

## APPENDIX C: Sample U of O Thesis Pages from the “Grey Book”

This appendix consists of T<sub>E</sub>X output representing sample U of O thesis pages taken from the *University of Oregon Style and Policy Manual for Theses and Dissertations*, University of Oregon Graduate School, revised September 1987.

A machine-readable copy of the raw T<sub>E</sub>X commands used to typeset these pages is available to OREGON VAX users as:

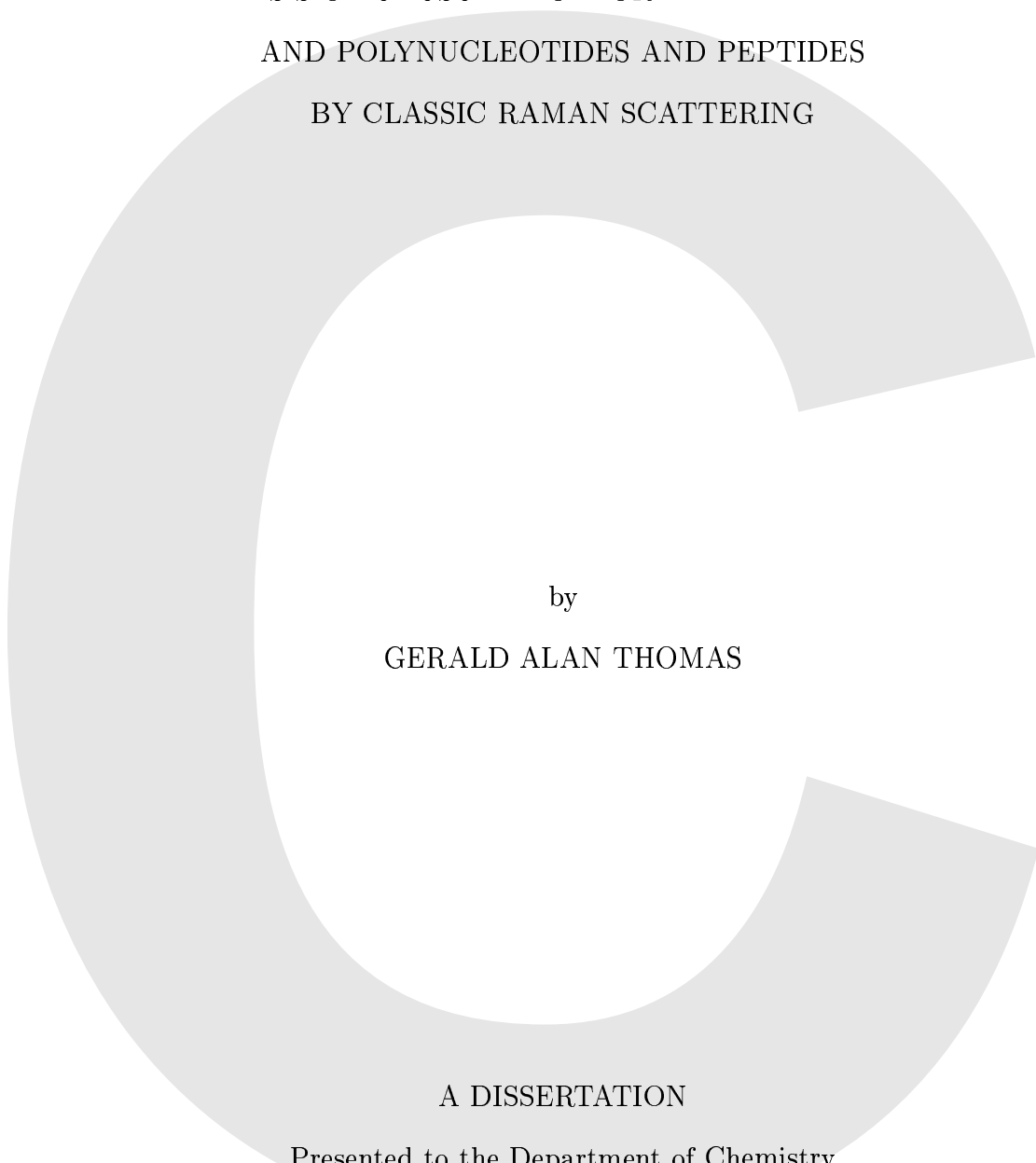
```
TEX$DISK:[TEX.SAMPLES]UOTHESIS.TEX
```

On other systems get a copy of that file via anonymous FTP.

