

## Dances of the Mind: Learning and Research as a Way of Life

### Excerpts from the Closing Banquet Address by Gladys Gary Vaughn

KON Leadership Conclave  
Grosvenor Resort, Walt Disney World  
Orlando, Florida, August 4, 2001

### Introduction

I am pleased to know that once again the Kappa Omicron Nu mentoring concept is alive and well, as faculty and students have come together here to dialogue about the role of leadership in ensuring a viable future for our profession. [At] Conclave, you have experienced Myers-Briggs both in broadening your understanding of yourself, and in understanding how your results can be applied to leadership and research. You've also had an opportunity to hear student research presentations, to view and discuss *Leadership and the New Science*, to delve into the philosophy and principles of *Reflective Human Action*—Kappa Omicron Nu's pathfinding leadership model, to discuss the interface between research and undergraduate education, and to examine the role of research and writing in professional practice. . . . If you have been actively engaged in any of these activities, you are a living embodiment of the adage, "The way to learn is to begin."

Tonight, I will use one of the works of the award-winning writer, Toni Morrison, as the context for discussing

learning and research as a way of life within the *Reflective Human Action* framework. I have entitled my remarks *Dances of the Mind*, and in a moment, I hope you will understand why.

### Toni Morrison and Me

So, let me begin with Toni Morrison. Nobel Laureate and Pulitzer Prize winner Toni Morrison is one of my favorite writers. A graduate of Howard and Cornell Universities, and now a professor of humanities at Princeton University, she began her writing career gradually, joining a writing group at Howard as a teacher there, and later becoming an editor of school textbooks. As a senior editor at a large publishing house, she began to write only after seeing so many poorly written manuscripts—which she had to edit—published. She was nearly 50 years of age when she began to write and publish.

Sometimes I do not understand her writings; or perhaps understanding comes slowly, and sometimes only after dialogue with others who have read her works. I enjoyed *Sula*, but struggled with *Beloved*. In fact, only after speaking with a friend who understood *Beloved* but did not understand *Sula* was I able to understand *Beloved*. So, I have been pleased to learn that I have not been alone in having a favorite writer whom I sometimes could not figure out. Misery loves company and all that, you know.

For example, the *Washington Post* reported that at a 70th birthday party for Ms. Morrison at the New York Public Library in February 2001, Oprah Winfrey, the popular talk-show host and philanthropist, spoke of her difficulty in reading

*Paradise*, Ms.

Morrison's 1998 novel, saying she kept "getting turned around in Morrison's prose, going over the same paragraph over and over, turning back the pages to reread again and again." When she finally got the chance to discuss this difficulty with Morrison herself, the author said regally, "That, my dear, is called reading."

To paraphrase Ms. Morrison, "That, my dear, is learning." Ladies and gentlemen, life is about inquiry, discovery, and learning. We turn back the pages of our experiences over and over again in our minds, going over the same things, trying to learn the lessons evident and not so evident. Learning is what helps us to realize that . . . as the Pulitzer Prize-winning poet Gwendolyn Brooks puts it, "We are each other's harvest."

### The Dancing Mind

On the occasion of her acceptance of the National Book Foundation Medal for Distinguished Contribution to American Letters in 1996, Toni Morrison [spoke on] *The Dancing Mind*. She begins:

## In This Issue . . .

- ◆ *Dances of the Mind*
- ◆ *2002 Kappa Omicron Nu Election*
- ◆ *KON Publications - Back Issues*
- ◆ *Message from the Board*

There is a certain kind of peace that is not merely the absence of war. It is larger than that. [It] is not at the mercy of history's rule, nor is it a passive surrender to the status quo. The peace I am thinking of is the dance of an open mind when it engages another equally open one—an activity that occurs most naturally . . . in the reading/writing world we live in. Accessible as it is, this particular kind of peace warrants vigilance. The peril it faces comes not from the computers and information highways that raise alarm among book readers, but from unrecognized, more sinister quarters.

Morrison goes on to relate two anecdotes that illustrate this peril. The first describes an affluent graduate student who has had access to the best that a formal education has to offer. He discovers, however, that he is lacking a vital learning skill, in that "he had never learned to sit in a room by himself and read for four hours, and have those four hours followed by another four without any companionship but his own mind."

