



California Automotive Teachers

Spring 2020

Issue #54

CAT NEWS

www.calautoteachers.com

Newsletter Highlights

- ♦ Eulogy for Bob Barkhouse
- ♦ Cars for Schools
- ♦ Board Member Reports
- ♦ Conference Highlights

Due to the restrictions related to COVID-19, the CAT Board would like to share the following information with members.

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- Though the Spring Conference was Cancelled, the business of CAT still goes on. The Board is still meeting remotely, and members who would like to attend can contact the CAT President for an invitation. Meetings are also being recorded.
- Recognition of individuals or entities normally done by handing out plaques at the Spring Conference will be delayed until the Fall Conference.
- Upon relocating outside California, 2nd and 3rd Past President Don Schumacher resigned from the Board. 4th Past President Phil Jelinek is now standing in.
- The CAT Board is actively seeking its next Vice President from the south part of the state. This is a multi-year commitment of serving in different capacities on the Board. Any interested parties should consult with President Wendy Lucko and Vice President Pete Escoto.
- The CAT Executive Director position will soon be open. Refer to George Hritz's report in this issue for further information.

Please continue to look for emails and notifications from CAT. Together we will remain strong for Automotive Education in the state of California.

The California Automotive Teachers will not meet face to face for the Fall Conference due to COVID-19 closures. Look this Summer for further information about virtual options.

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President's Letter by Wendy Lucko

I hope this newsletter finds you well. These are trying and fluid times, and we must prepare for the long-term effects of “social distancing” for the next year, at a minimum. This COVID-19 pandemic has affected our industry tremendously, from the uniform supplier to the parts warehouse, from the tool representative to the shop owner, from the manufacturers even to the assembly line worker. I would like to thank our host site Skyline College for all the planning that went into this conference and am VERY SADDENED that we had to cancel. The board will keep a close look at the CDC and WHO recommendations for the planning of the fall conference. Our industry is huge and has touched the world economy like no other in the last 120 years! I just think of the 8-tracks I grew up with and think of how this industry has fingers that touch almost every aspect of life! We are all working longer hours, training ourselves to be in this digital world, teaching our children, or taking care of loved ones and I applaud you.



One major issue I have faced is not losing our kinesthetic learners and keeping them engaged when we ourselves don't even know the outcome of our labs. Our educational purpose is being challenged during this time and pressure from administrators to “pass” students is tremendous. Above all we must consider our purpose as instructors and not waver. We also must keep true to our industry by maintaining the high level of theory and lab instruction, ensuring students have a solid foundation and will benefit customers by providing safe service and repairs from those students once they get into the field. This address will be short and sweet, as I know many of you have many things to catch up on, but if there is anything I can help you with, or you need help with technology, just let me know. We are all learning and as I have been known to say (or someone has), “Nobody knows everything; if you do, then you might as well have one foot in the grave!” Please TEACH to the BEST of your ABILITY, be strong but admit failure; it has served me well. I learned from my comebacks, and I hope you have also because it makes you a better instructor and mentor. Be humble but proud.



Executive Director's Report by George Hritz



“We are only as strong as our weakest link”

Welcome to 2020. It seems like it was only yesterday we were welcoming or fearing Y2K. All the concerns didn't materialize, and life went on smoothly. However! March 2020 our world turned upside-down. School campuses are closed, but the school year continues, and you are all doing your best to support your students. I salute you and keep it up and I hope all your distance learning “links” are not weak.

Your CAT organization continues to operate. In a four-hour zoom board meeting held on April 25th a full agenda was discussed, motions were made and approved, and a follow-up meeting is scheduled for May 9th. Our world has changed but we will get through this together. Be careful and stay safe.

The Executive Director's position in CAT is open for application.

When I accepted the position of Executive Director, I agreed to serve until I reached my seventieth birthday which is September of this year. My plan was to serve through December 2020. However, I will continue until a replacement is found and that person is comfortable in the position.

This has been a rewarding experience for me, filled with professional growth. I have very much enjoyed working to meet CAT's Mission “To promote the best interests of Automotive Education throughout the State of California.” I have learned a lot and have made many friends on behalf of CAT.

If you are interested in becoming CAT's Executive Director please contact me or any CAT board member. The CAT Board will formalize the application and selection process at the next board meeting. I will assist the new Executive Director by having that person shadow me while I attend to the duties of the position for several months to create a smooth transition.

KUDOS

Saddleback College The conference at Saddleback College was a definite success. The event was organized by Raj Dhillon, with the assistance of full-time faculty members Clifford Meyer and Chad Shaw, associate faculty members Matt Perry, Taylor Brooks, Warren Caesar, Aaron Douvillie, Jon Navarro, and Charles Shaw, lab technician Jeff Burns, Dean Anthony Teng, administrative assistants Leslie Haugen, Tamara Nichlin and the student volunteers. The venue for the trade show and lunch meeting was arranged with the tables under a tent and the exhibitors surrounding the tent. This was inclusive and encouraged engagement. As always there was valuable interaction with our colleagues. It was another good opportunity to share ideas and solutions to the issues we face in the teaching profession, as well as boast of our successes. Thanks to all, including Ruben Parra the CAT Conference Coordinator. Impressive job!

