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Uniwersytet w Oksfordzie
Socjalizacja, selekcja i sukces społeczny
Studium teoretyczno-empiryczne



UNIWERSYTET ŚLĄSKI
WYDAWNICTWO

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*Książkę dedykuję rodzeństwu – Ani i Krystianowi
oraz ich dzieciom
Dominikowi, Zuzannie, Michałowi i Łucji*

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Tomasz Gmerek

Zbyszko Melosik

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Przedmowa

W chwili, gdy piszę te słowa, Uniwersytet Oksfordzki ponownie znalazł się na szczycie rankingu światowych uniwersytetów według „The Times”, a także został nagrodzony złotym medalem za wybitne osiągnięcia w nauczaniu. Jedną z najbardziej niezwykłych rzeczy na uniwersytecie nie jest to, że przyciąga on najzdolniejszych młodych ludzi z Wielkiej Brytanii i spoza niej, ale raczej to, że nawet ci pochodzący z różnych niezamożnych środowisk, którzy przybywają tu niepewni siebie i swoich umiejętności oraz perspektyw, w ciągu trzech lub czterech lat opuszczają uczelnię, przewodząc innym na wybranym przez siebie kierunku studiów, a także mając poczucie elokwencji i pewności siebie, choć nie zawsze jasność co do kariery, którą chcą realizować.

Po zrobieniu doktoratu i odbyciu Junior Research Fellowship na Uniwersytecie Oksfordzkim w latach 90., przez ostatnie dwadzieścia lat wykładałam tutaj literaturę angielską. W tym czasie regularnie uczestniczyłam w procesie rekrutacji, który stawał się coraz bardziej efektywny, przejrzysty i sprawiedliwy. Niezmiernie cieszy fakt, że liczba studentów pochodzących ze środowisk mniejszościowych i robotniczych stale rośnie. To z kolei sprawia, że Oksford jest o wiele mniej elitarny niż kiedyś. Obserwowałam pokolenia studentów, którzy dojrzewali i rozwijali się jako naukowcy i zwykli ludzie. Jestem w kontakcie z wieloma osobami, które zostały nauczycielami, prawnikami, twórcami reklam, bankierami, wydawcami, aktorami, śpiewakami operowymi, reżyserami teatralnymi, poetami i lekarzami. Wydaje się, że możliwości są nieograniczone.

Ale przez lata byłam również świadkiem istnej eksplozji problemów ze zdrowiem psychicznym, załamań nerwowych, ataków paniki i pogłębiających się obaw finansowych zarówno wśród studentów, jak i absolwentów. Niemal każdy student cierpi obecnie na jakąś chorobę: dysleksję, dyspraksję czy inne, które wymagają wydłużenia czasu na egzaminach. Wielu też potrzebuje dodatkowego czasu na złożenie pracy. W jednej z ostatnich grup czterech z siedmiu studentów w moim koledżu wzięło roczną przerwę ze względów zdrowotnych. Uniwersytecka poradnia ugina się pod naporem zapotrzebowania na takie wsparcie.

Tymczasem oksfordzcy naukowcy stają się coraz bardziej przepracowani – obciążeni nadmierną liczbą ocen i obowiązków administracyjnych, nawet jeśli usiłują prowadzić i publikować oryginalne badania. Co więcej, oprócz stałych wykładowców, uniwersytet bazuje na prawdziwej armii słabo opłacanych i wykorzystywanych absolwentów i wykładowców tymczasowych, którzy próbują w ten sposób związać koniec z końcem w nadziei, że pewnego dnia uda im się zdobyć stałą pracę akademicką.

