

Automotive Teacher Crisis?

During the recent ACTE Convention in Atlanta, the Automotive Industry Planning Council discussed a serious problem in automotive education that is only going to get worse. Before I relate the AIPC discussion, I would like to give you the gist of a panel discussion I attended. The panel was composed of well known expert participants concerning career and technical education in general.

First Solution



It was very obvious in the panel discussion that CTE programs such as automotive, diesel, automotive collision, and welding were not their concern. For example, one of the experts on the panel stated repeatedly that what was needed for CTE was rigorous science and math courses. And those courses should be complete before the student was allowed to take any other courses. This was his solution to moving the US back into contention with the other Countries of the world. It was clear that his idea of CTE courses were those which were preparing students for engineering and other science degrees. The person making these comments has been associated with vocational education for many years. This recommendation sounds very strange or out of touch considering that many if not most students sent to automotive have difficulty with fractions! How do you have rigorous math and science if the students don't understand fractions.

I believe the best description of how most of the academic teachers, administrators, and CTE teachers and administrators feel toward automotive and diesel programs is given by a meeting I attended when I was still teaching. It was a meeting of local school district administrations, a few academic teachers, and a few people from vocational education. A principal of a local post secondary vocational school rose from his seat and made a comment about the plan put forth by a local superintendent. The superintendent immediately responded, "Why don't you people from vocational education sit down and shut up! Vocational education is just a cockroach in the basement of education."



The point of this is "No one is going to solve the problems of automotive training, not ACTE, not government grants, not higher education." No one but the people

in automotive education working together. At the risk of offending some people, it is time that the complainers quit just complaining and the people who are waiting for a Messiah to come and save the programs admit that he/she is not coming. It is just us, in the dark, in the basement.

So, what can we do? First, what can you do? You can ensure that if you are retiring or you know of someone who is retiring, that there is a teacher in line to take their place. Don't wait till two weeks before you leave. Start a year before. Use advisory committees from all the local programs. There is probably someone on one of those advisory committees that is interested in teaching. Find out and help them get the information. Assist them wherever needed.

Most important, try to arrange to have them work with you in the program for a least a week, preferably a month. This one thing will dramatically reduce the initial shock of the class load. Guess what else it does; it eliminates the transition shock for your students. Think about what happens when a program is left without an instructor? Substitutes work well, right? If a program stumbles along for just 6 months with only substitute instructors or program instructors trying to carry the additional load, the damage typically produced will take years for recovery. Is that what you want to leave behind? Is that what you want to leave for your students? Remember, the program will only be allowed to stumble until the patience of the administration runs out. Then it is either closure or reduction in size of the program and number of teachers.

Another thing that you personally can do and this one is tough. If there is a program in your area that you know is weak, help it. We are all critics and that, without a doubt, is what we do best, right? Contact one of the instructors and invite him to lunch one day, preferably somewhere away from either school. Listen, ask non-probing questions. Don't tell him what he is doing wrong. Just listen and question as needed. This will take tremendous control and require you to set your ego aside. I guarantee, you will learn some things you didn't know and unlearn some things you thought you



Automotive Teacher Crisis? cont'd

knew. Plus, I will send you one of the prestigious Cockroach awards. There are many other things you as a teacher can do, but these couple of things are a start.

As I sit here typing this up, I swear that cockroach on the page has moved. I keep checking his leg positions.

What does AIPC have planned? First and it has already started, we are going to compile a reference list of all States' requirements for new automotive teachers. This would most likely be the first information a potential teacher would want.

Second, we are going to solicit for interested technicians, service managers, Iraq war veterans, etc. and try to do some initial prep for them to become teachers. This will probably include some National workshops where they will be exposed to the realities of teaching in the public school system.

These plans are still under development but already include practice in class room control, school politics, student discipline, program organization, job placement, and student life skills (be to work on time, etc).

