



California Automotive Teachers

April, 2012

Spring Issue #41

CAT NEWS

www.calautoteachers.com

Newsletter Highlights

- Smog Check "STAR" Program
- Meet the new BAR Chief
- Student Scholarships
- Is Your VISION 2013?

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"STAR" and the Quality of a Smog Check Inspection

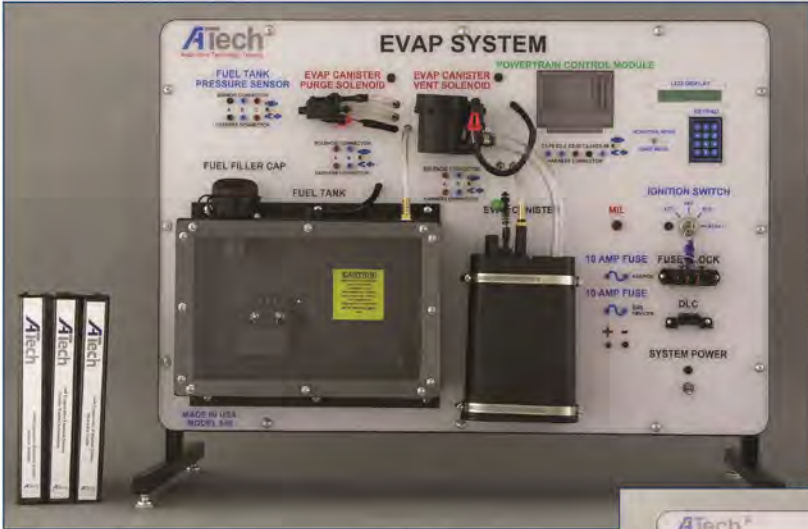
In 1998, the Bureau of Automotive Repair (BAR) launched a new phase of the Smog Check Program. After an initial federal push to establish state-contracted (centralized) test facilities here in California, BAR and the Air Resources Board (ARB) defended the ability of privately-owned (decentralized) stations to continue testing vehicles. The caveat: separate the inspection and repair of the state's highest polluting vehicles. Out of this was born the concept of "test-only," which has grown to over 2,500 stations operating under this license in California. These stations, it was believed, would have less incentive to perform improper inspections because they would not have a stake in the repairs performed to get the vehicles to pass. The compromise, and ultimately the guarantee to the federal government, was that this new program would improve the overall quality of the Smog Check Program without unnecessarily disrupting the lives of many station owners and technicians. In 2007, this program was amended to allow Test-and-Repair stations meeting specific "Gold Shield" performance requirements to have the same testing privileges as Test-Only stations.

In 2009, an independent report published by Sierra Research showed the Smog Check Program falling short of quality improvement commitments that were made by state officials to the U.S. Environmental Protection Agency. The study focused on 1976 to 1995 model year vehicles, nearly all of which are directed vehicles inspected by Test-Only and Gold Shield stations. As reported in the study, nearly half of the vehicles that were eventually certified after failing their initial Smog Check were still in a failing condition when inspected by BAR, on average, six months later. Of the vehicles that passed their initial Smog Check, nearly 20% were failed when inspected by BAR. Further analysis

(Continued on page 6)

**The California Automotive Teachers will meet at Skyline College
for the spring 2012 Conference on April 27 & 28.**

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A Tech
Automotive Technology

President's Letter by Phil Jelinek

As I finish my first year as president, I would like to reflect a little on the accomplishments of your CAT Board.

John Chochalak put together a great donation program with Koehler engines for donations of single cylinder engines for the benefit of your programs. He went overboard to make sure all involved were informed. If you didn't know about this fantastic opportunity, it wasn't for John's lack of trying.

The legislature passed a law putting CTE classes into the graduation requirement. See Bob Barkhouse's column in this newsletter for information on this and other noteworthy items from Sacramento.



We had a great fall conference at Rio Hondo College last fall. For those of you who attended a lot of effort goes into putting one of those conferences together. We put these conferences on so you can be better equipped to go back to your classroom and do what you do best, connecting students brains to their hands.

Your Board members continue to work tirelessly on your behalf in Sacramento and around the state being your voice to an educational system that many times discounts CTE and auto classes as non-essential to the education of California's student population. Be a committee of one to get to know who your Board of Directors are and tell us how we can better serve you, our membership. We continue to fight for you throughout the state so you can do what you do so well. This fall you will have an opportunity to nominate the next person to be voted in by you next year at the spring CAT Conference in 2013 as we modify the process to keep you better informed and involved. Many of your Board members are retired or will soon retire. To keep us a strong and active, we need more of you to volunteer. I challenge you to become an active part of CAT.

An area we continue to work on is high school automotive program certifications. Certification shows your program has been evaluated to meet state and/or national requirements. There are two automotive program certifications available to us, CalABC's ATTS (California Certification) and NATEF (National Certification), both are listed on the CAT website by clicking on "Certification" or by checking out the CAT Newsletters for Spring 2008 and 2009 on the website. As a high school instructor, I have had both certifications and you should get involved with one of them. The complete ATTS program can be seen at (<http://www.calautoteachers.com>) and for NATEF by going to their website at (<http://www.natef.com>). The ATTS Certification is free to High School Automotive Programs with Industry paying the fees.

I hope all of you have looked into ASCCA (Automotive Service Councils of California). ASCCA is a statewide organization of independent shops that have similar goals to CAT. We are both concerned with state regulations over the repair of vehicles and properly trained job entry technicians. By joining ASCCA you will be able to stay on top of these issues and produce students with the latest technology and regulations that (both independent and dealerships) have to abide by. I have been a member of ASCCA for the past 23 years and regularly attend their meetings so I know what is going on with shops I send my students too. If you don't already belong, consider joining your local chapter. Your CAT Board is partnering with ASCCA to stay up with technician training needs, have a larger Legislation force, and establish bonding with industry. They offer \$1000 scholarships for your students that are going to technical and/or trade school. The process is simple and straightforward and can be an asset to your program and student needs.

