

Shmanners 423: College

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[theme music plays]

Travis: Hello, internet! I'm your husband host, Travis McElroy.

Teresa: And I'm your wife host, Teresa McElroy.

Travis: And you're listening to Shmanners.

Teresa: It's extraordinary etiquette...

Travis: For ordinary occasions. Hello, my dove!

Teresa: Hello, dear.

Travis: How are you?

Teresa: Good, how are you?

Travis: Good.

Teresa: Good!

Travis: It almost felt like fall there for a moment. Here in the Ohio.

Teresa: Oh, yes. The false fall. Ohio's first false fall happened, yes.

Travis: The girls have been insisting, like, "Oh, it's fall now. It's cold."

And I'm like, "It was 95 degrees on Saturday, baby. I don't know... what to tell you."

Teresa: Yeah. I mean... [sighs] They will learn. One day. They will learn.

Travis: Yeah. And speaking of learning, and the fall, back to school!

Teresa: Yeah, we did a little bit of this earlier. But, you know, our kids go to school at a certain time. But these next couple months, lots of different schools will be starting.

Travis: Who knows when? It could be any day. Maybe you go back to school in the middle of February.

Teresa: No... probably not.

Travis: No.

Teresa: Usually we're looking at August and September.

Travis: Oh yeah, that makes a lot of sense.

Teresa: Um, we want to—

Travis: When the harvest is done!

Teresa: [laughs]

Travis: Then the children can go to the school. We don't need them as much in the field, you see.

Teresa: I don't know why a pirate needs a field, but...

Travis: Uh, yeah. It was pirate, wasn't it?

Teresa: [laughs] College.

Travis: It was supposed to be old-timey farmer.

Teresa: We're gonna talk about college, going to college. A lot of those freshmen, they're getting ready. The stuff—

Travis: Well, going to university.

Teresa: The stuff at Target—what?

Travis: Well, so college... I looked this up the other day 'cause I think Bebe asked about it, right? Isn't college is, like, a specific school for—like, the College of Fine Arts.

Teresa: Hmm.

Travis: Right? The College of Accounting, the College of Business, whatever. And then university is a place where a bunch of those colleges are all together.

Teresa: Huh!

Travis: Yeah. So like, University of Oklahoma where I went has, like, the College of Fine Arts, and the College of... the other one. There's other ones, I'm sure, but I only know College of Fine Arts 'cause that's where I was.

Teresa: Thank you for that tidbit in language specificity.

Travis: Yeah. I only know, like, eight things, and when one of 'em comes up I'm really excited about it.

[pause]

Teresa: Yes. Good job.

Travis: [laughs] Wait, don't agree with that!

Teresa: [laughs]

Travis: I know more than eight things!

Teresa: Alright. But, here we go. There are lots of questions that people have about going to university.

Travis: Well, now it just sounds...

Teresa: [laughs]

Travis: [sighs] Okay.

Teresa: What was leaving your town like? Going to Oklahoma?

Travis: Uh, emotionally, spiritually? Traveling—

Teresa: Physically?

Travis: Yeah, okay.

Teresa: [laughs]

Travis: So, um... we drove. Uh, and it was, I think, like 1000 miles. Like, somewhere in there, right? So we were looking at, like, a 10, 12 hour travel. I think we did it in two chunks. I didn't have a lot of stuff, you know?

Teresa: And everybody went? So it was you, your dad, and your mom?

Travis: Yes, correct.

Teresa: Or just one? Oh, okay.

Travis: Yeah. Um, and... you know. I was the—so Justin and Griffin both went to school in Huntington at Marshall. I was the only one who went away. And yeah, man. It was a pretty big change, and I had some stuff, and I lived with a roommate and we did not get along.

Teresa: Oh, that's the worst.

Travis: Yeah. Um... yeah. That's about it.

Teresa: Yeah.

Travis: I lived in a dorm on a mattress that was about an inch and a half thick. Yeah.