The second story, related from Morrison's personal experience, involves her meeting in Strasbourg with a woman writer from a country where those in her profession often suffer from governmental persecution. As the two spoke, the other woman began to cry:

'You have to help us,' she said. 'You have to help us. They are shooting us down in the streets.' By *us*, she meant women who wrote against the grain. 'What can I do?' I asked her. She said, 'I don't know, but you have to try. There isn't anybody else.'

Morrison explains that these stories

illustrate the hazards faced by people who would live a life of learning in today's climate.

The danger of both environments is striking. First, the danger to reading that our busied-up, education-as-horse-race, trophy-driven culture poses even to the entitled; second, the physical danger to writing suffered by persons with enviable educations who live in countries where the practice of modern art is illegal and subject to official vigilantism and murder.

In describing her own need to pursue learning, what she terms the "reading/writing life," Morrison relates her passion for her art, describing it as "A craft that appears solitary but needs another for its completion." She then encapsulates the core components of learning as a way of life:

I need that intimate, sustained surrender to the company of my own mind while it touches another's—which is reading; what the graduate student taught himself. . . . I need to offer the fruits of my own imaginative intelligence to another without fear of anything more deadly than disdain—which is writing; what the woman writer fought a whole government to do.

Morrison concludes her remarks:

The reader disabled by an absence of solitude; the writer imperiled by the absence of a hospitable community. Both stories fuse and underscore for me the seriousness of the industry whose sole purpose is the publication of writers for readers. [The industry] is . . . about making it possible for the entitled as well as the dispossessed to experience one's own mind dancing with another's;

about making sure that the environment in which the work is done is welcoming, supportive. It is making sure that no encroachment of private wealth, government control, or cultural expediency can interfere with what gets written and published. That no conglomerate or political wing uses its force to still inquiry or to reaffirm rule.

Securing that kind of peace—the peace of the dancing mind—is our work, and, as the woman in Strasbourg said, "there isn't anybody else."

## Reflective Human Action and the Dancing Mind

How does Morrison's brief and beautiful narrative relate to family and consumer sciences professionals, and to the honors community? . . . [This is] the essence of her message—as I see it—for *Reflective Human Action*, and for family and consumer sciences.

First—Inquiry, discovery, and learning begin when one opens his or her mind to the beauty, the wonder, and the mystery of the world around us. For us, that is the world of family and community—where people work, play, grow, pray, and love—and the interplay of the myriad factors that impact the growth and development of those entities. The ability to be comfortable with oneself, one's views; to enjoy the companionship of your own mind as you read and re-read the pages of your yesterday's experiences—that is the joy of learning. It is our learning that compels us to leadership—to take action on our learning, even though we may have no script, no absolute path to follow.

What Morrison teaches us is that we

must eliminate the fear of inquiry, of research, and the learning and new inquiry it generates, if we are to ever begin.

“Inquiring minds want to know.” We have all heard and/or used this phrase for many purposes. Simple as it may sound, it sums up, for me, the interplay between research (discovery) and learning. Things do change. One of the reasons things change is the human capacity to inquire, and to learn from discovery (research).

Even in our own time, we have seen the result of inquiry that has shaken many beliefs about no less than the history of a nation’s founding. To wit:

- a) DNA evidence supports Thomas Jefferson’s likely fatherhood of Sally Hemmings’ children. Sally Hemmings was a slave at Monticello. Thomas Jefferson was a member of the Continental Congress, and the principal author and signer of the Declaration of Independence, a signal document of the founding of the nation, which extols the concept of equality (at least for some). While through the oral tradition among the Hemmings descendants this story has long been told, it was not until evidence emanating from *scientific* discovery was applied that the information could become a part of the nation’s historical record. Somebody has been vigilant.
- b) At Mount Vernon, George and Martha Washington’s home in Virginia just outside Washington, D.C., the docents now include in their commentary information on George Washington’s slaves; their housing, their work, their contributions. Just a few years ago, this would have been deemed impossible.
- c) Alice Randall, a country music songwriter, poet, and writer, recently won a landmark legal

proceeding against the trustees of the estate of Margaret Mitchell, the author of one of the most racially-defining books of the 20<sup>th</sup> Century, *Gone with the Wind*. Randall, who read the book as a young girl, never bought into the ugly stereotypes of the “happy, ignorant, bowed-head, blue-black slave” that Mitchell portrayed. She (Randall) imagined a world where the relationships between slave, master, and plantation were decidedly different, where slaves could think, and scheme, and were not happy with their condition. Randall set her views into print with *The Wind Done Gone*, a powerful parody of *Gone with the Wind*. [I recently met Alice Randall, but was too chicken to ask her why she hadn’t named her parody, “The Wind *Been* Done Gone,” to signal the past tense in the vernacular of the slave. Oh well . . . .]

