



Parts of a Book



Learning Outcomes



This tutorial will explain the different parts of a book. The student will learn the difference between:

- Front Matter
- Text
- Back Matter

Cover & Spine

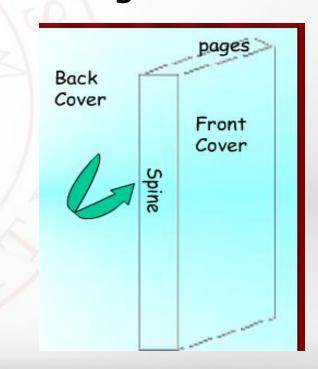


Cover – Outside of a book. It protects or encloses the book.

Spine – The edge of a book facing

outwards when shelved.

Often a library book's call number can be found on the bottom of the spine.



FRONT MATTER



- Title Page
- Copyright Page
- Dedication Page
- Table of Contents
- Foreword and Preface
- Introduction

Title Page





The page at the beginning of the book, usually containing:

- Title of the book
- Subtitle (if any)
- Author/s,
- Publisher
- Illustrator/s,
- Editor/s or translator/s

BOOK OF NONSENSE.

By EDWARD LEAR.

WITH ALL THE ORIGINAL PICTURES AND VERSES.



There was an Old Derry down Derry, who loved to see little folks merry;

So he made them a Book, and with laughter they shook

At the fun of that Derry down Derry.

BOSTON: ROBERTS BROTHERS.

Copyright Page





This contains:

- Copyright notice
- Publisher's address
- Year of publication
- Subsequent editions
- ISBN number
- Edition number

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Dedication Page





A page where the author dedicates the book to someone

Ahmed Evans, Sirhan Sirhan, David Hilliard, Marvin X Smith, Michael Clark Ben Taylor, Donald Taylor, Darrell Peatry, Robert Wilson, Herman Wallace, Gail Madden, Jodi Jean Harris, Gloria Strickland, Nancy Harras, Patricia Ja

To Harriet Tubman and John Brown
To All Who Continue to Fight

and

To All Political Prisoners in the U.S.

Table of Contents



A list of the book's contents showing page numbers, Table of Contents

arranged by:

- Chapter,
- Section, and/or
- Subsection

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Foreword & Preface



A <u>foreword</u> is a statement by someone other than the author. The author's own statement about the work is

usually called the <u>preface</u>.

FOREWORD

ENERALLY speaking, books, magazines, newspapers, newsreels, and radio are keeping the adult population well informed as to the course of events. In a lesser degree they are providing thought about the significance of events and the need for sane, unselfait, understanding action after the war in order that human relationships may be established on the basis of mutual trust and confidence, and another devastating war avoided.

It is recognized that the next twenty-five years will be crucial ones for this planet. In that period the young people of today will be in positions of responsibility for the conduct of national and international affairs. They should begin now to view these affairs in the light of the great purposes of the democratic nations.

This list of books, suggested by President Roosevelt's statement of the Four Freedoms and by the Atlantic Chartee—the only official pronouncements regarding the United Nations' war and post-war aims—is an effort to explain to the younger members of the family of mathe great problems with which the older members are now preoccupied. Even more than to provide factual information, the list is intended to induce thought. It is suggestive rather than inclusive. It is to be hoped that everyone who uses it will think of other titles that can be included, of other things that can be done to clarify the state of world affairs and to induce intelligent action in handling them. After all, it's all in the family!

Because of the overlapping content of the twelve articles in the two documents, it has been necessary to make many arbitrary decisions about the placing of books under the various headings. Some could be used equally well in two or three places. Occasional notes will indicate the reasoning by which the decisions were reached. It will be noticed that the books included represent a fairly wide range in reading difficulty, but in general all will be suitable for junior high school students of varying reading ability. Naturally, there are included many books that have been published since the war began; their subject matter makes them valuable. However, fundamental truth knows no time, and many older publications have been reevaluated in the light of the present times and have been found good. Only those that are now in print

Preface

P. W. Anderson has achieved many brilliant theories in the wide field of condensed matter physics. His book titled Basic Notions of the Condensed Matter Physics was published in 1984. In this book Anderson stresses two basic principles of condensed matter physics. One of the principles is 'broken symmetry'. This means that condensed matter systems undergo phase transition to take a state possessing lower symmetry than that of the Hamiltonian. This statement corresponds to the appearance of a ferromagnetic state and a superconducting state, etc. at low temperatures. This principle manifests discontinuous change.

