UNITED STATES OF AMERICA

NATIONAL TRANSPORTATION SAFETY BOARD

Investigation of:	*
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AMTRAK TRAIN 188 DERAILMENT NEAR PHILADELPHIA, PENNSYLVANIA MAY 12, 2015	* Docket No.: DCA-15-MR-010

Interview of: JOHN HINES

Sheraton Hotel
Philadelphia, Pennsylvania

Wednesday,
May 13, 2015

The above-captioned matter convened, pursuant to notice.

BEFORE: DAVID BUCHER
Railroad Accident Investigator

APPEARANCES:

DAVID BUCHER, Railroad Accident Investigator
National Transportation Safety Board

STEPHEN JENNER, Ph.D., Human Performance Investigator
National Transportation Safety Board

MICHAEL BULL, Operating Practices Inspector
Federal Railroad Administration (FRA)

DAVID NICHOLS, Chief Transportation Officer
Amtrak

EDWARD MRUK, Assistant General Trainmaster
Amtrak

WILLIAM BATES
National Safety Team
SMART Transportation Division

CARL FIELDS
Safety Task Force
Brotherhood of Locomotive Engineers and Trainmen (BLET)

I N D E X

I N T E R V I E W

(11:55 a.m.)

MR. BUCHER: This is Dave Bucher, Rail Accident Investigator for the NTSB. And this is a second interview of Mr. John Hines, General Foreman for Amtrak. And it's related to NTSB's investigation of the Philadelphia accident of May 12th, 2015. The accident number is DCA-15-MR-010 and the time is 11:55. To my right I have?

MR. BATES: William Bates, B-A-T-E-S, SMART Transportation Safety Team.

MR. NICHOLS: Dave Nichols, N-I-C-H-O-L-S, CTO -- Chief Transportation Officer for Amtrak.

MR. FIELDS: Carl Fields, F-I-E-L-D-S, Brotherhood of Locomotive Engineers and Trainmen, Safety Task Force.

MR. MRUK: Edward Mruk, M-R-U-K, System General Trainmaster with Amtrak.

MR. BULL: Mike Bull, B-U-L-L, OP inspector, FRA.

DR. JENNER: Stephen Jenner, J-E-N-N-E-R, human performance with the NTSB.

MR. BUCHER: Okay. Dave Bucher again.

INTERVIEW OF JOHN HINES

BY MR. BUCHER:

Q. And John, if you could, give us a little overview of both the general training that locomotive engineers get at Amtrak and specifically the training that they get on the new locomotive,

specifically the locomotive that was involved in the accident.

A. Okay. The candidate, once selected for student training, will go to Wilmington, Delaware, where our training center is where we conduct all new hire engineer training. They're there, depending if they're hired for the Northeast Corridor or off Corridor, for 8 or 10 weeks. Northeast Corridor receives 10 weeks of training, and that is due to the electric locomotives, the additional training required for those. Off Corridor will receive 8 weeks of training.

The training program is comprised of various components. One is mechanical, and in that mechanical component there is curriculum that entails inspections, testing of locomotives and equipment -- various locomotives for which we operate throughout the corporation -- and also troubleshooting. And during that mechanical training, they also receive simulator training. Another component, and a big component, is the air brake component. And that's -- involves around testing and equipment knowledge and also simulator training.

There is regulatory requirements for certification. We train on certification. Part 240 is a component of the classroom training as well. A big component is operating rules and signals, and based on where they are, they may receive multiple operating books and various signals.

There is a required passing score. The training program itself is built at a junior college level. We redesigned the

program back in 2008/2009, along with the Delaware Technical College, who helped us align it at the junior college level. The passing rate for the mechanical/air brake components of the program is 90 percent minimum, and the passing rate for rules is also 90 percent, and signals is 100 percent. If you fail any of the components of mechanical or air brake, you're dismissed from the program. You have a second chance or a second signal -- or test for operating rules and/or signals.

