

Composition Originality Tools

Comparative Research Preliminary Report

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As online systems make it easier for learners to access a multitude of academic resources, it becomes harder for teachers and graders to differentiate original content from materials that are plagiarized or inappropriately cited. At best, a student may have made an innocent mistake by copying information without giving appropriate credit to the original source. At worst, a student may be deliberately plagiarizing another scholar's work to represent as his or her own. In response, various "originality tools" have arisen in the education technology marketplace to scan student papers and compare them against currently known works to determine if a paper contains original or unoriginal writing.

The purpose of this project is to compare five originality tools that are commonly integrated into Learning Management Systems (LMS) used in academic settings. After students submit an assigned paper through the LMS, the instructor is able to use the tool to check for originality as part of the assessment process. This allows for corrective action, such as asking for more appropriate citation, or punitive action, such as flagging the work for plagiarism, to be taken.

The five originality tools being investigated are: SafeAssign, Turnitin, VeriCite, UniCheck and Urkund. SafeAssign is a Blackboard product available exclusively on their platforms and was used on the Blackboard Learn system for this study. The other originality tools are available on most leading LMS platforms. Turnitin was used as a Moodle plugin. VeriCite was used as a Sakai plugin. UniCheck and Urkund were each used through their standalone web portals.

Methods

To compare the five tools, I ran a series of 50 sample papers through each system. The papers were 10 page selections from the Princeton University Doctoral Dissertations, 2011-2017 database¹ and came from across 10 different disciplines to account for variations in subjects and themes. This database was selected because it had not been indexed by any of the originality tools being investigated.

Of the papers, 25 were "unseeded" and only contained original content from the author. Another 25 of the papers were "seeded" with known non-original content coming from easily available web sources, such as Wikipedia, Encyclopedia Britannica, Center for Disease

¹ <http://dataspace.princeton.edu/jspui/handle/88435/dsp01td96k251d>

Control, HowStuffWorks.com, and the EBSCO online journal database available to me as a student at the University of Illinois. See Appendix I for full list of test works.

The originality score and significant matching citations were recorded as the papers were run through each system. I had two major questions. Q1: Does the originality tool properly identify the seeded material as non-original content and the site I plagiarized? Q2: Does the tool find examples of the author’s original work in any other places online? These were cases where the authors had used portions of their doctoral work in other scholarly pieces that had been published before or after the dissertation defense.

Results

For Q1, VeriCite and UniCheck were the best performers with Urkund close behind. As you see, these tools identified 22 and 21 of the 25 examples of seeded material, respectively. SafeAssign identified the site for our seeded material only 15 times and Turnitin identified the site 18 times. However, there are some interesting notes of divergence.

Plagiarism Analysis Results				
SafeAssign	Turnitin	VeriCite	Urkund	UniCheck
15*	18*	22	21	22
60%	72%	88%	84%	88%
See Appendix II for full list				

In one case, SafeAssign did identify portions of the seeded material as non-original. However, it listed the source as a site that had copied information from the website where I had obtained it. Essentially, it found a fellow plagiarizer while it did not find the original seeded material itself.

In four cases, Turnitin identified seeded material as non-original without identifying the site where I obtained it. Twice, like SafeAssign, it gave us websites that had copied the material and (in these cases) properly cited it. In two other cases, Turnitin told us that the materials were from their cross-institutional student paper database (“Submitted to [Institution] Student Paper”).

For Q2, I did not know if there would be any additional publications but was interested in seeing what the tools would find. Turnitin found the most examples of original source material being published elsewhere, identifying 12 works. Urkund and Unicheck each found 11 works published elsewhere and VeriCite identified 9. SafeAssign did not find any.

