PEDAGOGICAL NARRATIVE

The 1981 strike of the Professional Air Traffic Controllers Organization (PATCO) is an access point for instructors teaching labor relations in the United States. The PATCO strike and its repercussions are considered a turning point in labor history where unions became more and more reluctant to use a strike as a negotiation tool, and employers began hiring permanent replacement workers for strikers as normal procedure. The disbandment of the PATCO union by Ronald Reagan and his administration continues to influence the labor sphere to this day. For example, it was often cited during the 2011 collective bargaining dispute in Wisconsin between public employees and Governor Scott Walker. Students will be asked to think critically about the PATCO strike, taking into context the political and economic climate of the time in conjunction with the working conditions of air traffic controllers, and apply that knowledge to contemporary labor events.

In the 1950s and 1960s, the years leading up to the formation of PATCO, commercial air traffic had increased due to technological and economic developments that made air travel popular and available to more people. Air traffic controllers worked in an aviation system developed out of the military after WWII, their jobs unheard of by the public at this time. The role of the air traffic controller was also invisible to members of Congress, as the ATC system did not receive government funding for equipment or training in the early years. Meanwhile air traffic controllers worked long hours, often forced overtime, on outdated equipment under loud and stressful conditions on skeleton crews. Burn-out rates were high, with very few controllers able to maintain their jobs until retirement. Even after air traffic control was introduced into the lexicon of the public and budget of government, their jobs remained misunderstood. Additionally, the relationship between the ATCs and their supervisors in the Federal Aviation Administration (the primary employer of air traffic controllers) was often strained and even hostile, causing further workplace stress. It is also necessary to mention that within the air traffic controller peer group itself, ATCs were pressured to accept the strains of their jobs with pride and machismo, and without complaint. Any air traffic controller who acted against the crowd was bullied and ridiculed. This group conformity and the lack of rapport between ATCs and FAA supervisors left the air traffic controllers without advocacy. PATCO was formed in 1968 to educate the public on the profession of air traffic control, improve working conditions for its members and nationally unite the air traffic controller workforce.

On January 11, 1968, air traffic controllers from all over the country gathered in New York to establish a means of advocacy for the profession. The air traffic controllers had previously never met on a national level, often only engaging with controllers in their own facilities. Through the national organizational efforts of the controllers, and the outreach of New York controller Mike Rock to famous trial lawyer F. Lee Bailey, the meeting was a success, with over 700 controllers in attendance. Bailey, a pilot and charismatic speaker who had only been exposed to the daily experience of air traffic control for a week

1 BANDL Curriculum Design Tools
2 Shostak, Labor Studies Journal, 149
3 http://www.salon.com/2012/06/06/walker_wins_one_for_the_plutocrats/
4 McCartin, Collision Course, 1-14
5 Rock, “PATCO History,” YouTube Video
by Rock, gave an inspiring address asking the ATCs to claim their “professionalism,” and to insist they be treated as professionals. Bailey’s enthusiasm resonated with the air traffic controllers who felt he had captured the plight and concerns of the ATCs. After choosing a name, the Professional Air Traffic Controllers Organization was established, with membership increasing rapidly as copies of Bailey’s speech spread and PATCO founders traipsed the country gathering supporters.  

The first action taken by PATCO was “Operation Air Safety” on July 8, 1968 in which air traffic controllers strictly adhered to the minimum separation standards for aircraft as regulated by the FAA. In practice this standard was routinely ignored to handle increased flight traffic and to avoid air delays. The purpose of this job action was to illustrate the commonplace safety violations that happened every day in air traffic control, violations that were in fact encouraged, and demanded, by FAA administrators to keep as many planes flying and landing as possible. PATCO also hoped to demonstrate to Congress that the FAA needed additional funding for air traffic controller training and better equipment. After weeks of flight delays and failed negotiation, a compromise between FAA chiefs and PATCO leaders was reached, with FAA granting PATCO membership dues. Congress increased the FAA budget, lifted the hiring freeze on air traffic controllers and exempted them from overtime pay restrictions. 

In a matter of months PATCO had become an influential battleship of a union, organized from a previously disenfranchised and geographically dispersed workforce. When the gains made by the Operation Air Safety were not realized (FAA still did not hire more controllers, controllers did not get overtime pay promised by President Johnson, enforced OT was still prevalent, etc.) PATCO staged sick outs, rather than strikes, to bypass the federal law that mandated strikes by public employees illegal. Although the sick outs of 1969 and 1970 were ultimately unsuccessful, and escalated the acerbic relationship between controllers and the FAA, PATCO was able to forge new connections in the labor world and continue to develop air traffic controller solidarity. The air traffic controllers spent the next decade building their union membership up to over 80% of all air traffic controllers working in the US. 