Another basic principle is the principle of 'adiabatic continuity'. This principle tells us that when we study a generally complicated physical system we can refer to a simple system that contains the essential nature of the real system and understand the complicated system on the basis of knowledge of the simple system. Anderson stresses that the most beautiful and appropriate example showing the importance of the continuity principle is Landau's Fermi liquid theory. Following the continuity principle, we start from a non-interacting Fermi gas and introduce interactions among particles gradually. There exists a one-to-one correspondence between the free particle system before the introduction of the interactions and the Fermi liquid after the introduction. It is the basic character of the Fermi liquid at low temperatures that we can introduce interactions as slowly as possible owing to the long lifetime of quasi-particles. Even though many-body interactions exist among particles, by considering quasi-particles renormalized by the interactions we can treat them as if they are free particles. By this procedure strongly interacting Fermi systems are much simplified. Strictly speaking, however, the systems cannot be completely free particle systems even after renormalization; there remain damping effects giving a finite lifetime and weak renormalized interactions among quasiparticles. In particular, since attractive forces make the Fermi surface unstable, it is only the repulsive force that can be continuously renormalized on the basis of the Fermi liquid theory. This fact plays an important role in many-body problems.

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Introduction



The introduction is usually in front of the text, this part of the front matter will have Arabic numbers (ex: 1,2,3) rather than Roman numerals (ex: i, ii, iii.)

It contains information about the book, not the subject matter.

INTRODUCTION

This book explores some aspects of the multifaceted nature of botanical medicine. It consists of articles published over the years in Alternative and Complementary Therapies, with all but the most recent articles thoroughly revised and updated. The resurgence of interest in this and related aspects of natural medicine has had both exciting and disturbing results. It is exciting that many people are reclaiming the responsibility and power of self-healing. It is exciting that many health care professionals are breaking away from dogma to expand their therapeutic medicine chest. It is disturbing that this often translates into simply using herbs or their constituents as drugs. This use certainly has a place at times but it ignores the facts that whole herbs are not drugs and offer an important and expanded way of promoting health and healing. The herbs or plants used in botanical medicine are living beings, part of the incredibly complex web we call Earth. One of our central goals is to serve as a counterpoint to the many recent botanical texts that increasingly explain the use of herbs based solely on a constituent based approach. We illustrate that botanical medicine is and should be much deeper and more

We honor that the knowledge of herb as drug has a living place in botanical medicine, and is actually the historical foundation of all pharmacological medicine. But we always find our selves circling back to show how a Western science-based understanding of herbs can benefit from acknowledging an approach that treats herbs as a whole, living part of healing. Even the simplest plant contains a huge number of distinct compounds, compounds made by the plant for its own needs. In turn, these many compounds are metabolized in the human body to a vastly greater number of metabolites with a multitude of actions on existing systems and compounds. We have a shocking lack of understanding of the nature and degree of interactions between these multitudes of molecules and our physiology, although the clues scattered through out the historical and scientific literature are intriguing.

As the published studies tend to focus on drug discovery among herbal compounds and metabolites, it is easy to forgot the many other poorly explored aspects of botanical medicine, such as therapeutic synergy among compounds within a plant and between multiple plants and how use of the whole plant can modify the potential toxicity of some of its constituents. An example that comes to mind is Andrographis paniculata (kalmegh). Relatively high concentrations of isolated andrographolide from kalmegh were hepatotoxic in animals, whereas the whole leaf was hepatoprotective.1 In addition, clinical trials support the idea that whole kalmegh leaf is safer and more effective than isolated andrographolide—the whole leaf has proven useful in at least one clinical trial for viral hepatitis, whereas a study of isolated andrographolide for treatment of patients infected with human immunodeficiency virus showed a tendency toward in creasing serum transaminase levels.2.3

The time of harvest and method of preparation can alter solubility, pharmacokinetics, and other important factors in botanical medicines. Historically, combinations of herbs (usually referred to as formulae, in some cases combining as many as 20-30 herbs) were commonly employed. This exponentially increases the range of possible interactions between the constituents in the various herbs themselves as well as in the human body. Only the Asian scientists have begun to investigate this vast array of interactions. An example of this research: Panax

TEXT





- Parts
- Chapters
- Running Heads

Text or Body



The words of the book. Usually separated by parts and/or chapters.

