

COPYING AND DUPLICATING PRACTICES IN AMERICAN EDUCATION

by

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with the collaboration of

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The joint committee of the American Textbook Publishers Institute and the American Book Publishers Council initially presented the problem of this inquiry to the National Opinion Research Center, and after approving the proposed research design had no further part in the study. The selection of the sample, creation of the survey instruments, the analysis of the collected data and finally the conclusions reached were all the responsibility of the study director.

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## INTRODUCTION

This is a report of a study of copying and duplicating practices in elementary and secondary schools and in colleges and universities in the United States. The specific purpose of the research reported here is to provide some factual guidelines for public policy in the pending copyright law revision, but the authors hope that their findings may be of broader interest.

Although copying methods of one kind or another have been available for a half century or more their use was for many years relatively minor. The phenomenal growth of the copying industry during the last decade, however, has made large-scale copying a reality. In education it is apparently having an increasingly significant effect on methods of instruction as the schools produce or print more and more of their own teaching materials.

The particular focus of this report is upon the following questions: what kinds of materials are being copied and duplicated in the schools, how extensive are these practices, and what are the general attitudes of the educators toward copying practices in relation to the problems of the improvement of American education and the protection of the rights of authors and publishers.

Dealing with such questions places a premium on representativeness and accuracy. Within the limitations of time and resources the following study design was evolved: A random sample of thirty-two secondary schools, representative of the universe of such schools, was

selected by standard procedures. For one-third of the secondary schools, randomly selected, a feeder elementary school was chosen for study. A representative sample of twenty colleges and universities was also selected. (See Appendix 1 for details of the sampling procedures.)

The principal of each school and the president of each college was asked by mail to cooperate on the study of instructional materials and to allow the research staff to carry out interviews with a senior administrator, business manager, teacher, librarian and personnel in charge of the duplicating and photocopying equipment in the school. In addition, permission was secured to collect records of current copying and duplicating machine usage. (Copies of the letters sent to the school officials are presented in Appendix 2 and the questionnaires and other measuring instruments in Appendix 3.)

A major effort has been made to measure the extent and nature of copying and duplicating practices in the schools. A word, therefore, about the problems of measurement and its accuracy. One danger was the likelihood that the refined survey techniques would be blunted by the sheer crudity of the phenomenon under examination. The schools do not keep very good records on their copying and duplicating practices, and there does appear to be relatively loose administration over the machines and their use. (This is not a judgment that they should be more meticulous, since such good housekeeping may well interfere with the primary mission of the schools--education.) Nevertheless the use of copying and duplicating machines could be communicated in terms detailed enough to make quantitative statements about how much of what kinds of materials were created in the school.

There was a second and opposite danger: that our measuring instruments would be too coarse or that we would apply them in the wrong places. Several safeguards were used to avoid these pitfalls. The first was to study in depth an elementary school, a high school and a college (actually a small part of a large university). Intensive involvement of the school administrators and repeated visits by the research team to these pilot schools provided, first of all, the major raw materials for the construction of the formal interview schedules, and second, a yardstick to measure the accuracy and reliability of the interview results.

Another precaution was to ask for information in several different ways, thereby providing internal checks on the accuracy of the reporting. A third was to check the survey results, wherever possible, with information from other studies or previously gathered statistics.

There is finally the matter of assessing the extent to which the school teachers and administrators gave biased answers, either deliberately or unconsciously. The whole question of copying is a sensitive and a confused one. Some teachers were clearly wary about the matter and felt there was something vaguely wrong about copying. Others felt it was perfectly all right. Yet there appear to be no discernible differences in the reported extent of copying related to their attitudes toward the law, nor, more importantly, was there any discernible difference between the responses of those schools who were told the nature and sponsorship of the study in advance and those who were not. The predominantly friendly, open and cooperative manner of the school personnel overshadows the few instances where there were

unmistakable signs that the extent of copying was understated or even denied. The consistency of the data throughout the different schools and the similarity of results in the same school measured by different techniques indicates the survey is probably not too far off the mark.

There are, however, undeniable limitations of the study that should be noted. The number of schools is small; the time period in which the data were collected (the last month of 1965 and the first few months of 1966) is an upsetting one for the schools; the matters asked about are not of such high priority to educators that they are particularly motivated to pay much attention and finally the practices under study themselves are diverse and difficult to identify and re-create neatly. Despite these limitations the internal consistency of the material and the similarity of results to other studies sustains the view that the survey is clearly in the right order of magnitude in its reporting.

The report is divided into two main parts. The first describes the situation in elementary and secondary schools; the second presents the material from colleges and universities. The appendices, containing the sampling plan, letters to the educators and the questionnaires, are an important part of the report and in weighing its conclusions deserve to be taken into account.

PART I

ELEMENTARY AND SECONDARY SCHOOLS

## COPYING AND DUPLICATING PRACTICES IN ELEMENTARY AND SECONDARY SCHOOLS

The simple question of what and how much the schools photocopy--the question that initiated this study--has been set into several larger contexts. Since photocopying is closely related to duplicating the two have been considered together, although specific reporting of each type of machine use is kept as separate as possible. Next, copying-duplicating (as the creation of materials inside by school will be referred to from this point forward) is but one kind of instructional material. Textbooks, workbooks, library materials and audio-visual materials are others which provide a meaningful context to the role of copying-duplicating materials. This context can partially be expressed in monetary terms; thus the first way of describing the situation is through the dollar expenditures for various kinds of instructional equipment and supplies. Following this the actual practices of copying-duplicating will be described. Then data will be presented on teachers' and administrators' practices and attitudes toward the general question of innovations in education and their relation to instructional materials as a whole, and toward the more specific question of the new copyright law.

Finally, the chapter will attempt to account for the variations in the extent of copying-duplicating that was found among the schools. Results from the secondary schools and the elementary schools will be presented separately.

School Expenditures for Instructional Materials

The first setting for a view of copying-duplicating is the picture of total expenditures for the schools and the share of the budget set aside for various kinds of instructional materials, teachers' salaries and so forth. Table 1 presents the mean annual expenditures for the twenty-seven secondary schools and eight elementary schools that provided sufficient financial data to justify their inclusion.<sup>1</sup> Included in this table are the mean total expenditures, mean expenditures per student, and the share of the budgets for teachers' salaries and instructional materials.

Throughout this report "instructional materials" are defined as narrowly as possible; only audio-visual equipment and supplies and printed materials such as books, testing materials, magazines, newspapers and copied-duplicated materials have been included. This has been done for two reasons. First, since this study concerns itself with copying-duplicating of instructional materials it seems wise to limit the definition of instructional materials to those where copying-duplicating practices are applicable. Second, there is a wide diversity in the allocation of funds for such materials as art, athletic, shop, laboratory and special trade-oriented supplies, and the inclusion of these expenditures--some of which are very large--as part of the "instructional materials" budget of the schools could easily distort the total picture.

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<sup>1</sup> Five secondary schools and two primary schools had such complex or inadequate financial records that they were not included.

TABLE 1

MAJOR BUDGETARY DESCRIPTION FOR  
THE SECONDARY SCHOOLS (N=27)

Mean Annual Total Expenditures per School	\$559,016
Mean Annual Expenditure per Student	\$506

	Per Cent of Mean Total <sup>a</sup>
Per Cent of Total Mean Expenditures for:	
Teachers' Salaries	69%
Instructional Materials	4%

<sup>a</sup>Mean percentages: Teachers' Salaries 67%; Instructional Materials 5%.

MAJOR BUDGETARY DESCRIPTION FOR  
THE ELEMENTARY SCHOOLS (N=8)

Mean Annual Total Expenditures per School	\$181,293
Mean Annual Expenditure per Student	\$464

	Per Cent of Mean Total <sup>a</sup>
Per Cent of Total Mean Expenditures for:	
Teachers' Salaries	58%
Instructional Materials	4%

<sup>a</sup>Mean of percentages: Teachers' Salaries 52%; Instructional Materials 5%.

The significance of Table 1 is that the total instructional budget is quite small for both elementary and secondary schools. When this percentage is summed for all the schools in the country, a great deal of money is involved, but from the point of view of the individual school, the amount is very little compared to teachers' salaries.

The next problem involves the separation of this instructional budget into its component parts. The information gathered during the intensive interviews in the pilot high school and elementary school provided a list of types of instructional materials. This list forms the basis for Table 2, which gives the mean annual expenditure for each of the items and the percentage that each forms of the total instructional budget. All the items here appear self-explanatory with the possible exception of "Expendable Classroom Materials." As used here this item includes funds expended for magazines, newspapers and other materials that are consumed in the classroom, typically through a fee-fund type of arrangement.

Considering the involved processes necessary to arrive at the figures presented in Table 2, it would be desirable to have some kind of check on their accuracy. Fortunately the recent survey on textbook costs prepared by Stanley Hunt Associates for the American Textbook Publishers Institute provides a clue.<sup>2</sup> Table 3 shows the Hunt estimate of the per student expenditures for textbooks in high schools and in elementary schools compared to the estimates from the present study (see Table 1 for the source of these figures).

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<sup>2</sup> Provided through personal communication with the American Textbook Publishers Institute.

TABLE 2

## EXPENDITURES FOR INSTRUCTIONAL MATERIALS

Secondary Schools

Type of Material	Mean Dollars	Per Cent of Mean Dollars	Mean of Per Cents for Each Item <sup>a</sup>
Textbooks	\$11,103	50%	39%
Workbooks	2,340	10	11
Library Materials	3,346	15	17
Audio-Visual Materials <sup>b</sup>	1,933	9	12
Testing Materials	1,219	5	7
Expendable Classroom Materials <sup>c</sup>	193	1	2
Copying and Duplicating Materials <sup>d</sup>	2,250	<u>10</u>	<u>12</u>
Mean Total Instructional Budget	\$22,452 <sup>e</sup>	100%	100%

<sup>a</sup>For each school the separate items in the instructional budget were percentaged on the total. This column presents the mean of these percentages.

<sup>b</sup>Includes supplies plus equipment but not labor and overhead. See subsequent tables for details.

<sup>c</sup>This is a low estimate because 14 of the 27 schools did not report any expenses in this category but may have actually done so under a differently named account.

<sup>d</sup>This does not take into account labor or overhead costs, but since there are so few full time personnel assigned to the machine, it is likely that little actual additional labor cost should be added. Moreover, about a quarter of the duplicating supply costs and more than half of the copying supply costs should be assigned to administrative rather than instructional costs. The effect of this more fastidious accounting would decrease the total number of dollars spent on instructional copying and duplicating, but the precise extent of this decrease would be difficult to estimate.

<sup>e</sup>This figure is the mean of the instructional materials budgets of the 27 schools. The sum of the means of each of the items is \$22,384.

TABLE 2--Continued

## EXPENDITURES FOR INSTRUCTIONAL MATERIALS

Elementary Schools

Type of Material	Mean Dollars	Per Cent of Mean Dollars	Mean of Per Cents for Each Item <sup>a</sup>
Textbooks	\$2,598	39%	31%
Workbooks	1,992	30	23
Library Materials	510	8	12
Audio-Visual Materials <sup>b</sup>	375	6	6
Testing Materials	300	4	5
Expendable Classroom Materials <sup>c</sup>	166	2	7
Copying and Duplicating Materials <sup>d</sup>	756	<u>11</u>	<u>16</u>
Mean Total Instructional Budget	\$6,691 <sup>e</sup>	100%	100%

<sup>a</sup>For each school the separate items in the instructional budget were percentaged on the total. This column presents the mean of these percentages.

<sup>b</sup>Includes supplies plus equipment but not labor and overhead. See subsequent tables for details.

<sup>c</sup>This is a low estimate because 5 of the 8 schools did not report any expenses in this category but may have actually done so under a differently named account.

<sup>d</sup>This does not take into account labor or overhead costs, but since there are so few full time personnel assigned to the machine, it is likely that little actual additional labor cost should be added. Moreover, about a quarter of the duplicating supply costs and more than half of the copying supply costs should be assigned to administrative rather than instructional costs. The effect of this more fastidious accounting would decrease the total number of dollars spent on instructional copying and duplicating, but the precise extent of this decrease would be difficult to estimate.

<sup>e</sup>This figure is the mean of the instructional materials budgets of the 8 schools. The sum of the means of each of the items is \$6,697.

TABLE 3

## ANNUAL TEXTBOOK EXPENDITURES: A COMPARISON

Mean Dollars Per Student for Textbooks	Secondary Schools	Elementary Schools
Hunt Survey (1964)	\$ 9.61	\$5.21
NORC Survey (1965) <sup>a</sup>	10.00	7.43

<sup>a</sup>These calculations are based on the mean dollars expended for textbooks in all schools, rather than on the mean of the percentage for each school. This procedure thereby gives the proper weight to the larger schools.

These are remarkably close figures, all things considered, and confidence in the whole expenditure estimation is thus considerably enhanced.

Substantively, Table 2 makes quite clear that textbooks, workbooks and library books comprise three-quarters of the instructional budget of both elementary and secondary schools, while the copying-duplicating share is about 10 per cent. When these figures are projected against the total school budget, the level of textbook expenditure in secondary schools is 2 per cent of the total, and copying-duplicating is one-third of 1 per cent. It should be noted in these two tables that, as might be expected, the use of workbooks is much greater in elementary schools than in secondary schools, and that library and audio-visual materials are more heavily used in secondary schools.

Unlike the textbook budget, the copying-duplicating budget (like the audio-visual budget and, to some extent, the library budget) includes

expenditures for equipment as well as supplies. Table 4 shows the relative equipment and supply costs for copying-duplicating and for audio-visual materials for elementary and secondary schools.

TABLE 4

BALANCE BETWEEN CAPITAL EXPENDITURES FOR EQUIPMENT AND CURRENT EXPENDITURES FOR SUPPLIES IN COPYING-DUPLICATING AND AUDIO-VISUAL MATERIALS (MEAN DOLLARS)<sup>a</sup>

Secondary Schools

	<u>Copying and Duplicating</u>		<u>Audio-Visual</u>	
	Mean Costs	Per Cent	Mean Costs	Per Cent
Prorated Annual Equipment Costs	\$ 376	17%	\$ 737	38%
Annual Supply Costs	<u>1,874</u>	<u>83</u>	<u>1,196</u>	<u>62</u>
	\$2,250	100%	\$1,933	100%

Elementary Schools

	<u>Copying and Duplicating</u>		<u>Audio-Visual</u>	
	Mean Costs	Per Cent	Mean Costs	Per Cent
Prorated Annual Equipment Costs	\$194	26%	\$250	67%
Annual Supply Costs	<u>562</u>	<u>74</u>	<u>125</u>	<u>33</u>
	\$756	100%	\$375	100%

<sup>a</sup>Annual estimates for equipment costs were secured by expert advice from school officials and equipment salesmen, who provided purchase prices and average life span data for each specific machine in the study.

The above table shows that the copying-duplicating operations supplies are far and away the major expense. To a lesser extent this is also true for audio-visual materials in secondary schools, but in elementary schools two-thirds of the audio-visual expenditures are for equipment. Two factors may be responsible for this reversal. Individual items of audio-visual equipment may receive relatively less use in elementary schools, partially because the small size of the school prevents the economies to scale which larger schools may gain through the use of a few heavily scheduled machines. Whether this underuse of machines is due also to relatively lower availability of materials is problematical. Elementary schools may also spend relatively less on supplies because they are more dependent on outside sources such as commercial film libraries or school district-wide film collections than on their own holdings.

A fuller description of the schools' copying-duplicating facilities is required. Table 5 compresses the diversity of these facilities into a quantitative statement of how many copying and duplicating machines were in the schools.

The impression gained by an examination of the copying-duplicating inventory, a speculative impression to be sure, is that of a conservative and cautious policy on the part of the schools with respect to copying machines. There was, for example, not a single Xerox machine in any of the schools, elementary or secondary. This suggests either a resistance to the attractions of photocopying, or a resistance to the costs involved. It is not possible to tell which is the case at the moment.

TABLE 5

## COPYING AND DUPLICATING MACHINES

Mean Number of Machines per School  
(N=32)

Secondary Schools

=====	
	Number of Machines
Copying Machines	1.4
Duplicating Machines	4.0

A typical smaller school would have the following machines:

- 1 Thermofax
- 1 or 2 Ditto
- 1 Mimeograph

Larger schools often have larger numbers of these, in addition to offset presses (Multilith, etc.) and various other copying machines (Copease, Verifax, Viva Copy, etc.).

Mean Number of Machines per School  
(N=10)

Elementary Schools

=====	
	Number of Machines
Copying Machines	0.8
Duplicating Machines	1.9

The most typical pattern (if any is to be found) would consist of:

- 1 Thermofax
- 1 Ditto
- 1 Mimeograph

The comparable equipment profile for the audio-visual side is shown in Table 6. The quantity and range of this type of equipment is impressive. Movie projectors, film strip (and slide) projectors, overhead projectors, tape recorders and phonographs dominate in the secondary schools, while the elementary schools have more of the simpler types of equipment, film strip projectors and phonographs.

This completes the general financial outline of the copying-duplicating situation. Later the costs of this kind of instructional materials production will be examined in more detail after the actual practices are described.

#### Copying-Duplicating Practices

The main purpose of this study has been the accurate measurement of the nature and extent of copying-duplicating in educational institutions. Because of the importance of this information and the intrinsic difficulties involved in collecting it, several techniques were employed, with the expectation that they would serve as checks on one another.

The first two methods involved the interviewing of the teachers or administrators in charge of the machines. For those situations when no particular person was responsible for the use of the machine a heavy user of the machine served as a respondent. The respondents were first asked to estimate the average number of times a particular machine was used during a week, how many pages were usually copied at a typical machine use and how many copies of each of these pages were made. This approach will be referred to as the RETROSPECTIVE-GENERAL method. It is, to emphasize its nature, based on the answers to questions asking about the general use of a machine during a typical week.

TABLE 6

## AUDIO-VISUAL EQUIPMENT

Mean Number of Machines per School  
(N=32)

Secondary Schools

	Mean Number of Machines
Opaque Projectors	1.4
Movie Projectors	5.4
Film Strip Projectors <sup>a</sup>	4.9
Micro Projectors	0.6
Overhead Projectors	5.3
Tape Recorders	6.5
Phonographs	8.6

Mean Number of Machines per School  
(N=10)

Elementary Schools

	Mean Number of Machines
Opaque Projectors	0.8
Movie Projectors	1.5
Film Strip Projectors <sup>a</sup>	3.7
Micro Projectors	0.4
Overhead Projectors	1.1
Tape Recorders	1.4
Phonographs	7.6

<sup>a</sup>Film strip projectors often double as slide projectors.