Having become nationally known for their strength and political edge, PATCO endorsed Ronald Reagan for president in the 1980 election, hoping for better contract negotiations. The FAA under Reagan gave more concessions to PATCO than any other administration, although still much less than PATCO hoped. These events led to mutually unrealistic expectations from both parties. After a failure to reach a negotiation, controllers began a strike against the federal government on August 3, 1981. This strike was deemed illegal as all federal employees are required to sign oaths agreeing not to engage in strikes as a job action. Reagan pledged an absolute refusal to be bullied by a union, using the strike as a means to illustrate his resolve and authority as a new president in the midst of the Cold War. He refused to engage with the strikers and fired over 12,000 air traffic controllers, immediately filling their positions with military personnel. Air traffic slowed, reports of near misses arose across the country, and Canada refused to hand off flights to the US for a week due to dangerous conditions. 

---

6 McCartin, Collision Course, 64-75  
7 McCartin, Collision Course, 78-87  
8 McCartin, Collision Course, 91, 95-100, 120-141  
9 KSTP AM live radio broadcast, August 12, 1981
The PATCO strikers were blacklisted from working as air traffic controllers until President Clinton lifted the federal ban on rehiring them in 1993.\textsuperscript{10} Reagan and his administration employed intimidation tactics that further affected the livelihood of the strikers, such as denying unemployment appeals and federal housing assistance. In years following the strike, the FAA was found to have altered documents such as shift logs, vacation requests and other forms in order to fire more PATCO members who perhaps were not involved with the strike at all, but just out of town.\textsuperscript{11} While many factors contributed to the slump in labor participation over the next three decades, what the failed 1981 PATCO strike reinforced was the growing reluctance of labor unions to use strikes as a negotiating tactic at all.\textsuperscript{12}

\begin{thebibliography}{9}
\bibitem{10} http://archives.nblearn.com/portal/site/k-12/flatview?cuecard=5730
\bibitem{11} McCartin, \textit{Social Policy}, 18
\bibitem{12} McCartin, \textit{Employee Responsibilities & Rights Journal}, 217
\end{thebibliography}
Bibliography for Pedagogical Narrative and Further Reading [Chicago]


KSTP 1500 AM, “2-Hour Live Radio Broadcast with Tom Collopy, PATCO 305; Ben Coons, PATCO 305; Bill Robertson, CATCA; 2nd John Galipault, ASI. Host Dick Pomerantz,” August 12, 1981, radio broadcast, mp3, Records of the Professional Air Traffic Controllers, Series 6, PATCO_06_71_14, Southern Labor Archives of Georgia State University Library.


Rock, Mike. “PATCO History,” YouTube Video, 36:08, from a lecture on January 10, 1979 in Silver Spring, Maryland to a group of PATCO activists to prepare for 1981 contract negotiation with the federal government, posted by “JAMcCartin” on July 29, 2012: http://www.youtube.com/watch?v=l6P4d7NJNTk

ACTIVITY DESIGN

Time Allocation:

One to two days for each lesson, but up to one week for Lesson 1.

Technology Use:

Internet use is recommended but most materials will be included as PDFs to accommodate classrooms without internet access.

Please see Lesson Resource Packets for each lesson. The Lesson Resource Packets include materials and links to additional resources of interest such as videos of Reagan and radio interviews about the strike.

An Ipad, laptop, or mp3 player to store pdfs of correspondence and play radio interviews could be used should a student want.

Tour of online website and finding aids will require internet access (Lessons 3 and 4). It should also be noted that while the interface for the digital collections website and the finding aid will change, the content within will still be available. Therefore Lessons 3 and 4 will have an expiration date. Any questions or concerns please contact archives@gsu.edu or call 404-413-2880.

Essential Question:

Why do workers strike? Why did PATCO strike?

Essential Understanding:

 Strikes stem from poor working conditions that are not always easily understood by those outside the field or profession. Negotiation between workers and employers often worsen to the point of failed bargaining. Empathy for the quality of life of other people is difficult to communicate.