Once the classroom portion has been completed, they will go back to the location where they were hired from for on-the-job training. During the on-the-job training, the student will qualify on the physical characteristics of the territory. They'll do what's called prequalification, where they'll ride the head end of a locomotive or trains to learn the railroad and physical characteristics of that railroad. They will take a test on that section that they learned. Once they've passed the test successfully, then they're allowed to operate under the direction of an engineer instructor. They'll work under various engineer instructors during the OJT phase to learn different train types, operation of different equipment, and also operating styles, if you will.

Once they've completed the OJT and the DSLE or road foreman for that territory feels that the student is proficient and they've met the minimum requirements of our program -- in most cases we far exceed the minimum requirements for the program --

then they will let us know that the student is ready for promotion. They will do what's called a qualification or certification run with the student. The student must show that he's proficient on all routes. And once that is completed, the DSLE will sign off on and notify my office and we will make sure that the records are in place to promote.

Before they're promoted, we do send them to block training. And that's to go back for another operating rules class and all the requirements of block training as well. And in that block training, we actually cover all the information that you would use for recertification for engineers as well. So there's a component for air brake, mechanical, equipment, any training on ATC, cab signals, ACSES, emergency preparedness, those types of things are all covered during the block training. Once they've completed that, then we promote the student and they'll go to work as an engineer.

Q. Great. Right now, I don't have any questions. I'll defer to the right.

MR. BATES: William Bates. No questions.

MR. NICHOLS: Dave Nichols. A couple questions.

BY MR. NICHOLS:

Q. So, how was the program developed, John? Does it change over time? Did you develop it? How did --

A. The program is developed in conjunction with the BLET. There's a training committee, and within that training committee

the general chairman and the system general road foreman and our designees meet on an annual basis, or biannual or more if needed, in reviewing the program and updating the program as needed. And we have final approval of the program.

Q. Okay. Thank you. And question two, you said the initial training in Wilmington is 8 to 10 weeks, depending on the Northeast Corridor. How does the -- long does the OJT, on-the-job training, usually last?

A. The OJT portion relatively lasts between 12 months and 16 months.

Q. Okay. Thank you. That's all I have.

MR. FIELDS: Carl Fields, BLET.

BY MR. FIELDS:

Q. You referenced the scores for the different modes of signals, rules, mechanical, air brake training, and how many chances are they afforded to pass these exams?

A. For mechanical and air brake, are one. For operating rules and for signals, they have two.

Q. And are these -- afforded two chances for rules and signals. What's the time frame broken between giving them the test again? Is it a day? Is it the -- within minutes --

A. No.

Q. -- if they fail?

A. No, no. In most cases -- we won't give them the test again that day. In most cases, they'll want to do it the next

day. They're afforded the opportunity, time, if they need a second day to retest. But we do not retest on the same day.

Q. Is it the same exact test or is it deviated from the initial test?

A. Depending on the operating rule, we can -- we have multiple tests. So it would be a different test.

Q. Thank you.

A. Yeah.

Q. That's all I have for right now.

MR. MRUK: Edward Mruk. I have no questions.

MR. BULL: Mike Bull, FRA.

BY MR. BULL:

Q. You mentioned that the OJT is 12 to 16 months. Has anybody ever reached the 16-month limit and you do not certify them? Has that been a problem?

A. In most cases, they don't get that far. They usually washed out -- or I should say or, you know, resign before that. Either they know that they're not getting it or they're to the point where we'll dismiss them.

Q. Okay.

A. Yeah.

Q. All right. Do you know when the last revision of your certification program was updated? You mentioned 2008 and 2009 for parts of it. But --

A. That's -- that was the curriculum and training itself,

not the -- or, are you -- we're just talking about training and not the submission?

Q. For the submission.

A. The submission?

Q. Yeah.

A. Yeah, the submission is -- was revised. The last revision was 2014.

Q. Okay. Good. That's all I have. Thank you.

DR. JENNER: Steve Jenner.

BY DR. JENNER:

Q. I was curious in terms of the qualification for physical characteristics. Typically, how long -- or how many trips typically would someone need to get qualified?

