

ESCape

11.

the trilingual magazine of the students of the english department
published by the English Students' Club



Who is ESCape Magazine?

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Dear fellow students and other ESCape lovers... Here we are again, for the last time this semester, with some kind of a "vacation issue" – meaning you will get more reading this time than you are normally used.

First of all, let me remind you of the great night we had together at Fléda a few weeks ago. Since many of you were there I will not bother you with detailed descriptions. But for those of you who were not there: the party went on till 4 a.m. so you can imagine the rest... On the next page there are also some pictures – just to "whet your appetite". You can find more than hundred pictures on our web page.

And now to the reading part... Apart from the usual content – review and expedition – more than a half of this issue is devoted to an interview with the Head of our Department, Mr. Jeffrey A. Vanderziel. Do not get discouraged by its length, it is more than worth reading...

Creativity Night 2007



Mapa blúdiacích filozofov

alebo
recenzie hospod v okolí Fildy

Café Maia

Útulné prostredie Café Maia určite není bloudícím filosofům neznámé. Stačí zahnut za roh naší fakulty na ulici Jaselskou a vstoupit do prosklených dveří příjemné kavárny, kde si přijdou na své nejen milovníci kávy. Ti ale budou mít dilema, jakou specialitu si vybrat.

Z osobní zkušenosti doporučuji například karamelovou kávu, můžete si ale smlsnout i na kávě vídeňské, alžírské a nejen na nich, za zmínku stojí i výborná hustá čokoláda. Kdo má chuť ke kávě něco dobrého zakousnout, jistě neodolá cukrovinkám, které se svůdně otáčejí v prosklené výloze. Sami jistě rádi objevíte v jídelním lístku další milá překvapení. Obsluha je rychlá a příjemná, takže nemusíte dlouho čekat, než vám přinesou nějakou tu kávičku, kterou si můžete vychutnat u kulatého stolku a přitom pozorovat prosklenou plochou cvrkot na (snad konečně opravené) Jaselské ulici; ať už při rozhovoru s kamarády nebo při čtení něčeho poučného – až budete příliš znavení akademickou literaturou, můžete se dozvědět třeba něco o nejnovějších módních trendech z časopisů, které tady jsou k dispozici. Nekuřákům by mohlo vadit, že se tu kouří, přesto se ale návštěva této kavárny rozhodně vyplatí.

A malá ilustrace, kolik dáte za kafičko:

Espresso	25 Kč
Turecká káva	22 Kč
Latte	35 Kč
Coffee toffee (karamelová káva)	39 Kč

Escape dáva:



-mš-

Expedition 5 **Žďárské vrchy**

Žďárské vrchy is a forested hilly region in the northern part of the Bohemian and Moravian Uplands. It is primarily famous for its unspoiled and untouched nature. Its undulating landscape looks like a mosaic of hills, forests, pastures, fields, meadows and ponds. To this day, the region has maintained the character of a balanced cultivated landscape. Žďárské vrchy, as well as most of the other regions of the Bohemian and Moravian Uplands, has never been richly populated due to its low soil fertility and loneliness is an aspect of the land. You may walk in the country for hours without meeting a single person.



This picturesque landscape with forested peaks and flat, wide valleys gives a very romantic impression. The climate is rather cold and windy and in winter, the region is difficult to access unless you fancy cross-country skiing. Whenever I visit Žďárské vrchy, I feel enchanted by its beauty and, at the same time, cannot help thinking about how physically hard life must have been for early settlers in this region. And then, thinking about its well-preserved cultivated landscape again, one has to ask how did the people manage to live in harmony with the land? What were their beliefs?

It is probably the unique atmosphere of the region created by its outstanding natural beauty and harsh living conditions which has attracted the attention of a number of artists, among them for example the painters Antonín Slavíček (1870-1910) and Jan Zrzavý (1890-1977), and a number of writers and poets such as Jan Skácel (1922-1989). Though most of Skácel's poems are connected to the region of the Southern Moravia, he also loved the Bohemian and Moravian Uplands and I have attached two of his poems as a lyrical bonus to this non-lyrical, descriptive text.

The region of Žďárské vrchy is interwoven with a number of interesting marked trails so it is difficult to focus on a single one only. If you want to visit this area the best thing to do is perhaps to go to Žďár nad Sázavou and from there take a bus to one of the various small villages in its northern surrounding. Have a look at a map (Klub českých turistů n.48) and you will see that there are really many ways to go. Anyway, I think that there are a couple of places which are especially worth visiting.