(Continued on page 5)

Executive Director's Report by Bob Barkhouse



As I write this message the last week of February, can you believe the Winter we are having this year? Best we get some rain soon or California is in trouble. I am not looking forward to a dry hot summer with water rationing or lots of forest fires. We should all start our rain dance now! While you are at your dance, be sure and ask the rain gods to give us a rain free day at the upcoming CAT conference at Skyline College. Which is a great lead into the April 27 and 28th Conference at Skyline College. Skyline has been very busy for the last several months preparing for all of us. It looks like it is shaping up to be a real winner. Mailings have gone out and registration is open. Registration has been made very easy by Tom Broxholm. He has put into his CAT conference notification, a spot for you to click on that will take you straight to the registration process. If you have previously registered, most of the blanks will already be filled in for you. If this is your first time, you will have to fill in all the information requested. Next time, you will be pre-filled in.

I can't thank Tom Broxholm enough for all he has done on the web page and our transformation from the old way of signing-up for membership and conferences to on-line. I know, I went off on this in my last Report, he deserves our appreciation for his efforts. No one knows the countless hours of designing and tweaking he has done for CAT to reach this almost seamless process. On behalf of all of the CAT Members and the CAT Board, thanks Tom for taking CAT into the cyber age.

While I am handing out thanks, how about the great job Rio Hondo did on the CAT conference last October. It seems to me, looking back over the last 20 years that Rio Hondo and Skyline set the conference bar for all to emulate. Next on the thank you list has to be Rick Escalambre and his newsletter. It just gets better and better. You will be hard pressed to find a better newsletter than you get to read twice a year. According to Rick, the most difficult job is to find technical articles. All of you can help. When you see a good technical article tear it out or make a copy and send it to Rick. His email address is on the back of this newsletter. If this is not convenient for you, put it in an envelope and send it by snail mail to Rick Escalambre, 874 Madigan Ave., Concord, CA, 94518. You will be doing Rick and CAT a big favor.

As stated in my last Report, we have been moving towards a working relationship with ASCCA. This started on their behalf this year. On their quarterly dues statement, a line was added to allow ASCCA members to become CAT members on a voluntary basis. We have begun to receive ASCCA members as new CAT members with the comment that a lot more are still to come. We need this relationship with industry. In the past, we leaned on the National Corporate auto manufacturers to provide teaching aids and donations of components and cars. Consequently, our programs took on the image of the manufacturers. Since all of this has dried up, we have to look around and assess what we are doing. In retrospect, as we realistically look at the situation, nearly all of our students enter the labor market through independents and ASCCA represents the independents in California. It makes sense then that we become closer aligned to our employers by becoming members. ASCCA has a special Educator Membership that is very reasonable at \$25. Next year, we will add a line to our membership dues notice allowing you to become a member at large if you wish. Hope we can all participate. If you wish to join the local Chapter, you can, but will have to pay their dues established by that Chapter. Some of the Chapters only require paying the state fee. If you wish to join

(Continued on page 5)

through the local chapter but don't have a contact, you can call the State Office at 1-800-810-4272 x104 . This will take you directly to Gloria Peterson. She can answer any ASCCA question you may have. What is in it for you? First, they have several great newsletters and a great web page along with a password entry to Team Talk. Team Talk can be very helpful when you hit a technical problem in shop activities. Along with these State activities, the local Chapters located throughout California puts you in a first name basis with local shop owners and allows you to sell your program to local hires. In addition, they can help you with technical problems and serve on your Advisory Committee. A good advisory committee can be a real asset if you need public pressure to deal with your local Board of Trustees on program cuts, getting grant funds, and safety issues.

At Rio Hondo CAT conference, NATEF made a presentation on the new NATEF certification program. There were several CAT Board members in attendance. We all came away disappointed that they really did not address the high schools in California and on top of that, the Community Colleges would have to revamp their curriculums to make articulation work. With this in mind, the CAT Board has given permission to proceed and get the ATTS certification accepted by the State Department of Education (CDE). Once accepted, it would satisfy the Perkins certification requirement. CDE needs letters from shop owners stating that ATTS meets industry standards for job entry employment. We are working towards that end and will keep you up-to-date as things happen.

Nothing to report on legislative efforts, as bills are not in yet, as of this writing. If something surfaces before the newsletter is published we will try to get it into the printing.

I can't pass up the opportunity give a huge thank you to your Board. To a man, these Board Members are 100% committed to CAT and a program that you can appreciate. Over the years I have had a chance to witness their commitment and every year it just gets better. Being a Board Member is a 10 year commitment and they all do more than their share and even some stay committed to CAT after their 10 years are up. What a great Board, take time to thank them as you run into them during the CAT Conference.

Remember, keep the shiny side up and the greasy side down. Bob

I attended the February ASCCA, Chapter 5 monthly meeting and one of the shop owners talked about something for his customers to watch that explains to them what is going on and also what is going wrong with their car. He said their customers embrace the information. I checked out the website at: www.virtualvehicledm.com. I contacted them and found this site is free to educators. Check it out, what's better than free and could add to your presentations to students.

Don't forget to check out <http://www.FireExtinguisher.com>. It has the set-up to teach "The ABC's of portable fire extinguishers". You already know about A,B,C and D fires, did you know about the K type fires, neither did I? This website is already set up for a classroom ready power point, it's great.

revealed that most of these vehicles were, in fact, never in a passing condition when certified, and thus should never have been certified.

Because of the model years studied for the report, the findings were largely a condemnation of the current directed vehicle program that rewards stations with a substantial test volume each month with no real guarantees that the population of vehicles sent their way will be properly tested. There is, in fact, little reason to believe that the current and fairly sizable network of stations (approximately 2,500) currently eligible to inspect directed vehicles today offers any significant performance advantage over stations that are, for fairly arbitrary reasons, not eligible to test these vehicles. In other words, Smog Check Program effectiveness could be maintained at its current level even with elimination of the directed vehicle program.

Unfortunately, the status quo fails to meet California's need to comply with the federal Clean Air Act. BAR must make changes to improve the overall effectiveness of the Smog Check Program. But, the time for action is now to avoid the threat of changes that could drastically alter the landscape of testing in California, including a return to the original centralized concept as is currently done in many other states or the elimination of the directed vehicle program altogether.