A. That's going to depend on the territory. So the complexity, and that's -- you know, how many tracks do I have, how many -- you know, how many interlocking are within that location. So it's the complexity of the railroad that will dictate the time frame needed.

Q. Okay. The most challenging of the territories, what --

A. Uh-huh.

Q. -- do you have an estimate of what that might take?

A. Well -- sure. Like Zoo and like Philadelphia, because Zoo is so expansive, that little section, which may be 2 miles, will take 1 week just to learn itself.

Q. Okay. What does that mean, 1 week just to learn?

A. That --

Q. Just going over it multiple times?

A. They will -- well, one, you have to -- they'll do a walk-around because of the complexity of it. So we have someone that is a subject matter expert, if you will, that will actually do the walk-around with them and show them the nuances of that territory. And then they will ride different trains over the territory and look at different things, study their timetables, special instructions. And then they'll come back and take a test within roughly a week to 10 days on that territory.

The way it's broken up here in the Northeast Corridor, most cases it's roughly in 30-mile sections for a 5-day -- after 5 days of riding, then they're tested normally. So --

Q. What makes the Zoo so challenging?

A. You have multiple routes and leaving 30th Street you go -- you can go to New York. You can go to Harrisburg. Then there's a Y. There's a ladder with other tracks as well. It's very complex, with a lot of different tracks and a lot of different directions that you can go. And there's a lot of different signals -- high signals, low signals, running against the current traffic and the rules that are in effect. We only have cab signals on certain tracks, those types of things. And all of these things they have to know.

Q. Right.

A. So -- and there's a lot of different speeds.

Q. Okay. The territory where the accident occurred, how would you characterize that in level of difficulty?

A. That's a fairly easy piece of railroad to learn.

Q. And easy based on what?

A. Compared to Zoo or Penn Station or between New York and Dock, it's -- which is very complex. It's pretty simple. You have a four-track main, very few interlockings there. But you have simple moves.

Q. Okay. So if someone were training on this and it were broken down to a 30-mile section, you would expect typically they would pass it in 5 days?

A. Yes.

Q. Okay. Now, the road foreman, you had mentioned earlier, determines if he passes based on minimum requirements. What type of criteria would a road foreman use to determine if this person is ready to pass or not?

A. Pass -- what are we referring to?

Q. Well, they have to pass all -- they have to pass tests at a certain percentage.

A. Right.

Q. And then they have to show proficiency --

A. Right.

Q. -- in the territory. So what decision does the road foreman decide --

A. Okay.

Q. -- use to say he's ready to move on?

A. All right. Physical characteristics, they need to know the territory, it's 100 percent. Okay. For the student, we have a student handbook and within that handbook there are 42 proficiencies outlined. That was developed along with the BLE back in the early 2000s, implemented in 2005. And the road foremen use that as a guideline. That's for proficiency -- there's 20 other proficiencies on equipment. So there's a qualification for equipment as well. Within those 20, there's 18 equipment types, there's two -- one is for changing ends and one is for making up all the units.

Q. Okay.

A. So, they have to perform those functions and they have to be proficient in the operation of those locomotives.

Once all of those have been signed off by, and they have to be signed off by a DSLE. that -- and also the operation over the territory, which is the other piece -- proficient in operating over the territory for the trains that they operate. Once they've completed that, that's when the road foreman then says, okay, he's ready to promote.

Q. Twelve to 16 months to become qualified from -- is that from day 1, or is that from starting after the classroom?

A. It's typically after the classroom.

Q. Okay.

A. Yeah.

Q. Do you know how that compares to other -- you know, a sample of other programs? The Union Pacific or Metro-North or other carriers?

A. Right. From what I'm told and from what I -- you know, speaking with other railroads and also we've hired engineers from other railroads, our class -- our training is quite extensive and a lot longer than others.

Q. That was my impression as well. Okay. Any -- are there any changes, modifications to the training program that are underway right now?

A. Currently, no. There's none at this current moment.

Q. Uh-huh. Okay. Great. Well, thank you.

A. You're welcome.

MR. BUCHER: Dave Bucher again.