The second approach will be referred to as the RETROSPECTIVE-SPECIFIC. Each respondent was asked, with respect to a particular copying or duplicating machine, to reconstruct each use of that machine for the previous week, indicating the source of the material copied, the number of pages and the number of copies made.

A third approach, designated as the CURRENT reporting, was based on the Machine Record Forms; a paper form left at each machine with the agreement and cooperation of the school. Each use of the machine was to be recorded on the form, indicating the nature of the materials copied or duplicated, the number of sheets, the number of copies and other information. (See Appendix 3 for the specific wording of the questions for these approaches and for a sample of the Machine Record Form.)

The basic information provided by these three approaches is shown in Table 7. Here are presented the mean number of uses in the course of a week, the mean number of pages copied at a single machine use and the mean number of copies of these pages as determined by each of the three methods.

Comparison of the results of the three methods shown in Table 7 shows nothing surprising. It has often been observed that a general question as to the rate of doing something in the past yields consistently high estimates. On the other hand, questions directed to the specific recall of events in the immediate past often yield underestimates. Thus, in the case of the number of machine uses, the Retrospective-General reports are high, the Retrospective-Specific are low and the Current reporting is in the middle. The current estimates of the rate of machine use seem, therefore, more credible not only because they are

TABLE 7

SUMMARY REPORT OF COPYING-DUPLICATING MACHINE USE<sup>a</sup>

Secondary Schools	Copying Machines			Duplicating Machines		
	Retro- spective General	Retro- spective Specific	Current	Retro- spective General	Retro- spective Specific	Current
Mean Number of Uses per Machine Per Week N	24.9 (42)	6.3 (29)	12.6 (32)	25.9 (98)	7.1 (79)	17.3 (101)
Mean Number of <u>Pages</u> Copied per Machine Use N	1.1 (41)	2.2 (175)	3.8 (380)	1.3 (100)	2.4 (510)	2.7 (1,728)
Mean Number of <u>Copies</u> per Machine Use N	1.8 (41)	3.0 (175)	1.7 (264)	181 (97)	164 (528)	106 (1,758)
Elementary Schools	Retro- spective General	Retro- spective Specific	Current	Retro- spective General	Retro- spective Specific	Current
Mean Number of Uses per Machine per Week N	5.6 (8)	3.7 (3)	5.8 (4)	16.8 (17)	7.0 (11)	11.9 (13)
Mean Number of <u>Pages</u> Copied per Machine Use N	3.0 (8)	1.0 (11)	4.3 (23)	2.0 (18)	1.0 (77)	2.3 (154)
Mean Number of <u>Copies</u> per Machine Use N	1.0 (8)	1.0 (11)	1.1 (123)	121 (18)	75 (77)	55 (154)

<sup>a</sup>The numbers in parentheses for the Retrospective-General approach indicate the number of individually described machines in the schools. (Section F-2 of the Questionnaire.) The N's for the Retrospective-Specific method involve first the number of machines used in the previous week, and for the page and copy estimates they are the number of reported machine uses. The numbers for the current approach are analogous except they refer to the records of machines in actual use and the number of current machine uses.

based on on-going record keeping, but because they also fall in between the high and low estimates of the two retrospective indices. This is the case for both copying as well as duplicating machines, in secondary schools and in the elementary schools.

With respect to the estimates of pages copied per machine use and the number of copies run off at a time, there is not very much variation at all. It is clear that in both copying and in duplicating practices the number of pages copied at one time is very low, and for copying machines the number of copies made of those pages at one time is also low. The duplicating machine, however, is used to turn out something more than a hundred copies at a run.

As far as copying machines are concerned, the small number of copies produced can often be misleading because a document can be copied onto a master which is then used to produce multiple copies on a duplicating machine. Or it can be copied onto a transparency for subsequent projection. In either case the effect produced is the significant augmentation of the possible use of a single copy. Table 8 shows the extent of these practices. They are of considerable importance, amounting to over 25 per cent of the machine uses in secondary schools and almost 50 per cent of the uses in elementary schools. The percentages for elementary schools, however, are based on a rather small number of uses and must be considered in this light. The lack of transparency production in elementary schools reflects the fact that they have few overhead projectors.

TABLE 8

CURRENT REPORTING ON THE DISTRIBUTION OF  
MASTERS, TRANSPARENCIES AND PAPER COPIES

=====

Distribution of Total Copying Uses for:	Secondary Schools	Elementary Schools
Transparencies	10%	0%
Masters	16	43
Ordinary Paper	68	53
Don't Know	6	4
Total	100%	100%
N	(393)	(23)

The next series of tables assesses the extent of copying-duplicating for the variety of materials used in the schools. The intensive pilot studies provided the basic list of the different kinds of things that were duplicated and the experience of the interviewers in the field confirmed that the categories indeed covered actual practice satisfactorily.

The items are divided into two distinct groups, the first being previously published. It is impossible to discern how much of this material is currently under copyright protection and how much in the public domain. These include the obvious ones of text and trade books, journals and magazines, music scores and standardized tests and answer sheets. (It should be noted here that some respondents included tests of their own design in this category. Apparently the questionnaire wording was somewhat ambiguous.) The "Other Published Materials" category was used mainly to indicate reference books and mixtures of, say, a magazine page and a textbook page.

The second group consists of two kinds of materials: one, instructional materials created by the teacher--tests, exercises, and assignments, and two, non-instructional materials. These are the variety of administrative memoranda, transcripts, letters, notices, student newspapers and so on.

The first pair of tables shows for the secondary schools the distribution of machine uses among the various kinds of materials: Table 9 via the Retrospective-Specific method, Table 10 via the Current approach. Following these are two tables presenting the parallel data for the elementary schools.

TABLE 9

RETROSPECTIVE REPORTING ON THE KINDS OF MATERIALS  
COPIED OR DUPLICATED IN THE PREVIOUS WEEK

(Distribution of Machine Uses for Materials  
Copied or Duplicated)

Secondary Schools

Type of Material	Copying Machines <sup>a</sup>	Duplicating Machines
Textbooks	17%	8%
Trade Books	*	1
Popular Magazines	*	1
Scholarly Journals	0	1
Newspapers	2	0
Music Scores	3	1
Tests and Answer Sheets	0	*
Other Published Materials	5	4
Teacher Created Instructional Materials	10	55
Administrative Materials	56	21
Don't Know	<u>7</u>	<u>8</u>
Total	100%	100%
N	(185)	(560)

\*Less than one-half of 1 per cent.

<sup>a</sup>Transparencies, masters and ordinary paper copies added together.

TABLE 10

CURRENT REPORTING ON THE KINDS OF MATERIALS  
COPIED OR DUPLICATED IN THE PREVIOUS WEEK

(Distribution of Machine Uses for Materials  
Copied or Duplicated)

Secondary Schools

Type of Material	<u>Distribution of Machine Uses</u>	
	Copying Machines <sup>a</sup>	Duplicating Machines
Textbooks	5%	6%
Trade Books	2	2
Popular Magazines	*	*
Scholarly Journals	2	*
Newspapers	1	*
Music Scores	4	1
Tests and Answer Sheets <sup>b</sup>	6	2
Other Published Materials	1	1
Teacher Created Instructional Materials	14	59
Administrative Materials	63	25
Don't Know	<u>2</u>	<u>4</u>
Total	100%	100%
N	(380)	(1,759)

\*Less than one-half of 1 per cent.

<sup>a</sup>Transparencies, masters and ordinary paper copies added together.

<sup>b</sup>Since several respondents apparently thought that this item included teacher-created tests the fairly high results are not necessarily meaningful.

TABLE 11

RETROSPECTIVE REPORTING ON THE KINDS OF MATERIALS  
COPIED OR DUPLICATED IN THE PREVIOUS WEEK

(Distribution of Machine Uses for Materials  
Copied or Duplicated)

(No. Schools = 10)

Elementary Schools

Type of Material	Copying Machines <sup>a</sup>	Duplicating Machines
Textbooks	37%	4%
Trade Books	0	0
Popular Magazines	0	5
Scholarly Journals	0	0
Newspapers	0	0
Music Scores	0	3
Tests and Answer Sheets	0	0
Other Published Materials	9	0
Teacher Created Instructional Materials	9	75
Administrative Materials	27	8
Don't Know	<u>18</u>	<u>5</u>
Total	100%	100%
N	(11)	(77)

<sup>a</sup>Transparencies, masters and ordinary paper copies added together.

TABLE 12

CURRENT REPORTING ON THE KINDS OF MATERIALS  
COPIED OR DUPLICATED IN THE PREVIOUS WEEK

(Distribution of Machine Uses for Materials  
Copied or Duplicated)

Elementary Schools

Type of Material	<u>Distribution of Machine Uses</u>	
	Copying Machines <sup>a</sup>	Duplicating Machines
Textbooks	52%	14%
Trade Books	0	3
Popular Magazines	0	1
Scholarly Journals	9	0
Newspapers	0	1
Music Scores	13	1
Test and Answer Sheets	0	3
Other Published Materials	0	2
Teacher Created Instructional Materials	13	67
Administrative Materials	13	7
Don't Know	<u>0</u>	<u>1</u>
Total	100%	100%
N	(23)	(155)

<sup>a</sup>Transparencies, masters and ordinary paper copies added together.

In the secondary schools it is clear that copying-duplicating is used primarily for materials created by school personnel. From 75 to 85 per cent of the machine uses are for teacher-created instructional or for administrative materials. The use of copying as opposed to duplicating machines differs in that the former are predominantly used for administrative rather than instructional purposes. For the presumably copyright materials textbooks are the most frequently copied type, being somewhat more frequently reported by the Retrospective than by the Current measure. The other items have a lower and somewhat variable rate of use.

The elementary schools present a somewhat different picture, one that should be viewed with caution because of the small number of machine uses involved. It does appear though that there is a greater emphasis on instructional rather than administrative materials in the elementary school (not surprising, given the necessarily greater reliance on oral rather than written communication in dealing with younger children). It appears also that there is more photocopying of textbook materials compared to other materials and in comparison to the secondary schools.

Table 13 refines the copying picture by showing the extent of copying machine use to create masters and transparencies as opposed to simply making a paper copy. It will be noted that most of the paper machine uses were for administrative materials (79 per cent), but for the copying done on masters and transparencies administrative uses are much lower but textbook uses are higher (14 per cent) compared to copying done on paper (1 per cent).

TABLE 13

AMONG COPYING MACHINES, CURRENT REPORTING  
OF MATERIALS COPIED ON TRANSPARENCIES,  
MASTERS AND ORDINARY PAPER

Secondary Schools

Type of Material	<u>Distribution of Machine Uses on:</u>	
	Transparencies and Masters	Ordinary Paper
Textbooks	14%	1%
Trade Books	3	1
Popular Magazines	2	0
Scholarly Journals	4	1
Newspapers	3	1
Music Scores	7	2
Tests and Answer Sheets	13	3
Other Published Materials	2	1
Teacher Created Instructional Materials	26	9
Administrative Materials	22	79
Don't Know	<u>4</u>	<u>2</u>
Total	100%	100%
N	(114)	(266)

Tables 14, 15 and 16 examine in greater detail the copying and duplicating of the various types of materials. For each type of material they show the average number of pages copied per machine use and the numbers of copies made of these pages at a single machine use. They are for secondary schools only, Table 14 by the Retrospective-Specific method, then Table 15 by the Current approach. The next table distinguishes for copying machines the creation of transparencies and masters from copies made on paper. There were too few machine uses reported on the elementary schools to warrant this fine-grained analysis.

The picture here is too detailed to compress easily. In the main, there is not much variation among the different materials in the number of pages or the number of copies made. Nor is there any disconcerting variation in the data reported by the Retrospective compared to the Current approach. Table 16 shows no discernible difference in the copying practices on masters and transparencies compared to paper, except of course for the obvious fact that only one copy is generally made for masters and transparencies.

Tables 17 and 18 consolidate the previous ones by multiplying the number of pages copied by the number of copies for each machine use, yielding for each type of material the total number of sheets copied or duplicated. These are then summed and the share that textbooks, other books, and so forth have of the total number of sheets is presented by the Current approach in Table 17.

TABLE 14

RETROSPECTIVE REPORTING OF THE EXTENT  
OF COPYING VARIOUS KINDS OF MATERIALS

(Mean Number of Pages and Number of Copies  
per Machine Use)

Secondary Schools

Type of Material	Copying Machines		Duplicating Machines	
	Mean Number Pages Per Use (N)	Mean Number Copies Per Use (N)	Mean Number Pages Per Use (N)	Mean Number Copies Per Use (N)
Textbooks	2.7 (31)	3.4 (31) <sup>a</sup>	5.5 (40)	130 (41)
Trade Books	2.0 (1)	14.0 (1)	1.8 (5)	138 (5)
Popular Magazines	1.0 (1)	1.0 (1)	3.2 (4)	36 (4)
Scholarly Journals	- (0)	- (0)	1.5 (4)	54 (4)
Newspapers	1.5 (4)	2.0 (4)	- (0)	- (0)
Music Scores	2.0 (5)	4.6 (5)	2.0 (4)	48 (4)
Tests and Answer Sheets	- (0)	- (0)	1.5 (2)	537 (2)
Other Published Materials	5.7 (10)	1.0 (10) <sup>b</sup>	2.0 (22)	161 (22)
Teacher Created Instruc- tional Materials	1.6 (19)	1.0 (19) <sup>c</sup>	2.0 (303)	168 (307)
Administrative Materials	1.9 (102)	3.4 (102) <sup>d</sup>	2.4 (120)	216 (115)
Don't Know	1.5 (2)	2.0 (2)	1.3 (6)	105 (24)

<sup>a</sup>All but 6 of these 31 uses specified 1 copy only--how many of these are on masters is hard to tell--at least a few were clearly so.

<sup>b</sup>At least 6 of these 10 uses are masters and transparencies.

<sup>c</sup>At least 8 of these are onto masters averaging about 150 copies made by some duplicating machine--these have been probably included already in the duplicating column.

<sup>d</sup>Median number of copies is 1.

TABLE 15

CURRENT REPORTING ON THE EXTENT OF COPYING  
AND DUPLICATING VARIOUS KINDS OF MATERIALS

(Mean Number of Pages and Number of Copies  
Per Machine Use)

Secondary Schools

Type of Material	Copying Machines <sup>a</sup>		Duplicating Machines	
	Mean Number Pages Per Use <sup>b</sup> (N)	Mean Number Copies Per Use (N)	Mean Number Pages Per Use (N)	Mean Number Copies Per Use (N)
Textbooks	2.4 (18)	1.0 (18)	2.0 (105)	71 (105)
Trade Books	6.2 (6)	1.3 (6)	2.1 (29)	86 (29)
Popular Magazines	3.5 (2)	1.0 (2)	1.0 (3)	124 (3)
Scholarly Journals	1.9 (7)	1.3 (7)	3.9 (7)	190 (7)
Newspapers	2.0 (5)	1.2 (5)	4.3 (6)	104 (6)
Music Scores	2.7 (14)	1.7 (14)	3.8 (10)	78 (10)
Tests and Answer Sheets	4.5 (22)	2.3 (22)	2.1 (43)	86 (43)
Other Published Materials	6.5 (4)	1.0 (4)	1.4 (10)	72 (10)
Teacher Created Instructional Materials	4.1 (54)	2.9 (53)	2.6 (1052)	96 (1053)
Administrative Materials	3.2 (240)	3.0 (225)	2.0 (396)	132 (426)
Don't Know	5.0 (7)	1.6 (7)	4.1 (67)	124 (66)

<sup>a</sup>Transparencies, masters and ordinary paper copies combined.

<sup>b</sup>Number of machine uses.

TABLE 16  
 AMONG COPYING MACHINES, CURRENT REPORTING  
 OF EXTENT OF COPYING VARIOUS MATERIALS  
 ON TRANSPARENCIES, MASTERS OR ORDINARY PAPER

Secondary Schools

Type of Material	Transparencies and Masters		Ordinary Paper	
	Mean Number Pages Per Use (N) <sup>a</sup>	Mean Number Copies Per Use (N)	Mean Number Pages Per Use (N)	Mean Number Copies Per Use (N)
Textbooks	2.5 (16)	1.0 (16)	1.5 (2)	1.0 (2)
Trade Books	8.0 (3)	1.3 (3)	4.3 (3)	1.3 (3)
Popular Magazines	3.5 (2)	1.0 (1)	- (0)	- (0)
Scholarly Journals	2.3 (4)	1.0 (1)	1.3 (3)	1.7 (3)
Newspapers	2.0 (3)	1.0 (1)	2.0 (2)	1.5 (2)
Music Scores	2.5 (8)	1.0 (8)	3.0 (6)	2.0 (6)
Tests and Answer Sheets	5.0 (15)	1.1 (15)	3.3 (7)	5.0 (7)
Other Published Materials	12.0 (2)	1.0 (2)	1.0 (2)	1.0 (2)
Teacher Created Instruc- tional Materials	3.3 (31)	1.1 (30)	5.2 (23)	1.8 (20)
Administrative Materials	4.0 (26)	1.0 (11)	3.1 (214)	2.3 (211)
Don't Know	2.0 (3)	1.3 (3)	7.3 (4)	1.8 (4)

<sup>a</sup>Number of machine uses.

TABLE 17

CURRENT REPORTING ON THE TOTAL  
NUMBER OF SHEETS PRODUCED

(Distribution of the Total Number of  
Sheets Copied or Duplicated)

Secondary Schools

Type of Material	Copying Machines <sup>a</sup>	Duplicating Machines
Textbooks	2%	4%
Trade Books	3	1
Popular Magazines	*	*
Scholarly Journals	1	*
Newspapers	1	*
Music Scores	4	1
Tests and Answer Sheets	9	2
Other Published Materials	1	*
Teacher Created Instructional Materials	12	64
Administrative Materials	<u>67</u>	<u>28</u>
Total	100%	100%
N	(1,915)	(392,565)

\*Less than one-half of 1 per cent.

