US00D892930S

(12) United States Design Patent

Archbold

(10) Patent No.: US D892,930 S
(45) Date of Patent: ** Aug. 11, 2020

(54) **MATHEMATICS EDUCATIONAL AID**

(71) Applicant: **Henry David Archbold**, San Diego, CA (US)

(72) Inventor: **Henry David Archbold**, San Diego, CA (US)

(**) Term: **15 Years**

(21) Appl. No.: **29/680,462**

(22) Filed: **Feb. 15, 2019**

(51) **LOC (12) Cl.** **19-07**

(52) **U.S. Cl.**
USPC **D19/59**

(58) **Field of Classification Search**
USPC D19/59–64, 65, 86, 99, 100, 124, 2, 3, D19/91, 76, 32, 33, 34, 26, 27, 28, 29, D19/30, 31, 34.1, 34.2, 34.3, 34.4, 34.5
CPC G06N 99/005; G09B 19/00; G09B 19/22; B42D 15/04; B42D 15/042; B42D 15/045; B42D 15/047; B42D 15/08; B42D 15/085
See application file for complete search history.

(56) **References Cited**

U.S. PATENT DOCUMENTS

2,764,822 A * 10/1956 Gurevitch G06C 1/00 434/199
2,866,278 A * 12/1958 Snarr G09B 19/02 434/195
3,002,295 A * 10/1961 Armstrong G09B 19/02 434/195
3,083,475 A * 4/1963 LePoudre G09B 23/04 434/211
3,461,573 A * 8/1969 Stibal G09B 23/04 434/189
3,672,072 A * 6/1972 Akiyama G09B 19/02 434/203
D247,119 S * 1/1978 Nilsson D19/59
5,338,203 A * 8/1994 Rheams G09B 1/04 273/272
D621,878 S * 8/2010 Weiss D19/59
D721,400 S * 1/2015 Stevens D19/20
D824,457 S * 7/2018 Atanasio D19/21
D842,376 S * 3/2019 Bassett D19/64
2002/0009697 A1 * 1/2002 Phan G09B 19/02 434/188

FOREIGN PATENT DOCUMENTS

CA 2678508 A1 * 8/2008 ..... G09B 3/00
WO D078509-003 * 6/2012

OTHER PUBLICATIONS

Amazon. Link: https://www.amazon.com/Multiplication-STICKER-Individual-Stickers-Division/dp/B07BD653FK. Mar. 14, 2015. Multiplication Sticker—25 Count Individual Stickers—Vinyl 4"×4" Multiplication Division Stickers for Teachers and Students. (Year: 2015).*

