 critical in that particular application.

19 DR. PORTNEY: Glenn.

1 ATTENDEE: I would like to get, Alan, if he could, to
2 just expand on some of the criticisms he has in his paper
3 and he alluded to in his talk in a limited amount of time
4 on, perhaps if I read it correctly, the relevance of doing
5 experiments with private goods. I obviously would disagree.

6 But, I'm interested, I think, just in the debate; and,
7 particularly in terms of what Ron was saying, the paradigm
8 experiments in economics is that if some institution has
9 claimed to work in a complex -- there is a general claim of
10 relevance, then it's supposed to be valid, empirical
11 strategy.

12 So, I'm interested. And, perhaps you could present
13 your criticism and give Ron a chance to discuss it.

14 DR. RANDALL: Sure. Well, firstly, a brief response to
15 a comment of Ron's.

16 I certainly, in principle, favor experimentation. I
17 certainly, in principle, favor hypothesis testing.

18 The problem arises only with respect to what
19 interpretations are drawn when the test is over. That is,

1 to what does the test apply.

2 And, I guess coming from the business of a contingent
3 policy referendum, which as long as I have been interested
4 in that way of trying to get value reports, I have always
5 assumed explicitly and in writing that it is understood by
6 the respondent to be part of an information-gathering
7 exercise by someone in power to decide. Okay.

8 The only incentive compatibility claim for a referendum
9 is not related, Ron, to its dichotomous nature nor is it
10 related to the fact that it's a referendum. But, it's
11 related to the fact that the result might lead to action
12 which might then come back effectively to raise your taxes
13 or the prices you pay or whatever.

14 This condition is perfectly held in the case of the
15 contingency policy referendum. But, I would argue, and I
16 certainly would take some support from Rich Carson this
17 morning, that at least there is, in many cases, a plausible,
18 positive relationship between the voters' response and the
19 aggregate willingness to pay and the likelihood of

1 implementation.

2 And, in those cases, I would argue that the contingent
3 policy referendum is not purely hypothetical. And,
4 therefore, tests about purely hypothetical things don't
5 apply to that.

6 And, that's the extent of the argument. That is, the
7 things that you are testing in the stuff that I've seen
8 appear to me to be tests of what they are. They don't
9 appear to me to be tests of a contingent policy referendum,
10 as I understand it.

11 And, I think we will collectively, I think, make more
12 progress when we can agree in advance on some tests to run
13 and perhaps even commit ourselves in advance to some
14 interpretations we might give to the matrix of possible
15 results.

16 DR. CUMMINGS: I guess, as is usual, Alan, when I hear
17 you talking, I kind of automatically say, "God damn, that's
18 right. You know, it sounds good to me."

19 (Laughter.)

1 DR. CUMMINGS: And, again, I loved everything you said.
2 I guess -- but, I guess I've never seen it.

3 You know, unless the concern that you and me and others
4 have written about concerning the importance of a provision
5 mechanism, unless that's not relevant anymore, how you make
6 clear the relationship in a credible way and where, you
7 know, you can't lie to your subjects, how you make clear the
8 relationship of this, how this information-gathering
9 exercise, you know, that you describe is going to work its
10 way through, you know, to become policy and then result in a
11 -- it's going to have to be a change in the tax structure,
12 maybe that can be done. But, I haven't seen it.

13 But, let me join you -- and I think we are joining
14 Danny Connivan in what I think would just be wonderful. If
15 we could get together, debate, set out a questionnaire
16 design that addresses many of the issues, you know, that
17 have been raised here today and then go out and apply it so
18 that we are not always arguing about it after, you know, one
19 person has taken it and done their thing and someone else

1 has taken it and done their thing.

2 DR. RANDALL: One quick sentence, if I may. I think
3 the contingent valuation community should be eternally
4 grateful to Ronald Reagan who has educated all Americans
5 that policies are not free, that the bills come home to
6 roost right on your doorstep.

