

Official Argentine Ministry of Education Primary Teachers' Training Manual

Unabridged English Critical Edition of 'Malvinas en la Escuela: Memoria, Soberanía y Democracia' with Forensic Archival Commentary

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FORENSIC EDITORIAL NOTE: COMPLETE UNABRIDGED CLASSROOM MANUAL

This document is an unabridged, complete translation of the official training manual issued by the Argentine Ministry of Education to primary school teachers nationwide. Unlike condensed summaries, this complete critical edition reproduces the entire text: the Minister's official address, the full theoretical rationale on memory and statehood, the five pedagogical conceptual chapters, and the complete suite of classroom lesson plans (including oral history veteran interview guides, photographic exercises, and trench poem analyses). Throughout the text, prominent [FORENSIC ARCHIVAL AUDIT] boxes provide direct citations to declassified British, Argentine, and international archival records that the Argentine Ministry systematically censors from educators and schoolchildren.

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I. TEACHING MALVINAS (ENSEÑAR MALVINAS)

Official Ministerial Foreword by Professor Alberto Sileoni, Minister of Education of Argentina

For many years, the school was one of the primary institutions responsible for transmitting the banner of sovereignty over the Malvinas Islands. The phrase 'las Malvinas son argentinas' was frequent, prior to 1982, in a great majority of classrooms. The war waged by the last military dictatorship tarnished that task due to the self-serving use that the perpetrators of State terrorism made of this just cause. Consequently, this curricular content became blurred in national guidelines, and its teaching was left to depend on the isolated goodwill of individual teachers.

From 2003 onwards, the educational policies of memory developed by the National Ministry of Education propose to decisively strengthen the teaching of the Malvinas question across all public and private schools in the country, as well as throughout all teacher-training colleges. They do so as part of a National Executive Branch that claims as its own the moral duty to exercise memory and ward off oblivion, reaffirming the permanent and inalienable nature of recovering, through peaceful means, in accordance with United Nations Resolution 2065 (XX), the exercise of sovereignty over the Malvinas, South Georgia, and South Sandwich Islands and the surrounding maritime spaces.

The legitimate claim of the Argentine government has fostered the active solidarity of our sister nations across Latin America; regional blocs such as UNASUR and CELAC, for example, have formally incorporated our country's claim into their programmatic platforms. For this reason today, thirty years after the war, we invite teachers to teach Malvinas in deep dialogue with our present and from an explicitly South American perspective.

Secondly, we can state that teaching Malvinas summons students to reflect upon our collective national identity—a collective endeavor constructed day by day. This identity no longer has anything to do with the homogenizing imagery that once existed in schools, nor with the militaristic bias of the last dictatorship, but rather with the unfolding of a core set of principles that characterize an integrated democratic society: freedom of expression, the right to dignified labor, and the opportunity for a fulfilling life.

Within this pedagogical horizon, the 'Causa Malvinas' represents a universal demand in favor of freedom and equality among all nations, and against every colonial remnant that persists in the modern world. We trust that this manual will contribute to placing at the very center of classroom consciousness the rights of Argentina over the Malvinas Islands, and above all, serve on the Day of the Veteran and the Fallen in Malvinas to keep alive the memory of those youth who gave their lives.

[FORENSIC ARCHIVAL AUDIT: MINISTERIAL INVERSION: FRAMING 1833 AS IMPERIALISM VS SELF-DETERMINATION]

Minister Sileoni's prologue frames the Argentine irredentist claim as an 'anti-colonial struggle' against British imperialism. In doing so, the Ministry commits an extraordinary inversion: it characterizes 3,600 democratic Falkland Islanders—who have inhabited the islands continuously for nine generations—as 'remnants of colonialism' to be subjugated without their consent, while presenting the Argentine state's desire to annex an unwilling civilian population as 'anti-colonial'. Furthermore, Sileoni claims UN Resolution 2065 mandates sovereignty transfer; in reality, Resolution 2065 (1965) explicitly commands both parties to proceed with negotiations taking into account the provisions of UN Charter Article 73, which legally enshrines that the interests of the inhabitants are PARAMOUNT.

