

Endow the future

Opening contributions are close to \$200,000 in the Deming Endowment Fund, recently created by The W. Edwards Deming Institute to secure the Institute's ability to provide ongoing services year after year. The endowment fund will enable the Institute to provide a broader reach, more and quicker services, and enhanced activities. It will assure that future generations, students, scholars, and practitioners, have an opportunity to learn about Dr. Deming's theory of management. Simply put, an endowment fund is a permanent savings account, the interest from which is used to fund ongoing needs of the Institute. The principal is not used, which is why income is assured in perpetuity.

Projections indicate that a \$5 million endowment would assure the Institute's capacity to provide ongoing base level services, provide reprints of articles and reference materials to people and organizations, maintain a reference library, give guidance to those that seek help, sponsor conferences, seminars, and research opportunities, provide travel scholarships to support research at the Library of Congress, and grant tuition scholarships for the four-day seminar and other learning events.

The Institute's endowment policy provides for named endowments for gifts of \$10,000 or more. Contributors may name a fund within the Institute endowment fund after their family, company, or a loved one. Let your employer join you as a giving partner. Many businesses offer a matching gift program in their employee benefits package. If you or your spouse work for a matching gift company, you can take advantage of this program and double, triple, or even quadruple your gifts to the Institute. Each time you make a gift to the Institute, your employer makes a gift as well. Your employer's policy dictates the matching amount. As a donor, you will be credited with the total contribution, including the corporate match. Contact your human resources department for instructions on requesting matching gifts.

Ensure the future. Make a gift today. Write "endowment" in the memo section of your check

and send it to The W. Edwards Deming Institute,® PO Box 59511, Potomac, MD 20859, or telephone 301-294-8405 and charge your contribution to your credit card. Please be as generous as you can. Also consider making The W. Edwards Deming Institute a part of your will and estate planning. The future depends on you. ■

America 2000 and Goals 2000: Are We Better Off?

By Nida Backaitis

A decade ago, in a special seminar for the American Association of School Administrators in 1991, W. Edwards Deming sounded a warning about the U.S. system of education: "Education is in worse condition than we thought. The days of Frederick Taylor and Henry Ford are over. Volume production is gone. Where did it go to? Automation . . . to Mexico, Taiwan, Korea, Singapore, other places . . . We're going to have to live by brains . . . to bring in money . . . from services, high grade knowledge, or high value, high profit machinery — diagnostic equipment, airplanes. Is our education suited for even today? Certainly less for tomorrow . . . We're going to have to live by brains. What we're producing is information in Johnny's head — fill his head with information — get a high grade."

It was with great disappointment that Deming reviewed the "America 2000" initiative, which had burst onto the national scene with a flurry of good feeling. At the time, it was widely supposed that Americans finally would come together to fix the public schools, whose mediocrity had been identified as a national threat in the federal government's 1983 report, "A Nation at Risk." America 2000 was subsumed later into the "Goals 2000: Educate America Act" to promote "coherent, nationwide, systemic education reform." It is a federal program that provides grants to states and school districts in exchange for the establishment of challenging academic content standards and



Courtesy MIT/CAES

"We must preserve the power of intrinsic motivation, dignity, cooperation, curiosity, joy in learning, that people are born with."

— W. Edwards Deming

Inside Deming Interaction

Institute grant	2
Swiss Deming Institute	3
Regional conferences set	3
Registration	4
Events	5
Calendar	6
Reflection	6

Current Institute Projects

- Administration
- Bill Ratcliff
- Conference Strategy
- Kim Melton
- Deming Electronic Network
- Jim Clauson
- Deming Library of Congress Collection
- Board of Trustees
- Deming Papers Research Scholarships
- Board of Trustees
- Internet Strategy
- Kevin Cahill
- Network of Deming Associations
- Dan Robertson
- Newsletter
- March Jacques