In some respects, these are also examples of Marsha Rehm’s concept of applying aesthetics in Reflective Human Action. According to Rehm:

The aesthetic ideal teaches us to remain open to relations in everyday life and to imaginatively consider ways parts might deepen and enhance each other. By seeking aesthetic unity from diversity, we can learn new truths about ourselves and others.

Second—As we begin to enjoy the companionship of our own minds—opened to new possibilities—we can engage equally with another. It is at this juncture that collegiality as a drawing force in research and learning takes root, and continues the FCS professional legacy begun for us in the 1860s. Morrison is right: There is a certain peace that comes over us when minds dance.

Learning creates a yearning for more. It is learning throughout our

lives that causes us to seek harmony in the midst of discord, and to know that out of chaos comes order. There are those who think learning is boring, and many adults have stopped learning. But my view is [that you must] learn all you can, any time you can.

We must also share our learning with others. All too often, we fail to have high expectations for those students for whom life’s circumstances cause us to expect little—poor children; children from the “wrong side of the railroad tracks;” black, brown, and red children; refugee and immigrant children; blind children, deaf children. Yet, our learning should make us know anew as we have not known before, that every child can learn, and we should expect it. We can share what we have learned with others, and as we do, our own learning is enhanced. Alone, with a book, a children’s book, we can learn anew the lessons being conveyed as we reflect on our own experiences as we read to a child. Let your mind dance with a child’s mind.

Third—The price of continual viability for our profession, especially our mode of inquiry and our methods of practice, is the same as it is for social justice and a civil society: Eternal vigilance. Each generation of professionals has to attend to the issues that exist during their watch, and even become sentinels for those to come later. That is to say, we each have to assume responsibility for the care of our own time. Collectively, this profession, this honor society, you, me; we represent for the nation an immense power to care—about family, about community.

As a reminder, Reflective Human Action emphasizes authenticity, ethical sensibility, and spirituality—which make meaning through features of action. Reflective Human Action is an admonition to

live family and consumer sciences; to live leading; to live inquiry; to live as if you like learning, and as if it (learning) might happen:

**Authentically:** In the words of Kierkegaard, "Life must be lived forward, but it can only be understood backwards."

**Ethically:** Take the time to sit alone with your thoughts, and rediscover the system of moral choices you use, rediscover what really matters so that you never place yourself in positions where your standards of professional conduct are questioned.

**Spiritually:** Abraham Lincoln is often quoted via the sheer wonder of the Gettysburg Address. Less known are these, also his words: "I have been driven many times to my knees by the overwhelming conviction that I had nowhere else to go."

As young scholars, you must not forget that through your inquiry, discovery, and learning, you touch tomorrow today. Let your minds dance!

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## 2002 KON Board Election

### Candidate Biographical Information

(Order drawn by lot)

#### Chair-Elect

##### Sarah M. Shoffner

Director, Internship Program, Human Development and Family Studies, UNCG

#### Organizational Contributions

KON Board of Directors: Vice President for Finance; Conclave 2001; Omicron Alpha Kappa Chapter Adviser/Convocation Speaker/committee member. NCAFCS Second Vice-President, President-elect, President, Counselor, annual meeting chair and speaker, numerous committees; NCAFCS Pre-professional Graduate Student Section Adviser; AAFCS Senator; CAFCS Membership Chair; HERJ Policy Committee; AHEA Research Committee; Committee Member and President of Feezor Scholarship Foundation (FCS) and Women's Professional Forum Scholarship Foundation President.