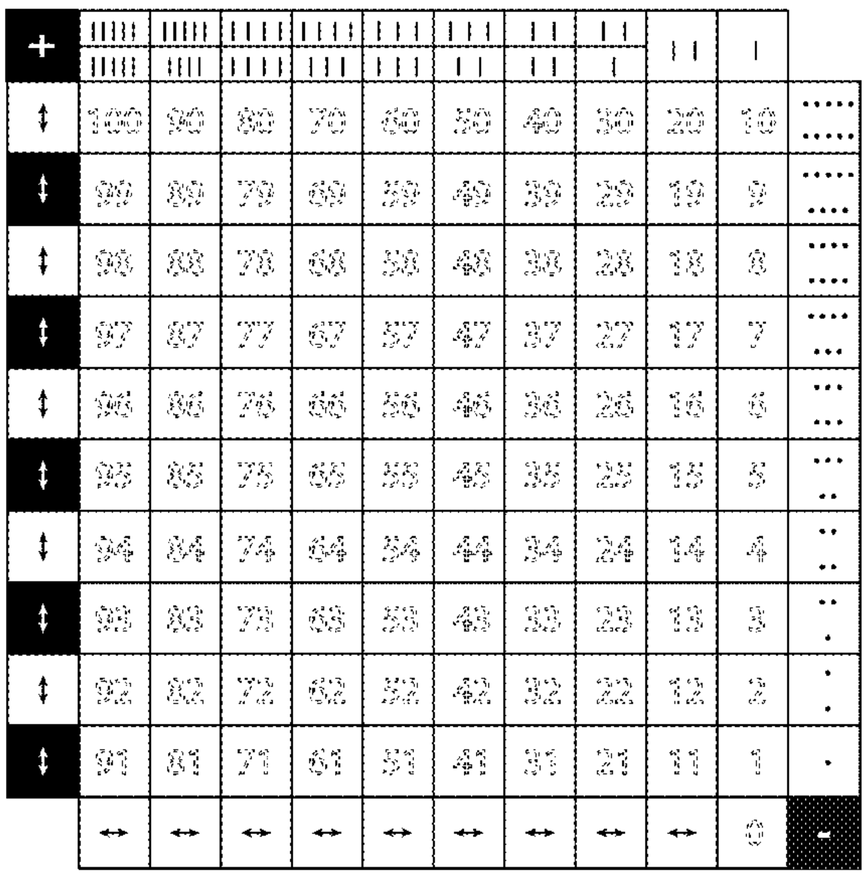
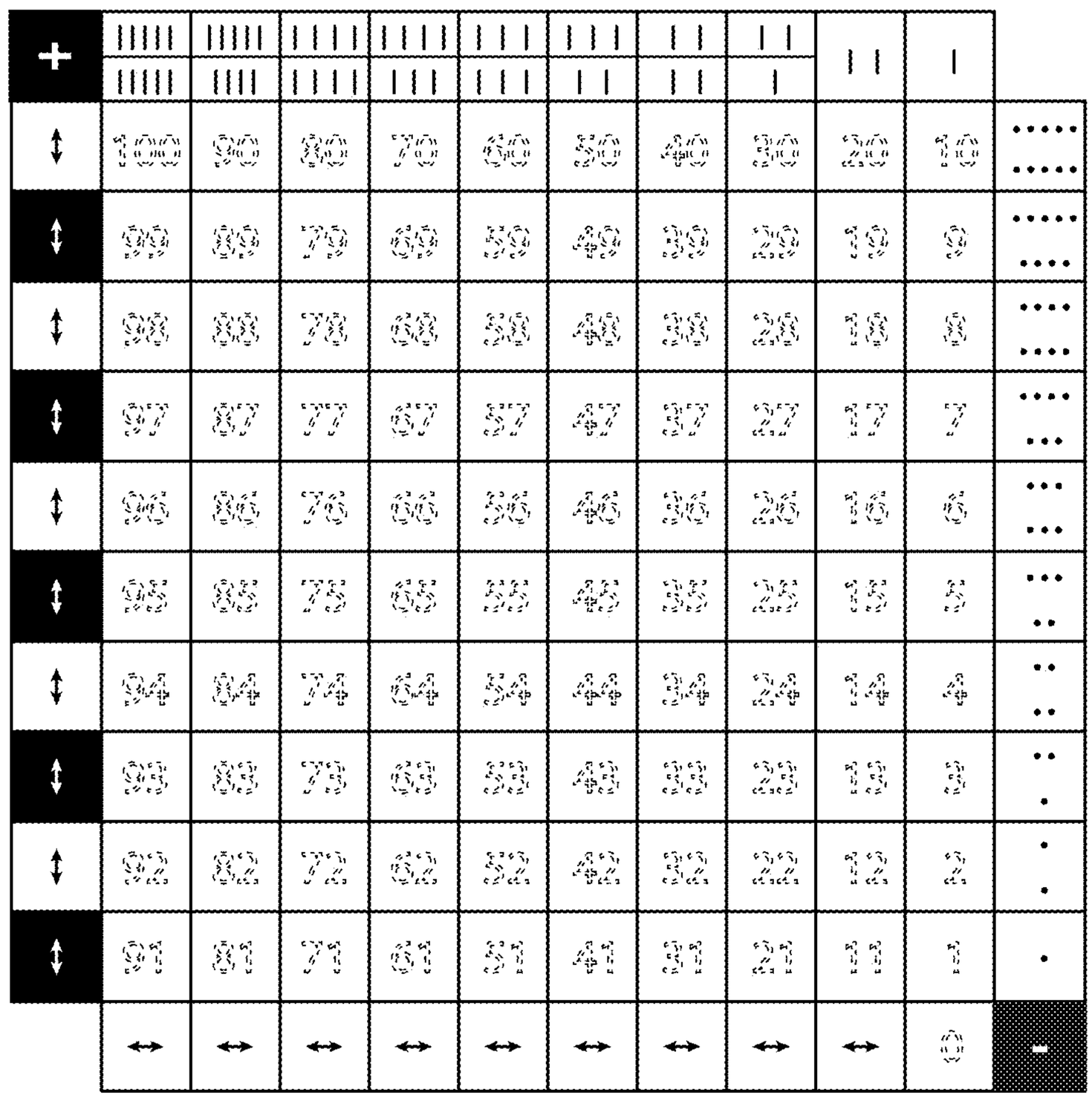
* cited by examiner

Primary Examiner — Lauren D McVey
(74) *Attorney, Agent, or Firm* — The Law Offices of Eric W. Peterson

(57) **CLAIM**

The ornamental design for a mathematics educational aid, substantially as shown and described.

DESCRIPTION

The sole FIGURE is a top plan view of a mathematics educational aid, showing my new design.
The surface is flat and of no substantial thickness.
The broken lines immediately adjacent to the claim depict the bounds of the claimed design and form no part of the claimed design, while all other broken lines are directed to environment. The broken lines form no part of the claimed design.

1 Claim, 1 Drawing Sheet