FTP to DECOY.UOREGON.EDU (128.223.32.19) and see directory `pub/tex/samples`.

We’ve done our best to make these sample pages meet U of O Graduate School requirements as outlined in the “Grey Book,” but in the final analysis, **you** are the one who has to please the Graduate School and your committee, not us.

We **strongly** urge you to consult on an early and ongoing basis with the Graduate School editor and your committee members for authoritative assistance in meeting dissertation content and format requirements.



ANALYSIS OF UNUSUAL CONFORMATIONS OF OLIGIO  
AND POLYNUCLEOTIDES AND PEPTIDES  
BY CLASSIC RAMAN SCATTERING

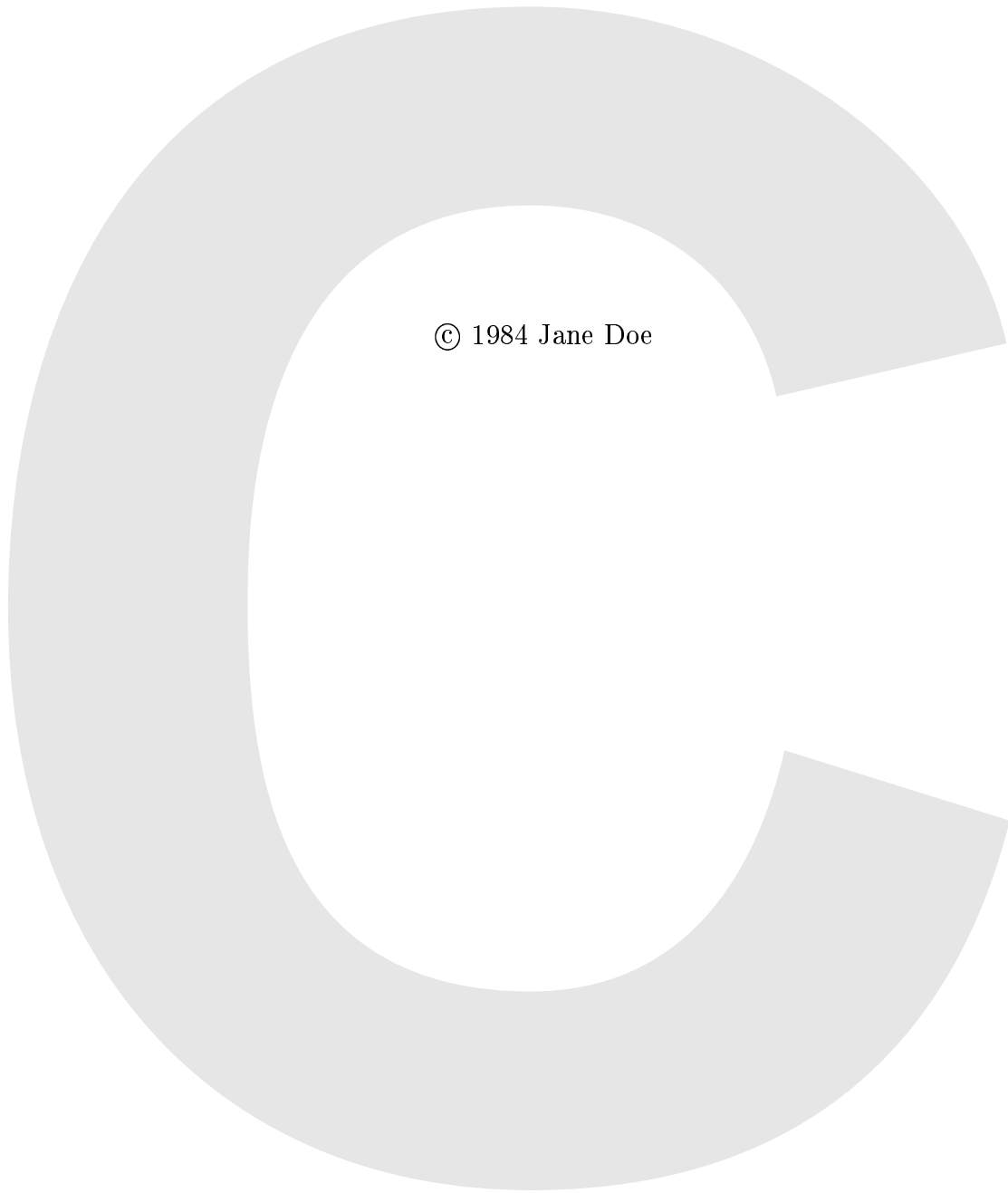
by  
GERALD ALAN THOMAS

A DISSERTATION

Presented to the Department of Chemistry  
and the Graduate School of the University of Oregon  
in partial fulfillment of the requirements  
for the degree of  
Doctor of Philosophy

August 1984

APPROVED: \_\_\_\_\_  
Dr. Harry S. Truman



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An Abstract of the Dissertation of  
Walter James Teasdale for the degree of Doctor of Philosophy  
in the Department of Economics to be taken August 1984  
Title: ADOPTION AND IMPLEMENTATION OF THE NORTHWEST POWER  
PLANNING COUNCIL'S MODEL CONSERVATION STANDARDS

Approved: \_\_\_\_\_  
Dr. Harry S. Truman

The Pacific Northwest Electric Power Planning and Conservation Act of 1980 and the Northwest Conservation and Power Plan are models for economic planning. It is an essential part of the Council's resource portfolio. The Standards set energy use budgets for new buildings and (text continues)

## VITA

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(if any publications, list here, using same style sheet you use for your bibliography; if none, omit this heading)

## ACKNOWLEDGMENTS

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DEDICATION

This manuscript is dedicated to my wife and children.



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## CHAPTER I

### INTRODUCTION

The spirit of this style manual is an inquiry into the parameters set by necessity in order to standardize publications from graduate students at the University of Oregon. The Manual is to be used as a guide. It does not contain all requirements. Other style manuals should be considered.

#### Style Manuals

Other manuals are available at the University Bookstore for information. Since the student has to make a choice concerning style of the manuscript at an early date, we suggest using the library before deciding which style manual to purchase. The Graduate School suggests using the manuals published by the University of Chicago.

#### Chicago Style Manuals

There are two manuals available from the University of Chicago which the Graduate School uses in making final determination on questions not addressed in the Graduate School Style Manual.

Turabian

The Manual for Writers of Term Papers, Theses, and Dissertations (Turabian, 1973) is one resource for the student writing a thesis.