Board of Trustees

Edward Martin Baker, Ph.D.
 Diana Deming Cahill
 Kevin Cahill
 Vincent Cahill
 John A. Hillerich III
 Joyce Nilsson Orsini, Ph.D.
 Gipsie B. Ranney, Ph.D.
 Linda Deming Ratcliff
 Robert Rodin
 Richard R. Steele
 Michael D. Tveite, Ph.D.

www.deming.org
 P.O. Box 59511
 Potomac, MD 20859-9511
 Phone: 301-294-8405
 Facsimile: 301-294-8406

THE W. EDWARDS DEMING INSTITUTE®
 FOSTERING UNDERSTANDING OF
 THE DEMING SYSTEM OF PROFOUND KNOWLEDGE™

America 2000

continued

accompanying assessments. Related legislation includes the School to Work Act in 1994; the Workforce Investment Act in 1998; the Elementary and Secondary Education Act (ESEA, H.R.2/S.2); and the Straight A's Act (Academic Achievement for All (HR 2300).

Deming described America 2000 as a “horrible example of numerical goals in public places.” Rather than seeing this legislation as leadership for bold reform, Deming saw statements such as “all schools will produce extraordinary gains in student learning” as arbitrarily defined goals, which by themselves were meaningless. “Only the method is important. By what method?” Deming asked. (*The New Economics*, p. 45-46) Other provisions in America 2000 tied the goals to financial rewards and punishments for schools, school districts, and states. Deming feared that such measures would take the focus off of reforming education and put it squarely on achieving specific goals in order to win federal funding. And further, the measures would effectively pit teachers, principals, schools, and school districts against each other for the funding.

The question today is this: has America 2000 and the legislation that followed it improved education? By what method? What results have been achieved from the investment of billions of dollars? Is Johnny better off? Is society better off? How would we know? There has been no comprehensive assessment of the effectiveness of Goals 2000 and little other than spotty anecdotal evidence to suggest its success or failure (National Education Goals Panel, 1998; Department of Education, 1999).

Unfortunately, several of Deming's fears have been realized. An *Education Week* special report, *Quality Counts 2001* found that “high stakes” state tests are overshadowing the standards they were designed to measure and could be encouraging undesirable practices in schools. Teachers are forsaking core curriculum in favor of teaching to the test. Parents are tutoring to the test. Some teachers reportedly encourage “intellectually challenged” students to stay home on test days. Other teachers are under indictment for giving students practice with test questions or for changing student answers.

Deming might say that the teachers are merely responding rationally to the system that they are a part of, and it is the laws themselves that should be under indictment. Who could blame school officials for attempting to achieve high scores at all costs? Not only are school funds at risk, so are their careers. Property values are strongly influenced by Johnny's test scores. Meanwhile, parents are voting with their feet and their wallets: voucher programs, home schooling, and charter schools are gaining popularity.

For Deming, leadership of educational reform would unify the efforts of students, teachers, school administrators, and society around a single aim. It would allow Johnny, from “toddler on up through university to take joy in learning,” to be educated and to grow as a person, not only for the changing world of work, but also for the arts, serious inquiry, exploration of the world around him, and for living in society. Reform would abandon the assembly line, “one size fits all” model of education and foster a recognition that children are different, that they learn in different ways, and would encourage the development of teaching methods that recognize these differences or risk alienating children. (*The New Economics*, p. 122) ■

Institute grant supports new community project

The W. Edwards Deming Institute recently granted \$15,000 to support the Waukesha County Community Partnership Project. The project is a new initiative administered through the Center for Quality and Innovation at Waukesha County Technical College in Pewaukee, WI. It is modeled on the Community Partnership Project, which the Institute conducted in partnership with the City of Tacoma and Pierce County, Washington. For information about the Waukesha project, contact Liane Dolezar, 262-691-5509; Britt Hall, 262-691-5461; or March Jacques, 262-691-5152. ■

Swiss Deming Institute based in Zürich

The Swiss Deming Institute (SDI) was founded in 1996 by Dr. Ernst C. Glauser in Zürich, to bring the Deming message to the attention of Europe's institutions, organizations and citizens.

