

Propositions

1. The transition from sales of discs, tapes and downloads on the one hand, to subscription services on the other, have weakened the incentives to create and produce new music. This is due to the severe lag in revenues that the payment model implies, compared to upfront payment for a copy.
2. Creators, and in particularly the young, will benefit from reduced copyright duration. Creators that try to make a living in their early career are disadvantaged by the lag in revenues.
3. Theretical modelling implies that if music preferences are fundamentally unchanged, the subscription model distributes a larger share of revenues to less popular artists than what is the case with sales of units of music.
4. The division between omnivores and univores in demand for cultural goods is less important than the division between consumers and non-consumers.
5. Vertical integration between rights-holders and streaming services will be detrimental to consumers.
6. Based on previous theoretical findings, it seems likely that a coordinated introduction of several paid tiers of subscriptions will benefit rights holders, streaming services and a majority of consumers. This form of price discrimination can be efficient.
7. Exclusive deals between rights-holders and streaming services might in the long run have adverse effects on consumers, most rights-holders and most services. Such deals may gradually lead to market concentration. The only winner may be the emerging monopolist service that is able to squeeze competitors, consumers and rights holders alike.
8. The major rights holders will not allow a monopoly to form among subscription services. They have the motivation and the means to stop such consolidation.
9. Copyright legislation has very little connection with copyright economics.
10. Causation without correlation is a commonly occurring phenomenon.
11. Lacing one boot with a bright yellow lace, and the other with a bright pink lace, makes people perceive you as more interesting than they otherwise would.