Książka Marcina Gierczyka naświetla historię uniwersytetu kolegialnego jako instytucji i jako społeczności – a może wielu instytucji i społeczności. Stanowi przegląd zmian zachodzących na Uniwersytecie Oksfordzkim na przestrzeni wieków oraz wyjaśnia jego dość bizantyjską strukturę i sposób działania, po czym skupia się na jego obecnej sytuacji po Brexicie. Gierczyk umiejętnie ocenia wyzwania, przed którymi stoi Oksford, podczas gdy inne brytyjskie uniwersytety doświadczają drastycznych cięć i zwolnień. Przytłaczające zwycięstwo Partii Pracy przyszło w samą porę.

Książka jest cennym źródłem wiedzy, gdyż autor zgromadził obszerny materiał badawczy, który umożliwi czytelnikowi zrozumienie skomplikowanej struktury i funkcjonowania jednego z najbardziej prestiżowych uniwersytetów na świecie. Praca ta oferuje unikatowe spojrzenie na procesy historyczne, które ukształtowały dzisiejszy Oksford, oraz na dynamiczne zmiany, które wciąż w nim zachodzą. Dzięki wywiadam i osobistym relacjom tak wielu oksfordczyków czytelnik może poczuć atmosferę i kulturę akademicką tego miejsca, co czyni książkę nie tylko źródłem wiedzy, ale także inspiracją do dalszego zgłębiania tematu.

Książka ta nie tylko dostarcza faktów i analiz, ale także umożliwia zrozumienie tego, jak historia i tradycje wpływają na współczesne wyzwania edukacyjne i społeczne. Autor, łącząc naukowe dociekania z osobistymi obserwacjami, tworzy bogaty obraz Oksfordu, który jest nieocenionym źródłem dla wszystkich zainteresowanych historią, edukacją oraz przyszłością instytucji akademickich. Dla każdego, kto pragnie zgłębić tajniki funkcjonowania tak skomplikowanej i zarazem fascynującej instytucji, książka ta stanowi niezastąpione kompendium wiedzy, które dzięki swej rzetelności i głębi analizy z pewnością stanie się punktem odniesienia w badaniach nad historią edukacji i rozwojem uniwersytetów na całym świecie.

Książka będzie szczególnie interesująca dla polskich czytelników nie tylko dlatego, że opierając się na szeroko zakrojonych badaniach, autor pokazuje

funkcjonowanie uniwersytetu, o którym wszyscy słyszeli, choć niewielu o nim zbyt wiele wie, lecz także dlatego, że jego argumentacja opiera się na osobistej, zakulisowej wiedzy o tym miejscu i wywiadach z tymi, którzy tu studiowali. Nie ma lepszego wglądu w Oksford niż przez pryzmat ludzi, nawet jeśli to, co mówią, musi być krytycznie analizowane i oceniane.

Paulina Kewes

Helen Morag Fellow i wykładowczyni literatury angielskiej w Jesus College,
profesor literatury angielskiej na Uniwersytecie Oksfordzkim

Foreword

As I write this, Oxford has once again topped *The Times's* ranking of world universities and has been awarded a gold medal for teaching excellence. One of the most extraordinary things about the University is not that it attracts some of the brightest young people from the UK and beyond but, rather, that even those hailing from variously underprivileged backgrounds who arrive here insecure and uncertain of their own abilities and prospects, within three or four years leave in command of their chosen field of study as well as feeling articulate and confident in themselves, if not always clear about the career they wish to pursue.

Having done my D.Phil. and held a Junior Research Fellowship at Oxford in the 1990s, I have taught English literature here for over twenty years. During that time, I have regularly participated in admissions which have become ever more efficient, transparent, and fair. It is immensely gratifying that the number of students from minority and working-class backgrounds continues to grow. This in turn renders Oxford a great deal less elitist than it once was. I have seen generations of students mature and develop as scholars and human beings and I am in touch with many who have gone on to become teachers, lawyers, advertisers, bankers, publishers, actors, opera singers, theatre directors, poets, and medical doctors. The sky is the limit, it seems.