According to Glauser, "The great organizational paradigm of bureaucracy, hierarchy, oligarchy, command-and-control barely wavered in the 20th century but as we now move from the industrial age to the information age, the need for the Deming philosophy grows ever greater."

"Managing complexity in order to provide sustainable competitiveness in the global, information age needs a method. Industrial age methodology, it is becoming increasingly clear, will not do it. The crises that Dr. Deming faced in both Japan and the U.S.A., great as they were, may pale into insignificance beside the difficulties we face in putting the old paradigms of management to rest and rethinking the way we live our lives in the information age. A lot of wisdom will be required to make this transition and the system of profound knowledge could have been a manifesto written for this new age."

Much of the early effort of SDI focused on establishing a web site (www.deming.ch) with a European orientation. Informative, topical and sometimes controversial, the site content is in German and English. It provides an introduction to the Deming philosophy and offers downloads of largely fresh material. The site has garnered some 4000 visitors and 4900 downloads of papers with a steadily increasing proportion of papers downloaded in the German language. SDI also offers courses for organizations, colleges and universities.

For more information about the Swiss Deming Institute, contact: Ernst C. Glauser or Noel C. Spare, Postfach 71, CH-8126 Zumikon, Switzerland; phone 0041 1 918 11 19, fax 0041 1 918 11 70. ■

Two regional conferences set for April 2002

The W. Edwards Deming Institute is co-sponsoring regional conferences in California and in Michigan in April 2002. April 5-7, the Capital Quality Initiative (CQI) of Lansing, MI, will host a Midwest Deming conference on "Lifelong Learning" at the Kellogg Conference Center on the campus of Michigan State University. Plans include topics of special appeal to educators at all levels. Volunteers planning the conference include Adrian Bass, Ian Bradbury, Tom Coens, Ed Souders, Dick Steele, Carol Towl, and Melvin Villarreal.

April 20-21, the Deming Institute will be one of several co-sponsors supporting a "West Coast Forum: Creating New ROIs," in Canoga Park, CA. The conference will take an expansive look at returns on investment and exploring new possibilities for ROI — revolutionary, radical, opportunities, innovation, improvement, interactions, inspiration.

For information about the Michigan conference, contact Adrian Bass, director of Capital Quality Initiative, at abass@lansing.cc.mi.us, 517-483-1362. For information about the West Coast Forum, contact Bill Bellows at William.Bellows@West.Boeing.com, 818- 586-6579; Dan Robertson at DanRobrtn@aol.com, 650-964-9186; or Marcia Daszko at Mdaszko@aol.com, 408-247-7757. ■



Deming Interaction is the newsletter of The W. Edwards Deming Institute®. The Institute's aim is to foster understanding of The Deming System of Profound Knowledge™ to advance commerce, prosperity and peace. We welcome participation. Participation in the Institute means that we share Dr. Deming's vision of a better world. We participate because we strive, with joy, to carry on the work that he began. We seek to conduct ourselves in a manner consistent with his high moral and ethical standards, professional and personal integrity, and commitment to lifelong learning. We do this solely from our dedication to the philosophy and values of Dr. Deming and our belief that together, we can and will make a difference in the quality of life for everyone.

The W. Edwards Deming Institute® is a volunteer, nonprofit organization. There is no paid staff. Volunteers, including conference speakers, video seminar facilitators, members of the design council, and the board of trustees, all donate their time to the Institute.

CONTRIBUTIONS WELCOME

The Institute welcomes your charitable donation to further its educational programs. To make a contribution, please contact the Institute at the address below.

Send address changes to:

The W. Edwards Deming Institute®
Box 59511
Potomac, MD 20859-9511
Email: staff@deming.org
Telephone: 301-294-8405
Facsimile: 301-294-8406

Please direct comments and suggestions regarding this newsletter to March Jacques (262-786-9336 or march@execpc.com).



