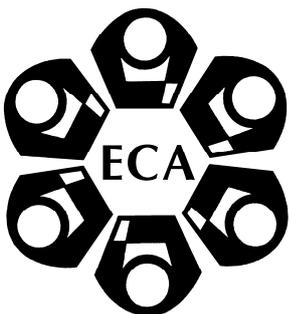


Mabel Tylecote

Champion of Adult Education



Educational Centres Association
Partners in Lifelong Learning

Foreword

By Colin Harding (former Head of Adult Studies, Rochdale College of FE)

The idea for a tribute publication to Dame Mabel Tylecote arose originally from someone who knew her well, Ronald Wilson (former Principal of Manchester College of Adult Education). He felt that there should be an acknowledgement of the reason for the building formerly housing his college being given her name after it had passed into the possession of Manchester Metropolitan University in 1991. As a life member (and former President) of the Educational Centres Association, he wished the publication to be one of the E.C.A.'s occasional papers, for which the residual money from the College of Adult Education's Students Association might be used. This tribute to Dame Mabel would be along the same lines as that compiled for Ray Lamb (for many years Secretary of the E.C.A.) after his death in 1999.

Sadly, Ronnie Wilson's prolonged illness, leading to his death on 1 January 2005, prevented him from writing his intended Foreword to the work, but he was able to read and approve the final draft, and much of the content is his writing, as one who knew Dame Mabel well and worked closely with her in many aspects of adult education. I know he spent many hours in obtaining material for the tribute from various sources and am conscious of the disappointment he felt when it became clear that he would not see it into its final format. In a very real sense, Ronnie shares this tribute to an outstanding supporter of liberal education for adults, and it is to him, as well as to her, that this publication is dedicated.

Introduction

To the end of his life Ronnie Wilson was passionate about adult education & understood its power not only to change lives but also to transform nations.

He was constant to his wide circle of friends across Europe. During his time as Principal of Manchester's College of Adult Education he associated with many of the great liberal thinkers, women of his era, in that city. Amongst these was Mabel Tylecote whose memory he wished to celebrate through a publication.

The manuscript had been nearly finalised at the time of his death and to him together with his colleagues in the ECA North Region, we owe a great debt of gratitude for bringing to a new generation the spirit of an age.

While the College of Adult Education did not survive it is clear that the spirit lives on.

Bernard Godding,
Chair of the National Executive Committee

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Compilers of the summaries of the five Mable Tylecote Lectures held between 1989 and 1998

John Rylands Library (University of Manchester) for bibliographical lists of Dame Mabel's writings and personal papers held by the library

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The Mabel Tylecote Building of Manchester Metropolitan University

Many people who walk along Oxford Road in Manchester, or visit the Cavendish Street Campus of Manchester Metropolitan University, may pause to look at the relatively new building signed above the entrance as the *Mabel Tylecote Building*; they may even ponder at the identity of the person whose name is given to this part of the University – sited rather incongruously next to the dignified portals of the former Chorlton Town Hall. They may note that the building seems to lack a ceremonial entrance, with a driveway at street level leading to a courtyard, and with a glass-fronted access doorway on the corner of Oxford Road apparently little used. Until 1990 this building housed the Manchester College of Adult Education, transferred from its earlier home in Lower Mosley Street in 1974 as one of the very few purpose-built institutions dedicated to the education of adults (and including a fully-licensed bar in its student facilities).

The concept of such a College in Manchester had its origins in the 1944 Education Act (the so-called *Butler Education Act*), which laid a clear duty on Local Education Authorities to secure an adequate provision of leisure-time education for adults, in both mental and physical aspects. Twenty years had elapsed in Manchester, however, without a specific building programme needed to fulfil this purpose; it was this failure on a national scale that Mabel Tylecote had highlighted in her Fabian Research pamphlet entitled *The Future of Adult Education* which was published in 1960 (see *Bibliography*).

So by 1966 matters had begun to develop: the City of Manchester Education Authority in 1949 prepared and published an official plan (“Scheme of Further Education”) to set up five new

central Colleges for Higher and Further Education, one of which was to be specifically for the use of adults, and with a clear idea of the functions such a building should serve: it had set these out in its 1949 statutory *Scheme of Further Education*. (paras. 246 –250). The only prototype for such a building in England was the City Literary Institute in London, opened by the L.C.C. in 1939 but no longer a useful model with its pre-war standards of accommodation and facilities.

As chairman of the governing body of Manchester College of Adult Education, Dame Mabel threw her weight behind the efforts required to secure the loan sanction from central government, which would allow detailed planning and architectural design of the purpose-built college to take place. A study-tour was arranged for key people to visit similar buildings in Europe – in particular the A.B.F. House in Stockholm and the five German *Volkshochschulen* in the British occupation zone. Among those in the party were the Chairman and the Deputy Chairman of the City Education Committee, the City Architect, the Assistant Education Officer (F.E.) and the Director of Extra-mural studies at Manchester University, as well as the Principal of the College at that time. The outcome was the publication of a report entitled *Adult Education – a Glimpse into Europe*, which included many of the ideas eventually incorporated in the new College building at All Saints.

Obstacles to completion of the original scheme soon arose however; the plan to provide a suitable entrance using a second floor level walkway to separate pedestrians from the busy road below (as carried out further along Oxford Road near the University) would have included a foyer of welcoming design and function. In the event, budgetary constraints altered the entrance to street level, with users of the building forced to enter by a

route originally intended for car parking and supply vehicles.

One result of Mabel Tylecote's involvement in the design of the building symbolises her commitment to the ideal of co-operation between the different agencies providing liberal and general education for adults. Together with her close friend and ally, Sir William Mansfield Cooper (at that time Vice-Chancellor of Manchester University), she put forward (after consultation with the present writer) the idea of a visible contribution by the University to the new College building. The proposal made by Sir William was that the University should make its contribution in the form of an area of Italian marble flooring on the second floor, where the original 'grand entrance' was to be placed. This offer was warmly accepted by the College governors, and incorporated along with other innovations such as the Science and related studies laboratory, inspired by the study visit to the municipal *Volkshochschule* in Hanover.

The new building was taken into partial use in the 1973 – 74 session, when some of the class-rooms were approved for College use by the City Architect. Dual site usage was necessary for a time (much to Dame Mabel's concern) until the completed building was finally pronounced ready for occupation in Autumn 1974.

