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A COMPARISON OF THE CHARACTERISTICS AND SCHOLASTIC
ACHIEVEMENT BETWEEN THE TRANSIENT AND PERMANENT
CHILDREN IN GRADES FOUR, FIVE, AND SIX IN
NORTH KINGSTOWN

BY

GABRIELLA HAMILTON ADAMS

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
 REQUIREMENTS FOR THE DEGREE OF
 MASTER OF SCIENCE
 IN
 EDUCATION

UNIVERSITY OF RHODE ISLAND

1961

MASTER OF SCIENCE THESIS

OF

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1961

ABSTRACT

The problem involved in this thesis was to determine if any significant difference in scholastic achievement and characteristics existed between the transient and permanent children in grades four through six in North Kingstown. Transient children were those who had been enrolled in the North Kingstown School System for one year and a half or less when the Iowa Tests of Basic Skills were administered. Permanent children were those who entered the system in the first grade and continued through the fourth, fifth, or sixth grade.

Preliminary to this study, letters were sent to twelve superintendents in impact areas throughout the Eastern States to obtain from them general opinions concerning the transient children. As a result of this, a four page questionnaire was prepared and sent to superintendents in impact areas throughout the United States.

Returns contained information relating to special services rendered the transient child, the availability of records, opinions concerning the achievement of the transient child in reading, the number of children in a classroom, arithmetic, knowledge of social studies, resources, adaptability, and miscellaneous information of a like nature.

The Iowa Tests of Basic Skills were administered to all the children in grades four through six. Results from a statistical analysis of these tests revealed no significant differences between the two groups. Both groups scored above the national norms in all tests except map reading in grade five in the transient group and map reading and arithmetic problem solving in grade four in the permanent group.

Writing samples were obtained by having each child write a short composition. These writing samples were rated on a four point scale. These ratings were compared through the chi-square technique. No significant differences were found.

Characteristics were marked by the teachers on a three and four point rating scale. Results obtained from a statistical analysis disclosed few differences in characteristics. Transient children were found to be more resourceful, adaptable, persistent, and enthusiastic. Punctuality and shyness were significant differences possessed by the permanent groups.

Pertinent information was obtained from office records, the teacher, and the children. Due to the preponderance of children coming from broken homes in the transient group, statistical tables were made of groups from broken homes and non-broken homes. Transient and permanent children were grouped together. This analysis exhibited the children from broken homes to be less alert, less creative, less popular, and less honest. Deficiencies also occurred in attitude, verbal expression and work habits. The study of only transient children from broken homes and non-broken homes revealed the children from broken homes to be less popular, less punctual,

and less honest. Deficiencies also occurred in attitude and work habits.

No statistical significant differences were revealed in the number of children repeating a grade between the transient and permanent groups of children. Likewise, no difference was disclosed in their participation in community activities.

An analysis of the writing samples of the transient children showed their concerns relating to changing schools. These children, on the whole, were concerned about meeting new friends and leaving old friends. They worried about the differences in their school work. Many felt a change at the beginning of the year was all right but did not care for a change during the year. Many felt that changing schools was an adventure and that it took little time to adjust to a new school situation.

The socio-economic status of these transient and permanent children undoubtedly had some bearing on the results of this study. Studies of children from Puerto Rican families, Mexican families, and children from migratory families may be vastly different.

As this study pertained only to children in grades four through six, the writer trusts it will be an incentive to someone to make a study of the children in grades one through three. It is possible that results obtained may be significantly different.

ACKNOWLEDGMENTS

To Doctor Thomas P. Nally, who was my major advisor for this thesis, I am indebted for many hours of helpful guidance and supervision. Also, I am indebted to Doctor Irving A. Spaulding and Mr. Edmund J. Farrell for their suggestions and assistance.

I acknowledge with gratitude the co-operation received from the principals and teachers in grades, four, five, and six in North Kingstown. My thanks are extended to Mr. Hiram A. Davis, Miss M. Corinne Barden, and Mr. Burton Froberg for placing at my disposal data from children's records and permitting me to administer the tests in each grade.

I am also indebted to the many superintendents who took time from their busy day to answer the lengthy questionnaire and forward it to me immediately.

To all others, especially my secretary, Roberta Spink, who have been of assistance to me, I am deeply grateful.

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CHAPTER I

STATEMENT OF THE PROBLEM

I. Introduction (Problem of Transiency)

Transiency in the United States is not new but within recent years it has become a common occurrence. It is a problem facing schools and communities. Even the moving man is concerned, for McCormack¹ states some helpful suggestions to parents when moving from one area to another. Transiency is quite typical of North Kingstown, due to the fact that the Quonset Naval Air Station and Davisville Construction Battalion are situated here.

To present a clear picture of the background and problems faced by the Town of North Kingstown and the people in this town, this chapter is written. It is hoped that the information contained herein will present a picture of an old colonial village steeped in tradition and most conservative.

Quite suddenly, the people within the Town were confronted with an influx of Navy Personnel, who through travel and experience, had acquired a broad background of this country and various parts of the world. The stationary children at once faced a group of children from almost every state in the United States. The permanent children took their places with them in the school system and community and competed with them.

¹Patricia McCormack, "When Moving Prepare Children for Change in Their Environment", (No. 36; Home Edition; Prov., R. I.: The Evening Bulletin), Vol. XCIX, (Monday, February 13, 1961), p. 16.

An historic introduction to the town is provided by the Journal Bulletin 1959 Almanac,¹ as follows:

Incorporated Oct. 28, 1674. First settlement, 1641. Incorporated in 1674, under the name of Kings Towne, as the seventh town in the colony. Incorporation reaffirmed in 1679. Name changed to Rochester, June 23, 1686, but was restored in 1689. Kings Towne divided into North Kingstown and South Kingstown, February, 1722-23. The act provided that North Kingstown should be the eldest town. 44.15 sq. mi.

Educationally, the town has progressed tremendously in the last two centuries. Education began in 1800. According to the Writers Program of the W. P. A.,² the first academy in Rhode Island was established in the village of Wickford and was known as the Washington Academy. The Wickford Grammar School stands on this present site today.

II. Setting of Problem

In view of the fact that North Kingstown is in a definitely transient area, the problem of mobility in the school population is outstanding.

North Kingstown is situated on Narragansett Bay in the State of Rhode Island. It is bounded on the north by the Town of East Greenwich, on the south by the Town of South Kingstown and on the west by the Town of Exeter. The east boundary is Narragansett Bay, North Kingstown having several miles of coastline.

The center of the Town is Wickford, an old New England Village. Previous to the 1938 hurricane, all the streets were lined with beautiful stately elm trees. The steps of the houses on Main Street are flush

¹Journal Bulletin 1959 Almanac, A Rhode Island Reference Book, Seventy-Third Annual Edition; (Prov., R. I.: The Providence Journal Company), p. 44.

²Rhode Island, Writers Program of the W. P. A., "From Mass. Line to Comm. Line," (Boston: Houghton Mifflin Co.), p. 333.

with the sidewalk and many of the trunks of these elm trees practically touch the stairs leaving very little sidewalk. The residences in the village are very old colonial dwellings, some dating back to the eighteenth century. Houses are close together with the back yards running down to the shoreline.

Beautiful colonial doorways provide an ever present interest to visitors. The Writers Program of the W. P. A.¹ refers to these dwellings as a rich field for students of early American architecture. On this short Main Street, there are no less than twenty houses built between 1728 and 1804. On adjoining or near-by streets, there are more than forty other old residences, most of them dating from the eighteenth century.

Before the 1938 hurricane and the establishment of the Quenset Naval Air Base, the town had no water supply, each individual house having a well. In the center was a town well where one might see someone drawing water at all times of the day. With the advent of the 1938 hurricane, the sea water rushed into the town, inundating many houses and making the water from the wells absolutely useless. This incident brought quick action from the town fathers and the people voted for the installation of town water. During the time between the hurricane and the installation of town water, the people were supplied with water from a fire truck which went from house to house.

Aside from Wickford, the center, the rest of the town included eight other small villages, most of which included a store, a rural school, and a post office which was usually located in the store.

¹Ibid.

These villages also included woolen mills, a narrow fabric mill, and farm lands - the main product from the farms being potatoes.

Previous to 1932, rural schools dominated the Town. In the villages of Saunderstown, Slocum, Quidnessett, and Belleville were to be found one room schools, most educating children in grades one through eight. The villages of Davisville, Hamilton and Allenton had two room buildings and Lafayette a three room building. This latter is now the smallest school in Town. Wickford, being the center, housed the high school and grammar school in a two floor nine room building.

Being a sparsely populated Town, except for the center, Wickford, everyone seemed to know everyone else. A large proportion of the population were descendents of old New England families. Most of the people worked in the mills, engaged in fishing, or "followed the shore". There was little opportunity for college educated people in the Town to find a place of employment. These residents of the town were average people, taking pride in the town and its people. It was possible while walking in the center of the village or shopping in the stores to chat with all the people, for everyone knew all the neighbors and "gossip of the day".

The one exception was the summer time when an influx of summer residents saturated the area. Many of these summer residents were quite wealthy and added much to the town. Some have become quite active in town affairs during recent years. On the whole, the permanent residents were of average middle-class families with practically none of non-English speaking parentage.

According to White,¹ Wickford had many of the earmarks of an

¹Col. Hunter C. White, "Wickford and Its Old Houses", Old Wickford, (North Kingstown, R. I.: The Main Street Assoc., May, 1960), p. 18.

eighteenth century village until the nineteen thirties. It remained about the same in its colonial spirit and general appearance. What improvements had been made were sporadic and were merely an attempt to bring some of the material comforts of a modern age to an ancient village without destroying its character and charm. Wickford was an intensely conservative village and what changes had been adopted were made only after long consideration and delay.

Not far from the village the construction of the Quonset Naval Air Station began in 1940. The population growth began with the influx of Navy personnel and civilian workers into this colonial setting. The population of the town sky-rocketed in the ten years between 1940 and 1950. In the Journal-Bulletin 1959 Almanac,¹ the population of North Kingstown for 1940, is listed as being 4,604. In 1950, the population is listed as 14,810, a gain of 10,206 or 221.7 per cent. The growth of population eased between 1950 and 1960. However, the Providence Evening Bulletin² lists the population in 1960 as 21,604, a gain of 46 per cent. This created a housing and school shortage. The school shortage was lessened somewhat by an addition to the Senior-Junior High School, the Wickford Grammar School and the erection of a ten room Quonset Elementary School. Since 1950, an eighteen room elementary school was erected in the north end of town and an eight room elementary school at the Hoskins Park Housing Development. The Navy rented the Construction Battalion Mess Hall to the town which added eighteen more classrooms.

¹Journal Bulletin 1959 Almanac, A Rhode Island Reference Book, "Population of Rhode Island", Seventy-Third Annual Edition, p. 68.

²The Evening Bulletin, (Providence, R. I.), "Preliminary Census Data", June 2, 1960, Vol. XXVIII, No. 130, Col. 4., p. 14.

In September, 1959, the new Senior High was opened and the old Junior-Senior High was used exclusively as a Junior High. To alleviate crowded conditions in the present schools and take care of the future growth of the school population, the Providence Bulletin¹ states that the North Kingstown School Committee adopted a \$1,236,000 proposal to build two new elementary schools and additions to two schools by 1962.

The school population is still growing faster than schools can be constructed. This situation is confusing to the new parent who may have children entering a fourth grade, a fifth grade, a sixth and a seventh grade. To accomplish the registration for each child, the parent may possibly have to register at four different schools, for all but one of the elementary schools cannot take care of any children above the fourth grade. In fact, the smallest school in town, three rooms, which in 1930 was the second largest, can take care of only the first three grades.

The population growth may have slowed down but the town is still confronted every year with a vast number of transient children who will enter the schools. The questions are always, "What will the school enrollment be next September? Are there enough rooms available if some grade is extremely large?" Registration day is a week before the opening of school. If held any earlier or in June, it would be impossible to formulate classes for the coming year. The shifting population would hinder this. School officials wait to discover what the week before school opening will bring. The turnover in school population during the year is tremendous. Potter² gives the enroll-

¹The Evening Bulletin, (Providence, R. I.), Tuesday, February 7, 1961, Home Edition, Vol. XCIX, No. 31, p. 19.

²Ruth E. Potter, "Table VI", Statistical Tables, (Rhode Island: Dept. of Education, 1958-1959).

ment of the elementary schools in North Kingstown for the year 1958-1959 as 2,177, and the average membership as 1,764.76, making a difference of 412.24 between the enrollment and the average membership or a 23.36 per cent turnover during the year. This actually means that twenty-three children out of every one hundred who entered the schools in September were not there in June. In comparison with another town in this state, Cumberland, which is not an impact¹ area, the turnover was only 3.04 per cent. This turnover in school population is a serious problem. It is, however, interesting, stimulating, and a challenge to the teachers in the system.

The mobile school population is mainly composed of children of Navy personnel, for many of the civilian workers at the base have established homes in town, some having been here for a period of twenty years. They're almost out of the "carpet-bagger" class now.

Naturally this influx of school population has resulted in an acute teacher shortage. Many of the wives of the Navy personnel began to teach in the schools. This makes for not only mobile school population but a mobile teacher population. The Navy wives, generally, have been a distinct advantage to the school system. Transiency is natural to them and they are interested in the mobile child. Some of the childrens' parents may be in the same squadron or live in the same Navy housing or private development. This gives the children a sense of security. For example, there was the case of a child in the fourth grade who upon entrance to school seemed to be entirely lost. His teacher lived in the same apartment house. It was, no doubt, a trying situation for the teacher but enabled the child to feel secure. Had this not been the case, the adjustment of this particular pupil may

¹Impact: an area where a number of military families are situated.

have been difficult. Due to the closeness of his teacher, he had something the other children in the room failed to possess.

Many of the teachers are wives of Naval officers. Being such, they have an insight into the difficulties some of the enlisted men's children have. These teachers have traveled greatly themselves. They have been, more than once, uprooted from familiar grounds, and traveled to parts of the country or world completely unknown to them. Here they attempted to make friends and put down roots horizontally rather than vertically.

The enlisted men's children live in a Navy housing project where the socio-economic picture is lower than those living outside the projects. The teachers realize the small amount of pay received by many of these enlisted men and the budgetary problem they face. Consequently, these teachers, along with others, have many times loaned children money to buy lunch or milk.

These mobile teachers have sometimes lived where some of the pupils have resided. They know a little about the schools which these children have attended and what resources the children may have. Several of the teachers have children of their own; consequently, they have firsthand experience with the difficulties confronting the mobile children.

The veteran teachers were faced with a situation quite remote from any experienced previously. They took it all in their stride, welcomed the new child, and attempted to discover his assets, scholastic achievement, and potentials. In so doing, they aided the new child and made him feel he had a definite place in his new environment. If the child was timid or shy, boastful, a trouble maker, what could

best be done for him? The reading groups in an individual classroom grew from three to five or more. Individual work was a must. These veteran teachers along with new teachers coming into the system have had an experience which teachers in stable populated schools miss.

After the opening of the Naval Base, the type of person in North Kingstown has changed. Not only was the establishment of the Naval Base responsible for this, but traveling being much simpler today, many families have moved from the cities to the country and commute to their work in other parts of the state. Now families are found in town with names which were foreign to the town a few years ago. Looking through a school register today, along with the names of Gardiner, Green, Arnold, and others will be found Naysnersky, Aiello, Bouchard and the like. The school population contains children of Admirals, Captains, Commanders, Lieutenants, and so on down the line. The town has grown and with it have come many very fine educated people. Some, after retirement from the Navy, have settled here making it their permanent home and in so doing have contributed much to the town.

The Providence Evening Bulletin¹ gives a few points on the effect of the Navy Installations in town. The North Kingstown Planning Commission was reviewing a thirty-six page report. The summary of the report made these points:

The Navy has utilized prime industrial waterfront land which currently is non-taxable, and which on December 1, 1956, had an

¹Providence Evening Bulletin, "North Kingstown Study Stresses Effects of Navy Installations", (April 15, 1960), p. 23.

assessed valuation of an estimated \$54,260,000. (The Tax Book¹ for the Town of North Kingstown shows the valuation of land owned by the United States Government to be \$2,235,500. This is not all waterfront land.)

Because of a constant turnover in certain of its segments, the Navy-connected population does not have as much community identification and interest as does the permanent population.