Savoring the moment following the awards ceremony at the 2001 Annual Quality Congress of the American Society for Quality: Peter Scholtes (left), Ishikawa Medalist; Diana Deming Cahill, chairperson of the Deming Institute; Thomas Nolan, Deming Medalist; Joyce Orsini, president of the Deming Institute.

Location

The Deming Institute's 2001 Fall Conference and Four-Day Video Seminar will be held at the Marriott's Georgetown University Conference Center, 3800 Reservoir Road, NW, Washington, DC 20057. Located on the campus of Georgetown University, the hotel provides easy access to one of the nation's most treasured historic districts. In addition, the hotel offers a variety of on-site restaurants, convenience stores, the Georgetown University Bookstore, a business center, guest laundry, and exercise room. The closest airport, Ronald Reagan Washington National Airport, is 15 minutes by taxi. Monday through Friday during normal business hours, Georgetown University provides free half-hourly shuttle service to the Conference Center from two metro locations: DuPont Circle and Rosslyn. For more information about these local area shuttles, inquire when you make your room reservations at the Conference Center.

Lodging

A room rate of \$145 (single), \$155 (double), per night plus applicable taxes, is available for guests attending the Fall Conference and/or the Four-Day Video Seminar. To ensure a room at the conference rate, reservations must be made by September 21. Call 800-228-9290 or 202-687-3232 and request the W. Edwards Deming Institute room block.

Meals

Conference and seminar fees include continental breakfast, lunch, and refreshment breaks.

The Deming Institute accepts registrations and credit card payment online at www.deming.org. Or use this form to register by mail or fax.

Mail to:

THE W. EDWARDS DEMING INSTITUTE®
 PO Box 59511,
 Potomac, MD 20859-9511
 • Tel: 301-294-8405 • Fax: 301-294-8406 • Email: staff@deming.org
 • Internet: www.deming.org.

For more information about events sponsored by the Deming Institute, see www.deming.org. For questions regarding registration, email staff@deming.org or phone 1-301-294-8405.



W. Edwards Deming™

THE W. EDWARDS DEMING INSTITUTE®
FOSTERING UNDERSTANDING OF
THE DEMING SYSTEM OF PROFOUND KNOWLEDGE™

Joy in Work—Fall Conference

October 13–14, 2001
 Washington, DC

Planned Experimentation Seminar

October 10–12, 2001
 New York City

Symposium on Deming's Analytic Papers

October 29–30, 2001
 New York City

Four-Day Video Seminar

October 15–18, 2001
 Georgetown University Conference Center
 Washington, DC

Research Seminar

February 19–20, 2002
 New York City

Focus on the Work of Walter A. Shewart

June 10–11, 2002
 New York City

RSVP NOW! RESERVE YOUR PLACE

- Fall Conference, October 13-14: \$150, Saturday 8:00 a.m. to 5:30 p.m., Sunday 8:00 a.m. to noon
- Four-Day Video Seminar, October 15-18: \$795
- Planned Experimentation Seminar, October 10-12: \$595
- Symposium on Deming's Analytic Papers, October 29-30: \$195
- Research Seminar, February 19-20: \$395
- Focus on the Work of Walter A. Shewart, June 10-11: \$395

Name: _____

Organization: _____

Address: _____

City: _____ State: _____

Zip: _____ Country: _____

Email: _____

Home Phone: _____

Work Phone: _____ Fax: _____

To be included in the on-site list of attendees, please indicate what information you wish to share with other attendees.

- ___ Include all the above information.
- ___ Include all information except my home phone number.
- ___ Include only my name and organization.
- ___ Do not include any information about me.

Payment: ___ Check enclosed ___ VISA ___ MasterCard

Credit Card Number: _____

Expiration Date: _____

Name on Card: _____

Signature: _____

FINDING JOY IN WORK AND CONTINUAL LEARNING.