One prevailing criticism of strikes is that workers should be content to have any job at all, and that labor unions are greedy and corrupt. Swollen and wasteful bureaucracy may indeed be a characteristic of any organization, including labor unions. The argument could also be made that without labor unions, an employer is released from the responsibility of negotiation with their employees and from maintaining any kind of standard for humane working conditions. Our understanding of what “humane” working conditions entail has continued to evolve over time. Labor unions are a vehicle to preserve a dialog between employer and employee, and to advocate for the working woman and man.
Unit Inquiry:

Why do we have labor unions?
Why did PATCO strike if it was illegal?
Why was Reagan criticized or praised for union-busting PATCO?
How did the public feel about the strike?
What do the formats and content of the correspondence tell us of the political and economic environment of the time?
What have been the repercussions of the strike? (Such as the reluctance of unions to use strike as bargaining tool, in public and private arenas, permanent replacement workers hired by employers rather than negotiating with strikers.)

Unit Understanding:

“The number of government workers’ strikes recorded in New York during the seven years after 1981 was 90 percent less than the number recorded during the seven years before.”
Joseph McCartin, Social Policy, (Winter 2011): 21

Students will understand that the PATCO strike was illegal and enacted during an economic slump known as stagflation, where jobs stagnated but prices for goods continued to increase. This turned many members of the public against the strike, as air traffic controllers are public employees, paid through the federal taxation system, who take an oath upon employment not to strike. The public, being financially stressed, was not in a position to extend sympathy to the strikers.

Students will also understand that PATCO’s bargaining had been shut down by the FAA and they had to either accept what was offered in a labor contract or walk away. PATCO had expectations of Reagan after endorsing him for president, and Reagan had expectations of PATCO after earlier concessions were granted to the union that had surpassed all other administrations. The PATCO strikers were blacklisted from working as air traffic controllers until Clinton lifted the federal ban on rehiring them in 1993, but Reagan and his administration employed further tactics to crush the lives of the strikers such as implementing intimidation tactics in unemployment appeals and denying them federal housing assistance. In years following the strike, the FAA was found to have altered documents such as shift logs, vacation requests and other forms in order to fire more PATCO members who perhaps were not involved with the strike at all, but just out of town. While many factors contributed to the slump in labor participation over the next three decades, what the failed PATCO strike reinforced was the growing reluctance of labor unions to use strikes as a negotiating tactic at all.

Academic Prompts:

- Give some statistics...union members today as opposed to thirty years ago.
- Ask for raise of hands- who has a family member or knows of anybody who is part of a union (probably very few).
- Ask students to consider that thirty years ago over half of the class would have been raising their hands. Ask why that is. Is it because working conditions have improved so much that labor unions are no longer necessary, or have labor unions been stigmatized?
- Political events...communism, Reagan, Russia.
THE LESSONS

I. PATCO Strike Correspondence
II. PATCO Images
III. Tour of PATCO Finding Aid
IV. Tour of PATCO Online Digital Collections
USEFUL LINKS

- Georgia State University Library:
  [http://library.gsu.edu/](http://library.gsu.edu/)

- Georgia State University Library Digital Collections:
  [http://digitalcollections.library.gsu.edu/cdm/](http://digitalcollections.library.gsu.edu/cdm/)

- PATCO Digital Collection at GSU:
  [http://digitalcollections.library.gsu.edu/cdm/landingpage/collection/PATCO](http://digitalcollections.library.gsu.edu/cdm/landingpage/collection/PATCO)

- PATCO Special Collections Landing Page:
  [http://library.gsu.edu/1146.html](http://library.gsu.edu/1146.html)

- Library of Congress website on using primary sources:

- National Archives and Records Administration (NARA) lesson plans:

- Blog of Joseph McCartin for *Collision Course*, his book on PATCO:

- “PATCO History,” YouTube Video, 36:08, from a lecture on January 10, 1979 in Silver Spring, Maryland to a group of PATCO activists to prepare for 1981 contract negotiation with the federal government, posted by “JAMcCartin” on July 29, 2012:

  [http://youtu.be/e5JSToyiyr8](http://youtu.be/e5JSToyiyr8)

- “Remarks and Q & A with reporters on the Air Traffic Controllers (PATCO) strike,” YouTube Video, 10:53, posted by “ReaganFoundation” on December 1, 2009:

See also:
[http://www.reaganfoundation.org](http://www.reaganfoundation.org)
LESSON ONE:
PATCO STRIKE CORRESPONDENCE

SUGGESTED GRADE LEVEL: 9-12

INTRODUCTION

The purpose of this lesson is to gain deeper knowledge of the 1981 PATCO strike, and to provoke students to engage with current events and outlets of expression. Students are encouraged to participate with political or public figures and to realize they have a voice. By emulating the format of correspondence in the PATCO collection, students will understand the different technological effort required to communicate in the 1970s. Students may find that contemporary avenues of communication are modeled on the traditional analog letter, with options to reference and carbon copy for example, but that electronic correspondence is more convenient. Conversely, students might find that a traditional letter inspires a different sense of voice, and perhaps a different sense of effectiveness. Students might investigate the emotional influence of an email and its electronic (im)permanence compared to the emotional quality of a handwritten or typed letter and its permanence.