Chapter Two

My Arrival

Just the last the Property of the body, Leating # 15 make our electrophobic. I extend it and board digging rounds. haddenly, one of the profes purely not of the torsell. I was Studiested Neuroscille was talker than 1. I total to incr. Incl. for also polloti der leg. They took der to slere booker. He was a Nauly and office present ying what were four their stall, send has a pignaticmentionic Dy's open; I felt like repense, but the note who gratited our feature was harbley and two right. Facilities I struggled the report will degliter, it dishes services any of his approlisms proops the had now. It's talked has rates I was large II replical with the assesser, "To say my friend," He saled, "When it your friend?" I servered, "Ribes Andrews,"

Hight when he howel that, he throw no describ in the Avigore. Whre I though allows excepting I was shore Rights and oil the Bangiti. The self years of any prison tell asians, which gave that time to except. When I walked ground the corner, I beard a count which I had beard lettive. Ob; and Ancelor mole was circles. I needed to hade: All of a contains, one of the potous grig's grands constant. "He recaped. The key excepts!," Just iten if life submates; pumping Barrigh to: body. I could set more. A specifor our lag, I was frightened. "Have I was living on the ground, I pelv on represent NT1 yould allied not studied to two bookdors follows bonds not. It was not point it was the built do 1 to was time for mill sted his man present fits war the fact of the based.



TWO

CLASSICAL POLITICAL MODELS AND THE FOUNDERS

H annah arendt observed in her book, on revolution, that "without the classical example... none of the men of the revolutions on either side of the Atlantic would have possessed the courage for what then turned out to be unprecedented action."1 As has already been narrated in Chapter 1, the Framing generation regarded the classical tradition as granting useful knowledge and valuable historic precedent on what John Adams called "the divine science of politics." Classical antiquity also provided the crucial set of political models (and their dystopian counterparts) from which the Framers could draw upon in inspiration of their new government. As Adams observed in 1765, "the knowledge of the principles and construction of free governments... have remained at a full stand for two or three thousand years," and so he turned his attention to "the ancient seats of liberty, the Republics of Greece and Rome."3 Later, in writing to Lafayette in 1782, he indicated that "I [am] ... a republican on principle.... Almost every thing that is estimable in civil life has originated under such governments. Two republican powers, Athens and Rome, have done more honor to our species than the rest of it. A new country can be planted only by such a government."3 Or, as William Livingston referred to in his Independent Reflector, published in 1753, "those free Governments of old, whose History we so much admire, and whose Example we think it an Honor to imitate."4

The Framing generation's use of classicism to form their political theory was thus every bit as instrumental and pragmatic as their other uses of the classical tradition. For the two crucial structural problems facing the Framers - balancing powers and functions within the federal government and defining the relationship between the national government and that of the separate states - the only useful precedents were from antiquity, and so the Framers "were obliged to study Greece and Rome, if they would gain 'experimental' wisdom in the dangers and potentialities of the

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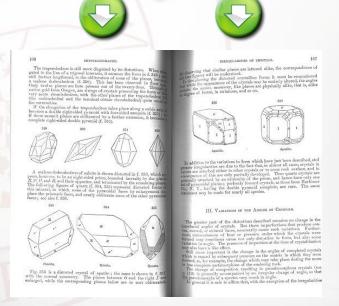
Running Heads



Headings at the tops of pages, functions as signposts. Typically, the left page has the book or part title and the right page has the chapter title.







BACK MATTER





- Glossary
- Bibliography
- Index
- Appendix
- Errata

Glossary





An alphabetical list of definitions of difficult words in the back of the book.

Glossary

W	Acceptance	A condition of approval or agreeing to tone page 15).
(8)	College(x)	A school(s) that a person can go to after high school (see pages 13, 34, 15, 16 and 17).
(C)	Encouraged	Inspired with hope (see page 14).
CD9	Excited	Raised to a higher energy level (see page 7).
(8)	Experiment	A test to learn specific reactions or traits of an object (see page 16).
m	Kidsapped	Forced to leave a person or place by some- ece who hides you from anyone who may know you (see page 4).
(6)	Products	Goods for human wants or needs (see pages 19, 20, and 21).
ØĐ	Scientist	A person who understands how to test ideas or objects (see pages 1 and 195.
(f)	Slaves(s)	Personici several and exercised by someone else (see pages 2 and 5).

