

A B C D E F G H I J K L M  
 N O P Q R S T U V W X Y Z  
 a b c d e f g h i j k l m  
 n o p q r s t u v w x y z  
 0 1 2 3 4 5 6 7 8 9 & @ \$

SW HEA

HW LIG A a B b C c D d E e F f G g H h I i

J j K k L l M m N n O o P p Q q R r

HW HEA A a B b C c D d E e F f G g H h I i

J j K k L l M m N n O o P p Q q R r

SW LIG A a B b C c D d E e F f G g H h I i

J j K k L l M m N n O o P p Q q R r

SW HEA A a B b C c D d E e F f G g H h I i

J j K k L l M m N n O o P p Q q R r

DW LIG A a B b C c D d E e F f G g H h I i

J j K k L l M m N n O o P p Q q R r

DW HEA A a B b C c D d E e F f G g H h I i

J j K k L l M m N n O o P p Q q R r

HALFWIDE LIGHT · HALFWIDE HEAVY · SINGLEWIDE LIGHT · SINGLEWIDE HEAVY · DOUBLEWIDE LIGHT · DOUBLEWIDE HEAVY

Double-blind studies have repeatedly found that stating the obvious primarily serves to convey something which is already know, recognized, acknowledged or understood. Research has further confirmed that repeating, reiterating, or recapitulating this test result (i.e., that stating the obvious repeats what is already known) only intensifies the uselessness of the message in direct proportion to the number of repe-

HW LIG

titions, while creating a sense of annoyance, aggravation, and frustration in test subjects, including those who (out of ignorance, masochism, lack of basic willpower, or some other character defect) allow themselves to read, listen to, ormentally assimilate such pointless and drawn out messages without being able

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