<sup>a</sup>Transparencies, masters and ordinary paper combined.

TABLE 18

AMONG COPYING MACHINES, CURRENT REPORTING  
ON TOTAL NUMBER OF SHEETS PRODUCED AS  
TRANSPARENCIES, MASTERS AND ORDINARY PAPER

(Distribution of the Total Number  
of Sheets Copied)

Secondary Schools

Type of Material	Transparencies and Masters	Ordinary Paper
Textbooks	7%	*
Trade Books	7	1%
Popular Magazines	1	0
Scholarly Journals	2	*
Newspapers	1	*
Music Scores	6	3
Tests and Answer Sheets	19	5
Other Published Materials	5	*
Teacher Created Instructional Materials	26	8
Administrative Materials	<u>26</u>	<u>83</u>
Total	100%	100%
N	(482)	(1,433)

\*Less than one-half of 1 per cent.

The results here underscore the earlier finding that administrative materials are the main subject for copying machines, and that teacher-created instructional materials dominate the duplicating machine to a comparable degree. Previously published materials do not constitute much more than 20 per cent of the total number of sheets in either copying or duplicating machines, and textbooks comprise a smaller share of the total than shown in previous tables.

Table 18, however, indicates the differential use of transparencies and masters compared to paper on copying machines. It shows the distribution of sheets produced by the different types of materials.

Administrative materials form the vast majority of all items copied on paper; less than 10 per cent of paper copies are of previously published materials. When it comes to the production of masters and transparencies, however, a very different pattern exists. Almost 50 per cent of these are from previously published materials. Although the sheer number of paper copies exceeds that of transparencies and masters about three to one, the possibilities which the latter offer for the multiple use of a single copy far outweigh their small numbers. The combination of copying and duplicating through the use of masters may well be the leading edge of innovation in the field of reproduction of instructional materials. It should be noted, again, that the "Test and Answer Sheets" category probably includes a substantial number of teacher made tests and overstates, thereby, the extent of copying standardized published tests.

The final presentation in this section combines the financial data of the first section with the calculation of actual copying-

duplicating practices. Table 19 presents the estimated page costs of copying-duplicating in the secondary and the elementary schools along with the estimates of textbook page costs as determined by a survey conducted for the ATPI.

TABLE 19

COMPARATIVE PAGE COSTS DUPLICATING-COPYING VS. TEXTBOOKS<sup>a</sup>

Item	Secondary Schools	Elementary Schools
	Cost Per Page	Cost Per Page
Textbooks <sup>b</sup>	\$0.0064	\$0.0070
Duplicating	0.0038 <sup>c</sup>	0.012 <sup>d</sup>

<sup>a</sup>The Retrospective-Specific method yields the following results: For the thirty-two secondary schools the figure is \$0.0067 per page and for the ten elementary schools the cost is \$0.032 per page.

<sup>b</sup>After educational discount. Based on data from the ATPI.

<sup>c</sup>Exclusive of labor and overhead. Based on the following calculations:

1. 394,480 sheets of paper per week for the thirty-two schools in the sample (Current method).
2. A 40-week school year.
3. Mean annual expenditure for copying and duplicating equipment and supplies of \$1,874 per school.

<sup>d</sup>Exclusive of labor and overhead. Based on the following calculations:

1. 62,168 sheets of paper per week for the thirty-two schools in the sample (Current method).
2. A 40-week school year.
3. Mean annual expenditure for copying and duplicating equipment and supplies of \$756 per school.

In the secondary schools, the Current estimate of page costs (probably the more accurate) puts copying-duplicating costs quite close to textbook page costs. The implications of this fact are not at all easy to discern. It should be recalled that only a very few pages of textbooks are copied at a time and that relatively few copies are made of these pages. This is a markedly different pattern of print use, compared to the textbook or workbook. Given the relatively low rate of use of copying-duplicating facilities, it appears that costs may not be the significant barrier to heavier use of machines. The nature of instruction, teachers' attitudes, and capabilities may well be implicated.

#### Teachers' and Administrators' Attitudes and Behavior

Resistance to copying-duplicating or its adoption as a major instructional practice depends on many things, some of which can be glimpsed in the interview data. First, everyday habits comprise, in teaching as in every other sphere of life, the ground upon which innovation thrives or is resisted. Therefore, the extent to which teachers rely on different kinds of materials indicates their present preferences and may suggest their susceptibility to change. In each of the secondary schools an eleventh grade English teacher was interviewed about his present practices in using different instructional materials. In the elementary schools a fifth grade English teacher was selected. (In the junior high schools an English teacher in an upper grade was selected.)

The first two tables show the secondary and elementary teachers' use of textbooks, workbooks, library and other books and self-created materials, expressed in Table 20 in terms of the mean number of books

used in their present class, and in Table 21 expressed in terms of the average number of pages assigned to the students during the past week.

TABLE 20

## TEACHERS' PRACTICES IN THE USE OF VARIOUS INSTRUCTIONAL MATERIALS

Type and Number of Books Used Regularly				
Mean Number Used Regularly				
Item	Secondary Schools		Elementary Schools	
Textbooks	2.6	(32) <sup>a</sup>	1.9	(7) <sup>a</sup>
Other Books	2.9	(27)	- <sup>b</sup>	(7)
Workbooks	0.3	(32)	0.4	(7)

<sup>a</sup>Number of schools reporting.

<sup>b</sup>Not enough teachers could provide a quantitative estimate of this category.

TABLE 21

## TEACHERS' PRACTICES IN THE USE OF VARIOUS INSTRUCTIONAL MATERIALS

Page Assignments				
Mean Number of Pages Assigned During Past Week				
Item	Secondary Schools		Elementary Schools	
Textbooks	43.4	(30) <sup>a</sup>	5.6	(5) <sup>a</sup>
Other Books	18.0	(28)	4.5	(6)
Library Books	33.7	(31)	1.2	(6)
Copied-Duplicated Materials	2.9	(31)	1.9	(7)

<sup>a</sup>Number of schools reporting.

Clearly, in the secondary schools textbooks, workbooks and other books dominate the classroom as far as print is concerned and copied-duplicated materials are used very little. In the elementary schools, however, workbooks have a greater share in the teaching (as the earlier financial data would indicate) and copied-duplicated materials also occupy a relatively larger place than in the upper grade schools.

The next table directly compares the teachers' emphasis on textbooks, library books, and self-made materials.

TABLE 22

## TEACHERS' EMPHASIS ON VARIOUS INSTRUCTIONAL MATERIALS

=====

Per Cent Placing MOST Emphasis in Their Teaching

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Item	Secondary Schools	Elementary Schools
Textbooks	68%	80%
Library Books	6	10
Self-created Materials	<u>26</u>	<u>10</u>
Total	100%	100%
Number of Schools	(31)	(10)

---

Per Cent Placing LEAST Emphasis in Their Teaching

---

Textbooks	7%	0%
Library Books	55	40
Self-created Materials	<u>38</u>	<u>60</u>
Total	100%	100%
Number of Schools	(29)	(10)

---

Again the result is that in secondary schools, and to a greater degree in elementary schools, the textbook receives the most emphasis as an instructional tool. Somewhat surprisingly, library books receive even less emphasis than do materials created by the teacher. A quarter of the secondary teachers and 10 per cent of the elementary teachers placed most of their emphasis on materials they made themselves. These teachers represent the minority who appear to be eager for creative exploration of their subject and who are not satisfied with the commercially available materials. However, most of the teachers, to paraphrase one of our most acute informants at a pilot-study school, do not want to and cannot compete with the textbook writers; they are teachers who see their job as presenting professionally prepared material. They will copy and duplicate when they cannot readily find a commercially made slide, textbook, map, or whatever. In sum, teachers' ordinary practices and attitudes appear to point to copying-duplicating as an auxiliary to their main reliance on regularly published texts and other instructional materials.

The policies of the school administration are equally, if not more important in determining the extent of copying than the teachers' preferences. These policies can be grouped into those that bear directly on the copyright law, those that control copying-duplicating in general, and those relating to the school's curriculum and education innovations as a whole.

With respect to the copyright law only thirteen of the thirty-two secondary school principals had a stated policy toward copyright

materials. These policies ranged from the pro forma statement that there is a policy but--

it is not followed. Our policy is to follow any copyright law, but I'm sure it's broken time and time again. . . . If we want to copy something we just go ahead. (528)

to the explicit and firmly stated policy--

We do not do anything like that [copy] unless we have permission from author or publisher or proper sources. . . . Theoretically we can be open to lawsuits. I warn my staff at the beginning of the year in the orientation program for the new teachers and remind the old ones. (520)

More of the schools leaned toward the first approach than the second, even those that were firm or at least cognizant of the problem tolerated the copying practices of their teachers. This seemed, in part, because of the ambivalence of the principals. While thirty of the thirty-two principals favored an educational exemption in the new copyright law<sup>3</sup> almost all of them felt the authors (and publishers) were entitled to compensation. Some felt that the prices of the original material should be raised and then most copying should not be restricted. Others felt that stiff penalties should be exacted for copying; still others suggested various ways to compensate authors for copying of their works.

Compounding the complexity of the principals' attitudes was the belief, shared by almost all, that the copyright law should be interpreted as applying to profit-making enterprises but that copying for educational purposes was all right. Many principals added the idea that

---

<sup>3</sup>The interviewer introduced the discussion of this issue after the principal's knowledge and opinions on the proposed new law were first elicited, in supplementary items to the Main Questionnaire, Appendix 3.

competent supervision was necessary to avoid abuse. Typical is the remark of the principal who says they have a policy against copying, but it is all right--

strictly for educational purposes in qualified institutions, state backed. But strictly for education within the school, no outside use whatsoever. Anything vaguely connected with outside use, should not be allowed to be copied. (530)

In some there is a monetary component involved, exemplified here in the extreme. Although several principals discussed copying in terms of costs and the likelihood that there might be more of it if costs declined, there was only one instance in all the forty-two elementary and secondary schools where the copying of a whole book was reported. A paraphrase of the interviewer's report conveys the nature of the incident--the photocopying of forty copies of a 130 page Spanish grammar.

The book was not out of print or unavailable; the reason it was copied was that it was cheaper to do it that way. They needed the book and couldn't afford to buy it. This school is located in a very depressed mining area. One high school serves four or five towns. It is poor and overcrowded and they don't have enough textbooks.

The principal felt he was doing something wrong in copying the book, and felt guilty about it. He was sorry the interviewer was told of it. He even suggested that the interviewer take that entry out of her questionnaire. She reassured him that everything in the interview was confidential and that his school would never be identified. (510)

The significance of this story is that this type of massive copying happened so infrequently, and that this example took place in the face of the principal's beliefs that it was both wrong to copy and that in general large-scale copying was less economical than the purchase of the bound books.

Less dramatic, but perhaps of more import, is the general laxity in the monitoring of copying-duplicating facilities. In only three of the thirty-two secondary schools involving seven of the 148 copying and duplicating machines were any records of their use kept. Moreover, for only fourteen of the 148 machines was permission required for their use. (In nine of these instances permission was required of the publisher; the rest required permission from the school administration.)

Such informality and loose administration of copying-duplicating facilities need not characterize the situation in the future. At present, however, this describes the way schools create their own instructional materials.

Another influence on copying and duplicating is the set of attitudes concerned with innovations in education. Almost all the principals were committed to innovation as a basic manifestation of their professional competence.

If we don't change there is something wrong  
with us. (516)

This may be only lip service on the part of some, to be sure, and attachments to traditional ways may form an important brake on the other tendencies to make schools the scene of volatile changes.

In response to a question asking them to estimate whatever future trends might change the balance of instructional materials made inside as opposed to those purchased from outside the school, 44 per cent of the principals in the secondary schools foresee no change; 13 per cent see a shift toward the use of more outside materials and 34 per cent thought the shift will be toward the greater utilization of

materials made inside the schools (9 per cent felt there will be changes but declined to predict their direction). Thus, irrespective of the kind of innovations predicted or desired by the principals, the net result they see is in the direction of an expansion of copying-duplicating of instructional materials within the schools.

#### Accounting for the Variation in Copying-Duplicating Expenditures

The share of the instructional materials budget spent on copying-duplicating varied considerably among the schools. Among the secondary schools, for example, five of the schools spent less than 5 per cent of their educational materials budget on copying-duplicating. At the other extreme, five schools spent over 20 per cent. Most of the schools, however, were clustered quite closely in the 6 to 15 per cent range. Although this narrow range of variation is reassuring and supports the general accuracy of the data, the question of accounting for the existing variation still remains of interest.

The first and simplest notion is that the copying-duplicating budget is a function of the instructional materials budget. The facts do not bear this out, however, since among the fourteen schools with a higher than average (more than the median) output for all instructional materials the mean percentage of that output for copying-duplicating is 10.2 per cent. For the thirteen schools with lower amounts spent on instructional materials, the mean for copying-duplicating is 13.6 per cent. There is clearly no significant difference here, especially considering the internal variation within each group. Thus the amount for copying appears to be independent of the total commitment to instructional materials.

Two other obvious factors that appear to be involved are the size of the school and its wealth. It seems plausible, for example, that larger schools could take better advantage of the economies of scale and use copying-duplicating facilities to a greater extent than smaller ones. And richer schools are obviously in a better position to invest in such facilities. But as far as the data from the twenty-seven secondary schools is to be believed, neither of these is the case. The table below shows the mean percentage of the instructional budget allocated for copying-duplicating in small and large schools and in the relatively rich and poor ones.<sup>4</sup>

TABLE 23

COPYING-DUPLICATING EXPENDITURES AS A  
FUNCTION OF SCHOOL SIZE AND WEALTH

(Mean of Copying-Duplicating Share  
of Instructional Budgets)

Size of School	Total Expenditures per Student	
	High	Low
Large	15.7% (6)	7.9% (8)
Small	14.0% (8)	11.3% (5)

While the number of cases is painfully small here, the undeniable impression is that the use of copying-duplicating facilities is not related to

<sup>4</sup>The dichotomy on size and wealth is at the median point of total number of students and the median point of dollars per student.

these features of the schools. If true, this suggests a significant failure of large and/or wealthy schools to take advantage of the potential for efficient use of such facilities.

The only relationship between these important architectural features of the school and its expenditures for instruction is the one shown in Table 24 indicating that the richer the school the smaller will be the share of its total expenditures devoted to instructional materials as a whole. Size, however, appears to play no part here.

TABLE 24

INSTRUCTIONAL MATERIALS EXPENDITURES AS A  
FUNCTION OF SCHOOL SIZE AND WEALTH

(Mean of Instructional Materials  
Share of Total Budget)

Size of School	Total Expenditures per Student	
	High	Low
Large	2.7% (6)	6.4% (8)
Small	2.8% (8)	7.6% (5)

Again the number of cases here demands caution, but the differences suggest that the poorer schools might be holding back on the teachers' salaries. Perhaps there is less flexibility in instructional materials. To turn this the other way, the conclusion might be that increased dollars to the schools will not necessarily mean more money for instructional materials.

While it is generally agreed that the policies of the principal or the superintendent have decisive influence on educational practices in the school, it seems evident that the principal's degree of innovativeness taken by itself is not enough to predict the direction of change with respect to copying practices. There are simply many intangibles. This was demonstrated by first giving each secondary school a rating on "innovativeness" based on a variety of items in the questionnaire<sup>5</sup> and then relating the rating to the share of the instructional budget given over to copying-duplicating.

There was no relationship, and it is impossible to say whether this was because of the crudity of the innovation measure, or because innovativeness per se is not sufficient to determine this particular trend. The question as to why schools vary in their use of copying facilities is thus unanswered. More analysis is clearly necessary on this surprisingly complex issue.

This completes the examination of the elementary and secondary school. Copying and duplicating has been shown to be an important, but relatively limited part of the instructional program at the present time in a situation where the level of technological practice is far below the level technically possible.

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<sup>5</sup>The items included the teachers' preference for self-created materials, the interest of the principal in educational innovation, his autonomy in carrying out innovation, and finally his estimate of the changes in the balance of instructional materials made in vs. made outside the schools.

PART II

COLLEGES AND UNIVERSITIES

## PHOTOCOPYING AND DUPLICATING IN COLLEGES AND UNIVERSITIES

The examination of photocopying and duplicating practices in higher education requires a different approach than the one used for lower education. The economics of instructional materials in the high school (and elementary school as well) approximates a closed system allowing a nearly complete accounting of all instructional expenditures. In higher education the situation is far more complex. Budgeting is less centralized, and the costs of educational materials are borne by both college and students. Limitations imposed on the research design restricted the inquiry to the institution only, and no estimates of textbook and other book expenditures by the students and faculty will be presented. It will be more difficult, therefore, to relate the extent of copying and duplicating to the total instructional picture.

This is true for the determination of relative costs as well as for an assessment of the balance between the two forms of materials in the total pool of reading matter. Because the faculty and student share is omitted from the calculation the amount and the cost of copying-duplicating loom larger than is actually the case. Moreover, the "untidiness" of the instructional picture in colleges due to the use of libraries outside the school as well as the students' use of other material makes the kind of analysis previously carried out for the lower schools unfeasible.

One other difference between the secondary school and the college is important to note: The community of scholarship and the college library that serves this community are much more strongly committed to the free circulation of the printed page than is the secondary school. There is often less copyrighting among scholarly journals, and a generalized permissiveness as to the circulation of scholarly material without restriction. At the same time, it is likely that there will be a greater proportion of authors among a college faculty than on the average high school faculty. Therefore, there is likely to be a more balanced concern about the proper limits of copying in a college or university environment than in the lower schools.

The data reported here are from two separate studies. The first is from an on-going study of book losses in college libraries. A part of the questionnaire developed for that study bears on the copying facilities and practices of the college libraries and therefore provides a useful extension of the more limited sample of schools developed as a regular part of the present research design. The survey covered all of the more than 1,500 colleges and universities in the United States with under 5,000 students.<sup>1</sup>

Returns from 468 of these colleges were available for analysis at the time, and since there is no definite way to estimate the bias of this sample compared to the universe, the results can tentatively be regarded as typical of the smaller college or university.

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<sup>1</sup>The source of this listing is the Institutional Statistics for Colleges and Universities, 1961-62, U.S. Office of Education, 15032-62, Circular No. 699.

