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Parts of a Book

A tutorial



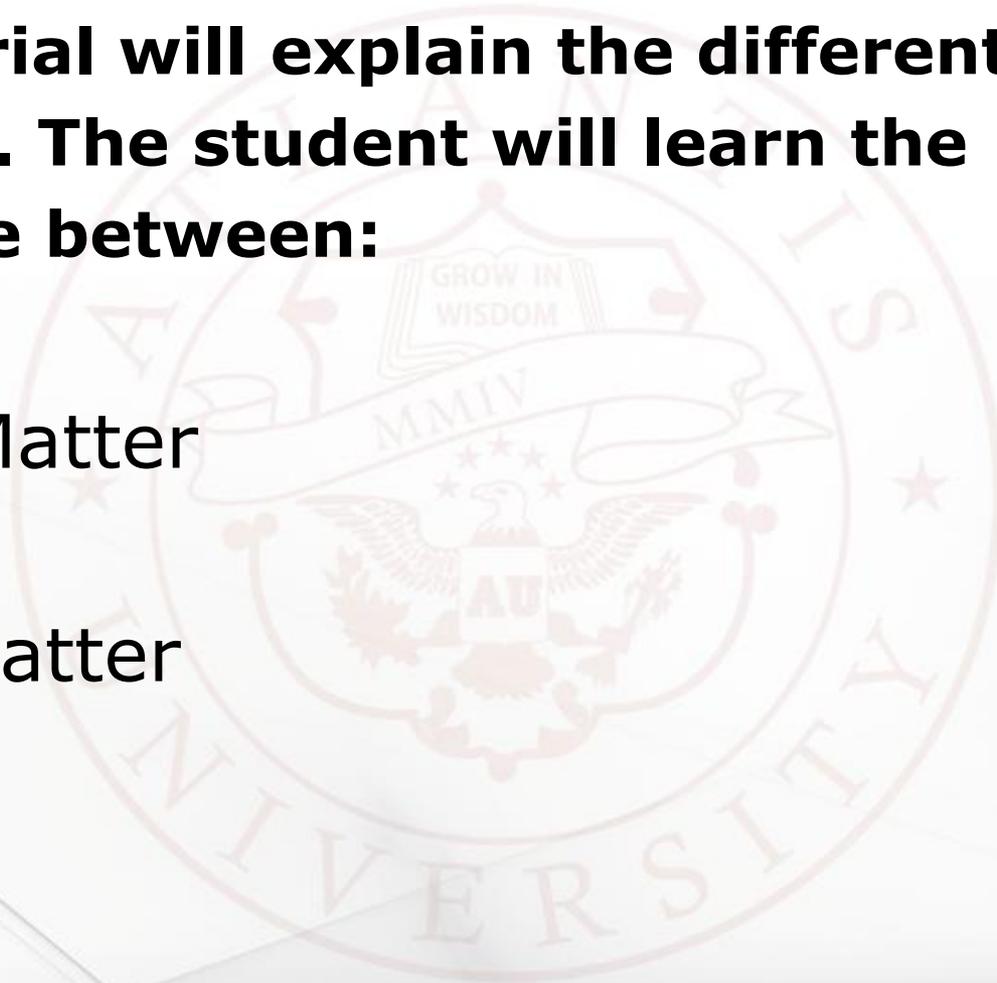


Learning Outcomes



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

- Front Matter
- Text
- Back Matter

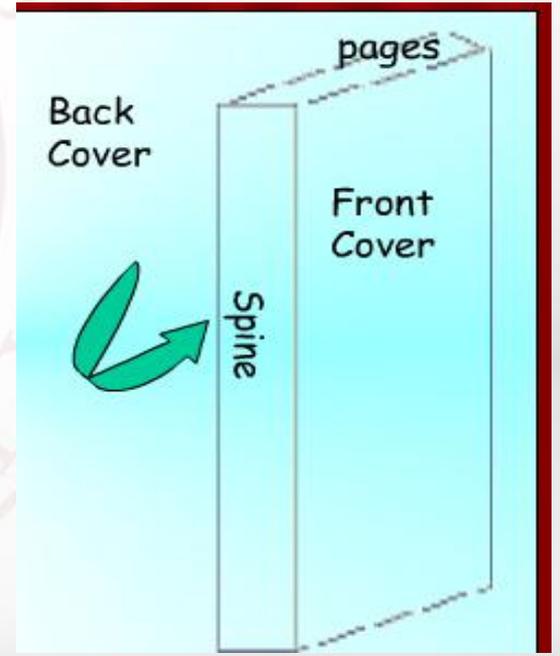




Cover & Spine

- 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



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

Title Page



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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

A
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.

