

TRADE MARKS ACT 1994
IN THE MATTER OF AN Application Number: 2429874
to register a Trade Mark in Classes 09, 16 & 41
by Millgate House Publishing and Consultancy Ltd

1. On 14th August 2006 Millgate House Publishing and Consultancy Ltd, 30 Mill Hill Lane, Sandbach, Cheshire CW11 4PN. Applied to register the following sign as a trade mark in classes 09, 16 and 41.

concept cartoon

2. The application was made in respect of the following goods and services:

Class 09:

Educational CD ROM using concept cartoons.

Class 16:

Educational books and posters using concept cartoons.

Class 41:

Training courses for teachers based on concept cartoons.

3. Objection was taken against the mark under Section 3(1)(b) & (c) of the Act because the mark consists exclusively of the words “concept cartoon”, being a sign which is devoid of any distinctive character and may also serve in trade to designate the kind and intended purpose of the goods and services e.g. CD ROMs, printed matter and educational services relating to cartoons that contain abstract ideas.

4. Internet references showing use of the term “concept cartoon” in the educational field were identified and sent to the applicant. Copies of these are at Annex A.

5. A letter refusing the application was issued on 20th February 2007

6. Following refusal of the application I am now asked under Section 76 of the Act and Rule 62(2) of the Trade Marks Rules 2000 to state in writing the grounds of my decision.

7. No evidence of use has been put before me. I have, therefore, only the prima facie case to consider.

The Law

8. Section 3(1)(b) and (c) of the Act reads as follows:

“3.-(1) The following shall not be registered-
(b) trade marks which are devoid of any distinctive character,

(c) trade marks which consist exclusively of signs or indications which may serve, in trade, to designate the kind, quality, quantity, intended purpose, value, geographical origin, the time of production of goods or of rendering of services, or other characteristics of goods or services,”

Case for Registration

9. The application was examined under the provisions of Section 37(1) of the Act, and the applicant informed that the requirements for registration were not met because objections arose under Section 3(1)(b) and (c) of the Act. The examination report was issued on 10th October 2006.

10. A period of three months was allowed for the applicant to respond under Section 37(3) of the Act. No response had been received by 10th January 2007 and the application was therefore refused in accordance with Section 37(4) of the Act.

Decision

11. Although this application was refused under Section 37(4), for the sake of completeness I have considered the mark as if it had not been refused at that time.

12. In a judgement issued by the European Court of Justice on 23 October 2003, *Wm. Wrigley Jr. Company v. Office for Harmonisation in the Internal Market (Trade Marks and Designs) (OHIM)*, [2004] RPC 18. Case - 191/01 P, (the DOUBLEMINT case), the Court gives guidance on the scope and purpose of Article 7(1)(c) of the Community Trade Mark Regulation (equivalent to Section 3(1)(c) of the Trade Marks Act). Paragraphs 28 - 32 of the judgement are reproduced below:

“28. Under Article 4 of Regulation No 40/94, a Community trade mark may consist of any signs capable of being represented graphically, provided that they are capable of distinguishing the goods or services of one undertaking from those of other undertakings.

29. Article 7(1)(c) of Regulation No 40/94 provides that trade marks which consist exclusively of signs or indications which may serve, in trade, to designate the kind, quality, quantity, intended purpose, value, geographic origin, time of production of the goods or rendering of the service, or other characteristics of the goods or service are not to be registered.

30. Accordingly, signs and indications which may serve in trade to designate the characteristics of the goods or service in respect of which registration is sought are, by virtue of Regulation No 40/94, deemed incapable, by their very nature, of fulfilling the indication-of-origin function of the trade mark, without prejudice to the possibility of their acquiring distinctive character through use under article 7(3) of

Regulation No 40/94.

31. By prohibiting the registration as Community trade marks of such signs and indications, Article 7(1)(c) of Regulation No 40/94 pursues an aim which is in the public interest, namely that descriptive signs or indications relating to the characteristics of goods or services in respect of which registration is sought may be freely used by all. That provision accordingly prevents such signs and indications from being reserved to one undertaking alone because they have been registered as trade marks (see, inter alia, in relation to the identical provisions of Article 3(1)(c) of First Council Directive 89/104/EEC of 21 December 1988 to approximate the laws of Member States relating to trade marks (OJ 1989 L 40, p. 1), *Windsurfing Chiemsee*, paragraph 25, and Joined Cases C-53/01 to C-55/01 *Linde and Others* [2003] ECR I-3161, paragraph 73).