From the start, the cuts in capital budget were felt adversely, when space designed for the College's use was handed over to Manchester Polytechnic to provide that establishment with an extended students' restaurant. Another factor affecting the accommodation was the control placed by central government on maximum building costs per square foot for colleges: one result of this was the denial of a separate home for the music department, leading to acoustic problems during orchestral practice! Faults in the central heating system resulted in

excessive heat (and drowsiness among students) in some class rooms, and low temperatures in others. Traffic noise from Oxford Road also affected study in the College library and in some classrooms.

In spite of these technical problems, the College building became fully used throughout the year, including an extensive summer school programme: indeed, H. M. Inspectorate remarked that the College was one of the best used F.E. major establishments anywhere in the country. However, changing control and attitudes in the City of Manchester, together with budgetary constraints and a continuing failure by central government to define 'adequacy of provision', brought about the decision in 1989 to close the College of Adult Education and transfer the building to Manchester Polytechnic and by subsequent sale, to the Metropolitan University. The course programme was dispersed among various F.E. colleges and adult education centres in the city and the building given its present name. It did not fall into total obscurity, however, as it merited a brief mention in the revised volume of Pevsner's *Buildings of England* (Penguin Books, 2000) covering Manchester: "The Mabel Tylecote Building (by the City Architect's Department 1973) originated as a purpose built college of adult education.....it was taken over by the Metropolitan University in 1991."

Mabel Tylecote – Socialist, Adult Educationalist and Historian

Mabel Tylecote's passionately practical socialism had its roots, no doubt, in family concern and commitment. Born on 4th February 1896, the daughter of John Ernest Phythian and Ada Pritchard Phythian, (née Crompton), she was educated at home until well into her teens, and was very much influenced by her father. He was a country solicitor who very much admired Ruskin, and in his middle age gave up country practice to become an extension lecturer in art history for Manchester University, and subsequently a City Councillor. Mabel grew up determined to make good use of the educational and other opportunities available to her, and she was deeply concerned that so many of her countrymen and women were denied what should have been their rights. It was natural for her, studying history at Manchester (and later Wisconsin) during the First World War to adopt socialism (which remained always democratic) and reject war (while stopping short of pacifism). Her experience whilst visiting Austria in 1921 with a team of Quakers organising relief moved her deeply: a story she used to tell in later years concerned some Viennese students she had met on this trip who were barely surviving the winter (like most of their fellow townspeople, by spending most of it in bed to keep warm). She managed to augment their rations considerably, by pocketing a supply of sugar-lumps available at office receptions: if she had not been a committed internationalist already, she certainly became one after this incident.

In 1920, after completing her degree studies in Manchester in history, she was offered an appointment as a lecturer in that subject at Huddersfield Technical College. As she was a woman, the job was offered to her at a lower rate than

was advertised (for men). She told the college that she would accept the post at the full rate or not at all: they soon gave way. (At this point it would be appropriate to say that she showed her mettle as a feminist; but she would not have welcomed the label, as she had become allergic to some of the strands of post-war feminism. She simply regarded women as deserving equal rights and opportunities as the rest of humanity).



Mabel Tylecote with Elisabeth Brinkmann and family – Wilslade – Winter 1949 – 1950

Six years later she returned to Manchester University as an Assistant Lecturer, and in 1928 gained her Ph.D for a thesis on the history of the Mechanics' Institute of Yorkshire and Lancashire before 1851. The comfortable career of an academic suited her intellect but not her socialist commitment to do something positive for the underprivileged: this led her in 1930 to take the job of Warden of the Elvington Settlement in the Kent coalfield. Two years later, however, she

returned to Manchester in a very different capacity.

Mabel belonged to the generation which had found itself after the war with a large female majority, and had seen herself as having a job to do, in more ways than one. But she was an attractive woman, with strong emotions (which were not purely political), and was by this time thirty-six years old. She had for some time known Frank Edward Tylecote, who was eighteen years her senior, a distinguished Manchester physician and a professor at the University. In 1932 they were married: he was a widower with two teenage children, and from now on she pursued her various aims by different methods. On the one hand she now had family responsibilities as a conscientious step-mother and very soon a mother (of a son, John). On the other hand, she would never again have to work for a living, although she continued her teaching as a WEA tutor and (from 1935 to 1951) a part-time lecturer in the Extra-mural Department of Manchester University. She was also a regular, if not prolific, writer for various social and educational journals (See Bibliography). But it was as a political activist (and above all as a 'committee woman') that she made her real impact: from 1940 to 1951 she held a seat on Manchester City Council for the Labour party for the Collyhurst ward. (Ironically, her husband also had a City Council seat latterly as a Conservative, but this seems to have less strain on marital harmony than might be supposed, as he was a turncoat Liberal who needed to save his seat, and had a most un-Thatcherite passion for improving the City's public services).

She developed an aspiration to obtain a seat in Parliament, and in 1938 contested Fylde, in 1945 Middleton and Prestwich, and in 1950, '51 and '55 Norwich South, before advancing age and the onset of arthritis put an end to her aspiration to a seat in the House of Commons. Meanwhile she was working strenuously



Dame Mabel Tylecote at Alderley Edge

for a variety of causes. Her first and greatest love, like her father's, was adult education: it was there, she felt, that she could do most for the under-privileged.

Her understanding of the meaning and purpose of adult education was appropriately broad, as is shown by the content of her Fabian Research Service pamphlet entitled The Future of Adult Education, published in 1960. In this pamphlet she sets out her views on the nature and purpose of adult education as she saw it: "leading to full enjoyment of life and a shouldering of responsibilities as people and citizens." She went on to examine the relationship between "liberal" and "vocational" studies, and regretted how, for too long, adult education had been treated as an "optional feature of the national system of education". She also criticised the opinion (voiced in the 1950s by the Minister of Education) that "a greater proportion of the cost of adult education should be met from charging appropriate fees" – implying, as she felt, that this area of education was regarded

as of private rather than public significance.

Other topics covered in her pamphlet included the work of the “Responsible Bodies” (University extra-mural and W.E.A provision) which she felt risked being “taken over by a new elite, to the disadvantage of the educationally deprived”. She commended the development of the courses designed for retired people and for pre-retirement, and reflected on the failure of governments to implement the section of the 1944 Education Act which required Local Educational Authorities to set up “County Colleges” and to “.... secure the provision of organised cultural training and recreative activities.....for any persons over compulsory school age who are able and willing to profit by the facilities provided for that purpose”. (Section 41 of the Act).

The second half of her pamphlet was entitled A Programme for the Future and put forward the view that the guiding principle for providing education for adults should be “ the conscious demands of adult students, reflecting their needs and wishes”. She welcomed the voluntary spirit embodied in associations such as the Educational Centres Association (ECA), Workers’ Educational Association (WEA), co-operative societies’ education service and others. She was very conscious of the need for adequate training for teachers and administrators in adult education, and for suitable accommodation for adult learning to take place, both comfortable and congenial: she felt the primary responsibility for securing this rested with the LEAs, as implied in the Act.