Of the 468 schools, 237 or 51 per cent report that they have copying machines in the college library, 47 per cent do not (2 per cent did not reply to this question). As some indication of orientation towards the future, 45 per cent of the schools without copying equipment say it is "very likely" they will get such equipment in the next few years. Twenty-five per cent say there is a "fifty-fifty" chance they will secure copying equipment, and 30 per cent think it quite unlikely they will have such machines.

The mean number of machines per school library is 1.4, but the median is 1; this means, of course, that a few schools have a large number and most have just one. One school, for example, had ten copying machines, four schools had four each, and forty-eight had three machines.

Most of the machines, 88 per cent, were photocopying machines of all brands, sizes, and ages. There were, though, a few other kinds as well--5 per cent were photostat machines and 7 per cent were microfilm machines.

The question arises as to the nature of the personnel operating the machines. To the extent to which there are machines operated by full-time employees as opposed to, say, user-operated machines, there will probably be different policies with respect to present copying practices and to future expansion plans. The present distribution of machines is shown in Table 25.

An important point here is the degree of record keeping. Among the machines supervised by an operator, either full- or part-time, 30 per cent reported keeping some kind of record of what and how much was copied.

(It was assumed, perhaps wrongly, that there would be no appreciable or reliable record keeping for the user-operated machines.)

TABLE 25

## COPYING MACHINES: OPERATING PERSONNEL

User	Per Cent Used
Full-time Operator	9
Part-time Operator	55
User-operated	23
No Answer	<u>13</u>
Total	100
Number of Machines <sup>a</sup>	(321)

<sup>a</sup>In subsequent tables the N will be identified as either the number of schools or the number of machines. In either case there will be some variation in the numbers because some schools did not answer all the questions with respect to all their machines.

The machines are used by everyone on a campus: students, teachers, and library staff. Occasionally residents from the community and others are permitted the use of the library and its equipment as well. The respondents were asked to indicate for each machine the percentage of its uses by the different types of people. The results are summarized in Table 26.

TABLE 26

## DISTRIBUTION OF MACHINE USERS

User	Per Cent Used
Students	43
Faculty	22
Library Staff	30
Others	<u>5</u>
Total	100
Number of Machines	(196) <sup>a</sup>

<sup>a</sup> Number of machines for which there were plausible percentages given.

Since the library staff is numerically the smallest of these groups its per capita rate of use is greatest. Next, since the student to faculty ratio varies between, say, ten or twenty to one, it is also the case that the faculty density of use of copying machines exceeds that of the students.

This leads the inquiry into the question of what the machines are used for. Limitations in the questionnaire design precluded a detailed probing of this issue. Instead an open-ended question was used, asking the respondent for a general description of the type and quantity of materials produced. It was possible to divide the responses as to what was copied into those which indicated some emphasis on a particular kind of material (typically by the use of the word

"mainly") and those that did not indicate any predominance. The former group consists of 103 schools which indicated that one special type of material was especially heavily copied. The distribution of these 103 instances is shown in Table 27.

TABLE 27  
DISTRIBUTION OF PREDOMINANTLY COPIED MATERIALS

Machines Used For	Per Cent
Mainly Serials	73
Mainly Books	14
Mainly Reference Materials	9
Mainly Drawings, Maps	3
Mainly Music	1
Total	100
Number of Schools	(103)

In addition to the 103 schools which indicated that some form of material dominated, there were 190 schools which either mentioned more than one type of material or were unable to specify what kind of material dominated. The distribution of materials mentioned by these schools is presented in Table 28.

TABLE 28  
DISTRIBUTION OF ALL MATERIALS COPIED

Machines Used For	Per Cent <sup>a</sup>
Serials	91
Books	61
Reference Materials	26
Drawings, Maps	17
Music	5
Newspapers, Pamphlets	7
Other	30
Number of Colleges	(190)

<sup>a</sup> Percentages exceed 100 per cent because more than one kind of materials was copied on a given machine.

The serial is clearly the single most important and the most widespread of the materials copied in colleges. Books, presumably scholarly monographs rather than textbooks, are next, and reference books are third.

How many pages are copied at a time? The answers to this question come from the same open-ended question as did the data on what was copied. Only ninety-nine schools, however, indicated a quantifiable answer, the distribution of which is shown below.

TABLE 29

DISTRIBUTION OF NUMBER OF PAGES COPIED PER MACHINE USE<sup>a</sup>

Percentage Frequency of Copying	
One page	0%
Two pages	24
Three to five	46
Six to ten	24
Eleven to twenty-four	4
Twenty-five or more	2
Total	100%
Number of Schools	(99)

<sup>a</sup>The mean number copied is seven pages and the median is four pages. The assumption is that in the two instances where more than twenty-five pages were copied, 100 pages were done, an admittedly high figure. If the assumption is dropped back to fifty pages, the mean becomes six pages, perhaps a more realistic estimate.

It should be noted here that these data on how much of what kinds of material were copied are within the ranges estimated by the Freehafer Committee<sup>2</sup> which found in a survey of large academic and

research libraries that between to 50 to 90 percent of materials were from serials, and that 70 to 90 per cent of the requests were for less than twenty pages.

How much is charged for the use of the machines? Of the reports for a specific machine (259 in all), 85 per cent indicated a single price was charged to all users regardless of the number of pages copied. For the other 15 per cent of the machines there were differential costs for either different types of users (students vs. faculty, for example) or for different numbers of pages. For the one-price machines the range of cost is as follows:

TABLE 30

## DISTRIBUTION OF PAGE COSTS FOR COPYING

Charge Per Page	Per Cent
\$0.05 - 0.09	10
0.10	77
0.15	6
0.20	1
0.25	6
Total	100
Number of Machines	(214)

The mean cost is \$0.11 per page and the median, obviously, is \$0.10.

The library, however, contains only a portion of the copying and duplicating facilities on most college campuses. The second part of the main study, reported on the next few pages, presents a more complete picture of college and university copying and duplicating practices.

A sample of twenty schools representative of all universities and colleges listed in a U.S. Office of Education Survey<sup>3</sup> was selected, and the schools were invited to participate in the study. A complex questionnaire was constructed in a manner similar to the elementary and secondary school instruments; it was designed to identify the number, location, and use patterns of the copying-duplicating facilities on each campus. Interviews were conducted with nineteen of the twenty schools. (See Appendix 1 for a description of the sampling procedures and Appendix 3 for the questionnaires.)

Copying and duplicating machines are located in a variety of places in the college: in the offices of academic departments, in the library, in administrative offices, and in specialized centers devoted entirely to copying-duplicating, either for the whole school or for a large part of it. In nine of the nineteen schools there were such duplicating centers.

Since a considerable proportion of the machines are scattered widely over the college landscape, control over their use is difficult. Whether reflecting this reality or indicating simply an attitude of permissiveness, fifteen of the nineteen schools had no stated policy with respect to the copying of copyright materials. (Of the four schools with policies, two insisted that users get permission from the publishers and two demanded clearance through the school administration.) There was, as might be expected, laxity in the maintenance of records. For only 23 per cent of the duplicating machines and for 34 per cent

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<sup>3</sup>U.S. Office of Education, Education Directory, 1964-1965, Part 3, Higher Education, Washington, 1965.

of the copying machines were records of use maintained. While this is a considerably higher figure than for elementary or secondary schools, it is still quite a low figure, but probably an accurate one since the college-library study reported on page 52 the same percentage of machines keeping records.

The task of estimating the precise extent of duplicating and copying facilities on college campuses has proved a difficult, if not impossible one. The quality of the estimates varies for each institution because of the variations in size (our smallest school has about 200 students; the largest, over 25,000) and variations in accounting and inventory procedures (only three of the nineteen colleges could supply us with information about their equipment from centralized records). While the interviewing procedures employed to enumerate the copying facilities were complex and elaborate, they were less than satisfactory. It is not clear how far short the estimates fell, but it is certain that they are more accurate for the smaller schools than for the larger colleges and universities. Also, the estimates for the libraries are much more accurate than those for the other departments and offices of the schools. Within these limitations, Table 31 is the summary inventory of copying-duplicating machines.

The diversity of duplicating and copying machines was considerable, from small, inexpensive spirit duplicators to large multilith machines, from old Thermofax to new Xerox machines. The "other" machines were mainly microfilm readers and/or printers. The distribution shown in Table 31 is not surprising; there are mainly copying machines in the

libraries and a preponderance of duplicating machines in the rest of the school. The median number of copying machines in the library is 1 and in the rest of the school the median is 3. The median number of duplicating machines in non-library locations is 4. (In the largest school fifteen duplicating machines were identified outside the library.)

TABLE 31  
TOTAL NUMBER AND LOCATION OF COPYING AND DUPLICATING MACHINES

Type of Machine	Location of Machine		Total
	Library	Non-Library	
Duplicating	5	77	82
Copying	19	49	68
Other	6	2	8

How intensively are these machines used for the various kinds of materials copied or duplicated? First, an estimate of the total machine use during a typical week. The answers come from reports on the 150 copying and duplicating machines listed above, given by a person in charge of the machine or by a particularly heavy user. Table 32 shows the mean number of uses of duplicating and copying machines. Compared to secondary schools, the rate of use of these facilities appears to be far higher.

TABLE 32  
REQUESTS FOR USE OF DUPLICATING-COPYING MACHINES

Estimate	Mean Number of Weekly Uses	
	Duplicating Machines	Copying-Machines
Estimated by person in charge	39 (60) <sup>a</sup>	64 (60) <sup>a</sup>
Estimated by heavy user	8 (14)	6 (6)

<sup>a</sup>Number of machines. Total equals 140 since specific answers were not available for ten machines.

The data in Table 33 show the mean number of pages copied or duplicated and the mean number of copies made of each page at a given machine use. As in Table 31, machines located in the library and those in other parts of the university are presented separately. The method by which these estimates were secured was what has been termed the Retro-spective-General approach, that is the respondent is asked to recall the use of the machine, not for specific cases but in general. The figures should be considered with caution, since these machines cannot be considered as representative of all copying-duplicating facilities on college campuses.

TABLE 33

## USE OF COPYING-DUPLICATING FACILITIES

(Mean number of pages and copies made per machine use)

Type of Machine	Location of Machine			
	Library		Non-library	
	Mean Number of Pages	Mean Number of Copies	Mean Number of Pages	Mean Number of Copies
Duplicating	3.8 (9) <sup>a</sup>	43 (10)	6.1 (175)	172 (175)
Copying	8.3 (42)	1.7 (42)	5.9 (121)	2.2 (121)

<sup>a</sup>Number of machine uses.

The figure for the mean number of pages copied on library copying machines is quite close to that reported in the other survey presented above (Table 29, p. 57) and lends confidence to the other

results reported. It is clear that compared to secondary schools (see Table 7, p.20 ) copying machines in colleges and universities copy more pages per use, but the number of copies made is not significantly different. The same situation is true with duplicating uses; there are more pages duplicated at one time in the colleges compared to the secondary schools, but about the same number of copies are run off.

The next questions deal with differences in the copying and duplicating of various types of materials. The following table shows for the duplicating and copying machines separately, the estimated emphasis on reproducing the main types of materials: reference books, textbooks, monographs, journals, unpublished faculty manuscripts and the ubiquitous "other." The respondents were asked to check whether they made each of these categories frequently, sometimes, or seldom. The results are presented in Table 34.

For duplicating the single most "frequently" used materials are faculty-created ones. These can include prepublished manuscripts circulated to colleagues, and they may include classroom materials for the students. Textbooks and reference books are the next most frequently used materials.

Among the copying machines faculty materials again dominate but there is an increase in the rate at which scholarly journals are used. The other types are roughly similar in their distributions of rate use.

TABLE 34

## FREQUENCY OF DUPLICATING-COPYING EDUCATIONAL MATERIALS

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Duplicating Machines (N=68)

Type of Material	Per Cent Duplicating				Total
	Frequently	Sometimes	Seldom or Never	Don't Know	
Reference	10	22	56	12	100
Text	16	13	61	10	100
Monographs	6	12	67	15	100
Scholarly Journals	4	25	56	15	100
Faculty-created Materials	73	7	10	10	100
Other	35	7	10	48	100

Copying Machines (N=54)

Type of Material	Per Cent Copying				Total
	Frequently	Sometimes	Seldom or Never	Don't Know	
Reference	15	28	46	11	100
Textbooks	13	13	61	13	100
Monographs	7	24	49	20	100
Scholarly Journals	17	26	42	15	100
Faculty-created Materials	26	33	24	17	100
Other	39	11	7	43	100

How do the number of pages copied and number of copies made of each page vary according to the type of material being copied? Table 35 summarizes the situation. There appears to be no significant or surprising variation here between the use of these various types of materials; the figures on duplicating in libraries are based on reports from too small a number of machines to be seriously considered.

TABLE 35

## USE OF COPYING-DUPLICATING FACILITIES FOR VARIOUS TYPES OF MATERIAL

Types of Material	Library				Non-Library			
	Duplicating		Copying		Duplicating		Copying	
	Mean Number of							
	Pages	Copies	Pages	Copies	Pages	Copies	Pages	Copies
Reference books	2 (2)	54 (2)	3 (8)	1 (8)	6 (26)	130 (25)	6 (18)	2 (18)
Textbooks	3 (2)	5 (2)	6 (5)	2 (5)	5 (22)	120 (22)	4 (16)	2 (16)
Monographs	- (0)	- (0)	11 (5)	1 (5)	8 (16)	127 (16)	8 (15)	2 (15)
Journals	3 (1)	1 (1)	5 (10)	2 (10)	4 (18)	145 (18)	4 (20)	2 (20)
Unpublished faculty manuscripts	1 (3)	44 (3)	7 (7)	2 (7)	6 (57)	135 (57)	4 (26)	3 (26)
Other	20 (1)	90 (2)	20 (7)	2 (7)	7 (36)	320 (37)	9 (26)	2 (26)

The Reserve Collection in the Library

Seventeen of the nineteen colleges and universities reported they have reserve collections. The mean number of volumes in these reserve collections was 3,114 volumes, but the median number was 500,

indicating that a few large schools had very large reserve systems. (On the average the reserve collection is between one and two per cent of the total collection.) This widespread practice of segregating a small part of the college library collection for intense student course-related reading invites copying and duplicating of reading matter.

The seventeen school libraries which did have reserves were asked if they "duplicate or copy anything for Reserve?" Eight of the schools said they did so.<sup>4</sup> The mean number of titles copied for reserve for the previous semester or quarter was thirteen. The nature of these titles is indicated by the answers to a question asking the librarians to rank the relative frequency of duplicating from the following sources: textbooks, monographs, journals and unpublished materials. Only seven of the eight schools which did duplicate reserve materials answered. Six of the seven schools said that journal articles were the most frequently copied reserve material, four said that monographs were the second most frequently copied materials and all seven schools placed textbook copying either third (three schools) or least frequently copied (four schools). The mean number of pages copied for each title was seven and the mean number of copies made of each title was 2.4. This amount of copying is similar to that done in ordinary practice both within and outside the library. In sum, reserve collections invite copying-duplicating of materials at what

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<sup>4</sup> There is a very definite correlation between copying for reserve and the size of school. The eight instances of copying for reserve collections were all found among the eleven largest schools; none of the six smallest schools with reserve collections did any copying for them.

appears a normal rate in terms of pages or copies, nor are there significant differences in the kinds of materials copied; the journal article, the monograph and the textbook take precedence in that order.

#### Reading Sets and the "Big Job"

In an effort to reveal the full extent of copying and duplicating on college and university campuses, two questions were designed to describe practices that might not occur very often but might involve a heavy use of the copying-duplicating facilities. The data reported below, therefore, are not to be regarded as a picture of ordinary copying practices, but rather as a description of those practices that are admittedly infrequent.

The first question was:

Sometimes faculty members assign a set of readings taken from various sources, which they duplicate, put together, and distribute to students. Have any such sets, or other things like this, been run on this machine in the past year?

Twelve of the nineteen colleges indicated that at least one of their copying or duplicating machines was engaged in the making of reading sets; thirty-three machines in all report such work (almost two machines per campus).<sup>5</sup> Twenty-six of these machines were duplicators, seven were copiers. Table 36 shows the quantitative aspects of these practices, the number of sets made, the average number of pages per

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<sup>5</sup>Thirty of these instances report the reading sets were given away, two reported that sets were sold to students and for the other one, the issue of disposal was undetermined.

set and the number of copies made of the average reading set. Almost none of these reading sets were made by machines in the library; therefore, no distinction between library and non-library locations of the machines will be made. Reading sets made on duplicators will be separated from those made on copying machines.

TABLE 36

READING SETS  
How many, how much in an average year?

Reading Set	Duplicating Machines (N=24)	Copying Machines <sup>a</sup> (N=7)
Total number of sets reported. . . . .	783	65
<u>Reading sets per machine</u>		
Mean. . . . .	33	16
Median. . . . .	6	6
<u>Pages per set</u>		
Mean. . . . .	18	24
Median. . . . .	5	22
<u>Copies of each set</u>		
Mean. . . . .	305	30 <sup>b</sup>
Median. . . . .	75	20
<u>Sheets per set<sup>c</sup></u>		
Mean. . . . .	7,900	721
Median. . . . .	400	208

<sup>a</sup>While seven copying machines reported making reading sets, not all answered all the questions about the pages, copies, etc. No fewer than four machines constitute the base for all these means and medians cited in the table.

<sup>b</sup>These are high estimates, and should be treated with great caution. The reason is that the respondents often confused the actual number of copies made on the copying machine with the number of copies ultimately made via the use of a master put on a duplicating machine. The research staff exercised its best judgment in detecting these confusions.

<sup>c</sup>These figures are derived by multiplying the estimated number of pages by the estimated number of copies for each set separately. These estimates of total sheets were then averaged.

It should be noted that these estimates are likely to be an overestimation of the actual figures because the method by which they were secured, that of the Retrospective-General approach, generally suggests higher rates of copying-duplicating than the other methods.

What kinds of materials were put together to make the reading sets? The answer here cannot be very precise; too many diverse materials are used, memory is imprecise and blurs one set into another. A first approximation, for the sets made on duplicating machines, is presented below. The individual machine is the relevant unit here, since questions about reading sets were based on the use of a specific machine. Among the twenty-six duplicating machines:

- 17 machines copy at least some previously published materials
- 2 machines copy only out-of-print books
- 4 do not use any previously published materials
- 3 machines cannot be identified as to the materials used in the making of reading sets

Fifteen of the seventeen duplicating machines which reported using previously published materials identified in more detail what was used in reading sets:<sup>6</sup>

- 7 machines used textbook materials
- 8 machines used reference book materials
- 3 machines used monographs
- 2 machines used journals

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<sup>6</sup>Total number of materials cited exceeds fifteen because more than one kind was reported per set.