The church of St. John of Nepomuk at Zelená hora in Žďár nad Sázavou is a unique work of the Baroque-Gothic style designed by the architect J.B. Santini from the 18th century. It was constructed on a star-shaped plan and it is considered to be the most unusual work by the great architect.



The church of St. John of Nepomuk at Zelená hora

The highest (and most famous) peak in the area is a gneissic rock - Devět skal (Nine Rocks) - 836 metres above sea level. However, it is usually overcrowded and one may easily get in trouble with wasps that seem to love this place. There are more similar peaks and observation places in the area, such as Malinská skála, Lisovská skála, Dráteníčky, or Pasecká skála. All of these offer wide views of the landscape for you to enjoy.

You can decide to follow the tracks of the folk architecture to Blatiny, Krátký, Sněžné, Fryšava and Samotín. These picturesque minivillages (for example Samotín only has about seven farmhouses) have a strong charisma of rural life and in some of them, for example in Blatiny, it is possible to ride a horse in the countryside.



Blatiny



Samotín

The original fir-beech forest has been replaced by spruce monocultures in most parts of the region. Among the protected fauna found here are for example black storks, black woodpeckers, pygmy owls and ravens. If you see a raven in the blue high above your head, you only have to look around to find the other. These smart birds usually fly in pairs, exchanging their loud and as if articulated squawks. Observing them, one has to wonder why they usually have such negative connotations in literature.

Wherever you decide to go, enjoy your stay in this harmonious cultural countryside of exceptional natural beauty.

Sonet o červencové noci na Vysočině (Jan Skácel: *Dávné proso*)

Večer si lehá do polí
Na kamenech se leskne zlatá slída
Měsíc jak chromý pastýř o holi
jedinou hvězdu nad dědinou hlídá

Od potoka je slyšet rozhovor
Z hospody domů vracejí se chlapi
a přou se potmě Něco je moc trápí
Noční chlad dotýká se hor

Posléze všechno ztichne Naprosto
Jen slepá můra do žárovky vráží
Na chvíli vyjdeme si na zápraží

a ohromí nás noci majestát
Tisíce hvězd ach byli bychom s to
po celou noc pod tímto nebem stát

Krátký popis léta

(Jan Skácel: *Odlévání do ztraceného vosku*)

Požáry Ze čtyř stran hoří léto

Omamně kvetou akátové háje
zelená duše vína doutná na vinicích
krvácí vlčí máky v obilí

Přichází tma
a po stříbrném mostě kráčí luna

Svět je jak chleba vytažený z pece
a noc ujídá

An Interview with the Head of the Department, Mr. Jeffrey A. Vanderziel

by Bára Brátová

ESC: As this is an interview for the ESCape magazine, and you were the one who initiated the establishment of the club, this will be the first topic I want to talk about. Why did you propose the establishment of the club?

V: I initiated the idea, I didn't initiate the club. There are three basic reasons. Firstly, such clubs are a standard part of most university departments, the students who study the same or similar subjects join together to form some kind of a social organization. And this forms an important part of student life, is a part of the process of bonding and so on. When the Department had a hundred students and almost all the students went off to Cikhaj together, and most of the students were part of the Gypsywood, it really wasn't necessary, there were other things to replace this. However as the Department has grown over the course of the past 15 years, these things have for a variety of reasons – size, time, focus, opportunity and so on- become less active. So for students to improve their social interaction with the Department, and because the Department is now so big – over 600 students- I thought it was important to have some sort of social organization which could provide an outlet for the students' energy and coordinate certain activities and also provide the Department with a place to turn when we have an idea what students might or might not like in terms of improving the atmosphere in the Department. And the final reason is that these types of clubs provide an additional aspect to the educational process for students. You learn how to do things, you learn how to manage, how to run magazines and newspaper, how to organize, whatever it might be. And these are skills that are also important once you leave this place. So those are I think three pretty important reasons why groups, or club, whatever it might be called, are an important aspect of university life.

ESC: Do you follow the activities of the ESCape club?

V: Only peripherally. I think it also very important however that these clubs are autonomous, self-directing and self-supporting. And I think it would be very counterproductive of me as the Head of the Department or of any teacher to interject themselves into the running of the club. I do have ideas occasionally and make suggestions occasionally but basically I leave this up to the students. I mean I see what the club does, and if I'm happy with everything they're doing, and so if I wasn't I would intervene.

ESC: You said that you make suggestions occasionally, but I don't recall any changes you've suggested.