Turning to financial matters, Mabel Tyelcote expected “sympathetic co-operation” from government, LEAs, Universities, Trade Unions and even industry; she was aware from her service on the Court and Council of Manchester, that there was a danger of extra-mural

adult education being marginalised and not regarded as an essential part of university provision, though this did not apply to Manchester.

In conclusion, she stated her conviction that only adequate public finance could ensure that adequate accommodation, capital equipment and personnel would be made available for the education of adults, and that “the present (1960) level of funding was woefully inadequate for the importance of tasks to be performed – in particular for the kinds of education embracing values vital to a democracy.” International relations, too, could (as present Grundtvig programmes show) be improved and links strengthened by the investment of quite small sums of money.

This pamphlet shows its author’s characteristic commitment to adult education both home and abroad. In her own words: “ ...The voluntary participation of men and women in organised activities through which they may enlarge and interpret their experience of life...include those who wish to pursue a particular branch of knowledge for reasons of personal interest, and to further opportunities for those who seek a better understanding of society and of themselves: this will enable them to play a more effective part as citizens and in their social relationships.”

After long years of service to the National Institute of Adult (now Adult Continuing) Education, Mabel became its Chairman from 1960 to 1963 and Honorary Life Member from 1974. She was also a Vice-President of the WEA from 1960-68 and of the Union of Lancashire and Cheshire Institutes from 1969-75. Perhaps her greatest single achievement in the sphere of adult education was in the development of the Manchester College of Adult Education, both before and after its formal creation in 1952 as a separate establishment for the City’s central Adult Education Institute. She struggled against great difficulties to achieve (in 1966) the

provision of funding for designing and building the College, which was completed in 1974 (*See the section on the Mabel Tylecote Building*). It can surely be said (without disrespect to others involved) that it stands in large measure as her memorial.

Mabel's other activities radiated from this central focus of the education of adults. She worked for civil liberties and for the social services; she was a member of the Pensions Appeal Tribunal from 1944 to 1950, and was Vice-President of the Manchester and Salford Council for Social Service from 1968. Following in her father's footsteps, she was a connoisseur of the arts, in particular painting. For example, she recognised the merit of Lowry's works, and bought them, when he was still an obscure artist; she was the Chairman of the Association of Art Institutions in 1960-61. Naturally she was active in the whole field of education: even after she lost her Council seat in 1951, such was her value to Manchester's Education Committee that she continued as a co-opted member of it until 1977. She was also active in educational matters in Stockport as a member of the County Borough Council there. At Manchester University, she was a member of the University Court for the astonishing span of 35 years (1945 to 1980), and of Council for a (mere) 15 years, from 1960 to 1975. In recognition of her services, the University conferred on her the degree of Doctor of Letters in 1978. She also served on the court of UMIST from 1960 to 1977, and as a governor of Manchester Polytechnic from 1969 to 1977, including an Honorary Fellowship in 1973. The year after her husband's death in 1965, she received the honour of being appointed a Dame of the British Empire.

Clearly Mabel Tylecote was a formidable member of any committee on which she served: one obituary described her as a 'fearsome opponent' and no doubt she was; but she was the more effective in

debate in that her ferocity was directed at her adversary's arguments, not the adversary *per se*. There was neither egotism nor malice in her relationships – indeed, malice was notably absent from her reminiscences in old age.

She did not, of course, ever forget her internationalism. As the sky darkened over Central Europe in the 1930s, she shared the concern of British Socialists on the events in Germany, remembering her contacts there. In her old age, she recalled with sorrow and some pride that terrible day in 1939 when news came that the Germans had marched into Prague (a city where many prominent Jews and Socialists had taken refuge); whereupon she set to on the telephone for many hours to persuade everyone she knew among the 'great and the good' to badger the British government into doing its duty by extricating as many of these refugees as possible. Some indeed must have owed their lives to Mabel's sessions on the telephone. After that, she could do no more for those living in Central Europe until the end of the war, when, at the first opportunity, she travelled to Germany and Austria to help rebuild the international links in adult education which had been broken by the conflict. (*One such visit, in March 1950, to Wislade near Lüdenscheid in the Ruhr district, is described in the section on Personal Reminiscences by Ronald Wilson*).

As old age forced Mabel to resign from one public office after another, it was her links with adult education (in particular the College of Adult Education and the extra-mural work of the University) which she retained until well into the 1980s – indeed, it was not until 1984 that she finally resigned from the governing body of the College. Near the end of her life, terribly lamed by arthritis and (in her last two years) confined to a wheelchair, she had to relinquish all her public duties and depend on her many friends to visit her. That situation saddened her; but she seemed to be equally grieved by the state of her country, ruled by a government she abhorred, while the Labour movement to which she was devoted was unable to protect the gains it had accumulated so slowly. It was perhaps merciful that she was spared the knowledge of the third Conservative election victory, and of one of its indirect consequences, the dissolution of the Manchester College of Adult Education as a major establishment of further education in September 1988. On the 31st January 1987, she died of a heart attack on her way to hospital.



At home – 1 Rusholme Gardens, Manchester
Late 70's – Early 80's



The Mabel Tylecote building as it is now in 2005

Personal Reminiscences of Mabel

Tylecote by E.C.A. members who knew her professionally and informally

Many memories are held by those who knew and worked with her during her many years of involvement with education in Manchester, in particular the College of Adult Education during Ronald Wilson's and William Tyler's principalships. There is room here for only three examples from E.C.A. members who sat with her at meetings of the city's Education Committee and its Community Education Sub-committee; at the governing body of the College of Adult Education; and at the Executive Committee of the National Institute of Adult (now Adult Continuing) Education. A brief reference to her style is also made in William Tyler's inaugural Mabel Tylecote Memorial Lecture (see below).

By **Joyce Hennessey** (Assistant Education Officer for Community Education, City of Manchester Education Authority from 1974 to 1980)

The Community Education sub-committee of Manchester Education Committee was at this time a lively and interesting body, never more happy than when visiting the establishments within its remit.

There were over 80 full-time staff engaged in providing courses for adults and youth activities across the city. Less accessible venues such as Strangeways Prison and the Ghyllhead Outdoor Pursuits Centre in the Lake District were all visited as part of a rolling programme for members to assess what was being achieved. Dame Mabel made it her business to attend, however much walking or personal inconvenience was involved; she was always well-briefed and greatly respected by her colleagues and officers who accompanied her.

