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A rose,” said Juliet, “by any other name would smell as sweet.” This manual has changed its name, and we believe it smells as sweet as ever. Our title has sprouted an extra *m. Programed* will henceforth be replaced in the title by the variant *Programmed*, in keeping with popular computer usage.

The reader will smell other sweet changes. For one thing, this seventh edition is published now not only as a comprehensive volume (304 pages) but also as a convenient compact volume (197 pages). A revised *Instructor’s Manual* will provide chapter tests and teaching aids for each book.

*Programmed College Vocabulary* has been designed to supplement freshman English. This manual differs from most vocabulary textbooks in that (1) it focuses on literary and academic terms, and (2) it is autoinstructional. It stresses words that are particularly useful to English students, and—in easy, repetitive steps—elicits responses from each student with immediate verification, a process that psychologists call reinforcement. Students enjoy this painless programmed technique, a system that has been used very successfully at three hundred colleges in the past thirty-six years.

Added materials in the full seventh edition include “Business and Law,” “Natural Science,” and “Rhetoric.” The five chapters involving Latin and Greek derivatives have been tailored and improved. Quizzes and chapter tests have been revised throughout the manual.

The compact volume offers two new condensed chapters of Latin and Greek derivatives, and it highlights important areas such as “Words Often Confused,” “Figures of Speech,” “Social Science,” and “Computer Words,” plus barrels of descriptive and action words.

Class procedures are flexible. The teacher can leave vocabulary instruction entirely to the programmed text itself and simply give chapter tests to the class at convenient intervals. But the *Instructor’s Manual* includes review suggestions as well as tests, and the teacher may be tempted in class to discuss provocative terms such as *malapropism, psychosomatic, Gresham’s law,* and *carcinogen.* Thus, the freshman English course can take on brave new dimensions.
I give warmest thanks to a battalion of sharp professors for their valuable suggestions: Patrick Haas, Glendale Community College; Tim Rorschuetz, Mesa Community College; Helen Carr, San Antonio College; Susan C. Bazylak, Reading Area Community College; Mike Sullivan, Mt. San Antonio College; Evelyn Koperman, Broward Community College; Rebecca Suarez, University of Texas–El Paso; Robert A. Mathews, Miami-Dade College.

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Let me add one more admirable word to this word book: Edith.

GEORGE W. FEINSTEIN

Pasadena, California
How to Use This Manual

1. Cover the answers at the left side of each page (in the grey area) with a strip of cardboard.
2. Study carefully the definitions and examples at the beginning of each “frame,” or word group.
3. Complete each statement—and immediately verify your answer—throughout the rest of the frame. Fill blanks with word choices, letter choices, or completions as indicated, without looking back to the definitions.
4. After completing each statement, uncover enough of the key at the left to check your answer.
5. If your answer is correct, go on to the next statement.
6. If you have made an error, study the explanations again at the top of the frame, or consult a dictionary, before you go on.
7. Take the quizzes and the review tests when you reach them, but wait until you have completed each quiz or review test before checking or grading your answers to it.
8. Throughout this manual, fill in the blanks completely and with correct spelling. The act of writing, as well as the repetition, will help the learning process.

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<tbody>
<tr>
<td>a cat</td>
</tr>
<tr>
<td>å hate</td>
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<td>â rare</td>
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<td>ã far</td>
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<td>e men</td>
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<td>ē evil</td>
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Pronunciation Key

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