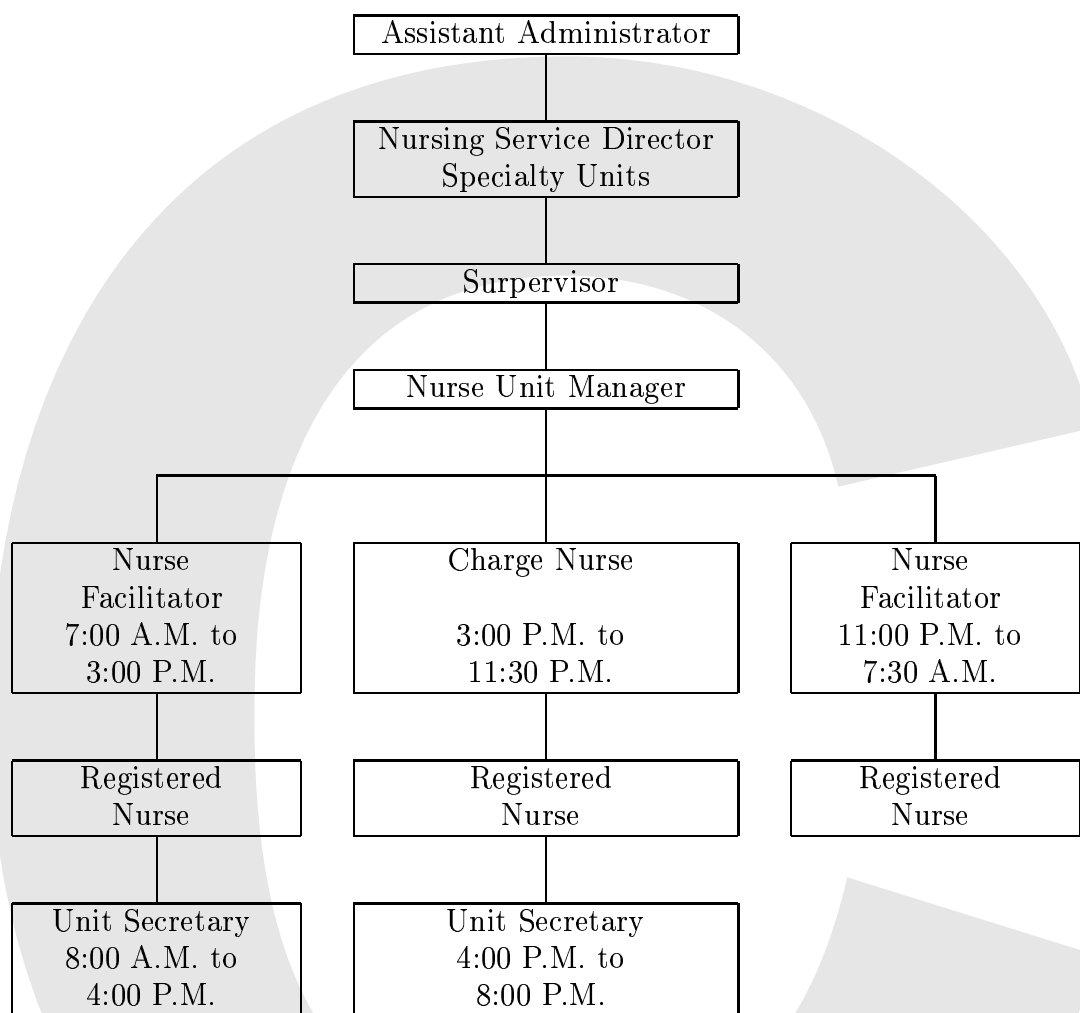


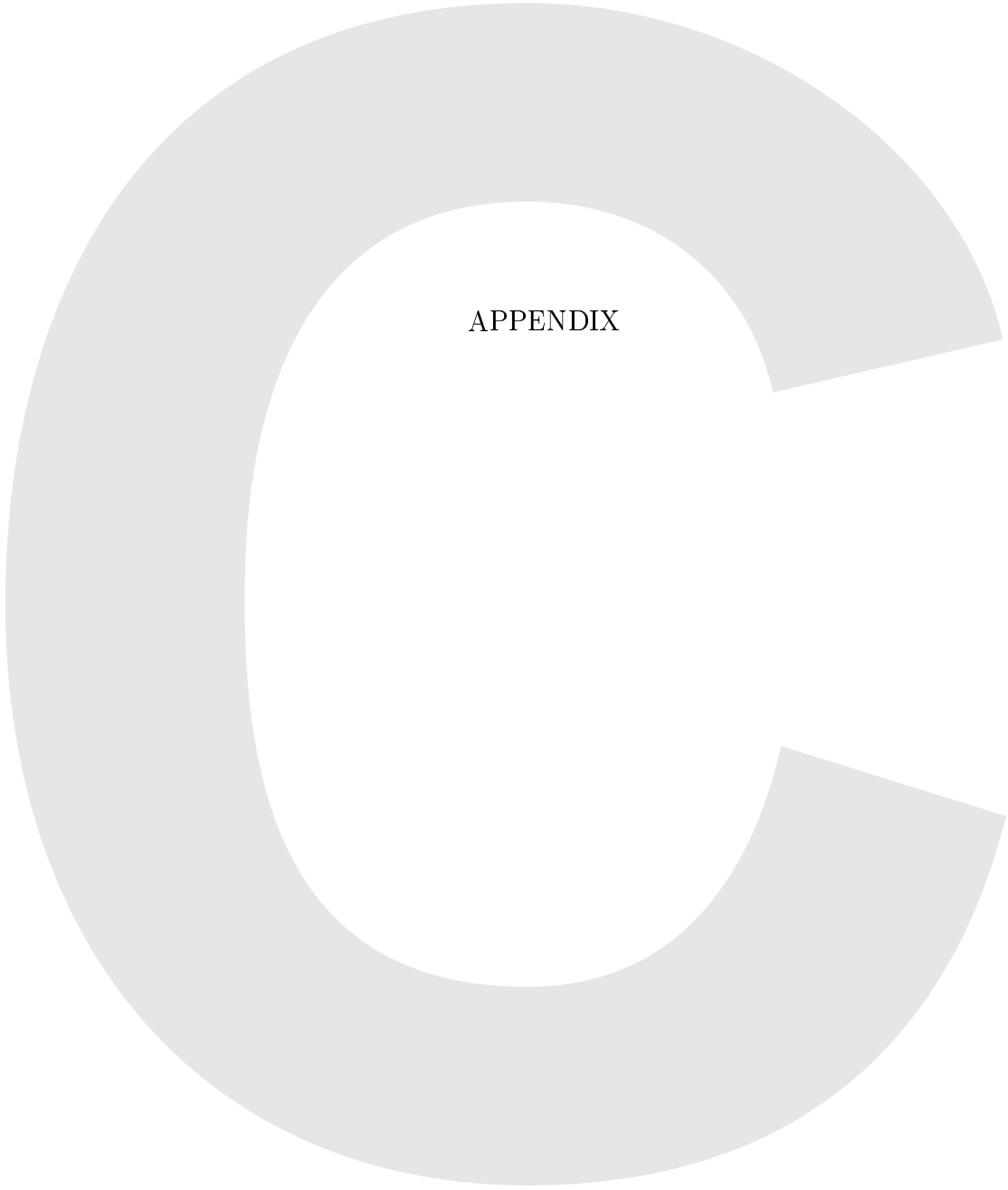
FIGURE 4. Nursing services authority structure for the neonatal intensive care unit.

TABLE 12. Analysis of Variance of Mean Initial After-Effect  
for the Sighted Children, Ages 5 Through 16

