[Dissertation Title]

[Full Name]

Submitted in partial fulfillment of the

requirements for the degree of Doctor of Education in

Teachers College, Columbia University

2023

© 2023

[Author Name]

All Rights Reserved

**Abstract**

[Dissertation Title]

[Full Name]

 Abstract of dissertation. In the abstract, you must (1) present the problem of the thesis/dissertation, (2) discuss the materials and methods used, and (3) state the conclusions reached. Individual chapters should not have abstracts.

Table of Contents

[List of Charts, Graphs, Illustrations iii](#_Toc20230778)

[Acknowledgments iv](#_Toc20230779)

[Dedication v](#_Toc20230780)

[Introduction or Preface 1](#_Toc20230781)

[Chapter 1: Name of Chapter 2](#_Toc20230782)

[1.1 Sub Section of Chapter 1 2](#_Toc20230783)

[Chapter 2: Name of Second Chapter 5](#_Toc20230784)

[2.1 Sub Section of Chapter 2 5](#_Toc20230785)

[Chapter 3: Name of Third Chapter 8](#_Toc20230786)

[3.1 Sub Section of Chapter 3 8](#_Toc20230787)

[Chapter 4: Name of Fourth Chapter 11](#_Toc20230788)

[4.1 Sub Section of Chapter 4 11](#_Toc20230789)

[Chapter 5: Name of Fifth Chapter 14](#_Toc20230790)

[5.1 Sub Section of Chapter 5 14](#_Toc20230791)

[Conclusion or Epilogue 17](#_Toc20230792)

[References or Bibliography 18](#_Toc20230793)

[Appendix A 19](#_Toc20230794)

[Appendix B 20](#_Toc20230795)

# List of Charts, Graphs, Illustrations

# Acknowledgments

 This page is optional, you may delete it if not needed.

# Dedication

 This page is optional, you may delete it if not needed.

# Introduction or Preface

 Use this page for your preface or introduction if applicable; please use only one of the titles for this page. Otherwise, you may delete it.

# Chapter 1: Name of Chapter

Had I the command of you as well as of myself, Meno, I would not have enquired whether virtue is given by instruction or not, until we had first ascertained "what it is." But as you think only of controlling me who am your slave, and never of controlling yourself,-such being your notion of freedom, I must yield to you, for you are irresistible. And therefore I have now to enquire into the qualities of a thing of which I do not as yet know the nature.

## 1.1 Sub Section of Chapter 1

Had I the command of you as well as of myself, Meno, I would not have enquired whether virtue is given by instruction or not, until we had first ascertained "what it is." But as you think only of controlling me who am your slave, and never of controlling yourself,-such being your notion of freedom, I must yield to you, for you are irresistible. And therefore I have now to enquire into the qualities of a thing of which I do not as yet know the nature.

![MCj01511990000[1]]()

Figure 1: Demonstration Duck. Frequently used by dissertation & thesis template authors to demonstrate appropriate line spacing for figure captions.

Had I the command of you as well as of myself, Meno, I would not have enquired whether virtue is given by instruction or not, until we had first ascertained "what it is." But as you think only of controlling me who am your slave, and never of controlling yourself,-such being your notion of freedom, I must yield to you, for you are irresistible. And therefore[[1]](#footnote-1) I have now to enquire into the qualities of a thing of which I do not as yet know the nature. At any rate, will you condescend a little, and allow the question "Whether virtue is given by instruction, or in any other way," to be argued upon hypothesis? As the geometrician, when he is asked whether a certain triangle is capable being inscribed in a certain circle, will reply: "I cannot tell you as yet; but I will offer a hypothesis which may assist us in forming a conclusion: If the figure be such that when you have produced a given side of it, the given area of the triangle falls short by an area corresponding to the part produced, then one consequence follows, and if this is impossible then some other; and therefore I wish to assume a hypothesis before I tell you whether this triangle is capable of being inscribed in the circle":-that is a geometrical hypothesis. And we too, as we know not the nature and -qualities of virtue, must ask, whether virtue is or not taught, under a hypothesis: as thus, if virtue is of such a class of mental goods, will it be taught or not? Let the first hypothesis be-that virtue is or is not knowledge,-in that case will it be taught or not? or, as we were just now saying, remembered"? For there is no use in disputing about the name. But is virtue taught or not? or rather, does not everyone see that knowledge alone is taught?