BY MR. BUCHER:

Q. I'd like to follow up briefly on engineers transferring within the Amtrak system. And by that I mean people that would come from like the West Coast Division to the East Coast Division. And what would be the scenarios of training for someone that came from West to East and operating on the Northeast Corridor?

A. Okay. They would bid in. They have national seniority, so they could bid into a job that they could hold based on seniority. Coming to, let's just say, New York, Philadelphia or Washington or Boston, no different than a student. They will go out, learn the physical characteristics the same way. So they'll

have 30-mile sections, if you will; sometimes, again, based on complexity it may be smaller or bigger.

Then they go back to the operating practices department. They'll take their physical characteristics exam. Must pass. Once they've passed, then they are again put on board with an instructor engineer. And then they operate until they're proficient, and then the DSLE road foreman must then come out and do the proficiency ride on them and say that they're qualified to operate.

Q. Okay. And I guess as a follow-up, then, we're talking about another 12 to 16 -- or less? We're talking about less, because they're already qualified engineers elsewhere?

A. Yeah. Because they're qualified engineers and they're used to the operation -- operating rulebooks, those types of things, it's expected, one, they're going to learn a lot quicker. So -- yeah, the time frame for them to qualify is a lot faster than what a student would because of their experience.

Q. Okay. That's all I have right now.

MR. BATES: No, no questions. William Bates. No questions.

MR. FIELDS: Carl Fields, BLET.

BY MR. FIELDS:

Q. How was the OJT time frame of 12 to 16 months established or determined? Do you know?

A. It's not that it's an establishment or determined. It's

just based on how our program works and the way the -- and also the complexity of where they're hired at. So I'm a student that maybe I'm hired in St. Louis. I only have to learn between St. Louis and Chicago. I may be promoted in 12 months because it's not as much as we have -- like here on the Northeast Corridor, we have a very complex railroad and a lot more equipment type to learn. So it's based on, you know, the complexity of railroad, what they have to learn, and also the amount of equipment they have to learn to operate.

Q. And how is Amtrak's manpower status currently, with attrition and everything with locomotive engineers?

A. Where at?

Q. Where at, as far as are you running thin with locomotive engineers, to where you -- they're turning quite often?

A. I would have to do some type of analysis to look at that. I don't know of any issues at this point. Our location where we're short -- we hire based on manpower needs and that's looked at on an annual basis in a -- there's a plan that's developed based on fiscal year. And that plan starts -- we start working on that plan in June and then the plan rolls out in September in preparation for the following fiscal year's training. And that's based on attrition on who can retire, and then also a percentage of folks that we know -- okay, we have a percentage every year of maybe somebody goes off on disability or leaves the company or is terminated.

Q. Do you know the tenure of the locomotive engineer on the accident train, of how long he has been working on the Northeast Corridor? Approximately.

A. I would -- it's a little over -- roughly, I'd say about 2 years. I don't know the -- I'll get the dates and I can give you, but roughly 2 years he's been with the Northeast Corridor.

Q. Do you have any idea how many locomotive engineers you have -- or candidates you have trained on the Northeast Corridor in the last 2 years?

A. I'd have to do an analysis, but I could get that real quick.

Q. And/or how many failed on the Northeast Corridor?

A. That I -- I could get it. I just don't know off the top of my head.

Q. Thank you. All right. When you have a candidate performing behind the throttle with an engineering instructor -- is that what their title is?

A. Yeah.

Q. Okay. Are they pressured in any way or is there leniency given for on-time performance?

A. No. There's leniency given. It's been actually -- it's in our contract that way. You know, we know that students can't operate at the level an engineer can, so we actually wrote into the contract that there won't be discipline assessed for certain types of things. Yeah.