Students will discover upon reading the PATCO correspondence that most of the public was very unsupportive of the strike, but PATCO received strong support from many labor unions and other professionals in the field. As these letters might indicate, it is difficult to articulate the need for improved working conditions or quality of life to those outside one’s own circle. This lesson hopes to be a tool to hone communication and explore the articulation of personal experience. These letters are also wonderful artifacts of the economic and political climate of the time.

Specific examples of correspondence are included in the resource packet for this lesson, but entire PDFs may be accessed at Georgia State University Digital Collections for browsing, downloading and distributing in class. Also, for related radio interviews and videos see “Additional Materials” in the Lesson Resource Packet for Correspondence.
THE TASKS

- Students will compose letters to Robert E. Poli and Ronald Reagan to express their opinion of the PATCO strike. The letters must accurately reflect the format of the time period. Only handwritten or typed on a typewriter without electronic erase. These letters must be sealed in an envelope, and appropriately addressed and stamped.

- Students will also correspond with a contemporary public figure on either an issue of their choice, or one introduced to the class to engage current events. If the topic is open, students will describe in a short paper why they decided to write this figure, and how that personal correspondence was carried out, be it traditional letter, email or some other current form of communication like social networking.
Instructor will distribute copies (electronic or analog) of correspondence sent to PATCO during their 1981 strike.

I. Make note of the CCs. Often these letters were copied to President Reagan and others. Why take the time to indicate this is a letter?

II. Why do the letter writers support the strike? Why do they condemn it?

III. Do any of the letters seem to have a neutral opinion of the strike?

IV. What do the political references indicate?

V. Can a political, economic or social climate be interpreted from the content of the letters?

Have students investigate the physical attributes of the letters.

I. How are these letters different from contemporary correspondence? How are they similar?

II. Discuss the various types of paper: lined, stationary, note cards. Is the choice of paper deliberate for the intent of the letter or simply for convenience?

III. Does the choice of stationary convey emotion? Why or why not?

IV. Does handwriting convey emotion? Why or why not?

Prompt discussion of letter writing.

I. Have any students ever written a letter, email, et cetera, to any kind of figure in society?

II. Have they interacted with any kind of public figure in a social network? Entertainment industry? Political figure? Writers, musicians, actors? Follow any on Twitter? Ever direct a tweet at them or friend them on Facebook? Ever get a response? How did that feel? Is this different than getting a signed response in the form of a traditional letter?

III. What are the differences in contemporary correspondence and the 1981 letters to PATCO? Are correspondence and communication easier today? Do the students wonder if their electronic correspondence is received by the intended recipient? Did letter writers in the early 1980s have this same concern?

IV. How would the students discover the mailing address of the White House, a labor organization, a political leader or any public figure today? (Internet search?) How would this be done in the 1980s? (phone book, phone calls to operator, et cetera)

V. Perhaps bring in a phone book and show the government pages. Have any of the students ever used a phone book? Have any of the students ever called information, or the operator?

VI. How would the students contact these individuals electronically?

VII. Do they wonder if their emails are even opened, read or saved? Do the archived PATCO records reflect that analog letters were probably saved by organizations or people, generally speaking? Do the students think PATCO kept every letter, or just some? (There are no correct answers. The PATCO archives probably represent only a fraction of the letters received, but we do not know for sure.)
Have students compose letters to PATCO President Robert E. Poli and former President Reagan.

I. Have the students compose letters to Robert E. Poli and Ronald Reagan taking up an opinion about the PATCO strike.

II. These opinions can either be assigned or at the students’ discretion. The goal is for the students to make an intelligent argument about 1981 PATCO strike (in support, against or making a good argument for indecision), and the tactics employed by the Reagan administration to break the strike and disband the union. These could even be composed after the repercussions of the strike have been discussed, to add complexity in the manner of retrospect. (“If we knew then what we know now...”). Writing Poli and Reagan from a contemporary stand point, not just in the context of the immediate strike, could be interesting.

III. Students must adopt the format of the archival PATCO correspondence. Letters must be analog and handwritten or typed on a typewriter, without electronic functions.

IV. Letters need to be appropriately addressed and sealed.

V. **Encourage creativity.** Any format or stationary should be accepted. It can be a personal project, as the archival PATCO correspondence is often heated and personal.

