**A Vision of Research and Teaching Goals**

Modern British history covers many periods and facets of the development of our country but the focus in much of my pedagogical research has been located in the field of Labour History. During my first degree at Manchester I read educational history and investigated working class movements of the nineteenth century. Later I read widely about the Labour Party in England and implemented an MA which covered minority movements; anarchists in Spain, Jews in Russia the Ku Klux Klan in America. My Masters dissertation was about the General Strike in England in 1926 and how local histories often portray a different picture to national histories.

My most recent PhD work has focused again on nineteenth century history and the Social Democratic Federation (SDF). Borrowing from K. Navickas and anthropologist James C. Scott, the intention was to provide a new interpretation of the party from a local history perspective and define ‘nuances’ in historical interpretation, what Scott defined as ‘everyday resistance’. Although the dissertation is about the Social Democratic Federation (the first truly Marxist party in Britain) and its inability to convert people to socialism, placed in a modern historical context the research incorporated a wide range of scope. This included aspects of learning that contribute to understanding political parties, workers’ cultures, nineteenth century economies, colonial expansion and inevitably the state of politics prior to the First World War. Interestingly, as with all historical research, it was not the SDF that provided the core of new knowledge but a weavers’ culture that grasped at respectability and a changing social and structural environment that introduced workers to more and more commercial leisure and hence a further distraction the SDF had to compete with.

Teaching or lecturing is what I probably do best. After twenty years as a qualified teacher I have amassed some considerable pedagogical experience, both as a Principal, a student and a parent. Undergraduates, like all students, want to be entertained, want to be seen and supported and want to know, clearly and concisely, what the task is at hand. Having been the Managing Director of a large educational company one of my responsibilities was to instruct our teachers how to implement bilingual pedagogics, a task I completed by developing a unique teacher training programme. I addressed large audiences of parents in towns as the company grew and welcomed international teachers from abroad once a year. I have met with County Councils and sat with my own twenty-four principals in conference four times a year to discuss strategies and iron out pedagogical and school difficulties. Another vital obligation is to lead by example. First in to class and last out of a class, is one direct but simple example of my ethos. Having said this, when I was a Principal in Gävle several years ago, the best student learning we undertook was when I wrote a set of historical dramatic interactions. Two plays were enacted wherein we examined the Bolshevik revolution of 1917 and Sweden’s role prior to the Second World War. In a similar vein, I have also ‘team-taught’ on numerous occasions wherein, like a court case, one teacher purports one argument and the other the opposite. All my teaching is based upon students attaining learning goals in an environment where I am responsible in engaging a multiple of unique individuals, wherein respect of many varied viewpoints of all enquiring young minds is a given.

My desired future area of research is to utilise my thesis approach/knowledge so as to compliment labour history in Lancashire. Essentially, I wish to implement another local study with a view to assessing further the influence of leisure. The Labour Party would be an obvious study choice and although Dr Smalley recently wrote ‘*Dissent*’, a book that provides many leads to the importance of individuals, it also overlooks the growing influences of consumerism and leisure. Local micro studies are, I believe, the way forward to greater historical understanding, the realisation that national and general histories have stereotyped and simplified the stories of ‘true’ history for way too long. Such a study would provide more insight into motives, goals and hindrances and reveal that a key component of history making are the local individuals themselves. I have already begun work on an article which I hope will be published this autumn in the North West Labour History Society Bulletin. It is hoped that this research will be another local investigation which will identify and explain some of the universal historical processes which contributed to the political changes of the early twentieth century.

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