1 machine used newspapers and popular magazine materials

4 machines used unpublished faculty manuscripts

For the copying machines, five of the seven reported some use of previously published materials in their reading sets. (The other two machine reports could not identify what was in the reading sets.) More specifically the sources mentioned were:<sup>7</sup>

4 machines copied textbook materials

3 machines copied reference materials

1 machine copied monographs

2 machines copied journal articles

1 machine copied newspapers

One final point: only two respondents indicated they secured permission to copy previously published materials.

The second question asked to elicit information about infrequent but heavy use of copying-duplicating facilities was the following:

Thinking back over last year, was there a really big job that you recall doing or know was done on this machine?

Note again, that this question is directed toward the use of the particular duplicating or copying machine that had been identified by the inventory questions. The previously mentioned limitations as to the representativeness of these machines are operative here. Second, the likely overestimation of work that comes from the Retrospective-General approach is also likely to apply.

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<sup>7</sup> Total number of materials cited exceeds five because more than one source was mentioned per machine.

Forty-two duplicating machines and twenty-nine copying machines reported doing big jobs. The quantitative dimensions of these big jobs is shown in Table 37.

TABLE 37  
THE "BIG JOB"  
How Big?

The "Big Job"	Duplicating Machines	Copying Machines
<u>Number of pages per job</u>		
Mean . . . . .	78 <sup>a</sup> (25)	331 (17)
Median . . . . .	35 (25)	80 (17)
<u>Number of copies per job</u>		
Mean . . . . .	596 (37)	6 (20)
Median . . . . .	225 (37)	4 (20)

<sup>a</sup>Number of machines comprising the base.

Clearly there are a few instances where a "big job" is really big,<sup>8</sup> so much so that the means and medians are quite different. In any case there is clearly a great difference in the level of copying-duplicating in all these situations compared to the material reported retrospectively as being typical. The contribution of the "big jobs"

<sup>8</sup>One run of 50,000 questionnaires was excluded from the calculation because it was so extreme.

to total pool of duplicating-copying is difficult to estimate, however, because of the compounded inability to estimate the representativeness of the various kinds of machines and their uses.

The nature of the big copying-duplicating jobs remains obscure; they are generally not well remembered as to specific sources. Therefore, they have been classified into the broad groupings indicated in Table 38.

TABLE 38  
SOURCES USED IN COPYING-DUPLICATING THE "BIG JOBS"  
(Number of Machines)

Sources	Duplicating Machines	Copying Machines
Previously published materials	5	8
Faculty created materials <sup>a</sup> . . . .	18	10
Administrative materials . . . .	13	10
Miscellaneous and don't know. . . .	6	1
Total. . . .	42	29

<sup>a</sup>Includes a few student uses.

About 13 per cent of the duplicating machines and about 33 per cent of the copying machines used previously published sources in their "big jobs." (This is the maximum for copyright materials, for not all the "previously published" category are currently protected by copyright.)

The conclusion here, offered with considerable tentativeness, is that there is a definite but minority segment of materials copied and duplicated which is likely to be under current copyright protection. It is a segment which, in all likelihood, affects a small number of titles, but may affect them substantially.

Practices and Attitudes Related to Copying-Duplicating

There is only fragmentary evidence in the survey of colleges that deals with the general context of educational materials and the specifics of the copyright law. The college and university presidents (more often than not their assistants) were asked to characterize the relative importance of textbooks, monographs, journals and unpublished faculty-created materials in the typical college course. The answers of sixteen respondents are presented in Table 39.

TABLE 39

## RELATIVE IMPORTANCE OF VARIOUS TEACHING MATERIALS

Type of Teaching Material	Most Important	Second Most Important	Third Most Important	Least Important
Textbooks . . . . .	100%	0%	0%	0%
Monographs. . . . .	0	33	54	13
Journals. . . . .	0	54	46	0
Unpublished faculty-created materials .	0	13	0	87
Total. . . . .	100%	100%	100%	100%

In view of the widely heralded shift toward the use of many different kinds of materials in the college classroom, this emphasis on the textbook suggests this shift has diffused less widely and swiftly than might be imagined. The textbook in college, as in the high school, is still the dominant teaching tool.

The journal, rather than the monograph is second, reflecting the tremendous growth and diffusion of the specialized scholarly periodicals.

#### The Copyright Law

The overwhelming impression derived from the survey is that there is both great ignorance and confusion as to the law, its purpose, its meaning, and its current status. Only eight of the nineteen college presidents or their representatives declare themselves familiar with the new draft of the copyright law, and only five of these eight have any opinions about it.

The content of the educators' opinions about the copyright law, old and new, is ambivalent where it is not confused. Some see the major issue as preserving the intellectual credit of the author. This is really the twin issue of wanting to insure the rewards of recognition to an author and at the same time of wanting to discourage plagiarism. When the issue of the proposed educational exemption is presented to them directly, most are in favor of such an exemption; sixteen of the nineteen in fact. Yet there was considerable recognition at this point in the interview of the rights of authors and publishers and the necessity to compensate them. At this point it

is impossible to assess the balance of the two contradictory strands of thought other than to say that the college educators are less wholeheartedly in favor of the straightforward educational exemption than their elementary and secondary school counterparts. They see more complexity, and they feel more the merits of both sides.

PART III

SUMMARY AND CONCLUSIONS

## SUMMARY AND CONCLUSIONS

### Part I - Elementary and Secondary Schools

1. In elementary and secondary schools the instructional materials budget averages about 4 per cent of annual expenditures. The largest component of this budget is textbooks, about 40 to 50 per cent of the total. Copying and duplicating supplies and equipment come to about 10 per cent of the instructional materials budget. Thus textbooks comprise about 2 per cent of the schools' total expenditures, and duplicating-copying equipment and supplies amount to less than one-half of 1 per cent. Put another way, the average high school is spending about \$13,000 a year to buy textbooks and workbooks and about \$100 to copy textbook and workbook pages. (See Tables 1, 2 and 17; pages 8-13 and 35.)

2. The photocopying facilities in the elementary and secondary schools average slightly more than one machine per school and are used predominantly for administrative purposes. In the secondary schools the educational uses of copying facilities are divided almost equally between teacher-created materials and previously published materials. Textbooks are copied more often than any other form of previously published material. In elementary schools the copying of textbooks is even more pronounced. (See Tables 5 and 9-12; pages 15-16 and 22-27.)

In secondary schools, the making of paper copies from copying machines shows a preponderant reliance on teacher-created materials.

In marked contrast the making of transparencies and masters on copying machines shows a much greater use of previously published materials, including textbooks. This practice may well indicate the direction of innovation in the use of these kinds of facilities and even now indicates a far greater propagation of these materials than is indicated by the sheer number of pages copied. (See Tables 13 and 18; pages 27-28 and 34-35.)

The duplicating facilities--averaging two machines in secondary schools and one machine in elementary schools--are used predominantly for instructional purposes. Most of the instructional materials duplicated are teacher created; previously published materials comprise about 10 per cent of all duplication, and textbooks comprise almost half of this output. (Based on number of sheets used; see Table 17.)

3. The characteristic number of pages of anything copied at a time is four; the average number of pages duplicated at a time is two. The mean number of copies made at a time by copying machines is slightly over one, while the average duplicating job consists of about one hundred copies in secondary schools and about fifty copies in elementary schools. There is no appreciable difference in the number of pages or number of copies typically made for administrative as opposed to educational purposes, nor of teacher created materials as opposed to textbook, or other kinds of book materials. (See Tables 7, 14 and 15; pages 19-21 and 29-31.)

4. The cost of a textbook page and the cost of copying or duplicating a sheet of paper in a school are almost the same, though the latter is slightly more expensive in elementary than in secondary

schools; this is perhaps due to lighter machine use. (See Table 19; pages 36-37.)

5. Record keeping for copying-duplicating facilities in the schools is negligible, as is monitoring the use of the machines and securing permission to copy materials. (See page 43.)

6. Present educational practices of teachers and administrators show a strong reliance on textbooks and workbooks. Though there are pressures for innovation in the direction of creating more educational materials within the school, there are strong counter pressures making for the continued reliance on professionally published educational materials. (See Table 22; pages 37-40.)

7. Almost all teachers and principals interviewed believed the new copyright law should contain an exemption to allow the copying of educational materials. There should be mature supervision of this privilege, they felt, and authors and publishers should be compensated for their work. This kind of ambivalent attitude was widespread, as was general confusion as to the nature and purposes of the copyright laws. (See pages 40-42.)

## Part II - Colleges and Universities

1. A survey of nearly 500 small colleges and universities showed that one-half of these schools have no photocopying equipment in their libraries. Students were the heaviest users of library copying machines, followed by faculty members and library staff. In terms of the frequency of use by individuals, however, library staff members come first and students last, since there are a tremendous

number of students compared to the size of the library staff and faculty. (See Table 26; pages 53-55.)

2. In college libraries the ranking of the relative frequency of copying various kinds of published material is first, scholarly journals, followed by monographs and then reference works. The mean number of pages copied is seven, the median four. The median cost is ten cents per page. (See Tables 27-30; pages 55-58.)

3. A more intensive study of nineteen colleges and universities revealed copying and duplicating equipment all over the campuses not just the library. Although the largest schools have perhaps as many as a hundred machines, the general unavailability of accurate information made it impossible to arrive at a complete census of machines, especially on larger campuses. With this limitation in mind the following conclusions seem justified. The nineteen schools have 158 machines; 82 of these are duplicating machines, 68 copying machines and 8 are microfilm reader-printers and other miscellaneous equipment. Copying machines dominate in the libraries, while most of the duplicating machines are located elsewhere on the campuses. (See Table 31; pages 59-61.)

4. The typical duplicating job consists of about 175 copies of 6 pages on non-library machines and 45 copies of 4 pages on library machines. Copying jobs are usually 2 copies of from 6 to 8 pages. There appears to be no significant variation in the number of copies or pages as a function of the type of material being duplicated or copied. (See Tables 33, 35; pages 62 and 65.)

5. Seventeen of the nineteen colleges reported having reserve collections. The median size of such a collection was 500 volumes, but the presence of a few very large reserve collections brought the mean up to over 3,000. Eight of the seventeen schools with reserves reported copying materials for the reserve collection. The mean number of titles copied in the previous quarter or semester was thirteen. In terms of the mean number of pages and copies there was no apparent difference between reserve copying practices and copying practices in general. The journal article, the monograph, and the textbook--in that order--were the most frequently copied materials. (See pages 65-67.)

6. Questioning about the production of reading sets indicated that of the 150 copying and duplicating machines only 33 were involved and they produced a total of 848 reading sets. The great majority of these are produced on copying machines, which reported that the mean size of a reading set is about 300 copies of 20 pages. The medians are less than a third as large, indicating that there are many reading sets of more moderate size and a few which are extremely large. Seventeen of the twenty-six duplicating machines and all seven of the copying machines used at least some previously published materials in the preparation of reading sets. (See Table 36; pages 67-70.)

7. Forty-two duplicating machines and twenty-nine copying machines reported "big jobs" sometime during the previous year. The medians for those done on duplicating machines are 225 copies of 35 pages; for those done on copying machines, 4 copies of 80

pages. Since a few of the big jobs are really big, the means are far higher. Only 13 (about 18 per cent) of the machines doing big jobs reported using any previously published materials. (See Table 37 and 38; pages 70-73.)

8. Despite the widely heralded shift toward more differentiation in classroom materials, all the college administrators interviewed reported that textbooks were the most important teaching materials in their schools. Following texts, in order of decreasing importance, were journals, monographs and unpublished faculty-created materials. (See Table 39; pages 73-74.)

9. In the colleges and universities, as well as in the elementary and secondary schools, there is considerable ignorance and confusion on matters of copyright law. Less than half of the administrators felt familiar with the law, and only five had any opinions on it.

In colleges, however, unlike elementary and secondary schools, the ambivalent attitude toward copyright law is shaded toward a point of view less wholeheartedly in favor of blanket educational exemptions. Many of the college educators, however, see the copyright problem in relation to the author's intellectual reputation rather than to his financial interests. And the fact that only two of the nineteen schools have the specific policy of requesting permission from publishers before reproducing copyright materials indicates that they do not consider the problem a particularly vital one. (See pages 74-75.)

APPENDIX 1

THE SAMPLES

## APPENDIX I: THE SAMPLES

### A. Secondary Schools

The universe for the sample of secondary schools consists of all public and private junior and senior high schools. The sample is selected in two stages. In the first stage, primary sampling units consisting of standard metropolitan areas or counties were chosen. A subsample of the regular NORC PSU's was selected at random. In each of these areas a complete listing of schools was made by the NORC field staff. From this listing, the sample schools were then selected at random with equal probability. The sample is self-weighting. That is, the sample schools when added together represent the universe.

An initial sample of thirty-eight schools was selected, which was the maximum which could be interviewed with the limited budget. Thirty-two of the thirty-eight schools (84 per cent) cooperated. While this sample is really too small to make projections to U.S. totals, this could be done by weighting sample results by 8,000.

### B. Elementary Schools

A very small sample of ten elementary schools was selected in two stages after the high school sample was chosen. In the first stage, ten of the thirty-two cooperating high schools were selected at random and asked to list all elementary schools which send their graduates to the selected high schools. For each high school, one elementary school was selected

at random. This is not a self-weighting sample and no attempt should be made to project to national estimates of elementary schools, but there is no obvious reason to doubt the crude results presented here. There were no refusals among the ten selected elementary schools.

Some confidence in the gross accuracy of the results, even at the elementary school level, may be obtained by comparing teacher-pupil ratios and expenditures per pupil as estimated by the sample to estimates obtained in another survey by the National Education Association. These comparisons given in Table A.1 are reasonably close and while not guaranteeing sample perfection, they are reassuring.

TABLE A.1

## SAMPLE ACCURACY

	NEA <sup>a</sup>	Sample	N
<u>Secondary Schools</u>			
Mean teacher-pupil ratio . . . . .	1:22	1:20	(32)
Mean expenditures (\$ per pupil) . . . . .	\$483 <sup>b</sup>	\$497	(27)
<u>Elementary Schools</u>			
Mean teacher-pupil ratio . . . . .	1:29	1:27	(10)
Mean expenditures (\$ per pupil) . . . . .	\$483 <sup>b</sup>	\$410	(8)

<sup>a</sup>From National Education Association, Research Division, "Estimates of School Statistics 1964-65," NEA, December 1964 (NEA Research Report 1964-R17). Based on data for public schools only.

<sup>b</sup>This figure represents per pupil expenditures for both elementary and secondary schools.

C. College Sample

The sample of colleges was selected in a manner similar to that used for the high school sample. The list of institutions was obtained

from the U.S. Office of Education's Education Directory, 1964-1965, Part 3: Higher Education. Colleges were selected with equal random probabilities from all the schools on the list in the selected Primary Sampling Areas, which were the same areas as those used in the elementary and high school sample.

Nineteen of twenty colleges (95 per cent) cooperated, but only seventeen responses were received in time to be included in this report.

The sample is self-weighting and universe estimates can be made by summing the sample colleges and multiplying the sum by 1,275 to estimate all colleges.

APPENDIX 2

LETTERS

THE UNIVERSITY OF CHICAGO  
CHICAGO 37 · ILLINOIS  
GRADUATE LIBRARY SCHOOL

December 10, 1965

To the Principal:

I would like to explain in more detail the nature of this study. For some time I have been interested in the processes of knowledge production and dissemination, and especially concerned with the problems of how we transmit our culture from one generation to another. This means, of course, an interest in the printed word and its use in schools.

When a joint committee of the American Book Publishers Council and the American Textbook Publishers Institute asked NORC to conduct a study of instructional materials in the schools, I was pleased to accept its direction. Their immediate concern, mine, and I am sure yours, is with the pending legislative revision of the copyright statute. An accurate picture of what schools actually do with respect to purchasing and creating instructional materials is essential to the formulation of a realistic copyright law. An objective and non-partisan assessment of ongoing educational practices is especially urgent in the light of the strong disagreements expressed in the hearings thus far. Therefore, we would very much like to have your views on this complex issue and the experiences of your school in providing educational materials. I hope that in the interest of objectivity you will not let your a priori knowledge of the purpose of the study stand in the way of frank responses.

I would like to repeat that I am concerned only with a scholarly, objective analysis of the situation. A report of the results of the study will be made public as soon as possible. All information about individual schools will be kept completely confidential. If you have any further questions, I would be happy to talk with you by phone. Please call me at the Graduate Library School, University of Chicago at my expense, if you desire.

Sincerely,

*Philip H. Ennis*

Philip H. Ennis  
Assistant Professor

PHE:mo

P.S. If the interviewer has your consent to begin interviewing in your school, I hope, again for reasons of objectivity, that you will keep the purpose of the study confidential until the interviewing is completed in your school.

national opinion research center

**norc**

UNIVERSITY OF CHICAGO

5720 Woodlawn Avenue, Chicago, Illinois 60637  
PLaza 2-6444 Area Code 312

PETER H. ROSSI, Director

RICHARD D. JAFFE, Assistant Director

PAUL B. SHEATSLEY, Survey Research Service Director

LETTER TO ELEMENTARY SCHOOLS

December, 1965

Dear Principal:

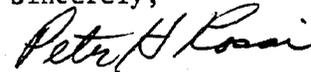
This letter will be presented to you by a representative of the National Opinion Research Center, a non-profit social research organization affiliated with the University of Chicago. We have been asked to conduct a survey on the general problem of acquisition, costs, and use of educational materials in schools in the United States. This survey is to be incorporated into a larger study under the direction of Professor Philip Ennis of the Graduate Library School of the University of Chicago.

We have already interviewed the principal of the high school in your area and now your school has been selected as part of a national sample of elementary schools; we ask your help in securing the information we need. In brief, we would like to know how your budget is allocated among text books, work books, library books and other materials obtained outside the school. In addition, we are interested in the kinds and amounts of instructional materials produced in the school, such as slides, exercises, readings and the like. Accurate information can be obtained only from you or those members of your faculty directly involved with the material discussed.

