
Editorial

In publication of this volume of the APS College of Educational and Developmental Psychology journal, the *Australian Educational and Developmental Psychologist*, we celebrate an important milestone. This is the 25th anniversary edition of the journal. With an average of approximately 5 papers per volume and two volumes per year the contributing authors have generated and distributed 250 high quality papers to the international corpus of Educational and Developmental Psychology. All of which has been made possible through the generous voluntary behaviour of the authors and the exemplary Editorial Board.

This issue contains five papers providing insights into a diverse range of topics of interest to Educational and Developmental Psychologists. The first two papers address issues of aggression and anxiety. In the first paper Jenkins and Fletcher provide research into relational aggression and response decision biases in a sample of adolescent females. This paper is noteworthy because of the quality of the arguments given by the authors to extend the Social Information Processing Model. Further, the methods used in this research were complex and exemplary in meeting the research questions. The inclusion of moral reasoning also made this paper particularly interesting. The second paper by Gilmore and Campbell addresses the pertinent issue of diagnostic markers of anxiety in children. By addressing the vexing question of the level of enjoyment of being scared in a sample of children the authors provide an insight into the relevance of the reaction of children to scary stimuli as a potential initial identifier of childhood anxiety.

The remaining three papers form a set associated with the influence of others in various contexts. The first of these papers by Fawcett, Garton, and Dandy compared the influence of parents and peers in adolescents' choice of structured or unstructured leisure activities. Importantly, the findings indicate that popular assumptions about the power of peer influence on the choices of adolescents is not found in research. In the second paper, McInerney, Dowson, and Yeung investigated the association between self-esteem, interest in school work, parental expectancy, perception of the support from significant others, GPA, and days absent from school. Utilizing a very large sample of high school students from the United States of America the authors used structural equation modelling to identify the predictors of self-esteem. Importantly, teachers were described in this research as most influential of the supportive providers to this group of students. In the final paper, by Bowles adolescent communication styles were compared across gender and year level. The findings showed small effects and the profile analysis of the scores identified a group of students who did not utilize

the six communication factors effectively. This method of identification of students could be used in future research. I commend these papers to you and hope that they interested you as they did me.

Currently, the Journal is receiving submissions for 2009 and 2010. If authors have any queries beginning the submission of papers for publication please contact me.

Terry Bowles PhD
Editor