

be a complement to other programs, enacted by earlier Congresses, in an effort to increase the number of economically disadvantaged youth who will enter college. We mention such programs as talent search, upward-bound, work-study, and the educational opportunity grant program. The initial lower achievement records in college of many of these students from disadvantaged backgrounds show clearly that provision of special services proposed in part C of title IV will complement educational efforts made at the elementary and secondary level and will enable these students to take fuller advantage of their college educations and thereby increase their contributions to society.

Madam Chairman, your committee has more accurate statistics than we on the percentage of women compared to men earning masters and doctors degrees. We know the gap is widening. We recognize that discrimination against women for equal job opportunities is not legal. But we also recognize that other, unlegislated, and even easily understood discriminations exist—whether a woman is choosing a career or returning to college in order that she acquire or update her skills before entering or reentering a workday world. One reason more women are not entering professional or status occupations is that they are not getting the education they need to enter these fields.

Again we in AAUW speak from a background of experience. Between 1962 and 1965 under a grant from the Rockefeller Bros. fund the AAUW Educational Foundation conducted a pilot project to search out qualified women who might wish to enter college teaching. This small project which enabled women to return to college to qualify themselves for college teaching has been carried on since 1965 by the association's membership. Both the scholarship and employment records of these women have been most gratifying to us.

Although our project has been directed solely at recruiting college teachers, we would like to draw your attention to a relatively untapped source of very able woman power, of which we are aware as a result of this experience. Members of this committee know from their committee work of the increasing number of women, who have been homemakers, or for some reason unemployed, who are now seeking to enter the labor force. To qualify for professional or status positions most of these women, many of whom have had excellent scholastic records, need to build upon their earlier education with refresher courses in their chosen areas of specialization, or possibly simply acquire a basic college education.

Because there are other pressing demands upon family budgets further schooling is a financial impossibility for most of them.

As we said to this committee last year we recognize that most of the avenues of financial assistance open to other students from private sources as well as those listed in these amendments are not closed to such women. But who can blame the admission officer, the student loan officer, or the faculty counselor who selects the student who is just graduating, or who is now at work in a job requiring further training, to someone who has been out of school for some years? We recognize that it is the responsibility of these administrators to be certain that these limited funds are spent where the greatest expectation of return can be anticipated. Therefore we wish to ask this committee to add language in the bill or in the report which would provide for special