

Frank Lord

Teacher and Soldier

A Short Biography

Foreword

In 1953 I was living at Pomborneit (and teaching at Koallah) and, knowing that a cousin of my father on his father's side was a World War 1 veteran from Pomborneit, I made a point of reading the school's Honour Roll, and there coincidentally was the name 'Cap. W.F. Lord, MC, MM'. No, Dad didn't know the Lords: Dad's uncle—William Newland—was a railway ganger and changed address almost as often as teachers, so Dad had never had the opportunity to get to know any other Pomborneit residents. (When the school was removed, the plaque was moved into the Pomborneit Hall which was later burnt down; thus the plaque no longer exists.)

Some years later, in doing family history research, I was tracing Dad's relations on his mother's side—the Nicols in the Cobden district—and found that another of his cousins, Archie Nicol, was listed on the Cobrico School W.W. 1 Honour Roll, and who should also be listed but: 'Cap. W.F. Lord, MC, MM'? Since I had been a student at Ballarat Teachers College in 1949, with Frank Lord as its principal, it seemed to invite a further look into the life of 'Cap. W.F. Lord, MC, MM'. This essay is the result of that delving.

The Frank Lord Story

Frank Lord was one of thousands who could not forget the sacrifices made in World War 1
—but was afraid that others would.

Like others, he had high aims in education, and there was one way of attaining them
—his way.

He was a complicated man, and a sentimentalist
—source of both his strengths and weaknesses.

Samuel Lord (father, Samuel Lord; mother Anne Williams), born in Ballarat 1856, married Ruth Constable (father, Thomas Constable; mother, Jane Leary), born in Buninyong 1862, at South Purrumbete, where they were both living, in 1886. Samuel junior was a farm labourer; his father a grazier who later settled at Pomborneit. The first four of Samuel and Ruth's children were born at Cobden. In about 1893 the family shifted to Mansfield, where Samuel managed Dueran Station. While there, their fifth child, William Francis, was born in 1894. The Lords did not stay long in Mansfield for their sixth child was born in 1895 back in Cobden where, also, their last four children were to be born.

Cobrico 1894–1901

Frank Lord first went to school at Cobrico (west of Cobden in the Western District) where his father was a dairy farmer. In Education Department files it is recorded that Samuel Lord of Cobrico was fined 10 shillings for not sending a daughter, Ida, aged 7, (probably Ivy) to school the required number of days in 1896. Later in his teaching career, Frank Lord was to reprimand and humiliate late comers to lectures—what would he have said of his father's imperfection?

Frank and his older brother, Arthur Lord, were listed in 1917 on a World War 1 honour roll at Cobrico State School. In the book *The Infiltrators: A History of the Heytesbury 1840–1920* (Jack S. Fletcher, Shire of Heytesbury, 1985) mention is made of a number of other members of the wider Lord family. 'In October 1883, the patriarch of the town [of Cobden], Mr [Samuel] Lord, over 80, returning from church floundered in the mud...the residents think the Shire should attend to the road'. Samuel Lord was Frank Lord's grandfather. The name 'Lord' was adopted as a Cobden street name by the council in 1887. A Mr Lord was on a committee in 1900 to form a Cobden town band. In the Shire of Heytesbury East Riding election of 1906,

William Lord was elected. William was the son of Samuel, the brother of Samuel junior, and Frank's uncle. He was a councillor during the periods 1906-1918 and 1920-1924. Mr Charles B. Lord (another of Frank's uncles) was the first secretary of The People's Party formed at Cobden in 1912. A branch of the Victorian Farmers Union was formed in Cobden in 1917 with C.B. Lord as its secretary.

Pomborneit 1901-1907

Lords were also living at Pomborneit, to the north-east of Cobrico, in the 19th century. When the Manifolds (the earliest squatters in the Camperdown district) sold off the north-

eastern section of their property, because of the rabbit infestation in the Stony Rises, selectors including Lords, Boyds, Hallyburtons, Harrisons and McGarvies moved in during 1865. Grace Lord, the youngest daughter of Samuel Lord senior, hence Frank Lord's aunt, attended the Pomborneit School in 1889. A Miss E. Lord was a junior teacher, promoted to class 2 there, in 1908. (Was she Frank's role model?)

Samuel Lord junior appears to have lived at Pomborneit as a dairy farmer from 1901 until 1907. Seven children of Samuel and Ruth Lord were enrolled at Pomborneit S.S. They were:

	Born (c)	Admitted	Age	Departed	Age
Ivy	Jun 1888	Jul 1901	13.1	1902	14
Jane	Jun 1890	Jul 1901	11.1	1903	13
Stella	Jan 1892	Jul 1901	9.6	1905	13
Frank	Jan 1894	Jul 1901	7.5	1907	13
Samuel	Sep 1895	Aug 1901	5.11	1907	11
Annie	Sep 1895	Dec 1901	5.11	1907	11
Thomas	Apr 1897	Nov 1902	5.7	1907	10

Annual examinations in written arithmetic, grammar and composition were set by the Victorian Education Department for primary school pupils when the young Frank was at primary school. Typical of the test Frank would have sat when he was in Grade III is the following 1904 paper.

Education Department Victoria Class III No. 28 1904

Written Arithmetic

1120322 ÷ 543

Add together £769 . 13 . 4, £145 . 2 . 6,

19s 8d, £76 and £158 . 2 . 6

How many shillings in 7,684 farthings?

After selling 2,005 sheep a grazier still had 7,948. How many had he at first?

Numerate 7700007

Grammar

Analyse into subject and predicate:

The poor lamb bleated very sadly.

George is very fond of it. [2 + 2 = 4]

Make a sentence in which 'wet' is an adjective, and another in which it is a verb.

[3 + 3 = 6]

Composition

Tell about any bird's nest you have ever seen.

(Not less than six lines)

Frank Lord was also listed on the Pomborneit School World War 1 Honour Roll. Pomborneit had cause to be proud of its sons, for on that roll three soldiers are recorded as having been decorated for bravery. Besides Frank, one of the trio was a Victoria Cross winner.

East Malvern (Melbourne High) 1907-1914

Frank's mother, Ruth (said by her grand daughter to be a 'lovely woman'), was the first of the family to move to Melbourne in 1907, opening up a boarding house. The rest of the family followed soon after, Samuel setting himself up as a fuel merchant. At the age of 13 when the Lords shifted to Melbourne, Frank must have attended a post-primary school for the years 1908 and 1909, for he did not enrol at Melbourne High School (student number 538) until 1910. He attended Melbourne High School in 1910 and 1911 and in 1913 as a manual arts student, while residing at Devonshire Road, East Malvern. At school he was a good student and a fine sport. He excelled at football and was captain of the first eighteen, playing also with the Old Boys. Later as a teachers college principal Frank was to accord students who were league footballers something approaching favoured

treatment—in the social sense, not in an academic sense.

On the 4th of March 1912, Frank was appointed Junior Teacher 3rd class, on probation, to S.S. 2897, Carnegie. A mere 2 months later Inspector Armitage reported that he kept very good discipline and taught well. 'A good J.T.' In October, it was reported that he was a good, earnest, painstaking J.T., who, with but little teaching practice, was doing well. 'He talks over much'. This last comment is the only statement that ever came close to criticism in an illustrious teaching career that spanned two world wars and ended 47 years later in 1959.

In December exams, Frank passed written composition, nature study and drawing for his 1st Class Certificate. On the 5th of February 1913 he entered the Manual Arts course at Melbourne High School.

When war came it is doubtful if there was a second thought in Frank Lord's mind whether he should enlist or not. It was almost inevitable that he should. To him and so many of his generation England was still 'home'—in fact, over one-quarter of Australian soldiers in the first AIF were born in Britain—if England was at war, Australia should be there too.

Some idea of the all-pervading moral pressure on young men (especially) to join the forces or support the war effort in some way is illustrated by the following excerpts from the *School Paper—Grades VII and VIII*, 1914.

February 'The Turks in Europe' (SP, p. 43)

An injunction of the Koran...is that of making war against the Infidels.

The May SP was the 'Empire-day Number' 'Britons beyond the seas' (Begbie, H. p. 83. One of six stanzas follows.)

*God made our bodies of all the dust
That is scattered around the world,
That we might wander in search of home
Wherever the seas are hurled;
But our hearts He hath made of English
dust,
And mixed it with none beside,
That we might love, with an endless love,
The lands where our kings abide.*

'Can the British Empire endure?' (Gillies, W. pp. 83-7)

*...Great, too, are the dangers from outside
enemies; but these dangers will probably do
more good than harm, because they will
keep us from becoming soft and pleasure-*

*loving...If the boys of the Empire believe
that the finest work to which they can set
their hands is to hold the Empire together,
and to use its power to help on the world,
then we shall have greater men than
before...We wish to be known as the land
which, along with New Zealand, Canada and
South Africa, rears the finest men and
women in the world. Now we shall not be
free to work out these splendid plans, if
Australia is taken from us, or overrun by a
backward race...We should no longer be able
to bring peace and progress to backward
races, to put down the trade in slaves, and
throw the weight of the Empire on the side
of peace, justice and humanity.*

'Our governors' (pp. 89-92)

*...Colonial Governors form an important
class of British officials, and governships
are usually filled by noblemen or
distinguished officers of the British army
or navy. They help to strengthen the 'silken
ties' that unite the British Empire.*

August 'Britons, hold your own' (Tennyson, A. p. 138)

September BRITAIN AT WAR

*Britain declared war against Germany on
the 4th of August. In anticipation of this
declaration, the Ministry of the
Commonwealth of Australia, fully confident
that its action would be in accord with the
wish of the people, had offered, on the
previous day, the Australian fleet and
20,000 men to the mother country...*

'The call' (Oriel, in the Argus, p.147)

*It is not ours to rule the fate which God
may hold in store,
But let us stand to meet it as our fathers
stood of yore;
Our sword is loosened in its sheath—go, tell
the motherland
Her sons have girt their armour on, their
help is close at hand.
Coo-ee! The mother country's calling,
Coo-ee! Her sons have made reply,
From Darwin to the Bight,
We're ready for the fight—
Australia's sons have manned their guns,
prepared to do or die.*

'British freedom' (Wordsworth, W. p. 149)

'What are we fighting for?' (Gillies, W. pp. 150-4)

*...Every boy can redouble his efforts...to
become a man who will be a strength and a
credit to Australia, and to the race from
which he is sprung; every girl can strive
her utmost to become a good woman, an
intelligent citizen, and a capable home-*

maker—We heartily detest anything that smacks of boastfulness about our powers of governing backward nations; but, at the same time, these powers have been given us by God for use, and, at a crisis like this, we do well to consider the result, were our possessions to pass into German hands.