32. In order for OHIM to refuse to register a trade mark under Article 7(1)(c) of Regulation No 40/94, it is not necessary that the signs and indications composing the mark that are referred to in that article actually be in use at the time of the application for registration in a way that is descriptive of goods or services such as those in relation to which the application is filed, or of characteristics of those goods or services. It is sufficient, as the wording of that provision itself indicates, that such signs and indications could be used for such purposes. A sign must therefore be refused registration under that provision if at least one of its possible meanings designates a characteristic of the goods or services concerned.”

13. I also take account of the decision of the European Court of Justice in *Postkantoor* (Case C-363/99) which again considered the registrability of combinations of descriptive words. Paragraphs 96 – 100 of the judgement are reproduced below:

“96. If a mark, such as that at issue in the main proceedings, which consists of a word produced by a combination of elements, is to be regarded as descriptive for the purpose of Article 3(1)(c) of the Directive, it is not sufficient that each of its components may be found to be descriptive. The word itself must be found to be so.

97. It is not necessary that the signs and indications composing the mark that are referred to in Article 3(1)(c) of the Directive actually be in use at the time of the application for registration in a way that is descriptive of goods or services such as those in relation to which the application is filed, or of characteristics of those goods or services. It is sufficient, as the wording of that provision itself indicates, that those signs and indications could be used for such purposes. A word must therefore be refused registration under that provision if at least one of its possible

meanings designates a characteristic of the goods or services concerned (see to that effect, in relation to the identical provisions of Article 7(1)(c) of Council Regulation (EC) No 40/94 of 20 December 1993 on the Community trade mark (OJ 1994 L 11, p. 1), Case C-191/01 P *OHIM v Wrigley* [2003] ECR I-0000, paragraph 32).

98. As a general rule, a mere combination of elements, each of which is descriptive of characteristics of the goods or services in respect of which registration is sought, itself remains descriptive of those characteristics for the purposes of Article 3(1)(c) of the Directive. Merely bringing those elements together without introducing any unusual variations, in particular as to syntax or meaning, cannot result in anything other than a mark consisting exclusively of signs or indications which may serve, in trade, to designate characteristics of the goods or services concerned.

99. However, such a combination may not be descriptive within the meaning of Article 3(1)(c) of the Directive, provided that it creates an impression which is sufficiently far removed from that produced by the simple combination of those elements. In the case of a word mark, which is intended to be heard as much as to be read, that condition must be satisfied as regards both the aural and the visual impression produced by the mark.

100. Thus, a mark consisting of a word composed of elements, each of which is descriptive of characteristics of the goods or services in respect of which registration is sought, is itself descriptive of those characteristics for the purposes of Article 3(1)(c) of the Directive, unless there is a perceptible difference between the word and the mere sum of its parts: that assumes either that, because of the unusual nature of the combination in relation to the goods or services, the word creates an impression which is sufficiently far removed from that produced by the mere combination of meanings lent by the elements of which it is composed, with the result that the word is more than the sum of its parts, or that the word has become part of everyday language and has acquired its own meaning, with the result that it is now independent of its components. In the second case, it is necessary to ascertain whether a word which has acquired its own meaning is not itself descriptive for the purpose of the same provision.”

14. Section 3(1)(c) of the Act has common roots to Art. 7(1)(c) of the CTMR, and is substantially identical to that provision. Accordingly, the ECJ’s guidance with regard to that provision may be taken to apply equally to Section 3(1)(c) of the Act. The provision excludes signs which may serve, in trade, to designate the kind of goods and services or other characteristics of goods/services. It follows that in order to decide this

issue it must first be determined whether the mark designates a characteristic of the goods and services in question.

15. This is an application to register the trade mark “concept cartoon”. The trade mark applied for is a combination of the two dictionary words “concept” and “cartoon”. In the context of the goods and services applied for the meaning of each word will be clearly understood by the relevant consumer and their combination. “concept cartoon” will be perceived as a combination of words indicating that the goods and services relate to the explanation of a concept via the use of a cartoon.

16. Consequently, I have concluded that the mark applied for consists exclusively of signs which may serve, in trade, to designate the kind and intended purpose of the goods and services and is, therefore, excluded from registration by Section 3(1)(c) of the Act.