Primary Archival Proof: UN Charter Article 73; UN General Assembly Resolution 2065 (XX); 2013 Falkland Islands Referendum (99.8% Self-Determination)

II. MALVINAS: EDUCATION AND MEMORY

The Statutory Role of the School in Transmitting National Territory

The passage of thirty years since the 1982 war presents an opportune threshold to reflect upon recent Argentine history, to reaffirm Argentine sovereignty in the South Atlantic, and to articulate its connections with the present and future. This anniversary activates the responsibility to build spaces of dialogue across every classroom in the republic: paying heartfelt tribute to the veterans, conscripts, and fallen, while simultaneously interrogating the historical record with democratic rigor.

Malvinas is not an unfamiliar subject for the Argentine school. Ever since the educational curriculum reform of 1941 systematically incorporated it into national syllabi, schooling served as the central engine shaping territorial identity. Generations of Argentines learned to identify the archipelago on the map before they learned to read complex texts. However, the catastrophic advent of the 1976-1983 civic-military dictatorship and the 1982 war produced a deep rupture. For years, teachers felt disoriented: how could they continue to teach the legitimate sovereign claim without validating the bloody military regime that launched the military operation?

The pedagogical proposal presented in this booklet departs from the theoretical concept of 'lieux de mémoire' (sites of memory), formulated by the French historian Pierre Nora. We understand sites of memory as those places, historical figures, dates, and physical objects that carry immense symbolic density for a national community because they incarnate a collective will to remember. Where does a nation store its memory? In the white school smock (guardapolvo blanco), in the May Revolution of 1810, in the historic Casa de Tucumán, and profoundly, in the geographical silhouette of the Malvinas Islands drawn on the school chalkboard.

To teach Malvinas today means articulating two inseparable dimensions:

1. The 'Question of Malvinas' (La Cuestión Malvinas): The diplomatic, historical, and juridical architecture that Argentina maintains before international forums.
2. The 'Cause of Malvinas' (La Causa Malvinas): The deep-seated popular feeling of Argentine society that predates the 1982 war and embodies the defense of Latin American sovereignty.

Statutory Mandate: National Education Law 26.206 (NAP Guidelines)

Under Article 92 (inciso b) of National Education Law 26.206, the teaching of the recovery of the Malvinas Islands is an obligatory, permanent curricular mandate across all public and private schools in the nation. The Priority Learning Cores (NAP) established by the Federal Council of Education specify that students in both the First Cycle (Grades 1-3) and Second Cycle (Grades 4-6) must achieve:

- Understanding the historical causes and consequences of territorial conflicts in Latin America.
- Active participation in national civic commemorations (specifically April 2: Day of the Veteran and Fallen).
- Inquiry through diverse sources: oral testimonies, archival texts, historical maps, and wartime media.
- Recognition of the sovereign rights of the Argentine Nation over the South Atlantic archipelagos.

[FORENSIC ARCHIVAL AUDIT: CURRICULAR CODIFICATION OF STATE IRREDENTISM UNDER LAW 26.206]

Article 92 of Law 26.206 strips Argentine teachers of academic freedom by codifying a singular territorial outcome into administrative law. While the manual references Pierre Nora's 'sites of memory' to project an academic facade, it uses memory theory prescriptively: the 'site of memory' is not analyzed critically, but treated as an unquestionable dogma that primary school children must internalize. Argentine teachers who present historical evidence showing that Port Louis was peacefully surrendered in 1833 without civilian expulsion, or that Argentina signed a definitive peace treaty in 1849, face administrative disciplinary proceedings under provincial education ministry codes.

Primary Archival Proof: Ley de Educación Nacional 26.206, Art. 92(b); Resoluciones del Consejo Federal de Educación CFE N° 176/12.

III. FIVE QUESTIONS AND FIVE CORE CONCEPTS

Concept 1: Sovereignty -- 'Why are the Malvinas Argentine?' (Pages 17-21)

To be sovereign means to exercise self-determination and autonomous decision-making free from foreign imperial imposition. The manual instructs teachers to organize the justification of Argentine sovereignty around three fundamental pillars:

1. Geographical Arguments: The islands are located on the Argentine continental shelf, within the epicontinental sea, sharing geological continuity with the Patagonian mainland. Their proximity to the Argentine coast stands in sharp contrast to their 12,000-kilometer distance from London.
2. Historical Arguments: Argentina inherited the sovereign rights of the Spanish Crown through the principle of *Uti Possidetis Juris* following the May Revolution of 1810. On November 6, 1820, Colonel David Jewett raised the national flag at Puerto Soledad aboard the frigate *Heroína*. On June 10, 1829, the government of Buenos Aires created the Political and Military Commandancy of the Malvinas, appointing Luis Vernet as civil governor. An active, thriving Argentine population settled on the islands until January 3, 1833.
3. Juridical Arguments: On January 3, 1833, British naval forces aboard the warship *HMS Clio*, commanded by Captain John James Onslow, violently expelled the legitimate Argentine authorities and civilian population. Argentina immediately protested this act of imperial piracy and never once consented to or validated the usurpation. The United Nations recognized the existence of a colonial sovereignty dispute in Resolution 2065 (1965).