Table 1: Loka and Terno. Note that this very long caption is single spaced both in the text and in the list of tables.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | North | East | South | Central | West |
| Loka | 11234 | 3342 | 2345 | 2345 | 15643 |
| Lingva | $35K | $37K | $39K | $33K | $37K |
| Auart | 35-45 | 32-41 | 33-39 | 22-33 | 35-40 |
| Tereno | 33% | 22% | 90% | 44% | 2% |

Had I the command of you as well as of myself, Meno, I would not have enquired whether virtue is given by instruction or not, until we had first ascertained "what it is." But as you think only of controlling me who am your slave, and never of controlling yourself,-such being your notion of freedom, I must yield to you, for you are irresistible. Had I the command of you as well as of myself, Meno, I would not have enquired whether virtue is given by instruction or not, until we had first ascertained "what it is." But as you think only of controlling me who am your slave, and never of controlling yourself,-such being your notion of freedom, I must yield to you, for you are irresistible.

# Chapter 2: Name of Second Chapter

Had I the command of you as well as of myself, Meno, I would not have enquired whether virtue is given by instruction or not, until we had first ascertained "what it is." But as you think only of controlling me who am your slave, and never of controlling yourself,-such being your notion of freedom, I must yield to you, for you are irresistible. And therefore I have now to enquire into the qualities of a thing of which I do not as yet know the nature.

## 2.1 Sub Section of Chapter 2

Had I the command of you as well as of myself, Meno, I would not have enquired whether virtue is given by instruction or not, until we had first ascertained "what it is." But as you think only of controlling me who am your slave, and never of controlling yourself,-such being your notion of freedom, I must yield to you, for you are irresistible. And therefore I have now to enquire into the qualities of a thing of which I do not as yet know the nature.

![MCj01511990000[1]]()

Figure 2: Demonstration Duck. Frequently used by dissertation & thesis template authors to demonstrate appropriate line spacing for figure captions.

Had I the command of you as well as of myself, Meno, I would not have enquired whether virtue is given by instruction or not, until we had first ascertained "what it is." But as you think only of controlling me who am your slave, and never of controlling yourself,-such being your notion of freedom, I must yield to you, for you are irresistible. And therefore[[2]](#footnote-2) I have now to enquire into the qualities of a thing of which I do not as yet know the nature. At any rate, will you condescend a little, and allow the question "Whether virtue is given by instruction, or in any other way," to be argued upon hypothesis? As the geometrician, when he is asked whether a certain triangle is capable being inscribed in a certain circle, will reply: "I cannot tell you as yet; but I will offer a hypothesis which may assist us in forming a conclusion: If the figure be such that when you have produced a given side of it, the given area of the triangle falls short by an area corresponding to the part produced, then one consequence follows, and if this is impossible then some other; and therefore I wish to assume a hypothesis before I tell you whether this triangle is capable of being inscribed in the circle":-that is a geometrical hypothesis. And we too, as we know not the nature and -qualities of virtue, must ask, whether virtue is or not taught, under a hypothesis: as thus, if virtue is of such a class of mental goods, will it be taught or not? Let the first hypothesis be-that virtue is or is not knowledge,-in that case will it be taught or not? or, as we were just now saying, remembered"? For there is no use in disputing about the name. But is virtue taught or not? or rather, does not everyone see that knowledge alone is taught?

Table 2: Loka and Terno. Note that this very long caption is single spaced both in the text and in the list of tables.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | North | East | South | Central | West |
| Loka | 11234 | 3342 | 2345 | 2345 | 15643 |
| Lingva | $35K | $37K | $39K | $33K | $37K |
| Auart | 35-45 | 32-41 | 33-39 | 22-33 | 35-40 |
| Tereno | 33% | 22% | 90% | 44% | 2% |

Had I the command of you as well as of myself, Meno, I would not have enquired whether virtue is given by instruction or not, until we had first ascertained "what it is." But as you think only of controlling me who am your slave, and never of controlling yourself,-such being your notion of freedom, I must yield to you, for you are irresistible. Had I the command of you as well as of myself, Meno, I would not have enquired whether virtue is given by instruction or not, until we had first ascertained "what it is." But as you think only of controlling me who am your slave, and never of controlling yourself,-such being your notion of freedom, I must yield to you, for you are irresistible.