#### Philosophy Related to KON Mission

"All of my professional experiences and education have been in home economics/ family and consumer sciences. I have been actively involved in professional organizations throughout my career and have served as adviser to several student organizations. Also, I was a founder of the Women's Professional Forum in Greensboro, an organization to support women in leadership roles, and served as President. Collectively, these experiences have enabled me to develop skills in leadership, communication, facilitation, collaborative team building, strategic program planning, and mentoring. Active involvement in KON at the local and national levels has given me a broader knowledge of the profession and the honor society as I learned about the policy governance structure and developing relationships. I am interested in empowering young professionals to service in the profession through available opportunities, guidance, and encouragement. These things, along with involvement in other national organizations, have deepened my commitment to KON principles and ideals and nurtured my desire to continue active involvement. I would consider it a privilege and a stimulating challenge to serve the membership in moving our organization forward to ensure its continuance and effectiveness in years to come."

#### Sue Byrd

Professor, University of Tennessee-Martin.

#### Organizational Contributions

KON Secretary, 2001-2002; Reviewer for KON FORUM, 1997, 1998; Doctoral Scholarship Selection Committee, 1999; Program Planning and Facilitator for 2001 Conclave. AAFCS Higher Education Unit Secretary, Program of Work Committee, Co-Chair for Local Arrangements Committee Annual Meeting. Tennessee Association of Family & Consumer Sciences Newsletter Editor, Present, Vice-President for Cooperative Relations. CAFCS Program of Work Committee, Nominating Committee, Registration Committee for Annual Meeting. International Textile & Apparel Association Poster Session Chair, Reviewer of Manuscripts, International Affairs Committee, Design Exhibition Committee. Tennessee/Amazonas/Venezuela Partners of the Americas Secretary, Newsletter Editor.

#### Philosophy Related to KON Mission

"Kappa Omicron Nu is in a unique position, with its solid base of empowered leaders and the tools made available to these leaders to develop strong leadership in others, to make a difference through our honor society in the world today and in the future. I believe that networking with our members, collaborating with others, participating in conferences, reading and listening to those asking questions are all important in order to anticipate future directions and for us to remain a vital and contributing organization. The mission of empowered leaders has been one of my personal missions. Whether it's working with individuals, families, community leaders, college students, or professionals of all walks of life, I believe providing the tools (such as our on-line courses and modules), encouragement (through working with individuals and groups), and resources and research support (through our scholarships and professional expertise) are all essential to develop empowered leaders. I believe everyone has the potential to be a leader and I work diligently to help everyone I come in contact with to develop their talents and build their confidence in their abilities in order to become empowered leaders."

**Vice-Chair/Program**

**Paula Hartsfield**

Director of Curriculum and Staff Development, Jefferson City School District. Adjunct Faculty, College of Human Environmental Sciences, University of Missouri-Columbia.

**Organizational Contributions**

KON/KOPhi constitution and bylaws committee, National Vice-President/Program, Vice-President of Alumni-At-Large Chapter, Region V Adviser, National Constitution Committee Chair, Student Representative to National Council, Chapter Distaff Reporter, Chapter Corresponding Secretary, Missouri Staff Development Council, Show-Me Professional Development State Conference planning committee, Program subcommittee. Missouri Association of School Administrators. Missouri Association for Career and Technical Education State board member, member of legislative committee. Missouri Council of Career and Technical Administrators, Co-Chair, member of vocational leadership academy committee. Missouri Home Economics Teacher Association, State board member, President-Elect, member of public affairs committee. Presented curriculum session at 1988 AHEA national conference. Missouri Home Economics Association, State Vice-President, Board member, Program co-chair, long range planning committee, Chesebrough-Ponds/AHEA public affairs seminar committee, scholarship committee. District H Missouri Home Economics Association, President, Vic-President, public affairs committee chairperson, consumer interest committee chairperson. American Council on Consumer Interests, State member chair.

**Philosophy Related to KON Mission**

“My philosophy certainly agrees with and supports the KON mission of empowered leaders. We must have empowered leaders for the 21<sup>st</sup> century. Developing those scholars and researchers through scholarship, research, and leadership is vital. My philosophy is congruent with Covey, Merrill, & Merrill’s (1994) definition of empowerment including acting with integrity to create an environment in which people develop competence, synergy, and character. Current world, national, and local issues point out the importance of character development as a part of empowered leadership.”

