PICTURES OF SEVENTH DAY ADVENTIST PIONEERS
A Vital Link To Our History

Seventh-day Adventists are doctrinally heirs of the Millerite movement of the 1840’s. Although the name ‘Seventh-day Adventist’ was chosen in 1860, the denomination was not officially organized until May 21, 1863, when the movement included some 125 churches and 3,500 members. Work was largely confined to North America until 1874 when the Church’s first missionary, J N Andrews, was sent to Switzerland. Africa was penetrated briefly in 1879 when Dr H P Ribton, an early convert in Italy, moved to Egypt and opened a school, but the project ended when riots broke out in the vicinity. The first non-protestant Christian country entered was Russia where an Adventist minister went in 1886. On October 20, 1890, the schooner Pitcairn was launched at San Francisco and was soon engaged in carrying missionaries to the Pacific Islands. Seventh-day Adventist workers first entered non-Christian countries in 1894—Gold Coast (Ghana), West Africa, India, and Matabeleland, South Africa. The same year saw missionaries entering South America, and in 1896 there were representatives in Japan. The Church now has established work in 185 countries.
S N Haskell

Elder S N Haskell is the first Seventh-day Adventist reported to have visited India. The visit was made with Mr. Anderson, who had spent nine years in India as a soldier in the British Army. In the March 18, 1890, *Adventist Review And Sabbath Herald*, Haskell wrote: "Mr. Anderson suggested that we first go to Bombay, and then to Pune. During the visit, they toured many places in Central and Northern India. Elder Haskell became acquainted with the people, religion and culture of India. After extensive study, he wrote:

"The high priest of the Hindus, in Calcutta, remarked to us 'they (the Catholics) have taken their ceremonies from us, and so have the Jews in the ceremonies they carry on in the synagogues.' And true it is that. Looking on from a disinterested standpoint, but little dissimilarity can be seen. In fact, after days of investigation, after seeing them worship before their altars, and burn their incense, and after having conversed with some of their representative men, we came to the conclusion that as far as our knowledge extended we could recognize almost every ceremony of the Roman Catholic Church as being identical with these of the Hindus."

During the visit to India, Haskell and others who went with him became acquainted with many Christian missions workers, and some who had labored entirely alone for years, as teachers in schools and in various ways.
A dedicated SDA Minister, educator and administrator in Southern Asia, while returning to India was lost at sea after having given his life belt to a fellow passenger when the SS Persia was torpedoed in the Mediterranean.

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**Stir me, O stir me, Lord, I care not how.**  
But stir my heart in passion for the world;  
Stir, me to give, to go, but most to pray.  
Stir, till the blood-red banner be unfurled  
O'er lands that still in heathen darkness lie,  
O'er deserts were no cross is lifted high.

**Stir me, O stir me, Lord till all my heart**  
Is filled with strong compassion for these souls;  
Till thy compelling ‘must’ drives me to prayer;  
Till thy constraining love reach to the poles,  
Far north and south, in burning, deep desire;  
Till east and west are caught in love’s great fire.

**Stir me, O stir me, Lord; for I can see**  
Thy glorious triumph day begin to break;  
The dawn already gilds the eastern sky!  
O, church of Christ, awake! awake!  
O, stir us, Lord, as heralds of that day!  
The night is past, our king is on his way!  
H R Salisbury.
In the early 1900s the first SDA Kinnison school was organized at a meeting in Gridley on November 12, 1904. In 1905, a formal meeting was then held and a school was then organized at Kinnison. In 1907, the SDA Kinnison School was the first school in Gridley. The charge of the school was held by a teacher who taught the students.
J S James reflecting over his years of service observed:

“The Indian people are as dear to me as my own flesh and blood. Mrs James and I gave the very best of our young lives and strength to India. We would give the same again a thousand times over, and be happier each time.”

-J S James.