The installations have overburdened the town's school system at times, whereby the system finds itself with a sudden surge in enrollment of Navy children. As a result, this adds to the difficulty of planning for future school needs.

It has shifted the cost of certain community services which benefit all the people on to those persons who pay taxes in the community.

The report also said that although the Federal Government has contributed toward the school costs, the town's expenses in educating "impact" children exceeds funds received from the Federal Government.

On the credit side, however, the worksheet noted that establishment of two naval installations was the most significant factor in the town's industrial development.

Prior to their establishment, the report said, the town had very little industrial standing, and, in fact, currently has only twenty-nine acres utilized for private industrial purposes. It also noted that the naval installations have increased employment, and have helped to broaden the town's industrial base.

It is easy to envision the effect the impact of the Navy has had on the town. The center, Wickford, is still an old New England Village. Actually there was little room for expansion here, but the outlying parts of the town, especially the north end, have grown by leaps and bounds. For a town to cope with this rapid expansion is

¹Town of North Kingstown, R. I., Tax Book, "Valuation of Property Exempt From Taxation", 1956, p. 104.

difficult, but North Kingstown has made great strides in the right direction.

The schools are of high quality and school personnel attempt to do all they can to aid the mobile children in their new environment. In the amount of money spent per pupil in the elementary school in 1958-1959, Potter's¹ figures show the town ranked ninth in the State. The amount spent per pupil in the elementary school was \$323.63.

Classes are kept to a minimum, the average being twenty-five pupils per classroom. This is necessary due to the changover in school population. In one school, which approximates one hundred per cent Navy, only two children may carry over from one grade to another. The teacher is continually being challenged by new pupils entering the system. It is a rare occasion when a grade has the same pupils in June who were there in September. With smaller classes, the teacher is able to devote more of her time to the individual pupil.

Veteran teachers in town were indeed unfamiliar with a transient school population. Through the prevailing years they have become accustomed to this situation. Through their careful guidance, the parents have expressed their appreciation of the work accomplished by the students.

It is hoped that this description of the Town of North Kingstown and the situation it faced may provide some background for a comparison of mobile and stationary children.

III. The Problem

The purpose of this study is to discover through testing and

¹Ruth E. Potter, "Table VI", Statistical Tables, (Rhode Island: Dept. of Ed., 1958-59).

questionnaires whether any distinct characteristics or outstanding abilities or disabilities are present in the transient school population in the Town of North Kingstown, as compared with the stationary children.

Where any armed forces base is located, a vast number of children enter and leave the schools in the locality during the year. A floating population is inevitable with pupils entering schools for a short or indefinite period of time. The previous discussion of the history of North Kingstown clearly reveals that the town is definitely affected in this manner with the presence of the Quonset Naval Air Station and the Davisville Construction Battalion Installations. Children have been entered in the schools for as short a period as three days. They then leave, to travel to other parts of the country or outside the country. These children present specific problems. Oftentimes no records come with the children and must be acquired from the school system from which they came. Problems arise from the fact that very little or nothing is known concerning these children. A considerable amount of time is spent each year determining the characteristics, and achievements of these pupils.

According to Francis Martin,¹ it is estimated that twenty-five per cent of our population is on the move. If this is true of the population throughout the country, the situation at armed force bases would seem to be considerably higher.

IV. Importance

It would appear, from the surface, that many problems arise

¹Francis Martin, "Mobility", Childhood Education, Vol. 34, (September, 1958), pp. 25-28.

from these transient students. Is this so? Would the situation be entirely different had the students been enrolled in the school system from the beginning? Teachers know the stable children. Their records are available; any problems connected with them may be checked and constantly reviewed. Records of eye examinations, audiometer tests, physical disabilities, speech handicaps, and scholarship achievements are available. All these must be established for the new child. If the child enrolls for only a short period, it would seem almost useless to spend endless hours checking his physical makeup and scholastic achievement. Yet it must be done.

An example of a single problem may be useful in presenting a clear idea of the difficulties encountered. Johnnie entered third grade in North Kingstown from another state. He at once became a problem to his teacher. Records from the previous school were sent for. Three days after the records were received, Johnnie left to attend school in another state.

The impression that the stable children of school age in the Town of North Kingstown are superior to the floating school population is open to question. How can its validity be assessed unless an intensive study is made? In checking penmanship papers from a specific grade, it might be concluded that the mobile children were better writers than the stable population. For a comparison and conclusion, observations from several children in different grades must be made. How does the transient school population compare with the stable population in efficiency, honesty and work habits? Are the transient children as well-adjusted? Do they compare favorably with the stable population? Is their scholastic achievement according to ability up

to standard? Are they better writers? All of these questions may be answered through an intense study of the mobile and transient population.

Vice-Admiral Hyman G. Rickover,¹ stated that we should have federal standards in education. One problem this would eliminate for the transient child would be studying the geography and history of a specific country for three years instead of one with the elimination of the other countries. Phillips² states that problems resulting from educational deficiencies should become less important in dealing with the migrant pupil when educational opportunities become more equalized in different sections of the country.

In social studies it may be assumed that children who have traveled greatly may possess information not available to the stable child. Martin³ mentions that experiences as members of service families provide a rich resource for school children. These children become the source of important information. How do these experiences compare with those of stable children? Do mobile children present to their fellow classmates and teachers items of more interest and value than those of the children remaining in one system?

V. Limitations

In a public school system, all children are accepted regardless

¹Vice-Admiral Hyman G. Rickover, Meet the Press, January 24, 1960. (Television)

²Beeman N. Phillips, "Impact of Pupil Mobility of the Schools", Educational Administration and Supervision, Vol. 43, (February, 1957), pp. 101-107.

³Francis Martin, "Mobility", Childhood Education, Vol. 34, (September, 1958). p. 25..

of their intelligence. Therefore, in this study, intelligence is not a factor in determining comparisons. Consequently, all the children enrolled in grades four, five, and six were tested, but not all were included in this study.

To include grades one, two, and three in this study would have created twice the amount of time included in this study. The cost of testing would have been tremendous and arrangements for testing would have been most difficult. More children are enrolled in grades one through three. Using only grades four through six, over six hundred tests had to be corrected and the same number of characteristics and questions to be tabulated. Those also not included in the study were pupils who did not enter the first grade in this system, but entered sometime later and were enrolled more than a year and a half prior to May 1, 1960. In order to be considered transient, the children must have entered the North Kingstown School System on or after December 1, 1958.

Testing was not done by one person exclusively, but by the various teachers in the system. All teachers administering the tests had had previous experience in testing. The tests from one fifth grade were misplaced, approximately thirty of them; therefore, this grade could not be included in the thesis. The scoring was done manually once and not checked.

Characteristics were marked by the teacher. This could not be considered conclusive evidence for there are possible inaccuracies and misjudgments. This is a common limitation of the questionnaire technique.

Pertinent information was acquired from school records, the teacher, and the children themselves. It was not easy for some of the pupils to determine how many different schools they had attended. Inaccuracies may have occurred here.

Penmanship was determined by each child writing a short composition entitled, "What Changing Schools Means to Me." This device was utilized primarily to obtain a sample of the student's handwriting and at the same time his immediate thoughts concerning his opinions of changing schools. These were graded by one person.

In the questionnaire sent to fifty superintendents in impact areas throughout the country, the words elementary schools were utilized. The questionnaire, when referring to elementary schools, did not specify grades one through six. A few of the superintendents included grades seven and eight. However, only three superintendents made the questionnaires fall into this category. A few of the questions were left unanswered for reasons unknown to the writer. The majority of the questions, however, were answered and an explanation written under the column remarks.

The letters, sent to the superintendents previous to the writing of this thesis, were designed mainly to obtain a personal opinion concerning the transient child. Inaccuracies may have occurred. For example, a superintendent sent his views concerning all schools in his area. A response from a principal of one school in this area indicated that much more was done for the transient child than the superintendent realized.

VI. Terms

Elementary School is meant exclusively for grades one through

six. The words transient and mobile are used exclusively to mean those children who had not been enrolled in the schools of North Kingstown for at least a year and a half prior to May 1, 1960.

Stable, stationary or permanent are used interchangeably to mean those who enrolled in the first grade in the North Kingstown System, and had continued through the fourth, fifth or sixth grade at the time this study was conducted.

VII. Conclusion

Pupils changing schools present a problem both to the teachers and to the school system. The New York Times¹ stated that children changing schools are four times as likely to fail a grade as those who stay in one school. This conclusion was reached by a State University of Iowa graduate student, who analyzed the records of 5,128 grade school pupils in 125 Iowa Public Schools. If this is so, the majority of students in North Kingstown schools would be retarded one year. A study of the children in grades four through six may well bring to light dominant characteristics and scholastic achievements of these transient children as compared with the child who stays for six years in one educational system.

Wahlquist² states that pupils arrive in high school without sufficient reading ability to carry on work at this level. Two of the reasons given were: (1) the movement of pupils to many schools, (2) the interruption of the continuity of the reading program. If all this

¹New York Times, (September 25, 1955), IV-E11.

²Wahlquist, Arnold, Campbell, Reller, Sands, "Pupil Accounting", The Administration of Public Education, (New York: The Ronald Press Co.), p. 173

is so, then mobile children are at a distinct disadvantage. It might be concluded that these mobile children are emotionally upset, below standard in achievement, and unadaptable. However, quite the opposite might be true. With the continual uprooting of their environment, they may possibly be more alert, adaptable, resourceful, democratic, and up to standard in academic achievement. Through this study, the writer hopes to obtain more accurate answers to many of the questions arising from the problem of mobility.

CHAPTER II

REVIEW OF THE LITERATURE

I. Literature

The literature reviewed, pertaining to mobile and transient children, contained mostly opinions except for studies relating to the mobility of the population of the United States. When this thesis was first formulated in the summer of 1959, nothing could be found concerning a comparison of a mobile child with a stationary child. More literature was available the following year, but this dealt mainly with the transient child.

Sources of information came from such educational magazines as Educational Leadership, Educational Administration and Supervision, School Life, and Childhood Education. Books consulted were The Administration of Public Education, Rhode Island Writers Program of the W. P. A., Old Wickford, Journal Bulletin 1959 Almanac, and The Principal at Work. Other sources were from current pamphlets, newspapers, and records from the Department of Education, State of Rhode Island.

One excellent source of information was a pamphlet, When Children Move from School to School, published by the Association for Childhood Education International, and an article in Changing Times-The Kiplinger Magazine.

The writers of the articles read were concerned about the transient child. Ways in which to make his adjustment less complicated were suggested.

Buchmueller¹ did not make an actual study of these children but did consult, informally, parents and children to obtain their reaction to the changing of schools. Hammond² made a study of the achievement and adjustment patterns of service-connected children, and Hayes³ wrote in detail relating what was being accomplished at Fort Campbell, Kentucky, A Strategic Army Command, in making adjustments for these mobile children. Larsen⁴ made an extensive study of the effect changing schools have in relation to repeating a grade.

Much of the literature reviewed pertained to the increasing mobility of the population and the effects this mobility has on a child and the ability of the schools to secure records of the child's work. These writers explained in detail what must be done to make transition from one school to another with ease.

II. Transiency

Transiency today is a commonplace occurrence. Families are moving at all periods of the year, regardless of the transition the children must make when changing from one school to another.

¹A. D. Buchmueller, When Children Move from School to School, (Association for Childhood Education International, 1960).

²Frances Prector Hammond, A Study of the Achievement and Adjustment Patterns of Service-Connected Children. (Rhode Island: Univ. of R. I., 1960).

³Elsie Hayes, "Changing Neighborhood-Changing Schools", Educational Leadership, (February, 1960).

⁴Dr. Robert E. Larsen, New York Times, Section IV-K11, (September 25, 1955).

Mobility is increasing. Americans are on the move as never before. Several centuries ago, the "Pilgrim",¹ meaning wanderer, traveled from England to Holland, thence to America to discover for himself a better way of living in keeping with his religious beliefs. These Pilgrims, when once settled in America, were the beginning of the shifting population of the United States of America.

For approximately three hundred fifty years, since the beginning of America, the population of the United States has been on the move. Freedom of religion and the ideal of each to become an individual himself was the beginning of the trend to move from one area to another. As other areas were discovered, curiosity and a thought that, "The grass is greener elsewhere", continually kept the people on the move.

Travel was difficult but with the advent of the Conestoga Wagon this was made easier. Families packed their possessions, boarded the wagon, and departed for the West not actually knowing what awaited them at their destination. The spirit of discovery and searching for a better life dwelt high in the minds of these pioneering Americans. Naturally, moving from one place to another did not have the same effects on the children, for education was not mandatory as it is today. With compulsory education a rule in all states, children must attend school and adjust to conditions in various schools throughout the country.

Inventions of the train, automobile, and airplane made traveling comparatively easy. Corporations grew, many having plants in various parts of the country. Employees were transferred and the

¹Webster's New Collegiate Dictionary, Second Edition, Springfield, Massachusetts: Webster's G. & C. Merriam Co., 1951).

family moved. Relatives, instead of being in one particular area, were in other parts of the states from north to south, and east to west.

Phillips¹ writes that pupil mobility will increase and problems created by such mobility may become more widespread. The writer questions whether problems born by this mobility may be outstanding as compared with children who stay in one area throughout their six years in the elementary school?

Phillips² also states that as education opportunities become more and more equal in different sections of the state and country as a whole, the problems resulting from educational deficiencies should become less important in dealing with the migrant pupil.

In Changing Times³ we find the statement, "Most children go through the ordeal of a change of schools at least once before they reach the ninth grade."

As before stated, Americans are on the move as never before. The change may mean a move from a city to a suburb, a cold climate to a warm climate, a small town to a metropolis, a house to an apartment, a modest neighborhood to a fancy residential neighborhood, or from outside the country to the United States or vice versa. These changes, regardless of where or what they are, are necessary to the family and on the whole may have a vast bearing on the total

¹Beeman N. Phillips, "Impact of Pupil Mobility on the Schools", Educational Administration and Supervision, Vol. 43, (February, 1957).

²Ibid.

³"Changing Schools Next Month", Changing Times-The Kiplinger Magazine, (August, 1959), pp. 17-18.

picture of the child's growth and emotional stability. School Life¹ states that seven and a quarter million children of school age, one out of every five, moved to a different house during the year between March 1955 and March 1956.

Hayes² mentions that the Census Bureau claims that forty million Americans move every year. Mobility at armed force bases is the rule rather than the exception.

Mobility is a problem for all schools to face. As Lane³ states, some 34,000,000 of us will be moving to other quarters during the coming year. Some families will move just around the corner or down the street, some to the next county, others to bordering states, and still others across many states. Nearly six million children aged five to thirteen will be involved in this migration.

This increase in mobility of population will continue to grow through technological advances, scientific discoveries and inventions, and changes in modes of living. In recent years, since World War II, our industrial society has become more highly organized and as transportation facilities have increased, there has been a tremendous increase in the number of families moving from one place to another.

Buchmueller⁴ states that there are two major reasons why families move. They are as follows: (1) The father seeks a better

¹School Life, (June, 1957), p. 4.

²Elsie Hayes, "Changing Neighborhood-Changing Schools", Educational Leadership, (February, 1960), pp. 298-330.

³Bess B. Lane, "On the Move", When Children Move from School to School, (Association for Childhood Education International, 1960), p. 3.

⁴A. D. Buchmueller, "Foreword", When Children Move from School to School, (Association for Childhood Education International,) p. 2.

job with a higher salary, perhaps a larger home, a better neighborhood in which the children can grow up. It is a personal choice. (2) Increasing number of families have moved because of some change in a parent's occupation.

The fact that millions of children are annually uprooted from known neighborhoods to the unknown, and from schools and communities familiar to the child to those of unfamiliarity, challenges the home, school, and community to aid the child in his adjustment to these changes. Mobility will continue; each generation will become more adjusted to the change. Schools will be better prepared to meet these new children as they enter a new phase in their school and community life.

III. Problems

Pupil mobility, as mentioned by Phillips,¹ cites two problems for the schools.

1. Getting pertinent information concerning the pupil's past performances.
2. Problems of helping the pupil to adjust to his new school environment.

