All children face some adjustment problems after a geographic move. They must adjust not only to a new environment, but to new friends and schools as well. They have to adapt to the loss of familiar faces, places, and situations. Some children apparently adjust easily but the performance of others seems to deteriorate with each move. It is reasonable, then, to investigate mobility as a factor influencing the academic performance of children.

There have been many studies done in the field of mobility, with varying results: some reported mobility to have an adverse effect; others reported it to have no effect; still others reported mobility to have a positive effect on academic achievement. Because of these divergent reports, it was determined that there was a need for further study, using such information as the child’s I.Q. and the socio-economic status of his family.

There are three studies of child mobility involving the use of I.Q. and socio-economic status. I will discuss each separately since there are slight differences between them.

**WHALEN AND FRIED STUDY**

Thomas E. Whalen and Mary Ann Fried (see attached Resource Materials) surveyed all the 11th graders in one school system. From these they selected 133 children who met the high mobility requirement and from them they chose seventy-nine whose I.Q. and achievement-test results were already in their files. Also selected were seventy-nine students who had not moved. The latter were selected randomly and designated as the low mobility group.

All of the students were given the Lorge-Thorndike Verbal I.Q. Tests and the Iowa Tests for Educational Development Achievement. They were charted according to the mean I.Q., which was calculated to be 109.43. Students were further charted according to their socio-economic status by means of the Hollingshead Occupation List (Hollingshead, 1965). A three-way analysis using high–low mobility, high–low I.Q., and high–low socio-economic status resulted.

The General Vocabulary Test was selected as the tool for measurement since the researchers regarded it as the best indicator of the type of acumen needed for success in school work.

The results showed the following:

1. The failing student was not affected by mobility.
2. High I.Q. students achieved significantly higher scores than