Hats off to the following high school instructors who have worked diligently to build programs that have earned Industry Certification through ASE (Automotive Service Excellence) or ATTS (Automotive Technician Training Standards):

Beau Sunahara-Duncan Polytechnical; **Mike Miller**-Clovis West; **Michael Yonan**-Charles Weber Institute of Applied Science & Technology; **David Espinoza**-Eden Area ROP; **Mitch Crowden**-Casa Roble Fundamental; **Dave Burkhard**-San Juan; **Pete Ciccone**-Canyon; **Dan Silin**-Tamalpais; **Brian Wheeler**-Alhambra; **Joe Martin**-Career Education Center; **Joe Agruso**-Van Nuys; **James Horton**-Mark Keppel; **Joshua Dollar**-Apple Valley; **Ray Brinkle**-Summit; **Richard Lewis**-Ontario; **Ken Lynch**-Santa Ana; **Saul Garcia**-Valley; **Adrian Lallman**-Hemet; **Sharon Hoff**-Amistad; **Robert Grace**-Ramona; **Greg Quirin**-Clairemont; **Edward Milazzo**-Shasta-Trinity ROP; **Jordan Lehr**-Grossmont; **Michael Fleming**-Monte Vista; **Ben Hazel**-Bonita Vista; **Roberto Hinojosa**-San Diego Job Corps Center; **Ron Shane**-Central Union and **Tony Miles**-Fortuna Union

(Continued on page 5)

FOR YOUR BENEFIT

CAWA (California Automotive Wholesalers Association) offers two programs that can help teachers succeed. One is the “The Motorcar Parts of America – Selwyn Joffe Scholarship Award Program – Awards for Automotive High School Teachers” which provides up to \$1500.00 for high school instructors to use to improve and support their programs.

The other program allows for CAT members to attend training offered by CAWA members at no cost. To learn more, go to www.cawa.org.

Is your program meeting Industry and Department of Education Standards? The process of earning Certification will strengthen your program.

Small Engine Repair Programs should apply for certification with Equipment & Engine Training Council EETC. <https://www.eetc.org>

High School Automotive Programs should apply for the ATTS Level I or ASE Maintenance & Light Repair MLR Certification. http://www.calautoteachers.com/program_certification.html

Fifty-five percent of the CA Community College Automotive Programs are certified. The remaining forty-five percent should work towards becoming ATTS or ASE certified.

Student Scholarship link <http://www.calautoteachers.com/resources.html>. **MOST DEADLINES HAVE BEEN EXTENDED TO JUNE 1st**. Please encourage your students to apply for the automotive scholarships available from our industry partners. My contacts in industry always tell me there are never enough qualified applicants for their scholarship offerings. Give your students an option to earn extra credit in your class if they apply for a scholarship. I'm sure the number of students receiving scholarships will increase.

IMPACT

ASCCA Automotive Aftermarket Industry Legislative Fly-In April 28, 2020 – 8AM to 1PM CANCELED

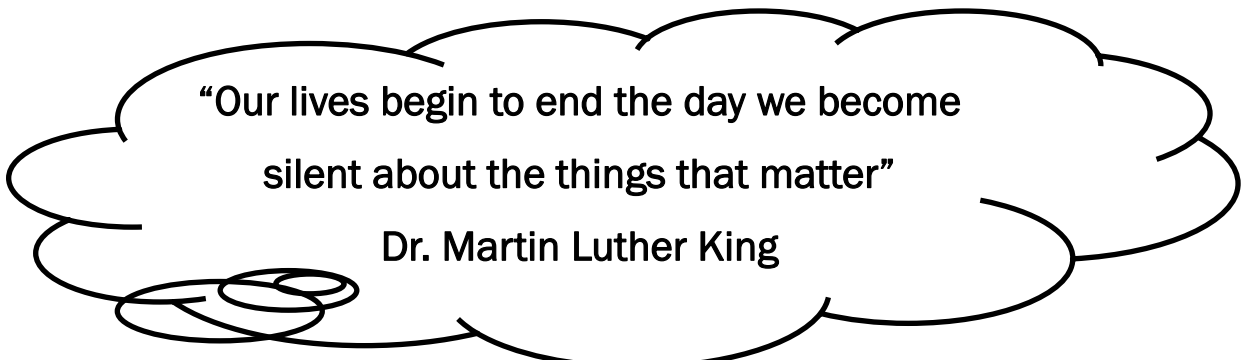
The Automotive Aftermarket Industry is joining together for a Legislative Fly-In! Don't miss out on this opportunity to connect with others in the industry. Please don't delay, space is limited! Reservations will be accepted on a first come, first serve basis. Past speakers have included: Chief, Bureau of Automotive Repair; Governor's Small Business Advocate; Governor's Economic Adviser; Chair, Select Committee on Career Technical Education & Workforce Development; Author AB2289 (Smog Check); Chair, Senate Transportation & Housing Committee. The plan for the day is; 8:00 - 10:15 AM Welcome Breakfast and Guest Speakers 10:30 AM - NOON Legislative Appointments NOON - 1:00 PM Lunch at Capitol Event Center.