Q. That's all I have right now. Thank you.
A. Um-hum.
Q. Appreciate it.
MR. MRUK: Edward Mruk. I have no additional questions.
MR. BULL: Mike Bull. One question.
BY MR. BULL:
Q. On the skills test that -- or qualifying test -- I'm not sure what you call it. But is it done the whole length of the territory that somebody is qualified on or recertifying on?
A. Okay. For the skills performance test for certification, the engineers are ridden with over the territory for each train type and qualified. And that's the entire territory in both directions.
Q. Okay. So they do get tested in the most demanding class of service that they're expected to operate in?
A. Absolutely.
Q. Okay. That's good. Thank you.
A. Uh-huh.
DR. JENNER: Steve Jenner.
BY DR. JENNER:
Q. I'm going to jump around a little just based on previous questions. For someone coming from the West Coast to the East Coast, the qualification is less than a new student engineer. What -- approximate, what would be a typical time period?
A. Well, I would say less than 6 months.

Q. Okay.

A. And depending on how quick the learner is or the experience the person has, they could qualify out here in 3, 3 to 4 months.

Q. Okay. There was a question moments ago about discipline for late arrivals. Can you talk about Amtrak's policy about discipline and what is the policy for arrival late, and --

A. Well, there is no discipline policy for arriving late. But in our contract there is -- we outline that, okay, we know that students don't have the experience that an engineer has. So we say, okay, if, you know, we're running the train, it's not -- we may be a few minutes late. It's expected and understood, you know, that a student is not going to be at the level of operation as a regular engineer.

Q. Yeah.

A. So there's a couple of things, and I don't know them all off the top of my head, but --

Q. Right.

A. -- but maybe a little bit of rough train handling and maintaining track speed, those types of things, so --

Q. Okay.

A. Yeah.

Q. And for a qualified engineer, what -- if you can walk me through -- I don't want to use the word discipline, then. If someone does show up late a number of times that you're not

comfortable with, what is the process there?

A. We would go out and monitor the employee to see if there's an issue with proficiency or is there something more to that.

Q. Okay.

A. Why is the train late or why are we operating late?

Q. Right.

A. I'm going to take a look, a deeper look and see before we take any action.

Q. What would be common reasons why someone operates late?

A. Typically don't. So we don't normally see that. So I don't know if there's any common reason. We just typically don't see it. And we're as a passenger railroad, so we operate trains by a schedule, so --

Q. Right.

A. Yeah.

Q. So I think you just answered the next question. It's pretty infrequent that you have to have this discussion with an engineer?

A. Yeah. Yes.

Q. Okay. We were going to talk about -- changing subjects slightly, about new equipment training.

A. Sure.

Q. And so if we can start with that. My understanding is that the equipment that -- the locomotive that was involved in

this accident was a newer piece of equipment for you. Can you just walk us through how someone is trained and --

A. Sure. So with new equipment, where we bring equipment in where we have engineers that are already qualified, obviously they're not going to go through new hire training. We have a class set up for them at their location or crew base. For this particular locomotive, it was set up that they had 1 day of classroom and hands-on training, where they would go into the classroom for 4 hours, and then after that 4 hours, they spent 4 hours of hands-on. And that was going over the locomotive and the components of the locomotive, and the cut-outs and so on, the features of the locomotive.

After that, they're put on the locomotive with the -- where they would operate with a road foreman, DSLE, who would then qualify them. And if they were proficient in most cases -- because of the components of the locomotive there's not a whole lot of difference in operation, so they pick it up rather quickly. In most cases, they're proficient on their first trip. But if they needed additional time, we would give them additional time. Some engineers did ask for additional time and we gave them additional time.

Once they're proficient, we would enter an evaluation, a monitoring ride for that employee, qualifying them on that equipment.