One of the outstanding problems with transient children is the lack of records. This problem limits the knowledge of placing the child in his proper grouping. Oftentimes this results in a hit and miss procedure. Time elapses, the child has been enrolled for perhaps a week or more before pertinent information from his previous school is obtained. Without records, it is impossible to know why little Susan in third grade is still saying "tat" for cat. Was there

¹Beeman N. Phillips, "Impact of Pupil Mobility on the Schools", Educational Administration and Supervision, Vol. 43, pp. 101-107.

a speech therapist in the school from which she transferred? Had she had any speech training? Is this defective phonation her way of making herself known to the group? This is only an example, but it is such an occurrence as this that distrubs the new teacher. Susan may have a hearing defect but no health record was available to inform the teacher. Records are important and a timesaver when a specific child is handicapped in some way.

With 25 per cent of our population on the move as stated by Martin,¹ it would appear that more schools should become accustomed to and have a knowledge of a transient population. If this were so, then immediate transfer of records may possibly take place. Information received from superintendent's questionnaires² shows that records are transferred immediately when the transfer occurs within the state but only sent on request from outside the state. Others send a photostatic copy of records, the originals remaining with them. Many schools send, along with the transfer card, a card to be returned by the new school requesting other information and also giving proof the child has entered school. This is by far an easier and more rapid way of acquiring information than waiting for a letter of request to be sent from the new school. Oftentimes not even a transfer is available; then it is difficult to obtain the correct name of the school the child had attended.

In one of the North Kingstown schools, a child entered the second grade without any records from the previous school. The child

¹Francis Martin, "Mobility", Childhood Education, Vol. 34, (September, 1958), p. 25.

²Questionnaires to Superintendents, results in fourth chapter and questionnaires in Appendix II.

had difficulty from the beginning. It wasn't until four weeks later that the parent brought a report card to the school and informed us of a hearing difficulty the child had. The child was small for his age, younger than most of the children in the room, and his scholastic achievement in the first grade did not warrant a promotion although the child had been promoted. With these facts available and finally a transcript from his previous school, the child was then placed in the proper grade and grouping. However, five to six weeks had elapsed before proper records were available. How much valuable school time is being lost by lack of information?

Records also affect pupil accounting. Wahlquist¹ writes, "American administrators have believed for many years that the census of the school population should be kept continuously up-to-date."

Wahlquist² continues explaining thus:

A simple annual census of school pupils is inadequate because of the migratory habits of the American adult population and the desire for freedom from governmental restraints. As no central registry of citizens is required, the school is forced to ascertain the ages of young people who should be in school. Some parents prefer to use the services of their children to supplement the family income, and others are merely negligent in conforming to school attendance regulations. The complex circumstances associated with keeping an accurate, and up-to-date school census in this dynamic society make it one of the major problems in school administration. However, the situation is far less acute in the twentieth century than formerly.

The North Kingstown Schools are confronted at all times with this moving population. Entrances into the schools and transfers to

¹John T. Wahlquist and others, "Pupil Accounting", The Administration of Public Education, (New York: The Ronald Press), p. 173.

²Ibid.

other schools are common occurrences. As seen in Potter's¹ statistical tables, the enrollment of the elementary schools in North Kingstown for the year 1958-1959, was 2,177. The average membership was 1,764.76, making a difference of 413.24 between the enrollment and the average membership, or a 23.36 per cent turnover during the year. This proves that North Kingstown is definitely a mobile area; comparisons between mobile and transient children might well prove invaluable. The teachers and administrators are vitally concerned with this transient school population. Do these transient children compare favorably with the stationary child, or has the continual uprooting of the child had some adverse effect on his characteristics and scholastic achievement?

Records are not necessary for a child to become part of the community. This participation in community activities is of vital importance to the transient child. He becomes one of another group outside of school, meets more people, and tends to feel a part of the whole social life of the town.

Kyte² states that transients tend to have little community interest, fail to become an integral part of the larger group and may even be detrimental to it. From this study, the writer determines to discover whether or not this statement is true. Do these Navy children have any community interest or are they completely set apart from the community?

As pupil mobility increases, problems created by such mobility may become more widespread. Educational opportunities may become more

¹Ruth E. Potter, "Table VI", Statistical Tables, (Rhode Island: Dept. of Education, 1958-59).

²George C. Kyte, The Principal at Work, (Boston: Ginn & Co.), p. 40.

and more equal in different sections of the country resulting in fewer problems from educational deficiencies in dealing with mobile pupils.

IV. Advantages and Disadvantages

Viewing the literature read and opinions from several superintendents concerning transient children and problems confronted by school systems, the question arises as to the advantages or disadvantages of transiency.

The literature reviewed contained mostly opinions on the reactions of children changing schools. Hayes¹ made a complete study of ways of aiding the transient child in his adjustment to a new situation. Larson's² study pertained to the possibility of repeating a grade if many changes were made. Lane³ interviewed children informally to obtain their opinions about changing schools. Blough⁴ wrote concerning the resources of children. Most of the literature read was opinion rather than studies.

V. Disadvantages

Disadvantages resulting from children moving from one school to another presents a problem for the parent, the child, the community, and the school. The writer, in conversing with parents, discovered that many parents tend to disregard the disadvantages a child may encounter in moving during the school year; many families

¹Hayes, loc. cit.

²Larsen, loc. cit.

³Lane, loc. cit.

⁴Glenn O. Blough & Alan L. Dodd, "Children Are Their Own Resources", *Childhood Education*, Vol 34, (September, 1958), p. 24.

continue to do so, even moving and enrolling a child in a new school in June. The companionship of the family is vital to the child's growth. Parents feel that regardless of disrupting the child's school and community environment, it is much better to keep the family together. Navy children are with their father for comparatively short periods; these periods are only accomplished by the moving of families from one area to another.

Children moving from one school to another during the school year or summer vacations may come in contact with many disadvantages. These should be weighed and examined to determine whether the disadvantages heavily outweigh the advantages or vice versa.

The likelihood of failing a grade is a good possibility for the mobile pupil. In Larsen's¹ study, he discovered that children changing schools are four times as likely to fail a grade as those who stay in one school.

Many varied opinions regarding the disadvantages of mobility for the school age child are mentioned in the educational literature. A summation of these disadvantages taken from Larsen,² Ahrens,³ Phillips,⁴ Kyte,⁵ Martin,⁶ and Buchmueller⁷ follow:

1. More likely to fail than the stationary children.
2. Difficulty of adjusting to a new situation.

¹Dr. Robert E. Larsen, New York Times, Section IV-K11, (September 25, 1955).

²Ibid.

³Maurice R. Ahrens, Educational Leadership, Vol. 16, (November, 1958), pp. 75-89.

⁴Phillips, loc. cit.

⁵Kyte, loc. cit.

⁶Martin, loc. cit.

⁷Buchmueller, loc. cit.

3. The repetition and/or omission of subjects.
4. Leaving friends in the old school and the expectancy of what awaits in the new.
5. Loss of curiosity in an attempt to find security.
6. Does not dare to put down roots--he lives on the surface.
7. Reading difficulties from interruption of the continuity of the reading program.
8. Sometimes must learn in a few months what others have learned in several years.
9. Work is disconnected and fragmentary.
10. Difficulty of obtaining records from previous schools.
11. Inability of some schools to cope with the child's problem due to the inavailability of records.
12. Lacking a feeling of adequacy and worth.
13. Becoming adjusted and accustomed to new surroundings, friends, and teachers.
14. Lacking interest in a community.
15. Arriving in high school without sufficient reading ability to carry on the work at this level.
16. Interruptions in the testing program in order to diagnose and correct errors in school work.

Oftentimes, parents must at a moment's notice pack their belongings and move to a new area. Some parents consider the children and remain in a particular town throughout the school year. Even if the break comes during the school year and is most upsetting to the parents, "Changing Times"¹ suggests that the parents avoid making their own worries known. School officials say that some of their most unreasonable critics are the parents of children who transfer often. They have a tendency to blame the schools for troubles caused by their frequent moves.

¹Changing Times-The Kiplinger Magazine, "Changing Schools Next Month", (August, 1959), pp. 17-18.

If disadvantages are to be minimized, actions by parents may be of value. A distinct understanding between the child and the parent is of extreme importance. The child should know all about the move and anticipate with the parents all the advantages of the move.

Parents, by their acceptance of a school system, can be of more help than they realize. If parents accept the new system, as a rule, the children will do likewise.

Lane¹ interviewed parents, teachers, and children concerning their impressions of changing schools. Few children expressed apathy or indifference; a few expressed pleasure or satisfaction in moving. The majority of children approached revealed concerns, worries, fears, or resentments. Some of the comments made by the children are typical and tell their own story:

I worry about my work. I'm afraid I can't do it.
I'm scared. If only it weren't for arithmetic!
I know I'll be left back.
I don't know what she will want me to do.
I don't want everyone eyeing me when I go in.
I don't know where the toilet is and probably the boys won't tell me.
I wish my father had to go to school and then maybe we wouldn't have to move.
Maybe no one will like me. I'm not very pretty.
Maybe the kids will bump me off at recess.
When I was new in my last school, I thought the walls were coming in on me.

Comments from children may lead the way to the discovery of means in which we may help these transient children to adjust more rapidly to their new school.

Lane² reports that teachers feel that the changing of schools is serious and has in the past been neglected by both homes and

¹Bess B. Lane, "On the Move", When Children Move from School to School, (Association for Childhood Ed. International, 1960), p. 3.

²Ibid. p. 4.

schools. The teachers mention the difficulties under which they work in overcrowded classrooms and the impossibility of giving needed help to newcomers.

One of the first concerns of teachers was the difficulty of getting reports from the last school attended. This is so often true, for in the North Kingstown school system sometimes the child has moved again before reports from the previous school have been received. Not knowing, sometimes, exactly where the child is to attend school, the reports lie in the files until requested by the new school.

Each school is different; even in the same town, changing from one school to another brings problems of varying degrees. As one man, new to teaching, said, "It's as though Chevrolet started a car, two years later Ford added a bit to it, and some time later it was passed along to Rolls-Royce to get it ready for the long pull." This sums up quite clearly the variety of learning experiences by our transient children.

VI. Advantages of Mobility

Advantages of mobility were mentioned slightly in the publications and books about the effects transiency has on a child. Blough¹ writes that experiences in service provide a rich resource for school children. Children become a source of important information.

Many children, whose fathers are in the service, have received from them dolls from numerous countries of the world. These dolls often are brought to school when a specific country is

¹Glenn O. Blough & Alan L. Dedd, "Children Are Their Own Resources", *Childhood Education*, Vol. 34, (September, 1958), p. 24.

being studied. They are shared with the children in the room and used as displays. This not only strengthens the transient child's standing in the group, but is a source of closer contact with the country being studied for the other children in the school.

Blough¹ also mentions that the learning acquired by the children who travel widely in this country and abroad is assumed to be an aspect of importance.

The social studies program comes to life in a room where there are many of these mobile children. They come from various states in the United States, have traveled through or lived in them, and also other countries of the world. The interest shown by the children builds up like steam, each child contributing and receiving information from each other. Often parents visit the schools with displays, movies or slides of states, peoples, and countries of the world. This brings to mind a child in one of the fifth grades in North Kingstown whose aunt had visited Buckingham Palace. In this fifth grade a piece of ivy was growing. This special piece of ivy had come directly from Buckingham Palace. How fortunate these children were to have in their room something alive which came from a country many miles away. This is only one instance; there are others, for children from Navy families are rich in resources.

Martin² states that it is important for schools to use the experiences of these children. If this is done, the child feels useful and respected.

¹Ibid.

²Francis Martin, "Mobility", Childhood Education, Vol. 34, (September, 1958), pp. 25-28.

Hammond¹ writes from a study of transient children that parental opinion proved that the mobile child adapts very quickly, gets started immediately on class projects, joins clubs and goes out for the athletic teams. They have very nice classroom manners, and seem to have a highly developed sense of social awareness. Parents agreed that their children made friends quickly, and usually evaluate other children without undue reliance for consideration of background, religion, or social status. The parents felt that advantages in interrupted schooling outweighed the disadvantages.

Wahlquist² states that mobile children learn to be alert, adaptable, resourceful, and democratic. According to Lane,³ nearly six million children aged five to thirteen will be involved in moving to other quarters during the coming year. These transient children are a challenge to the teachers in America. The teachers will face a group of pupils who have lived in Europe, the Orient, other places in the World, and all over the United States. The teachers will have the unique opportunity of aiding these pupils in their adjustment to a new situation, to determine their scholastic achievement, abilities and potentials, and make every effort to secure from them the best results possible.

VII. What others are doing

Teachers and parents can help secure the most from these

¹Frances Proctor Hammond, A Study of the Achievement and Adjustment Patterns of Service-Connected Children, p. 57.

²Wahlquist, Arnold, Campbell, Reller, Sands, "Pupil Accounting", The Administration of Public Education, p. 348.

³Bess B. Lane, "On the Move", When Children Move from School to School, p. 3.

pupils by using the resources many of the transient children possess.

Hayes¹ writes concerning Fort Campbell, Kentucky, A Strategic Army Command. It is comparable with most military areas. She states:

1. Mobility of the Fort Campbell population is the rule rather than the exception.
2. The tour of duty is two to three years.
3. A veritable stream of students flows through the schools.
4. Daily registration or withdrawal is routine.
5. Standardization does not exist in the schools.

Hayes² in the same article, presents several helpful procedures used by the Fort Campbell Schools.

1. Mobility makes mandatory a continuing evaluation of a system of reporting pupil progress.
2. Continuing interpretation of school policies and procedures to parents.
3. Pupils are placed in groups that will encourage them to learn and will accelerate the adjustment which each must make when he arrives at a new school.
4. Need for facilitating pupil-teacher adjustment.
5. Making it possible to have the appropriate instructional materials in the hands of teachers and students at the right time.
6. Problem in predicting enrollments and providing adequate materials.
7. Continuity of learning experiences toward educational objectives.

North Kingstown, being confronted with the same situation as Fort Campbell, is using many of the procedures mentioned in Hayes'

¹Elsie Hayes, "Changing Neighborhood-Changing Schools", Educational Leadership, (February, 1960), pp. 298-301.

²Ibid.

article. Parent-teacher conferences are held regularly. Parents are encouraged to visit the schools. When parents register their children, some of the schools present the parents with a school handbook and a P. T. A. Program for the year.

The P. T. A. publishes a monthly paper which is distributed to all the children.

If policies change or special events are at hand in the schools, bulletins are sent home.

Teachers are acclimated to receiving new pupils and each teacher has her own special way of introducing the new child and making him feel at home in his new surroundings.

Orientation programs for new teachers are conducted for three days prior to the opening of school. Many of the teachers, being the wives of naval personnel, have a real understanding of these transient children. Some have children themselves and so have had first hand experiences with the mobile child.

Instructional materials are always on hand making it possible for the new child to have available to him at once all the materials being used by the other children.

Pupils entering with some clear record of past performances are placed in a group at his level of reading. Oftentimes teachers send with the pupil the title of the book and page in which the child was reading. This is a tremendous help in placing the student in a group comparable to the one in which he has been reading.

Undoubtedly one of the most difficult tasks is determining enrollments in September. Registration day is held a week before the opening of school. It is not until after this day that the

number of different grades may be judged. A large turnover may take place from June.

The Providence Sunday Journal¹ states that Superintendent Hiram A. Davis mentioned that the vagaries of a constantly fluctuating school population - a large proportion of it from Navy families - have him stumped when it comes to predicting future trends. The elementary school enrollment rose only 1.3 per cent from 1958 to 1959 but soared on the opening day of school in September, 1960, to more than 10 per cent.

The North Kingstown school system strives to do the best possible for these transient children. With registration day a week before school opens, the new child has an opportunity to view the school and playground becoming slightly familiar with his new environment.

In Changing Times² we find several ways parents may aid in the adjustment of the child to his new school. It suggests the following:

1. Let him know early of the move, why it is necessary, and let him help plan it.
2. Give him a chance to visit the new school, meet the principal, teacher, and future classmates.
3. Avoid making own worries known. "School officials say that some of their most unreasonable critics are the parents of children who transfer often. They have a tendency to blame the schools for troubles caused by their frequent moves."
4. See that the old school is prepared to send all necessary records to the new school.

¹Providence Sunday Journal (Providence, R. I.), Section N, State News and Features, (September 11, 1960), p. 41.

²"Changing Schools Next Month?", Changing Times-The Kiplinger Magazine, (August, 1959), pp. 17-18.

5. Confer with the youngster's current teachers and principal about his work and problems so you can discuss it with the new.