But over the years, I have also witnessed a veritable explosion of mental health issues, nervous breakdowns, panic attacks, and worsening financial worries among both undergraduates and graduates. Almost every student now has a medical condition – dyslexia, dyspraxia, and so on – which calls for extra time at exams; numerous need an extension for submitted work. In one recent cohort, four out of seven students in my college took a year out on health grounds. The University's Counselling Service is buckling under the demand for support.

Meanwhile, Oxford academics are ever more overworked – burdened by excessive marking and administrative duties even as they battle to pursue and

publish original research. Alongside permanent faculty, moreover, the University relies on a veritable army of ill-paid and badly exploited graduates and casual lecturers who try to make ends meet in this way in the hope of one day securing a permanent academic job.

Marcin Gierczyk's book illuminates the history of the collegiate University as an institution and as a community – or perhaps a host of institutions and communities. It gives an effective overview of Oxford's development and change over the centuries and explains its rather byzantine structure and mode of operation before homing in on its current situation in the wake of Brexit. Gierczyk ably assesses the challenges Oxford faces even as other UK universities face swingeing cuts and redundancies. Labour's landslide victory did not come a moment too soon.

This book is a splendid resource, as the author has gathered extensive research material that enables readers to understand the complex structure and functioning of one of the world's most prestigious universities. It offers a unique insight into the historical processes that have shaped the Oxford of today and the dynamic changes that are still taking place within it. Owing to the book's collection of interviews and personal accounts of so many Oxonians, readers can grasp the academic culture and imagine the atmosphere of Oxford. This study is both a useful repository of knowledge and an inspiration to explore the subject further. The book not only provides facts and analysis, but also enables readers to appreciate how history and tradition affect contemporary educational and social challenges. Combining scholarly enquiry with personal observations, the author creates a rich picture of Oxford that is invaluable for anyone interested in history, education and the future of academic institutions. For anyone wishing to delve deeper into the workings of such a complex yet fascinating institution, this book is an indispensable compendium of knowledge which, thanks to its thoroughness and depth of analysis, is set to become an indispensable reference work for the study of education and universities worldwide.

The book will be of special interest to Polish readers not just because, based on extensive research, it reveals the workings of a university everyone has heard of though few know much about but also because its argument draws on the author's intimate, behind-the-scenes knowledge of the place and a plethora of interviews with those who have studied or worked here. There could be no

better insight into Oxford than through the people even if what they say has to be critically analysed and assessed.

Paulina Kewes

Helen Morag Fellow and Tutor in English Literature at Jesus College,
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WPROWADZENIE

*I was a modest, good, humored boy.
It is Oxford that has made me insufferable¹.*

Max Beerbohm, 1899

Uniwersytety na świecie rozwijały się już od XII wieku, a na przestrzeni XIX–XXI wieku rozpowszechniły się na całym świecie jako główny typ szkoły wyższej oraz centrum badań naukowych. W ciągu wielu stuleci istnienia wywierały doniosły wpływ na rozwój nauki i stały się jednym z podstawowych czynników instytucjonalizacji poszczególnych dziedzin i dyscyplin naukowych. Misją uniwersytetu jest poszukiwanie prawdy, a jest ona warunkowana wolnością (nauki i nauczania) oraz autonomią. Wielu myślicieli, filozofów, naukowców podejmowało namysł nad uniwersytetem i jego misją. Przykładowo, Kazimierz Twardowski (1886–1938), wybitny polski filozof, myśliciel, obywatel, podkreślał, że „uniwersytet [...] niesie ludzkości światło czystej wiedzy, wzbogaca i pogłębia naukę, zdobywa coraz to nowe prawdy i prawdopodobieństwa – tworzy jednym słowem najwyższe wartości intelektualne, które przypadać mogą człowiekowi w udziale. Uniwersytet promienieje na całe społeczeństwa, szerzy poglądy i przekonania, których nikt nikomu nie narzuca jako dogmaty [...], których siła tkwi wyłącznie w ich naukowym uzasadnieniu”². Uniwersytety na świecie, funkcjonując w określonych warunkach społeczno-kulturowych, mają swoją tradycję, symbole, budują swoją tożsamość, określają i realizują swoją misję. Przewodzą one ludzkości, a realizowane w nich projekty badawcze służą rozwojowi społecznemu. Od wielu lat, w wielu krajach na całym świecie widoczne jest dążenie do zwiększania szans edukacyjnych młodych ludzi poprzez umożliwienie