'The King's message to the fleet' (p. 154)

'Patriotic meeting of teachers in Melbourne' (pp. 158-9)

The Director of Education (Mr Frank Tate) said...As teachers, they recognised that there was a 'soul of goodness in things evil', and, rightly used, this dreadful war might produce lasting good to Australia in its effect on our national character. Teachers would have a capital opportunity to impress on children their civic obligations, and to produce a zeal for social service.

October 'To the helpers at home' (pp. 161-2)

'Our share—Victorian State Schools Patriotic League (pp. 162-4)

'Vital Lampada' (p. 164-5, Newbolt, H. The second of three stanzas follows.)

*The sand of the desert is sodden red,
Red with the wreck of a square that broke,
The gatling's jammed, and the colonel dead,
And the regiment blind with dust and smoke.*

*The river of death has brimmed his banks,
And England's far, and honour a name,
But the voice of a schoolboy rallies the ranks,*

'Play up! play up! and play the game!'

'Victoria's contingent at the Broadmeadows Camp' (pp. 165-8, Norris, F.K., from War Notes & Queries)

Frank Lord's World War 1 (summary)

1914, 5 August	Britain declared war on Germany.
1914, 10 August	Recruitment for the newly formed Australian Imperial Force began.
1914, 17 August	Enlisted as a gunner in the AIF.
1914, 20 October	Embarked with the 2nd Field Artillery Brigade on the Shropshire with the rank of bombardier. Served with his unit in Egypt.
1915, 25 April	Took part in the Gallipoli landing.
1915, 26 November	Promoted to corporal, and later evacuated to Egypt.
1916, 7 March	Promoted to sergeant while at Tel-el-Kebir.
1916, 22 March	Sent to France and fought at Armentieres, acting as sergeant-major from May to August. Fought at Pozieres where he was awarded the Military Medal.
1916, 2 August	Promoted to commissioned rank—2nd lieutenant.
1916, 12 August	Transferred to the 21st Field Artillery Brigade. Fought at the Somme and Ypres.
1916, 20 December	Promoted to lieutenant.
1917, 27 September	Awarded the Military Cross.
1917, 7 November	Mentioned in despatches.
1918, 15 February	Took rank of temporary captain.
1918, 20 March	Sent on a special mission to Persia and southern Russia. He helped train and lead Russians and Armenians against the Turks at Baku on the Caspian Sea.
1918, 15 December	Accorded rank of honorary captain.
1919, 17 April	Returned to Australia on the Anchises.
1919, 16 June	Was discharged.

William Francis Lord enlisted in the Australian Imperial Force—a wholly volunteer force for overseas service—as a private and signed himself as Francis William Lord born at Mansfield, a student aged 20 whose parents Ruth and Samuel Lord lived at Devonshire Road, East Malvern. At the time of enlistment he was a member of the 31st Battery, Field Artillery Militia Reserve, register number 1205. In 1909 Australia had established the Citizen Army, and had adopted compulsory

service for it, hence Frank's being in the Militia Reserve.

He was assigned to Unit No. 6 of the 2nd Field Artillery Brigade, a Victorian brigade. Artillery numbers were always easily attained; recruits—such as Frank Lord—were predominantly country lads with good horse-handling skills. World War 1 artillery relied on horse power. He swore that he would truly serve his Sovereign Lord the King in the

Australian Imperial Force from 17/8/14 until the end of the War, and a further period of four months thereafter...and that he would resist His Majesty's enemies and cause His Majesty's peace to be kept and maintained...'So Help me, God'.

His medical examination caused the Medical Officer to 'consider him fit for active service'. Frank was described as being aged 20, of height 5 feet 9 inches, 10 stone 10 pounds in weight, with a 35 1/2 inch chest measurement, sallow complexion, brown eyes, black hair and C. of E. denomination. He also attested that he was not married, not an apprentice, had no convictions, had never been discharged from the army or navy with disgrace, and had never been rejected as unfit for His Majesty's Service.

His (Australian) pay, 6 shillings a day, was the highest paid to W.W. 1 privates ('Tommies' received only 1/- a day, but British officers were paid as much as four times their Australian counterparts). AIF soldiers quickly became known as '6-bob-a-day tourists'.

After a brief initial period of training—the early recruits had already learned much of the arts of soldiering—Frank embarked on the 20th of October 1914 on the *Shropshire* for Egypt. Two days later he was recorded as being a bombardier. The troop carrier *Shropshire* was part of a 42-ship fleet, made up of 28 Australian ships, 10 New Zealand ships and 4 escorts—including a Japanese vessel. One of the escorts, the *Sydney*, engaged and sank the German raider, the *Emden*, off the Cocos Islands, resulting in the troops getting a half-day holiday en-route. As an artilleryman Frank would have been responsible for the care of six horses (there were 7843 horses on the fleet).

Originally destined for England, a severe winter caused the troops to be encamped in Egypt, so ensuring the Anzacs' part in the Gallipoli campaign, a campaign dear to the heart of Australian nationalists. Yet conveniently forgotten is the loutish behaviour of Australian troops in Egypt in late 1914 which led to over 300 troops being sent back to Australia where they were dishonourably discharged. (Later in the war this practice was discontinued because of the 'manpower wastage'—offenders were punished and then sent to 'the front'.)

Most of the 2nd Brigade did not land at Anzac Cove on the 25th of April as intended, but, due to confusion, landed some week or two later at Cape Hellas with the British and the French forces, coming under direct British command. These Australians later joined the rest of their compatriots, and after defeat were evacuated on the 19th and 20th of December 1915, but some members of Unit No. 6 were left behind to guard stores and were eventually evacuated with the British in early January 1916. It is not known to which of the component forces Frank Lord belonged, but since he arrived in Alexandria on the 7th of January 1916, it is possible that he was one of the remnant guards. A family claim tells of Frank as being one of the first 19 men to land at Gallipoli.

Between 300 and 400 men of the 2nd Brigade, about one-third of the total, were killed at Gallipoli (this fact, alone, is part explanation of why Lord was promoted to the rank of corporal while in combat), and of the rest, half of those were wounded—including Lord himself, although the nature of his wound is not recorded. If Frank Lord had gone into battle with adventure and high hopes on his mind, he would have arrived back at Egypt weary and wiser, and would have experienced great deprivation and horror—but worse was to lie in wait for him in France.

For Allied forces, the 4 months in Egypt (November 1915–March 1916) was a time of regrouping and taking on of reinforcements. These were readily available at this stage, the result of a massive recruitment drive in Australia during July following the first horrific casualty lists printed in the Australian press on the 3rd of May 1915.

Most Australians were camped at Tel-el-Kabir 112 km east of Cairo on the fresh-water Ismailia Canal linking Cairo and Ismailia on the Suez Canal. As the reinforcements were taken on strength the need for more non-commissioned officers led to Lord's promotion to sergeant. Allied troops left Alexandria on 22 March 1916 and disembarked at Marseilles 6 days later (German submarine activity slowed the convoy).

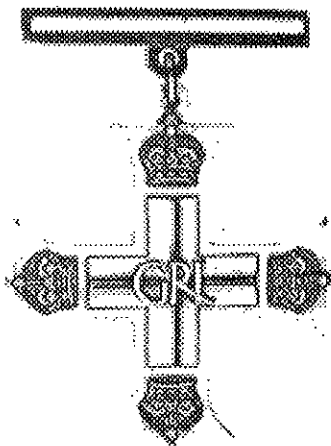
The troops were railed to the front in the north of France, and in subsequent fighting Sergeant Lord was awarded the Military Medal in August. The medal was instituted in March 1916, initially being awarded to non-

commissioned officers and soldiers for acts of bravery, being recommended by the Commander-in-Chief in the field; in Lord's case General Birdwood, 'for gallant conduct during recent operations'.



Military Medal (rec)

Promoted to 2nd lieutenant and then to lieutenant during 1916, he took part in artillery training behind the lines before returning to the front where he again was recognised for outstanding service—this time being awarded the Military Cross in September 1917.



Military Cross

Originally an army award, the Military Cross was instituted in December 1914 for distinguished and meritorious service in time of war and could be awarded to commissioned officers of the rank of captain and below.

The citation contained in his war record reads:

For conspicuous gallantry and devotion to duty. When his Battery was for a long time under heavy hostile shell and machine-gun fire and had suffered severe casualties, he moved about amongst the men, assisting to serve the guns and maintaining the morale of the Battery by his cheerfulness and splendid gallantry under the most trying conditions.

Less than 2 months later he was Mentioned in Despatches by Field Marshall Sir Douglas Haig. [Of Haig, the official Australian war historian, Bean, in referring to the battle of the Somme, said:

...a general who wears down 180 000 of his enemy by expending 400 000 men...has something to answer for (Bean 1916, p. 945).

The British Government answered for him by passing a motion of thanks to him, awarded him a grant of £100,000 and raised him to the peerage.]

Protocol governing British decorations decrees that the Military Cross is a higher decoration than the Military Medal (brave officers apparently are braver than brave men), hence Lord, MC, MM, not MM, MC. Being 'Mentioned in Despatches' is not considered to be an award; occasionally one sees the unofficial letters 'M in D' after the name of someone so mentioned.

Towards the end of 1917, Russia experienced revolution and signed a separate peace treaty with Germany, leaving the rich oilfields around Baku at the mercy of advancing Turkish troops. Allegiances in the area were confused, and a special British force of Imperial Army officers of rank captain and higher was created to consolidate support for the Allied cause in the area. Frank Lord was made a temporary captain and was one of a couple of dozen Australians to join the force. The force, known as the 'Dunsterforce', was commanded by Major-General Dunsterville—Rudyard Kipling's original 'Stalky'.

Lord's service record notes that:

To be T/Capt: whilst specially employed from 15th Jan. 1918, but not to count for pay and allowance prior to the 29th Jan. '18.

He spent the period between 14-9-1918 and 8-11-1918 in hospital at Kazian, having been wounded on the 2nd of September: 'I.C.T. both thighs'.

Early in February 1950, Frank was to write to the officer-in-charge of records at Victoria Barracks seeking information:

During World War 1 I was, in 1918, seconded for duty as a temporary captain with the British Army and joined the Dunsterforce with which I went to Mesopotamia through Persia (Iran) and did duty in Baku as Adjutant to Colonel Stokes in charge of the first British force to arrive in Baku, and served with the force until the Armistice, and returned to England in January, 1919. I was paid by the British Army and, as a medal was struck for this expedition and the ribbon worn by British officers, I would like to know if I am entitled to wear the ribbon also.