Teresa: I remember when I went off to college—

Travis: And that didn't bother me 'cause I had a supple, 18-year-old body that could handle that.

Teresa: [laughs]

Travis: The image of that now? Sleeping on that basically plank of wood and that half inch ma—ugh. No. I can't even imagine.

Teresa: I remember feeling like my mom had bought me entirely too much stuff. Um, because I was like, "I don't need all this. I'm gonna, like—I don't need this set of plates and cups, because I'm gonna go to the cafeteria."

And then it was like two AM and the cafeteria was closed the next time and I'm like, "Oh, man. I'm so glad I had these plates and cups."

Travis: See, this is the difference betwixt you and I where I was going. I'm like, "Won't I also need that? What about this? I need that!" And they're like, "No! Why would you need that?"

Teresa: [laughs] I also remember both my parents also went with me. Um, and it wasn't a long drive for us. It was like an hour... half? An hour 45, something like that. Um, and... uh, I remember my dad asking me so many questions about what to do and where to go. And I was like, "I'm new at this too! I don't know either! Stop asking me things."

Travis: Mmm. I thought you meant, like, he was quizzing you. Like, "And what are you gonna do?"

Teresa: Oh. No.

Travis: "Where's your—" okay.

Teresa: No.

Travis: I didn't know nothin'. The idea of it now as, like, a 40-year-old, right? And the idea of like, 18-year-old Travis just, like, first day of school.

Bye! Like... I look back and I'm like, "What were you all thinking? That fool didn't know anything! He didn't know anything! What were you doing?!"

Teresa: [laughs] Well, I also—I had a very full schedule. I think that my first year I had, like 22 credit hours both semesters. Um, and so I was really, really busy. Didn't have time to worry about things, because I was so, so, so busy.

Travis: Well, there's always time to worry about things.

Teresa: Oh, well... not when you have 22 credit hours.

Travis: That's what the night time's for. The sleeping times.

Teresa: [laughs] So let's talk a little bit about the history of higher education.

Travis: Yes, please.

Teresa: Um, in the United States, there was actually universities established before the United States was established.

Travis: That makes sense. Yeah, we've got some old ones.

Teresa: Uh, Harvard goes all the way back to 1636.

Travis: Whoa! Okay, that is older than I would've expected.

Teresa: Yeah.

Travis: But that makes sense. Harvard, you know? As the old one.

Teresa: [laughs]

Travis: I've heard of that one.

Teresa: And colleges, universities, at the time—

Travis: We'll use 'em interchangeably. I didn't mean to make you self-conscious about it.

Teresa: Okay.

Travis: We say it interchangeably, like ship and boat or whatever.

Teresa: [laughs]

Travis: They have different meanings but people know what you mean. I didn't mean to make you feel self-conscious. I just wanted to show off that I knew something to try to impress you for once!

Teresa: And I just want to try and do a good job to impress you.

Travis: We're all just trying to do a good job, folks. That's what life is. Just trying to impress... specifically me or Teresa.

Teresa: [laughs] And so they were mostly established by religious denominations for training clergy, right? And the first colleges were modeled after places like Oxford and Cambridge.

Travis: I've heard of those too!

Teresa: Mm-hmm. Because many the Puritan government leaders had attended those schools before they left England. So they were like, "This is how everybody does it. This is how we're gonna do it."

Um, and so—

Travis: We'll, that's true of a lot of, like, higher educa—right? You get kind of a, uh—I think about it in terms of, you know... oh, god. This is so dorky. But martial arts, right? Where you have a teacher who specializes in a thing, so then they train people, and then they specialize in the thing and they train people. So it ends up being like, oh, you can trace the lineage of this teaching style all the way back, this far.

Teresa: Absolutely. And these places were funded mostly by the colonies, but also generous endowments from private citizens. And it would take a few decades, but the next college, College of William and Mary, founded in Virginia, 1693.

Travis: Oh, so it's not as old. [blows raspberry]

Teresa: Not quite as old.

Travis: That doesn't count. Not as impressive as Harvard.

