

A youngster who had lived in several foster homes and says she knows "how a pup feels that has been dropped out on the highway in strange unfamiliar surroundings," wrote to Sargent Shriver: "We suddenly realized we were important, that we were not just those poor kids from poor homes but actually we were people. Someone cared, someone thinks we are worth working with and most of all, we found out we, too, are citizens. Citizens of the greatest country on earth, with a government that takes time to think of the needs of each individual and make sure he has his right to be a citizen and an individual. I would like to thank you, the President and the United States of America for my experiences with Upward Bound. Upward Bound not only taught me and the others the values of higher education, but also a love, respect and tolerance of our fellow man."

A student from Chicago, Illinois, writes: "Up until my first week in Upward Bound I didn't care anything about school and very little about other things. Upward Bound has introduced me to a whole new life. For the first time I really care, I'm interested and I want to make a place for myself in the world. And this change is because of all the wonderful people in Upward Bound . . . We learned more, much more than the people who started Upward Bound ever bargained for. We learned we are people who can really succeed but only if we want to and that a major key to that success is education."

Another Upward Bound student told her counselor: "We have always been poor and people have looked down on us. I had planned to quit school next year if it gets as dull as it was last year. Everyone expects me to. None of my family have ever graduated. I had never thought I wanted to go to college cause it was completely beyond my imagination. I have changed my mind since I came here. I would do anything—just anything to get to go. Everyone here treats me as if I really do belong. I am going back to my high school and really work now. It is not hard to get school work when there is a good reason for it."

Mr. DELLENBACK. What do you consider the optimum goal of this program both in numbers of students and in dollars in the fiscal years in the future?

Dr. FROST. The program, if it works well, has a ripple effect, a demonstration value.

Mr. DELLENBACK. You are one question ahead of me. I was going to ask you about the ripple.

Dr. FROST. One has to ask whether you need to reach the whole number of high school students. I think 200,000 to 300,000 of high school youngsters should be reached.

Mr. DELLENBACK. Do you have expectations of what the budget would be?

Dr. FROST. Currently you multiply that figure by \$1,150 per student.

Mr. DELLENBACK. Do you estimate it will remain then at that level? How much in the future would that dollar figure rise per student?

Dr. FROST. I don't think it will rise. I think it will stay about the same.

Mr. LEVINE. As we start decreasing the number of poor people I think the figure will drop. The total number of eligibles will drop, since poverty is one of the standards of eligibility.

Mr. DELLENBACK. For the foreseeable future this would be your expectation as to numbers and as to dollars?

Dr. FROST. I believe so.

Mr. DELLENBACK. Where do you feel this program should eventually go? Twice in the earlier testimony you indicated, as I read you, Dr. Frost, that for the present this should be under OEO. Is there implicit in this statement that at a period in the future, then, it should move into some other department?

Dr. FROST. My own view is that our long-range goal is to get rid