Lord was informed that he was not entitled because of a technicality concerning the commencement of the qualifying period. A memo noted that he had been awarded the Military Cross, Military Medal, 1914-18 Star, British War Medal and Victory Medal.

He relinquished the rank of temporary captain on ceasing to be specially employed on the 15th of December 1918 having returned to England in the meantime, and was immediately made an honorary captain.



Captain W.F. Lord MCMM

Primary teacher 1919

Discharged on the 16th of June 1919, Frank was appointed a temporary assistant at S.S. 1402, Errol Street, North Melbourne on the 22nd of June 1919 until the 31st of July, when he was awarded his Trained Teachers Certificate, Manual Arts.

Next day he was transferred to S.S. 2897 Carnegie, where he stayed until the 8th of September as a drill teacher. It is interesting to reflect on the way 'drill' has fared during the past 75 years. Both political correctness and content change are reflected in the names of its successors: 'physical culture', 'physical training' (PT), 'physical education' (PE) to 'human movement'.

Glenhuntly 1919-1923

A recently discharged army officer, Frank would have made a good drill teacher; and that is what his inspector thought, when he reported on Frank on the 10th of October, after his transfer to S.S. 3703 Glenhuntly on the 9th of September 1919:

Has done very useful work since joining this school. Is active and earnest. Prepares his work carefully and his teaching is lucid and to the point. Gets prompt obedience and teaches drill successfully. A very good teacher. 89

The 1912 characteristic, 'He talks over much', was undoubtedly refashioned by his 1916 experience as a sergeant major into the 1919 teacher who was 'lucid and to the point'. But does the reader comprehend the enormous psychological readjustment Frank Lord (and many others like him) had to make? Less than 12 months previously in an all-male army he had been fighting the Turks in Baku, the Germans in Europe before that, and earlier still the Turks at Gallipoli—in all, five years of brutalising experience—and now in his first inspection as a qualified teacher, six weeks prior to the one detailed above, the inspector judged him to;

...use the blackboard well, and questions well. A very good teacher. 86

There is something akin to surrealism in his metamorphosis from country kid to city student to soldier to primary school teacher: from 'For conspicuous gallantry...under heavy hostile shell and machine-gun fire' in 1917 to 'uses the blackboard well' in 1919.

From the time Frank joined the Education Department in 1912 (and earlier) until mid-1926, teachers were given a numerical assessment twice each year by a district inspector. It appears that a mark of 90 or greater corresponded with a post-1926 'A', which later redressed itself as 'Outstanding', which, later again, was replaced by a still coarser gradation. The lowest numerical grade Frank ever received was 86; the majority of his gradings were in the high nineties, topped by a 100 in 1925.

From mid-1926 until 1940, when Frank again donned an army uniform, he only received a 'B' (provisional) once—after a promotion—twice a 'B+', and the rest of his marks were 'A's': indeed, a remarkable record.

I have spoken to a goodly sample of Frank Lord's ex-students from Melbourne, Ballarat and Toorak teachers colleges. Some of those people disliked him because of his seemingly unreasonable disciplinary demands, some disliked him for his imperious demeanour, a smaller number thought of him as a very polite, urbane person (even: 'a charmer'), and almost all associated him with an inappropriately high number of references to military campaigns, mostly of World War 1.

It is true that many people thought Frank's insistence on 'proper' standards of dress, on obedient discipline coupled with his mentioning of out-of-context war-time events was a weakness—if not a failing—in his character. And it could not have been that Frank was unaware of the negative reaction that his particular approach in such matters provoked, for in 1920 there was a departmental inquiry arising from a parent complaint about Frank's alleged treatment of her son. There is a touch of farce when the correspondence that ensued is read today, but emotions must have been aroused at the time, and the participants must have found the whole affair distasteful.

Undated letter from parent to Head Teacher:

To Head Teacher

Dear Sir

My child I understand has to clean Lavatory this afternoon. Well as you know I have him sent to school to be taught and it is impossible to put up with his teacher (Lord). I am forced to go to the Department this afternoon. I shall have to remove him to another school if any more trouble. I am yours respily,

M... F...

A departmental officer made the following notes of a meeting with Mrs F...

June 1920

Mrs F... called [a Caulfield address is given] She complains of the treatment of her son, R..., by the assistant Mr Lord. He browbeats her son, 'has him set', frightens the lad. Once he said, 'F... F..., can't you find another school?'. (I am not a Catholic as it happens.)

He (Mr Lord) is a fop, he is always talking about the war, asked my son if his father went.

When I went to see him, he said, 'How dare you come into this room, it belongs to me'.

I said Mr Jenkins sent me.

Mr Jenkins hoped I would not take the boy away. I have sent him to the nuns. I have no complaint against the H.T. or the other teachers, but we cannot stand Mr Lord...No one likes him. He may be a good teacher in some ways, but he should behave decently.

After reading the interview transcript, the Education Secretary wrote to the officer:

Write H.T. Inform him of Mrs F...'s complaint as marked, except in brackets. Ask him to make usual enquiry & report. He sh'd forward a full statement from Mr Lord.

Excerpts from Mr Jenkin's reply, dated 16 June 1920:

...seats in urinals covered with urine...asked Mr Lord to mention the matter to the boys. Mr Lord said that he intended R... F... to clean up the mess as he had helped to make it, and had also told an untruth about it...said to Mr Lord I did not wish any boy to do such cleaning up...Tuesday 8th June, Mrs F... came for R...'s books...asked her to wait until Mr Lord arrived and have an interview in order to ventilate her grievances. Mrs F... refused...he was always instilling 'Militarism' into his class...she would have Lord removed, and that two or three parents would back her up. During [my time in] Mr Lord's room, I have not heard him make any objectionable remarks to the scholars. I may add that he takes a very deep interest in his class and in the boys to whom he imparts Phys. Culture. I think that he has at heart the

interests and well-being of every boy and girl in his class.

Frank's cogent response covered three foolscap pages. The gist of his 15th of June letter follows:

I was teaching modelling to the boys of the senior school and Mr Jenkins asked me to speak to the boys about the state of the W.C.s. [Frank details his version of the wet W.C.s incident.]

'F..., F... (etc)' _ I have no knowledge of ever saying these words to the boy.

'He browbeats her son, has him set & frightens the lad'. I am not in the habit of brow-beating children. I have not got him 'set'. It is my practice to be impartial in dealing with children. If I frightened him I had no intention of doing so. He is not a nervous child.

He was a member of my backward class (in my opinion not through lack of ability but through want of application) and I have been endeavouring to help him along by more individual work and as a result each child gets more questioning and more individual work.

'Mr Lord is a fop'. Mrs F...has the privilege of forming her own opinions.

'He is always talking about the war'. I consider it my duty to impress upon the 'future citizens of Australia' that 60,000 of our best gave their lives that we might still enjoy freedom etc. The war is often mentioned in the S. Paper and I cannot help remarking on the subjects written of.

'He asked my son if his father went to war'. I do not remember asking Mrs F...'s son anything about his father. In speaking of Anzac day I tried to get near the children by asking generally if any of them had relatives at the war. Lots were proud to answer 'Yes'.

On the 18th of June, the Education Secretary asked the departmental officer to:

Inform complainant that from a report received from the H.T. it does not appear that she has sufficient grounds for complaint...

That verdict was made, not on the grounds that Frank had done nothing in error, but on the basis that the complainant had not taken up an offer by the head teacher for her to discuss the matter with him in the presence of Mr Lord. To use an appropriate expression: members of the profession closed ranks.

It is significant that the inspector's report of a few weeks later makes reference to Frank's war record, the only time it is mentioned in the whole of his official record of teaching, except when the dates of when he was on leave are mentioned.

A very good teacher. Taught Gr 5 very well indeed during my visit. Has very good presence and teaching style. Did distinguished service at the front. 96

Frank would have used much the same argument as he did in his 15 June 1920 letter 20, 30, or 40 years later to those who were critical of his teachers college style. To cap off a hectic year Francis William Lord married Phoebe Myrtle Thorpe (born at Macorna) in 1920. Phoebe and Frank probably had been either junior teachers or manual arts students together in pre-war days.

Frank and Phoebe were divorced before 1949. Phoebe was the mother of Frank's two children: Dorothy and Geoffrey. Frank later married Anne who, in 1995, was living in Heathcote aged in her 80s.

Geoffrey, who had lived in Sydney, ran an engineering firm that imported gasoline-cleaning equipment. He had married twice and died in February 1994. Dorothy had been a nurse.

Dorothy (Lord) and Noel Blennerhasset of Swan Hill had two children: Richard and Jill. Geoffrey and Barbara Lord had two children: Sophia and Robert; and there were three children from Geoffrey's first marriage: Judith, Robin and John.

Dorothy described her father as a patient man who was interested in, and related well to, young people. She said he was a complicated man who felt that he could have achieved more academically and militarily.

From a classification of V 3 202 in 1920, Frank jumped to V 1 614 in 1921. Terms used in his reports of these two years include, 'virile', 'stimulating', 'zealous', 'earnest' and 'fine working spirit in his class'. He was teaching a Grade VIII in 1922, and was 'teaching the science very well'.

Frank last performed duty at Glenhuntly on Wednesday the 28th of March 1923 at 3.30 p.m. He had been appointed H.T. of S.S. 2343, Paynesville, on the Gippsland Lakes.

Paynesville 1923–1925

One of the first things Frank did in his official capacity as head teacher on taking up duty on the 1st of April was to send into the department a travelling expenses claim for himself, his wife and furniture.

Within 8 days of taking over his school, the inspector was on Frank's doorstep. He reported that Mr Lord had a

keen attitude to all his school duties and seems anxious that the pupils of his school should reach a high standard...87 (prov).

Three months later:

wkd very hard & effectively in improving school environment—gives v. m. time to prepn of wk & is keen that his sch should reach a high standard...due interest in district educl movements & in indirect educn, 96.

The term 'indirect education' was still used by inspectors in the 1950s, but by this time it had taken on a distinctly ironical meaning: 'something mildly educational is going on in the classroom, but it has little to do with the course of study'.

During 1923 Frank was busy improving his own educational standards, for on the 16th of January 1924 he was recorded as having matriculated. How much study he did towards matriculating is not clear, because special dispensations were available to ex-service personnel. His university file has the entry: 'Returned soldier. Holds 1st Cl. certif. of Educ. Dept. Admitted to matric to Arts and Ed. Courses...17/9/23'. On the 4th of February he was awarded the Certificate of Competency in Horticulture (in the 1962 edition of *Who's Who in Australia*, Frank's recreations were listed as gardening and golf).

