Parts of a Book

A tutorial
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
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
This contains:
- Copyright notice
- Publisher’s address
- Year of publication
- Subsequent editions
- ISBN number
- Edition number
To Harriet Tubman and John Brown
To All Who Continue to Fight

and

To All Political Prisoners in the U.S.
A list of the book’s contents showing page numbers, arranged by:

- Chapter,
- Section, and/or
- Subsection
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, newsletters, and radio are keeping the adult population well informed as to the course of events. To a lesser degree they are providing thought about the significance of events and the need for prudence, careful, understanding action after the war in order that human relationships may be maintained on the basis of mutual trust and confidence, and human discrimination was spreading.

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 on the war and the letter sent by the Atlantic Charter—the only effective pronouncements regarding the United Nations war and post-war aims—is an effort to explain to the younger members of the family of nations the great problem with which the older members are now preoccupied. From more than to provide factual information, the list is intended to stimulate thought. It is not to diminish rather than increase. It is to be hoped that everyone who uses it will think of other titles that can be included, of other books that can be done to clarify the nature of world affairs and to induce intelligent action in handling them. After all, it’s all in the future.

Because of the overlapping content of the twelve articles in the two documents, it has become necessary to make many introductory statements about the plugging of books under the various headings. Some could be used equally well in two or more places. Generally, notes will indicate the meanings by which the decisions were reached. It will be noted that the books included represent a fairly wide range in reading difficulty, but in general all will be suitable for junior high school readers of varying reading ability. Naturally, there are included many books that have been published since the war began. Their subject matter remains valuable. However, fundamental truths known at the time, and many older publications have been reprinted in the light of the present times and have been found good. Only those that are now in print

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 1994. In this book, Anderson reviews two basic principles of condensed matter physics. One of the principles is “wetness symmetry.” This means that condensed matter systems undergo phase transitions like 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 “sublattice 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 sublattice principle is Luttinger’s Fermi Liquid theory. Following the continuity principle, we can then 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 quasiparticles. Even though many-body interactions exist among particles, by considering quasiparticles stimulated by the interactions, we can treat them as free Fermi system. By this procedure strongly interacting Fermi systems are much simplified. Similarly speaking, however, the systems cannot be completely free particle systems even after renormalization; there remain damping effects giving a finite lifetime and weak correlated interactions among quasiparticles. In particular, since attractive forces make the Fermi surface unstable, it is only the cyclotron loss that can be continuously renormalized on the basis of the Fermi liquid theory. This fact plays an important role in many-body problems.
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.
• Parts
• Chapters
• Running Heads
The words of the book. Usually separated by parts and/or chapters.

Chapter Two
My Arrival

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." 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 governments. As Adams observed in 1776, "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 seas of liberty, the Republics of Greece and Rome." Later, in writing to Lafayette in 1782, he indicated that "[i]n [a] republican on principles... Almost every thing that is estimable in civil life has originated under such govern- ments. 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." Or, as William Livingston referred to in his Independent Reflector, published in 1778, "those free Governments of old, whose history was so much admired, and whose Example we think it an Honor to imitate." The Framing generation's use of classicism to form their political theory was thus not only theoretical 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 govern- ment 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
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.

(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 70).

(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 10).

(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 11 and 19).

(I) Slave(s)
Persons owned and controlled by someone else (see pages 2 and 5).
Bibliography

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


Harmon, J. E., and L. F. Max. American Cancer Society textbook of clinical oncology. Eds. A. I. Holleb. D. J. Fink and
A list of names and subjects in alphabetical order with their page numbers at the end of a book.
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.
Errata

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