Knowing of the many demands made upon your time, and that of your staff, we wish to assure you of the importance and value of this project. Rapid changes in the technology of producing and disseminating educational materials are bound to have relatively immediate effects on the organization and costs of the publishing industry. Such changes are likely to be reflected in the cost of educational materials. Therefore, a study describing current use is clearly necessary and the findings of such a study could have impact on future action that would be of value to the entire educational community. The questionnaire, of course, is completely confidential, and no identifying information is ever released.

Your cooperation in providing our representative with the information we require is greatly appreciated and we thank you for your assistance in this important research. A report of the survey will be made available to participants.

Sincerely,


Peter H. Rossi  
Director

PHR/ha

THE UNIVERSITY OF CHICAGO  
CHICAGO 37 • ILLINOIS  
GRADUATE LIBRARY SCHOOL

January 1, 1966

Dear

The National Opinion Research Center, a non-profit social research organization affiliated with the University of Chicago, has been asked to conduct a survey on the problem of copying and duplicating of educational materials in schools and colleges. Since I have been interested for some time in the processes of knowledge production and dissemination--especially those concerned with print--I was pleased to accept the direction of the study.

The sponsor of the research is a joint committee of the American Book Publishers Council and the American Text Book Publishers Institute. Their immediate concern is with the pending legislative revision of the copyright statute. This law has, of course, important meaning for the entire educational community. An accurate picture of actual book purchasing and copying practices is essential to the formulation of a realistic copyright law.

An objective and non-partisan assessment of such practices is especially urgent in the light of the strong disagreements expressed in the hearings thus far. Therefore, we would very much like to have your views on this complex issue and the experiences of your school. This would involve several relatively brief interviews: one with you (or someone in the administration whom you designate) about school policies on the subject, another with your librarian, one with a member of the teaching faculty, and one or two additional interviews with the personnel most immediately responsible for copying and duplicating educational materials. Each of the interviews should take no longer than thirty minutes.

I would like to assure you that I am concerned only with a scholarly and objective analysis of the situation, and that the sponsors of the study are aware of this and accept the usual academic conditions of prompt and general publication of the results of the study. Also, it should be made clear that no individual school in our representative national sample of colleges and universities will be identified and that all information will be treated confidentially.

Within the next week, Mrs. \_\_\_\_\_, NORC representative in your area, will call on you to discuss the interview and make the appropriate arrangements.

Your cooperation in this important research is greatly appreciated. A report of the study will be made available to participants.

Sincerely,

PHE:tt  
cc:

Philip H. Ennis  
Assistant Professor

SAMPLE OF LETTER TO  
HIGH SCHOOL PRINCIPALS

A-12

THE UNIVERSITY OF CHICAGO  
CHICAGO 37 • ILLINOIS  
GRADUATE LIBRARY SCHOOL

December 8, 1965

Dear

NORC, a non-profit social research organization affiliated with the University of Chicago, has been asked to conduct a survey on the general problem of acquisition, costs and use of educational materials in schools in the United States. This survey is to be incorporated into a larger study under the direction of Professor Philip Ennis of the Graduate Library School of the University of Chicago.

Your school has been selected as part of a national random sample of secondary schools, and we ask your help in securing the information we need. In brief, we would like to know how your budget is allocated among text books, work books, library books and other materials obtained outside the school. In addition, we are interested in the kinds and amounts of instructional materials produced in the school, such as slides, exercises, readings and the like. Accurate information can be obtained only from you or those members of your faculty directly involved with the materials discussed.

Knowing of the many demands made upon your time, and that of your staff, we wish to assure you of the importance and value of this project. Rapid changes in the technology of producing and disseminating educational materials are bound to have relatively immediate effects on the organization and costs of the publishing industry. Such changes are likely to be reflected in the cost of educational materials. Therefore, a study describing current use is clearly necessary and the findings of such a study could have impact on future action that would be of value to the entire educational community. The questionnaire, of course, is completely confidential, and no identifying information is ever released.

Within the next week, Mrs. \_\_\_\_\_, NORC representative in your area, will call on you to discuss the interview and make appropriate arrangements.

Your cooperation in this important research is greatly appreciated. A report of the study will be made available to participants.

Sincerely,

Peter H. Rossi  
Director

APPENDIX 3

QUESTIONNAIRES

ELEMENTARY AND SECONDARY SCHOOL QUESTIONNAIRES

AND MACHINE RECORD FORM

NATIONAL OPINION RESEARCH CENTER  
University of Chicago

FACE SHEET

NAME OF SCHOOL: \_\_\_\_\_ INTERVIEWER: \_\_\_\_\_

NAME AND TITLE OF INFORMANT ON MAIN QUESTIONNAIRE: \_\_\_\_\_

SECTION A -- BUDGET AND ALLOCATIONS (Yellow)

INFORMANT (From Q. 9 of Main Questionnaire): \_\_\_\_\_

SECTION B -- LIBRARY (Green)

INFORMANT (From Q. 10 of Main Questionnaire): \_\_\_\_\_

SECTION C -- TESTS (Pink)

INFORMANT (From Q. 11 of Main Questionnaire): \_\_\_\_\_

SECTION D -- AUDIO-VISUAL (Blue)

INFORMANT (From Q. 12 of Main Questionnaire): \_\_\_\_\_

SECTION E -- TEACHER (Goldenrod)

INFORMANT (From Q. 13 of Main Questionnaire): \_\_\_\_\_

SECTION F-1 -- DISTRIBUTION OF DUPLICATING AND COPYING EQUIPMENT (White)

INFORMANT (From Q. 21 of Main Questionnaire): \_\_\_\_\_

SECTION F-2 -- USE OF DUPLICATING AND COPYING EQUIPMENT (Coral)

(INFORMANTS ARE LISTED IN SECTION F-1)

ENTER NUMBER OF SECTION F-2 FORMS USED ALTOGETHER FOR THIS SCHOOL: \_\_\_\_\_

RECORD OF CALLS		
DATE	TIME	RESULTS



NATIONAL OPINION RESEARCH CENTER  
University of Chicago

MAIN QUESTIONNAIRE  
(To be asked of Principal or equivalent)

First, I'd like some basic information about your school and staff.

1. A. How many students are enrolled at (name of school)? \_\_\_\_\_
- B. Are these (Answer to A) all the students included in your regular budget?
- Yes . . . . (GO TO Q. 2) . . . 1
- No . . . . (ASK C) . . . . . 2
- C. IF NO TO B: Could you explain why not? (PROBE: Are there other students you did not mention before? Or are there other budgets beside the regular one?)

- 
2. About how many students were enrolled here five years ago--in 1960?  
(PROBE: Just your best guess. . . .)
- \_\_\_\_\_

- 
3. Is (name of school) the same administrative unit today as it was five years ago?
- Yes . . . . (GO TO Q. 4) . . . 1
- No . . . . (ASK A) . . . . . 2
- A. IF NO: In what way is it different now? (PROBE: Have schools been consolidated? Split up, or what?)

- 
4. What grades do you teach here at (name of school)?

\_\_\_\_\_ through \_\_\_\_\_

10. Do you have a school librarian?

Yes . . . . . (ASK A) . . . . . 1  
 No . . . . . (ASK B & C) . . . . . 2

A. IF YES: Who is that? RECORD NAME IN SECTION B OF FACE SHEET

I'll want to talk to (her/him) later about the school library.

IF NO:

B. Do you have a school library, classroom libraries, or some other kind of library arrangement?

School library . . . . . 1  
 Classroom libraries . . . . . 2  
 Other (Describe) \_\_\_\_\_  
 \_\_\_\_\_ 3

C. I'd like some fairly detailed information about your (library arrangement). Would it be best if I asked you these questions or is there someone else I should talk to?

Self . . . . . (RECORD "SAME" IN SECTION B OF FACE SHEET) . . . . . 1  
 Someone else . . . . . (ASK D) . . . . . 2

D. IF "SOMEONE ELSE" TO C: Who is that? RECORD NAME IN SECTION B OF FACE SHEET.

11. Do you use standardized achievement tests, or intelligence tests, or some other kind of standardized tests?

Yes . . . . . (ASK A) . . . . . 1  
 No . . . . . (RECORD "NONE" IN SECTION C OF FACE SHEET AND GO ON TO Q. 12) . . . . . 2

A. IF YES: Who would be the best person for me to talk to about the tests you use and the test program in this school?

Self . . . . . (RECORD "SAME" IN SECTION C OF FACE SHEET) . . . . . 1  
 Someone else . . . . . (ASK B) . . . . . 2

B. IF "SOMEONE ELSE" TO A: Who is that? RECORD NAME IN SECTION C OF FACE SHEET.

12. Who would be the best person for me to talk to about the use of audio-visual materials in this school?

Self . . . . . (RECORD "SAME" IN SECTION D OF FACE SHEET) . . . . . 1  
 Someone else . . . . . (ASK A) . . . . . 2

A. IF "SOMEONE ELSE": Who is that? RECORD NAME IN SECTION D OF FACE SHEET.

18. Do you have an "ability grading" plan or, as some people call it, a "track system"?

Yes . . . . (ASK A-C) . . . . 1  
 No . . . . (GO TO Q. 19) . . . . 2

IF YES:

A. Does the track system (ability grading) apply to all (grades/subjects) or just some?

All . . . . (GO TO B) . . . . 1  
 Some . . . . (ASK (1)) . . . . 2

(1) IF "SOME" TO A: Which ones?

B. Do all tracks on a given grade level use the same or different textbooks?

Same . . . . . 1  
 Different . . . . . 2  
 Other (SPECIFY) . . . . . 3

C. Do any tracks use more books than others?

Yes . . . . (ASK (1)) . . . . 1  
 No . . . . (GO TO Q. 19) . . . . 2

(1) IF YES TO C: How many more books, per student, on the average, are used in those tracks?

19. Do the students usually pay some nominal fee for lab use or for which they receive special instructional materials, such as newspapers, pamphlets, magazines, etc.?

Yes . . . . (ASK A) . . . . 1  
 No . . . . (GO TO Q. 20) . . . . 2

A. IF YES: Does this apply to all the students, or only to specific courses?

All . . . . . (ASK B & C) . . . . 1  
 Only specific courses (ASK D-F) . . . . 2

IF "ALL" TO A:

B. How much is the fee per student per year?

C. What does the fee cover?

23. Would you say that you are in a fairly autonomous position in regard to things like innovations or other educational policy changes, or are most policies set by the Board of Education, or what?

- 
24. (If these innovations are adapted) do you see the balance of expenditures for instructional materials and teaching staff changing in the next ten years?

Yes . . . . . (ASK A) . . . . . 1  
 No . . . . . (GO TO Q. 25) . . . . . 2

- A. IF YES: How do you think the balance will change?

- 
25. Over the next ten years do you see any change in your professional staff (in view of the innovations we discussed earlier), either in numbers or in specialization?

Yes . . . . . (ASK A) . . . . . 1  
 No . . . . . (GO TO Q. 26) . . . . . 2

- A. IF YES: What kinds of changes do you foresee?

- 
26. Do you see the balance between instructional materials obtained outside the school and materials produced inside the school changing over the next ten years?

Yes . . . . . (ASK A) . . . . . 1  
 No . . . . . (GO TO Q. 27) . . . . . 2

- A. IF YES: How do you think the balance will change?

- 
27. Do you anticipate that (any of the innovations we discussed earlier will lead to) (there will be) a change in the extent to which books and other materials will be kept in the library or another center as opposed to being in the classroom?

Yes . . . . . (ASK A) . . . . . 1  
 No . . . . . (GO TO Q. 28) . . . . . 2

- A. IF YES: What sort of change do you foresee?

NATIONAL OPINION RESEARCH CENTER  
University of Chicago  
SUPPLEMENT FOR MAIN INFORMANT

Survey 501  
December, 1965

I want to thank you very much for your participation in the factual part of our survey. Now, I have just a very few questions more to ask you in which I want to get your ideas and opinions.

1. Does your school have a stated policy on the duplicating or copying of copyrighted materials?

Yes ..... (ASK A & B) .... 1  
No ..... (ASK C) ..... 22

IF YES: A. What is that policy?

B. How do you implement it?

IF NO: C. Do you do anything to monitor the duplicating and copying of copyrighted materials?

Yes .... (ASK D) ..... 1  
No ..... (GO TO Q. 2) ... 2

D. IF YES TO C: What do you do?

---

2. Are you familiar with the proposed new copyright law?

Yes .... (ASK A) ..... 1  
No ..... (GO TO Q. 3) ... 2

A. IF YES: Have you formed any opinions about it?

Yes .... (ASK B) ..... 1  
No ..... (GO TO Q. 3) ... 2

B. IF YES TO A: What are they?

NATIONAL OPINION RESEARCH CENTER  
University of Chicago

SECTION A -- BUDGET AND ALLOCATIONS

IF THIS IS A NEW INFORMANT, INTRODUCE YOURSELF . . .

Hello. I'm (your name) from the National Opinion Research Center at the University of Chicago. We are conducting a study of educational materials in the schools, and (Main Informant's name) suggested that I talk to you about your operating budget and allocations.

1. A. What was your total operating budget for this year? \$ \_\_\_\_\_

B. Does this cover the (Answer to Q. 1-A, MQ) students (I'm told/you told me) are enrolled in (Name of school)?

Yes . . . (GO TO Q.2) . . . . . 1  
No . . . (ASK C) . . . . . 2

C. IF NO TO B: Could you explain why not? (PROBE: Are there other students you did not mention before? Or, are there other budgets beside the regular one?)

---

2. How much of the total budget was for salaries for teachers, administrators, and other professional personnel? (Not including any medical or nursing personnel)

\$ \_\_\_\_\_

---

3. A. And about what was your total operating budget five years ago -- in 1960? (PROBE: Just your best estimate.)

\$ \_\_\_\_\_

B. How much of the total budget went for teachers' salaries and salaries of administrative and other professional personnel in 1960? (PROBE: Just your best guess)

\$ \_\_\_\_\_

8. Was any amount budgeted separately this year for magazines or newspapers used in classrooms by students -- but not included in the library budget?

- Yes. . .(ASK A). . . . . 1
- No . . .(ASK B). . . . . 2

A. IF YES: How much was that? \$ \_\_\_\_\_

B. IF NO: Do you obtain such materials for students at all?

- Yes. . .(ASK C). . . . . 1
- No . . .(GO TO Q.9). . . . . 2

C. IF YES TO B: How are they paid for?

9. Do you have an item in your budget for expendable educational materials; such as paper, art supplies, laboratory supplies, etc.?

- Yes. . .(ASK A-C). . . . . 1
- No . . .(ASK D&E). . . . . 2

IF YES:

A. What is the total amount of that item this year? \$ \_\_\_\_\_

B. What proportion of that amount would you estimate goes for paper and duplicating supplies to make instructional materials for the school? (PROBE: Would you say. . .READ CATEGORIES)

- Less than 5% . . . . . 1
- 5-25% . . . . . 2
- 26 - 50% . . . . . 3
- 51 - 75% . . . . . 4
- Over 75% . . . . . 5

C. What was the budgeted amount for expendable educational materials five years ago?

IF NO:

D. How are such materials budgeted for?

E. What amount would you estimate goes for the paper and duplicating supplies used to make instructional materials for the school? (PROBE: ONLY IF RESPONDENT CAN'T GIVE A FIGURE: Would you say it is... READ CATEGORIES)

- \$ \_\_\_\_\_ OR
- Less than \$500 . . . . . 1
  - Between \$500 - \$1,000. . . 2
  - Between \$1,000-\$3,000. . . 3
  - Between \$3,000-\$5,000. . . 4
  - Over \$5,000. . . . . 5

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501  
1-66

SECTION A -- BUDGET AND ALLOCATIONS -- ADDITIONAL INFORMATION

FOR \_\_\_\_\_

Q. 9A (1)

You told me before that this year's budget item for expendable educational materials is \_\_\_\_\_; it has been found that there is a wide variation from school to school as to what is included in that category. Therefore we need to get a breakdown of this item; can you tell me what kinds of things are covered in this budget item in \_\_\_\_\_? (CODE \_\_\_\_\_)  
(AMOUNT GIVEN IN Q9A)  
(NAME OF SCHOOL)

"YES" BELOW, FOR EACH ITEM MENTIONED. THEN ASK FOR EACH REMAINING ITEM.)

	Yes (included)	No (not included)
materials for:		
a. art classes. . . . .	1	2
b. manual arts. . . . .	1	2
c. science classes. . . . .	1	2
d. music (including sheet music). . . . .	1	2
e. Athletics. . . . .	1	2
f. General classroom supplies, such as chalk and erasers. . . . .	1	2
g. General office supplies, such as paper, pens, pencils, ink, typewriter ribbons. . . . .	1	2
h. Custodial supplies, such as soap, other cleaning materials, etc. . . . .	1	2
i. Anything else? (SPECIFY). . . . .	1	2

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(OVER)

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SECTION A - BUDGET AND ALLOCATIONS - SUPPLEMENTAL QUESTIONS

9. A (1) ASK THIS QUESTION AFTER 9. A ON PAGE 3 OF THE BUDGET SECTION

Can you tell me just what kinds of things are covered in this budget item?  
(CODE "YES" BELOW, FOR EACH ITEM MENTIONED. THEN ASK FOR EACH REMAINING ITEM.)

	Yes (included)	No (not included)
materials for:		
a. art classes . . . . .	1	2
b. manual arts . . . . .	1	2
c. science classes . . . . .	1	2
d. music (including sheet music) . . . . .	1	2
e. Athletics . . . . .	1	2
f. General classroom supplies such as chalk and erasers . . . . .	1	2
g. General office supplies, such as paper, pens, pencils, ink, typewriter ribbons.....	1	2
h. Custodial supplies, such as soap, other cleaning materials, etc.. . . . .	1	2
i. Anything else? (SPECIFY) . . . . .	1	2

---



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---

9. B. (1) ASK THIS QUESTION INSTEAD OF Q. 9 B ON PAGE 3 OF THE BUDGET SECTION

What proportion of that amount would you estimate goes for paper and duplicating supplies to make instructional materials for the school?  
(ENTER PER CENT GIVEN. IF A PROBE IS NECESSARY: Can you give me a percentage range? -- we'd like to have it within ten percent if possible. IF RESPONDENT GIVES YOU A WIDER RANGE THAN TEN PERCENT, TRY TO NARROW IT DOWN, Would you say it's closer to 10 to 20 percent than 20 to 30 percent?)

