

So today we come together to celebrate the founding of our school, our academic prize winners, and specifically Lord Holme. {It is a real pleasure to have Lady Holme and her daughter Nicola with us today} Schools deliver to their students countless intangible experiences, and schools foster certain beliefs and personal philosophies in those students. These are the intangibles which Lord Holme and the other pioneering governors have left us with. But we also have three very tangible, reminders of Lord Holme's influence here. The first is of course the Lord Holme Library which Ann Lewis has made a reference to; a place, which has developed out of all recognition from simply a room with 619 books to the multimedia centre with straining bookcases that we have today. The second reminder of Lord Holme is the three principal virtues on which the College is based. These virtues are, in a nutshell, international mindedness, the idea of giving back and finally developing one's fullest human potential. We are going to visit these three virtues over the course this evening. Martin Vladyka, our new Student Council President, is going to give you a personal view on the importance of international mindedness here at ECP. Later Michal Zapletal is going to talk about serving the community and giving back. This is particularly apposite as Michal is the embodiment of our third tangible reminder of Lord Holme which is, of course "The Lord Holme Prize for Service to the Community" which Michal won last year. I believe we have in the audience two other previous winners with us today, Jakub Trefný and Dominik Karásek. But for now, I will start tonight's proceedings with Lord Holme's first principal virtue. Let me read you his words:

*The concept of developing each student's full human potential. Genetic inheritance confers upon each of us a bundle of talents, aptitudes and*

*responses and the life chances that go with them. It is one of the roles of education to identify and nurture these potentials and to raise them further so that each student realises his or her fullest self.*

This idea sits squarely atop what some would say is the nature and nurture dichotomy. I think what I really like about this virtue is that these are the words of someone using simple common sense and personal conviction. In being called to give an opinion, many of us would get distracted, nature, nurture, genetics, environmental factors we'd vacillate to and fro as the latest trends and counter-trends would push and pull our opinions from nature, to nurture and back to nature again. John Locke presented his idea of the tabula rasa, the blank slate view, the view in that humans acquire almost all their behavioral traits from "nurture". Latterly others such as the English Victorian polymath Francis Galton counter-claimed and with it establish term eugenics. Hundreds of studies later, we are no closer to really establishing the exact contract between our genes and the opportunities we have. The battle and debate swings backwards and forwards but in the middle of all this distraction and effort, Lord Holme's words have been steadily and consistently guiding the school to simply welcome those that come, instructing us as teachers to help find their talents, to do our best to nurture those talents without prejudice and then simply celebrate them - which is I suppose what we are doing today.

While we will be awarding the Founders' Academic Prizes later, perhaps now we can briefly concentrate on the Arts, as I have five students whose talent in the arts we would like to mark. As I said Lord Holme would not have lost any time worrying about whether all this talent was in their genes or came from their efforts, but he would undoubtedly

wish to celebrate them. So, If I could ask Ann Lewis to come up and present the certificates.

In ART Sára Emma Hamplová, Ly Leová

In MUSIC Terezie Květoňová, Alexander Grudinov

And In DRAMA Anna Davis

Perhaps I could ask Anna to stay up here as she is now going to recite "A man's a man's A" by Robert Burns. In the first couple of verses Burns talks about how social class and appearances, have no part to play in the measure of a man. In the third verse Burns ridicules the birkie's of Edinburgh (the cool young hipster of the time). He says that someone who thinks for himself is worth more than someone adopting the mores and appearance of others. In the final verse Burns imagines a future world in which all people will live as brothers, in mutual trust and respect. Now it hasn't come yet, but I think mutual trust and respect is the idea that Lord Holme brought to this College and is perhaps exactly what he had in mind when writing these virtues over twenty years ago. Thank you, Anna.

"nadčasový", timeless "moudry" wise The Labyrinth of the World Jan Amos Comenius, Jan Ámos Komenský the great Czech educational Educationist who once said, the school is the manufactory of humanity.

Dr. Nigel Brown, ECP Headmaster