AB 2052, as introduced, O'Donnell. California Career Technical Education Incentive Grant Program: local matching funds.

Existing law establishes the California Career Technical Education Incentive Grant Program, administered by the State Department of Education, with the purpose of encouraging, maintaining, and strengthening the delivery of high-quality career technical education programs. Existing law requires the department to award competitive grants providing \$2 in local funding for every \$1 received from the program.

This bill would instead require, for the 2021–22 fiscal year and each fiscal year thereafter, an incentive grant applicant to provide \$1 in local funding for every \$1 received from the incentive grant program. Please contact your Legislators and ask them to support this bill.

CAT Spring 2020 Conference hosted by Skyline College CANCELED



“Our lives begin to end the day we become
silent about the things that matter”

Dr. Martin Luther King

**This eulogy for Bob Barkhouse was delivered by George Hritz during the
Fall 2019 CAT Conference at Saddleback College.**



Bob was born in 1930. The oldest of three children, he had a brother and sister. When Bob was in the third grade, he was orphaned when his parents died from TB. Although Bob was a foster child, every summer he would work on the family rice farm, aptly named "Poverty Ridge". His nephew currently owns and manages the farm. It was important to Bob that the property remained a small family farm.

Bob developed his leadership skills in high school and college. Following graduation from high school, he joined the navy and served three years on a destroyer during the Korean War. Bob received a Job Performance Citation from the Squadron Commander.

After earning a Bachelor's and Master's Degree from Chico State College and a Doctorate from Colorado State College, Bob taught high school for four years and college for twenty-seven. He was elected to the City Council of Yuba City and served as their Mayor three times.

Bob raced a "C Gas Street Dragster", held six track records and tied a national record. He was the Crew Chief of Top Fuel Dragster and Top Fuel Sand Dragster racing teams for thirteen years. He designed, built and raced a water-cooled two stroke motorcycle. This was two years before any manufacturer produced a water-cooled two stroke motorcycle. I met Bob in 1976 at an Instructors' Summer Workshop at the General Motors Northern California Training Center. I had just finished my second year of teaching high school auto shop. I knew he had written "Engine Repair" which was, and still is a premier textbook on cylinder head repair and engine rebuilding. I was thrilled to be partnered with him in the workshop activities.

California Automotive Teachers, CAT, founded in 1966 was Bob's pet project, he was one of the five founding fathers. He was President twice, Treasurer for eleven years and Executive Director for twenty plus years. Bob never missed a CAT Conference in more than fifty years. He wrote CAT's Mission Statement:

"To promote the best interests of automotive education throughout the State of California".

I can't count the number of colleagues who consider Bob to be a mentor, friend, uncle, or second father. But I think Tim Gilles, from Santa Barbara City College, or as Gayle calls Tim "TOO TALL" said it the best:

"Bob Barkhouse was old enough to have been a dad to me, barely, but still old enough. I won't say he was a second father to me because he has always been a big brother to me. A big brother can be closer than a father in some ways. I was close to my own dad, but brothers hold a very special relationship. Bob became my big brother, like he did to several others in the CAT organization. He was always an enthusiastic mentor and never out of energy".

Bob led by example.

Rick Escalambre who taught at Skyline College said,

"One of many things that stands out to me is sitting in meetings with him listening to things people would say that made my blood boil. I would look at Bob, and I would wait for him to jump in. When he spoke, everyone listened. I learned he was sitting there listening and planning a logical response. I have never quite mastered this technique, but when I sit in a meeting now, I remind myself, think of how "Uncle" Bob would do it".

John Chocholak, a past CAT High School and ROP representative and a past President of CITEA said:

" When Bob and I worked on a project together, Bob would award all the credit to me even though I had only a small part of the success. Bob always made the people around him look better."

At a conference when I was CAT president speaking at the lunch/business meeting, I said, "We have a short agenda, and speaking of short here's our executive director." Bob came up to the podium and said, "Somebody get the by-laws out and look for the articles of impeachment!". Bob pointed at me and said, "This guy has got to go!".

California Automotive Business Coalition's Executive Director Johan Gallo wrote:

"Bob was the driving force behind CalABC including career technical education programs as one of our four pillars for CalABC. Words alone cannot describe all that Bob has accomplished in his life, but we sure know how important he was to us, our members, the schools we worked with, and his passion for education".

