of scores was calculated according to mobility. In the case of reading ability, the results confirmed hypothesis #1, but did not support it in arithmetic. The mean score distribution supported hypothesis #2. The data, which was further broken down according to socio-economic status, resulted in hypothesis #3 and #4 being supported. Moreover, the socio-economic status did not contribute to a statistically significant variance in the arithmetic scores.

Thus the study did show there was an effect on reading achievement but not on arithmetic. It also showed that the families that achieved minimum stress during a move had children who find challenge and change to be facilitators of academic achievement.

GILLILAND STUDY

The Gilliland study (see attached Resource Materials) examined seventeen other studies done in the past ten years. It also suggested that I.Q. and socio-economic status be included as factors in such research.

Gilliland found, in three further studies involving 1,800 5th and 6th graders, that transient pupils were significantly ahead of non-transient in all subject areas except arithmetic. Furthermore, he found that high I.Q. transient students were superior to high I.Q. non-transient, while the achievement of low I.Q. transients was slightly but not significantly lower than low I.Q. non-transients. In fact, the advantage, according to the mean scores which transient pupils had over non-transient pupils, was found to increase with the number of schools attended. In another study done in Cincinnati, however, 5,901 6th grade pupils showed that reading and arithmetic were not effected by the number of schools attended.

Summary and Conclusions

There is a definite influence of mobility on academic achievement, but the influence is not always negative. High I.Q., highly mobile students achieve better because of the added influences and experiences that mobility affords. However, mobility can be a detrimental influence on the average or below average student.

Personal experience supports many of the conclusions of these researchers. Our son has attended six schools and is now in 6th grade. He has always been an “A” and “B” student and has benefited from the added stimulus of new surroundings, experiences and world travel. I also talked with other military families about the problem of mobility and scholastic achievement. One father assured me that two of his four children, who are high I.Q. students, had no ill effect from mobility, even though they attended five schools in the last three years. But his other two children, who are average in I.Q., had much more difficulty adjusting and achieving in the new schools.

Another father said that his two children are average students and have had difficulty with each move. He believes, however, that they