

AMENDMENTS TO  
TE. CH THEM TORAH

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FIRST YEAR

Course 14A - No change

Course 14C - Part (i) Rashi - no change  
Part (ii) Delete

add the following in its place

(ii) Jewish Ethics

The teacher should explain and discuss with the pupils the following topics:-

Genilut Chesed	Tzedakah
Showing a person in public	Shmirat Halashon
Genaivat Da'at	Not placing a stumbling block before the "blind".
Returning lost property	Rising up before scholars and elderly people

Particular emphasis should be placed on how to bring the above into the pupils' daily lives and to accomplish this the teacher should invent situations which illustrate the above topics.

- Part (iii) Delete

add the following in its place

(iii) Introduction to the Laws of Shabbat

The laws concerning work which is forbidden on Shabbat are extremely complicated and it is intended that in this course the pupils will obtain an introduction to these laws.

The principle acts of work which are prohibited on Shabbat (Avot Melachah) come under 39 headings which cover the entire field of creative work. Great use will be made of the illustrated chart "The Forbidden Labours of Shabbos" produced by Torah Umesorah and a copy should be distributed to each pupil and stuck into his exercise book. The teacher should go through this chart with the pupils explaining in particular the meanings and significance of Av Melachah, Toldah, Shevut. (It is not intended that the pupils learn by heart the names of the 39 headings of forbidden work. They should, however, have a very good indication of the range of activities covered by them).

Course 14D

Parts A and C - no change

Part B - add the following

(e) The pupils should be taught the translation of the first three Berachot of the Amidah (excluding additions such as Zochrenu) and the teacher should explain to them their meaning and significance.

(f) The Thirteen Principles of Faith codify the fundamental doctrines of Judaism and they appear in two forms in the Siddur - one

as the principles of Faith themselves and the other as the Yigdal. With constant reference to the text, the teacher should explain to the pupils that these principles of Faith are divided into three groups dealing with the following subjects:-

- (i) the Existence of G-d
- (ii) Revelation
- (iii) Reward and Punishment

The pupils should then learn the translation of these principles and a brief discussion on each principle should be conducted in class. The pupils should then compare each verse of Yigdal with the corresponding principle of Faith. The evening services of Shabbat, Yom Tov and the Yamim Noraim end with Yigdal and on each occasion it is sung to its own distinctive melody. Tape recordings of these tunes should be played to the pupils.

Course 14E - A slightly amended version of this course will be found on a separate sheet.

Course 16F - Delete this course and add in its place:-  
Course 26F Paragraph 15 to Course 36F Paragraph 12.

Course 14G - No change

Course 16L - Add the following

C. Introduction to Mishnah. (i) The book used for this introduction will be "Gateway to the Mishnah" by Dr. Isidore Fishman and all the pages given will refer to this book.  
(ii) The pupils should first study the introduction pp XV - XIX  
(iii) The arrangement and contents of the Mishnah are given on pp XXI - XXVII and the teacher should go through it with the pupils. Point out to them that these 63 Tractates cover the entire field of Jewish Law. It is not intended that the pupils should remember the names of these 63 Tractates. However, they should remember the names of the 6 orders of Mishnah and have an idea of the contents of each order.

Course 16M - An amended version of this course will be found on a separate sheet.

(N.B. In 5734 (1973/4) there will not be a slow-learners class in the first year).

#### SECOND YEAR

Course 24A - No change.

This course will, however, only be studied by sets (ii) to (vi). Set (i) will study the following in its place:

Chumash with Rashi: Exodus Chapter 17 verse 8 to Chapter 18 verse 27. The pupils should learn the translation of the texts together with their explanation. The verses in Chapter 17 deal with the war with Amalek and the teacher should explain the various points

and the ethical lessons to be learned from them as given in Course 24C Part (i). Chapter 18 is the beginning of the Sidra of Yitro and the following points should be given particular attention by the teacher.

- (i) Conversion to Judaism - a Ger Tzedek
- (ii) The composition of and procedure used by a Beth Din in civil actions.

Course 24C - Set (i) Mishnah - Megillah

The pupils should learn the translation of the text of the entire Masechet and the teacher should give them the explanation according to Rabbi Ovadiah of Bertinoro. The various terms and concepts contained in this Masechet should be considered and discussed in greater depth.