7 I mean, the little old lady that was reputed to have
8 said, "I never vote. It only encourages them," I think you
9 add substantially to that. Never vote yes to a CV
10 referendum. It sure, as heck, encourages them.

11 DR. PORTNEY: The last question.

12 ATTENDEE: It's actually a brief comment. The
13 discrepancy between the open-ended question and the
14 referendum result has been attributed to the difference in
15 incentive compatibility.

16 It may be worth pointing out that there have been
17 exactly the same differences in the situation where
18 incentive compatibility is not the issue if we ask people to
19 estimate uncertain quantities under conditions where the

1 error is probably not normally distributed. So that when
2 you ask the length of the Mississippi or what is the height
3 of the tallest redwoods, or questions of that type, you can
4 obtain the distribution of people's beliefs about those
5 quantities in either one of two ways, by asking them to
6 produce an open-ended estimate or by asking a series of
7 referendum questions and reconstructing the distribution of
8 estimates from that.

9 When you perform the two experiments -- and I have done
10 that -- you then obtain results that are undistinguishable
11 for willingness to pay and for information. The same upward
12 bias that has been pointed out in the context of willingness
13 to pay appears when you are estimating the length of a
14 river.

15 And, it's entirely useless, as far as we can see. The
16 point is worth noting, because in the question of
17 information, you will never hesitate. It would be obvious
18 that if you want to know people's beliefs about an uncertain
19 quantity, you just ask them the open-ended question.

1 DR. PORTNEY: Responses here?

2 DR. RANDALL: I don't know for sure about that. There
3 seems to be a lot of different stories getting around that
4 we need to get to the bottom of in terms of the dichotomous
5 referendum versus open-ended, whether it goes higher or
6 whether it goes lower, as being nay-saying stories offered
7 here today.

8 In Ohio, pretty much everything financial, it seems
9 like, is decided by referenda. It's impossible to raise
10 school or property tax collections even as a result of
11 increased assessments without putting it to a vote.

12 After assessments, the tax rates are calculated down.
13 And, if you want another opinion, you go to a vote.

14 It's widely believed that that nay-saying dominates, at
15 least, around the median. Not only do we vote on everything
16 in Ohio, but if you take the petitions around and get it on
17 the ballot, the Electoral Commission decides the wording.

18 And, in one famous case, all of the interests agreed
19 they wanted the issue to pass. And, so they decided, and

1 the Electoral Commission agreed, that the referendum would
2 state, "You do not want this, do you?"

3 (Laughter.)

4 DR. RANDALL: And, if you voted no, as the majority
5 did, it, in fact, happened.

6 (Laughter.)

7 DR. RANDALL: So, there seems to be a lot of evidence
8 for nay-saying, at least, around the median. So, I am not
9 sure.

10 There are different messages about what we are getting,
11 particularly from the referendum, depending on what the
12 experiment is or what the real natural experiment is.

13 DR. PORTNEY: Jordon.

14 DR. LOUVIERE: I wanted to make two unrelated comments
15 to this. One is that I've been struck in reading your
16 literature that no one seems to pay much attention to warm-
17 ups or practice.

18 Let me scare you greatly by telling you what a former
19 Ph.D. student of mine, Robert Meyer, who is now at Wharton

1 did, in the late 70s. It's published in a place that
2 remains totally obscure but needs to be read by lots of
3 people.

4 What Bob did was to vary bundles of goods in different
5 order conditions using a Latin square where the bundles were
6 constructed using these conjoint type experiments so that he
7 could actually look at the effect of each attribute at each
8 order in which a profile was shown. Now, under the
9 hypothesis that the first time you show somebody something
10 their utilities or preferences are stable, you would expect
11 that the effects of these attributes should not vary except
12 from statistical sampling error regardless of when you show
13 them to them.

14 If you take all of the profiles or bundles that people
15 saw in order one and you estimate a model and you take all
16 the ones in order two and you estimate a model, you should
17 get the same utilities. That's not what happens.

