their moves so that the stress level remains as low as possible. As Dr. Claire Koyce Lehr says, “Children react to moving just as their parents do, if parents are happy the children will be also.” Perhaps what we need is to determine ways in which a transient family can move regularly with more meaning and enjoyment. This might be our first step in making the experience beneficial to all the children involved.

BIBLIOGRAPHY


RESOURCE MATERIALS

1. “Geographic Mobility and Its Effect on Student Achievement” (Whalen and Fried, 1973).

   A study done to determine the relationship between the academic achievements of high and low mobility students. The criteria used were I.Q., degree of mobility and socio–economic status. Results showed that highly mobile, highly intelligent children had higher achievement scores than lower mobility, lower intelligent children. Highly mobile children with lower intelligence also elicited lower achievement scores than low mobility students of low intelligence.


   A thorough study of the influences on the mobile family which accepts American mobility as a fact—not a hypothesis which has to be proven. Packard’s study includes the affluent as well as the poor and gives