Teresa: What is it? Didn't—so... John Adams went to Harvard, and Thomas Jefferson went to William and Mary, right?

Travis: Yeah, sounds right.

Teresa: I think so. And then Yale, 1701, which was originally opened in Saybrook, Connecticut, but then was later relocated to Newhaven.

Travis: Man, that must've been tough to pick up.

Teresa: [laughs]

Travis: Thank you.

Teresa: Over the next 50 years we've got Penn, Princeton, Columbia—originally named King's College, for you Hamilton fans out there.

Travis: Oh, I get it. Like the King.

Teresa: Uh, Brown, and Dartmouth, all opened the doors on the East Coast of US. And then... revolution! Then in 1789, Washington, who had been elected the first president—

Travis: George Washington?

Teresa: Mm-hmm.

Travis: Okay. Uh, he passed the Massachusetts Education Act into law. So that created publicly funded schools in every community of at least 200 people.

Travis: Okay. Was that big at the time?

Teresa: Yes.

Travis: Okay.

Teresa: [laughs] Uh, so this had a really big impact on elementary and secondary education. But still, higher education was kind of a tough—was tough to get, right?

Travis: Well, it was very special—I mean, I would say probably up until chronologically very recently, the idea of, like, "You can't do anything without a college degree" was not applicable, especially when you're talking, like, the 1700s and the 1800s when there were still trades.

Teresa: Not only that, but we're talking about post revolution, and a lot of these universities were founded by high ranking British men, and held British educational ideals, right? So that wasn't super popular after the revolution.

Travis: Yeah.

Teresa: Um, and we would be remiss if we did not talk about how, at this time, only young, white men...

Travis: I have to assume affluent as well.

Teresa: Indeed. Uh, could get—could achieve a collegiate education. There were very small schools in the colonies only, really. And the curriculum was heavily directed towards still training of ministers and, you know, godly Christian gentlemen, right?

Travis: Sure.

Teresa: Um, and so... it was kind of like the elite of the elite.

Travis: Yeah.

Teresa: Yeah.

Travis: That all tracks. There's a reason that when we talk about, like, the founding fathers and the history and stuff, there's only, like, 20 dudes whose names keep coming up.

Teresa: Mm-hmm.

Travis: It wasn't like a huge pool of educated, affluent dudes with the time on their hands to do that stuff.

Teresa: Um, and so—but it was important to this new democracy, right? The founding fathers, like you just mentioned, George Washington, James Madison, people like that, decided that this was something that they wanted to create as an ideal for their new situation, right?

Travis: Yeah.

Teresa: So between 1782 and 1802, 19 new colleges were chartered in the states. Um, and according to Frederick Rudolph, in early America, there was a widely held belief that the colleges were now serving a new responsibility to a new nation: the preparation of young men for responsible citizenship in a republic that must prove itself. The preparation for lives of usefulness of young men who also intended to prove themselves.

Travis: Well, you know, that's not really surprising to me. 'Cause if you think about the nature of it—and I obviously can't speak to, like, other countries and whatnot where there was a revolution—but so much of the history of the United States was—and listen. Obviously there were indigenous peoples here, so I'm not saying, like, that the English and French and the people who came and settled was like, "Brand new country!"

But the speed at which it had to be like, "We need to compete with England and France and stuff right now." Like, we need to be on their level right now, and kind of go from 0 to 60, where we were getting, like, secondhand stuff

from Britain and secondhand stuff from France, and now it needs to be like, "America. Boom." We're instantly on the map or we're gonna lose this country right away.

Teresa: Right. And as part of getting on that map, they wanted to play the game. Which means that, like we said earlier, mostly rich white boys are having this. And the history of United States higher education cannot be complete with an understanding that it was constructed under the assumptions of white supremacy, patriarchy, and classism. And these continue up until, I mean, the 21st century.

Travis: Yeah, they're still—

Teresa: I mean, it's still there, right?

Travis: There's still plenty of fights left to have, yeah.