Although her work as a co-opted member of the Education Committee was conscientiously performed, her main

concern was the development of Adult Education through the new purpose-built College, with strong links to Manchester University and the North-western District of the W.E.A. No one could have fought harder than Dame Mabel for this cause: she was used to fighting, as she had had to overcome many obstacles before being allowed to qualify herself academically, as a 'mere female'. This was indeed a bold step to take at this time.

As chair of the governing body of the College of Adult Education, she was determined to make it one of the leading establishments of its kind, notable both for the quality of its courses and the vitality of its student life. I well remember being summoned to the College by Dame Mabel shortly after my appointment and at the end of a long working day: she wanted to be assured that I could be counted upon to offer appropriate support for the needs of the College. I think I passed the test, as I was invited to meet with her and Derek Legge at her home one Sunday evening for a discussion. She was certainly a generous hostess, until she had to move to smaller accommodation through growing disability.

She experienced problems in daily life in her later years: for example, after meetings at the College, William Tyler and I would hover in the small car park to ensure that she did not reverse into a wall on her way out! A less determined lady would probably have given up her car and been taken home by taxi long before. She also contributed to the first in the series of Lady Simon of Wythenshawe Memorial Lectures held between 1974 and 1978, in which she described Lady Simon's contribution to education in Manchester in a scholarly and distinguished manner.

In 1977 the time came for Dame Mabel to retire from service on the Manchester Education Committee; many tributes were paid to her by colleagues, both members of the City Council and professional

officers. It was on this occasion that we had an interesting conversation about Arthur Ransome and his books: she knew him well and, of course, delighted in the Lake District scenery which he described so vividly. This was a lasting memory of Dame Mabel's wide humanity and range of interests.

By **Ronald Wilson** (Principal of Manchester College of Adult Education from 1964 to 1980)

I was amazed to find, on being asked to make a contribution on personal memories of Dame Mabel Tylecote, that the first occasion on which she entered my life was in the winter of 1949-50 (over 50 years ago!) At that time I was assistant to the head of the adult education section of the British Control Commission for Germany in Düsseldorf, covering the State of North Rhine Westphalia, one of four such states comprising the British Zone of Occupation. Our specific task in that section was to provide assistance to the renascent German 'liberal' adult education movement and its leaders, in particularly desperate post-war times and to help in replacing the Nazi programme of state-controlled adult education operated by the 'German Labour Front' of the Third Reich. The British authorities in Germany (in common with the other Allies) had in 1945 issued a call to the emerging organs of local government in their Zone to encourage the formation of locally-based committees dedicated to creating democratic institutions of adult education; this was a conscious attempt to rebuild a national system of adult education from the 'grass-roots'.

As I learned later, the then Mabel Phythian had seized the opportunity to show her solidarity with the victims of war after 1918: she took part as a delegate in international anti-war women's conferences in Paris and then Vienna. After World War II she repeated this commitment by being one of the first

visitors to be invited to the British Zone of Germany under the programme sponsored by the Foreign Office, who acknowledged her reputation as a lecturer and tutor in adult education, especially on recent history. She was only 18 when the first World War began, and this conflict made her crystallise her political views, especially in connection with the international women's peace movement.

As she later told me, she had experienced misery, suffering and starvation among the ordinary people in the early 1920s when she was in Vienna.

Dr Mabel Tylecote was therefore invited to join the winter course at the Wislade Adult Residential College near Lüdenscheid, as a guest tutor from Great Britain, mainly for the daughters of farming families. The College served a predominantly rural population, and had strong links with the German Reformed churches. Her course covered recent history, with general civic and political topics. The unusual situation in which Mabel Tylecote found herself was the almost totally rural economy, separated by some distance from larger centres of population such as Hagen, the nearest large city. Another innovative aspect of her stay at Wislade was its duration of several weeks, unusual for a Foreign Office sponsored visitor at that stage after World War II.

The effect of Mabel Tylecote's presence at Wislade was electrifying, and was to demonstrate the lasting and permeating influence of adult education on the lives of her students (a theme which she later elaborated in her Fabian Research pamphlet). West Germany had only recently become the Federal Republic, with an uncertain future: there were few opportunities for young German adults to meet and talk with informed people from other countries. I was responsible for looking after her general welfare during the weeks that she spent at Wislade; this involved bringing out her weekly British

rations and her mail, and discussing any problems which might arise with the course, in collaboration with the Warden and his wife. I found that Mabel insisted on pooling her British rations with the general supply of food at the College, so that she had exactly the same as staff and students. Rudolf Brinkmann and his wife Elisabeth were joint Wardens of Wislade at the time, and Elisabeth wrote as follows to us on hearing of Mabel's death in early 1987:

"The young girls of long ago (some of them now already grandmothers) who were in our residential course that she took, often asked me for the latest news of Mabel Tylecote, always full of thankful remembrance of her. She meant so much to these people at that time, for she was almost a symbolic figure of that England that is understanding, charitable and seeking to help. She never tried to be like a governess in setting out all the good qualities which your country certainly had in comparison to ours. She encouraged our young people to look for the ways which with you had been tried and tested in the life of the community. Quite aside from the heart-warming kindness which emanated from her, it was simply her special gift of understanding for us, for our problems and for that which we were seeking. Very quickly we experienced a deep inner tie and affection, the knowledge of a common way, on which this representative of England offered us so lovingly a helping hand. We learned much from her, we experienced esteem, we let ourselves be borne by her goodwill."

This episode of her extended visit to the Wislade Adult Residential College I have quoted at some length because (apart from it being my first encounter with her) it seems to me to be characteristic of her social and educational commitment which I was to come to know so well in Manchester later on; and of her practical internationalism, for which frontiers were

man-made barriers which should not be allowed to prevent normal relations and understanding between peoples. Of this internationalism she had already given many proofs, from the war of 1914-18 onwards. None was more dramatic and effective than when, in the dark days of the late 1930s, Hitler was poised to liquidate what was left of Czechoslovakia after the Munich agreement of 1938. Mabel relentlessly pursued British MPs and the government in a campaign to persuade them to assist the hundreds of anti-Nazi refugees from Germany and central Europe who were trapped in Bohemia and the Czech lands, to escape to this country. Through her efforts many of these people were helped to escape the clutches of the Third Reich and indeed owed their lives to her.