18 In fact, what happens is the effects bounce just like
19 this across all of the attributes for the first five to six

1 bundles that people see. And, then they are remarkably
2 stable thereafter.

3 We have used this finding for years. In those choice
4 sets that I showed you, we typically give people four or
5 five up front that we throw away. We don't even analyze
6 them, because we know that people use them to learn.

7 I find it inconceivable that none of you seem to have
8 picked up on the fact that if you give people something
9 once, especially if it's highly complicated, they are going
10 to do something totally different than if you give them
11 something that's even slightly different the second time,
12 because they are going to learn something different when you
13 give them the new information which may cause them to
14 reevaluate their preferences. So, one reason you are going
15 to get variance in results is simply by virtue of the fact
16 that you are not giving people practice in the actual task
17 that you want them to learn.

18 In addition, there are all sorts of other effects that
19 occur that we try to counterbalance for in these kinds of

1 experiments that we run. It's not only practice but, you
2 know, particularly for those of you that like to publish
3 aggregate choice data, in my area we worried one hell of a
4 lot about a phenomena in aggregate choice data called
5 heterogeneity preferences.

6 If you've got two sub-samples in your population with
7 totally different tastes in preferences, that is different
8 weights on the utilities for different attributes, and you
9 give them, first, one profile and you measure the aggregate
10 choice distribution and you report that in a paper, I can
11 assure you that if you give them a second profile that
12 aggregate choice distribution changes if for no other reason
13 than you change basically the preference distribution in
14 your population. So, that now, let's say, that 40 percent
15 had one value system and 60 percent had the other.

16 In the first result that you publish, as soon as you
17 give them the next profile, which might favor the group with
18 40, you get a totally different result which could look like
19 it violates regularity and all kinds of things that have

1 been reported in the literature and suggested in aggregate
2 data or violations of economic assumptions or violations of
3 transitivity and all sorts of other things. They are
4 probably just violations of the fact that you didn't take
5 into account the fact that individuals are different.

6 We worry about that a lot. None of you seem to worry
7 about that very much except that you often incorporate
8 individual difference terms into your models, things like
9 income and age.

10 But, I hate to tell you, that's observed heterogeneity.
11 You have to care about unobserved heterogeneity. And, I
12 don't see that being captured in any of the models I've seen
13 published in your literature.

14 Let me issue another invitation. Every three years, we
15 put on a joint conference with a number of psychologists, a
16 number of very, very top econometricians in the choice
17 modeling field, marketers in transportation people.

18 Richard Carson came to this conference that we held at
19 Duke this summer. And, we benefitted an enormous amount

1 from Richard being in our workshop for the four days that he
2 was in there. And, I think it's fair to say, right,
3 Richard, that Richard also benefitted a lot from listening
4 to our perspectives.

5 And, I think a number of the people in this room that
6 are doing research like this, which is very compatible and
7 similar to the research that is now being done in economics,
8 psychology and marketing would benefit from coming to this
9 conference. If you are interested, the next one will be in
10 three years.

11 Please, drop me a line. I will put you on the list.

12 DR. PORTNEY: Jordon, thank you very much. I want to
13 call today's proceedings to a halt.

14 Dinner will be in 45 minutes in this room. And, the
15 sooner you get out of here, the faster they can set up for
16 dinner.

17 Please, join me in thanking our three final panelists
18 here today.

19 (Applause.)

1 DR. PORTNEY: Thank you.

2 (Whereupon, the meeting is recessed at 5:50 p.m., to
3 reconvene at 7:53 p.m., this same date, for the dinner
4 speaker's presentation.)

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E V E N I N G S E S S I O N

2 (7:53 p.m.)

3 DR. BJORNSTAD: May I have your attention, please?

4 Thank you.

5 It's my pleasure to introduce our speaker for this
6 evening. And, before I do that, please let me introduce his
7 guest, Senator Linda Hinsland of South Dakota.

8 (Applause.)

9 DR. BJORNSTAD: We are very happy she could join us.

10 Dr. Thomas E. Lovejoy is the Assistant Secretary for
11 Environmental and External Affairs at the Smithsonian
12 Institution.