1 Tłum. *Byłem skromnym chłopakiem z poczuciem humoru. To Oksford uczynił mnie nieznośnym.*

2 K. Twardowski, *O dostojęństwie uniwersytetu*, w: *Kazimierz Twardowski we Lwowie. O wielkim myślicielu, nauczycielu i obywatelu*, red. A. Brożek, Oficyna Wydawnicza Epigram, Bydgoszcz 2015, s. 442–445; zob. także np. J. Jaspers, *Idea uniwersytetu*, przekł. W. Kunicki, Narodowe Centrum Kultury, Warszawa 2017 (pierwsze wydanie – Berlin 1913).

im dostępu do szkolnictwa wyższego – również tego elitarnego – bez względu na posiadane cechy psychofizyczne czy kapitał społeczno-kulturowy.

System szkolnictwa wyższego w Wielkiej Brytanii jest rozwarstwiony. Na szczycie hierarchii znajdują się duże uniwersytety intensywnie rozwijające badania naukowe (tzw. Russell Group). W stowarzyszeniu tym wyróżniają się dwa ośrodki: Oksford i Cambridge. W literaturze epoki edwardiańskiej Uniwersytet Oksfordzki był często przedstawiany jako kwintesencja tego, co najszlachetniejsze i najbardziej godne podziwu. Pisał o tym John Dougill w swojej książce *Oxford in English literature: The making, and undoing, of the English Athens* w ten sposób: „Oksford jest przedstawiany jako ucieleśnienie wszystkiego, co najlepsze w narodowym charakterze”³. Zakładano, że Brytania rządzi światem, a Oksford reprezentuje „krajową śmietankę” (ang. *cream of the Country*). Uniwersytet Oksfordzki, podobnie jak większość średniowiecznych uniwersytetów w Europie, u swoich początków formalnie nie był określany jako uniwersytet. Sam termin „uniwersytet” pierwotnie daleki był od współczesnego znaczenia, a jedynie wskazywał na nieformalne relacje pomiędzy mistrzem a uczniem. Obecny sens tego pojęcia pojawił się nieco później i zaczął oznaczać miejsce, do którego przyjeżdżali studenci z innych regionów kraju, by studiować pod kierunkiem wyróżniających się w danej dziedzinie nauczycieli.

Uniwersytet Oksfordzki pełni istotną funkcję w życiu kulturalnym i politycznym Wielkiej Brytanii. Instytucja ta wykształciła najwięcej polityków i premierów w Zjednoczonym Królestwie, a jej historia wiąże się z ogromem legend i mitów. W literaturze, także i pięknej, „poszukiwanie tajemnicy Oksfordu” było jednoznaczne z poszukiwaniem zrozumienia wspaniałości narodu⁴.

Warto zacząć od tego, iż Oksford ucieleśnia tradycyjny ideał elitarniej instytucji, którą znamionuje bliska relacja nauczyciel – student, a którą zapewnia system kolegialny. Uniwersytet ten stanowi model doskonałości, ponieważ utrzymuje wysoką aktywność badawczą, a zarazem ponadprzeciętne wyniki ewaluacji nauczania. Jego elitarny charakter jest niezaprzeczalny, a uzyskany dyplom staje się dla absolwenta przepustką do prestiżowych stanowisk.