To avoid this, AB 2289 (Eng), enacted in 2010 with support from the Smog Check industry, creates the STAR program, an incentive-based mechanism for improving the Smog Check Program while preserving the ability of small businesses to continue providing inspection services for California consumers. To implement AB 2289, BAR adopted regulations last year to establish meaningful, yet fair and easily attainable, performance measures. Beginning January 2013, stations that meet the STAR performance standards will be eligible for the legislatively created privilege of inspecting vehicles that are likely high smog emitters. Each and every month vehicles that meet this criterion will then be directed to STAR certified stations for testing through the DMV renewal notice process. Additionally, vehicles with emissions well in excess of allowable standards or cutpoints must be tested at a STAR station. This option was selected because it has great potential to dramatically improve air quality with an increase in the likelihood of better quality Smog Check inspections throughout the state while not disrupting the livelihoods of station owners and inspectors who strive to perform quality inspections.

While there have been claims that the STAR Program is designed to "punish and prevent access to the testing of directed vehicles," it actually has the opposite intent. BAR's goal is to help protect stations and inspectors performing accurate inspections from being victimized by those who don't share this same principle.

The new STAR Program should come as no surprise to anyone. For nearly two years, BAR has been working with the Smog Check industry to establish the program, conducting 22 workshops throughout the state. As requested by the industry, the program kicked off late last year to give station owners and inspectors sufficient time to correct any inspection practices that were not in accordance with Smog Check laws and regulations. Since the original posting of STAR results in December 2011, BAR has worked with the industry

to improve the quality of inspections performed in California. We've developed Q&As to help industry better understand STAR, created a training program to help stations meet the performance standards, set up a Help Desk to answer calls from station owners and inspectors about various aspects of the program, and refined our STAR Web page, based on industry input, to improve the overall "look and feel" of the page and make it as user-friendly as possible. By and large, the feedback from the industry seems positive. Most see the advantages of the STAR Program for stations and inspectors, and how the program will help protect them from the "guy down the street who always passes cars that I fail." Many stations have already changed their inspection practices to meet the demands of the new program.

We understand that some within the industry, especially those scoring less favorably on the new performance measures, may have some concerns about the new program. As such, they may be tempted to contribute money to people or organizations offering to challenge the legal basis of the program. Our only caution in this matter is to be wise with your resources. The program is mandated by law and the regulations were adopted through the full and open legal process with thorough input from the Smog Check industry. Take a close look at the claims made by these groups before writing that check to see if it really makes sense to you.

In conclusion, there need to be significant gains in California's Smog Check Program effectiveness in order to achieve our Clean Air Act goals. We believe the STAR Program will provide a means to make the gains without unnecessarily dismantling the decentralized program that has created meaningful jobs for many Californians. As with any new program, there is a natural pushback from those directly affected. People do not like to be told that their quality of work is not measuring up to expected levels of performance, especially when they have been making a lot of money under the status quo. Keep in mind, however, that the alternative to the STAR Program is not a continuation of the status quo. Instead, a more likely scenario is a different program that utilizes, at least to some degree, a centralized network of stations as originally proposed by the EPA. The authority for such a program is already provided in law. It is for this reason that BAR has embraced the new STAR Program. We hope you will, too.

Sincerely,

JOHN WALLAUCH,

Chief Bureau of Automotive Repair

CAT NEWS AD Space!

		<u>Color</u>	<u>Black & White</u>
1.	Full page (H 9 3/4" x W 7 1/2")	\$300.00	\$200.00
2.	Half page (H 4 7/8" x W 7 1/2")	\$150.00	\$100.00
3.	Quarter page (H 4 7/8" x W 3 3/4")	\$ 75.00	\$ 50.00

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High School/ROP Report by John Chocholak

A New Introduction to Auto Course of Study for 7-12 grades

On April 29, 2011 the CAT Board approved a motion to develop an introductory course of study for automotive programs for middle schools and high schools. This program was to use small single cylinder engines of the lawn mower type for basic instruction in four-stroke technology. The intent of the board was to support high school automotive programs with a low cost, very “hands on” shop type class with lots of student use of tools and engines for an exciting educational experience.



As part of the program, Briggs and Stratton Corp and Kohler Engine Corp expressed interest in being supporters of the project. Kohler donated 1,520 engines for distribution to interested schools in California. Briggs and Stratton stepped up to the plate with engine and teaching materials for schools that had a practical interest in starting or improving programs that introduce students to four-stroke technology. Summer training classes for instructors were also offered by Briggs and Stratton at the Visalia training center.

The Kohler Engine Donation Project was as big success. During January and February 2012 over 85 instructors picked up 1,520 engines at three storage locations throughout California. They paid \$8 per engine to cover the cost of shipping from the Kohler factory in Wisconsin. Kohler had donated engines worth over \$450,000 to instructors in California for only the cost of shipping!

As per the CAT board’s direction, a new two-week small engine “short block” course of study has been developed for middle school and high school students. This course introduces students to four-stroke technology using a minimum number of hand tools and “short blocks”. The cost for this program is very low and it can be taught in an academic classroom.

Included in the course are daily worksheets for engine disassembly and assembly along with a PowerPoint presentation that illustrates each procedure. Reading and test materials are included which are used to introduce and orient students to each engine system before each lab procedure.

For the instructors who picked up donated Kohler engines, a new course of study is being developed which is built around the specific Kohler engine given away in the Kohler Engine Donation Project. Worksheets, curriculum, and illustrated PowerPoint presentations are being developed for this engine and will be completed within a few months.

There will be a “hands on” session during the CAT conference at Skyline College for instructors who want experience the new “short block” course. At this same presentation the Kohler Engine course developed for the engines in the Kohler donation program will be shown for instructors to see. There will be handouts of training materials for the first 25 participants. Also, information about future donations and industry training classes will be distributed. John Chocholak will teach this session and as always participating instructors will leave with materials they can use on the next day of school.

CAT Webmaster Report by Tom Broxholm

“Improving Registration”

I



I'm always striving to improve the website and make registration as easy as possible. Based on some feedback from members and a better understanding of our registration software I have made changes half way through the spring registration process. My goal is less confusion and less work for you.

