

resist external intervention or observation. In these circumstances, the lot of a child suffering maltreatment is a sorry one. It cries out, not only for increased public education, but for increased systematic training in principles of human development, physiological, social, emotional and intellectual, especially for school staffs.

Through their rankings the young people made clear the Rights that they judged central to their wellbeing. We asked the Malaysians whether they wanted other rights. The kampong Form 3 children asked for access to counselling, a voice in school affairs, encouragement to study

instead of punishment for failure at school, and fair treatment in school. Others asked for rights to be trusted, to be responsible, to be safe on the road, and to freedom for individual expression; they pointed out that parents and teachers need to be good models. Their additional suggested rights not only seem sensible, they also show that these young people understood the task before them and took it seriously.

Malaysian results were broadly similar to Australian results. The objective of international validity for the Declaration of Psychological Rights receives some support in this study.

References

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* Portions of this article have been Adapted from Maluccio, Fein & Olmstead 1986.

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