VI. Try not to excessively structure the content of the assignment. Offensive language is used throughout the PATCO correspondence and while this isn’t necessarily to be encouraged, it should not be discouraged. The intent is for the students to make an informed argument in the voice of the public for a certain side of the strike, and to express that argument well.
**Activity 2: Letters to a Person of Choice**

*Have students correspond with a public figure.*

I. Students will correspond with a public figure of their choice, on any topic. This assignment could be adapted to involve a current event (election, contemporary strike, school funding, etc.). I think this activity would be most effective, however, if the students were permitted to engage with someone they have sincere interest in, such as a musician, writer, actor, even a hero or role model who is deceased.

II. Students may use any method of correspondence such as email, traditional letter or social networking.

*Students will write a short paper describing who they have corresponded with and why.*

I. Students will describe their individual experience in a paper which includes copies or transcripts of the correspondence. Students are expected to detail how they found contact information on their public figure. The correspondence process may merely be a visit to a website to find an email under the “Contact Us” tab or an imagined exchange (to contact a dead politician, for example). Even if the process is simple and direct, it must still be articulated and copies provided.

II. Some students may choose to write an analog letter to the home of a local congressional representative. How did the student find the address? Was it easy?

III. Have the students describe in the paper how they feel about engaging in correspondence. Do they feel a sense of accomplishment having expressed their ideas? Do they feel silly or self-conscious? Is it different than corresponding with friends and family?

IV. Have fun with it. (Inventiveness and expression is the key. Drawings, songs, playlists, webpages, all could be considered correspondence.)

*Discuss in class the students’ various methods of correspondence and contact with the public figure.*

I. How did students track the contact information for this figure, either electronically, traditionally or through other avenues (perhaps rumor, nepotism, or close encounter)? Was the email or social profile easy to find online? How about analog mailing address?

II. What does it mean to have trouble finding contact info for a politician? For a musician? Is this different?

III. If none of the students chose to write a traditional letter, perhaps do an exercise in class to discover a politician’s address and phone number. Show them the White House website or the website for their state representatives. Show them how to find what congressional district they are in. Is this information difficult to discover? Is it easy? What does that suggest?
**Advice**

This lesson operates under the assumption that the class has been lectured on the history of labor unions (and/or PATCO) and the political socioeconomic events leading up to and surrounding the 1981 PATCO strike.

Students should be advised to think critically about the strike, and to express themselves clearly in their letters. They should be encouraged to get creative with the assignments and to correspond with an individual, or about an issue, in which they feel passionate or want to learn more.

**Evaluation**

Learning should be measured by engagement in the assignments, creativity and clarity of expression. Students should be able to articulate reasons for length or brevity of the letters they compose, but they should also be allowed a comfortable place to express their beliefs and opinions on the PATCO strike and their “open” topic.

**Closure**

Students can expect to investigate how they feel about the PATCO strike or a current event, and to express themselves. They are also expected to think critically about correspondence now and thirty years ago. I hope students will come away from this lesson thinking about access to political and public figures, and what the ease or difficulty of that access suggests. I also hope students will consider that heated emotions often fuel political and economic events with repercussions that are not clear until decades later.
LESSON TWO:
PATCO IMAGES

SUGGESTED GRADE LEVEL: 6-8

INTRODUCTION

The purpose of this lesson is to investigate some of the images found in the PATCO collection and to think deeply about them. This is to promote discussion of what our emotional and intellectual reactions are to images, be they photographs, cartoons or posters.

The intent of the discussion is not necessarily to reach any certain conclusion. It is simply to promote awareness of the responses visual materials illicit.

Specific examples of cartoons, posters and photographs are included in the Lesson Resource Packet for this lesson, but PDFs may be accessed at Georgia State University Digital Collections for browsing, downloading and distributing in class.
THE TASKS

- Students will be encouraged to use the search function in the digital collection management system for PATCO at Georgia State University Library’s website: http://digitalcollections.library.gsu.edu/cdm/landingpage/collection/PATCO.

- Students will interpret and discuss PATCO images:

  I. Photographs
  II. Posters
  III. Cartoons
THE PROCESS

Activity 1: Photographs

PART I: Keyword Search “Strike Polaroids”

If classroom internet access is available, instructor will navigate to the Digital Collections landing page for the PATCO collection at Georgia State University:
http://digitalcollections.library.gsu.edu/cdm/landingpage/collection/PATCO

Students will enter search terms into the search function to find documents for discussion.

See also the NARA Photo Analysis Worksheet in a Lesson Resource Packet for Lesson 2 for additional classroom use.