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List of books, articles, and/or websites used or referred by the author located at the end of the book.

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Index



A list of names and subjects in alphabetical order with their page numbers at the end of a book.

Street Bulletin Propriet back and child Index - D dempt worth sugher significant. If Sensitivities 128 Sensitivities 7 acrimin alternation 188 marks. Strang between 67 eiteren 128. estimate exertingly estimate tell 19. estimate of production tell 19. delegant between much angles a set between educate estado estado de de 90 Audio scholle: 78 Being ber der Beiter . S. - B hading (15) hady and (17) AK might 165 elitrational file. MA 107 entractions agreement 197 - C and suit 52 All bell debates administrative and appeared facility 200 databases of angular and appeared for the party of the Authority laws at 18 Andre 21 Especial 21 Edgepoints 20 3rd material 2 Separate minutes are 148. references (8) Asymptotic management 66. - G powerlaphological at \$1. Alaska 1981 promisis prode 16,47 page 101 high soliton 100 disking \$5,00 commence of the second eriodes de 123 marties 123 consumed assertions 1985 contact Managing 1981 Google Expelsion 71 Complete All generalizations and anale 90 testap 10 ningeling 15 serie, seek 42 but 101 Notice and problems 1970. Spherocheckerseling 20 and the second section of the hard a provider to be absoluted. It Parameter State Control of the Contr

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Appendix





Extra information placed near the end of the book.

Usually containing explanations that are not essential to the text, but could be helpful to the reader.

Ex: charts, tables, texts of documents, surveys, questionnaires, etc.

Appendix A

The Orange Book

The Department of Defense's Trusted Computer System Evaluation Criteria, or Orange Book, contains criteria for building systems that provide specific sets of security features and assurances (U.S. DOD, 1985d; see Box A.1). However, the Orange Book does not provide a complete basis for security:

- Its origin in the defense arena is associated with an emphasis on disclosure control that seems excessive to many commercial users of computers. There is also a perception in the marketplace that it articulates defense requirements only.
- It specifies a coherent, targeted set of security functions that
 may not be general enough to cover a broad range of requirements in
 the commercial world. For example, it does not provide sufficient
 attention to information integrity and auditing. It says little about
 networked systems (despite the attempts made by the current and
 anticipated versions of the Tristad Network Interpretation, or Red Book
 (U.S. DOD, 1987). Also, it provides only weak support for management control practices, notably individual accountability and separation
 of duty.
- The Orange Book process combines published system criteria with system evaluation and rating (relative to the criteria) by the staff of the National Computer Security Center. This process provides no incentive or reward for security capabilities that go beyond, or do not literally answer, the Orange Book's specific requirements.
- Familiarity with the Orange Book is uneven within the broader community of computer manufacturers, managers, auditors, and insurers, and system users. Its definitions and concepts have not been expressed in the vocabulary typically used in general information

APPENDIX B FREE ELECTRON LASER SOURCES

TABLE B1 U.S. Free Electron Laser Compendium. (Radiation is from the fundamental wavelength of the device.)