Within the first few days of when registration open you should receive and email invitation. Clicking “Yes” on this invitation is the easiest way to register for the conference. The system will know if you need to pay dues or not and choose the correct registration path for you. If you choose not to respond to this email you will get a second invitation 2 weeks later. If you do not respond to the second notice you will get one last reminder 2 weeks prior to the early bird discount expiration date. If you select “No” within the invitation you will not receive the follow-up reminders. If you select the “Unsubscribe” link at the bottom of the invitation you will remain in our system but the system will not notify you of any future conferences. If you did this by mistake please contact me and I can put you back on the email list.

Our system is based on your email address so if you are not receiving the invitation it could be because we don't have your current or correct email address. Please contact me using the “contact webmaster” link that is found on our home page as well as on several other web pages on our web site.

If you did not receive an email invitation you can always register using our website registration page. Here you will find several option. Hopefully I have given a clear enough description as to which option to choose. Suggestions to make it easier are always welcome. If you choose the wrong option you will not be allowed to proceed. If you are having trouble don't get frustrated. Please try the help option or contact me for additional help.

Paying Membership and Conference Fees Separately

We now have made it available to split your membership and conference fee payment for those of you who need this option. Some schools will pay for the conference but they won't pay for your membership dues. Just register like normal, when you reach the payment page you will be given the option to make a partial payment. Pay for one item first then make the second payment to complete the registration. You can pay with two different credit cards or use a credit card and a check or a PO. Payment options are flexible. The only thing we cannot do is provide two totally separate receipts. Our system will not allow you to choose the renew your membership option and later choose the conference registration option. This is problematic so please don't try this. If you do, please contact me when you find out that the system will not let you register for the conference.

(Continued on page 11)

Very Cool Feature

Located on our conference, and event registration webpages there is a link to “Event Summary & Fees”. Clicking this link not only brings up a summary of our event but you can add the event to your calendar, get the weather, get the location on a map and get driving directions. The “Fees” tab on the left explains our fees and refund policy including the early bird policy. Additional helpful information is found near the bottom of this page.

As always, don’t struggle with the system. I don’t want you to get frustrated. Contact me and I will help you. I almost always respond within 36 hours.

A Message from the Newsletter Editor!

We always need technical articles to share with our members.

If you have an article for the newsletter

(it is never too early) please email them to:

rick@calautoteachers.com



John Wallauch, BAR Chief

John Wallauch was appointed to the position of Chief of the Bureau of Automotive Repair (BAR) effective February 13, 2012. As the Chief, Mr. Wallauch oversees an agency with over 600 positions, an annual operating budget of approximately \$200 million, and a statewide network of 12 field offices.

Mr. Wallauch brings over 50 years of experience working in the public and private sectors on issues involving air quality and consumer protection.

Prior to this appointment, John served as an advisor to the Executive Officer of the California Air Resources Board on issues concerning the Smog Check Program. He had previously worked in an engineering position at the board overseeing a pilot vehicle retirement program.

Mr. Wallauch also held two positions with the Bureau of Automotive Repair. In the late 1990s, he served as the interim Executive Officer for the Inspection and Maintenance Review Committee. He also served as Deputy Chief of the Field Operations and Engineering Division where he was instrumental in implementing California's first Smog Check Program.

Besides his commitment to public service, Mr. Wallauch has held several technical and managerial positions in the private sector.

Mr. Wallauch attended the California State University, Chico and Compton College.





Education/Career/Scholarships

ASCCA is proud of its work with the California Automotive Teachers (CAT) an association that promotes the best interests of automotive instruction throughout the state of California.

Our commitment to bring continuing education to both our membership and to aspiring technicians is one of our most important charges.

The ASC Educational Foundation offers a set of scholarships every year to students pursuing a career in the automotive field. Click here [for up-to-date scholarship information.](#)

Continuing education for both technicians and shop owners is critical. Please visit our [Find Training section](#) for links to organizations and individuals who can provide you with top-quality educational programs. Chapters searching for speakers may also want to visit this section to get ideas on training they can bring to their members.

We've also expanded our educational mission statement to include setting up new and innovative programs like offering resources to ASCCA members to [obtain referrals](#) from educators to qualified technicians.



New Scholarship Program

TheAutoPartsShop.com is helping promote education for students in the automotive field by dedicating a minimum of \$4,000.00 a year towards their unique new program. This program will assist students by awarding a \$1,000.00 yearly scholarship to a student submitting the best white paper. In addition, TheAutoPartsShop.com is sponsoring a monthly essay contest with a \$250.00 prize awarded for the best essay selected by our editorial staff!

By submitting articles following our guidelines, students can win money that can be used towards their education, tools or living expenses. Articles will be posted on our site in a blog format and visitors will be able to post moderated feedback that we hope will promote further knowledge for both students and the public. The yearly scholarship will be awarded to a student that we feel has a true dedication to a career in the automotive field, whether the goal is to be the best technician or the engineer that designs the first commercially produced driverless car.

TheAutoPartsShop.com will accept entries for the monthly contest from the first day of each month to the last day of each month. The winner will be announced and notified by the 15th of the following month.

TheAutoPartsShop.com will accept entries for the yearly contest until April 30th each year and the winner notified and announced by June 1st each year.

More details can be found at TheAutoPartsShop.com/scholarship.aspx

The logo for Electude, featuring the word "ELECTUDE" in a bold, sans-serif font. The letter "E" is red, while the remaining letters are white.

SIMULATION BASED E-LEARNING

Electude is the world's leading automotive e-learning company. Our product, Argo, is being used in over 30 countries on 5 continents.

The simulation-based modules are programmed according to realistic gaming principles to keep students actively involved.

Argo has been designed and developed by automotive instructors who know and understand the needs of today's students. It allows them to learn about the complete vehicle and the inner working of its components, from bumper to bumper, as well as teaching them how to maintain and repair cars, by using interactive animations and simulations. The result of this self-discovery approach is that students and trainees are achieving better results.

