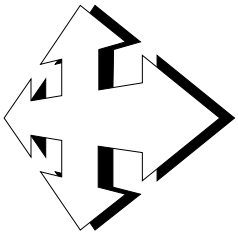

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EXHIBIT Access Copyright-7

Study on the volume and nature of photocopying in the elementary and secondary educational sector in Canada (except Quebec)

Final report

Prepared for

Ogilvy Renault
1981 McGill College, suite 1100
Montreal, Québec H3A 3C1

November 30, 2006

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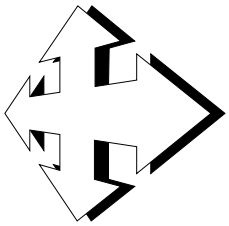

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June 2006

President, ***Circum*** *Network Inc.*
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An electronic version of this curriculum vitae, with hyperlinks to organizations and documents is available at http://circum.com/bg_e.shtml

Mr. Gauthier has very strong experience in research — in academic, private and public settings. He has specialized in strategic and organizational research and intervention, in market research, in program evaluation, in applied social research and in policy analysis. Over the years, his involvement in more than 400 research and intervention assignments has allowed him to build a particular expertise in the measurement and the management of client satisfaction, health and social services, technology, immigration, housing, human resource management, arts and culture, and management information systems. From a methodological standpoint, Mr. Gauthier has developed an enviable reputation as a top level quantitative and qualitative analyst as well as a strong project manager.

After his doctoral studies, Mr. Gauthier successively occupied the positions of chief of research in a branch of Justice Canada, senior evaluator at the Canada Mortgage and Housing Corporation, evaluation manager then director of program evaluation at Communications Canada and senior vice president and chief of operations at Ekos Research Associates. Early in 1996, he founded Circum Network Inc.. Since then, Mr. Gauthier has developed an interest for organisational management issues; this interest has allowed him to bridge measurement concerns and management concerns. He has acquired the Certified Management Consultant and the Certified Marketing Research Professional certifications. He is a member of the Ordre des administrateurs agréés du Québec.

Mr. Gauthier has taught social research methodology, program evaluation and decision making methods at the undergraduate and graduate levels at the Quebec École nationale d'administration publique (ÉNAP), at the University of Ottawa and at the Université du Québec à Hull. He is still involved in teaching at ÉNAP. He is the editor of the textbook entitled *Recherche sociale : de la problématique à la collecte des données*, an introduction to social research which has gone through four French editions so far (1984, 1992, 1997, 2003; Presses de l'Université du Québec) and one Portuguese edition (2003; Lusociência).

Mr. Gauthier has completed a masters degree in political science at Université Laval, a masters degree in public administration at ÉNAP and the course work and comprehensive examinations towards a doctorate in political science at Carleton University.

STUDIES AND CERTIFICATIONS

- Certified Marketing Research Professional, Professional Marketing Research Society (2004)
- Certified Management Consultant, Canadian Association of Management Consultants (CMC; 1999; certified for the preparation of PSGGR conformity opinions in March 2001)
- Masters (Public Administration), École nationale d'administration publique, Québec (1991)
- Masters Diploma (Public Sector Management), École nationale d'administration publique, Québec (1987)
- PhD, course work and comprehensive examinations (Political Science), Carleton University, Ontario (1984)

- Masters (Political Science), Laval University, Québec (1979)

- BA (Political Science), Laval University, Québec (1978)

ADDITIONAL TRAINING

- *Formation en saine gestion des entreprises et des organisations, Part B*, Seminar from the Ordre des administrateurs agréés du Québec given by Deveaux Brault et Associés, December 2000

- *Formation en saine gestion des entreprises et des organisations, Part A*, Seminar from the Ordre des administrateurs agréés du Québec given by Deveaux Brault et Associés, October 1999

- *Atelier de saine gestion I*, Seminar from the Ordre des administrateurs agréés du Québec, March 1999

- *Service Quality and Customer Satisfaction Measurement*, Seminar given by Chuck Chakrapani on behalf of the Professional Marketing Research Society, November 1996

PROFESSIONAL AFFILIATIONS

- Certified Management Consultant (CMC); certified for the preparation of PSGGR conformity opinions
- Member, Ordre des administrateurs agréés du Québec (Adm.A.)
- Member and webmaster, Canadian Evaluation Society
    - 2006 CES Award for Contribution to Evaluation in Canada
    - 2003 CES-NCC Leadership Recognition Award
    - 2002 CES Exemplary Service Award
- Member, Société québécoise d'évaluation de programmes
- Member, American Evaluation Association
- Certified Marketing Research Professional (CMRP) and professional member, Marketing Research and Intelligence Association
- Member, American Association for Public Opinion Research

CONFERENCES SINCE 2000

- *Do you Feel Part of the Family? Study on the Sense of Belonging to the Program Evaluation Profession*, presentation to the 2006 Canadian Evaluation Society Conference, Charlottetown, June 2006, with Simon Roy.

- *Les visages alternatifs de la radiodiffusion : concurrence, complémentarité*, presentation to the Rencontres professionnelles de l'industrie québécoise du disque, du spectacle et de la radio, April 20, 2006.

- *Survey of Evaluation Practice and Issues in Canada*, presentation to the 2005 Canadian Evaluation Society and American Evaluation Association Conference, Toronto, October 26, 2005, with Shelley Borys, Natalie Kishchuk and Simon Roy.

- *A Strategic Analysis of the Situation of Program Evaluation in Canada*, organization of a panel for the 2003 Canadian Evaluation Society Conference, Vancouver, June 2, 2003.

- *Satisfaction de la clientèle: mesure et utilisation*, Presentation to the Quebec City Chapter of the Professional Marketing Research Society, April 15, 2003.

- *La copie privée au Canada, 1998-2000*, presentation to the Rencontres professionnelles de l'industrie québécoise du disque, du spectacle et de la radio, March 21, 2002.

- *Assessing Survey Research, A Principled Approach*, presentation at the 2001 Canadian Evaluation Society conference, Banff, May 21, 2001.

- *Learning about survey research through a principled approach*, half-day workshop offered at the 2001 Canadian Evaluation Society conference, Banff, May 20, 2001.

- *Assessing Survey Research, A Principled Approach*, presentation at the 2001 conference of the American Association for Public Opinion Research, Montreal, May 19, 2001.

- *Assessing Survey Research, A Principled Approach*, presentation at the 2001 *Riding the Communications Revolution* Professional Marketing Research Society conference, Ottawa, April 24, 2001.

- *Comment mesurer adéquatement le taux de satisfaction de sa clientèle?*, half-day workshop at the conference entitled *Le service à la clientèle: virage-client dans le secteur public*, organized by the Institute for International Research, Quebec, January 24, 2001.

- *La mesure de la satisfaction de la clientèle*, one-day workshop for the Société québécoise d'évaluation de programmes, Quebec, October 5, 2000.

- *Internet and Program Evaluation, The Non Existent Relationship*, presentation for the National Capital chapter of the Canadian Evaluation Society, Ottawa, September 26, 2000.

- *L'évaluation de la satisfaction de la clientèle, méthodes et limites*, half-day workshop at the 2000 Joint Annual Conference of the Canadian Evaluation Society and of the Société québécoise d'évaluation de programme, Montréal, May 14, 2000.

PAST PROFESSIONAL EXPERIENCE

Executive Vice-President and Chief of Operations, Ekos Research Associates, 1989-1996

- Management and participation in almost 100 research assignments dealing primarily with program evaluation and public opinion research.
- Daily management of a company staffed with 25 full time employees and about 150 part time employees.

Director of Program Evaluation, Communications Canada, Ottawa, 1988-1989

- Responsible for the quality, the usefulness, the pertinence and the synchronization of evaluation studies and their transcription into strategic advice

Senior Program Evaluation Manager, Communications Canada, Ottawa, 1986-1988

- Management of program evaluation studies used by the department for strategic planning, resource allocation and program planning and analysis

Senior Program Evaluation Manager and Methodologist, Canada Mortgage and Housing Corporation, Ottawa, 1983-1986

- Preparation of program evaluation studies used by the department in strategic planning and in program planning and analysis

Chief of Research, Canadian Unity Information Office, Ottawa, 1983

- Management of a multidisciplinary team dealing with requests for program evaluation studies, market research studies, mass communication research and attitude and opinion measurement.

MAIN PUBLICATIONS

BOOKS

*Recherche sociale : de la problématique à la collecte des donnée*s, Québec, Presses de l'Université du Québec, 1984, second edition 1992, third edition 1997, fourth edition 2003, 529 pages (*Recherche sociale* was published in Portuguese in 2003 by Lusociência under the title *Investigação Social*)

PUNCH Documentation, user manual for the PUNCH software, ***Circum** Network Inc.*, 1996-1999, 100 pages (PUNCH is a software solution to manage time accounting in a large call centre.)

Recherche sociale : cahier d'exercices, Québec, Télé-Université, Université du Québec, 1988, second edition 1993, 367 pages

Recherche sociale : corrigé des exercices, Québec, Télé-Université, Université du Québec, 1988, second edition 1993, 150 pages

SAS, manuel d'introduction, with Jean Crête, Ottawa, Ottawa University Bookstore, 1983, 165 pages (SAS is the trademark for the Statistical Analysis System.)

Méta-évaluation en affaires sociales : analyse de cent cas d'évaluations de programmes, Québec, Conseil québécois de la recherche sociale, Social Affairs Department, 1983, 304 pages

Logement et politiques gouvernementales : le cas de Donnacona, Québec, Université Laval, Master's thesis published by the Laboratoire d'études politiques et administratives, 1979, 265 pages

ARTICLES

"Enquête sur les pratiques et les enjeux de l'évaluation au Canada", *Bulletin de la Société québécoise d'évaluation de programme*, volume 18, no. 2, December 2005, with Shelley Borys, Natalie Kishchuk et Simon Roy.

"Are all samples of telephone numbers created equal?", *Vue*, February 2005, pages 14-17.

"Electronic Collaboration Tools: Opening Up a New World of Possibilities for Evaluators", *Evaluation Exchange*, vol. 10, no. 3, fall 2004, page 21 (http://www.gse.harvard.edu/hfrp/eval/issue27/pp4.html)

"The lay of the land: evaluation practice in Canada today" (*et alii*), *Canadian Journal of Program Evaluation*, vol. 19, no. 1, Spring 2004, pages 143-178.

"Le concours de simulation : le point de vue d'un juge", *Canadian Journal of Program Evaluation*, vol. 18, no. 1, Spring 2003, pages 119-126.

"Performance tools — Web data collection", *Measuring Up*, vol. 1, no. 4, October 2002, pages 19-20.

"Conservateurs et réformistes, le mariage impossible" (with François-Pierre Gingras), *Le Droit*, June 13, 1997, page 17

"L'avenir de la droite fédérale en Ontario passe-t-elle par la fusion du Parti réformiste et du Parti progressiste-conservateur ?" (with François-Pierre Gingras), http://circum.com/textes_e.htm, June 4, 1997.

"La question du chômage et le caractère dinstinctif de l'électorat québécois au scrutin fédéral de 1993" (with François-Pierre Gingras and Frank Graves), *Revue québécoise de science politique*, no. 27, spring 1996, pp. 51-122.

"Lecture et société", *Documentation et bibliothèques*, January 1994

"L'avenir de l'évaluation au Québec et la place des conseillers privés et universitaires", *L'avenir de l'évaluation au Québec*, proceedings from the November 18, 1991, conference organised by the Société québécoise d'évaluation de programmes and the École nationale d'administration publique, 1992, pp. 55-63

"Évaluation des programmes de sciences et de technologie dans une perspective ministérielle", *L'évaluation de programmes : Bulletin d'actualités*, November 1989, pp. 5-6

"Client Satisfaction and Program Evaluation", *Social Indicators Research*, vol. 19, no. 2, 1987, pp. 229-254

"La satisfaction de la clientèle en évaluation de programmes", *Newsletter: Canadian Evaluation Society*, vol. 5, no. 4, winter 1986, pp. 10-13

"La satisfaction des clients en évaluation de programmes", *L'évaluation de programmes : Bulletin d'actualités*, Bureau du Contrôleur général du Canada, April 1986, pp. 2-3

"Méta-évaluation en affaires sociales", Conseil québécois de la recherche sociale, *Actes du Colloque sur la recherche sociale*, Québec, Québec Government, 1984, pp. 67-78

"Le mode de scrutin : une fausse justification", *Le Devoir*, August 25, 1982, p. 11

"Les femmes à l'Assemblée nationale", *Le Devoir*, July 16, 1982, p. 13

"Les sondages ne mentent pas, c'est leur traitement journalistique qui serait déficient", *Le Devoir*, April 13, 1982, p. 17

BOOK REVIEWS

Twenty book reviews in *Politique* and in the *Canadian Political Science Review*

Chapter 1

ASSIGNMENT

Circum *Network Inc.* was tasked by Access Copyright with the implementation of the *Study on the volume and nature of photocopying in the elementary and secondary educational sector in Canada (except Quebec)*.

The purpose of the Study is to provide pan-Canadian (except Quebec) estimates of the amount of photocopying of protected material by schools, school boards and ministries of education and breakdowns by four genres — books, magazines, scholarly journals and newspapers; furthermore, the data must support the analysis of whether or not the material copied is subject to payment under the proposed Tariff.

In brief, the survey methodology involves:

- the logging of all photocopying activity, under the supervision of clerks, in a random selection of locations and time periods;
- during one randomly selected day in each 10-day study period collecting a complete copy of every transaction;
- the collection of bibliographic information on the materials photocopied as well as information about the volumes and circumstances of photocopying; and,

- the addition of bibliometric information and information relative to the status of representation by Access Copyright for each work.

Circum *Network Inc.* was responsible for the following:

- implementing the agreed upon study methodology;
- identifying issues in the implementation of said methodology and possible solutions which respect its principles;
- communicating issues to the Study steering committee;
- overseeing the work of the subcontractors responsible for data collection, preliminary coding and data capture;
- receiving and formatting data on an on-going basis and relaying the data for further analysis by Access Copyright;
- receiving repertoire and bibliographic analysis data from Access Copyright and integrating them into the final data base;
- performing data cleaning and producing the final project data base;
- analysing the data and producing a factual report on study findings.

The study methodology is presented in Chapter 2. Chapter 3 presents the analysis and the study results. Various appendices document details of the study.

Chapter 2

METHODOLOGY

This research is based on on-site observation of photocopy activity in elementary and secondary schools throughout Canada (excluding Quebec), in school boards and in provincial Ministries of Education. The following aspects of the methodology are discussed: key terms, agreement on the study methodology, observation form, sampling strategy, data collection operations, data weighting, data processing, data analysis and limitations of the study.

2.1 Key terms

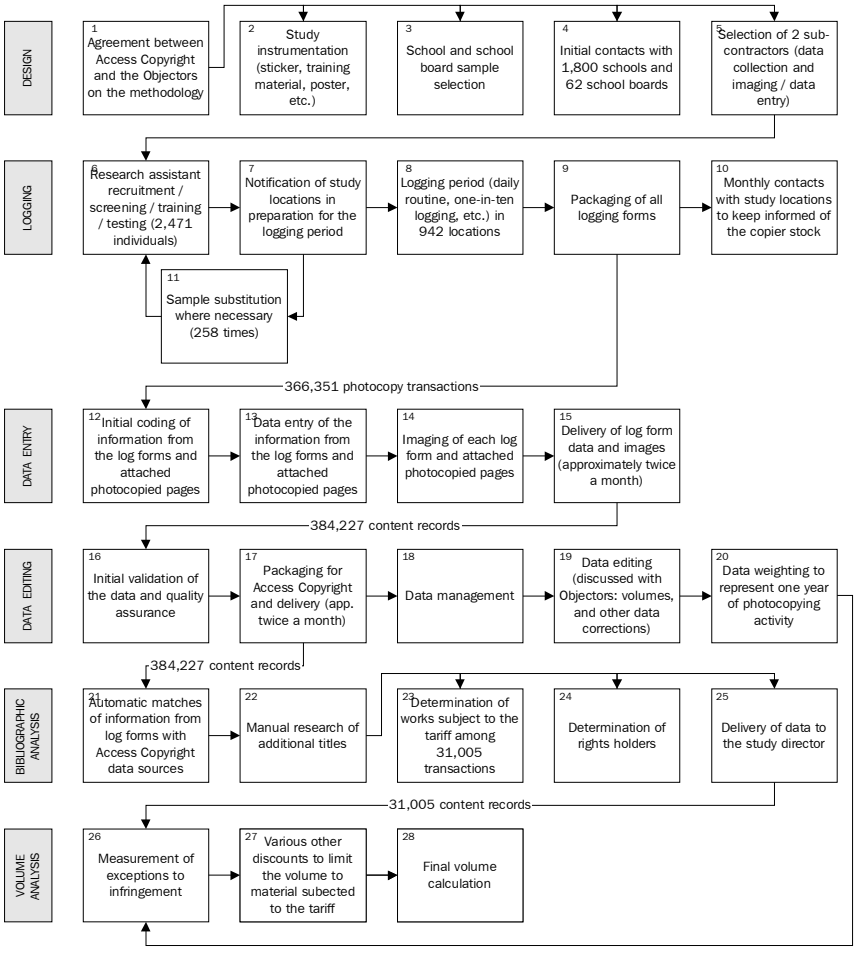
What follows are the definitions for three terms which will be used repeatedly in this report.

- A ***transaction*** is an event where one or more documents are reproduced a certain number of times (also known as a *copy job*).
- A ***copy*** is one reproduction of one or more documents which may contain more than one page; during a single transaction, if two original pages are copied three times, then three copies are made.
- An ***exposure*** is a single copy of a single page: making two copies of a 3-page magazine article entails making six exposures.

2.2 Overall approach

Figure 2.1 summarises the overall approach used in this study. It depicts how the study was structured into six phases: the design of the methodology, the logging of photocopy transactions, the conversion of the raw data into electronic data files, the data editing, the bibliographic and repertoire analysis and the volume analysis.

FIGURE 2.1
Study on the volume and nature of photocopying in the elementary and secondary educational sector in Canada (except Quebec)



2.3 Agreement on the methodology

In September 2004, representatives from Access Copyright and from the Objectors to the proposed 2005-2009 Tariff for reprographic reproduction in educational institutions jointly developed a methodology and research protocol for the present study. The agreed upon methodology is reproduced in Appendix A.

This study was implemented as described in this founding document.

2.4 Observation form

This study was designed to minimize the latitude extended to the research assistants who were tasked with observing photocopying activity — so that the study could be implemented in a very consistent way across the country with individuals requiring limited training. The observation form (labelled "the sticker" throughout the design and implementation of the study) was developed to capture key information in a very simple manner.

The observation form collects the following information:

- the study location and the observation date;
- the number of pages copied from the source material;
- the number of copies made of each page;
- the total number of pages in the source material;
- the role of the person making the copies;
- the intended users of the photocopies, whether they requested the copies and, if students, whether they are instructed to read the material photocopied;
- the purpose for which the photocopies were made;
- the initials of the person making the photocopies.

The observation form is reproduced, in English and in French, in Appendix B.

The observation form was subjected to a pre-test in January 2005. The pretest report is reproduced in Appendix C.

In addition to using the observation form for every photocopy transaction, research assistants copied the most bibliographically significant page of the transaction to permit identification of the work being copied. Moreover, during one day out of the ten days of observation at each location, the entire content of the photocopy transactions was reproduced and associated with a filled-out observation form — more on the selection of that one day in the following section.

2.5 Sampling strategy

The agreement on the Study methodology included descriptions of the target populations, the sample sizes and the sampling procedures for schools, school boards and ministries. The following paragraphs describe the original intentions and the practical implementation of the sampling procedures. Requirements for substitutions in the course of the study are described in the next section dealing with data collection operations.

a. Schools

Target population. The target population of schools is all Canadian (excluding Quebec) elementary and secondary schools. At the time of the study implementation, there were 11,912 schools falling within that definition.

Sample size. The sample of schools was to encompass 900 schools in an effort to obtain a sampling precision of ± 9% of the estimate of the total volume of photocopy exposures at a confidence level of 95%. The detailed calculation of the sample size is available in Appendix D. Parties agreed not to challenge the sample precision levels obtained in the Study; this was restated in the July 24, 2006 meeting between methodology experts.

Sampling procedure. A list of schools was compiled on the basis of information supplied by the Objectors, as stated in paragraph 11 of the

Agreement (Appendix A). This list was stratified geographically[1] and by grade level[2]. The sample of schools was distributed to the ensuing 20 strata in proportion to the number of schools in each stratum. Each stratum was further stratified by enrolment[3] and the sample attributed to each stratum was distributed to enrolment groups according to the share of enrolment that each group represents in the stratum. Within the strata having received sample allocations via this procedure, individual schools were selected with a probability proportional to the cubic root of enrolment and one replacement case was drawn for each case selected into the sample (to be used out of absolute necessity and in the order supplied in the sample).

Building the sample. A single list of schools was compiled on the basis of jurisdiction-based lists submitted by the Objectors in October 2004. A variety of lists were delivered to Access Copyright representatives by representatives of the Objectors between October 19 and October 27, 2004. These lists came in several formats and included different types of information from jurisdiction to jurisdiction. The first task was to read in these various files and format them in a common way. All data were read using SAS (the Statistical Analysis System) and given common variable names where common fields existed. Where it was not specified, the level of teaching was determined based on the school years taught: each school was assigned to the level most prominent in their environment — based on enrolment data where available or simply on levels where enrolment was not available. Seventeen school entries were excluded from the list because they were lacking enrolment data.

The first stage of sampling was to determine how many schools were to be sampled within strata defined by geography and level of teaching. The next table reports the number of schools found in each stratum and the ensuing sample sizes.

1 Geographically means by province and territory, with territories constituting a single tranche.

2 Two levels were used: grade schools (K-8) and secondary schools (9-12). Middle schools were assigned to the level most prominent in the school.

3 There were four enrolment groups: less than 125, 125 to 299, 300 to 699 and 700 and more.

TABLE 2.1
Distribution of schools by geography and level of teaching

	Elementary		Secondary	
Geography	**Population**	**Sample**	**Population**	**Sample**
Newfoundland and Labrador	256	20	58	5
Prince Edward Island	59	5	11	1
Nova Scotia	347	27	85	7
New Brunswick	264	20	71	6
Ontario	3971	308	848	66
Manitoba	595	46	103	8
Saskatchewan	645	50	124	10
Alberta	1651	128	372	29
British Columbia	1632	127	400	31
Territories	98	8	19	1
TOTAL	9518	739	2091	164

The second stage of sampling was to attribute the within-stratum sample among four groups of schools defined according to enrolment. For information, the next table shows the geographic distribution of schools by level of teaching and enrolment size. The distribution within size groups was performed on the basis of the proportion of enrolment represented by each size group to the total (not according to the number of schools as reported in Table 2.2). Table 2.3 documents the number of schools in each size group in the population of schools and the number drawn into the sample. The number of schools in each size group bears a relationship with the proportion of enrolment in each size group but is not strictly proportional to it because of the initial stratification by geography and level of teaching.

TABLE 2.2
Distribution of schools by geography, level and enrolment

	Enrolment				
Geography	**1-124**	**125-299**	**300-699**	**700+**	**Total**
Elementary schools					
Newfoundland and Labrador	89	89	73	5	256
Prince Edward Island	14	22	22	1	59
Nova Scotia	50	150	143	4	347
New Brunswick	53	109	97	5	264
Ontario	278	1330	2161	202	3971
Manitoba	199	212	181	3	595
Saskatchewan	231	281	132	1	645
Alberta	523	519	571	38	1651
British Columbia	400	620	576	36	1632
Territories	36	48	14	0	98
TOTAL	1873	3380	3970	295	9518
Secondary schools					
Newfoundland and Labrador	7	21	24	6	58
Prince Edward Island	0	1	4	6	11
Nova Scotia	16	10	29	30	85
New Brunswick	0	14	27	30	71
Ontario	73	90	180	505	848
Manitoba	6	33	34	30	103
Saskatchewan	21	43	34	26	124
Alberta	132	72	85	83	372
British Columbia	89	57	85	169	400
Territories	1	8	8	2	19
TOTAL	345	349	510	887	2091

TABLE 2.3
Distribution of schools by enrolment group

Enrolment group	Existing schools	Sampled schools
1-124	2218	32
125-299	3729	212
300-699	4480	478
700+	1182	178
TOTAL	11609	900

After the second stage, the number of schools to sample within each of 80 strata defined by geography, level of teaching and enrolment group was known. By virtue of the number of schools or enrolment, some strata were assigned zero schools in the sample as Table 2.4 indicates.

Each school was assigned a random number which was multiplied by the cubic root of its enrolment. Within each of the strata containing sample, the list of schools was ordered according to this product (in decreasing order) and the required number of schools was selected into the sample from the top of the list. The following same number of schools was reserved for the replacement sample.

The sampling process was completed on October 28, 2004.

TABLE 2.4
Distribution of sampled schools by geography, level and enrolment

Geography	Enrolment				
	1-124	125-299	300-699	700+	Total
Elementary schools					
Newfoundland and Labrador	2	6	11	1	20
Prince Edward Island	0	1	3	0	4
Nova Scotia	1	8	17	1	27
New Brunswick	1	7	11	1	20
Ontario	4	63	205	35	307
Manitoba	3	15	27	1	46
Saskatchewan	5	24	21	0	50
Alberta	7	34	76	11	128
British Columbia	7	39	71	10	127
Territories	1	5	2	0	8
TOTAL	31	202	444	60	737[1]
Secondary schools					
Newfoundland and Labrador	0	1	3	1	5
Prince Edward Island	0	0	0	1	1
Nova Scotia	0	0	2	5	7
New Brunswick	0	0	2	4	6
Ontario	0	2	9	55	66
Manitoba	0	1	2	5	8
Saskatchewan	0	2	3	5	10
Alberta	1	3	7	18	29
British Columbia	0	1	5	24	30
Territories	0	0	1	0	1
TOTAL	1	10	34	118	163[1]

[1] The totals are slightly different from those reported in Table 2.1 because of missing enrolment data.

b. School boards

Target population. The target population of school boards is all school boards in Canada (except Quebec). At the time of the study implementation, there were 404 school boards falling within that definition.

Sample size. The number of school boards selected into the sample was proportional to the number of school boards (404) to schools (11,912) in the population, that is 3.4%. Some 31 school boards were sampled.

Sampling procedure. A new list of Canadian (excluding Quebec) school boards was compiled by Access Copyright from information provided by the Ministries of Education. This list was stratified geographically and the sample of school boards was distributed to the ensuing ten strata in proportion of the number of school boards in each stratum. Within the strata containing sample after this procedure, individual school boards were selected with a probability proportional to the cubic root of enrolment.

Building the sample. Representatives of the Objectors delivered lists of school boards concurrently with the lists of schools. The same type of data editing and clean-up was conducted on these lists as was performed on the school lists. As shown in Table 2.5, the sample of 31 school boards was apportioned to provinces and territories in proportion to the share of each jurisdiction's school boards in the population.

TABLE 2.5
Distribution of school boards by geography

Geography	Population	Sample
Newfoundland and Labrador	5	0
Prince Edward Island	3	0
Nova Scotia	8	1
New Brunswick	14	1
Ontario	106	9
Manitoba	38	3
Saskatchewan	78	6
Alberta	64	5
British Columbia	61	5
Territories	15	1
TOTAL	392	31

Each school board was assigned a random number which was multiplied by the cubic root of its enrolment. Within each of the eight strata containing sample, the list of school boards was ordered according to this product (in decreasing order) and the first so many school boards (according to the number needed in the stratum) were selected into the sample. The following same number of school boards was reserved for the replacement sample.

The sampling process was completed on October 28, 2004

c. Ministries of Education

Since there are too few of them to sample, all relevant functions of all Ministries of Education subject to the tariff were included in the Study. Relevant functions are:

- curriculum development;
- distance education; and,
- testing and examination.

No sample was necessary for ministries of education.

2.6 Data collection operations

a. Responsibilities

Responsibilities for data collection were distributed as follows:

- the project director oversaw the operations, coordinated the work of the parties involved, implemented quality control mechanisms and was ultimately responsible for the good conduct of the study;
- a subcontractor, R.A. Malatest and Associates Ltd., was retained to hire, train and supervise the group of research assistants required to log the photocopy activity of 900 schools, 31 school boards and 12 Ministries of Education;
- Access Copyright took care of the logistics of shipping study materials (see appendices B, L and M) to study locations.

b. Recruitment of research assistants

The subcontractor was handed a list of study locations randomly assigned to each of 22 two-week periods to initiate the field work at each location. While the local implementation of the study at one particular location was not allowed to start earlier than planned, the project director allowed late starts where it proved difficult to recruit research assistants in sufficient numbers to staff the photocopiers.

Research assistants were recruited locally using all available means which included: HRSDC office postings, provincial agency job ads, on-line job banks, recruitment firms, local ads or references from Aboriginal organizations, schools, community centres, etc. A total of 2,471 individuals were recruited for the research assistant positions (this number may include duplicates, some people having been hired for more than one location).

c. Research assistant security clearance

Arrangements were made with the Ontario Education Services Corporation (for Ontario) and International Fingerprinting Services Canada (outside of

Ontario) to perform security checks on every recruit for the research assistant positions within short time frames. Every recruit was filtered through this process.

d. Research assistant training

A training and explanatory package was sent to every individual recruited for the research assistant positions. The training manual is reproduced in Appendix E. The package also included a summary of instructions (Appendix F) and a one-page instruction sheet (Appendix G). Recruits were also sent a training video or referred to the on-line version of the same[1]. All of the material sent to research assistants was pre-approved by representatives of the Objectors.

e. Research assistant testing

Before being offered the position, every research assistant recruit had to be security cleared, trained and tested. A 30-question test was devised and only recruits reaching a score of 25 or more correct answers were extended job offers. Recruits could re-take the tests as many times as they wanted until they reached the required score; therefore, the test served as a training tool as well as a screening tool. In total, 1,255 individuals obtained a passing mark on the test.

The test was completed on the Web; it is reproduced at Appendix H. In that appendix, the correct answer is always the first one, but the answer choices were presented in random order during the execution of the test.

f. Notification of school boards

Between December 17, 2004 and January 14, 2005, representatives of the Objectors wrote each school board involved directly (as a study location) or indirectly (with some of their schools selected as study locations) in the Study to forewarn them of the impending study and pave the way to the initial contacts to be performed by the subcontractor.

1 http://97.ca/prod/malatest/trvideo.cgi

g. Initial contacts with study locations

The subcontractor was responsible for contacting each study location (the primary sample of 900 schools and 31 school boards and an equal-size replacement sample):

- to inform them of the study and of their requested participation;
- to answer any question they may have;
- to identify a contact person and obtain their contact information;
- to request that the form asking them to supply photocopier counter readings and the number of photocopier clusters be faxed back to the subcontractor; this reporting form had been sent to study locations by representatives of the Objectors;
- to follow-up with each study location to ensure that the reporting form is returned (including completing the form over the phone if necessary);
- to inform the schools that notification is required for any removal / replacement / addition of photocopiers throughout the year;
- to collect information relevant to the work of research assistants (e.g., dress code, access for the disabled).

A script was developed to conduct these contacts. It is reproduced in Appendix I.

As agreed to between the Objectors and Access Copyright (Agreement, paragraph 16), all sampled school and school boards were asked to fill out a Photocopier Counter Read Fax Form and to return it by January 16, 2005 (see Appendix J for that form).

The subcontractor started contacting schools and school boards on January 16, 2005 to remind them of the necessity to fill out the Photocopier Counter Read Fax Form and to complete the telephone questionnaire. Up to when this phase of the study was deemed completed, each location was called 5 times on average — but 8.3 times on average among those locations where an interview was not ultimately secured (26 times for the most frequently called location).

The Study Steering Committee decided to stop the contact efforts on February 28, 2005 because

- six weeks had already elapsed since the exercise began;
- sites were expected to provide a new Photocopier Counter Read Fax Form one year after the initial one and the Study could not incur excessive delays; and,
- indications were that additional attempts were not going to produce significantly more co-operation than had been extended up to that point.

Throughout the Study, an on-line data base was maintained to document contacts with study locations and to allow for the coordination of efforts from the three work sites of the subcontractor (Ottawa, Edmonton, Vancouver).

h. Follow-up contacts with study locations

Each month, contact individuals at sampled and replacement locations were sent an e-mail containing the following messages:

- thanks for their help in implementing the study of photocopier usage in elementary and secondary schools across Canada;
- a request to document the disposition of any photocopier or the acquisition of photocopiers since the last contact;
- the provision of a URL to an electronic form they could use to supply information on the disposition or acquisition of photocopiers.

Study locations provided 362 inputs of this type.

One final telephone contact was attempted with representatives of each study location where monitoring took place during the study, with the exception of ministry locations where the initial contact did not take place in January-February 2005. The purpose of the call was to collect photocopier counter data for each photocopier at the location and to marry this information with the same data collected one year earlier.

In total, it was possible to complete the 2006 contact with 852 study locations. Among them, complete data were obtained from 672 locations — 657 schools and 15 school boards. Data were deemed complete when we had an initial counter reading, a final counter reading as well as dates for these readings, for all photocopiers known to exist in

the location, and where no starting counter reading was larger than ending counter reading. Note that the initial reading date and the final reading date may not have been at the beginning and at the end of the study since some copiers were added or retired during the course of the study.

i. Instructions for special circumstances

During the early phases of the data collection, some special circumstances were identified. This led to the development of a series of instructions to the subcontractor regarding the handling of these special cases. These instructions are reproduced in Appendix K.

j. Photocopier counter reads

Research assistants were tasked with the responsibility of taking photocopier counter readings from each photocopiers at the location, every morning and every evening during the ten days of data collection. In the original study design, these numbers were to be used to identify the amount of photocopying which escaped the logging operation and to weight accordingly. As discussed in the section on the weighting procedure, another source of information was preferred because it compensated for under-reporting, for deffered copying and for the sampling of days in one operation.

k. Selecting one day in ten for full reporting

The Study Agreement indicated that, one day out of ten, the entire content of material photocopied would be reproduced and collected by the research assistants — as opposed to only the most bibliographically significant page of the material. This sub-sample would be used to inform the study of public domain material photocopied as part of works which are not themselves in the public domain.

The following procedure was used to select one day at random out of ten days of observation. Each study location was given a number: four characters for school boards and six for schools. The first two characters were the jurisdiction (e.g., NB for New Brunswick) and the next two to four

characters were a sequential number among a randomly sorted list. Hence, the last digit was a random number. It was used to select the one-in-ten day.

There was one problem with this procedure. The pre-test indicated that it would be ill-advised to do this on the first or second day; it is better to build a rapport with the photocopier users first. Therefore, the following rule was implemented: for locations numbers finishing with "0", the 1-in-10 day was the third; the fourth for number finishing with "1"; etc. For numbers finishing with "8", the 1-in-10 day was the tenth and it was the eighth for those ending with "9". These latter two numbers were selected from Blalock's table of random numbers.[1]

l. Information supplied to study locations

A poster was placed next to each photocopier at study locations during the monitoring period. Also, an information leaflet was sent ahead of time to school principals and school board contacts for distribution to personnel so that the monitoring would not come as a surprise. These materials are reproduced in Appendix L and M. They were pre-approved by representatives of the Objectors.

m. Timing of the data collection

Photocopy transaction logging started on February 14, 2005 and continued, in two-week blocks, until March 3, 2006. Logging was suspended between June 25, 2005 and August 29, 2005 except to accommodate some study locations, as well as between December 19, 2005 and January 9, 2006. Photocopy activity monitoring took place on as many as ten days per location. These were ten days where the location was open for business (including days when no teaching took place but the location was accessible); therefore, the sample of days is representative of all days of the year when access is feasible to the locations (not only teaching days).

[1] Hubert M. Blalock, Jr., *Social Statistics*. New York, McGraw-Hill, 1972, page 554.

One basic tenet of the study design was that all photocopying activity for all photocopiers at a Study location should be monitored at all times during the two-week logging period. The reality of the management of the Study does impose some caveats to this principle. The main impediment to implementing the ideal monitoring model was the delay between the recruitment of research assistants and the delivery of criminal record checks. Three situations could arise; they were treated as follows:

- research assistants are recruited, trained, tested, security cleared and available for all clusters of a location. The Study proceeds as planned;
- some research assistants have all of the required credentials but in insufficient numbers to monitor all photocopier clusters. The following protocol was implemented:
    - initiate the monitoring with full-credential research assistants;
    - randomly select clusters to be monitored;
    - request that unmonitored clusters be self-logged;
    - take beginning and end of day counter readings from all photocopiers, monitored or not;
    - integrate as soon as possible research assistants who obtain their CRC after the initiation of the monitoring;
- no research assistant has all of the required credentials. Postpone the initiation of the study for that location until coverage can be assured.

This procedure led some sites to be inserted in the data collection schedule later than originally planned and to some sites being incompletely monitored.

n. Sample substitution

As explained earlier, a sample of 900 schools and 31 school boards was originally drawn to take part in the Study. It was expected that some of these establishments would not be able to accept research assistants; for example, some schools could have closed between the time when the list was established and the time when a visit was scheduled. To face these circumstances, a replacement sample of the same size and composition as the originals sample was drawn in parallel with the original sample.

The following case substitution was devised. A study location could be replaced when:

- representatives of the location refused to take part in the study (or, for a school, the school board has extended a blanket refusal to all of its schools);
- representatives of the location had not faxed back their counter sheet as of February 28, 2005;
- representatives of the location had not completed the initial telephone questionnaire as of February 28, 2005;
- no monitor could be found for the location and the Study Steering Committee, after being informed of the situation, approved the substitution.

The substitution procedure was as follows:

- step 1: locate the location in the on-line data base and identify the stratum to which it belongs; strata are combinations of
  - the jurisdiction (10 jurisdictions; territories form a single jurisdiction);
  - teaching level (elementary vs. secondary), and
  - size (less than 125, 125 to 299, 300 to 699 and 700 and more).
- step 2:
  - locate the relevant stratum in the replacement spreadsheet;
  - identify the next replacement location (in the order of the spreadsheet);
  - using the on-line data base, ensure that the location has returned the fax form and has completed the telephone questionnaire;
    - if not, add the keyword REFUSED in the first column of the replacement spreadsheet and proceed to the next replacement location within the stratum;
    - if the location has returned the fax sheet and completed the telephone questionnaire, add the keyword "XXX" (marking the replacement as used) in the first column of the replacement spreadsheet.
- step 3: update the on-line data base:
  - delete the observation period number for the location which refused; also select "refused" as location status;

- add the observation period number to the replacement location; select the appropriate location status as well.
- step 4: document the substitution in an integrated document.

Over the course of the study, 258 site substitutions were necessary, for the following reasons:

- 9 schools were closed;
- 20 schools could not be staffed after considerable efforts; these were located in the following communities: Bonnyville (AL), Calgary (AL), Fort McMurray (AL), Fort Nelson (BC), Fort St. John (BC), Gjoa Haven (NU), Hudson (ON), Lloydminster (SA), Moose Lake (MA), Natuashish (NF), Qikiqtarjuaq (NU), Rae-Edzo (NWT), Repulse Bay (NU), Valleyview (AL), Vegreville (AL), Waglisla (BC), Wembley (AL), Westlock (AL), Whitewood (SA), Yellowknife (NWT);
- 203 schools and 26 school boards declined the invitation to participate.

Across all reasons for substitutions, 198 replacements (or 77%) were located in Ontario, 26 in Alberta, 10 in British Columbia, 9 in Saskatchewan, 5 in Manitoba, 3 in the Northwest Territories, 2 in each of Nova Scotia, Newfoundland and Nunavut, and 1 in New Brunswick.

o. Field results

Ultimately, photocopying was monitored in:

- 894 school locations (instead of the planned 900; the difference stems from inability to staff the final few locations within the time constraints);
- 31 school boards (as planned);
- 17 ministry locations representing all Ministries of Education outside Quebec and Ontario.

In aggregate, these 942 locations included 2,651 copiers grouped into 2,195 clusters. A cluster of photocopiers was defined as one or more photocopiers physically located in the same room or area at the study location such that they can all be seen at the same time by one person. Some 1,791 of the clusters were monitored by research assistants (others could not be staffed or research assistants failed to show up for work) for a

proportion of 82% of photocopier clusters being monitored. Our data does not allow for reporting on the proportion of photocopiers which were monitored by research assistants but, since monitored clusters were randomly selected where the research assistant coverage was less than 100%, it is reasonable to conclude that a similar proportion of photocopiers were monitored.

In total, 366,344 photocopy transactions were logged as part of this data collection exercise — which does not include the photocopying done by the Ontario Ministry of Education which refused to participate.

2.7 Data coding and processing

a. Responsibilities

Responsibilities for data collection were distributed as follows:

- the project director oversaw the operations, coordinated the work of the parties involved, implemented quality control mechanisms, performed all data editing and processing, and was ultimately responsible for the good conduct of the study;
- a subcontractor, AJD Data Services Inc., was chosen to receive the material from research assistants, perform preliminary coding of the material reproduced in each transaction, keypunch the data into a data base, produce a PDF image file of each photocopy transaction and deliver the data and the images to a ***Circum*** *Network Inc.* server;
- Access Copyright performed bibliographic research on published materials and finalized the coding of the information collected by research assistants;
- the coordinator supervised the day-to-day preliminary coding work and provided an interface between AJD Data Services Inc. and Access Copyright.

b. Initial coding

At the end of the logging period for one study location, research assistants sent all photocopy transactions to AJD Data Services for initial coding, data capture and imaging.

Each transaction received a unique numeric identification label. Each was then processed by a small team of coders who were responsible for:

- identifying the type of document photocopied;
- identifying the title, publisher, authors, country of publication and ISBN of published materials;
- identifying pieces of information relative to permissions to reproduce or prohibitions from reproducing.

Coding instructions are reproduced in Appendix N.

Coders also disentangled photocopy transactions which included multiple types of material (e.g., a newspaper article and a teacher-produced page). Instructions relative to this treatment are also reproduced in Appendix N.

The training of coders was conducted over two days of face to face work with the Study coordinator located in Toronto, based on material from the first period of monitoring. The Toronto coordinator kept close contact with the coding team and reviewed their work at regular intervals.

It is important to note that the subcontractor was to perform the initial coding in a prudent and conservative manner. The primary purpose of this initial coding stage was to set aside the material to which Access Copyright specialists clearly did not need to devote attention.

c. Data capture

Data capture was also performed by AJD Data Services. The data entry instructions are described in Appendix N.

Data was captured in an on-going manner following the pace of reception of shipments from research assistants.

Data sets were delivered to the project director approximately every second week throughout the project with pauses in the summer of 2005 and around the New Year of 2006. The project director performed general verification of the integrity of the data, sometimes requested new data deliveries, reformatted the data set and relayed selective fields to Access Copyright for further bibliographic analysis.

d. Imaging of photocopy transactions

Each photocopy transaction was scanned and reproduced in a PDF file for easier access. These PDF files were grouped by study location and by jurisdiction. They were transmitted, approximately every second week through the project, with pauses in the summer of 2005 and around the New Year of 2006, to a server connected to the Internet. All but two transaction PDFs are available.

This setup ensured that the project director and Access Copyright specialists could have immediate access to individual photocopy transactions for validation and analysis.

e. Bibliographic analysis

The project director supplied Access Copyright with transaction information on a regular basis (mostly biweekly), starting on April 21, 2005.

Access Copyright was responsible for the conduct of the bibliographic analysis of titles found in the study data base. Access Copyright's role in this regard was to verify, correct and complete, as reasonably possible, the bibliographic information collected at study locations; Access Copyright was also responsible for identifying publications in the public domain or on the exclusions list, and it identified publications under the control of rights holders with a formal affiliation agreement with Access Copyright or with foreign RROs with which Access Copyright has signed a bilateral agreement. Access Copyright was also responsible for identifying documents offered by publishers with an implicit or explicit licence to reproduce and documents not covered by the licence.

Details on Access Copyright work are provided in a separate report (Exhibit Access Copyright-6).

f. Data processing

The project director was entirely responsible for data processing. A full-day meeting took place between the project director and the Objectors' research advisor on the data cleaning process, on July 24, 2006. The two researchers agreed on the data cleaning procedures and on the principles to apply to weighting in this study.

All data processing operations were performed using the SAS system. All relevant SAS coding is reproduced in Appendix P.

In brief, the stages of data processing are as follows:

- blank out all photocopy information from the header record of multiple-content transactions;
- correct identifiable data capture (keypunch) errors;
- assign a sequential identifier to content records of multiple-content transactions;
- correct a systematic data recording error identified via visual inspection of the data and of the transaction images for four study locations (the number of pages copied was recorded in the field for the number of pages in the publication);
- assign a page count of 1 where the recorded number of pages equals the recorded number of copies made and the number of pages is greater than 10 (this is an empirical rule derived after verifying several hundred transaction scans);
- after a manual verification of the reasonableness of each transaction, correct the recorded number of pages copied or the recorded number of copies, made for the following groups of transactions:
    - transactions exceeding 200 pages, 200 copies or 10,000 exposures;
    - transactions reporting more than 5 pages copied and more than 100 copies made where the purposes do not include administration (e.g., newsletters) and where the number of copies is a multiple of the number of pages (i.e., risk that the

research assistant recorded the number of exposures in the field for the number of copies made);

- assign a value of 1 page copied where the number of pages copied is unavailable, except for header records of multiple-content transactions;
- assign a value of 1 copy made where the number of copies made is unavailable, except for header records of multiple-content transactions;
- where the recorded number of pages in the publication is smaller than the number of pages copied, assume a recording error, attribute the smaller number to the number of copies made and assign a missing value to the number of pages in the publication;
- locate the 1-in-10 sample transaction based on the average number of transaction pages by day for each location;
- throughout the data processing operations, information supplied by the data capture subcontractor was not questioned by the project director with the exception of the three quantitative fields (i.e., number of pages copied, number of copies made, number of pages in the original); however, information on the nature of the document copied (i.e., published, unpublished, type of published document, etc.) and bibliographic information supplied by Access Copyright specialists based on their research systematically superseded data capture information.

2.8 Data weighting

The Volume study data base contains approximately two weeks of photocopying for each visited location. The objective of the weighting phase is to develop a multiplicative factor which brings these two weeks of data to a volume representative of a full year. The process is different for schools, school boards and Ministries of Education.

a. Schools

For schools, the weight is the product of three values:

- the inverse of the sampling ratio within school strata (defined by jurisdiction, teaching level and school size);
- the ratio of the total number of photocopy exposures made between the year-to-year counts at locations where we obtained complete data to the total number of exposures documented during the two-week observation period.[1]

Sampling ratio

Table 2.2 reports the number of schools in each population stratum while Table 2.4 indicates how many schools were to be sampled and monitored in each stratum. Table 2.6 documents how many schools were successfully monitored during the study, in each stratum.

Unfortunately, and this was known from the study planning stage, several cells of this sample count are either empty or too small to be used for weighting purposes. Therefore, to avoid weighting aberrations, the sample counts and the population counts were aggregated by merging the two smallest size groups and the two largest size groups for elementary schools and the three smallest size groups for secondary schools. This produced Table 2.7, which was used for weighting purposes.

[1] It was originally envisaged that the weight would be based on the following two ratios, in addition to the inverse of the sampling ratio:
- the ratio of the number of days where the school is opened in a year over the number of observation days; and,
- the ratio of the number of photocopies documented on study stickers over the number of copies made during the observation period.

However, three concerns surfaced. First, the photocopier readings taken during the two-week observation periods are of variable reliability and completeness. Second, there is a risk that study location staff modified their photocopy behaviour, consciously or not, during the logging period (be that because of the burden of the logging process or for any other reason). Third, since roughly 20% of photocopier clusters could not be monitored, there was a risk that activity at these photocopiers would go under-reported.
Using the aggregate ratio of photocopy exposures made over one year to the exposures documented during the study circumvents most of these concerns.

TABLE 2.6
Distribution of schools monitored by geography, level and enrolment

Geography	Enrolment				
	1-124	125-299	300-699	700+	Total
Elementary schools					
Newfoundland and Labrador	2	5	11	1	19
Prince Edward Island	0	1	3	0	4
Nova Scotia	1	9	17	1	28
New Brunswick	1	7	11	1	20
Ontario	4	64	203	35	306
Manitoba	3	14	27	1	45
Saskatchewan	5	24	21	0	50
Alberta	6	33	76	11	126
British Columbia	7	39	71	10	127
Territories	1	4	2	0	7
TOTAL	30	200	442	60	732
Secondary schools					
Newfoundland and Labrador	0	1	3	1	5
Prince Edward Island	0	0	0	1	1
Nova Scotia	0	0	2	5	7
New Brunswick	0	0	2	4	6
Ontario	0	2	8	55	65
Manitoba	0	1	2	5	8
Saskatchewan	0	2	3	5	10
Alberta	1	3	7	18	29
British Columbia	0	1	5	24	30
Territories	0	0	1	0	1
TOTAL	1	10	33	118	162

TABLE 2.7
Distribution of schools monitored used for weighting purposes

Geography	Elementary schools (enrolment)					
	1-299	300+	1-299	300+	1-299	300+
	Monitored		Population		Weight	
Newfoundland and Labrador	7	12	178	78	25.43	6.50
Prince Edward Island	1	3	36	23	36.00	7.67
Nova Scotia	10	18	200	147	20.00	8.17
New Brunswick	8	12	162	102	20.25	8.50
Ontario	68	238	1608	2363	23.65	9.93
Manitoba	17	28	411	184	24.18	6.57
Saskatchewan	29	21	512	133	17.66	6.33
Alberta	39	87	1042	609	26.72	7.00
British Columbia	46	81	1020	612	22.17	7.56
Territories	5	2	84	14	16.80	7.00
TOTAL	230	502	5253	4265		

Geography	Secondary schools (enrolment)					
	1-699	700+	1-699	700+	1-699	700+
	Monitored		Population		Weight	
Newfoundland and Labrador	4	1	52	6	13.00	6.00
Prince Edward Island	0	1	5	6	—	6.00
Nova Scotia	2	5	55	30	27.50	6.00
New Brunswick	2	4	41	30	20.50	7.50
Ontario	10	55	343	505	34.30	9.18
Manitoba	3	5	73	30	24.33	6.00
Saskatchewan	5	5	98	26	19.60	5.20
Alberta	11	18	289	83	26.27	4.61
British Columbia	6	24	231	169	38.50	7.04
Territories	1	0	17	2	17.00	—
TOTAL	44	118	1204	887		

Photocopy exposure ratio

As part of the study, we requested counter readings of all available photocopiers at each location at the beginning of the process (in January-February 2005) and at the end of the process (in February-March 2006). As stated earlier, we were able to secure complete reading data for 661 of the 894 schools in the final sample.[1] These readings were annualized using the following two rules:

- for a photocopier report covering fewer than 365 days (a copier added or retired during the data collection period), we counted only exposures made during the period;
- for a photocopier report covering more than 365 days, we prorated the number of exposures to 365 days.

After these adjustments, we established that 503,698,215 exposures had been made in the 657 schools with complete data, over one year between the beginning and the end of the observation period.

During the Study, we recorded the photocopy activity at each location for up to 10 days. Focussing on the same 661 schools who reported complete year-to-year data and adding up all exposures reported on logging forms for all possible purposes during the observation period, we arrive at a total of 10,420,118 exposures.

Therefore, it is necessary to multiply each school-related photocopy transaction by a factor of 48.3 (503,698,215 / 10,420,118) to fully represent a year's worth of photocopy activity.

This weighting procedure is applied in the aggregate because year-to-year data are unavailable for 233 school locations.

Putting it together

The final weight for each school-related transaction is the product of the sampling ratio applicable to the stratum of the school and of the photocopy exposure ratio.

[1] Note that the counter readings for 11 photocopiers were discarded because they suggested excessively large photocopying activity — so large as to be beyond credible according to the project director.

b. School boards

For school boards, the weight is the product of three values:

- the inverse of the sampling ratio within school board strata (defined by jurisdiction);
- the ratio of the total number of photocopy exposures made between the year-to-year counts at locations where we obtained complete data to the total number of exposures documented during the two-week observation period.[1]

Sampling ratio

Table 2.5 (page 13) reports the distribution of the population and of the sample of school boards. In this case, considering the sampling protocol, the sampling ratio is the simple ratio of the total population size to the sample size, or 12.6 (392/31).

Photocopy exposure ratio

The process described earlier to calculate the photocopy exposure ratio for schools was also carried out for school boards.

There were 31 school boards in the sample and we secured complete year-to-year data for 15 of them. The year-to-year data indicates that 13,528,791 exposures were produced at these 15 school boards.

In parallel, we recorded 295,940 exposures at these 15 locations during the two-week observation periods.

Therefore, it is necessary to multiply each school board-related photocopy transaction by a factor of 45.7 (13,528,791 / 295,940) to fully represent a year's worth of photocopy activity.

[1] The discussion of this ratio applied to school is equally relevant to school boards.

Putting it together

The final weight for each school board-related transaction is the product of the sampling ratio and of the photocopy exposure ratio.

c. Ministries

For ministries, the weight is the product of two values:

- the ratio of the number of days where the ministry is opened in a year over the number of observation days; and,
- the ratio of the number of photocopies documented on study stickers over the number of copies made during the observation period; however, the data available on this aspect of the study are not reliable enough and we have assumed that all photocopies done have been reported.

We have assumed that ministries are open for business 247 days per years:

- they are open 52 weeks a year, 5 days a week;
- except for 13 statutory holidays.

Since the monitoring period lasted 10 days, the weight applied to ministry locations is 24.7 (247 / 10).

d. Limitations to the weighting procedure

This weighting procedure compensates for the various decisions agreed upon by Access Copyright and the Objectors regarding sample stratification and non proportional sampling by strata. It also accounts for the fact that the logging period lasted two weeks whereas this study endeavours to represent one year's worth of photocopying activity. Finally, it corrects for the possibility that the overall volume of photocopying observed during the logging period was depressed by the presence of research assistants and by the unusual task of having to answer questions required to fill out the photocopy sticker.

However, the weighting procedure is unable to account for the possibility of one other bias: it is possible (and there is anecdotal evidence to that effect) that the *composition* of the material photocopied may have been affected by the logging process. If such a contamination of the photocopy behaviour did take place, it is the opinion of the project director that it could only be in one direction: the logging process could have temporarily and artificially reduced the amount of photocopying of copyright material (relative to other types of material) if teachers and other staff were sensitized to the fact that these materials were of particular interest to Access Copyright and of particular significance in the context of the establishment of the K-12 licence.

The study methodology did not include mechanisms to estimate the extent of such a bias. One such mechanism could have been the selection of a random subsample of locations which would have been actively monitored for a much longer period of time, such as a full semester or a full year — long enough that it would have been unfeasible for teachers and other staff to postpone their copying of copyright material for the duration of the logging period. A comparison of the observations in this subsample with the observations in the main sample would have been informative of the presence of a logging period effect.