17. Having found that this mark is to be excluded from registration by Section 3(1)(c) of the Act, that effectively ends the matter, but in case I am found to be wrong in this decision, I will go on to determine the matter under section 3(1)(b) of the Act.

18. The approach to be adopted when considering the issue of distinctiveness under Section 3(1)(b) of the Act has been summarised by the European Court of Justice in paragraphs 37, 39 to 41 and 47 of its Judgment in *Joined Cases C-53/01 to C-55/01 Linde AG, Windward Industries Inc and Rado Uhren AG* (8th April 2003) in the following terms:

“37. It is to be noted at the outset that Article 2 of the Directive provides that any sign may constitute a trade mark provided that it is, first, capable of being represented graphically and, second, capable of distinguishing the goods and services of one undertaking from those of other undertakings.

.....

39. Next, pursuant to the rule 1 Article 3(1)(b) of the Directive, trade marks which are devoid of distinctive character are not to be registered or if registered are liable to be declared invalid.

40. For a mark to possess distinctive character within the meaning of that provision it must serve to identify the product in respect of which registration is applied for as originating from a particular undertaking, and thus to distinguish that product from products of other undertakings (see *Philips*, paragraph 35).

41. In addition, a trade mark’s distinctiveness must be assessed by reference to, first, the goods or services in respect of which registration is sought and, second, the perception of the relevant persons, namely the consumers of the goods or services. According to the Court’s case law, that means the presumed expectations of an average consumer of

the category of goods or services in question, who is reasonably well informed and reasonably observant and circumspect (see Case C-210/96 *Gut Springenheide and Tusky* [1998] ECR I-4657, paragraph 31, and *Philips*, paragraph 63).

.....

47. As paragraph 40 of this judgment makes clear, distinctive character means, for all trade marks, that the mark must be capable of identifying the product as originating from a particular undertaking, and thus distinguishing it from those of other undertakings.”

19. I must determine whether the trade mark applied for is capable of enabling the relevant consumer of the services in question to identify the origin of the services and thereby to distinguish them from other undertakings. In *OHIM v SAT.1* (Case C-329/02) the European Court of Justice provided the following guidance at paragraph 41:

“41 Registration of a sign as a trade mark is not subject to a finding of a specific level of linguistic or artistic creativity or imaginativeness on the part of the proprietor of the trade mark. It suffices that the trade mark should enable the relevant public to identify the origin of the goods or services protected thereby and to distinguish them from those of other undertakings.”

20. For the same reasons that I found this trade mark is to be excluded by the provisions of Section 3(1)(c) of the Act I have concluded that the relevant consumer of the services in question would not consider this mark to denote trade origin. The average consumer of these goods and services will, upon encountering the words “concept cartoon”, perceive them as no more than an indication that they relate to the use of a cartoon to convey a particular idea. That is why it will not be seen as a badge of origin. I am not persuaded that the trade mark applied for is sufficient, in terms of bestowing distinctive character on the sign as a whole, to conclude that it would serve, in trade, to distinguish the services of the applicant from those of other traders.

21. I have concluded that the mark applied for will not be identified as a trade mark without first educating the public that it is a trade mark. I therefore conclude that the mark applied for is devoid of any distinctive character and is thus excluded from prima facie acceptance under Section 3(1)(b) of the Act.

Conclusion

22. In this decision I have considered all the documents filed by the applicant and, for the reasons given, it is refused under the terms of Section 37(4) of the Act because it fails to qualify under Sections 3(1)(b) and 3(1)(c) of the Act.

Dated this day 12 of October 2007

**R E Fowler
For the Registrar
The Comptroller-Gen**



Publisher:
Longman (Pearson Education) & Immersive Education

Type:
CD-rom

Subject(s) supported:
Science ■ PSHE and Citizenship

Keystage(s) supported:
keystage 3 keystage 4

Scheme(s) of work:
Citizenship KS3 Citizenship KS4 Science KS3
Sc1, Sc2 & Sc3

Technical specification(s) required:
Mac PC
Operating system:
Microsoft Windows 95
Processor speed: 300mHz or higher Pentium
RAM: 32MB

Cost(s)
single user licence (0582 77622 8) £7915, user licence
(0582 77628 7) £195, site licence (0582 77634 1) £300

Other information:
The software can be used by all abilities, including students with Special Educational Needs and those who are Gifted and Talented.