Gemara:- Berachot 26a (Chapter 4) - 27a (Tefillat HaMinchah ad HaErev).

The pupils should learn to understand the Gemara and also be able to fit in the words. (This section of the Gemara is also included in the third and fourth year courses in order to encourage these pupils to find "Chavrusos" with the older pupils and revise this Gemara together).

Set (iii)

- Part (i) - Rashi - no change
- Part (ii) Mishnah - no change
- Part (iii) Delete and add in its place -

(iii) Jewish Ethics

(a) The teacher should first briefly revise the topics covered under Jewish Ethics in the first year's course.

(b) In a similar manner the teacher should then explain and discuss the following topics with the pupils:-

- Kiddush HaShem and Chillul HaShem
- Mesirat Nefesh
- Bal Tashchit
- Nekama V'netira
- Hospitality to way farers
- Visiting the sick
- Accompanying the dead to the grave
- Comforting mourners

Making peace between man and his fellow.

Particular emphasis should be placed on how to bring the above into the pupils' daily lives and to accomplish this the teacher should invent situations which illustrate the above topics.

Set (v) Part (i) - Rashi

Most of the pupils in this set will not yet have mastered the reading in Rashi Script and the teacher should begin this part of the course by thoroughly revising the reading of this script. The pupils should then learn extracts from Rashi on Exodus Chapter 17 verses 8-16 and

the various ethical lessons which can be learned from them discussed in class.

Part (ii) - Mishnah. Paragraphs A,B,C(i), in Course 24C.

Part (iii) - Delete and add in its place.

(iii) Jewish Ethics as for set (iii) but in less detail.

Set (ii) This course will consist of three parts.

(i) Rashi (ii) Kitzur Shulchan Aruch and (iii) Jewish Ethics.

(i) Rashi as for set (iii)

(ii) Kitzur Shulchan Aruch. In the section of the Eshet Chayil course which is studied in the second year, the girls learn in a practical manner about the koshering of meat. In this part of the Rabbinics course they will therefore learn selected paragraphs from the Kitzur Shulchan Aruch on the chapter dealing with koshering of meat. The paragraphs to be studied are as follows:- Chapter 36 Paragraphs 1, 6, 7, 8, 9, 10, 11, 12. The pupils should learn the translation of the text and it is most important that they understand the meaning.

(iii) Jewish Ethics as for set (iii)

Sets (iv) and (vi) This course will consist of three parts.

(i) Pirkei Avot. (ii) Kitzur Shulchan Aruch and (iii) Jewish Ethics.

(i) Pirkei Avot Chapter 1. Paragraphs, 1,2,4,6,7. The pupils should learn the translation of the text and the teacher should give them the explanation according to Rabbi Ovadiah of Bertinoro.

(ii) Kitzur Shulchan Aruch as for set (ii) but in less detail.

(iii) Jewish Ethics as for set (iii) but in less detail.

#### Course 24D

Parts A,B and D - no change.

Part C - (a), (b), (c) - no change. Add:-

(d) The translation of the first three Berachot of the Amidah were taught during the first year and the teacher should now revise them.

(e) The pupils should now be taught the translation of the last three Berachot of the Amidah (excluding additions such as Ya'aleh Ve'yavo, Al Hanisim) and the teacher should explain to them their meaning and significance.

N.B. Sets (i) and (ii) will study this course in more detail at a more advanced level.

Course 24E - A slightly amended version of this course will be found on a separate sheet.

N.B. Sets (i) and (ii) will study this course in more detail and at a more advanced level.



Course 26F - delete this course and in its place add Course 36F Paragraph 13 to Paragraph 30.

Course 26L - a slightly amended version of this course will be found on a separate sheet.

Course 26M - an amended version of this course will be found on a separate sheet.

### THIRD YEAR

Course 36B - delete this course and add the following in its place: The Syllabuses which I have recently written for Religious Knowledge both O-level and CSE have been approved by the respective boards. It is therefore intended that the pupils start on these courses during the third year. Pupils in the aleph and bet classes will start on the O-level syllabuses and pupils in the gimmel class on the CSE syllabus. Since everything contained in the CSE syllabus is in the O-level syllabus, a transference of a pupil from one syllabus to the other should not be at all difficult. Copies of these syllabuses and specimen questions will be found on a separate sheet.