2.9 Data analysis

Responsibilities for data analysis were distributed as follows:

- Ogilvy Renault S.E.N.C.R.L., s.r.l. defined the population of published works relevant to the calculation of the volume of copying subject to the proposed tariff and provided the project director with the sticker data interpretation rules to quantify the volume of copying subject to an exception to copyright infringement found in the *Copyright Act*;
- the project director performed all analysis of the data.

The analysis of the data is a multi-stage process briefly described here and detailed in the next chapter:

- for every transaction in the Volume study:

1 a weight must be calculated so that the aggregated weighted file represents one year of copying of the K-12 sector;
2 the volume of transactions involving unpublished material must be estimated and then discarded;
3 the volume of transactions involving published material for which reproduction rights were granted by virtue of the purchase of a copy of the work or were prohibited all together must be estimated and then discarded;
4 each leftover transaction must be submitted to a series of tests to establish whether or not it is covered by an exception to copyright infringement found in the *Copyright Act*;

- for transactions where the published material reproduced could be identified:
  5 each photocopy transaction must be classified as being within Access Copyright repertoire or outside it based on public domain status and the presence of the source material on the exclusion list;
  6 general discounts must be applied to aggregate copying volumes accounting for the copying of pages containing only one or more artistic works in a magazine or a newspaper, and pages containing only public domain material, in any type of published work;

7 for transactions where the published material reproduced could not be identified— typically because of a lack of information:
- where the information available at the photocopier could lead to concluding that the material is either licensed or some type of unlicensed material, Access Copyright was awarded a partial claim;
- the volume of copying of documents of unknown type must be apportioned to relevant volume in proportions similar to that observed among works of known types;
- discounts calculated in steps 5 and 6 must be applied to the volumes calculated in step 7;

8 the volume of activity of the Ontario Ministry of Education which has not taken part in the Volume study must be estimated;
9 the volume corresponding to uncashed distribution cheques made to publishers without a formal affiliation agreement with Access Copyright must be taken out;

10 the volume of copying of published material in exams and distance education material prepared by Ministries of Education and school boards must be calculated.

2.10 Limitations of this research

Distribution through the year. According to the Study agreement, observation periods for schools, school boards and ministries were chosen so as to be randomly distributed across four-week periods through the logging period. In effect, this was fairly well respected for schools, but the incidence of refusal to participate among school boards and difficulty in getting necessary information from ministries were such that it was more difficult to spread the observation periods for these entities through the year.

Site substitutions. Site substitutions, mainly due to refusal to take part in the study, were more numerous than the project director would have liked. Nonetheless, since the substitution process involved random selection, we can be confident that the results reflect the reality they aim to portray.

Bibliographical information. While the study team made every effort to secure and analyse precise bibliographical information on every photocopy transaction, school, school board and ministry personnel and other individuals often reached the photocopier without this information. In particular, many teachers reproduce the same pages year after year and keep a photocopy of the original, from which they make copies for their students. In such cases, little if any bibliographical information was available, through no fault of the study team.

Avoidance behaviour. Human nature being what it is, there is a risk that employees of schools, school boards and ministries modified their photocopying behaviour because of the implementation of the logging process. While the global annual estimate of the photocopying volume is solid, thanks to year-to-year photocopier counter data, the estimated volume of reproduction of published material subject to the tariff is only as representative as the behaviour of staff was during the observation period.

There is anecdotal evidence of avoidance behaviour (e.g., staff postponing their copying of copyright material until after the research assistants are gone); such behaviour would produce an underestimation of the total volume of photocopying of published material subject to the tariff.

Chapter 3

FINDINGS

This chapter describes the process of establishing the volume of photocopying that is relevant to the proposed Access Copyright K-12 tariff. This is a multi-stage process:

1. calculation of weights;
2. estimation of the volume represented by published material;
3. estimation of the volume of reproduction of material with reproduction rights granted or prohibited;
4. determination of exceptions from copyright infringement found in the *Copyright Act*;
5. analysis of repertoire (work-level discounts for public domain material and the exclusion list);
6. application of page-level discounts for artistic works and public domain material;
7. apportionment of the unknown document type volume;
8. accounting for the Ontario Ministry of Education;
9. factoring in uncashed cheques made to publishers without a formal affiliation agreement with Access Copyright;
10. accounting for provincial and school board exams and distance education material;
11. calculating the total applicable volume.

3.1 Calculation of weights

Data weighting being a technical operation, it was described in the previous chapter.

Using these weights, our estimate of the total volume of photocopying in elementary and secondary schools, school boards and relevant functions of Ministries of Education in Canada except Quebec (and excluding the Ontario Ministry of Education), in 2005-2006, is ***10,330,149,254 exposures***.

3.2 Estimation of the volume represented by published material

Table 3.1 splits the total exposure count by type of document copied. The photocopy volume in the "computer printout" category and "unpublished" categories is irrelevant to the tariff. It will be discarded from the calculations. Note that the classification of photocopied material by type was first performed by AJD Data Services; documents which were classified by AJD Data Services as belonging to one of the unpublished categories were not further reviewed by Access Copyright.[1] The initial classification of published documents into three genres (books, newspapers, periodicals) was performed by AJD Data Services and further revised by Access Copyright as part of its bibliographic research process (described in Exhibit Access Copyright-6).

In 2005-2006, there were ***3,082,011,326 exposures of published documents*** in elementary and secondary schools, school boards and

[1] To the extent that AJD Data Services may have erroneously classified some published documents in an "unpublished" category, the decision to focus Access Copyright's efforts only on transactions involving published documents (as identified by AJD Data Services) could lead to an underestimation of the volume of photocopying of published documents. This is a risk Access Copyright accepted considering the resources which would have been required to review every document in the sample.

relevant functions of Ministries of Education in Canada except Quebec (and excluding the Ontario Ministry of Education). Some part of the volume in the "Unknown document type" category will be factored in later in this analysis.

TABLE 3.1
Photocopy volume according to the type of document copied

		Number of exposures	Percent	Transac-tions
Code	All	10,330,149,254	100.0	382,013
1	Books	2,978,301,111	28.8	86,713
2	Newspapers	18,434,239	0.2	1,768
3	Periodicals	22,061,574	0.2	1,480
5	Published documents of unknown type	63,214,402	0.6	8,869
	SUB-TOTAL, published	**3,082,011,326**	29.8	98,830
4	Sheet music	19,854,667	0.2	565
6	Computer printouts	185,006,800	1.8	6,789
7	Unpublished, self-produced documents	3,613,075,905	35.0	135,789
8	Unpublished, administrative documents	1,966,610,486	19.0	64,977
9	Unpublished, confidential documents	851,646,246	8.2	52,417
10	Unpublished, other documents	69,398,514	0.7	1,498
	SUB-TOTAL, unpublished	**6,705,592,618**	64.9	262,035
11	Unknown document type	542,545,310	5.3	21,148

Note: data base records corresponding to the header record of multiple-content transactions have been eliminated from these data.

3.3 Estimation of the volume of reproduction of material with reproduction rights granted or prohibited

Some portion of the published materials reproduced in this study sample is released by publishers with a permission for the purchaser to make

reproduction for their class.[1] Another portion is prohibited to reproduce even under an Access Copyright licence; these materials are often referred to as "consumables". Such material must be excluded from the calculation of the volume relevant to the calculation of the value of the tariff. Table 3.2 documents the number of exposures made of materials with reproduction rights granted to the teacher or prohibited.

A total of 46,256 transactions were excluded from further analysis based on the identification by AJD Data Services of evidence that they contained reproducibles or consumables. Among the 27,952 transactions individually reviewed by Access Copyright analysts, 19.1% of the volume was found to be subject to a claim. The same proportion was applied to the volume of copying of published documents not reviewed by Access Copyright where AJD Data Services did not find evidence that the content was a reproducible or a consumable.

TABLE 3.2
Photocopy volume according to permissions and prohibitions to reproduce

		Analysed by Access Copyright			Identified by AJD Data Services as not subject to a claim		Not identified by AJD Data Services as not subject to a claim and not analysed by Access Copyright		
	Type of document	Number of exposures	%	Transac-tions	Number of exposures	Transac-tions	Number of exposures	%	Transac-tions
	Total[2]	1,332,670,674	100.0	27,952	1,670,694,810	46,256	78,645,841	100.0	24,622
1	Reproducible without permission	924,652,656	69.4	19,747	1,662,591,994	45,962	54,580,214	69.4	
2	Prohibition from reproducing	153,008,684	11.5	2,805	8,102,816	294	9,044,272	11.5	
3	No permission or prohibition	**255,009,334**	19.1	5,403	—	—	**15,021,356**	19.1	

[1] This distribution is carried over from the distribution observed in the volume analysed by Access Copyright
[2] From Table 3.1.

1 "Reproducible without permission" takes various forms which are not explained in detail here but which include government publications, material proprietary to the Objectors and works published by associations for which authorisation is likely not required. The most common form observed in our sample though was a permission granted by the publisher to the teacher to make reproductions for their students. These materials are sometimes labelled "blackline masters", although the blackline master is one of several situations where reproduction rights are granted.

In 2005-2006, there were ***270,030,690 exposures of published documents without permission or prohibition*** (255,009,334 + 15,021,356) to reproduce, in elementary and secondary schools, school boards and relevant functions of Ministries of Education in Canada except Quebec (and excluding the Ontario Ministry of Education).

3.4 Determination of exceptions from copyright infringement

Legal arguments about the interpretation of the exceptions to copyright infringement of the *Copyright Act* are beyond this presentation. Instructions regarding the definition of these exceptions were provided to this analyst by Access Copyright's legal counsel.

Each of the following exceptions to copyright infringement was defined operationally to classify each transaction as belonging to an exception or not: research or private study, criticism or review, projection in class and tests and exams. Appendix Q details the programming instructions used to classify each transaction as belonging to one or the other of the exceptions from copyright infringement. The following is an English interpretation of the coding instructions. In that interpretation, when "purposes" are mentioned, they refer to the purposes documented on the observation form (the "sticker") . Note that the sequence of tests stops once one test triggers an exception.

Fair dealing for the purpose of research or private study. Two rules apply:

- where only one copy was made of the copyright material, this exception is triggered if
  - the copy was made for the person making the copy, or
  - for another staff member or another person, at their request, or
  - for a student, at the student's request and without instructions to read the material;

  and

- the copy was made for no other purpose than research or private study;

- where more than one copy was made of the copyright material, this exception is triggered if
  - the copy was made for another staff member or another person, at their request, or
  - for students, at their request and without instructions to read the material;

  and
  - the copy was made for no other purpose than research or private study.

Fair dealing for the purpose of criticism or review. Two rules apply again and they are the same as those for fair dealing for the purpose of research or private study except that the "criticism or review" purpose triggers the exception (research and private study may cohabit with criticism and review in these rules).

Reproduction for instruction using an overhead projector or similar device. Two rules apply:

- where only one copy was made of the copyright material, this exception is triggered if the "projection in class" purpose is selected (any other purpose may be selected as well);
- where more than one copy was made of the copyright material, this exception is triggered for one copy if the "projection in class" purpose is selected (any other purpose may be selected as well); the exception rules are then re-scanned for the other copies.

Reproduction for tests or examinations. This exception is triggered if the "Student test or examination" purpose is selected (any other purpose may be selected as well).

Table 3.3 documents the volume of photocopying falling within each of these definitions of exceptions to copyright infringement. Access Copyright's legal counsel has instructed this analyst to factor into the calculations only the volume associated with the reproduction for research or private study.

TABLE 3.3
Photocopy volume according to exceptions from copyright infringement

Type of document		Analysed by Access Copyright			Not analysed by Access Copyright	
		Number of exposures	Percent	Transactions	Number of exposures	Percent[1]
All published material without permission or prohibition from photocopying[2]	a	255,009,334	100.0	5,403	15,021,356	100.0
Fair dealing for the purpose of research or private study	b	762,650	0.3	31	45,064	0.3
Fair dealing for the purpose of criticism or review	c	224,617	0.1	6	15,021	0.1
Reproduction for instruction using an overhead projector or similar device	d	481,278	0.2	126	30,043	0.2
Reproduction for tests or examinations	e	8,497,317	3.3	151	495,705	3.3
Applicable discount: research or private study (b)	f	762,650	0.3	31	45,064	0.3
All published material without permission or prohibition from photocopying, after discount for exception (a minus f)	**g**	**254,246,684**		5,372	**14,976,292**	

[1] This distribution is carried over from the distribution observed in the volume analysed by Access Copyright
[2] From Table 3.2.

In 2005-2006, there were ***269,222,976 exposures of published documents without permission or prohibition to reproduce and not covered by an exception*** (254,246,684 + 14,976,292) to copyright infringement, in elementary and secondary schools, school boards and relevant functions of Ministries of Education in Canada except Quebec (and excluding the Ontario Ministry of Education).

3.5 *Analysis of repertoire*

Excluded from the Access Copyright repertoire are works in the public domain and works on the Access Copyright exclusion list. While performing the bibliographical analysis of identified titles, Access Copyright generated

an indicator of these statuses as it applies to entire works (and not to segments of works present in publications which, themselves, are not in the public domain; that analysis is left to the next section of this report).

Data on the public domain nature of a work and on the fact that the work is found on the exclusion list are available only for works analysed by Access Copyright. Hence, Table 3.4 splits the calculations for works analysed and not analysed and attributes to the volume that was not analysed the observations made on the volume that was analysed.

It was found that three works (representing 0.2% of the photocopy volume) among the 5,372 analysed and still relevant at this stage of the analysis belonged to the public domain and that 21 transactions (0.3% of the volume) involved works found on the exclusion list. These findings were applied to the volume of transactions not analysed by Access Copyright. Note that this analysis is in addition to the page-level analysis reported in the next section.

As a result of the repertoire analysis of 3,748 transactions, Access Copyright concluded that insufficient information had been brought to the photocopier by the teacher or other staff member to make a definitive determination of the exact nature of the copied content: it remained at least somewhat unclear whether the content was licensed, reproducible without a licence, not reproducible even with a licence or whether it fell in some other category[1]. Prudent claim decisions were made:

- where analysts identified two possibilities including the fact that the work could be licensed, the claim was reduced from 100% to 50% (301 instances);
- if three possibilities including licensed were identified, the claim was reduced to 33% (138 instances);
- the volume associated with all other 3,309 uncertain transactions was not claimed (even though the vast majority of the uncertainty

[1] Some 439 cases could not be definitely classified as licensed by Access Copyright because of a lack of information brought by teachers or other staff members to the photocopier — but there were strong indications that they were. According to the Access Copyright analyst, supervisors and managers who reviewed these cases, the work could be licensed or could fall in one of the following categories: reproducible, consumable, other type of material. Analysts indicated in which combination of uncertain assignment they saw each of these works fitting (e.g., licensed or reproducible; licensed or reproducible or other).

stems from insufficient information supplied by users, not from the inability of Access Copyright to process the information).

Table 3.4 documents the volumes related to each level of claim. It also shows how the data derived from the transactions analysed by Access Copyright was carried over into the transactions not analysed.

In 2005-2006, there were ***245,127,157 exposures of published documents within Access Copyright's repertoire*** (230,225,747 + 14,901,410) made in elementary and secondary schools, school boards and relevant functions of Ministries of Education in Canada except Quebec (and excluding the Ontario Ministry of Education).

TABLE 3.4
Photocopy volume of public domain material, excluded works and partial claims

		Analysed by Access Copyright			Not analysed by Access Copyright	
Type of document		**Number of exposures**	**Percent**	**Transactions**	**Number of exposures[1]**	**Percent[2]**
All published material without permission or prohibition from photocopying, after discount for exception[1]	a	254,246,684		5,372	14,976,292	
that is public domain	b	477,128	0.2	3	29,953	0.2
that is on the exclusion list	c	674,474	0.3	21	44,929	0.3
that is neither in the public domain, nor on the exclusion list	d	253,095,082	99.5	5,348	14,901,411	99.5
Claim level						
100%	e	212,219,230	83.8	4,909	12,487,382	83.8
50%	f	26,573,448	10.5	301	1,564,648	10.5
33%	g	14,302,403	5.7	138	849,380	5.7
Volume of copying after discount for partial claims[3]	h	**230,225,747**		5,348	**14,901,410**	

[1] From Table 3.3.
[2] This distribution is carried over from the distribution observed in the volume analysed by Access Copyright
[3] Sum of the products of the claim volumes by the level of claim.

3.6 Application of page-level discounts for artistic works and public domain material

The previous section dealt with the discount relative to entire works being in the public domain. Two other circumstances would require that copies be excluded from the Volume study, according to instructions from Access Copyright's legal counsel:

- a page containing only one or more artistic works, in a magazine or a newspaper, is to be excluded;
- a page containing only public domain material, in any type of published work, is to be excluded.

In order to assess the incidence of such pages, a list of all transactions involving a periodical[1] and a sample of 200 transactions involving a book[2] were drawn from the group of transactions where all pages copied were reproduced in the material returned from the study location.[3] Access Copyright then analysed each page of these transactions, looking for the two circumstances indicated above.

Table 3.5 explains the calculation. The sample of book transactions subject to a claim by Access Copyright accounted for a certain volume (figure b in Table 3.5). Of that volume, a small amount corresponds to pages found to fall in the public domain (figure c in Table 3.5). The ratio of these two figures produces the proportion of pages in claimed book exposures which are in the public domain (figure d in Table 3.5). This proportion is taken out of the total volume for books.

1 After eliminating works outside of repertoire for any of the reasons stated in previous sections, the sample included 195 transactions from the one-in-ten sample.

2 After eliminating works outside of repertoire for any of the reasons stated in previous sections, the sample included 100 transactions from the one-in-ten sample.

3 Nine days of observation out of ten, at each location, the study monitor kept a copy of the most bibliographically significant page of the documents being copied, along with a filled-out study sticker. On the tenth day, chosen at random based on the location identification number, all pages copied as part of photocopy transactions were reproduced in the packages collected by the monitor. This is called the one-in-ten sample.

The calculation is similar for periodicals except that it takes into consideration the possibility of public domain pages (none were found, however) and the possibility of pages containing only artistic works.

TABLE 3.5
Photocopy volume of public domain and artistic works pages

	#	Number of exposures	Percent
Volume of copying after discount for partial claims[1]	a	245,127,157	
Books			
Volume of material in the sample	b	1,052,315	
Volume of public domain pages in the sample	c	681	
Percent of public domain pages in identified material (c / b)	d		0.1%
Volume from books in (a)[2]	e	211,789,864	
Volume to exclude for public domain pages in books (d * e)	f	211,790	
Periodicals			
Volume of identified material in the sample	g	4,648,355	
Volume of public domain pages in the sample	h	0	
Volume of artistic works pages in the sample	i	6,162	
Total volume of pages to exclude in the sample (h + i)	j	6,162	
Percent of public domain and artistic pages in identified material (j / g)	k		0.1%
Volume from periodicals in (a)[3]	l	33,337,293	
Volume to exclude for public domain and artistic work pages in periodicals (k * l)	m	33,337	
Volume of identified material within Access Copyright's repertoire (a minus (f + m))		**244,882,030**	

[1] From Table 3.4.
[2] (a) x 0.864, as, among transactions where a genre was determined, books represent 86.7% of the volume.
[3] (a) x 0.136, as among transactions where a genre was determined, periodicals represent 13.3% of the volume.

Discounting for these factors, we conclude that, in 2005-2006, there were ***244,882,030 exposures of published documents within Access***

Copyright's repertoire made in elementary and secondary schools, school boards and relevant functions of Ministries of Education in Canada except Quebec (and excluding the Ontario Ministry of Education).

3.7 Apportionment of the unknown document type volume

We saw, in Table 3.1, that there were photocopy transactions where it was impossible to determine the nature of the documents being copied, including whether or not they were published documents ("unknown document type"). A share of the corresponding volume can be attributed to the volume of published documents subject to a claim by calculating the proportion that volume of published documents represents of the entire volume found in this study (excluding "unknown document type" volume).

This calculation takes place in Table 3.6. The proportion that published material within repertoire represents of the whole volume of photocopying of known document types is applied to the volume of photocopying of unknown document types. This new volume is added to the volume subject to a claim by Access Copyright.

The attribution of copying of published material of unknown genre and the attribution of copying of material of unknown type being done, we conclude that, in 2005-2006, there were ***258,445,663 exposures of published documents within Access Copyright's repertoire*** made in elementary and secondary schools, school boards and relevant functions of Ministries of Education in Canada except Quebec (and excluding the Ontario Ministry of Education).

TABLE 3.6
Apportionment of transactions with unknown document types

		Number of exposures	Percent
Volume of photocopying accounted for in this study[1]	a	10,330,149,254	
Volume of photocopying of unknown document type[1]	b	542,545,310	
Volume of photocopying of known document types (a minus b)	c	9,787,603,944	
Volume of published material within repertoire[3]	d	244,882,030	
Proportion that published material within repertoire represents of copying of known document types (d / c)	e		2.5%
Estimated volume of published material within repertoire within the volume of unknown document type transactions (b * e)	f	13,563,633	
Volume of published material within repertoire including attribution of unknown document type transactions (d + f)	**g**	**258,445,663**	

[1] From Table 3.1.
[3] From Table 3.5.

3.8 Accounting for the Ontario Ministry of Education

The Ontario Ministry of Education did not take part in the Volume study. We estimate the volume of copying of that ministry based on the per FTE copying of all other ministries of education.

TABLE 3.7
Accounting for the Ontario Ministry of Education

		Students	Exposures
Canada school enrollment as of late 2004	a	4,186,304	
Ontario school enrollment as of late 2004	b	2,164,961	
Volume of photocopying of published material within Access Copyright's repertoire by ministries outside Ontario	c		323,656
Per FTE volume of photocopying of published material within Access Copyright's repertoire by ministries outside Ontario (c / (a minus b))	d		0.16
Estimated volume of photocopying of published material within Access Copyright's repertoire by the Ontario Ministry of Education (d * b)	e		346,394
Volume of published material within repertoire including attribution of unknown document type transactions[1] for all users except the Ontario Ministry of Education	f		258,445,663
Volume of published material within repertoire including attribution for copying by the Ontario Ministry of Education (e + f)	**g**		**258,792,057**

[1] From Table 3.6.

The data on school enrollment supplied by Objectors late 2004 documented total enrollment of 4,186,304 students. Ontario schools housed 2,164,961, or 51.7% of the total. The Volume study data is used to establish the number of photocopies made by Ministries of Education (other than Ontario's) on a per-FTE basis. This per-FTE value is then multiplied by the number of FTEs found in Ontario; that produces an estimated volume for the Ontario Ministry of Education — which is added to the previous total estimate.

The project director notes that the observed level of relevant copying in ministries is extremely low. Ministries were also the settings where it was easiest for staff to evade the logging process (because unmonitored photocopiers were available in close proximity but outside the three functions surveyed in this study).

After attribution for the Ontario Ministry of Education photocopying activity, we conclude that, in 2005-2006, there were ***258,792,057 exposures of published documents within Access Copyright's repertoire*** made in elementary and secondary schools, school boards and relevant functions of Ministries of Education in Canada except Quebec.

3.9 Accounting for provincial and school board exams and distance education

As part of the interrogatory process, paper copies of exams from one school year were delivered to Access Copyright representatives from the following locations:

Exams were received from:

- the Alberta Ministry of Education;
- North Vancouver School Board (British Columbia);
- the British Columbia Ministry of Education;
- the New Brunswick Ministry of Education;
- the Saskatchewan Ministry of Education;
- the Ontario Ministry of Education;
- Regina School Division 4 (Saskatchewan);
- the Nova Scotia Ministry of Education;
- the Newfoundland and Labrador Ministry of Education;
- St.John School District 8 (New Brunswick);
- Dieppe Board District 1 (New Brunswick);
- School District 72 Campbell River (British Columbia);
- the Manitoba Ministry of Education;
- Winnipeg School Division (Manitoba).

Distance education related materials were received from: Nova Scotia , Saskatchewan and Manitoba[1]. In British Columbia and Ontario, the

[1] The Manitoba distance education material was not delivered in its original form; a spreadsheet containing information on copyright material utilised was delivered instead. Access Copyright's legal counsel has instructed this analyst to factor into the calculations the entire volume associated with the reproduction of copyright material, whether or not rights were cleared by users with rights holders.

distance education courses are run outside of the Ministry. The Alberta Ministry of Education refused to deliver its distance education material on the basis that any published works reproduced were pre-cleared with rights holders. Other ministries of education and school boards indicated that they (themselves) do not produce curriculum material supplied to students as part of distance education courses.

This material was analysed by Access Copyright to identify copyright material used in these exams and distance education materials. The analysis process is described in Exhibit Access Copyright-6. The results are detailed in Table 3.8.

Access Copyright found 1,124 uses of copyright material within its repertoire in the exams which were delivered as part of the interrogatory process. Factoring in the number of copies made of each exam (or the number of students if the number of copies was unavailable), these data indicate that almost 7 million exposures of copyright material were incorporated in these exams.

With regard to distance education material, the data from Nova Scotia, Saskatchewan and Manitoba indicate that 1,971 uses amounting to 97,746 exposures fell within the Access Copyright repertoire. Since the Alberta Ministry of Education declined to send their distance education material, we attributed the per capita level of use found in the other three provinces to Alberta.

After accounting for exams and distance education, we conclude that, in 2005-2006, there were ***266,041,429 exposures of published documents within Access Copyright's repertoire*** made in elementary and secondary schools, school boards and relevant functions of Ministries of Education in Canada except Quebec.

TABLE 3.8
Adding copies from exams and distance education

		Students	Exposures	Works
Volume of published material within repertoire including attribution for copying by the Ontario Ministry of Education[1]	a		258,792,057	
Exposures of works within repertoire in confidential exams	b		6,361,947	320
Exposures of works within repertoire in non confidential exams	c		633,504	804
Exposures of works within repertoire in exams (b + c)	**d**		**6,995,451**	**1,124**
Exposures of works within repertoire in distance education material in Nova Scotia and Saskatchewan	e		84,864	1,706
Exposures of works within repertoire in distance education material in Manitoba	f		12,882	265
School enrollment in Saskatchewan and Manitoba as of late 2004[2]	g	362,800		
School enrollment in Alberta as of late 2004	h	579,669		
Exposures of works within repertoire in distance education material attributed to Alberta (e + f) x (h / g)	I		156,175	
Exposures of works within repertoire in distance education material (e + f + I)	**j**		**253,921**	
Volume of published material within repertoire including exams and distance education (a + d + j)	**k**		**266,041,429**	

[1] From Table 3.7.
[2] Enrollment in Nova Scotia is not included in this calculation because this province supplied only three documents, which contained no material subject to a claim.

3.10 Factoring in uncashed cheques

Access Copyright's counsel instructed this analyst to calculate the following proportion:

$$\frac{\text{the annual value of all cheques issued as payments under the Pan-Canadian licence, and left uncashed, made to publishers who have not entered into a formal affiliation agreement with Access Copyright}}{\text{the overall distribution under the licence for one year}}$$

It is hypothesized that this proportion measures the likelihood that rights owners refuse an agency relationship with Access Copyright.

Table 3.9 presents key data. Some 281 cheques were made as part of the Pan-Canadian licence 2005 distribution to publishers without formal affiliation agreements. The number of cheques not cashed by these publishers (and their value) is a measure of the likelihood that these publishers refuse an agency arrangement with Access Copyright. Note that this test may overestimate such refusals since cheques may have gone uncashed for other reasons, such as an invalid mailing address or the closure of a company.

In 2005, uncashed cheques made to publishers without formal affiliation agreements comprised 0.1% of the total distribution under the Pan-Canadian licence. In recognition of the fact that a similar proportion of the volume of copying is comprised of works by publishers who might not accept an agency relationship, we have discarded the same percentage from the volume of photocopying.

Therefore, in 2005-2006, there were ***265,775,388 exposures of published documents within Access Copyright's repertoire*** made in elementary and secondary schools, school boards and relevant functions of Ministries of Education in Canada except Quebec.

TABLE 3.9
Data on uncashed distribution cheques to publishers who have not entered into a formal affiliation agreement with Access Copyright

		$	#	Percent
Amount available for distribution under the Pan-Canadian licence in 2005	a	7,493,831		
Relative to publishers without a formal affiliation agreement with Access Copyright				
Cheques issued to these publishers	b		281	
Cheques issued to these publishers but not cashed	c		14	
Value of the cheques issued to the publishers but not cashed	d	8,315		
Percentage of these uncashed cheques represent of the value of the distribution (d / a)	e			0.1
Volume of published material within repertoire including attribution for copying by the Ontario Ministry of Education[1]	f		266,041,429	
Estimated volume associated with uncashed cheques to publishers without a formal affiliation agreement (f x e)	g		266,041	
Volume of published material within repertoire including a discount for publishers who might refuse an agency relationship (f minus g)	**h**		**265,775,388**	

[1] From Table 3.8.
Source: Access Copyright accounting system.

3.11 *Calculating final volumes*

Our calculations take into account a variety of discounts for unpublished material found in photocopies made in schools, school boards and Ministries of Education, for the reproduction of material with reproduction rights granted or prohibited, for exceptions from copyright infringement found in the *Copyright Act*, for the reproduction of works in the public domain or on the Access Copyright exclusion list, for the reproduction of parts of works in the public domain or of artistic works. They also factor in

adjustments for works where the determination of whether or not they were published could not be made. Finally, they account for the absence of the Ontario Ministry of Education from the Volume study data collection phase as well as exams and distance education material, and for unaffiliated who may not accept an agency arrangement with Access Copyright.

In the end, we conclude that, in 2005-2006, there were ***265,775,388 exposures of published documents within Access Copyright's repertoire*** made in elementary and secondary schools, school boards and relevant functions of Ministries of Education in Canada except Quebec. Table 3.10 presents a distribution of this volume by genre according to the genre distribution of the volume of claimed works that Access Copyright was able to identify.

TABLE 3.10
Total volume of photocopying of published material within Access Copyright's repertoire, by genre

		Exposures	%[1]
Volume of material within Access Copyright's repertoire	a	265,775,388 [2]	100.0
that is made of books	b	229,629,935	86.4
that is made of newspaper articles	c	18,870,053	7.1
that is made of magazine articles	d	17,275,400	6.5

[1] Percent distribution of exposures by genre among claimed transactions with an identified genre.
[2] From Table 3.9.

APPENDIX A Agreed upon methodology for the Study

Description of the methodology and research protocol for a study on the volume and nature of photocopying in the elementary and secondary educational sector in Canada (except Quebec)

Ogilvy Renault
Stikeman Elliott LLP
Wanda M. Noel, Barrister and Solicitor

September 24, 2004

Description of the methodology and research protocol for a study on the volume and nature of photocopying in the elementary and secondary educational sector in Canada

GENERAL MATTERS

1. ***Conduct of a study***. Access Copyright and the Objectors to the Proposed Access Copyright Elementary and Secondary School Tariff (the "Objectors") agree to the methodology of a study on the volume and nature of photocopying in the primary and secondary educational sector in Canada (except Quebec) (the "Study"), as set out in this document. The Study methodology excludes the analysis of the data.

2. ***Purpose of the Study***. The purpose of the Study is to provide pan-Canadian estimates of the amount of photocopying of protected material and breakdowns by four genres — books, magazines, scholarly journals and newspapers; furthermore, the data will support the analysis of whether or not the material copied is subject to payment under the proposed Tariff.

3. ***Basic approach***. In summary, the survey methodology agreed to herein involves (1) the logging of all photocopying activity, under the supervision of clerks, in a random selection of locations and time periods, (2) during 1 randomly selected day in each 10-day study period collecting a complete copy of every transaction, (3) the collection of bibliographic information on the materials photocopied as well as information about the volumes and circumstances of photocopying and (4) the addition of bibliometric information and information relative to the status of representation by Access Copyright for each work.

4. ***Logging locations***. Logging of photocopy activity will take place in schools, school boards and Ministries of Education of the provinces and territories included in the Study.

5. ***Cost of the Study and ownership of the data***. The sharing, if any, of the costs of conducting the Study as described in this document will be negotiated between the parties. Each party will bear its own costs outside of the budget earmarked for the study management team. In as much as the two parties have agreed to the sharing of the cost of the Study, the data collected as part of the Study will be jointly owned by the parties which can use them for any purpose without the consent of the other party. If there is no agreement on

cost sharing, Access Copyright will retain sole ownership of the data. This clause defines the Owners of the study data but shall not restrict the ability of any party to seek access to the study data through "discovery" procedures available before the Copyright Board of Canada.

6. ***Management of the Study***. The Study will be implemented by a third party (hereafter "the study management team") reporting to a steering committee comprising three representatives from each Owner (see paragraph 5). The steering committee will be responsible for the selection of the study management team — from within the data collection industry. Notwithstanding representation on the steering committee or ownership of study data, both parties will approve any changes to the methodology outlined in this document as well as the study materials including any communications, clerk training materials, forms and posters. If agreement cannot be reached on these matters, the Copyright Board of Canada will be asked to rule.

7. ***No action or claim***. Access Copyright agrees that it will not use, or allow others to use, the data collected as part of the Study to initiate action or claim for copyright infringement during or after the term of the proposed Tariff.

8. ***Communications on copyright matters***. The Objectors will provide Access Copyright with advance notice of any communications related directly or indirectly to Access Copyright's licence, the proposed tariff, the Study, reprographic reproduction or fair dealing reaching logging locations prior to or during the course of the Study. If Access Copyright disagrees with a given communication, agreement will be sought between the parties. Failing agreement, the matter will be referred to the Copyright Board of Canada for a ruling prior to distribution of said communication.

9. ***Audit provisions***. Owners of the study data (see paragraph 5) retain the right to conduct, during the course of the study, reasonable audit(s) of the information provided or work performed by the other party or by the study management team. For example, to the extent that they are owners of the Study data, the Objectors reserve the right to audit Access Copyright repertoire data (see paragraph 28) and data used in making determinations of non-compensable copying (see paragraph 32) in a sub-sample of works (see paragraph 22). Still subject to data ownership considerations, Access Copyright agrees to provide the information and/or documentation available to it to assist in any such audit, e.g. as regards paragraph 28; Access

Copyright will provide documents verifying their representation of the works identified in the sub-sample (see paragraph 22).

SAMPLES

10. ***Sample sizes***.

Schools. The sample of schools will encompass 900 schools in an effort to obtain a sampling precision of ± 9% of the estimate of the total volume of photocopy exposures at a confidence level of 95%. The detailed calculation of the sample size is available in the Access Copyright July 7, 2004 Motion to the Copyright Board of Canada. Parties agree not to challenge the sample precision levels obtained in the Study.

School boards. The number of school boards selected into the sample will be proportional to the number of school boards (404) to schools (11,912) in the population, that is 3.4%. Some 31 school boards will be sampled.

Ministries of Education. Since there are too few of them to sample, all relevant functions of all Ministries of Education subject to the Access Copyright licence will be included in the Study. Relevant functions are: curriculum development, distance education and testing and examination.

11. ***Sampling procedures***.

Schools. A new list of Canadian (excluding Quebec) elementary and secondary schools ("School List") will be compiled by the Objectors and delivered to Access Copyright as early as possible in October, 2004. The School List will include the school name, the city, the province or territory, the level of teaching and 2003 enrolment.

This list will be stratified geographically[1] and by level[2]. The sample of schools will be distributed to the ensuing 20 strata in proportion of the number of schools in each stratum. Each stratum will be further stratified by enrolment[3] and the sample attributed to each stratum

1 Geographically means by province and territory with territories constituting a single tranche.

2 In principle, grade schools (K-8) and secondary schools (9-12). Middle schools will be assigned to the level most prominent in the school.

3 There will be 4 enrolment groups: less than 125, 125 to 299, 300 to 699 and 700 and more.

will be distributed to enrolment groups according to the share of enrolment that each group represents in the stratum. Within the strata having received sample allocations via this procedure, individual schools will be selected with a probability proportional to the cubic root of enrolment and one replacement case will be drawn for each case selected into the sample (to be used out of absolute necessity and in the order supplied in the sample).

This methodology aims at distributing the sample through the country and through the schools of different sizes. It is recognized by Access Copyright and the Objectors that this stratification has as its sole purpose arriving at a representative national sample and that it will not result in a sample representative of each stratum or of every province/territory.

Within two weeks of the delivery of the school sample to Objectors' representatives, the Objectors will provide to Access Copyright the name of the school principal or delegate, a telephone number and an address for each sampled and replacement school, if not already on the School List.

School boards. A new list of Canadian (excluding Quebec) school boards will be compiled by Access Copyright from information provided by the Ministries of Education. This list will be stratified geographically and the sample of school boards will be distributed to the ensuing 10 strata in proportion of the number of school boards in each stratum. Within the strata containing sample after this procedure, individual school boards will be selected with a probability proportional to the cubic root of enrolment.

Ministries of Education. All relevant functions of all Ministries of Education subject to the resulting licence will be included in the Study.

Observation periods for schools, school boards and ministries will be chosen so as to be randomly distributed across four-week periods through the logging period.

These sampling protocols are different from the ones initially proposed by Access Copyright and will require new draws. The parties do not think it necessary to ask the school boards in the new sample for their comments, in light of the fact that the Copyright Board of Canada has had an opportunity to receive comments from school boards (many of whom stand to be chosen in the new sample) and

the school boards are under the legislative authority of the Ministries of Education which have jointly submitted this report.

SELECTION AND TRAINING OF LOGGING CLERKS

12. ***Selection of logging clerks***. Logging clerks will be selected by the study management team. Logging clerks will be submitted to a police check and subjected to a strict behaviour and dress code; they will be required to sign a confidentiality agreement.

13. ***Training of logging clerks***. Logging clerks will receive a training video and a training manual that they will have to study. Where feasible, logging clerks will take part in a half-day group training session; otherwise, they will be individually contacted by telephone to ascertain their preparedness for the tasks. Every logging clerk will be subjected to a task-relevant test and will have to obtain a passing mark before being officially enrolled into the Study. Paper or Web versions of these tests will be archived.

DATA COLLECTION IMPLEMENTATION

14. ***Initiation of the Study***. The Study will commence as soon as possible so that the logging period can be initiated on January 1, 2005.

15. ***Pretest of the sticker***. As early as possible, the Steering Committee, or its designees, will conduct a pretest of the logging sticker to ensure that it is practical and that it will produce the desired information. If such pretests indicate that the logging sticker is impractical and/or will not produce the desired information, both parties will attempt to agree on amendments to the sticker or any other solution. If no agreement can be reached, the matter will be referred to the Copyright Board of Canada for a decision.

16. ***Initial contact***. The study management team will contact each location to obtain a reading of each photocopier counter as of January 2005. The same operation will take place again exactly one year after the first readings will have been taken.

17. ***Duration of the logging period***. Each sampled location will be submitted to logging for a period of 10 school days. The logging period will be 12 months. Logging will not be undertaken during the winter (e.g. New Year), spring and summer breaks. Exact break dates will be established school by school.

18. ***Advising the locations***. Each location will be contacted by the study management team at least seven calendar days ahead of the scheduled commencement of the location's logging period to advise them of the imminence of the logging exercise and to determine the number of photocopier clusters on location as all photocopiers will be subjected to supervised logging.

    The Objectors will communicate in writing to location management the importance of maintaining usual photocopying practices during the logging period and will ask location management to convey this message throughout their organization.

19. ***Initiation of the logging period***. Upon arrival on location and after introductions with location management, the logging clerk(s) will affix posters (approved by the Steering Committee) near photocopiers and/or photocopying clusters and immediately commence their routine duties.

20. ***Logging routine duties***. In brief, it is intended that the clerical tasks be as systematic as possible, requiring as little discretion as possible on the part of the clerk.

    Logging will take place during the complete normal business hours of the location. At the beginning and at the end of each logging day, the logging clerk will note the photocopier counter reading of each photocopier for which the clerk is responsible.

    Through the day and for every photocopy transaction, the logging clerk will approach the person initiating the transaction to fill out a sticker and attach it to a copy of the most bibliographically meaningful page of the material being copied (e.g., typically the ISBN page for a book, the ISSN page for a periodical, the first page of an article, or the first page of an administrative document). See paragraphs 22 and 23 for exceptions.

    The clerk will ensure that logging stickers are available before leaving the premises during the logging period.

21. ***Logging sticker***. The logging sticker is reproduced at Appendix A. School identification will be pre-printed or provided for a batch of forms.

22. ***Complete copy of transactions***. During one randomly chosen day in each 10-day observation period, a complete copy of every transaction will be collected instead of only the most bibliographically

meaningful page. This sample of transactions will be used to estimate the proportion of compensable works copied during the complete study sample, in a manner(s) to be chosen by each party.

23. ***Confidential documents***. At the request of the person making the photocopy, confidential documents, being documents containing personal information about any individual as further described in Appendix "B" hereto will not be reproduced in this fashion; a Confidential Documents Information Sheet (Appendix B) will be used instead.

24. ***After hours copying***. It is understood that some photocopying activity may take place outside the hours of supervised logging. Logging will continue outside of supervised hours, on a non-supervised basis. All logged activity (within and outside supervised hours) will be used to prorate after-hours photocopying activity that will not have been logged (based on the comparison of the photocopier counter readings to the total logged photocopy exposures). These volume adjustments will be made on data for entire schools as opposed to data for individual photocopiers.

25. ***Delivery of forms***. All forms completed during the logging of one location (including log forms and photocopier counter forms) will be promptly returned to the study management team.

DATA CAPTURE AND INPUTTING

26. ***Data coding***. The study management team will be responsible for processing each logged transaction sheet. This processing will ensure that the required information is available (sticker, bibliographic page, school identifier), will highlight the ISBN/ISSN or the publication title and will ascertain whether there is an indication that reproduction of the material was authorized or disallowed by the rightsholders.

27. ***Data capture***. The study management team will be responsible for the data capture of all information from each logged transaction sheet — including all data on the sticker as well as the ISBN/ISSN/title of the work and results of the coding performed.

DATA MATCHING AND ADDITIONAL BIBLIOGRAPHIC RESEARCH

28. ***Data matching***. Data from the sample of transactions will be matched against the Access Copyright Rights Management System (RMS) according to the most significant identifier available in the

data set (e.g., ISBN). Where a match is found, data will be extracted from the RMS that are pertinent to the Study. This includes the nature of the work, the total number of pages in the work, Access Copyright representation status for the work and the existence of representation exclusions specific to the work. Subject to confidentiality undertakings and to joint ownership of the data (see paragraph 5), the Objectors' representatives will, during the course of the study, be given access to all information in the RMS that is relevant to the bibliographic and copyright status of works identified in the sample.

29. ***Additional bibliographic research***. Where data are not found in the RMS for a work, Access Copyright will endeavour to document the work and its representation status. Normal research protocols used in every distribution process will be reproduced at this stage. The results of the bibliographic research will be entered into the RMS. Hence, further matching of the sample data with the RMS will extract information from these researched titles.

DATA BASE PREPARATION

30. ***Data cleaning***. The study management team will receive regular data feeds from Access Copyright and report on the status of development of the study data base. The study management team will implement rigorous data assessment programs and develop data cleaning routines as required. These routines and protocols will be preapproved by the steering committee and fully documented in the final study report.

31. ***Weighting of the data***. The data will be weighted by geography, level and enrolment to fit known population figures.

32. ***Data necessary to identify excluded materials***. A portion of the photocopying activity in schools, school boards and ministries is not subject to payment under the proposed Tariff. Such exclusions will be identified in the following manners.

a) ***Teacher, school board and ministry created material; Canadian government publications (other than those of the Quebec government); material from non-affiliated copyright holders; material on the Access Copyright Exclusion List; material from a country without reciprocal rights arrangement***. Volumes of copying of each of these types of materials shall be reported separately from other volumes and separately from each of these types . All such material will be identified via data matching and additional bibliographic research as explained in paragraphs 28 and 29. To that end, the Objectors will supply Access Copyright with ISBN prefix(es) and ISSN's for materials published by teachers, school boards and ministries, where in the possession of the Objectors.

b) ***Material expressly excluded in the Access Copyright license***. The proposed Tariff includes the following prohibitions:
"*Copies shall not be made of the following categories of work:*
(i) workcards, assignment sheets, blackline masters and other material intended for one-time use such as workbooks and activity books;
(ii) instruction manuals and teachers' guides; and
(iii) publications that contain a notice prohibiting reproduction under a licence from a collective society."
Prohibition to copy such materials is noted on the ISBN/ISSN page of such documents. Indication to that effect will be made during the coding stage (see paragraph 26) and captured thereafter (see paragraph 27).

c) ***Public domain material***. It is agreed that the determination of the public domain nature of a work may require substantial research and may vary from page to page in a given publication. Therefore, case-by-case analysis of a sub-sample of transactions involving published documents will be performed to ascertain the proportion of the volume of published material which falls in the public domain. The Owners of the study data will each carry out their own analysis on the sample of transactions described at paragraph 22.

d) ***Preauthorized copying***. It is recognized that publishers sometimes grant reprographic licenses for specific works to particular entities (e.g., school boards, ministries). Based on reports from publishers, Access Copyright will build a list of such licenses in existence during the logging period (see paragraphs 14 and following), identifying the ISBN/ISSN and the entities concerned. The study management team will match the data set of sampled

transactions against this list to identify copies of material where copying was preauthorized.

e) ***Insubstantial copying***. The parties agree that the determination of insubstantial copying should ideally be based on qualitative as well as quantitative tests. Except for the sub-sample described at paragraph 22, the parties do not propose to collect more information than the number of pages copied from the work and the total number of pages in the work to ascertain the volume of insubstantial copying.

f) ***Photocopying transaction for one or more of the purposes permitted under the Copyright Act, for example fair dealing***. These will be measured in this Study using sticker questions (see paragraph 21 and Appendix A). Access Copyright and the Objectors agree to assume that only one copy is made per user in any given transaction except where expressly documented otherwise by the evidence on the sticker.

33. ***Final deliverables***. Owners of the study data (see paragraph 5) will receive the complete data set from the study management team. The study management team will be responsible for the preparation and delivery of a final report which will document fully the implementation of the Study, including, but not limited to, problems encountered, deviations from the original plan and lessons learned.

Appendix A • Logging Sticker

In the following questions, the term "**publication**" means:

- book for a book
- article for magazines, periodicals and newspapers
- document otherwise

Today's **date**	(date)
The total number of **pages copied** from this publication was	(pages)
The number of **copies made** of each page was	(copies)
The **total number** of pages in this publication is	(pages)
Initials of the staff member who made the copies	(initials)

Who made the copies? *(please check only ONE)*

☐$_1$ A teacher
☐$_2$ A librarian
☐$_3$ Another staff member
☐$_4$ A student
☐$_5$ Someone else

For whose use were the copies made? *(please check ALL that apply)*

☐$_1$ the person who made the copies

(people who did not make the copies) → ☐$_2$ staff, ☐$_3$ student(s), ☐$_4$ others → **Were the copies made at their request?** ☐$_1$ Yes ☐$_2$ No ☐$_3$ Undetermined → **If for student(s): Are students instructed to read the material?** ☐$_1$ Yes ☐$_2$ No ☐$_3$ Undetermined

For what purpose(s) were the copies made? *(please check ALL that apply)*

☐$_1$ Administration
☐$_2$ Criticism or review
☐$_3$ Entertainment
☐$_4$ Future reference
☐$_5$ Inclusion in student tests or examinations
☐$_6$ Private study
☐$_7$ Projection in class
☐$_8$ Research
☐$_9$ Student instruction
☐$_{10}$ Other, please specify: _____
☐$_{11}$ Undetermined

Appendix B • Confidential Document Information Sheet

Study on the volume and nature of photocopying in the elementary and secondary educational sector in Canada (except Quebec)

Confidential Document Information Sheet

I, _____, declare that the original document photocopied as described on the logging sticker contains confidential information that should not be reproduced for purposes of this study. The document is confidential because it contains personal information about an individual(s) contained in the following type of document :

☐ medical records

☐ criminal records

☐ personnel records

☐ academic or school performance (e.g. disciplinary) records

☐ communications relating to school boards/associations and/or Ministries or Departments of Education

☐ communications relating to parent, guardian, student or school activities

☐ Other, please specify _____

_____ _____

Signature Date

APPENDIX B Observation form (sticker)

LOGGING STICKER

Location number: _____

Today's date (enter as month/day/year) : _____

Total number of pages copied from this publication: _____

Number of copies made of each page: _____

Total number of pages in this publication: _____

In these questions, the term "**publication**" means:

- **book** for a book
- **article** for magazines, periodicals and newspapers
- **document** otherwise

Who made the copies? *(please check only ONE)*

☐1 A teacher ☐2 A librarian ☐3 Another staff member ☐4 A student ☐5 Someone else

For whose use were the copies made? *(please check ALL that apply)*

☐1 the person who made the copies

(people who did not make the copies)
☐2 staff
☐3 student(s)
☐4 others

Were the copies made at their request?
☐1 Yes ☐2 No ☐3 Undetermined

If for student(s): Are students instructed to read the material?
☐1 Yes ☐2 No ☐3 Undetermined

For what purpose(s) were the copies made? *(please check ALL that apply)*

☐1 Administration
☐2 Criticism or review
☐3 Entertainment
☐4 Future reference
☐5 Student test or examinations
☐6 Private study
☐7 Projection in class
☐8 Research
☐9 Student instruction, assignments and class work
☐10 Other purposes, specify (please print) _____
☐11 Undetermined purposes

Initials of the person who made the copies: _____

ÉTIQUETTE D'ENREGISTREMENT

Numéro du site : _____

Date d'aujourd'hui (sous forme mois/jour/année) : _____

Nombre total de pages copiées de cette publication : _____

Nombre de copies effectuées de chaque page : _____

Nombre total de pages dans cette publication : _____

Dans ces questions, le terme « publication » signifie :

- **livre** pour un livre
- **article** pour des magazines, périodiques et journaux
- **document** autrement

Qui a fait les photocopies? *(veuillez cocher UNE seule réponse)*

☐1 un enseignant ☐2 un bibliothécaire ☐3 un autre membre du personnel ☐4 un élève ☐5 quelqu'un d'autre

Les photocopies sont pour l'usage de qui? *(veuillez cocher TOUTES les réponses pertinentes)*

☐1 la personne qui a fait les photocopies

(des personnes qui n'ont pas fait les photocopies)
☐2 membre(s) du personnel
☐3 élève(s)
☐4 autres

Les photocopies ont-elles été faites à leur demande?
☐1 Oui ☐2 Non ☐3 Indéterminé

Si pour des élèves : Ont-ils comme instruction de lire le document?
☐1 Oui ☐2 Non ☐3 Indéterminé

Dans quel(s) but(s) les photocopies ont-elles été faites? *(veuillez cocher TOUTES les réponses pertinentes)*

☐1 Administration
☐2 Critique et compte rendu
☐3 Divertissement
☐4 Consultation ultérieure
☐5 Tests ou examens d'élèves
☐6 Étude privée
☐7 Projection en classe
☐8 Recherche
☐9 Enseignement aux élèves, devoirs, travail en classe
☐10 Autres buts, préciser (en lettres moulées) _____
☐11 But indéterminé

Initiales de la personne faisant les photocopies : _____

APPENDIX C
Pretest report

Date: January 19, 2005
To: K-12 Volume Study Steering Committee
From: Benoît Gauthier
Re: K-12 Volume Study pretest results

As part of the design, planning and implementation of the Access Copyright K-12 Volume Study and in accordance with paragraph 15 of the Access Copyright/CMEC agreement on the design of this study[1], I have conducted a pretest of the study implementation.

Approach

I randomly selected three schools in the Ottawa area, among schools that had not already been selected for the main study or in the replacement sample. They were:

- Notre Dame Elementary School, visited on January 4, 2005. This English school turned out to be more of a secondary school than an elementary one; it housed grades 7 and 8 as well as high school grades.
- Ridgemont High School, visited on January 6, 2005. This is an English high school.
- École élémentaire St-François-d'Assise, visited on January 10, 2005. This is a French elementary school.

In each case, a research assistant and myself met at the school about 30 minutes before classes. The pretest was ended after school lunch hour. The research assistant acted as a photocopy monitor, implementing the study protocol as described in the training documentation. My role was to observe the implementation of the protocol with a view to assess the adequacy of the training material, the practicability of the study design and the clarity of the study process for individuals making photocopies.

Each pretest was conducted with a different research assistant. All three were very recent hires of R.A. Malatest, at the research assistant or clerk level. They received no formal training; their only source of information on the study and on what was expected of them as photocopy monitors was the study training material.

1 *15. **Pretest of the sticker**. As early as possible, the Steering Committee, or its designees, will conduct a pretest of the logging sticker to ensure that it is practical and that it will produce the desired information. If such pretests indicate that the logging sticker is impractical and/or will not produce the desired information, both parties will attempt to agree on amendments to the sticker or any other solution. If no agreement can be reached, the matter will be referred to the Copyright Board of Canada for a decision.*

All three pretests went smoothly. The general conclusion is that the study protocol is practical and the training material, appropriate to instruct research assistants of the tasks to be performed. My observations and recommendations follow.

Observations

- All research assistants who had a poster placed it on the wall behind the photocopier and all thought of taking a reading of the photocopier counter.

- I observed no signs of impatience or stress caused by the study among teacher or staff; curiosity was more the norm.

- To the question "for whose use were the copies made":
  - one teacher indicated that the unique copy was for their student for a test and for themselves to evaluate the student;
  - some teachers selected "other" for a copy made for the principal (who was not seen as "staff").

- Purposes:
  - the purpose "student instruction" was not well understood by some teachers who did not know where to put "assignments" or "class work";
  - "inclusion in student tests or examination" was not clear to some;
  - minimal wording changes can alleviate these issues.

- The tense of verbs did not always suit the situation. For example, "Are students instructed to read the material?" should sometimes read "Will students be instructed to read the material?".

- The French version of the sticker has flaws that can be addressed through wording changes:
  - "étudiant" should be changed for "élève" since we are dealing with the K to 12 levels;
  - "À qui serviront les photocopies?" is more generic than "For whose use were the copies made?";
  - "Les photocopies sont-elles faites à leur demande?" should use the past tense;
  - "Leur a-t-on demandé de lire le document?" is weaker than "Are students instructed to read the material?";
  - "Dans quels buts les photocopies sont-elles faites?" should use the past tense;

- "Critique ou examen" should read "Critique et compte rendu" (words of the Act);
- "Consultation future" may not render "Future reference" exactly;
- "Instruction aux étudiants" is unclear; it should refer to "enseignement".

- For information, 35 transactions were documented at school 1, 31 at school 2 and 22 at school 3.
  - Of these 88 transactions, 22 were given more than one purpose; 9 of these had to do with the selection of "administration" and "inclusion in student tests or examination" in the case of single copies made to send to the school board for cheaper reproduction.

Recommendations

- Sticker:
  - add a field for school identification;
  - change "inclusion in student tests or examination" to "student test or examination";
  - change "student instruction" to "student instruction, assignments and class work";
  - change "other, please specify" to "other purposes, please specify";
  - change "undetermined" to "undetermined purposes".

- Review the French translation of the sticker once finalized.