Four-Day Video Seminar

The W. Edwards Deming Institute® is pleased to offer the Four-Day Deming Video Seminar, October 15-18, 2001, in Georgetown, Washington, DC. Built on archive videos of Dr. Deming's famous Four-Day Seminar, this seminar blends video footage of Dr. Deming presenting his theories with active participant exercises, discussions, working groups, and presentations by experts in Deming's theory of management. The seminar's instructional design covers the same material that Dr. Deming included in his Four-Day Seminar:

The Deming System of Profound Knowledge.™
The Red Bead Exercise. Optimization of a system.
Context for improvement. Managing stable and unstable systems. Understanding variation. The Funnel Rules. 14 Points for Management. Faulty practices; better practices. Sustaining change. Learning and organizational change. Mandates for leadership. Cooperation as a competitive tool. Customer-supplier involvement. Identification of real issues. And much more.

Large screen video presentations bring the best of Dr. Deming back to the podium. Live facilitation, by master teachers who assisted Dr. Deming at his seminars, creates an interactive learning environment. Small working group activities, scattered throughout each day, provide ample opportunity to deepen understanding and clarify concepts.

The Deming Four-Day Video Seminar costs \$795 per person. The fee includes continental breakfast, breaks and buffet lunch each day, plus copies of *Out of the Crisis*, and *The New Economics*. Refunds will be given for cancellations received at least three weeks prior to the seminar. Substitutions may be made at any time.

New this fall

SEMINAR ON PLANNED EXPERIMENTATION

October 10-12, the Deming Institute will sponsor a hands-on seminar in planned experimentation at Fordham University in New York City. Attendees will experience quality improvement through the tools of statistical process control (SPC) and the PDSA cycle in a real-world application. Using a computer simu-

lation and working in teams, participants will conduct a series of directed improvement cycles applying concepts taught in the lecture to improve the performance of operations in a brick factory. The seminar leader, Lloyd Provost of Associates in Process Improvement, will guide participants as they apply methods for understanding measurement variation, learn the theory and methods of planned experimentation, design experiments, and learn to integrate various methods of quality improvement. Attendance is limited to 24 participants. Basic SPC knowledge is required. The \$595 seminar fee includes continental breakfast, lunch, and breaks each day, as well as the text *Quality Improvement Through Planned Experimentation* by Moen, Nolan, and Provost.

SYMPOSIUM ON DEMING'S ANALYTIC PAPERS

October 29-30, 2001, the Deming Institute will conduct a symposium in New York City on Dr. Deming's analytic papers. The seminar fee is \$195. Known broadly for his work in improvement of management, Dr. Deming also wrote some 200 analytic papers, primarily between 1945 and 1975. These articles have long been used as models by statisticians around the world. (For a list of papers written by Dr. Deming, see www.deming.org.)

If you are interested in presenting, contact Joyce Orsini, orsini@fordham.edu. Presenters are expected to understand the methodology and purpose described in Dr. Deming's paper, present a 20-30 minute summary, be able to respond to questions and lead discussion.

COMING NEXT SUMMER

June event focuses on Walter A. Shewhart

June 10-11, 2002, the Deming Institute will sponsor a two-day event in New York City focused on the works of Walter A. Shewhart. The event is designed for people who wish to better understand the richness of Dr. Shewhart's work in its historical, philosophical and statistical contexts. This interactive event will focus on understanding the basic considerations and outcomes of Shewhart's thinking on the nature of statistical control, and on distinguishing his work from other types of analysis. The fee for this intense learning opportunity is \$395.

CALL FOR PAPERS

The W. Edwards Deming Institute announces a call for papers for its first research seminar, February 19-20, 2002, in New York City. Papers that link Dr. Deming's work to academic literature, or to other great thinkers are particularly sought. To be considered, send an abstract of 200 words or less by October 1, 2001, to orsini@fordham.edu or mail to The W. Edwards Deming Institute, PO Box 59511, Potomac Maryland 20859. The seminar fee is \$395. For seminar registration, guidelines for papers, and more information, please see www.deming.org or telephone 301-294-8405.