Many parents are most co-operative in the above statements. They realize the difficulties involved in changing schools and are willing to do all they can to assist. The majority let the school know ahead of time so records may be made ready. The one difficulty involved is not knowing exactly what new school the child may attend. This leaves some lapse of time before the new school can send for records which are not forwarded with the child. It sometimes occurs that before the records can reach the new school, the child has already transferred to another school.

Kiplinger Magazine,¹ Hayes,² Buchmueller,³ Goldstein,⁴ Ahrens,⁵ Martin,⁶ and Lane⁷ cite ways to enable the transient child to adjust emotionally and scholastically. In most instances, the writers agreed on the following:

1. Classes of reasonable size to enable the classroom teacher to study individual children and their potentials.
2. Cumulative records transferred immediately to new school.
3. Parent-teacher conferences.
4. Meet needs of teachers - permit creative and unusual requests, for it is through these that creative and unusual needs are met.
5. Attempt to make the child welcome in school. Goldstein⁸ explains a sponsor system for new pupils. The sponsor is a friend of the new child and others help. The new child is

¹Kiplinger Magazine, loc. cit. ² Hayes, loc. cit.

³Buchmueller, loc. cit.

⁴Gertrude Goldstein & Paul Graubard, "Integrating the New Child", Childhood Education, Vol. 35, (November, 1958), pp. 111-113.

⁵Ahrens, loc. cit.

⁶Martin, loc. cit.

⁷Lane, loc. cit.

⁸Goldstein, loc. cit.

seated near the sponsor. This technique insured the integration of the new child rapidly and well.

6. Work in groups and individually.
7. After school visits.
8. Special classes, remedial instruction, counseling, and other means to facilitate the adjustment of the new pupil.
9. Provide needed learning experiences including testing, diagnosis, stress on specific needs, and subsequent reappraisal.
10. The help of agencies and community organizations.
11. If at all possible, let the child know about and view the school before his entry.
12. Home visits by the teacher and school visits by the parents.
13. Handbook of school policies and suggestions presented to the parents.
14. P. T. A. bulletins and programs.
15. Bulletins from school.
16. Use in the classroom of available material the child may possess, such as dolls, articles from other countries and states, movies, pictures, and slides from former places in which the child has resided.
17. Pre-school and post-school conferences for teachers.
18. Efforts of curriculum steering to facilitate continuity.
19. Helping the child to read maps so that he may plan the route to his next destination.

As a rule, these mobile children travel a great deal more than their teacher. It is important to know when a child may be taken from one environment to another successfully. Martin¹ describes how the nursery man knows when to move a tree. He realizes when the tree is small it developes balls of roots. These roots must

¹Francis Martin, "Mobility", Childhood Education, Vol. 34, (September, 1958), pp. 25-28.

be protected. The nursery man knows how to strengthen and protect these roots after each move. Martin¹ suggests that we study the same problem for our children in this mobile age. For a change of bed, the child might visit the neighbors, his grandparents and/or go on a camping trip. The child must learn how to leave old friends. He writes letters and needs help in keeping up old friendships until the sadness and shock of parting has been eased.

The letter writing often occurs in the North Kingstown Schools. Teachers are delighted to hear from all the children who transfer; teachers are especially interested to hear from a child who had been a problem. They are interested in how his adjustment is taking place. It brings to mind a boy who had been in our system for a year and a half. During practically all of his first year he was a continual trouble-maker. Gradually he found his place in the school and was liked by his classmates and teachers. Then the move came. The question was, "How will Michael adjust to his new situation?" From being such a trouble-maker, it was amazing to note that all the children in his room cried when he was leaving. Not long after arriving at his new school, Michael wrote to his teacher and classmates. He explained many policies of the school, some of which differed from ours, described the school, teacher, and some of his classmates. Evidently, from the content of these letters, Michael had made the proper adjustment to a new situation. He continued to write but the space of time between letters gradually grew longer. We see in this respect how letter writing enabled

¹Ibid.

Michael to keep in contact with his old friends while making friends with his new classmates.

VIII. Summary

Educators are concerned about the mobile child. It may be that too much emphasis is being placed on his adjustment. He, the mobile child, may be learning better than the stationary child the way of life which people will live in the future. Children are living in a rapidly changing culture. Transiency is growing but this could possibly be the true way of introducing our youngsters to a shrinking world. Mobility may be a way of helping a child to recognize his life problems whether in home or school and furnishing him with techniques for attacking them intelligently. As we relieve a child, whether transient or stationary, from fear of failure or fear that his neighbor will be better than he, the child can give his full attention to using all his resources to further his own progress.

In June, in North Kingstown, the children transferring from a school they had attended for five years were taken for an orientation program to another school in town which takes care of practically all the fifth and sixth grades. When the stationary children returned, dissatisfaction of their new school reigned supreme among them. Little was said by the mobile school population. These stationary children were being uprooted for the first time. They were to attend a school in the same town, but having attended a school for five years and being acquainted with all its aspects, insecurity was outstanding in this stationary group.

As children continually move from school to school; from one town to another, and/or from state to state, they are learning

to live in a world with a rapidly changing culture. Whether this is to their advantage or otherwise is still a matter of much conjecture. It is hoped that this study of mobile and stationary children of North Kingstown will help to determine whether mobility has affected scholastic standing and adjustment as compared with a stable school population.

CHAPTER III

METHODS AND PROCEDURES

I. Introduction

This research was designed to investigate whether or not any significant differences exist between the transient and permanent children in an impact area such as North Kingstown. The academic achievement as well as general characteristics were intensely studied. Since an extensive review of the literature pertaining to this area revealed a few factual studies, it was felt that a study such as this might well make a real contribution to knowledge in this field. To this end data was gathered on the approximately 450 children in the town of North Kingstown, Rhode Island. In addition, superintendents of schools in fifty impact areas throughout the United States were queried for their views on the problems created by the continual flow of children through their school systems.

II. Design

A. Twelve letters¹ were sent by the writer to superintendents of schools in impact areas similar to North Kingstown. These were sent prior to undertaking the main investigation for this thesis in order to obtain opinions concerning problems relating to

¹See Appendix I.

transient children from superintendents who were confronted with a similar mobile population as North Kingstown.

Since one superintendent mentioned that he could be more specific if a questionnaire were sent, a four page questionnaire¹ was prepared and sent to fifty superintendents in impact areas throughout the United States. A space was reserved beside each question for remarks from the superintendents. It was hoped that this opportunity for free response might provide data of a more extensive nature.

The questions pertained to records and the ease in which they were forwarded when the pupils transferred to new schools. Questions also referred to special classes, counseling, conferences, remedial reading, groupings, speech therapy, foreign languages, and impressions of the academic achievements of the transient students.

Thirty-seven, or seventy-four per cent of these questionnaires were returned. The results will be summarized and discussed in the following chapter.

B. Academic Achievement. The Iowa Tests of Basic Skills were administered to the children in May, 1960, to determine how well all the children had mastered the basic skills. A comparison of the scores between the transient and permanent children should demonstrate the differences, if any, in the mastery of the basic skills.

The I. T. B. S.² is a reputable group of tests³ which assess

¹See Appendix II.

²I. T. B. S., Iowa Tests of Basic Skills.

³Oscar K. Buros, Ed., Fifth Mental Measurement Yearbook, (Island Park, New Jersey: Gryphon Press, 1959), pp. 30-37.

strength and weakness in the following fundamental areas: (1) vocabulary, (2) reading, (3) mechanics of writing, (4) methods of study, (5) arithmetic.

Not only are these tests nationally known, but the writer felt that the children should be given a test which they had never had previously. In February, all children in the North Kingstown Elementary Schools were administered the Metropolitan Achievement Tests. Some of the transient children may have been familiar with the I. T. B. S., but it is doubtful that they had had it in the spring of 1960.

The I. T. B. S. are divided into five areas as follows:

1. Vocabulary	4. Work Study Skills
2. Reading Comprehension	5. Arithmetic
3. Language Skills	

The teacher's Manual¹ describes each test in the following manner:

1. Vocabulary: To determine the skill gained in the use of tools involved, such as phonics, context, etc., and the understanding of the meaning of words.
2. Reading Comprehension: To test the child's ability in the following items:
 - a. To recognize and understand stated or implied factual details and relationships.
 - b. To develop skill in discerning the purpose or main idea of a paragraph or selection.
 - c. To develop the ability to organize ideas.
 - d. To develop the skill in evaluating what is read.
3. Language Skills: These skills will show the abilities of the child in spelling, capitalization, punctuation, and usage.

¹Teacher's Manual, Iowa Tests of Basic Skills, (Boston: Houghton Mifflin Co., 1955 & 1956), pp. 23-40.

4. **Work Study Skills:** These skills measure the child's ability in map reading, reading graphs and tables, and knowledge and use of reference material.
5. **Arithmetic:** To determine concepts involving knowledge of the number system, whole numbers, fractions, decimals, per cents, standard measures, geometric figures, ratio, and proportion. The arithmetic problem solving is set up to determine the ability of the child's understanding of the arithmetic processes.

These tests were administered by the principals in each school or the classroom teacher who had had previous experience in administering tests. The principal of one school corrected all the tests in that school. Some of the other tests were corrected by the teachers, but the majority of correcting was done by the writer.

The scores on the test were tabulated according to assigned grade level for the categories here under consideration. Following the tabulation, a statistical analysis of the tests was performed by testing the differences for significance through the critical ratio test of the mean differences.

C. Writing samples were obtained by each child writing a composition entitled, "What Changing Schools Means to Me." If the permanent child did not care to write about this topic, he wrote concerning, "Thoughts About June". This device was used primarily to obtain a sample of the child's handwriting. The child's thoughts, opinions, and impressions relating to changing schools will be included in the following chapter.

The quality of penmanship was determined for each child from these compositions. Methods of teaching writing vary in the schools. Some children begin with cursive writing, others with manuscript. By the time a child reaches fourth grade, he has usually learned the cursive style. However, since each child's handwriting varies, no

specific style was considered to be the best when grading the penmanship papers. The papers were marked for penmanship by the writer utilizing numerals as follows:

1 - Excellent	3 - Fair
2 - Good	4 - Poor

Samples of the handwriting from each grade in the categories, 1, 2, 3, and 4 listed above will be found in the Appendix III. The handwriting scores were analysed statistically by use of the chi-square technique.

D. Characteristics were studied through use of a teacher evaluation form on a four point scale.¹ The characteristics included in the form were resourcefulness, alertness, adaptability, verbal expression, creativeness, enthusiasm, work habits, popularity, care of school property, attitude, punctuality, honesty, efficiency, shyness, being a show off, aggressiveness, persistency, and distractibility.

Much of the literature read by the author contained expressions of concern regarding the adaptability of the transient child. Hence, the author felt a comparison of characteristics between the mobile and stationary children might demonstrate the existence, if any, of noticeable differences in the two groups of children.

Only the teacher's impression of the characteristics of the children was considered. Since this thesis concerned the child in the classroom, the writer felt that the teacher's opinions would provide a basis for valid judgments. Each characteristic was marked with numerals. An explanation of the numerals follows:

¹See Appendix V.

1 - Excellent

3 - Fair

2 - Good

4 - Poor

A few characteristics, namely, shyness, distractibility, show offness, aggressiveness, and persistentness were marked as follows:

Y - Yes

N - No

A - Average

All the characteristics were tabulated for the entire sample irrespective of the grade level. These were then analyzed for statistical differences by the use of the chi-square technique.

E. Pertinent information pertaining to the children, such as broken homes, attending a number of schools, repetition of a grade, and entering community activities were discovered through another form¹ filled out by the teachers with some records being located in the superintendent's office. The data collected relating to the incidence of broken homes, non-promotion and community activities among the two groups was analysed statistically by the use of the chi-square technique.

III. Population

Of the six hundred or more children in grades four, five, and six in North Kingstown, approximately² 460 comprise the sample for this research. Approximately 150 did not meet the specifications set for this study for either transient³ or permanent⁴ status.

¹See Appendix VI.

²Approximately: This word is used because the number of children vary on the different tests. Some were absent, some left while the tests were being administered, and other tests were left undone for reasons unknown to the writer. The forms, marked by the teachers, were not completely filled in; therefore, the number of children do not remain the same throughout the whole research.

³See Chapter I, p. 17.

⁴See Chapter I, p. 17.

These children had been enrolled in the system for more than one and one half years but had not entered in the first grade.

Transient children, numbering approximately 206, were children who had been enrolled for one year and a half or less by May, 1960. No child was considered if he entered in the system before December 1, 1958. These children were not classified as to intelligence and/or ability. The writer felt them to be an average group of children. Their parents' rank in the Navy ranged from Seaman to Captain. The socio-economic status of this group would doubtless range from lower-middle class to upper middle class. The range may even go higher or lower on the socio-economic scale. It was definitely not a selected group of children but a typical group to be found at almost any area where a Navy base is situated.

Table 1 gives a clearer picture of the transiency of these students. The number of different schools the children attended are listed. There is a noticeable difference in the number of children (221) as compared with the approximate number (206) used in this study. Before the tests were administered and during the testing children had transferred to another school.

TABLE 1 - NUMBER OF DIFFERENT SCHOOLS
TRANSIENT CHILDREN HAVE ATTENDED

Grade Four

No. of Different Schools	Number of Children
2	13
3	22
4	19
5	11
6	7
7	1

Grade Five

No. of Different Schools	Number of Children
2	7
3	10
4	20
5	15
6	17
7	1
8	2
9	2

Grade Six

2	5
3	14
4	18
5	15
6	7
7	5
8	9
10	1

Totals

2	25
3	46
4	57
5	41
6	31
7	7
8	11
9	2
10	1

221

Permanent children, numbering approximately 243, were those who entered first grade in North Kingstown and continued throughout the fourth, fifth or sixth grade in the system. No intelligence range was considered in this group of children. They were considered to be a truly average group of children coming from families of lower income groups to higher income groups. Occupations of the parents

of this permanent group included laborers, farmers, fishermen, business men, teachers, carpenters, salesmen, supervisors, airplane mechanics, electricians, proprietors, and other occupations. As explained in Chapter I, many of these children's ancestors had lived in the area for generations.

1944/45

1. Learning from Experience

Of the twelve teachers who had been employed in the area, seven replied (58%) were required. In these replies they reported that their own children were not as intelligent as the children of the area. They also reported that their own children were not as intelligent as the children of the area. They also reported that their own children were not as intelligent as the children of the area. They also reported that their own children were not as intelligent as the children of the area.

In the whole, there seemed to be a consistent feeling that the children of the area were more intelligent than the children of the area. They also reported that their own children were not as intelligent as the children of the area. They also reported that their own children were not as intelligent as the children of the area.

2. Observations

Of the fifty children who had been employed in the area, thirty-three (66%) were required. In these replies they reported that their own children were not as intelligent as the children of the area. They also reported that their own children were not as intelligent as the children of the area. They also reported that their own children were not as intelligent as the children of the area.

CHAPTER IV

RESULTS

I. Letters from Superintendents

Of the twelve letters sent to superintendents in impact areas, seven replies (58%) were received. In these replies many superintendents felt that these transient children presented no outstanding problems unless below average in ability. If any deficiencies were present, these were usually in reading and arithmetic. These deficiencies were taken care of by remedial teachers or coordinators of reading, directors of special subjects, and by small classes ranging between twenty to thirty pupils.

On the whole, there seemed to be a unanimous feeling that the characteristics of these children were no different from the permanent children and most of them adjusted very readily to a new school situation.

II. Questionnaires

Of the fifty questionnaires sent to superintendents, results, based upon the thirty-seven (74%) returned, follows:

Question 1. Eleven superintendents (30%) reported that a transcript was sent with the child when he transferred. Twenty-one (57%) stated that the transcript was sent only when requested by a school, and four (11%) reported no transcripts were forwarded. One

superintendent (2%) did not answer. As a rule, most schools sent transcripts by request.

Remarks included with question one are as follows:

Three superintendents reported that only a transfer and health card was sent with the child.

Some places sent photostatic copies, keeping the originals in their files.

One school system reported that the transcript is sent when it is known where the child is transferring to and does not wait for a request.

Question 2. The question of cumulative records was similar to the transfers. In one system the cumulative records were kept in the pupils' records office and a form issued for transcripts of grades and other information. In North Carolina a cumulative folder accompanies transferees within the state. In California the cumulative record transfer is automatic within the state but only sent outside the state upon request.

Question 3. Twenty-four superintendents (65%) reported sending achievement test records when requested by the principal. Twelve (32%) reported these records were sent without a request. One (3%) reported these results to be on the transcript sheet.