These workshops will probably be all expenses paid for qualified candidates. Still working on that. We will also attempt to give CEUs or college credit for attendance at the workshops. I have asked the University of Missouri to assist us in the development and presentation of the workshop program.

Third, we are compiling a list of institutions or testing organizations that will allow the potential teacher to acquire academic credits preferably through the internet. NOCTI, www.nocti.org, is one example of a testing organization that gives transferable academic credits. From the little information we have acquired to date, it is already apparent that the acquisition of academic credits is necessary or helpful in the majority of States.

Fourth, we are encouraging ASE to eliminate certification test fees or dramatically reduce them for active automotive teachers in public schools. ASE has been very helpful to schools through NACAT and other organizations. They have the potential to be a very powerful tool in improving automotive education.

Fifth, we are evaluating ways to pay or assist with NATEF certification costs to new schools. NATEF isn't perfect, but it is a sound platform to build on.

Sixth, we are writing teacher recruitment articles for

publications that are directed at the aftermarket service group. It is unrealistic to expect a young person in the trade to consider teaching while they are raising a family. Some have done it but they will tell you, they and their families have sacrificed for the decision. The primary pool of potential teachers is the forty/fifty age group. At this point in their careers, they have valuable experience but their body is starting to fail. Automotive/diesel service takes a tremendous toll on the knees, back, and hands. This group is looking for something else to do. They have raised their families and can accept lower pay. The trade off between income and reducing physical strain is attractive to them.

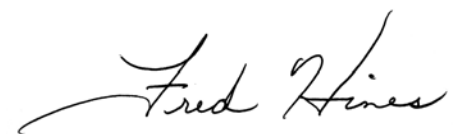
Seventh, we are seeking additional support from many sources. ATech has eliminated one of its Invitational Workshops for 2007 and is contributing the \$30,000.00 to this effort. In addition, I am hiring a new executive assistant and a significant portion of her time will be dedicated to the establishment and operation of this program. Any organization that wishes to get involved in any manner should contact me.

While I and the members of AIPC intend to push these and other efforts forward, this is your battle. If you have enjoyed your life as a technician and teacher, give back something before you leave. Then after you retire, stay involved in the local programs through advisory committees and any way you can be helpful. Automotive training and the students need you.

If you have any information that may assist us, please email it to newteachers@autoipc.org.

This will all be made available on the AIPC website;

www.autoipc.org.



A Company to Avoid

I have never nor do I wish to in the future do what I feel I must now. In business it is expected that you will have competitors/suppliers and some of those will be less than ethical and honest. Based on their actions with us, I would strongly recommend that you avoid any and all of their products.

They will surely not supply you with a product as described in their marketing materials. Once you purchase, you will have little recourse as they are located outside the US. The company's name is Digital University Press Ltd from the UK. You will see the name shortened to Digitalup and their logo is shown. ATech has pending legal action against them for their unethical and illegal actions..



J1850 Network Training System



3801 J1850 Network Training System (floor model configuration)

The 3801 J1850 Network Training System offers a “real world” look into the network operation of present day vehicles. Trainer can be connected to local network for remote fault insertion. Trainer and Courseware available 2nd quarter 2007. **Activities include:**

- Reading and Clearing DTC's
- Driver Information Center Warning Message Display
- Instrument Panel Cluster Response to J1850 Messaging
- Radio Module Responseto J1850 Messaging
- Diagnostic Circuit Check
- Power Mode Test
- On Star Operations
- Theater Lighting effects
- Body Control Module operation
- Remote Lock Operation
- Vehicle Speed Messaging
- Engine Temperature Messaging
- Fuel Level Messaging
- Gear Selection Messaging
- Reading all Module Pids
- Scan Tool Output Operations
- J1850 Network Faults
- J1850 Network Electrical Troubleshooting



Student Response and Local Fault Insertion Panel

Faults:

- Data Bus Open Circuit
- Ignition Module Open Run Voltage
- Data Bus Short to Power
- DLC Buss Open Circuit
- Data Bus Short to Ground
- Data Buss High Resistance
- ON Star Keypad Power Open Circuit
- Loss of Module Communication

Cassy's Automotive Adventures

Portrayed on the news, in advertisements and movies are the stories of women working in formerly male dominated industries. These are not publicity stunts or an attempt at being politically correct. As technology and stereotypes evolve, the possibility of women succeeding in the automotive industry is a reality. Never did I dream I would be one of those women and my life would revolve around automobiles.



