



Daman
Products
Company, Inc.

1811 N. Home Street
Mishawaka, IN 46545-7267
North America Ph: 800.959.7841
Fax: 800.241.7664
International Ph: 574.259.7841
Fax: 574.259.7665
Internet: <http://www.damanifolds.com>

May 16, 2008

South Bend Community School Corporation Task Force Charged with Exploring NTHS

Notes to the SBCSC further clarifying my experiences during the April 2008 mission to Napa and Sacramento New Technology High Schools (NTHS):

- *During panel discussions with the kids in both schools, I saw stimulated, engaged, smart kids, even though they were White, Mong (their term), Hispanic and Black. From the perspective of racial diversity and equality, education is profoundly important. The fact that I saw these kids for how they carried themselves and their confidence led me to believe that this system has merit. Watching these kids melted away all stereotypes. They were simply engaged kids.*
- *All students were required to engage in significant community service, another key component of really belonging to a community. One of our student guides was giving his 70th tour; this counted as progress toward his requirement.*
- *Like NTHS, Advanced Manufacturing is not about new technology. What both are about is how people relate to each other by redefining the PROCESSES of communication and work flow, and in so doing, how the CULTURE is transformed. The education transformation we saw in California is, in my opinion, about as perfect a source for preparing kids to be productive as is possible. These kids can "plug and play" at Daman but, more importantly, they will move into less enlightened organizations and not tolerate the old ways of conducting work – or start their own businesses with better skills and confidence. This new way of looking at work and education has the potential to have significant impact on our competitiveness as a community. NTHS is illuminating.*
- *Now I will contradict my last comment. Daman hires few degreed people, and I heard in Napa that 97% of these kids go on to college. All of the kids in the panels we heard were going to college. A good chunk of them were going nowhere a few years before. From the creation of trade skills, I see this as a model to be refined to accommodate those kids who will fill jobs in manufacturing, retail, service, education and governmental organizations where college degrees are not required, but continued learning is.*
- *This seems to be a scalable methodology. The scope and complexity of the projects determines the rigor. In time, models could be created for those intending vocational careers. The social fundamentals of the program are universal.*
- *One instructor in Sacramento related that, initially, developing their own projects (after living the program for years) would take two instructors two weeks. It now only takes one instructor a long Saturday afternoon. I think the array of projects will work for us. I would love to have my 12 year old in both projects we witnessed: designing an underwater antenna (they were researching [independently] how dolphins use sonar), and solving a crime using their own DNA as part of the process.*

For more insight on the needs that NTHS addresses, see our whitepaper entitled **Harvesting the Energy of Leadership and Innovation Within Our Educational System** at <http://www.daman.com/casestudies/DamanEducation.pdf>

Larry M. Davis
President