Source Analysis Results				
SafeAssign	Turnitin	VeriCite	Urkund	UniCheck
0	12	9	11	11
See Appendix III for full list				

In a few cases, there were close similarities for source papers and seeded materials that were not considered significant results and recorded as matches here, even if they gave high non-originality percentages. These generally fell into one of three categories: 1) The author used common jargon for the field that we would expect to see repeated across multiple papers, 2) The author inserted long quotations that others had also included in their works, 3) The system identified a bibliographic reference as matching content because it used a standard citation style.

Discussion

The differences in the ways that each tool performed helps us understand some of the differences that may be part of their design. See Appendix IV for screen shots that give a sense of how each system works. In the first case, SafeAssign seems to be the tool with the most limited scans for outside sources. While it picked up 60% of the seeded materials, they all came from easily imagined research sites like Wikipedia, History.com, and the Center for Disease Control.

It looks like the SafeAssign web search has a very tight set of parameters for their web search. It missed quite a few general websites, found none of the journal articles used for seeded materials, and found no examples of the original material being published in journal articles elsewhere. It may be part of the SafeAssign design philosophy that they believe these gaps will be filled as an institutional database is built up of submitted student papers.

Turnitin does seem to have an extensive web cache built up for originality comparison. It is notable that this tool found the most examples of original work published elsewhere. On the other hand, there are some intriguing questions about how this web cache is handled. In four cases, the system correctly identified seeded material as being non-original content but did not give us a link to the original site.

In two cases, the non-original content was attributed to students from another institution. While the match was sufficient to determine likely plagiarism in this case, it is very likely that in another scenario with less of a match it would be less clear and I can't be sure whether Turnitin recognized that the seeded material also came from the World Wide Web. There is also considerable debate over the way that Turnitin co-mingles all institutional works into a common database because of privacy and intellectual property concerns. Opponents say it is wrong to appropriate this work that was only intended for a class assignment for a shared database or corporate endeavor.²

In two more cases, the non-original content was identified but attributed to a site that didn't match our seeded material. However, in both of those cases the link to the websites were dead, and I only had the Turnitin web cache for reference. Based on the ability that Turnitin showed for finding source material in Q2, I expected that they would also be able

² <https://www.insidehighered.com/news/2017/06/19/anti-turnitin-manifesto-calls-resistance-some-technology-digital-age>

to find the site for seeded material. But again, without having the correct site listed I can't credit Turnitin with finding the examples I had seeded.

Did the Turnitin web crawler come across these secondary sites first and then determine that they didn't need to mention the other sites (the correct sites) as the source of non-original content? If that is the case, then it is especially problematic that the Turnitin web cache is out of date and contains dead links. Did Turnitin decide that the sources it showed us were more valid? If an instructor cannot verify the status of allegedly non-original content it becomes more difficult to prepare a plan for correction.

The performance of the last three tools was nearly equivalent. VeriCite and UniCheck performed the best in the main question, with Urkund close behind. In the secondary question, Vericite was behind by just 2-3 samples. I found in examining these tools that the difference may be in the depth that the web crawl indexed sites. While all three found the sites that any student might access from a simple web search, the differences emerged as the tools dug into deeper layers. There were several instances of papers being found that had been saved in journal, organizational, or governmental archives, or on the personal web space of faculty members (i.e. spaces where they could give their students the link to download a PDF and read the article for a college course).

These results reveal the two different forms of originality checks. SafeAssign and Turnitin seem to be designed foremost for checking submitted content against the institutional databases of their clients and partner institutions. This is useful for discovering if students have submitted the same paper in more than one course, copied work from a friend, or bought a paper from a "term paper" database.

VeriCite, UniCheck and Urkund performed better in identifying web sources that may be the source of non-original content. While UniCheck and Urkund fared slightly better than VeriCite in the deep search, it was not enough to render a clear verdict as to any system being superior. All three found the most commonly searched elements that students would find when composing an academic work. This is important for using composition originality tools as a teaching resource to train students in the writing process.

Conclusion

With a variety of composition originality tools to select from, institutions looking to integrate a service into their LMS will be able to consider whatever criteria is best for them. There may good reasons why an institution would prefer the institutional database check or the web search check to be the main focus of their tool. There are also structural and bureaucratic considerations that will inform the decision.