13 By training, he is a tropical biologist and a
14 conservation biologist. But, his work takes him well beyond
15 that.

16 He has done such things as introduced banding of birds
17 in Brazil, introduced the concept of the minimum critical
18 size of ecosystems, conceived the notion of the trading
19 depth for nature. And, he is the founder of the Public

1 Television series, "Nature."

2 In addition, prior to being at the Smithsonian
3 Institution, he was with the World Wildlife Fund.
4 Currently, he is advising several agencies of government,
5 including the U.S. Secretary of Interior.

6 He is the past President of the American Institute of
7 Biological Sciences, the past Chairman of the Biosphere
8 Program. And, the list goes on and on.

9 So, please, without any further ado, let me introduce
10 Dr. Thomas Lovejoy, our speaker for this evening.

11 (Applause.)

12 DR. LOVEJOY: Well, thank you very much for this
13 somewhat daunting opportunity to show how little I actually
14 know about economics, but to talk about economics and
15 biology and perhaps give some examples that will give you
16 food for thought as you consider the way economics and
17 environment interact in constructive ways and sometimes not
18 so constructive ways.

19 First of all, a word or two about sustainable

1 development. I have colleagues who believe that sustainable
2 development is oxymoron, that it is absolutely impossible to
3 have sustainable development, and that economic growth is
4 just inherently destructive of the environment.

5 I really disagree with that. However, we see plenty of
6 evidence of the destructive ways that economic activities
7 can have.

8 And, one of the reasons I disagree with it is that I
9 feel that there has to be in economic growth parallels to
10 the two kinds of growth you have in biological systems. One
11 type of growth is where the organism simply gets bigger and
12 bigger, the kind of problem I am always struggling with.

13 (Laughter.)

14 DR. LOVEJOY: And, that's really analogous to economic
15 activity that requires an increasing amount of natural
16 resources to grow.

17 The other kind of biological growth is known by the
18 rather esoteric word of "growth by intussusception." And,
19 what that means is growth in which the organism becomes no

1 larger but it becomes more complicated and more complex.

2 And, it's sort of growths or parallels in economic
3 growths. It has to be the kinds of activities that really
4 require relatively little in the way of natural resources --
5 activities like service industries or a wealth of
6 possibilities in the information industry.

7 I also would say that as we sort of try and understand
8 what sustainable development is that in the end an important
9 piece of it is going to be biological in nature, simply
10 because of the inherent tendency of all living organisms to
11 make more of themselves. In fact, in referring to that kind
12 of capacity of renewal in environmental resources, I got one
13 of Greenwier's Quotes of the Year in 1993, which was a
14 simple little quote, "Thank God for sex."

15 But, I'm quite serious about the role that biological
16 resources have to play in sustainable development. And, one
17 of the examples I plan to give you tonight will talk about
18 how that is now beginning to happen at extremely
19 sophisticated and complex levels.

1 What I wanted to do was, first of all, talk about some
2 examples, real examples from the real world, in which there
3 are different ways in which economics could look at the
4 situation. And, there are so many things about economics
5 which really are not particularly disposed in the way
6 economics normally is used to treat the environment
7 properly, such as all the long-term values of biological
8 resources which just go against the grain of the way
9 discount rates are used.

10 But, there are also very often -- and I'm sure you will
11 find it no surprise -- a whole series of different ways
12 economics can look at the same resource. We are not very
13 far here from the greatest estuary of the North American
14 Continent, namely the Chesapeake Bay.

15 And, there is a whole variety of species of plants and
16 animals that live in the Chesapeake Bay. The watershed is
17 huge.

18 It goes all the way up into New York State, encompasses
19 a number of states. And, one species in the Chesapeake Bay,

1 for which it is duly famous, is the edible oyster.

2 One way of valuing that species is as a single,
3 potentially sustainable resource in terms of seafood. That,
4 you know, is one way you can put a value on oysters and the
5 production of oysters in the Chesapeake Bay.