About a year after her stay at Wislade, my next encounter with Mabel Tylecote came after I had been transferred in the same capacity to the Education Branch of the British military government in Berlin; my duties included liaison with a whole range of organisations, both civic and voluntary, including the borough Colleges of Adult Education, the federation of Trade Unions and the Churches in the western sectors of Berlin. The Russian blockade had led to the setting-up of a puppet administration in East Berlin, resulting in an administratively split city from 1948, and the building of the infamous Berlin Wall 13 years later. (The Western allies insisted however in exercising the right of their personnel to have freedom of movement in all sectors of Berlin, as did the Soviet authorities)

On the basis of her successful Wislade visit, the Foreign Office accepted my proposal for Mabel Tylecote to attend a conference on youth unemployment organised by the West Berlin Ministry of Education. So she came to Berlin as an expert, combining long experience in the education of adults and also concern for the wider social background problems of younger people. This Berlin conference,

lasting a week in 1951, gained enormously from her active participation and her contributions, as well as her practical, unsentimental internationalism.

It became clear by 1958 that the U.K. government of the day was determined to “normalise” cultural and educational relations with the newly-established Federal Republic of Germany by handing over responsibility for these activities to the British Council. In that year I was successful in obtaining a post as adult tutor with the Leicestershire L.E.A, and four years later a similar post with Huddersfield. Early in 1964 I noticed an advertisement for the position of Principal of the Manchester College of Adult Education;

I applied for this and to my surprise after the interview, was offered the post. The joint appointing committee included the three *femmes formidables* of Manchester Education Committee: Lady Shena Simon, Councillor Kathleen Ollerenshaw and Dr Mabel Tylecote, and none of the applicants interviewed was let off lightly!

At this time Mabel was Chair of Governors of the College of Adult Education, and when the question of a new building for the college came up, I reminded her that a large number of purpose-built colleges had been constructed and were now in use in West Germany, especially the former British Zone of occupation. She asked me to enquire of the Secretary-general of the Federal Association of Adult Colleges, Helmuth Dolff (whom she had met) whether any information had been written on experiences involved in the design and use of these new buildings. Dolff immediately sent us back a copy of a doctoral thesis on this very subject, published a few weeks earlier (in 1966). By this means the basis was laid for the new building for the Manchester College described in the section on the Mabel Tylecote Building; in my opinion, the project would not have taken place were

it not for Mabel’s active support and powers of persuasion.

Mabel had lost her seat as Chair of the College governors during the period of Conservative control of the City Council in the late 1960s, but she remained a co-opted member and made a vast contribution to bringing about the building plans of the City Architect which were discussed at all stages by the Governing Body.

The 1944 Education Act (Sections 42 and 43) and the Ministry of Education Circular 133 contained proposals for the establishment of “County Colleges”, primarily for young people aged 15 to 18, and calling for ‘social and recreational provision of leisure-time activities for persons under the age of 18, and for adults.’ These last three words seem to form an addendum, but were nevertheless most welcome to adult educators.

The City of Manchester Committee regarded their responsibilities towards the entitlement of adults to participate in what is now termed ‘life-long learning’ very seriously. In 1943 they had taken over the premises of the former Lower Mosley Street School to develop an Adult Education establishment. There followed 20 years of stability and growth, and by 1965 the pattern of adult education provided in a central college had become accepted in spite of the inadequacy of the building.

In August 1966 the Department of Education and Science agreed to the inclusion of new premises for a central College of Adult Education in the city’s major building programme. Many further education colleges intended for technical and vocational purposes had been constructed in this country during the post-war years; however, there had been no allocation of funds for a college to provide a liberal education for adults in Manchester. Dame Mabel was not slow to

perceive that here was a unique opportunity to involve the Manchester L.E.A in a project in partnership with the Responsible Bodies (as they were termed) for adult education through the Extra-mural Department of the University of Manchester and the W.E.A. She did much to persuade members of the City Education Committee to develop close collaboration, and eventually found a suitable site within the University Precinct which was developing in the All Saints district on Oxford Road. It was estimated that the building would cost £300,000 with probably a further £100,000 for furniture and equipment.

Since no expert advice was available in this country to the Committee on the requirements of an adult education college, a visit was arranged to a number of similar establishments in Sweden and Germany during 1967. Although Dame Mabel was not included in the visit, she already had considerable experience of living and working in Europe; this was invaluable to her fellow-members of the Education Committee as they struggled to order their priorities within the limited budget. They were deeply impressed by the quality of the buildings they had seen abroad, and the spaciousness of the accommodation enjoyed there by students.

Long before the College moved in its entirety into its new purpose-designed home at All Saints, I had become accustomed to Mabel's conscientious and careful preparation for meetings of the Governing Body. This became more marked, especially after the go-ahead was given for the erection of the new College and, shortly after that, the coming into force of the Education (no.2) Act of 1968. As soon as agenda and papers for a Governing Body meeting had been issued to us by the Chief Education Officer, I could expect a telephone call from her inviting me to a glass of sherry at her flat in 1, Rusholme Gardens to agree tactics for the forthcoming meeting.

These sessions could, and did, last a considerable time, involving, as they did, exhaustive questioning on her part of the implications of agenda items and a complete briefing of her by me on any matters on which she desired more background information than the papers provided. Frequently I emerged from these tête-a-tête meetings with just enough time to make it back to the College before it closed at 10pm. Such conversations were invaluable to both sides, ensuring that the Chair, and the Principal (and through the latter, the views of staff and students) could reach a holistic and agreed overview of the issues facing the meeting. This was doubly important on the entry into force of the above-mentioned Act of Parliament, whereby, as already referred to, the Principal, and elected members of academic and non-academic staff, and elected students, for the first time joined the Governing Body, with full voting rights.

Unfortunately, however, the site allocated for the new College of Adult Education was restricted by having to incorporate the façade and classical columns of the former Chorlton Town Hall; furthermore, it soon became clear that the project was under-funded and it became necessary to reduce its overall size. For example, the Committee reluctantly decided to omit the scheme for a suite of workshops for art, crafts and science; in addition, the scheme designed by the architect, whereby the entrance to the College from All Saints would be a ramp leading to a walk-way at first floor level, was abandoned and replaced by an entrance at ground level leading to a small room, unsuited for even small gatherings of people. This was a disappointing outcome of a series of compromises which pleased neither the architect nor the Committee.

As a member and then Chair of the Governing Body, Dame Mabel gave whole-hearted support to the Principal

and staff of the new college. The academic and social facilities were well used from its inception, and there were never problems arising from low student enrolment figures. This was the position right up to its closure in 1988: it was a highly successful establishment, whose work is now being continued in the various local venues of the City-wide Adult Education Service.

The transfer of plant and building from the College to other users came in stages, initially involving the use of part of the catering facilities for students of the Manchester Polytechnic. The lease of the building followed the City Council's closure decision, and the final sale of the site to the Manchester Metropolitan University came in 1991. It is a matter of pleasure to those who remember Dame Mabel that the building was re-named to respect and honour the outstanding contribution which she made to the development of adult education in the City of Manchester.