**Barbara Woods**

Consultant, Family & Consumer Sciences, Vermont Department of Education. Lecturer & Student Adviser; University of Vermont

**Organizational Contributions**

KON Chapter Adviser, University of Vermont. Chair, National Coalition for Family and Consumer Sciences Education, representing AAFCS. President, National Association of State Administrators for Family and Consumer Sciences Education, American Vocational Association.

**Philosophy Related to KON Mission**

“My philosophy with respect to ‘empowered leaders’ is definitely in alignment with that of KON. My inherent nature, life experiences, formalized education, scholarship, and research have served to shape and reinforce my belief in the importance of collaboration and leadership as means of fostering growth and change. KON defines ‘empowered’ as ‘focusing . . . energy in . . . [one’s] Circle of Influence . . . acting with integrity to create

the environment in which we and others can develop character and competence and synergy (Covey, Merrill, & Merrill, 1994, p. 238). I have demonstrated my commitment to this philosophy and practice through my leadership roles on both state and national levels. Creating networks, sharing information, fostering relationships based on mutual trust and respect have already reaped many rewards, increasing our capacity as a profession to fully realize our mission.”

**Secretary**

**Angela J. Rushman**

Owner/Designer of *In Stitches*, Custom Embroidery Business.

**Organizational Contributions**

KON National Board Student Representative, President of Omicron Zeta Chapter.

**Philosophy Related to KON Mission**

“My philosophy for life is that the youth are our future. They will be the ones to ensure that I have a high quality of life, which means we need to begin with our youth and help them to become empowered visionary leaders. Kappa Omicron Nu has worked extensively in helping all people of all different ages to learn about leadership, mentoring, and much more. As a National Board Member I would encourage all members to give us examples, experiences that they are having and how we can help them in their chapters, and research entities. We are to work together as a team to ensure that our professional fields are viewed with respect and honor, as we all do. I would be greatly honored to be secretary for the National Board of Kappa Omicron Nu, and look forward to fulfilling the role and mission of

**2002 KON Board Election Ballot**

*Vote for candidates as indicated  
and return completed ballot to the address below by November 15, 2002*

*(Order drawn by lot)*

**Chair-Elect**

*(vote for 1)* \_\_\_\_\_

- Sarah Shoffner
- Sue Byrd

**Vice Chair/Program**

*(vote for 1)* \_\_\_\_\_

- Paula Hartsfield
- Barbara Woods

**Secretary**

*(vote for 1)* \_\_\_\_\_

- Angela Higgins Rushman
- Gayle McNinch

**Nominating Committee**

*(vote for 2)* \_\_\_\_\_

- Fran Andrews
- Peggy Meszaros
- Pamela Olson

**Editorial Committee**

*(vote for 2)* \_\_\_\_\_

- Carol Kellett
- Rebecca Lovingood
- Loretta Prater

**Return ballot to KON Elections;**

*4990 Northwind Drive, Suite 140  
East Lansing, MI 48823-5031  
or fax to 517.351.8336*

Kappa Omicron Nu of empowered leaders through scholarship, research, and leadership development.”

### **Gayle McNinch**

Graduate Teaching Assistant, Department of Human Sciences, Texas A&M University-Kingsville.

#### **Organizational Contributions**

KON Student Board member, chapter adviser, chapter president, chapter treasurer, co-conducted Leadership Training Workshop for Chapters at KON Conclave in Orlando, KON pre-conference facilitator at AAFCS annual meeting in Chicago. Presented Ethics and Values Education in FCS Education: Putting Theory into Practice at AAFCS in Providence. Worked with students in the Department of Human Sciences, Texas A&M University-Kingsville to promote undergraduate research. State Officer, Family and Consumer Sciences Teachers Association of Texas. Texas A&M University-Kingsville Human Sciences Leadership Council.

#### **Philosophy Related to KON Mission**

“An empowered leaders is that individual whose knowledge, values, motivation and commitment to excellence enable the individual to work with others in such capacities that promote the well-being of individuals, families, and their environments for a common good. KON empowers its members to act on continuing and emerging concerns through scholarship, leadership, and research. When students are mentored to accomplish excellence in their chosen fields through the initiatives of KON, they are empowered to make a difference in the lives of others as they continue their commitment to leadership responsibility and life-long learning through reflective human action.”