Some people have a focused direction of where their life will lead them. I am definitely not one of those people. However I do wish I was aware (and less closed minded) at a younger age of the opportunities about a career in the automotive industry.

In high school, I knew two brothers who restored classic muscle cars. Between them, they had a candy shop of cars: a 1978 Firebird, 1979 Corvette, '68 and '69 Mustang, as well as a 1974 Mach 1 Mustang. Oddly enough, my 1991 Honda Accord (built from a mishmash of salvaged parts) usually out performed their beasts because it never stopped running.

I was secretly in love (with the cars, not the brothers). But, for some very dumb reason, I thought I could not be under the hood working with them. I was a girl. Girls did not work on cars. To me, it was one of those 'Man Laws'. Men work on cars, oversee the BBQ and fix broken things. So I watched, listened and occasionally helped out as they crashed, trashed and tried to repair their American beauties.

In high school, I thrived on publications, and went to college to pursue a career in it. I knew that being a journalist was not a high earning position, so I tried to learn as many different skills as I could. To make ends meet, I had several jobs: nanny, intern, florist, writer, and even the glamorous job of cat-sitting.

Previously my conception of the automotive industry and racing revolved around negative dealership stereotypes and less-than intelligent people. It was not an industry ever considered –until I started working as a typist for an off-road racing promoter and rediscovered my passion.

I fell in love with off-road racing. I loved the people. I loved the custom built buggies, trucks, motorcycles and quads. I loved the thrill of Baja. The site of wide-open

horsepower barreling down the desert roads ignited my long dormant passion I had for cars and racing. My notion of being a journalist was put on permanent hold. Something bigger and better awaited, and the thrill of seeing a buggy with 30 inches of travel run like a spider across desert had a lot to do with it.



Although I wasn't the most technically trained, I knew this was where I belonged. Shortly after college graduation, I was able to get my foot in the door through an internship at American Honda's Service Publications Department. Although my experience was mainly in writing and page layout, I was passionate enough about cars and trucks to relate to the job requirements of technical writing.

Although editing owner's manuals and service manuals was not the most adventurous job, it enabled me to learn a great deal about Honda, the products, philosophy and the greater possibilities within the automotive industry. I wish I had been more involved at a younger age, but it is never too late to start something new.

I now work for American Honda as an Industry Education Support Specialist, supporting the Honda's post-secondary training program PACT (Professional Automotive Career Training) and AYES (Automotive Youth Educational Systems). I try to impart my knowledge to all the students and parents I meet and encourage everyone who has the passion for automotive like I did to act on it, regardless of their background experience.

I would have never guessed I would be where I am today, but I would not change it for an instant.

