

Oral Reports

When I taught in school, I didn't go by the regular standards. Children were terrified of getting up and speaking, so that was all that we did. We didn't even have written tests; I just gave oral tests. I judged them on how they expressed themselves orally — speaking to the classroom. They were terrified at first, but when the year was over, they were experts at giving oral reports and speaking. They loved to study and they were motivated. They didn't have those multiple choice tests. They were tested orally, and they went on to be princes.

We've emphasized this for the last 30 years: *We have to give oral reports!* Two of people's greatest fears are flying and public speaking. I don't know why we aren't doing it. If I taught school today, I would be doing the same thing. That is how children learn — by expressing themselves orally.

My students would read and then get up and tell us what they read, and *everyone* learned from it because they would hear it over and over. I didn't know much about civics, but I learned by hearing my students. Tennessee history, United States history, science — all those things I taught, and the students expressed it orally.

I don't know whether old Israel did anything in writing. How did our Master learn all that He learned? How did they learn to be orators? They learned by doing it — practice. How many times have you heard that our children need to do oral reports? Hannah LeBlanc, when she was with Sameach, said that it was her greatest fear. She had never done an oral report in her whole life. I told her that she had to do an oral report, and she was terrified.

Sameach — She was in her 60s. Her hands were sweating. Dread came upon her. There were six of us in our community, and Yônêq fired us up to do oral reports, so she did it.

She did it, and we really confirmed her, and she kept on doing it, and she became great. So why don't we do it? How are we going to express ourselves? How did our

Master express Himself before the men in the temple when He was twelve years old? Where did He learn that? It wasn't just divinely given to Him. He learned it! He was able to speak to those people without any fear. He wasn't "God" speaking — He was human, and He learned in His humanity. He learned the history of Israel.

If we aren't learning the history of Israel, I don't know what we are doing. Are we going to know who Moses is, or Noah? We need to learn about Israel's history. We need to know from Adam to Moses, to Elijah, and the ten tribes scattered into the world. We need to know all about how Babylon and the gospel are connected. We need to know what Abraham had to leave. It needs to be inculcated into our children in order for them to preach the gospel and bring the harvest in. If we are only going to teach them about our country's history, then no one is going to get saved. Our children must understand the Word of God — the Scriptures, the Old and New Testaments. That is what we have to put into our children. That is the main course, especially through oral reports.

I didn't give my students any of those written tests, but I made them write theses. They had to write about Tennessee history from the viewpoint of a squirrel up in a tree. Maybe they saw a Civil War battle from up in the tree, and they had to write what they thought happened. They wrote articles like, "What are you going to do if your well runs dry?" They would go home and ask their parents, and get it down, and they would bring it back. It is amazing what children can do if they are motivated.

Before I could graduate college, I had to write a thesis on motivational learning. You have to be motivated. If you aren't motivated, then everything is suppressed; it hasn't been brought out. You have to know the potential of our children. We have to motivate them. Speak to them and test them through oral reports. Tell them to read certain things and come back the next day and give an oral report on what they read. They will get up and become masters in speaking. Fear and intimidation will be gone.

If they are going to be in front of kings, they are going to have to learn how to speak. Something is going to happen to cause the kings to shut their mouths. Maybe they

can take our freepaper articles and give reports on them. The gospel needs to be inculcated into them. When the time comes for the Holy Spirit to come upon them, there will be no limit to what they will be able to do. When the Holy Spirit comes upon them, through the natural learning that they got in their bodies and their minds there will be no limit. But if they don't know anything, then the Holy Spirit can't do anything. He can't draw from a vacuum.

Something was really put into our Master. I'm sure that Mary and Joseph taught Him a lot, or our Father wouldn't have chosen them. The Holy Spirit has to draw forth from what we understand and know. Then it becomes spiritual. Faith comes by hearing. If our children learn to pay attention and hear one another, they are going to have faith, and it will be amazing.

I will say it again: Have you ever heard that we need to have oral reports? Are we doing it? Why don't all the elders resign right now if our children aren't doing oral reports? Resign! You aren't worth anything because you aren't doing what our Father wants, if you aren't having our children do oral reports. You have been told over and over and over again. You can't even imagine what our children would be like if they were doing oral reports.