Bob became a member of Automotive Service Councils of California ASCCA in 1995. He served on the Government Relations and Education Information and Technology Committees. Dennis Montalbano, two-time president, wrote:

"Bob was truly an inspiration to all in our industry. He had such a passion for Automotive Teaching and always made time for ASCCA".

Bob attended the by-annual Educational Forums of the California Automotive Wholesalers Association CAWA to provide input on CAT's behalf.

Bob was an active member of California Industrial and Technology Education Association (CITEA) and made countless presentations at their conferences and workshops. He served on the Community College Chancellor's Advisory Committee for at least twenty years. Bob was also a member of the North American Council of Automotive Teachers (NACAT).

When Bob taught at Yuba College, the school was one of two from California selected to participate in a national program certification pilot of the National Automotive Technicians Education Foundation (NATEF) (now ASE). Bob assumed the monumental task of compiling the mountain of paperwork required by NATEF. Bob spent years working to convince NATEF that because California's public high schools are required to offer a comprehensive curriculum, most high schools could not meet NATEF's requirements. Bob applied for and received a grant from the California Department of Education to develop a certification program that would meet industry standards. He worked with technicians, shop owners and educators to establish the Automotive Technician Training Standards ATTS certification program.

Bob worked with the Bureau of Automotive Repair BAR in establishing the requirements needed to qualify for the state test to become a Licensed Smog Technician. As the Smog Inspection Program evolved into a by-annual Smog Check program, he wrote first the fifty-four hour and then the eighty-hour training courses.

Early in his teaching career, Bob realized that the ability to read was a paramount skill required to be a qualified automotive technician. He attended training at the University of Michigan and Dallas School District to learn Cognitive Mapping of students and to write prescriptions for students identified through Cognitive Mapping. He was part of the Applied Cognitive Mapping Program at Yuba College with great reading success. Bob led a consortium of sixteen Northern California Community College Academic Teachers to improve reading by four grade levels through teaching Automotive Technology.

Bob taught the CAT leadership a lot about politics. Fighting political battles for our automotive programs can be discouraging at times. Bob would always say:

"You need to keep leaning on fences. Occasionally a section of fence will fall down".

I've heard this one often and I hope those of you who are still fighting the battles will keep this quote in mind.

I attended many workshops taught by Bob, there was one on the four-stroke cycle of an internal combustion engine. Bob titled the workshop "Suck Squeeze Bang Blow". For non-gearheads, the four-stroke cycle is; Intake (suck), Compression (squeeze), Power (bang) Exhaust (blow).

In closing;

I feel like I've lost my security blanket.

I think Bob had the greatest business card in the world with the greasy fingerprints.

Now, please hold up your glass of Bob's favorite, a Diet Pepsi, and toast Bob.



Keep the Shiny Side Up and Greasy Side Down



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- Vehicles must be returned to the dismantler by May 30, 2022. However, they may be returned or exchanged earlier depending on availability.
- Schools must sign a memorandum of understanding with BAR.

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- Design troubleshooting activities for students.
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STUDENTS CAN GAIN HANDS-ON EXPERIENCE

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WEBMASTER Report by Tom Broxholm

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Newsletter Editor Report by Donal Howell

As I sit here at the end of my Spring semester, I am reminded that the life of a teacher needs to be one of continuous learning. Whether it is taking on the challenges of online instruction, or better grasping the chemistry of processes I am already familiar with.

My hope in producing this newsletter is to connect the CAT members to each other and to those who can help us. No matter the political or economic environment, we always have opportunities to grow and develop new strategies for instruction, new technology to implement, and new students to guide.

Don't be stagnant or afraid to try new things. Don't give up on dreams for the future. After you consider what to do, take action, then pause to reflect before continuing on. Use the lessons of today to shape your tomorrow, and always find someone to pass those lessons on to.

If at all possible, consider contributing to publications such as this newsletter. Even if you think you are better at speaking than writing, my encouragement to the educators out there is to start writing down your ideas and methods for instruction. These can be developed into articles for use in publications such as this newsletter.

I would also welcome short notes or letters to the editor which might be included in future issues. You may even want to share a little about your program or auto-related hobbies, since we all can learn from what others do every day.

My program is quite small, with only myself as full-time faculty, but we bring in almost sixty new students every semester. Anywhere from thirty to fifty continue on in the eight ASE areas plus emissions training. It keeps me and two or three adjunct instructors quite busy.

That's a little more about me, and I hope to grow better at this role as editor.



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Catch a Wave!

Great News out of Hartnell College!

Pete Escoto wanted to share about some of the success stories with students at Hartnell College.

At an open house last Fall, they presented 3 students with free toolboxes. These three students graduated with their AS in Auto and were all hired right after graduation. Two went to Nissan and one went to Santa Cruz Metro, a local transportation company. These 3 students received a scholarship Pete started last year. It consists of a free Snap-on toolbox and a Snap-on starter tool kit to the one with the highest GPA in auto classes. All other students who graduate through the auto program get a free toolbox.



The toolbox has a value of \$1,500 and the tool set \$3,200.