# Chapter 3: Name of Third Chapter

Had I the command of you as well as of myself, Meno, I would not have enquired whether virtue is given by instruction or not, until we had first ascertained "what it is." But as you think only of controlling me who am your slave, and never of controlling yourself,-such being your notion of freedom, I must yield to you, for you are irresistible. And therefore I have now to enquire into the qualities of a thing of which I do not as yet know the nature.

## 3.1 Sub Section of Chapter 3

Had I the command of you as well as of myself, Meno, I would not have enquired whether virtue is given by instruction or not, until we had first ascertained "what it is." But as you think only of controlling me who am your slave, and never of controlling yourself,-such being your notion of freedom, I must yield to you, for you are irresistible. And therefore I have now to enquire into the qualities of a thing of which I do not as yet know the nature.

![MCj01511990000[1]]()

Figure 3: Demonstration Duck. Frequently used by dissertation & thesis template authors to demonstrate appropriate line spacing for figure captions.

Had I the command of you as well as of myself, Meno, I would not have enquired whether virtue is given by instruction or not, until we had first ascertained "what it is." But as you think only of controlling me who am your slave, and never of controlling yourself,-such being your notion of freedom, I must yield to you, for you are irresistible. And therefore[[3]](#footnote-3) I have now to enquire into the qualities of a thing of which I do not as yet know the nature. At any rate, will you condescend a little, and allow the question "Whether virtue is given by instruction, or in any other way," to be argued upon hypothesis? As the geometrician, when he is asked whether a certain triangle is capable being inscribed in a certain circle, will reply: "I cannot tell you as yet; but I will offer a hypothesis which may assist us in forming a conclusion: If the figure be such that when you have produced a given side of it, the given area of the triangle falls short by an area corresponding to the part produced, then one consequence follows, and if this is impossible then some other; and therefore I wish to assume a hypothesis before I tell you whether this triangle is capable of being inscribed in the circle":-that is a geometrical hypothesis. And we too, as we know not the nature and -qualities of virtue, must ask, whether virtue is or not taught, under a hypothesis: as thus, if virtue is of such a class of mental goods, will it be taught or not? Let the first hypothesis be-that virtue is or is not knowledge,-in that case will it be taught or not? or, as we were just now saying, remembered"? For there is no use in disputing about the name. But is virtue taught or not? or rather, does not everyone see that knowledge alone is taught?

Table 3: Loka and Terno. Note that this very long caption is single spaced both in the text and in the list of tables.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | North | East | South | Central | West |
| Loka | 11234 | 3342 | 2345 | 2345 | 15643 |
| Lingva | $35K | $37K | $39K | $33K | $37K |
| Auart | 35-45 | 32-41 | 33-39 | 22-33 | 35-40 |
| Tereno | 33% | 22% | 90% | 44% | 2% |

Had I the command of you as well as of myself, Meno, I would not have enquired whether virtue is given by instruction or not, until we had first ascertained "what it is." But as you think only of controlling me who am your slave, and never of controlling yourself,-such being your notion of freedom, I must yield to you, for you are irresistible. Had I the command of you as well as of myself, Meno, I would not have enquired whether virtue is given by instruction or not, until we had first ascertained "what it is." But as you think only of controlling me who am your slave, and never of controlling yourself,-such being your notion of freedom, I must yield to you, for you are irresistible.

# Chapter 4: Name of Fourth Chapter

Had I the command of you as well as of myself, Meno, I would not have enquired whether virtue is given by instruction or not, until we had first ascertained "what it is." But as you think only of controlling me who am your slave, and never of controlling yourself,-such being your notion of freedom, I must yield to you, for you are irresistible. And therefore I have now to enquire into the qualities of a thing of which I do not as yet know the nature.