1894.

Copyright Page



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This contains:

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

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Dedication Page



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A page where the author dedicates the book to someone

Thomas Wansley, Anthony Bottoms, Imari Obaqele, Fred Hilton Jamal, 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 J...

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, arranged by:

- Chapter,
- Section, and/or
- Subsection

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Foreword & Preface

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A foreword is a statement by someone other than the author. The author's own statement about the work is usually called the preface.

FOREWORD

GENERALLY speaking, books, magazines, newspapers, news-reels, and radio are keeping the adult population well informed as to the course of events. In a lesser degree they are provoking thought about the significance of events and the need for sane, unselfish, 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 Charter—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 man the 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 re-evaluated 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 quasi-particles. 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.

Introduction



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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 complex.

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 ourselves 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 throughout 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 forget 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 increasing serum transaminase levels.²

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: *Plant*

TEXT



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- Parts
- Chapters
- Running Heads



Text or Body



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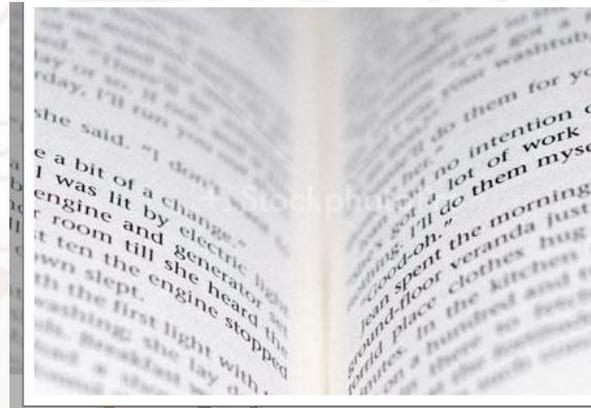
The words of the book. Usually separated by parts and/or chapters.

Chapter Two

My Arrival

Just then I saw the Founder of the house. Looking at it made me claustrophobic. I turned it and found digging sounds. Suddenly one of the holes came out of the tunnel. I was frightened because he was taller than I. I tried to run, but he or she pulled me back. They took me to their leader. He was a black and white penguin who was four feet tall, and had a gigantic headlight. In a year, I felt like running, but the man who grabbed me had my hand on his right. Each time I struggled he squeezed tighter. I didn't answer any of his questions except the last one. He asked me why I was here. I replied with the answer, "To see my friend." He asked, "Who is your friend?" I answered, "My friend Andrew."

Right when he heard that, he threw me directly to the danger. When I thought about escaping, I was most frightened of the thought. The wall passed my prison cell walls, which gave me time to escape. When I walked around the corner, I heard a sound which I had heard before. Oh, my! Another hole was coming. I needed to hide. All of a sudden, one of the penguin's guards screamed, "He escaped! The boy escaped!" Just then I felt someone pumping through my body. I could not move. A year later my leg, I was frightened. When I was lying on the ground, I saw an opening in the wall climb up. Suddenly two bookshelves fell behind me. It was my good friend the hallway. He was like the wall and he was gone. He was the last of his kind.



TWO

CLASSICAL POLITICAL MODELS AND THE FOUNDERS

HANNAH 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."²⁰ 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."²¹ 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."²² Or, as William Livingston referred to in his *Independent Reflector*, published in 1755, "those free Governments of old, whose History we so much admire, and whose Example we think it an Honor to imitate."²³

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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BACK MATTER



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- Glossary
- Bibliography
- Index
- Appendix
- Errata





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

Glossary

(A) Acceptance	A condition of approval or agreeing to (see page 15).
(B) College(s)	A school(s) that a person can go to after high school (see pages 13, 14, 15, 16 and 17).
(C) Encouraged	Inspired with hope (see page 10).
(D) Excited	Raised to a higher energy level (see page 7).
(E) Experiment	A test to learn specific reactions or traits of an object (see page 16).
(F) Kidnapped	Forced to leave a person or place by someone who hides you from anyone who may know you (see page 4).
(G) Products	Goods for human wants or needs (see pages 19, 20, and 21).
(H) Scientist	A person who understands how to test ideas or objects (see pages 1 and 19).
(I) Slaves(s)	Persons(s) owned and controlled by someone else (see pages 2 and 5).



