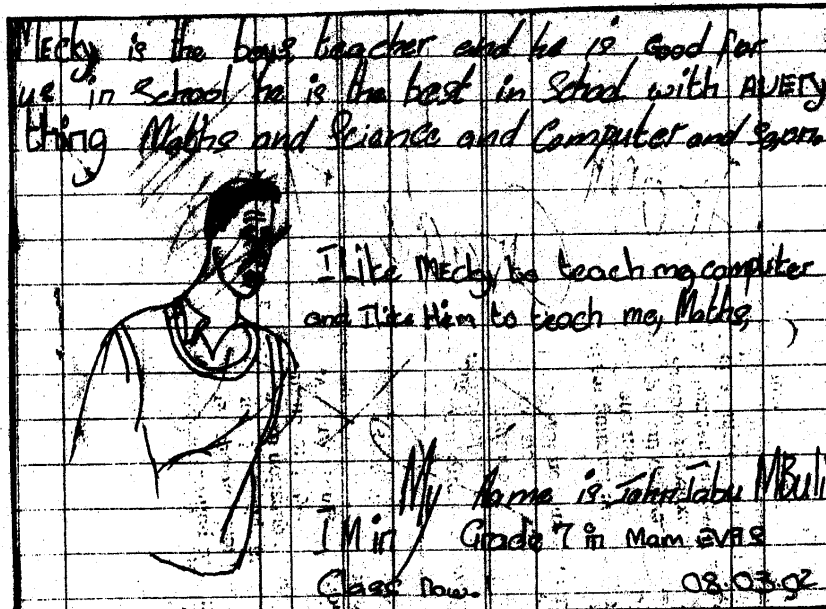


them, I was fair, I was like a parent to them and that I liked them for who they were. The list of personal qualities such as honesty, intelligence, generosity, wisdom sensitivity, sense of humour, love of children and gentleness which they enjoyed in me were also interesting and insightful and provided guidelines for future classroom interactions. Perhaps by being myself and interacting in this way I had, as Foley (1983) says, created a new image of an adult for them. There were only two negative responses.

As further evidence of the positive relationships I had established with the boys I include a spontaneous tribute one of the boys gave to Magdel without my knowledge.



All these positive comments and affirming feedback from the children provided the necessary balance and encouragement to counter how much effort, energy and personal giving it took to hold the relationships, classroom atmosphere and learning environment together. My diary records this tentative situation in the classroom.

"I have the feeling that the only thing that is keeping my class together with a sense of order and purpose is my own strength of personality and the way I am treating the