Teresa: Yeah. Um, but as we get into the 19th century, more and more small colleges begin to open up as we expand westward. Um, most schools were small and had a very limited undergraduate curriculum based on liberal arts. Um, and if you think about education at the time, we talked about the kind of British model. So we've got all aspects of antiquity.

Travis: Hmm.

Teresa: Greek, Latin, geometry, ancient history, logics, ethics, rhetoric. And it was more based in lecture. So it was not about creativity, or originality, or inventiveness.

Travis: It was about seeming smart!

Teresa: And about rote memorization, right? And so... there wasn't a lot of time to do, like, the kind of—like, now we think about Greek life as part of the collegiate experience. There weren't a lot of social gatherings happening when you had to memorize all this stuff, right?

Um, and so what started to happen is the way that schools arranged themselves started to change. Because we needed inventors and, um, and engineers, and all that kind of stuff to, like, build the nation, right?

Travis: Yeah.

Teresa: Um, and so—

Travis: Build the nation in their point of view, in their—

Teresa: Of course.

Travis: Yeah.

Teresa: Of course. So then we start to see the emergence of the German model of education. 1865, more modern schools began to form based on not only the idea of lecture, right? But the more experimental German education system. So seminars, right? So, experiment and empirical research techniques.

And this is where we start to see more kind of, like, the specialized colleges, right? Where not just, like, everybody gets the same education to kind of, like, be a theologian.

Travis: Yes.

Teresa: We start to see industrial engineering, and agricultural sciences, and things like that. Which is great. And ladies started to be included in the conversation as well. Slightly before the Civil War, over the course of the 19th century, more and more white women began to pursue college degrees. In 1837—

Travis: I assume even then it was restricted what they could get the degree in, right?

Teresa: Yes, yes. In 1837, Oberlin College here in Ohio began the first coeducational programs by admitting a whopping four whole women!

Travis: Well, I'm—okay. Yeah? Um... cool. It would've been difficult if, like, the fourth one they said "But only half of you can come."

Teresa: [laughs]

Travis: And then they would have to sit—so half the chair was in the door and half was out. That would be wild.

Teresa: Weirder things have happened.

Travis: That's true.

Teresa: Um, and then also they became the first college to admit Black students in the 1830s. Unfortunately, they would later segregate their Black students in the 1880s, because people are awful.

Travis: Yeah. That's true.

Teresa: Um, and so... collegic attendance began to rise among other populations, not just rich white men. Um, and then we get into the reconstruction era, which emphasized the creation of schools for the African-American population. Uh, so we have historically Black colleges and universities being established in the United States after the Civil War.

Travis: It just—it's—I think that it's important to point out the hypocrisy and irony of, like, the mindset of "We need to build this country up, and we need to do everything we can to make this country a rival to these other more established European countries... but also restrict who gets educated."

'Cause you would've thought that then the most logical thing would be, "So let's educate everybody that we can. And get everybody doing stuff if they're able to regardless of, you know, where they come from, who they are, what they look like, whatever. Because that will make us stronger, the more educated people we have and the better they operate."

But clearly it was like, "Yeah, we understand the need to compete and the need to do it. But also, um, we're still... "

Teresa: Well, it takes the while. 'Cause the whole of the old guard needs to kick the bucket first.

Travis: Yeah.

Teresa: You know what I mean?

Travis: Before we take our break real quick, I looked it up. Because I always hear the term "liberal arts" and, like, I know what it means in general. But I was like, "Why is it called liberal arts?"

And it's important to note, it has nothing to do with, like, liberal or conservative or anything like that. I looked it up. According to Merriam-Webster, which is probably one of my favorite Websters, um, that it comes from the Latin word *liber*—or *liber*—meaning free, unrestricted. And it took the term from *liberalis artes*, which I know I'm butchering that. But it was the idea of like, the education given to members of the upper class as well as those with the full rights of citizens. So, free, unrestricted, free, you know, citizens.

Um, and it was, like, all the stuff that you would need to be educated while reserving mechanical and occupational skills for the lower class, right? So, liberal meaning free and unrestricted education for the free and unrestricted citizens.