6 A completely different measure one could give to the
7 value of oysters represents the oyster as an indicator
8 species of environmental change. And, I'm thinking, in this
9 case, of the antifouling compound to tributyltin which used
10 to be put in nautical paint so that barnacles and other
11 things of that sort would not grow on the bottoms of boats
12 belonging to private boat owners or the Navy or whatever.

13 And, it turns out that the first indication that
14 tributyltin or TBT, as it's known for short, was not
15 necessarily such a good idea to have seeping into the
16 watersheds of this country was deformed aquatic organisms.
17 The first sign of it actually showed up not in Chesapeake
18 Bay but in oysters off the coast of France.

19 In Chesapeake Bay, oysters were not the first to show a

1 problem. It was another mollusk, a whelk, which basically
2 was affected in its reproductive system by this compound,
3 such that female whelks grew penises in a condition known as
4 impo-sex.

5 This is one of the very first of the sex-altering
6 compounds to be -- seen to be out there in nature affecting
7 things. In any case, the value of the oyster as some kind
8 of indicator of that kind of environmental change is yet
9 another way one could put some number along side the oyster.

10 But, there is yet another. And, it involves the
11 filtering capacity of oysters, of that single species.

12 Today, the oyster population of Chesapeake Bay filters
13 a volume of water equal to the entire bay about once a year.
14 Before the water chemistry of Chesapeake Bay was severely
15 altered, primarily still by agricultural runoff, before
16 that, the population of oysters in Chesapeake Bay filtered a
17 volume equal to the entire bay once a week, having dramatic
18 impacts on water quality, on the way the whole Chesapeake
19 Bay ecosystem and the source of so many marine resources

1 actually function.

2 So, the point that I am trying to make here is there
3 are three different ways you can look at putting a value on
4 the oysters in Chesapeake Bay. One is a food source. One
5 is sort of an indicator of environmental problems. And, the
6 third as a major component in ecosystem process.

7 And, of course, nothing in the way that economics has
8 worked in the Chesapeake Bay region has put any value at all
9 on the oyster other than the food supply approach.

10 A different kind of example would involve the
11 floodplains in the Amazon Basin, which is an area of
12 particular interest to me. And, the floodplains in the
13 Amazon Basin are attractive because, amongst other things,
14 they are one of the few places you can decent soil for
15 agriculture because of the annual deposit of silt.

16 They also support floodplain forests, are suitable for
17 extraction of timber from the forest with relatively less
18 disturbance than timbering a dry land Amazonian forest.
19 But, far more important than that, in many ways is their

1 link the Amazon fishery and one of the most interesting bits
2 of natural history that I know of which relates to economic
3 value.

4 The Amazon is one of the wettest places on earth, the
5 Amazon Basin. The river system holds 20 percent of the
6 world's river water.

7 And, during the rainy season, so much water falls that
8 the level of the river rises something like 10 meters or
9 more, a good 30 to 40 feet. And, all those floodplains and
10 their forests get flooded.

11 And, what happens is that many of the fish species then
12 swim into the flooded forests and feed on foods and seeds
13 and other organic matter which falls into the water. And,
14 basically, for many of them, that's their only food supply
15 for the entire year.

16 I mean, even piranhas go vegetarian during the high
17 water months of the year. And, something like three-
18 quarters of the commercial fish species of the Amazon depend
19 on this rather curious link between the forests of the

1 floodplains and fishery production.

2 So, again, there are various ways you could look at the
3 value of the floodplain. You can look at it in terms of
4 potential agriculture. You can look at it in terms of
5 extraction of timber or as the ecological base for much of
6 the Amazon fishery.

7 And, then you have to sit there and try and sort out
8 those different values into a coherent land use policy.

9 But, the next example I would like to give you is how a
10 single resource can continually be amplified in its
11 importance to human society. And, how all of you could deal
12 with that is beyond me.