Ultimately, these tools are intended to make the assessment process easier and more informative for both students and instructors. Freeing up instructor time that might be spent investigating papers for possible infractions gives more opportunities for other class activities. Anything that the tools can do to guide students in developing good writing practices is an obvious bonus that we should hope to be in the future of these systems.

Appendix I

Paper / Subject	Year	Seed	Seed Source	Paper / Subject	Year	Seed	Seed Source
Anthopology				East Asian Studies			
Gordon, Gwendolyn	2014			Bridges IV, William H.	2012		
Polk, Daniel	2014			Gregory, Scott Wentworth	2012		
Robinson, Mark	2014			Hunter, Michael	2012	2 Page	AsiaSociety.org
MoranThomas, Amy	2012	2 Page	Wikipedia	Ro, Sang-ho	2012	2 Page	Today Translations
Savova, Nadezhda Dimitrova	2013	4 Page	EBSCO Journal	Compton, Eno	2013	4 Page	New World Encyclopedia
Architecture				Economics			
Buckley, Craig	2013			Alvarez, Jorge Alejandro	2016		
Efrat, Zvi	2014			Ge, Qi	2016		
Hsieh, Lisa L.	2013			Ravit, Jason Gregory	2016		
Campbell, Mark	2014	2 Page	EBSCO Journal	Zeltzer, Dan	2016	2 Page	Amer Soc of Mech Engr
Sunwoo, Irene	2013	4 Page	Encyclopedia Britannica	Feng, Xiaochen	2016	4 Page	BeBusinessed.com
Chemical and Biological Engineering				German			
Girardi, Matthew	2015			Attanucci, Timothy J.	2012		
Bozym, David	2015			Christian, Margareta Ingrid	2012		
Davis, Raleigh Lloyd	2015	2 Page	EBSCO Journal	Eldridge, Sarah Vandegrift	2012		
Dsilva, Carmeline Joan	2015	2 Page	Wolfram Mathworld	Spies, Petra	2012	2 Page	Wikipedia
Hiszpanski, Anna Maria	2015	4 Page	HowStuffWorks.com	King, Alana Jane	2014	4 Page	Christian Cyclopedia
Chemistry				Neuroscience			
Fortmeyer, Ivy Camille	2016			Coen, Philip	2015		
Ganguly, Aahana Nibedita	2016			Silbert, Lauren	2014		
Terrett, Jack Alexander	2016	2 Page	Phys.org	Solway, Alec	2014	2 Page	Encyclopedia of Philosophy
Hone, Graham	2016	2 Page	Wikipedia	Eldar, Eran	2014	4 Page	Wikipedia
Digianantonio, Katherine	2016	4 Page	Center for Disease Control	Opendak, Maya	2015	4 Page	Scopus Journal
Classics				Public and International Affairs			
Jones, Madeleine Kersti	2013			Coffey, Diane	2015		
Clark, Virginia Emily	2014			Palmer, John RB	2013		
Meinrath, Danielle	2015			Collins, Liam	2014	2 Page	Small Wars Journal
Oswald, Simon	2014	2 Page	History.com	Kanter, David	2014	4 Page	Wikipedia
Sirois, Martin	2014	4 Page	Scopus Journal	Lim, Darren James	2014	4 Page	CIA Worldbook