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+



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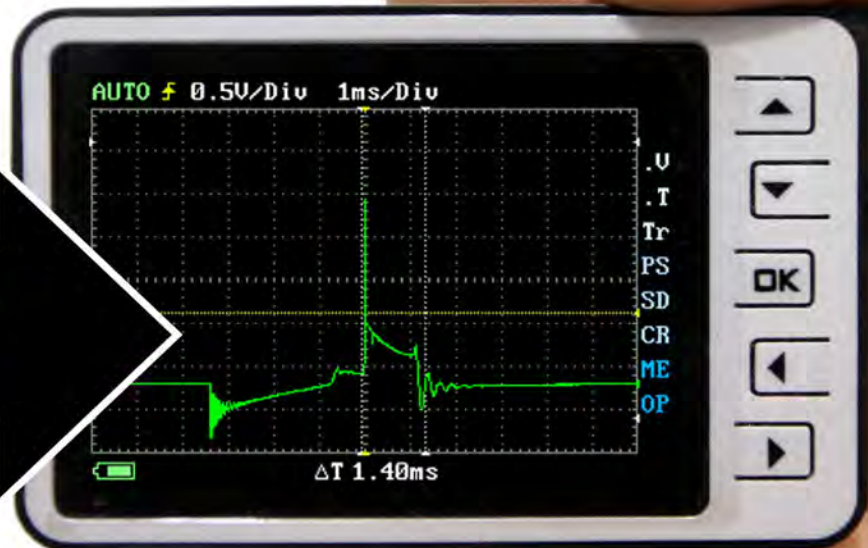
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Adventures in Retirement by Jim Hughes

“The REO Man”

Meet Jim Hughes. He has been married to Annetta Hughes for 48 years and has two grown daughters and five grandchildren. Jim and Annetta live in a restored Victorian home in Upland, California.

Jim has been engaged for over 60 years in matters involving automobiles. As a little kid, he remembers sticking his fingers in wheel bearing grease while inside his grandfather's garage; then feeling and smelling it. He remembers lying underneath cars watching his father scrape and fit bearings. In junior high school, he remembers getting into trouble because he was looking at a hot rod magazine rather than reading his history book. During his high school years, he developed a greater love for cars. He owned a customized 1949 Mercury and a 1932 Ford 5-window coupe powered with a built 1951 Chrysler Hemi equipped with a log manifold and 6 Stromberg 97 carburetors. Jim says ... “it's a wonder I didn't kill myself in this car”. He wishes, like most of us who sold off certain cars in the past, that he still had both these cars.



Upon graduating from high school, he received a scholarship and enrolled in college pursuing a Mechanical Engineering Degree. However, after the first semester, he dropped out because of his involvement with hot rods. Drag racing didn't leave time for school. Additionally, he began building engines and doing other automotive side work for people.

One day, while working in an auto repair shop in El Monte, he ran across his old high school drafting teacher. The teacher was very surprised Jim had dropped out of college and encouraged him to go back. Because of Jim's great love affair with cars, this former teacher suggested getting a degree in Industrial Arts with a teaching emphasis in Automotive.

Jim continued to work in several different auto repair facilities while pursuing a B.A. degree. After graduating, he proceeded to teach auto shop at two different high schools. He was subsequently employed at Rio Hondo College in 1969 as a full-time vocational automotive instructor. During his tenure at the college, he was fortunate to have been able to author a number of automotive books, work for and with several automobile manufacturers, design automotive technical training programs and serve as an automotive technical consultant and seminar speaker. Since his retirement from Rio Hondo College in 2001, he provides expert witness testimony in court as a certified automobile and truck technician.

Jim's love for cars has never weakened over the years. He says, “I should have started collecting and restoring automobiles years ago. Unfortunately, when I was young, I had little money for the hobby. When older and working at Rio Hondo, I had no time. Now, being somewhat retired, I have some time and some money”. As a result, he was able to purchase and restore his first really old car in 2002 ... ironically, it was a 1916 Reo Touring. Jim now owns four other Reo's (1908 two-cylinder roadster, 1915 roadster, 1926 T-6 sedan and a 1931 Royale sedan). Additionally, there is a 1919 Model-T center door Ford and a 1940 Ford hot rod equipped with a J-2 Olds engine from his college days.

“I remember being told years ago that the car bug is just a phase of life you will grow out of as you get older”. In my case, I don't think this will ever be so.

Jim believes old cars of all models should be preserved and treasured. Keeping them roadworthy can sometimes be a challenge. However, driving them on various tours throughout the country is the reward along with the many unusual sites and wonderful people you meet. My wife and I are truly blessed in that we are able to enjoy the old car hobby.

If you have any REO car questions, you can contact Jim Hughes via email at reo.classic@verizon.net



TECH TIP

Check the Basics and Use All Your Resources!

Recently we had a 2007 Nissan Titian towed in as a no start. We found that the vehicle would crank but not start. So how to start the diagnosis was the question in addition to checking the basics?

We have access to many information sources so we started there. IDENTIFIX quickly indicated that the ECM main relay was a common failure and showed 24 hits on relay failure. So we found the relay in the Intelligent Relay Center and swapped it with another similar looking relay. This did not help and we still had the no start. Further testing found no power to items that the relay provides power to so we retested the relay and found that the pin from battery power was dead.

Tracing the problem to the power source led us to the fuse assembly off the positive battery cable connection. We found some corrosion and digging deeper the fuse assembly was full of corrosion apparently from a previous battery issue. We restored the area and the vehicle started and ran fine.

Two days later the vehicle was back with no low beam headlights, which was a new problem since the repair. We tested and found issues with the Intelligent Relay Center. Then we found the TSB indicating that in 2007 the box is serviced as a unit and no relays are to be removed as it causes problems like "no low beam headlights".

A new box 200 plus dollars solved the headlight issue. We ate the box diagnosis and labor! Further review showed that all of those relay hits were on earlier vehicles and in 2007 they changed to a non-serviceable Integrated Power Distribution Module (IPDM). So information is great but don't forget to read it all and look at all of the available information before you pull the trigger!!

Doug Mueller from Techelp – Concord, CA

Summer Instructor Training Opportunities!

June 18-22	Math in Transportation - Clovis High School. (Requires a math teacher and a transportation teacher).
July 9-12	Sherwin Williams Training - (Collision Repair/Refinishing) - Reno, NV
July 10-12	Stihl (Power Equipment Technology) - Visalia
July 16-19	Briggs & Stratton Training - Visalia
July 16-19	Martin Senour Training (Collision Repair/Refinishing) - Reno, NV
July 23-27	Chrysler - SF Training Center (Tentative)
July 30-August 3	Honda North - Stockton/French Camp
August 6-10	Honda North - Stockton/French Camp

Check the Website for additional workshops not listed!