V: Well, there's one in relationship to the establishment of an additional organization... and it may come up later in the interview, but basically I'm not suggesting anything because I don't think my direction is needed. You are doing quite well on your own.

ESC: So, is it the way that you imagined?

V: I didn't imagine it in any way. I mean I just imagined that there should be something that students run and it should go in the direction they want it to go. And in that sense yes. It has met my expectations. But my expectations are at that really general level.

ESC: Among other things that the club does are various events, the most recent being the Creativity Night which you generously supported financially, thank you for that, but we missed your presence there.

V: I, for a variety of reasons, choose to keep socialization with students to a minimum. This has to do with my past; it has no concern to you or anyone here. But also because of my position as the head of the department, requires me sometimes to make decisions that mustn't be influenced by personal outlooks, opinions or views of individual students or of groups of students. So in a sense the less I know the better. The better for you. You know, that's how I feel. Please don't take this the wrong way but I have chosen...when I came to the university in 1992 I did socialize with students. And after two or three years of that I found that it wasn't a good idea for me. I began to withdraw and I basically stopped socializing with students. And that's a decision that I've made and I think that it has helped me as a teacher and as the head of the department. But I mean if you knew anything about my personal life, which you don't...

ESC: ...well, that's one of the reasons we are doing this interview...

V: ...well, personal questions, I don't know, we'll see. But I mean I'm not a terribly social person anyway. As I grow older and grumpier I've discovered that I like larger groups less and less. So, going to a club where there's going to be a hundred or two hundred people just isn't very tempting.

ESC: Well, there were even more at the Creativity Night.

V: Well, at the Halloween party I did the initiation thing, I saw the reason why you wanted me to do it – I have a role, I come and play that role and then I leave. For me as a person, that's what I'm comfortable with.

ESC: OK, fair enough. I think we can move on. Recently there has been a heated debate about the planned changes concerning Practical English and the letter you sent to the students.

V: If I just can interject there, it's very interesting that the debate has been heated because I've heard absolutely no response from any student in any way, shape, form, manner, place, time or anything. It's as if the letter went out into great vacuum or void and I've heard nothing. So if there's a debate, it's missing me.

ESC: OK, there had been a debate before you sent the letter.

V: Yes, ok.

ESC: As you explained in the letter the changes concerning PE are, and here I'm quoting your letter, "part of a larger reorganization of studies in this Department". Could you be more specific?

V: Well, I set that out in the letter that as in any organization or any academic field of study, there's a constant evolution and change and shift and a department or degree programme which decided that a particular curriculum that was established in Year X was the one and only true curriculum that could never be changed for all time, is mummifying itself. So, there has to be a change. Change in that sense is an inevitable process. The specific case of English language teaching at the Department involves the class sizes that are required, the levels of teaching that are required, the skills of the teachers involved would mean that if we were to continue in this way... basically the perspective that has been developing at the Department amongst many teachers, not all, but many teachers is that our students who are coming to the Department today, not all of you, but a vast majority, have had at least 10 years of English language teaching. So, the question becomes-- is it an effective use of resources to, say, in twenty-six 90-minute periods, which is just a little bit under 40 hours, a normal working week --you know, if you have a job, how much can you learn in one week -- so how much, in a generalized English course, using a course book, in those 40 hours, how much more are you really going to learn? Is it not better to focus those limited hours - and the hours are limited - and they have to be limited, the number of credits and number of hours are not expandable. One of the things that we always have to stress is that the single and double subject students have the same basic curricula. So we create curriculum that we feel motivates and produces students at a high standards, regardless of whether they'll be double or single subject. We want to provide the same education to everyone. And this means we have to look at double subject students and see how many hours they have, how many credits they have. And given that we are Department of English and American studies, this means English linguistics, literature, culture and history.

ESC: And translation.

V: Well, that's really applied linguistics, with some literature and culture involved. So translation sort of covers all of that. This is where the focus and core must be. That's A. And B, we are not a language school. We are not producing primarily teachers who will be teaching students basic English. We are producing teachers, if people choose to be teachers, who will be operating at secondary schools. They will get students who already have had four to five years of language tuition. We are also producing translators, we are also producing diplomats, we are also producing journalists, we are also producing all these other kinds of people. It means we need to produce students with a certain set of skills. And one of the areas that most teachers in the Department have felt that it has been weak historically, is writing. So it happens that we have on our staff a person who is a highly qualified writing teacher and who has not been utilized to the best of his ability. And access to him has been limited to a few selected groups of students. Wouldn't it be a better idea if all the students could have access to his skills as a teacher of writing?