This year Hartnell has 7 students graduating with their AS in Automotive Technology. They will all get toolboxes and one will win the free tool set.

This is Hartnell's way of rewarding the students' hard work.



ASCEF SCHOLARSHIP AND DONATION OPPORTUNITIES



Every year, the Automotive Service Councils Educational Foundation (ASCEF) awards scholarships ranging from \$500 - \$1,000. These scholarships have been instrumental in helping recipients create rewarding careers in automotive technologies.

Accepting scholarship applications August - March.

To be eligible for these scholarships, an applicant must be a:

- California high school senior who plans to enroll in post high school technical and academic training or
- California college under-graduate in the automotive service field.

WE TURN CARS INTO CAREERS

ASCEF is a nonprofit corporation that turns donated cars into education and training, scholarships, and other industry inspired programs for individuals wanting to get into the automotive service field.

To learn more, visit us online at asc-ef.org.

To apply, visit automotivescholarships.com



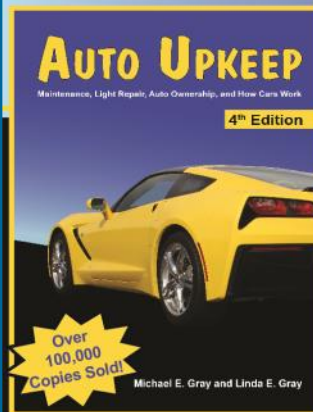
A Message from the Newsletter Editor!

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:

donalh@cos.edu



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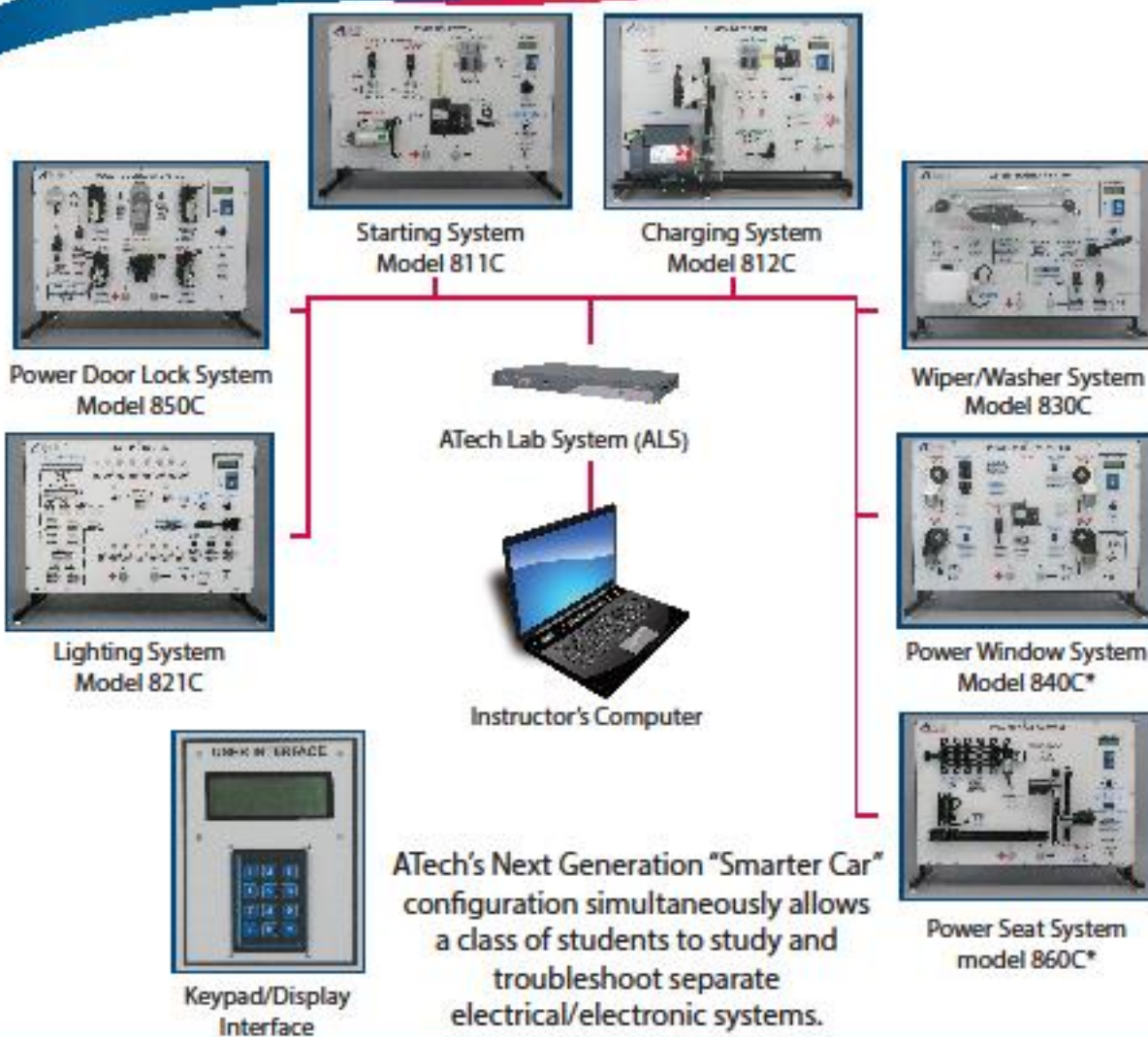
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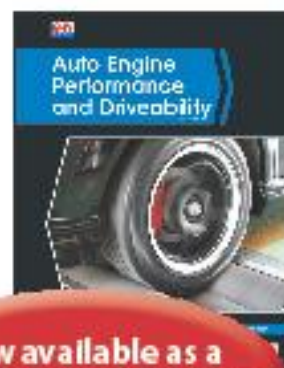
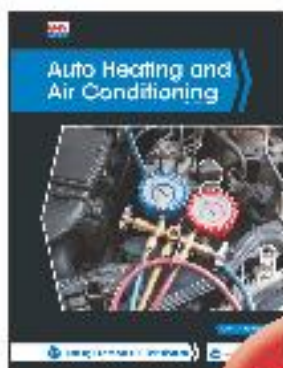
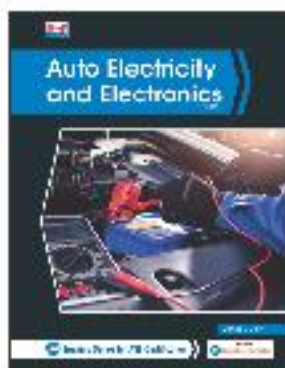
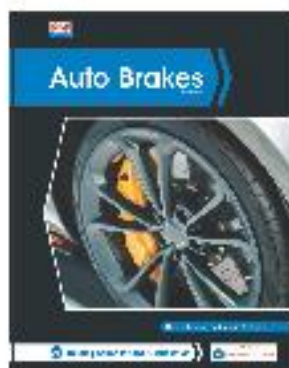
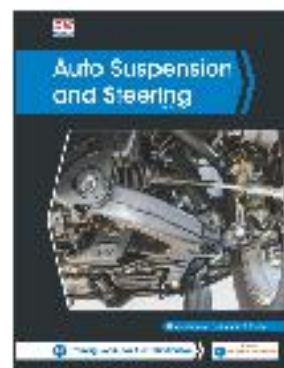
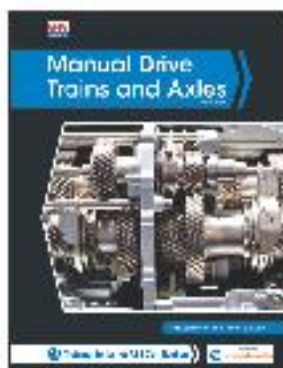
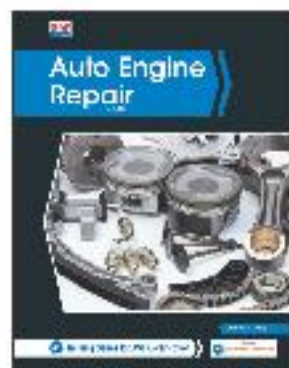


