

rollment trends from year to year, degrees conferred, sources of students and the professions and destinations of graduates. But more important than these are the tendencies in education and comparisons between educational requirements which can be measured objectively through the available data in the office.

There is no other office in an educational institution so fruitful in data of value for educational research. When

properly prepared and interpreted these data may readily prove to be the source of the institution's most valuable contributions to the problems of educational science in general and to its own internal administrative problems in particular.

And I have here three charts that I want to show briefly. I am showing these not because I think they are ideal for many of the organizations, but because I think this is the way in which to formulate your own organization, and it is some-