Historyk Alan Cobban wskazuje, że „typowy angielski średniowieczny koledż był samorządną społecznością stypendystów zorganizowaną na zasadach

3 J. Dougill, *Oxford in English literature. The making, and undoing, of the English Athens*, Authorhouse, Oxford 2010, s. 138. Jeśli nie zaznaczono inaczej, wszystkie tłumaczenia na język polski są mojego autorstwa.

4 Ibidem, s. 42.

demokratycznych”⁵. Według Burtona R. Clarka „Wiele można dowiedzieć się o zróżnicowaniu systemów akademickich, dokonując analizy ich genezy historycznej, a zwłaszcza utrzymywania się przez długi czas ich głównych modeli, które składają się na istniejące struktury”⁶.

Bez wątpienia można powiedzieć – używając pojęcia wprowadzonego przez Alberta Zieglera oraz Heidruna Stoegera – że Oksford to *megatope*. Jak podają autorzy, *mega* to przedrostek często używany w taksonomii, oznaczający ‘bardzo dobry, bardzo duży’. Z kolei greckie słowo *topos* oznacza ‘przestrzeń lub miejsce’. *Megatopes* są zatem przestrzeniami o wyjątkowo wysokiej koncentracji zasobów edukacyjnych, których właściwe wykorzystanie umożliwia jednostkom uzdolnionym efektywne uczenie się i rozwijanie swoich talentów. *Megatopes* różnią się tym samym od innych miejsc, które mniej skutecznie ułatwiają naukę i rozwój talentów⁷.

Warto tu przywołać znany fakt, że 31 stycznia 2020 roku, dokładnie o godzinie 24:00, Wielka Brytania opuściła Unię Europejską. Głosowanie w sprawie Brexitu było jednym z bardziej doniosłych wydarzeń we współczesnej historii politycznej w Europie, wywołało duże zaniepokojenie wśród instytucji szkolnictwa wyższego wielu krajów, zwłaszcza w Wielkiej Brytanii. Brexit oznaczał, i nadal oznacza, fundamentalną zmianę w krajobrazie akademickim nie tylko w tym kraju, ale także w Europie⁸.

Wielka Brytania czerpała wiele korzyści z szerokiego dostępu do budżetu UE przeznaczanego na badania naukowe i rozwój. W rzeczywistości uniwersytety w Cambridge i Oksfordzie oraz koledże uniwersyteckie w Londynie (University College London, UCL) były trzema największymi beneficjentami finansowania z programu „Horyzont 2020”⁹, ponownie od 1 stycznia 2024 roku Zjednoczone

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- 5 A. B. Cobban, *The medieval English universities. Oxford and Cambridge to c. 1500*, University of California Press, Berkeley 1988, s. 124, <https://doi.org/10.4324/9781315238357>
 - 6 B. Clark, *Academic Differentiation in national systems of higher education*, “Comparative Education Review” 1978, 22(2), s. 251.
 - 7 *Commission of Inquiry Report*, 1997, <https://www.admin.ox.ac.uk/coi/commissionofinquiryreport/> [dostęp: 23.12.2019], s. 6.
 - 8 M. Brusenbauch-Meislova, *Lost in these? Narrative (representation of higher education and research during the Brexit process in the UK*, “European Journal of English Studies” 2021, 25(1), s. 34, <https://doi.org/10.1080/13825577.2021.1918835>
 - 9 House of Lords, *Brexit. The Erasmus and Horizon Programmes*, European Union Committee. 28th Report of Session, 2019, s. 2017–2019, <https://publications.parliament.uk/pa/ld201719/ldselect/ldeducom/283/283.pdf>

Królestwo stało się państwem stowarzyszonym programu „Horyzont Europa”. Jak zauważają Aline Courtois i Amélia Veiga, dyskurs na temat perspektyw badań w szkolnictwie wyższym w Wielkiej Brytanii i dyskusji wokół Brexitu był złożony i wielowarstwowy, a także silnie uzależniony od kontekstów społeczno-instytucjonalnych¹⁰.