**Strike polaroids from the Keyword Search are also available in the Lesson Resource Pack for Lesson 2, Strike Polaroids, to accommodate classrooms without internet access**

I. Enter the term “Strike Polaroids” into the Search Box at http://digitalcollections.library.gsu.edu/cdm/landingpage/collection/PATCO
II. Select the PATCO folder that displays from the search (PATCO_05_11_13 “Polaroids of Strike, 1981”)
III. Scroll through digitized polaroids.
IV. Promote discussion:
   - Can the students distinguish what the picket signs say?
   - What else do they notice about the strikers?
V. Have students search “labor contract” and “equitable contract” in an internet browser if they are unfamiliar with the terms.

PART II: Examine Photographs

Instructor will distribute copies (electronic or analog) of photographs from the PATCO collection for close scrutiny.

See also the NARA Photo Analysis Worksheet in the Lesson Resource Packet for Lesson 2 for additional classroom use.

I. Carefully examine the strike photos in the Lesson Resource Packet for Lesson 2.
II. Promote discussion:
• Are all the strikers members of PATCO or are other labor unions also picketing? What does this suggest?
• Can students distinguish where were the photos taken? Airports? City streets?
• What clothing are the strikers wearing? Does this indicate the long time frame of the strike? Does this indicate that the strike took place in many different geological and climatic areas?
• What are the demographics of the strikers? Are the groups ethnically diverse? Are children present? What else?
• Are the strikers simply marching or are they engaged in other activities? Why would the strikers do this? (Fundraising? Public outreach?)
• How do these photographs make the students feel? Inspired? Bored? Unable to relate to the strikers? Entertained with the fashion?

III. Examine the photos that are not of the strikers.
IV. Promote discussion:
   • What do the students think of the air traffic controllers? Do they all look the same? What does this suggest?
   • What do the students think of the photos of the air traffic control towers and the control room? Would they want to work there? Do the photos give the students any understanding of what the job of an ATC is?
   • What do the students think of the PATCO board members? What is different about this meeting than we would see in a meeting today? Do they notice the ashtrays and abundant coffee cups? What does this suggest? What do they see in the background of the photo?
Activity 2: Posters

PART I: Keyword Search “Steve Wallaert”

If classroom internet access is available, instructor will navigate to the Digital Collections landing page for the PATCO collection at Georgia State University: http://digitalcollections.library.gsu.edu/cdm/landingpage/collection/PATCO

Students will enter search terms into the search function to find documents for discussion.

See also the NARA Poster Analysis Worksheet in the Lesson Resource Packet for Lesson 2 for additional classroom use.

**Steve Wallaert images from the Keyword Search are also available in the Lesson Resource Packet for Lesson 2, Steve Wallaert, to accommodate classrooms without internet access**

I. Enter the name “Steve Wallaert” into the Search Box at http://digitalcollections.library.gsu.edu/cdm/landingpage/collection/PATCO

II. Scroll down to two yellow pages, which are the front and back of a limited edition print of Steve Wallaert, striker and local tower PATCO president, being escorted from a strike in chains.

III. Select the first print and the interface should display PATCO_05_07_02, “Newsclippings, 1981.”

IV. Examine the print and the advertisement on the back of the print.

V. Promote discussion:
   - How does the print make the students feel?
   - Why do the students think the poster was printed in a limited edition?
   - Do the students find the poster dramatic? Unjust? Startling? Manipulative?
   - What do the students think about the advertisement on the back?

VI. Select other documents (such as the PATCO newsletters) from the Keyword Search results to see what else the students can discover about Steve Wallaert and the strike poster.

PART II: Examine Posters

Instructor will distribute copies (analog or digital) of strike posters found in the PATCO collection for close scrutiny.

See also the NARA Poster Analysis Worksheet in the Lesson Resource Packet for Lesson 2 for additional classroom use.

I. Examine the strike posters/flyers in the Lesson Resource Packet for Lesson 2.
II. Promote discussion:
- Why do the students think some of the posters have more writing than the others?
- Are these posters only to announce strikes?
- Are these posters to raise awareness and educate the public of the PATCO strike?
- Do the students agree with the information presented in the flyers?
Activity 3: Cartoons

Instructor will distribute copies (analog or digital) of cartoons found in the PATCO collection for close scrutiny.

See also NARA Cartoon Analysis Worksheet in the Lesson Resource Packet for Lesson 2 for additional classroom use.