#### **Nominating Committee**

### **Fran Andrews**

Chair, Department of Family and Consumer Sciences, University of Montevallo. Omicron Alpha Gamma Chapter Adviser.

#### **Organizational Contributions**

KON Chair, Board of Directors; Vice-President, Program; Member, Constitution Committee, By-Laws Committee, Leadership Academy, Planning Committees for Conclave; Co-Author of KON publications and Co-Presenter of programs, “Leadership as Reflective Human Action,” and “Leadership for a

Culturally Diverse Society;” Co-Guest Editor, Kappa Omicron Nu FORUM; Adviser of two chapters; Recipient of Adviser Award of Excellence.

#### **Philosophy Related to KON Mission**

“Empowerment begins within an individual, leads outward, and occurs through individual and collective action. Empowered people hold personal values about worth of self and others, integrity, courage, trust, respect, hope, authenticity, and spirituality. They assume responsibility for themselves, act in ways that contribute to the collective well-being, and seek ways to make a difference in the lives of others and their communities. I believe that KON has a mandate to offer the opportunity for members to become empowered to leadership, especially in the world as it exists today.”

### **Peggy S. Meszaros**

William E. Lavery Professor of Human Development and Director, Center for Information Technology Impacts on Children, Youth, and Families.

#### **Organizational Contributions**

KOPhi National President, National Alumni Chapter Secretary. AAFCS National President, Vice-President for public affairs, Agency Member Unit Chair, Vice President for State Affiliates, Chairman of State Presidents’ Unit, Nominating Committee. Association of Administrators of Human Sciences President. Chair, Coordinating Council of Family and Consumer Sciences Honor Societies.

#### **Philosophy Related to KON Mission**

“Empowered leaders are essential to maintain vitality and vision for organizations. I believe leadership is a set of skills one can learn, practice, and improve. It is the role of Kappa Omicron Nu to recognize the potential of emerging leaders and develop their skills effectively.”

### **Pamela N. Olson**

Associate Professor, University of New Mexico

#### **Philosophy Related to KON Mission**

I believe in the activities and mission of Kappa Omicron Nu and will strive to serve the Society well as a member of the Nominating Committee.

#### **Editorial Committee**

### **Carol E. Kellett**

Dean and Professor, College of Human Ecology, Kansas State University.

#### **Organizational Contributions**

Presentations given for KON regarding assessment and accreditation, reviewer for mentoring materials. Numerous roles at state and national levels in AAFCS, including member and Chair, Council for Accreditation, Commemorative Lecture, Strategic Planning Committee, Vice President, California, Vice President, Missouri, President-Elect, Kansas. Executive Committee Representative, American Council on Education Council of Fellows. CAFCS Secretary, Vice President.

#### **Philosophy Related to KON Mission**

“Throughout my career, I have valued learning about the history of human ecology--at the national, regional, and institutional levels. It is rewarding to acknowledge the emerging interest that undergraduate and graduate students have in learning about the history of their discipline. I hope that KSU honors students in Human Ecology will pursue their interests and develop information that can be made available on the Internet to support courses and seminars.

“In summary, I am proud to be a part of a profession that focuses on the quality of life of individuals, families, and communities in this era of global change.”

### **Rebecca Lovingood**

Professor Emeritus, Virginia Polytechnic Institute & State University.

#### **Organizational Contributions**

KON Omicron Nu chapter Vice President, advisor to President; Virginia Tech chapter initiation speaker. AHEA/ AAFCS Board of Directors, section chair, and committee member. Home Economics Research Journal Co-Editor. Phi Upsilon Omicron Virginia Tech chapter Advisor. Housing & Society, Editor. Association of Home Equipment Educators, Vice-President, President, Committee Chair.

#### **Philosophy Related to KON Mission**

“Philosophically, I believe that leaders of our profession must be scholars in the broadest sense who possess a knowledge base that includes the history and current status of the profession and an ability to articulate for professional and lay audiences the interrelationships among the overarching concerns for individuals, families, and communities as well as the contributions of each of the areas of specialization. To be an empowered leaders, I believe that one needs opportunities to develop one’s potential

through a series of planned programs as offered by Kappa Omicron Nu.”