Q. Okay. I'm sorry, did you say it could be as quick as

1 1 day?
2 A. Well, 1 day of classroom and hands-on. That's just
3 walking around a locomotive.
4 Q. Right. And then in terms of --
5 A. Then after that they would operate the locomotive. They
6 would go out with a DSLE or a road foreman on the train, and then
7 operate that locomotive under the direction of that DSLE or road
8 foreman.
9 Q. Right.
10 A. And then during that operation they would go over the
11 whole route.
12 Q. Right.
13 A. So, like Washington to New York. And they would be --
14 most cases, they're proficient by the time they reach the other
15 end. I mean -- and then if they're not, the road foreman would
16 give them more time -- 2 days, 3 days, if needed, and sign them
17 off as being proficient in the operation.
18 Q. Right. And that's what I was referring to, the 1 day.
19 So, one one-way trip may be sufficient?
20 A. Yeah. Yeah.
21 Q. Okay. What are some of the biggest challenges of
22 adapting to a new piece of equipment for an engineer?
23 A. The technology, just the newer technology with the
24 equipment, the screens. And I'll just say in this particular
25 case, the screens are a little different than what the engineers

are used to looking at, just the way the screen design is.

Q. How about the overall just handling, acceleration and braking, and things like that?

A. That's pretty much a fundamental thing. I mean, most of the equipment, the braking are very similar. In the case of new locomotives, it's usually better. So you don't see a whole lot of challenges, you know, in that area.

Q. Uh-huh. Okay. Are there any recurring types of problems that you may see for someone transferring to a new piece of equipment? Or is the transition usually pretty smooth?

A. It's usually pretty successful. The troubleshooting aspect of it, when a locomotive -- you have a component failure or something happens, because of the technology and the change there, it's a little more complex. So we've actually -- what we've done is we've provided them with a quick reference guide, as you saw, that actually helps and takes them through the steps of troubleshooting. So if we have something fail, you know, they can reference something rather quickly.

Q. Okay. I'm not sure if part of the first initial day of classroom and the hands-on, does that involve simulation?

A. No, it does not. Not for the new equipment, no.

Q. Okay.

A. Yeah.

Q. So, but they're actually sitting on it --

A. Correct.

Q. -- during that one day?
A. They're hands-on, yes.
Q. Okay. Okay.
DR. JENNER: Let me just ask, does anyone have any questions about the new equipment? Because I wanted to change topics. But we can get around -- okay, Dave.
MR. BUCHER: Dave Bucher. We're actually staying in order.
BY MR. BUCHER:
Q. How long is this new type of locomotive -- I mean, I understand 6 months. But how long has it been on this run between D.C. and New York?
A. Since February of 2013 -- '13? '14. '14, sorry.
Q. '14.
A. '14. February 2014.
Q. And the new locomotive -- and we're talking specifically -- I'll get the -- ACS-64 is the locomotive type that --
A. Yes.
Q. -- was involved? Okay. I just wanted to make sure that's clear.
So that is a normal assignment for an engineer operating between New York and D.C.? Is that -- I mean, it commonly -- as opposed to switching to the AEM-7, which is also cycling back and forth between --
A. I'm not sure I understand the question.

Q. Well, how common would an engineer -- okay, let me rephrase the question. How common -- or, what would the expectation of an engineer going on duty in New York City, how often could he expect to get the new locomotive as opposed to the old one?

A. Well, depending on the job couplet. Because if he operates high-speed train sets, that's what he's going to get.

Q. Uh-huh.

A. But if he's got a regional train, which this is a regional --

Q. Right.

A. -- you could see either an AEM-7 or you could see the ACS-64. So it's going to be a mix.

Q. Okay. So it's really -- it's just the luck of the draw. When he shows up, that's where -- what he's going to get?

A. Yeah, it depends on what's available to put on the train, yeah.

Q. Okay. All right. I think that's all I have.

MR. BATES: No questions.

MR. NICHOLS: Dave Nichols. I have a question.

BY MR. NICHOLS:

Q. How -- when you developed the locomotive with Siemens, how did you go about designing the cab and all that kind of stuff? They just hand you something and give it to you?

A. The cab is actually -- I was involved in the design of a

lot of the locomotive. The cab itself was designed with a committee, and that committee was comprised of locomotive engineers from various locations on the Northeast Corridor and various seniorities as well. And we took their expertise. And we've also had some managers, some road foremen with experience in working with new equipment. And we worked with Siemens in the actual design of the cab and developed the cab design to the needs and wants of our engineers.