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

- Benson, James D., and William S. Greaves. Functional Dimensions of Ape-Human Discourse. . Functional linguistics. Eds. James D. Benson and William S. Greaves.. London ; Oakville, CT: Equinox, 2005.
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- Harmon, J. E., and L. F. Max. American Cancer Society textbook of clinical oncology. Eds. A. I. Holleb. D. J. Fink and

Index



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

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- A -

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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 *Trusted 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

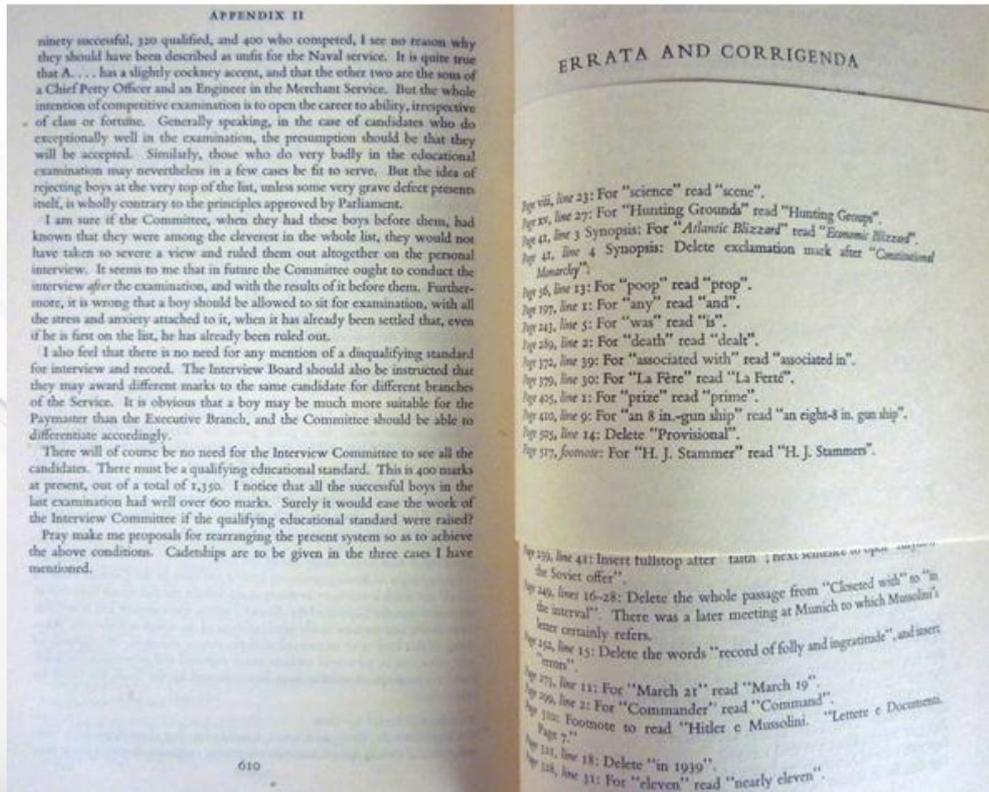
TABLE B1 U.S. Free Electron Laser Compendium. (Radiation is from the fundamental wavelength of the device.)