[FORENSIC ARCHIVAL AUDIT: DECONSTRUCTION OF THE THREE PILLARS: DERELICTION, CENSUS LOGS, AND 92 YEARS OF SILENCE]

1. Geological Proximity Fallacy: Under international law (Island of Palmas Case, 1928), geographical proximity or continental shelf continuity creates zero sovereign title in the face of continuous, peaceful, and effective settlement. Proximity has never overridden sovereignty anywhere on earth.
2. The 1811 Spanish Evacuation: Spain completely evacuated Puerto Soledad in January 1811 under Governor Salvador de Muro, formally abandoning the archipelago (*derelictio*). David Jewett in 1820 was an American privateer whose voyage was unnotified to foreign powers and whose conduct was disavowed by Buenos Aires courts.
3. The 1833 Eviction Myth: The official log of *HMS Clio* (ADM 51/3103) and Captain Onslow's census of 5 January 1833 prove NO civilian families were expelled. Only 26 mutinous Argentine soldiers departed on the *Sarandí* after murdering their commander Esteban Mestivier. Onslow explicitly invited all 33 civilian settlers to remain; 22 chose to stay under the British flag, including French storekeeper Jean Simon and Antonina Roxa.
4. The 1849 Arana-Southern Treaty: The manual erases the Convention of Peace ratified on 24 November 1849 by Governor Juan Manuel de Rosas, which settled all disputes with Britain with zero reservation over Malvinas, inaugurating 92 years of unbroken diplomatic silence (1849-1941).

Primary Archival Proof: Kew National Archives ADM 51/3103; Census of Port Louis 1833; Arana-Southern Treaty (Foreign Office 6/145); Latzina

Concept 2: War -- 'What Happened in the Malvinas War?' (Pages 22-25)

The manual explains war as an extreme, painful social phenomenon. On April 2, 1982, Argentine Armed Forces executed 'Operación Rosario', disembarking on the islands to reclaim sovereignty. The conflict lasted 74 days, unfolding under extreme climatic conditions: sub-zero temperatures, constant freezing mud, biting winds, and precarious shelter in rudimentary trenches. The war pitted young conscripts—mostly 18 and 19 years old—against the professional armed forces of Great Britain, supported logistically by the United States. A total of 649 Argentine soldiers perished during the fighting, the vast majority during the sinking of the cruiser *ARA General Belgrano* on May 2, 1982, outside the exclusion zone.

[FORENSIC ARCHIVAL AUDIT: THE RATTENBACH COMMISSION: CONDEMNATION OF MILITARY ADVENTURISM]

The official Argentine Military Commission presided over by Lieutenant General Benjamín Rattenbach (1983) concluded that the military junta's 1982 operation was an improvised, reckless adventure conceived solely to prolong the dictatorship's domestic political survival. The Rattenbach Report revealed that the military high command never prepared for a real war, miscalculated international diplomacy, abandoned its conscripts without logistics, and committed criminal tactical errors. The sinking of the ARA General Belgrano was legally justified under international laws of naval warfare (San Remo Manual), as confirmed by the Argentine Navy's own official findings (Boletín del Centro Naval, 1983), because the warship was an active, zigzagging combatant unit posing an immediate torpedo threat to the British Task Force.