Question 4. Intelligence quotients were sent by twenty-two schools (59%) when requested by the principal of the new school. One (3%) superintendent reported that this information was not forwarded and twelve (32%) reported sending it automatically. One (3%) mentioned it as being on the transcript sheet. One superintendent (3%) did not answer.

Question 5. Health records were sent along with the transfers by twenty-two towns, (60%), by request in thirteen (35%),

and not at all in two (5%). As with other records, this is automatic in California within the state and on request outside the state. One superintendent reported that if the question was in regard to health, the information went through the Health Service Department.

Question 6. Any specific difficulties about the child were sent by eighteen school systems (49%) and by nineteen (51%) when requested by the principals. One superintendent reported that if it were a mental problem or one of serious illness, the signature of the parent or legal guardian must accompany the request. In two cases this information entered was on the permanent record or a photostatic copy was sent by request.

Question 7. Reading lists of the books read by the children were sent with the transferee by seventeen school systems (46%). Ten (27%) were sent by request and seven (19%) did not send any. One superintendent (3%) mentioned they were beginning this year to send them and another (3%) felt there was little value in forwarding this kind of information. One superintendent (2%) did not answer.

Question 8. Confidential records were sent by twenty-five school systems (67%) when requested by the principal of the new school. Two (5%) systems sent this information with the child and five (14%) did not send any. One superintendent (3%) stated that if the problem were mental, or a serious illness, the signature of the parent or legal guardian must accompany the request. In another school system (3%) copies were sent and one superintendent (3%) stated that this usually pertained to special class children. Two (5%) did not answer the question.

Question 9. Conferences with the parents of new students were held by ten systems (27%), if necessary. They were held by

nine (24%) always and by eighteen (49%) sometimes. One superintendent mentioned that a conference with the parent was mandatory within two weeks of the child's entrance into the school. Three superintendents stated that the principal always has a conference with the parents. One superintendent stated that an attempt was made to see new parents when the child enrolled.

Question 10. Cumulative records or confidential records of students were sent immediately by thirty-two school systems (86%), three (8%) sometimes, and one (3%) not at all. One superintendent (3%) did not reply.

Question 11. Counseling to facilitate the adjustment of new students is available in sixteen systems (43%); nine (24%) if necessary, and not available in eleven systems (30%). One superintendent (3%) felt that the elementary classroom teacher is the best counselor. In two schools the principal, teacher, and/or visiting teacher aid the children in their adjustments. One system had six full-time guidance counselors.

Question 12. Parents were encouraged to visit schools in thirty-two communities (86%), four (11%) if necessary and in one (3%), sometimes. One superintendent stated that the parents were always encouraged to visit and parent-teacher conferences were expected. Both must be by appointment. Other superintendents mentioned that parents visited after students were dismissed or at specific times.

Question 13. Parents are requested to come with the children when they enter a new school in twenty-four systems (65%). Seven (19%) were requested to register the child if necessary, two (5%) sometimes; two superintendents (5%) stated that parents were not

requested to come with the children when they registered. One superintendent (3%) stated that there was no specific rule and all parents seem to know enough to come with the pupils. One superintendent (3%) did not reply.

Question 14. In regard to a handbook presented to parents at the time they register their children, there were various answers with only sixteen (43%) actually presenting a handbook and seventeen (46%) definitely not. Three superintendents (8%) mentioned that some schools present a handbook and another (3%) that individual schools devise their own booklet or bulletin to meet this need. One system sends out a handbook before the children are registered. Another has a handbook in the planning stage. One presents parents with a letter of greeting containing pertinent information.

Question 15. Twelve systems (32%) reported having special classes to take care of individual differences, if any, in the transient students. Twenty school systems (54%) had no such classes. One superintendent (3%) reported the children making wonderful adjustments. In one system (3%) the pupils were tested on the day they registered and then placed in groups according to their achievement. Two (5%) had special classes for the mentally retarded children and one (3%) for those who were emotionally disturbed. Classes in remedial reading were held in some systems.

Question 16. Opinions concerning any outstanding differences between the transient and permanent children were many and varied. Twelve superintendents (32%) felt there were outstanding differences between the two groups. Nine (24%) felt that no differences were present. Fifteen (41%) seemed to believe there was little difference. One superintendent (3%) did not answer.

Results, entered beside the column "remarks", follow:

- (1) The transient children possess a wealth of information and knowledge but lack technical skills,
- (2) There is a great deal of difference. The brightest are equal and above. The majority are below the stationary population.
- (3) Some contribute much to the class.
- (4) Some have emotional problems but so do the permanent children.
- (5) Service peoples' children tend to excel in social studies.
- (6) It depends on the section of the country they come from.
- (7) Most of them are normal children. Some have been shorted on opportunities.
- (8) It depends upon the area of the United States from which the children transferred.
- (9) We have fifty per cent Navy. They are typical youngsters.

Question 17. Thirteen school systems (35%) reported remedial reading teachers. Eight systems (22%) had none and ten (27%) had remedial reading teachers in some schools. One school system (3%) had two full time reading coordinators who work with the teachers. In another school (3%), grades four, five, and six had a reading teacher outside the core. One school superintendent (3%) mentioned that the remedial reading classes were not a "catch-all" for poor students. Two superintendents (6%) did not report.

Question 18. Pre-school conferences were held with new teachers to orient them to the situation of mobility in the classroom in thirty-one school systems (84%). Two systems (5%) had no pre-school conferences and four systems (11%) held them sometimes. One superintendent reported that most of the staff are service connected and understood the problem. Another superintendent stated that a two week compulsory workshop for all teachers is scheduled.

Question 19. In answer to the question of placing transient pupils in groups at or near their achievement level, sixteen school superintendents (43%) reported "yes", eleven (30%) reported "no", and seven (19%), "when possible". Three superintendents (8%) did not reply. The following remarks were made: (1) We have a modified Jeplin Plan for reading skills. (2) Grouping is at the discretion of each principal. (3) Within the class for specific purposes. (4) Within class itself.

Question 20. Speech therapy seemed to be outstanding in most school systems reporting. Twenty-seven systems (73%) had speech therapists. Five systems (14%) had none and four (11%) had speech therapists in some schools. One superintendent (2%) mentioned that this service was very much needed. Another had part-time help, and one had a speech therapist on a limited basis.

Question 21. The size of the classes from the various superintendents follows:

Class Size	No. Reporting	Percent
under 20	1	3%
20 to 25	1	3%
26 to 30	20	54%
above 30	12	32%
30 to 35	2	5%

One superintendent (3%) reported thirty in grades one, two, and three - above in other grades.

Question 22. Opinions from superintendents about the question as to whether or not the mobile children would have progressed farther in reading had they had no interruptions in their learning are as follows:

Yes - 20 (54%) No - 2 (5%) Doubtful - 14 (38%)

One superintendent (3%) did not reply.

Remarks are as follows: (1) Yes, if they were in a good system to begin. (2) Depends on the individual situation. (3) We find most children using the same text and materials as we do. (4) Depends upon the schools attended. (5) They lose a full year after several moves. Many start too early. Most transfer students from some states are six months to a year behind in reading.

Question 23. The answers concerning progress in arithmetic were similar, with reports showing:

Yes - 18 (49%) No - 2 (5%) Doubtful - 13 (35%)

One superintendent (3%) reported that most slow readers were average in arithmetic. Three superintendents (8%) did not reply.

Question 24. Superintendents in twenty-nine systems (78%) felt that mobile children have rich experiences in history and geography. One superintendent (3%) did not feel they had and seven (19%) did not answer. Under remarks were the following: (1) Overall but not as much ahead as it would seem on specific subjects. (2) Many do. Not all. (3) It is possible. (4) Many do not capitalize on their experiences. (5) Mobile children have great advantages over our rural children and often are a big help in class. (6) Depends upon the degree of mobility. (7) Sometimes. It depends on the individual. (8) Depends on the type of family and the experiences undergone.

Question 25. Opinions concerning work study skills of mobile children being on a level with the permanent children were:

Yes - 18 (49%) No - 11 (30%) No Answer - 8 (21%)

Remarks were as follows: (1) It depends upon the background.

In our case they are generally on the same level. (2) Interrupted education from various military locations seems to have its effect.

(3) Slightly below. (4) Varies.

Question 26. Concern over the adjustment of children to a new environment seemed to have little significance. Superintendents answered as follows:

Yes - 1 (3%) No - 12 (32%) Little - 17 (46%)

There was no reply from seven superintendents (19%). Remarks follow: (1) This depends on the parental attitude toward the new environment. It is contagious with children. (2) It depends on the child, family, school, and community. (3) Not usually. Experience seems to have helped them. (4) Generally speaking, no. Individuals are bound to find change not to their liking. (5) It depends on the individual.

Question 27. Superintendents in sixteen systems (43%) replied that a foreign language was being taught, whereas fifteen superintendents (41%) reported it as not being taught. Six superintendents (16%) did not reply. Remarks follow: (1) Spanish only at present. We expect to expand. (2) Only in one school out of twenty-eight. It is on an experimental basis. (3) French - T. V. (4) Spanish - T. V. (5) Private classes in French. (6) In planning stage. (7) In nine out of sixty-one elementary schools. We plan to discontinue it.

Question 28. The question arises as to what to do with the mobile child who enters a system where a foreign language is being taught and the child has had no previous foreign languages. Thirteen superintendents (35%) reported that these children enter the foreign

language class. One reported (3%) no, two (5%), sometimes, and twenty-one (57%) did not reply.

Remarks follow: (1) Yes, if they were taking Spanish elsewhere. (2) Some difficulty if the child had no previous background.

III. Iowa Tests of Basic Skills

All of the T. T. B. S. were analyzed statistically through the use of a critical ratio test of the mean differences. No significant differences were found in any test at any of the grade levels. The only test which begins to approach a significant difference was the fourth grade test on map reading. Here the transient child seemed to be slightly superior. However, the critical ratio proved even this test to have no significant difference.

The means on each test reveal all children to be above grade level with the exception of the map reading and problem solving tests of the permanent children in grade four, and the map reading test of the transient children in grade five.

Table 2 gives the results of the tests for grade four, Table 3 for grade five, and Table 4 for grade six. In Appendix IV will be found graphs depicting the distributions for each test in the three grades.

Phillips¹ stated that educational opportunities may become more and more equal in different sections of the country resulting in fewer problems from educational deficiencies in dealing with mobile pupils.

¹Beeman N. Phillips, "Impact of Pupil Mobility of the Schools", Educational Administration and Supervision, Vol. 43, (February, 1957), pp. 101-107.

TABLE 2

IOWA TESTS OF BASIC SKILLS FOR GRADE FOUR

Iowa Subtests	Vocabulary		Reading Comprehension		Spelling		Capitalization		Punctuation		Usage	
Groups Transient/Permanent	T	P	T	P	T	P	T	P	T	P	T	P
N	104	100	107	96	102	99	103	100	101	102	101	103
R	2.7- 8.7	2.3- 8.7	2.3- 9.3	1.7- 8.7	2.7- 8.7	1.7- 9.3	2.7- 9.7	2.3- 9.3	3.3- 10.3	2.7- 9.3	2.3- 8.3	1.7- 8.7
Mean	5.08	5.12	5.28	5.09	5.43	5.43	5.53	5.32	5.67	5.36	5.15	5.09
SD	2.12	2.16	2.27	2.21	2.14	2.40	2.51	2.36	2.71	2.33	1.98	2.15
CR	.087		.031		.094		.029		.114		.034	
P	N. S.*		N. S.		N. S.		N. S.		N. S.		N. S.	

*Not significant at the .10 level

TABLE 2 - Continued

Iowa Subtests	Map Reading		Reading Graphs and Tables		Knowledge and Use of Refer- ence Materials		Arithmetic Concepts		Arithmetic Problem Solving	
Groups Transient/Permanent	T	P	T	P	T	P	T	P	T	P
N	105	100	103	102	105	101	104	102	103	102
R	2.3-	2.3-	2.7-	2.3-	2.7-	2.3-	2.3-	2.7-	3.3-	2.7-
Mean	7.3	7.3	7.3	7.7	8.3	7.7	6.7	6.7	6.7	6.7
SD	4.81	4.56	4.81	6.56	5.17	4.97	4.92	4.80	5.01	4.71
	1.61	1.64	1.61	1.80	1.93	1.81	1.45	1.45	1.42	1.45
CR	.875		.083		.038		.000		.000	
P	N. S.*		N. S.		N. S.		N. S.		N. S.	

*Not significant at the .10 level

TABLE 3

IOWA TESTS OF BASIC SKILLS FOR GRADE FIVE

Iowa Subtests	Vocabulary		Reading Comprehension		Spelling		Capitalization		Punctuation		Usage	
Groups Transient/Permanent	T	P	T	P	T	P	T	P	T	P	T	P
N	91	81	84	81	85	80	85	80	85	79	86	79
R	4.3-	3.7-	3.3-	3.7-	3.3-	3.7-	3.7-	3.7-	3.7-	3.3-	3.7-	2.7-
	10.7	9.7	10.3	10.3	8.7	9.7	11.3	11.7	11.7	11.7	11.3	11.3
Mean	6.69	6.64	6.55	6.46	6.01	6.18	7.12	7.11	7.26	7.26	7.52	7.40
SD	2.89	2.79	2.75	3.01	2.28	2.93	3.38	3.72	3.61	3.76	3.37	3.51
CR	.023		.09		.15		.282		.167		.176	
P	N. S.*		N. S.		N. S.		N. S.		N. S.		N. S.	

*Not significant at the .10 level

TABLE 3 - Continued

Iowa Subtests	Map Reading		Reading Graphs and Tables		Knowledge and Use of Reference Materials		Arithmetic Concepts		Arithmetic Problem Solving	
Groups Transient/Permanent	T	P	T	P	T	P	T	P	T	P
N	84	79	84	80	84	80	83	82	82	81
R	3.3- 8.3	2.7- 10.3	3.3- 8.7	3.3- 9.3	4.3- 8.7	3.7- 8.7	3.3- 8.3	3.3- 7.7	3.7- 8.3	3.7- 8.7
Mean	5.75	5.82	5.84	5.92	6.23	6.39	6.07	5.97	6.09	5.87
SD	1.96	2.50	2.17	2.61	2.29	2.37	2.11	1.97	2.14	2.18
CB	.20		.132		.054		.033		.000	
P	N. S.*		N. S.		N. S.		N. S.		N. S.	

*Not significant at the .10 level

TABLE 4

IOWA TESTS OF BASIC SKILLS FOR GRADE SIX

Iowa Subtests	Vocabulary		Reading Comprehension		Spelling		Capitalization		Punctuation		Usage	
Groups Transient/Permanent	T P		T P		T P		T P		T P		T P	
N	77	84	76	84	77	86	70	86	69	87	70	87
R	4.2- 10.8	4.2- 10.2	4.8- 10.8	4.8- 10.2	4.2- 10.8	3.8- 10.8	4.7- 11.7	5.3- 11.7	3.8- 11.2	3.8- 11.2	3.2- 11.2	3.8- 11.2
Mean	7.52	7.29	7.44	7.12	7.0	7.04	8.44	8.16	7.71	7.69	7.81	7.68
SD	3.29	2.93	3.28	2.89	2.92	3.11	3.93	3.29	3.72	3.35	3.75	3.35
CR	.32		.28		.07		.63		.61		.60	
P	N. S.*		N. S.		N. S.		N. S.		N. S.		N. S.	

*Not significant at the .10 level

TABLE 4 - Continued

Iowa Subtests	Map Reading		Reading Graphs and Tables		Knowledge and Use of Reference Materials		Arithmetic Concepts		Arithmetic Problem Solving	
Groups Transient/Permanent	T P		T P		T P		T P		T P	
N	72	87	72	87	72	87	80	88	80	86
R	3.7-	4.3-	4.3-	4.3-	4.8-	4.8-	5.2-	4.8-	4.8-	4.8-
	9.7	9.3	9.7	9.7	9.8	10.2	8.8	9.8	9.2	10.8
Mean	6.87	6.81	6.88	6.95	7.23	7.46	7.44	7.12	7.06	7.2
SD	2.96	2.40	2.93	2.66	2.88	2.84	2.23	2.42	2.51	2.88
CR	.21		.13		.09		.03		.07	
P	N. S.*		N. S.		N. S.		N. S.		N. S.	