I. Examine the political cartoons in the Lesson Resource Packet for Lesson 2.
II. Promote discussion:
   - Do all the cartoons carry the same bias for or against the air traffic controllers?
   - Do the students think the cartoons are funny? Disturbing? Accurate? Exaggerated?
   - Do the cartoons help the students better understand the job of air traffic controllers?
LESSON THREE:
TOUR OF PATCO FINDING AID

SUGGESTED GRADE LEVEL: 6-12

INTRODUCTION:

The purpose of this lesson is to introduce students to archival finding aids and research of primary sources.

Due to inevitable technological changes to our digital content management system, this Lesson may not be entirely applicable at a later date. For questions, please contact archives@gsu.edu or call 404-413-2880.
THE TASKS

• Students will follow instructor on a tour of the PATCO finding aid found at the Georgia State University Library website. Students will navigate on their own computers or view an overhead projector.

• Students will read handout for research using primary sources.

• This lesson requires classroom internet access.
THE PROCESS

I. Please distribute and review the Lesson 3 Handout “Using Archival Finding Aids” found in Lesson Resource Packet 3.

II. Navigate to the Georgia State University Library website http://library.gsu.edu/.
III. At the GSU library website, choose the “Collections & Archives” tab.
IV. Under Collections & Archives, choose the bullet “Special Collections & Archives.”
V. At the GSU Special Collections landing page http://library.gsu.edu/417.html choose the “Southern Labor Archives” from the menu column at the left.
VI. At the Southern Labor Archives landing page http://library.gsu.edu/147.html choose “PATCO Records” from the middle links.
VII. At the PATCO landing page there are links to the finding aids for each of the 18 PATCO series http://digitalcollections.library.gsu.edu/cdm/landingpage/collection/PATCO.
VIII. You may also access the eight series of the PATCO Digital Collection here.
IX. Choose the link to browse the finding aid for “Series I: President’s Files.”
X. This link will direct you to the GSU Digital Collections site where the finding aids for the collections are housed. This particular link connects only to the finding aid for Series I of PATCO. You may link into and search all the finding aids for the entire GSU Digital Collection by choosing the “Finding Aids” link in the bottom menu.
XI. The PATCO finding aid looks very similar to the PATCO digital collection. Please refer to the breadcrumbs at the top for reference.
XII. To view the finding aid, you may click the “Contents List” option in the right column and then enlarge the main window, or you may choose to “Open Finding Aid” in the options at the top.
XIII. The “Open Finding Aid” tab opens the finding aid in another window which is a little easier to view than the main window “Contents List.”

You may also download the finding aid as a PDF.
XIV. Now please scroll down and read the finding aid.

- Note how the series is arranged into boxes and folders.
- Note each title.

When doing primary research using a finding aid, it is necessary to read through the finding aid to identify which boxes you would like to request from the reference desk.

XV. In the digital collection, it is also helpful to know which series, box and folder to search. For example:

- After reading the finding aid for Series I, you may find that Box 16 contains two folders (Folder 1 and 2) on “Dismissed Controllers.”
- The Identifiers for these folders would be:
  PATCO_01_16_01
  PATCO_01_16_02
- To find these folders in the PATCO Digital Collection you may navigate to Series I and then scroll through the web pages until you reach Box 16, Folders 1 and 2.
  http://digitalcollections.library.gsu.edu/cdm/search/collection/PATCO/searchterm/series%20i/field/series/mode/exact/conn/and/order/identi/ad/asc
  However, this is more time consuming.
- You may also search the PATCO Digital Collection by entering identifiers in the search box at the PATCO Digital Collections landing page:
  http://digitalcollections.library.gsu.edu/cdm/landingpage/collection/PATCO
- You may also enter the exact titles of these folders in the search box at the GSU Digital Collections landing page:
  Dismissed Controllers, 1972
  Dismissed Controllers, 1973-1974

XVI. Please see the next lesson, Lesson 4: Tour of PATCO Digital Collections, for more on searching the PATCO digital collection.
LESSON FOUR: TOUR OF PATCO DIGITAL COLLECTIONS

SUGGESTED GRADE LEVEL: 6-12

INTRODUCTION:

The purpose of this lesson is to introduce students to the PATCO online digital collections interface at Georgia State University.

Due to inevitable technological changes to our digital content management system, this Lesson may not be entirely applicable at a later date. For questions, please contact archives@gsu.edu or call 404-413-2880.
THE TASKS

- Students will follow instructor on a tour of the PATCO Digital Collections found at the Georgia State University Library website. Students will navigate on their own computers or view an overhead projector.

- Students will read handout for research using primary sources from Lesson 3.