## 4.1 Sub Section of Chapter 4

Had I the command of you as well as of myself, Meno, I would not have enquired whether virtue is given by instruction or not, until we had first ascertained "what it is." But as you think only of controlling me who am your slave, and never of controlling yourself,-such being your notion of freedom, I must yield to you, for you are irresistible. And therefore I have now to enquire into the qualities of a thing of which I do not as yet know the nature.

![MCj01511990000[1]]()

Figure 4: Demonstration Duck. Frequently used by dissertation & thesis template authors to demonstrate appropriate line spacing for figure captions.

Had I the command of you as well as of myself, Meno, I would not have enquired whether virtue is given by instruction or not, until we had first ascertained "what it is." But as you think only of controlling me who am your slave, and never of controlling yourself,-such being your notion of freedom, I must yield to you, for you are irresistible. And therefore[[4]](#footnote-4) I have now to enquire into the qualities of a thing of which I do not as yet know the nature. At any rate, will you condescend a little, and allow the question "Whether virtue is given by instruction, or in any other way," to be argued upon hypothesis? As the geometrician, when he is asked whether a certain triangle is capable being inscribed in a certain circle, will reply: "I cannot tell you as yet; but I will offer a hypothesis which may assist us in forming a conclusion: If the figure be such that when you have produced a given side of it, the given area of the triangle falls short by an area corresponding to the part produced, then one consequence follows, and if this is impossible then some other; and therefore I wish to assume a hypothesis before I tell you whether this triangle is capable of being inscribed in the circle":-that is a geometrical hypothesis. And we too, as we know not the nature and -qualities of virtue, must ask, whether virtue is or not taught, under a hypothesis: as thus, if virtue is of such a class of mental goods, will it be taught or not? Let the first hypothesis be-that virtue is or is not knowledge,-in that case will it be taught or not? or, as we were just now saying, remembered"? For there is no use in disputing about the name. But is virtue taught or not? or rather, does not everyone see that knowledge alone is taught?

Table 4: Loka and Terno. Note that this very long caption is single spaced both in the text and in the list of tables.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | North | East | South | Central | West |
| Loka | 11234 | 3342 | 2345 | 2345 | 15643 |
| Lingva | $35K | $37K | $39K | $33K | $37K |
| Auart | 35-45 | 32-41 | 33-39 | 22-33 | 35-40 |
| Tereno | 33% | 22% | 90% | 44% | 2% |

Had I the command of you as well as of myself, Meno, I would not have enquired whether virtue is given by instruction or not, until we had first ascertained "what it is." But as you think only of controlling me who am your slave, and never of controlling yourself,-such being your notion of freedom, I must yield to you, for you are irresistible. Had I the command of you as well as of myself, Meno, I would not have enquired whether virtue is given by instruction or not, until we had first ascertained "what it is." But as you think only of controlling me who am your slave, and never of controlling yourself,-such being your notion of freedom, I must yield to you, for you are irresistible.

# Chapter 5: Name of Fifth Chapter

Had I the command of you as well as of myself, Meno, I would not have enquired whether virtue is given by instruction or not, until we had first ascertained "what it is." But as you think only of controlling me who am your slave, and never of controlling yourself,-such being your notion of freedom, I must yield to you, for you are irresistible. And therefore I have now to enquire into the qualities of a thing of which I do not as yet know the nature.

## 5.1 Sub Section of Chapter 5

Had I the command of you as well as of myself, Meno, I would not have enquired whether virtue is given by instruction or not, until we had first ascertained "what it is." But as you think only of controlling me who am your slave, and never of controlling yourself,-such being your notion of freedom, I must yield to you, for you are irresistible. And therefore I have now to enquire into the qualities of a thing of which I do not as yet know the nature.

![MCj01511990000[1]]()

Figure 5: Demonstration Duck. Frequently used by dissertation & thesis template authors to demonstrate appropriate line spacing for figure captions.

