Research Focus on from the Society of Adventist Communicators awards that have come out of the research—all of that.

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extensive field experience and experience need to figure out a way to make that happen. ”

FOR: Kristina, you described your research as “non-traditional” in the sense that traditional research is going into the field, getting something, and bringing it back for study. My field is journalism, and that is research—uncovering the stories of people, finding a source for an interview, conducting interviews, that sort of thing. Journalism is research and reporting. So my project isn’t traditional research, but it’s supporting the effort of research—more creative scholarship, in a sense. We’re saying, “this is what people have been finding, no one knows about it and we need to figure out a way to make that happen”.

FOR: So now you’ve both got what sounds like extensive field experience and experience doing research. How has this affected your professional development?

SG: I’m actually not going into this area, but I now have a permanent obsession with identity. The topic comes up a lot in systematic theology [her area of interest], in relation to the “other.” A lot of theologians are beginning to dialogue with anthropologists, and I realize that my research can be applied to many areas of interest.

Doing the research itself has given me a chance to learn a lot more about my areas of research, and see what it was like to do fieldwork. When you’re the one doing research and not just learning about someone doing research, it’s very enlightening. You begin to recognize the source and the logic behind the methodologies.

KP: The chance that research provided for me to go to another country is really big, and I wouldn’t have had it if not for the under graduate program research and my teachers. I didn’t know there were research avenues for the things I wanted to do—already, in my vision paper, we were interested in social justice, social policy, and not just learning about someone doing research. It’s not just reading about someone doing research, it’s actually being the one doing the research and seeing what it was like.

As I walked, I reflected on the sense of community offered by research. After all, thanks to this conference I already had one new friend who shares a passion for ethics and film. Though facing the challenges of coherent critical thinking and endless reading as solitary labor, once that prised kernel of insight appears, it demands to be shared and vetted by other, interested scholars. So, while research is pursued individually, it can only be of use when shared with a wider community, meaning that interacting and communicating with others is a key skill developed by any successful researcher. These traits grow along with the more individual virtues cultivated by research such as the initiative and responsibility required to set reasonable goals and follow through on those plans. And of course, one cannot forget the sense of pride and personal accomplishment gained from contributing to human understanding of a topic you feel is important. With a renewed heart calmed by these thoughts, I moved into the classroom where I would soon present my paper. Still nervous, but feeling slightly more confident, I sat down and waited as the first presenter for our session (a friend from Andrews) moved forward to begin reading her paper. Giving her a thumbs-up sign, I settled in to enjoy another fascinating scholarly endeavors.

Recent Andrews graduate Theron Calkins in currently teaching English at a public school in South Korea. He always busy writing and exploring the country.

**STUDENT PERSPECTIVES**

Theron Calkins

**The History of a Historian**

Strayer Authors Biography of Loughborough Despite his prolific contributions to Adventist publications, his role as first historian for the church, and his decades as a missionary throughout the world, there has never been a scholarly biography of J.N. Loughborough. Brian Strayer, president of history, is charg ing that with his new biography of the early Adventist pioneer (Review and Herald Press, January 2013). The book, part of the Review and Herald’s Adventist Pioneer series, rep resents the first scholarly history of the first Adventist Historian, and the authoritative book written on his life.

John Norton Loughborough was born in 1832 in upstate New York, and as a boy joined the Millerite movement. He encountered the newly formed group of Seventh-day Adventists in the early 1850s, and enthusiastically joined the movement. He quickly became a traveling Adventist preacher and evangelist in the Midwest and California. He traveled to England as the Church’s first sponsored mission in 1878 and stayed there for five years, starting churches throughout the British Isles. He returned to California and began to consolidate the Church along the West Coast. He wrote the first histories of the Adventist movement, Rise and Progress of the Advent Movement (1893) and The Great Second Advent Movement (1905), as well as hundreds of articles in denominational publications. “His legacy is in his writing of the histories, his articles about grace and present truth, and his organizational development. He established new churches, conferences and unions throughout North America, England, Austra lia and South Africa, as well as other satellite organizations,” says Strayer.

The book began as a request in 2009 from George Knight, general editor of the Adventist Pioneer Series, to write a biography on any one of “half a dozen different pioneers,” says Strayer. “But he tipped the scales a little when he said he’d like historian to deal with our first Adventist writer of history.” Preliminary research revealed to Strayer that Loughborough had been born only a few miles from Strayer’s hometown, “so that was a little emotional tie,” he says. “I agreed to do Loughborough. This was before I knew the huge amount of material we have at Andrews,” he jokes. “Sixty or so diaries; over three hundred letters—I bit off a bit more than I thought I could chew.” With a manuscript deadline of January 2012, Strayer began his research by reading all available secondary literature on Loughborough. “It wasn’t much—a children’s book gave me the outline of his childhood. I checked every reference to him in the denominational his tory textbook, and any references in current literature.” Once he had the big picture of Loughborough’s life, Strayer began reading all of Loughborough’s articles—and there are many—in denominational publications from across the country and spanning over 70 years. Then Strayer turned to Loughborough’s unpublished writings: more than 300 letters and 60 diaries, “little pocket-sized things in which he recorded his personal, private life.” Strayer spent more than two years sifting through articles, diaries and letters to find “the real Loughborough.” While much of Loughborough’s life was lived in the public eye and printed in denominational publications, Strayer was able to discover several previously unknown or obscure facts about Loughborough. To begin with, Loughborough wasn’t his real name: he was born John Lobourgh, and changed his name when he married in 1851. “He was Irish, not English as he liked to pretend,” Strayer says. “The Irish were much hated in America at the time, and it’s probable that his new wife wanted to change the name as quickly as possible.” Loughborough also outlived three wives, which is a known fact but unusual for the time, as most early Adventists only mar ried once and the women tended to outlive the men.