A Tech's Next Generation "Smarter Car" configuration simultaneously allows a class of students to study and troubleshoot separate electrical/electronic systems.

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Photo credit: Donal Howell and Moose Butler



Microsoft Office Tidbits

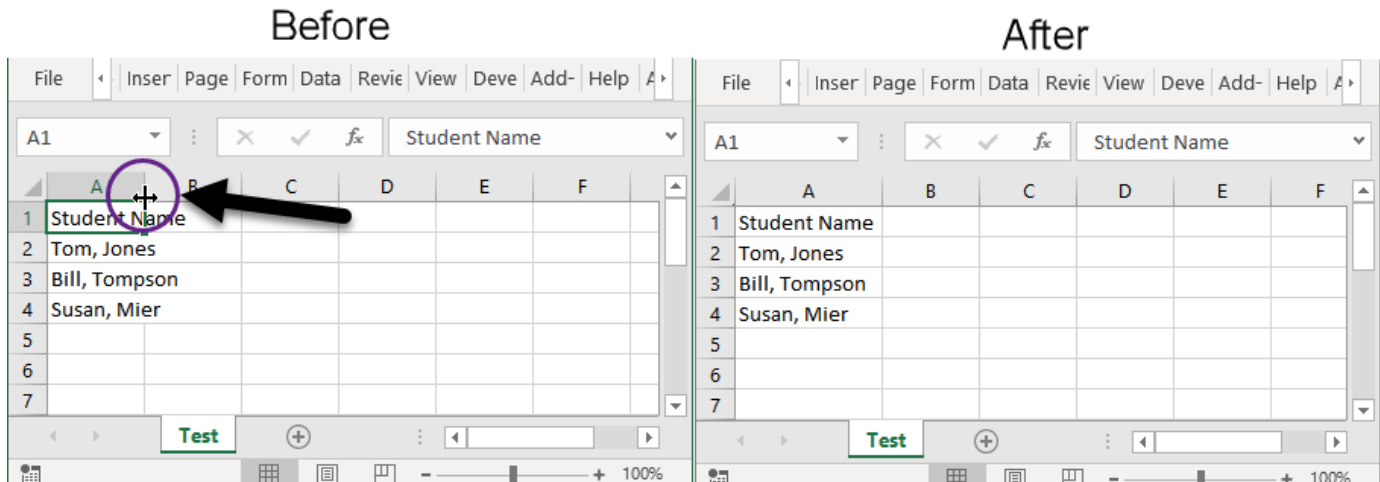
by Thomas G. Broxholm

Microsoft tidbits are short tricks or tips on how to make your life easier when working with Microsoft Word, Outlook, Excel & PowerPoint.

In this edition I have two MS Excel tips.

The first trick will show you how to quickly resize a column to fit the text width.

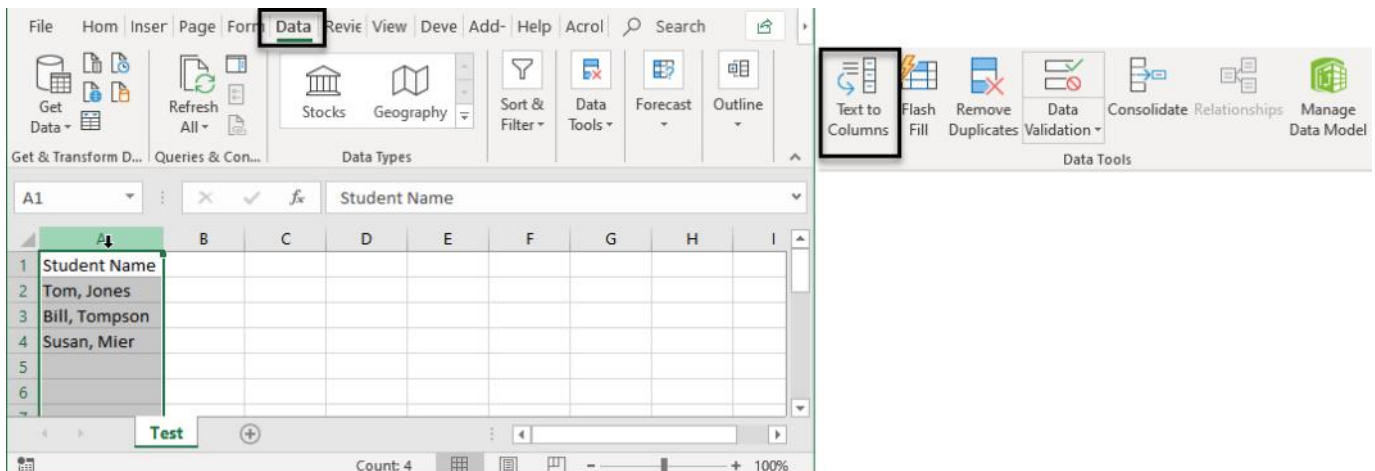
Place the pointer on the line between the columns and when it turns to a double headed arrow double click your mouse.



The second trick is how to convert a list of student names that are separated by commas however the first and last name are under one column such as in the image above.

You would like to separate the name into two columns so you have a separate column for the first name and a separate column for the last name.

1. Select the “Data” tab from the menu.
2. Place your mouse cursor over the column letter and when it turns to a black arrow click once to highlight the column. (Left image)
3. On the Data menu there is a section named “Data Tools”. Click on the “Text to Columns” icon.



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Microsoft Office Tidbits (continued)

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4. In the wizard select “Delimited”, click “Next”.
5. Remove the “Tab” selection and select “Comma”. Click Finish.

Convert Text to Columns Wizard - Step 1 of 3

The Text Wizard has determined that your data is Delimited.
If this is correct, choose Next, or choose the data type that best describes your data.

Original data type
Choose the file type that best describes your data:

- ☒ Delimited - Characters such as commas or tabs separate each field.
- ☐ Fixed width - Fields are aligned in columns with spaces between each field.

Preview of selected data:

1	Student Name
2	Tom, Jones
3	Bill, Tompson
4	Susan, Mier
5	

Buttons: Cancel, < Back, Next >, Finish

Convert Text to Columns Wizard - Step 2 of 3

This screen lets you set the delimiters your data contains. You can see how your text is affected in the preview below.