Appendix II

Plagiarism Analysis Results

Paper / Subject	SafeAssign	TurnItIn	VeriCite	Urkund	UniCheck	Seed Source
Anthropology						
Gordon	2%	17%	11%	9%	4.3%	
Polk	2%	10%	10%	2%	0.0%	
Robinson	1%	10%	10%	2%	0.0%	
MoranThomas 2P	13%	25%	19%	19%	14.7%	Wikipedia
Savova 4P	1%	10%	53%	47%	42.1%	EBSCO Journal
Architecture						
Buckley	1%	10%	10%	4%	0.0%	
Efrat	1%	17%	17%	13%	9.8%	
Hsieh	2%	12%	10%	2%	0.0%	
Campbell 2P	1%	17%	10%	1%	2.1%	EBSCO Journal
Sunwoo 4P	28%	54%	48%	46%	46.4%	Encyclopedia Britannica
Chemical and Biological Engineering						
Girardi	11%	52%	47%	4%	37.3%	
Bozym	4%	19%	10%	6%	4.7%	
Davis 2P	10%	37%	31%	1%	24.6%	EBSCO Journal
Dsilva 2P	9%	49%	42%	24%	60.0%	Wolfram Mathworld
Hiszpanski 4P	28%	56%*	41%	41%	43.5%	HowStuffWorks.com
Chemistry						
Fortmeyer	1%	16%	10%	4%	0.0%	
Ganguly	4%	28%	10%	6%	2.1%	
Terrett 2P	16%	77%	77%	83%	66.8%	Phys.org
Hone 2P	21%	41%	18%	24%	18.7%	Wikipedia
Digianantonio 4P	41%	63%	60%	44%	56.1%	Center for Disease Control
Classics						
Jones	1%	7%	10%	4%	0.0%	
Clark	8%	12%	22%	15%	9.9%	
Meinrath	2%	23%	10%	2%	0.0%	
Oswald 2P	20%	26%*	23%	22%	21.1%	History.com
Sirois 4P	2%	45%	10%	3%	2.2%	Scopus Journal
East Asian Studies						
Bridges	7%	15%	10%	4%	6.5%	
Gregory	4%	14%	10%	5%	0.0%	
Hunter 2P	26%	32%	27%	27%	21.2%	AsiaSociety.org
Ro 2P	9%	25%	25%	24%	23.5%	Today Translations
Compton 4P	11%	56%	55%	50%	44.4%	New World Encyclopedia
Economics						
Alvarez	2%	96%	10%	94%	74.3%	
Ge	1%	8%	65%	71%	55.4%	
Ravit	11%	14%	10%	2%	0.0%	
Zeltzer 2P	20%	49%	41%	35%	29.8%	Amer Soc of Mech Engr
Feng 4P	32%	94%	34%	96%	30.8%	BeBusinessed.com
German						
Attanucci	2%	23%	10%	9%	3.3%	
Christian	1%	17%	10%	5%	2.7%	
Eldridge	1%	17%	10%	1%	7.9%	
Spies 2P	13%	30%	24%	23%	22.3%	Wikipedia
King 4P	45%	51%*	39%	52%	34.8%	Christian Cyclopedia
Neuroscience						
Coen	2%	30%	10%	74%	0.0%	
Silbert	9%	62%	47%	38%	23.7%	
Solway 2P	10%	94%*	88%	95%	74.6%	Encyclopedia of Philosophy
Eldar 4P	34%	61%	52%	84%	53.5%	Wikipedia
Opendak 4P	20%	48%	50%	4%	16.3%	Scopus Journal
Public and International Affairs						
Coffey	2%	93%	94%	96%	63.3%	
Palmer	1%	9%	38%	38%	2.5%	
Collins 2P	15%	50%	33%	28%	19.0%	Small Wars Journal
Kanter 4P	40%	65%	51%	51%	59.3%	Wikipedia
Lim 4P	33%*	58%	48%	44%	43.5%	CIA Worldbook
Seeded Material Found						
Total Samples = 25	15*	18*	22	21	22	Red: Seeded Material was not identified Green: Seeded Material was identified