FALL CONFERENCE

October 13-14, 2001, The W. Edwards Deming Institute will explore the complexities of joy and joy in work at its annual fall conference at Georgetown University Conference Center. Sessions will investigate the connections between joy and related concepts such as artful work, soul, ecstasy, spirit, harmony, flow, creativity, innovation, passion, intrinsic motivation, pride, learning and physiology. Speakers also will probe factors that inhibit and contradict joy such as fear, thrill, stress, controls, addictions, reductionism and extrinsic rewards.

Sessions and speakers

- **Dick Richard**, author of *Artful Work*, *Setting Your Genius Free* and *Assessing Your Team* will examine the energy of artful work as a useful paradigm within enterprises that commit to developing the potency of people, spirit in the work community and stewardship of life itself.

- **Mary Jenkins and Tom Coens**, authors of *Abolishing Performance Appraisals*, will examine how to create alternative, non-appraisal approaches that are based on healthier assumptions about people. Their session will offer progressive approaches to feedback, coaching, compensation, promotions and legal documentation.

- **Hazel Cannon** of the British Deming Forum will introduce participants to a technique for being "in the moment" and other behaviors that people can practice to increase joy and reduce stress in their lives.

- Additional speakers are still being confirmed. Sessions are designed for participant interaction. Participants will be encouraged to use a journal to record their thoughts and learning, and to create new learnings through dialogue. Each session runs approximately one hour and fifteen minutes and engages 20 to 50 participants.



MARK YOUR CALENDAR

- | | |
|--|--|
| <i>Planned Experimentation Seminar</i>
October 10-12, 2001
New York City | <i>Focus on the Work of Walter A. Shewhart</i>
June 10-11, 2002
New York City |
| <i>Fall Conference: Joy In Work</i>
October 13-14, 2001
Georgetown University
Conference Center
Washington, DC | <i>Fall Conference 2002</i>
October 12-13, 2001
Georgetown University
Conference Center
Washington, DC |
| <i>Four-Day Video Seminar</i>
October 15-18, 2001
Georgetown University
Conference Center
Washington, DC | <i>Future Four-Day Video Seminars</i>
May 13-16, 2002
Budapest, Hungary |
| <i>Symposium on Deming's Analytic Papers</i>
October 29-30, 2001
New York City | October 14-17, 2002
Georgetown University
Conference Center
Washington, DC |
| <i>Research Seminar</i>
February 19-20, 2002
New York City | October 2002
Costa Rica |
| <i>Lifelong Learning Conference</i>
April 5-7, 2002
Lansing, Michigan | January 28-31, 2003
(Just before Carnival)
Rio De Janeiro, Brazil |
| <i>West Coast Forum</i>
April 20-21, 2002
Canoga Park, California | October 2003
Washington, DC and
Las Vegas, Nevada |

For reflection

Dr. Deming made the following comments in a short article that appeared in December 1970 in English in a Japanese publication called *PHP* (Peace, Happiness, Prosperity). “. . . I firmly believe that peace, happiness, and prosperity can live together. In fact, without some adequate level of prosperity, there is no peace and not much happiness. Peace and happiness through prosperity was in fact at the root of my thoughts when in 1950, in Japan, I wrote the following inscription on the medal for the Deming Prize, given annually by the

Deming Prize Committee to a company that has successfully and effectively advanced the quality of their products: ‘The right quality and uniformity are the foundations of commerce, prosperity, and peace.’



“Quality brings commerce. It brings people together from different parts of the world, makes friends, and brings respect. . . . Quality does not stand still, however. Invention and design of new products are essential parts of quality. Design, manufacture, marketing, service, testing, all go on forever in a cycle.”