Much of Frank's correspondence (teacher number 17781) to the Department in 1924 was concerned with his plea (not granted) for a junior teacher or assistant for his 56-pupil two-roomed school. His 1924 reports contain such terms as: 'alert', 'progressive teacher', 'thoughtful and detailed', 'creditable improvements made in the grounds', 'much to develop the self-activity of pupils' and 'excellent school tone'. Frank was evidently putting to use the knowledge he had gained in studying horticulture; and an important, key word is introduced to the inspectorial lexicon, 'progressive'—this in the days when to be

judged to be progressive was still high praise. Today, to refer to a teacher as 'progressive', after so much 'progress' over the years, is to arouse suspicion regarding that teacher. But for Frank in 1924 it heralded a change in his professional career a few years down the track. However, at this stage there is no evidence to suggest that Frank was actually planning the path that was to evolve.

In the 1920s, two Victorian educators stood out for their personalities, their vision, dedication and their contributions to educational philosophy: John Smyth and George Brown—principal and vice-principal of Melbourne Teachers College for much of the 20s. Brown (1890–1970) was sent to Europe and America to study the latest developments in education, and in 1923 he returned to Australia as a disciple of the Dalton Plan or Project Method, which derived from the American philosopher John Dewey's educational advocacy for 'learning by doing' over authoritarian methods. Dewey's work, in turn, sat within what was known as the 'New Education' movement. The project method might justifiably be referred to as the first institutionalised attack on a teacher-centred instruction of a prescribed course of study. Sixty years later, educators in the 1990s were still grappling with the implementation of this philosophy. Later in 1923, Brown was successful in starting an experiment in 100 Victorian schools based on his interpretation of the project, also called 'assignment', method. Indirect evidence points to Paynesville as being one of those schools, and it might be claimed that it was from this time that Frank started to develop a conscious, well-formulated personal philosophy of education. It was in 1923 that Frank made an initial approach to the University of Melbourne with a view to doing university study.

The year 1925 proved to be a satisfying one for Frank, for this is the year when the DI said of him:

experimental educational work performed by him has been most successful and he loyally supports all district educational movements, 100.

His classification was now V 1 437, but on the 20th of September it jumped to IV 3 60—he had received promotion to S.S. 2115, Merino, as its head teacher.

A few words about the wider education scene in Victoria at the time in question serve to

provide a background to events that contributed to the evolving educator, Frank Lord. Many of a later generation viewed the early Whitlam years in the 1970s as Australia's golden years of education. Similarly, Victoria experienced a few, brief mellifluous years in the mid-and late 1920s.

Those who, currently, would have us return to the days of an apprenticeship form of teacher training, or at least to a Government-controlled system of training, should reflect upon two facts. In 1924, 74% of Victorian elementary teachers were not trained (except at the in-school level where they would have internalised the 'Herbartian Steps'), and there was no limit on the time a junior teacher could be employed without training. The *Teachers Act 1925* provided a 5-year limit for junior teachers to remain untrained. It also provided for non-repayable student allowances, superannuation, one year of student teaching followed by one year of training for TPTC and a five-tiered classification system with a quota for each class. New students had to be at least 18 years old, and had to have passed the examination (including a pass in arithmetic) qualifying them for matriculation at the University of Melbourne.

George Brown's overseas study tour was one consequence of the enlightened mid-1920s. One immediate result of the 1925 Act was that teacher training became a top priority, with teachers colleges being established at Ballarat (under W.H.E. Elwood with 61 students) and Bendigo (under T.F. Scott with 46 students) in 1926 aimed at training rural school teachers. Ballarat's initial quota had been 48 of whom several had no qualification above Merit Certificate (currently equivalent to a pass at Year 8 level), 14 had not passed Intermediate Certificate (Year 10) and only 12 had Leaving Certificate (Year 11). At Melbourne, an enrolment of 534 in 1925 rose to 1002 in 1928. The Melbourne numbers include infant, primary and secondary teaching trainees.

In 1925 Frank paid lecture fees of £1-15-0 to the University of Melbourne, but there is no record for what purpose they were paid.

Merino 1925-1927

At Merino, Frank continued in what he had become practised (but not successful in terms

of outcomes), namely, that of asking the Department for an assistant. Merino had three rooms but only two teachers, and in his submission for an extra assistant Frank pointed out that he was teaching over 60 children in Grades V, VI, VII & VIII, and post-merit

...which is rather wearing to efficiently deal with...

and of course, as was the custom then, he had
*the honour,
to be, sir,
Your obedient servant
Frank Lord*

Frank would have been forced into splitting more than his infinitives in coping with his work load (his plea for an assistant was not successful). In 1926, District Inspector Law found him

thorough in all things...has already improved the written work, 98.

and later in the year he used the term 'stimulating teacher', and, using the new assessment grading, awarded Frank an 'A'. Inspector A.J. Law would later become his principal at Melbourne Teachers College and would continue to talk of Frank in glowing terms.

Frank was absent for a day in October, when he attended his father's funeral. Perhaps because of that one day's compassionate leave, Frank felt the need to include a detailed reason for applying for leave to attend a sister's wedding on December the 23rd (!). Included in his submission is the information that:

three other sisters...married [but] absence in service and position since coming home, have been unable to attend any of the ceremonies...I have cared for her whilst getting her schooling at M.H.S. and later at Zercho's and generally she has looked to me, of all her brothers, for aid and comfort from a little girl...

The Department's response was prompt and predictable:

...as X'mas vacation commences on 20-12-'26 leave of absence is not necessary for wedding on 23-12-'26.

Not daunted by the demands on his teaching time, Frank wrote to the head teacher of Melbourne High School on the 26th of January 1927 to

request permission to form a correspondence class at this school for five children unable to proceed to High

School...I shall do my best to help the children concerned.

He received permission, and on the 25th of February forwarded fees of £8 for four children to Melbourne High School.

During 1926, a mere 9 months after promotion, Frank was reclassified IV 1 341. Either somebody in the Department recognised that in Frank Lord they had someone with special skill and ability; or, perhaps more likely, Frank was a beneficiary of the provisions of the 1925 Act. A consequence of this recognition was not long in manifesting itself. On the 20th of March 1927, by virtue of a special regulation, Frank was appointed a temporary assistant at Melbourne Teachers College, where Smyth was the principal. Lord, like many others, had been recruited to cater for the college's burgeoning student numbers, but at this stage he was not qualified to transfer to the Department's professional roll. It is not known to what extent (if at all) he felt he was being 'used'. The counterweight to being used was that he was able to enrol for university studies without having to pay lecture fees. The University also granted him an exemption from studying a language other than English; this, on account of his being an ex-serviceman.

Melbourne Teachers College (1) 1927

Three months after taking up his position at MTC, Frank received a lengthy inspectorial report which contained the following comments:

devoted and conscientious worker. His exp., sp. knowledge of the primary program & his original methods of tchg merit particular mention

and what must have given Frank great satisfaction:

His influence on the students will be that of a strong manly character (IV asst) A.

Examples of examination questions that confronted 1927 college students follow.

Drawing: plane geometry

The major axis of an ellipse measures 3 inches and the minor axis is $1\frac{3}{4}$ inches. Construct the ellipse by means of intersecting lines.

Education: Method of mathematics

State the method you would adopt in treating the following problem. 'Find the cost of painting the four outside walls and

gable ends of a farmer's barn if the painting costs $1\frac{1}{2}$ d per square yard.

L = 81 ft W = 30 ft Height of eaves = 14 ft Perp. ht of gable ends = 8 ft

Method of English

Write short papers on:

Reading Grades 5 & 6

Simultaneous reading

Correction of errors in all grades

Verse making

Derivations.

Outline notes of a grammar lesson on the conjugation of a verb introducing present-perfect, past-perfect and future-perfect tenses.

Infant room method

Give short notes of two methods of teaching the sound of 'w'. Say which method you prefer and why.

In all number work the child should get 'the idea before the symbol'. Show how this is attained in the beginnings of number.

Frank would have been influenced by Principal John Smyth for only a few months, for Smyth left in late June 1927 for a holiday in Asia, and died while in Japan in August. Acting Principal George Brown was later overlooked as principal when L.J. Wrigley succeeded to the position. Here, stress is placed on the position of MTC principal and its incumbents, because at the time (and up until 1939 when they were separated) the positions Principal MTC and Professor of Education, University of Melbourne, were held conjointly, which meant that the holder of the dual position could, and did, influence the way teachers viewed their job in a way that no one person can nowadays.

As a result of his university fees being paid by the department and (most probably) being allowed time to attend university lectures, his record notes that he was 'under bond'. Frank was at MTC for only 9 months, but he made quite an impact, at least on his inspector, who in his second 1927 report used the phrases, 'man of exceptional ability', 'strong personality', 'enthusiasm communicated itself to others'.

Having received promotion to Class IV in September 1925, in January 1928—that is, in less than two and a half years—he received promotion to Class III, a somewhat remarkable feat. On top of that, he studied four university subjects during 1927: English I, British History B, Logic & Ethics and Geology 1, but not with a great deal of success—reminiscent

of the results of many 'extended' students in later years. His only pass was in British History—consistent with his being an Anglophile.

Woorinen 1928

Frank's position on the primary teachers roll was now Class III 3 22, his promotion being effective from the 8th of January 1928. But he didn't stay in Woorineen very long. On the 30th of September (under section 134, Act 2713) he was transferred and appointed as an assistant at S.S. 1252 Lee Street, Carlton.

Carlton 1928–1929

His placement in Carlton would have been made to facilitate his university studies. In 1928 he is recorded as being awarded the teacher qualification 2nd Honours (Univy subs). He did better academically in 1928, passing in the March compensatory examinations in English I and Geology (but failing again in Logic & Ethics), and both the second-year subjects English II and British History C in December, so that in February of 1929 he was awarded 1st Honours (Uni. subs). What impressed his Melbourne inspector was his 'v. g. discipline. A'.

Right from the time Frank Lord had captained the Melbourne High School football team, through World War 1 and throughout his teaching career he had been given continuous, positive, reinforcing feedback that he was a strong disciplinarian. Unfortunately, in a sense, Frank must have thought he had to live up to that reputation right to the end of his career, when some of his behaviour became a mere caricature of discipline maintenance. In his last years of teaching, as principal of Toorak Teachers College, he was seen parading the college front entrance each morning apprehending latecomers (He was referred to as a 'one-man surveillance squad'). One morning, a passing student from another institution was greeted with a stern, 'When you have put away your books, come and see me in my office'. With great equanimity the lad said, 'You'll be waiting a long time', and kept walking. The lad was a Toorak student's brother, and Mr Lord became regarded by many as a bit of a laughingstock. He had become a victim of his own strength of character.