Never realizing that such a call would come, Mr James replied, “Yes.” By October of that same year he was under appointment and arrived in Bombay with his family on Dec. 22. The all-India meeting was then in session in Calcutta and the James family, which included Wilbur and Russel, spent Christmas travelling on a slow train between Bombay and Allahabad. Two years later, in 1908, Mr James was ordained to the gospel ministry at the biennial conference in Lucknow. For seven years Pastor and Mrs James promoted medical, educational and publishing work and established outstations while living at Makkupiri, Tirunelvelly District. During this period, work was opened in the Telugu, Malayalam and Ceylon fields; the first mission-owned bungalow in the Southern Asia Division was built: the first colporteur’s institute was conducted; and the first issue of the Tamil paper appeared—then called Present Truth. James was superintendent of the South India Mission from 1908 to 1915. Returning to India again in 1927 he was manager of the Oriental Watchman and Eastern Tidings. He was superintendent of the Western India Mission for five years.

Mrs James carried efficiently the labours of a missionary wife and mother, doing medical work and itinerating in the villages. At the Publishing House she was the proof-reader and was also secretary-treasurer of the Western India Mission.
W A Spicer
1865 - 1952

Elder Spicer served the Seventh-day Adventist Church for seventy years. His first assignment in India was at the Oriental Watchman Publishing House in 1898. He was a caring person, whose life of service was marked by his cheerfulness and optimism, his strength of character, and nobility of spirit. His name continues to inspire new generations of young people to lives of dedication and service.
Battle Creek

The General Conference of the SDA was first organized in May 1863 at Battle Creek, Michigan. It was a small gathering of 41 members. The next year the Eleventh Commandment Church of the Church of the Latter Day Saints was organized at Battle Creek. The first president was Charles Fillmore. The first treasurer was E. H. Smith. The first secretary was J. N. Andrews. The first president was Albert G. Bates. Presently, the paper is not legible.

Battle Creek, Michigan, USA
Mr. Vara Prasad Rao  
Research Student  
Kolhapur

To  
The Principal/Headmaster  
Seventh Day Adventist Schools

Subject: Suggestions and Recommendations

As per my research work conducted at your esteemed school, here with few suggestions and recommendations for the all-round development of the child and as a whole to the society of Maharashtra.

The following are the major findings came across in the research study along with the suggestions. Kindly take necessary implementations of the values and attitudes to be inculcated in students which are identified in the research study:

1) Only 87 percent of students show respect towards the national anthem. 52 percent of the total students sometimes show respect towards national anthem. The concern worry is about the 7.33 percent of students never showed respect towards the national anthem. Thus Seventh Day schools should take efforts in creating the values and attitudes in students towards the nationalism.

2) 19 percent of the total students feel that it is not our duty but the duty of the government to be more concern about Indian crisis. This is a serious concern.

3) 19 percent of the students responded to the statement “upholding the dignity of the nation”, said that it is true and believe that India not a good developed nation.

4) 58.67 percent of students do not have the “motivation to serve the nation”.

5) “Respect for other religion”. Shows that 17.33 percent of students are unable to comment anything or not sure of the given statement.

6) “Religious criteria are must for a marriage”. Shows that 20 percent of the total students strongly expressed that one should marry from ones own religion.

7) “Concern for cleanliness in public places”. Points out that 50.67 percent of the students are not concern for cleanliness in public places.
8) “Commitment for relief operations”. Shows that around 26.67 percent of the total students do not have any commitment to relief operations.
9) “Environmental consciousness” points out that 21.33 percent of the total students lack complete knowledge about the environmental degradation.
10) “Father and mother equal of house work”. Shows that around 69.33 percent of the total sample disagrees with the statement that father and mother equal at house work.
11) “Father Need not to do house work while mother does job”. Points that 70.66 percent of the students do not have the values and attitudes towards the gender stereotyping.
12) “Encourage violence if your demands not accepted by principal”. Shows that 88.67 percent of the students either join with violence or keep silence while violence is encouraged.
13) “Qualified teaching staff” shows that 21.33 percent of the students expressed that teachers are well qualified but they can’t talk in English or teach in English being English medium school.
14) “Adventist education shapes the society” points out that 24 percent of the students either disagree or unable to comment on the given statement.
15) “Students, teacher’s relation”, it is found out that 12.67 percent of the total students expressed that teachers are harsh and act like masters and treated students very strictly.
16) “Students free excess to school management” found out that 15.33 percent of the students expressed that they never had freedom of free excess to the management.
17) “Proud to be a student of your school” pointed out that around 22.67 percent of the total respondents are not proud of Seventh Day Adventist School.
18) Salaries for teachers are very low comparatively with government scale.
19) Misuse of finance since finance is in the respective schools but not management.
20) Lack of play ground in most of the schools.

