

Chairman PERKINS. How do you define a graduate, Mr. Watson, at Mahoning Valley?

Mr. WATSON. This is a boy that has completed the requirements as scheduled. We put our proposal in a year in advance and our various vocational areas require different lengths of time, determined by the complexity of that particular vocational area. To cite just two examples, our production machine operators, we feel that to offer them everything they should have, they should be there 12 months.

Now we are revising our thinking a little bit on this, and we think now we can do the job in 9 months, and, of course, if we can, this is going to increase—

Chairman PERKINS. How many Negroes are in your center?

Mr. WATSON. Thirty-five percent. In that neighborhood.

Chairman PERKINS. What percent are high school dropouts, and how many are urban—how many of your enrollment?

Mr. WATSON. Of the total, 50 percent are high school dropouts.

Chairman PERKINS. And how many are urban?

Mr. WATSON. Here, again, I would just have to guess, that 60 percent of them come from large cities, and 40 percent from the rural areas.

Chairman PERKINS. Do you have any survey, or have you made a survey or followup on how long your graduates hold jobs after they have completed the course of training?

Mr. WATSON. Of course, we only have a 3-year experience factor to base it on, and I am not sure I can answer that accurately.

I have placement data here for the years of fiscal year 1965 and fiscal 1966. It does not tell how long they have been employed.

Chairman PERKINS. In other words, you made no study along that line?

Mr. WATSON. I do not have a study available, but our Ohio State Employment Service would have this information on how long they have been employed.

Chairman PERKINS. Mr. Hawkins?

Mr. HAWKINS. I think that you or someone from the State of Ohio did testify before another subcommittee in support of expansion of vocational education.

Mr. WATSON. I did in July 1966. This was on amendments.

Mr. HAWKINS. So you do need additional money for the vocational education programs?

Mr. WATSON. Definitely.

Mr. HAWKINS. You have a waiting list of students for your schools now, don't you?

Mr. WATSON. Well, with the money that is available now, a priority list has been established, and for example, a project we are working on now, we have a priority list, and I doubt if we will come up as being eligible this year for funds under the Vocational Education Act of 1963.

Mr. HAWKINS. If you had the money, who would you use the money on, on the disadvantaged students, or the ones who are more highly qualified and the more trainable ones?

Mr. WATSON. If this money would come—well, it could—it would depend on the purpose and source of the money. If it were under the Vocational Education Act of 1963 for the purpose of expanding voca-