But in 1929 his career was still blossoming, yet to come to fruition. Having been recognised as 'progressive' (1924), 'experimental' (1925), 'original' (1927), it is no surprise that in 1929 Frank was asked to sit on a departmental committee that oversaw the introduction of the first school broadcasts on 3LO. (The station had started broadcasting in 1924 as an 'A class' commercial station. The ABC took over 3LO in 1932 and 3AR shortly later.) Later as Principal of Toorak Teachers College, he included the witnessing of the making of a schools broadcast in the College's education program.

Frank completed his degree in 1929 by passing Logic & Ethics at his third attempt in March, and third-year English, European History C and Sociology in December. His classification jumped to Class III 1 171.

Melbourne High School 1930-1931

Frank remained 'under bond' and undertook diploma of education studies in 1930; this time without any hitches and had both his BA (No. 2291) and his DipEd (No. 847) conferred on the 23rd of December 1930. He became a temporary assistant at his old school, Melbourne High, where he was a humanities master. He actually transferred from primary to secondary roll in 1930. The Secondary Board of Inspectors thought him:

a thorough and forceful teacher. Is doing good work in secondary teaching. B+

In 1931, Frank started on a Master of Education degree in which he had intended to major in comparative education. He completed, and passed, only one section of his study—an essay on the history of Danish folk schools. His 1931 report returned him to an 'A'. He was deemed to be;

versatile, hardworking & expert tchr...His teaching methods stimulate mental activity.

During this time, the Department was starting the process of rewriting the primary school syllabus, and because of his outstanding teaching record and his wide teaching experience, Frank was invited to make an input.

The chairman of the course revision committee was George Brown (later Professor Brown of an early television show 'Professor Brown's Study'), and the committee was made

up of inspectors, and departmental and non-departmental teachers. Brown was a highly intelligent, well-loved and widely respected educator whose influence on education in Victoria was considerable. Almost certainly, Frank Lord's high educational ideals emanated from Brown—he had been one of Brown's DipEd students. But Lord's character had been tempered by the heat of military fire, and his obsession with discipline seemed, at times, to mask, if not distort those ideals. Even so, as will be illustrated later, Lord exhibited a behind-the-scenes gentleness that few would be aware of. This gentleness would seem to reflect the Brown influence.

Elwood 1932

Probably to facilitate his contribution to the new course of study, Frank was transferred to the post-primary section of S.S. 3942 Elwood Central from the 3rd of January until the end of the year. At the height of the course review, Frank was appointed the Secretary of the Curriculum Committee from the 18th of April 1932. When the committee had completed its task, the Acting Director of Education sent this letter to Frank:

Feb. 1933

Dear Mr Lord

On behalf of the Minister and of the Department, I desire to express to you our appreciation of the very fine work which you did as Secretary of the Curriculum Review Committee that sat during 1932.

A review of the proposed revised courses shows that very much care and thought have been given to their preparation and the final result is one of which the Department may well be proud.

It is strongly felt that a great deal of the success attained by the Committee has been due to the thorough and capable manner in which you carried out responsible duties as Secretary.

It is my pleasure to convey to you the thanks of the Minister and the Department and my own personal thanks for the ability, enthusiasm and self-sacrificing spirit which you displayed in dealing with all the knotty problems which confronted you in your position as Secretary.

A precis of the letter was placed in Frank's record by 'Director's Order'—reminiscent of his being 'Mentioned in Despatches' 15 years earlier.

The new course was trialled widely in 1933, published in the November 1933 Education Gazette and introduced in 1934. It dwarfed the previous 1920 course in size and is recognised both as a major revision (many of the roughly ten-yearly revisions of the course contain insignificant changes in content or philosophy) and as a break-through in practical educational philosophy. The main reason for its greater length is due to the committee's (that is, Brown's) spelling out of the philosophy behind the recommendations and the setting out of ways of implementing the course. It might be claimed in hindsight that a thorough reading of the 1933 course by non-trained teachers could have counteracted the contraction of teacher education (due to the then current depression Ballarat and Bendigo colleges were closed and Melbourne shrank). But such reading is rare, certainly so in an apprenticeship system.

The 1933 course could be called the 'Brown' or even the 'Brown and Lord' course, although that would do some injustice to the hard-working committee who did much of the pedestrian work associated with such a major undertaking. In the introduction to the course, Brown makes it quite clear who had been the genesis of the new ideas contained therein:

Much of the real business of life, says Professor Dewey, is learned through pupils' play activities, their relations with playmates and parents, their home discipline, and their hobbies.

To illustrate how closely the philosophy of the Brown course was assimilated by Frank Lord, consider the juxtaposition of two quotations from Brown (1933) and Lord (1946–1958, forewords to both the Ballarat and Toorak teachers colleges' handbooks).

Brown *The pupil will fully develop in the best sense only through participation in purposeful activities with his fellows.*

Lord *Man, generally, is at his best and can realise himself to the fullest capacity through a life of co-operation with others.*

Brown *...teachers may alter or re-arrange the courses if they consider such action is desirable in the interests of the pupils...English and mathematics will be substantially covered. Otherwise the courses are suggestive only.*

Lord *...to you is left the privilege of interpreting the Course in such a way that you can use it, whilst teaching recognised essentials, to enrich the children's life experiences...*

Even at this stage of Frank Lord's story, it is significant to note that he was to use the same introduction—the same statement of educational outlook—in the two handbooks for which he was responsible. The Toorak Lord was essentially the same man as the Ballarat Lord, and he was an amalgam of the Melbourne Lord, the 'Brown' Lord and the successful-teacher Lord.

Malvern East 1933

In the Depression years (the 1930s), promotion for Victorian teachers dried up; a tory mentality put an end to possibly the best (albeit brief) years in Victorian education. The Teachers Act 1925 was suspended, teachers', and other public servants', salaries were reduced and, sadly, junior teachers were again going for more than 5 years without training. Some were even to go through a whole teaching career without any formal training at all, and so badly damaged was Victoria's teaching service that when increasing pupil numbers demanded an increased number of teachers in the 1940s through to the 1960s, untrained teachers were among those who staffed training schools—and this is not to blame the victims of the 1930s desecration of the Victorian education service.

Frank spent a few years marking time and feeling frustrated. Frustrated, because it is fairly certain that at this stage Frank wanted to become a district inspector. He had the qualifications, the experience and the teaching record that defined a would-be inspector—but he was overlooked. Could it be that his disciplinarian trait let him down? Did someone in authority read carefully the 1920 inquiry file and concede that perhaps Mrs F did have some grounds for complaint? Or were his BA and DipEd, including four fails and no assessment above Pass in any examination, deemed not to be strong enough? For whatever reason, he seems to have reverted to primary teaching, but it could be that he stayed on the secondary roll, taught in the post-primary

grades, but was reported on by primary inspectors.

He was at S.S. 4139 Malvern East for the year 1933 only, as a temporary assistant. The preparation Frank must have done for the Review Committee resulted in the inspector noting that Frank 'read widely'.

Albert Park 1934–1937

The appointment to S.S. 1181 Albert Park in January 1934 was a permanent one for Frank—classification, III 1 138 (four years of hard work had produced a climb of only 33 places, and another three years would account for only another 52 places. Such numbers can be explained in terms of natural attrition only—tough times indeed).

The six inspections Frank had while at Albert Park all resulted in 'A' marks. Inspectors must have had their dictionaries out to find superlatives that had not been used before. The Albert Park crop included: 'forceful', 'efficient', 'splendid influence', 'marked success', 'outstanding', 'fine success', 'excellent work', 'progressive', 'stimulating' and 'maintains high standards in all his teaching'.

Having spent 8 years in Class III and having been unsuccessful in entering inspectorial ranks, Frank looked to a career in teachers colleges. He was finally promoted to Class II on the 1st of January 1937, and then as an assistant to Melbourne Teachers College on the 9th of June 1937.

Melbourne Teachers College (2) 1937–1945

In 1937, MTC was still being inspected by a board of senior inspectors. Their report for that year contained the following passage.

In the matter of arithmetic, both matter and method receive suitable emphasis. We saw the first lecture by Mr F. Lord since his assumption of duties at the college and were impressed by his enthusiasm and his thorough grasp of his subject.

George Brown was now the principal of MTC with Arthur Law as vice principal. Brown especially praised Frank's loyalty. In 1938 Frank was referred to as being a resident lecturer, who was a 'particularly good judge of teaching ability'. In 1939 when the positions

of Principal MTC and Professor of Education became separated and Brown chose the intellectually freer university platform (Brown had opposed the separation which was instigated by Director of Education Seitz), Law became principal. He noted that Frank gave

'sound, practical lectures in method of mathematics'. Students had one lecture per week throughout the year in method of mathematics, and sat two examinations. Frank was also responsible for 'organisation of primary work'.



Frank Lord, Major Wilson, George Brown (Pr.), Arthur Law (V. Pr.), MTC, 1938

If Frank derived much of his philosophy of education from Brown, it could be said that he learned how to implement a philosophy from Law—some would say with such a detrimental effect that the philosophy, itself, suffered. Frank's disciplinary bent found acceptance and verification under 'Tufty' Law's regime, for 'regime' it certainly was. In some respects Lord was a mild-mannered man in comparison with Law. Law went so far as to forbid social conversation between the sexes, and even had separate stairways, one for male and one for female students. One member (for 25 years) of the MTC staff said of Law, 'He was the principal who followed me around for the first three months I was resident lecturer. Then I became fitter and could outrun him'. If Brown had been the most-loved principal of MTC, Law would be located near the other end of the affection continuum. Lord could have defended his own thick-skinned approach to social interactions simply by pointing to Law's gender apartheid.

Melbourne Teachers College always, from 1916 onwards, assigned great status to the

Anzac Day ceremony. A special feature of the MTC ceremony was the annual reading of a poignant, reflective letter written by an ex-MTC student on the morning just before the Gallipoli landing during which, an hour or so later, he was killed. Frank Lord was not the instigator of the sanctified, emotional Anzac Day services known to college students in the 1940s and 1950s; he was merely carrying on an already existing tradition. Major W.H.E. Elwood MC, 24 Bat. AIF, addressed the 1940 service, which Frank attended.

