



## התוועדות י"ט כסלו תשמ"ב Comprehensive review sheet

### שיחה א'

1. It's a minhag that when there is a gathering for a specific occasion, even though it is not the first time, we speak it over. (7 min)
  - a. What is an apparent issue with this minhag, especially being that it involves speech?  

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2. We find this minhag especially stressed by the holidays of Purim and Pesach. Regarding Purim, we find a posuk answering this puzzling minhag. It says "Hayomim hoeleh nizkarim v'nassim". (6 min)
  - a. What does this posuk mean?  

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  - b. How does this posuk answer why every year you should speak over the events of the occurring holiday?  

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3. So too regarding the yom tov of Yud Tes Kislev; through recounting every year about the self-sacrifice of the Alter Rebbe, we too are inspired to follow and emulate in his actions. (5 min)
  - a. What type of sacrifices did the Alter Rebbe make?  

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  - b. What actions will we be inspired to follow?  

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לזכות יעקב בן הרצל'ה ומשפחתו שיחיו  
לחיוזוק ההתקשרות לכ"ק אדמו"ר זי"ע





### שיחה ב'

1. In continuation to what we spoke about before that we have to learn from the Alter Rebbe's actions; seemingly there are many special things about the Alter Rebbe. (3 min)
  - a. What is one special idea that The Alter Rebbe stressed in his letter?  
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2. This one thing that the Alter Rebbe stressed is seemingly not the main topic in Judaism. He should've quoted the posuk, "I am Hashem your G-d Who took you out of Egypt;" this would've been more appropriate.  
On this posuk itself there is a question. The last part of the posuk says "Who took you out of Egypt", seemingly it should've said "who created the heaven and the earth". (5 min)
  - a. What is the contradiction between the first part of the posuk of "I am Hashem your God" to the end of the posuk "who took you out of Egypt"?  
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3. The answer is that they are not two contradictory concepts; rather, [the goal is] elevating even the lowest place, so it should be closer to Hashem. This is bringing Hashem to His true completion. (2)
4. The same question which we had about Mitzrayim, which was the general Exile, we have regarding every Jew - who is in a personal exile. Why did Hashem take a Jew, who was on the highest heights, and bring him into this low world. (3)
  - a. Why, indeed, did Hashem do such a thing?  
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5. This idea was brought out during Matan Torah, when Hashem became a real part of the world; to the point where there was no echo. (2)
  - a. What does the fact that there was no echo show?  
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## שיחה ג'

1. When speaking about the release, the Alter Rebbe stresses that it was done wondrously and extraordinary throughout the whole land, even from the perspective of the nations and the ministers. (3 min)
  - a. Everything is an horaah. What lesson do we learn from this?  
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2. This is also stressing the importance of a normal civilized society where people behave in an honest and upright way, not because of fear, but because this is the right thing to do. (7 min)
  - a. How is this accomplished?  
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  - b. In what way do the schools have to teach?
3. There is also an additional thing in which has to be examined. To preface: just like there is sometimes a contraction between where a person finds himself during the six weekdays and where he finds himself on Shabbos, so too, there is a contradiction between where a child finds himself during school and where he finds himself after school hours. (4 min)
  - a. What is the contradiction that a person finds in himself between Shabbos and the other days of the week?  
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  - b. What is the contradiction that a student finds between when he is in school and out of school?
4. It is therefore the utmost priority and responsibility of the administration to prevent this from happening. (5 min)
  - a. What is the idea that the Rebbe gives that all schools should establish?  
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## שיחה ד'

1. The founding of Tzivos Hashem: (6 min)

b. Why was Tzivos Hashem established?

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c. How is a member of Tzivos Hashem compared to a soldier?

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2. This is also connected to the fact that each child should have a letter in the Sefer Torah, through this, their connection with each other and with the Torah will be strengthened. (2 min)

## שיחה ה' – הדרך על מנין המצוות

1. The last mitzva in the Torah is that every individual should write a Sefer Torah. (3 min)

a. What is the apparent question that is raised?

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2. The above question is strengthened by the fact that we see that indeed, Gedolei Yisroel wrote Sifrei Torah, but we don't find that they were careful to write it immediately when they turned Bar Mitzva. We then try to say that the mitzva is that at some point during the lifetime of a person it should be done, just like the mitzva of Bris Mila is throughout the lifetime of a person, so therefore one needn't write a Sefer Torah right away. (6 min)

a. What is the difference between the mitzva of writing the Sefer Torah and the mitzva of Bris Mila, because of which they cannot be compared to each other?

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3. A possible answer is brought from editing a Sefer Torah, but we can't use it because we never find people being careful in this. (3 min)

4. The final answer we find from the fact that immediately when one becomes bar mitzva, he is called to the communal Torah. (10 min)

b. Explain how this answers the question of this hadran.

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## שיחה ו' – הדרן על מסכת ברכות

1. In the end of Maseches Brachos there are many discrepancies between the Bavli and Yerushalmi. The Bavli ends by discussing about how talmidei chachomim don't have rest, and then how they increase in peace and then how they are called "builders," meaning that Torah study is their title, and then by stating many expressions of peace. The Yerushalmi speaks first about mitzvos, and how Torah scholars increase in peace in the world. (5 min)
2. To begin to explain: (7 min)
  - a. What are the two types of learning Torah?  
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  - b. Which one is like the Bavli and which one is like the Yerushalmi?  
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3. Based on this, we can now explain the differences between the Bavli and the Yerushalmi. (4 min)
  - a. Why, does the Bavli say that builders (talmidei chachamim) is the actual title of people that learn, as opposed to the Yerushalmi, which does not?  
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4. This also answers why the Bavli ends with many expressions of peace - because it's talking about the level of talmidei chachomim that are higher than the world and therefore they have the ability to affect and impact the world. (8 min)
  - a. Explain what the torah study of the yerushalmi is considered, in comparison to all the other mitzvos?  
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5. The above may also answer why the Yerushalmi stresses on the importance of mitzvos as opposed to the Bavli. (5)
  - a. What is the reason?  
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### שיחה ז'

1. Giving out cards now for chalukas haShas: (1)

b. What should a person do if he knows that he will finish more than one masechta?

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### שיחה ח'

1. There should be gatherings arranged especially in connection with the upcoming holiday, Chanukah, and a special emphasis should be placed on getting people a letter in the general Sefer Torah. (9)

a. What should the children be told at these gatherings?

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b. Who should there be a special effort made to get them signed up in the Sefer Torah?

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2. Hashem gave us the Land of Israel, now, openly, we have most of the Promised Land, and through our following the Torah we will get the entire allotted portion and maintain peace and safety. (7)

a. How can we stay strong in not giving in?

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b. What does every single Yid say in yom tov davening that gives a reason for the fact that we do not yet have all of the Land of Israel?

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3. America wanted peace, with or without Eretz Yisrael giving away land. They could've not given away anything. (10)

a. What can't the Rebbe mention Camp David in Lashon Hakodesh?

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b. What did Eretz Yisroel's giving away the oil show the other nations?

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בי"ה

### שיחה ט'

1. Strengthen the doing of the the ten mitvzoim, especially getting people a letter in the general Sefer Torah. (5)
  - c. When we make a strong resolution to be active in the above, what happens right away?