Other summer training opportunities not listed: NACAT 2012, see page 27.

Do You Have VISION 2013 In Your Sight?

For many years, Automotive Service Counsel (ASC) offered a fall conference in the north and a spring conference in south. Do you remember the last ASC Conference that was held for the last time in Ontario in the spring of 2001?

Participation by independent shop owners and technicians was excellent. The strength of the conference was the training opportunities for technicians, management training for shop owners, and a tremendous showing of exhibitors. In addition, the networking that took place was invaluable for all.

This spring Tom Broxholm, Dan Ming, and Rick Escalambre from Skyline College attended the Automotive Service Association's (ASA) VISION 2012 annual conference. It was held in Kansas City, MO. It brought back memories from years past for each of us.

VISION 2012 was a tremendous opportunity for technical and management training, peer networking, and visiting exhibitor displays. Conference chairperson Sheri Hamilton and her support staff put together a very impressive conference. It is now the largest automotive aftermarket conference in the country. Here are some very impressive numbers from the conference:

- 1128 companies from 37 states, Australia, Canada and Bahamas were represented. This included 2,503 attendees/buyers, 549 shop owners, 749 technicians, 205 educators, 186 managers, 47 automotive students, 121 service advisors, 577 (includes partner, mechanic, foreman, VP, office manager, driver, etc., 69 guests, and 742 exhibitors.

The training included all day specialized workshops on Thursday and Friday. Saturday and Sunday consisted of multiple three hour training sessions covering an array of automotive related topics taught by some of the finest trainers in the country. For the attendees there was a banquet, a Comedy night, an a opening general session that included a motivational speaker from the racing industry.

It was a first class experience and we all gained valuable training knowledge which helped us meet our annual NATEF training requirements. If VISION 2013 in your sights go to <http://www.visionkc.com> and take a look. Registration for VISION 2013 will be open later this year.



Pictures are courtesy of Howard Pitkow

KOHLER DONATED ENGINES TO CALIFORNIA SCHOOLS!

In a bold move to support automotive and small engine programs in California, Kohler Engine Company has donated 1,520 engines to public school “shop” programs throughout the state. The California Automotive Teachers, CAT, arraigned for transport of the engines from Kohler Wisconsin to three storage sites in California. During January and February of 2012 the engines were distributed to over 80 teachers to use for the instruction of over 4,500 automotive students throughout the state.

The cost per engine was \$8.00 to cover shipping and administrative charges! This was an incredible value as these engines sell for over \$374 each! Each teacher was limited to receiving 24 engines. All engines were new and ready to run!

At the ITEEA conference in March a complete Kohler course of study on the donated engines will be covered and handed out during the CITEA small engines training session presented by John Chocholak, a CAT Board Member. John will also be taking participants through a hands on Briggs and Stratton short block disassembly/assembly training program just developed for introducing students to four-stroke technology. That complete course of study will also be handed out to all participants.

If you want to learn the latest and best about “shop”, come to the ITEEA conference in March and attend the CITEA presentations. Each presentation will supply you with stuff you can use in your “shop” on the next school teaching day!



“Teachers loading Kohler Engines” - Eager teachers at the Rio Hondo College distribution site load up 400 new Kohler engines.

updated: 01.12.12

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EXCELLENCE IN EDUCATION

ANDY CAWELTI

VENTURA COLLEGE

Name: Andrew Cawelti “Andy”

Family: Married – Kathy is a retired Children’s Minister
We have five grown daughters and two grandchildren.

Hometown: Camarillo, CA

Training/Certificates:

Community College Instructor, Ventura County Community College District

BA Economics and Business from California State University, Fresno

ASE Master Technician with L1 Certification

NATEF-ETL Evaluation Team Leader

Bureau of Automotive Repair, Instructor License



Andy grew up in Camarillo, CA. His dad owned a gas station with equipment rental yard. It was a great father/son relationship and a great way to learn how-things-work. His first vehicle was a used 1952 Chevrolet pickup earned by a full summer of work at dad’s gas station. After high school, Andy went to community college and then California State University, Fresno. Having worked full-time in the automotive field while completing the BA requirements in four years, he understands many of his students in college today. After receiving his degree, he chose to continue to working as an automotive technician. He has owned a gas station with repair shop, and been a diagnostic lead technician at two large independent garages.

Andy became an automotive instructor in fall 2005 at Oxnard College. He rewrote all the automotive college courses in the first year of employment. Then, he changed the courses offered by adding courses, more electrical training, and updating the program in total. Fortunately, the college had funding to support this major overhaul of courses and equipment needs. The advisory committee went from a few men to a group of 40 industry representatives attending the committee meetings. Listening to the advisory group and presenting their ideas to the college management has helped to drive Oxnard College automotive to one of two best programs in Ventura County. Enrollment in the automotive program almost doubled during this time.

Then the ax fell in fall 2011. The CTE dean called the department in for a meeting. “The automotive technology and auto body programs have been placed on the college president’s list for closure to meet the budget crises,” we were told. The dean said it was a sure thing “99%”.

The program was doing so much:

1. Educating men and women with poor educational backgrounds
2. Building good rapport with industry, placing students into quality jobs

(Continued on page 23)

3. Good rapport with the smog check program and referee
4. Articulation agreements with most local high school automotive programs
5. Working with students with troubled backgrounds, who are hard to place into jobs
6. Working with industry, offering update skills training
7. Agreement with the City of Oxnard Fleet Services for student training

The automotive club on campus heard the news and started an email blitz to the college president, chancellor, and trustees of the college. The automotive club attended academic senate, program review, trustee, and college finance committee meetings. The number of attendees often overran meeting room space. The advisory committee members became involved asking the college president and trustees for meetings and email communication about his decisions. In December, the college president removed auto technology and auto body from his list of recommended programs for closure. During this time, an instructor retired from Ventura College automotive and Andy replaced him.

What are the biggest problems facing automotive educational programs? In my opinion, the community colleges are being asked to become “junior” colleges. This means educating and sending to the universities students who are ready to continue in their education into a second or third year of college education. How do you measure success? This has become a lightning-rod question at many campuses. The answer many educators want to use is that degrees equal success. CTE (Career Tech Educational) educators need to drive the idea that a quality job is certainly a great measurement of success. Unfortunately, many CTE instructors are being asked to contact former students and list their success. The CTE instructor is being forced to prove the job demand and placement success. I wish all educational programs had similar responsibilities.