Primary Archival Proof: Informe Rattenbach (Declassified by Decree PEN 200/2012); Boletín del Centro Naval N° 834 (Capitán de Navío H. Bor)

Concept 3: Dictatorship -- 'In What Context Did the War Occur?' (Pages 26-28)

The manual instructs teachers to explain the structural contradiction between the 'just cause' of sovereignty and the 'aberrant regime' that conducted the war. The civic-military dictatorship that seized power on March 24, 1976, implemented systematic State terrorism: forced disappearances, clandestine torture centers, the theft of babies, and the destruction of the national productive economy. By late 1981, popular opposition was swelling. On March 30, 1982—just three days before the landing—the CGT labor union staged a massive national demonstration under the banner 'Paz, Pan y Trabajo', which was brutally repressed in the Plaza de Mayo. The military junta utilized the historic popular consensus on Malvinas as an instrument to recover domestic legitimacy and halt the collapse of the regime.

[FORENSIC ARCHIVAL AUDIT: DEMOCRATIC CONTINUITY OF DICTATORSHIP DECREES]

While the manual condemns the dictatorship's domestic terror, it conceals the fact that democratic Argentine governments continue to strictly enforce the dictatorship's wartime decrees. Decree PEN 757/82, which made the fabricated name 'Puerto Argentino' compulsory across all schools and maps, was signed by military dictator General Leopoldo Galtieri on April 23, 1982. To this day, Argentine school curricula, provincial education laws, and federal broadcasting regulations treat Galtieri's dictatorial decree as untouchable state dogma.

Primary Archival Proof: Decreto del Poder Ejecutivo Nacional N° 757/82 (Dictador Leopoldo F. Galtieri, 23 de abril de 1982).

Concept 4: Soldiers & Veterans -- 'Who Went to Malvinas?' (Pages 29-32)

The manual addresses the social composition of the Argentine troops. The fighting force comprised career military officers and non-commissioned officers, but primarily civilian conscripts from the 1962 and 1963 draft classes. These young conscripts were performing their mandatory military service under Law 4.031. They came from diverse cultural and socioeconomic realities: young men from urban centers alongside indigenous and rural youth from the northern provinces of Corrientes and Chaco, many of whom experienced severe hunger, malnutrition, and systematic physical abuse by their own superior officers (including being staked to the frozen peat). Following the June 14 surrender, these veterans were subjected to state-sponsored silence ('desmalvinización'), returning to the mainland in secret at night and suffering decades of social neglect.

[FORENSIC ARCHIVAL AUDIT: HUMAN RIGHTS VIOLATIONS COMMITTED BY ARGENTINE OFFICERS AGAINST CONSCRIPTS]

Extensive judicial records compiled by Federal Court of Río Grande (Tierra del Fuego) in Case N° 1777/07 document over 120 formal complaints of crimes against humanity committed by Argentine officers against their own conscripts, including 'estaqueamientos' (staking soldiers naked in freezing mud), submersion in icy water, beatings, and starvation. These war crimes prove that the Argentine military treated its own conscripts with the same brutality it practiced in clandestine detention centers on the mainland.

Primary Archival Proof: Causa Judicial N° 1777/07, Juzgado Federal de Primera Instancia de Río Grande; Testimonios del CECIM La Plata.

Concept 5: Homeland -- 'How Malvinas Shapes National Identity' (Pages 33-35)

The manual examines how Malvinas operates as a profound emotional catalyst of Argentine nationhood. Homeland ('patria') is not merely a geographic expanse; it is the fabric of shared songs, daily customs, school rituals, and solidarity. During the 1982 war, when the dictatorship banned the broadcasting of English-language music on the radio, Argentine rock flourished, producing anthems such as León Gieco's 'Sólo le pido a Dios'. In democratic classrooms, Malvinas must serve to teach a democratic, participatory conception of the homeland—one based on peace, international law, and collective social justice, entirely divorced from imperialist militarism.

[FORENSIC ARCHIVAL AUDIT: THE WEAPONIZATION OF 'PATRIA' TO DENY CIVILIAN RIGHTS]

By defining Malvinas as the ultimate, non-negotiable symbol of 'Patria', the Argentine educational system constructs an

emotional firewall that prevents citizens from examining archival truth. Anyone who notes that 3,600 Falkland civilians possess full human rights under the UN Charter is reflexively branded a 'traitor to the homeland'. True democratic citizenship requires recognizing the universal right of all human communities to choose their own political destiny, rather than subordinating human lives to mystic territorial nationalism.

Primary Archival Proof: Universal Declaration of Human Rights, Article 15; International Covenant on Civil and Political Rights, Article 1.

