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Volume 6 of the set. Gilson on Trademarks, the definitive trademark law treatise, features: • Comprehensive and current treatment of trademark law in the United States, with clear explanations of basic principles and expert discussion of complex issues • Detailed analysis of infringement, trade dress, right of publicity, false advertising, counterfeiting, dilution and trademark law remedies with extensive case citation • Full coverage of domain name registration and protection under U.S. law and the UDRP • More than 450 trademark practice forms on all aspects of USPTO proceedings, complete with drafting guides, practice tips and filing requirements • Practice forms and drafting guides for federal and state trademark litigation, assignments, licenses, recordal with Customs and domain name challenges • Four volumes of legislative history of the Lanham Act, organized by section • Reprint of USPTO's Trademark Manual of Examining Procedure (TMEP) • USPTO's Acceptable Identification of Goods and Services Manual (ID Manual) • USPTO's Trademark Trial and Appeal Board Manual of Procedure (TBMP) The eBook version of this title features links to Lexis Advance for further legal research options.

In September 2010, James G. Pierce, a retired U.S. Army colonel with the Strategic Studies Institute at the U.S. Army War College in Carlisle Barracks, Pennsylvania, published a study on Army organizational culture. Pierce postulated that "the ability of a professional organization to develop future leaders in a manner that perpetuates readiness to cope with future environmental and internal uncertainty depends on organizational culture." He found that today's U.S. Army leadership "may be inadequately prepared to lead the profession toward future success." The need to prepare for future success dovetails with the use of the concepts of mission command. This book offers up a set of recommendations, based on those mission command concepts, for adopting a superior command culture through education and training. Donald E. Vandergriff believes by implementing these recommendations across the Army, that other necessary and long-awaited reforms will take place.

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Research for Educational Change presents ways in which educational research can fulfill its commitments to educational practice. Focusing its discussion within the context of mathematics education, it argues that while research-generated insights can have beneficial effects on learning and teaching, the question of how these effects are to be generated and sustained is far from evident. The question of how to turn research into educational improvement is discussed here in the context of learning and teaching hindered by poverty and social injustice. In the first part of the book, four teams of researchers use different methodologies while analysing the same corpus of data, collected in a South African mathematics classroom. In the second part, each of these teams makes a specific proposal about what can be done and how so that its research-generated insights have a tangible, beneficial impact on what is happening in mathematical classrooms. Combining two discourses - that of researchers speaking to one another, and that of researchers communicating their insights to those responsible for educational practice - the book deals with the perennial question of communication between those who study educational processes and those who are directly responsible for teacher education, educational research and classroom practices. This book will be key reading for postgraduates, researchers and academics in education and particularly in the areas of mathematics education, education research, teacher education and classroom practice. It will also appeal to teacher educators, practitioners and undergraduate students interested in educational research.

In this overview of China ' s education in 2014, reforms in the exam system and institutional configuration are discussed, followed by a close look at equity issues affecting children with special needs, of migrant workers and those living in rural areas.

The basis for a major documentary, two leading experts sound an urgent call for the radical reimagining of American education so we can equip students for the realities of the twenty-first-century economy. " If you read one book about education this decade, make it this one " (Adam Braun, bestselling author and founder of Pencils of Promise). Today more than ever, we prize academic achievement, pressuring our children to get into the " right " colleges, have the highest GPAs, and pursue advanced degrees. But while students may graduate with credentials, by and large they lack the competencies needed to be thoughtful, engaged citizens and to get good jobs in our rapidly evolving economy. Our school system was engineered a century ago to produce a workforce for a world that no longer exists. Alarmingly, our methods of schooling crush the creativity and initiative young people really need to thrive in the twenty-first century. Now bestselling author and education expert Tony Wagner and venture capitalist Ted Dintersmith call for a complete overhaul of the function and focus of American schools, sharing insights and stories from the front lines, including profiles of successful students, teachers, parents, and business leaders. Their powerful, urgent message identifies the growing gap between credentials and competence—and offers a framework for change. Most Likely to Succeed presents a new vision of American education, one that puts wonder, creativity, and initiative at the very heart of the learning process and prepares students for today ' s economy. " In this excellent book...Wagner and Dintersmith argue...that success and happiness will depend increasingly on having the ability to innovate " (Chicago Tribune), and this crucial guide offers policymakers and opinion leaders a roadmap for getting the best for our future entrepreneurs.

This volume addresses the role and importance of education for processes of transitional justice. In the aftermath of conflict and mass violence, education has been one of the tools with which societies have sought to achieve positive transformation. While education has the potential to trigger, maintain, and exacerbate conflict, it has also been designed to promote a deeper, more nuanced understanding of the past and to advance reconciliation, peacebuilding, and prevention. The original contributions in the book reflect on lessons learned from education policies of the past in post-conflict societies and seek innovative, sustainable, and context-sensitive grassroots approaches, designed to advocate critical thinking, values of inclusion and tolerance, and ultimately a culture of peace.

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