One notable occasion came on 30 October 1973, when the Duke and Duchess of Gloucester (Prince Henry and his wife Brigitte) visited Manchester and the Duke asked to see new (including incomplete) public buildings as he had a professional interest in contemporary architecture. By a happy coincidence, a class in Danish was taking place during the visit, so while the City Architect and the present writer conducted the Duke over the uncompleted building, his wife (being Danish) spent some time with the students and tutor of the class.

The Conservatives' rule in the City Council proved to be short-lived, and by 1971 Labour had won back control: Mabel, now a Dame of the British Empire (D.B.E.) was unanimously re-elected as Chair of the College Governing Body, a position she held until 1977. In this connection, according to the late Edward Hutchinson, then Secretary of the National Institute of Adult Education,

Mabel was long in opposing her name being put forward for any 'honour' – only the argument that it would enhance the standing of adult education as a whole finally led her to withdraw her opposition.

During this period, the College grew significantly in size and in the range of studies it was able to offer: She was constantly concerned about the sorts of problems arising from the building's design, and the negative effect of these on the College's work (some of which were described in the section on the building).

Dame Mabel's record during the years of her chairmanship is clear from reading the minutes of the Governing Body; she fought ceaselessly and tirelessly for College interests, and had the satisfaction of knowing that her efforts were rewarded by a doubling (and more) of the student numbers from 3,000 in the last full year at Lower Mosley Street to 7,000 in 1979 and 9,000 in the 1980s, despite the virtual break-down in the system of 'free-trade' in the Greater Manchester L.E.As for adult education classes, and the government-induced financial crisis in this sector of education.

There was, in other words, no evidence of public lack of interest in the College – indeed quite the contrary, as a survey carried out shortly before the present writer's retirement in 1980 showed that the composition of the student body accurately reflected the economic demography of Greater Manchester and the City itself. Dame Mabel welcomed the findings of this survey as justifying her belief in the need for such an establishment dedicated to the education of adults, and discounting the allegation of 'elitism' heard in some political quarters.

Under its new Principal, William Tyler, the College attracted more and more student support between 1980 and 1984, up to the time of Dame Mabel's

resignation from the Governing Body on health grounds in 1984: this was in fact the last of all the public functions which her increasing arthritis forced her to abandon. Three years later she died of a heart attack, at the age of 90. The College was doomed to survive her only briefly: in 1987, when her life and work were being celebrated by a ceremony and an exhibition visited by hundreds of people during the weeks that it ran, forces were at work which by the 1989-90 session had succeeded in bringing about the closure of the College and its removal from the educational map of Manchester. This was despite vigorous protests and even marches to the Town Hall by students and staff, and a campaign to retain the College mounted by the Friends of the College organisation.

It thus transpires that although the building survives, it no longer serves the purpose for which it was erected a mere thirty years ago. Thinking of Dame Mabel and the example and the heritage that she has bequeathed to us, I recall the simple message to visitors to St. Paul's Cathedral in London, dedicated to the memory of its architect, Sir Christopher Wren:
Si monumentum requiris, circumspice! (If you seek (her) monument, look around you)

In late 1990, ten years, approximately, into my own retirement, I was telephoned by Mr R. Yeo, who had been Clerk to the Governors of Manchester Polytechnic and occupied a similar position in Manchester Metropolitan University (who had bought the building from the city in 1990) with the news that the University had decided to name the building after her, but were anxious to secure permission from her legal heirs. I therefore contacted her son, John Tylecote, and step-grandson, Professor Andrew Tylecote of Sheffield University. They raised no objections and so the former College of Adult Education is

known today as "The Mabel Tylecote Building."

The building which bears her name serves as a monument to her dedication to adult education, and in particular to the former Manchester College of Adult Education, and everything for which, in her mind, it stood.

By **Derek Legge MBE** (Lecturer in Adult Education and later Head of the Department of Adult Education in the University of Manchester from 1949 to 1978)

Others will no doubt write of Dame Mabel's outstanding contribution to the work of the City of Manchester Education Committee (where she was a doughty opponent of the formidable Conservative Councillor Kathleen Ollerenshaw), and of the great interest in the extra-mural work of the University to which she gave great assistance in its early development. Above all, she was of course for a long period a valued member of all the various councils, committees and governing bodies associated with the development of adult education in the City of Manchester, especially in its College of Adult Education.

My own special personal recollection is of travelling with her to various meetings of the National Institute of Adult Education in London: we both travelled second (economy) class; it was her wont to repair to the restaurant car on these journeys. There she refused to be moved from her seat even when we were asked to vacate our places for other passengers, and would wave her stick cheerfully at the attendants. Indeed, we had many interesting and lively discussions on those journeys, although as we held similar views on both educational and political matters, they never became argumentative.

I remember too the commemorative event arranged by the University of Manchester,

the Manchester Education Committee and its College of Adult Education to honour her memory; this took place in May 1987, not long after her death, in the basement of the College, and provided an opportunity for many people to share their reminiscences with the Chairman of the College Governing Body presiding. Some of the music she most enjoyed was performed by the Music Department of the College, and there was a small exhibition of 'memorabilia' connected with her many educational interests. She was, indeed, a quite remarkable person.

The Mabel Tylecote Memorial Lectures

These lectures owe their origin to the formation of the "Friends of Manchester College of Adult Education" organisation, set up in 1981 as a support group for the college at the suggestion of a governor (Mrs Margaret Jowett), with the encouragement of the former Principal (Ronald Wilson) who had retired the previous year.

Both he and his successor (William Tyler) hoped that the Friends would provide a base for the continuation of the work of the College during a difficult period for its financial security.

A period of uncertainty for the College (which had been since 1970 a corporate member of the E.C.A.) culminated in its dissolution as an independent establishment in 1988 and its incorporation into the City College of Community Education, and eventually into the City-wide Adult Education Service. The Friends' organisation then joined the E.C.A. and remained in membership until the former was wound up in 1994. In March of that year the Friends passed a resolution dissolving its corporate existence and arranging for its financial assets to be transferred to the E.C.A. "for the sole use of the North Region of that body." The resolution went on to express the hope that the money be used to continue the Mabel Tylecote Memorial Lecture series.

