

The next issue of JNCHC (deadline: **September 1, 2019**) invites research essays on any topic of interest to the honors community. The issue will also include a Forum focused on the theme "Risk-Taking in Honors." We invite essays of roughly 1000-2000 words that consider this theme in a practical and/or theoretical context. The [lead essay for the Forum](#) is by Andrew Cognard-Black. In his essay, "Risky Honors," he surmises that honors educators almost all encourage their students to take risks. Starting with Joseph Cohen in 1966, a recurrent honors mantra has been that honors students "want to be 'threatened,' i.e., compelled to question and to reexamine"; they need and want to question

- What might be the benefits and liabilities of the "automatic A" policy that Cognard-Black describes, and how could it be modified?
- If teachers reward students for risky behavior, is it really risky?