### Course 34C

#### Set (i)

Gemara:- Berachot 26a (Chapter 4) - 27b (Omar Rav Chiya - about 17 lines down). The pupils should learn to understand the Gemara and also be able to fit in the words. The pupils should also be taught selected comments of Rashi on this Gemara. (This section of the Gemara is also included in the second and fourth year courses in order to encourage these pupils to form "Chavrusos" with the pupils of the other years and revise this Gemara together).

#### Set (ii)

Part (i) Recognition of Sifrei Kodesh - no change, except that this part of the course should be covered in much less detail.

Part (ii) Gemara - no change.

Part (iii) Delete and add in its place

(iii) Jewish Ethics The teacher should explain and discuss with the pupils the following topics:-

(a) kindness to animals - illustrate this by going through the Torah and show the Mitzvot concerning kindness to animals. These include amongst many others - not killing an animal and its young on the same day, sending away the mother bird, not muzzling the ox, feeding one's animal before oneself, Shechitah.

(b) Repentance - briefly summarize to the pupils what the Rambam writes on Teshuvah.

(c) Yetzer Hara and Yetzer Hatov. Discuss with the pupils the idea of freewill in Jewish thought.

### Set (iii)

This course will consist of three parts.

- (i) Pirkei Avot. (ii) Kitzur Shulchan Aruch and (iii) Jewish Ethics
- (i) Pirkei Avot. Chapter 2 Paragraphs 1,2,3,5,6,8. The pupils should learn the translation of the text and the teacher should give them the explanation according to Rabbi Ovadiah of Bertinoro.
- (ii) Kitzur Shulchan Aruch. Chapter 143 (Honour to Parents). The teacher should select a number of paragraphs from this chapter and the pupils should learn the translation of these paragraphs and also thoroughly understand their meaning and implications.
- (iii) Jewish Ethics. - as for set (ii)

Course 34D Part (i) - add in the following after G. The pupils should learn the translation of the intermediate thirteen Berachot thoroughly understanding their meaning.

Part (ii) - no change.

Part (iii) Delete

Course 36E A slightly amended version of this course will be found on a separate sheet.

Course 36F Delete this course and add in its place Course 36F Paragraph 31 to Course 46F Paragraph 9.

### FOURTH YEAR

Course 46F Delete this course and add in its place - Course 46F Paragraph 10 - Course 56F Paragraph 4.

Course 46J Delete this course and add in its place a new course 46C.

Set (i) Gemara:- Berachot. Chapter 4 - a continuation of the Gemara begun in the third year. The pupils should however now be at a more advanced level and emphasis should be placed on the fitting in of the words. A number of the comments of Rashi on this Gemara should also be studied and the simpler Tosfot could be outlined to the pupils. Revision of the Gemara learned in the previous year should also be performed. (The pupils in the second and third years will be learning the beginning of this chapter of Gemara and these pupils should be encouraged to form "chavrusos" with them to revise this Gemara together)

Remaining sets At this stage in the pupils' school career, unless a pupil is interested in the study of Rabbinic texts, it becomes extremely difficult to teach them it (especially since there is no external examination at the end of the course!) One should therefore devote more time to Jewish Ethics and great emphasis should be placed on class participation and discussion. It is not intended to write a rigid syllabus for this course but the teacher should decide from the "feel" of the lessons in which topics the pupils are most interested. The following subjects are suggested to the teacher for inclusion in this course:- Business ethics. The sanctity of marriage. Autopsies. Dangers of assimilation. The attitude towards other religions.

#### Course 460

The top two groups should study the new O-level syllabus and the third group the new CSE syllabus. (Since everything contained in the CSE syllabus is in the O-level syllabus a transference of a pupil from one syllabus to the other should not be at all difficult. Copies of these syllabuses and specimen questions will be found on a separate sheet.

#### FIFTH YEAR

Course 56F In place of all the paragraphs in this course:  
Paragraph 5 - Paragraph 16.

Course 56K - No change.

Course 560 - The top two groups should study the new O-level syllabus and the third group the new CSE syllabus. Copies of these syllabuses and specimen questions will be found on a separate sheet.

#### SIXTH FORMS

A number of different courses and also Shiurim will be arranged for the upper and lower sixth forms and at the beginning of the academic year the pupils will be able to decide for which courses and/or Shiurim they wish to register. The details of the subjects will be given at the beginning of the academic year.