- A one-page "summary of instructions" should be prepared. It should be plastified to make it easy to find and sturdy under use. It should include the following messages:
  - Get on site at least 30 minutes before classes start — 45 minutes on the first day.
  - Ask the contact person for the location of the photocopier counter.
  - Note the photocopier counter figures at the beginning of the day.
  - Fill out one sticker per photocopy transaction, including when using a confidential document form. If different originals are copied different numbers of times or for different purposes, fill out different stickers.
  - Fill in the location number on every sticker.
  - Make a copy of the page of the document with the most information about the title, the authors and the publisher:
    - for a book, the ISBN page;

- for a magazine article, the magazine cover and the first page of the article;
- for a newspaper article, the banner of the newspaper with the date included and the first page of the article;
- for an excerpt from an anthology, the ISBN page and the first page of the piece being copied.

- If you learn anything peculiar about a transaction, note it on the copied page under the sticker.
- Read the sticker questions as they are but feel free to adapt the tenses of verbs, and, in French, the gender of names.
- Note the photocopier counter figures at the end of the day.

- A pen should be included in the package sent to the research assistants at study locations.

APPENDIX D
School sample size

M E M O R A N D U M

Date: June 22, 2004
To: Roanie Levy, Access Copyright
From: Benoît Gauthier
Re: Volume and repertoire study sample for K-12 schools

This note describes a sampling strategy for a study of K-12 school photocopying patterns. The study is concerned with estimating

- the ***total annual volume*** of photocopying of material subject to an Access Copyright licence, within four genres, and;
- the percentage of published material copied that fall ***within the Access Copyright repertoire***, within four genres.

The four publication genres are:

- books;
- newspapers;
- magazines, and;
- learned journals.

Population

This study aims to project the results to the following population: all photocopy exposures[1] of published material performed in primary and secondary level public schools in Canada (excluding Quebec), school boards and ministries of Education.

Sampling unit

While a pure simple random sample would require the selection of individual photocopy transactions, this is not technically or economically feasible as no list of such transactions exist and resources required to implement this type of sampling are excessive. Therefore, photocopy transactions must be clustered for sampling purposes and clusters must be sampled rather than individual exposures.

[1] To avoid confusion, I define the following key terms:

- a ***transaction*** is an event where a single publication is reproduced; pages copied need not be in sequence, and can be scattered throughout the document. For periodicals and newspapers, each individual article triggers a separate transaction;
- a ***copy*** is one reproduction of a document; during a single transaction, if an original is reproduced three times, then three copies are made;
- an ***exposure*** is a single copy of a single page: making one copy of a 3-page magazine article entails making three exposures.

All studies but one that I am aware of clustered photocopy transactions by photocopier-day; the only exception is a recent study conducted by Copibec with the Government of Quebec which used employee-weeks instead. Clustering by photocopier provides more control by the researcher as well as means to objectively measure the level of compliance with the study protocol. Thus, I propose to cluster the sample by photocopier-day.

To the extent that the study will employ on-site coordinators not related to schools to initiate, to coordinate, to oversee and possibly to control the implementation of the study protocol, geographic clustering may also be required because of the cost of dispatching individuals to schools.

Therefore, the initial sampling unit will be schools and the secondary sampling unit, photocopiers — if all photocopiers are observed within each schools, this becomes is a non-issue. Time periods will also be sampled as observation cannot last for a complete school year.

Logic of the sample size calculation

The size of the sample is a function of five factors:
- the acceptable level of risk;
- the level of precision sought;
- the level of homogeneity of the population under study;
- the design effect induced by sample clustering;
- the size of the population.

The ***level of risk*** is typically set at 5% meaning that the sample is conceived assuming a risk that real values would be outside of the confidence interval of the estimates 5% of the time. I propose to adopt this traditional level of risk.

The ***level of precision*** sought is entirely a function of the value of the quality of the information. For a mundane decision, a precision of ±25% may be acceptable. But where a decision carries a price tag in the millions of dollars, more precision is in order. For the sake of explaining the process, I used estimates that bear a confidence interval of ±10% — meaning that, if it was found that 1,000,000 exposures are made, this point-estimate would bear a confidence interval of 900,000 to 1,100,000 exposure (i.e., statistically, the true value should be found within that range, assuming a 5% risk of being wrong). I also provide calculations for confidence intervals of ± 5% and ± 20%.

The ***level of homogeneity*** of the population is measured differently for an estimate of a total (such as the total number of photocopy exposures) and

for an estimate of a proportion (like the proportion of exposures that fall within the repertoire).

- For a total, we need a measure of the variance of the number of exposures by photocopy transaction. From past studies, I have established that the expected variance in the number of exposures per photocopier/transaction is 31,600; the mean is 56. The distribution is heavily skewed to the left, however, with a few large outliers. Hence, I propose calculations removing 0.1% of the cases (variance = 14700; mean = 52) and 0.05% of the cases (variance = 8300; mean = 47).
- For a proportion, we need the expected value of the said proportion — the worst case scenario, in absence of other information, being 50%.

Because the sample is clustered by school and time (and possibly by photocopier), it does not function statistically as a simple random sample: *ceateris paribus*, it produces less precise estimates. It is very difficult to estimate the exact ***design effect*** that this produces. In a study of federal photocopying, I used an estimate of 2; in a study of radio broadcasting (admittedly much more clustered), I could calculate a design effect of 10. I propose a conservative value of 3.

Sample size for the estimation of the total volume

The following equation is offered by Scheaffer, Mendenhall and Ott[1] to estimate the sample required to estimate a total

$$n = \frac{deff\ N\sigma^2}{(N-1)\left(\frac{B^2}{z^2 N^2}\right) + \sigma^2}$$

I used the following values:

- the estimated size of the ***annual population of transactions*** is 3.4 million (0.70 transaction per day per photocopier in existing studies times 180 school days times 2.28 photocopier per school times 11,947 schools);
- the ***variance*** in the number of exposures per transaction is 31,600, based on AccessCopyright historical data;
- the ***bound of estimation*** was established at 10% of the population of exposures, that is ±19 million (10% of 3.4 million transactions averaging 56 exposures);

[1] Richard L. Scheaffer, William Mendenhall and Lyman Ott, *Elementary Survey Sampling*, North Scituate, Duxbury Press, 1979, p. 44.

- a confidence level of 95% was selected, leading to a ***z value*** of 1.96;
- a design effect of 3.

Based on these data, the study requires a sample of 11,600 transactions. Assuming a sampling period of 10 days, 2.28 photocopier per school (based on Access Copyright historical data) and 0.70 transaction per day per photocopier, the sample needs to obtain data from 727 schools.

Other possible calculations are presented in the following tables. After careful consideration, it was decided not to pursue the truncation of outliers.

Sample sizes for various scenarios of sampling precision levels and various treatments of outliers
transactions and (schools) required

# of large transactions excluded	# of exposures represented	Sampling precision		
		± 5%	± 10%	± 20%
None	1,201,193	46,243 (2,897)	11,600 (727)	2,902 (182)
0.1%	1,124,207 (-6% vs. none)	25,000 (1,566)	2,087 (131)	1,566 (98)
0.5%	1,017,565 (-15% vs. none)	5,764 (361)	1,443 (90)	361 (23)

# of large transactions excluded	# of exposures represented	Sampling precision			
		± 6%	± 7%	8%	± 9%
None	1,201,193	32,157 (2,015)	23,645 (1,482)	18,113 (1,135)	14,317 (897)

Sample size for the estimation of the repertoire coverage

The sample size required to estimate the proportion of repertoire coverage is determined using the following equation:

$$n = \frac{deff\ Npq}{(N-1)\left(\frac{B^2}{z^2}\right) - pq}$$

I used the following values:

- the ***target proportion*** (p) was estimated at 80%; therefore, q equals 20%;
- the ***bound of estimation*** was established at 10% such that an observed value of 80% would be located within a confidence interval from 70% to 90%;
- a confidence level of 95% was selected, leading to a ***z value*** of 1.96;
- a design effect of 3.

Based on these data, the study requires a sample of a mere 184 transactions. This is because estimating a proportion is much simpler than estimating a total.

Using the 11,650 transactions required to estimate the total volume, the estimate of the proportion of exposures within the repertoire would be within a confidence interval of 79.9% to 80.1%.

Proportionality of the sample

The sample can be selected in a simple random fashion (where each school has an equal chance of being selected) or in a manner proportional to enrollment (I used cubic root proportionality where a school 27 times the size of another school has 3 times the likelihood of selection).

The distribution of enrollment figures shows that 815 schools have an enrollment of less than 30 (7% of schools) and 1,910, less than 100 (16% of schools). A simple random sample would therefore not be very efficient at collecting usable information on photocopying patterns.

Consequently, I propose to use a sample proportional to enrollment. To avoid exceedingly biassing the sample in favour of large schools, the selection was made proportional to the cubic root of enrollment.

Sample size for school boards

School boards are considered as just another type of photocopying location. Since volume and repertoire data are not required on a segmented basis (e.g., schools vs. school boards), I propose to lump conceptually school boards into the general pool of locations. However,

since the sampling process will be proportional to enrollment, we cannot simply throw school boards into the school list as the very large size of some school boards would distort the selection process (note: 38% of school boards have enrollment figures larger than the largest school in Canada).

Therefore, I selected separate samples of schools and school boards, both proportionate to (the cubic root of) enrollment. The number of school boards selected into the sample will be proportional to the number of school boards (404) to schools (11,912) in the population, that is 3.4%.

Sampling protocol

Lists of schools and school boards were sent to me by Access Copyright along with an enrollment figure, an address and a telephone number. After reading in the lists and attributing the average provincial enrollment value to 51 new Alberta schools, I implemented the following protocol: for schools and school boards separately,

- I calculated a different random number for each location using the integrated SAS RANUNI function;
- I multiplied this random number by enrollment for each location;
- I sorted the list in decreasing order according to the random number;
- I identified the first 1,135 locations for schools and 38 locations for school boards as constituting the primary sample based on the selection of ±8% as the level of precision desired by Access Copyright;
- I identified an additional 20% of locations as secondary sample in case a location required a substitution — being understood that these substitutions must be used in the order in which they were ranked by the random procedure. Grounds for substitutions include:
  - the unavailability of the location within the study period;
  - the extreme remoteness of a location;
  - the definitive refusal to take part in the study.
- Pertinent branches of ministries of Education will not be sampled as there are too few of them: all of them will be involved in the study for the same 5 to 15 days as other locations. The list of pertinent branches will have to be determined ahead of initiating the study.

APPENDIX E
Research assistant training manual

Photocopy Study Training Manual

This study has been agreed to by representatives of the Ministries of Education in all provinces and territories (except Quebec) and school board associations in Ontario and *Access Copyright*.

Introduction

Why are schools, school boards and ministry offices being asked to participate in a study?

This year a number of schools, board offices, and ministries and departments of education nationwide have been randomly selected to take part in a study that determines the volume and type of photocopying in publicly funded schools. The study will estimate the volume and type of material being photocopied.

What is *Access Copyright?*

Access Copyright represents authors and publishers, who rely on royalties as others rely on a salary. *Access Copyright*, The Canadian Copyright Licensing Agency, is a not-for-profit organization founded in 1988 by Canadian creators and publishers who wanted to collectively administer their reproduction rights under the *Copyright Act*.

Access Copyright provides licences to copy published works. Schools, post-secondary institutions, government agencies, businesses, and not-for-profit organizations have licences with *Access Copyright*. The fees collected from these licences are passed along to the rightsholders as royalty payments.

Is every school covered by a licence?

Yes. Every publicly funded school outside the province of Quebec is covered by common licences to copy through *Access Copyright*. The licence also covers school boards, where they exist, as well as ministries and departments of education.

Why is there a licence?

The licence is designed to allow copying otherwise not permitted under the *Copyright Act*.

How long will the study last?

The study will last for ten days at each selected site.

How will we know when the study has started?

At the start of the study, a poster will be placed above each photocopier.

Where can we get more information?

School, board and ministry staff with questions about the study can contact Malatest, the independent research consultant hired to conduct the study, at 1-877-665-6202 in Ontario and the Atlantic provinces, or 1-877-665-6203 in British Columbia, the Prairie Provinces, and the Territories.

Research assistants who have questions about the study can call their direct supervisor at the number provided.

The Study Documents

What is the research assistant's role in the study?

During the study, whenever copies are made, information needs to be collected, even if a single copy is made. As copies are made, the research assistant is to record all the relevant information regarding the sources of the material being copied and the number of copies made.

The study methods include steps each research assistant must take on a **daily** basis as well as at the start and end of each ten-day study period.

The research assistant's kit

The following materials will be delivered to the research assistant to support the implementation of the study:

Video
A training video to be used in conjunction with this training manual.

Training Manual
This training manual provides background information about the licence and the study procedures, and includes examples of study copies. The research assistant will be given enough copies of the training manual to store one in the front section of each collection box, for reference by study participants, plus one copy for the principal.

Collection box and dividers
The research assistant will be provided with enough collection boxes to place one beside each photocopier or photocopier cluster for which the research assistant will be responsible at each study site. The boxes are delivered flat and are to be made up at the study site and the divider placed inside. Once the box is divided into two sections, the copies produced by the study are to be stored in the larger section at the back of the box. The small section at the front is designed to hold a copy of this training manual, several sheets of stickers and several confidential document information sheets.

Brochure
The brochure will be distributed by the school's principal to all teachers in the school prior to the commencement of the study. A copy of the brochure will be provided in the research assistant's kit for the research assistant's reference only.

Photocopier counter sheet

The research assistant will receive several copies of the photocopier counter sheet. The research assistant is to fill out one per school, entering the daily data as described below. For schools that have more copiers than there are spaces on the photocopier counter sheet, the research assistant is to complete and attach a second (or third) photocopier counter sheet and fill in the bottom notation (for example, "Page 1 of 2").

This sheet is to not to be left behind at the end of each day; the research assistant will take it away and bring it back on the following day.

Sticker

One sticker for each photocopy job is to be completed by the research assistant and attached to the back of all study copies. Blank stickers should be stored in the front section of the collection box.

Confidential document information sheet

The confidential document information sheet is to be used if the document being copied is confidential. The person making the copies is to complete and sign a confidential document information sheet. Blank confidential information sheets should be stored in the front of the collection box.

Answer card

The answer card provides the possible answers to the last question on the sticker. The research assistant will show the answer card to the person making the photocopies to assist them in identifying the purposes for which the copies are made.

Poster

The poster explains the basic study procedures. The research assistant will be given enough copies to affix one to the wall above each photocopier.

Courier envelope and pre-addressed label

The envelope is to be used to return the study copies to Malatest, the independent research consultant hired to conduct the study, after the end of the study at each location. The label provided is pre-addressed to the recipient. The research assistant is to complete the sender information part before calling the courier for a pickup or dropping it in one of the courier drop-boxes.

The Study Set-Up

Before the research assistant arrives at a school, board or ministry office, Malatest, the independent research consultant hired to conduct the study, will confirm with the school, board or ministry office that the study is about to begin at that location.

When arriving on the first day of the study at a particular site, the research assistant must proceed to the school's administration office and introduce themselves. The research assistant is then to be directed to the various copier locations in the school, board office or ministry of education office. Each research assistant is responsible for one copier or one group of copiers, all located in the same physical area.

Once at the copier location, the research assistant is to place a poster above each copier and a collection box by each copier or group of copiers.

The research assistant will then put a copy of this training manual, several sheets of stickers and several confidential document information sheets in the front of each collection box.

Once everything is set up, the study is to begin.

The Daily Process

The study will be conducted during the normal business hours of the study site and will encompass **everything** being copied over the ten days of the study at each site.

The photocopier counter sheet

At the **beginning and end** of each day of logging, the research assistant is to record the photocopy counter reads and location of each copier for which they are responsible on the photocopier counter sheet provided. The research assistant is to start by filling in his or her name and the name and number of the school in the spaces provided at the top of the sheet.

The photocopier counter sheets are to be taken home each night and brought in each morning. This is to ensure they are available each day of the study.

The photocopier counter sheets must be completed each day with the time that the research assistant started work and finished work plus the counter read on each copier at the start and end of each day. Any after hours copying by the staff will be captured in the difference between the end counter read of the one day and the start counter read of the next day. It is anticipated that there will be differences as staff use the copiers after the research assistant has left for the day. (After hours and at any other time when the research assistant is not present, staff are to complete the study procedure by following the instructions on the poster and in the study brochure.)

The research assistant must also initial the photocopier counter sheet each day in the space provided.

When completing the photocopier counter sheet, should the research assistant require additional space for copier information, he or she is to use a second photocopier counter sheet and fasten it to the first sheet. The research assistant will write “Page 1 of 2” at the bottom of the first sheet.

Space is provided on the back of each sheet for comments. This is where the research assistant would indicate copier breakdowns, for example.

The research assistant is reminded to indicate at the end of each logging day the time that he or she finished work and the counter read on each copier.

The Logging Process

The research assistant must complete the following steps daily:

Step 1 - Photocopy the bibliographic page

During the day, whenever copies are made, the research assistant must approach each person making copies and obtain a copy of the **page or pages with the most bibliographic information**, as well as complete a **sticker** (see Step 2). The information for the sticker is to be obtained from the person making the copies. Once the sticker has been completed, the research assistant will attach it to the back of the copy of the bibliographic page.

The purpose of obtaining the page with the most bibliographic information is to enable the data collection team to clearly identify each work that was copied. For that, they require a copy of the page with the International Standard Book Number (ISBN) or International Standard Serial Number (ISSN), the name of the book, the name of the author(s) and the publisher. As well, the ISBN page provides information on the country of publication and the year. The ISBN is an individual identifying number unique to that work. The ISSN is a unique number for the serial publication such as a magazine or journal.

When making copies from a **BOOK**, the research assistant will copy the copyright or title page (the page with the most bibliographic information).

When copying an article from a **MAGAZINE or JOURNAL**, the research assistant will make a copy of the first page of the article and a copy of the cover of the magazine or journal and fasten the pages together.

When copying a **NEWSPAPER ARTICLE**, the research assistant will copy the first page of the article and the banner of the newspaper with the date included and fasten these pages together.

Anthologies

When copying from books that are anthologies (for example, a book of short stories by various authors), the research assistant will copy the copyright or title page (the page with the most bibliographic information) and a copy of the first page of the section being used in the anthology.

Confidential Documents

From time to time, confidential documents may be copied, and this copying must also be recorded. However, in this case, actual copies of the documents are not required. In the supplies provided to the research assistant, there are confidential document information sheets which are to be used if the document being copied is confidential. The person making the copies is to complete and sign a confidential document information sheet. He or she is to indicate on the confidential document information sheet the nature of the confidential information. The research assistant must also complete all of the questions on the sticker and affix it to the back of the confidential document information sheet. In the case of confidential documents, the answer to the question “For what purpose were the copies made?” is **administrative**. Once the sheet has been completed and signed and the completed sticker affixed to its back, the sheet is to be placed in the collection box.

Complete copy of transactions

For one randomly selected day during the ten day study at each site, the research assistant will be required to copy every complete photocopy transaction made, in addition to the bibliographic page. In other words, if a teacher is making copies of 9 pages from a textbook, on that day the research assistant will make not only a copy of the ISBN page, but he or she will also make a copy of all nine pages copied.

No Source Information

If the person making the copies does not have the original document or source, the copying he or she is doing must still be recorded. The research assistant will copy the page with the most information, attach and complete a sticker, and place it in the collection box.

Non-Published Materials

When copying non-published materials such as teacher created materials, administrative memos, permission slips etc., the research assistant will make a copy of the first page only.

A reminder to include all kinds of copies

The Pan-Canadian Licence allows for various types of copying, not just those made on paper. The licence also authorizes copying by some other means, such as onto overheads, therefore all copying onto overhead slides is to be included in the study. **All** copying done at the school or board or ministry during the ten days of their study period is to be captured.

Step 2 - Complete the sticker

The research assistant will complete the sticker and attach it to the back of the copy of the bibliographic page copied under Step 1 and place it in the collection box. The following information must be completed on the sticker:

Today's date

The research assistant will note the month, day and year.

The total number of pages copied from the publication

The research assistant will note the number of pages copied, not the page numbers (for example, if copying pages 7 to 12, note the number of pages as 6).

The number of copies made of each page

The research assistant will note how many sets were copied of each page.

The total number of pages in the publication

For a book, the research assistant will go to the back of the book and note the final page number. For a magazine or journal article, he or she will note the total number of pages on which the article appears.

When asking the following questions of the person making the copies, the research assistant will read the questions to him or her as they are, and must not interpret the meaning of the questions for the benefit of the person making the copies (even if asked).

Who made the copies?

The research assistant will ask the person making the copies whether they are a teacher, librarian, another staff member, a student, or someone else. **Please choose only one of these options.**

For whose use were the copies made?

The research assistant will ask the person making the copies this question. Please **check off all that apply**. If the person making the copies will be using them, then check the first box. If the copies are being made for staff, students or others, the research assistant will check the appropriate box and proceed to ask the second part of the question.

Were the copies made at the request of the staff, student or others?

Possible answers are yes, no, or undetermined. **Check only one answer.**

If for student(s): Are students instructed to read the material?

Possible answers are yes, no, or undetermined. **Check only one answer.**

For what purpose were the copies made?

To answer this question, the research assistant will **check off all that apply** by going through the alphabetical list of eleven options with the person making the copies to determine which is/are applicable. To facilitate the selection, the research assistant will show the person making the copies the answer card provided in the research assistant's kit. The possible options are:

Administration	Private study
Criticism or Review	Projection in class
Entertainment	Research
Future reference	Student instruction
Inclusion in student tests or examinations	Other (here the research assistant is to ask the person to specify)
	Undetermined

The initials of the person making the copies

The research assistant will ask the person making the copies to initial the sticker to confirm that the information in it is correct.

Step 3 - Put the copy study in the collection box which is located by the photocopier.

At the end of each day, the copies must be stored in a secure area for safe-keeping. The research assistant will consult with the study site administration to determine where the copies can be stored, remove all copies from the collection box and place in secure area at the end of each day.

After Hours Copying

As after hours copying is likely to occur, the collection box — including a copy of this training manual, several sheets of stickers, and several blank confidential document information sheets — are to be left at each copier. Staff making after hour copies are to follow the instructions on the poster above each copier and in the brochure provided to them in order to log the copies they make.

Sampling at Ministry Facilities

When conducting the study at the ministries of education, only the following areas within the ministries will participate in the study: curriculum development, distance education, and testing and examination. Consequently, the posters and collection boxes will only be placed by copiers in those areas.

Photocopier-Printer Combo

Some photocopiers also operate as printers. The research assistant is to treat print jobs the same way as photocopy jobs. When the person making the print job comes by the photocopier to collect the print job, the research assistant will follow logging Steps 1 to 3. First, the research assistant will make a copy of the most relevant bibliographic page or, for non-published material, the first page. If the document is confidential, the person making the copies is to complete the confidential document information sheet. Second, the research assistant will complete the sticker. Third, the research assistant will put the study copy in the collection box.

Copier Breakdowns

Should a copier break down for any period of time during the study period, the research assistant is to record this information on the photocopier counter sheet under “Comments.”

The End of the Study

Sending the documents back

At the end of the logging period for each study location, all the photocopier counter sheets, along with all the copies collected — but only these documents — are to be placed in the courier envelope with the pre-addressed label and returned to Malatest, the independent research consultant hired to conduct the study. The envelopes and labels are part of the package of supplies the research assistant will receive.

The research assistant will remove all other study materials, including the posters and collection boxes, from the photocopier areas, and discard. The research assistant will recycle whenever possible.

Proper Sticker Sampling Examples

Photography by Channel One

Example 1 – Book

Step 1: Copy the bibliographic page.

Nelson Science 9 Project Team

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Assistant Coordinator: **Carolyn Madonia**

Supervising Editor: **Cecilia Chan**

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Safety Consultant: **Margaret Redway, Fraser Scientific and Business Services, Richmond, B.C.**

Cover photo: **CNRI/ Science Photo Library.** False-colour scanning electron micrograph of the head of the minute black fly, *Simulium* sp., also known as the buffalo-gnat.

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Canadian Cataloguing in Publication Data

Main entry under title:

Nelson Science 9

Includes index.
ISBN 0-17-604725-5

1. Science - Juvenile literature. I. Ritter, Bob, 1950-

Q161.2.N45 1995 500 C95-930954-3

Printed and bound in Canada by Metropole Litho Inc.

3 4 5 6 7 8 9 0 /ML/ 4 3 2 1 0 9 8 7 6

Example 1 – Book

Step 2: Complete a sticker and attach it to the back of the bibliographic page.
Step 3: Put the copy in the collection box.

2004 Logging Sticker

In the following questions, the term "**publication**" means:
- *book* for a book
- *article* for magazines, periodicals and newspapers
- *document* otherwise

Today's date ..... 26-01-04 (date)
The total number of pages copied from this publication was ..... 3 (pages)
The number of copies made of each page was ..... 15 (copies)
The total number of pages in this publication is ..... 560 (pages)

Who made the copies? (*please check only ONE*)

- ☑ 1 A teacher
- ☐ 2 A librarian
- ☐ 3 Another staff member
- ☐ 4 A student
- ☐ 5 Someone else

For whose use were the copies made? (*please check ALL that apply*)

- ☐ 1 the person who made the copies
- (*people who did not make the copies*)
  - ☐ 2 staff
  - ☑ 3 student(s)
  - ☐ 4 others

Were the copies made at their request?
☐ 1 Yes ☐ 2 No ☑ 3 Undetermined

If for student(s): Are students instructed to read the material?
☑ 1 Yes ☐ 2 No ☐ 3 Undetermined

For what purpose(s) were the copies made? (*please check ALL that apply*)

- ☐ 1 Administration
- ☐ 2 Criticism or review
- ☐ 3 Entertainment
- ☐ 4 Future Reference
- ☐ 5 Inclusion in student tests or examinations
- ☐ 6 Private Study
- ☐ 7 Projection in class
- ☐ 8 Research
- ☑ 9 Student instruction
- ☐ 10 Other, please specify
- ☐ 11 Undetermined

Initials of the staff member who made the copies ..... (initials)

Example 2 – Anthology

Step 1: Copy the bibliographic page.

VIKING
Published by the Penguin Group
Penguin Books Canada Ltd, 10 Alcorn Avenue, Toronto, Ontario, Canada M4V 3B2
Penguin Books Ltd, 27 Wrights Lane, London W8 5TZ, England
Penguin Putnam Inc., 375 Hudson Street, New York, New York 10014, U.S.A.
Penguin Books Australia Ltd, Ringwood, Victoria, Australia
Penguin Books (NZ) Ltd, cnr Rosedale and Airborne Roads, Albany, Auckland
1310, New Zealand

Penguin Books Ltd, Registered Offices: Harmondsworth, Middlesex, England

First published 1998
1 2 3 4 5 6 7 8 9 10

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Printed and bound in Canada on acid free paper ♻

CANADIAN CATALOGUING IN PUBLICATION DATA

This land: an anthology of Canadian stories for young readers

ISBN 0-670-87896-0

1. Children's stories, Canadian (English).* I. Pearson, Kit, 1947–

PS8321.T44 1998 jC813'.0108923 C98-930714-X
PZ5.T1 1998

Visit Penguin Canada's web site at www.penguin.ca

Example 2 – Anthology

Step 1 continued: Copy the first page of the piece being copied. Fasten together with the bibliographic page.

from

Hold Fast

by

KEVIN MAJOR

Fourteen-year-old Michael's parents have just been killed by a drunk driver. He and his little brother Ernest are staying with relatives, waiting to hear their fate.

"Mike."

"Yeah."

"Is you afraid?"

I knew it was that. "A bit afraid," I said.

"A lot?"

"Yeah . . . when I thinks about it."

I could see his eyes starting to fill up.

"I mean, they won't send us away, will they? Like to an orphanage?"

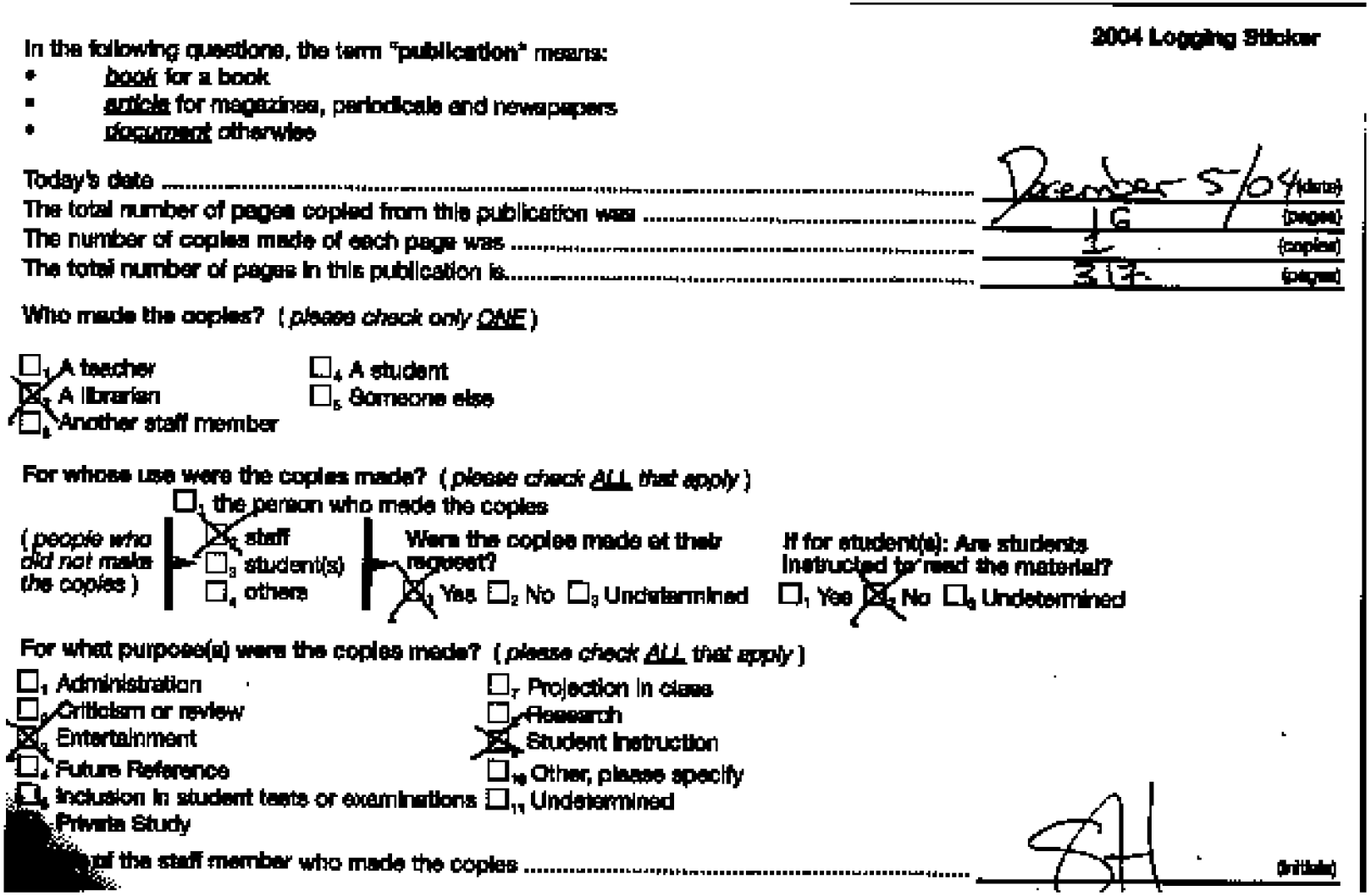
"No, they wouldn't do that."

"Cause if they do, I won't go. Aunt Flo won't send us where we don't want to go, will she?"

"You knows Aunt Flo wouldn't do that."

Example 2 – Anthology

Step 2: Complete a sticker and attach it to the back of the bibliographic page.
Step 3: Put the copy in the collection box.



2004 Logging Sticker

In the following questions, the term "publication" means:
- book for a book
- article for magazines, periodicals and newspapers
- document otherwise

Today's date ..... December 5/04 (date)
The total number of pages copied from this publication was ..... 16 (pages)
The number of copies made of each page was ..... 1 (copies)
The total number of pages in this publication is ..... 317 (pages)

Who made the copies? (*please check only ONE*)

☐ 1 A teacher
☒ 2 A librarian
☐ 3 Another staff member
☐ 4 A student
☐ 5 Someone else

For whose use were the copies made? (*please check ALL that apply*)

☐ 1 the person who made the copies
(*people who did not make the copies*)
☒ 2 staff
☐ 3 student(s)
☐ 4 others

Were the copies made at their request?
☒ 1 Yes ☐ 2 No ☐ 3 Undetermined

If for student(s): Are students instructed to read the material?
☐ 1 Yes ☒ 2 No ☐ 3 Undetermined

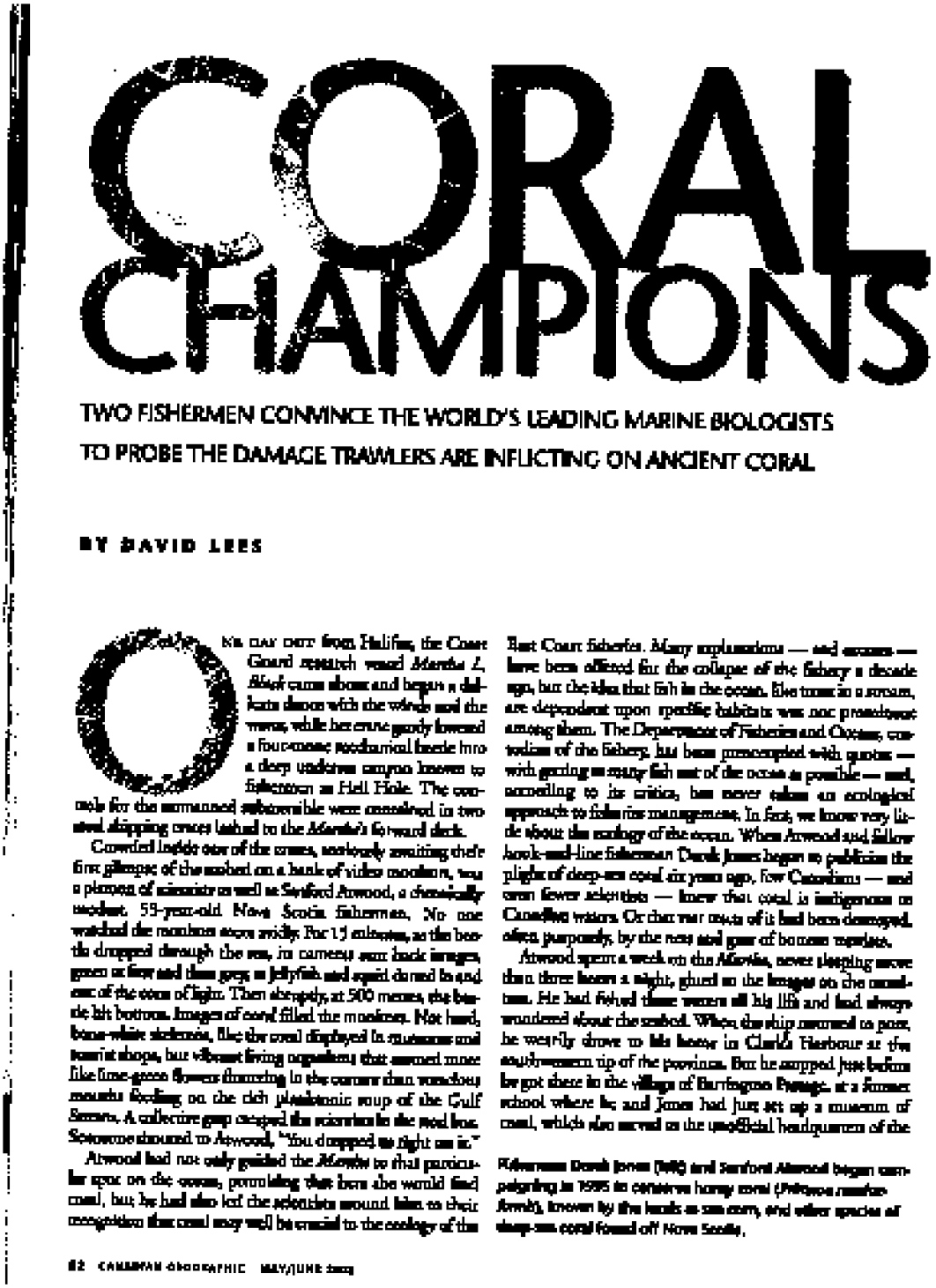
For what purpose(s) were the copies made? (*please check ALL that apply*)

☐ 1 Administration
☐ 2 Criticism or review
☒ 3 Entertainment
☐ 4 Future Reference
☐ 5 Inclusion in student tests or examinations
☐ 6 Private Study
☐ 7 Projection in class
☐ 8 Research
☒ 9 Student instruction
☐ 10 Other, please specify
☐ 11 Undetermined

[redacted] of the staff member who made the copies ..... (initials)

Example 3 – Magazine or Journal

Step 1: Copy the first page of the article.



CORAL CHAMPIONS

TWO FISHERMEN CONVINCE THE WORLD'S LEADING MARINE BIOLOGISTS TO PROBE THE DAMAGE TRAWLERS ARE INFLICTING ON ANCIENT CORAL

BY DAVID LEES

ONE DAY OUT from Halifax, the Coast Guard research vessel *Martha L. Black* came about and began a delicate dance with the winds and the waves, while her crane gently lowered a four-tonne mechanical beetle into a deep undersea canyon known to fishermen as Hell Hole. The controls for the unmanned submersible were contained in two steel shipping crates lashed to the *Martha's* forward deck.

Crowded inside one of the crates, anxiously awaiting their first glimpse of the seabed on a bank of video monitors, was a platoon of scientists as well as Sanford Atwood, a chemically modest, 55-year-old Nova Scotia fishermen. No one watched the monitors more avidly. For 15 minutes, as the beetle dropped through the sea, its cameras sent back images, green at first and then grey, as jellyfish and squid darted in and out of the cone of light. Then abruptly, at 500 metres, the beetle hit bottom. Images of coral filled the monitors. Not hard, bone-white skeletons, like the coral displayed in museums and tourist shops, but vibrant living organisms that seemed more like lime-green flowers thriving in the corners than voracious mouths feeding on the rich plankton soup of the Gulf Stream. A collective gasp escaped the scientists in the steel box. Someone shouted to Atwood, "You dropped us right on it."

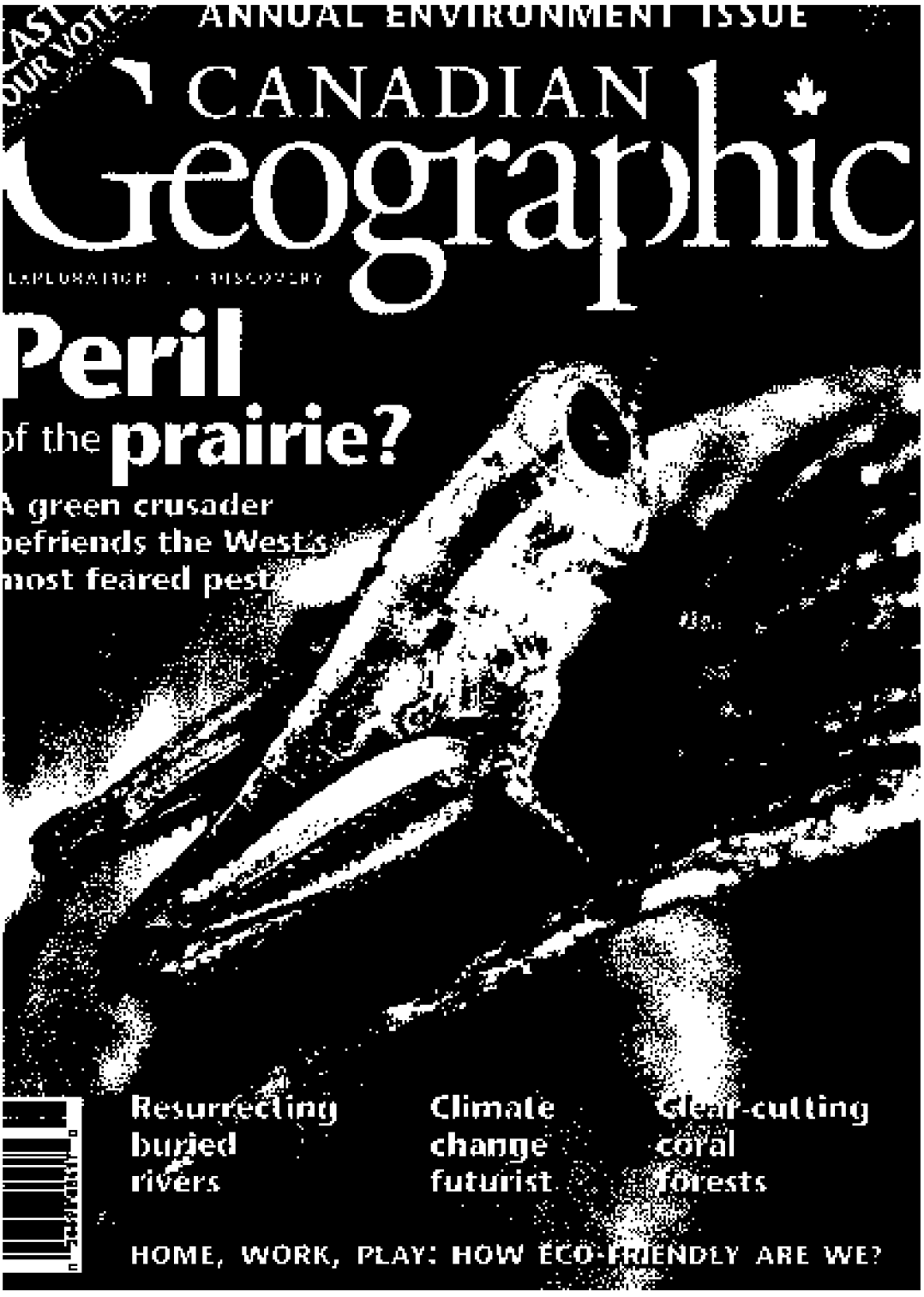
Atwood had not only guided the *Martha* to that particular spot on the ocean, promising that here she would find coral, but he had also led the scientists around him to their recognition that coral may well be crucial to the ecology of the East Coast fisheries. Many explanations — and excuses — have been offered for the collapse of the fishery a decade ago, but the idea that fish in the ocean, like trees in a stream, are dependent upon specific habitats was not prominent among them. The Department of Fisheries and Oceans, custodian of the fishery, has been preoccupied with quotas — with getting as many fish out of the ocean as possible — and, according to its critics, has never taken an ecological approach to fisheries management. In fact, we know very little about the ecology of the ocean. When Atwood and fellow hook-and-line fisherman Derek Jones began to publicize the plight of deep-sea coral six years ago, few Canadians — and even fewer scientists — knew that coral is indigenous to Canadian waters. Or that vast tracts of it had been destroyed, often purposely, by the nets and gear of bottom trawlers.

Atwood spent a week on the *Martha*, never sleeping more than three hours a night, glued to the images on the monitors. He had fished these waters all his life and had always wondered about the seabed. When the ship returned to port, he wearily drove to his home in Clark's Harbour at the southwestern tip of the province. But he stopped just before he got there in the village of Barrington Passage, at a former school where he and Jones had just set up a museum of coral, which also served as the unofficial headquarters of the

Fishermen Derek Jones (left) and Sanford Atwood began campaigning in 1995 to conserve honey coral (*Primnoa resedaeformis*), known by the locals as sea corn, and other species of deep-sea coral found off Nova Scotia.

Example 3 – Magazine or Journal

Step 1 continued: Copy the cover of the magazine or journal and fasten to the copy of the first page of the article.



Example 3 – Magazine or Journal

Step 2: Complete a sticker and attach it to the back of the copy of the cover of the magazine.
Step 3: Put the copy in the collection box.

2004 Logging Sticker

In the following questions, the term "**publication**" means:
- *book* for a book
- *article* for magazines, periodicals and newspapers
- *document* otherwise

Today's date ..... Feb. 6 / 05 (date)
The total number of pages copied from this publication was ..... 7 (pages)
The number of copies made of each page was ..... 10 (copies)
The total number of pages in this publication is ..... 7 (pages)

Who made the copies? (*please check only ONE*)

- ☐ 1 A teacher
- ☐ 2 A librarian
- ☐ 3 Another staff member
- ☑ 4 A student
- ☐ 5 Someone else

For whose use were the copies made? (*please check ALL that apply*)

- ☐ 1 the person who made the copies
- (*people who did not make the copies*)
  - ☐ 2 staff
  - ☑ 3 student(s)
  - ☐ 4 others

  Were the copies made at their request?
  - ☑ 1 Yes ☐ 2 No ☐ 3 Undetermined

  If for student(s): Are students instructed to read the material?
  - ☑ 1 Yes ☐ 2 No ☐ 3 Undetermined

For what purpose(s) were the copies made? (*please check ALL that apply*)

- ☐ 1 Administration
- ☐ 2 Criticism or review
- ☐ 3 Entertainment
- ☐ 4 Future Reference
- ☐ 5 Inclusion in student tests or examinations
- ☐ 6 Private Study
- ☐ 7 Projection in class
- ☑ 8 Research
- ☐ 9 Student instruction
- ☐ 10 Other, please specify
- ☐ 11 Undetermined

Initials of the staff member who made the copies ..... (initials)

Example 4 – Newspaper Article

Step 1: Copy the first page of the article.

The logistics of revolution

BY MARK MacKINNON, KIEV

In the unfolding drama that is Ukraine's Orange Revolution, everyone has a role to play.

Viktor Yushchenko, the man who would be president, leads from the front, giving speech after speech to the shivering masses huddled in Kiev's Independence Square.

Yulia Tymoshenko, his fiery deputy, does her bit by issuing radical statements almost nightly, to make sure the authorities stay wary of the chaos the opposition could unleash if it does not get its way.

Vitaly Melnichuk's job is no less important. He makes sure the revolution never runs out of toilet paper.

The 38-year-old, who sold telephone cards before the disputed presidential vote on Nov. 21, is effectively the head grocer for the hundreds of thousands of Yushchenko supporters who occupied the streets of Kiev for a ninth day yesterday.

From his makeshift storeroom on the bottom floor of Ukrainian House — an exhibition hall that was the Lenin Museum in Soviet times and has been the headquarters of the street demonstrations since protesters took over the building last week — the mustachioed Mr. Melnichuk takes in donations from around Ukraine and the world and quickly moves the goods out to the makeshift kitchens and sleeping quarters around the city centre.

The numbers are staggering. The would-be revolutionaries can consume as much as 50 cubic metres of toilet paper a day, he said, along with 170 cubic metres of bottled water, 30 cubic metres of sausages and 20 cubic metres of apples. Bread, soft drinks, noodles, rice, tea, sugar and other goods pass through his warehouse too quickly to keep accurate records.

The level of organization speaks to how far in advance all this was planned.

"The donations sometimes come in little bags, sometimes they come in trucklords," Mr. Melnichuk said, his eyes gleaming with the passion of someone who clearly loves what he is doing, though there is no paycheque at the end of the month. As he spoke, yet more cartloads of bottled water were unloaded behind him by workers wearing orange bandanas.

While President Leonid Kuchma, as well as senior Russian politicians, have charged that the Orange Revolution is being funded with foreign money, Mr. Melnichuk said that almost all the money and goods coming in have been donated by sympathetic local businesses and ordinary Ukrainians giving what they can spare.

Mr. Melnichuk heads one of seven departments of the National Salvation Committee, effectively a rival government established by Mr. Yushchenko's supporters at Ukrainian House. Other sections dispense legal advice, organize the building's security and hand out donated winter wear.

On the building's top floor, doctors dispense free cold and flu medication and work around the clock to prevent epidemics — a serious fear given the temperatures.

The biggest task for the volunteers is finding accommodation for the 5,000 to 20,000 people who show up every day looking for places to stay. Many end up on the Ukrainian House floor, where thousands sleep in shifts on foam mattresses on all four storeys. Volunteers soon smothered as they hop over the sprawling bundles of orange, sprawled all over their work area.

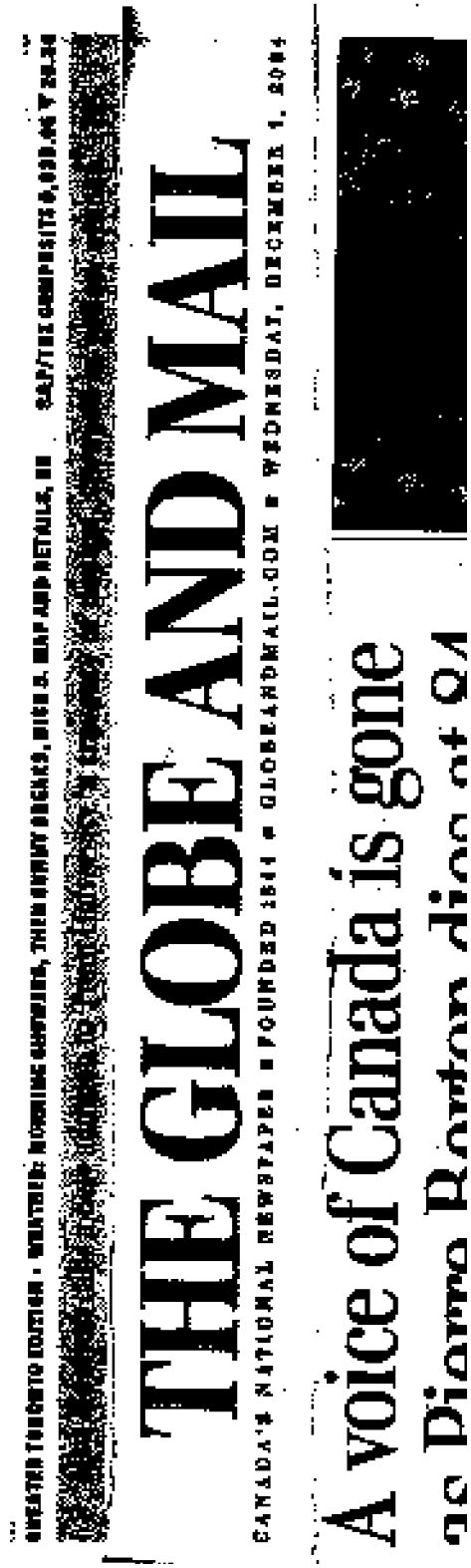
"If it was here for a month, even two months," said Virginia Dronova, a fresh-faced 22-year-old on indefinite leave from her job as an office manager. "I have some savings that will allow me to go without my job for some time. It was impossible to just sit and stare at a computer screen when my country is struggling for democracy."

The level of organization speaks to how far in advance all this was planned. Although the Nov. 21 vote was the trigger, the falsifications cited by Mr. Yushchenko's supporters were exactly what they expected from authorities they stopped trusting long ago.

Mr. Melnichuk, for one, is not sure when he will go back to his regular job. "Now I'm a full-time revolutionary," he beamed.

Example 4 – Newspaper Article

Step 1 continued: Copy the newspaper's banner with date included and fasten to the copy of the first page of the article.


THE GLOBE AND MAIL

CANADA'S NATIONAL NEWSPAPER ■ FOUNDED 1844 ■ GLOBEANDMAIL.COM ■ WEDNESDAY, DECEMBER 1, 2004

A voice of Canada is gone

Example 4 – Newspaper Article

Step 2: Complete a sticker and attach it to the back of the copy of the newspaper banner.

Step 3: Put the copy in the collection box.

2004 Logging Sticker

In the following questions, the term **"publication"** means:

- *book* for a book
- *article* for magazines, periodicals and newspapers
- *document* otherwise

Today's date ..... January 25/05 (date)

The total number of pages copied from this publication was ..... 1 (pages)

The number of copies made of each page was ..... 25 (copies)

The total number of pages in this publication is..... 1 (pages)

Who made the copies? (*please check only ONE*)

- ☐ 1 A teacher
- ☐ 2 A librarian
- ☒ 3 Another staff member
- ☐ 4 A student
- ☐ 5 Someone else

For whose use were the copies made? (*please check ALL that apply*)

- ☐ 1 the person who made the copies
- (*people who did not make the copies*) → ☐ 2 staff / ☒ 3 student(s) / ☐ 4 others → Were the copies made at their request? ☐ 1 Yes ☒ 2 No ☐ 3 Undetermined
- If for student(s): Are students instructed to read the material? ☒ 1 Yes ☐ 2 No ☐ 3 Undetermined

For what purpose(s) were the copies made? (*please check ALL that apply*)

- ☐ 1 Administration
- ☐ 2 Criticism or review
- ☐ 3 Entertainment
- ☐ 4 Future Reference
- ☒ 5 Inclusion in student tests or examinations
- ☐ 6 Private Study
- ☐ 7 Projection in class
- ☒ 8 Research
- ☒ 9 Student Instruction
- ☐ 10 Other, please specify
- ☐ 11 Undetermined

Initials of the staff member who made the copies ..... (initials)

School, board and ministry staff with questions about the study can contact Malatest, the independent research consultant hired to conduct the study, at 1-877-665-6202 in Ontario and the Atlantic provinces, or 1-877-665-6203 in British Columbia, the Prairie provinces, and the Territories.

Manuel de formation sur l’étude sur la photocopie

Cette étude a été agréée par des représentants des ministères de l’Éducation de toutes les provinces et des territoires (sauf le Québec) et les associations de conseils scolaires en Ontario et *Access Copyright*.

Introduction

Pourquoi demande t on aux écoles, aux bureaux de conseils et aux ministères et départements d’éducation de participer à une étude?

Cette année, des écoles, des bureaux de conseils et des ministères et départements d’éducation partout au pays ont été choisis au hasard pour participer à une étude visant à déterminer le volume et le type de photocopie s’effectuant dans les écoles publiques. L’étude évaluera le volume et le type de documents protégés par le droit d'auteur qui sont photocopiés.

Qu’est ce que *Access Copyright*?

Access Copyright représente les auteurs et les éditeurs qui comptent sur les redevances comme d’autres comptent sur un salaire. *Access Copyright*, The Canadian Copyright Licensing Agency, est un organisme sans but lucratif fondé en 1988 par des créateurs et des éditeurs canadiens qui désiraient administrer collectivement leurs droits de reproduction en vertu de la *Loi sur le droit d'auteur*.

Access Copyright octroie des licences de reproduire des ouvrages publiés. Les écoles, les établissements post secondaires, les organismes gouvernementaux, les entreprises et les organismes sans but lucratif détiennent des licences délivrées par *Access Copyright*. Les revenus découlant de ces licences sont remis aux titulaires de licences sous forme de paiements de droits d'auteur.

Toutes les écoles sont-elles couvertes par une licence?

Oui. Toutes les écoles publiques sauf celles de la province du Québec sont couvertes par des licences communes de photocopier délivrées par *Access Copyright*. La licence couvre également les commissions scolaires, le cas échéant, ainsi que les ministères et départements d’éducation.