College magazines, especially, record references to Frank's surname. Some of them are:

[In a pun-filled contribution] *Go in DYER distress, the LORD said, 'Oh yeah, I'll be SHEEHAN you. (Trainee 1938)*

[College highlights] *Initiation. How long the meals seem. Do they ever smile? All hail, Lord High Junior Lecturer. (Trainee 1939)*

[College highlights] *In what awe is the Lord High Junior Lecturer held. (Trainee 1940)*



I tell you I was
shocked.



Frank Lord, High Junior Lecturer

Although his background might suggest that Frank Lord would have been a conservative in a political sense, there is no evidence of his persuasion, but he was interested in industrial affairs. He was an active member of the MTC branch of the Victorian Teachers' Union and was present at the meeting that approved the action of Council in asking teachers to work for the defeat of members of the government at the 1945 elections. (A.A. Dunstan was premier at the time. After a close election, I. Macfarlan held office for a couple of months to be replaced late in 1945 by Labor leader J. Cain senior.) In passing, it is noted that the VTU was recommending a 2-year course of training, post matriculation, in 1941. The Education Department needed the services of untrained student teachers to such an extent that it was not until 1951 that the era of employing cheap, untrained labour in Victorian schools ended and a two-year course was introduced.

The VTU's 1941 enlightened policy arose from an in-depth study of the recruitment and training of teachers in 1940, and another in-passing comment is that Professor G.S. Brown in responding to a draft copy suggested that the ideal situation would be the amalgamation of the Teachers College and the School of Education at the University of Melbourne—something that took 50 or so years to achieve.

In February and March 1940, Frank served on the Mathematics Committee which was

considering amendments to the Course of Study.

On the 4th of July 1940, Frank enlisted in the 2nd AIF, and was recorded as being on leave from the Department from the 9th of July until his discharge from the army (for health reasons) on the 21st of April 1943. The 1940 principal's report notes:

The enlistment of Mr Lord has meant the loss of a thoroughly capable and enthusiastic lecturer and a sound judge of teaching capacity.

At the time of enlistment the Lord family was living at 22 Nott Street, East Malvern.

World War 2

A week after the declaration of war in September 1939, Captain Lord was back on military duty, this time for censorship duties. However, he returned to the college in December, but by the following July he had enlisted in the 2nd AIF artillery. As a result of his medical examination, he was classified 'Class II'; i.e. for active service, but not in a theatre of war. Until May 1941 he trained artillery units at Geelong and later at Puckapunyal. Appointed for transport duty to the Suez, he sailed on the *Queen Mary* in May 1941 in charge of artillery recruits. J.B. Pictor, another MTC lecturer, noted in a letter dated the 1st of July:

Capt. Frank Lord is in it again, looking very 'pukka' with his long row of ribbons when we saw him prior to his recent departure.

On returning to Australia he engaged in training troops at Puckapunyal and Daryl until August when he again sailed to Suez. While in the Middle East he did legal work on Courts of Inquiry and Courts Martial, returning to Australia in December 1941. In the 1941 Principal's report it was noted that, 'The position of Lecturer, recently advertised, was gained by Mr F. Lord, who is on active service'.

Another account of the same appointment was made by Pictor on the 11th of November 1941.

Capt. Frank Lord has been overseas and, although still in the colours, has been appointed a Lecturer and is now on the Professional Roll. We know that you congratulate him.

The two Pictor letters were written to MTC ex-student members of the forces. He was the honorary secretary of the Teachers College War Effort Committee, an active body of staff

<i>1/2 lb chocolate</i>	<i>1 lb muscatels</i>	<i>1 lb tin of tomato juice</i>
<i>chewing gum</i>	<i>Steam Rollers</i>	<i>2 handkerchiefs</i>
<i>face washer</i>	<i>1 toothbrush</i>	<i>1 container of Dentifrice</i>
<i>2 oz pkt of tobacco</i>	<i>1 pkt of papers</i>	<i>1 small pkt of cigarettes</i>
<i>book</i>	<i>1 indelible pencil</i>	<i>1 pkt of razor blades</i>
<i>strong linen thread</i>	<i>1 fine linen thread</i>	<i>2 envelopes</i>
<i>writing paper</i>	<i>2 Griffins</i>	<i>1 Sun</i>
<i>length of string</i>	<i>1 pair of bootlaces</i>	<i>1 length of wool</i>
<i>needles</i>	<i>3 safety pins</i>	<i>6 rubber bands</i>
<i>buttons</i>	<i>3 pipe cleaners</i>	<i>1 photo</i>
<i>blower (novelty)</i>	<i>1 sticker 'Merry Xmas'</i>	

The approximate cost of a parcel, including packaging and postage, was 15 shillings.

In response to receiving the 1941 parcel, Frank wrote:

*2nd Tr[aining] Btn AIF
Ocean Grove
Victoria
. 2 . 42.*

*The Secretary,
College Students Comforts Fund
Dear College*

Have been going to write for some time, but somehow it has not been done till now. Sincere thanks for the very thoughtful parcel sent along to the boys and self for Xmas. Every article of the parcel would be greatly appreciated by those overseas. I thoroughly enjoyed mine as I know others did. Thanks once again.

and students that organised and coordinated activities designed to help the war effort. It concerned itself with fund raising, production of goods, collection of usable war-related items, and to contacting all MTC exies. Once an ex-student was contacted, he or she was sent a letter from the secretary that contained information about the college and its staff and students. If the exie replied and expressed a wish for further news or information, responses were penned by student members of the Service Correspondence Club. Each contactable ex-student was sent a parcel at Christmas.

Of the approximately 750 MTC 'exies' who were in the services, 680 received annual circular letters. Three hundred and forty copies of the MTC magazine, the *Trainee*, were sent out and 500 personal letters were written by the correspondence club members annually. Although not an exie, Frank Lord was on the mailing list. He and other servicemen and servicewomen received a Christmas parcel with the following items in it.

I had yet another interesting trip overseas and spent six weeks in Palestine where I gleaned much which should be of interest to those whom I may contact at College. Had the pleasure of travelling on both the Qn Elizabeth & the Mary on the way home—truly splendid ships which are a credit to British workmanship. I am now returned to home service with the AIF (Rfts) and am in a battalion on Beach Defence in the Ocean Grove area. We have a pleasant camp but do not see much of it as most of our time is spent training outside or in works on the sea [shore]. Rather strenuous as, at present, one gets little sleep and much exercise. Do not know how long I shall be here and hope to get up to College some Wednesday later on.

I saw several exies whilst overseas and as the life there is rather lonely, I feel that even a short note from College students to those abroad (from time to time) would be appreciated.

*Once again, thank for all you are doing.
Frank Lord*

Joe Scarlett, a Ballarat Teachers College staff member in the late 1940s, was an MTC exie from 1940, and was also a recipient of the mail and parcels of the TCWEC.

Frank Lord sailed a third time, this time as ship's adjutant on HMTS *Devonshire* and while in the Middle East again did legal work serving at Haifa and Jerusalem. Back in Australia at the end of 1942 he served at Ocean Grove until March 1943; then again as an intelligence officer until his discharge, on health grounds, in June 1943.

It might be that part of the reason for Frank's ill health could have been of a psychological nature (available army documents do not specify the nature of his illness). One of the major disappointments that Frank experienced was that he was not given an opportunity to earn promotion beyond that of captain. Censorship and intelligence duties, training recruits and chaperoning troops might have been worthwhile peacetime activities for Frank Lord—but they were not the tasks of a soldier.

[In this essay, a number of disappointments are said to have visited Frank Lord. The source of these propositions is a letter that a past director of teacher education, L.J. Pryor, wrote to Morna Sturrock, author of *Stonnington—A Centenary History*. Pryor had been a younger colleague of Frank Lord at MTC, and had followed Lord as Principal of Toorak Teachers College.]

It is important to make the distinction between wanting to earn promotion beyond captain, and wanting to be of higher rank. Here is how Lord expressed the more general assertion:

Professional status and prestige are to be won only through hard work and intelligent effort in the service of others...What you do and how you do it are all-important—to do something, rather than to be someone. If you look to the first, the second will most likely follow. (Toorak Teachers College magazine, Glenbervie, 1953, p. 9)

It is easy to be dismissive and suggest that he really wanted to be a someone, and that he clothed his frustrations in platitudes. (After all, the motto of Haig of World War 1 fame/infamy was 'Service_not Self'.) Of Lord's disappointments, Pryor made the insightful observation:

They made him bitter, yet they did not reduce the value of his professional work or curb his vigour and confidence. Perhaps he was a little harder or cynical as a result.

Ballarat Teachers College 1946–1950

Ballarat Teachers College opened originally in 1926, closed in 1931 and reopened in Dana Street S.S. in 1946. Its re-establishing principal (initially, acting principal) was W.F. Lord, MC, MM, BA, DipEd. Appropriately, the official re-opening was effected by the original principal, W.H.E. Elwood, who was by then the Chief Inspector of Primary Schools. In 1958 a 3-year Trained Infant Teachers Certificate course was introduced, and until it ceased in 1969 a 'W.F. Lord Prize' was awarded to the dux of the course at Ballarat.

From the time teachers colleges had been established, a social and educational culture of colleges had evolved—initially due mainly to their function (all such colleges, although they may have no intercourse at all, will develop some features in common), but later by cross-fertilisation. In Ballarat's case, its college inherited its culture directly from Melbourne, as had Bendigo the year before, and as Geelong would do in 1950. This is not surprising since the Education Department still prescribed the course to be followed, and because all three new principals had been on staff at Melbourne Teachers College. For example, a 1940s student at Ballarat Teachers College could have been transported to Geelong Teachers College in the 1960s, say, and find only superficial differences, in a way not possible if the transfer had been to a university-based teacher education setting.



*In our house of Lord's where teachers are trained
Application of knowledge is fully explained:
For those who adopt the profession of teaching
Can have influence for good, very far reaching.*

(Dudley Gordon's cartoon of W.F. Lord in the *Ballarat Courier*, Saturday, 19 November 1949)

Nevertheless, it must be noted that Frank Lord had no original vision as to how a teachers college should, or could, function. He viewed his mandate as one merely to create a mini-Melbourne duplicate. In a 1946 article that he wrote for the Melbourne Teachers College magazine, the *Trainee*, he said:

...The [Ballarat] College has taken the full academic course as followed in Melbourne and the work of our students is of very good standard...All students take an active part in sport, and choral work is a special feature...We have had several small dances and a ball in the City Hall...Each week we have our Assembly and there we sing the Melbourne songs—some as printed and some not as printed...Although we don't crow, we do have a College war-cry.

