

## Broadening Our Mission

by Margaret D. Bauer, Editor

I have been so fortunate that ECU has had a North Carolina Literature class among our course offerings since before my arrival and that I have had the opportunity to teach that class, as well as graduate seminars on North Carolina writers, fairly regularly. As *NCLR* editor for over twenty-five years, I am definitely in the position to know that I will never run out of good material to choose from for this class.

But of course North Carolina writers can (should) be included in numerous other classes besides those focused specifically on the writers of this state. Certainly my general Southern literature survey course includes North Carolina writers, but also, I have a tried and true unit on Josephine Humphreys's North Carolina-set novel *Nowhere Else on Earth* that I employ in my first-year writing class to teach students about archival research. (I am old enough to remember – fondly – when literature was part of all first-year writing classes.)

All this is to repeat the invitation to teachers – from K-12 through Lifelong Learning – to help us broaden the reach of *NCLR*'s mission to preserve and promote the state's rich literary culture by sharing your experiences of including North Carolina writers in your curricula. Submit via a unit or lesson plan, narrative, a combination of both, or whatever way makes sense for the work and the teaching method.

This project has been aspirational for some years, and now we have collected several pedagogical pieces on our website that we hope will inspire more. Read about this project in the opening essay of this section, followed by the story of a collaborative teaching experience by several instructors at UNC Wilmington. Within the first, you will find links to more of the projects we received in response to

our initial call for submissions for this initiative. That essay will also take you to the pedagogical section of our website, within which we've collected all of this material and earlier content from our back issues related to Teaching North Carolina literature. Thank you to all of the teachers who have shared their experiences, as well as their course materials; to Carolina K-12 for help spreading the word about this initiative; and to North Carolina Humanities for the Community Research Grant that transformed a goal into a reality.

Following the pedagogical content in this issue, which hearkens back to the 2022 issue theme, *Writers Who Teach, Teachers Who Write*, you'll find several reviews of books related to other back issues' special feature sections or books by writers who have appeared in our pages before. Also here, a kind of addendum to George Hovis's interview with Phillip Lewis, which we published in the 2023 print issue's Flashbacks section, given their discussion of the Thomas Wolfe influence upon Lewis's debut novel. In this excerpt cut from that interview, Lewis explains some of the many other literary allusions in his novel. And finally, the section includes a short story echoing the 2017 feature theme, *Literature and the Other Arts* (in this case music), by Doris Betts Fiction Prize finalist Emily Alice Katz; a poem by Richard Betz, one of our multi-year James Applewhite Poetry Prize finalists; and a third essay by Lockie Hunter selected as a finalist in the Alex Albright Creative Nonfiction Prize contest (her other two in the previous two issues of *NCLR Online*). Read more of our contest finalists in the next section of this issue and in the 2024 issues. ■

