
CONCLUSION

There is much evidence to show that in the past, in addition to the educational needs of the State, other societal needs and values - especially patriarchal values - shaped policies regarding the employment of female teachers. This was done by influencing or bypassing the relevant regulations and practices of the Department of Education and the Public Service Board.

As a consequence, a dual policy of employment of males and females existed. On the one hand, a policy of *in loco parentis*, which was dropped when too inexpedient, both protected and hampered single female teachers. Those female teachers who married were banished from the occupation of teaching. On the other hand, males were encouraged and rewarded when they moved to less desirable areas and when they married. An openly acknowledged policy of positive discrimination in favour of males operated, especially in selection for training, allocation of classes within a school, promotion and salaries. As a result, females, who generally began with higher academic ability than men, occupied the lower rungs of the profession and had little incentive to improve their qualifications, which were lower than those of the men. Because of discrimination in favour of the employment of men whose interest in the teaching occupation ebbed and flowed with economic tides, the percentage of female teachers rose and fell in indirect proportion to that of the males.

Social changes have in recent times influenced attitudes to and the employment of female teachers. Fewer people now support the theory that female teachers are emotionally, physically and intellectually inferior to men. Also, female teachers are more likely to question the assumption that only males can be successful administrators of large mixed schools. Whereas in the past, society regarded teaching as a suitable temporary occupation for females until marriage, changing conditions and attitudes have encouraged and enabled more women to look to teaching as a life-long career.

Other social influences, however, have continued to condition females to hold low expectations and to avoid occupational responsibilities, and have continued to reaffirm male superiority in administrative ability.

Recent changes in employment policies have resulted in equal pay. They have also contributed to the alteration of employment trends observed in past depressions and recessions. During the current recession, the percentage of female teachers employed has risen instead of fallen, and the percentage in 1983 (60 per cent) has been surpassed, since 1860, only in four other years, those of 1918 to 1921. However, the percentage of principals' positions occupied by females, which gradually declined after the 1880s, has continued to decline during the last decade, even though fewer impediments to female promotion appear to have existed over this decade. Paradoxically, the recent gradual elimination of the categories of male and female positions of responsibility within the Department of Education has operated more to the advantage of males. Furthermore, no female has yet risen above the rank of inspector, the first one having been appointed in 1919.

An analysis of the teaching careers of those women who in the past were most militant in their efforts to improve the salaries and professional status of female teachers shows that generally they were regarded by the Department of Education as intelligent and very successful teachers and head teachers.

When the periods before and after the 1960s are compared, female teachers in the earlier period appear to have been just as militant in pursuing improved salaries and conditions, salaries being the major issue. A combination of international influences, Commonwealth Government initiatives and State Government policies has probably been more important since the 1960s in improving the salaries and conditions of employment of females than the pressures of female teachers within the QTU and within the Department of Education.

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