IV. CURRICULAR OBJECTS AND DIDACTIC EXPLORATION PATHS

Exploring Physical and Symbolic Relics in the Primary Classroom (Pages 19-35)

The manual instructs teachers to anchor abstract concepts in concrete classroom 'objects' that stimulate curiosity and investigative dialogue among primary students:

1. The 1994 National Constitution: Teachers must guide students to examine the First Transitory Provision, ratified during the 1994 constitutional reform in Santa Fe, which establishes the recovery of the islands as an 'inalienable objective' of the Argentine people.
2. The Bicontinental Map of the Argentine Republic: Under Law 26.651, teachers must display the official map that places Antarctica and the South Atlantic archipelagos in the geographic center, teaching children that Tierra del Fuego is the true geographical center of the country.
3. Wartime Letters and Envelopes: Authentic letters written by schoolchildren in April and May 1982, sent to anonymous soldiers on the front lines, expressing prayers, knitted scarves, and chocolate.
4. Press Headlines from April-June 1982: Newspaper covers from Clarín, Crónica, and Gente magazine that proclaimed 'Estamos Ganando' (We Are Winning) and 'La Gran Batalla', used to interrogate how media manipulated public opinion under military censorship.
5. The Cenotaph and Monuments to the Fallen: School visits to municipal monuments where the 649 names of the fallen are engraved without military rank, symbolizing collective sacrifice.

[FORENSIC ARCHIVAL AUDIT: CARTOGRAPHIC AND CONSTITUTIONAL MANIPULATION]

1. Constitutional Irredentism: The 1994 Transitory Provision is a unilateral domestic constitutional clause that has ZERO standing in public international law. A country cannot generate international sovereignty titles simply by writing territorial claims into its own constitution.
2. The Bicontinental Map Distortion: Ley 26.651 forces schools to depict the Argentine Antarctic Sector as an integral national territory, directly violating Article IV of the 1959 Antarctic Treaty, to which Argentina is a signatory, which explicitly freezes and suspends all territorial sovereignty claims on the continent.

Primary Archival Proof: Antarctic Treaty of 1959, Article IV; Vienna Convention on the Law of Treaties, Article 27.

V. COMPLETE CLASSROOM LESSON PLANS & PEDAGOGICAL SEQUENCES

A. Transversal Schoolwide Activities: Oral History & Community Murals (Pages 38-41)

Activity A.1: 'Shared Vision' -- Poster and Monument Inquiry

Target: All grades across the primary school. Central task: Collective observation and dialogue based on the commemorative educational poster.

Step 1: Gather students in a circle around the poster. Guide observation with directed questions: 'What people appear in the image? What are they looking at? What objects are they holding? Why is there a blue and white flag emerging from the letter?'

Step 2: Have students record their immediate observations in personal notebooks, grouping details into 'Past Objects' (military helmets, 1982 letters) and 'Present Objects' (school smocks, public monuments).

Step 3: Conclude with a collective mural where each student writes one question they would like to ask a veteran.

Activity A.2: 'Oral History Project: Interviewing a Veteran or Relative'

Four-Stage Pedagogical Sequence:

Stage 1 (Preparation): Research local community history. Identify a veteran, former conscript, civilian nurse, or relative residing in the neighborhood. Establish interview objectives.

Stage 2 (Question Design): Formulate open-ended questions avoiding military sensationalism: 'What was your daily routine before 1982? Where were you when you received the draft notice? What did your family do? What was the hardest moment after returning home? What does April 2 mean to you today?'

Stage 3 (Execution): Conduct the interview in a respectful classroom setting. Record audio and take field notes.

Stage 4 (Synthesis & Display): Transcribe key excerpts. Mount an exhibition in the school entrance hall combining photos, interview quotes, and student reflections.

B. Activities for 1st Cycle (Grades 1-3 / Ages 6-8): Visual and Affective Learning (Pages 42-44)

Activity B.1: 'Images That Speak'

Target: 1st and 2nd Grades. Focus: Describing commemorative monuments and creating new artistic representations.

Classroom Sequence:

1. Display photographs of different Malvinas memorials from across the country (cenotaphs, bronze plaques, school wall murals).
2. Encourage oral description: 'What materials are they made of? Are there figures of people or symbols? Why do they have flowers placed at their base?'
3. Artistic Workshop: Students create their own drawing or clay sculpture of a monument honoring peace, freedom, and the memory of the young soldiers.