What are the biggest problems facing the automotive instructors?

1. Staying knowledgeable in modern technologies
2. Proving the high educational value students receive in automotive programs
to educators in other departments and management
3. Becoming counselors to current and past students
4. Keeping a number of modern vehicles for training purposes
5. Training automotive students to repair modern vehicles

What book do you recommend to your fellow instructors?

Car Guys vs. Bean Counters, Bob Lutz, 2011, Penguin Group Publisher

*The CAT NEWS will highlight one educator for their excellence and dedication to the automotive teaching profession.
If you know of someone who would be a good candidate contact rick@calautoteachers.com.*

Jim Custeau's Farewell to Teaching



It's been a Wonderful Career and I've learned some great lessons.

As a senior in high school I never imagined that I would someday be teaching Automotive in a community college. Little did I know then, in 1967 as I sat in speech class, that my teacher, Bob Sanders was already preparing me for my eventual career. After graduation, I decided to enter my local junior college (Grossmont College – they weren't yet called community colleges) and major in Electronics Technology with the intention of either graduating with an AS degree and enlisting in the Air Force or going on to San Diego State for a BS degree in Electrical Engineering. About this same time, I became interested in stock car racing and joined a local San Diego race team where I was relegated to being a “gofer” – meaning, hey kid go to the parts store and get some oil or here's some money go get some lunch or go over there and load the truck. You get it, I wasn't doing any of the technical stuff – which deep down inside, I knew I wanted to do. As I progressed through junior college, two things became apparent. One, I wasn't good enough at math to go into Engineering and number two, my interest in a military career was declining rapidly. After getting my AS in Electronics, I transferred to San Diego State, where I decided to major in Industrial Studies with an emphasis in Electronics and Automotive Technology. As I entered my senior year in college, I started thinking about a teaching career. At the same time, I left that first race team, as it was apparent to me that they weren't going to let me become an engine or chassis man, let alone anything else requiring brains. I tried sitting in the stands at the race track for a few weeks and just be a fan – that didn't work out so well. Through a stroke of luck one day while hanging out at a friend's welding shop a couple of guys showed up with a well-used “stock car” they had just purchased. My welding friend introduced me to the two guys who were going to trade off driving the car and he told them I was looking for a new team to work with. Wow, in just a few short weeks I was building engines, transmissions, reworking chassis parts and everything else – that was 1971. We made a lot of mistakes, but never the same one twice and finally that season we qualified for our first “main event”. That first big race didn't go very well as our car went from the front to the back within a few laps.

At the end of that 1971 season, the two drivers decided to go their separate ways and I stayed with the car and the driver, who in my opinion was the better “wheel man”. The following season, after I became the crew chief on the car, we made every main event and even won a Trophy Dash (a 4 lap race of 4 fasted cars for a trophy and bragging rights) – I still have that trophy! We didn't win any main events but we finished in the top 5 most nights. Back at school, I now had my BA and was beginning to work on my minor and preparing to enter the school of education to get my secondary teaching credential.

In 1973, our race team decided to build a new car. We took on a partner who owned an independent repair shop where we built the car. I got a job working at Helix High School as an instructional aide in the Industrial Arts Department. I was a pretty good welder and fabricator, so I built a new tool board for the auto shop and made stuff for the wood shop, graphics shop and metal shop. The metal shop teacher took a liking to me and gave me free access to his well equipped machine shop and welding/fabrication equipment. I spent many days after school building parts for that race car. We got the car done and showed up for the first race and had a lot of people checking out our new car. It wasn't long before we won our first main event. The next year, 1974 was to become a very important year in my young life. I completed my student teaching in January and our race team split from the Independent garage owner and we took the race car to my parents' garage. Just before the racing season started, I asked my wife, Brenda to marry me; she said yes, we got engaged and set a wedding date for June of 1974. I made some big changes to the race car and we came out for the first race and set fast time and went on to win numerous races and the track championship. I'm getting ahead of myself, In May of that year I was offered a job as a high school automotive teacher at Simi Valley High School and at

(Continued on page 25)

about the same time a job working on a NASCAR Cup crew in North Carolina. After much reflection, I took the teaching job, got married in June and moved to Simi Valley to teach Automotive Technology.

During my interview for that job, which I didn't think I had much of a chance of getting as I had no teaching experience yet, I passed around a photo album of my racing, which I had brought to the interview just in case they wanted to see some examples of my work. Then, midway through that first year of teaching the Industrial Arts department chair said to me, "you know what got you this job?" to which I said, "no". He said, "It was that racing album. It showed us you were passionate about cars and had talent and vision. So we hired you". Life lesson learned – you need to have something that sets you apart from the crowd if you want to get that job. I tell that story every year to my students. Another event that I remember from my first year of teaching – I believe it was February, I was in the VP's office talking to the VP when the dean of boys came in and said to me, "Custeau, what in the hell are you doing down there in the auto shop". I immediately sensed my short teaching career coming to an end (I hadn't been officially evaluated and honestly I had no idea how I was doing). After what seemed an eternity, that dean made his follow up statement, "You've got kids staying in class and coming to school every day – These guys haven't done that ever before; how are you getting them to stay in school?". I correctly assumed that was a good thing and I smiled and said, "Gee I don't know, we are just having fun learning about cars". True story and that was apparently my evaluation for the year. I went on to teach summer school that first year and bought my first house.

In late July, after completing summer school, I got a call from my mom back in San Diego, saying the principal at Helix HS, where I had worked a few years earlier as a lab assistant, had called and said he wanted to know if I would be interested in interviewing for a teaching position at his high school. So, I drove back home and interviewed, got hired and moved out of Simi Valley. My house sold in less than 1 week. As it turns out, the principal at Helix, Dr. King, had been the interim Director of Personnel at the Grossmont HS District; and when I finished my student teaching a year and half earlier he had given me a token interview as a "thank you" for student teaching in his district. One of the questions he asked me in that interview was, "Are you willing to move out of San Diego to start your teaching career?" To which I replied, "Yes". Well, of course, I did move to start my career and was I ever glad that I was true to my word as it helped me get hired at Helix High School. Second lesson learned; be true to your word, because people have long memories.