Later, Melbourne's 'Yarra Stakes' became Ballarat's 'Lake Stakes'; Ballarat inter-college visits mimicked those of Melbourne; Ballarat developed Melbourne-like clubs and societies; and student affairs were organised as had been at Melbourne. The solemnity that accompanied teachers colleges' Anzac day ceremonies

which many Ballarat and, later, Toorak students attributed solely to Frank Lord's own sentiments was of Melbourne origin. Student blazers were a post-war phenomenon, but Ballarat inherited its motto, badge and anthem from Elwood's Ballarat Teachers College.

At the beginning of 1949, Frank felt the urge to better his qualifications again after a lapse of 18 years, and enrolled as an external student for the University of Melbourne batchelor of education course, but he withdrew after one term only.

He was always neatly dressed and presented. Clean shaven, greying and thinning hair with a scar (or was it a pronounced age- and care-related wrinkle?) on one cheek; he was a self-assured man, and you recognised his military bearing once you knew he had been a soldier. It was said of him that his marriage was not a success. Mrs Lord is not mentioned in the *Ballarat Courier* in the report of the college ball held in July, 1949.

In 1950 he remarried; his new wife being Anne (nee Cunningham) Westmore. She had come from the Haddon-Cape Clear district south-west of Ballarat, from a farming family and was, in her own words, a 'lady of leisure' when she met Frank. She was a keen horsewoman, and her interest in horses was something she had in common with Frank. 'He used to try teach me some of the finer things about horse riding but I was stubborn, because I thought I knew everything I needed to.' (After Frank's death, Anne moved to 24 acres at Heathcote in 1976 from Berwick in order to take up her interest in horses again. She rode until she was in her late seventies.)

At college Frank Lord maintained strict discipline over both his staff and his students. His mandate was stated clearly in departmental regulations:

26 *Students will be required to attend such lectures, courses of instruction, criticism lessons and teaching practice as the Principal may direct.*

27 (a) *Students will be liable to dismissal from the College for idleness, misconduct, unpunctuality, absence from lectures or breaches of the rules of the College.*

Many Ballarat students were incensed by Frank's perceived humiliation of Alan Sonsee, the nature study lecturer, when, on one

occasion, he interrupted Alan and took over the lecture. Alan was a jovial man with a dry sense of humour, very popular with students; an assistant without full qualifications. Assistants were shot at from all sides: if they were not 'refugees from the classroom' then they were entering professional circles 'by the backdoor'. It was the duty of a college principal to write an annual report on his assistants to the Department. Frank had survived this ordeal in his days as an assistant, and, I suppose, he was then testing Alan's mettle—many teachers received the same treatment from district inspectors.

Now compare that unfeeling behaviour with the sentiments he expressed in a letter he wrote to a student's parents when he was Principal of Toorak Teachers College (he wrote many such letters, each individually crafted).

Dear Mr/Mrs...

I thought that I would let you know that P... has done anything but well on the course this year. Whilst this is so, I do not want P... to be upset as I feel that... [he] has tried to do his best during the year. Though he has his Leaving Certificate, he seemed to be rather poorly prepared for the course and was himself concerned about his lack of progress earlier... I think that if he comes back next year still determined to do his best, his performance will be much better than this, his first year.

... Probably an encouraging talk from you will help him considerably. In writing to you I would like you to know that I have a feeling of sympathy for P...because I think he was poorly prepared and that he has been earnest in regard to his work. I sincerely hope he will do well next year...

Can you imagine the principal of a post-secondary institution writing such a letter nowadays?

Another example of the behind-the-scenes Lord that few would be aware of arose as a result of a head teacher writing complaining to him about the performance of a teacher who had recently exited Toorak TC.

...From my knowledge of him, possibly though he would not admit it, he rather craves regard and understanding, and definitely requires encouragement.

I therefore would be favoured if you will kindly take the lad, try to understand him

and give him that sympathy and encouragement which he needs...

When he spoke, Lord spoke confidently and with authority, although he was prone to go off at tangents to the topic being addressed. He lectured in educational psychology, which was dominated by Freudian ideas. He stressed concepts associated with instinctive behaviour.

One day he was talking about the reflexes, and during a sentence pertaining to the startle reflex he shouted a word, which gave rise to an immediate room-wide jump and startled noise, followed by a nervous laugh as everybody realised how he had manipulated them. His smiling, self-satisfied look said, 'It's worked again; it never fails'. On another occasion he spoke of the way we sometimes act in sympathy with someone else's actions. He cited the way spectators at a football match sometimes 'go up for a mark' with a player. [At the time I thought this a most insightful observation.]

One got the feeling that it would be difficult to get to know Frank Lord well; he assumed a distance when you spoke to him, although if you were talking to him (for instance after an Anzac Day ceremony) and said how your father had been in the army in the first World War, for a while he would drop his defences, and there would be a warmth in the rest of his brief conversation. Those sympathetic to him saw him as a 'tortured soul', after having learnt something of his wartime experiences. He was an idealist, a king-and-country man, and a humanist. Some suggested there was a dissonance between his professed ideals and aspects of his private life. What can be said with certainty is that he did not treat his own body with respect—for many years he suffered from emphysema and cirrhosis of the liver and died of lung cancer. The statement of his educational ideals is contained in his forewords to the Ballarat and Toorak teachers colleges handbooks.

Toorak Teachers College 1951–1958



W.F. Lord, BA, DipEd, Principal, Toorak Teachers College. 1952

Morna Sturrock (*Stonnington : A Centenary History*, p. 96) summed up Lord's contribution to Toorak Teachers College thus:

It was more than mere discipline that he brought to his subsequent career in education; it was a way of life that encompassed dedication, loyalty, thrift, sternness, responsibility and rectitude. Anzac day was a holy and inspiring day, punctuality was a sign of courtesy, one's dress had to be immaculate, one participated in sport to win, music was an integral and fundamental activity, and Toorak Teachers College was to have but one unswerving aim—to be the very best in the state. It was run like a well-oiled machine.

Lord, having missed out on the appointment to the principalship of Melbourne Teachers College, decided that there would be more

scope for his ambition in a new metropolitan teachers college than in country Ballarat. (Missing the MTC crown was the third of Frank's great disappointments in life.) He applied for the principal's position at the newly created college to be located at Toorak—and was successful. [Much of the information that follows comes from Sturrock's *Stonnington*.]

Toorak Teachers College first opened on 13 February 1951 at 'Glenbervie', a two-storey house, at 11 Glenbervie Road Toorak with 171 students—the first of the new 2-year trained students—already larger than Ballarat's intake, and larger than what had been proposed in 1950.

Writing to a colleague in 1952 Lord said of his Toorak students:

I have watched this college grow with a rather critical eye, and, though generally the work is not of the same high standard of that of Ballarat right throughout and there are not the same close personal relations, I feel that I should make allowances for (a) students are young and they have no experience of teaching, (b) they have come fresh from school and are being treated as adults when really they are still but children, (c) many of them live at a distance and so find it difficult to support college functions...our College...breathes an atmosphere of happy youth who are loyal to those who have tried to help them in their teaching.

The students who lived 'at a distance' were from the western suburbs of Melbourne; there being a direct rail route between Footscray and Toorak. The bulk of Toorak's students were from private and church schools in the mid-eastern suburbs. (After Lord's time, TTC became known as the 'Little Vatican'.)

Other buildings in the neighbourhood were rented as temporary lecture rooms. They included a disused factory and a tennis pavilion. Making accommodation more acute was the fact that Mr and Mrs Lord occupied part of 'Glenbervie' as a flat. Later when TTC moved to 'Stonnington', the Lords continued to reside at 'Glenbervie'.

Most of Lord's initial staff were inexperienced. One experienced member was Beth Hughes who had been on staff at Ballarat with Lord. It was rumoured that she had

transferred to Toorak in order to get away from his dictatorial ways, and that she was horrified to find that Lord would still be her principal.



Frank Lord and Beth Hughes TTC, 1951

Lord had long refined his personal philosophy of education, so much so that his foreword to the TTC Handbook was, with the exception of the last sentence, identical to that of the BTC Handbook. Ballarat students would be mildly surprised that the admonition to 'Remember always—"There's a gladness found alone in service of our kind"' was dropped (the quote also had been used in his 1948, 1949 and 1950 forewords to the college magazine). Following the quote: 'be proud to belong to the old proud pageant of man', the Toorak version ended with: 'And along with this great pageant, may you, when the end comes to a full and useful life, see: "revealed the final glory of the west'ring sun"'.

In his magazine 'From the Principal' columns of 1954 and 1955, he quoted more:

*Onward then must we endeavour
Till the task be done;
Till revealed the final glory
Of the west'ring sun.*

As he had done on occasions at Ballarat, Lord sometimes addressed outside assemblies mounted on his white horse, Major (at least his horse had the rank that he had once coveted). Both Anne and Frank had white horses; hers was Top Hat. They also had a white Samoyed dog, Bruin, and a white cat, Fluff. Bruin often walked through college grounds with Frank, preceding him, which gave students warning of the Principal's arriving, enabling them to behave with appropriate decorum as he arrived. Bruin was known to attend assemblies, and apparently was considered the equal of staff members.



THE STAFF

Bruin, a member of TTC staff, 1953

As well as the animals, the Lords developed a vegetable garden and kept fowls in the college grounds. Once, the boy from Cobrico and Pomborneit took a basket of eggs to assembly to act as a focus for one of his messages.

There is no doubt that Frank Lord had a puckish sense of humour. During Education Week 1954, a woman student rode through Toorak streets 'dressed' as Lady Godiva, advertising the need for more funding for education. Prior to the event Lord had arrived at an outdoor assembly, sword in hand riding Top Hat bareback and side-saddle showing how it was done and encouraging a student to take the part in a public parade. The 'Lady Godiva' affair was reported in the Melbourne *Sun*, Friday the 20th of August 1954, p. 17.

Those who had been the target of Lord's sarcasm did not think much of his humour, however. At Ballarat, one student had need to be absent several times to visit her sick mother. Passing in a corridor, Lord said to her, 'Hello Miss...are you coming or going?'. She was not amused. And Lord did not try to minimise his sarcasm. In a 9 September 1952 letter to the Department explaining the circumstances in which a gardener had his services ended, and asking the Department to stand by him if, as threatened, legal action were taken against him, he wrote:

[When the College was opened] in 1951...appointed gardener and cleaner Mr and Mrs Jim K...observed them working in an hotel at which I boarded whilst residing

in Ballarat...Jim was late for work. 'Good morning Jim, and are you on holidays too?'... 'If you are not on holidays you should have been at work an hour ago.