Pourquoi une licence?

La licence permet de faire des reproductions non sanctionnées par ailleurs en vertu de la *Loi sur le droit d'auteur*.

Combien de temps durera l'étude?

L'étude durera dix jours dans chaque établissement sélectionné.

Comment savoir que l'étude est en cours?

Au début de l'étude, une affiche sera installée au dessus de chaque photocopieur.

Comment obtenir plus de renseignements?

Les membres du personnel des écoles, des conseils et des ministères qui désirent poser des questions sur l'étude peuvent communiquer avec Malatest, le cabinet indépendant spécialisé en recherche, chargé de mener l'étude, au numéro 1-877-665-6202 pour l'Ontario et les provinces de l'Atlantique, ou au 1-877-665-6203 pour la Colombie–Britannique, les provinces des prairies et les territoires.

Les assistants à la recherche peuvent poser des questions sur l'étude en appelant leur supérieur immédiat au numéro inscrit.

Les documents de l'étude

Quel est le rôle de l'assistant à la recherche dans l'étude?

Pendant l'étude, chaque fois que des photocopies sont faites, même s'il s'agit d'une seule photocopie, il faut recueillir l'information. Quand des photocopies sont faites, l'assistant à la recherche doit aussitôt enregistrer toute l'information pertinente concernant les sources des documents photocopiés et le nombre de photocopies.

Les méthodes de recherche incluent les étapes que chaque assistant à la recherche doit accomplir **quotidiennement** ainsi qu'au début et à la fin de chaque période d'étude de dix jours.

Trousse de l'assistant à la recherche

Les éléments suivants seront remis à l'assistant à la recherche afin d'appuyer la mise en œuvre de l'étude :

Vidéo
Une vidéo de formation à utiliser conjointement avec le présent manuel.

Manuel de formation
Le présent manuel de formation fournit des renseignements généraux sur la licence et les méthodes de l'étude et comprend des exemples de photocopies de l'étude. L'assistant à la recherche recevra suffisamment d'exemplaires du manuel de formation pour en mettre un dans la section avant de chaque boîte de collecte, aux fins de référence pour les participants à l'étude, plus un exemplaire au directeur ou à la directrice.

Boîte de collecte et séparateurs
L'assistant à la recherche recevra suffisamment de boîtes de collecte pour en mettre une à côté de chaque télécopieuse ou groupe de télécopieuses dont l'assistant à la recherche sera responsable à chaque établissement à l'étude. Les boîtes sont livrées à plat et doivent être montées à l'établissement à l'étude et le séparateur doit être installé à l'intérieur. Une fois la boîte divisée en deux sections, les photocopies produites pendant l'étude doivent être entreposées dans la partie plus grande en arrière de la boîte. La partie plus petite en avant doit contenir un exemplaire du présent manuel de formation, plusieurs feuilles d'autocollants et plusieurs feuilles d'information sur les documents confidentiels.

Brochure
La brochure sera distribuée par le directeur ou la directrice de l'école à tous les enseignants dans l'école avant le début de l'étude. Un exemplaire de la brochure sera fourni dans la trousse de l'assistant à la recherche aux fins de référence seulement.

Relevés de compteurs de photocopieuses

L'assistant à la recherche recevra plusieurs exemplaires des fiches de relevés de compteurs de photocopieuses. Il doit remplir une fiche par école, en entrant les données quotidiennes décrites plus bas. Pour les écoles qui ont plus de photocopieuses que les espaces fournis sur les fiches de relevé de compteurs de photocopieuses, l'assistant à la recherche doit remplir et joindre une deuxième (ou une troisième) fiche de relevé de compteurs de photocopieuses et inscrire une note au bas de la page, par exemple "Page 1 de 2."

Ce relevé doit être enlevé à la fin de chaque journée; l'assistant à la recherche doit le prendre et le ramener le jour suivant.

Autocollants

L'assistant à la recherche doit remplir un autocollant de l'étude pour chaque photocopie faite et l'apposer au verso de toutes les photocopies de l'étude. Les autocollants vierges devraient être entreposés dans la section avant de la boîte de collecte.

Feuille d'information sur les documents confidentiels

Si le document photocopié est confidentiel, la personne effectuant les photocopies doit remplir et signer une feuille d'information sur le document confidentiel. Les feuilles vierges d'information sur les documents confidentiels devraient être entreposées dans la section avant de la boîte de collecte.

Carte de réponses

La carte de réponses donne les réponses possibles à la dernière question sur l'autocollant de l'étude. L'assistant à la recherche montrera la carte de réponses à la personne effectuant les photocopies pour l'aider à déterminer les raisons pour lesquelles les photocopies sont faites.

Affiches

L'affiche explique les procédures de base de l'étude. L'assistant à la recherche en obtiendra suffisamment pour apposer une sur le mur au dessus de chaque photocopieuse.

Enveloppe de messagerie et étiquette préadressée

L'enveloppe doit servir à envoyer les photocopies de l'étude à Malatest, le cabinet indépendant spécialisé en recherche, chargé de mener l'étude, après la fin de l'étude à chaque établissement. L'étiquette fournie est préadressée à Malatest. L'assistant à la recherche doit remplir la partie renseignements de l'expéditeur avant d'appeler le messager pour passer la prendre ou de laisser l'enveloppe dans une des boîtes de dépôt du messager.

Déroulement de l’étude

Avant l’arrivée de l’assistant à la recherche à une école, un bureau du conseil ou ministère ou département d’éducation, Malatest, le cabinet indépendant spécialisé en recherche, confirmera auprès de l’école, du bureau du conseil ou du ministère ou du département d’éducation que l’étude devrait commencer à cet établissement.

À son arrivée le premier jour de l’étude à un établissement particulier, l’assistant à la recherche doit se présenter au bureau de l’administration de l’école. Ensuite, l’assistant à la recherche est orienté vers divers lieux de télécopie dans l’école, le bureau du conseil ou le bureau du ministère ou département d’éducation. Chaque assistant à la recherche est responsable d’une photocopieuse ou d’un groupe de photocopieuses, toutes situées dans le même endroit physique.

Une fois à l’emplacement des photocopieuses, l’assistant à la recherche doit installer une affiche au dessus de chaque photocopieuse et une boîte de collecte pour chaque photocopieuses ou groupe de photocopieuses.

L’assistant à la recherche mettra ensuite un exemplaire du présent manuel de formation, plusieurs feuilles d’autocollants et plusieurs fiches d’information sur les documents confidentiels en avant de chaque boîte de collecte.

Lorsque tout est installé, l’étude doit commencer.

Le processus quotidien

L'étude sera menée pendant les heures ouvrables de l'établissement à l'étude et comprendra **tout** ce qui est photocopié au cours des dix jours de l'étude à chaque établissement.

Relevé de compteurs de photocopieuses

Au début et à la fin de chaque journée d'enregistrement, l'assistant à la recherche doit enregistrer les relevés de compteurs de photocopieuses et l'emplacement de chaque photocopieuse pour laquelle il est responsable sur la fiche de relevés de compteurs de photocopieuses fournie. L'assistant à la recherche doit commencer à inscrire son nom et le nom et le numéro de l'école dans les espaces prévus à cet effet en haut du formulaire.

L'assistant à la recherche doit emporter les fiches de relevés de compteurs de photocopieuses chez lui chaque soir et les ramener chaque matin afin d'assurer qu'elles sont à portée de main pendant tous les jours de l'étude.

Les fiches de relevés de compteurs de photocopieuses doivent être remplies chaque jour en indiquant l'heure à laquelle l'assistant à la recherche a commencé et a fini de travailler plus le relevé de compteur de chaque photocopieuse, au début et à la fin de chaque journée. Toutes les photocopies après les heures ouvrables effectuées par le personnel seront saisies dans l'écart entre le relevé de compteur de fin de journée d'une journée et le relevé de compteur de début du jour suivant. On s'attend à des écarts, car le personnel utilisera les photocopieuses après que l'assistant à la recherche aura quitté pour la journée. (Après les heures normales et à tout autre moment lorsque l'assistant à la recherche est absent, le personnel doit suivre la procédure de l'étude selon les directives sur l'affiche et dans la brochure de l'étude.)

Les assistants à la recherche doivent également initialer le relevé de compteurs de photocopieuses tous les jours dans l'espace prévu et demander qu'un représentant de l'école appose ses initiales.

En remplissant la fiche de relevés des compteurs de photocopieuses, si l'assistant à la recherche a besoin d'espace supplémentaire pour les renseignements sur la photocopieuse, il utilisera une deuxième fiche de relevés des compteurs de photocopieuses et la joindra à la première. L'assistant à la recherche inscrira au bas de la première page "Page 1 de 2."
De l'espace est prévu au verso de chaque fiche pour les commentaires. C'est là où l'assistant à la recherche indiquera les pannes de photocopieuse, par exemple.

L'assistant à la recherche doit indiquer à la fin de chaque journée d'enregistrement l'heure à laquelle il a terminé de travailler et le relevé de compteurs de chaque photocopieuse.

Processus d’enregistrement

L’assistant à la recherche doit accomplir les étapes suivantes tous les jours :

Étape 1 - Photocopier la page bibliographique

Pendant la journée, chaque fois que des photocopies sont faites, l’assistant à la recherche doit demander à la personne effectuant les photocopies une copie de **la page ou des pages ayant le plus de renseignements bibliographiques**, et remplir un **autocollant** (voir Étape 2). L’information pour l’autocollant doit être obtenue auprès de la personne qui effectue les photocopies. Lorsque l’autocollant est rempli, l’assistant à la recherche l’apposera au verso de la photocopie de la page bibliographique.

Il est utile d’obtenir le plus de renseignements bibliographiques possibles afin de permettre à l’équipe de collecte de données de déterminer clairement chaque œuvre qui a été photocopiée. À cet effet, les membres de l’équipe ont besoin d’une photocopie de la page portant le numéro normalisé international du livre (ISBN) ou le numéro international normalisé des publications en série (ISSN), le titre du livre, le nom du ou des auteur(s) et l’éditeur. En outre, la page ISBN fournit des renseignements sur le pays et l’année de la publication. Le numéro ISBN est un numéro d’identification individuelle propre à chaque ouvrage. Le numéro ISSN est le numéro unique pour la publication en série, comme un magazine ou un journal.

Lorsque l’on fait des photocopies à partir d’un **LIVRE**, l’assistant à la recherche copiera la page du droit d'auteur ou du titre (la page comportant le plus de renseignements bibliographiques).

Lorsque l’on photocopie un extrait d’un **MAGAZINE** ou d’une **REVUE**, l’assistant à la recherche fera une photocopie de la première page de l’article et une photocopie de la couverture du magazine ou de la revue et les attachera.

Lorsque l’on photocopie un **ARTICLE DE JOURNAL**, l’assistant à la recherche photocopiera la première page de l’article et l’en-tête du journal avec la date et les attachera.

Anthologies

Lorsque l’on fait des photocopies à partir de livres qui sont des anthologies (par exemple, un recueil de nouvelles écrites par divers auteurs), l’assistant à la recherche copiera la page du droit d’auteur ou du titre (la page comportant le plus de renseignements bibliographiques) et copiera la première page de la section utilisée dans l’anthologie.

Documents confidentiels

Il arrive que des documents confidentiels soient photocopiés, et cette photocopie doit également être enregistrée. Toutefois, dans ce cas, les photocopies réelles des documents ne sont pas requises. Dans les fournitures procurées à l'assistant à la recherche, se trouvent des feuilles de renseignements sur les documents confidentiels à utiliser si le document photocopié est confidentiel. La personne qui effectue les photocopies doit remplir et signer un formulaire de renseignements sur les documents confidentiels. Cette personne doit indiquer sur la feuille de renseignements du document confidentiel la nature du renseignement confidentiel. L'assistant à la recherche doit également remplir toutes les questions sur l'autocollant et l'apposer au verso du formulaire de renseignements sur le document confidentiel. Dans le cas de documents confidentiels, la réponse à la question "Pour quelle raison les photocopies sont elles faites?" est **administrative**. Une fois le formulaire rempli et signé, avec un autocollant rempli et apposé au verso, il doit être placé dans la boîte de collecte.

Photocopie complète

Un jour choisi au hasard pendant les dix jours de l'étude à chaque établissement, l'assistant à la recherche devra entièrement photocopier toute photocopie en plus de la page bibliographique. En d'autres termes, si un enseignant photocopie neuf pages d'un cahier de texte, ce jour là, l'assistant à la recherche fera non seulement une photocopie de la page ISBN, mais il fera également une photocopie de toutes les neuf pages photocopiées.

Aucun renseignement sur la source

Si la personne qui effectue les photocopies n'a pas le document original ou la source, la photocopie qu'elle effectue doit quand même être enregistrée. L'assistant à la recherche copiera la page ayant le plus d'informations, joindra et remplira un autocollant et la placera dans la boîte de collecte.

Documents non publiés

Dans le cas de documents non publiés, comme des documents créés par l'enseignant, des notes de service, des bordereaux de permission, etc., l'assistant à la recherche photocopiera la première page seulement.

Rappel d'inclure tous les genres de photocopies

La licence pan canadienne permet divers types de reproduction, pas seulement celles effectuées sur papier. La licence autorise également la photocopie par d'autres moyens, comme sur des transparents, c'est pourquoi toutes les photocopies sur des diapositives doivent être incluses dans l'étude. **Toutes** les photocopies effectuées à l'école ou au bureau de conseils ou des ministères et départements d'éducation pendant les dix jours de la période d'étude doivent être consignées.

Étape 2 - Remplir l'autocollant

L'assistant à la recherche remplira l'autocollant et l'apposera au verso de la copie de la page bibliographique copiée conformément à l'étape 1 et la mettra dans la boîte de collecte. L'information suivante doit être indiquée sur l'autocollant:

Date du jour

L'assistant à la recherche indiquera le mois, le jour et l'année

Nombre total de pages copiées de la publication

L'assistant à la recherche inscrira le nombre de pages photocopiées, pas les numéros des pages (par exemple, si on photocopie de la page numéro 7 à 12, indiquez le nombre de pages comme étant 6).

Le nombre de photocopies effectuées de chaque page
L'assistant à la recherche indiquera combien de jeux de chaque page ont été photocopiés.

Le nombre total de pages dans la publication
Pour un livre, l'assistant à la recherche vérifiera à la fin du livre et notera le numéro de la dernière page. Pour un magazine ou un article de journal, il notera le nombre total de pages sur lesquelles l'article paraît.

Lorsque l'assistant à la recherche pose les questions suivantes à la personne effectuant les photocopies, il lira les questions telles quelles à cette personne, et ne doit pas interpréter les questions pour la personne qui effectue les photocopies (même on le lui demande).

Qui a fait les photocopies?
L'assistant à la recherche demandera à la personne effectuant les photocopies si elle est un enseignant, un bibliothécaire, un autre membre du personnel, un élève ou quelqu'un d'autre. **L'assistant à la recherche choisira seulement une de ces options.**

À qui serviront les photocopies?
L'assistant à la recherche posera cette question à la personne effectuant les photocopies. **Veuillez cocher toutes les réponses qui s'appliquent.** Si la personne effectue les photocopies pour son propre usage, l'assistant à la recherche cochera la première case. Si les photocopies sont faites pour le personnel, les étudiants ou autres, l'assistant à la recherche cochera la case appropriée et posera la deuxième partie de la question.

> Les copies sont elles faites à la demande du personnel, des étudiants ou d'autres?
> Les réponses possibles sont oui, non ou indéterminé. **Cocher seulement une réponse.**
>
> Si c'est pour un ou plusieurs étudiants : Leur a-t-on demandé de lire le document?
> Les réponses possibles sont oui, non ou indéterminé. **Cocher seulement une réponse.**

Dans quel but les photocopies sont-elles faites?
Pour répondre à cette question, l'assistant à la recherche cochera toutes les réponses qui s'appliquent en lisant dans l'ordre alphabétique la liste des 11 options à la personne effectuant les photocopies afin de déterminer laquelle ou lesquelles sont applicables. Pour faciliter la sélection, l'assistant à la recherche montrera à la personne effectuant les photocopies, la carte de réponses fournie dans la trousse de l'assistant à la recherche. Les choix possibles sont les suivants :

Administration
Consultation future
Critique ou examen
Divertissement
Étude privée
Inclusion dans les tests ou examens des étudiants
Indéterminé
Instructions des étudiants
Projection en classe
Recherche
Autre (ici l'assistant à la recherche doit demander à la personne de préciser)

Les initiales de la personne effectuant les photocopies
L'assistant à la recherche demandera à la personne effectuant les photocopies d'apposer ses initiales sur l'autocollant de façon à confirmer que l'information inscrite est exacte.

Étape 3 - Placer les photocopies de l'étude dans la boîte de collecte située près de la photocopieuse.

À la fin de chaque journée, les photocopies doivent être entreposées dans un endroit sûr. L'assistant à la recherche consultera l'administration de l'établissement à l'étude afin de déterminer où les photocopies peuvent être entreposées, enlever toutes les photocopies de la boîte de collecte et les garder dans un endroit sûr à la fin de chaque journée.

Photocopies après les heures

Comme il est probable que des photocopies seront faites après les heures ouvrables, la boîte de collecte—comprenant un exemplaire du présent manuel, plusieurs feuilles d'autocollants et plusieurs feuilles vierges d'information sur les documents confidentiels—doit être laissée à chaque photocopieuse. Le personnel effectuant des photocopies après les heures doit suivre les instructions sur l'affiche au dessus de chaque photocopieuse et dans la brochure qui leur est fournie afin d'enregistrer les photocopies faites.

Échantillonnage aux installations des ministères

L'étude aux ministères de l'Éducation, sera menée seulement dans les secteurs suivants au sein des ministères: élaboration de programmes d'études, éducation à distance et tests et examens. Par conséquent, les affiches et les boîtes de collecte seront placées uniquement près des photocopieuses dans ces secteurs.

Combinaison photocopieuse imprimante

Certaines photocopieuses tiennent aussi lieu d'imprimantes. L'assistant à la recherche doit traiter les impressions de la même façon que les photocopies. Lorsque la personne se servant de la photocopieuse pour imprimer vient prendre son document, l'assistant à la recherche suivra les étapes d'enregistrement de 1 à 3. D'abord, l'assistant à la recherche fera une photocopie de la page bibliographique la plus pertinente ou, pour les documents non publiés, de la première page. Si le document est confidentiel, la personne qui imprime le texte doit remplir le formulaire d'information sur le document confidentiel. Ensuite, l'assistant à la recherche remplira l'autocollant. Puis l'assistant à la recherche mettra la copie de l'étude dans la boîte de collecte.

Pannes des photocopieuses

Si une photocopieuse tombe en panne pendant le cours de l'étude, l'assistant à la recherche doit enregistrer cette information sur le relevé de compteurs de photocopieuses à la rubrique "Commentaires."

La fin de l'étude

Envoi des documents

À la fin de la période d'enregistrement pour chaque établissement à l'étude, toutes les fiches de relevés de compteurs de photocopieuses, ainsi que toutes les photocopies recueillies—mais seulement ces documents—doivent être placées dans l'enveloppe de messagerie avec l'étiquette préadressée et renvoyées à Malatest, le cabinet indépendant spécialisé en recherche, chargé de mener l'étude. Les enveloppes et les étiquettes font partie de la trousse de fournitures que l'assistant à la recherche recevra.

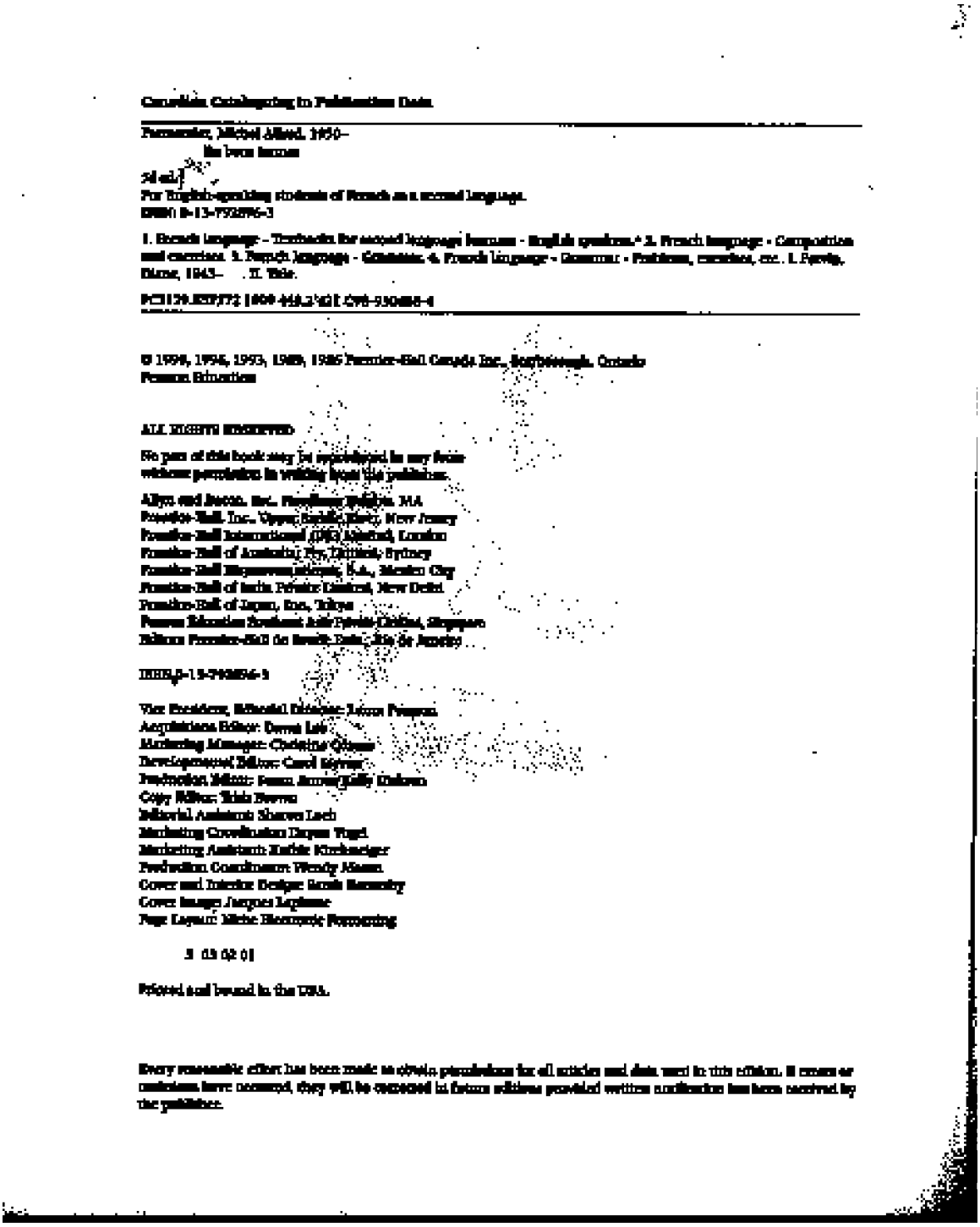
L'assistant à la recherche enlèvera tous les autres éléments de l'étude, notamment les affiches et boîtes de collecte, des secteurs des photocopieuses et les jettera. L'assistant à la recherche recyclera le plus possible.

Échantillons de bons exemples d’autocollants

Photographie par Channel One

Exemple 1 – Livre

Étape 1: Photocopier la page bibliographique.



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Exemple 1 – Livre

Étape 2: Remplir un autocollant et l'apposer au verso de la copie de la page bibliographique.
Étape 3: Placer la photocopie dans la boîte de collecte.

Autocollant d'enregistrement 2004

Dans les questions suivantes, le terme « publication » signifie :

- *livre* pour un livre
- *article* pour des magazines, des périodiques et des journaux
- *document* autrement

Date ..... 05.02.2005 (date)
Nombre total de pages photocopiées de cette publication :..... 6 (pages)
Nombre de photocopies effectuées de chaque page : ..... 20 (photocopies)
Nombre total de pages dans cette publication :..... 107. (pages)

Qui a fait les photocopies? (*veuillez cocher UNE réponse seulement*)

- ☒ 1 Un enseignant
- ☐ 2 Un bibliothécaire
- ☐ 3 Un autre membre du personnel
- ☐ 4 Un étudiant
- ☐ 5 Quelqu'un d'autre

À qui serviront les photocopies? (*veuillez cocher TOUTES les réponses pertinentes*)

☐ 1 La personne qui a fait les photocopies

(*des personnes qui n'ont pas fait les photocopies*)
- ☐ 2 Membre(s) du personnel
- ☒ 3 Étudiant(s)
- ☐ 4 Autre

Les photocopies sont-elles faites à leur demande?
☐ 1 Oui ☒ 2 Non ☐ 9 Indéterminé

Si c'est pour les étudiants : Leur a-t-on demandé de lire le document?
☒ Oui ☐ 2 Non ☐ 3 Indéterminé

Dans quel(s) but(s) les photocopies sont-elles faites? (*veuillez cocher TOUTES les réponses pertinentes*)

- ☐ 1 Administration
- ☐ 2 Critique ou examen
- ☐ 3 Divertissement
- ☒ 4 Consultation future
- ☐ 5 Inclusion dans des tests ou des examens d'étudiants
- ☐ 6 Étude privée
- ☐ 7 Projection en classe
- ☒ 8 Recherche
- ☒ 9 Instruction aux étudiants
- ☐ 10 Autre, veuillez préciser
- ☐ 11 Indéterminé

Initiales du membre du personnel qui a fait les photocopies ..... (Initiales)

Exemple 2 – Nouvelle

Étape 1: Photocopier la page bibliographique.

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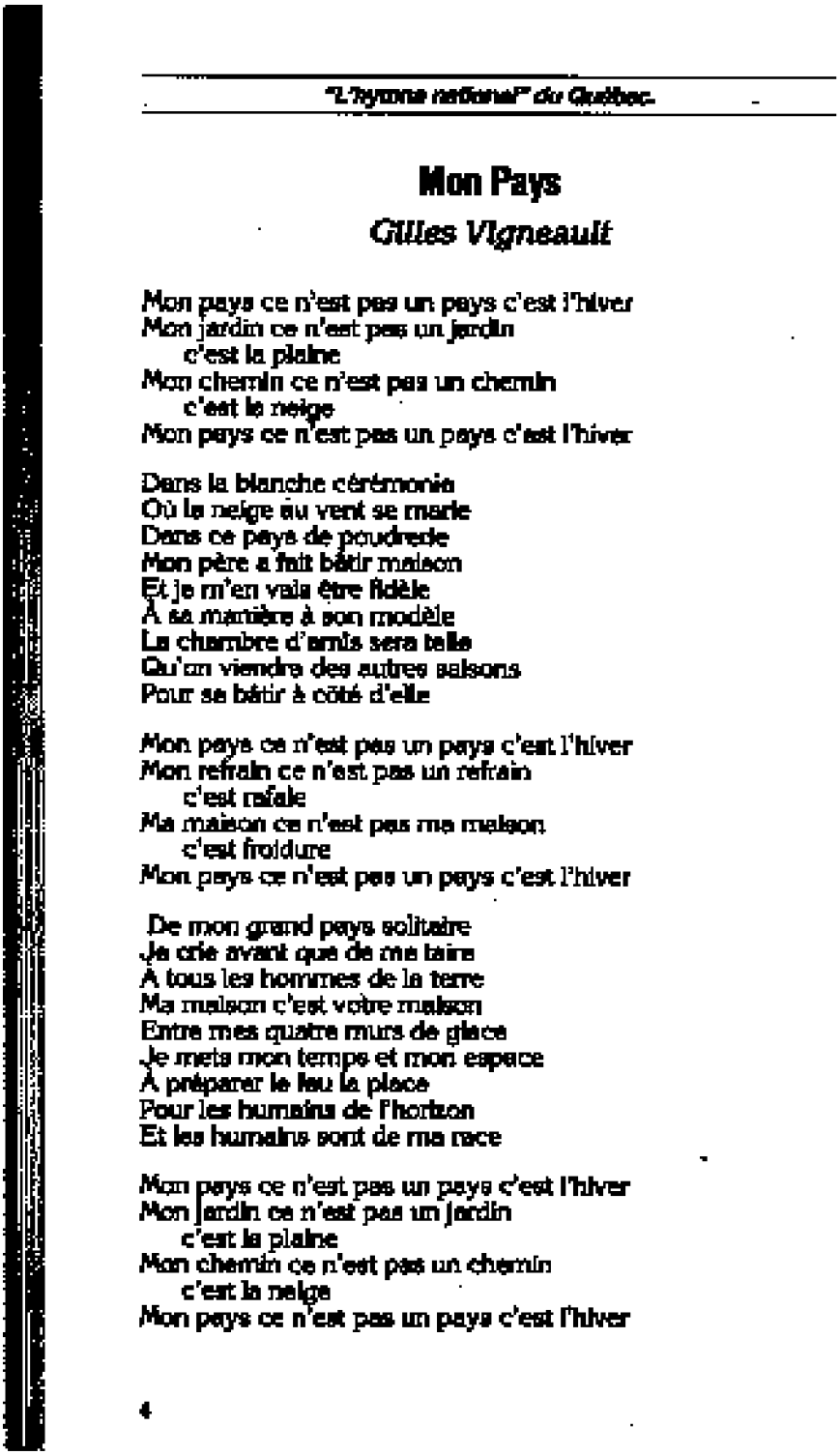
Exemple 2 – Nouvelle

Étape 2: Remplir un autocollant et l'apposer au verso de la copie de la page bibliographique.



"L'hymne national" du Québec

Mon Pays

Gilles Vigneault

Mon pays ce n'est pas un pays c'est l'hiver
Mon jardin ce n'est pas un jardin
c'est la plaine
Mon chemin ce n'est pas un chemin
c'est la neige
Mon pays ce n'est pas un pays c'est l'hiver

Dans la blanche cérémonie
Où la neige au vent se marie
Dans ce pays de poudrerie
Mon père a fait bâtir maison
Et je m'en vais être fidèle
À sa manière à son modèle
La chambre d'amis sera telle
Qu'on viendra des autres saisons
Pour se bâtir à côté d'elle

Mon pays ce n'est pas un pays c'est l'hiver
Mon refrain ce n'est pas un refrain
c'est rafale
Ma maison ce n'est pas ma maison
c'est froidure
Mon pays ce n'est pas un pays c'est l'hiver

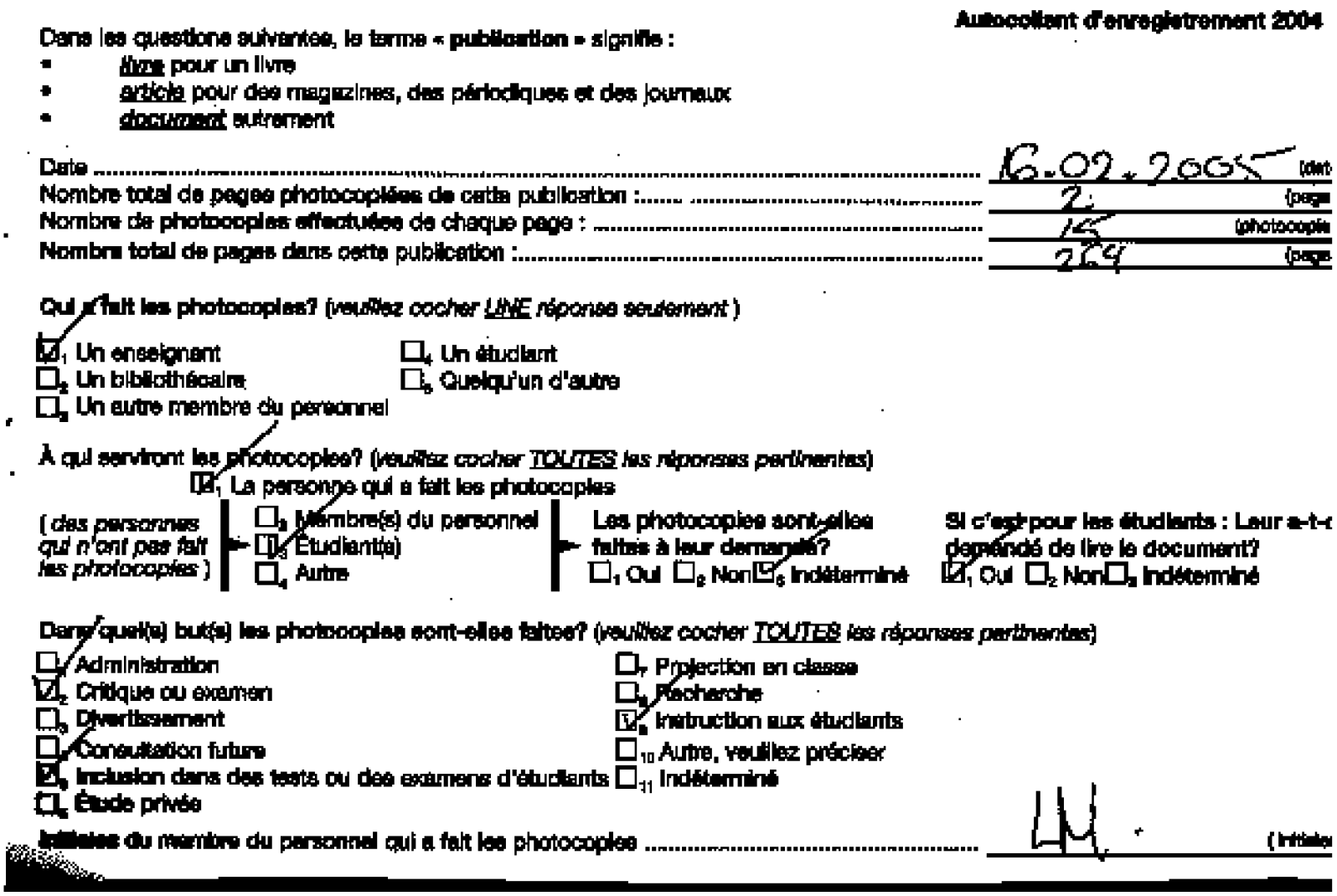
De mon grand pays solitaire
Je crie avant que de me taire
A tous les hommes de la terre
Ma maison c'est votre maison
Entre mes quatre murs de glace
Je mets mon temps et mon espace
À préparer le feu la place
Pour les humains de l'horizon
Et les humains sont de ma race

Mon pays ce n'est pas un pays c'est l'hiver
Mon jardin ce n'est pas un jardin
c'est la plaine
Mon chemin ce n'est pas un chemin
c'est la neige
Mon pays ce n'est pas un pays c'est l'hiver

4

Exemple 2 – Nouvelle

Étape 3: Placer la photocopie dans la boîte de collecte.



Autocollant d'enregistrement 2004

Dans les questions suivantes, le terme « **publication** » signifie :

- *livre* pour un livre
- *article* pour des magazines, des périodiques et des journaux
- *document* autrement

Date ..... 16.02.2005 (date)
Nombre total de pages photocopiées de cette publication : ..... 2 (pages)
Nombre de photocopies effectuées de chaque page : ..... 15 (photocopies)
Nombre total de pages dans cette publication : ..... 229 (pages)

Qui a fait les photocopies? (*veuillez cocher UNE réponse seulement*)

☑ 1 Un enseignant
☐ 2 Un bibliothécaire
☐ 3 Un autre membre du personnel
☐ 4 Un étudiant
☐ 5 Quelqu'un d'autre

À qui serviront les photocopies? (*veuillez cocher TOUTES les réponses pertinentes*)

☑ 1 La personne qui a fait les photocopies

(*des personnes qui n'ont pas fait les photocopies*)
☐ 3 Membre(s) du personnel
☑ 2 Étudiant(s)
☐ 4 Autre

Les photocopies sont-elles faites à leur demande?
☐ 1 Oui ☐ 2 Non ☑ 9 Indéterminé

Si c'est pour les étudiants : Leur a-t-on demandé de lire le document?
☑ 1 Oui ☐ 2 Non ☐ 9 Indéterminé

Dans quel(s) but(s) les photocopies sont-elles faites? (*veuillez cocher TOUTES les réponses pertinentes*)

☐ 1 Administration
☑ 2 Critique ou examen
☐ 3 Divertissement
☐ 4 Consultation future
☑ 5 Inclusion dans des tests ou des examens d'étudiants
☐ 6 Étude privée
☐ 7 Projection en classe
☐ 8 Recherche
☑ 9 Instruction aux étudiants
☐ 10 Autre, veuillez préciser
☐ 11 Indéterminé

Initiales du membre du personnel qui a fait les photocopies ..... LM (Initiales)

Exemple 3 – Magazine ou Revue

Étape 1: Photocopier la première page de l'article.

L'ENTRETIEN

La grande malbouffe

La gouvernement américain subventionne la production de sucre et de gras, se fait mener par les lobbys, offre les écoles à Coca-Cola et à McDonald's, dénonce la nutritionniste Marion NESTLE. Et tant pis pour la santé publique!

PAR LOUISE GENDRON

«Pas question d'aviser l'industrie agroalimentaire en recommandant aux gens de manger moins de viande ou de sucre.» C'est la première consigne qu'a reçue Marion Nestle quand elle s'est jointe à l'équipe de spécialistes chargés de la rédaction d'un grand rapport gouvernemental sur la nutrition et la santé aux États-Unis (*The Surgeon General's Report on Nutrition and Health*). Les pressions de l'industrie étaient d'ailleurs tellement fortes que le rapport, publié en 1988, fut le dernier jamais produit sur le sujet par le gouvernement américain.

Ça n'a pas changé, au contraire. «L'industrie alimentaire américaine produit deux fois plus de calories qu'il n'en faut pour nourrir la population du pays», dit Marion Nestle (aucun lien avec la multinationale suisse!), aujourd'hui doyenne du Département de nutrition de l'Université de New York. «Pour survivre et prospérer, les entreprises n'ont qu'une solution: vendre toujours davantage.»

Et elles prennent tous les moyens pour y arriver. Dans *Food Politics: How the Food Industry Influences Nutrition and Health* (La politique de l'alimentation: comment l'industrie alimentaire influence la nutrition et la santé), publié plus tôt cette année, Marion Nestle passe en revue les procédés qu'elles mettent en œuvre dans le but avoué de nous pousser à manger de plus en plus. «Ces sociétés exercent d'énormes pressions politiques pour faire abolir les règlements désavantageux pour elles, font tout en leur pouvoir pour cacher ou discréditer les opinions scientifiques susceptibles de leur nuire et utilisent des techniques de marketing très subtiles pour séduire de nouvelles clientèles, chez les jeunes et dans les pays en développement. Comme les entreprises de tabac...»

L'actualité l'a rencontrée à son bureau, à New York.

Son boulot agrémente nos assiettes, c'est ce qui favorise l'économie plutôt que la santé des citoyens... *La société américaine accepte-t-elle ce discernement?*

– C'est évident. La meilleure preuve en est que l'éducation sur la nutrition ne relève pas du ministère de la Santé mais de l'Agriculture, avant tout responsable de protéger les droits et les intérêts du secteur agroalimentaire. Ça donne un pays qui subventionne les producteurs de sucre et de viande, alors que 60 % des gens font de l'embonpoint. Ça donne aussi des millions de sept ans atteints de diabète de type 2, qu'on appelait autrefois diabète de l'adulte. C'est extrêmement grave et ça va coûter une fortune à moyen terme.

Mais il est presque impossible d'intervenir. La publication du fameux *Food Guide Pyramid* [l'équivalent américain du *Guide alimentaire canadien*] a été une épopée. Pendant des années, les professionnels de la santé et de la nutrition se sont battus contre les embouteilleurs de boissons gazeuses ainsi que les producteurs de viande et de sucre, qui sont allés jusqu'en cour pour défendre leurs intérêts. Résultat: aux États-Unis, il est impossible d'aviser la population qu'il y a des aliments meilleurs que d'autres, sous peine d'être poursuivi en justice. Les spécialistes de la nutrition en sont réduits à dire que «tous les aliments ont leur place dans un régime équilibré».

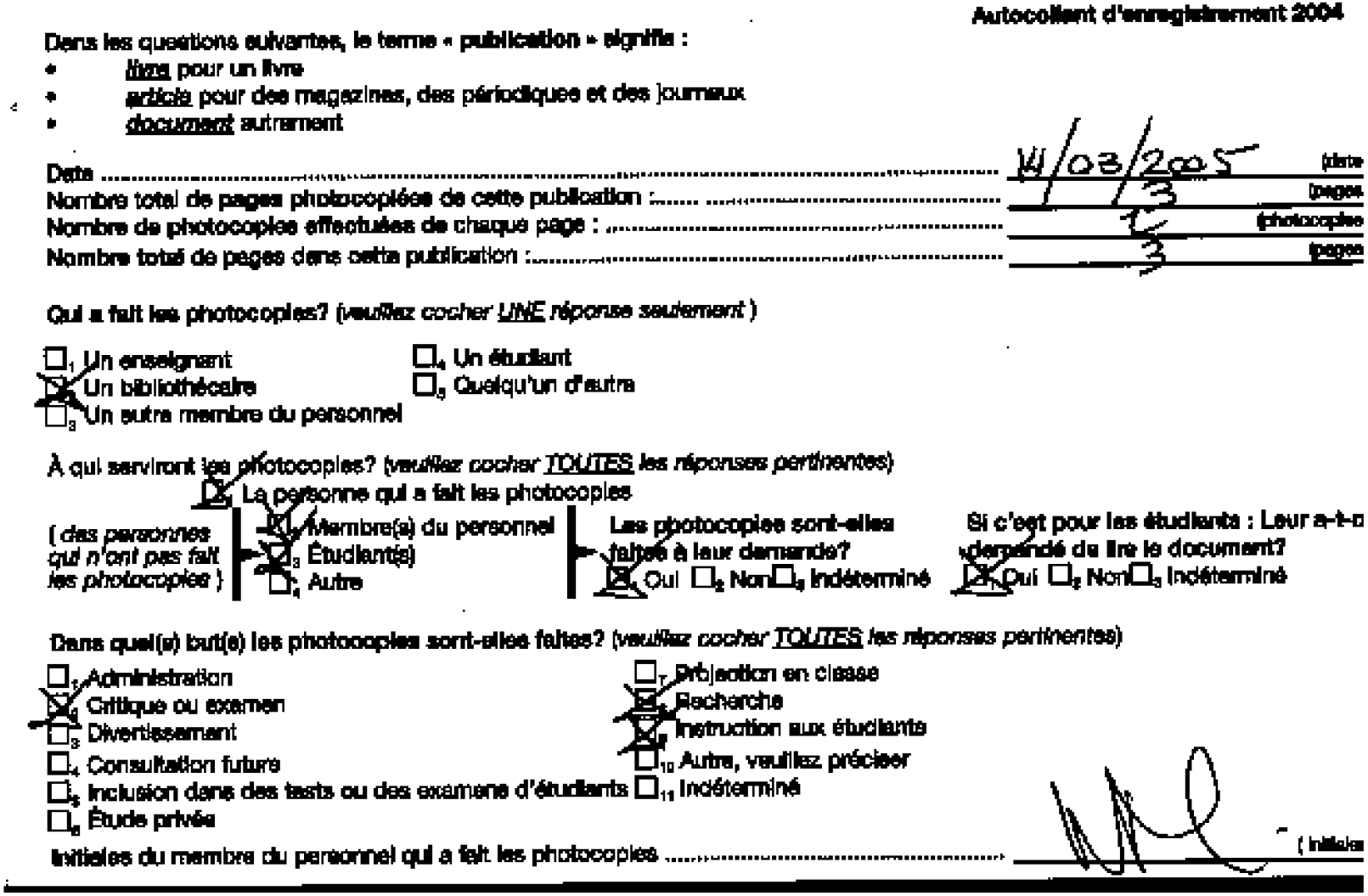
En outre, les Américains, qui ont le culte individualiste très développé, considèrent l'alimentation comme une affaire de choix personnel. Depuis la parution de *Food Politics*, certains m'accusent de vouloir restreindre la liberté de choix.

Exemple 3 – Magazine ou Revue

Étape 1 (suite): Photocopier la page couverture du magazine ou de la revue et l'attacher à la copie de la première page de l'article.

Exemple 3 – Magazine ou Revue

Étape 2: Remplir un autocollant et l'apposer au verso de la copie de la page couverture du magazine ou de la revue.
Étape 3: Placer la photocopie dans la boîte de collecte.



Autocollant d'enregistrement 2004

Dans les questions suivantes, le terme « publication » signifie :
- livre pour un livre
- article pour des magazines, des périodiques et des journaux
- document autrement

Date ..... 14/03/2005 (date)
Nombre total de pages photocopiées de cette publication :..... 1 3 (pages)
Nombre de photocopies effectuées de chaque page : ..... 1 (photocopies)
Nombre total de pages dans cette publication :..... 3 (pages)

Qui a fait les photocopies? (*veuillez cocher UNE réponse seulement*)

☐ 1 Un enseignant
☒ 2 Un bibliothécaire
☐ 3 Un autre membre du personnel
☐ 4 Un étudiant
☐ 5 Quelqu'un d'autre

À qui serviront les photocopies? (*veuillez cocher TOUTES les réponses pertinentes*)

☒ La personne qui a fait les photocopies
(*des personnes qui n'ont pas fait les photocopies*)
☐ 2 Membre(s) du personnel
☐ 3 Étudiant(s)
☐ 4 Autre

Les photocopies sont-elles faites à leur demande?
☒ 1 Oui ☐ 2 Non ☐ 3 Indéterminé

Si c'est pour les étudiants : Leur a-t-on demandé de lire le document?
☒ 1 Oui ☐ 2 Non ☐ 3 Indéterminé

Dans quel(s) but(s) les photocopies sont-elles faites? (*veuillez cocher TOUTES les réponses pertinentes*)

☐ 1 Administration
☒ 2 Critique ou examen
☐ 3 Divertissement
☐ 4 Consultation future
☐ 5 Inclusion dans des tests ou des examens d'étudiants
☐ 6 Étude privée
☐ 7 Préparation en classe
☒ 8 Recherche
☒ 9 Instruction aux étudiants
☐ 10 Autre, veuillez préciser
☐ 11 Indéterminé

Initiales du membre du personnel qui a fait les photocopies ..... (initiales)

Exemple 4 – Article de journal

Étape 1: Photocopier la première page de l'article.

Le Monde

CARNET DE ROUTE

La vraie vie est dans les Cyclades avec l'air, les mules, et la mer

Exemple 4 – Article de journal

Étape 1 (suite): Photocopier la page couverture du magazine ou de la revue et l'attacher à la copie de la première page de l'article.

Le Monde

www.lemonde.fr

JEUDI 29 AOÛT 2002

SÉRIES

CHRIS PARMENTIER

Hubert Reeves

L'autre « père » du savant : Louis-Marie, moine trappiste p. 8

VIEUX MÉTIERS

Le tailleur de pierre

L'œil et la main, un art ancestral p. 7

SOMMET DE LA TERRE

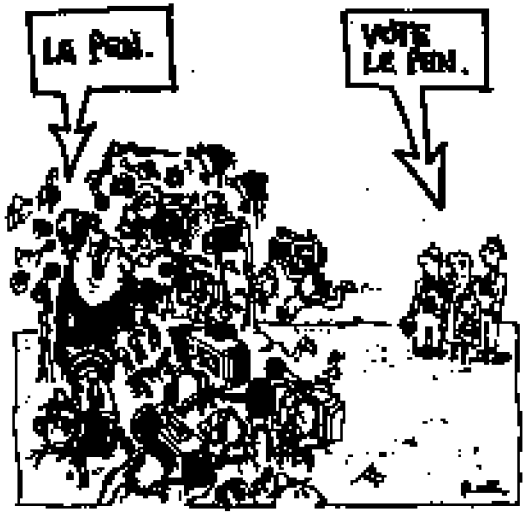
Antiglobalisation et écologie, l'alliance p. 4

FISCALITÉ

Les contradictions du gouvernement p. 8

Comment Le Pen continue d'avancer

LE FRONT NATIONAL tient son université d'été à Annecy (Haute-Savoie) du 27 au 30 août. Ces journées vont marquer la reprise sur la scène politique de l'extrême droite et de son leader, Jean-Marie Le Pen. Trouvant que la nouvelle majorité de droite gouverne et que la gauche défait de son avenir dans l'opposition, le Front national a mis quelque peu sinon du paysage politique après avoir été un acteur essentiel de son bouleversement par le succès de M. Le Pen au premier tour de l'élection présidentielle. Ce dernier a profité de cette inaugurale pour réfléchir à une réorganisation d'ampleur de son parti afin de le rendre crédible comme parti de gouvernement. Lors d'entretiens en succession, M. Le Pen a annoncé la tenue d'un congrès du FN en printemps 2003 de façon à mener tout-azimut les campagnes régionales et européennes de 2004, puis présidentielle de 2007. Son chef, Bruno Mégret, est aujourd'hui totalement marginalisé.



- Le Front national tient son université d'été à Annecy du 27 au 30 août
- Pendant l'été, son président a préparé une rénovation du parti d'extrême droite
- Il veut lui donner la crédibilité d'un parti de gouvernement
- Le Pen n'entend pas lâcher les rênes

Lire page 5

Pays b espagn la poli action Batasu

LA POLICE la police espa... crétion, mardi ... suspension pr... de Gasteiz à ... fondamentalis... Les policiers ... locaux militar... de Batasuna à ... que s'appuyait ... l'instruction de ... sur les activités ... exécutions, à ... Bilbao, ont é... militant aux ... communauté ... choc, des heur... ment à notre ... contre d'une ... violences ... officiellement ... entretenus trè... cières banques ... sommets régio...

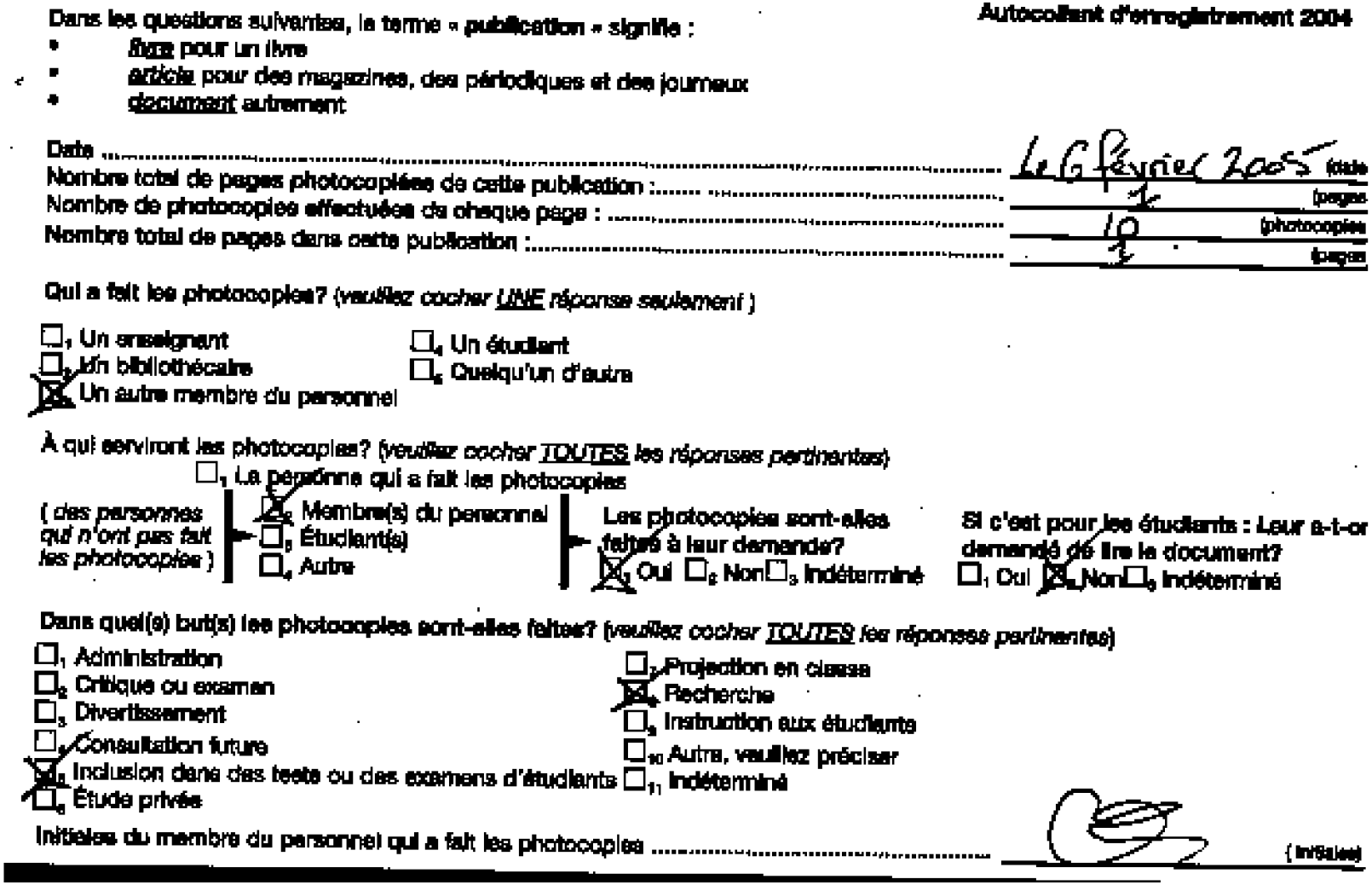
Irak : les tambours de la guerre ?

SCIENCES

Exemple 4 – Article de journal

Étape 2: Remplir un autocollant et l'apposer au verso de la copie de l'en-tête du journal.

Étape 3: Placer la photocopie dans la boîte de collecte.



Autocollant d'enregistrement 2004

Dans les questions suivantes, le terme « **publication** » signifie :

- *livre* pour un livre
- *article* pour des magazines, des périodiques et des journaux
- *document* autrement

Date ..... Le 6 février 2005 (date)

Nombre total de pages photocopiées de cette publication : ..... 1 (pages)

Nombre de photocopies effectuées de chaque page : ..... 10 (photocopies)

Nombre total de pages dans cette publication : ..... 1 (pages)

Qui a fait les photocopies? (*veuillez cocher UNE réponse seulement*)

- ☐ 1 Un enseignant
- ☐ 2 Un bibliothécaire
- ☒ 3 Un autre membre du personnel
- ☐ 4 Un étudiant
- ☐ 5 Quelqu'un d'autre

À qui serviront les photocopies? (*veuillez cocher TOUTES les réponses pertinentes*)

- ☐ 1 La personne qui a fait les photocopies
- (*des personnes qui n'ont pas fait les photocopies*)
  - ☒ 2 Membre(s) du personnel
  - ☐ 3 Étudiant(s)
  - ☐ 4 Autre

Les photocopies sont-elles faites à leur demande?
☒ 1 Oui ☐ 2 Non ☐ 3 Indéterminé

Si c'est pour les étudiants : Leur a-t-on demandé de lire le document?
☐ 1 Oui ☒ 2 Non ☐ 3 Indéterminé

Dans quel(s) but(s) les photocopies sont-elles faites? (*veuillez cocher TOUTES les réponses pertinentes*)

- ☐ 1 Administration
- ☐ 2 Critique ou examen
- ☐ 3 Divertissement
- ☐ 4 Consultation future
- ☒ 5 Inclusion dans des tests ou des examens d'étudiants
- ☐ 6 Étude privée
- ☐ 7 Projection en classe
- ☒ 8 Recherche
- ☐ 9 Instruction aux étudiants
- ☐ 10 Autre, veuillez préciser
- ☐ 11 Indéterminé

Initiales du membre du personnel qui a fait les photocopies ..... (initiales)

Le personnel des écoles, des conseils et des ministères qui désire poser des questions sur l'étude peut communiquer avec Malatest, le cabinet indépendant spécialisé en recherche, chargé de mener l'étude, au numéro 1-877-665-6202 pour l'Ontario et les provinces de l'Atlantique, ou au 1-877-665-6203 pour la Colombie-Britannique, les provinces des prairies et les territoires.