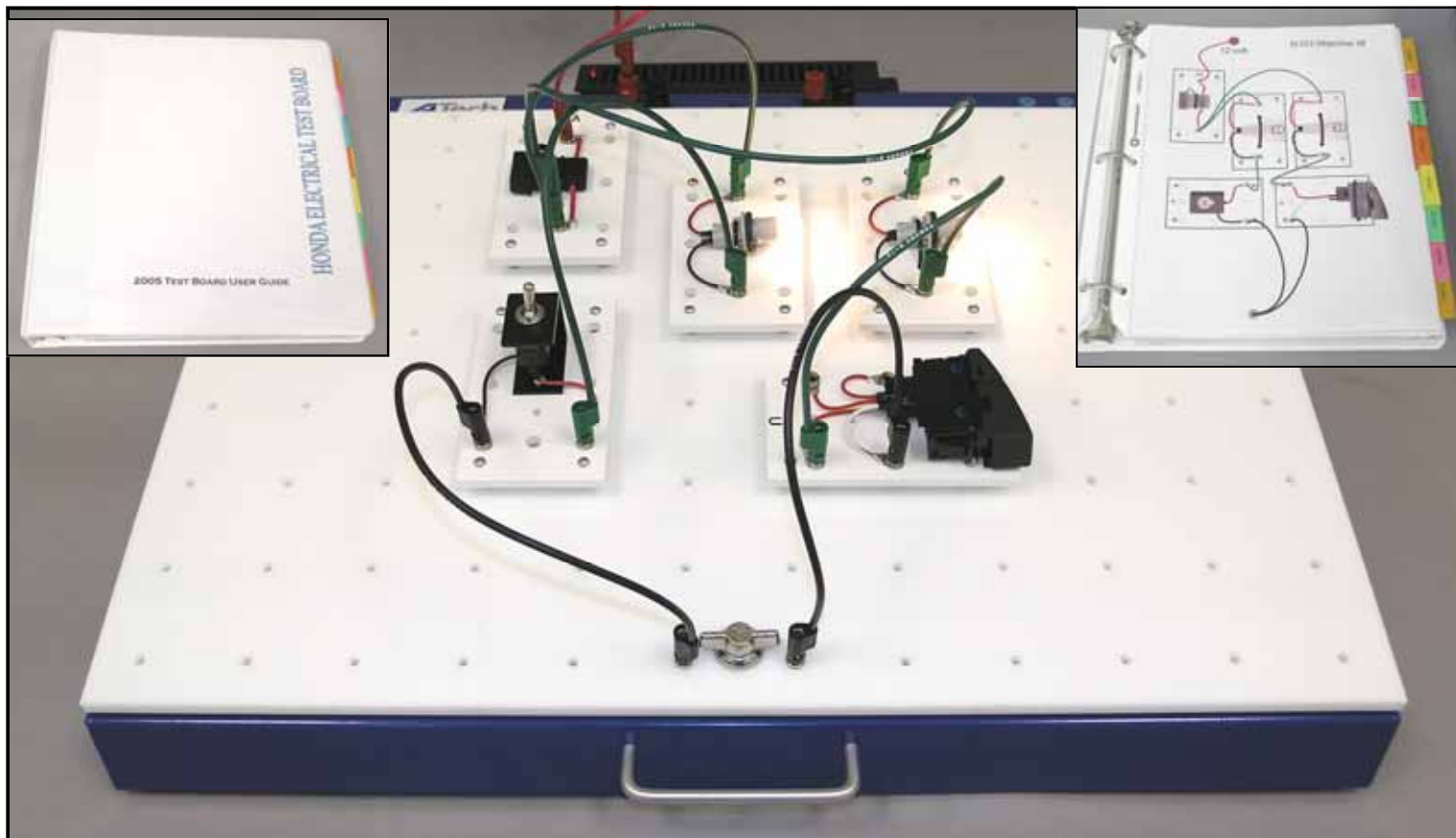
Cassy Lamensky

HONDA

Continuing with my efforts to publicize women in automotive, I asked Cassy to write an article for the newsletter. Read the article and you will find that she is beautiful in more than one way. An intelligent and dynamic young woman as shown by the title she gave the article.



Honda's Electrical Program Available!



ATech is proud to announce the release of the Honda Electrical Training System designed by ATech to the educational community. At Honda's request, this trainer will be made available with courseware to schools.

Honda has agreed to supply the courseware at no

charge with the trainer. The only additional cost for the trainer will be the CD duplication costs to ATech. Honda has always been highly supportive of public automotive training programs. This is just another example of that commitment. Contact ATech for complete specs.

AIPC Restructuring

The Automotive Industry Planning Council was restructured at the meeting in December. The primary purpose was to separate the Awards program from the traditional function of AIPC which was to be a liaison between the automotive industry and education. Most of its previous work has centered on research and proposal of solutions to identified problems. The result of their last effort was NATEF. That was over 20 years ago. The new group will be called the AIPC Education Issues Program.