I took over an auto shop program at Helix High School that was in serious decline; but within a year I had it turned around and had a thriving ROP program and students clamoring to get in. I worked hard, actually too hard, teaching 6 periods a day, three nights a week and all day Saturday. My wife and I had our first child and I promised her I would stop racing in order to help raise a family.

Four years later, I was getting the itch to move on as I didn't think I could get my high school program to the perfect vision of what I thought an automotive program could be like. That's when I got word that the new community college opening a mile from my home was going to have an automotive program. I began to dream about what it would be like to have the opportunity to start a brand new program from scratch. I applied, got an interview and was hired to be the founding instructor/program coordinator of a brand new program. It turns out that my high performance background and the name I had developed for myself in turning around a dying high school program, coupled with the strong partnership I had developed with the local Automotive Service Council Chapter shops was influential in getting me the college job. Fortunately, for me, the construction of the automotive building was running behind, so I had a full semester, before classes started, to get things ready to go.

My first day at the college in fall of 1979, I had no phone, no mail box, and no office. I went in to see the college President, Dr. Wally Cohen, who said to me, “Jim, take a look at what the consultant put together in the way of curriculum, supplies and tools for your new program and if you want to throw it all out and start over, be my guest”. The easy path would have been to take the consultants work and run with it. But, I’ve never been one to take the easy way out. After reviewing the consultants work, I went back into Dr. Cohen’s office and said. “I want to start over - I think I can do it better. In addition I would like your permission to go to automotive programs throughout southern California to get some advice on how to build a great program”. So, on a road trip I went and looked at programs and asked questions and took notes galore on equipment, curriculum and tools. A few times I said to myself, what in the hell have you gotten yourself into - I’ll never pull this off! As it turns out, the best question I asked the instructors I visited was, “If you had it to do all over again, what would you do different?” So, it was back to my office (yes I got one), where I rewrote all of the curriculum and researched equipment brochures and catalogs like crazy to order tons of equipment (remember we didn’t yet have computers and the internet was still 17 years away).

We rolled up the doors and began teaching in the spring of 1980, it was a dream come true. I continued to work diligently to grow and expand the program, starting the Ford ASSET program in 1988 and the GM ASEP program in 1997.

In 1994, the Ford ASSET manager in Detroit asked me and our Ford ASSET program instructor, Pat Garity, if we would like to bring two of our top ASSET students to Las Vegas, all expense paid, so that the students could be honorary pit crew members on the Mickey Thompson Stadium Off-Road car that Ford was sponsoring. Of course we said yes and off to Vegas we went. I could tell you “what happens in Vegas stays in Vegas, but then I would not have a good story”. It turns out, Ron Weiner, the President of ASE was there, as well as Charley Quinn, the National Manager of Ford ASSET. I spent a good part of the weekend getting to know these two guys. Late in the evening as the race team was preparing for the main event, I observed them struggling to solve an electrical charging problem. I asked them if they would like some help and they said yes. After a couple of minutes I discovered a poor alternator output connection and a loose alternator belt – problem solved. The next afternoon we drove back home to San Diego thinking, gee that was fun. Half way thru the next week I got a call from Charley Quinn, asking if Pat and I would be interested in joining the race team and that Ford would pay all of our expenses to fly around the western US for races - I guess I was back racing. My wife said it would be OK because the Stadium Races were family oriented and I would be able to take my kids to some of the races. Shortly after that, I got back involved in short track stock car racing and we won another track championship 22 years after the first championship with the same driver I had met at that welding shop in 1971!

I again retired from racing (Well, I guess you never really retire from racing) – ask Barkhouse. I got heavily involved in our school’s Academic Senate and spent a couple of years as the Academic Senate President. Lesson learned – if you want your CTE program to be strong and well supported you better be involved in your school and district politics. Every district chancellor and every board member for 33 years has known me on a first name basis. That and you better have an excellent advisory committee! I’ve also spent time on our Union Steering Committee and even as a negotiator on our bargaining team.



Another important skill that you better develop if you are going to be in leadership is the ability to disagree with your administration without being disagreeable. No name calling or personal attacks. Always keep your discussion on point and factual and you will do well.

I've also spent considerable time on two different occasions as a Board member of FACCC (Faculty Association of California Community Colleges) – a total of 9 years. This organization is a highly respected community college lobbying and advocacy association. If you teach in a community college in California, you really should be a member of this great organization.

The last 7 or 8 years have absolutely flown by. I can't believe I've now served 7 years of my 10 year commitment on the CAT board. I have thoroughly enjoyed my time serving you as a CAT board member. What is even more incredible is that I'm retiring June 1st after 38 wonderful years in the classroom (5 at the high school level and 33 at the college level). Someone told me once that the key to a successful career is to do something you enjoy, because if you do, you will never work a day in your life!

Let me leave you with a few more thoughts. If you reach a fork in the road, take one. Don't try to emulate what you think a great teacher should be – just be yourself, the students will appreciate you more. And, two more important things to remember are: the toughest part of teaching is finding that fine line between being your students' friend and being their instructor; and Teaching isn't a sprint, it's a marathon, so pace yourself or you will "burn out" before you make it to the finish line.

Why am I leaving now? Well, I have 6 grandkids who like to hang out with grandpa and a brother in Boise Idaho who wants to teach me how to fly fish and I've got some golf clubs that could use some lessons. I also want to finally spend more quality time with my wife without my mind constantly wandering off, thinking about class or my program. I'm not leaving CAT just yet, so I hope I see you all at future CAT Conferences. Although, I won't likely hang around as long as Barkhouse or Birch – that would be a very tough act to follow!



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The CAT Newsletter is always looking for technical articles and advertisements! The deadline for submitting articles and ads is March 15th for the spring issue and September 15th for the fall issue. Articles should be submitted in Word. It is preferred that ads be submitted in JPEG format. A PDF file will work but sometimes the text is distorted once it is placed into the newsletter. The costs and sizes for advertisements can be found on our Website.

For additional information about the California Automotive Teachers' organization,
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