ESC: Who are we talking about?

V: Mr. Nicholls. The same is true if we spoke of fluency. In a class with a general course book, yes, you spend some time talking but many people don't talk at all. But we happen to have dr. Tomková on our staff who is an expert on pronunciation and spoken fluency. Wouldn't that be better if she could have access to all the students give them the benefits of her talents? And what this will enable us to do is to say, in the first year up till now you've had for the past five or six years postgraduate students teaching. Not that they are not good teachers, not that they are not highly motivated. But let's face it, we have more highly qualified language teachers on staff. But because they are committed to doing all these courses, the first students don't get benefit of them- dr. Fictumová etc, etc, we could name names. And wouldn't it be better again to offer the first year students the best teachers that we have? The problems is, the Department, as it is structured now, I mean the previous programme, would have to offer 80 hours, which means forty 90-minute periods of practical language teaching per week. We don't have enough language teachers and we've been using post-graduate students to cover that gap. They should know how to teach English, but that's not primarily what they are here to study, they are here to study linguistics or literature. And wouldn't it be better to ask them to help out in teaching those things. So, there's increasing pressure not to use graduate students so much to teach English. So this is a very complex array of issues with practical language that really lead the department - and I want to stress that it's the Department's decision, it's not my decision - to consider these changes. Yes, there may be some drawbacks. Because we introduce a programme next year, that programme is not for all time. Because it's not a perfect programme. There is no such thing. So in three years we may look and say, well, this worked and this didn't work, what can we change?

Now, you asked about changes. The biggest other change has to do with single subject students. The Department was the first department in this faculty in 1990 to propose single subject studies - that was back in the dark ages. We ran a single English programme for five years. But the single subject students got better stuff, they got special courses double subject students didn't have access to. They got more of this and more of that. And that's not completely kosher. Then in the middle 90s because of the accreditation issues and so on, the single English was cancelled. But with changes at the faculty, we came back to single English. When we reintroduced single English, one of the things we wanted (and in part this is because many of the members of our Department have operated with the Anglo-American system where a student has a major but also a university education) was for students to have access to a wider scope of knowledge. The single-subject students could take a fairly generous chunk of credits anywhere in the university. And we never controlled where, it didn't really matter to us. However, what has happened, because of the way the budget is divided up within the university and the faculty, one of the important measures is the number of credits granted by a specific department. That is how many credits do we produce in the information system. If all departments behaved the way we did, it would be fine, because we would have students from other departments coming and taking our courses. But most single subject

students, particularly at this faculty, don't have that luxury. We give out proportionally fewer credits per student, this also means that we give out fewer credits per teacher. And because we have a lot of practical language courses with small numbers, this meant (according to the statistics) that teachers in this department cost twice what they do compared with other department at this faculty.

ESC: Because of the number of credits and the size of the classes?

V: Yes. So, one of the decisions that we've been forced to take is in order that we need to keep more credits in the Department. It's a sad economic truth. One of the major impacts is that the number of credits that students will be allowed to take outside of the Department is going to be reduced in a fairly substantial way- more than a 50% reduction. Which means, for example, that in the Master's programme single subject students will still be allowed to do 10% of their credits outside of the Department. Which is, if you take away the Diploma seminar and Diploma thesis, actually more than 10%, it's about a quarter of their course load. And that's, I think, very generous. And something similar with Bachelor's level. But this will mean that students will have to take more courses in the Department, which means more credits stay in the Department, which means the budget is in better shape, which means we can pay our teachers better, we can consider hiring additional teachers and so on. This year came a critical point in this budget situation. The budget issue is very complex, because of university's commitments to Bohunice, because of things happening at the Ministry and so on. We don't know what next year's budget will be like. So these changes were absolutely critical for preserving our budget for next year. So, that's the second big area of changes that's going to be happening.

This may seem harsh but when students take courses outside the Department, rather than using the credits inside the Department, they are being unpatriotic, they are stabbing us in the back a little bit, they are stealing from us in a way. I don't mean that to sound harsh, I mean I don't mean it to be unfair or critical of students who are doing it. But the credits could stay here and your credits that's how our budget is calculated. Because even though the ministry gives money per student, that's not how the money gets divided up at university.

ESC: I'm not sure whether students know this. We have to gain 15 credits a semester, which is quite a lot. And there are faculties which offer courses with a much higher credit value.