Teresa: Got it. Um, throughout the next century, uh, we've got some firework-like bursts of new colleges popping up. So 1900 to 1930, and then 1950 to 1970, you can guess why. Wars and stuff, right?

Um, we've got junior colleges and community colleges. We've got universities growing from a few hundred students to 40,000 students. We've got all sorts of different, um, disciplines and, like you said, the colleges growing within the university, things like that.

Travis: All kinds of mascots.

Teresa: S—

Travis: All kinds of sports rivalries.

Teresa: Uh—

Travis: Sometimes inter-college rivalries! Like at University of Oklahoma, I think it was like the College of Engineering versus, like, the College of, uh, Chemistry or something? I don't know. But they would often, like, vandalize each other's buildings.

Teresa: Oh, wow.

Travis: Yeah, and one building there was—I think it was a big owl that was painted green, and it was like, four stories up, that I think the engineers did to one of the other buildings. Like, "Huh. Take that!" And it's still that way now, so.

Teresa: [laughs]

Travis: Yeah.

Teresa: Okay.

Travis: Pretty cool, guys. Painted an owl green. I love it.

Teresa: [laughs]

Travis: You know, we're gonna talk about some etiquette and stuff, and more stuff. But first... how about a word from another Max Fun show?

[theme music plays]

[music plays]

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[music and ad end]

Travis: Alright. So, here's me. I got my books under my arm. I've got my Jansport backpack on. I've got the coolest trapper keeper in town and I am ready to start at college. What etiquette? What's the etiquette? What do I do? Teresa, help me!

Teresa: Oh—okay.

Travis: I'm but a babe in the woods!

Teresa: I'm trying, I'm trying.

Travis: I'm so scared!

Teresa: Well, let's start in your dorm, okay? Before you go to class. You do need to obviously be polite and respectful to your roommates. Try and form some sort of cordial connection. Right? You don't have to be best friends.

Travis: And in fact, some people don't want that, it turns out, which I think is another reason me and my roommate didn't get along. I wanted to instantly have a friend and someone I connected with. And I was probably super annoying!

Teresa: [laughs] But having the ability to be—to, you know, make small talk and talk about expectations will make things more manageable, right? Keep things clean. Clean your mini fridge. Swiffer your floors. Make your bed if, you know, you have it in you.

And, you know, it might take a little bit but you do—you will be reminded that no one is gonna clean up for you, right?

Travis: This is almost certainly just statistically speaking your first time sharing a space with someone that, like, you're not related to or that, you know, haven't known for a long period of time. And so being able to communicate. But also observe, like, what is shared space and what isn't.

Teresa: Yeah.

Travis: 'Cause, like, if you're a messy person, that's not great. I mean, take it from me. I know. I'm a messy person. But even then you can still try to keep your mess to your area and not let it spill over into any shared space and stuff like that.

Teresa: But, you know, also, it's good for your mental health to have a clean and organized area, so it might be a great way to really influence your time at college. If you continue to keep things clean, that might be helpful for you.

Travis: And if you're a nerd.

[pause]

Teresa: What? [laughs]

Travis: I mean, cleaning—keeping it clean, man. Too busy partyin' and hanging out... with the cool kids. Skateboarding with my trapper keeper and my Jansport on. You know what I'm—I'm—

Teresa: You're right.

Travis: I'm skateboarding to class and hanging on the back of cars and—while Huey Lewis and the News plays behind me and then I gotta go see Doc Brown afterwards. What, a time machine?! Whoaaa!

Teresa: Okay. Alright. Here's the next one. Be mindful of noise. There may be quieting hours, right?

Travis: Yeah.

Teresa: Also, noise canceling headphones. Those could be your best friends.

Travis: And don't practice throwing knives... in your room?

Teresa: No?

Travis: Because the RAs get really mad at you. And then you have to lie to them and say that you were just trying to get a nail into the corkboard so you could hang a poster up. And it was a really tricky nail.