	λ Range	Pulse Energy/Format	Pulse Timing			
			4	1,	t,	r.
Existing Faci	lities					
UCSB	2.5mm-60 µ	5 ml/3	4.7	1000	1-20 as	500 m
Vanderbilt.	10-2 p	20 µJ/1	1 ps	350 pa	6 44	33 ms
Mark III	9.5-1.5 #	6-15 µJ/1	3 ps	350 ps	0.5-4 as	67 ma
AFEL	8-5 a	170 pJ/1	12-14 ps	9.3 ns	20 µs	16.7 ma
SPFELC	7.2 #	1 41/1	14 94	84.6 ma	10 ms	100 ms
OK4-V	690-240 nm	2.7 µ3/2	300 ps	125 na	200 µs	20 ms
Boeing	630-510 nm	10-30 µJ/1	12 ps	443 m	110 µs	500 ms
APEX	380-369 nm	1.6 µJ/1	8 ps	46.1 mi	20 as	11
Facilities Un	der Constructio		240	100000	0.00	11.50
Stanford	300-100 a	I al/I	10 ps	350 ps	2 at	100 ma
SPFELC	100-20 p	1 41/1	2-10 ps	84.6 ma	10 ma	50 mi
UCSB	60-30 µ	5 mJ/3	4	100000000	1-20 at	500 ms
CIRFEL	20-7 a	100 aJ/1	5-10 ps	7 m	10 at	100 ma
SPFELC	15-3 a	1 al/1	14 ps	84.6 ma	10 ma	50 mi
OK4-D	400-50 nm	0.5-25 mJ/2	5-30 ps	5.6 m	100 µs	2 ms
Proposed Fac	silities				111,000	
Stanford	100-10 p	1 µJ/1	10 ps	350 ps	2 µ6	16.7 mi
CDRL.	50-3 a	100 aJ/1	10 ps	27.3 ns	100 at	20 ma
CEBAF	20-3 a	40 aJ/1	2 ps	40 m	Y.	Ç
Mark III	15-1.5 a	8-50 µJ/1	3 ps	350 ps	0.5-8 at	16.7 ms
CEBAF	1 p-170 nm	160 al/1	2 ps	40 ns	S	
AFEL	900-800 am	1.7 mJ/1	12-14 ps	9.3 m	20 at	10 ma
UP	300-140 nm	0.4 mJ/3		0.0	6 ps	50 mi
DUV	300-75 nm	1 mJ/3			6 ps	2.5 ms
CPA	88 am	0.8 mJ/3			4.6	100 ms
LCLS-1	4 nm	3 mJ/3			130 fs	8.3 ma
LCLS-2	4 nm	5 mJ/3			65 fs	8.3 m
LCLS-3	0.45 nm	12 mJ/3	4		65 fs	8.3 ms

Errata



A list of errors and their corrections, with their locations.

ninety successful, 320 qualified, and 400 who competed, I see no reason why they should have been described as unfit for the Naval service. It is quite true that A. . . . has a slightly cockney accent, and that the other two are the sons of a Chief Perty Officer and an Engineer in the Merchant Service. But the whole intention of competitive examination is to open the career to ability, irrespective of class or fortune. Generally speaking, in the case of candidates who do exceptionally well in the examination, the presumption should be that they will be accepted. Similarly, those who do very badly in the educational examination may nevertheless in a few cases be fit to serve. But the idea of rejecting boys at the very top of the list, unless some very grave defect presents inelt, is wholly contrary to the principles approved by Parliament.

I am sure if the Committee, when they had these boys before them, had known that they were among the eleverest in the whole list, they would not have taken so severe a view and ruled them out altogether on the personal interview. It seems to me that in future the Committee ought to conduct the interview after the examination, and with the results of it before them. Furthermore, it is wrong that a boy should be allowed to sit for examination, with all the stress and anxiety attached to it, when it has already been settled that, even if he is first on the list, he has already been roled out.

I also feel that there is no need for any mention of a disqualifying standard for interview and record. The Interview Board should also be instructed that they may award different marks to the same candidate for different branches of the Service. It is obvious that a boy may be much more suitable for the Paymaster than the Executive Branch, and the Committee should be able to differentiate accordingly

There will of course be no need for the Interview Committee to see all the candidates. There must be a qualifying educational standard. This is 400 marks at present, out of a total of 1,150. I notice that all the successful boys in the last examination had well over 600 marks. Surely it would ease the work of the Interview Committee if the qualifying educational standard were raised?

Pray make me proposals for rearranging the present system so as to achieve the above conditions. Cadenhips are to be given in the three cases I have

ERRATA AND CORRIGENDA

bet vil. line 23: For "science" read "scene", lor XV, her 27: For "Hunting Grounds" read "Hunting Ground" he it, line 3 Synopsis: For "Atlantic Blizzard" tend "Economic Blizzard" be at, live 4 Synopsis: Delete exclamation mark after "Commented Monarcky"

her st, line 13: For "poop" read "prop". her 197, line 1: For "any" read "and". har 243, line 5: For "was" read "is".

her 289, line 2: For "death" read "dealt". hr 172, line 39: For "associated with" read "associated in".

low 379, line 30: For "La Fère" read "La Ferte". her 405, line 1: For "prize" read "prime".

by 410, line 9: For "an 8 in.-gun ship" read "an eight-8 in, gun ship". 7 95, live 14: Delete "Provisional".

by 17, formore: For "H. J. Stammer" read "H. J. Stammers".