Delimiters

- ☐ Tab
- ☐ Semicolon
- ☒ Comma
- ☐ Space
- ☐ Other:

☐ Treat consecutive delimiters as one

Text qualifier: " " ' ' >

Data preview

Student Name	
Tom	Jones
Bill	Tompson
Susan	Mier

Buttons: Cancel, < Back, Next >, Finish

6. Now just retype the column names.

Left Screenshot:

	A	B	C	D	E	F
1	Student Name					
2	Tom	Jones				
3	Bill	Tompson				
4	Susan	Mier				
5						
6						
7						

Right Screenshot:

	A	B	C	D	E	F	G
1	First Name	Last Name					
2	Tom	Jones					
3	Bill	Tompson					
4	Susan	Mier					
5							
6							
7							

The automotive industry is changing so fast if you're not willing to change with it, your students will be left behind.

The automotive industry is changing whether or not we like it, things that we only thought were possible in movies are now becoming real life. Fleets of electric vehicles, hybrid gasoline engines, diesel hybrids and hydrogen hybrid vehicles, some with over 50 computers. Because of this, we need to quickly rethink how we teach everything from the electrical class, balancing and inflating tires, to adjustments that have to be made after an automobile accident or a component is replacement. The list keeps growing of technology that needs to be understood and taught to upcoming students and future technicians. How can we possibly instruct on modern vehicles with all of the different changes and advancements in technology?

I have found the secret to keeping up with these changes is....Not to wait for it to pass you up! This requires us keeping up with new technology as it takes place and adapting our classes whether or not we have the material to support it. It is truly a joy to share information that the students never thought possible, understanding it well enough that even the complex things seem easy. Looking for new ways to explain things that you have found, and why it is important to understand them. Showing the students that if they do understand it, diagnosing issues are easier, quicker and more profitable, this makes teaching more interesting for you and the students.

It is truly a joy to share information that the students never thought possible...

Some issues that you might find along the way are many manufacturers are not sharing training information and the quality of information is substandard. Many electric vehicles are not required to have the same OBD2 diagnostic code and data standards that we are used to because they bypassed many of the smog laws that made these changes required, so no Data List or OBD2 ports. Manufacturers also give little or no "Train the Trainer" events provided for education of community college automotive technology professors, leaving us in the dark. With all of this being said how do we do it, can we possibly keep up?

It takes dedication and making the time to be able to do research on your own. There are many great resources out there that are just a few clicks away. Google has become one of my favorite search engines for finding information on the latest technology. You can include many subjects for your students to do their own research on, and posting their findings on the learning management system that your Community College uses like Canvas. I have found that the students find more relevant and up-to-date information than even I can find. More students get to comment on their findings making learning fun and exciting for everyone and taking some of the stress off of you for having every answer and knowing every possible option out there.

Master technicians in the field love to share their information with the next generation of technicians...

There are a few other ways that I found being able to come up with more accurate and reliable training information. One of them is making relationships at different dealerships in your town and digging deeper into the training they are being provided. Master technicians in the field love to share their information with the next generation of technicians in our classrooms and making sure that you ask them to provide everything they can, so that you can keep your training up-to-

date. Another way is communicating openly with other trainers and developing relationships that allow an exchange of information to take place so that the instructors and the students are benefited.

(Continued on page 22)

So I encourage you to be willing to make the changes, putting in the extra time and effort at first may be difficult, however knowing there is a wealth of information out there that is waiting to be tapped is encouraging. This next generation does not have to be left in the dark, it all starts with you turning the lights on for them and encouraging them to shine, by utilizing resources that we already have such as; Internet, relationships within the dealerships and using the next generation of students to do research and explain what they find. Change is never easy but it's also never boring and can ensure that we are doing the best job possible with the resources that we have. I'm sure you are all doing a great job already... but don't let your students be left behind.

Dan Bonnema tells us a little about himself:

I have had a passion for automotive technology almost my entire life. I remember even working on motorcycles with my dad before I could sign my name. I have an accredited degree in Automotive Technology and a GPA of 4.0, am an ASE Master Technician L1 & L3 Certified, and have a CA SMOG Inspectors License. I got a job at Toyota when I was just 21 years of age as an automotive technician and was a Master Diagnostic Technician by the time I was 26. When I was 30, I started teaching automotive technology that Merced college and got noticed by corporate Toyota and was hired to teach technicians as a Service Training Specialist for Toyota. While I was working for Toyota, I also held the position of a Field Technical Specialist. I wanted to do more for my community so am now a Professor at a local Community College where I am currently teaching automotive basic and advanced electrical, heating and air conditioning, along with hybrid and electric vehicle technology.



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The CAT Newsletter is always looking for technical articles and advertisements! The deadline for submitting articles and ads is March 25th for the spring issue and October 1st for the fall issue. Articles should be submitted in Word. It is preferred that ads be submitted in JPEG or EPS formats, PDF will work but sometimes the text is distorted once it is placed into the newsletter. The cost and sizes for advertisements can be found on our Website.

California Automotive Teachers was founded in 1966 by these five visionaries:

Orville Page and James Kenley of Reedley College, Norm Gibbs and

Mel Edwards of Chabot College, and Bob Barkhouse of Yuba College.

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Conference Information:

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