13 But, in any case, in 1993, the Nobel prize for
14 chemistry was shared by a Californian named Cary Mullis, who
15 got it for conceiving of a reaction in molecular biology
16 known as the polymerase chain reaction or PCR for short.
17 That is not a household phrase or acronym.

18 But, it has a great deal more to do with daily life in
19 the United States these days than most people have any clue.

1 This is a reaction that allows the genetic material of
2 whatever it is that you are interested in to be multiplied
3 over billions and billions of times in the space of just an
4 hour or two.

5 It is the only true part of the science in Jurassic
6 Park. It is the science which makes possible esoteric
7 things like really identifying the last remains of the last
8 of the czars of Russia.

9 But, it is also central to modern diagnostic medicine.
10 And, you no longer have to wait for that throat swab to be
11 cultured two or three days to get the identification of the
12 offending organism and, therefore, the prescription and get
13 yourself back on the road to health and being productive in
14 the economy.

15 This is a reaction which is central to the whole field
16 of biotechnology, much of the research of molecular biology.
17 And, thinking of it just in those terms alone, this reaction
18 is probably generating something on the order of five to 10
19 billion dollars of economic activity every year.

1 More recently, I've learned this week in a wonderful
2 presentation on the human genome project that the entire
3 project to characterize our genetic structure is based
4 squarely on this polymerase chain reaction. So, all that
5 ambitious project means, in terms of advances in human
6 health, which are extraordinary, depends again on this
7 abstruse reaction.

8 The reaction works because of two things. One is the
9 application of heat, which causes the two strands of the
10 chromosome to unravel; and, then an enzyme, which causes
11 each strand to create the missing strand.

12 So, you go from one to two and then from two to four
13 and four to eight, et cetera. And, Cary Mullis dreamed up
14 this reaction. But, nobody had an enzyme which would do the
15 replication part which would not be sort of denatured by the
16 heat part of the reaction.

17 So, you had the reaction. But, it wasn't a chain
18 reaction.

19 And, ultimately, somebody had the bright idea that

1 surely somewhere in nature there are organisms living at
2 extremely high temperatures which might well have an enzyme,
3 a heat resistant enzyme, that could do the job. And, so
4 somebody went out to Yellowstone National Park, looked in
5 the hot springs, looked in the slime of the hot springs,
6 which I like to say any decent mother would have taken Ajax
7 to, and there they found this little bacterium which is
8 called thermocyclaticus (phonetic) and it has the molecule
9 which resists heat and does the replication job and makes
10 this whole polymerase chain reaction and all that it means
11 for human society and economics work.

12 And, it is sheer luck that Yellowstone National Park
13 happened to be set aside as a protected piece of landscape
14 because it was attractive in 1872. There was no, sort of,
15 vision at the time that biological diversity might include
16 species like this little bacterium, which nobody could have
17 seen in those days anyway, that would have the power to
18 transform society.

19 So, I think one of the challenges that we need to think

1 about in biology and economics is just how you approach this
2 problem where a single organism or a single molecule out of
3 nature makes something possible that a whole series of other
4 things stem from and continually amplify in terms of
5 economic activity and benefit.

6 A couple of more points. One is, the whole area of the
7 functioning of ecosystems and how the species of plants and
8 animals in the ecosystem relate to that functioning. The
9 big question in science is do you need all those species to
10 make these ecosystems function in terms of cycling water and
11 energy and nutrients.

12 And, there are a lot of species in these ecosystems.
13 Surely, some of them are redundant, or so it would seem,
14 which is sort of edging up to the whole notion of
15 substitutability in economics which usually gives the big
16 shivers to biologists.

17 (Laughter.)

18 DR. LOVEJOY: The truth is that we have very little
19 understanding about how biological diversity, indeed,

1 relates to ecosystem functioning. Many of these ecosystems
2 have lots of rare species in them which just a priori you
3 would take one look at the situation and say, "They can't be
4 very important."