Nun — It may be uncovering the fact that through the ages of 13-15, the method of teaching really needs to be open discussion. The most inspiring teaching and passing on knowledge and revelation is by the teacher inspiring the children through oral communication and drawing them out.

That is what I said during the freepaper meeting. That is exactly how we did it. We would share back and forth — share and share. They would say, "I learned this, and I learned that." Everyone was speaking what they learned, so everyone learned. I never gave anyone a "D" or an "F" — I gave according to their attitude, to their potential and motivation.

Nun — In ancient civilizations, they didn't have the writing skills. The format was in communication — oral discussion, oral stimulation. That is how they passed on knowledge and history. It seems as if it bore good fruit

in our Master's life. When He amazed the teachers of the Law at the age of twelve, He wasn't being "God" — He was a human being demonstrating and manifesting the fact of how He had been trained and taught. He had acquired understanding, revelation, and knowledge. He was only doing and presenting what had been inculcated into Him.

This gives us a key, if we can just see it. This is the essence of how inspiration and revelation is passed on to our children. That might be why around the ages of 13-15, our children seem empty. We have probably been giving them all of those tests, but it hasn't been getting that motivational factor into them to actually learn, equipping them with skills for adulthood.

Yahshua increased. If He were just God, and God were speaking, and He didn't have to think, then He wouldn't have increased. It says that He increased in wisdom and stature, and in favor with God and man — He *increased*. He *grew* in understanding. He had to understand humanly, and He increased in that way. We have to be like Him and follow in His way of doing things.

We have to train our children as He was trained, and not as the world trains children. We aren't going to astound the world by being like the world. We are going to astound the world with something absolutely, totally different.

Mevaser of Yoceph — Here is that ancient teaching method, "These words which I command you today shall be in your heart... You shall teach them diligently to your children, and you shall talk of them when you sit in your house, and when you walk by the way, and when you lie down and when you rise up." It is all about speaking — oral communication, and getting feedback. We have to find out what they got from it.

Nun — Even though our children go to the gatherings and hear teachings over and over, there is a missing element, and that is placing a proper demand on them to get it out orally so as to internalize their conviction and faith. They hear and they have to respond. It is all organic. They come to the gatherings, and there has to be a constant contribution and outspokenness. Oral discussion and oral teaching produces oral reports, which gives them confidence to present themselves without doubt. We can see that if we have never done this before, we have got to do this now. If the children are lost, then we are lost.

Lo Nekar — When I was in school, I didn't think that you were supposed to talk. Then I had a history teacher who got us talking, and it was my favorite class. I learned more that year than any other time.

I was totally unorthodox when I taught. I wouldn't dare give someone an "A" and someone else a "D." Sometimes, the people who got low scores eventually surpassed the ones who got higher scores. I learned the difference between late bloomers and early bloomers. A late bloomer can surpass the early bloomers in many cases. They all come from the same tree and the same source, and they have potential if they are motivated. There is no telling what they can do. We cannot think that they are dumb, because they are not. They are late bloomers. Maybe one is excelling because he is an early bloomer, and the other one is a late bloomer, and he might get an inferiority complex if you don't catch it early and encourage him all the more.

I knew a man who was great in high school. He could run touchdowns over and over. He was an early bloomer. When we got to college, the late bloomers exceeded him. He wasn't the star anymore in college. They caught up to him. Babies are all different. One can climb the stairs early, and the other is a little bit later, but in a few months, both are climbing together. We have to put this into our children. Don't make them think that they are slow or dumb or stupid — you are killing your child if you let him think that. You have got to encourage him. Don't give him an inferiority complex.

An inferiority complex comes from the parents through the way they treat their children, and from the way teachers treat them, giving them grades. I didn't even grade the children. I gave them all an "A." The other teachers didn't like that, but the students liked it. I saw their potential. I evaluated them according to their potential, their "talents." Some of them have two, others have five, and some might have ten. What do you expect? Would the one with two talents be the same as the one with ten? No. But they all deserve an "A" if they are using all of their talents. That is how our Father grades. Don't grade them according to their intelligence.