- This lesson requires classroom internet access.
THE PROCESS

I. If you have not done Lesson 3, please review the Lesson 3 Handout “Using Archival Finding Aids” found in Lesson Resource Packet 3.

II. Navigate to the Georgia State University Library website http://library.gsu.edu/.
III. Choose the “Collections & Archives” Tab.
IV. Choose “Digital Collections” under the “Collections & Archives” tab.
V. At the GSU Digital Collections landing page http://digitalcollections.library.gsu.edu/cdm/ you may scroll down to choose the appropriate link to the collection of your choice:
VI. At the GSU Digital Collections landing page, choose the link for the collection of the Professional Air Traffic Controllers Organization (PATCO):
VII. You may enter Search Terms, Browse, or Select a Series at the PATCO Digital Collections landing page http://digitalcollections.library.gsu.edu/cdm/landingpage/collection/PATCO.
VIII. When you choose to Browse the collection, the PATCO folders are displayed in order by Identifier (Series, Box, Folder). The Title and Date of Original is also presented. This arrangement reflects the arrangement of the PATCO finding aid. (See Lesson 3)
IX. The menu to the left allows for Searching and Browsing within specific digital collections at GSU.
X. **Browsing** and **Searching** can also be narrowed by Series in the PATCO Digital Collection.
XI. For example, if you just want to Browse Series V: Strike Files you may choose this link for easy filtering:
XII. You will see breadcrumbs to track how you are filtering your search.
XIII. You may then browse through the PATCO folders or choose a title link to view the contents.
XIV. For efficient use of the **Search** function you may enter a specific **Identifier** in the Search Box, if you have read the finding aid and know the specific Identifier you want.

In this example, the Identifier is for the first folder of the first box of the 5th PATCO series: PATCO_05_01_01
XV. You may then click the title link to display the folder contents.

You will see breadcrumbs to indicate what you have searched.
XVI. You may also use the **Search** function to search for a specific folder **title**, if you have read the **finding aid** and found a specific title you know you want to find.

In this example, the title “Dismissed Controllers, 1972” is in the Search Box of the PATCO Digital Collection landing page.
XVII. The results from our **title search** produce some individual pages and then the complete PATCO file for “Dismissed Controllers, 1972.” The PATCO thumbnail, with the associated Identifier and Description, is an indication that the entire folder has been returned from the search.

Again, please use the breadcrumbs to help track where you are in your search.
XVII. Once you have chosen a file from your Search or Browse, you may scroll through the thumbnails at the right to preview pages.

- Clicking on a page highlights it in yellow and displays it.
- The pages of the file are noted at the top right of the first column.
- Social media sharing links and a permanent reference URL for research citations are provided.
- You are also provided a full description of the archival folder.

This example uses the results from the Identifier search for PATCO_05_01_01.
**Identifier**  
PATCO_05.01.01

**Title**  
Unemployment: General, 1980-1981

**Date of original**  
1980; 1981

**Decade**  
1980s

**Description**  
The Strike Files contain (1972-1985) correspondence, press clippings, legal papers, membership memoranda, organizational papers, and other strike-related materials (1977 - 1982). Also included is extensive material regarding PATCO's strike plans. In addition to the strike preparation materials, this series also includes correspondence between membership and the central office. See Series V: Strike Files finding aid for complete description. In order to protect third party rights, some folders may contain incomplete scans.

**Creator**  
Professional Air Traffic Controllers Organization (Washington, D.C.)

**Digital publisher**  
Georgia State University Library

**Correlational area**  
Southern Labor Archives

**Collection**  
Professional Air Traffic Controllers Organization records

**Series**  
Series V

**Rights information**  
The contents of this item, including all images and text, are for personal, educational, and non-commercial use only. This item is the property of Georgia State University Library and any user is asked to acknowledge Georgia State University Library.

**Citation**  
PATCO V.01.01, Professional Air Traffic Controllers Organization Records (electronic version), L1986-65, Southern Labor Archives, Special Collections and Archives, Georgia State University, Atlanta

**Language**  
English

**Location depicted**  
United States

**Subject**  

**Source format**  
Files (document groups)

**Source type**  
Text
XVIII. The “View PDF & Text” function allows for full screen viewing of the folder and contents.
XIX. The “View PDF & Text” feature displays the file in a larger window for the user.

- Any text that is readable to the software is in the left column. You may hide this text with the “Hide Text” tab.
- A carousel of the folder pages scroll along the bottom for previewing and ease of research, but you may “Hide” this feature as well.
- You may also add comments or share the document via email.
XX. To save the PDF to your own computer or device, you have the option of downloading the entire PDF.