5 But, you have to remember that the kinds of things that
6 live in an ecosystem are not only reflected by what the
7 ecosystem is doing at the moment you are looking at it but
8 also are a reflection, one, of its history and, two, of
9 fluctuating conditions within which that ecosystem exists
10 over time. And, I will give you a really wonderful example
11 that came out of a laboratory of the wonderful woman
12 limnologist, Ruth Patrick, now age 86 and about to publish
13 five volumes on the rivers of the United States and their
14 biological diversity, an extraordinary lady.

15 Somebody in her laboratory studied a tiny little fresh
16 water yeast, a really weirdo organism which didn't have a
17 normal metabolic pathway. Normally, it was very rare in
18 these aquatic ecosystems.

19 And, what was abnormal about its metabolic pathway was

1 that it skipped certain standard steps, steps which are
2 vulnerable to mercury compounds, mercury poisoning. And,
3 what happens with this little yeast when there is natural or
4 unnatural mercury pollution in aquatic ecosystems is all the
5 other species suddenly are at a disadvantage. And, this one
6 is sort of king of the roost.

7 And, it explodes in population. It reduces those
8 mercury compounds to quicksilver, builds up a store of it in
9 its vacuole and then eventually sort of sticks a little dab
10 of quicksilver on a nearby rock and ultimately cleans up the
11 ecosystem of mercury, puts itself at a disadvantage and
12 becomes rare again.

13 So, one of the things we have to be really careful
14 about is thinking about ecosystems as though they only exist
15 in the state we are looking at them at the particular
16 moment. And, I leave it to you in sort of nightmares to
17 figure out how to put value on all of that.

18 (Laughter.)

19 DR. LOVEJOY: People have talked for years about

1 ecological systems and the more diverse ones having more
2 stability. They have talked about them having more
3 resiliency.

4 And, basically, I've got to tell you, there was zero
5 evidence to support any of that until this last year when
6 some work done by David Tillman and colleagues at the
7 University of Minnesota, looking at a series of vegetated
8 areas and their response to drought years, found that the
9 ecosystem with the highest level of biological diversity,
10 the closest to the natural system, was the one that
11 weathered -- if I may use that terrible pun -- that
12 ecological stress most easily.

13 And, so I just mention that as one of the other
14 important things we need to think about.

15 Lastly, there is the following: If I am right, which I
16 really think I am, about sustainable development depending,
17 to an important degree, on biological resources, then the
18 life sciences and all they can mean for us become
19 extraordinarily important, more important than they ever

1 have been before.

2 And, in the last analysis, the life sciences advance by
3 studying how biology works in the whole variety of life on
4 earth, including little weirdo yeasts which like to eat
5 mercury. And, we are still learning some of the most
6 fundamental dimensions of life on earth.

7 I mean, 15 years ago, we did not know about the
8 biological communities which live near the thermal rifts in
9 the bottom of the ocean and basically depend not on sunlight
10 but on the primal energy of the earth. And, we are still
11 discovering major new forms of life.

12 I mean, it's different from ourselves as we are from
13 earthworms, for example. And, the point I'm really leading
14 up to is that the variety of life on earth is, in the end, a
15 fundamental library on which the life sciences are built.

16 And, it makes no sense for us to be allowing many
17 species to just disappear to extinction when there is so
18 much that we can learn from them and benefit from them. How
19 do you value that?

1 Well, I suppose there is something to be learned from
2 how we value libraries. I'm not talking about valuing a
3 book because it's a rare book. I'm talking about how you
4 value books because there is information in them.

5 Anyway, that is just a series of examples that I
6 thought would allow you to be a little distracted from
7 contingent valuation and think about how economics and
8 biology intersect.

9 Thank you very much.

10 (Applause.)

11 DR. BJORNSTAD: Does anybody have any questions before
12 we close that they would like to ask Dr. Lovejoy?

13 (No response.)

14 DR. BJORNSTAD: Thank you very much. Then, we will
15 close for the evening.

16 (Whereupon, the meeting was adjourned at 8:20 p.m.,
17 Thursday, May 19, 1994.)

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