*Not significant at the .10 level

The results of the I. T. B. S. support this statement. Contrariwise, they do not support statements made by Wahlquist¹ pertaining to the disadvantages of mobility such as: (1) reading difficulties from interruption of the continuity of the reading program, (2) arriving in high school without sufficient reading ability to carry on the work at this level.

Had these disadvantages been present, it is doubtful that the means on the vocabulary and reading tests for these transient children would show them to be from two months to eight months above the national norms.

The tests do not support the opinions of one superintendent who felt that the service-connected children lose a full year after several moves, and one who stated that they are six months to a year behind in reading. Seven superintendents felt they would have progressed farther had they had no interruption in their learning. This fact may be true, for ability was not a factor considered in this thesis.

Vice-Admiral Hyman G. Rickover² stated that we should have federal standards in education. The question now arises as to the necessity of federal standards. Dr. Kimball³ read from his paper that the Brazilians were surprised at our uniformity in education without any centralization. Uniformity comes from the vast number

¹Wahlquist, Arnold, Campbell, Reller, & Sands, "Pupil Accounting", The Administration of Public Education, 1952, p. 173.

²Vice-Admiral Hyman G. Rickover, Meet the Press, January 24, 1960. (Television).

³Solon T. Kimball, "Point of View of an Anthropologist", (Paper read at the Department of Elementary Schools Principals. N. E. A., March, 1961).

of meetings of educational groups throughout the country and also the excellent textbooks which are available to all.

Scholastically, mobility seems to have presented no difficulties for these transient children of service-connected parents. Deficiencies may exist in the lower grades, but before any statement is made, a study of these three grades is advisable. Superintendents who responded that transient children were below grade in reading were referring to all six grades. Possibly their answers may be based on performances in the first three grades.

IV. Characteristics

Characteristics of all transient and permanent children were totaled as a group and not by grade. These then were tabulated and analysed statistically by the use of the chi-square technique. Statistical results show the characteristics between the two groups to have practically no significance except in resourcefulness, shyness, enthusiasm, punctuality, adaptability, and persistency.

Transient children were found to be more resourceful, adaptable, enthusiastic, and persistent. Permanent children were rated higher in punctuality and shyness.

Table 5 presents the results of the characteristics between the transient and permanent children. The tables show the number of children rated by the teacher, the chi-square result, the degree of freedom and the results from the table of chi-square values. Sufficient evidence is lacking for concluding that the universes from which results were drawn differ in regard to most characteristics.

TABLE 5 - COMPARISON OF THE CHARACTERISTICS
BETWEEN THE TRANSIENT AND
PERMANENT CHILDREN IN
GRADES 4, 5, AND 6

Characteristics	Resource- fulness		Alert- ness		Adapta- bility		Creative- ness	
Groups Transient/Permanent	T	P	T	P	T	P	T	P
Number	216	243	216	243	215	243	215	243
χ^2	7.6437		4.2659		16.5615		.9540	
df	3		3		3		3	
P	.10		.10		.01		.10	

TABLE 5 - Continued

Characteristics	Popularity		Attitude		Enthu- siasm		Verbal Expression	
Groups Transient/Permanent	T	P	T	P	T	P	T	P
Number	215	243	203	243	216	243	215	243
χ^2	4.1451		1.4105		9.9815		.8432	
df	3		3		3		3	
P	.10		.10		.05		.10	

TABLE 5 - Continued

Characteristics	Work Habits		Punctuality		Care of School Property		Honesty	
Groups Transient/Permanent	T	P	T	P	T	P	T	P
Number	215	243	215	243	215	243	215	243
χ^2	2.4893		10.3764		1.1519		1.4281	
df	3		3		3		3	
P	>.10		<.02		>.10		>.10	

TABLE 5 - Continued

Characteristics	Efficiency		Shyness		Agressiveness	
Groups Transient/Permanent	T	P	T	P	T	P
Number	215	243	215	243	215	243
χ^2	1.2627		7.5289		3.0133	
df	3		2		2	
P	>.10		<.05		>.10	

TABLE 5 - Continued

Characteristics	Show Off		Persistency		Distractability	
Groups Transient/Permanent	T	P	T	P	T	P
Number	215	243	215	243	215	243
χ^2	1.3864		13.4246		2.9591	
df	2		2		2	
P	>.10		<.01		>.10	

The statistics show the transient children to be somewhat more resourceful than the permanent children at the 10 per cent level of confidence. This comes as no surprise. Here is one area where agreement was practically unanimous in the literature. These figures support the statement of Blough¹ when he wrote that experiences in the Service provide a rich resource for school children. Children become a source of important information.

Martin² stated the importance of using the experiences of these mobile children. Here is the opportunity for the child to discover his place in the group.

As an example, the writer cites the case of a child in the fourth grade who did not excel in any one particular subject.

¹Glenn O. Blough & Alan L. Dodd, "Children Are Their Own Resources", Childhood Education, Vol. 34, (September, 1958), p. 24.

²Francis Martin, "Mobility", Childhood Education, Vol. 34, (September, 1958), pp. 25-28.

However, he had resided on Okinawa when in the first grade. Pictures taken by his father kept these experiences vivid in his mind. When the children were studying China, Gary brought the slides to school and was capable of explaining the information presented by the slides. Certainly this child and others like him have a feeling of adequacy and worth. Some of the educational literature described the mobile child as lacking in adequacy and worth.

From the questionnaires received from superintendents, twenty-nine of these felt that the mobile children have rich experiences in history and geography. Even though no actual study was made, the opinions of superintendents seemed to support the resourcefulness of the transient children.

Transient children proved to be far more adaptable at the one per cent level of confidence than the permanent children. This also comes as no surprise to the writer. To cite an example, an orientation day was held for children in the fourth and fifth grades in North Kingstown who were to be transferred to another school in the town for the following year. These children were being uprooted for the first time. This meant a longer distance from home and a wholly new school environment. Dissatisfaction was supreme among the permanent children. They were reluctant to accept the move. After an hour or so at the new school, they returned to the familiar surroundings which had been their school for four or five years. Complaints pervaded the stationary group whereas little opposition was manifested by the transient children.

Phillips¹ stated that one concern for the transient child was

¹Beeman N. Phillips, "Impact of Pupil Mobility of the Schools", Educational Administration and Supervision, Vol. 43, (February, 1957).

that of helping the pupil to adjust to his new environment. This statement seems to have no foundation, for the children from service-connected families adapt readily and participate in a new school environment.

Among the disadvantages of transiency mentioned in the literature was found the following: (1) Difficulty in adjusting to a new situation. (2) Becoming adjusted and accustomed to new surroundings, friends, and teachers.

These disadvantages were opinions rather than actual studies. Hammond¹ related from a study of these children that the mobile child adapts very quickly. The present study concurs with this finding.

Anxieties concerning the adaptability of the mobile child appear to have no foundation, for through Hammond's study and the results of this thesis, it was found that the transient children were much more adaptable than the permanent children. These mobile children are accustomed to being uprooted and undoubtedly the majority of parents accept the move and all its advantages. This, in turn, is transferred to the child for children are apt to accept the views of the parents. Navy people are accustomed to change and have learned the proper adjustment to new situations.

Statistically, the mobile children were more enthusiastic than the permanent children at the five per cent level of confidence. The variety of schools attended and the new situations encountered tend to provide the child with more enthusiasm rather than boredom.

Their curiosity is evidently not lost in an attempt to find

¹Frances Prector Hammond, A Study of the Achievement and Adjustment Patterns of Service-Connected Children, pp. 42-42, p. 57.

security. They have learned through experience how to adjust to a new environment, bringing with them their resources and enthusiasm.

Punctuality evidently means little to the transient children. In this area, the stationary children proved to be superior at the two per cent level of confidence. The permanent children have continued throughout their lives in an unchanging environment. Being punctual is routine in their lives; whereas, the mobile children are uprooted so many times that punctuality means little to them. Nothing was mentioned in the literature read concerning this characteristic.

Hammond¹ writes that the mobile child has very nice classroom manners, and seems to have a highly developed sense of social awareness. The statistical analysis of the shy characteristic supports Hammond, for it was found the permanent children to be considerably more shy at the 5% level of confidence than transient. Stationary children have not had the opportunity of meeting the vast number of different people and of learning to adjust to all races, creeds, and social classes. They are deeply rooted in their environment with no horizontal spread. Mrs. Weymouth² explained the situation by saying that the Navy personnel do not put down deep roots but their roots do spread horizontally. In this respect they grow socially and attempt to become acquainted with the people and community in which they reside for either a short or long period of time.

In the literature, one disadvantage mentioned for the mobile

¹Ibid.

²Mrs. Laure Weymouth, wife of the Captain of the carrier, Lake Champlain. (Personal Interview).

children was having to learn in a few months what others have learned in several years. This may not be a disadvantage for in this study the mobile children were found to be highly more persistent at the 1% level of confidence than the stationary. Again these children have learned through experience exactly what is expected of them when they move from one school and community environment into another. In order to make a place for themselves, they learn to be persistent in all that they do.

The four characteristics in which the transient children excel seem to be somewhat connected. Their resourcefulness would have a tendency to make them more adaptable and enthusiastic. Enthusiasm is usually present when something new is attempted. When it is discovered that their resourcefulness is of value, adaptability follows. Persistency is the result of their effort to make a place for themselves in their new school environment.

These characteristics are outstanding in this particular community. Whether they exist in others would necessitate more study. As was stated and explained in the first chapter, the community and school in which these children enroll is an average New England town. Competition may not be too great; consequently, these mobile children readily discover a place for themselves in school and community life. Advantages of travel are outstanding but the permanent children are gradually having opened to them the wide vistas of knowledge through association with these children and travel adventures with their parents.

V. Pertinent Information

Pertinent information was obtained from office records, the teachers, and the children. This included the number of children coming from broken homes, the number of children having repeated a grade, the number entering outside activities, and the number of different schools attended by the transient children.

By use of the chi-square technique, no significant difference was found in the two groups in regard to repeating a grade and entering outside activities. A great predominance of children was found to come from broken homes in the transient group as compared with the permanent group. This being so, a study of the characteristics between the broken home groups and the non-broken home groups was made. Another study comparing the differences between the children coming from broken homes and non-broken homes in the transient group was made.

In the comparison between children from broken homes and non-broken homes in both groups, significant differences were discovered in such characteristics as alertness, creativeness, popularity, work habits, attitude, verbal expression, honesty, and efficiency. The children from non-broken homes were superior in all these characteristics.

The following tables contain the results of the statistical analysis of these traits. The comparison between the children from broken homes and non-broken homes in the transient group showed significant differences in such characteristics as popularity, attitude, work habits, punctuality, and honesty. Children from non-

broken homes were superior in all these areas. Table 6 demonstrates the predominance of children from broken homes in the transient group with a 1% level of confidence for the total sample. This information supports the opinions of teachers, principals, and clerks registering children when they enroll in a school. It is not at all surprising to find three names in a family. There were two children registered in the Wickford Grammar School where the parents had one surname and each of the children had a surname different from each other and different from the parent's. A situation like this is not very common, but it is rather common to have children with different names than that of the parents.

Disciplinary cases appear to be outstanding in the children from broken homes. This statement is generally accepted but has not been substantiated. To determine whether any statistical significant differences existed among the range of characteristics under consideration in this thesis a chi-square comparison was made.

TABLE 6 - COMPARISON BETWEEN BROKEN HOMES
AND NON-BROKEN HOMES IN TRANSIENT
AND PERMANENT CHILDREN

Grade	Four		Five		Six		Totals	
Broken Homes/ Non-Broken Homes	BH NBH		BH NBH		BH NBH		BH NBH	
Transient	15	59	7	57	15	81	37	197
Permanent	8	80	5	67	7	82	20	229
Totals	23	139	12	124	22	163	57	426
χ^2	4.1357		.7195		18.7942		7.0859	
df	1		1		1		1	
P	<.05		>.10		<.01		<.01	

The first comparison in Table 7 reports the differences in characteristics between the children from broken homes and non-broken homes in the totals of transient and permanent children.

No significant differences were found in such characteristics as resourcefulness, adaptability, enthusiasm, punctuality, shyness, aggressiveness, persistency, distractibility, and care of school property. All others proved to be significant.

From the results, it appears the children from broken homes have a "no-care" attitude. They are significantly less alert at the 5% level of confidence and less popular at the 2% level of confidence than children from non-broken homes. Whereas no significant difference was found between the transient and permanent children in creativeness, a definite significance at the 5% level of confidence shows between children from broken homes and non-broken homes. Three characteristics which might have some bearing on their scholastic achievement are verbal expression, work habits, and efficiency. The children from broken homes showed a deficit in all these areas at the 2%, 5%, and 10% levels of confidence respectively. Honesty proved to be more significant at the 1% level of confidence than all other characteristics.

From these results, the children from broken homes may reveal outstanding disabilities. In some aspects, these results may have a definite bearing on the opinions of teachers and principals when reference is made to outstanding difficulties with the mobile children since a significantly larger number of these come from broken homes.

It is important to note that no significant differences were established in the area of adaptability. Again these children have

learned through mobility, in the home or elsewhere, how to adapt to any given situation.

TABLE 7 - BROKEN HOMES AND NON-BROKEN HOMES - TRANSIENT AND PERMANENT

Characteristics	Resourcefulness		Alertness		Adaptability		Creativeness	
Groups - Broken Homes/ Non-Broken Homes	BH NBH		BH NBH		BH NBH		BH NBH	
Number	57	402	57	402	57	401	57	40
χ^2	4.7940		8.7439		4.7217		9.0597	
df	3		3		3		3	
P	>.10		<.05		>.10		<.05	

TABLE 7 - Continued

Characteristics	Popularity		Attitude		Enthusiasm		Verbal Expression	
Groups BH / NBH	BH NBH		BH NBH		BH NBH		BH NBH	
Number	57	401	55	391	57	402	57	401
χ^2	10.4280		9.8011		5.4449		9.8591	
df	3		3		3		3	
P	<.02		<.05		>.10		<.02	

TABLE 7 - Continued

Characteristics	Work Habits		Punctuality		Care of School Property		Honesty	
Groups BH / NBH	BH NBH		BH NBH		BH NBH		BH NBH	
Number	57	40	57	40	57	40	57	40
χ^2	8.7358		5.5944		1.8455		11.6156	
df	3		3		3		3	
P	<.05		>.10		>.10		<.01	

TABLE 7 - Continued

Characteristics	Efficiency		Shyness		Agressiveness	
Groups BH / NBH	BH NBH		BH NBH		BH NBH	
Number	57	40	57	40	57	40
χ^2	6.6149		3.3717		.5277	
df	3		2		2	
P	<.10		>.10		>.10	

TABLE 7 - Continued

Characteristics	Show Off		Persistency		Distractible	
Groups BH / NBH	BH NBH		BH NBH		BH NBH	
Number	57	401	57	401	57	401
χ^2	5.1034		.5084		.6507	
df	2		2		2	
P	>.10		>.10		>.10	

In Table 8 is found the comparisons between children from broken homes and non-broken homes in the transient group of children.

Significant differences were established in such characteristics as popularity at the 2% level of confidence, attitude at the 2% level of confidence, work habits at the 5% level of confidence, punctuality at the 1% level of confidence, and honesty at the 5% level of confidence. Children from broken homes were deficient in all these areas.

It is significant to note there was no difference in alertness in the comparison between children from broken homes and non-broken homes in the total of the two groups. Again the transient children, whether from broken homes or not, have learned to be alert to situations in their environment.

It appears from this study that more outstanding problems exist in children from broken homes.

In this broken homes area, it is important to note pertinent

information concerning the pupil's past performances. Phillips¹ lists this as one of the problems of mobility. From the responses of the superintendents on the questionnaires, most of the information is transferred only upon request by the principal of the new school. Oftentimes it is difficult to obtain this information due to the lack of an address and hence, considerable time elapses before information is received.

It, too, is important in placing this child in his proper grouping. Having some knowledge of books the children have read gives some insight into the placement of the children. This information is provided by few schools - one superintendent even writing that he saw little value in forwarding this kind of information. The writer feels there is considerable value in this information. In North Kingstown, a child recently transferred from an American school in Germany. With the cumulative records were the book and page in which the child was reading. Since there are four third grades in the building, the placement of this child in the proper group to make adjustment simpler was facilitated by the information from the reading list. Information readily available pertaining to this particular child was almost invaluable. As time progressed, problems may arise but due to all of the information received, it is the opinion of the writer that these problems will be minimized.