Had I the command of you as well as of myself, Meno, I would not have enquired whether virtue is given by instruction or not, until we had first ascertained "what it is." But as you think only of controlling me who am your slave, and never of controlling yourself,-such being your notion of freedom, I must yield to you, for you are irresistible. And therefore[[5]](#footnote-5) I have now to enquire into the qualities of a thing of which I do not as yet know the nature. At any rate, will you condescend a little, and allow the question "Whether virtue is given by instruction, or in any other way," to be argued upon hypothesis? As the geometrician, when he is asked whether a certain triangle is capable being inscribed in a certain circle, will reply: "I cannot tell you as yet; but I will offer a hypothesis which may assist us in forming a conclusion: If the figure be such that when you have produced a given side of it, the given area of the triangle falls short by an area corresponding to the part produced, then one consequence follows, and if this is impossible then some other; and therefore I wish to assume a hypothesis before I tell you whether this triangle is capable of being inscribed in the circle":-that is a geometrical hypothesis. And we too, as we know not the nature and -qualities of virtue, must ask, whether virtue is or not taught, under a hypothesis: as thus, if virtue is of such a class of mental goods, will it be taught or not? Let the first hypothesis be-that virtue is or is not knowledge,-in that case will it be taught or not? or, as we were just now saying, remembered"? For there is no use in disputing about the name. But is virtue taught or not? or rather, does not everyone see that knowledge alone is taught?

Table 5: Loka and Terno. Note that this very long caption is single spaced both in the text and in the list of tables.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | North | East | South | Central | West |
| Loka | 11234 | 3342 | 2345 | 2345 | 15643 |
| Lingva | $35K | $37K | $39K | $33K | $37K |
| Auart | 35-45 | 32-41 | 33-39 | 22-33 | 35-40 |
| Tereno | 33% | 22% | 90% | 44% | 2% |

Had I the command of you as well as of myself, Meno, I would not have enquired whether virtue is given by instruction or not, until we had first ascertained "what it is." But as you think only of controlling me who am your slave, and never of controlling yourself,-such being your notion of freedom, I must yield to you, for you are irresistible. Had I the command of you as well as of myself, Meno, I would not have enquired whether virtue is given by instruction or not, until we had first ascertained "what it is." But as you think only of controlling me who am your slave, and never of controlling yourself,-such being your notion of freedom, I must yield to you, for you are irresistible.

# Conclusion or Epilogue

 Use this page for your epilogue or conclusion if applicable; please use only one of the titles for this page. Otherwise, you may delete it.

# References or Bibliography

Duncan, Richard R., ed. *Alexander Neil and the Last Shenandoah Valley Campaign.* Shippensburg, Pa: White Mane Publishing Co., 1996.

Du Pont, H.A. *The Campaign of 1864 in the Valley of Virginia and the Expedition to Lynchburg*. New York: National Americana, 1925.

Emerson, Edward Waldo, ed. *Life and Letters of Charles Russell Lowell*. Boston: Houghton and Mifflin, 1907.

# Appendix A

Appendices go here, after the text and references.

# Appendix B

Appendices go here, after the text and references.

1. Tina Lu, Persons, Roles, and Minds: Identity in Peony Pavilion and Peach Blossom Fan (Stanford: Stanford 2 University Press, 2001): 219-222; Peng Xu, “Courtesan vs. Literatus: Gendered Soundscapes and Aesthetics in LateMing Singing Culture,” T’oung Pao 100 no. 4-5 (2014): 455-459, DOI: 10.1163/15685322-10045P04. [↑](#footnote-ref-1)
2. et the first hypothesis be-that virtue is or is not knowledge,-in that case will it be taught or not? or, as we were just now saying, remembered"? For there is no use in disputing about the name. But is virtue taught or not? or rather, does not everyone see that knowledge alone is taught? [↑](#footnote-ref-2)
3. et the first hypothesis be-that virtue is or is not knowledge,-in that case will it be taught or not? or, as we were just now saying, remembered"? For there is no use in disputing about the name. But is virtue taught or not? or rather, does not everyone see that knowledge alone is taught? [↑](#footnote-ref-3)
4. et the first hypothesis be-that virtue is or is not knowledge,-in that case will it be taught or not? or, as we were just now saying, remembered"? For there is no use in disputing about the name. But is virtue taught or not? or rather, does not everyone see that knowledge alone is taught? [↑](#footnote-ref-4)
5. et the first hypothesis be-that virtue is or is not knowledge,-in that case will it be taught or not? or, as we were just now saying, remembered"? For there is no use in disputing about the name. But is virtue taught or not? or rather, does not everyone see that knowledge alone is taught? [↑](#footnote-ref-5)