Interim evaluation

The interim evaluation is an overview of the product based on the evaluator's investigation of its capabilities outside the classroom environment. It provides information on the subject and scope of the product, its content and appearance, and the potential benefits it could offer teachers in the classroom.

Collapse ^

<http://66.102.9.104/search?q=cache:TmzRcv-cFwkJ:www.learnevaluations.co.uk/EvalResults.aspx%3FPID%3D644%27concent.Loc>

Context:

This Kar2ouche product is aimed at KS3 and KS4, but its use could be extended into years 12 and 13. Students could use it for individual, pair or small group work. Teachers could create **concept cartoons** with it to introduce an argument effectively. Whiteboard and speakers or earphones would be highly desirable when using this product.

Technical information:

The program installed simply by inserting the CD-rom and following the on-screen instructions. No problems were encountered. Installation took 2 minutes. The software has responded as expected each time it was accessed. Clear instructions are provided in case of installation problems. Technical support is provided on the software and on a dedicated support phone line.

Design & navigation:

The People in Science support pack is designed in black and white; it is user friendly, well indexed and contains photocopiable resources. The software contains ready slides for each activity. These are accessed through the text/audio link, though this was not apparent before consulting the teacher guide. Navigation differs significantly from familiar software and had to be learned – it was not intuitive. Searching and moving is simple and easy to do once you know how. All work can be saved for later use.

Content:

The People In Science support pack is primarily a teacher resource containing lesson suggestions and student worksheets, while the software part of the package is useful for both students and teachers. The package helps students explore the ideas and evidence component of Sc1. There are readymade storyboards that can be used to stimulate discussion. Alternatively students can research, organise and create their own storyboards with text and audio material from the CD, or with their own images and voices to add an extra

<http://66.102.9.104/search?q=cache:TmzRcv-cFwkJ:www.learnevaluations.co.uk/EvalResults.aspx%3FPID%3D64+%22concept+carto>

dimension.

Curriculum coverage:

This supports the ideas and evidence strand of the Sc1 at KS3 and KS4. It is mapped directly to the National Curriculum in the teacher pack and to the exam boards' specifications on the dedicated website. The materials could be used to introduce the development of our understanding of the Earth's structure, and as a tool for students to develop and present their understanding. The cross-curricular links of citizenship and spirituality are covered within a modern context.

Learning outcomes:

I expect students to gain a good understanding of how theories about the Earth and the environment have developed throughout history, and understand the viewpoints of opposing groups of people. Students' storyboards can be assessed by outcome and there are homework tasks with answers provided.

Classroom management & preparation:

Reasonably ICT literate users should have no problem with this package. There are extensive teacher notes and suggestions for each lesson. The useful quick-start guide to Kar2ouche takes the user through the storyboard making and showing process. I anticipate that students will develop thinking skills and literacy as they use this product at their own rate. Teachers can differentiate by varying the information given to students. Audio learners can listen to any of the text resources on the software. The homework sheets could be set to monitor student progress. The ultimate assessment of students' understanding of the topic will be through any storyboards they create and the discussions and arguments they produce.

Summary:

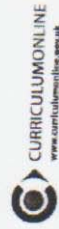
People in Science – Earth and the Environment provides a fresh approach to the study of the nature and

.104/search?q=cache:TmzRcv-cFwkJ:www.learnevaluations.co.uk/EvalResults.aspx?%3FPID%3D64+%?content=content

the history of science to give students an insight into the lives of the pioneers of science. The topic usually contains little practical work – here it is made very real for the students. I expect they will feel ownership of their learning if they are given the opportunity to make the storyboards. The package combines a Teacher's File and Kar2ouche CD-ROM to provide many good ideas for lesson activities from starters to comprehensive resources, and enables teachers to introduce new information in an innovative and challenging way. The Kar2ouche element could be used to create **concept cartoons** to introduce a topic or recreate an argument that occurred in the history of science discovery. The detail provided allows teachers not wholly familiar with the subject matter to plan for very effective lessons.