And they'll look at you like, "Clearly, you're lying, but we don't care enough to push it."

And then you'll have to find somewhere else to practice throwing knives anyways. So just start practicing throwing knives somewhere else.

Teresa: Ohh-kay.

Travis: Hypothetically.

Teresa: Hypothetically. Uh, again, communicate with your roommate about things that are important to you so you don't get your feelings hurt down the line. Is a clean room important to you? Well, it was important to one of my roommates. She asked me to make my bed every day because she liked to keep the door open to our room when we weren't in there. I mean it was, like—it was like an apartment situation, so we had an outside door that was locked.

And I was like, "Well, if this is gonna keep her happy, I think I can do that." Right?

Travis: As long as it is a mutual thing, right? Where it's not like one person laying down all the rules and then not respecting the other person's boundaries. That's where I would say it is no fun!

Teresa: Exactly. Um, guests are usually allowed in other people's dorms, right? But always clear it with your roommate. Don't bring strangers home. That's hard to make you feel safe in your own home. You wanna make sure that everybody feels safe, so check with your roommate. It's probably cool! But check with them. Um, don't microwave smelly food in your shared room.

I know my dorm, that first year, did not have, like, a kitchenette. So people did end up having, like, microwaves and mini fridges and things like that. But, whew. That smell. It can travel.

Every single room is connected, right? Through the HVAC system. And so, you know, one person's burned popcorn can travel all the way through the building.

Travis: Mm-hmm.

Teresa: Don't leave any food out. Again, we've got shared spaces. Uh, there might be bugs. People coming in and out. Things like that. Gross.

Travis: Or at the very least spills, stuff goes bad and starts smelling bad, mold, all that stuff. It's just not good. Don't do it.

Teresa: Yeah. In class, here's something that you will be interested to know, because you do not have to ask to use the restroom. I know that in high school maybe you had to raise your hand or at least go, like, make kind of a signal or something.

But nobody cares. Be responsible, like, by not going in the middle of someone talking or, like, walking all the way across the front of the class while someone is lecturing. Just go.

Travis: Here's another thing that I'm gonna tell you that I wish I had told myself, if I had Doc Brown's time machine. Is that when you go, right? Your teacher's not gonna always, like, make you do the reading, right? You're not always gonna get tested on it. Um, sometimes you will. And sometimes, uh, you go to your polisci class and the teacher calls on somebody to ask them about the reading and they don't know and then they call on somebody else and they don't know, and he says, "Okay. If you did the reading, raise your hand."

And in a class of, like, 200 people no one raised their hand, and he gets really mad and he storms out. And the TA is like, "Oh my god. I guess that's class for today?"

Sometimes that happens.

Teresa: [laughs]

Travis: But... also, even if it's something where no one's making you do it, get the most out of it that you can.

Teresa: Yeah, you're paying for it!

Travis: And not only that, like, trust me, years later there will be stuff where you're like, "This isn't important to me." Right? I took a botany class and I only sort of paid attention. And now I'm someone who loves gardening and I love taking care of plants and I have a bunch of, like, indoor plants and everything. And there's so much that I'm like, I wish I had paid so much more attention in that class and had all that stuff, like, that I had still learned. 'Cause you never know when something's gonna end up being important to you. And I you have to be there and you have to take the class, why not get as much out of it as you can?

Teresa: I love it. Um, keep your phone on silent. Nobody expects you to put your phone away the whole time, but don't disturb other people. Get to class on time because some teachers lock their doors to avoid disruptions. Also, make sure you read the syllabus.

Most teachers give out a paper copy and they will have one available either through email or online. Most, like, Chalkb—what do they call 'em? Blackboard posting sites or whatever? Um, all—everything that you need for your class is in your syllabus. That's, like, required of your teacher to give you. Dates for things, and policies, and procedures, and how to reach them, and all that stuff. It's all in the syllabus.

If you ask a question that can be answered by the syllabus, your teacher will not enjoy that. And they will say, "It's in the syllabus."