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SECTION B -- LIBRARY

IF THIS IS A NEW INFORMANT, INTRODUCE YOURSELF. . .

"Hello, I'm (your name) from the National Opinion Research Center. We are conducting a study of educational materials in the schools, and (main informant's name) suggested that I talk to you about the library."

---

1. IF INFORMANT IS LIBRARIAN:

A. How many full time professionals are in your library staff? \_\_\_\_\_

B. How many full time clerical staff members are there? \_\_\_\_\_

IF INFORMANT IS OTHER THAN LIBRARIAN:

How many full time employees are there in the library? \_\_\_\_\_

---

2. What was your operating budget for library materials this year?

\$ \_\_\_\_\_

---

3. How many books and how many periodicals are in the school library (class-room library system)?

\_\_\_\_\_ Books

\_\_\_\_\_ Periodicals

---

4. In some schools the library is primarily related to the curriculum, in other schools the library primarily provides material for the students' free reading. Is your library more curriculum or more free reading oriented?

Curriculum . . . . . 1  
Free reading . . . . . 2  
Both equally . . . . . 3

9. Are there any other instructional materials the library is in charge of, that haven't been mentioned yet? (PROBE: What kinds? How many?)

---

10. Do you have any copying machines in your library?

Yes . . . . (ASK A&B) . . . . . 1  
No . . . . . 2

IF "YES":

A. Who uses the copying machines?

B. What are they used for?

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SECTION C -- TESTING

IF THIS IS A NEW INFORMANT, INTRODUCE YOURSELF . . .

Hello, I'm        (your name)        from the National Opinion Research Center at the University of Chicago. We are conducting a study of educational materials in the schools, and        (Main Informant's Name) suggested that I talk to you about the standardized tests used here.

1. First, what standard tests are used regularly? (PROBE FOR NAMES OF TESTS, SUCH AS STANFORD ACHIEVEMENT TESTS, COOPERATIVE READING TEST, ~~LOEWE~~-THORNDIKE INTELLIGENCE TESTS).

- 
2. A. Who is tested on these standard tests -- what grade levels?

B. How often are the tests administered?

- 
3. Where are such tests scored -- here in the school, in your school district, or by an outside testing or scoring service?

In the school . . . . .	1
In the school district . . . . .	2
Outside service . . . . .	3
Other (SPECIFY) . . . . .	4

---

4. Do you ever find it necessary or convenient to duplicate any of the standardized tests or answer sheets?

Yes, tests . . . . . (ASK A) . . . . .	1
Yes, answer sheets . . . . . (ASK A) . . . . .	2
Yes, both . . . . . (ASK A) . . . . .	3
No . . . . .	4

- A. IF YES: How many times a semester do you do this?
-

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SECTION D -- AUDIO-VISUAL

IF THIS IS A NEW INFORMANT, INTRODUCE YOURSELF. . .

Hello. I'm (your name) from the National Opinion Research Center at the University of Chicago. We are conducting a study of educational materials in the schools, and (Main Informant's name) suggested that I talk to you about the audio-visual equipment here at (name of school).

- 
1. As I read you a list of different kinds of audio-visual equipment, please tell me for each one whether or not you have that particular equipment here at the school, and if you do, how many.

First. . .

	<u>Yes</u>	<u>No</u>	<u>How many?</u>
A. An opaque projector	1	2	_____
B. A movie projector	1	2	_____
C. A film strip projector	1	2	_____
D. A microprojector	1	2	_____
E. A slide projector	1	2	_____
F. Closed circuit TV	1	2	<u>receivers?</u>
G. A tape recorder	1	2	_____
H. A phonograph	1	2	_____
I. An overhead projector			

FOR EACH KIND OF EQUIPMENT CODED "YES" ASK QUESTIONS ON THE APPROPRIATE FOLLOWING PAGE.

FOR EACH KIND OF EQUIPMENT CODED "NO," SIMPLY SKIP THAT PAGE.

B. MOVIE PROJECTOR

IF MORE THAN ONE ANSWER TO Q. 1: Let's talk about the movie projector you know the most about. IF KNOWS EQUALLY ABOUT ALL: Let's talk about the one which gets the most use.

(1) Are you in charge of that projector, or don't you have any control over its use?

- In charge of . . . . . 1
- No control . . . . . 2

(2) Do teachers come to you for the materials needed to use the projector?

- Yes . . . . . 1
- No. . . . . 2

(3) About how often is this movie projector used--every day or almost everyday, once or twice a week, one to three times a month, or less than once a month?

- Every day or almost every day. . . . . 1
- Once or twice a week . . . . . 2
- One to three times a month . . . . . 3
- Less than once a month . . . . . 4

(4) Was this projector in use last week?

- Yes . . . . .(ASK A-D). . . . . 1
- No . . . . .(ASK E AND F). . . . . 2

IF YES: A. How many times? \_\_\_\_\_

B. For what purpose was it used? (PROBE: Who used it? What material was shown on the projector?)

C. How many students were shown the material? (PROBE: Was it a single class, or more, or less?)

D. Did the material shown originate in the school or outside?

- In school . . . . . 1
- Outside school. . . . . 2

IF NO: E. When was the last time this movie projector was used?

F. For what purpose was it used then? (PROBE: Who used it? What was shown on it?)

(5) CODE WITHOUT ASKING IF YOU ALREADY KNOW THAT THIS MACHINE GETS THE MOST USE OR IF THIS IS THE ONLY MOVIE PROJECTOR. Would you say that the projector we've been talking about gets more, less, or about the same amount of use as the other Movie projector(s) here? RECORD VERBATIM ANY VOLUNTARY COMMENTS ABOUT USE OF OTHER MACHINES.

- More. . . . . 1
- Less. . . . . 2
- Same. . . . . 3

D. MICROPROJECTOR

IF MORE THAN ONE IN ANSWER TO Q. 1: Let's talk about the microprojector you know the most about. IF KNOWS EQUALLY ABOUT ALL: Let's talk about the one which gets the most use.

(1) Are you in charge of that microprojector, or don't you have any control over its use?

- In charge of. . . . . 1
- No control. . . . . 2

(2) Do teachers come to you for the materials needed to use the microprojector?

- Yes . . . . . 1
- No. . . . . 2

(3) About how often is this microprojector used--every day or almost everyday, once or twice a week, one to three times a month, or less than once a month?

- Every day or almost every day. . . . . 1
- Once or twice a week . . . . . 2
- One to three times a month . . . . . 3
- Less than once a month . . . . . 4

(4) Was this microprojector in use last week?

- Yes. . . . . (ASK A-D) . . . . . 1
- No . . . . . (ASK E AND F) . . . . . 2

IF YES: A. How many times? \_\_\_\_\_

B. For what purpose was it used? (PROBE: Who used it? What material was shown on the microprojector?)

C. How many students were shown the material? (PROBE: Was it a single class, or more, or less?)

D. Did the material shown originate in the school or outside?

- In school . . . . . 1
- Outside school. . . . . 2

IF NO: E. When was the last time this microprojector was used?

F. For what purpose was it used then? (PROBE: Who used it? What was shown on it?)

(5) CODE WITHOUT ASKING IF YOU ALREADY KNOW THAT THIS MACHINE GETS THE MOST USE OR IF THIS IS THE ONLY MICROPROJECTOR. Would you say that the microprojector we've been talking about gets more, less, or about the same amount of use as the other microprojector(s) here? RECORD VERBATIM ANY VOLUNTARY COMMENTS ABOUT USE OF OTHER MACHINES.

- More. . . . . 1
- Less. . . . . 2
- Same. . . . . 3

F. CLOSED CIRCUIT TV

(1) Are you in charge of closed circuit TV showings, or is someone else in charge of that who could tell me more about it?

- R. is in charge . . . . . 1
- Someone else (GET NAME AND INTERVIEW THAT PERSON ON CLOSED CIRCUIT TV ONLY). . . . . 2

(2) About how often is the closed circuit TV used? RECORD ANSWER VERBATIM AND THEN CIRCLE APPROPRIATE CODE.

- Every day or almost every day. . . . . 1
- Once or twice a week . . . . . 2
- One to three times a month . . . . . 3
- Less than once a month . . . . . 4

(3) Was closed circuit TV used last week?

- Yes . .(ASK A-D). . . 1
- No. . .(ASK E AND F). 2

IF YES: A. How many times? \_\_\_\_\_

B. For what purpose was it used? (PROBE: Who used it? What was shown?)

C. How many students were shown the telecast? (PROBE: Was it a single class, or more, or less?)

D. Did the showing originate in the school or outside?

- In school . . . . . 1
- Outside school. . . . . 2

IF NO: E. When was the last time closed circuit TV was used?

F. For what purpose was it used then? (PROBE: Who used it? What was shown?)

H. PHONOGRAPH

IF MORE THAN ONE ANSWER TO Q. 1: Let's talk about the phonograph you know the most about. IF KNOWS EQUALLY ABOUT ALL: Let's talk about the one which gets the most use.

- (1) Are you in charge of that phonograph, or don't you have any control over its use?
  - In charge of. . . . . 1
  - No control. . . . . 2
- (2) Do teachers come to you for the materials needed to use the phonograph?
  - Yes . . . . . 1
  - No. . . . . 2
- (3) About how often is this phonograph used--every day or almost everyday, once or twice a week, one to three times a month, or less than once a month?
  - Every day or almost every day. . . . . 1
  - Once or twice a week . . . . . 2
  - One to three times a month . . . . . 3
  - Less than once a month . . . . . 4
- (4) Was this phonograph in use last week?
  - Yes. . . . .(ASK A-D). . . . . 1
  - No . . . . .(ASK E AND F). . . . . 2

IF YES: A. How many times? \_\_\_\_\_

B. (PROBE: What records were played?)

C. How many students listened to the records played?

D. Were recordings made in the school or outside?

- In school . . . . . 1
- Outside school. . . . . 2

IF NO: E. When was the last time this phonograph was used?

F. (PROBE: What records were played?)

(5) CODE WITHOUT ASKING IF YOU ALREADY KNOW THAT THIS MACHINE GETS THE MOST USE OR IF THIS IS THE ONLY PHONOGRAPH. Would you say that the phonograph we've been talking about gets more, less, or about the same amount of use as the other phonograph(s) here? RECORD VEBRATIM ANY VOLUNTARY COMMENTS ABOUT USE OF OTHER MACHINES.

- More . . . . . 1
- Less . . . . . 2
- Same . . . . . 3

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SECTION E -- TEACHER

Hello, I'm (your name) from the National Opinion Research Center at the University of Chicago. I've just talked to (MAIN INFORMANT) and he suggested that you would be interested in answering a few questions about text books and educational materials that you use in one of your (eleventh/eighth/fifth) grade classes. If you have more than one (eleventh/eighth/fifth) grade class, please just pick one for us to talk about.

1. Which class are we talking about?

---

2. Is this an ordinary class or is it special in some way?

Ordinary . (GO TO Q. 3) . . . 1  
Special. . (ASK A) . . . . . 2

A, How is it special?

---

3. Are there any text books that the students in that class regularly use?

Yes. . . .(ASK A) . . . . . 1  
No . . . .(GO TO Q.4) . . . . . 2

A. IF YES: Which text books are they?

---

4. Do they use any other books (either hard cover or paper backs) during the course?

Yes. . . .(ASK A&B) . . . . . 1  
No . . . .(GO TO Q. 5) . . . . . 2

IF YES:

A. Which books are those?

B. Where do the students get their copies of these books?

TEACHER

9. Did you make an assignment that would require your students to use the library?

Yes . . . .(ASK A) . . . . . 1  
No . . . .(GO TO Q.10) . . . . 2

A. IF YES: Could you give me an estimate of how many pages, on the average, that assignment would cover.

---

---

10. Did you hand out to the students any material that you created yourself, or you had duplicated?

Yes . . . .(ASK A-C) . . . . . 1  
No . . . .(ASK D-F) . . . . . 2

IF YES:

A. What was it?

B. Where did it come from (if not teacher created)?

C. How many pages was it?

IF NO:

D. How often do you give the students in this class material you create yourself or have duplicated -- almost every week, one to three times a month, or less than once a month?

Almost every week . . . . . 1  
One to three times a month . . . . 2  
Less than once a month . . . . . 3

E. What are the things you create yourself?

F. What are the things you duplicate? (PROBE: Think of the last few things.)

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University of Chicago

SECTION F-1 -- DISTRIBUTION OF DUPLICATING AND COPYING EQUIPMENT

IF THIS IS A NEW INFORMANT, INTRODUCE YOURSELF. . .

Hello. I'm (your name) from the National Opinion Research Center at the University of Chicago. We are conducting a study of educational materials in the schools, and (Main Informant's name) suggested that I talk to you about the duplicating and copying equipment here at (name of school).

1. A. I have a list of various kinds of equipment which I'll read to you, and you tell me whether or not you have that equipment in the school CODE IN COLUMN A BELOW.

First, do you have . . .	A.		B.
	Yes	No	How many?
(1) Duplicating equipment which requires typing (e.g., ditto, mimeograph, hectograph)	1	2	_____
(2) Duplicating equipment which can also take a photocopied master (e.g., multilith)	1	2	_____
(3) Photo copy equipment (e.g., thermofax, xerox)	1	2	_____
(4) Any other kind of duplicating equipment? (SPECIFY)			_____

- B. FOR EACH CODED "YES" TO A, ASK: How many of these machines does the school have? ENTER NUMBER IN COLUMN B ABOVE.

2. Who is in charge of each of the machines you've mentioned? (BEGIN WITH FIRST "YES" TO Q.1A. IF MORE THAN ONE IN ANSWER TO B, ASK FOR PERSON IN CHARGE OF EACH. GET NAME AND JOB TITLE. RECORD EACH MACHINE ON A SEPARATE LINE BELOW AND CONTINUE ON NEXT PAGE.)

IF, FOR ANY MACHINE, NO ONE IS "IN CHARGE," GET TWO KINDS OF INFORMATION:

- A. Who has access to and uses the machine? (HERE WE WANT THE FULL RANGE OF THE KINDS OF PEOPLE WHO USE IT; e.g., staff in Principal's office, English teachers, all teachers, etc.)
- B. I'd like to know the name (and job title) of one person who uses the machine a great deal; preferably the one person who uses it most, if there is such a person.

KIND OF MACHINE

PERSON IN CHARGE (OR WITH ACCESS)

3. To the best of your knowledge, which machine in each group we've talked about (REFER BACK TO THOSE CODED "YES" IN ANSWER TO Q. 1A) is used most often in connection with reproducing instructional materials?

---

Now I want to get some information about each of the machines we've talked about--I'll want to talk to the person in charge (or the person who uses it a great deal).

UNLESS RESPONDENT IS TO BE INTERVIEWED ON ANY OF THE MACHINES LISTED:

Thank you very much for your help.

---

PROCEDURE FOR USE OF SECTION F-2

- I. If there are ten machines or less listed in Q. 2 of this section, administer a Section F-2 form to the relevant person for each machine.
- II. If there are more than ten machines listed in Q. 2 of this form:
- A. Administer ten Section F-2 forms, using this priority --
- (1) A Section F-2 form should be administered for each of the machines mentioned in Q. 3 of this form; that is, the machine from each group that is used most often in connection with reproducing instructional materials.
  - (2) Section F-2 forms should be administered for those machines for which someone was named as being in charge of the machine.
  - (3) Try to find out, by informal questioning of persons to whom you are administering F-2 forms, which of the remaining machines are used the most for reproducing instructional materials; administer F-2's for those machines used most until you have administered a total of ten.
- B. Call the Field Supervisor in Chicago for further instructions.

SEE THE SPECIFICATIONS FOR MORE DETAILED INSTRUCTIONS.

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University of Chicago

SECTION F-2 -- USE OF DUPLICATING AND COPYING EQUIPMENT

Name of school \_\_\_\_\_

IF THIS IS A NEW INFORMANT INTRODUCE YOURSELF . . .

Hello. I'm (your name) from the National Opinion Research Center of the University of Chicago. We are conducting a study of educational materials in the schools, and I've already talked to (Main Informant's Name).

I understand that you (are in charge of/use) the \_\_\_\_\_ machine, and I'd like to ask you a few questions about its use.

1. Are any records kept of machine use?

Yes . . . . (ASK A) . . . . . 1

No . . . . (ASK B & C) . . . . . 2

A. IF YES: Could we go over last week's records? FILL IN TABLE ON NEXT PAGE FROM RECORDS, IF POSSIBLE.

IF NO:

B. Then let's go over last week's use. First, how many people in all, would you say, used the machine last week -- that is, either made a request, or actually (ran off/duplicated) it themselves.

C. What proportion of last week's users were teachers, what proportion were students, and what proportion were other staff members?

Teachers . . . \_\_\_\_\_ %

Students . . . \_\_\_\_\_ %

Other staff . . . \_\_\_\_\_ %

FOR RESPONDENTS WHO ARE "IN CHARGE OF" THIS MACHINE ASK Q's 2 & 3.

FOR RESPONDENTS WHO ARE "USERS ONLY" SKIP TO Q. 4.

2. Altogether, how many requests for work from the machine would you say there were last week--that is, how many units or jobs were (run off/copied)?

MACHINE USE TABLE - FOR 1-A, Q. 3, OR Q. 5--Continued

A. User			B.	C.	D.	E.
Teacher	Student	Other Staff	No. of Copies	No. of Pages	Source	Use of Material
1	2	3				
1	2	3				
1	2	3				
1	2	3				
1	2	3				
1	2	3				
1	2	3				
1	2	3				
1	2	3				
1	2	3				
1	2	3				
1	2	3				
1	2	3				
1	2	3				

10. And one last question. Thinking back over this year, was there really a big job that you recall doing or knew was done on this machine?

Yes . . . . (ASK A) . . . . . 1  
No . . . . . 2

A. IF YES: Could you describe it to me? (PROBE: What was the job?  
How many copies? For what purpose was it done?)

---

11. Do you have to get permission to copy or duplicate instructional materials?

Yes . . . . (ASK A & B) . . . . . 1  
No . . . . . 2

IF YES:

A. From whom?

B. For all kinds of material, or some specific kinds only?

All . . . . . 1  
Specific . (ASK C) . . . . . 2

C. IF "SPECIFIC" TO B: What kinds?

---

Thank you very much. Before I go I'd like to ask your help once more . . .