### **Loretta Prater**

Dean, College of Health and Human Services, Southeast Missouri State University.

### **Organizational Contributions**

AAFCS task force on collaborative initiatives between four and two year institutions of higher education, Chair. Big Brothers/Big Sisters Board member. Coles County Coalition Against Domestic Violence, Board member and Vice President.

### **Philosophy Related to KON Mission**

“Are leaders born or made? This is a question that often surfaces during a discussion of leadership. My philosophy encompasses elements of both. Many persons are born with the potential to be leaders, but naturally occurring circumstances or some self-imposed situations serve as a deterrent. Others with this potential receive nurturance in assisting them in their leadership pursuits. These helpful strategies include providing knowledge of leadership concepts and styles, as well as focused encouragement. In developing leaders, it is also critical that individuals have an opportunity to practice skills and strategies to perfect techniques. I feel that Kappa Omicron Nu is the educator for many college students to become empowered leaders. The organization fills a niche that one cannot receive by merely excelling in the classroom. One can have a high academic record of achievement, but fail in a professional role because of the lack of leadership skills. Participation in KON serves as a bridge to bring together academic talents and leadership skills in developing professionals to serve the needs of individuals and families.”

**Don't  
Forget!**



**Send in your Ballot  
(page 5) TODAY!**

## **Obtaining Back Issues of Kappa Omicron Nu Publications**

### **Have you heard?**

**Kappa Omicron Nu Dialogue and FORUM back issues are now available to download \*free\* from the Kappa Omicron Nu website (www.kon.org). Members can browse our entire collection of archived publications in pdf format by selecting “archives” from the home page.**

Here is just a small sample of the *FORUM* issues that are available on-line:

- **Volume 3, Number 1: Undergraduate Writing**
- **Volume 4, Number 2: Complementary Uses of Quantitative and Qualitative Methodologies and Paradigms in Home Economics**
- **Volume 6, Number 2: Empowerment**
- **Volume 7, Number 2: Project 2000: Building Minority Participation in Home Economics**
- **Volume 8, Number 2: Building Community**
- **Volume 11, Number 1: Advanced Information Infrastructures: Realizing Their Potential**

**Of course, printed copies of back issues continue to be available for a nominal fee.**

For more information, contact Kappa Omicron Nu, 4990 Northwind Drive, Suite 140, East Lansing, MI 48823-5031, or telephone 517.351.8335.

## **Project Identify and Recognize Home Economists, FCS Professionals, & Dietitians**

### **Goal:**

To locate, identify, and recognize those who have served or are presently serving in the United States Military with a degree in home economics, family & consumer sciences, or a related field of study.

### **How you can help:**

If you or someone you know fits the above description, please request and complete a Project Recognize and Identify form, available from:

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## *Message from the Board of Directors*

*Karla Hughes*

This issue features a very important piece by Gladys Vaughn that challenges us to accept learning and research as a way of life. Her application of Toni Morrison's notion of the "dancing mind" to professional activity places learning and research as a requirement for all professionals "to assume responsibility for the care of our own time." Gladys, we thank you for your dancing mind and the insights you offer.

It's Kappa Omicron Nu election time. This issue of *Dialogue* carries the candidate biographical information and the ballot for the national leadership team. We are proud that members are willing to give generously of their time and expertise, and we depend upon all of you to participate in the election process. We hope you will also be inspired to apply for leadership positions in the future.

Our organization is contributing in significant ways to scholarship,

research, and leadership for our various constituencies. We offer fellowships and grants, awards, leadership opportunities, and professional development programming. Opportunities for writing and research are available for professionals and pre-professionals, and our publications are filling important niches. Our Web site, online courses, serial publications, and collections of thematic essays are significant resources for professionals and the public-at-large.

We are proud of our sponsorship of the Undergraduate Research Community (URC) and its significant role in the profession and higher education. Twenty-nine institutions and three professional associations support this initiative. A grant from the W. K. Kellogg Foundation enabled Kappa Omicron Nu and the Paolucci Book Committee to award \$16,500 in research grants to undergraduate and graduate students

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***The Kappa Omicron Nu Board and Committees are working on your behalf to achieve the mission of Kappa Omicron Nu—empowered leaders. Your input and contributions are needed to continue our tradition of excellence. We look forward to your support.***

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