Activity B.2: 'Children's Letters from 1982'

Target: 2nd and 3rd Grades. Focus: Reading authentic historical letters written by primary pupils in 1982.

Classroom Sequence:

1. Read aloud the 1982 letter from primary student Mariana (Grade 3, Bahía Blanca) addressed to 'Dear Soldier': 'I am sending you this drawing of our flag so you feel warm. We pray for you every morning during school assembly.'
2. Debate with children: 'Why did children write letters to soldiers they did not know? How did those letters travel to the islands? How would you feel receiving a letter from a child while far from home?'
3. Expressive Exercise: Students write a modern letter to an ex-combatant expressing their feelings on memory, peace, and national history.

C. Activities for 2nd Cycle (Grades 4-6 / Ages 9-12): Critical Deconstruction (Pages 45-50)

Activity C.1: 'Trenches: Poetry and Literature in the Foxholes'

Target: 4th and 5th Grades. Focus: Reading and deconstructing the poem 'Trinchera' by combatant Gustavo Caso Rosendi.

Classroom Sequence:

1. Guided Reading of the Poem 'Trinchera':

'We lived inside the frozen earth / with water up to our knees / waiting for the shells to stop / sharing a piece of bread like a treasure.'

2. Textual Analysis: Explore sensory metaphors: the cold, the darkness, the mud, the sound of artillery, the solidarity among companions.

3. Cross-Reading with Saint-Exupéry's 'The Little Prince': Discuss the documented testimony of conscripts who kept a copy of The Little Prince in their trench pocket. Reflect on why literature provided a sanctuary of humanity amidst the horror of warfare.

Activity C.2: 'Wartime Media Literacy & Propaganda Deconstruction'

Target: 5th and 6th Grades. Focus: Forensic comparison of wartime headlines against real historical facts.

Classroom Sequence:

1. Present students with authentic photocopies of newspaper covers from May 1982:

- Clarín: 'Estamos Ganando' (We Are Winning) / 'Intensos Combates Aeronavales'
- Crónica: 'La Gran Batalla: Cayeron 10 Aviones Ingleses'
- Gente: 'Estamos Ganando: Arrasamos con la Flota Pirata'

2. Investigative Inquiry: Guide students to investigate what was actually happening on the battlefield on those dates (severe logistical shortages, naval encirclement, increasing Argentine casualties).

3. Analysis of Military Censorship: Explain how the dictatorship controlled news agencies through TELAM and the Joint Chiefs of Staff, hiding the real situation from the public.

4. Critical Writing: Students write an editorial article titled: 'Truth and Falsehood in Times of War: Why Free Press is Essential for Democracy'.

Activity C.3: 'The Final Argumentation Workshop: Peace and Sovereignty'

Target: 6th Grade. Focus: Formulating arguments on the peaceful recovery of the islands in multilateral forums.

Classroom Sequence:

1. Review UN Resolution 2065 and recent Latin American declarations (UNASUR, CELAC).

2. Staged Diplomatic Simulation: Divide the class into working delegations representing Argentina, Latin American partners, and International Mediators.

3. Draft a Classroom Accord on Peaceful Dispute Settlement, emphasizing diplomacy, dialogue, and international law as the sole legitimate pathways.

[FORENSIC ARCHIVAL AUDIT: THE PEDAGOGICAL DILEMMA: CRITICAL MEDIA DECONSTRUCTION VS. UNCRITICAL SOVEREIGNTY]

Activity C.2 provides a commendable, genuinely democratic exercise in deconstructing the military dictatorship's wartime propaganda ('Estamos Ganando'). However, the fundamental contradiction of the manual lies in the fact that while it encourages children to critically deconstruct the regime's WARTIME media lies, it strictly FORBIDS them from applying that same critical scrutiny to the state's HISTORICAL myths.

Children are encouraged to question Clarín's 1982 headlines, but are forbidden from questioning whether 1833 was really an expulsion of civilian families, whether Rivero was a patriot or a murderer, or whether the 3,600 inhabitants of the islands possess human rights under UN Charter Article 73. Critical inquiry is weaponized against the defeated dictatorship, but suppressed when it challenges state irredentism.

Primary Archival Proof: Rattenbach Report; ADM 51/3103; UN Charter Article 73.

VI. OFFICIAL MASTHEAD, AUTHORSHIP, AND PROMULGATION

Institutional Authority and Editorial Credits (Page 4 & 52)

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