APPENDIX F Research assistant summary of instructions

DOCUMENTATION CLERK TRAINING INFORMATION

Please use this and the other documents provided as training/background information for your photocopier documentation clerk position. If at any time you need clarification or further information, please do not hesitate to contact R.A. Malatest & Associates Ltd. via telephone at 1-877-665-6299.

Please familiarize yourself with these supplemental instructions. Failure to do so will likely result in errors in your work.

Please read through the *Photocopy Study Training Manual* and *Photocopy Study Brochure* thoroughly prior to viewing the training DVD, VHS or streaming video.

TRAINING VIDEO AND ONLINE QUIZ

To view the training video online by streaming video, direct your internet browser to the following web address and select your preferred viewing format:

http://97.ca/prod/malatest/trvideo.cgi

After viewing the training video and reviewing the manual, you will be required to take a short quiz online to ensure that you are clear on the procedures of the Documentation Clerk/ Research Assistant position – don't worry it is not very difficult. The training review quiz can be retaken until the minimum score is achieved, and is available at the following web address:

http://97.ca/prod/callweb.cgi?_proj=actest

The test is designed to be completed online via the internet, but if you are unable to access the quiz online, you can call R.A. Malatest & Associates Ltd. at 1-877-665-6299 to complete the quiz over the telephone. When you call, please identify yourself as a Documentation Clerk for the Photocopier Research Project and say that you are calling to take the training quiz. This phone line will be open from 6:00am to 12:00pm, Eastern Standard Time. This quiz MUST be completed prior to commencing work.

LOGGING MATERIALS

Please note that the work materials (sticker forms, box, poster, etc.) will be waiting for you at the school. Upon arrival, you may need to collect these materials from the school office. Please set up your photocopier/s as outlined on page 5 of the training manual.

FIRST DAY OF LOGGING

Upon arrival, proceed to the school administration office and introduce yourself. You may be required to show photo ID, and/or provide proof of your Criminal Record Check. In Ontario, Documentation Clerks will receive a clearance card in the mail, which they should bring to the school. If you do not have a clearance card, please phone the check in line listed below, and this information will be faxed to the school. Once you have introduced yourself, ask the school administrative staff to show you to your assigned photocopier, to begin set up for the study.

If you are in a school with more than one Documentation Clerk, take a moment to introduce yourself and check in with the head Documentation Clerk. This should be done within the first 15 minutes of your shift.

DAILY ATTENDANCE CHECK IN

In schools with only one photocopier cluster/group, the documentation clerk will phone **1-877-665-6299** to check in **each morning**.

In schools with more than one Documentation Clerk, a head Documentation Clerk will be assigned (typically the one posted to the office photocopier, but this is not absolutely necessary). All other clerks will check in with the designated head Documentation Clerk immediately upon arrival, and the head Documentation Clerk will phone **1-877-665-6299** to confirm that all clerks have arrived, or which clerks are missing, **every morning**. If the Head Clerk is away/does not show up, please ensure that someone else calls to check in.

Please call in no later than 15 minutes after the start of your shift. You may be asked to leave a message, including your location and other relevant attendance information.

In the event that you are late or absent, please call the check in number to notify us yourself. It will be your responsibility to check in if you are late or absent.

If you encounter any problems or have any questions/concerns while you are at your logging location, the above number (1-877-665-6299) will also serve as a Documentation Clerk Helpline where you will be given the option to speak to a Malatest employee for assistance. If you reach the answering service, and need to speak to someone right away, please call your Regional Supervisor.

Regional Supervisors

BC/Yukon – Brandon Nelson	1-800-665-5848
Prairies – Heidi Hitchcock	1-800-665-5848
Ontario/Atlantic – Sasha Dunfield	1-888-665-6202

QUALITY ASSURANCE

Please note, project quality control personnel will conduct spot checks on all staff attendance and work behaviours by either telephoning the school directly and/or visiting the school to ensure that staff are at their assigned work station, completing the required work and following the rules of conduct provided in the Employment Agreement form.

FULL DAY OF LOGGING

Your day to make a complete copy of all transactions is identified in the "Research Assistant Information Sheet." Please see page 8 of the training manual for instructions.

FAX IN A SAMPLE OF TRANSACTIONS

Within the first two days of logging, please make copies of two completed stickers and a page from the publication with the ISBN information (maximum 2 pages). Write your name on the top of each completed sticker, and fax it to 1-888-384-2774.

LAST DAY OF LOGGING PERIOD

All logging materials collected during the period will be sent to Access Copyright on the last day of logging. Please make sure that a courier waybill and a large courier envelope have been included in the logging materials sent to the school. If one has not been sent, please call 1-877-665-6299 to report this. On the last day of logging, take the last half hour of your shift to pack up all materials to be sent to Access Copyright, and to clean up the photocopy area. If there is more than one documentation clerk, coordinate with the head clerk when calling the courier, so that all envelopes are ready to go at the same time.

THINGS TO REMEMBER

- You will be required to carry photo ID, and may be asked to show it upon entering the school. You may also be asked to provide proof of your Criminal Record Check. If you are asked for this information, please phone the check in line listed above, and this information will be faxed to the school.

- Please bring this sheet and your other training materials to the school for reference.

- Remember to check in each morning!

- Please make sure to take the counter reading first thing in the morning and at the end of the day. Every copier needs to have the reading done twice a day, so in the event that a co-worker has not shown up or has quit, please ensure that the reading is done for the copier(s) until a replacement can be found.

- Note that it may be necessary to copy two pages in order to capture all of the bibliographic information that is available. This is perfectly okay. You can staple it together.

- Make note of your full day of logging, and be familiar with procedures for that day.

- Please contact us if you are running low on logging materials, so that we can send more. All requests should be made within the first week of logging.

- Hours of work should add to no more than eight hours per day, including one unpaid half hour lunch break. It is mandatory that one half hour unpaid break be taken after five consecutive hours of work, so please do not work through your lunch break, you will not be paid for it. If the school office is open more than 8 hours a day, please start your shift when the office opens and finish your shift 8 hours later. **Payment will be based on working a maximum 7.5 hour day**.

- Fax your timesheet on the last day, at the end of work to: 1-888-384-2774. Please fill in your full name, school name, city and province. Thanks so much and good luck!

CHALLENGES AND QUESTIONS

Challenge / Question	Solution
Photocopier breaks down	Notify school administrative staff and call the Documentation Clerk helpline **1-877-665-6299.**
One or more documentation clerks are absent, leaving photocopiers unstaffed.	The head documentation clerk should make sure that the photocopier/s are set up for staff to do "self logging". Record the counter read numbers on the photocopier counter sheet for the unstaffed copier/s at the beginning of your shift and again at the end of your shift. If the head documentation clerk is absent, remaining clerks should decide on someone to act as head clerk.
What should I do when more than one publication page is copied onto one sheet of paper?	If they are not, the number of pages from the original document should be written down and a note made about the situation.
On the logging sticker, should the "total number of pages" reflect the number of the last numbered page of the publication, or should it include prologues, indexes, etc, which may be in addition to this number?	The page number of the last page will suffice. This applies to books and such documents. For magazines, periodical and newspaper articles, only the article (also called excerpt) total number of pages should be noted.
Staff members are waiting to do photocopying until after logging hours, and are not using self-logging procedures.	Collect counter readings, and make a note of the fact on the photocopier counter read sheet. It is not your responsibility to enforce logging, just to capture the information.
Logging materials run low or run out.	If logging materials are running low, check with other documentation clerks at your school. You may be able to share materials. If there are not enough materials, you can call the helpline number to request more. If you run out completely, make photocopies of the original!
A staff member refuses to participate in the study.	Capture as much information as you can on the sticker and make a note of that fact on the photocopier counter read sheet. Remember to be polite and informative.
There is a professional development day in your logging period, or a day where students are not in the school.	As long as the school is open, you can continue logging as usual. If the school is closed, due to bad weather, for example, contact the help line.
The original to be copied is actually a previous photocopy of a copy written publication, but it does not include the ISBN page information and/or there is no knowledge of total number of pages of the publication.	Collect as much information as possible. This situation often occurs and is further explained in the training manual, see page 8. In the area marked "Total number of pages in publication" write "No Source Info".
Sometimes the user makes a mistake when photocopying or makes a test copy to check the sizing of the copy.	Discarded pages (pages that are left at the "photocopy site", in a waste basket or a recycling bin for example) should be noted on a separate sticker, with the purpose "Other" selected only. Please write "copies discarded" in the Please Print box. The other sticker fields should be filled out as they normally are; the counts of originals and copies should multiply to the actual number of pages discarded (e.g., 1 original and Y copies if Y pages were discarded).

IMPORTANT POINTS TO NOTE:

1) **ALWAYS COPY the ISBN page** (or another page that contains the bibliographic information if the ISBN page is absent) rather than the title page, even if the ISBN page was not copied by the person doing the copying. If the ISBN page is absent, please copy the page containing the most bibliographic information, and note on the sticker that no ISBN page was available. See page 7 of the training manual for a definition of the ISBN page. If the ISBN information is spread across two pages, it is perfectly acceptable to copy both pages. Staple them together, and still use only one sticker.
2) Make sure to always write down the date on the sticker.
3) Please read p. 8 in your manual for how to correctly fill out the sticker concerning the number of pages copied. You should not do any multiplication in order to fill out the "total number of pages copied from the publication" – this is rather the number of actual pages copied from the publication. See p. 16 for a good example.
4) The location information to be written onto the sticker is the school or school board number identified on your "Research Assistant Information Sheet", not the photocopier location within the school or school board. The location number starts with two letter (e.g., ON) and then is followed by a set of numbers.
5) A sticker is needed for each transaction.
6) Affix only one sticker per documentation page; if one photocopy transaction requires two stickers (e.g., there were x copies for purpose 1 and y copies for purpose 2), please copy the bibliographic page twice and affix one sticker on each of these photocopies.
7) Transaction stickers should be put on the back of transaction documents, not embedded within the transaction documents.
8) Where a double-sided photocopy is made, please stick the sticker page on an extra, blank page, if necessary to preserve the information on the photocopies.
9) Don't staple 2 transactions together, but you can have two pages stapled together if it constitutes one transaction.
10) Do not staple stickers onto the transaction (just stick the sticker on the transaction).
11) Don't use stickers to stick pages of a transaction together. Make sure the sticker is on its own, otherwise blank page.
12) Don't put the sticker over top of bibliographic information.
13) Make sure the sticker does not bleed past the edge of the page.
14) Please make sure all the stickers and pages are oriented the same way (e.g., all landscape, or all portrait style).
15) Where research assistants are not available for all photocopier clusters, the monitored cluster(s) will be selected randomly.
16) Where research assistants are not available for all photocopier clusters, available research assistants are required to record beginning-of-day and end-of-day reading of counters for **all** photocopiers.
17) Where a photocopy is made of oversize pages, research assistants should copy the material on legal or letter paper even when the teacher uses oversized paper.
18) Please note any issues with the transaction (e.g., the copy is from a copy of the book but the teacher no longer has book).
19) For day when you make a complete copy of all transactions: Information on stickers (counts) must match transaction documents provided. Please check this.

APPENDIX G Research assistant one-page instruction sheet

Study on the volume and nature of photocopying in the elementary and secondary educational sector in Canada (except Quebec)

SUMMARY OF INSTRUCTIONS TO RESEARCH ASSISTANTS

- On the first day, get on site at least 45 minutes before classes start and proceed to the administration office.
- Daily, get on site at least 30 minutes before classes start.
- On the first day, ask the contact person for the location of the photocopier counter.
- At the beginning of each day, note the photocopier counter figures using the **Photocopier Counter Sheet**.
- At the end of each day, note the photocopier counter figures using the **Photocopier Counter Sheet**.
- For each copy transaction,
  - Fill out one **sticker** per photocopy transaction, including when using a **confidential document form**.
    - If different originals are copied different numbers of times or for different purposes, fill out different stickers.
  - Fill in the location number on every **sticker**.
  - Make a copy of the page of the document with the most information about the title, the authors and the publisher:
    - for a book, the ISBN page;
    - for a magazine article, the magazine cover and the first page of the article;
    - for a newspaper article, the banner of the newspaper with the date included and the first page of the article;
    - for an excerpt from an anthology, the ISBN page and the first page of the piece being copied.
  - If you observe or learn anything peculiar about a transaction, note it on the photocopied page, under the **sticker**.
  - Read the **sticker** questions as they are but feel free to adapt the tenses of verbs, and, in French, the gender of names.

APPENDIX H Research assistant test

Research assistant test

1. Which of the following is most likely to be an ISBN?

2-7605-1243-6
Library and Archives Canada GTO-1143-A
ISBN ADC#4413
Social Research: a manual

2. What is the purpose of this study?

To estimate the volume and type of material being copied in schools
To see if teachers know about the licence
To determine how many copiers are needed in schools
To determine how many teachers are using the photocopiers

3. What will you do if all of the teachers refuse to co-operate?

Call your immediate supervisor
Explain the reason and authority for the study
Request the principal speak with their staff
Give the teacher a copy of the brochure

4. Is a sticker required when using a Confidential Document Information Sheet?

Yes
No

5. At the end of the working day, what should the research assistant do with the various log forms collected during the day?

Place them in a safe place in the school as directed by the administration
Bring them home
Send them to R.A. Malatest and Associates Ltd.
Leave them in the form box on the photocopier

6. What kinds of materials are to be included in the study?

All material photocopied
Only published materials
Published and non-published materials
Textbooks and newspapers only

7. When do the copies made by the research assistant get sent in?

At end of study period
Daily
Weekly
At end of term of research assistant's contract

8. If pages number 23 to 47 are copied, what are the number of pages to note on the sticker?

25
23-47
24
47

9. When completing the sticker, the total number of pages that should be written down for a magazine publication is...

the number of pages in the article being copied
the number of the last page in the magazine
the total number of pages of articles
not important

10. On the sticker, the question "For what purpose(s) were the copies made?" may be answered with checking how many boxes?

as many as apply
one
two
four

11. Do single copies get recorded?

Yes
No

12. What is the first thing you are to do each morning before continuing with the study?

Enter the start time and the copier counts for each of your copiers into the Copier Counter sheets
Go to the staff room for coffee
Go to the office and re-introduce yourself
Send all log forms to the office

13. What is the first thing you are to do when arriving at a study site for the first time?

Go directly to the administration office and introduce yourself
Ask for directions to the photocopier room
Wander the halls until you find the photocopier room
Ask for directions to the staff room

14. What do you do if the end count for a copier differs from the count the next morning?

Note the start count for the copier on the Copier Counter sheet
Assume the previous days numbers are incorrect and change accordingly

Ask staff if someone has changed the counter on the copier
Call your supervisor

15. During the study period at each site, one day is randomly selected for what?

Everything that is copied that day is to be copied for the study
The sticker does not have to be completed that day
Extra copies will not be collected that day
Extra copies will only be required for books that day

16. What is to be done when the original document or source of the material being copied is not available?

Take a copy of the page with the most source information and include in the sample
Do not take a copy and do not include in the sample
Ask the teacher to find the source before making any copies
Take a copy of the page with the most source information and place on hold until the source information is available

17. When copying an excerpt or article from a magazine,

you copy the first page of the article and the cover of the magazine
you copy the cover of the magazine
you copy the first page of the article
you copy the index page of the magazine

18. When copying an excerpt or article from a newspaper,

you copy the first page of the article and the banner of the newspaper
you copy the cover page of the newspaper
you copy the first page of the article
you copy the banner of the newspaper

19. Where can I find the ISBN number?

On the first few pages of most books
The back cover of all magazines
Inside the front cover of all magazines
On the back cover of all books

20. A teacher copies a map onto an overhead slide. Does the research assistant include this in the study?

Yes
No

21. For how many days does the research assistant make a complete copy of everything copied by staff?

1
2
5
all 10

22. If pages 13-21 and 45-50 are copied from the same book by the same teacher, what are the number of pages to note on the sticker?

15
13-21 and 45-50
13
37

23. Is after-hours copying by staff permitted during the period of the study?

Yes
No

24. Some copiers are also printers. True or false? Materials that are printed (as opposed to photocopied) on these machines are excluded from the study.

False
True

25. What is the banner of a newspaper?

The top of the page where the name and date of the paper is found
There is no banner in a newspaper
The index of the paper which identifies the contents
On the editorial page

26. How will the quality your work be monitored?

You will fax in samples of logging transactions
This test ensures the work is done correctly
The head clerk in the school is responsible for checking your work
Your work will be checked when you send it in at the end of the study

27. After we receive your employment agreement and tax forms, we need only one more form to expedite your payroll. How is this accomplished?

Fill in your timesheet daily and fax it back to Malatest at the end of your last day (fax: 1-888-384-2774)
Fill in your timesheet before you go into the school and mail it back to Malatest with your other forms
Fill in your timesheet before you go into the school and fax it back to Malatest with your other forms (fax: 1-888-384-2770)

Fill in your timesheet daily and fax it back to Malatest at the end of your last day (fax: 1-888-384-2770)

28. Unless you are told otherwise, which is appropriate attire for working in schools?

Office casual clothing is okay (e.g., no jeans, no t-shirts, no tank tops, no logo-bearing clothing, otherwise respectable clothing)
Full formal office dress is okay (e.g., business suit)
Whatever the students are wearing is fine
Smaller towns are more casual than the big cities, so dress accordingly

29. There are required activities you must do before you go into the school. What are these activities?

Fax Malatest your criminal record check form, read all training documents and complete this test
Get a criminal record check done at the local police station and complete this test
Contact the school to notify them that you are coming
Read all training documents, complete this test and send Malatest your tax forms, completed timesheet and Code of Conduct sheet

30. Which of the following is the correct way to log a photocopier transaction (on every day except the full-transaction day)?

Fill in the sticker, take a single copy of the ISBN page, and affix the sticker to the back of the ISBN page copy
Fill in the sticker, take a copy of the ISBN information found on multiple pages, staple the two pages together and affix the sticker to the back
Fill in the sticker, take a copy of the ISBN information and affix the sticker to the front of the transaction so that all transactions are only one-sided
The first and second options above (THIS WAS THE CORRECT ANSWER AND IT WAS ALWAYS PRESENTED LAST).

APPENDIX I
Study location contact script

Malatest & Associates Ltd.

ACCESS COPYRIGHT
FIRST CONTACT WITH SAMPLED SCHOOLS
V6

Hello, my name is _____ and I'm calling from R.A. Malatest & Associates Ltd., a professional research firm, on behalf of Access Copyright. May I please speak to the school principal or director?

1. Yes [GOTO I]
2. No [SCHEDULE CALLBACK]

Main Sample Schools:

I. You may recall recently receiving a letter from your provincial Ministry of Education or School Board describing an upcoming photocopier usage study that will include monitoring activities in your school. Am I talking to the person responsible for your school's photocopiers (e.g., the person who replaces paper and toner or calls for repairs, etc.)?

1. Yes [GOTO II]
2. No [DETERMINE CONTACT PERSON AND BEGIN AGAIN OR SCHEDULE CALLBACK IF UNAVAILABLE]

Replacement Schools:

I. You may recall recently receiving a letter from your provincial Ministry of Education or School Board describing your school's role in an upcoming photocopier usage study. Am I talking to the person responsible for your school's photocopiers (e.g., the person who replaces paper and toner or calls for repairs, etc.)?

1. Yes [GOTO II]
2. No [DETERMINE CONTACT PERSON AND BEGIN AGAIN OR SCHEDULE CALLBACK IF UNAVAILABLE]

II. Do you recall receiving an information letter about this photocopier usage study?

1. Yes [GOTO QUESTION III]
2. No [READ FOLLOWING]

Since 1999 Ministers of Education in all provinces and territories (except Quebec) and school boards in Ontario have had photocopy licences from Access Copyright (formerly CANCOPY) governing what can be photocopied in the JK-12 school system.

Provinces and territories (except Quebec) and school boards in Ontario have agreed on the methods for a study, the purpose of which is to determine the volume and types of material being photocopied. The results of the study will be presented to the Copyright Board of Canada.

Your school has been selected for inclusion in this study. Replacement schools have also been randomly selected in case a selected school must be replaced because of some unforeseen circumstance. Consequently, you will be involved at three intervals during the study:

1. You will be expected to complete and return the attached "Fax Form" to provide photocopier counter readings for all photocopiers in your school and with the number of photocopying clusters in your school. Please complete and fax the attached "Fax Form" as directed by (….insert date….).
2. One or more research assistants will be present in your school for a period of ten consecutive work days to record information about photocopying in your school.
3. One year later, you will be asked to complete a second "Fax Form" to provide the readings of photocopier counters.

III. We need to collect some preliminary information, which should take about five minutes. Do you have about five minutes to answer a few questions?

1. Yes [PROCEED TO SECTION A]
2. No [SCHEDULE CALL-BACK]

SECTION A: CONTACT INFORMATION

A1. So that we know who to talk to in the future, may I please have your…

First and Last Name: _____
Job Title: _____
Email: _____
Phone: _____(XXX-XXX-XXXX)
Fax: _____(XXX-XXX-XXXX)

A2. Is there another person in charge of photocopiers who we may speak to in the event that you are unavailable?

1. Yes
2. No [GOTO SECTION B]

A3. Could I please have their…

First and Last Name: _____
Job Title: _____
Email: _____
Phone: _____(XXX-XXX-XXXX)
Fax: _____(XXX-XXX-XXXX)

SECTION B: PHOTOCOPIER INFORMATION

B1. How many floor model, standard office photocopiers are in your entire school, including any desktop multi-function machines used primarily for photocopying purposes.

_____ Photocopiers [IF >0, GOTO B2]

B1o. Are you certain there are no photocopiers in your school, including any on different floors, in the library, art office or other part of the school?

1. Yes, there are zero photocopiers [THANK AND END SURVEY]
2. No, there is one or more photocopiers

B2. Please give a description of each photocopier by its location (e.g., "Office Photocopier" and "Library Photocopier"). [IF MORE THAN ONE COPIER EXISTS IN THE SAME LOCATION, PLEASE OBTAIN A SEPARATE DESCRIPTION OF EACH] [BROOKE - NOTE THAT COUNTER READINGS WILL NOT BE COLLECTED UNTIL JANUARY 17 – SKIP COUNTER READINGS UNTIL THEN]

e.g. Copier 1 **Color office copier** *Starting Counter #:* _____ *Date:* _____
Description *Ending Counter #:* _____ *Date:* _____

Copier 1	_____	*Starting Counter #:*	_____	*Date:*	_____
	Description	*Ending Counter #:*	_____	*Date:*	_____
Copier 2	_____	*Starting Counter #:*	_____	*Date:*	_____
	Description	*Ending Counter #:*	_____	*Date:*	_____
Copier 3	_____	*Starting Counter #:*	_____	*Date:*	_____
	Description	*Ending Counter #:*	_____	*Date:*	_____
Copier 4	_____	*Starting Counter #:*	_____	*Date:*	_____
	Description	*Ending Counter #:*	_____	*Date:*	_____
Copier 5	_____	*Starting Counter #:*	_____	*Date:*	_____
	Description	*Ending Counter #:*	_____	*Date:*	_____
Copier 6	_____	*Starting Counter #:*	_____	*Date:*	_____
	Description	*Ending Counter #:*	_____	*Date:*	_____
Copier 7	_____	*Starting Counter #:*	_____	*Date:*	_____
	Description	*Ending Counter #:*	_____	*Date:*	_____
Copier 8	_____	*Starting Counter #:*	_____	*Date:*	_____
	Description	*Ending Counter #:*	_____	*Date:*	_____
Copier 9	_____	*Starting Counter #:*	_____	*Date:*	_____
	Description	*Ending Counter #:*	_____	*Date:*	_____
Copier 10	_____	*Starting Counter #:*	_____	*Date:*	_____
	Description	*Ending Counter #:*	_____	*Date:*	_____

B3. [ASK IF >1 PHOTOCOPIER PRESENT] Are any of these copiers in close proximity to each other, such as in the same room or very nearby? [e.g., two photocopiers in the office]

1. Yes
2. No [GO TO SECTION C]

B4. Which ones are close to each other? [record copier numbers for all clusters volunteered by respondent, then probe regarding all remaining copiers – each copier must be included, though some clusters will contain only one copier]

Cluster 1	_____	_____	_____	_____
Cluster 2	_____	_____	_____	_____
Cluster 3	_____	_____	_____	_____
Cluster 4	_____	_____	_____	_____
Cluster 5	_____	_____	_____	_____
Cluster 6	_____	_____	_____	_____
Cluster 7	_____	_____	_____	_____
Cluster 8	_____	_____	_____	_____

SECTION C: MONITORING PERIOD (REPLACEMENT SCHOOLS SKIP TO SECTION E

C1. In order to schedule an appropriate monitoring period for your school, we will need to be aware of your school calendar, including all scheduled closures between now and February 2006. Do you have a school calendar viewable on the web?

1. Yes (record URL) _____
2. No [GOTO C1n]

C1n. Could you fax or email me a copy of your school's calendar?

1. Yes (provide fax/email info)
2. No (refer to paper school break sheet)

C2. Is the school usually open Monday to Friday?

1. Yes [GOTO C4]
2. No

C3. Which day is the school usually closed?

1. Every Monday
2. Every second Monday
3. Every Friday
4. Every second Friday
5. Other schedule – please specify: _____

C4. Are the office hours the same, Monday through Friday?

1. Yes [GOTO C5]
2. No [GOTO C6]

C5. What are the office hours? [GOTO C7]

Start time *morning*	_____ *Hour*	_____ *Minute*
End time *afternoon*	_____ *Hour*	_____ *Minute*

C6. Please describe the office hours [ENTER 999 IN HOUR AND MINUTE FIELDS ON DAYS SCHOOL IS NORMALLY CLOSED].
[DISPLAY IF RESP ANSWERED C3] School is closed on [RECALL C3]. If school has a closure every second week, fill in the schedule for the non-closure (i.e., full) school week.

Day				Day			
Monday	**Start time**	*Hour*	*Minute*	*Thursday*	**Start time**	*Hour*	*Minute*
	End time	*Hour*	*Minute*		**End time**	*Hour*	*Minute*
Tuesday	**Start time**	*Hour*	*Minute*	*Friday*	**Start time**	*Hour*	*Minute*
	End time	*Hour*	*Minute*		**End time**	*Hour*	*Minute*
Wednesday	**Start time**	*Hour*	*Minute*				
	End time	*Hour*	*Minute*				

C6o. Are there any exceptions to this (e.g., half-day every second Friday)?

_____

_____

99. None

C7. Are all of your school's photocopiers accessible during these office hours?

1. Yes [GOTO C8]
2. No

C7n. Please explain which photocopiers are inaccessible and why.

_____

_____

C8. Does your school have more than one lunch period?

1. Yes [GOTO C9]
2. No [GOTO SECTION D]

C9. What times do the lunch periods start and end?

Period			
1	**Start time**	*Hour*	*Minute*
	End time	*Hour*	*Minute*
2	**Start time**	*Hour*	*Minute*
	End time	*Hour*	*Minute*
3	**Start time**	*Hour*	*Minute*
	End time	*Hour*	*Minute*

SECTION D: SCHOOL INFORMATION

Now I just have a few questions about your school.

D1. Is your school, including the photocopier area(s), wheelchair accessible?

1. Yes [GOTO D2]
2. No

9. Don't Know

D1n. Please describe any inaccessible photocopiers.

_____

_____

_____

D2. Because a monitor will be attending each photocopier or group of photocopiers in your school every school day for two weeks, do you foresee any problems with space? (e.g., will it be possible to have a chair at or close to each photocopier cluster?)

1. Yes, there is a problem
2. No problems [GOTO D3]

9. Don't Know

D2y. Please describe any foreseen issues for each photocopier.

_____

_____

_____

D3. Regarding your school's dress code, is an OFFICE-CASUAL dress code appropriate (collared shirts for men, no jeans, no tank-tops)?

1. Yes, this is appropriate [GOTO SECTION E]
2. No, this is inappropriate

9. Don't Know

D3n. Please explain your school's dress code.

_____

_____

_____

SECTION E: ADDITIONAL INFORMATION

Now I just need to give you some additional information regarding this study. This information will also be sent to you via email shortly.

We will call to inform you one week before your monitoring period. Should you have any questions or concerns at any time during the next year regarding this study, you may contact us in any of the following ways:

[IF LOCATION IS ONTARIO/ATLANTIC]
Toll-free phone: 1-877-665-6202
Email: h.hitchcock@malatest.com
Toll-free fax: 1-888-384-2774

[IF LOCATION IS PRAIRIES]
Toll-free phone: 1-877-665-6203
Email: l.krawchuk@malatest.com
Toll-free fax: 1-888-384-2774

[IF LOCATION IS BC/TERRITORIES]
Toll-free phone: 1-877-665-6203
Email: b.nelson@malatest.com
Toll-free fax: 1-888-384-2774

In all correspondence, please indicate your school name, city and province.

<u>For those who received letter:</u>
As you may recall, a sheet was included with your letter, which asked you to collect your photocopier counter readings at the beginning of the day, January 17, 2005. Do you still have that sheet?

1. Yes
2. No [arrange to email or fax sheet]
9. Don't Know [arrange to email or fax sheet]

<u>For those who did not receive the letter:</u>
As part of the study, we will need to collect your photocopier counter readings at the beginning of the day, January 17, 2005. [arrange to email or fax sheet]

<u>For all respondents:</u>
You will receive an email reminder on the day before the counter readings are to be taken.

It is very important to the study that we have an up-to-date indication of all photocopiers currently being used by your school, and their corresponding meter readings through this year. Therefore, if your school adds or replaces any photocopiers in the coming year, we ask that you notify us immediately with the last date of service and outgoing meter reading for all discontinued photocopiers, and with the first date of service and incoming meter reading for all added photocopiers. You can inform us by fax, email or phone. We will send you an email each month reminding you about this important task.

We will also be contacting you one week before your monitoring period as a reminder.

Please do not hesitate to contact us if you have any questions or concerns!

[READ IF THEY PROVIDED A SECOND CONTACT PERSON]
We ask that you please notify [INSERT SECOND CONTACT NAME] of this research project, in case we need to contact them. An informational email will also be sent to this person.

[SURVEYOR NOTE: REFER TO FAQ SHEET TO ANSWER SCHOOL QUESTIONS]

That's all my questions!
Thank you very much for taking the time to talk to me.
We appreciate your help and will be in touch!

APPENDIX J Photocopier counter fax-back form

Photocopy Study – Photocopier Counter Read Fax Form

To meet the needs of Canadian educators and students while respecting the rights of creators and publishers, every publicly funded school and school board has a licence to copy through *Access Copyright* or Copibec (in Quebec) which allows for copying not otherwise permitted under the *Copyright Act*. This year a number of schools, board offices, and ministries of education nation-wide have been selected to take part in a study to understand what is being photocopied in publicly funded schools across the country, except in Quebec. The first step in this study is to take an inventory of photocopiers in selected schools and school boards.

On January 17, 2005, please fill out the following and **fax it back to 1-888-384-2774.** We will be in touch with your institution in late January 2005 if we have not received your fax.

Date _____

School name (school board name for school boards) _____

Complete address _____

_____

Name of contact person _____

Contact e-mail _____

Contact telephone number _____

In the table below, please describe each photocopier in your school in such a way that you can identify them again later. Also indicate each photocopier counter read **as of January 17, 2005**.

Photocopier description (please use as many forms as necessary to document all photocopiers)	**Photocopier counter read as of January 17, 2005**

Finally, please indicate how many groups of photocopiers there are in your institution. A group of photocopiers is one or more photocopiers physically located in the same room or area of your institution such that they can all be seen at the same time by one person.

Number of groups in your institution: _____

Thank you for your cooperation.

Do you have any questions about this form or the Photocopy Study? Please visit http://www.malatest.com/photo or call 1-877-665-6202 in Ontario and the Atlantic provinces, or 1-877-665-6203 in British Columbia, the Prairie provinces, and the Territories.

Étude sur la photocopie – Formulaire de télécopie sur le relevé de compteurs de photocopieuses

Pour répondre aux besoins des enseignants et étudiants du Canada tout en respectant les droits des créateurs et éditeurs, toutes les écoles publiques et les commissions scolaires détiennent une licence de reproduction délivrée par *Access Copyright* ou Copibec (au Québec) qui leur permet de faire des reproductions non sanctionnées par ailleurs en vertu de la *Loi sur le droit d'auteur*. Cette année, des écoles, des bureaux de conseils et des ministères et départements d'éducation partout au pays ont été choisis pour participer à une étude dans le but de comprendre ce qui se photocopie dans les écoles publiques de tout le pays, sauf au Québec. La première étape de cette étude consiste à inventorier les photocopieuses dans des écoles publiques et des commissions scolaires sélectionnées.

Le 17 janvier 2005, veuillez remplir ce qui suit et le renvoyer **par télécopie au 1-888-384-2774**. Nous communiquerons avec votre établissement vers la fin janvier 2005, si nous n'avons pas reçu votre télécopie.

Date _____

Nom de l'école (pour les conseils scolaires : nom du conseil scolaire) _____

Adresse complète _____

_____

Nom de la personne-ressource _____

Courriel de la personne _____

N° de téléphone de la personne _____

Dans le tableau ci-dessous, veuillez décrire chaque photocopieuse dans votre école de façon à les reconnaître plus tard. Indiquez aussi le relevé du compteur de chaque photocopieuse **au 17 janvier 2005**.

Description des photocopieuses (veuillez utiliser autant de formulaire que nécessaire pour inscrire toutes les photocopieuses)	**Relevé du compteur de la photocopieuse au 17 janvier 2005**

Enfin, veuillez indiquer combien de groupes de photocopieuses se trouvent dans votre établissement. Un groupe de photocopieuses s'entend d'une ou plusieurs photocopieuses situées dans une même salle ou un même espace physique de votre établissement de façon à toutes être vues ensemble en même temps par une personne.

Nombre de groupes dans votre établissement : _____

Merci de votre collaboration.

Des questions au sujet de ce formulaire ou de l'Étude sur la photocopie? Veuillez visiter le site http://www.malatest.com/photo ou téléphoner au numéro 1-877-665-6202 pour l'Ontario et les provinces de l'Atlantique, ou au 1-877-665-6203 pour la Colombie-Britannique, les provinces des Prairies et les Territoires.

APPENDIX K
Special instructions regarding data collection

Challenge/Issue	Instruction
Photocopier (representing an entire cluster) breaks down for a portion of the logging period	A logging representative is not expected to observe a disabled photocopier during such time that it is not being used to make copies during the 10 day observation period. However, the logging representative must make arrangements with a suitable contact at the Site (e.g. the school's Secretary) to be notified as soon as the photocopier is able to make copies in order that the logging Representative may immediately resume his or her logging observations. Additionally, the logging Representative must attend the Site twice each day (morning and afternoon) during the logging period to confirm the status of the disabled photocopier and to take its counter reading. The broken down days count as part of the observation period. since that is a normal occurrence in real life.
Photocopier breaks down on the day when full copies are to be made	Resume full-transaction copying when the photocopier is back on so that a full day is covered.
No logging clerk can be found for a rural/remote school	This ought to be an extremely rare case. In such case, Malatest shall notify the Study Steering Committee in writing. If, in the discretion of the Study Steering Committee, the integrity of the Study will not be prejudiced, the Study Steering Committee will, upon prior notice to Access Copyright, instruct Malatest to select a replacement school (according to replacement selection rules). The foregoing does not constitute a waiver on the part of Access Copyright of its rights under the Study Implementation Agreement.
A school refuses to participate prior to the logging period	This ought to be a rare case. Inform the steering committee; one of its members might/will attempt to convert the refusal. If this does not work, select the next replacement school in the same stratum (defined by jurisdiction, level of teaching and enrolment). The steering committee will inform CMEC.
A school refuses to participate mid-way through the logging period	This ought to be an extremely rare case. Inform the steering committee; one of its members might/will attempt to convert the refusal. If this does not work, select the next replacement school in the same stratum (defined by jurisdiction, level of teaching and enrolment) and complete the number of days required to total 10 days.
A staff member refuses to participate during the logging period	This ought to be a rare case. Capture as much information as possible on the sticker. The assistant will make a note of that fact in their daily log.

Challenge/Issue	Instruction
A ministry office does not have a dedicated photocopier/shares its photocopiers with other ministries	This is highly unlikely. Log all transactions; add a handwritten note to that effect on the sticker.
A logging period is scheduled to include a statutory holiday	The observation period is 10 working days. Therefore statutory holidays are excluded from the 10-day count.
A logging period is scheduled to include a professional development day where most/all staff are in the school	This is counted as a working day.
A logging period is scheduled to include a professional development day where most/all staff are not in the school	This is counted as a working day.
A logging period is scheduled to include the Spring Break period	The CMEC/Access Copyright agreement states that "Logging will not be undertaken during the winter (e.g. New Year), spring and summer breaks. Exact break dates will be established school by school."
A logging period is scheduled to include mass out-of-school activities (i.e., school fun days or field trips)	This is counted as a working day.
A logging period is interrupted by a weather-related/other closure	This is not counted as a working day since the school is closed.
A logging period is interrupted by a strike	This is not counted as a working day since the school is closed.
A logging clerk unexpectedly resigns/becomes ill, and a partial day or week is not logged while a suitable replacement is found affecting one, but not all of the clusters in a site	In such instance, Malatest shall notify the Study Steering Committee in writing. We expect that Malatest will use every effort to replace the research analyst as soon as possible. Where a replacement can not be substituted using every effort, the Study Steering Committee will, upon prior notice to Access Copyright, instruct Malatest to make arrangements for the implementation of self-logging as required, all provided that, in the discretion of the Study Steering Committee, the integrity of the Study will not be prejudiced. The foregoing does not constitute a waiver on the part of Access Copyright of its rights under the Study Implementation Agreement.

Challenge/Issue	Instruction
A logging clerk unexpectedly resigns/becomes ill, and a partial day or week is not logged while a suitable replacement is found affecting more than one cluster in a site, but the partially logged days/weeks are not the same across clusters	In such instance, Malatest shall notify the Study Steering Committee in writing. We expect that Malatest will use every effort to replace the research analyst as soon as possible. Where a replacement can not be substituted using every effort, the Study Steering Committee will, upon prior notice to Access Copyright, instruct Malatest to make arrangements for the implementation of self-logging as required, all provided that, in the discretion of the Study Steering Committee, the integrity of the Study will not be prejudiced. The foregoing does not constitute a waiver on the part of Access Copyright of its rights under the Study Implementation Agreement.
The original to be copied is actually a previous photocopy of a copy written publication, but does not include the ISBN page information and/or there is no knowledge of total number of pages of the publication	Collect as much information as possible. The contractor is not expected to accomplish the impossible. This situation often occurs and is further explained in the training material.
What is the definition of a photocopier? Does this include a desktop fax/scanner/copier machine? If not, does it include this in a very small school that only has this type of device? If these devices are to be included, how is the lack of copy counter to be dealt with?	A photocopier is a reproduction equipment. Multifunction equipment are to be considered as photocopiers if photocopying is their primary function. Where counters are not available, make a note of that situation and disregard instructions regarding photocopier counters. This is also treated in the training material.
Is it possible to inquire about the wheelchair accessibility of the photocopier locations in the school survey, to allow for subsequent recruiting of wheelchair-bound logging clerks?	The contractor is free to request that information as part of Task 2.
What are the corresponding dates for the logging periods (i.e., what are the dates of the summer holiday)?	The summer holiday is between July 1, 2005 and August 12, 2005. Dates of summer closure could be requested from school contacts (Task 2) for schools slotted for periods 12 to 16.
On the logging sticker, does “pages copied” indicate number of pages from the publication or number of photocopied pages (i.e., in an instance where more than one publication page is copied onto one sheet of paper)?	Typically, both will be the same. If they are not, the number of pages from the publication should be used and a note about the number of original pages per copied sheet side should be made.

Challenge/Issue	Instruction
On the logging sticker, should the "total number of pages" reflect the number on the last numbered page of the publication, or should it include prologues, indexes, etc, which may be in addition to this number?	The page number of the last page will suffice. That applies to books and such documents. For magazine, periodical and newspaper articles, only the article (also called excerpt) total number of pages should be noted.

APPENDIX L
Study location poster

Photographed by Channel One.

PHOTOCOPY STUDY IN PROGRESS

This is one of several locations randomly selected to participate in a photocopying study this year. During the study, **all copying** is to be recorded, so any time you are making copies when the research assistant is not present, please follow the **three steps** below. Thank you for your co-operation in the study.

Step 1. When making copies from a **BOOK**, copy the copyright or title page (the page with the most bibliographic information).

When copying an article from a **MAGAZINE** or **JOURNAL**, make a copy of the first page of the article and a copy of the cover of the magazine or journal and fasten the pages together.

When copying a **NEWSPAPER ARTICLE**, copy the first page of the article and the banner of the newspaper with the date included and fasten together.

When copying non-published materials such as teacher created materials, administrative memos, permission slips, etc., make a copy of the first page only.

Step 2. Complete a sticker and attach it to the back of the copy made under Step 1. Initial the sticker to confirm that the information on it is correct.

Step 3. Put the extra copy made under Step 1 in the collection box which is located by the copier.

FOR COPYING OF CONFIDENTIAL MATERIAL:

Instead of Step 1, copying of confidential documents should be recorded by completing a **Confidential Document Information Sheet**, found in the front section of the collection box by each copier. Please do not include a copy of the confidential material. Complete a sticker and attach it to the back of the completed confidential document information sheet and place it in the collection box.

This study has been agreed to by representatives of the Ministries of Education in all provinces and territories (except Quebec) and school board associations in Ontario and *Access Copyright*.

This study is being conducted by Malatest, an independent research consultant.
For more information, please contact your school's principal, or call:
In Ontario and Atlantic Provinces: 1.877.665.6202
In British Columbia, Prairies and the Territories: 1.877.665.6203

Photographie par Channel One

ÉTUDES SUR LES PHOTOCOPIES EN COURS

Vous vous trouvez dans un des établissements choisis au hasard pour participer cette année à une étude sur les photocopies. Au cours de l'étude, **toute photocopie** sera consignée, ainsi, chaque fois que l'assistant à la recherche est absent, veuillez suivre les **trois étapes** suivantes. Merci de votre collaboration à cette étude.

Étape 1. Lorsque vous faites des photocopies à partir d'un **LIVRE**, faites une copie supplémentaire de la page du droit d'auteur ou du titre (la page comportant le plus de renseignements bibliographiques).

Lorsque vous photocopiez un extrait d'un **MAGAZINE** ou d'une **REVUE**, faites une copie supplémentaire de la première page de l'article et une photocopie de la page couverture du magazine ou de la revue et attachez-les.

Lorsque vous photocopiez un **ARTICLE DE JOURNAL**, faites une copie supplémentaire de la première page de l'article et de l'en-tête du journal avec la date et attachez-les. Dans le cas de documents non publiés, comme des documents créés par un enseignant, des notes de service, des bordereaux de permission, etc., photocopiez la première page seulement.

Étape 2. Remplissez un autocollant et apposez-le au verso de la photocopie faite à l'étape 1. Inscrivez vos initiales sur l'autocollant pour confirmer que les renseignements sont exacts.

Étape 3. Placez la photocopie supplémentaire faite à l'étape 1 dans la boîte de collecte située près de la photocopieuse.

PHOTOCOPIE DE DOCUMENTS CONFIDENTIELS :

Au lieu de l'étape 1, les photocopies de documents confidentiels doivent être enregistrées en remplissant une **feuille de renseignements sur les documents confidentiels** qui se trouve dans la partie avant de la boîte de collecte près de chaque photocopieuse. Veuillez ne pas inclure de photocopie du document confidentiel. Remplissez un autocollant et apposez-le au verso de la feuille de renseignements sur les documents confidentiels dûment remplie et placez le tout dans la boîte de collecte.

Cette étude a été agréée par des représentants des ministères de l'Éducation de toutes les provinces et des territoires (sauf le Québec) et les associations de conseils scolaires en Ontario et *Access Copyright*.

La présente étude est menée Malatest, un cabinet indépendant de conseils en recherche. Pour de plus amples renseignements, veuillez communiquer avec le directeur ou la directrice de votre école ou téléphoner au numéro :
1.877.665.6202 pour l'Ontario et les provinces de l'Atlantique
1.877.665.6203 pour la Colombie-Britannique, les provinces des Prairies et les Territoires.

APPENDIX M
Information leaflet

The three simple steps you need to follow

1 When making copies from a **BOOK**, copy the copyright or title page (the page with the most bibliographic information).

When copying an article from a **MAGAZINE** or **JOURNAL**, make a copy of the first page of the article and a copy of the cover of the magazine or journal and fasten the pages together.

When copying a **NEWSPAPER ARTICLE**, copy the first page of the article and the banner of the newspaper with the date included and fasten together.

When copying non-published materials such as teacher created materials, administrative memos, permission slips, etc., make a copy of the first page only.

2 Complete a sticker and attach it to the back of the copy made under Step 1. Initial the sticker to confirm that the information on it is correct.

3 Put the study copy made under Step 1 in the collection box which is located by the copier.

Where can we get more information?

School, board and ministry staff with questions about the study can contact Malatest, the independent research consultant hired to conduct the study, at 1-877-665-6202 in Ontario and the Atlantic provinces, or 1-877-665-6203 in British Columbia, the prairie provinces, and the territories.

Photocopy Study Brochure

This study has been agreed to by representatives of the Ministries of Education in all provinces and territories (except Quebec) and school board associations in Ontario and *Access Copyright*.

Introduction

Why are schools, school boards and ministry offices being asked to participate in a study?

This year a number of schools, board offices, and ministries of education nationwide have been randomly selected to take part in a study that determines the volume and type of photocopying in publicly funded schools. The study will estimate the volume and type of material being photocopied.

What is *Access Copyright?*

Access Copyright represents authors and publishers, who rely on royalties as others rely on a salary. *Access Copyright*, The Canadian Copyright Licensing Agency, is a not-for-profit organization founded in 1988 by Canadian creators and publishers who wanted to collectively administer their reproduction rights under the *Copyright Act*.

Access Copyright provides licences to copy published works. Schools, post-secondary institutions, government agencies, businesses, and not-for-profit organizations have licences with *Access Copyright*. The fees collected from these licences are passed along to the rightsholders as royalty payments.

Does every school have a licence?

Yes. Every publicly funded school outside the province of Quebec is covered by common licences to copy through *Access Copyright*. The licence also covers school boards, where they exist, as well as ministries and departments of education.

Why is there a licence?

The licence is designed to allow copying not otherwise permitted under the *Copyright Act*.

How long will the study last?

The study will last for ten days at each selected site.

How will we know when the study has started?

You will be advised by your school's principal.

What do I need to do to participate in the study?

During regular business hours a research assistant will be present to complete the steps required by the study. However, if you need to make copies after hours or at any other time when the research assistant is not present, under the terms of the agreement negotiated with the Ministries of Education in all provinces and territories (except Quebec) and school board associations in Ontario, those same steps still need to be completed.

Photography by Channel One

Voici les trois étapes simples à suivre

1 Quand vous photocopiez à partir d'un **LIVRE**, copiez la page du droit d'auteur ou du titre (la page comportant le plus de renseignements bibliographiques).

Lorsque l'on photocopie un article d'un MAGAZINE ou d'une REVUE, l'assistant à la recherche fera une photocopie de la première page de l'article et une photocopie de la couverture du magazine ou de la revue et les attachera.

Quand vous photocopiez un **ARTICLE DE JOURNAL**, copiez la première page de l'article et l'en-tête du journal avec la date et attachez-les.

Dans le cas de documents non publiés, comme des documents créés par l'enseignant, des notes de service, des bordereaux de permission, etc., faites une photocopie de la première page seulement.

2 Remplissez un autocollant et apposez-le au verso de la photocopie faites à l'étape 1. Écrivez vos initiales pour confirmer que l'information est exacte.

3 Placez la photocopie de l'étude dans la boîte de collecte située près de la photocopieuse.

Comment obtenir plus de renseignements?

Le personnel des écoles, des conseils et des ministères qui désire poser des questions sur l'étude peut communiquer avec Malatest, le cabinet indépendant spécialisé en recherche, chargé de mener l'étude, au numéro 1-877-665-6202 pour l'Ontario et les provinces de l'Atlantique, ou au 1-877-665-6203 pour la Colombie–Britannique, les provinces des prairies et les territoires.

Brochure de l'étude sur les photocopies

Cette étude a été agréée par des représentants des ministères de l'Éducation de toutes les provinces et des territoires (sauf le Québec) et les associations de conseils scolaires en Ontario et *Access Copyright*.

Introduction

Pourquoi demande-t-on aux écoles, aux conseils scolaires et aux bureaux des ministères de participer à l'étude?

Cette année, des écoles, des bureaux de conseils et des ministères et départements d'éducation partout au pays ont été choisis au hasard pour participer à une étude visant à déterminer le volume et le type de photocopies s'effectuant dans les écoles publiques. L'étude évaluera le volume et le type de documents protégés par le droit d'auteur qui sont photocopiés.

Qu'est-ce que *Access Copyright?*

Access Copyright représente les auteurs et les éditeurs qui comptent sur les redevances comme d'autres comptent sur un salaire. *Access Copyright*, The Canadian Copyright Licensing Agency, est un organisme sans but lucratif fondé en 1988 par des créateurs et des éditeurs canadiens qui désiraient administrer collectivement leurs droits de reproduction en vertu de la *Loi sur le droit d'auteur*.

Access Copyright octroie des licences de reproduire des ouvrages publiés. Les écoles, les établissements post secondaires, les organismes gouvernementaux, les entreprises et les organismes sans but lucratif détiennent des licences délivrées par *Access Copyright*. Les revenus découlant de ces licences sont remis aux titulaires de licences sous forme de paiements de droits d'auteur.

Est-ce que toutes les écoles ont une licence?

Oui. Toutes les écoles publiques, sauf celles de la province du Québec sont couvertes par des licences communes de photocopier délivrées par *Access Copyright*. La licence couvre également les commissions scolaires, le cas échéant, ainsi que les ministères et départements d'éducation.

Pourquoi une licence?

La licence permet de faire des reproductions non sanctionnées par ailleurs en vertu de la *Loi sur le droit d'auteur*.

Combien de temps durera l'étude?

L'étude durera dix jours dans chaque établissement sélectionné.

Comment savoir que l'étude est en cours?

Votre directeur vous en avertira.

Que faire pour participer à l'étude?

Pendant les heures ouvrables normales, un assistant à la recherche sera présent pour accomplir les activités nécessaires à l'étude. Cependant, si vous devez faire des photocopies après les heures ou à tout autre moment en l'absence de l'assistant à la recherche, conformément aux conditions de l'entente négociée avec les ministères de l'éducation dans toutes les provinces et territoires (sauf le Québec) et les associations de conseils scolaires en Ontario, il faut quand même terminer les mêmes étapes.

Photographie par Channel One

APPENDIX N
Coding instructions

Task no. 3 Coding instructions

Type of document	Code	Description

Published, book	1	• Document has an ISBN located on the bibliographic page
		  o always prefixed by ISBN
		  o followed by 10 digits with or without hyphens
		  o last digit may be an X
		• Works with no ISBN may use words like '**novel**', '**book**', '**printed and bound by**', '**anthology**' in the copyright statement on the bibliographic page
		  o For French works words like '**roman**', '**livre**', '**imprimé et lié**' and '**anthologie**' may be used
		• See example 1 and 2 in the "Photocopy Study Training Manual"

Published, newspaper article	2	• Document may have an ISSN located in the banner
		  o Always prefixed by ISSN
		  o Followed by 8 digits with a hyphen between the 4th and 5th digits
		  o Last digit may be an X
		• Title of the document may use words like '**newspaper**', '**gazette**', '**record**', '**weekly**', '**examiner**', '**news**', '**booster**', '**chronicle**' and '**herald**'
		• Usually includes the exact date of publication in full
		• Pages often prefixed with a alpha character such as A8
		• Usually oversized and much larger than standard letter size (8.5" x 11") and would appear cut off in the photocopy
		• See example 4 in the "Photocopy Study Training Manual"

Published, periodical article	3	• Document may have an ISSN
		  o Always prefixed by ISSN
		  o Followed by 8 digits with a hyphen between the 4th and 5th digits
		  o Last digit may be an X
		• Title or subtitle of the document may use words like '**magazine**', '**newsweek**', '**newsletter**', '**journal**', '**official publication** of' that identify that is published periodically.
		• Often issued in numbered parts like '**May/June 2004**', '**Volume XXII, No. 2**', '**Vol. 50, No. 2**', that are intended to continue indefinitely such as newspapers, magazines and journals.
		• Pages are usually numeric with no alpha character, often followed by the volume and issue number, such as '**52 Canadian Geographic May/June 2004**'
		• Publication usually standard letter size (8.5" x

		11") and should fit the photocopy page • See example 3 in the "Photocopy Study Training Manual"
Published, sheet music	4	• Text is predominantly musical notations and lyrics • Is loose leaf and does not appear to be part of a broader publication such as book or periodical (no bibliographic page, banner or periodical cover provided)
Published, undetermined	5	• Has none of the characteristics of the above 4 options • Examples: posters, post cards, etc.
Printout from electronic source	6	• Appears to originate from the Internet • The top or bottom of the document may have a URL indicating the source website or computer software program the page originated from (e.g. http://www.somesite.com/page1.htm)
Unpublished, teacher/school board/ministry created material	7	• Usually contains no copyright notice
Unpublished, administrative document or note	8	• Appears in memo format or letter
Unpublished, confidential document (based on form used)	9	• Confidential information document sheet submitted
Unpublished, other	10	• Does not appear to be in any of the unpublished format
Unknown	11	• None of the above

Permissions/prohibitions	**Code**	**Description**
Reproduction allowed in all circumstances/black line master	1	• Any document containing the words **'reproducible master'**, '**reproduced with permission'**; examples such as, **'XXX Inc. grants teachers permission to photocopy the activity sheets from this book for classroom use.'** **'Reproduction of activities in any manner for use in the classroom and not for commercial sale is permissible.'** . **'Student pages may be reproduced by the classroom teacher for classroom use only.'** **'Permission to reproduce pages extends only to the teacher-purchaser for individual classroom use, not to exceed in any event more than one copy per pupil in a course.'** **'The reproducibles may be photocopied for classroom use only.'** • place for **'student name'**, **'publisher's name on**

		bottom of the page', copy has **'perforated edges',** the sign of **'photocopy this page'**
Reproduction prohibited even with an Access Copyright licence	2	• Any document containing the words **'this publication is excluded from CANCOPY or Access Copyright'** or is **'not governed by any licence'**
None	3	• All other cases

Country of publication	**Code ***	**Description**
Argentina	AR	**Identifying the place of publication:** The document has words like "**published by**" or "**published simultaneously**" located on the bibliographic page. Near this statement an address is usually found indicating where the publisher is located. When more than one country is identified, select the country of origin closest to Canada. This case often occurs where the document is published simultaneously in more than one region. <u>Example 1: One place of publication indicated</u> Published in 1995 by Nelson Canada, A division of Thomson Canada Limited Scarborough, Ontario Ontario is in Canada, select the Canada Country code <u>Example 2: More than one place of publication indicated</u> Published simultaneously in the United States and Canada Canada is closer than the United States, select the Canada Country code See also examples 1 and 2 in the "Photocopy Study Training Manual"
Australia	AU	
Belgium	BE	
Brazil	BR	
Canada	CA	
Denmark	DK	
France	FR	
Germany	DE	
Greece	GR	
Hong Kong	HK	
Iceland	IC	
Ireland	IR	
Italy	IT	
Jamaica	JM	
Japan	JP	
Malta	MT	
Mexico	MX	
Netherlands	NL	
New Zealand	NZ	
Norway	NO	
Singapore	SG	
South Africa	ZA	
Spain	ES	
Sweden	SE	
Switzerland and Lichtenstein	CH	
United Kingdom	GB	
United States of America	US	
None of the above	ZZ	

* Codes as per RMS – any other countries should be coded ZZ.