Appendix III

Source Analysis Results

Paper / Subject	SafeAssign	TurnItIn	VeriCite	Urkund	UniCheck
Anthropology					
Gordon	2%	17%	11%	9%	4.3%
Polk	2%	10%	10%	2%	0.0%
Robinson	1%	10%	10%	2%	0.0%
MoranThomas 2P	13%	25%	19%	19%	14.7%
Savova 4P	1%	10%	53%	47%	42.1%
Architecture					
Buckley	1%	10%	10%	4%	0.0%
Efrat	1%	17%	17%	13%	9.8%
Hsieh	2%	12%	10%	2%	0.0%
Campbell 2P	1%	17%	10%	1%	2.1%
Sunwoo 4P	28%	54%	48%	46%	46.4%
Chemical and Biological Engineering					
Girardi	11%	52%*	47%*	4%	37.3%*
Bozym	4%		19%	6%	4.7%
Davis 2P	10%	37%	31%	1%	24.6%
Dsilva 2P	9%	49%	42%	24%	60%*
Hiszpanski 4P	28%	56%	41%	41%	43.5%
Chemistry					
Fortmeyer	1%	16%	10%	4%	0.0%
Ganguly	4%	28%	10%	6%	2.1%
Terrett 2P	16%	77%*	77%*	83%*	66.8%*
Hone 2P	21%	41%*	18%	24%	18.7%
Digianantonio 4P	41%	63%*	60%*	44%	56.1%*
Classics					
Jones	1%	7%	10%	4%	0.0%
Clark	8%	12%	22%	15%	9.9%
Meinrath	2%	23%	10%	2%	0.0%
Oswald 2P	20%	26%	23%	22%	21.1%
Sirois 4P	2%	45%	10%	3%	2.2%
East Asian Studies					
Bridges	7%	15%	10%	4%	6.5%
Gregory	4%	14%	10%	5%	0.0%
Hunter 2P	26%	32%	27%	27%	21.2%
Ro 2P	9%	25%	25%	24%	23.5%
Compton 4P	11%	56%	55%	50%	44.4%
Economics					
Alvarez	2%	96%*	10%	94%*	74.3%*
Ge	1%	8%	65%*	71%*	55.4%*
Ravit	11%	14%	10%	2%	0.0%
Zeltzer 2P	20%	49%	41%	35%	29.8%
Feng 4P	32%	94%*	34%	96%*	30.8%
German					
Attanucci	2%	23%	10%	9%	3.3%
Christian	1%	17%	10%	5%	2.7%
Eldridge	1%	17%	10%	1%	7.9%
Spies 2P	13%	30%	24%	23%	22.3%
King 4P	45%	51%	39%	52%*	34.8%
Neuroscience					
Coen	2%	30%*	10%	74%*	0.0%
Silbert	9%	62%*	47%*	38%*	23.7%*
Solway 2P	10%	94%*	88%*	95%*	74.6%*
Eldar 4P	34%	61%*	52%	84%*	53.5%*
Opendak 4P	20%	48%*	50%*	4%	16.3%*
Public and International Affairs					
Coffey	2%	93%*	94%*	96%*	63.3%*
Palmer	1%	9%	38%*	38%*	2.5%
Collins 2P	15%	50%	33%	28%	19.0%
Kanter 4P	40%	65%*	51%	51%	59.3%
Lim 4P	33%	58%	48%	44%	43.5%

Original Material Found 0 12 9 11 11
 (published elsewhere) Blue: Original material found elsewhere

Appendix IV

Screen shots to show system differences:

DirectSubmit

Folders [view tree](#)

Private Direct Submit for Adam Rusch Private Shared

Filename	File	Matching	Draft	SA report	Submitted
<input type="checkbox"/> Davis-20-percent_princeton_0181D_11591.pdf		10%			Thu, Aug 24, 2017, 01:59 PM
<input type="checkbox"/> Dsilva-20-percent_princeton_0181D_11442.pdf		9%			Thu, Aug 24, 2017, 01:59 PM
<input type="checkbox"/> Hiszpanski-40-percent_princeton_0181D_11413.pdf		28%			Thu, Aug 24, 2017, 01:59 PM
<input type="checkbox"/> Bozym_princeton_0181D_11411.pdf		4%			Thu, Aug 24, 2017, 01:59 PM
<input type="checkbox"/> Girardi_princeton_0181D_11535.pdf		11%			Thu, Aug 24, 2017, 01:59 PM