INSTRUCTION:

ASK THE RESPONDENT TO PLACE THREE PAGES OF THE "MACHINE RECORD FORM" BY THE MACHINE DISCUSSED AND TO REQUEST THAT EVERYONE USING THE MACHINE IN THE NEXT SCHOOL WEEK MAKE AN ENTRY ON THE FORM. YOU WILL COME BACK AT THE END OF THE WEEK AND PICK UP THE COMPLETED FORMS. (ASK THE RESPONDENT IF HE/SHE THINKS MORE THAN THREE PAGES WILL BE REQUIRED: LEAVE AS MANY AS NECESSARY.)

# USERS OF THIS MACHINE, PLEASE NOTE---

It is necessary that a complete record be kept of all uses of this \_\_\_\_\_ machine from \_\_\_\_\_ through \_\_\_\_\_. During this time, we ask that you be sure to make an entry on the MACHINE RECORD FORM placed next to this machine, EVERY TIME you use it.

## To use the MACHINE RECORD FORM:

- A. Please read the Example on the first line of the form.
- B. Use one horizontal line for each entry.
- C. ENTER the DATE of the use, the NUMBER OF PAGES being copied or duplicated, and the NUMBER OF COPIES made.
- D. CHECK ONE of the three categories given, to show the KIND of copy produced by the machine on this use: a transparency, a multilith master, or ordinary paper copy.
- E. Finally, CHECK ONE COLUMN to show the SOURCE of the material copied or reproduced on this use: if the source does not fit in any of the categories given, please DESCRIBE IT, in the column headed "Other."

If you have any questions as to the use of this form, please see \_\_\_\_\_.

THANK YOU FOR YOUR HELP.

The National Opinion Research Center

Name of School

Type of Machine

Machine Use	EN D
Example	12
#1	
#2	
#3	
#4	
#5	
#6	
#7	
#8	
#9	
#10	
#11	
#12	
#13	
#14	

COLLEGE AND UNIVERSITY QUESTIONNAIRES

AND MACHINE RECORD FORM

NATIONAL OPINION RESEARCH CENTER  
University of Chicago

Survey 501 - C  
January, 1966

FACE SHEET

NAME OF COLLEGE: \_\_\_\_\_ INTERVIEWER: \_\_\_\_\_  
AND OF  
NAME OF TITLE & INFORMANT ON MAIN QUESTIONNAIRE: \_\_\_\_\_

SECTION A -- LIBRARY (Yellow)

INFORMANT (See Q. 3 of Main Questionnaire):  
\_\_\_\_\_

SECTION B -- DISTRIBUTION OF DUPLICATING AND COPYING EQUIPMENT (Blue)

INFORMANT (From Q. 4, 5, 6, 7, or 8 of Main Questionnaire):  
CIRCLE THE QUESTION NUMBER HERE, TO INDICATE  
SOURCE OF INFORMANT.  
\_\_\_\_\_

SECTION C -- USE OF DUPLICATING AND COPYING EQUIPMENT (pink)

INFORMANTS

(1) From Section A - Library, Q. 5  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(2) From Section B -- Distribution, Q. 1-Table  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

RECORD OF CALLS		
DATE	TIME	RESULTS

CONTINUE ON BACK IF NECESSARY

NATIONAL OPINION RESEARCH CENTER  
University of Chicago

MAIN QUESTIONNAIRE

(To be asked of President or designated equivalent)

First, I'd like some basic information about the college (university).

1. How many students are enrolled at (college/university)? (Excluding extension and non-credit students--including branches.)

\_\_\_\_\_  
(Number enrolled)

2. How many persons are on your faculty--teaching and research?

\_\_\_\_\_  
(Number on faculty)

3. I need some information on your library, and I'll want to talk to your librarian later. That's (name of librarian, from Face Sheet), is it not? IF INCORRECT, GET CORRECT NAME AND RECORD IN SECTION A OF FACE SHEET.

4. One of the things we want to find out is what kinds of duplicating and copying equipment you have in the school (on campus), and how much. Is there a separate reproducing and duplicating department that handles all or most of the duplicating for the school?

Yes . . . (ASK A) . . . . . 1

No . . (GO TO Q. 5) . . . . . 2

- A. IF YES: Who is the person in charge of this department? I'd like to talk with him later. RECORD NAME IN SECTION B OF FACE SHEET AND SKIP TO Q. 9.

5. Do you have an inventory procedure whereby the purchase or rental records of duplicating and copying machines are kept?

Yes . . . (ASK A) . . . . . 1

No . . (GO TO Q. 6) . . . . . 2

- A. IF YES: Who is the person in charge of these records? I'd like to talk with him later. RECORD NAME IN SECTION B OF FACE SHEET AND SKIP TO Q. 9.

10. Could you rank the relative importance of the following in the teaching program here? Textbooks, monographs, journals, and unpublished materials. CODE IN APPROPRIATE COLUMNS.

	Most Important	2nd	3rd	Least
Textbooks . . . . .	1	2	3	4
Monographs . . . . .	1	2	3	4
Journals . . . . .	1	2	3	4
Unpublished materials	1	2	3	4
Too much variation among faculty, can't rank . . . . .				5
Don't know, can't rank . . . . .				6

Now I have a few more questions to ask you in which I want to get your ideas and opinions.

11. Does (college/university) have a stated policy on the duplicating or copying of copyrighted materials?

- Yes . . . (ASK A & B) . . . . . 1
- No . . . . (ASK C) . . . . . 2

IF YES: A. What is that policy?

B. How do you implement it?

IF NO: C. Do you do anything to monitor the duplicating and copying of copyrighted materials?

- Yes . . . . (ASK D) . . . . . 1
- No . . . . (GO TO Q. 12) . . . . 2

D. IF YES TO C: What do you do?

12. Are you familiar with the proposed new copyright law?

- Yes . . . . (ASK A) . . . . . 1
- No . . . . (GO TO Q. 13) . . . . 2

A. IF YES: Have you formed any opinions about it?

- Yes . . . . (ASK B) . . . . . 1
- No . . . . (GO TO Q. 13) . . . . 2

B. IF YES TO A: What are they?

NATIONAL OPINION RESEARCH CENTER  
University of Chicago

SECTION A -- LIBRARY

INTRODUCE YOURSELF . . .

Hello. I'm (your name) from the National Opinion Research Center at the University of Chicago. We are conducting a study of educational materials in the schools. I've already talked with (Main Informant) and now I would like to talk with you about the library.

First, we need some basic information about the library. We are primarily interested in data that cover the Main Library collection here at (college/university). If the school has other, decentralized, library collections--such as in departments, branches, extension centers, and so on--we would prefer that the figures you give me do not include those facilities. However, if you cannot break down your figures to exclude such collections, just let me know what collections are being included.

1. How many volumes were in the (main) library collection at the end of the year (your fiscal year, or whenever you made the last count)?

\_\_\_\_\_

2. How many professionals are on the (main) library staff--in full-time equivalents?

\_\_\_\_\_

3. What were the total expenditures for the (main) library during the past year (or the last fiscal year)?

\$ \_\_\_\_\_

4. How much of that was for books and other library materials?

\$ \_\_\_\_\_

6. Do you have a Reserve Collection for student use?

Yes . . . (ASK A - C) . . . . . 1

No . . . (GO TO Q. 7) . . . . . 2

**IF YES, ASK A THROUGH G. (IF THIS RESPONDENT CANNOT ANSWER ABOUT THE RESERVE COLLECTION, FIND OUT FROM HIM WHO CAN, AND INTERVIEW THAT PERSON ON Q's A - G. IF YOU DO INTERVIEW A DIFFERENT INFORMANT, BE SURE TO INDICATE WHO THAT IS, ON THIS PAGE.)**

\_\_\_\_\_  
(Informant)

A. How big is the Reserve Collection?

\_\_\_\_\_  
(Number of volumes)

B. Is this figure included in the \_\_\_\_\_ that (you told me) are in the (main) library collection? (Answer to Q. 1)

Yes . . . . . 1

No . . . . . 2

C. Do you duplicate or copy anything for Reserve?

Yes . . . (ASK D - G) . . . . . 1

No . . . (GO TO Q. 7) . . . . . 2

**IF YES TO C:**

D. Could you estimate the number of Reserve titles you duplicated last (semester/quarter)? (PROBE: Just your best guess.)

\_\_\_\_\_  
(Number of titles)

E. Could you rank the relative frequency of duplication from the following sources--from most to least: textbooks, monographs, journals, unpublished materials.

	Most often duplicated	2nd	3rd	Least
Textbooks . . . . .	1	2	3	4
Monographs . . . . .	1	2	3	4
Journals . . . . .	1	2	3	4
Unpublished materials	1	2	3	4

F. What would you say was the average number of pages duplicated per unit, during the last (semester/quarter)?

\_\_\_\_\_  
(Pages copied)

G. And, on the average, how many copies were made of the items duplicated?

\_\_\_\_\_  
(Copies made)

11. Do you have restrictions as to who can copy or request copies of library materials--students, faculty, staff?

---

12. Is there one particular person in charge of securing permission from publishers for copying materials? CODE REPLY AND SEE APPROPRIATE INSTRUCTION BELOW.

- Yes, self . . . (SEE A) . . . . . 1
- Yes, other staff member . (SEE B) 2
- No particular person . . (SEE A) 3

- A. IF "SELF" OR "NO PARTICULAR PERSON": ASK Q's 13 THROUGH 17 OF THIS RESPONDENT.
- B. IF "OTHER STAFF MEMBER": FIND OUT WHO IT IS, RECORD NAME ON THIS PAGE, AND SAY: Thank you; I have a few questions to ask (him/her). END OF QUESTIONNAIRE FOR THIS RESPONDENT.

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(Other staff member)

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13. About how many times in the past year did the library request permission from publishers to copy material? (PROBE: Just your best guess.)

- No requests made last year (END OF QUESTIONNAIRE) . . . 1
- ENTER NUMBER: \_\_\_\_\_ (GO ON TO Q. 14) . . . . . 2

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14. How long does it generally take to get permission from a publisher?

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15. Are you ever refused permission by a publisher?

- Yes . . . . (ASK A) . . . . . 1
- No . . . (GO TO Q. 16) . . . . . 2

A. IF YES: How many times would you say that happened in the past year?

---

Survey 501 - C

CARD A  
For Q. 1 of Section B

- (1) DUPLICATING EQUIPMENT WHICH  
REQUIRES TYPING OR TAKES A  
PHOTOCOPIED MASTER; e.g.,

Ditto  
Mimeograph  
Hectograph  
Multilith

- (2) PHOTOCOPY EQUIPMENT; e.g.,

Xerox  
Thermofax

- (3) OTHER KINDS OF DUPLICATING  
EQUIPMENT

NATIONAL OPINION RESEARCH CENTER  
University of Chicago

SECTION B -- DISTRIBUTION OF DUPLICATING AND COPYING EQUIPMENT

IF THIS IS A NEW INFORMANT, INTRODUCE YOURSELF . . .

Hello. I'm (your name) from the National Opinion Research Center at the University of Chicago. We are conducting a study of educational materials in the schools. I've already spoken with (Main Informant) and now I'd like to get some information on duplicating and copying equipment here at (college/university).

We are interested in the duplicating and copying equipment in the school (on campus) that is used, at least in part, for making educational materials. That is, we aren't interested in machines that are used only for administrative purposes.

1. (HAND RESPONDENT CARD A.) Here is a card that lists some of the various kinds of duplicating and copying equipment that are often found in educational institutions--there may be some that we have left out, also. There are three things I'd like to find out now . . .
  - A. First, where in the school (on campus) are any such machines located?
  - B. How many machines are there at each location? (PROBE: Just your best guess.)
  - C. And who is in charge of the machine(s) at each location? (IF NO PARTICULAR PERSON IS IN CHARGE, TRY TO FIND OUT THE NAME OF SOMEONE WHO IS KNOWLEDGEABLE OF THE MACHINE(S)' USE--FOR EXAMPLE, SOMEONE WHO USES IT A GREAT DEAL. IF RESPONDENT CAN'T NAME ANYONE, FIND AN INFORMANT AFTER YOU GO TO THE LOCATION.)

RECORD IN TABLE BELOW (AND ON THE FOLLOWING PAGE, IF NECESSARY).

SEE SPECIFICATIONS FOR INSTRUCTIONS REGARDING SELECTION OF MACHINES FOR SUBSEQUENT "SECTION C" INTERVIEWS.

A. LOCATION	B. NUMBER OF MACHINES AT LOCATION	C. PERSON(S) IN CHARGE OF, OR KNOWLEDGE- ABLE ABOUT, MACHINE(S) AT LOCATION
1.		
2.		
3.		
4.		

IF THIS RESPONDENT IS AN "INVENTORY" RESPONDENT--THAT IS, IF YOU OBTAINED HIS NAME FROM Q. 5 OR Q. 6 OF THE MAIN QUESTIONNAIRE, ASK Q. 2 BELOW.

IF THIS RESPONDENT IS NOT INVOLVED WITH INVENTORIES OR BUDGET FIGURES, DO NOT ASK Q. 2--THIS QUESTIONNAIRE IS COMPLETED.

2. Can you tell me about how much money was spent last year (or during your last fiscal year) on expenses for duplicating supplies--such as ink, paper, masters, stencils, etc.? REFER TO THE TABLE ON PAGES 1 AND 2 OF THIS FORM. IF POSSIBLE, TRY TO GET A BREAKDOWN OF EXPENSE FIGURES BY LINE NUMBER ON THE TABLE--THAT IS, BY LOCATION OF MACHINE OR GROUPS OF MACHINES. IF THAT IS NOT POSSIBLE, TRY TO FIND OUT WHICH OF THE MACHINES--AGAIN, BY LOCATION--ARE INCLUDED IN THE FIGURE RESPONDENT GIVES YOU. IF RESPONDENT CAN'T GIVE ANY FIGURE, PROBE FOR HIS BEST ESTIMATE.

NATIONAL OPINION RESEARCH CENTER  
University of Chicago

SECTION C--USE OF DUPLICATING AND COPYING EQUIPMENT

ENTER NAME OF COLLEGE: \_\_\_\_\_

LINE NUMBER FROM SECTION B TABLE \_\_\_\_\_

IF THIS IS A NEW INFORMANT, INTRODUCE YOURSELF . . .

Hello. I'm (your name) from the National Opinion Research Center of the University of Chicago. We are conducting a study of the duplication of educational materials in the schools, and I've already talked to (Main Informant) and (Library Informant).

I understand that you (are in charge of/use) the \_\_\_\_\_ machine, and I'd like to ask you a few questions about its use.

1. Are any records kept of machine use?

Yes . . . . (ASK A) . . . . . 1

No . . . . (ASK B & C) . . . . . 2

A. IF YES: Could we go over last week's records? FILL IN TABLE ON NEXT PAGE FROM RECORDS, IF POSSIBLE.

IF NO:

B. Then let's go over last week's use. First, how many people in all, would you say, used the machine last week -- that is, either made a request, or actually (ran off/duplicated) it themselves?

\_\_\_\_\_

C. What proportion of last week's users were faculty, what proportion were students, and what proportion were other staff members?

Faculty . . \_\_\_\_\_ %

Students . \_\_\_\_\_ %

Other staff \_\_\_\_\_ %

---

FOR RESPONDENTS WHO ARE "IN CHARGE OF" THIS MACHINE ASK Q's 2 & 3.

FOR RESPONDENTS WHO ARE "USERS ONLY" SKIP TO Q. 4.

2. Altogether, how many requests for work from the machine would you say there were last week -- that is, how many units or jobs were (run off/copied)?

\_\_\_\_\_



3. Sometimes faculty members assign a set of readings, taken from various sources, which they duplicate, put together, and distribute to students. Have any such sets, or other things like this, been run on this machine in the past year?

- Yes . . . (ASK A - E) . . . . . 1
- No . . . . . (ASK F) . . . . . 2
- Don't know . (ASK F) . . . . . 3

IF YES:

A. About how many different sets would you say were run? (Just your best estimate . . . ) \_\_\_\_\_

ASK B - E FOR EACH SET.

B. About how many pages were there (in each set)?

_____	_____	_____
_____	_____	_____
_____	_____	_____

C. About how many copies were made (of each set)?

_____	_____	_____
_____	_____	_____
_____	_____	_____

D. Was the set (Were the sets) given or sold to the students?

_____	_____	_____
_____	_____	_____
_____	_____	_____

E. Could you describe where the materials used to make up the set(s) came from? (PROBES: Was the material mainly from one source, or several sources? Did it come mainly from journal articles? reference books? textbooks? other sources?)

IF NO OR DON'T KNOW:

F. Do you know of any other machine in the school that has been used to run off such sets, during the past year? IF YES, FIND OUT WHERE THE MACHINE IS LOCATED, THE TYPE OF MACHINE, AND--IF POSSIBLE--WHO IS IN CHARGE OF IT. ENTER THAT INFORMATION HERE, AND ADMINISTER ONE OF THESE QUESTIONNAIRES FOR THAT MACHINE LATER.

# USERS OF THIS MACHINE, PLEASE NOTE---

It is necessary that a complete record be kept of all uses of this \_\_\_\_\_ machine from \_\_\_\_\_ through \_\_\_\_\_. During this time, we ask that you be sure to make an entry on the **MACHINE RECORD FORM** placed next to this machine, **EVERY TIME** you use it.

## To use the **MACHINE RECORD FORM**:

- A. Please read the Example on the first line of the form.
- B. Use one horizontal line for each entry.
- C. **ENTER** the **DATE** of the use, the **NUMBER OF PAGES** being copied or duplicated, and the **NUMBER OF COPIES** made.
- D. **CHECK ONE** of the three categories given, to show the **KIND** of copy produced by the machine on this use: a transparency, a multilith master, or ordinary paper copy.
- E. Finally, **CHECK ONE COLUMN** to show the **SOURCE** of the material copied or reproduced on this use: if the source does not fit in any of the categories given, please **DESCRIBE IT**, in the column headed "Other."

If you have any questions as to the use of this form, please see \_\_\_\_\_.

**THANK YOU FOR YOUR HELP.**

The National Opinion Research Center