Full classroom evaluation

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The Guardian



Do not hesitate to contact us if you require any clarification

Telephone: 020 7713 4058 Fax: 0207 713 4108 ✉ contact@learnevaluations.co.uk




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Easiteach Science Tools and Content - classroom use

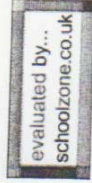


overview	classroom use	content and design	publisher's info
Publisher	RM		

<http://66.102.9.104/search?q=cache:mRSvn2yd1XsJ:www.schoolzone.co.uk/resources/evaluations/classroomuse.asp&hl=en&gl=uk&ct=clink&cd=37>

evaluators' info
 the team
 about us
 get the DRGI

Key stage	KS1, KS2, KS3
Subjects	Science



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Context

I have experience in using the Easiteach platform with my year 5 class on a Promethean whiteboard. As I am very familiar with the Easiteach range of tools and its format, it was very easy to begin to use Easiteach Science.

The product was also used with Initial Teacher Training Undergraduates, who found the materials both stimulating and instructional. For this group of students it provided them with a valuable insight into progression as well as a valuable classroom resource.

Planning issues

There were no real planning issues, however the familiarisation with the content of the software is needed. As the package is clearly linked to QCA science schemes of work you do not really have to search very hard to find relevant material.

Teachers will need to become familiar with the tools to be able to fully incorporate them into interactive whiteboard use. But this is really not a big issue.

Labour saving aspects

Once the software is installed, it is just a matter of accessing the topics. These are clearly set out and linked to the QCA units of work.

In terms of other labour saving features, it offers virtual experiments and video clips and the fact that they are all assembled in one easy to use program helps the teacher in terms of ease of planning and thus saving time. A precious commodity!

Learning outcomes

The best feature of Easiteach is the facility for teaching the difficult practical areas such as, the earth in space, for example the phases of the moon can be shown to the whole class as a simulation on a large screen as opposed to moving spheres around the classroom. It is

useful to have other simulations eg shadow sticks as either an introduction to practical work or as a summative assessment following it. It is also useful as a recap and revision tool eg the experiment on frictional surfaces for KS1.

Student response

My pupils are used to the Easiteach environment as we use both Maths and Literacy. Therefore they found the interactivity to be stimulating and rewarding. They enjoy watching the video clips and have responded well to the **concept cartoons**. They have found the multiple timers to be useful in practical experiments as in class we only had two stop clocks.

Undergraduates also found the program to be stimulating and thought provoking. It gave them a good insight into the level of work they could expect from children in each year group.

All groups felt more confident about their own learning outcomes as a result of using the program.

Assessment

Pupils are able to make predictions before undertaking practical work by using the **concept cartoons**. They were also able to predict the outcomes of the simulations in a shorter space of time than an actual experiment would take. This does not preclude that practical work should not be undertaken, but used as reinforcement or recapitulation of scientific theory and principle. Assessment is informal and summative in terms of the discussions that take place but can be more formalised in terms of a pupil understanding certain principles and then undertaking them as part of a simulation. However, assessment cannot be tracked or plotted. But the program was not designed for this.

Special needs

The program is intended for whole class teaching. Therefore the fact that the presentations are very visual help special needs children in mainstream schools. Of course, depending on the nature and type of school, material intended for a younger group could be presented to an older group in terms of presenting difficult concepts in a more concrete manner than abstract thinking. The pupil would not know that work intended for younger pupils was being used as the teacher would be able to load up the various video clips or **concept cartoons**.

Other comments

Easiteach Science must have Easiteach Studio as the base on which to function. This in itself is a very powerful interactive teaching tool and can allow you to create some superb interactive screens on which

pupils can work. With the Science title bolted on, you have an incredibly versatile teaching tool. As a science specialist I have found the program to be an incredibly useful tool. But I feel that additional support materials ie suggestions on how to use the tools would be helpful for the new or non specialist teacher. Having received the copy of the software, I have taught myself how to use the program. My husband who is a lecturer in Primary Science for undergraduate teachers at Wolverhampton University also looked at it (with permission). The University has now bought multiple copies based on his evaluation.

Other sections ▶ Overview

- ▶ Intended Use
- ▶ Curriculum coverage
- ▶ Schemes of work
- ▶ Literacy
- ▶ Numeracy
- ▶ Design & navigation
- ▶ Ease of installation
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Concept Cartoons About Evolution



These **concept cartoons** were developed by Dianne Anderson and Kathleen Fisher (2002) as prompts for eliciting discussion about ideas in evolution. They can also be used as assessment tools. The cartoons are best suited for college non-majors and pre-college classes. The incorrect statements in the cartoons are derived from common naive conceptions. These cartoons represent a sampling of those we have created.