Displaying 1 to 5 of 5 items

SafeAssign summary of Chemical and Biological Engineering works.

safe assign
by Blackboard

CHEM BIO ENGR - ADAM RUSCH
Adam Rusch on Thu, Aug 24 2017, 1:59 PM
9% match
Submission ID: 153874662

Dsilva-20-percent_pri...
Word Count: 3,844
Attachment ID: 174567092
9%

Citations (8/8)
 Select Sources & Resubmit

- 1 <http://www.studfiles.ru/pr...>
- 2 Another student's paper
- 3 Another student's paper
- 4 Another student's paper: ...
- 5 <http://docs.lib.purdue.edu...>
- 6 <https://www.britannica.co...>
- 7 Another student's paper
- 8 Another student's paper: ...

SafeAssign Report for Dsilva paper. Note that the seeded material source, Wolfram Mathworld, is not identified.

Submission Inbox Turnitin Tutors Turnitin Students

Part 1 Part 2 Part 3 Part 4 Part 5

Title	Start Date	Due Date	Post Date	Grades Available	Export
Turnitin Assignment Classic Part 1	8 Aug 2017 12:10	21 Aug 2017 12:10	15 Aug 2017 12:10	100	

Summary:
Assignment inspected with Turnitin Text Analysis tool

Peermark Assignments (0)

Show 10 Entries Search: Refresh Submissions Turnitin Messages Inbox (0)

	First Name / Last Name	Submission Title	Turnitin Paper ID	Submitted	Similarity	Grade	Overall Grade				
<input type="checkbox"/>	Adam	Oswald 2P	841276511	08/30/17, 10:24	26%	--/100	--				
<input type="checkbox"/>	Adam	Sirois 4P	841276743	08/30/17, 10:25	45%	--/100	--				
<input type="checkbox"/>	Adam	Clark Unseeded	841276921	08/30/17, 10:26	23%	--/100	--				
<input type="checkbox"/>	Adam	Meinrath Unseeded	841277036	08/30/17, 10:26	12%	--/100	--				
<input type="checkbox"/>	Adam	Jones Unseeded	841285670	08/30/17, 10:55	7%	--/100	--				

Turnitin summary of Classics works.

feedback studio Adam Oswald 2P /100 1 of 1

Seeded Content – Ancient Greece by History.com Staff
<http://www.history.com/topics/ancient-history/ancient-greece>

The term Ancient, or Archaic, Greece refers to the time three centuries before the classical age, between 800 B.C. and 500 B.C.—a relatively sophisticated period in world history. Archaic Greece saw advances in art, poetry and technology, but most of all it was the age in which the polis, or city-state, was invented. The polis became the defining feature of Greek political life for hundreds of years.

The Birth of the City-State

During the so-called Archaic period, Greece in small family units. Most built a market place, and organized their cities to collect taxes. At the end of the period, a particular god or goddess, to whom the citizens of the polis owed a great deal of reverence, respect and sacrifice. (Athens's deity was Athena, for example; so was Sparta's.)

Submitted to Saint James Academy

Because submitted papers remain the intellectual property of their authors, instructors, and respective institutions, we are unable to show you the content of this paper at this time. If you would still like to view this paper, please click on the institution name above to submit a permission request to the author's instructor.

Match Overview

26%

Match 1 of 1

1	Submitted to Saint Ja...	21%
2	Submitted to University...	2%
3	books.openedition.org	1%
4	Submitted to University...	1%
5	ira.le.ac.uk	1%
6	www2.sfu.ca	<1%
7	Meyer, Elizabeth A., "In..."	<1%
8	www.reference.com	<1%

Page: 2 of 10 Word Count: 3425

Turnitin results Oswald paper. Note the incorrect source for seeded material identified and that this result comes from the cross-institutional database.