V: We are addressing this, at least in the Master's programme we are increasing the credits value of Master's level courses to five, so that will also compensate for the amount of effort we ask from our students.

ESC: Good. The students were informed about the planned changes in teaching Practical English only after everything had been decided. Would your approach be the same if the situation was to repeat?

V: The accreditation of our study programmes is based on the presence in the Department of specific scholars. I don't mean to sound this the wrong way, but basically students are transitory, you are here for a year, two years, three years, maybe some of you for five years. But very few beyond that. And because you simply don't have information about all the issues, and nor should you, and it simply would not be practical if we invited one student to a department meeting to represent all six hundred of you. That would not be in any way representative, that student would represent his or her views. Decisions about the programme are decisions that have to be taken behind the staffroom door. There is no role for the students there, I'm afraid.

ESC: Don't you think that students should at least have their say before everything is decided?

V: No, I don't. I feel quite strongly about that. And no American or English university would do it either. I don't think Czech students quite realize the generosity of the situation in terms of the law here, the fact that you have the representation in the senate, for example, one-third of the senators. In a comparable American institution there will be no student representation there. Students have their own board, their own affairs outside the curriculum. But the curriculum is decided by the professors. And when there are issues, like SAC...I mean the SAC seems underutilized. We don't want to take it away, but we would like to find ways to make it more effective. But we are not going to do this now, this is a longer term thing. This is one of the things when we would consult students, but in terms of academic issues I see no role for students.

[...]

ESC: What is your vision of the Department in let's say five or ten years?

V: Obviously one of the major issues in our Department has been, and this is a purely Czech problem and it is a local problem in this Department, is the career growth of the staff. That is the achieving of various academic titles. For historical reasons which go back to the 1970s and 1980s our Department hasn't been as successful or as focused on achieving these issues as for example Prague or Olomouc. So when you look at our Department we look a little bit strange. But that's something that I would hope will be changed in the near future, so in five years I hope our Department will have two or three professors, three or four docents. You know, that we will continue to occupy the leading position that we feel we have in this country and I don't mean to disparage Prague or Olomouc in any way, they are also very good public schools. We feel that we are also in that same league. We would also like to see the continuing development of degree programmes. This year in the fall we will be opening combined studies on the Bachelor's and Master's level, which is an important step in opening up degree to students who may otherwise not have an opportunity. We hope to be involved in accreditation of translation as a Master's degree and with the Romance languages department we are also discussing offering Master's level degree in something around North American studies. So this would be students who do English and French or Spanish - Anglophone and Francophone culture and history or Anglophone and Hispanic language, culture, history and literature. But that's a question of couple of years down the road, that's not near future. What else do I imagine? You know the student organizations as they are existing now will play an increasingly active role in the extra-

curricula activities at the Department, in working with the Department to make things work here, improve services for students and so on.

ESC: Ok, let's change the subject again and focus on you, if you agree.

V: I'll tell you when to stop.

ESC: No problem with that. As you graduated from Central and Eastern European Paleolithic Archaeology I can imagine what brought you here in 1989 as a Fulbright student. But what made you stay?

V: I didn't stay. I came in the spring of 1989 as a Fulbright graduate student, as you said. I spent my ten months here and I left.

ESC: So what made you come back, then?

V: Oh, that's a different question entirely. ... When I returned to the United States I made a decision to leave the studies of paleolithic archaeology I was just burned out on it and I really didn't want to do it at that point. And so I spent the next almost 3 years, 18 months, working as a professional archeologist in the United States. But that, you know, means quite a bit of travel, staying in hotels, it's not a very good existence. And it was not a career opportunity. And when I was in Brno in 1989 I had met a number of people at this Department including Don Sparling and a Fulbright professor who was here at that time named Douglas Dix I had kept in touch with them once I returned to the States and in the winter 1991 I came back. I met up with Prof. Dix and Don Sparling. So this was the second school year after all the changes and they were looking to change the curriculum. The curriculum at this Department before 1989 was of course heavily ideologically restricted. That meant that students did a lot of practical language but they did very little of history and culture. Doug and Don wanted to introduce some American history and they were looking around for people who could do it and because they knew me and knew my background they offered me the job. The idea was that I will come for a couple of years and teach American studies and then probably return or something.

ESC: But you stayed and since 2001 you've been the Head of the Department.

V: You said since 2001? I haven't kept track.