Appendix 3: Task no. 3 data entry instructions

Field	**Description**	**Validation**
	Bibliographic page	
Type of document	• Refer to task no. 3 coding instructions	
Permissions/prohibitions	• Refer to task no. 3 coding	

	instructions	
Country	• Refer to task no. 3 coding instructions	
ISBN/ISSN	• Must be '**text format**' and without any spaces or dashes e.g.0078969450 • Each ISBN consists of 10 digits. The last digit may be an X, where X represents the number ten. • Each ISSN consists of 8 digits. The last digit may be an X, where X represents the number ten.	ISBN validation: • The result of the following formula must be divisible by 11 without a remainder. $10a_1 + 9a_2 + 8a_3 + 7a_4 + 6a_5 + 5a_6 + 4a_7 + 3a_8 + 2a_9 + a_{10}$ E.g. ISBN 0865714169 10*0 + 9*8 + 8*6 + 7*5 + 6*7 + 5*1 + 4*4 + 3*1 + 2*6 + 9 = 242 242 mod 11 = 0 ISSN validation: • The result of the following formula must be divisible by 11 without a remainder. $8a_1 + 7a_2 + 6a_3 + 5a_4 + 4a_5 + 3a_6 + 2a_7 + a_8$ E.g.: ISSN 00149802 8*0 + 7*0 + 6*1 + 5*4 + 4*9 + 3*8 + 2*0 + 1*2 = 88 88 mod 11 = 0
Work title: • a book title • a newspaper name • a magazine name • a journal name	• Keyed in **sentence case** * • Keyed in one line regardless of its length	
Work publisher	• Keyed in **sentence case ***** • For a book it is usually found on the bibliographic page	
Work excerpt(e.g., article or short story title)	• Keyed in **sentence case** *	Excerpts are short stories, articles in newspapers, magazines or journals
Excerpt Author first name 1	• Keyed in **sentence case** *	
Excerpt Author last name 1	• Keyed in **sentence case** *	
Excerpt Author first name 2	• Keyed in **sentence case** *	
Excerpt Author last name 2	• Keyed in **sentence case** *	
Excerpt Author first name 3	• Keyed in **sentence case** *	
Excerpt Author last name 3	• Keyed in **sentence case** *	
Internet domain name	• For electronic sources only	

	• The top or bottom of the document may have a URL indicating the source website or computer software program the page originated from (e.g. http://www.somesite.com/page1.htm) • The domain name in this example is: www.somesite.com	
Sticker page		
Sequential number	Added by AJD upon reception	
Location No.	• As indicated on the sticker	Two-letter province code + 2 digits for school boards or 4 for schools
Date	• DD-Mon-YYYY	Between February 14, 2005 and February 10, 2006
Pages copied	As indicated on the sticker	Between 1 and 9999
Copies made	As indicated on the sticker	Between 1 and 9999
Pages in the publication	As indicated on the sticker	Between 1 and 9999
Who made the copies	As indicated on the sticker	
For who	As indicated on the sticker	Up to 4 answers could be provided
At their request	As indicated on the sticker	
Instructed to read	As indicated on the sticker	
Purposes	As indicated on the sticker	Up to 11 answers could be provided
Purposes (other)	As indicated on the sticker	
Any comment besides the sticker	Keyed as is	

* Sentence Case: The first word in the sentence begins with an uppercase letter, with all other letters and words in lowercase, with the following exceptions: proper nouns and acronyms.

CLARIFICATION TO CODING INSTRUCTIONS – March 16, 2005

Type of Document

-Type 4 - If **sheet music** is in a book or other type of published document, it should be coded as **type 1** (or other appropriate code) not type 4.

-**Type 6** - You do not need to input the entire url for type 6 - only the first part (eg. www.circum.com).
-Sometimes a website address is listed on the page but it does not mean that the copy is from the website. Review this carefully.

-**Type 7** documents are curriculum based documents while **type 8** are administrative documents.

-There is confusion still between **type 1 and 7**. Look for professionally typeset pages that indicate the page is from a book. Look for page numbers but remember that unpublished works may be numbered too. Code it as **type 11** if you are unsure.

-Board or Ministry produced materials should be coded as published **(types 1-5)** if they include a copyright c or appear to come from a book or other type of published material.

-**Default** - There are three default codes: **type 5** (Published, undetermined), **type 10** (Unpublished, other) and **type 11** (Other). These should be used where the coder is uncertain. Please make sure that questions are sent to the client first before these codes are used regularly.

Cartoons/Comic Strips

Cartoons/comic strips should be coded as **type 5** (published, undetermined) unless there is evidence that it is a periodical article (**type 3**), newspaper (**type 2**) or book (**type 1**).

Country

Watch for the country code, this is often missing.

Blank Pages

-If the page is blank, code it as type 11 and leave the rest of bibliographic coding blank.

No Stickers

-Do not code pages without stickers but send us a report each period telling us how many unstickered pages there were at each location. You do not need to image these pages.

Languages That Cannot Be Input

-If the title is in a language that cannot be input, input [UNABLE TO INPUT] in the Work Title field.

Coding For Multiple- Material Transacations

-A full description of multiple-material transactions is attached. You need to code each type of material in the single transaction.
-On the first page of the transaction, indicate the number of types of material beside the first document code and attach an M beside this to represent Multiple. For example, if there are four types of documents and the first type is a book, the code on the front page will be – T1, M4. You also should count the number of pages for each type of document and put that beside the document code on each.

Dealing with multiple-material transactions

Problem

Some transaction documentation indicate that more than a single type of material was copied as part of a single transaction. For example, a transaction may concern a teacher-produced page (type 7) which contains a copy of a page of a book (type 1). Another example may be a single-original transaction which includes a comic strip from a newspaper (type 2) along with a teacher-produced commentary (type 7).

Protocol

The following protocol will be implemented:

- as part of the coding phase, AJD will be tasked with identifying instances of multiple-material transactions and with counting the number of pages for each type of material.

- a new field (NewField hereafter) will be added to the data base to document the nature of the data records associated with multiple-material transactions.

- where such transactions are located, AJD will produce multiple output records in the data base, according to the following instructions:

    - an initial data record will document the original transaction information based on the minimal information normally available 9 days of logging out of 10 (even for transactions from the 1-in-10, full-copy day);
      NewField will receive a value of 1;

    - additional data records will document each of the individual contents found in the transaction; the number of originals associated with each of these new records will correspond to the number of pages represented by each content; the total of all original count values from each additional data record must equal the total number of originals initially reported on the sticker (i.e., the volume count must remain constant);
      NewField will receive a value of 2;

    - where there is multiple-material content on a single page but only one of these contents is subject to copyright (such as a comic strip from a newspaper (ex., type 2) on a teacher-produced page (ex., type 7)), the single page count will be attributed to the copyright material (ex., type 2);

    - where there is multiple-material content on a single page and more than one of these contents are subject to copyright (such as a page from a book (type 1) and a comic strip from a newspaper (type 2) on a single page), the originals page count will be halved if there are two copyright-bearing contents, divided by 3 if there are 3, etc.

Thus, if a transaction contains, first, 2 pages of instructions from a teacher (type 7) and, then, 3 pages reproduced from a book (type 1), the following 3 data records will be created:

- NewField = 1, type 7 "teacher produced", 5 originals
- NewField = 2, type 7 "teacher produced", 2 originals
- NewField = 2, type 1 "published book", 3 originals

Of course, title, publisher, authorship and other such information would ensue. Sticker data would be the same on all data records except for the number of originals.

APPENDIX O
SAS code for data editing

01ReadTransactions.sas program

```
* Reads all transaction data;

OPTIONS NOCENTER LS=180 OBS=MAX FORMCHAR='|----|+|---';
LIBNAME library "C:sas";

DATA library.transactions;
       LENGTH
              linenum 6
              filename $ 20
              errorflag 3
              fileloc $ 50
              rectype 3
              doctype 3
              permproh 3
              ajd_permproh 3
              country $ 3
              isbn $ 50
              title $ 200
              publisher $ 200
              excerpt $ 200
              firstname1 $ 50
              lastname1 $ 50
              firstname2 $ 50
              lastname2 $ 50
              firstname3 $ 50
              lastname3 $ 50
              url $ 50
              id $ 20
              location $ 6
              date_ $ 9
              date 8
              pages 4
              copies 4
              pagesinpub 4
              whomade 3
              forwho1 forwho2 forwho3 forwho4 3
              theirrequest 3
              instructed 3
              purpose1 purpose2 purpose3 purpose4 purpose5 purpose6 purpose7 purpose8 purpose9 purpose10 purpose11 3
              purposeother $ 50
              comments $ 100
              ;
       INPUT fileloc; ** reading the list of file names;
       INFILE filespec FILEVAR=fileloc END=done DSD DELIMITER="09"X FIRSTOBS=1 LRECL=1000 PAD MISSOVER;
       filename = fileloc;

       linenum = 0;
       DO WHILE(NOT done); ** reading one input file;
              linenum = linenum + 1; ** line number in the raw file;
              ** read in one new case;
              INPUT
                     rectype
                     doctype
                     permproh
                     country
                     isbn
                     title
                     publisher
                     excerpt
                     firstname1
                     lastname1
                     firstname2
                     lastname2
                     firstname3
                     lastname3
                     url
                     id
                     location
                     date_
                     pages
                     copies
                     pagesinpub
                     whomade
                     forwho1--forwho4
                     theirrequest
                     instructed
                     purpose1--purpose11
```

```
                purposeother
                comments
                ; ** reading one record of one transaction file;

            errorflag = 0;
            title = COMPRESS(title,"\");
            comments = COMPRESS(comments,"0A"X); comments = COMPRESS(comments,"0D"X);
            publisher = COMPRESS(publisher,"\");
            excerpt = COMPRESS(excerpt,"\");
            date = INPUT(date_,date9.);
            IF location EQ "NF001" THEN location = "NF0001"; ** corrects a typo;
            IF id EQ "200505900107406" THEN location = "NB0171";
            IF rectype EQ 2 THEN DO; pages = pagesinpub; pagesinpub = .; END; ** fixes multiple content;
            IF rectype GT 2 THEN errorflag = 1;
            ELSE IF doctype LE .Z OR doctype GT 11 THEN errorflag = 2;
            ELSE IF permproh LT 1 OR permproh GT 3 THEN errorflag = 3;
            ** ELSE IF INDEX(url,"200") GT 0 THEN errorflag = 4;
            ELSE IF INDEX(id,"200") EQ 0 THEN errorflag = 5;
            ELSE IF LENGTH(TRIM(location)) LT 4 OR INDEXC(SUBSTR(location,1,1),"ABMNOPSY") EQ 0 THEN errorflag = 6;
            ELSE IF date_ NE " " AND LENGTH(TRIM(date_)) LT 9 THEN errorflag = 7;
            ELSE IF ( whomade GT .Z AND whomade LT 1 ) OR whomade GT 5 THEN errorflag = 9;
            ELSE IF forwho1 GT .Z AND forwho1 NE 1 THEN errorflag = 10;
            ELSE IF forwho2 GT .Z AND forwho2 NE 2 THEN errorflag = 10;
            ELSE IF forwho3 GT .Z AND forwho3 NE 3 THEN errorflag = 10;
            ELSE IF forwho4 GT .Z AND forwho4 NE 4 THEN errorflag = 10;
            ELSE IF ( theirrequest GT .Z AND theirrequest LT 1 ) OR theirrequest GT 3 THEN errorflag = 11;
            ELSE IF ( instructed GT .Z AND instructed LT 1 ) OR instructed GT 3 THEN errorflag = 12;
            ELSE IF purpose1 GT .Z AND purpose1 NE 1 THEN errorflag = 13;
            ELSE IF purpose2 GT .Z AND purpose2 NE 2 THEN errorflag = 13;
            ELSE IF purpose3 GT .Z AND purpose3 NE 3 THEN errorflag = 13;
            ELSE IF purpose4 GT .Z AND purpose4 NE 4 THEN errorflag = 13;
            ELSE IF purpose5 GT .Z AND purpose5 NE 5 THEN errorflag = 13;
            ELSE IF purpose6 GT .Z AND purpose6 NE 6 THEN errorflag = 13;
            ELSE IF purpose7 GT .Z AND purpose7 NE 7 THEN errorflag = 13;
            ELSE IF purpose8 GT .Z AND purpose8 NE 8 THEN errorflag = 13;
            ELSE IF purpose9 GT .Z AND purpose9 NE 9 THEN errorflag = 13;
            ELSE IF purpose10 GT .Z AND purpose10 NE 10 THEN errorflag = 13;
            ELSE IF purpose11 GT .Z AND purpose11 NE 11 THEN errorflag = 13;

            ** keeping a copy of the original permproh indicator from AJD so as to identify the subset later flagged by Access
Copyright;
            ajd_permproh = permproh;
            FORMAT ajd_permproh permproh.;

            ** adjustments required for multiple-content header records -- it will be necessary to carry over data from the
first type-2 record into this one, later;
            IF rectype EQ 1 THEN DO;
                doctype = 13; permproh = .;  country = ""; isbn =""; title =""; publisher =""; excerpt ="";
                firstname1 =""; lastname1 =""; firstname2 =""; lastname2 =""; firstname3 =""; lastname3 =""; url ="";
                END;

            ** correction of location coding errors;
            IF SUBSTR(location,3,1) EQ "S" THEN SUBSTR(location,3,1) = "5"; ** reclassifies xxSnnn to xx5nnn;
            IF SUBSTR(location,1,2) EQ "AB" THEN SUBSTR(location,1,2) = "AL"; ** reclassifies ABnnnn to ALxxxx;
            IF SUBSTR(location,1,2) EQ "MB" THEN SUBSTR(location,1,2) = "MA"; ** reclassifies MBnnnn to MAxxxx;
            IF SUBSTR(location,1,2) EQ "YK" THEN SUBSTR(location,1,2) = "YU"; ** reclassifies YKnnnn to YUxxxx;

            ** classification of each location;
            LENGTH location_type $ 1;
            IF LENGTH(TRIM(location)) EQ 4 THEN location_type ="2";
            ELSE IF SUBSTR(location,3,1) EQ "5" THEN location_type ="3";
            ELSE location_type ="1";
            FORMAT location_type $loctype.;

            FORMAT
                date YYMMDDN8.
                errorflag lblerror.
                ;
            DROP date_;
            OUTPUT; ** writing one record of one transaction file;
            END;

       DATALINES;
raw\P01101A.txt
raw\P02111A.TXT
raw\P03116A.TXT
raw\P04130A.TXT
raw\P05144A.TXT
raw\P06164A.TXT
raw\P07178A.TXT
raw\P08206A.TXT
```

```
raw\P09216A.TXT
raw\P10241A.TXT
raw\P11278A.TXT
raw\P12293A.TXT
raw\P13294A.TXT
raw\P14326A.TXT
raw\P15342A.TXT
raw\P16004A.TXT
raw\P17016A.TXT
raw\P18033A.TXT
raw\P19048A.TXT
raw\P20065A.TXT
raw\P21087A.TXT
raw\P22115A.TXT
;

PROC FREQ DATA=library.transactions;
       TABLES
              filename
              location_type
              errorflag
              rectype
              doctype
              permproh
              country
              location
              date
              whomade
              forwho1--forwho4
              theirrequest
              instructed
              purpose1--purpose11
              ;
       RUN;

PROC SUMMARY DATA=library.transactions NWAY;
       CLASS location location_type;
       VAR errorflag;
       OUTPUT OUT=location_type N=;
       RUN;
PROC FREQ DATA=location_type;
       TABLES location_type;
       RUN;

PROC UNIVARIATE DATA=library.transactions;
       VAR
              pages
              copies
              pagesinpub
              ;
       ID id;
       RUN;

PROC PRINT NOOBS UNIFORM
       DATA=library.transactions(DROP=title publisher country isbn excerpt purposeother firstname1--lastname3 pages copies
pagesinpub comments);
       WHERE errorflag GT 0;
       RUN;

PROC SORT DATA=library.transactions;
       BY id rectype;
       RUN;

DATA library.transactions;
       SET library.transactions;
       BY id rectype;
       LENGTH
              telkey $ 20
              suffix001-suffix130 $ 2
              counter 3
              ;
       RETAIN counter;
       DROP counter suffix001-suffix130 i j alphabet nsuffix;
       ARRAY suffix {*} suffix001-suffix130;
       alphabet = "ABCDEFGHIJKLMNOPQRSTUVWXYZ";
       corrected = 0;
       DO i = 0 TO 4; ** 5 séries de 26 combinaisons de lettres;
              DO j = 1 TO 26;
                     nsuffix = j + 26 * i;
                     IF ( i EQ 0 ) THEN suffix{nsuffix} = SUBSTR(alphabet,nsuffix,1); ** la première série ne comprend qu'une
lettre;
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```
                    ELSE suffix{nsuffix} = ( SUBSTR(alphabet,i,1) || SUBSTR(alphabet,j,1) ); ** les autres séries comprennent
deux lettres;
                    END;
             END;

       ** keypunch errors;
       IF id EQ "200517101345078" THEN id = "200517101345073";
       IF id EQ "200505900040625" THEN id = "200505900040623";
       IF id EQ "200505900043199" THEN id = "200505900043197";
       IF id EQ "200527001705184" THEN id = "200527001715184";
       IF id EQ "200505900093450" THEN id = "200505900093457";
       IF id EQ "200515701104073" THEN id = "200515701104072";
       IF id EQ "200510300451727" THEN DO; IF FIRST.id THEN DO; pages = 1; telkey = id; RETURN; END; ELSE DELETE; END;

       ** calculation of the case telkey;
       IF NOT ( FIRST.id AND LAST.id ) THEN DO;
              IF FIRST.id THEN counter = 0;
              counter = counter + 1; ** entries for multiples have a counter value greater than 1;
              telkey = TRIM(id) || TRIM(suffix{counter}); ** appends a letter to ids with multiple records to make them unique;
              END;
       ELSE DO;
              telkey = id;
              counter = 1; ** only one entry for this transaction;
              END;


       IF location EQ "ON1720" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END; ** correction;
       IF location EQ "AL1049" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END; ** correction;

       ** BC1888 correction block;
       IF telkey EQ "200517101293257" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101293265" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101293273" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101293281" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101293299" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101293307" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101293315" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101293331" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101293349" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101293356" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101293364" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101293372" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101293380" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101293398" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101293406" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101293414" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101293422" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101293430" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101293448" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101293463" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101293497" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101293505" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101293513" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101293521" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101293539" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101293547" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101293554" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101293562" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101293570" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101293588" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101293596" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101293604" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101293612" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101293620" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101293638" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101294859" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101294867" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101295161" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101295179" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101295187" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101295195" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101295203" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101295211" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101295229" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101295237" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101295245" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101295252" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101295260" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101295278" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101295286" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       IF telkey EQ "200517101295294" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
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IF telkey EQ "200517101295310" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101295351" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101295450" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101295468" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101295484" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101295492" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101295534" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101295542" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296086" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296110" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296441" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296458" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296474" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296482" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296490" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296508" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296516" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296524" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296532" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296540" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296565" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296599" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296607" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296615" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296623" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296631" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296649" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296656" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296664" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296672" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296680" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296698" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296706" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296714" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296722" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296730" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296748" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296755" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296763" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296771" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296789" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296813" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296821" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296839" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296847" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296862" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296896" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296920" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296938" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296946" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296953" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296961" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296979" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296987" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101296995" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101297001" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101297019" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101297027" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101297035" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101297043" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101297050" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101297068" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101297076" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101297084" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101297092" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101297100" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101297118" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101297126" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101297134" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101297142" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101297159" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101297167" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101297175" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101297183" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101297209" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101297217" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101297225" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101297241" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101297399" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101297589" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101297597" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
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IF telkey EQ "200517101298983" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101298991" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299031" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299049" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299056" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299064" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299098" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299114" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299122" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299130" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299148" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299155" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299197" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299205" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299221" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299239" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299247" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299254" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299262" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299270" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299288" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299296" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299304" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299312" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299346" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299361" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299379" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299387" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299403" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299429" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299437" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299445" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299478" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299486" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299494" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299536" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299544" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299551" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299569" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299585" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299601" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299619" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299635" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299643" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299650" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299668" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299676" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299684" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299692" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299726" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299742" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299767" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299775" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299783" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299791" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299809" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299817" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299825" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299833" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
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IF telkey EQ "200517101299866" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299874" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299882" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299890" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299908" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299916" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299924" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299932" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299940" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101299957" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
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IF telkey EQ "200517101299999" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101300003" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
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IF telkey EQ "200517101300110" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
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IF telkey EQ "200517101300151" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101300169" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101300177" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101300219" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101300227" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101300235" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101300300" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101300326" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101300334" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101300342" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101300359" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101300383" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101300391" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101300409" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101300417" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101300433" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101300441" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101300458" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101300466" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101300474" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101300482" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200517101300516" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;

** Correction block delivered by Malatest on 2005.11.28;
IF telkey EQ "200527001644889" THEN DO; pages = 1; copies = 80; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001644897" THEN DO; pages = 1; copies = 3; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001644905" THEN DO; pages = 2; copies = 1; pagesinpub = 2; corrected = 1; END;
IF telkey EQ "200527001644913" THEN DO; pages = 2; copies = 1; pagesinpub = 2; corrected = 1; END;
IF telkey EQ "200527001644947" THEN DO; pages = 2; copies = 1; pagesinpub = 2; corrected = 1; END;
IF telkey EQ "200527001644954" THEN DO; pages = 4; copies = 2; pagesinpub = 4; corrected = 1; END;
IF telkey EQ "200527001644962" THEN DO; pages = 1; copies = 12; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001644970" THEN DO; pages = 5; copies = 5; pagesinpub = 5; corrected = 1; END;
IF telkey EQ "200527001644988" THEN DO; pages = 1; copies = 1; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001645001" THEN DO; pages = 1; copies = 21; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001645019" THEN DO; pages = 2; copies = 1; pagesinpub = 2; corrected = 1; END;
IF telkey EQ "200527001645027" THEN DO; pages = 1; copies = 22; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001645035" THEN DO; pages = 24; copies = 1; pagesinpub = 24; corrected = 1; END;
IF telkey EQ "200527001645050" THEN DO; pages = 1; copies = 1; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001645068" THEN DO; pages = 1; copies = 1; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001645084" THEN DO; pages = 19; copies = 1; pagesinpub = 19; corrected = 1; END;
IF telkey EQ "200527001645092" THEN DO; pages = 1; copies = 12; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001645118" THEN DO; pages = 1; copies = 1; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001645126" THEN DO; pages = 4; copies = 3; pagesinpub = 4; corrected = 1; END;
IF telkey EQ "200527001645167" THEN DO; pages = 12; copies = 1; pagesinpub = 12; corrected = 1; END;
IF telkey EQ "200527001645258" THEN DO; pages = 3; copies = 5; pagesinpub = 3; corrected = 1; END;
IF telkey EQ "200527001645274" THEN DO; pages = 2; copies = 3; pagesinpub = 2; corrected = 1; END;
IF telkey EQ "200527001645282" THEN DO; pages = 2; copies = 3; pagesinpub = 2; corrected = 1; END;
IF telkey EQ "200527001645332" THEN DO; pages = 1; copies = 50; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001645340" THEN DO; pages = 1; copies = 5; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001645357" THEN DO; pages = 1; copies = 15; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001645365" THEN DO; pages = 1; copies = 2; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001645373" THEN DO; pages = 1; copies = 25; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001645381" THEN DO; pages = 1; copies = 1; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001645399" THEN DO; pages = 2; copies = 3; pagesinpub = 2; corrected = 1; END;
IF telkey EQ "200527001645407" THEN DO; pages = 1; copies = 4; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001645423" THEN DO; pages = 6; copies = 2; pagesinpub = 6; corrected = 1; END;
IF telkey EQ "200527001645431" THEN DO; pages = 2; copies = 6; pagesinpub = 2; corrected = 1; END;
IF telkey EQ "200527001645464" THEN DO; pages = 2; copies = 2; pagesinpub = 2; corrected = 1; END;
IF telkey EQ "200527001645555" THEN DO; pages = 1; copies = 1; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001645571" THEN DO; pages = 1; copies = 5; pagesinpub = 1; corrected = 1; END;
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IF telkey EQ "200527001645605" THEN DO; pages = 5; copies = 3; pagesinpub = 5; corrected = 1; END;
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IF telkey EQ "200527001645712" THEN DO; pages = 2; copies = 5; pagesinpub = 2; corrected = 1; END;
IF telkey EQ "200527001645720" THEN DO; pages = 2; copies = 2; pagesinpub = 2; corrected = 1; END;
IF telkey EQ "200527001645738" THEN DO; pages = 1; copies = 10; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001645753" THEN DO; pages = 1; copies = 1; pagesinpub = 3; corrected = 1; END;
IF telkey EQ "200527001645761" THEN DO; pages = 1; copies = 50; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001645779" THEN DO; pages = 1; copies = 25; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001645787" THEN DO; pages = 1; copies = 575; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001645795" THEN DO; pages = 1; copies = 30; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001645803" THEN DO; pages = 2; copies = 14; pagesinpub = 2; corrected = 1; END;
IF telkey EQ "200527001645811" THEN DO; pages = 1; copies = 30; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001645829" THEN DO; pages = 6; copies = 8; pagesinpub = 6; corrected = 1; END;
IF telkey EQ "200527001645969" THEN DO; pages = 1; copies = 10; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001645985" THEN DO; pages = 5; copies = 3; pagesinpub = 5; corrected = 1; END;
IF telkey EQ "200527001645993" THEN DO; pages = 1; copies = 15; pagesinpub = 1; corrected = 1; END;
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IF telkey EQ "200527001646090" THEN DO; pages = 2; copies = 14; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001646108" THEN DO; pages = 1; copies = 15; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001646116" THEN DO; pages = 1; copies = 13; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001646124" THEN DO; pages = 2; copies = 11; pagesinpub = 2; corrected = 1; END;
IF telkey EQ "200527001646132" THEN DO; pages = 1; copies = 1; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001646140" THEN DO; pages = 1; copies = 28; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001646157" THEN DO; pages = 2; copies = 33; pagesinpub = 2; corrected = 1; END;
IF telkey EQ "200527001646165" THEN DO; pages = 1; copies = 50; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001646173" THEN DO; pages = 1; copies = 3; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001646181" THEN DO; pages = 1; copies = 1; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001646199" THEN DO; pages = 2; copies = 12; pagesinpub = 2; corrected = 1; END;
IF telkey EQ "200527001646207" THEN DO; pages = 2; copies = 30; pagesinpub = 2; corrected = 1; END;
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IF telkey EQ "200527001646231" THEN DO; pages = 3; copies = 2; pagesinpub = 3; corrected = 1; END;
IF telkey EQ "200527001646249" THEN DO; pages = 1; copies = 17; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001646256" THEN DO; pages = 1; copies = 4; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001646264" THEN DO; pages = 1; copies = 43; pagesinpub = 1; corrected = 1; END;
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IF telkey EQ "200527001646280" THEN DO; pages = 2; copies = 10; pagesinpub = 2; corrected = 1; END;
IF telkey EQ "200527001646298" THEN DO; pages = 2; copies = 12; pagesinpub = 2; corrected = 1; END;
IF telkey EQ "200527001646306" THEN DO; pages = 1; copies = 19; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001646314" THEN DO; pages = 1; copies = 20; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001646322" THEN DO; pages = 1; copies = 55; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001646330" THEN DO; pages = 1; copies = 15; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001646348" THEN DO; pages = 1; copies = 12; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001646355" THEN DO; pages = 5; copies = 10; pagesinpub = 5; corrected = 1; END;
IF telkey EQ "200527001646363" THEN DO; pages = 3; copies = 4; pagesinpub = 3; corrected = 1; END;
IF telkey EQ "200527001646413" THEN DO; pages = 1; copies = 30; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001646447" THEN DO; pages = 1; copies = 4; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001646454" THEN DO; pages = 1; copies = 5; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001646462" THEN DO; pages = 1; copies = 13; pagesinpub = 1; corrected = 1; END;
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IF telkey EQ "200527001646520" THEN DO; pages = 5; copies = 2; pagesinpub = 5; corrected = 1; END;
IF telkey EQ "200527001646538" THEN DO; pages = 1; copies = 35; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001646579" THEN DO; pages = 5; copies = 51; pagesinpub = 5; corrected = 1; END;
IF telkey EQ "200527001646595" THEN DO; pages = 1; copies = 17; pagesinpub = 1; corrected = 1; END;
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IF telkey EQ "200527001646629" THEN DO; pages = 8; copies = 1; pagesinpub = 8; corrected = 1; END;
IF telkey EQ "200527001646637" THEN DO; pages = 2; copies = 47; pagesinpub = 2; corrected = 1; END;
IF telkey EQ "200527001646645" THEN DO; pages = 1; copies = 83; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001646652" THEN DO; pages = 1; copies = 1; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001646660" THEN DO; pages = 9; copies = 1; pagesinpub = 9; corrected = 1; END;
IF telkey EQ "200527001646678" THEN DO; pages = 1; copies = 16; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001646686" THEN DO; pages = 1; copies = 2; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001646694" THEN DO; pages = 6; copies = 7; pagesinpub = 6; corrected = 1; END;
IF telkey EQ "200527001646702" THEN DO; pages = 2; copies = 1; pagesinpub = 2; corrected = 1; END;
IF telkey EQ "200527001646710" THEN DO; pages = 40; copies = 10; pagesinpub = 40; corrected = 1; END;
IF telkey EQ "200527001646728" THEN DO; pages = 9; copies = 5; pagesinpub = 9; corrected = 1; END;
IF telkey EQ "200527001646744" THEN DO; pages = 2; copies = 47; pagesinpub = 2; corrected = 1; END;
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IF telkey EQ "200527001646793" THEN DO; pages = 3; copies = 5; pagesinpub = 3; corrected = 1; END;
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IF telkey EQ "200527001646868" THEN DO; pages = 3; copies = 6; pagesinpub = 3; corrected = 1; END;
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IF telkey EQ "200527001646884" THEN DO; pages = 1; copies = 8; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001646892" THEN DO; pages = 1; copies = 52; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001646900" THEN DO; pages = 2; copies = 55; pagesinpub = 2; corrected = 1; END;
IF telkey EQ "200527001646918" THEN DO; pages = 2; copies = 40; pagesinpub = 2; corrected = 1; END;
IF telkey EQ "200527001646926" THEN DO; pages = 1; copies = 16; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001646934" THEN DO; pages = 4; copies = 30; pagesinpub = 4; corrected = 1; END;
IF telkey EQ "200527001646942" THEN DO; pages = 3; copies = 1; pagesinpub = 3; corrected = 1; END;
IF telkey EQ "200527001646959" THEN DO; pages = 3; copies = 575; pagesinpub = 3; corrected = 1; END;
IF telkey EQ "200527001646967" THEN DO; pages = 1; copies = 12; pagesinpub = 1; corrected = 1; END;
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IF telkey EQ "200527001646983" THEN DO; pages = 1; copies = 13; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001647023" THEN DO; pages = 2; copies = 10; pagesinpub = 2; corrected = 1; END;
IF telkey EQ "200527001647049" THEN DO; pages = 2; copies = 12; pagesinpub = 2; corrected = 1; END;
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IF telkey EQ "200527001647122" THEN DO; pages = 1; copies = 13; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001647627" THEN DO; pages = 2; copies = 6; pagesinpub = 2; corrected = 1; END;
IF telkey EQ "200527001647635" THEN DO; pages = 1; copies = 8; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001647650" THEN DO; pages = 1; copies = 8; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001647692" THEN DO; pages = 1; copies = 20; pagesinpub = 1; corrected = 1; END;
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IF telkey EQ "200527001647866" THEN DO; pages = 1; copies = 24; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001647874" THEN DO; pages = 1; copies = 13; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001647924" THEN DO; pages = 65; copies = 1; pagesinpub = 65; corrected = 1; END;
IF telkey EQ "200527001648013" THEN DO; pages = 1; copies = 10; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001648104" THEN DO; pages = 1; copies = 25; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001648195" THEN DO; pages = 2; copies = 15; pagesinpub = 2; corrected = 1; END;
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IF telkey EQ "200527001648211" THEN DO; pages = 1; copies = 55; pagesinpub = 1; corrected = 1; END;
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IF telkey EQ "200527001648252" THEN DO; pages = 20; copies = 1; pagesinpub = 20; corrected = 1; END;
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IF telkey EQ "200527001648286" THEN DO; pages = 60; copies = 1; pagesinpub = 60; corrected = 1; END;
IF telkey EQ "200527001648294" THEN DO; pages = 30; copies = 1; pagesinpub = 30; corrected = 1; END;
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IF telkey EQ "200527001648310" THEN DO; pages = 1; copies = 10; pagesinpub = 1; corrected = 1; END;
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IF telkey EQ "200527001648351" THEN DO; pages = 1; copies = 25; pagesinpub = 1; corrected = 1; END;
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IF telkey EQ "200527001648443" THEN DO; pages = 1; copies = 2; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001648450" THEN DO; pages = 10; copies = 1; pagesinpub = 10; corrected = 1; END;
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IF telkey EQ "200527001648492" THEN DO; pages = 1; copies = 30; pagesinpub = 1; corrected = 1; END;
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IF telkey EQ "200527001648526" THEN DO; pages = 1; copies = 6; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001648542" THEN DO; pages = 13; copies = 1; pagesinpub = 13; corrected = 1; END;
IF telkey EQ "200527001648674" THEN DO; pages = 16; copies = 1; pagesinpub = 16; corrected = 1; END;
IF telkey EQ "200527001648765" THEN DO; pages = 8; copies = 2; pagesinpub = 8; corrected = 1; END;
IF telkey EQ "200527001648849" THEN DO; pages = 2; copies = 4; pagesinpub = 2; corrected = 1; END;
IF telkey EQ "200527001648997" THEN DO; pages = 28; copies = 1; pagesinpub = 28; corrected = 1; END;
IF telkey EQ "200527001649094" THEN DO; pages = 4; copies = 2; pagesinpub = 4; corrected = 1; END;
IF telkey EQ "200527001649136" THEN DO; pages = 2; copies = 21; pagesinpub = 2; corrected = 1; END;
IF telkey EQ "200527001649144" THEN DO; pages = 1; copies = 14; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001649169" THEN DO; pages = 2; copies = 10; pagesinpub = 2; corrected = 1; END;
IF telkey EQ "200527001649193" THEN DO; pages = 4; copies = 8; pagesinpub = 4; corrected = 1; END;
IF telkey EQ "200527001649219" THEN DO; pages = 1; copies = 11; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001649227" THEN DO; pages = 1; copies = 31; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001649235" THEN DO; pages = 1; copies = 31; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001649243" THEN DO; pages = 1; copies = 11; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001649250" THEN DO; pages = 2; copies = 576; pagesinpub = 2; corrected = 1; END;
IF telkey EQ "200527001649284" THEN DO; pages = 1; copies = 11; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001649292" THEN DO; pages = 2; copies = 11; pagesinpub = 2; corrected = 1; END;
IF telkey EQ "200527001649300" THEN DO; pages = 1; copies = 29; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001649318" THEN DO; pages = 1; copies = 2; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001649326" THEN DO; pages = 1; copies = 27; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001649334" THEN DO; pages = 8; copies = 11; pagesinpub = 8; corrected = 1; END;
IF telkey EQ "200527001649342" THEN DO; pages = 1; copies = 63; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001649375" THEN DO; pages = 2; copies = 14; pagesinpub = 2; corrected = 1; END;
IF telkey EQ "200527001649441" THEN DO; pages = 1; copies = 15; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001649466" THEN DO; pages = 1; copies = 10; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001649524" THEN DO; pages = 3; copies = 100; pagesinpub = 3; corrected = 1; END;
IF telkey EQ "200527001649557" THEN DO; pages = 1; copies = 4; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001649565" THEN DO; pages = 2; copies = 1; pagesinpub = 2; corrected = 1; END;
IF telkey EQ "200527001649573" THEN DO; pages = 1; copies = 20; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001649599" THEN DO; pages = 1; copies = 2; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001649607" THEN DO; pages = 4; copies = 1; pagesinpub = 4; corrected = 1; END;
IF telkey EQ "200527001649649" THEN DO; pages = 1; copies = 14; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001649656" THEN DO; pages = 1; copies = 10; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001649698" THEN DO; pages = 1; copies = 12; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001649706" THEN DO; pages = 1; copies = 5; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001649714" THEN DO; pages = 3; copies = 14; pagesinpub = 3; corrected = 1; END;
IF telkey EQ "200527001649722" THEN DO; pages = 2; copies = 100; pagesinpub = 2; corrected = 1; END;
IF telkey EQ "200527001649748" THEN DO; pages = 1; copies = 32; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001649755" THEN DO; pages = 2; copies = 20; pagesinpub = 2; corrected = 1; END;
IF telkey EQ "200527001649763" THEN DO; pages = 1; copies = 5; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001649771" THEN DO; pages = 1; copies = 5; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001649789" THEN DO; pages = 1; copies = 60; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001649797" THEN DO; pages = 38; copies = 1; pagesinpub = 38; corrected = 1; END;
IF telkey EQ "200527001649813" THEN DO; pages = 1; copies = 39; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001649821" THEN DO; pages = 1; copies = 2; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001649862" THEN DO; pages = 28; copies = 2; pagesinpub = 28; corrected = 1; END;
IF telkey EQ "200527001649946" THEN DO; pages = 1; copies = 4; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200527001649979" THEN DO; pages = 1; copies = 2; pagesinpub = 1; corrected = 1; END;
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        IF telkey EQ "2005270001649995" THEN DO; pages = 1; copies = 12; pagesinpub = 1; corrected = 1; END;
        IF telkey EQ "2005270001650001" THEN DO; pages = 1; copies = 6; pagesinpub = 1; corrected = 1; END;
        IF telkey EQ "2005270001650084" THEN DO; pages = 1; copies = 20; pagesinpub = 1; corrected = 1; END;
        IF telkey EQ "2005270001650100" THEN DO; pages = 1; copies = 10; pagesinpub = 1; corrected = 1; END;
        IF telkey EQ "2005270001650167" THEN DO; pages = 1; copies = 4; pagesinpub = 1; corrected = 1; END;
        IF telkey EQ "2005270001650175" THEN DO; pages = 1; copies = 16; pagesinpub = 1; corrected = 1; END;
        IF telkey EQ "2005270001650183" THEN DO; pages = 1; copies = 50; pagesinpub = 1; corrected = 1; END;
        IF telkey EQ "2005270001650217" THEN DO; pages = 1; copies = 2; pagesinpub = 1; corrected = 1; END;
        IF telkey EQ "2005270001650225" THEN DO; pages = 2; copies = 1; pagesinpub = 2; corrected = 1; END;
        IF telkey EQ "2005270001650233" THEN DO; pages = 1; copies = 15; pagesinpub = 1; corrected = 1; END;
        IF telkey EQ "2005270001650290" THEN DO; pages = 1; copies = 13; pagesinpub = 1; corrected = 1; END;
        IF telkey EQ "2005270001650324" THEN DO; pages = 2; copies = 25; pagesinpub = 2; corrected = 1; END;
        IF telkey EQ "2005270001650357" THEN DO; pages = 1; copies = 30; pagesinpub = 1; corrected = 1; END;
        IF telkey EQ "2005270001650373" THEN DO; pages = 1; copies = 60; pagesinpub = 1; corrected = 1; END;
        IF telkey EQ "2005270001650407" THEN DO; pages = 16; copies = 1; pagesinpub = 16; corrected = 1; END;
        IF telkey EQ "2005270001650415" THEN DO; pages = 1; copies = 13; pagesinpub = 1; corrected = 1; END;
        IF telkey EQ "2005270001650423" THEN DO; pages = 3; copies = 4; pagesinpub = 3; corrected = 1; END;
        IF telkey EQ "2005270001650464" THEN DO; pages = 2; copies = 12; pagesinpub = 2; corrected = 1; END;
        IF telkey EQ "2005270001650472" THEN DO; pages = 1; copies = 6; pagesinpub = 1; corrected = 1; END;
        IF telkey EQ "2005270001650480" THEN DO; pages = 2; copies = 1; pagesinpub = 2; corrected = 1; END;
        IF telkey EQ "2005270001650514" THEN DO; pages = 1; copies = 8; pagesinpub = 1; corrected = 1; END;
        IF telkey EQ "2005270001650522" THEN DO; pages = 1; copies = 8; pagesinpub = 1; corrected = 1; END;
        IF telkey EQ "2005270001650548" THEN DO; pages = 1; copies = 26; pagesinpub = 1; corrected = 1; END;
        IF telkey EQ "2005270001650589" THEN DO; pages = 1; copies = 10; pagesinpub = 1; corrected = 1; END;
        IF telkey EQ "2005270001650597" THEN DO; pages = 1; copies = 14; pagesinpub = 1; corrected = 1; END;
        IF telkey EQ "2005270001650605" THEN DO; pages = 2; copies = 55; pagesinpub = 2; corrected = 1; END;
        IF telkey EQ "2005270001650613" THEN DO; pages = 1; copies = 40; pagesinpub = 1; corrected = 1; END;
        IF telkey EQ "2005270001650621" THEN DO; pages = 1; copies = 29; pagesinpub = 1; corrected = 1; END;
        IF telkey EQ "2005270001650647" THEN DO; pages = 1; copies = 3; pagesinpub = 1; corrected = 1; END;
        IF telkey EQ "2005270001650654" THEN DO; pages = 1; copies = 10; pagesinpub = 1; corrected = 1; END;
        IF telkey EQ "2005270001650670" THEN DO; pages = 1; copies = 45; pagesinpub = 1; corrected = 1; END;
        IF telkey EQ "2005270001650688" THEN DO; pages = 1; copies = 10; pagesinpub = 1; corrected = 1; END;
        IF telkey EQ "2005270001650712" THEN DO; pages = 1; copies = 2; pagesinpub = 1; corrected = 1; END;
        IF telkey EQ "2005270001650720" THEN DO; pages = 1; copies = 400; pagesinpub = 1; corrected = 1; END;
        IF telkey EQ "2005270001650753" THEN DO; pages = 2; copies = 1; pagesinpub = 2; corrected = 1; END;
        IF telkey EQ "2005270001650761" THEN DO; pages = 1; copies = 30; pagesinpub = 1; corrected = 1; END;
        IF telkey EQ "2005270001650779" THEN DO; pages = 1; copies = 11; pagesinpub = 1; corrected = 1; END;
        IF telkey EQ "2005270001650803" THEN DO; pages = 1; copies = 15; pagesinpub = 1; corrected = 1; END;
        IF telkey EQ "2005270001650829" THEN DO; pages = 1; copies = 8; pagesinpub = 1; corrected = 1; END;
        IF telkey EQ "2005270001650845" THEN DO; pages = 1; copies = 11; pagesinpub = 1; corrected = 1; END;
        IF telkey EQ "2005270001650852" THEN DO; pages = 1; copies = 12; pagesinpub = 1; corrected = 1; END;
        IF telkey EQ "2005270001650878" THEN DO; pages = 1; copies = 33; pagesinpub = 1; corrected = 1; END;

        ** instances where pages = copies and there are more than 10 copies are most likely mistakes and there should be only 1
copy;
        IF ( NOT corrected ) AND pages EQ copies AND pages GT 10 THEN DO; pages = 1; corrected = 1; END;

        IF telkey EQ "2005059000024825" THEN DO; pages = 1; corrected = 1; END;
        IF telkey EQ "2005059000031762" THEN DO; pages = 3; copies = 80; corrected = 1; END;
        IF telkey EQ "2005073001497O7" THEN DO; pages = 1; copies = 451; corrected = 1; END;
        IF telkey EQ "200507300219708A" THEN DO; pages = 11; copies = 113; corrected = 1; END;
        IF telkey EQ "200507300219708B" THEN DO; pages = 6; copies = 113; corrected = 1; END;
        IF telkey EQ "200507300219708C" THEN DO; pages = 1; copies = 113; corrected = 1; END;
        IF telkey EQ "200507300219708D" THEN DO; pages = 1; copies = 113; corrected = 1; END;
        IF telkey EQ "200507300219708E" THEN DO; pages = 3; copies = 113; corrected = 1; END;
        IF telkey EQ "200507300219708F" THEN DELETE;
        IF telkey EQ "200507300222082" THEN DO; copies = 26; corrected = 1; END;
        IF telkey EQ "200507300222124" THEN DO; pages = 28; copies = 30; corrected = 1; END;
        IF telkey EQ "200507300222165" THEN DO; pages = 27; copies = 25; corrected = 1; END;
        IF telkey EQ "200507300222173" THEN DO; pages = 28; copies = 32; corrected = 1; END;
        IF telkey EQ "200507300224674" THEN DO; pages = 5; copies = 125; corrected = 1; END;
        IF telkey EQ "200507300226786" THEN DO; pages = 13; copies = 50; corrected = 1; END;
        IF telkey EQ "200507300247485" THEN DO; pages = 1; corrected = 1; END;
        IF telkey EQ "200508700309297" THEN DO; copies = 3; corrected = 1; END;
        IF telkey EQ "200508700364177" THEN DO; copies = 51; corrected = 1; END;
        IF telkey EQ "200508700398589" THEN DO; pages = 3; corrected = 1; END;
        IF telkey EQ "200508700399660" THEN DO; pages = 1; corrected = 1; END;
        IF telkey EQ "200508700400625" THEN DO; pages = 8; corrected = 1; END;
        IF telkey EQ "200508700416324A" THEN DO; pages = 7; corrected = 1; END;
        IF telkey EQ "200508700416324B" THEN DO; pages = .; corrected = 1; END;
        IF telkey EQ "200508700416324C" THEN DO; pages = .; corrected = 1; END;
        IF telkey EQ "200508700416324D" THEN DO; pages = .; corrected = 1; END;
        IF telkey EQ "200508700416324E" THEN DO; pages = .; corrected = 1; END;
        IF telkey EQ "200508700416324F" THEN DO; pages = .; corrected = 1; END;
        IF telkey EQ "200508700416324G" THEN DO; pages = .; corrected = 1; END;
        IF telkey EQ "200508700417025" THEN DO; pages = 32; copies = 71; corrected = 1; END;
        IF telkey EQ "200508700417041A" THEN DO; pages = 34; copies = 70; corrected = 1; END;
        IF telkey EQ "200508700417041B" THEN DO; pages = 29; copies = 70; corrected = 1; END;
        IF telkey EQ "200508700417041C" THEN DO; pages = 1; copies = 70; corrected = 1; END;
        IF telkey EQ "200508700417041D" THEN DO; pages = 1; copies = 70; corrected = 1; END;
        IF telkey EQ "200508700417041E" THEN DO; pages = 3; copies = 70; corrected = 1; END;
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IF telkey EQ "200508700417520" THEN DO; pages = 24; corrected = 1; END;
IF telkey EQ "200508700417686" THEN DO; pages = 27; corrected = 1; END;
IF telkey EQ "200510300441900" THEN DO; pages = 1; corrected = 1; END;
IF telkey EQ "200510300497423" THEN DO; pages = 34; corrected = 1; END;
IF telkey EQ "200510300539505" THEN DO; copies = 32; corrected = 1; END;
IF telkey EQ "200511600582096" THEN DO; pages = 152; corrected = 1; END;
IF telkey EQ "200513000822833" THEN DO; pages = 3; corrected = 1; END;
IF telkey EQ "200515701071834" THEN DO; pages = 1; corrected = 1; END;
IF telkey EQ "200517101322197" THEN DO; pages = 4; copies = 950; corrected = 1; END;
IF telkey EQ "200518501422892" THEN DO; copies = 25; corrected = 1; END;
IF telkey EQ "200518501423973" THEN DO; copies = 22; corrected = 1; END;
IF telkey EQ "200518501424427" THEN DO; copies = 20; corrected = 1; END;
IF telkey EQ "200518501452899" THEN DO; pages = 1; copies = 538; corrected = 1; END;
IF telkey EQ "200518501454457" THEN DO; pages = 4; copies = 175; corrected = 1; END;
IF telkey EQ "200525601512456" THEN DO; pages = 8; corrected = 1; END;
IF telkey EQ "200525601512548" THEN DO; pages = 20; corrected = 1; END;
IF telkey EQ "200525601512878" THEN DO; pages = 2; corrected = 1; END;
IF telkey EQ "200525601513603" THEN DO; pages = 3; corrected = 1; END;
IF telkey EQ "200525601513637" THEN DO; pages = 4; corrected = 1; END;
IF telkey EQ "200525601513850" THEN DO; pages = 10; corrected = 1; END;
IF telkey EQ "200525601514163" THEN DO; pages = 10; corrected = 1; END;
IF telkey EQ "200525601514528" THEN DO; pages = 16; corrected = 1; END;
IF telkey EQ "200527001608025" THEN DO; copies = 30; corrected = 1; END;
IF telkey EQ "200527001646272" THEN DO; pages = 1; corrected = 1; END;
IF telkey EQ "200527001646710" THEN DO; pages = 40; corrected = 1; END;
IF telkey EQ "200527001646769" THEN DO; pages = 10; corrected = 1; END;
IF telkey EQ "200527001646959" THEN DO; pages = 3; corrected = 1; END;
IF telkey EQ "200527001647775" THEN DO; pages = 1; corrected = 1; END;
IF telkey EQ "200527001649250" THEN DO; pages = 2; corrected = 1; END;
IF telkey EQ "200527001649268" THEN DO; pages = 1; copies = 576; corrected = 1; END;
IF telkey EQ "200527001649276" THEN DO; pages = 1; copies = 576; corrected = 1; END;
IF telkey EQ "200527001650530" THEN DO; pages = 2; corrected = 1; END;
IF telkey EQ "200527001650720" THEN DO; pages = 1; corrected = 1; END;
IF telkey EQ "200527001711183" THEN DO; pages = 29; corrected = 1; END;
IF telkey EQ "200527001712066" THEN DO; pages = 13; corrected = 1; END;
IF telkey EQ "200527001712371" THEN DO; pages = 31; corrected = 1; END;
IF telkey EQ "200527001713320" THEN DO; pages = 15; copies = 30; corrected = 1; END;
IF telkey EQ "200527001713395" THEN DO; pages = 16; copies = 28; corrected = 1; END;
IF telkey EQ "200527001715093" THEN DO; pages = 10; corrected = 1; END;

IF telkey EQ "200528401730054" THEN DO; pages = 228; corrected = 1; END;
IF telkey EQ "200528401755192" THEN DO; pages = 155; corrected = 1; END;
IF telkey EQ "200528401765589" THEN DO; pages = 14; corrected = 1; END;
IF telkey EQ "200528401806052" THEN DO; pages = 26; corrected = 1; END;
IF telkey EQ "200528401815947" THEN DO; copies = 61; corrected = 1; END;
IF telkey EQ "200528401821663" THEN DO; pagesinpub = 327; corrected = 1; END;
IF telkey EQ "200528401835713" THEN DO; pages = 3; corrected = 1; END;

IF telkey EQ "200529801986890" THEN DO; pages = 2; corrected = 1; END;
IF telkey EQ "200529801987286" THEN DO; pages = 3; pagesinpub = 6; corrected = 1; END;

IF telkey EQ "200531202044915" THEN DO; pages = 30; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200531202063931" THEN DO; pages = 1; copies = 811; corrected = 1; END;
IF telkey EQ "200531202136745" THEN DO; pages = 3; copies = 22; corrected = 1; END;

IF telkey EQ "200532602190753" THEN DO; copies = 1; corrected = 1; END;
IF telkey EQ "200532602205114" THEN DO; pages = 24; copies = 4; corrected = 1; END;
IF telkey EQ "200532602233017" THEN DO; pages = 8; corrected = 1; END;
IF telkey EQ "200532602262974" THEN DO; copies = 350; pagesinpub = 11; corrected = 1; END;
IF telkey EQ "200532602304867" THEN DO; pages = 1; copies = 395; corrected = 1; END;

IF telkey EQ "200534002462139" THEN DO; pages = 2; corrected = 1; END;
IF telkey EQ "200534002470082" THEN DO; pages = 10; corrected = 1; END;
IF telkey EQ "200534002470512" THEN DO; pages = 36; corrected = 1; END;
IF telkey EQ "200534002470215" THEN DO; pages = 7; corrected = 1; END;
IF telkey EQ "200534002470280" THEN DO; pages = 10; corrected = 1; END;
IF telkey EQ "200534002470389" THEN DO; pages = 8; corrected = 1; END;
IF telkey EQ "200534002470462" THEN DO; pages = 1; copies = 12; corrected = 1; END;
IF telkey EQ "200534002470538" THEN DO; pages = 15; corrected = 1; END;
IF telkey EQ "200534002470637" THEN DO; pages = 5; corrected = 1; END;
IF telkey EQ "200534002470652" THEN DO; pages = 2; corrected = 1; END;

IF telkey EQ "200535402659802" THEN DO; pages = 11; corrected = 1; END;
IF telkey EQ "200535402660297" THEN DO; pages = 7; corrected = 1; END;
IF telkey EQ "200535402660800" THEN DO; pages = 4; corrected = 1; END;
IF telkey EQ "200535402689270" THEN DO; pages = 28; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200535402727708" THEN DO; copies = 1; corrected = 1; END;

IF telkey EQ "200600302803403" THEN DO; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200600302812222" THEN DO; pagesinpub = .; corrected = 1; END;
IF telkey EQ "200600302823468A" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END; * ON1829;
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IF telkey EQ "200600302823542" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END; * ON1829;
IF telkey EQ "200600302824003" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END; * ON1829;
IF telkey EQ "200600302824086" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END; * ON1829;
IF telkey EQ "200600302824110" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END; * ON1829;
IF telkey EQ "200600302824342" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END; * ON1829;
IF telkey EQ "200600302824482" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END; * ON1829;
IF telkey EQ "200600302933226" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END; * AL0528;
IF telkey EQ "200600302933416" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END; * AL0528;
IF telkey EQ "200600302934471" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END; * AL0528;
IF telkey EQ "200600302934489" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END; * AL0528;
IF telkey EQ "200600302935262A" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END; * AL0528;
IF telkey EQ "200600302935288" THEN DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END; * AL0528;

IF telkey EQ "200601703012271" THEN DO; copies = 100; corrected = 1; END; * BC1089;
IF telkey EQ "200601703020977" THEN DO; copies = 30; corrected = 1; END; * BC1869;
IF telkey EQ "200601703054083" THEN DO; pagesinpub = 1; corrected = 1; END; * BC1618;
IF telkey EQ "200601703068000" THEN DO; pages = 1; pagesinpub = 22; corrected = 1; END; * BC1844;
IF telkey EQ "200601703156193" THEN DO; pages = 4; corrected = 1; END; * SA0257;

IF telkey EQ "200603103187893" THEN DO; pages = 56; corrected = 1; END; * AL03;

IF telkey EQ "200604503368562" THEN DO; copies = 2; corrected = 1; END;
IF telkey EQ "200604503575950" THEN DO; pages = 15; corrected = 1; END;
IF telkey EQ "200604503576990" THEN DO; pages = 5; corrected = 1; END;
IF telkey EQ "200604503577535" THEN DO; pages = 4; corrected = 1; END;
IF telkey EQ "200604503576891" THEN DO; pagesinpub = 1; corrected = 1; END;
IF telkey EQ "200604503598457" THEN DO; pages = 1; corrected = 1; END;

IF telkey EQ "200505900025848" THEN DO; pages = 1200; copies = 1; corrected = 1; END;
IF telkey EQ "200507300224138" THEN DO; copies = 10; corrected = 1; END;
IF telkey EQ "200507300224500" THEN DO; pages = 7; copies = 30; corrected = 1; END;
IF telkey EQ "200507300253509" THEN DO; pages = 350; corrected = 1; END;
IF telkey EQ "200507300253517" THEN DO; pages = 350; corrected = 1; END;

IF telkey EQ "200532602279192" THEN DO; pages = 8; copies = 1; pagesinpub = 48; corrected  =  1; END;
IF telkey EQ "200532602279440" THEN DO; pages = 1; copies = 1; pagesinpub = 72; corrected  =  1; END;
IF telkey EQ "200532602279127" THEN DO; pages = 1; copies = 1; pagesinpub = 76; corrected  =  1; END;
IF telkey EQ "200532602279374" THEN DO; pages = 14; copies = 1; pagesinpub = 80; corrected  =  1; END;
IF telkey EQ "200532602279143" THEN DO; pages = 3; copies = 1; pagesinpub = 96; corrected  =  1; END;
IF telkey EQ "200532602279242" THEN DO; pages = 5; copies = 1; pagesinpub = 120; corrected  =  1; END;
IF telkey EQ "200532602279168" THEN DO; pages = 1; copies = 1; pagesinpub = 176; corrected  =  1; END;
IF telkey EQ "200532602278921" THEN DO; pages = 23; copies = 1; pagesinpub = 198; corrected  =  1; END;
IF telkey EQ "200532602278962" THEN DO; pages = 2; copies = 1; pagesinpub = 220; corrected  =  1; END;
IF telkey EQ "200532602279416" THEN DO; pages = 7; copies = 1; pagesinpub = 223; corrected  =  1; END;
IF telkey EQ "200532602279465" THEN DO; pages = 1; copies = 1; pagesinpub = 224; corrected  =  1; END;
IF telkey EQ "200532602279481" THEN DO; pages = 86; copies = 1; pagesinpub = 224; corrected  =  1; END;
IF telkey EQ "200532602279317" THEN DO; pages = 7; copies = 1; pagesinpub = 230; corrected  =  1; END;
IF telkey EQ "200532602278970" THEN DO; pages = 1; copies = 2; pagesinpub = 36; corrected  =  1; END;
IF telkey EQ "200532602279028" THEN DO; pages = 6; copies = 2; pagesinpub = 36; corrected  =  1; END;
IF telkey EQ "200532602278996" THEN DO; pages = 5; copies = 4; pagesinpub = 96; corrected  =  1; END;
IF telkey EQ "200532602278939" THEN DO; pages = 2; copies = 4; pagesinpub = 224; corrected  =  1; END;
IF telkey EQ "200532602279325" THEN DO; pages = 16; copies = 5; pagesinpub = 127; corrected  =  1; END;
IF telkey EQ "200532602279093" THEN DO; pages = 3; copies = 6; pagesinpub = 514; corrected  =  1; END;
IF telkey EQ "200532602279101" THEN DO; pages = 3; copies = 6; pagesinpub = 514; corrected  =  1; END;
IF telkey EQ "200532602279366" THEN DO; pages = 1; copies = 12; pagesinpub = 80; corrected  =  1; END;
IF telkey EQ "200532602279382" THEN DO; pages = 4; copies = 12; pagesinpub = 152; corrected  =  1; END;
IF telkey EQ "200532602279333" THEN DO; pages = 1; copies = 15; pagesinpub = 96; corrected  =  1; END;
IF telkey EQ "200532602278319" THEN DO; pages = 1; copies = 15; corrected  =  1; END;
IF telkey EQ "200532602279135" THEN DO; pages = 2; copies = 16; pagesinpub = 128; corrected  =  1; END;
IF telkey EQ "200532602279390" THEN DO; pages = 1; copies = 20; pagesinpub = 55; corrected  =  1; END;
IF telkey EQ "200532602279044" THEN DO; pages = 5; copies = 20; pagesinpub = 64; corrected  =  1; END;
IF telkey EQ "200532602279218" THEN DO; pages = 2; copies = 22; pagesinpub = 48; corrected  =  1; END;
IF telkey EQ "200532602279457" THEN DO; pages = 1; copies = 22; pagesinpub = 156; corrected  =  1; END;
IF telkey EQ "200532602279473" THEN DO; pages = 1; copies = 23; pagesinpub = 72; corrected  =  1; END;
IF telkey EQ "200532602279077" THEN DO; pages = 1; copies = 23; pagesinpub = 111; corrected  =  1; END;
IF telkey EQ "200532602279358" THEN DO; pages = 1; copies = 25; pagesinpub = 120; corrected  =  1; END;
IF telkey EQ "200532602279200" THEN DO; pages = 2; copies = 26; pagesinpub = 36; corrected  =  1; END;
IF telkey EQ "200532602279283" THEN DO; pages = 1; copies = 37; pagesinpub = 127; corrected  =  1; END;
IF telkey EQ "200532602277410" THEN DO; pages = 4; copies = 40; pagesinpub = 24; corrected  =  1; END;
IF telkey EQ "200532602279085" THEN DO; pages = 2; copies = 40; pagesinpub = 64; corrected  =  1; END;
IF telkey EQ "200532602279309" THEN DO; pages = 1; copies = 40; pagesinpub = 176; corrected  =  1; END;
IF telkey EQ "200532602279408" THEN DO; pages = 1; copies = 40; pagesinpub = 220; corrected  =  1; END;
IF telkey EQ "200532602279424" THEN DO; pages = 2; copies = 40; pagesinpub = 224; corrected  =  1; END;
IF telkey EQ "200532602279432" THEN DO; pages = 1; copies = 40; pagesinpub = 224; corrected  =  1; END;
IF telkey EQ "200532602279176" THEN DO; pages = 1; copies = 41; pagesinpub = 479; corrected  =  1; END;
IF telkey EQ "200532602279275" THEN DO; pages = 2; copies = 44; pagesinpub = 55; corrected  =  1; END;
IF telkey EQ "200532602279184" THEN DO; pages = 4; copies = 46; pagesinpub = 232; corrected  =  1; END;
IF telkey EQ "200532602279234" THEN DO; pages = 2; copies = 50; pagesinpub = 62; corrected  =  1; END;

IF telkey EQ "200535402728227" THEN DO; pages = 1; copies = 24; corrected = 1; END;
IF telkey EQ "200535402728730" THEN DO; pages = 1; copies = 11; corrected = 1; END;
```