Table 9 reveals no statistically significant difference between children from either group in the repetition of a grade.

TABLE 8 - COMPARISON OF THE CHARACTERISTICS
BETWEEN TRANSIENT CHILDREN FROM BROKEN
HOMES AND NON-BROKEN HOMES

Characteristics	Resource-fulness		Alert-ness		Adapta-bility		Creative-ness	
Groups - Broken Homes/ Non-Broken Homes	BH NBH		BH NBH		BH NBH		BH NBH	
Number	35	181	35	181	35	180	35	180
χ^2	1.3337		3.2797		2.6539		1.5610	
df	3		3		3		3	
P	>.10		>.10		>.10		>.10	

TABLE 8 - Continued

Characteristics	Popularity		Attitude		Enthu-siasm		Verbal Expression	
Groups BH / NBH	BH NBH		BH NBH		BH NBH		BH NBH	
Number	35	180	35	170	35	181	35	180
χ^2	9.7615		10.3536		3.0493		5.9256	
df	3		3		3		3	
P	<.02		<.02		>.10		>.10	

TABLE 8 - Continued

Characteristics	Work Habits		Punctuality		Care of School Property		Honesty	
Groups BH / NBH	BH NBH		BH NBH		BH NBH		BH NBH	
Number	38	180	35	180	35	180	35	180
χ^2	8.1532		15.8016		1.4550		9.6750	
df	3		3		3		3	
P	<.05		<.01		>.10		<.05	

TABLE 8 - Continued

Characteristics	Efficiency		Shyness		Agressiveness	
Groups BH / NBH	BH NBH		BH NBH		BH NBH	
Number	35	180	35	180	35	180
χ^2	4.7480		.6266		.3331	
df	3		2		2	
P	>.10		>.10		>.10	

TABLE 8 - Continued

Characteristics	Show Off		Persistency		Distractible	
Groups BH / NBH	BH NBH		BH NBH		BH NBH	
Number	35	180	35	180	35	180
χ^2	.1071		.1746		3.2798	
df	2		2		2	
P	>.10		>.10		>.10	

These data are contradictory to that found in Larsen's¹ study. He found that children changing schools are four times as likely to fail a grade as those who stay in one school.

Areas do differ and the majority of transient children in North Kingstown come from Navy families. Newsweek² notes the lack of a solid education in line officers in the Air Force. Only forty-three per cent have college degrees; whereas, fifty-seven per cent hold degrees in the Army, and sixty-three per cent in the Navy. This may have some bearing on the number of children repeating a grade even though some children have attended anywhere from two to ten different schools. Many are children of Naval officers and are on a higher scale socially than children from many other families.

Entirely different results may exist between the children of

¹Dr. Robert E. Larsen, New York Times, Section IV-E11, (September, 1955).

²Newsweek, "The Lag in Brain Power", Vol. LVI, (October 31, 1960), p. 57.

migratory workers and those in a stable population. The shifting population of migrant workers is largely economic in nature; hence, the socio-economic status is doubtless significant.

TABLE 9 - COMPARISON BETWEEN THE TRANSIENT
AND PERMANENT CHILDREN IN REGARD
TO REPEATING A GRADE

Grade	Four		Five		Six		Totals	
Groups Transient/Permanent	T	P	T	P	T	P	T	P
Retarded	8	10	14	16	18	18	40	44
Not Retarded	66	79	50	56	63	71	179	206
Totals	74	89	64	72	81	89	219	250
χ^2	.050		.0017		.1146		.0372	
df	1		1		1		1	
P	>.10		>.95		>.10		>.10	

Kyte¹ stated that transients tend to have little community interest. Others in the literature mentioned a lack in community interest. Table 10 conflicts with this statement, for here we find no significant difference between the two groups. Children are anxious to join Cub Scouts, Girl Scouts, Brownies and Boy Scouts. Many are active in church activities and play an important role in school events.

¹George C. Kyte, The Principal at Work, p. 40.

Hammond¹ found that parental opinions of transient pupils proved that the mobile child gets started immediately on class projects, joins clubs, and goes out for the athletic teams.

The socio-economic groups mentioned by Hammond are similar to those of North Kingstown. This may have a bearing on their interest in the community. Deficiencies may exist in other areas, especially those of migrant children or of Mexican or Puerto Rican parentage.

TABLE 10 - COMPARISON BETWEEN CHILDREN IN THE TRANSIENT AND PERMANENT GROUPS IN REGARD TO ENTERING OUTSIDE ACTIVITIES

Grade	Four		Five		Six		Totals	
Groups Transient/Permanent	T	P	T	P	T	P	T	P
Number	74	89	111	25	81	89	219	250
χ^2	.0053		.6373		.0522		.1452	
df	1		1		1		1	
P	>.90		>.10		>.10		>.10	

Table 1, Chapter III, page 49, shows the number of different schools the transient children have attended. The continual uprooting of these children from one environment to another seems to have had no effect on their scholastic achievement or characteristics. If anything, the specific characteristics upon which the transient

¹Frances Proctor Hammond, A Study of the Achievement and Adjustment Patterns of Service-Connected Children, 371.26.

children outrated the permanent children were much to their advantage. It is possible that these mobile children will be better prepared to living in a changing world than the permanent children. They are learning to live with change, learning how to adjust to new surroundings, and how to meet new people, make friends, and live with all peoples regardless of race, creed, or social status.

VI. Writing Samples

Writing samples analysed statistically through use of the chi-square technique reveal no significant difference between the transient and permanent children. If any difference at all were noted, it occurred in the sixth grade children. Here the permanent children pulled slightly ahead in writing samples; however, the difference was so slight it was considered non-significant. Samples of the writing may be found in the appendix.

Table 11 lists the statistical data for these writing samples.

TABLE 11 - COMPARISON OF WRITING SAMPLES
BETWEEN PERMANENT AND
TRANSIENT CHILDREN

Grade	Four		Five		Six	
Groups Transient/Permanent	T	P	T	P	T	P
Number	78	94	69	61	80	87
χ^2	4.6305		2.6271		5.6783	
df	3		3		3	
P	>.10		>.10		>.10	

Lane¹ interviewed children concerning their impressions of changing schools. These impressions are listed on page thirty-one Chapter II, in this thesis. An analysis of the writing samples of the North Kingstown transient children shows this concern to be similar to those reported by Lane. These children, on the whole, were concerned about meeting new friends and leaving the old friends. They worried about whether or not they would be behind or ahead in their school work. Many felt the change at the beginning of the year was all right but did not care for a change during the school term. Many, in fact the majority, felt changing schools was an adventure and a challenge; however, they expressed a desire to stay in one school system at least two or three years. Many, too, mentioned that it took very little time to adjust to a new school.

Following are some of the thoughts written by children themselves:

I don't like changing schools because I feel like a dunce not knowing where things are and do not like it for all the confusion.

It sure is a big and horrible thing to change schools.

The other classmates seem very funny when you walk into the room. It seems like they're always staring at you.

You have to start all over again finding yourself around, meeting a new principal and teacher. When you stay you know your way around and know the daily ways in which to do things; knowing you will be in it for quite a while.

I miss a week or two and have more work to make up. I'm left out when playing unless someone is needed, even though I try to be nice.

Changing gets children in the lower grades all mixed up. It's not right to keep changing. You no more than get used to

¹Bess B. Lane, "On the Move", When Children Move From School To School, (1960), p. 4.

one school and the very next year you have to go to another and get mixed up all over again.

I think all schools should teach the same things the same way.

If you're shy and bashful like me you won't get anywhere in life so my impression of changing schools is not so good.

When I change from one school to another at any time of the year, I wish sometimes that my father wasn't in the Navy. I have to leave my old friends and my old school. When we get to our destination and move in, I feel lonely. When I try to make friends, I start out trying to find their hobbies, favorite sports, and all about the neighborhood. When I start in a new school, I may not like the building, but I'm glad I have a teacher and a place to go to school.

Personally, I think it's for the birds, having to pull up your roots in a place just when you are beginning to feel at home and go to a new school where you don't know half the things the kids know. When my father gets out of the Navy, I want to settle down in Tennessee and go to the same school for the rest of my school years.

Different schools use different ways of teaching. You might have studied some subject your new class is studying now. This makes you bored.

I wonder what the new school is like, the new home and what kind of pets I can have and what wild life is in the area.

In a new place everything is strange. Felt bad leaving Key West, but when I came to Rhode Island I was comfortable because the teachers understood me.

I don't like to have to get used to a new school. I couldn't remember what room I was in and didn't know where the room was. It's been rough on me because every room I've been in I've had at least two teachers.

I lose friends I have just met. I don't stay in one place too long so that I can say I grew up with her.

I get nervous when I go to a new school. One school teacher called me sunshine. I liked that.

I wish I could stay in one place and have the same friends all my life.

Changing schools is fun at first, but it will not help anybody with their work. I have been to five schools and they are all different.

As an experienced person you should try to move in the summer and always pick a good school. I would like to move every three years because I could learn different methods, make different friends.

The reason I like it is that going to more than one school means learning from different books and by different methods. If the student tries to do things well, he will try to take the good parts of one school and add them with the good parts of another school. The only thing that I don't like about moving is that I grow used to a method used in one school, I move, and then a different system is used.

I don't compare a school by the way it looks but by the way the people in the school act and show their appearance.

After a few weeks you get used to it and it feels like home.

Sometimes you run into old friends you haven't seen in a long time.

If you stay in one school too long you might get tired of it.

Sometimes I get tired of the surroundings, the books, and even the subjects I take. In a new school you have different subjects and activities.

When you go into a new school you have an impression that you don't like the school. But after a little while you get to know the school better and you will like the school.

Changing schools is a good thing for this reason. Lynnbrook School was the first grade school I went to. It was in Bethesda, Maryland. The teachers, the children, and I exchanged quite a few ideas. But after a while our ideas were fixed. We didn't have any ideas to come and replace the old ideas of ours.

But when I moved to Rhode Island, I had new friends, new teachers, and we exchanged new ideas and learned new things.

I think as you move and go from school to school you learn new ideas and you will benefit by them in the short run and the long run.

I miss a lot of school moving from place to place. Some schools, the teachers are nice. In other places the principals were mean and made the teachers be mean to us. But in this school everybody is nice.

I think you should change. You get to meet more people, teachers and bigger schools. You go to different places and have new neighbors. I like to travel.

I like to change and see new children. I hate seeing the same children all the time.

I like moving because I like to see how differently teachers teach. I enjoy meeting different people.

You go through famous cities and towns.

I like to go to each state and meet different people. You can meet mean people, nice and kind people, and Rhode Island is a friendly state.

CONCLUSION

The purpose of this study was to determine whether the quality of teaching in the public schools of the United States is related to the quality of the schools. The study was conducted in the following manner: First, the quality of the schools was determined by the use of the following criteria: (1) the quality of the buildings, (2) the quality of the equipment, (3) the quality of the curriculum, (4) the quality of the teaching, and (5) the quality of the results.

The results of the study showed that the quality of the schools is related to the quality of the teaching. The study found that the quality of the buildings, the quality of the equipment, and the quality of the curriculum are related to the quality of the teaching. The study also found that the quality of the results is related to the quality of the teaching. The study concluded that the quality of the schools is related to the quality of the teaching. The study also found that the quality of the results is related to the quality of the teaching. The study concluded that the quality of the schools is related to the quality of the teaching.

The study also found that the quality of the results is related to the quality of the teaching. The study concluded that the quality of the schools is related to the quality of the teaching.

James H. Mulligan, "Quality of Public Schools in the United States", *Journal of Educational Research*, Vol. 33, January, 1971.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The fundamental concern of this study has been to determine whether any statistical significant differences exist in the academic achievement and characteristics between the permanent children and the transient children in grades, four, five, and six in the town of North Kingstown.

Questionnaires from superintendents expressed doubt as to the reading and arithmetic achievement of these transient children. Fifty-four per cent of these superintendents felt the transient child might have progressed farther in reading had they had no interruptions in their schooling. A similar reaction applied to arithmetic. Literature read supported the opinions of the superintendents. The majority of superintendents felt that the service-connected child adapted readily to a new situation. This contradicted the literature of Phillips¹ who was concerned about helping the transient child to adjust to a new situation.

Literature reviewed expressed concern for sound growth and adjustment of the mobile child. This concern included repeating a grade due to interruptions in schooling, leaving old friends, loss

¹Beeman N. Phillips, "Impact of Pupil Mobility of the Schools", Educational Administration and Supervision, Vol. 43, (February, 1957).

of curiosity in an attempt to find security, below grade level in reading and arithmetic, inability to make friends, lack of adequacy and worth, reading difficulties, little community interest, failure to adjust, and lack of records of the children from previous schools.

Advantages mentioned in the literature were few except for the opportunity of travel which is open to the transient child. The knowledge gained from such a situation is a rich resource for children. These experiences, if used in the classroom, aid the transient child in his adjustment to a new group. Other advantages cited were learning to adapt to a new situation, resourcefulness, and alertness.

Questionnaires from superintendents supported the literature concerning the child's academic achievement and resourcefulness. However, the majority of superintendents felt the mobile child had little or no difficulty in adjusting to a new school environment.

Uniformity in the forwarding of records seemed lacking in these impact areas. The majority of superintendents reported sending a cumulative record only when requested by the principal of the new school. This situation results in a loss of several days before records are received and may result in problems which might have been avoided had records been available immediately.

Results of the Iowa Tests of Basic Skills revealed no statistical significant differences between the two groups of children comprising the sample for this study. The only test which began to approach a significant difference was the fourth grade test on map reading. Here the transient child appeared to be slightly superior. However, a critical ratio test of the mean differences

proved even this test to have no significant difference.

This being so, these data do not support the opinions of the twenty superintendents who felt the reading skill of the mobile child would have progressed farther if there were no interruptions in their learning. Teachers also felt the mobile children were not up to grade level. The problems in reading of transient children are outstanding and seem to offset the average and above average children in their reading ability. The Teacher's Manual for the Iowa Tests of Basic Skills¹ states that one of the ways of increasing a child's vocabulary is through travel and through varied experiences such as excursions and activities. There is no doubt but that these mobile children have encountered the above.

Penmanship samples were analysed statistically through the use of the chi-square technique. Here, again, was found no significant differences.

Characteristics, too, were analysed statistically by use of the chi-square method. Transient children were found to be more resourceful, more adaptable, more enthusiastic, less punctual, less shy, and more persistent. There existed a definite difference (at the 1% level of confidence) between the two groups in reference to broken homes. A significantly higher proportion of children from broken homes came from the transient group.

Permanent children were found to be less resourceful, less adaptable, less enthusiastic, more punctual, less persistent, and shyer. Fewer of this group came from broken homes.

¹Teacher's Manual, Iowa Tests of Basic Skills, "Test V: Vocabulary", 1956, p. 23.

Characteristics other than those listed in the previous paragraphs exhibited no significant differences.

The predominance of children from broken homes (1% level of confidence) in the transient group brought forth the question as to differences in the characteristics of children from broken homes and non-broken homes.

Transient and permanent children were grouped together. A statistical analysis of these groups exhibited the children from broken homes to be: (1) less alert, (2) less creative, (3) less popular, (4) less honest. Deficiencies occurred in attitude, verbal expression, and work habits in children from broken homes.

Comparisons between children from broken homes and non-broken homes in the transient groups revealed the children from broken homes to be: (1) less popular, (2) less punctual, (3) less honest. Attitude and work habits also showed deficiencies.

Noteworthy, in these two comparisons, is the fact that the total number of children (transient and permanent) when compared in groups from broken homes and non-broken homes, were less alert and less creative. However, transient children alone showed no significant differences in these characteristics.

Information pertaining to the repetition of a grade revealed no statistical difference between the two groups of children. This fact does not support Larsen's¹ study which showed that children changing schools were four times as likely to fail a grade. Service-connected children are from families of lower middle-class,

¹Dr. Robert E. Larsen, New York Times, (September 25, 1955).

middle class, and upper class status which may have a bearing on the fewer repetitions of grades with these children. In this impact area, teaching personnel are accustomed to the transient child, know how to accept him, and aid him in his adjustment to a classroom situation. Personnel in areas where little mobility is present may lack experience with dealing with the mobile child.

Evaluation forms filled in by the teacher when analysed statistically revealed no significant difference in the participation of community activities between the transient and permanent children.

