University of Nebraska - Lincoln
DigitalCommons@University of Nebraska - Lincoln

Journal of the National Collegiate Honors Council --Online Archive | National Collegiate Honors Council

4-1-2000

Introduction to Section One: Collegiate Instruction

Anne Ponder
Colby-Sawyer College

Follow this and additional works at: http://digitalcommons.unl.edu/nchcjournal

Part of the Higher Education Administration Commons

Ponder, Anne, "Introduction to Section One: Collegiate Instruction" (2000). *Journal of the National Collegiate Honors Council --Online Archive*. Paper 202.
http://digitalcommons.unl.edu/nchcjournal/202

This Article is brought to you for free and open access by the National Collegiate Honors Council at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Journal of the National Collegiate Honors Council --Online Archive by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

Introduction to Section One: Collegiate Instruction

Anne Ponder
Colby-Sawyer College

Just as Catherine Cater's intellect has never been bounded by a single discipline, field, or approach, these three of her colleagues move well beyond Honors in their contributions to this volume. Wherever Honors flourishes within a college or university, the whole institution is improved by its presence.

And so it is with Ted Estess' personal narrative. With a light, comedic touch, Ted revisits the super seriousness with which he first encountered his field through books, while studying in places not Mississippi. This "other" view gives him the distance and perspective to celebrate his rightful identity as the deeply and well read scholar from Mississippi that he is. Though he says he's read too many books, his generous conclusion would persuade me otherwise.

In conversations over the years with Catherine, I acquired the notion that, if the best habits of intellectual inquiry could be harnessed with respectful and hospitable discourse, we'd have something quite fine indeed. My colleagues and I at Colby-Sawyer College are attempting to realize this, as a way to move a college forward. We suggest that "leading a college as a liberal arts practice" may offer similar advantages to other colleges and universities.

Sara Varhus, in her erudite essay, shows us how our own voices speak to each other in past pages of the *Forum for Honors*. Many of those voices come from the issues that Sara Varhus edited while Catherine Cater chaired the Publications Board for NCHC. Our voices argue passionately and, thus far, inconclusively. Is the essence of what we do intrinsic or extrinsic in its value? Is it a private or public good? Sara's essay makes it clearer to me why and how our eclectic approaches speak to each other.