Under the Friends' auspices, three lectures were arranged in the building now bearing Mabel Tylecote's name, and these are summarised below. In 1995 the E.C.A.'s North Region Executive Committee resolved to continue the lecture series, resulting in the arrangement of two lectures, also summarised. However, the numbers attending the lectures fell over this period, and none has been held since 1998; it was therefore decided to make use of the remaining funds from the Friends to publish this commemorative pamphlet

1989: Liberal Adult Education into the 21st Century - the Challenge for the Future, given by William Tyler, at the time Principal of the City Literary Institute, London.

William Tyler dedicated his lecture to Mabel Tylecote's life and work, as one who was, during his principalship of the College of Adult Education from 1980-84, "a friend but also always the teacher: gently chiding, gently questioning, as if I was some earnest but rather slow tutorial class student of hers, long ago." His main theme was the nature of education designed for adults: subject-matter, methodology and organisation. He quoted Mabel Tylecote's own definition, as "organised activities through which adults may enlarge and interpret their experience of life," and went on to remind his audience of the "Great Tradition" described by Prof. Harold Wiltshire as a process committed to "humane or liberal studies, social studies and philosophy, using the Socratic method of discussion in small tutorial groups."

William Tyler felt that a new evaluation of education for adults was needed in 1989: the distinction between vocational and non-vocational or "recreational" subjects implicit in the 1944 Education Act (with funding for the latter mainly self-supporting) was indefensible: "skills-based" subjects for adults should be included together with those traditionally provided by L.E.A Evening Institutes and Adult Education Centres - practical music-making, drama and art, language-learning and crafts etc. In this category, he forecast a great expansion of demand for courses in English as a Second Language (E.S.L.) for adult students, and a growing need for courses in Information Technology. He described the relationship of tutor to student in adult education as "a contract freely entered into on both sides by teacher and learner alike: teachers are the conduits for the

learner to obtain the necessary skill or knowledge he or she desires."

William Tyler's final remarks concerned the question of suitable governance and management of adult education establishments; he gave as an example the cost-cutting exercise imposed on the "City Lit." which caused a need to establish priorities in courses there, and forecast a similar risk to other establishments to which adult education might be regarded as "marginal" and thus able to be discontinued.

He concluded by quoting Mabel Tylecote's Fabian pamphlet on "The Future of Adult Education" written in 1960: "Fundamental to all discussion about the future of adult education in this country is recognition of the need to sustain its tradition of voluntary action and of student participation in its management. If adult education is to be more than intellectual exercise and involve a deepening of experience, strengthening of personality and heightened sense of purpose, then it must be based upon a positive attitude of students who recognise their own needs and aims.....to subordinate respect for the student, and the will to discover and meet his needs, to short-term interest or administrative or financial convenience, is to destroy the foundations upon which the best achievements of Britain's democratic adult education have been built. Student initiative has always been a predominant feature in adult education; what is now needed is to ensure that, while the principles are safeguarded, the means and methods in use are appropriate to changing needs and conditions."

(Editor's note: This concept of student involvement encapsulates the E.C.A's aims and objectives "based firmly on the democratic participation of students, tutors and managers in furthering the

development of adult education, locally, nationally and internationally.")

1990: Old Values and a New Paradigm? Prospects for Adult Education in Britain given by Christopher Duke, Professor of Continuing Education in the University of Warwick.

The lecturer firstly considered "What business are we in?" - considering the changing names and nature of education for adults, with his own university introducing "Continuing" as a label. He next explored the relationship of levels of education - school, further and higher - and of the tensions existing between them in their search for adequate funding. His description of adult education was "a liberating and empowering process" leading to "personal development, growth and opportunity, and thus a better society."

He next touched on the effect that the expansion planned for higher education in the 1990s would have on adult continuing education, with its labour-intensive structure; the development of an information-technology society would be important in stimulating a desire to study beyond the compulsory school attendance age, and the schools themselves had an important role here. It was true nevertheless that adult education had traditionally drawn its clientèle from those already well-educated.

He ended by considering the proposition: "dreams and visions - are these any of our business?" and his belief that adult education must concern itself with the "tectonic grinding and shifting in the present-day human condition;" it cannot alone "transform and remake our fragmented, atomised and essentially purposeless society," but it can "serve as one vehicle for people-power, and a means to achieve individual self-development and advancement."

1991: What happened to Social Purpose? - Adult Education in the Age of Individualism given by Lalage Bown, Professor of Adult and Continuing Education in the University of Glasgow

Owing to uncertainties surrounding the future of the building occupied by the College of Adult Education, the 1991 Mabel Tylecote Lecture was held in the Council Chamber of the University of Manchester. Perhaps because of these and other uncertainties, this lecture attracted a smaller attendance than usual, but what the audience lacked in number it made up for in multiplex capacity and influence).

At the outset, the speaker reminded her audience that human beings constantly had to refer to the past in order to construct models for the future. What were the traditions for adult education in this country? In the United Kingdom its mainspring in the 19th and 20th centuries seemed to have been a drive to liberate the working classes through creating opportunities for 'humane' learning. She quoted William Temple, Archbishop of Canterbury and adult educator: "if you want human liberty, you must have educated people." The UK *Ministry of Reconstruction Report* (the much-quoted "1919 Report") on the role of adult education after the turmoil and chaos of the 1914-18 Great War, was further adduced as a clarion call for "liberty and justice", and for a wide expansion of adult education as a means of attaining a better and fairer social order. Another citation from Archbishop Temple served to emphasise this point: "there is nothing inevitable about oppression."

The speaker then turned her attention to the question of why adult education today had been allowed to fall away from its former status. She identified the following factors:

- (1) a general reaction against social engineering which had been discredited; she instanced the example of Poland before the collapse of the Iron Curtain, where adult education was compromised by being part of a state-run society.
- (2) Paternalism in earlier adult education which was now rejected
- (3) The current fashion of *participation*. However, we lived at present in a socio-political set-up where real participation was difficult. However, the notion of participation was good.
- (4) Old perceptions of the "working class" were now seen as no longer valid: the greatest degree of deprivation was at present faced by the unemployed.
- (5) The former adult education movement was based on 'white male working-class' values. Sexism was rampant, and there were no real opportunities for women.

Professor Bown then turned to the other element in her title: *individualism*. In this country we were now in the grip of an extreme form of this phenomenon: the only community of role appeared to be the creation of wealth, with this idea being applied to destroy individual choice. Concepts such as 'public accountability' and 'public boards' were being circumscribed and limited: commenting on this, a young architect of her acquaintance recently told her: "alienation is a manner of living by which a person experiences himself as an outsider".