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IF telkey EQ "200535402728748" THEN DO; pages = 1; copies = 23; corrected = 1; END;
IF telkey EQ "200535402728946" THEN DO; pages = 1; copies = 1; corrected = 1; END;
IF telkey EQ "200535402727666" THEN DO; pages = 2; copies = 36; corrected = 1; END;
IF telkey EQ "200535402727724" THEN DO; pages = 2; copies = 61; corrected = 1; END;
IF telkey EQ "200535402728235" THEN DO; pages = 2; copies = 30; corrected = 1; END;
IF telkey EQ "200535402728359" THEN DO; pages = 2; copies = 105; corrected = 1; END;
IF telkey EQ "200535402728789" THEN DO; pages = 2; copies = 13; corrected = 1; END;
IF telkey EQ "200535402729670" THEN DO; pages = 2; copies = 28; corrected = 1; END;
IF telkey EQ "200535402730181" THEN DO; pages = 2; copies = 25; corrected = 1; END;
IF telkey EQ "200535402730215" THEN DO; pages = 2; copies = 25; corrected = 1; END;
IF telkey EQ "200535402730306" THEN DO; pages = 2; copies = 25; corrected = 1; END;
IF telkey EQ "200535402728912" THEN DO; pages = 3; copies = 25; corrected = 1; END;
IF telkey EQ "200535402727427" THEN DO; pages = 4; copies = 6; corrected = 1; END;
IF telkey EQ "200535402728508" THEN DO; pages = 4; copies = 32; corrected = 1; END;
IF telkey EQ "200535402730926" THEN DO; pages = 4; copies = 24; corrected = 1; END;
IF telkey EQ "200535402728482" THEN DO; pages = 5; copies = 14; corrected = 1; END;
IF telkey EQ "200535402728672" THEN DO; pages = 5; copies = 11; corrected = 1; END;
IF telkey EQ "200535402728888" THEN DO; pages = 5; copies = 17; corrected = 1; END;
IF telkey EQ "200535402729266" THEN DO; pages = 5; copies = 34; corrected = 1; END;
IF telkey EQ "200535402728284" THEN DO; pages = 6; copies = 15; corrected = 1; END;
IF telkey EQ "200535402729878" THEN DO; pages = 6; copies = 12; corrected = 1; END;
IF telkey EQ "200535402729886" THEN DO; pages = 7; copies = 10; corrected = 1; END;
IF telkey EQ "200535402729993" THEN DO; pages = 8; copies = 224; corrected = 1; END;
IF telkey EQ "200535402730876" THEN DO; pages = 8; copies = 1; corrected = 1; END;
IF telkey EQ "200535402728037" THEN DO; pages = 9; copies = 24; corrected = 1; END;
IF telkey EQ "200535402730900" THEN DO; pages = 11; copies = 55; corrected = 1; END;
IF telkey EQ "200535402728714" THEN DO; pages = 13; copies = 24; corrected = 1; END;
IF telkey EQ "200535402728722" THEN DO; pages = 14; copies = 27; corrected = 1; END;
IF telkey EQ "200535402730843" THEN DO; pages = 27; copies = 2; corrected = 1; END;
IF telkey EQ "200535402729019" THEN DO; pages = 36; copies = 7; corrected = 1; END;
IF telkey EQ "200535402729456" THEN DO; pages = 38; copies = 8; corrected = 1; END;
IF telkey EQ "200535402729001" THEN DO; pages = 44; copies = 10; corrected = 1; END;
IF telkey EQ "200535402730934" THEN DO; pages = 44; copies = 22; corrected = 1; END;
IF telkey EQ "200535402729084" THEN DO; pages = 68; copies = 4; corrected = 1; END;

IF telkey EQ "200505900033255" THEN DO; pages = 2; corrected = 1; END;
IF telkey EQ "200505900033461" THEN DO; pages = 2; corrected = 1; END;
IF telkey EQ "200604503584903" THEN DO; pages = 2; corrected = 1; END;
IF telkey EQ "200529801852001" THEN DO; pages = 3; corrected = 1; END;
IF telkey EQ "200532602271363" THEN DO; pages = 3; corrected = 1; END;
IF telkey EQ "200532602272841" THEN DO; pages = 3; corrected = 1; END;
IF telkey EQ "200511600711562" THEN DO; pages = 4; corrected = 1; END;
IF telkey EQ "200513000779264" THEN DO; pages = 4; corrected = 1; END;
IF telkey EQ "200505900033180" THEN DO; pages = 7; corrected = 1; END;
IF telkey EQ "200527001649847" THEN DO; pages = 10; corrected = 1; END;
IF telkey EQ "200514400928303" THEN DO; pages = 18; corrected = 1; END;
IF telkey EQ "200528401730054" THEN DO; pages = 114; corrected = 1; END;
IF telkey EQ "200507300224799" THEN DO; copies = 8; corrected = 1; END;

IF telkey EQ "200534002458707" THEN DO; pages = 1; copies = 29; corrected = 1; END;
IF telkey EQ "200513000819557" THEN DO; pages = 2; copies = 36; corrected = 1; END;
IF telkey EQ "200514400902589" THEN DO; pages = 2; copies = 30; corrected = 1; END;
IF telkey EQ "200535402761947" THEN DO; pages = 2; copies = 120; corrected = 1; END;
IF telkey EQ "200604503336882" THEN DO; pages = 2; copies = 50; corrected = 1; END;
IF telkey EQ "200604503430776" THEN DO; pages = 2; copies = 12; corrected = 1; END;
IF telkey EQ "200514400903546" THEN DO; pages = 3; copies = 187; corrected = 1; END;
IF telkey EQ "200527001657303" THEN DO; pages = 3; copies = 63; corrected = 1; END;
IF telkey EQ "200527001661099" THEN DO; pages = 3; copies = 80; corrected = 1; END;
IF telkey EQ "200527001712348" THEN DO; pages = 3; copies = 31; corrected = 1; END;
IF telkey EQ "200528401796667" THEN DO; pages = 3; copies = 76; corrected = 1; END;
IF telkey EQ "200535402732567" THEN DO; pages = 3; copies = 198; corrected = 1; END;
IF telkey EQ "200505900118403" THEN DO; pages = 4; copies = 180; corrected = 1; END;
IF telkey EQ "200511600697134" THEN DO; pages = 4; copies = 70; corrected = 1; END;
IF telkey EQ "200514400932768" THEN DO; pages = 4; copies = 51; corrected = 1; END;
IF telkey EQ "200518501466832" THEN DO; pages = 4; copies = 78; corrected = 1; END;
IF telkey EQ "200527001657469" THEN DO; pages = 4; copies = 56; corrected = 1; END;
IF telkey EQ "200527001712348" THEN DO; pages = 4; copies = 31; corrected = 1; END;
IF telkey EQ "200528401771231" THEN DO; pages = 4; copies = 80; corrected = 1; END;
IF telkey EQ "200528401841877" THEN DO; pages = 4; copies = 180; corrected = 1; END;
IF telkey EQ "200529801974516" THEN DO; pages = 4; copies = 66; corrected = 1; END;
IF telkey EQ "200534002379101" THEN DO; pages = 4; copies = 88; corrected = 1; END;
IF telkey EQ "200600302896621" THEN DO; pages = 4; copies = 80; corrected = 1; END;
IF telkey EQ "200604503460682" THEN DO; pages = 4; copies = 110; corrected = 1; END;
IF telkey EQ "200513000807347" THEN DO; pages = 5; copies = 35; corrected = 1; END;
IF telkey EQ "200513000814475" THEN DO; pages = 5; copies = 90; corrected = 1; END;
IF telkey EQ "200528401786437" THEN DO; pages = 5; copies = 38; corrected = 1; END;
IF telkey EQ "200528401814908" THEN DO; pages = 5; copies = 46; corrected = 1; END;
IF telkey EQ "200600302896704" THEN DO; pages = 5; copies = 71; corrected = 1; END;
IF telkey EQ "200604503389659" THEN DO; pages = 5; copies = 25; corrected = 1; END;
IF telkey EQ "200604503557420" THEN DO; pages = 5; copies = 110; corrected = 1; END;
IF telkey EQ "200513000819557" THEN DO; pages = 6; copies = 36; corrected = 1; END;
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IF telkey EQ "200514400902589" THEN DO; pages = 6; copies = 30; corrected = 1; END;
IF telkey EQ "200525601582608" THEN DO; pages = 6; copies = 60; corrected = 1; END;
IF telkey EQ "200527001606987" THEN DO; pages = 6; copies = 8; corrected = 1; END;
IF telkey EQ "200527001657360" THEN DO; pages = 6; copies = 35; corrected = 1; END;
IF telkey EQ "200528401770829" THEN DO; pages = 6; copies = 91; corrected = 1; END;
IF telkey EQ "200534002459465" THEN DO; pages = 6; copies = 36; corrected = 1; END;
IF telkey EQ "200535402720430" THEN DO; pages = 6; copies = 34; corrected = 1; END;
IF telkey EQ "200601703013105" THEN DO; pages = 6; copies = 43; corrected = 1; END;
IF telkey EQ "200511600600773" THEN DO; pages = 7; copies = 30; corrected = 1; END;
IF telkey EQ "200511600657757" THEN DO; pages = 7; copies = 33; corrected = 1; END;
IF telkey EQ "200513000807735" THEN DO; pages = 7; copies = 55; corrected = 1; END;
IF telkey EQ "200514400902589" THEN DO; pages = 7; copies = 0; corrected = 1; END;
IF telkey EQ "200518501401623" THEN DO; pages = 7; copies = 36; corrected = 1; END;
IF telkey EQ "200529801974607" THEN DO; pages = 7; copies = 57; corrected = 1; END;
IF telkey EQ "200534002514996" THEN DO; pages = 7; copies = 32; corrected = 1; END;
IF telkey EQ "200600302893933" THEN DO; pages = 7; copies = 54; corrected = 1; END;
IF telkey EQ "200510300501026" THEN DO; pages = 8; copies = 26; corrected = 1; END;
IF telkey EQ "200511600696789" THEN DO; pages = 8; copies = 35; corrected = 1; END;
IF telkey EQ "200511600697159" THEN DO; pages = 8; copies = 70; corrected = 1; END;
IF telkey EQ "200513000819557" THEN DO; pages = 8; copies = 36; corrected = 1; END;
IF telkey EQ "200515701179041" THEN DO; pages = 8; copies = 30; corrected = 1; END;
IF telkey EQ "200528401786437" THEN DO; pages = 8; copies = 28; corrected = 1; END;
IF telkey EQ "200531202084614" THEN DO; pages = 8; copies = 32; corrected = 1; END;
IF telkey EQ "200532602335077" THEN DO; pages = 8; copies = 100; corrected = 1; END;
IF telkey EQ "200534002349666" THEN DO; pages = 8; copies = 47; corrected = 1; END;
IF telkey EQ "200535402729993" THEN DO; pages = 8; copies = 28; corrected = 1; END;
IF telkey EQ "200604503397405" THEN DO; pages = 8; copies = 69; corrected = 1; END;
IF telkey EQ "200528401770209" THEN DO; pages = 9; copies = 91; corrected = 1; END;
IF telkey EQ "200528401805328" THEN DO; pages = 9; copies = 24; corrected = 1; END;
IF telkey EQ "200532602190852" THEN DO; pages = 9; copies = 27; corrected = 1; END;
IF telkey EQ "200604503368554" THEN DO; pages = 9; copies = 35; corrected = 1; END;
IF telkey EQ "200505900003811" THEN DO; pages = 10; copies = 30; corrected = 1; END;
IF telkey EQ "200505900032224" THEN DO; pages = 10; copies = 26; corrected = 1; END;
IF telkey EQ "200510300435951" THEN DO; pages = 10; copies = 20; corrected = 1; END;
IF telkey EQ "200511600656957" THEN DO; pages = 10; copies = 23; corrected = 1; END;
IF telkey EQ "200511600657138" THEN DO; pages = 10; copies = 22; corrected = 1; END;
IF telkey EQ "200513000720979" THEN DO; pages = 10; copies = 25; corrected = 1; END;
IF telkey EQ "200514400903884" THEN DO; pages = 10; copies = 20; corrected = 1; END;
IF telkey EQ "200511600690477" THEN DO; pages = 11; copies = 30; corrected = 1; END;
IF telkey EQ "200514400903132" THEN DO; pages = 11; copies = 23; corrected = 1; END;
IF telkey EQ "200532602262974" THEN DO; pages = 11; copies = 32; corrected = 1; END;
IF telkey EQ "200534002458707" THEN DO; pages = 11; copies = 29; corrected = 1; END;
IF telkey EQ "200600302993055" THEN DO; pages = 11; copies = 30; corrected = 1; END;
IF telkey EQ "200515701119963" THEN DO; pages = 12; copies = 60; corrected = 1; END;
IF telkey EQ "200525601582673" THEN DO; pages = 12; copies = 25; corrected = 1; END;
IF telkey EQ "200528401806052" THEN DO; pages = 12; copies = 26; corrected = 1; END;
IF telkey EQ "200525601587748" THEN DO; pages = 13; copies = 20; corrected = 1; END;
IF telkey EQ "200528401786437" THEN DO; pages = 13; copies = 28; corrected = 1; END;
IF telkey EQ "200514400943294" THEN DO; pages = 14; copies = 23; corrected = 1; END;
IF telkey EQ "200511600694842" THEN DO; pages = 15; copies = 14; corrected = 1; END;
IF telkey EQ "200513000724559" THEN DO; pages = 15; copies = 30; corrected = 1; END;
IF telkey EQ "200532602191330" THEN DO; pages = 15; copies = 21; corrected = 1; END;
IF telkey EQ "200534002458707" THEN DO; pages = 15; copies = 29; corrected = 1; END;
IF telkey EQ "200528401740541" THEN DO; pages = 17; copies = 23; corrected = 1; END;
IF telkey EQ "200514400933477" THEN DO; pages = 22; copies = 26; corrected = 1; END;
IF telkey EQ "200511600627792" THEN DO; pages = 23; copies = 10; corrected = 1; END;
IF telkey EQ "200517101343367" THEN DO; pages = 25; copies = 30; corrected = 1; END;
IF telkey EQ "200513000808790" THEN DO; pages = 27; copies = 29; corrected = 1; END;
IF telkey EQ "200511600626083" THEN DO; pages = 28; copies = 20; corrected = 1; END;
IF telkey EQ "200510300500341" THEN DO; pages = 39; copies = 6; corrected = 1; END;
IF telkey EQ "200507300173269" THEN DO; pages = 93; copies = 3; corrected = 1; END;
IF telkey EQ "200525601524196" THEN DO; pages = 110; copies = 4; corrected = 1; END;
IF telkey EQ "200514401011760" THEN DO; pages = 164; copies = 27; corrected = 1; END;
IF telkey EQ "200507300222876" THEN DO; pages = 180; copies = 35; corrected = 1; END;

IF telkey EQ "200511600655868" THEN DO; pages = 2; copies = 31; corrected = 1; END;

IF telkey EQ "200514400902589" THEN DO; pages = 7; copies = 31; corrected = 1; END;
IF telkey EQ "200514400932743" THEN DO; pages = 6; copies = 21; corrected = 1; END;
IF telkey EQ "200517101335744" THEN DO; pages = 11; copies = 10; corrected = 1; END;
IF telkey EQ "200528401841935" THEN DO; pages = 10; copies = 18; corrected = 1; END;
IF telkey EQ "200505900109295" THEN DO; pages = 4; copies = 80; corrected = 1; END;
IF telkey EQ "200507300220631" THEN DO; pages = 55; copies = 3; corrected = 1; END;
IF telkey EQ "200507300224112" THEN DO; pages = 6; copies = 22; corrected = 1; END;
IF telkey EQ "200507300224526" THEN DO; pages = 1; copies = 112; corrected = 1; END;
IF telkey EQ "200507300224559" THEN DO; pages = 1; copies = 108; corrected = 1; END;
IF telkey EQ "200507300224740" THEN DO; pages = 65; copies = 2; corrected = 1; END;
IF telkey EQ "200507300224799" THEN DO; pages = 8; copies = 25; corrected = 1; END;
IF telkey EQ "200507300225044" THEN DO; pages = 4; copies = 35; corrected = 1; END;
IF telkey EQ "200513000748525" THEN DO; pages = 5; copies = 180; corrected = 1; END;
IF telkey EQ "200514400924765" THEN DO; pages = 14; copies = 55; corrected = 1; END;
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       IF telkey EQ "200515701139722" THEN DO; pages = 6; copies = 30; corrected = 1; END;
       IF telkey EQ "200529801851920" THEN DO; pages = 2; copies = 100; corrected = 1; END;
       IF telkey EQ "200531202119766" THEN DO; pages = 10; copies = 50; corrected = 1; END;
       IF telkey EQ "200532602271363" THEN DO; pages = 3; copies = 88; corrected = 1; END;
       IF telkey EQ "200535402574241" THEN DO; pages = 27; copies = 4; corrected = 1; END;
       IF telkey EQ "200535402686557" THEN DO; pages = 14080; copies = 2; corrected = 1; END;
       IF telkey EQ "200600302792671" THEN DO; pages = 1; copies = 145; corrected = 1; END;
       IF telkey EQ "200604503583996" THEN DO; pages = 2; copies = 180; corrected = 1; END;

       ** We can't use cases without a count of the number of pages copied.
       ** If this information is unavailable, assume the smallest possible number of pages, 1;
       IF rectype NE 1 AND ( pages EQ . OR pages LE .Z OR pages EQ 0 ) THEN DO; pages = 1; corrected = 1; END;

       ** We can't use cases without a count of the number of copies made.
       ** If this information is unavailable, assume the smallest possible number of copies, 1;
       IF rectype NE 1 AND ( copies EQ . OR copies LE .Z OR copies EQ 0 ) THEN DO; copies = 1; corrected = 1; END;

       ** if "pages" is greater than "pagesinpub", it is likely that the logger erroneously put "pages" in "pagesinpub" and
exposures in "pages";
       IF
              pages GT 0 AND
              pagesinpub GT 0 AND
              copies GT 0 AND
              pages GT pagesinpub /*AND
              (pagesinpub * copies - pages) LE 1*/
       THEN
              DO; pages = pagesinpub; pagesinpub = .; corrected = 1; END;
       ** otherwise, if "pages" is still greater than "pagesinpub", we don't really know how many pages there are in the document;
       ELSE IF
              pages GT .Z AND
              pagesinpub GT .Z AND
              pages GT pagesinpub
       THEN
              DO; pagesinpub = .; corrected = 1; END;

       ** if the number of copies is a multiple of the number of pages and that there are more than 5 pages,
       ** chances are that the number of copies was mistaken for the number of exposures;
       IF MOD(copies,pages) EQ 0 AND pages GT 5 AND copies GT 100 AND purpose_administration NE 1 THEN copies = copies / pages;

       ** calculation of exposures;
       exposures = pages * copies;

       ** calculation of the URL to the on-line PDF;
       LENGTH pdf_location $ 60;
       pdf_location = "http://circum.com/acpdfs/" || SUBSTR(location,1,2) || "/" || COMPRESS(location) || "/" || COMPRESS(id) ||
".pdf";

       RUN;

** Recoding sticker information to binary variables to make it more readable;
DATA library.transactions;
       SET library.transactions;

       LENGTH whomade_teacher whomade_librarian whomade_staff whomade_student whomade_other 3;
       DROP whomade;
       whomade_teacher = 0; IF whomade EQ 1 THEN whomade_teacher = 1;
       whomade_librarian = 0; IF whomade EQ 2 THEN whomade_librarian = 1;
       whomade_staff = 0; IF whomade EQ 3 THEN whomade_staff = 1;
       whomade_student = 0; IF whomade EQ 4 THEN whomade_student = 1;
       whomade_other = 0; IF whomade EQ 5 THEN whomade_other = 1;

       LENGTH forwho_self forwho_staff forwho_students forwho_other 3;
       DROP forwho1-forwho4;
       forwho_self = 0; IF forwho1 EQ 1 THEN forwho_self = 1;
       forwho_staff = 0; IF forwho2 EQ 2 THEN forwho_staff = 1;
       forwho_students = 0; IF forwho3 EQ 3 THEN forwho_students = 1;
       forwho_other = 0; IF forwho4 EQ 4 THEN forwho_other = 1;

       IF theirrequest NE 1 THEN theirrequest = 0;
       IF instructed NE 1 THEN instructed = 0;

       LENGTH
              purpose_administration purpose_criticism purpose_entertainment
              purpose_reference purpose_test purpose_study purpose_projection
              purpose_research purpose_instruction purpose_other purpose_undetermined
              3;
       DROP purpose1-purpose11;
       purpose_administration = 0; IF purpose1 EQ 1 THEN purpose_administration = 1;
       purpose_criticism = 0; IF purpose2 EQ 2 THEN purpose_criticism = 1;
       purpose_entertainment = 0; IF purpose3 EQ 3 THEN purpose_entertainment = 1;
       purpose_reference = 0; IF purpose4 EQ 4 THEN purpose_reference = 1;
```

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       purpose_test = 0; IF purpose5 EQ 5 THEN purpose_test = 1;
       purpose_study = 0; IF purpose6 EQ 6 THEN purpose_study = 1;
       purpose_projection = 0; IF purpose7 EQ 7 THEN purpose_projection = 1;
       purpose_research = 0; IF purpose8 EQ 8 THEN purpose_research = 1;
       purpose_instruction = 0; IF purpose9 EQ 9 THEN purpose_instruction = 1;
       purpose_other = 0; IF purpose10 EQ 10 THEN purpose_other = 1;
       purpose_undetermined = 0; IF purpose11 EQ 11 THEN purpose_undetermined = 1;

       RUN;

PROC CONTENTS DATA=library.transactions VARNUM;
       RUN;

PROC FREQ DATA=library.transactions;
       TABLES whomade_teacher--purpose_undetermined theirrequest instructed corrected;
       RUN;

DATA transactions;
       SET library.transactions;
       FILE "actrans_prepop.tab" LRECL=1000;
       modulo = MOD(copies,pages);
       ratio = copies / pages;
       IF _N_ EQ 1 THEN PUT
              "_telkey" "09"X
              "AID" "09"X
              "APDF" "09"X
              "RECTYPE" "09"X
              "DOCTYPE" "09"X
              "PERMPROH" "09"X
              "ACOUNTRY" "09"X
              "AISBN" "09"X
              "ATITLE" "09"X
              "APUBLISHER" "09"X
              "AEXCERPT" "09"X
              "AFIRSTNAME1" "09"X
              "ALASTNAME1" "09"X
              "AFIRSTNAME2" "09"X
              "ALASTNAME2" "09"X
              "AFIRSTNAME3" "09"X
              "ALASTNAME3" "09"X
              "AURL" "09"X
              "ALOCATION" "09"X
              "ADATE" "09"X
              "ABATCH" "09"X
              "APAGES" "09"X
              "ACOPIES" "09"X
              "APAGESINPUB" "09"X
              "ACOMMENTS"
              ;
       PUT
              telkey +(-1) "09"X
              id +(-1) "09"X
              pdf_location +(-1) "09"X
              rectype +(-1) "09"X
              doctype +(-1) "09"X
              permproh +(-1) "09"X
              country +(-1) "09"X
              isbn +(-1) "09"X
              title +(-1) "09"X
              publisher +(-1) "09"X
              excerpt +(-1) "09"X
              firstname1 +(-1) "09"X
              lastname1 +(-1) "09"X
              firstname2 +(-1) "09"X
              lastname2 +(-1) "09"X
              firstname3 +(-1) "09"X
              lastname3 +(-1) "09"X
              url +(-1) "09"X
              location +(-1) "09"X
              date +(-1) "09"X
              filename +(-1) "09"X
              pages +(-1) "09"X
              copies +(-1) "09"X
              pagesinpub +(-1) "09"X
              comments +(-1) "09"X
              ;
       RUN;

PROC SORT DATA=transactions;
       BY filename;
       RUN;
```

```
** Validation: ON172O;
PROC PRINT NOOBS UNIFORM DATA=transactions;
       WHERE location EQ "ON172O";
       VAR pdf_location location pages copies exposures;
       TITLE "--- Validation: ON172O ---";
       RUN;

** Validation: AL1O49;
PROC PRINT NOOBS UNIFORM DATA=transactions;
       WHERE location EQ "AL1O49";
       VAR pdf_location location pages copies exposures;
       TITLE "--- Validation: AL1O49 ---";
       RUN;

** Validation: ON18O6;
PROC PRINT NOOBS UNIFORM DATA=transactions;
       WHERE location EQ "ON18O6";
       VAR pdf_location location pages copies exposures corrected;
       TITLE "--- Validation: ON18O6 ---";
       RUN;

** Validation: large numbers of pages;
PROC PRINT NOOBS UNIFORM DATA=transactions;
       WHERE pages GT 2OO;
       VAR pdf_location location pages copies exposures;
       TITLE "--- Validation: large numbers of pages ---";
       RUN;

** Validation: large numbers of copies;
PROC PRINT NOOBS UNIFORM DATA=transactions;
       WHERE copies GT 2OO;
       VAR pdf_location location pages copies exposures;
       TITLE "--- Validation: large numbers of copies ---";
       RUN;

** Validation: copies are a multiple of pages and pages > 5;
PROC PRINT NOOBS UNIFORM DATA=transactions;
       WHERE modulo EQ O AND pages GT 5 AND copies GT 1OO AND purpose_administration NE 1;
       VAR pdf_location location pages copies ratio corrected;
       TITLE "--- Validation: copies are a multiple of pages, pages > 5 ---";
       RUN;

** Validation: pages = copies and pages > 1O;
PROC PRINT NOOBS UNIFORM DATA=transactions;
       WHERE pages EQ copies AND pages GT 1O;
       VAR pdf_location location pages copies exposures corrected;
       TITLE "--- Validation: pages = copies and pages > 1O ---";
       RUN;

** Validation: pages > pagesinpub;
PROC PRINT NOOBS UNIFORM DATA=transactions;
       WHERE exposures GT 1OOOO;
       VAR pdf_location location pages copies exposures corrected;
       TITLE "--- Validation: exposures > 1O,OOO ---";
       RUN;
```

02WriteACData.sas program

```
* Reads all transaction data;
LIBNAME library "C:sas";

****************************************;
*   UPDATE THE LAST FEW LINES EACH TIME   ;
****************************************;

PROC CONTENTS DATA=library.transactions VARNUM;
       RUN;

%MACRO ac(period=);
OPTIONS NOCENTER LS=180 OBS=MAX FORMCHAR='|----|+|---';
LIBNAME library "C:sas";

DATA _NULL_;
       SET library.transactions;
       FILE "for_ac\acfile&period..tab" LRECL=1000;
       IF _N_ EQ 1 THEN PUT
              "_telkey" "09"X
              "AID" "09"X
              "APDF" "09"X
              "RECTYPE" "09"X
              "DOCTYPE" "09"X
              "PERMPROH" "09"X
              "ACOUNTRY" "09"X
              "AISBN" "09"X
              "ATITLE" "09"X
              "AURL" "09"X
              "APUBLISHER" "09"X
              "AEXCERPT" "09"X
              "AFIRSTNAME1" "09"X
              "ALASTNAME1" "09"X
              "AFIRSTNAME2" "09"X
              "ALASTNAME2" "09"X
              "AFIRSTNAME3" "09"X
              "ALASTNAME3" "09"X
              "ACOMMENTS" "09"X
              "ALOCATION" "09"X
              "APAGES" "09"X
              "ACOPIES" "09"X
              "APAGESINPUB" "09"X
              ;
       IF INDEX(filename,"raw\P&period") EQ 0 THEN RETURN;
       PUT
              telkey +(-1) "09"X
              id +(-1) "09"X
              pdf_location +(-1) "09"X
              rectype +(-1) "09"X
              doctype +(-1) "09"X
              permproh +(-1) "09"X
              country +(-1) "09"X
              isbn +(-1) "09"X
              title +(-1) "09"X
              url +(-1) "09"X
              publisher +(-1) "09"X
              excerpt +(-1) "09"X
              firstname1 +(-1) "09"X
              lastname1 +(-1) "09"X
              firstname2 +(-1) "09"X
              lastname2 +(-1) "09"X
              firstname3 +(-1) "09"X
              lastname3 +(-1) "09"X
              comments +(-1) "09"X
              location +(-1) "09"X
              pages +(-1) "09"X
              copies +(-1) "09"X
              pagesinpub +(-1) "09"X
              ;
       RUN;
%MEND;

%ac(period=01);
%ac(period=02);
%ac(period=03);
%ac(period=04);
%ac(period=05);
%ac(period=06);
%ac(period=07);
%ac(period=08);
```

```
%ac(period=09);
%ac(period=10);
%ac(period=11);
%ac(period=12);
%ac(period=13);
%ac(period=14);
%ac(period=15);
%ac(period=16);
%ac(period=17);
%ac(period=18);
%ac(period=19);
%ac(period=20);
%ac(period=21);
%ac(period=22);
```

O3CheckPDFs.sas program

```
* Reads all transaction data;
LIBNAME library "C:sas";
OPTIONS NOCENTER LS=120 OBS=MAX FORMCHAR='|----|+|---';

*******************************************
* Update the raw\get_pdf_list.txt using    *
* the get_pdf_list.pl script on the server *
*******************************************
* Crée library.pdfinfo                     *
*******************************************
;

** Lecture des données sur les PDFs;
DATA library.pdfinfo;
       INFILE "raw\get_pdf_list.txt" MISSOVER;
       LENGTH jurisdiction $ 2 location $6 pdf $ 22;
       INPUT jurisdiction location pdf size pdfpages;
       DROP jurisdiction;
       RUN;
PROC SORT DATA=library.pdfinfo;
       BY pdf location;
       RUN;
DATA library.pdfinfo;
       SET library.pdfinfo;
       BY pdf location;
       IF NOT ( FIRST.PDF AND LAST.PDF ) THEN duplicate = 1; ELSE duplicate = 0; * identifies the duplicates, across locations;
       RUN;
PROC SORT DATA=library.pdfinfo;
       BY location pdf;
       RUN;

** Ajustement du fichier des transactions pour préparer la fusion;
DATA transactions;
       SET library.transactions;
       LENGTH pdf $ 22;
       pdf = COMPRESS(id) || ".pdf";
       IF id EQ " " THEN ABORT;
       KEEP filename linenum location pdf;
       RUN;
PROC SORT DATA=transactions NODUPKEY;
       BY location pdf;
       RUN;

** Identification des PDFs manquants et excédentaires;
DATA missing extra;
       MERGE transactions(IN=t) library.pdfinfo(IN=p);
       BY location pdf;
       RETAIN rx;
       IF _N_ EQ 1 THEN rx = RXPARSE("$D$D$D$D$D$D$D$D$D$D$D$D$D.pdf");
       IF t AND NOT p THEN OUTPUT missing;
       pos = RXMATCH(rx,pdf);
       IF not t AND p AND pos > 0 THEN OUTPUT extra;
       RUN;
DATA _NULL_;
       SET missing;
       FILE "O3checkpdfs.missing.txt";
       IF _N_ EQ 1 THEN PUT @1 "Filename" @22 "Linenum" @32 "Location" @43 "PDF";
       PUT @1 filename @22 linenum @32 location @43 pdf;
       RUN;
DATA _NULL_;
       SET extra;
       FILE "O3checkpdfs.extra.txt";
       IF duplicate THEN RETURN;
       IF _N_ EQ 1 THEN PUT @1 "Location" @12 "PDF";
       PUT @1 location @12 pdf;
       RUN;
```

04AddPDFSize.sas program

```
LIBNAME library "C:sas";
OPTIONS NOCENTER LS=120 OBS=MAX FORMCHAR='|----|+|---';

************************************************
* Adds the PDF file size to the transaction data *
* and identifies the 1/10 full copy transactions *
************************************************
* Crée library.transactions2                   *
************************************************
;

** Ajout de la taille du fichier PDF aux données biblio;
DATA transactions;
       SET library.transactions;
       LENGTH pdf $ 22;
       pdf = COMPRESS(id) || ".pdf";
       RUN;
PROC SORT DATA=transactions;
       BY location pdf;
       RUN;
DATA library.transactions2;
       MERGE transactions(IN=t) library.pdfinfo(IN=p);
       BY location pdf;
       IF t; ** ne retient que les transactions originales;
       DROP duplicate;
       RUN;

** Identification de la journée du 1/10;
PROC SUMMARY DATA=library.transactions2 NWAY;
       CLASS location date;
       VAR pdfpages;
       OUTPUT OUT=bydate MEAN=meanbyday; ** calcule la moyenne des tailles de PDFs par jour;
       RUN;
PROC SORT DATA=bydate;
       BY location meanbyday; ** trie par taille moyenne par jour de sorte que la dernière ligne de chaque LOCATION soit le jour
du 1/10;
       RUN;
DATA bylocation;
       SET bydate;
       BY location;
       oneinten = "0"; ** par défaut, tous les jours sont ordinaires;
       IF LAST.location THEN oneinten = "1"; ** le jour avec les plus gros PDFs est le 1/10;
       FORMAT date YYMMDDN8.;
       DROP _TYPE_ _FREQ_ meanbyday;
       RUN;
**PROC PRINT; RUN;

** Fusion des données transactionnelles avec l'indicateur de jour 1/10;
PROC SORT DATA=library.transactions2;
       BY location date;
       RUN;
PROC SORT DATA=bylocation;
       BY location date;
       RUN;
DATA library.transactions2;
       MERGE library.transactions2(IN=t) bylocation(IN=l);
       BY location date;
       IF oneinten LE .Z THEN oneinten = 0;
       IF t; ** ne retient que les transactions originales;
       RUN;
PROC CONTENTS DATA=library.transactions2 VARNUM;
       RUN;
PROC FREQ DATA=library.transactions2;
       TABLES oneinten;
       RUN;

PROC UNIVARIATE DATA=library.transactions2;
       VAR size pdfpages;
       RUN;
```

05WeightCalculation.sas program

```
LIBNAME library "C:sas";
OPTIONS NOCENTER LS=120 OBS=MAX FORMCHAR='|----|+|---';

************************************************
* Calculates the weights for each location       *
* and thereore, each transaction                 *
************************************************
* Re-crée library.transactions2                  *
************************************************
;
LIBNAME sample "..\Lists from CMEC";


************************************************
* Gathering information on schools in the sample *
************************************************
;
** Reading the original school list to identify the data necessary to place them in a sample stratum;
PROC CONTENTS DATA=sample.schoollist2 VARNUM;
       RUN;
PROC FREQ DATA=sample.schoollist2;
       TABLES level_of_teaching * province * enrolment_group / NOROW NOCOL NOPERCENT;
       TITLE "--- Exhibit 2.2 from the report ---";
       RUN;

** Identification of schools which took part in the study;
PROC SUMMARY DATA=library.transactions2 NWAY;
       CLASS location;
       VAR exposures;
       WHERE location_type EQ "1";
       OUTPUT OUT=instudy N=valid NMISS=missing;
       RUN;
DATA instudy;
       SET instudy;
       ac_schoolnumber = location;
       KEEP ac_schoolnumber;
       RUN;
PROC PRINT DATA=instudy;
       RUN;

** Extraction des données de stratification des écoles dans l'échantillon;
PROC SORT DATA=sample.schoollist2;
       BY ac_schoolnumber;
       RUN;
DATA insample;
       MERGE sample.schoollist2(IN=frame) instudy(IN=sample);
       by ac_schoolnumber;
       IF sample;
       RUN;
PROC FREQ DATA=insample;
       TABLES level_of_teaching * province * enrolment_group / NOROW NOCOL NOPERCENT;
       TITLE "--- Locations in the study, to compare to Exhibit 2.2 from the report ---";
       RUN;

******************************************************
* Gathering information on school boards in the sample *
******************************************************
;
** Reading the original school board list to identify the data for those in the sample;
PROC CONTENTS DATA=sample.boardlist2 VARNUM;
       RUN;
PROC MEANS DATA=sample.boardlist2;
       VAR enrolment;
       TITLE "--- Documenting enrolment in all school boards ---";
       RUN;

** Identification of school boards which took part in the study;
PROC MEANS DATA=sample.boardlist2;
       VAR enrolment;
       WHERE ac_boardnumber
IN("ALO3","AL10","BCO1","MA04","NSO1","ON11","SAO1","SAO2","SAO3","SAO4","SAO6","SAO7","SA09","SA10","SA11");
       TITLE "--- Documenting enrolment in school boards with year-to-year information ---";
       RUN;


************************************************
* Calculation of the weights                   *
```

```
************************************************
;
DATA insample;
       SET insample;
       location = ac_schoolnumber; DROP ac_schoolnumber;
       IF level_of_teaching EQ "ELE" THEN DO;
              IF enrolment_group IN(1,2) THEN DO;
                     IF province EQ 1 THEN              stratum_weight_to_boost = 178/7;
                     ELSE IF province EQ 2 THEN  stratum_weight_to_boost = 36/1;
                     ELSE IF province EQ 3 THEN  stratum_weight_to_boost = 200/10;
                     ELSE IF province EQ 4 THEN  stratum_weight_to_boost = 162/8;
                     ELSE IF province EQ 5 THEN  stratum_weight_to_boost = 1608/68;
                     ELSE IF province EQ 6 THEN  stratum_weight_to_boost = 411/17;
                     ELSE IF province EQ 7 THEN  stratum_weight_to_boost = 512/29;
                     ELSE IF province EQ 8 THEN  stratum_weight_to_boost = 1042/39;
                     ELSE IF province EQ 9 THEN  stratum_weight_to_boost = 1020/46;
                     ELSE IF province EQ 13 THEN stratum_weight_to_boost = 84/5;
                     END;
              ELSE IF enrolment_group IN(3,4) THEN DO;
                     IF province EQ 1 THEN              stratum_weight_to_boost = 78/12;
                     ELSE IF province EQ 2 THEN  stratum_weight_to_boost = 23/3;
                     ELSE IF province EQ 3 THEN  stratum_weight_to_boost = 147/18;
                     ELSE IF province EQ 4 THEN  stratum_weight_to_boost = 102/12;
                     ELSE IF province EQ 5 THEN  stratum_weight_to_boost = 2363/238;
                     ELSE IF province EQ 6 THEN  stratum_weight_to_boost = 184/28;
                     ELSE IF province EQ 7 THEN  stratum_weight_to_boost = 133/21;
                     ELSE IF province EQ 8 THEN  stratum_weight_to_boost = 609/87;
                     ELSE IF province EQ 9 THEN  stratum_weight_to_boost = 612/81;
                     ELSE IF province EQ 13 THEN stratum_weight_to_boost = 14/2;
                     END;
              END;
       ELSE IF level_of_teaching EQ "SEC" THEN DO;
              IF enrolment_group IN(1,2,3) THEN DO;
                     IF province EQ 1 THEN              stratum_weight_to_boost = 52/4;
                     ELSE IF province EQ 2 THEN  stratum_weight_to_boost = .;
                     ELSE IF province EQ 3 THEN  stratum_weight_to_boost = 55/2;
                     ELSE IF province EQ 4 THEN  stratum_weight_to_boost = 41/2;
                     ELSE IF province EQ 5 THEN  stratum_weight_to_boost = 343/10;
                     ELSE IF province EQ 6 THEN  stratum_weight_to_boost = 73/3;
                     ELSE IF province EQ 7 THEN  stratum_weight_to_boost = 98/5;
                     ELSE IF province EQ 8 THEN  stratum_weight_to_boost = 289/11;
                     ELSE IF province EQ 9 THEN  stratum_weight_to_boost = 231/6;
                     ELSE IF province EQ 13 THEN stratum_weight_to_boost = 17/1;
                     END;
              IF enrolment_group EQ 4 THEN DO;
                     IF province EQ 1 THEN              stratum_weight_to_boost = 6/1;
                     ELSE IF province EQ 2 THEN  stratum_weight_to_boost = 6/1;
                     ELSE IF province EQ 3 THEN  stratum_weight_to_boost = 30/5;
                     ELSE IF province EQ 4 THEN  stratum_weight_to_boost = 30/4;
                     ELSE IF province EQ 5 THEN  stratum_weight_to_boost = 505/55;
                     ELSE IF province EQ 6 THEN  stratum_weight_to_boost = 30/5;
                     ELSE IF province EQ 7 THEN  stratum_weight_to_boost = 26/5;
                     ELSE IF province EQ 8 THEN  stratum_weight_to_boost = 83/18;
                     ELSE IF province EQ 9 THEN  stratum_weight_to_boost = 169/24;
                     ELSE IF province EQ 13 THEN stratum_weight_to_boost = .;
                     END;
              END;
       IF stratum_weight_to_boost LE .Z THEN PUT "..ERROR: school without weight / _ALL_";

       ** Calculation of a stratum weight which conserves the sample size
       ** to calculate a reported volume of exposures after correction for the representation
       ** of the strata but without boosting to the population;
       IF level_of_teaching EQ "ELE" THEN stratum_weight_without_boost = stratum_weight_to_boost / ( (5253+4265) / (230+502) );
       ELSE IF level_of_teaching EQ "SEC" THEN stratum_weight_without_boost = stratum_weight_to_boost / ( (1204+887) / (44+118) );

       RUN;

** Adding the stratum weight information to the transaction file to calculate the volumes after weighting;
PROC SORT DATA=library.transactions2;
       BY location;
       RUN;
DATA library.transactions2;
       MERGE library.transactions2(IN=t) insample(IN=w );
       BY location;
       IF t; ** ne retient que les transactions originales;
       IF t AND ( NOT w ) AND location_type EQ "1" THEN PUT "..ERROR: no weight data for " location=;
       IF location_type EQ "2" THEN DO; ** school boards;
              ** In the case of school boards, the non-boosting weight is simply 1 since there is no adjustment required for
stratification;
              ** The boosting weight is the ratio of the population size to the sample size;
              stratum_weight_without_boost = 1;
```

```
              stratum_weight_to_boost = 392 / 31;
              END;
       RUN;

** Lecture des sites pour lesquels on a des données complètes 2005-2006;
DATA year2year;
       INFILE "raw\complete_year_to_year.txt" LRECL=20 PAD;
       LENGTH location $ 6;
       INPUT location;
       RUN;

DATA year2year_excluded;
       INFILE "raw\complete_year_to_year_excluded.txt" LRECL=20 PAD;
       LENGTH location $ 6;
       INPUT location; ** identifies locations with outlier photocopier numbers;
       RUN;

DATA year2year;
       MERGE year2year year2year_excluded(IN=excluded);
       BY location;
       IF excluded THEN DELETE; ** deletes locations with outlier photocopier numbers;
       RUN;

PROC SORT DATA=library.transactions2;
       BY location;
       RUN;

DATA library.transactions2;
       MERGE library.transactions2(IN=t) year2year(IN=y);
       BY location;
       IF t; ** ne retient que les transactions originales;
       LENGTH year2year $ 1;
       IF y THEN year2year = "1"; ELSE year2year = "0";
       IF location_type EQ "2" THEN year2year = "0"; ** no year-to-year information for school boards, by default;
       IF location IN("AL03","AL10","BC01","MA04","NS01","ON11","SA01","SA02","SA03","SA04","SA06","SA07","SA09","SA10","SA11")
              THEN year2year = "1"; ** year-to-year information available for these 15 school boards;
       RUN;

PROC FREQ DATA=library.transactions2;
       TABLES year2year;
       TABLES year2year * location_type / NOROW NOPERCENT;
       RUN;

PROC MEANS DATA=library.transactions2 N SUM;
       CLASS location_type;
       WHERE year2year EQ "1";
       VAR exposures;
       WEIGHT stratum_weight_without_boost;
       TITLE "--- Calculates the number of exposures reported by sites where complete year-to-year data is available ---";
       RUN;

** Final calculation of all weights;
** Vaiable WEIGHT boosts to the year and the population. Actual estimates must weight EXPOSURES by WEIGHT;
DATA library.transactions2;
       SET library.transactions2;
       IF location_type EQ "1" THEN weight = stratum_weight_to_boost * ( 503698215 / 10420118 ); ** weight to boost to population
figures for schools;
       ELSE IF location_type EQ "2" THEN weight = stratum_weight_to_boost * ( 13528791  / 295940 ); ** weight to boost to
population figures for school boards;
       ELSE IF location_type EQ "3" THEN weight = 247 / 10; ** weight to boost to population figures for ministries;
       RUN;
PROC MEANS DATA=library.transactions2 N NMISS MEAN;
       CLASS location_type;
       VAR weight;
       RUN;
```