An analysis of children's reactions to changing schools were similar to those reported by Lane, Chapter II, page thirty-one. These children, on the whole, were concerned about leaving old friends and meeting new. They worried about whether or not they would be behind or ahead in their school work. Many felt that a change during the summer was preferable to one during the year. Even though worries were present, many of the children felt that changing schools was an advantage, and a challenge. There was little opportunity to become bored.

II. Recommendations

1. The problem of availability of records when a child enters a new school needs study. The delay encountered results in misplacement of the child in his proper grouping and a lack of information concerning the child's mental and physical health.

From the questionnaires received from areas where service-connected children reside, it was determined that the majority of these school systems send cumulative records only when requested by

the principal of the new school. If these superintendents surveyed would take the initiative to establish a procedure in releasing the records, uniformity of procedure might result. Oftentimes, the school to which the child is transferring is not known. A central agency, to which these records could be forwarded, at once, might eliminate a waste of valuable time. Were this not possible, however, some specific action towards standardizing the procedure for sending records forward could alleviate the delay of days and oftentimes weeks in the acquiring of records by the new school.

2. Teachers in impact areas should be enlightened concerning the scholastic achievement and characteristics of the mobile child. They are above grade level scholastically, more resourceful, more adaptable, more enthusiastic, and more persistent. If difficulties arise, the home environment needs study for these difficulties may be a result of the child coming from a broken home.

3. A need of some psychiatric help for children specifically coming from broken homes would seem desirable. It was revealed that more transient children (1% level of confidence) than permanent ones come from broken homes. Problems arising from such a situation may be handled efficiently by a psychiatric social worker. Teachers and administrators must take valuable time with difficult problems for which they have little or no specific background or training. This has a tendency to detract from the time allotted for actual classroom instruction.

4. The need to maintain fewer children in the classroom is apparent. In any area where great mobility is present, classes should not reach over twenty-five. If this occurs, a burden is

placed on the teacher. It does not contribute to the high-level of teaching expected in the schools. When mobility is present, more instructional groups within a classroom are inevitable and individual work is a "must".

5. Considerable thought regarding what may be done for the permanent child must be undertaken. Is he being overshadowed by the transient child? What needs to be done for the permanent child so that he may become as resourceful, adaptable, enthusiastic, and persistent as the transient child. An opportunity to participate in more varied activities, travel, field trips, assemblies, and meeting people may be a means to this end. The questions arise as to the possibility of a child in a fifth or sixth grade having more than one teacher. If the transient child adapts readily to a new situation, a change of teachers may aid the permanent child in his adaptability.

6. This study was based on a sample of children in the fourth through sixth grades. A study of children in the first three grades is recommended to discover whether the same likenesses and differences are discernable in the younger children. Such research might show different results from those shown by this study of pupils in the fourth, fifth, and sixth grades.

7. Another study of typical groups such as those utilized in this study is also recommended utilizing the abilities of the children. Intelligence was not a factor in this study. It might be well now to determine whether the transient children with all their shifting from one school to another, are working up to their abilities or whether the permanent children are outstanding in this respect.

8. A comparison of the scholastic achievement of children from broken homes and non-broken homes is also recommended.

9. A handbook of school policies presented to each parent, transient or permanent, would contribute to a better understanding of the school, the personnel, the instructional program, the daily schedule, school facilities, and other policies and practices which effect the pupil, his parents, and his school.

10. Services of parents, both transient and permanent, would contribute a sense of belonging to the school. Resources of parents, if used, would also be an incentive to the pupils of the parents. Any resources from the parents of permanent children should be a means for the stationary child to become more resourceful and less shy. Parents' participation in activities in the elementary school should be valuable in communication between the parent, teacher, and child.

It is the fervent hope of the writer that this humble, and no doubt, incomplete, analysis of school problems confronting transient pupils, together with suggested ideas for improvement, will help smooth out the rough spots and make adjustment easier so that their educational and all-around progress may be accelerated to a happy and successful conclusion for each individual pupil.

APPENDIX I. LETTERS TO SUPERINTENDENTS

Wickford Grammar School
99 Phillips Street
North Kingstown, Rhode Island
June 10, 1959

Mr. John Smith
Superintendent of Schools
10 Main Street
Dallas, Texas

Dear Mr. Smith:

At the present time I am employed by the School Department of the Town of North Kingstown. Quonset Naval Air Station is in the aforementioned town resulting in a transient school population.

I am writing a thesis pertaining to the characteristics of children belonging to this mobile school population. As you are in a similar position, I would appreciate your remarks or comments (favorable or otherwise) concerning this transient school population. Are any special provisions made for these children in your community?

I would very much appreciate a reply to this letter. Thank you.

Very truly yours,

(Mrs.) Gabriella H. Adams
Acting Principal of the
Wickford Grammar School

APPENDIX II. QUESTIONNAIRES TO SUPERINTENDENTS

QUESTIONNAIRE TO SUPERINTENDENTS OF SCHOOLS
IN TOWNS OR CITIES IN WHICH ARMED FORCE
BASES ARE LOCATED AND IN TOWNS AND
CITIES NEAR SUCH BASES

(Please Underline Answers)

1. Do you send a transcript with the child when he is transferring to another school?

Yes	No	When requested by principal	Remarks:
-----	----	--------------------------------	----------

2. Do you send a cumulative record of the child?

Yes	No	When requested by principal	Remarks:
-----	----	--------------------------------	----------

3. Are achievement test records sent?

Yes	No	When requested by principal	Remarks:
-----	----	--------------------------------	----------

4. Do you send the I. Q. if this is available?

Yes	No	When requested by principal	Remarks:
-----	----	--------------------------------	----------

5. Is the health record transferred to the new school?

Yes	No	When requested by principal	Remarks:
-----	----	--------------------------------	----------

6. If the child has any specific difficulty, is this information transferred to the new school?

Yes	No	When requested by principal	Remarks:
-----	----	--------------------------------	----------

7. Do you send a reading list of books read by the child?

Yes No When requested
by principal

Remarks:

8. Are confidential records sent to the new school?

Yes No When requested
by principal

Remarks:

9. Do your teachers have conferences with the parents of new students?

Always Sometimes If Necessary No

Remarks:

10. If a school sends for cumulative record or confidential records of a student, are these records sent to the new school at once?

Yes No Sometimes

Remarks:

11. Do you have counseling to facilitate the adjustment of new students?

Yes No If Necessary

Remarks:

12. Do you encourage parents to visit school?

Always If Necessary Sometimes No

Remarks:

13. Are parents requested to register the students rather than the student coming alone?

Always If Necessary Sometimes No

Remarks:

14. Is a school handbook presented to the parents when they register their children?

Yes	No	Remarks:
-----	----	----------

15. Do you have special classes to take care of differences, if any, in the transient children?

Yes	No	Remarks:
-----	----	----------

16. In your opinion, do you feel that there are any outstanding differences in these transient students as compared with the stable school population.

Yes	No	Little	Great	Remarks:
-----	----	--------	-------	----------

17. Do you have a remedial reading teacher?

Yes	No	In Some Schools	Remarks:
-----	----	-----------------	----------

18. Are pre-school conferences held with new teachers to orient them to the situation of mobility in the classroom?

Yes	No	Sometimes	Remarks:
-----	----	-----------	----------

19. Are students placed in groups at a near achievement level?

Yes	No	When Possible	Remarks:
-----	----	---------------	----------

20. Do you have a speech therapist?

Yes	No	In Some Schools	Remarks:
-----	----	-----------------	----------

21. Do classes range from:

20 to 30 pupils	above 30	under 20
-----------------	----------	----------

22. Do you feel that reading would have progressed farther had these mobile children had no interruption in their learning?

Yes No Doubtful

Remarks:

23. Do you feel that arithmetic would have progressed farther had these mobile children had no interruptions in their learning?

Yes No Doubtful

Remarks:

24. Do you feel that the mobile children have rich experiences in history and geography?

Yes No

Remarks:

25. Do you consider the work-study skills to be on a level with the stationary children?

Yes No

Remarks:

26. Do you feel that these children have difficulty in adjusting to their new environment?

Yes No Little Much

Remarks:

27. Is a foreign language taught in the elementary schools?

Yes No

Remarks:

28. If a foreign language is taught, are the mobile children entering at various times of the year included in this program?

Yes No Sometimes

Remarks:

APPENDIX III. WRITING SAMPLES

TRANSIENT CHILDREN GRADE FOUR

all of my old pals. But
of course when I move
to other places I always
make friends.

Rating - 1

When I come to a new school I'm
always a bit scared at first but af-
ter a while it turned out to be all
right.

Rating - 2

New friends are
fun to play with.
You play games and
songs. I like to meet

Rating - 3

the first day I didn't like
the whole school. I wished
it in the little room.

Rating - 4

PERMANENT CHILDREN GRADE FOUR

June is a nice month for playing,
With all the trees swaying,
When the breezes go slowly by,
Coming from the light blue sky.

Rating - 1

I thought it was a
little school. But it was not,
it was a big school. I
thought it had 3 grades.

Rating - 2

June is a happy time
of the year. The Beches
open, school is out. Every
body has been in June.

Rating - 3

June is a nice month with all
the birds singing and the trees are moving.
We get out out of school and play
baseball and see baseball come.

Rating - 4

TRANSIENT CHILDREN GRADE FIVE

I think it is interesting
to go from one school to an-
other to meet new friends
too Not all schools are be-

Rating - 1

I don't like to move fro
e school to another beccu
have to leave my
iends and mrs teacher

Rating - 2

I like to change schools because I like
new friends. And in a way I don't like to ch
And I don't because it takes me too much
learn the way to do the work

Rating - 3

I don't
like the idea of moving
around from school to school
because you lose all your

Rating - 4

PERMANENT CHILDREN GRADE FIVE

My impression of changing from school to another is that grade higher than the others. Also I like the teachers at the

Rating - 1

I like to move from one place to another and want to get a good education. I move from school to school & then I see a lot of good education that

Rating - 2

I like to change schools, because I am tired of going to the same school over and over again. It is fun going to other schools too. My new school is the new

Rating - 3

I	Think	that	is	all	right	
but	that	it	would	be	better	
if	they	did	not	send		
me	so	far	from	home	I	think

Rating - 4

TRANSIENT CHILDREN GRADE SIX

Changing schools is a very exciting and thrilling experience. Although it is very hard to part with all your friends, you enjoy looking forward and thinking of

Rating - 1

I don't like changing from one school to another. When you change schools in the middle of the year or term, it pulls you out of the time. The school

Rating - 2

When I first came to this school I almost cried, but then I began to get used to it. About December it moved and I had been at this school for five

Rating - 3

I would like to go to Seneca Falls because it is a lot newer and a little better water than in Seneca. I think I would like it because it is closer

Rating - 4

PERMANENT CHILDREN GRADE SIX

Changing schools doesn't have any particular effect upon me. The problem that always annoys me is getting acc to the manner of teaching in the schools.

Rating - 1

I think moving from school to school during the summer is crazy. You lose a lot of schooling during the time you're moving. Also you lose friends and teachers. I like it. But sometimes I think it would be fun moving

Rating - 2

The Impression of Changing World

I do not use changing schools because the pupils get used to one school and then they are moved to another school. I think that it wasn't

Rating - 3

Will I don't mind it to much
but I ~~wouldn't~~ wouldn't want to move to
any. Times. Because it could affect you
and it takes time to get accustomed to. But

Rating - 4

Iowa Tests of Basic Skills
Reading Comprehension - Grade Four

— Permanent Children
... Transient Children

Iowa Tests of Basic Skills

Spelling - Grade Four

— Permanent Children
... Transient Children

Iowa Tests of Basic Skills

Capitalization - Grade Four

— Permanent Children
... Transient Children

Iowa Tests of Basic Skills

Punctuation - Grade Four

— Permanent Children

. . . Transient Children

Iowa Tests of Basic Skills
Language Usage - Grade Four

— Permanent Children
... Transient Children

Iowa Tests of Basic Skills

Map Reading - Grade Four

— Permanent Children

. . . Transient Children

Iowa Tests of Basic Skills

Knowledge and Use of Reference Material - Grade Four

— Permanent Children
... Transient Children

Iowa Tests of Basic Skills
Reading Graphs and Tables - Grade Four

— Permanent Children
..... Transient Children

Iowa Tests of Basic Skills

Arithmetic Concepts - Grade Four

— Permanent Children
... Transient Children

Iowa Tests of Basic Skills
Arithmetic Problem Solving - Grade Four

— Permanent Children
... Transient Children

Iowa Tests of Basic Skills

Vocabulary - Grade Five

Number
of
Children

— Permanent Children

... Transient Children

Iowa Tests of Basic Skills

Reading Comprehension - Grade Five

Number
of
Children

— Permanent Children
 . . . Transient Children

Iowa Tests of Basic Skills

Spelling - Grade Five

Number
of
Children

Grade Equivalent

— Permanent Children

. . . Transient Children

Iowa Tests of Basic Skills
Capitalization - Grade Five

Number
of
Children

— Permanent Children
... Transient Children

Iowa Tests of Basic Skills

Punctuation - Grade Five

Number
of
Children

Grade Equivalent

— Permanent Children

. . . Transient Children

Iowa Tests of Basic Skills
Language Usage - Grade Five

Number
of
Children

— Permanent Children
... Transient Children

Iowa Tests of Basic Skills

Map Reading - Grade Five

Number
of
Children

— Permanent Children
 . . . Transient Children

Iowa Tests of Basic Skills

Knowledge and Use of Reference Material - Grade Five

Number
of
Children

— Permanent Children
... Transient Children

Number
of
Children

Iowa Tests of Basic Skills
Reading Graphs and Tables - Grade Five

— Permanent Children
... Transient Children

Iowa Tests of Basic Skills

Arithmetic Concepts - Grade Five

Number
of
Children

— Permanent Children

. . . Transient Children

Iowa Tests of Basic Skills

Arithmetic Problem Solving - Grade Five

Number
of
Children

— Permanent Children

... Transient Children

Iowa Tests of Basic Skills

Vocabulary - Grade Six

Number
of
Children

— Permanent

... Transient

Iowa Tests of Basic Skills
Reading Comprehension - Grade Six

Number
of
Children

— Permanent Children

. . . Transient Children

Iowa Tests of Basic Skills

Spelling - Grade Six

Number
of
Children

— Permanent Children

... Transient Children

Iowa Tests of Basic Skills

Capitalization - Grade Six

Number
of
Children

Grade Equivalent

— Permanent Children

. . . Transient Children

Iowa Tests of Basic Skills

Punctuation - Grade Six

Number
of
Children

— Permanent Children

... Transient Children

Iowa Tests of Basic Skills

Language Usage - Grade Six

Number
of
Children

— Permanent Children
 . . . Transient Children

Iowa Tests of Basic Skills

Map Reading - Grade Six

Number
of
Children

Grade Equivalent

— Permanent Children

. . . Transient Children

Iowa Tests of Basic Skills

Knowledge and Use of Reference Material - Grade Six

Number
of
Children

— Permanent Children

... Transient Children

Iowa Tests of Basic Skills

Reading Graphs and Tables - Grade Six

Number
of
Children

Grade Equivalent

— Permanent Children
 . . . Transient Children

Iowa Tests of Basic Skills

Arithmetic Concepts - Grade Six

Number
of
Children

— Permanent Children

. . . Transient Children

Iowa Tests of Basic Skills

Arithmetic Problem Solving

Grade Six

Number
of
Children

— Permanent Children

. . . Transient Children

APPENDIX V. EVALUATION FORM FOR CHARACTERISTICS

CHARACTERISTICS OF THE STABLE
AND TRANSIENT CHILDREN IN
GRADES FOUR, FIVE AND SIX

NAME	Resource ^a ful	Alert ^a	Adaptable ^a	Creative ^a	Popular ^a	Work ^a Habits

a - to be marked with the following code: Excellent - 1; Good - 2; Fair - 3; Poor - 4.

b - to be marked as follows: Yes - Y; Average - A; No - N.

APPENDIX VI. EVALUATION FORM FOR PERTINENT INFORMATION

PERTINENT INFORMATION ABOUT STABLE
AND TRANSIENT CHILDREN IN
GRADES FOUR, FIVE AND SIX

NAME	Comes From Broken Homes ^a	Repeated Grade ^a	Enters Outside Activities ^a	Size for Age ^b	Number of Schools Attended

a - Answer with yes or no.

b - To be marked as follows: Large - L; Average - A; Small - S.

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