The speaker then addressed some shibboleths: *empowerment*, for example. Had nothing to do with power nor with desirable social change. One of its tools

should be 'critical reflection', but if this led to cynicism it would reproduce and reinforce individualism. The poor should learn that the best route for them was not competition but co-operation. The falsity of 'peddled slogans' was also mentioned, such as 'care in the community' and 'active citizenship', and the pitfalls of following fashionable but short-term concepts such as 'performance indicators' or bureaucratic ideologies (such as 'managing demand') were underlined.

Finally, Professor Brown asked: "Where are we heading?" and entered a plea for an attitude which learned from others, illustrating this by suggesting that her audiences should look at Scotland's Community Education Service, which involved bringing together youth work, community development and adult education and was a co-operative effort directed at social, economic and cultural change. What principles should determine our future courses, based on a consideration of past history? She named three:

- (1) Learning must be lifelong
- (2) there must be an acceptance that all learning will affect individuals positively
- (3) people must accept that we now live in a global community

If we accepted these three principles, we should have to keep adult education in the political agenda, and take leaves out of the books of Mansbridge, Temple and indeed, Mabel Tylecote. She closed with a phrase by Confucius: "Take heart!"

Adult Education - Now and in the Future given by Richard Hoggart, formerly Professor of English Literature in the University of Birmingham

Richard Hoggart's theme was largely covered in his book The Way We Live Now, published the previous year, and containing a chapter devoted to adult education. His main thrust was centred on Disraeli's statement in the House of Commons in 1874, in which he stated his belief that "upon the education of the people of this country the fate of this country depends." Like Christopher Duke, he deprecated the current insistence on the "primary importance of vocationalism in education at all levels;" this was in contrast to the emphasis placed on a "liberal education" in independent and grant-maintained schools with their concern for developing "leadership and character building."



Richard Hoggart

Turning to Further Education, which he described as the "Cinderella of the education service – unsung, unprotected and unfashionable," he regretted the tendency to re-align the curriculum towards "market-orientated" subjects, with a consequent "demotion" of those regarded as "recreational." However, he recognised the new thrust towards community-based education, embracing

the idea that education should be considered a life-long interest, and reminding his audience that “adult education brings adults together in a very wide range of study-classes and related activities, not for gain or advancement, but from an individually-conceived and shared wish to develop understanding, creativity and a grasp of social and personal problems.”

Richard Hoggart concluded his lecture by suggesting that adult students “have to be helped to find their own way to shape their own tools: adult education is in a sense ‘quietist’, ‘offering time out,’ providing a time and a space for reflection - a way to arrive at things by our own paths and in our own time. It is indeed a form of showing respect for the human species.”

1998: Achieving the Learning Age – Challenges and Opportunities given by Professor Bob Fryer, formerly Principal of the Northern College at Barnsley and Professor of Continuing Education at Sheffield Hallam University. He was also Chair of the government’s National Advisory Group for Continuing Education and Life-long learning.

This fifth and final lecture in the series dealt initially with the government Green Paper entitled The Learning Age: a renaissance for a New Britain, in which the Secretary of State for Education (David Blunkett) called for a “ lyrical vision of motivation for education throughout life, from pre-school to post-retirement.” The problem was, he felt, that many people in this country were not yet ready to accept learning as a normal part of life: those who do accept it are usually those who have had an education extended beyond school. He suggested three values which drove people to learn in adulthood: failure, disappointment and exclusion. To bring about a change in the culture required was a task for government, educational institutions and

other similar organisations, and individuals.

The “culture change” required must involve employment skills, locality, community and family, and relate them to roles, identities, expectations, aspirations, social and educational divisions, as well as notions of citizenship. Indeed, the concept of life-long learning must lead to an adaptation to new skills and to the expectation of changes in both work-patterns and life-styles. We need to make education a normal part of life, “ beyond fear and dread and linked to life’s priorities, leading to a sense of ‘ownership’ with confidence and self-esteem as important components.”

He illustrated his theme with projected images of the “Risk Society” experiencing uncertainty and possible dislocation through changes of jobs; core principles of shared responsibility, quality, values and partnerships for success, and with an important role for government in establishing its legal framework.



Professor Bob Fryer

In conclusion, he looked optimistically towards a “culture of life-long learning for all,” leading to individuals deriving pleasure for learning, both independently

and in company with others, and to an awareness of self-identity. He finished his lecture with a quotation from Francis Bacon's "Essay on Studies" (published in 1625), that "study serves for ornament, delight and ability." He felt that this description gave an apt pointer towards life-long learning, the momentum for which we had waited so long and which must be maintained.

Mabel Tylecote's Writings

These reflected her wide range of interest and included:

Historical Study of the Mechanics' Institute of Lancashire and Yorkshire before 1851 (which she submitted as a D.Phil in Manchester University in 1928 and was published as a monograph by the University Press in 1957). She also wrote a commemorative article on the foundation of the Manchester Mechanics' Institute from 1824 to 1850 under the sub-title Artisan to Graduate: from Mechanics' Institute to University Institute of Science and Technology (now UMIST), edited by D S L Cardwell and published by the University Press.

Various articles on Community Associations (in the Journal of the Association of Tutors in Adult Education, Autumn 1948); and as Chairman of the National Federation of Community Associations in 1954 under the title Challenge and Response in Adult Education – Old Towns and New (published in the periodical Adult Education, Winter issue 1954.)

A Preface to the Report of the National Institute of Adult Continuing Education on Accommodation and Staffing for Adult Education, prepared in September 1962 for submission to the Minister of Education and published in Adult Education in January 1963.

Various contributions to the W.E.A's journal The Highway, and introduced a dialect poem by one of her W.E.A students (William Calligan of Greenfield near Oldham) entitled "Mi Little Piecin' Days are O'er", published in W.E.A. Voices: a collection of students' writings in 1989.

Other writings are in the care of John Rylands Library, Manchester University, and comprise:

The Dame Mabel Tylceote Printed Collection (housed in the main University Library) containing material relating to the birth of the Fabian Society, the nascent Labour Party and British Socialism generally. There are numerous Fabian Society pamphlets, research publications and Young Fabian pamphlets; in addition there are pamphlets published by the Anglo-Israel Association and others relating to the foundation of Israel, the Middle East conflict, and life in Israel generally.

The Dame Mabel Collection of Personal Papers (housed in the original John Ryland Library in Deansgate, Manchester) contains personal papers from 1914 to 1979, mainly concerning her career in the Labour Party, Manchester local politics, and adult education. There is a variety of general correspondence (both personal and official); files relating to particular topics such as adult education, elections, Mechanics' Institutes, family correspondence including letters to her grandparents from A J Balfour, John Bright and Richard Cobden.

(Note: details of the last two collections may be accessed on the JRULM Website at <http://rylibweb.man.ac.uk/data2/spcoll/tyle>.)