λ Range	Pulse		Pulse Timing			
	Energy/Format		t_r	t_w	t_d	t_r
Existing Facilities						
UCSB	2.5nm-60 μ	5 nd/3	-	-	1-20 μ s	500 ms
Vanderbilt	10-2 μ	20 μ J/1	1 ps	350 ps	6 μ s	33 ms
Mark III	9.5-1.5 μ	6-15 μ J/1	3 ps	350 ps	0.5-4 μ s	67 ms
AFEL	8-5 μ	170 μ J/1	12-14 ps	9.3 ns	20 μ s	16.7 ms
SPFELC	7-2 μ	1 μ J/1	1-4 ps	84.6 ns	10 ms	100 ms
OK4-V	690-240 nm	2.7 nJ/2	300 ps	125 ns	200 μ s	20 ms
Boring	630-510 nm	10-30 μ J/1	12 ps	443 ns	110 μ s	300 ms
AFEX	380-369 nm	1.6 μ J/1	8 ps	46.1 ns	20 μ s	1 s
Facilities Under Construction						
Stanford	300-100 μ	1 μ J/1	10 ps	350 ps	2 μ s	100 ms
SPFELC	100-20 μ	1 μ J/1	2-10 ps	84.6 ns	10 ms	50 ms
UCSB	60-30 μ	5 nd/3	-	-	1-20 μ s	500 ms
CRFEL	20-7 μ	100 μ J/1	5-10 ps	7 ns	10 μ s	100 ms
SPFELC	15-3 μ	1 μ J/1	1-4 ps	84.6 ns	10 ms	50 ms
OK4-D	400-50 nm	0.5-25 nd/2	5-30 ps	5.6 ns	100 μ s	2 ms
Proposed Facilities						
Stanford	100-10 μ	1 μ J/1	10 ps	350 ps	2 μ s	16.7 ms
CDRL	50-3 μ	100 μ J/1	10 ps	27.3 ns	100 μ s	20 ms
CEBAF	20-3 μ	40 μ J/1	2 ps	40 ns	-	-
Mark III	15-1.5 μ	8-50 μ J/1	3 ps	350 ps	0.5-8 μ s	16.7 ms
CEBAF	1 μ -170 nm	160 μ J/1	2 ps	40 ns	-	-
AFEL	900-800 nm	1.7 nd/1	12-14 ps	9.3 ns	20 μ s	10 ms
UP	300-140 nm	0.4 nd/3	-	-	6 ps	50 ms
DUV	300-75 nm	1 nd/3	-	-	6 ps	2.8 ms
CFA	88 nm	0.8 nd/3	-	-	4 fs	100 ms
LCLS-1	4 nm	3 nd/3	-	-	130 fs	8.3 ms
LCLS-2	4 nm	5 nd/3	-	-	65 fs	8.3 ms
LCLS-3	0.45 nm	12 nd/3	-	-	65 fs	8.3 ms

Errata



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



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 "IIB" read "LH IIB"
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 "IIA1" read "LH IIA1"
4. p. 310, para. 4, line 17: omit parenthesis before "in Meyers *et al.* 1992"
5. p. 311, para. 2, line 1: for "IIA2" read "LH/LM IIA2"
6. p. 311, para. 2, line 6: for "IIA2" read "LH IIA2"
7. p. 311, para. 4, line 16: for "IIB1" read "LH IIB1"
8. p. 311, para. 5, line 9: for "IIB1" read "LH IIB1"
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 "chronological" read "chronological"
12. p. 312, para. 4, line 1: for "IIA2" read "LH IIA2"
13. p. 312, para. 4, line 8: for "IIA2" read "LH IIA2"
14. p. 313, para. 2, line 2: for "IIA2-IIB1" read "LH IIA2-IIB1"
15. p. 313, para. 5, line 20: for "IIA2" read "LH IIA2"
16. p. 313, para. 5, line 24: for "IIA2" read "LH IIA2"
17. p. 314, para. 4 #1, line 3: for "9 rings" read "10 rings"
18. p. 315, para. 1, line 8: for "with IIA2" read "with no IIA2"
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

1. p. 317: Bass 1986: for "(Ka)" read "(Kas)"
2. p. 317: Bass, Frey & Polak 1984: for "at Ka" read "at Kas"
3. p. 317: Bell 1982: for "pottery" read "Pottery"
4. p. 317: Bell 1985: for "Bibliothèque d'Étude" read "Bibliothèque d'Étude" delete "in" in the second line for "Deutschland" read "Deutschland 40"
5. p. 317: Bernabè Brea 1970: for "Arkeometri Somaçları Toplantısı, 27-31 Mayıs 1996" read "Arkeometri Somaçları Toplantısı 27-31 Mayıs 1996"
6. p. 318: Kaiser 1976: for "Arkeometri Somaçları Toplantısı 27-31 Mayıs 1996" read "Arkeometri Somaçları Toplantısı 27-31 Mayıs 1996"
7. p. 318: Kuniholm 1997: for "Arkeometri Somaçları Toplantısı 27-31 Mayıs 1996" read "Arkeometri Somaçları Toplantısı 27-31 Mayıs 1996"
8. p. 319: Shelmerdine 1992: for "pottery" read "Pottery"
9. P. 320: Vagnetti 1993: for "In Zerner, C.F., Zerner, F. & Winder J." read "In Zerner, C., Zerner P., & Winder, J."

Now you've learned:

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