Należy podkreślić, że szkolnictwo wyższe stanowi w Zjednoczonym Królestwie ważny sektor eksportu, który zależy od mobilności kapitału i studentów. Według rządowych statystyk eksport związany z edukacją w Wielkiej Brytanii wygenerował w 2016 roku prawie 20 mld funtów i ma wzrosnąć do 35 mld funtów do 2035 roku¹¹.

W mojej monografii skupiam się na Uniwersytecie Oksfordzkim. W analizach nie sposób, co prawda, pominąć Uniwersytetu Cambridge, jednak czynię to w ograniczonym zakresie. Ważne było dla mnie, aby książka w zdecydowanie istotny sposób nawiązywała w części empirycznej do ustaleń teoretycznych i moich osobistych doświadczeń.

W murach Uniwersytetu Oksfordzkiego, a dokładniej – w dwóch koledżach: Oriel i Pembroke, spędziłem prawie 12 lat w różnych rolach. Ważnym doświadczeniem była praca w Somerville College jako Senior Dean w ramach Summer Institut w 2019 roku oraz na stanowisku dyrektora programowego letniej szkoły naukowej Summer in Oxford w kadencji 2023/2024. W 2022 roku odbyłem również wyjazd szkoleniowy do kolejnego oksfordzkiego koledżu – Corpus Christi. Moje osobiste doświadczenia wynikające z pobytów oraz licznych rozmów ze studentami, profesorami i pracownikami każdego szczebla oraz z kandydatami na studia pozwoliły mi na poznanie tej instytucji od środka. Mogę powiedzieć, że byłem aktywnym uczestnikiem życia codziennego Oksfordu. Pozwoliło mi to w bezpośredni sposób doświadczyć tradycji uniwersyteckich, w tym również udziału w spotkaniach tutoringowych.

Uniwersytet Oksfordzki jest źródłem brytyjskiej elity w kontekście zarówno narodowym, jak i społeczno-kulturowym. Głównym obiektem mojego zainteresowania, jaki przedstawiam w tej książce, są procesy socjalizacyjne

10 A. Courtois, A. Veiga, *Brexit and higher education in Europe. The role of ideas in shaping internationalisation strategies in times of uncertainty*, "Higher Education" 2020, 79(5), s. 813, <https://doi.org/10.1007/s10734-019-00439-8>

11 J. M. Kleibert, *Brexit geographies of transnational education. Uncertainty, 'global Britain' and european re-integration*, "Territory, Politics, Governance" 2020, s. 2, <https://doi.org/10.1080/21622671.2020.1837222>

i selekcyjne, które odnoszą się do tego uniwersytetu i które stanowią źródło sukcesu społeczno-zawodowego jego absolwentów. Te problemy znajdują się w centrum teoretycznej części niniejszej monografii, jak również prowadzonych przeze mnie badań.

Jak wskazuje tytuł, książka dzieli się na dwie części. W pierwszej z nich znajdują się rozważania na temat teoretycznych i historycznych kontekstów elitarnego szkolnictwa wyższego w Anglii. Główny kontekst dla tych rozważań tworzą kategorie, do których odwołuję się w podtytule książki: socjalizacja, selekcja i sukces społeczny. Te trzy zjawiska są nie tylko kluczem do zrozumienia funkcjonowania elitarnych uczelni, ale także tego, jak instytucje te wpływają na kształtowanie elit społecznych, gospodarczych i politycznych. W drugiej części książki prezentuję badania przeprowadzone na grupie absolwentów Uniwersytetu w Oksfordzie i wynikające z nich wnioski.

By transparentnie przedstawić efekty moich badań oraz umożliwić wgląd w ich wyniki moim rozmówcom, o co zostałem przez nich poproszony, część druga: *Elitarne szkolnictwo wyższe. Perspektywa absolwentów* została przetłumaczona na język angielski i stanowi integralną część mojej książki jako załącznik 1.