With line 411 Insert fullstop after tauta ; next semeste w open

140. her 16-28: Delete the whole passage from "Closeted with" to "m the interval. There was a later meeting at Munich to which Masselm's ener certainly refers.

153, line 15: Delete the words "record of folly and ingratitude", and inter-

77, for 11: For "March 21" read "March 19" 17. he 2: For "Commander" read "Command

Footnote to read "Hitler e Mussolini. "Lenere e Documenta

lit, lee 18; Delete "in 1919". in he it: For "eleven" read "nearly eleven"

ERRATA

Malcolm H. Wiener, "The Absolute Chronology of Late Helladic IIIA2", Sardinian and Aegean Chronology: Towards the Resolution of Relative and Absolute Dating in the Mediterranean: Proceedings of the International Colloquium 'Sardinian Stratigraphy and Mediterranean Chronology', Tufts University, Medford Massachusetts, March 17-19, 1995, edited by M. S. Balmuth and R. H. Tykot, Studies in Sardinian Archaeology V, Oxford 1998, pp. 309-320.

1.	p. 310, para, 1, line 27:	for "IIIB" read "LH IIIB"
2.	p. 310, para. 2, line 28:	for "In the Dodecanese on Rhodes" read "In the
		Dodecanese, on Rhodes"
3.	p. 310, para. 2, line 29:	for "IIIA1" read "LH IIIA1"
4.	p. 310, para. 4, line 17:	omit parenthesis before "in Meyers et al. 1992"
5.	p. 311, para. 2, line 1:	for "IIIA2" read "LH/LM IIIA2"
6.	p. 311, para. 2, line 6:	for "IIIA2" read "LH IIIA2"
7.	p. 311, para. 4, line 16:	for "IIIB" read "LH IIIB"
8.	p. 311, para. 5, line 9:	for "IIIB1" read "LH IIIB1"
9.	p. 312, para. 1, line 29:	for "discarded" read "discovered"
10.	p. 312, para. 1, line 31:	for "a cup" read "from a cup"
11.	p. 312, para. 3, line 3:	for "chronologgical" read "chronological"
12.	p. 312, para, 4, line 1:	for "IIIA2" read "LH IIIA2"
13.	p. 312, para. 4, line 8:	for "IIIA2" read "LH IIIA2"
14.	p. 313, para. 2, line 2:	for "IIIA2-IIIB1" read "LH IIIA2-IIIB1"
15.	p. 313, para. 5, line 20:	for "IIIA2" read "LH IIIA2"
16.	p. 313, para. 5, line 24:	for "IIIA2" read "LH IIIA2"
17.	p. 314, para. 4 #1, line 3:	for "9 rings" read "10 rings"
18.	p. 315, para. 1, line 8:	for "with IIIA2" read "with no IIIA2"
19.	p. 315, para. 5, line 25:	for "Kitch 1992" read "Kitchen 1992"
20.	p. 317, Note 1, line 2:	for "This paper" read "The paper"
21.	p. 317. Note 1. line 4:	for "near Eastern" read "Near Eastern"

BIBLIOGRAPHICAL ERRATA

p. 317: Bass 1986: p. 317: Bass, Frey & Pulak 1984: p. 317: Bell 1982

p. 317: Bell 1985:

p. 317: Bernabò Brea 1970: p. 318: Kaiser 1976: p. 318: Kuniholm 1997:

p. 319: Shelmerdine 1992: P. 320: Vagnetti 1993:

for "(Ka)" read "(Kas)" for "at Ka" read "at Kas" for "pottery" read "Pottery" for "Bibliothèque d'Étude" read "Bibliothèque d'Étude" delete "In" in the second line for "Deutschland" read "Deutschland 40" fot "Arkeometry Sonuçlari Toplantisi, 27-31 Mayis 1996" read "Arkeometri Sonucları Toplant B1, 27-31 May B1996"

for "pottery" read "Pottery" for "In Zerner, C.P., Zerner, F. & Winder J." read "In Zerner, C., Zerner P., & Winder, J."

Student Competencies



Now you've learned:

- The sections located in the front part of a book called <u>Front Matter</u>.
- How the section of a book called <u>Text</u> are divided.
- The sections located in the back of a book called <u>Back Matter</u>.