might have had trouble even if they had not moved. At the same time, he is convinced that they benefited from seeing new countries and areas which they would not have had the opportunity to see otherwise.

One mother told me her children had benefited from the mobile life, but added that it was harder on them when they became teenagers. All this points to the need for greater sensitivity in the design of school curricula and deeper awareness in the approach of teachers so that mobile and non-mobile children can share an equitable opportunity to learn.

The authors of *When Children Move from School to School* agree that the problem ought to be defined and studied, and that literature ought to be prepared offering guidance to parents and teachers alike. They further suggest that students ought to become acquainted with the resources which they have within themselves. If a student knows his own strengths and weaknesses he is better able to contend with the unknown. He must be encouraged toward independence, self-knowledge and the establishing of clear goals.

In a child’s stages of development, those who supply his basic needs, the “significant others,” change from family members to teachers and peers during his school years. Obviously then, mobility and the constant exchange of those “significant others” can and does influence his development.

As an example of additional difficulties which even high achievers face, one author noted that his son, who attended three high schools and maintained an “A” average, could not qualify for a scholarship to college simply because he had not been at any one school long enough to be recommended.

In *A Nation of Strangers* (Packard, 1972) seventy-four newcomers were asked about the advantages and disadvantages of moving. Forty-four percent felt that mobility had broadened them and that their children benefited by becoming more adaptable to life. Packard compared I.Q. test scores of mobile and non-mobile students and only minor differences seemed apparent. He concurred with R. Kieth Thomas, Principal of Lay School, Great Falls, Montana, who said: “The children above average in ability tend to adjust to a new school situation rather well, whereas adjustment is often a hardship on the student who is average or below in ability.” Packard is also convinced that the ages of children play a big part in influencing how they adjust. He believes that family moves are especially hard on teenagers because they are shattered when leaving friends.

Packard also says that socio-economic status does have influence on those children whose parents are professionals or high executives. There is not only a tendency to accept them “instantly,” but they are also more apt to be exposed to an academic atmosphere.

There is certainly a need for further study of the effects of mobility on children. More consideration might be given to helping families plan