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Oksford, lipiec 2024 roku

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Marcin Gierczyk

**The University of Oxford
Socialisation, Selection and Social Success
A Theoretical and Empirical Study**

Abstract

The book *The University of Oxford. Socialisation, Selection and Social Success. A Theoretical and Empirical Study*, as noted in the preface by Professor Paulina Kewes, is a reconstruction of the history of the collegiate university both as an institution and as a community. The author describes the transformations that have taken place at the University of Oxford over the centuries, analysing its intricate Byzantine structure and its various functions. Additionally, this monograph provides an analysis and interpretation of an extensive body of research material, enabling the reader to understand the complex structure and operation of one of the world's most prestigious universities.

The publication offers a unique perspective on the historical processes that have shaped modern-day Oxford and the ongoing dynamic changes within it. Through interviews with alumni – an extensive part of this book – made possible thanks to the author's personal connections with many Oxford graduates, the reader can experience the atmosphere and culture of this academic institution while also gaining insight into the meanings alumni attach to their elite education. This book not only provides factual knowledge but also explores how history and traditions influence contemporary educational and social challenges.

The study consists of two main parts. The first is theoretical, historical, and sociological, presenting the dynamics of changes at the University of Oxford up to the present day. The second part contains an interpretation of the author's own research conducted among Oxford graduates. A significant feature of this publication is the bilingual preface by the aforementioned Paulina Kewes, a professor of English literature at the University of Oxford. Furthermore, the second part of the book, included as an appendix, is published in English. The book is complemented by an extensive bibliography that encompasses both Polish- and English-language sources, along with carefully selected illustrative materials.

ABSTRACT

By combining scholarly inquiry with personal observations, the author reconstructs a broad picture of Oxford's elitism, making this publication particularly valuable for those interested in the history, traditions, education, social phenomena, and the future of academic institutions and their students.

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Książka naświetla historię uniwersytetu kolegijskiego jako instytucji i jako społeczności – a może wielu instytucji i społeczności. Stanowi przegląd zmian zachodzących na Uniwersytecie Oksfordzkim na przestrzeni wieków oraz wyjaśnia jego dość bizantyjską strukturę i sposób działania, po czym skupia się na jego obecnej sytuacji po Brexicie. Autor umiejętnie ocenia wyzwania, przed którymi stoi Oksford [...]. Książka będzie szczególnie interesująca dla polskich czytelników nie tylko dlatego, że opierając się na szeroko zakrojonych badaniach, autor pokazuje funkcjonowanie uniwersytetu, o którym wszyscy słyszeli, choć niewielu o nim zbyt wiele wie, ale także dlatego, że jego argumentacja opiera się na osobistej, zakulisowej wiedzy o tym miejscu i wywiadach z tymi, którzy tu studiowali. Nie ma lepszego wglądu w Oksford niż przez pryzmat ludzi, nawet jeśli to, co mówią, musi być krytycznie analizowane i oceniane.

*Z przedmowy Pauliny Kewes
(Helen Morag Fellow i wykładowczyni literatury angielskiej w Jesus College,
profesor literatury angielskiej na Uniwersytecie Oksfordzkim)*

* * *

This book illuminates the history of the collegiate University as an institution and as a community – or perhaps a host of institutions and communities. It gives an effective overview of Oxford's development and change over the centuries and explains its rather byzantine structure and mode of operation before homing in on its current situation in the wake of Brexit and assessing the challenges it faces [...]. The book will be of special interest to Polish readers not just because, based on extensive research, it reveals the workings of a university everyone has heard of though few know much about but also because its argument draws on the author's intimate, behind-the-scenes knowledge of the place and a plethora of interviews with those who have studied here. There could be no better insight into Oxford than through the people even if what they say has to be critically analysed and assessed.

*From foreword of Paulina Kewes
(Helen Morag Fellow and Tutor in English Literature at Jesus College,
Professor of English Literature at the University of Oxford)*

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