

To test AVKO's theories have one group copy these paragraphs either longhand with pencil or on a typewriter.

tNo:e dGoo rdrseae hvae bltui-ni  
rspnsseoe to lpsnlgei pttm,srae os  
hyte cna syleai rdea nda pllse nn-o  
rwsdo lki:e dptneoi,o pctnii,o  
ncradtn,kioaio nda cglngi.i dGoo  
tpstsyi rae gdoo rdrseae hwo qckylui  
bldui pnuo ehtse bltni-iu rspnsseoe  
ot dvlpoe wne pptrsna.e

dGoo rdseae lrdyaea knw"o  
sbcnscsl"yuoioiu hte pptrsnae os htye  
dnto' ndee trngaii ot tpye yb  
ptrts.nae

rPoo rdrseae dnto' nkwo hte ptrnsae  
nda nt'do nwko hte wdrso os hyte  
mtsu ypte ltree-yb-ltr,ee srtkoe-yb-  
srtko.e

rPoo rdrseae ndee gtrnrii ni  
ptrnsae ot bcmeoe gdoo tpsyt.si

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Note: the paragraphs above are identical to the paragraphs in the other column with only one small difference. We deliberately scrambled the letters and punctuation marks so as to obliterate normal patterns and to force letter-by-letter copying.

Have the other group copy these paragraphs in the same way as the first group.

Note: Good readers have built-in responses to spelling patterns, so they can easily read and spell non-words like: depotion, piction, incordation, and cligging. Good typists are good readers who quickly build upon these built-in responses to develop new patterns.

Good readers already "know subconsciously" the patterns so they don't need training to type by patterns.

Poor readers don't know the patterns and don't know the words so they must type letter-by-letter, stroke-by-stroke.

Poor readers need training in patterns to become good typists.

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Note: If a group of good readers can type or copy both sets of paragraphs equally well and equally fast, then, and only then, would AVKO's theories be all wet. Or just try to copy both sets yourself! We're sure you'll understand why AVKO's approach works so well with students who otherwise would fail in traditional typing or keyboarding classes..