The Awards of Excellence in Automotive Training program of the Automotive Industry Planning Council has been reinstated for 2007. ATech and many other members of the Council believe that it is important to Nationally recognize outstanding programs.

In addition, a new category for non certified programs will be opened in the Awards program. At this time, winners will receive invitation to the Awards dinner, presentation of trophies at the Awards dinner, assistance with NATEF certification costs, and National recognition. Other items will be included as they are offered.



AIPC 2006 AWARDS

State Winners

AIPC – Recognition Plaque
ASE - \$ 500 Snap-on Tool Certificate
ASA – Educational Membership

National Runners-Up

AIPC – Loving Cup
ASE – \$1,000 Snap-on Tool Certificate and Recognition Plaque
American Honda – Vehicle Donation
DaimlerChrysler – Vehicle Donation
NACAT – Membership
ASA – Educational Membership

National Winners

AIPC – Loving Cup
ASE – \$3,000 Snap-on Tool Certificate and Recognition Plaque
American Honda – Vehicle Donation
DaimlerChrysler – Vehicle Donation
NACAT – Membership and Conference Registration
ASA – Educational Membership

Total Awards = \$335,000.00

Science or Hype?

The hybrid and regenerative braking article in a previous Newsletter produced quite a few responses including some at ASA CARS in Las Vegas. The vast majority were very positive and generally felt that “it was about time that someone said those things”.

From a technical standpoint, the research and development that is being done with hybrid systems and batteries will eventually be very beneficial. But it appears that marketing of these vehicles has/is pushing the edge of reality with the apparent assistance of the EPA. For example, the Prius is being advertised as having a gas mileage of 60 MPG*. Notice the asterisk? When you read the fine print at the bottom of the ad, the asterisk means “EPA mileage ratings”. Those ratings have been found to be so ridiculous that now the EPA is in the process of reworking their standards! How many people have purchased the vehicles based on those numbers? Probably a lot of people who can’t read 12 lines of 4 point smudged print at the bottom of the page.

Another illustration that certainly defies scientific reasoning is; one manufacturer has a hybrid that only starts and stops the gas engine during the time that the vehicle is not moving. But yet the **highway** gas mileage claimed for this vehicle is 7 miles better than the same vehicle without the hybrid arrangement? Apparently dragging the weight of the motor-generator assembly and the batteries down the expressway somehow gives the vehicle better gas mileage? This was so ridiculous that I believe they have recently pulled this advertisement. This was obviously not a valid comparison or it was a “spot” mileage measurement. In other words; pick the spots where you make your measurement.

How do you tell the difference between science and hype? There are some clues. A few weeks ago I saw a big announcement; “**Ozone hole biggest ever**”. First question was the word “ever”. They have only been measuring the “hole” for about the last 50 years! **This statement is hype.**

Two or three weeks later I read the scientific release; “**The present Ozone hole is the largest ever recorded but is due to unusual weather conditions in the stratosphere**”. Everyone should research how ozone is produced in the ionosphere. It will give you a good clue as to why there is a diminished ozone level at each pole.

Here’s another one. “**Australia has a higher incidence of skin cancer than other parts of the world**”. The “hypers” love to blame this on ozone reduction. Could the fact that the **earth’s orbit places the earth closer to the sun during Australia’s summer** also have something to do with it?

Last one. **The weather/hurricane predictors predicted 2006 to be one of the worst years on record.** Primarily because of “Global Warming”. Yet we had very few and they were weak. None that hit the US. The predictors blamed their mistake on El Nino appearing! If they are so good at

predicting weather conditions, **why didn’t they predict El Nino?** Can you believe people that are telling you what is going to happen in 150 years when they can not predict the next six months.