ESC: Yes, since September 2001. But apart from being the Head and teacher you are also a member and chair of the Academic Senate at the Faculty of Arts, a Member of Czech and Slovak Association of Americanists, a member of Central European Association for Canadian Studies and a member of the Czech Association for English Studies. Do you have time for any hobbies?

V: Hobbies...I've never been one for hobbies.

ESC: What do you mean?

V: Exactly what I said. I've never been someone who had hobbies.

ESC: So, is your job your hobby?

V: (laughs) I mean I have a life outside of school. But not in the sense of any particular hobbies. I have a dog. I walk my dog. You can put a picture of my dog in ESCape. I'm not married but I am in a long-term relationship, so that takes up a lot of time. We have a garden, a house in the country, you know, normal everyday life.

ESC: How about culture, sports?

V: Culture...I'm not terribly inclined to go to the symphony and that kind of stuff. I would go once every second year to a concert. In terms of sports in the States I was quite an enthusiastic spectator. So when I was at university I would regularly attend basketball and football games and so on. In this country I don't go to many sporting events basically because I can't stand the standard of the stadiums, the services and so on. If they built a nice stadium, I would be happy to go.

ESC: Would you say that your lifestyle is Czech or American?

V: (laughs) I suppose that there are aspects of my lifestyle that are quite Czech and there are certain things that will never be Czech.

ESC: Could you be more specific?

V: (long pause) No.

ESC: Is it the beer drinking and football watching?

V: No problem with the beer drinking and football watching. That's not a problem.

ESC: I guess there is no longer a language barrier...

V: Well, there's always a language barrier, I mean as you should well know. A second language is a second language. This goes back to why I don't socialize much. When I returned to this country in 1992 this was the height of the wave of expatriates from the United Kingdom and the United States. These people formed their sort of ghetto community where they spoke English and everyone they met spoke English. When I returned to this country I already had friends from 1989 many of whom did not speak English. In fact I outside of these walls don't speak much English. One of the things I noticed from students and this maybe not have been intentional on all of their parts, although on some of their parts it was, I would see students in town and because of the apparent informality of English, and I stress apparent, they would start to chat with me bla bla bla bla bla bla hi, what are you doing, da da da da, you know. But no student would ever address a Czech teacher that they didn't know very very well or approach a Czech teacher in that manner. And I began to realize that some students were trying to take advantage of that situation. So, when a student would see me on a tram or in the city and they would say 'hi' to me and I would always respond 'dobrý den', because I wanted that wall. And I think there is a tendency on the part of some Czech students to take native speakers with a little less respect than they would one of their Czech teachers. And I think that's not a good thing. Obviously we are a bit more relaxed and I'm fairly comfortable

with dealing with students but everything has its limits. That's why I don't even want to speak English on the street. English is what I do at work and once I walk out of the door I don't do it anymore.

ESC: Do you prefer us to speak Czech to you?

V: No, no, no, that's fine. It depends on the situation. It depends on a) how patient I'm willing to be and b) how complex the issue is that the student is trying to deal with. It's a second language for you, and for some students whose English isn't all that it might be, it is just easier to speak with me in Czech. So at least it's clear to me what they want.

ESC: Is greeting you 'hello' ok with you?

V: That's fine, that's fine.

ESC: Is the Czech Republic your home?

V: Home has always been for me wherever it is that I am living. My family moved a lot when I was a child and so I had no particular fixation on place, or attachment to place. I've lived in Brno since 1992, 15 years now, which means I've lived in Brno longer than I've lived in any other city or town anywhere. Home to me does not mean what it means to you.

ESC: So not the place, just the people that you like.

V: No, home is where I live. Regardless of the surroundings, the people, whether I am happy there or not. Home is not an idealized situation for me, it's just the reality of what's on the ground. Very unsentimental, very cold. If it were to happen, and this is purely hypothetical, that tomorrow I had to pick up and move to somewhere, then that somewhere would be my home the next day, I might miss things about Brno, I might miss people in Brno but homesickness is not an issue.

ESC: Do you see yourself growing old here?

V: Sometimes.

ESC: All right, that's all from me. Do you have any comments, wishes, questions?

V: That I want to share with the students?

ESC: Yes.

V: Study hard. Don't cheat. Give 100% all the time.

ESC: Are you just talking about studies or about life in general?

V: About studies and life in general.

ESC: Thank you very much for the interview.



Ada

SNÍDANĚ V KRMÍTKU

**Ke každému
teplému nápoji**



1ks pečiva zdarma!



(platí ve zkouškovém denně do 11:00)

Toto číslo podporilo

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big ape is watching you...