Travis: Mm-hmm.

Teresa: Um, don't be afraid to go to office hours or email your professors. They're here to help you. They are also people, just like you. If you see them in, like, say a cafe or a cafeteria, you can say hello, right? They're people.

Um, if you're going to miss a class for some reason, let your professor know ahead of time, especially if they take attendance, right? If they don't take attendance, maybe don't worry about it. Just get the notes from somebody else.

But if they take attendance, they're counting on you to be there, so let them know that you won't be there. Um, you know. They appreciate the heads up. Don't talk when your professor is talking. Go to class! Right? It is a very slippery slope when you say, "OH, I can miss just this one. I'm gonna take a nap instead."

Travis: Like maybe you figure out that—

Teresa: It's addicting. [laughs]

Travis: Maybe you figure out that your teacher teaches new stuff on Wednesday, reviews—or teachers new stuff on Monday, reviews it on Wednesday, and then does a test on Friday. So you're like, "I'll just go Monday Fridays."

And listen, it works great. It works great. But then it's like, "Man. Maybe if I'd gone and reviewed I would've held on to that information longer."

Just maybe, hypothetically.

Teresa: [laughs] Hypothetically speaking. Um, I know that I also had a problem with this in geology. Had to take geology. I had to get a science in there, and I hated it, and I didn't want to go. So one week I didn't go at all. And I really regretted that when we had quizzes the next week on what we learned the week before.

Travis: Listen. Sometimes you're 40 years old and you still have dreams about showing up to class and it's, like, the last day and you have to take your final and you didn't go to the class at all. And you are really panicking, and yeah. Sometimes it still happens at 40 years old. So go to class.

Teresa: Not to say that you shouldn't listen to your body and take a mental health day if you need it, or a sick day if you need it. If you do the things that you—that we've talked about where you, like, email your professors that you're not coming and check the syllabus and make sure there's not anything due and, you know, you talk to a friend or maybe your roommate and say, "Hey. Can I have the notes from today? I'm not feeling well."

All of that stuff is okay. We trust you to know your body and take care of yourself.

Travis: Also, along those lines, familiarize yourself with—you have, like, a campus clinic, right? If there's, like, a little doctor's o—like, the University of Oklahoma had a kind of university clinic thing. Um, familiarize yourself with it. Know the processes. Know what you need to do. Like, if they take insurance, or what's included in it, so that when you get sick you are able to take care of yourself because you're an adult now and you're at college and your parents aren't going to be there to tell you to go to the doctor or to take you and fill out forms for you and all that stuff.

So familiarize yourself ahead of it so that if you get sick you are able to do the things you need to do to get better.

Teresa: And this is less etiquette and more of a tip. Check your email every time before you leave for class. It might get canceled, and you want to have that precious gift with you.

Travis: And drink lots of water.

Teresa: [laughs]

Travis: Um, okay. Is that gonna do it for us?

Teresa: That's gonna do it for us.

Travis: That's gonna do it for us. Make sure you go to mcelroymerch.com. Check out all the cool merch there. You can go to mcelroy.family and see all of the stuff we make. And check out bit.ly/mcelroytours to see where we're gonna be.

I'm gonna be at Rose City next week I think with my brothers and dad doing some stuff there, so check that out. And then we have other shows coming up. You can find those all there. What else, Teresa?

Teresa: We always thank Brent "brentalfloss" Black for writing our theme music, which is available as a ringtone where those are found. Also, thank you to Bruja Betty Pinup Photography for the cover picture of our fan-run Facebook group, Shmanners Fanners. If you love to give and get excellent advice from other fans, go ahead and join that group today.

As always, we are continually taking your topics, your questions, your queries, your idioms. Send those to shmannerscast@gmail.com, and say hi to Alexx, because she reads every one.

Travis: And that's gonna do it for us, so join us again next week.

Teresa: No RSVP required.

Travis: You've been listening to Shmanners...

Teresa: Manners, shmanners. Get it?

[theme music plays]

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