Is “Global Warming” real? Who knows? There are glaciers that are expanding as others are contracting! Sounds like a “spot” measurement to me. If it is real, is it being caused by human activity? A volcano can produce in a few weeks the equivalent of 100s of years of human activity and they have actually done that many times throughout history. What were the long term effects? Nothing. Draw on your own experience; what produces the coldest nights of the winter? Clear nights; those with no cloud cover. Water vapor (clouds) has 1000’s of times more effect on temperature than carbon dioxide or methane.

It is all about money. Hype creates money streams; face time on television, articles in magazines and newspapers, and most important - personal quotes displayed by the media.

Remember that a true scientist spends ten times more effort to prove his/her theory wrong as he/she does to prove it right.



ATech/AIPC Donations

The following schools will receive ATech equipment donations of the value shown in the first round of the donation program. Many thanks to Ford for their assistance in making this program a reality.

Ashland Comm & Tech College, KY	\$9,720.00
Daniel Morgan Tech Ctr, SC	\$9,340.00
El Campo Career & Tech Ctr, TX	\$9,340.00
Fowlerville High School, MI	\$9,255.00
Gateway Comm & Tech College, KY	\$9,340.00
Griffin Technical College, GA	\$9,340.00
Jackson Community College, MI	\$9,340.00
L’Anse Creuse Pankow Center, MI	\$9,340.00
Muskegon Area Career Tech Ctr, MI	\$13,372.50
North Central Tech Skills Ctr, WA	\$20,445.00
Northeast Community College, NE	\$9,340.00
Northeast Kansas Tech College, KS	\$9,255.00
Ogeechee Technical College, GA	\$10,400.00
Piedmont Technical College, SC	\$13,630.00
Somerville High School, MA	\$13,372.50
Spartanburg Community College, SC	\$10,400.00
Tennessee Tech Ctr @ Jackson, TN	\$11,570.00
Tennessee Tech Ctr @ McKenzie, TN	\$13,545.00
Washtenaw Community College, MI	\$9,340.00
Western Iowa Tech Comm College, IA	\$9,340.00
Wink High School, TX	<u>\$21,647.50</u>

\$156,612.00

AIPC National Winners and Runners Up



Left to Right, Front Row - National Winners:

Steven Hiscox, Automotive Training Center, PA; Mark Davis, Seminole Community College, GM ASEP, FL; Greg Jones, Eastside Technology Center, KY;

Back Row - National Runners Up:

Bill Kersten, NATEF President; Tony Martin, Assistant Professor, University of Alaska Southeast, AK; Margie Zamorski, Milwaukee Area Technical College, Ford ASSET, WI; Gary Weese, Caddo Career & Tech Center, LA; Roger Panzer, Instructor, Riverland Community College, MN; Fred Hines, ATech Training President

National Winners, Runners Up, and State Winners



Seated (left to right):

Ben Rodriguez, Savannah Technical College; Cyril (Skip) Merrick, Alfred State College; Roger Panzer, Riverland Community College; Cecil Trumbo, Manatee Technical Institute; Tony Martin, University of Alaska Southeast; Steve Hiscox, Automotive Training Center; Margie Zamorski, Milwaukee Area Technical College; Mark Blohm, Northeast Wisconsin Technical College

Standing (left to right):

Kent Wright, Northeastern Junior College; Roger Carnell, Northeast Community College; Rex Weber, Northwest Iowa Community College; Tim Campbell, NCT Skills Center; Mike Rodgers, Piedmont Technical College; Ralph Kelsey, Ivy Tech Community College; Terry Wicker, Franklin County High School; Gary Weese, Caddo Career & Technology Center; Mark Davis, Seminole Community College; Greg Jones, Eastside Technical Center; Larry Terrien, Northeast Wisconsin Technical College



ATech Training Inc.
 12290 Chandler Drive
 P.O. Box 297
 Walton, KY 41094
 (859) 485-7229
 www.atechtraining.com
 sales@atechtraining.com

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Others talk about great product quality and service...
 ATech delivers it. Ask our customers.