Q. Was there any resistance from Siemens in doing this? Anything that they refused to do?

A. They were well open to it and thought it was a good process and they're using that process now in building their other locomotives.

Q. That's all I have.

MR. FIELDS: Carl Fields, BLET.

BY MR. FIELDS:

Q. You -- again, a few acronyms going on. DSLE?

A. Designated Supervisor Locomotive Engineer.

Q. And -- thank you. And do you know what the acronym for the ACS is?

A. Amtrak City Sprinter.

Q. Amtrak City Sprinter?

A. Yep. And that's 6.4 megawatts, which equates to 8,000 -- I'd have to look at the -- 8,000-some-hundred horsepower. I think it's about 8,500, roughly, horsepower.

Q. And the other style locomotive that was referenced, AEM-7 --

A. Yeah.

Q. -- dash 7, what does that stand for, please?

A. I don't know what the AEM stands for. The 7 was 7,000 horsepower.

Q. Okay.

A. Okay.

Q. And how long has that been in service on the Northeast Corridor?

A. 1980, roughly, give or take.

Q. And still in use, as --

A. It is still being operated, correct.

Q. That's all I have. Thank you.

MR. MRUK: Edward Mruk. I have no questions.

MR. BULL: Mike Bull. No questions.

BY DR. JENNER:

Q. Changing directions a little, the engineer who was involved in the accident, did you know him before the day of the accident?

A. Not on a personal level, no.

Q. Okay. So were you -- I think you just answered the question -- involved in his training in any capacity?

A. Not on a personal level, no. Just oversight.

Q. Okay. That's fine. Then we'll stop there with those

questions.

How has the feedback been with -- you've had it for a little over a year -- with the new locomotives. What do the engineers think?

A. The feedback, I would say 99 percent has been positive.

Q. Um-hum.

A. The guys love it. It's new. It's a spacious cab. It's a comfortable cab. So the feedback has been real positive.

Q. Great. Okay. Thank you.

A. Yeah. I want to clarify one thing. We've had the locomotive here since August -- June, July, August of '13. It was put into service in February of '14. We were testing it out here since July of 2013.

MR. BUCHER: Dave Bucher. I have nothing else right now.

MR. BATES: Nothing.

MR. NICHOLS: Nothing for Nichols.

MR. FIELDS: Carl Fields, BLET.

BY MR. FIELDS:

Q. You mentioned 99 percent positive feedback on the new locomotive. That's a cab compartment design, I take it, or the overall --

A. Overall.

Q. Okay. What if you had an individual -- what's the process of giving feedback, positive or negative?

A. We actually have a email address for the engineers to send information in about the locomotive. So we have an ACS-64 team that actually meet on a monthly basis to review improvements and things that we can do to enhance the locomotive.

Q. All right. Thank you.

MR. MRUK: Edward Mruk. I have no questions.

MR. BULL: Mike Bull. One question.

BY MR. BULL:

Q. The email system that you get for feedback, is that anonymous or -- I mean, you know who it's coming from?

A. Yeah, we know who it's coming from.

Q. Okay.

A. Yeah. It's a mass email that there's a committee that all of us get the emails.

Q. Okay.

A. But the emails that come in, we know -- we don't -- well, we know what the address of the email is.

Q. Thank you.

DR. JENNER: Nothing for me.

MR. BUCHER: Anything else? All right. This concludes the second interview of Mr. Hines.

(Whereupon, the interview was concluded.)

CERTIFICATE

This is to certify that the attached proceeding before the

NATIONAL TRANSPORTATION SAFETY BOARD

IN THE MATTER OF:	AMTRAK TRAIN 188 DERAILMENT NEAR PHILADELPHIA, PENNSYLVANIA MAY 12, 2015 Interview of John Hines
DOCKET NUMBER:	DCA-15-MR-010
PLACE:	Philadelphia, PA
DATE:	May 13, 2015

was held according to the record, and that this is the original, complete, true and accurate transcript which has been transcribed to the best of my skill and ability.

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Jane W. Gilliam
Transcriber