VERICITE				Assignments	Users	Setup	Tutorial	Help
Assignments // 0b53912d-8113-4825-a1bf-234887aa3b87						SETTINGS		
DUE --		WORTH --		AVG GRADE --				
VIEW DETAILS						SUBMIT TO ASSIGNMENT		
SUBMISSIONS		FILTER <input type="text" value="Filter text"/>		SORT BY <input type="text" value="Date Submitted"/>				
MoranThomas-20-percent_princeton_0181D_10424				GRADE - / -		PLAGIARISM % 19 %		ACTIONS
Rusch, Adam				GRADE - / -		PLAGIARISM % 53 %		ACTIONS
SUBMITTED: Aug 24, 2017 11:19 AM								
Savova-40-percent_princeton_0181D_10467				GRADE - / -		PLAGIARISM % 10 %		ACTIONS
Rusch, Adam				GRADE - / -		PLAGIARISM % 10 %		ACTIONS
SUBMITTED: Aug 24, 2017 11:17 AM								
Robinson_princeton_0181D_11002				GRADE - / -		PLAGIARISM % 11 %		ACTIONS
Rusch, Adam				GRADE - / -		PLAGIARISM % 11 %		ACTIONS
SUBMITTED: Aug 24, 2017 11:17 AM								
Polk_princeton_0181D_11176				GRADE - / -		PLAGIARISM % 11 %		ACTIONS
Rusch, Adam				GRADE - / -		PLAGIARISM % 11 %		ACTIONS
SUBMITTED: Aug 24, 2017 11:17 AM								
Gordon_princeton_0181D_10826				GRADE - / -		PLAGIARISM % 11 %		ACTIONS
Rusch, Adam				GRADE - / -		PLAGIARISM % 11 %		ACTIONS
SUBMITTED: Aug 24, 2017 11:17 AM								

Vericite summary of Anthropology works.

CLOSE		0b53912d-8113-4825-a1bf-234887...		PLAGIARISM SCORE 53%	MENU	PREV	NEXT
WARNING: Loading match source...							
-- pts	Rusch, Adam	SUBMITTED Aug 24, 2017 11:19 AM		Download	Tutorial	Help	
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One aspect of early television that can never be recaptured is the combined sense of astonishment and glamour that greeted the medium during its infancy. At the midpoint of the 20th century, the public was properly agog about being able to see and hear actual events that were happening across town or hundreds of miles away. Relatively few people had sets in their homes, but popular fascination with TV was so pronounced that crowds would gather on the sidewalks in front of stores that displayed a working television set or two. The same thing happened in the typical tavern, where a set behind the bar virtually guaranteed a full house. Sports events that might attract a crowd of 30,000 or 40,000 suddenly, with the addition of TV cameras, had audiences numbering in the millions. By the end of television's first decade, it

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Television in the United States, the body of television programming created and broadcast in the United States. American TV programs, like American popular culture in general in the 20th and early 21st centuries, have spread far beyond the boundaries of the United States and have had a pervasive influence on global popular culture. Introduction Although television was first regarded by many as "radio with pictures," public reaction to the arrival of TV was strikingly different from that afforded the advent of radio. Radio in its early days was perceived as a technological wonder rather than a medium of cultural significance. The public quickly adjusted to radio broadcasting and either enjoyed its many programs or turned them off. Television, however, prompted a tendency to criticize and evaluate rather than a simple on-off response.