31ReadACdata.sas program

```
OPTIONS NOCENTER LS=180 OBS=MAX FORMCHAR='|----|+|---';
LIBNAME library "C:sas";

*************************************************************
* Reads Access Copyright data                               *
* Second analysis                                           *
*************************************************************
* Crée library.acdata                                       *
*************************************************************
;

DATA library.acdata;
       LENGTH
              telkey $ 17
              pdf_location $ 1
              one_in_ten $ 1
              doc_type $ 1
              ajd_isbn $ 1
              ajd_title $ 1
              ajd_publisher $ 1
              is_identified $ 1
              ac_isbn_issn $ 11
              ac_work_title $ 255
              ac_genre_ $ 1
              ac_genre $ 1
              ac_original_publisher $ 155
              ac_exclusion_flag $ 1
              ac_public_domain_ $ 1
              ac_public_domain $ 1
              weighted_exposures 8
              ac_validlinkpdf $ 1
              ac_licensed $ 1
              ac_reproducible $ 1
              ac_consumable $ 1
              ac_other $ 1
              ac_unclear $ 2
              ac_formatted_comments $ 338
              ac_formatted_reviewcomment $ 255
              ac_date_created $ 16
              ac_date_modified $ 16
              ac_validlinkpdf_name $ 1
              ac_licensed_name $ 1
              ac_reproducible_name $ 23
              ac_consumable_name $ 16
              ac_other_name $ 30
              ac_unclear_name $ 13
              ac_modified_by_name $ 18
              ;
       INFILE "raw\second_ac_analysis_20061122.tab" LRECL=5000 DSD DLM="09"X FIRSTOBS=2 MISSOVER;

       INPUT
              telkey
              pdf_location
              one_in_ten
              doc_type
              ajd_isbn
              ajd_title
              ajd_publisher
              is_identified
              ac_isbn_issn
              ac_work_title
              ac_genre_
              ac_original_publisher
              ac_exclusion_flag
              ac_public_domain_
              weighted_exposures
              ac_validlinkpdf
              ac_licensed
              ac_reproducible
              ac_consumable
              ac_other
              ac_unclear
              ac_formatted_comments
              ac_formatted_reviewcomment
              ac_date_created
              ac_date_modified
              ac_validlinkpdf_name
```

```
              ac_licensed_name
              ac_reproducible_name
              ac_consumable_name
              ac_other_name
              ac_unclear_name
              ac_modified_by_name
              ;

       ** Reducing the size of "genre";
       ac_genre = PUT(ac_genre_,$togenre.);
       FORMAT ac_genre $genre.;
       DROP ac_genre_;

       IF ac_public_domain_ IN(" ","O") THEN ac_public_domain = "O"; ELSE ac_public_domain = "1";

       IF ac_licensed EQ " " THEN ac_licensed_flag = "O"; ELSE ac_licensed_flag = "1";
       IF ac_reproducible EQ " " THEN ac_reproducible_flag = "O"; ELSE ac_reproducible_flag = "1";
       IF ac_consumable EQ " " THEN ac_consumable_flag = "O"; ELSE ac_consumable_flag = "1";
       IF ac_other EQ " " THEN ac_other_flag = "O"; ELSE ac_other_flag = "1";
       IF ac_unclear EQ " " THEN ac_unclear_flag = "O"; ELSE ac_unclear_flag = "1";

       IF ac_licensed_flag EQ "1" THEN ac_repertoire_analysis_result = "1";
              ELSE IF ac_reproducible_flag EQ "1" THEN ac_repertoire_analysis_result = "2";
              ELSE IF ac_consumable_flag EQ "1" THEN ac_repertoire_analysis_result = "3";
              ELSE IF ac_other_flag EQ "1" THEN ac_repertoire_analysis_result = "4";
              ELSE IF ac_unclear_flag EQ "1" THEN ac_repertoire_analysis_result = "5";
              ELSE ac_repertoire_analysis_result = "?";

       KEEP
              telkey
              ac_genre
              ac_isbn_issn
              ac_work_title
              ac_original_publisher
              ac_exclusion_flag
              ac_public_domain
              ac_validlinkpdf
              ac_reproducible
              ac_consumable
              ac_other
              ac_unclear
              ac_licensed_flag
              ac_reproducible_flag
              ac_consumable_flag
              ac_other_flag
              ac_unclear_flag
              ac_repertoire_analysis_result
              ;

       IF ac_validlinkpdf EQ "2" THEN ac_validlinkpdf = "O"; ** recoding as a O|1 variable;
**     IF ac_original_publisher EQ "F.P. Canadian Newspapers Limited Partnership" THEN ac_pub_affiliate = "1"; ** correction;
**     IF ac_original_publisher EQ "Houghton Mifflin Canada" OR ac_original_publisher EQ "Houghton Mifflin" THEN ac_pub_affiliate
= "1"; ** correction;

       FORMAT
              ac_exclusion_flag $yesno.
              ac_public_domain $yesno.
              ac_validlinkpdf $yesno.
              ac_reproducible $repro.
              ac_consumable $consume.
              ac_other $otherty.
              ac_unclear $unclear.
              ac_licensed_flag $yesno.
              ac_reproducible_flag $yesno.
              ac_consumable_flag $yesno.
              ac_other_flag $yesno.
              ac_unclear_flag $yesno.
              ac_repertoire_analysis_result $result.
              ;

       RUN;

PROC CONTENTS DATA=library.acdata VARNUM;
       TITLE "** From the second AC analysis file";
       RUN;

PROC FREQ DATA=library.acdata;
       TABLES
              ac_genre
              ac_exclusion_flag
              ac_public_domain
```

```
              ac_validlinkpdf
              ac_reproducible
              ac_consumable
              ac_other
              ac_unclear
              ac_licensed_flag
              ac_reproducible_flag
              ac_consumable_flag
              ac_other_flag
              ac_unclear_flag
              ac_repertoire_analysis_result
              ;
       TABLES
              ac_licensed_flag *
              ac_reproducible_flag *
              ac_consumable_flag *
              ac_other_flag *
              ac_unclear_flag *
              ac_repertoire_analysis_result
              / LIST MISSING;
       RUN;


************************************************************
* Reads information from the first analysis to recuperate     *
* bibliographical data                                        *
************************************************************;

DATA library.acdata_v0;
       LENGTH
              telkey $ 17
              ac_isbn_issn $ 11
              ac_work_title $ 375
              ac_genre_ $ 22
              ac_work_use_medium_type $ 5
              ac_original_publisher $ 157
              ac_place_publication $ 34
              ac_publication_year $ 4
              ac_total_pages_ $ 7
              ac_total_pages 4
              ac_exclusion_flag_ $ 3
              ac_out_of_print_ $ 3
              ac_out_of_print $ 1
              ac_public_domain_ $ 1
              ac_rro_bilateral_ $ 3
              ac_rro_bilateral $ 1
              ac_pub_affiliate $ 1
              ac_no_creator 3
              ac_data_status 3
              ac_non_aff_cashcheque $ 1
              ac_blm_flag $ 1
              ;
       INFILE "raw\very_final_ac_output.txt" LRECL=5000 DSD DLM="09"X FIRSTOBS=2 MISSOVER;
       INPUT
              telkey
              ac_isbn_issn
              ac_work_title
              ac_genre_
              ac_work_use_medium_type
              ac_original_publisher
              ac_place_publication
              ac_publication_year
              ac_total_pages_
              ac_exclusion_flag_
              ac_out_of_print_
              ac_public_domain_
              ac_rro_bilateral_
              ac_pub_affiliate
              ac_no_creator
              ac_data_status
              ac_non_aff_cashcheque
              ac_blm_flag
              ;


       IF ac_original_publisher EQ "F.P. Canadian Newspapers Limited Partnership" THEN ac_pub_affiliate = "1"; ** correction;
       IF ac_original_publisher EQ "Houghton Mifflin Canada" OR ac_original_publisher EQ "Houghton Mifflin" THEN ac_pub_affiliate
= "1"; ** correction;

       ** Reducing the size of "ac_exclusion_flag";
       ac_exclusion_flag = PUT(ac_exclusion_flag_,$yestoone.);
```

```
       FORMAT ac_exclusion_flag $yesno.;

       ** Reducing the size of "ac_out_of_print";
       ac_out_of_print = PUT(ac_out_of_print_,$yestoone.);
       FORMAT ac_out_of_print $yesno.;

       ** Reducing the size of "ac_rro_bilateral";
       ac_rro_bilateral = PUT(ac_rro_bilateral_,$yestoone.);
       FORMAT ac_rro_bilateral $yesno.;

       ** Formatting "ac_pub_affiliate";
       FORMAT ac_pub_affiliate $yesno.;

       ** Dealign with "ac_publication_year";
       IF ( ac_publication_year EQ "0" ) THEN ac_publication_year = "" ; ** missing if the year is zero;

       ** Converting numbers of pages to numeric;
       IF ac_total_pages_ EQ "unknown" THEN ac_total_pages_ = "."; ** missing data for unknown and genres other than books;
       ac_total_pages = INPUT(ac_total_pages_,7.0);

       ** Calculating the "is_affiliated" flag;
       is_affiliated = "?"; ** not in repertoire by default;
       IF ac_pub_affiliate EQ "1" OR ac_rro_bilateral EQ "1" THEN is_affiliated = "1";
       ELSE IF ac_pub_affiliate EQ "0" AND ac_rro_bilateral EQ "0" THEN is_affiliated = "0";
       FORMAT is_affiliated $yesno.;

       ** Calculating a flag to exclude works which should not be claimed;
       ac_not_claimed_flag = 1;

       KEEP
              telkey
              ac_place_publication
              ac_publication_year
              ac_total_pages
              ac_exclusion_flag
              ac_out_of_print
              ac_rro_bilateral
              ac_pub_affiliate
              ac_no_creator
              is_affiliated
              ;

       RUN;

PROC CONTENTS DATA=library.acdata_v0 VARNUM;
       TITLE "** From the first AC analysis file";
       RUN;

PROC FREQ DATA=library.acdata_v0;
       TABLES
              ac_exclusion_flag
              ac_out_of_print
              ac_rro_bilateral
              ac_pub_affiliate
              ac_no_creator
              is_affiliated
              ;
       RUN;


************************************************************
* Merges bibliographical data from the first analysis      *
* with repertoire data from the second analysis            *
************************************************************;

PROC SORT DATA=library.acdata;
       BY telkey;
       RUN;


PROC SORT DATA=library.acdata_v0;
       BY telkey;
       RUN;

DATA library.acdata;
       MERGE library.acdata(IN=good) library.acdata_v0;
       BY telkey;
       IF good; ** keeps only records from the second analysis;
       RUN;

PROC CONTENTS DATA=library.acdata VARNUM;
```

```
       TITLE "** From the final AC file";
       RUN;

PROC FREQ DATA=library.acdata;
       TABLES
              ac_genre
              ac_exclusion_flag
              ac_public_domain
              ac_validlinkpdf
              ac_reproducible
              ac_consumable
              ac_other
              ac_unclear
              ac_licensed_flag
              ac_reproducible_flag
              ac_consumable_flag
              ac_other_flag
              ac_unclear_flag
              ac_repertoire_analysis_result
              ac_out_of_print
              ac_rro_bilateral
              ac_pub_affiliate
              ac_no_creator
              is_affiliated
              ;
       TABLES ac_licensed_flag * is_affiliated / LIST MISSING;
       RUN;
```

32ReclassifyData.sas program

```
OPTIONS NOCENTER LS=180 OBS=MAX FORMCHAR='|----|+|---';
LIBNAME library "C:sas";

*************************************************************
* Merges Access Copyright data with transaction information.  *
* Creates library.transactions3                               *
*************************************************************
;

*************************************************************
* Addition of genre info from AC                              *
*************************************************************;

DATA type11;
       INFILE "raw\genres_for_type_11.txt" DSD DELIMITER="09"X LRECL=100 PAD;
       LENGTH telkey $ 20 doctype 3;
       INPUT telkey doctype;
       RUN;
DATA more_genre_data;
       INFILE "raw\corrected_genres_by_ac.txt" DSD DELIMITER="09"X LRECL=100 PAD;
       LENGTH telkey $ 20 doctype 3;
       INPUT telkey doctype;
       RUN;
DATA more_genre_data;
       SET more_genre_data type11; ** puts together the two lists of reclassifications;
       RUN;
PROC SORT DATA=more_genre_data NODUPKEY;
       BY telkey;
       RUN;
PROC SORT DATA=library.transactions2;
       BY telkey;
       RUN;
PROC FREQ DATA=library.transactions2;
       TABLES doctype;
       FORMAT doctype doctype.;
       TITLE "--- ""doctype"" before adding the reclassications of Type 11 performed by AC ---";
       RUN;
DATA library.transactions3;
       MERGE library.transactions2 more_genre_data; ** merging the "doctype" data from "type11" and "more_genre_data" to supersede
that in "transactions2";
       BY telkey;
       FORMAT
              doctype doctype.
              permproh permproh.
              ;
       RUN;
PROC FREQ DATA=library.transactions3;
       TABLES doctype;
       TITLE "--- ""doctype"" after adding the reclassications of Type 11 performed by AC ---";
       RUN;
TITLE;
```

33MergeACdata.sas program

```
OPTIONS NOCENTER LS=180 OBS=MAX FORMCHAR='|----|+|---';
LIBNAME library "C:sas";

************************************************************
* Merges Access Copyright data with transaction information.  *
* Creates library.mergedacdata                               *
************************************************************
;

************************************************************
* Merge of AJD data with AC data                             *
************************************************************;

PROC SORT DATA=library.transactions3;
       BY telkey;
       RUN;
PROC SORT DATA=library.acdata;
       BY telkey;
       RUN;
DATA library.mergedacdata;
       LENGTH
              one 3 /* constante utile dans SUMMARY */
              ;
       MERGE library.transactions3(IN=T) library.acdata(IN=A);
       BY telkey;
       IF ( A AND NOT T ) THEN PUT "." telkey= " in Access' file but not in the original one";
       IF T; ** keeps only cases originally found in the transaction file;
       one = 1;
       KEEP
              telkey pdf_location pdfpages location location_type rectype doctype permproh corrected ajd_permproh isbn
              title publisher id date country excerpt firstname2 lastname2 firstname3 lastname3 url comments
              firstname1 lastname1 is_identified ac_isbn_issn ac_work_title ac_genre ac_original_publisher ac_pub_affiliate
              ac_rro_bilateral ac_exclusion_flag ac_public_domain ac_reproducible ac_consumable ac_other ac_unclear
              ac_licensed_flag ac_reproducible_flag ac_consumable_flag ac_other_flag ac_unclear_flag ac_repertoire_analysis_result
              is_affiliated oneinten one copies pages exposures pagesinpub analyzed_by_ac
              whomade_teacher whomade_librarian whomade_staff whomade_student whomade_other
              forwho_self forwho_staff forwho_students forwho_other theirrequest instructed
              purpose_administration purpose_criticism purpose_entertainment
              purpose_reference purpose_test purpose_study purpose_projection
              purpose_research purpose_instruction purpose_other purposeother purpose_undetermined
              weight
              ;
       FORMAT
              whomade_teacher whomade_librarian whomade_staff whomade_student whomade_other
              forwho_self forwho_staff forwho_students forwho_other
              theirrequest instructed
              purpose_administration purpose_criticism purpose_entertainment
              purpose_reference purpose_test purpose_study purpose_projection
              purpose_research purpose_instruction purpose_other purpose_undetermined
              zeroone.
              ;

       ** Identification of transactions actually analyzed by AC;
       IF A THEN analyzed_by_ac = "1";
       ELSE analyzed_by_ac = "0";

       ** Creating an identification by Access Coppyright flag;
       IF ( ac_genre EQ " " ) THEN is_identified = "0"; ELSE is_identified = "1";
       FORMAT is_identified $yesno.;

       ** Adjusting the permission flag according to Access Copyright's analysis;
       IF ac_reproducible_flag EQ "1" OR ac_other IN("1","6","7") THEN permproh = 1;
       ELSE IF ac_consumable_flag EQ "1" THEN permproh = 2;

       ** Individual corrections;
       IF telkey IN("200604503564988","200508700369754","200508700369697") THEN DO; permproh = 3; ac_public_domain = "1"; END;
       IF telkey IN("200513000867838C","200517101240902","200601703024136") THEN DO; pages = 1; exposures = pages * copies; END;
       IF telkey EQ "200604503644392" THEN DO; pages = 10; exposures = pages * copies; END;

       ** if the transaction was analyzed and no exclusion flag was explicitely raised, ensure that the exclusion flag is "0";
       IF analyzed_by_ac EQ "1" AND ac_exclusion_flag NE "1" THEN ac_exclusion_flag = "0";

       RUN;
PROC CONTENTS DATA=library.mergedacdata VARNUM;
       RUN;
```

```
************************************************************
* A few final logical adjustments                          *
************************************************************;

DATA library.mergedacdata;
       SET library.mergedacdata;
       ** Further adjustments to "doctype" to reflect the input from AC on repertoire cases;
       IF doctype NE 13 THEN DO;
              IF ac_genre EQ "1" THEN doctype = 1;
                     ELSE IF ac_genre IN("2","3") THEN doctype = 3;
                     ELSE IF ac_genre EQ "4" THEN doctype = 2;
              END;
       ** All BLMs are classified in the textbook category;
       IF permproh EQ 1 THEN DO;
              ac_genre = "1";
              IF doctype NE 13 THEN doctype = 1;
              END;
       ** All multiple content headers must have no ac_genre and all are without permissions/prohibitions, by definition;
       IF doctype EQ 13 THEN DO;
              ac_genre = " ";
              permproh = 3;
              END;

       ** Recoding some doctypes according to AC's observations;
       IF ac_licensed_flag EQ "1" THEN DO; permproh = 3; END; ** AC declared this transaction licensed;
       ELSE IF ac_reproducible_flag EQ "1" THEN DO; doctype = 1; permproh = 1; END; ** AC declared this transaction reproducible;
       ELSE IF ac_consumable_flag EQ "1" THEN DO; doctype = 1; permproh = 2; END; ** AC declared this transaction a consumable;
       ELSE IF ac_other EQ "2" THEN DO; doctype = 10; permproh = 1; END; ** government publications recoded as "unpublished,
other";
       ELSE IF ac_other EQ "3" THEN DO; doctype = 7; permproh = 1; END; ** "School board/district material" recoded as
"unpublished/sef-produced";
       ELSE IF ac_other EQ "4" THEN DO; doctype = 7; permproh = 1; END; ** "Material created by teachers" recoded as
"unpublished/sef-produced";
       ELSE IF ac_other EQ "5" THEN DO; doctype = 4; permproh = 2; END; ** sheet music;
       ELSE IF ac_unclear EQ "1" THEN DO permproh = 1; ac_licensed_flag = "0"; END; ** unclear code "yes";
       ELSE IF ac_unclear EQ "2" THEN DO permproh = 3; ac_licensed_flag = "1"; END; ** unclear code "Likely licensed";
       ELSE IF ac_unclear EQ "3" THEN DO permproh = 1; ac_licensed_flag = "0"; END; ** unclear code "Likely reproducible";
       ELSE IF ac_unclear EQ "4" THEN DO permproh = 2; ac_licensed_flag = "0"; END; ** unclear code "Likely consumable";
       ELSE IF ac_unclear EQ "5" THEN DO permproh = 1; ac_licensed_flag = "0"; END; ** unclear code "Likely other";
       ELSE IF ac_unclear EQ "6" THEN DO permproh = 3; ac_licensed_flag = "1"; END; ** unclear code "Lic/Rep" (questionable);
       ELSE IF ac_unclear EQ "7" THEN DO permproh = 3; ac_licensed_flag = "1"; END; ** unclear code "Lic/Con" (questionable);
       ELSE IF ac_unclear EQ "8" THEN DO permproh = 3; ac_licensed_flag = "1"; END; ** unclear code "Lic/Other" (questionable);
       ELSE IF ac_unclear EQ "9" THEN DO permproh = 1; ac_licensed_flag = "0"; END; ** unclear code "Rep/Con";
       ELSE IF ac_unclear EQ "10" THEN DO permproh = 1; ac_licensed_flag = "0"; END; ** unclear code "Rep/other";
       ELSE IF ac_unclear EQ "11" THEN DO permproh = 2; ac_licensed_flag = "0"; END; ** unclear code "Con/other" (questionable);
       ELSE IF ac_unclear EQ "12" THEN DO permproh = 3; ac_licensed_flag = "1"; END; ** unclear code "Lic/Rep/Con" (questionable);
       ELSE IF ac_unclear EQ "13" THEN DO permproh = 3; ac_licensed_flag = "1"; END; ** unclear code "Lic/Rep/Other"
(questionable);
       ELSE IF ac_unclear EQ "14" THEN DO permproh = 3; ac_licensed_flag = "1"; END; ** unclear code "Lic/Con/Other"
(questionable);
       ELSE IF ac_unclear EQ "15" THEN DO permproh = 1; ac_licensed_flag = "0"; END; ** unclear code "Rep/Con/Other"
(questionable);

       ** Calculating a weighted exposure figure;
       IF doctype LT 13 THEN weighted_exposures = weight * exposures;

       ** Calculating the level of claim by AC;
       IF ac_unclear EQ "2" THEN ac_claim = 1; ** 100% claim for likely licensed works;
       ELSE IF ac_unclear IN("6","7","8") THEN ac_claim = 0.50; ** 50% claim for workds which could be either licensed or one
other type of material;
       ELSE IF ac_unclear IN("12","13","14") THEN ac_claim = 0.33; ** 33% claim for workds which could be either licensed or two
other types of material;
       ELSE IF ac_licensed_flag EQ "1" THEN ac_claim = 1; ** 100% claim for licensed works;
       ELSE ac_claim = 0; ** no claim otherwise;

       IF telkey EQ " " THEN PUT _ALL_ /;

       RUN;

PROC FREQ DATA=library.mergedacdata;
       TABLES ac_unclear ac_claim;
       TABLES ac_unclear * ac_claim / LIST;
       RUN;

** Drop works from excluded publishers according to the AJD publisher name;
** Read in the list of excluded publishers;
DATA excluded_publishers;
       INFILE "raw\publishers_excluded_by_ac_20060913.txt" LRECL=1000 PAD MISSOVER;
       INPUT publisher $200.;
       RUN;
PROC SORT DATA=excluded_publishers;
```

```
       BY publisher;
       RUN;
PROC SORT DATA=library.mergedacdata;
       BY publisher;
       RUN;
** Matching by AJD publisher name;
DATA library.mergedacdata;
       MERGE library.mergedacdata(IN=main) excluded_publishers(IN=excl);
       BY publisher;
       IF excl AND permproh NE 2 THEN permproh = 1; ** making "reproducible" all works by excluded publshers except those already
classified as consumable;
       IF main;
       RUN;

** Drop works from excluded publishers according to the AC publisher name;
DATA excluded_publishers; ** In the sub-list, rename the publisher name to the AC publisher field;
       SET excluded_publishers;
       LENGTH ac_original_publisher $ 155;
       ac_original_publisher = publisher;
       DROP publisher;
       RUN;
PROC SORT DATA=excluded_publishers;
       BY ac_original_publisher;
       RUN;
PROC SORT DATA=library.mergedacdata;
       BY ac_original_publisher;
       RUN;
** Matching by AC publisher name;
DATA library.mergedacdata;
       MERGE library.mergedacdata(IN=main) excluded_publishers(IN=excl);
       BY ac_original_publisher;
       IF excl AND permproh NE 2 THEN permproh = 1; ** making "reproducible" all works by excluded publshers except those already
classified as consumable;
       IF main;
       RUN;


************************************************************
* Basic information                                        *
************************************************************;

PROC FREQ DATA=library.mergedacdata;
       TABLES doctype * ac_genre / NOROW NOCOL NOPERCENT MISSING;
       RUN;

PROC FREQ DATA=library.mergedacdata;
**     WHERE permproh GE 1; ** valid values of permproh only;
       TABLES permproh analyzed_by_ac ac_repertoire_analysis_result;
       TABLES permproh * ( analyzed_by_ac ac_repertoire_analysis_result ) / NOROW NOPERCENT NOCOL MISSING;
       TABLES permproh * doctype * ac_genre / NOROW NOPERCENT NOCOL MISSING;
       TITLE "Unweighted distribution";
       RUN;

PROC FREQ DATA=library.mergedacdata;
**     WHERE permproh GE 1; ** valid values of permproh only;
       TABLES permproh;
       TABLES permproh * doctype * ac_genre / NOROW NOPERCENT NOCOL MISSING;
       WEIGHT exposures;
       TITLE "Distribution weighted by exposure count";
       RUN;

PROC FREQ DATA=library.mergedacdata;
       WEIGHT weighted_exposures;
       TABLES ac_unclear;
       TABLES ac_unclear * permproh * ac_licensed_flag / LIST;
       RUN;

PROC FREQ DATA=library.mergedacdata;
       TABLES ac_exclusion_flag;
       TITLE "";
       RUN;
```

34SendToObjectors.sas

```
LIBNAME library "C:sas";
OPTIONS NOCENTER LS=120 OBS=MAX FORMCHAR='|----|+|---';

************************************************
* Creates a transport file for Objectors         *
************************************************
;

PROC CONTENTS DATA=library.mergedacdata VARNUM;
       RUN;


DATA _NULL_;
       SET library.mergedacdata;
       FILE "raw\mergedacdata.r.v1.raw" LRECL=31999;
       IF _N_ EQ 1 THEN PUT
              "telkey" "09"X
              "id" "09"X
              "location" "09"X
              "location_type" "09"X
              "date" "09"X
              "rectype" "09"X
              "doctype" "09"X
              "permproh" "09"X
              "country" "09"X
              "isbn" "09"X
              "title" "09"X
              "publisher" "09"X
              "excerpt" "09"X
              "firstname1" "09"X
              "lastname1" "09"X
              "firstname2" "09"X
              "lastname2" "09"X
              "firstname3" "09"X
              "lastname3" "09"X
              "url" "09"X
              "pages" "09"X
              "copies" "09"X
              "pagesinpub" "09"X
              "corrected" "09"X
              "exposures" "09"X
              "comments" "09"X
              "whomade_teacher" "09"X
              "whomade_librarian" "09"X
              "whomade_staff" "09"X
              "whomade_student" "09"X
              "whomade_other" "09"X
              "forwho_self" "09"X
              "forwho_staff" "09"X
              "forwho_students" "09"X
              "forwho_other" "09"X
              "theirrequest" "09"X
              "instructed" "09"X
              "purpose_administration" "09"X
              "purpose_criticism" "09"X
              "purpose_entertainment" "09"X
              "purpose_reference" "09"X
              "purpose_test" "09"X
              "purpose_study" "09"X
              "purpose_projection" "09"X
              "purpose_research" "09"X
              "purpose_instruction" "09"X
              "purpose_other" "09"X
              "purposeother" "09"X
              "purpose_undetermined" "09"X
              "oneinten" "09"X
              "weight" "09"X
              "ac_isbn_issn" "09"X
              "ac_work_title" "09"X
              "ac_original_publisher" "09"X
              "ac_pub_affiliate" "09"X
              "ac_rro_bilateral" "09"X
              "ac_exclusion_flag" "09"X
              "ac_public_domain" "09"X
              "ac_licensed_flag" "09"X
              "is_affiliated" "09"X
              "analyzed_by_ac" "09"X
```

```
              "ac_claim"
              ;
       PUT
              telkey +(-1) "09"X
              id +(-1) "09"X
              location +(-1) "09"X
              location_type +(-1) "09"X
              date +(-1) "09"X
              rectype +(-1) "09"X
              doctype +(-1) "09"X
              permproh +(-1) "09"X
              country +(-1) "09"X
              isbn +(-1) "09"X
              title +(-1) "09"X
              publisher +(-1) "09"X
              excerpt +(-1) "09"X
              firstname1 +(-1) "09"X
              lastname1 +(-1) "09"X
              firstname2 +(-1) "09"X
              lastname2 +(-1) "09"X
              firstname3 +(-1) "09"X
              lastname3 +(-1) "09"X
              url +(-1) "09"X
              pages +(-1) "09"X
              copies +(-1) "09"X
              pagesinpub +(-1) "09"X
              corrected +(-1) "09"X
              exposures +(-1) "09"X
              comments +(-1) "09"X
              whomade_teacher +(-1) "09"X
              whomade_librarian +(-1) "09"X
              whomade_staff +(-1) "09"X
              whomade_student +(-1) "09"X
              whomade_other +(-1) "09"X
              forwho_self +(-1) "09"X
              forwho_staff +(-1) "09"X
              forwho_students +(-1) "09"X
              forwho_other +(-1) "09"X
              theirrequest +(-1) "09"X
              instructed +(-1) "09"X
              purpose_administration +(-1) "09"X
              purpose_criticism +(-1) "09"X
              purpose_entertainment +(-1) "09"X
              purpose_reference +(-1) "09"X
              purpose_test +(-1) "09"X
              purpose_study +(-1) "09"X
              purpose_projection +(-1) "09"X
              purpose_research +(-1) "09"X
              purpose_instruction +(-1) "09"X
              purpose_other +(-1) "09"X
              purposeother +(-1) "09"X
              purpose_undetermined +(-1) "09"X
              oneinten +(-1) "09"X
              weight +(-1) "09"X
              ac_isbn_issn +(-1) "09"X
              ac_work_title +(-1) "09"X
              ac_original_publisher +(-1) "09"X
              ac_pub_affiliate +(-1) "09"X
              ac_rro_bilateral +(-1) "09"X
              ac_exclusion_flag +(-1) "09"X
              ac_public_domain +(-1) "09"X
              ac_licensed_flag +(-1) "09"X
              is_affiliated +(-1) "09"X
              analyzed_by_ac +(-1) "09"X
              ac_claim +(-1)
              ;
       FORMAT _ALL_;
       RUN;

DATA _NULL_;
       INFILE "raw\mergedacdata.r.v1.raw" LRECL=31999 PAD;
       INPUT dataline $31999.;
       dataline = TRANWRD(TRIM(dataline),"09"X||"."||"09"X,"09"X||"NA"||"09"X); ** no dot missing value;
       dataline = TRANWRD(TRIM(dataline),"09"X||"."||"09"X,"09"X||"NA"||"09"X); ** no dot missing value (must be run twice);
       dataline = TRANWRD(TRIM(dataline),"09"X||" "||"09"X,"09"X||"NA"||"09"X); ** no space value;
       dataline = TRANWRD(TRIM(dataline),"09"X||" "||"09"X,"09"X||"NA"||"09"X); ** no space value (must be run twice);
       dataline = TRANWRD(TRIM(dataline)," ","_"); ** no blank;
       dataline = TRANWRD(TRIM(dataline),"'","_"); ** no apostrophe;
       dataline = TRANWRD(TRIM(dataline),'"',"_"); ** no quote;
       dataline = TRANWRD(TRIM(dataline),"#","_"); ** no pound;
       dataline = TRANWRD(TRIM(dataline),",","_"); ** no comma;
```

```
       dataline = TRANWRD(TRIM(dataline),"+","_"); ** no plus;
       dataline = TRANWRD(TRIM(dataline),":","_"); ** no colon;
       dataline = TRANWRD(TRIM(dataline),";","_"); ** no semicolon;
       dataline = TRANWRD(TRIM(dataline),"/","_"); ** no slash;
       dataline = TRANWRD(TRIM(dataline),"!","_"); ** no exclamation mark;
       dataline = TRANWRD(TRIM(dataline),"?","_"); ** no question mark;
       dataline = TRANWRD(TRIM(dataline),"0909"X,"09"X||"NA"||"09"X); ** no empty value;
       dataline = TRANWRD(TRIM(dataline),"09"X||" ","09"X||"NA"); ** no ending space;
       dataline = TRANWRD(TRIM(dataline),"09"X," "); ** space is now the delimiter;
       FILE "raw\mergedacdata.r.v2.raw" LRECL=31999;
       PUT dataline;
       RUN;

PROC FREQ DATA=library.mergedacdata;
       TABLES
              location_type
              rectype
              doctype
              permproh
              corrected
              whomade_teacher
              whomade_librarian
              whomade_staff
              whomade_student
              whomade_other
              forwho_self
              forwho_staff
              forwho_students
              forwho_other
              theirrequest
              instructed
              purpose_administration
              purpose_criticism
              purpose_entertainment
              purpose_reference
              purpose_test
              purpose_study
              purpose_projection
              purpose_research
              purpose_instruction
              purpose_other
              purpose_undetermined
              oneinten
              ac_pub_affiliate
              ac_rro_bilateral
              ac_exclusion_flag
              ac_public_domain
              ac_licensed_flag
              is_affiliated
              analyzed_by_ac
              ac_claim
              ;
       RUN;
```

APPENDIX P
SAS code to identify exceptions from copyright infringement

35Claimable.sas program

```
OPTIONS NOCENTER LS=175 OBS=MAX FORMCHAR='|----|+|---';
LIBNAME library "C:sas";

*************************************************************
* Calculates whether a transaction is clamable               *
* Creates library.mergedacdata2                              *
*************************************************************
;

PROC CONTENTS DATA=library.mergedacdata VARNUM;
       TITLE "--- Input file ---";
       RUN;

PROC FREQ DATA=library.mergedacdata;
       TABLES
              analyzed_by_ac ac_claim doctype permproh ac_exclusion_flag ac_public_domain
              copies pagesinpub whomade_teacher--purpose_undetermined theirrequest instructed
              ;
       FORMAT copies pagesinpub missing.;
       TITLE "--- Description of the key data used in establishing the claim status and the exception status ---";
       RUN;
TITLE;

DATA library.mergedacdata2;
       SET library.mergedacdata;
       LENGTH within_repertoire $ 2;

       ** We need the number of copies and pages for the transaction -- if missing, the prudent value is 1;
       IF copies LE 1 THEN copies = 1;
       IF pages LE 1 THEN pages = 1;

       ********************************************************************
       * calculation of whether or not a work is subject to an AC claim *
       ********************************************************************;

       within_repertoire = "1"; ** by default, all works are within repertoire;
       FORMAT within_repertoire $claim.;

       ** doctypes 1 (books), 2 (newspapers) and 3 (periodicals) are subject to claim;
       IF
                 doctype EQ 4  /* sheet music */
              OR doctype EQ 6  /* printout */
              OR doctype EQ 7  /* self-produced */
              OR doctype EQ 8  /* administrative */
              OR doctype EQ 9  /* confidential */
              OR doctype EQ 10 /* other unpublished */
              OR doctype EQ 13 /* multiple content header */
              THEN within_repertoire = "0"; ** are not subject to a claim;

       ** Documents not analyzed are not subject to claim;
       IF analyzed_by_ac EQ "0" AND ( doctype NE 5 AND doctype NE 11 ) THEN within_repertoire = "0";

       IF doctype EQ 5 THEN within_repertoire = "2"; ** published with an unidentified genre could be claimed as a proportion
within published;
       ELSE IF doctype EQ 11 THEN within_repertoire = "3"; ** unidentified type of document could be claimed as a proportion
within the whole sample;

       ** Documents with no explicit permission or prohibition are subject to claim;
       IF permproh EQ 1 OR permproh EQ 2 THEN within_repertoire = "0";

       ** Documents not on the exclusio on list are subject to claim;
       IF ac_exclusion_flag EQ "1" THEN within_repertoire = "0";

       ** Documents not in the public domain are subject to claim;
       IF ac_public_domain EQ "1" THEN within_repertoire = "0";


       ********************************************************************
       * calculation of the Fair Dealing status                          *
       ********************************************************************;

       RESCAN:

       LENGTH rule_1_private_study 3;
       rule_1_private_study = 0; ** by default, does not conform to the rule;
       IF
                    copies EQ 1 /* a single copy made */
```

```
              AND /* made for whom? */
                     (
                     forwho_self /* made for self */
                     OR
                     ( ( forwho_staff OR forwho_other ) AND theirrequest ) /* made for someone else who is not a student, at their
request */
                     OR
                     ( forwho_students AND theirrequest AND NOT instructed ) /* made for a student, at their request, without
instruction to read it */
                     )
              AND /* made for what purpose */
                     (
                     ( purpose_study OR purpose_research ) /* for private study or research */
                     AND /* for no other purpose */
                     NOT (
                            purpose_administration OR
                            purpose_criticism OR
                            purpose_entertainment OR
                            purpose_reference OR
                            purpose_test OR
                            purpose_projection OR
                            purpose_instruction OR
                            purpose_other OR
                            purpose_undetermined
                            )
                     )
              THEN
                     rule_1_private_study = 1; /* then activate this rule */

       LENGTH rule_2_private_study 3;
       rule_2_private_study = 0; ** by default, does not conform to the rule;
       IF
                     copies GT 1 /* more than one copy made */
              AND /* made for whom? */
                     (
                     ( ( forwho_staff OR forwho_other ) AND theirrequest ) /* made for someone else who is not a student, at their
request */
                     OR
                     ( forwho_students AND theirrequest AND NOT instructed ) /* made for a student, at their request, without
instruction to read it */
                     )
              AND /* made for what purpose */
                     (
                     ( purpose_study OR purpose_research ) /* for private study or research */
                     AND /* for no other purpose */
                     NOT (
                            purpose_administration OR
                            purpose_criticism OR
                            purpose_entertainment OR
                            purpose_reference OR
                            purpose_test OR
                            purpose_projection OR
                            purpose_instruction OR
                            purpose_other OR
                            purpose_undetermined
                            )
                     )
              THEN
                     rule_2_private_study = 1; /* then activate this rule */

       LENGTH rule_3_criticism 3;
       rule_3_criticism = 0; ** by default, does not conform to the rule;
       IF
                     NOT rule_1_private_study
              AND
                     copies EQ 1 /* a single copy made */
              AND /* made for whom? */
                     (
                     forwho_self /* made for self */
                     OR
                     ( ( forwho_staff OR forwho_other ) AND theirrequest ) /* made for someone else who is not a student, at their
request */
                     OR
                     ( forwho_students AND theirrequest AND NOT instructed ) /* made for a student, at their request, without
instruction to read it */
                     )
              AND /* made for what purpose */
                     (
                     ( purpose_criticism OR purpose_study OR purpose_research ) /* for criticism or review, but not barring
private study or research */
                     AND /* for no other purpose */
```

```
                    NOT (
                           purpose_administration OR
                           purpose_entertainment OR
                           purpose_reference OR
                           purpose_test OR
                           purpose_projection OR
                           purpose_instruction OR
                           purpose_other OR
                           purpose_undetermined
                           )
                    )
             THEN
                    rule_3_criticism = 1; /* then activate this rule */

      LENGTH rule_4_criticism 3;
      rule_4_criticism = 0; ** by default, does not conform to the rule;
      IF
                    NOT rule_2_private_study
             AND
                    copies GT 1 /* more than one copy made */
             AND /* made for whom? */
                    (
                    ( ( forwho_staff OR forwho_other ) AND theirrequest ) /* made for someone else who is not a student, at their
request */
                    OR
                    ( forwho_students AND theirrequest AND NOT instructed ) /* made for a student, at their request, without
instruction to read it */
                    )
             AND /* made for what purpose */
                    (
                    ( purpose_criticism OR purpose_study OR purpose_research ) /* for criticism or review, but not barring
private study or research */
                    AND /* for no other purpose */
                    NOT (
                           purpose_administration OR
                           purpose_entertainment OR
                           purpose_reference OR
                           purpose_test OR
                           purpose_projection OR
                           purpose_instruction OR
                           purpose_other OR
                           purpose_undetermined
                           )
                    )
             THEN
                    rule_4_criticism = 1; /* then activate this rule */

      LENGTH rule_5_projection 3;
      rule_5_projection = 0; ** by default, does not conform to the rule;
      IF
                    NOT rule_1_private_study
             AND
                    NOT rule_3_criticism
             AND
                    copies EQ 1 /* a single copy made */
             AND
                    purpose_projection /* made for what purpose */
             THEN
                    rule_5_projection = 1; /* then activate this rule */

      LENGTH rule_6_projection 3;
      rule_6_projection = 0; ** by default, does not conform to the rule;
      IF
                    NOT rule_2_private_study
             AND
                    NOT rule_4_criticism
             AND
                    copies GT 1 /* more than one copy made */
             AND
                    purpose_projection /* made for what purpose */
             THEN
                    rule_6_projection = 1; /* activate the rule */

      LENGTH rule_7_test 3;
      rule_7_test = 0; ** by default, does not conform to the rule;
      IF
                    NOT rule_1_private_study
             AND
                    NOT rule_2_private_study
             AND
                    NOT rule_3_criticism
```

```
              AND
                     NOT rule_4_criticism
              AND
                     NOT rule_5_projection
              AND
                     NOT rule_6_projection
              AND
                     purpose_test /* made for what purpose */
              THEN
                     rule_7_test = 1; /* activate the rule */

       ** Calculation of the fair_dealing indicator;
       LENGTH fair_dealing 3;
       fair_dealing = 0; ** by default, no fair dealing rule triggered;
       IF rule_1_private_study THEN fair_dealing = 1; ** rule 1 triggered;
       ELSE IF rule_2_private_study THEN fair_dealing = 2; ** rule 2 triggered;
       ELSE IF rule_3_criticism THEN fair_dealing = 3; ** rule 3 triggered;
       ELSE IF rule_4_criticism THEN fair_dealing = 4; ** rule 4 triggered;
       ELSE IF rule_5_projection THEN fair_dealing = 5; ** rule 5 triggered;
       ELSE IF rule_6_projection THEN fair_dealing = 6; ** rule 6 triggered;
       ELSE IF rule_7_test THEN fair_dealing = 7; ** rule 7 triggered;

       FORMAT fair_dealing fair.;

       IF rule_6_projection /* if a multiple-copy projection was found, output a single copy and re-scan for the other copies */
       THEN DO; /* create one projection transaction for the first copy and re-scan the rules for the other copies */
              DROP old_number_of_copies;
              old_number_of_copies = copies; /* store the number of copies */
              copies = 1; /* prepare to output one transaction relative to projection */
              exposures = copies * pages; /* prepare to output one transaction relative to projection */
              OUTPUT; /* create one transaction for projection */
              copies = old_number_of_copies - 1; /* prepare a new transaction excluding the first projection copy */
              exposures = copies * pages; /* prepare a new transaction excluding the first projection copy */
              purpose_projection = 0; /* deactivate the projection purpose for these copies beyond the first copy */
              GOTO RESCAN; /* rescan the rules for the additional copies */
              END;

       OUTPUT; ** outputs one transaction to the data file;


       RUN;


************************************************************
* Basic information                                        *
************************************************************;

PROC FREQ DATA=library.mergedacdata2;
       WHERE doctype LT 13;
       TABLES within_repertoire * analyzed_by_ac * doctype * permproh * ac_exclusion_flag * ac_public_domain / LIST MISSING;
       FORMAT within_repertoire analyzed_by_ac doctype permproh ac_exclusion_flag ac_public_domain;
       TITLE "-- Composition of the repertoire pool --";
       RUN;
PROC FREQ DATA=library.mergedacdata2;
       TABLES within_repertoire;
       TABLES ( doctype ac_genre permproh ac_exclusion_flag ac_public_domain ) * within_repertoire / NOROW NOCOL NOPERCENT
MISSING;
       TITLE "--- Results of repertoire analysis (transactions) ---";
       RUN;
PROC FREQ DATA=library.mergedacdata2;
       TABLES within_repertoire;
       TABLES ( doctype ac_genre permproh ac_exclusion_flag ac_public_domain ) * within_repertoire / NOROW NOCOL NOPERCENT
MISSING;
       WEIGHT exposures;
       TITLE "--- Results of repertoire analysis (exposures) ---";
       RUN;
PROC FREQ DATA=library.mergedacdata2;
       WHERE within_repertoire EQ "1";
       TABLES fair_dealing;
       TABLES rule_1_private_study rule_2_private_study rule_3_criticism rule_4_criticism rule_5_projection rule_6_projection
rule_7_test;
       TITLE "--- Results for fair_dealing for within-repertoire copying only (transactions) ---";
       RUN;
PROC FREQ DATA=library.mergedacdata2;
       WHERE within_repertoire EQ "1";
       TABLES fair_dealing;
       TABLES rule_1_private_study rule_2_private_study rule_3_criticism rule_4_criticism rule_5_projection rule_6_projection
rule_7_test;
       WEIGHT exposures;
       TITLE "--- Results for fair_dealing for within-repertoire copying only (exposures) ---";
       RUN;
```

```
PROC FREQ DATA=library.mergedacdata2;
       WHERE within_repertoire EQ "1";
       TABLES ( copies whomade_teacher--purpose_undetermined theirrequest instructed ) * fair_dealing / NOROW NOCOL NOPERCENT
MISSING;
       FORMAT copies one.;
       TITLE "--- Results for fair_dealing for within-repertoire copying only (transactions) ---";
       RUN;
```

APPENDIX Q
SAS code to produce study results

36Calculations.sas program

```
OPTIONS FORMCHAR='|----|+|---';
OPTIONS NOCENTER LS=175 OBS=MAX NODATE;
LIBNAME library "C:\data\Access Copyright\Schools\Volume\data\sas";

*********************************************************************
* Performing calculations of volumes                                *
*********************************************************************
;

PROC TABULATE DATA=library.mergedacdata2 MISSING;
       TITLE "TABLE 3.1 - Transactions by genre";
       WHERE doctype NE 13; ** excluding multiple transaction headers;
       WEIGHT weight;
       CLASS doctype;
       VAR exposures;
       TABLE
              ALL doctype,
              ( ALL ) * ( exposures*SUM*F=comma18.0 exposures*PCTSUM*F=comma10.1 exposures*N*F=comma10.0 )
              /
              MISSTEXT = "-"
              RTS = 60
              ;
       KEYLABEL
              SUM = "exposures"
              N = "transactions"
              PCTN = "%"
              ;
       RUN;

PROC TABULATE DATA=library.mergedacdata2 MISSING;
       TITLE "TABLE 3.2 - Published material by permission/prohibition";
       WHERE doctype IN(1,2,3,5); ** excluding unpublished;
       WEIGHT weight;
       CLASS permproh analyzed_by_ac;
       VAR exposures;
       TABLE
              ALL permproh,
              ( ALL analyzed_by_ac ) * ( exposures*SUM*F=comma14.0 exposures*PCTSUM*F=comma12.1 exposures*N*F=comma10.0 )
              /
              MISSTEXT = "-"
              RTS = 30
              ;
       KEYLABEL
              SUM = "exposures"
              N = "transactions"
              PCTN = "%"
              ;
       RUN;

PROC TABULATE DATA=library.mergedacdata2 MISSING;
       TITLE "TABLE 3.3 - Published material without permission/prohibition by fair dealing status";
       WHERE doctype IN(1,2,3,5) AND permproh EQ 3; ** excluding unpublished, BLMs and prohibitions;
       WEIGHT weight;
       CLASS fair_dealing analyzed_by_ac;
       VAR exposures;
       TABLE
              ALL fair_dealing,
              ( ALL analyzed_by_ac ) * ( exposures*SUM*F=comma18.0 exposures*PCTSUM*F=comma10.1 exposures*N*F=comma10.0 )
              /
              MISSTEXT = "-"
              RTS = 30
              ;
       LABEL
              fair_dealing = "Fair dealing status"
              ;
       KEYLABEL
              SUM = "exposures"
              N = "transactions"
              PCTN = "%"
              ;
       RUN;

PROC FREQ DATA=library.mergedacdata2;
       TITLE "Verification of overlaps between the public domain and the exclusion flags (expressed as transactions)";
       WHERE doctype IN(1,2,3,5) AND permproh EQ 3 AND fair_dealing IN(0,3,4,5,6,7); ** excluding unpublished, BLMs and
prohibitions, exceptions, proprietary;
       TABLE ac_public_domain * ac_exclusion_flag / NOROW NOCOL NOPERCENT;
```

```
       RUN;

PROC TABULATE DATA=library.mergedacdata2 MISSING;
       TITLE "TABLE 3.4a - Published material within Access Copyright's repertoire";
       WHERE doctype IN(1,2,3,5) AND permproh EQ 3 AND fair_dealing IN(0,3,4,5,6,7); ** excluding unpublished, BLMs and
prohibitions, exceptions, proprietary;
       WEIGHT weight;
       CLASS analyzed_by_ac ac_public_domain ac_exclusion_flag;
       VAR exposures;
       TABLE
              ALL ac_public_domain ac_exclusion_flag
              ,
              ( ALL analyzed_by_ac ) * ( exposures*SUM*F=comma18.0 exposures*N*F=comma10.0 )
              /
              MISSTEXT = "-"
              RTS = 30
              ;
       LABEL
              ac_exclusion_flag = "On the exclusion list"
              ac_public_domain = "Public domain work"
              ;
       KEYLABEL
              SUM = "total exposures"
              N = "transactions"
              PCTN = "%"
              ;
       RUN;

PROC TABULATE DATA=library.mergedacdata2 MISSING;
       TITLE "TABLE 3.4b - Published material within Access Copyright's repertoire";
       WHERE
              doctype IN(1,2,3,5) AND
              permproh EQ 3 AND
              fair_dealing IN(0,3,4,5,6,7) AND
              ac_public_domain NE "1" AND
              ac_exclusion_flag NE "1"
              ; ** excluding unpublished, BLMs and prohibitions, exceptions, public domain and exclusions;
       WEIGHT weight;
       CLASS analyzed_by_ac ac_claim;
       VAR exposures;
       TABLE
              ALL ac_claim
              ,
              ( ALL analyzed_by_ac ) * ( exposures*SUM*F=comma18.0 exposures*N*F=comma10.0 )
              /
              MISSTEXT = "-"
              RTS = 30
              ;
       KEYLABEL
              SUM = "total exposures"
              N = "transactions"
              PCTN = "%"
              ;
       RUN;


** ------------------------------------------------------------------------;
TITLE "Calculating the percentage of public domain pages in book transactions";
DATA tempdata;
       SET library.mergedacdata2;
       ** keeping only claimable identified transactions;
       WHERE
              doctype IN(1,2,3,5) AND
              permproh EQ 3 AND
              fair_dealing IN(0,3,4,5,6,7) AND
              ac_exclusion_flag NE "1" AND
              ac_public_domain NE "1"
              ;
       KEEP telkey copies exposures weight doctype;
       RUN;
PROC SORT DATA=tempdata;
       BY telkey;
       RUN;
DATA PDpages_in_books;
       LENGTH telkey $ 20 pdpages 3;
       INFILE "raw\Analysis_of_PD_in_book_pages.txt" LRECL=200 PAD DSD DLM="09"X MISSOVER;
       INPUT telkey pdpages;
       RUN;
PROC SORT DATA=PDpages_in_books;
       BY telkey;
       RUN;
```

```
DATA PDpages_in_books;
       MERGE tempdata(IN=main) PDpages_in_books(IN=sample);
       BY telkey;
       IF main and sample; ** keeps only transactions in the sample which are claimable;
       pdexposures = pdpages * copies;
       RUN;
PROC MEANS DATA=PDpages_in_books N MEAN SUM;
       TITLE "Calculating the volume of public domain exposures in books (this is sample-based; use to calculate a proportion)";
       VAR exposures pdexposures;
       WEIGHT weight;
       RUN;
** ----------------------------------------------------------------------------------------------------;
TITLE "Calculating the percentage of public domain and artistic works pages in priodical transactions";
DATA PD_and_art_pages_in_periodical;
       LENGTH telkey $ 20 pdpages 3 artpages 3;
       INFILE "raw\Analysis_of_PD_and_art_in_periodical_pages.txt" LRECL=200 PAD DSD DLM="09"X MISSOVER;
       INPUT telkey pdpages artpages;
       RUN;
PROC SORT DATA=PD_and_art_pages_in_periodical;
       BY telkey;
       RUN;
DATA PD_and_art_pages_in_periodical;
       MERGE tempdata(IN=main) PD_and_art_pages_in_periodical(IN=sample);
       BY telkey;
       IF main and sample; ** keeps only transactions in the sample which are claimable;
       pdexposures = pdpages * copies;
       artexposures = artpages * copies;
       RUN;
PROC MEANS DATA=PD_and_art_pages_in_periodical N MEAN SUM;
       TITLE "Calculating the volume of public domain and artistic works exposures in periodicals (this is sample-based; use to
calculate a proportion)";
       VAR exposures pdexposures artexposures;
       WEIGHT weight;
       RUN;

** ----------------------------------------------------------;
TITLE "Calculating total exposures by genre for Table 3.6";
DATA temp;
       SET library.mergedacdata2;
       IF ac_claim EQ 0 THEN ac_claim = 1; ** allows claims on transactions which were not analysed;
       exposures = exposures * ac_claim; ** reduces to claimable exposures;
       KEEP weight doctype analyzed_by_ac exposures permproh fair_dealing location_type ac_exclusion_flag ac_public_domain;
       WHERE
              doctype IN(1,2,3,5) AND
              permproh EQ 3 AND
              fair_dealing IN(0,3,4,5,6,7) AND
              ac_exclusion_flag NE "1" AND
              ac_public_domain NE "1"
              ;
       RUN;
PROC TABULATE DATA=temp MISSING;
       TITLE "TABLE 3.6 - Published material within Access Copyright's repertoire by genre";
       ** keeping only claimable transactions;
       WEIGHT weight;
       CLASS doctype analyzed_by_ac;
       VAR exposures;
       TABLE
              ( ALL doctype )
              ,
              ( ALL analyzed_by_ac )* ( exposures*SUM*F=comma18.0 exposures*N*F=comma10.0 )
              /
              MISSTEXT = "-"
              RTS = 30
              ;
       KEYLABEL
              SUM = "total exposures"
              N = "transactions"
              PCTN = "%"
              ;
       RUN;


PROC TABULATE DATA=temp MISSING;
       TITLE "TABLE 3.7A - Identified and unidentified published material within Access Copyright's repertoire by genre";
       TITLE2 "(The aggregate adjustment for pages in the public domain and pages with only artistic works is not implemented
here.)";
       ** keeping only claimable identified transactions;
       WHERE
              doctype IN(1,2,3,5) AND
              permproh EQ 3 AND
              fair_dealing IN(0,3,4,5,6,7) AND
```

```
              ac_exclusion_flag NE "1" AND
              ac_public_domain NE "1"
              ;
       WEIGHT weight;
       CLASS doctype analyzed_by_ac;
       VAR exposures;
       TABLE
              ( ALL doctype )
              ,
              ( ALL analyzed_by_ac ) * ( exposures*SUM*F=comma18.0 exposures*PCTSUM<ALL doctype>*F=comma10.1
exposures*N*F=comma10.0 )
              /
              MISSTEXT = "-"
              RTS = 30
              ;
       LABEL
              is_identified = "Identified by Access Copyright"
              doctype = "Document type"
              ;
       KEYLABEL
              SUM = "total exposures"
              N = "transactions"
              PCTN = "%"
              ;
       RUN;

PROC TABULATE DATA=temp MISSING;
       TITLE "SECTION 3.7 - Accounting for the Ontario Ministry of Education";
       TITLE2 "(Total photocopying of published material within Access Copyright repertoire by location type.)";
       ** keeping only claimable identified transactions;
       WHERE
              doctype IN(1,2,3,5) AND
              permproh EQ 3 AND
              fair_dealing IN(0,3,4,5,6,7) AND
              ac_exclusion_flag NE "1" AND
              ac_public_domain NE "1"
              ;
       WEIGHT weight;
       CLASS location_type analyzed_by_ac;
       VAR exposures;
       TABLE
              ( ALL location_type )
              ,
              ( ALL analyzed_by_ac ) * (exposures*SUM*F=comma18.0 exposures*PCTSUM<ALL location_type>*F=comma10.1
exposures*N*F=comma10.0 )
              /
              MISSTEXT = "-"
              RTS = 30
              ;
       LABEL
              is_identified = "Identified by Access Copyright"
              doctype = "Document type"
              ;
       KEYLABEL
              SUM = "total exposures"
              N = "transactions"
              PCTN = "%"
              ;
       RUN;

PROC TABULATE DATA=temp MISSING;
       TITLE "TABLE 3.8 - Identified published material within Access Copyright's repertoire by genre";
       ** keeping only claimable identified transactions;
       WHERE
              doctype IN(1,2,3) AND
              permproh EQ 3 AND
              fair_dealing IN(0,3,4,5,6,7) AND
              ac_exclusion_flag NE "1" AND
              ac_public_domain NE "1"
              ;
       WEIGHT weight;
       CLASS doctype analyzed_by_ac;
       VAR exposures;
       TABLE
              ( ALL doctype )
              ,
              ( ALL analyzed_by_ac ) * ( exposures*SUM*F=comma18.0 exposures*PCTSUM*F=comma10.1 exposures*N*F=comma10.0 )
              /
              MISSTEXT = "-"
              RTS = 30
              ;
```

```
KEYLABEL
       SUM = "total exposures"
       N = "transactions"
       PCTN = "%"
       ;
RUN;
```