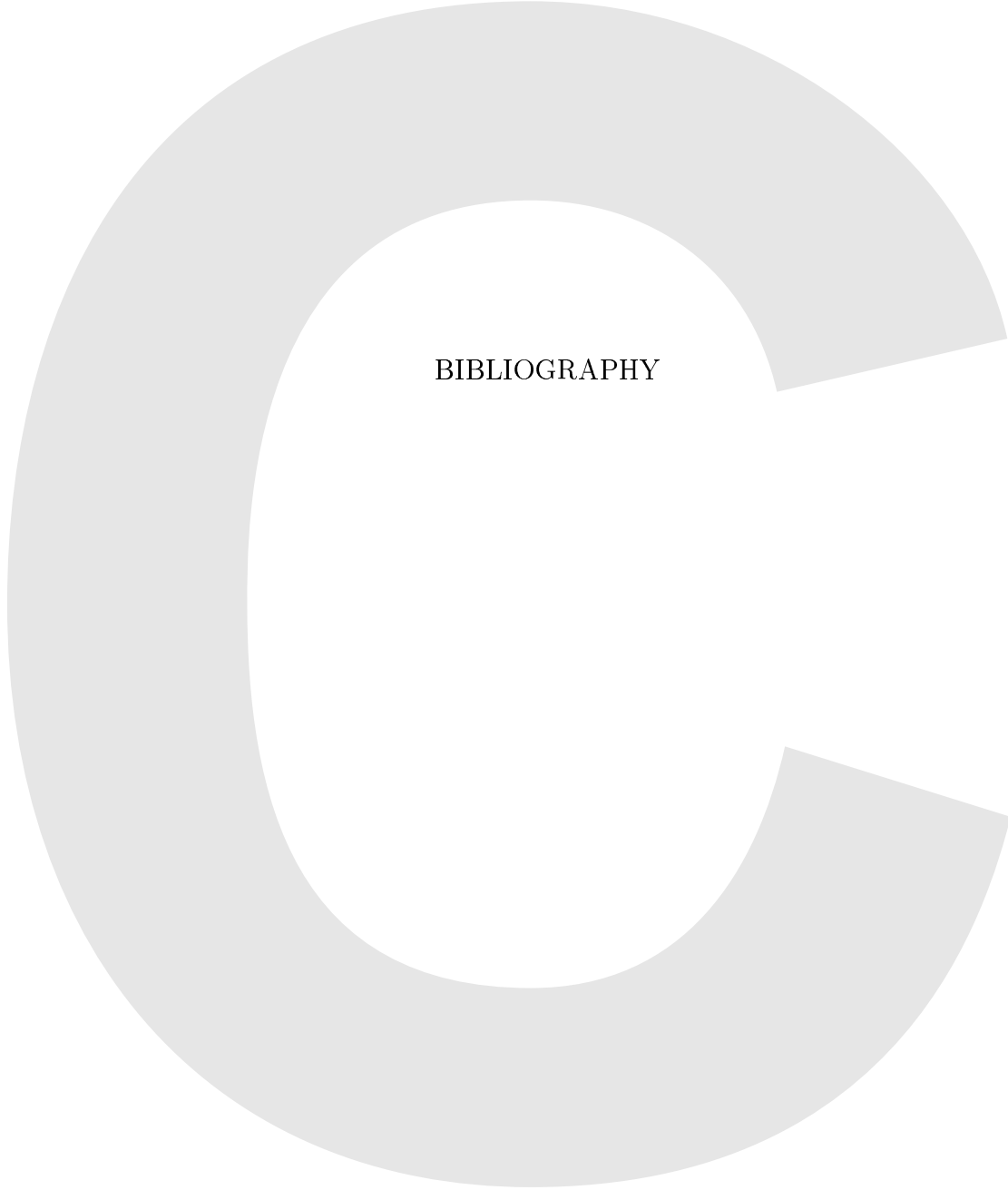
Source of Variation	Sum of Squares	df	Mean Square	F	p.
Between Groups	2,222.22	11	202.02	1.31	N.S.
Within Groups	19,822.12	129	153.55		
Total	22,044.34	140			

TABLE 13. Methods Teachers Say They Would Employ Under New  
Conditions as They Pertain to Increased Use of a  
Variety of Learning Activities and Projects

Item	Reason	205 Teachers Reporting		Rank Order of Response
		No.	%	Order
1.	More individual and small-group projects	17	8.0	8
2.	More activities with practical application to subject matter being taught	13	6.1	15
3.	More creative activities	12	5.6	16
4.	More freedom of choice of activities by pupils	7	3.3	33
5.	Enrichment activities for all pupils in all areas of instruction	7	3.3	34
6.	More child-centered project work	6	2.8	38
7.	More use of field trips	3	1.4	70



APPENDIX



BIBLIOGRAPHY