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3 trees are long-lived, as some specimens still fruit after 300 years.[5] In deep soil, the taproot

descends to a depth of 6 m (20 ft), with profuse, wide-spreading feeder roots; the tree also

2 sends down many anchor roots, which penetrate several feet of soil. The leaves are

2 evergreen, alternate, simple, 15–35 cm (5.9–13.8 in) long, and 6–16 cm (2.4–6.3 in)

broad; 2 when the leaves are young they are orange-pink, rapidly changing to a dark, glossy

4 red, then dark green as they mature. The flowers are produced in terminal panicles 10–

2 40 cm (3.9–15.7 in) long; each flower is small and white with five petals 5–10 mm (0.20–

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that would characterize comrades' assemblies in Jewish collective settlements);

Don't imagine I am jesting when I say that Neudorf (*New Village*) was built not in Palestine, but elsewhere. **It was built in England, in America, in France and in Germany.** It was evolved out of experiments, books, and dreams. The unsuccessful experiments of both practical men and dreamers were to serve you as object lessons, though you did not know it. [...] The 19th century was a curiously backward era. [...] muddle-headed visionaries were taken seriously, while sober, practical men were branded as lunatics. Napoleon the Great did not believe that Fulton's steamboat was practical. On the other hand, the absurd Fourier easily won adherents for his phalansteries, which were intended to provide homes and workshops for several hundred families. Stephenson, the inventor of the railway, and Cabet, the dreamer of Icaria, were contemporaries. [...] Edward Bellamy outlined a noble communistic society in his *Looking Backward* [in which] all may eat as much as they

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But you have the New Village. And that, my friends, is not the work of your hands only. Don't imagine I am jesting when I say that Neudorf was built not in Palestine, but elsewhere. **It was built in England, in America, in France and in Germany.** It was evolved out of experiments, books, and dreams. The unsuccessful experiments of both practical men and dreamers were to serve you as object lessons, though you did not know it. In the old days there were peasants just as hardworking as yourselves, and yet they could make no headway. These old-time peasants did not know their own soil. They did not know what was in it, because they were too narrow-minded to have it chemically analyzed.

16 Sentences Hidden

All the aids of science and experience were invoked. Everyone realized, however, that in an age of machinery the basic conditions of human life had to be adapted to our new knowledge of natural forces. The nineteenth century, however, was a curiously backward era. At the beginning of that era, muddle-headed visionaries were taken seriously, while sober, practical men were branded as lunatics. Napoleon the Great did not believe that Fulton's steamboat was practical. On the other hand, the absurd Fourier easily won adherents for his phalansteries, which were intended to provide homes and workshops for several hundred families. Stephenson, the inventor of the railway, and Cabet, the dreamer of Icaria, were contemporaries. I could mention many other names with which you may not be familiar. David's words were listened to attentively, though he was delivering what was an academic lecture rather than a popular oration. As he stopped for breath, Mendel rose and said civilly, but loudly, "Come to the point!"

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9

Protestant Mysticism: Not a Contradiction in Terms Although scholars have recently challenged the idea that the phrase "Protestant mysticism" is a contradiction in terms, it had long been assumed that Martin Luther swept aside all things medieval, and therefore mysticism as well. For instance, Brunner defined the options thus: "Entweder die Mystik oder das Wort." 23 The epigram to Brunner's work (by Luther, of course) firmly aligns Protestantism with the Word: "Verbum est principium primum, Luther." 24 With the weight of Luther's authority behind him, Brunner suggests that mysticism is somehow not quite Christian—or at least not quite biblical—and thus has no place in Protestantism, which purports to be firmly rooted in Scripture, as Luther's principle of sola scriptura has it. Brunner writes: "Gott kommt zu uns, indem er spricht. Die Taten Gottes sind Kund-machungen, Euangelia. Das ist die Gegenwart des 'Numinosen': daß seine Gedanken kund werden. Das ist das Mysterium tremendum, daß er uns anruft." 25 God does not make himself available to Christians via special experiences of the numinous and the mysterium tremendum (these words describe his understanding of mystical experience), but rather is only present through God's call, his word and his Euangelia. To belong to Luther's "evangelical" camp 26 is to repudiate mysticism and respond solely to the Word. 27 23

Emil Brunner,

Die Mystik und das Wort: Der Gegensatz zwischen moderner Religionsauffassung und christlichem Glauben dargestellt an der Theologie Schleiermachers {

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