The Lords were in their element at Glenbervie. It was Frank's fiefdom. In his 1954 Principal's Report, he wrote of Glenbervie:

...environment here is unique in that we have the villa setting that is so much appreciated by students and admired by visitors...such that it has altogether a most refining influence on students...strong plea for...further buildings on the Glenbervie site...

And traits that Lord had exhibited at Ballarat were accentuated. Students who were not seated for lectures by 8.57 a.m. were told to smarten up and sign the *Late Book*. Those who were more than a few minutes late were liable to be sent home and docked half a day's pay. The Principal would enter lecturers' rooms, take over the lecture and often criticise the lecturer. One lecturer referred to Lord as 'the Trump', because you could 'never take a trick' from him.

On the other hand, he knew the names and the personal details of each of his students, and provided behind-the-scene help to many a student in difficulties. He developed an impressive graduation ceremony at which he would name each graduand without hesitation and without referring to a roll. His aid to memory was to

separate the students into groups. First I identify the red-headed girls, then the footballers, then the latecomers, then the pranksters and so on.

The 1958 Toorak students were polled to find what they would miss the following year: '8.57' topped the poll easily. One of the best references to this aspect of college life was penned by M. Faulds, a 1947 Ballarat student.

*I'm always punctual,
Never late!
By five minutes to nine
I'm at the gate.
By three minutes to
I'm in the room
And seated sedately—books outspread
Everything ready to go ahead;
While with an undignified zoom
At the dolorous knell of the bell
Certain people run like—Well
I'm never late.*

Lord was strict about 'proper' dress at Ballarat, but he became obsessive about it at Toorak. Men had to dress in neat sports trousers, shirt, collar and tie, college blazer in lectures. Only if the temperature rose above 100° F were they permitted to remove tie and blazer, and only after they asked and received permission from women who were present. At one formal ball, Lord actually refused to present some women students to the guests of honour because the students had the temerity to wear ballerina frocks instead of full-length gowns.

There were no more acceptable students in Frank Lord's eyes than league footballers. At Ballarat they included Jack Gervasoni and Neil Tresize; at Toorak were Brownlow Medallists John James and Neil Roberts as well as Geoff Howells, Bill Serong, Peter Bedford, John Kilpatrick, Paddy Guinane and Leo Garlick. John Kilpatrick reported that:

[at College games] we could always be sure he would turn up in his black Jaguar, with white dog, to spur us on. On Mondays he would interrupt a lecture to give us a pass or a credit for the game we played on the Saturday before.

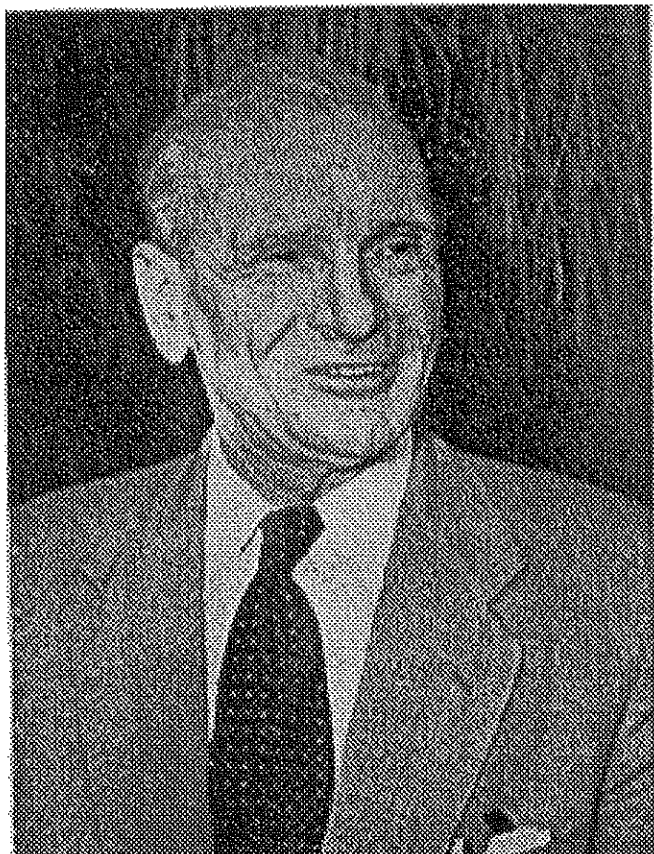
For students of TTC in 1957 one of the most unforgettable episodes must have been the experience of Lord marching them in ranks from their old home, 'Glenbervie' in Toorak to their new home 'Stonnington' in Malvern. Forever wishing to 'refine' his students, Frank wrote in 1957:

We were indeed fortunate to gain 'Stonnington' as a permanent home and I am sure that you must all be very proud of it. The spacious grounds with their neat lawns and attractive flower-beds are most pleasing, whilst the main building has such dignity and charm that it cannot be other than a refining influence on all of us.

If footballers were Frank Lord's favourite students, his favourite lecturers were those on the music staff. There was a good working relationship between Monica Miller and Lord at Ballarat—one which she valued. At Toorak, Ellie Couchman (later Ellie Barnes) knew how to handle his lecture interruptions (and got away with it): she ignored him and carried on her delivery as if he weren't there. She gives us an insight to why singing was so important to him:

He had absolutely no knowledge of music, but he had fond memories of the soldiers

singing in the trenches, and he made it an important aspect of teacher training. He claimed it was the only subject he had never taught. Even so, he was not averse to conducting the National Anthem, usually in the wrong time!



Frank Lord, near the end of his career, 1957

College magazine essays

Frank Lord was a non-religious ecclesiastic—the forewords he wrote to the thirteen yearly college magazines while he was a teachers college principal either at Ballarat or Toorak constitute secular sermons. Each had a theme which was encapsulated in a non-Biblical text. The epigrammatic texts were chosen, sometimes with a current occasion in mind, more often to highlight a philosophical or ethical concept. Their choice illustrates what an inspector said of him in 1933—that he read widely. There is a self-reflective thread throughout all of them. Lord was more of a thinker than a scholar—his sermons, possibly, would have lost much of their human appeal had he been disciplined by doctoral studies. It is doubtful if they have a current 1990s' counterpart.

But, there is something of a sexist and racist attitude that comes through his rhetoric. His use of masculine pronouns and nouns in the inclusive sense can be forgiven; nevertheless, given that his students were always predominantly women, his 1947 and especially his 1954 choice of text is insensitive. Accompanying his 1947 sermon was a transcript of his Anzac Day address which included the assertion: 'Australians proved themselves to be worthy members of a great race—The British'. Technically, this is not an example of racism, merely gungho boasting.

His Ballarat essays were designated FOREWORD; the Toorak ones FROM THE PRINCIPAL. Following are his essay titles.

Ballarat

- 1946 A great tribute which could be paid our Department is that it trusts its teachers
- 1947 A social instinct is implanted in all men by nature
- 1948 Ich Dien (I Serve)
- 1949 A Teacher affects eternity, he can never tell where it stops
- 1950 A good way to relieve the monotony of any job is to think of ways of improving it

Toorak

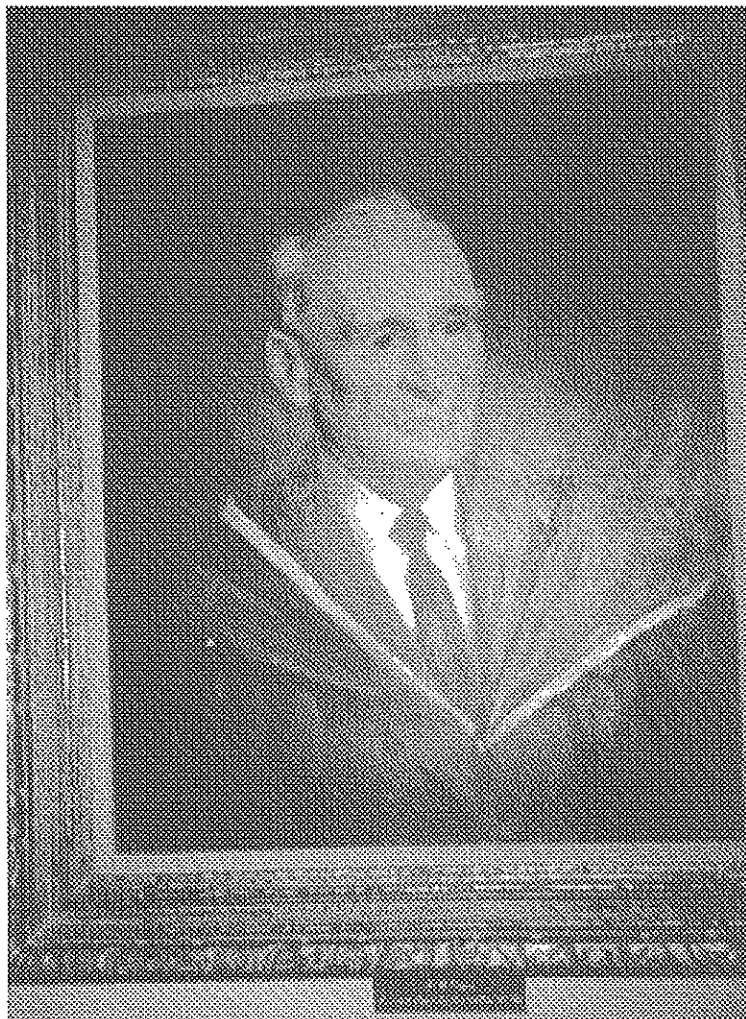
- 1951 Cresit Eundo (It grows as it goes)
- 1952 Not what I have, but what I do, is my kingdom
- 1953 The penalty of leadership is responsibility
- 1954 Manhood, not scholarship, is the aim of education
- 1955 We are none of us invincible
- 1956 The old order changeth
- 1957 The teacher's riper knowledge and wisdom can come only from continued study, experience and reflection
- 1958 Finis coronat opus (The end crowns the work)

Retirement 1959–1969

On his retirement in December 1958, Frank and Anne moved to their property at 56 Gloucester Avenue, Berwick where they indulged their love of horses, gardening and golf. But Frank didn't relinquish teaching altogether. He accepted an invitation to take classes at St Margarets School, Berwick. Len Pryor reported that Lord believed he was giving valuable service, based on long experience; but it is said that the girls 'gave him hell'.

He continued an active member of the RSL, and delivered the Anzac Day addresses at Berwick and Upper Beaconsfield in 1965.

William Francis Lord died at the age of 75 on the 18th of May 1969 at Heidelberg Repatriation Hospital.



William Dargie portrait of W.F. Lord
Hanging at 'Stonnington'
Now part of the Deakin University collection