xaggerated over the

g questions, adds Ms. "can also lead ents to answers that can

distort the public's real feelings about an issue."

A case in point: In one Gallup/Phi Delta Kappa poll, respondents were asked: "Many people say that discipline is one of the major problems of the public schools today. Would you please look over this list and tell me which reasons you think are most important to explain why

there is a discipline problem."

An overwhelming number of all the respondents -- 72 percent -said the "lack of discipline at home" was at the root of school discipline problems.

Interestingly, when not prompted, an average of 75 percent of those polled said that discipline was not a major problem in their

NEA polls have found growing teacher satisfaction with the school discipline climate.

In 1984, 68 percent of teachers said they were satisfied with student behavior in their classes, and an even higher number, 85 percent, said that their schools provided a safe and orderly environ-

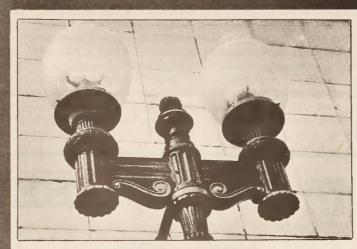
Only five years earlier, in 1979, 74 percent of teachers said that discipline problems impaired their ability to teach.

Continuing the current progress against school discipline problems, notes Ms. Futrell, will take a combined effort by teachers and parents.

"Both educators and parents

agree that we have to instill discipline early and firmly at home first," says Futrell. "If teachers and parents could discuss the needs and problems of each child -- even before the child ever enters a classroom -- then each child would be better served. The more consistent the discipline a child receives, the better off the child's education."

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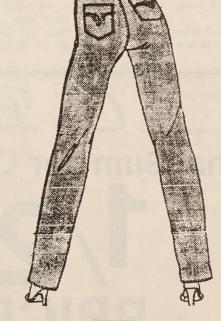
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