Loughborough’s diaries also reveal more personal sides of him: he wasn’t a good speller, for instance, often writing of going to “Calafornia” and “Great Britian.” Strayer was personally surprised by the fact that Loughborough was only 5’7”. “He often wrote about his height and weight, and was never over 130 pounds. He was tiny, like a leprechaun. Given his importance to our church and its development, we think he must have had almost six feet tall.” The diaries also reveal "Loughborough either ignored or passed over some of the largest controversies in early Adventist history, perhaps because he often had friends on both sides."
Solving the Math Anxiety Problem

Determining Causes and Expressions May Lead to a New Teaching Methodology

Ask most elementary or high school kids what their least favorite subject is, and chances are they’ll say “math.” But the dislike often doesn’t stem from simply a dislike of calculations; rather, the emotional and sometimes physical responses to doing math are part of a phenomenon known as “math anxiety.” Rudi Bailey, professor of educational psychology, school psychology, and special education; and Joann T. Montagano, associate professor of psychology, are exploring the manifestations and causes of math anxiety and are garnering renewed interest in the field of educational psychology in what Bailey calls, “in North America, a nearly universal condition.” Math anxiety, simply defined, is an emotional reaction to doing math. It pops up in children of about the third-grade age, but can be found in people of all ages. It can be manifested in many different ways, from a vague uneasiness to a physical feeling of sickness, and translates across genders and ethnic groups. The phenomenon was the subject of some research in the 1980s, but has largely fallen out of focus since then. “We’ve always known that kids are having problems with math, but never seemed to have enough evidence to do something about it,” says Bailey. “Now it’s becoming a renewed area of interest.” Bailey and Montagano have just finished data collection on a series of studies designed to explore manifestations of math anxiety in intermediate-level children. From the two studies they’ve conducted, they have made 19 presentations at regional, national, and international conferences— as well as six posters at Andrews University’s Celebration of Research in fall 2011. They took their research to the Midwestern Psychological Association in the spring of 2012, as well as the American Psychological Association conference in August, 2012. Since their research represents a resurgence of a relatively dormant interest, their studies have been drawing quite a bit of interest from other researchers. Along with a few other researchers, Bailey and Montagano’s studies are helping bring math anxiety research back into the spotlight.

Their first study was derived from Montagano’s doctoral research. A school psychologist in the Bristol-Goshen area for more than 20 years, Montagano minor in math in college research, but “has always been interested in anxiety in children, especially test anxiety.” Bailey also began his career as a school psychologist, and has long been interested in attention-deficit disorder and its companion as well as visual attention. Their first study drew upon several existing math anxiety questionnaires to determine how math anxiety is expressed when it first starts to appear in children. Bailey and Montagano found that no single math anxiety questionnaire was adequate to their research: “Some of them measure performance, while others measure calculation anxiety, while others measure physiological effects,” says Bailey. When creating a survey of their own, they made sure that all those components were included.

The first study was group-administered to 321 students in Grades 4-6 in the Middlebury-Shipshewana, Ind. school district. Teachers read the surveys aloud to students gathered in their homes, and the students individually marked their responses to statements and questions such as: “When I have to explain a math problem to my teacher, I feel...” “Playing games where numbers are involved makes me feel...”

Two years later, they conducted a follow-up study on 536 students from Grades 4-6 in Elkhart, Ind. This time, they also tested a range of minority children: “The first study was 99.8 percent Caucasian,” says Montagano. “In their studies, math anxiety translated equally across ethnic groups: there was no difference in levels of anxiety. Between the general studies, Bailey and Montagano found that more females were math anxious than males, although they expressed anxiety in the same way. (This may be partially influenced by the commonly held belief that math is not a ‘girl’s subject’ because boys are ‘just better’ at math.)”

Their studies showed that the umbrella heading “math anxiety” actually covers a wide range of anxiety types, any of which can combine depending on the situation the math-anxious child is in. Bailey and Montagano hope to pursue other possible influences on math anxiety, that of math-anxious teachers, who may be transmitting their own emotions to their students. Results begin to “hate” math, because it calls up a number of unpleasant emotions and feelings of inadequacy. While some anxiety is good and functions as a motivator, too much is debilitating, and uses up working memory, which could be used to solve the problem, says Montagano. Helping them overcome their feelings of anxiety or their fear of performance allows them to direct their emotional and motivational support to the math itself, and not the myths surrounding math.

Could we see the rise of the math counselor in schools? Perhaps in the future, although current research into math anxiety isn’t at the point where it begins to affect the curriculum. But the growing interest in math anxiety research shows a promising trend—discovering the causes and expressions of math anxiety may lead to new ways of dealing with math-anxious children. Perhaps in the future, it might be considered to have a learning disability. Bailey and Montagano hope to pursue another possible influence on math anxiety, that of math-anxious teachers, who may be transmitting their own emotions to their students.