Suggestions
These suggestions are for inculcating desired values or attitudes among the students. These are suggested in nine areas of improvement.

1) Clarity of vision and mission
A well define vision and mission provides the Seventh Day Adventist Schools with a certain direction and purpose and serves as a governing constitution by which it would be possible to evaluate decisions and choose behaviors. This helps in the identification of certain qualities or character, values and attitudes that the students of the school need to emulate. A useful exercise for the schools would be to review their vision and mission in terms of the extent to which they address society’s concerns.

2) Sharing the vision and mission
Since education in the schools is the joint responsibility of teachers and parents, it is necessary that each be aware of the vision and mission is jointly shared by all concerned, will it be possible to work in a uniform manner towards attaining desired results.

3) Identification of core values and sub-values
Based on the vision and the mission of the schools, the core values that the school wishes to inculcate among the students should be identified. Each value should be spelt out into sub-values and the desired attributes and impacts should be worked out. It is best not to have too many core values. Involvement of teachers at all stages is important.

4) **Identification of age specific strategies**

Different age-groups of children have different needs and capabilities. The physical, social and emotional characteristics, attitudes and interests that emerge during childhood differ from those of early adolescents which similarly differ from those of mid-adolescence. Also, at different stages of growth, a child is susceptible to different kinds of influences. Therefore the values, sub-values that are identified for each stage- primary, high school and secondary should take cognizance of this fact.

5) **Using appropriate methodologies**

Both curricular and extra curricular activities can be utilized successfully with suitable orientation; teachers can vow the value dimension in the teaching learning process of various subjects. Different methodologies may be adopted for different age groups. For example, at primary level, group methodologies like story telling, song, poem recitation, play way method of teaching could be used. While high school level where children are older, quizzes and debates as well as organized treks and camps etc. could be more effective. Whatever the methodology adopted, it should be able to create an emotional appeal methodologies that involve active participation on the part of the students, rather than passive listening have been found to be more effective.

6) **Creation of a conducive environment**

Since values are "caught" and not "taught", real life examples from the immediate surroundings would influence a child more than any amount of teaching. The programmes and activities of the school should be interwoven with the desired values in such a manner that the child from the time he enters the school, till the time he leaves, imbibes these values in till time he leaves, imbibes these values in each activity that he performs. The social and the emotional climate of the school, including the school rituals and traditions should be conducive to developing the desired values and behaviors. This requires conscious planning on the part of the head of the schools and the staff, proper development and use of resources and involvement of the students.

7) **Developing a system of positive reinforcement**

It is important to evolve a system whereby the students are motivated towards voluntarily displaying and cultivation desired values and practices. A system of praise and reinforcement can help turn desired behavior into a consistent and conscious habit.

8) **Financial crisis**

It is very true that finance plays very vital role in functioning. The salaries given by the Seventh Day Adventist schools are very low. As a result it is found that good qualifying teachers are not available. Schools should try to pay at least monthly Rs.10, 000 to 15,000. More over since finance is in the hands of school, the researcher felt that chances of misuse of finance. It is good if management controls the finance.
9) **Physical fitness values**

Every student needs to play along with studies. It is found out that many Adventist Schools are unable to cultivate the physical values in them. This is mainly because of lack of play ground. Many schools due to lack of space and other limitations, many schools are not in position to have school play grounds. It is must for the management to find out some measures to get some play ground.

Kindly look into the above mentioned findings and suggestions for the betterment of your schools and the society.

Thank you,

Sincerely yours,

**Vara Prasad Rao V**
Research Student

Cc: Principal/Headmaster of Seventh Day Adventist Schools (Mumbai, Pune, Lasalgaon, Nagpur, Kolhapur, Hathkanangle and Ichalkaranji)