Cartoons can be downloaded in PDF format and can be transferred to transparencies or paper copies so long as the copyright notation to Anderson and Fisher is retained.

For comments or questions please contact

DianneAnderson@ptloma.edu

kfisher@sciences.sdsu.edu

No.	Topic	Explanation
13	Acquired Traits	Explanation - 13
25	Acquired Traits	Explanation - 25
24	Adaptation	Explanation - 24
7	Competition	Explanation - 7
27	Competition	Explanation - 27
34	Competition	Explanation - 34

32	Dominance	Explanation - 32
23	Evolution	Explanation - 23
45	Experimental	Explanation - 45
5	Fitness	Explanation - 5
29	Randomness	Explanation - 29
9	Reproduction	Explanation - 9
11	Resistance	Explanation - 11
30	Resistance	Explanation - 30
15	Selection	Explanation - 15
42	Survival	Explanation - 42
36	Time Line	Explanation -36
12	Use/Disuse	Explanation - 12
22	Variation	Explanation - 22
38	Variation	Explanation - 38

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Home



Concept cartoons

This site explains how **concept cartoons** can be useful as a new approach to the teaching, learning and assessment of science.

Created by Brenda Keogh and Stuart Naylor in 1991 they feature cartoon-style drawings showing different characters arguing about an everyday situation. They are designed to intrigue, to provoke discussion and to stimulate scientific thinking.

A typical Concept Cartoon has visual representation of scientific ideas, minimal text (in dialogue form) and alternative viewpoints on a situation where scientific ideas are applied in everyday situations. The scientifically acceptable viewpoint is included in the alternatives. Examples are given on the site and there is a link to purchase either posters or books .

Visit the site at www.conceptcartoons.com

Mini Guide

Education Levels

5-11

Cost	11-14
Contact	Free
	Concept Cartoons

Rate it! What do you think of this resource?

great!	good	average	poor	awful
★★★★	★★★★	★★★	★★	★
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

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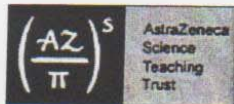
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Teachers' area

Continuing Professional
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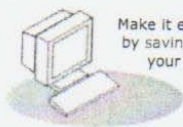
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Continuing Professional Development

Concept Cartoons

The series of Concept Cartoon books and posters are already an established classroom tool and provide children with easy to understand yet challenging introductions to key science concepts.

The authors, Stuart Naylor and Brenda Keogh, are teacher-trainers at Manchester Metropolitan University and have worked extensively in researching their effect on primary science teaching.

This unit introduces **concept cartoons**, describes the rationale behind them and to watch two teachers making excellent use of them with lower and upper primary.

Objectives

- Discover what **concept cartoons** are and how they should be used
- Review your current teaching to identify how **concept cartoons** could improve with children
- Identify how and where they are best incorporated into a lesson

Preparation


Subject Leaders: Having worked through the unit online, you can create your Workshop for this subject.

Evaluation

All Professional Development Units are created and written by education professionals who have given their time and expertise to the project.

To ensure that Professional Development Units meet your requirements and are useful we provide an opportunity for feedback at the end of the unit.

CD-Rom


 On application to the Trust you can order a CD-ROM of the whole suite of Subject Leaders PowerPoint Presentations free of charge.

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Concept cartoons: a new perspective on physics education

Brenda Keogh et al 1998 Phys. Educ. 33 219-224 doi:10.1088/0031-9120/33/4/009

Full text PDF (308 KB) References

Brenda Keogh†, Stuart Naylor† and Catherine Wilson‡
† Manchester Metropolitan University, UK
‡ Institute of Physics, London, UK

Abstract. Cartoons used to promote the public understanding of science have proved popular and can be usefully applied in the classroom, where improved motivation is just one of their benefits.

Print publication: Issue 4 (July 1998)

PDF (308 KB) References

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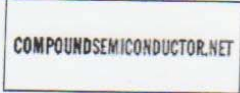
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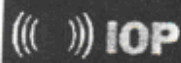
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Concept cartoons, teaching and learning in science: an evaluation

Authors: Keogh B.; Naylor S.

Source: International Journal of Science Education, Volume 21, Number 4, 1 April 1999, pp. 431-446(16)

Publisher: Routledge, part of the Taylor & Francis Group

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