

## Ignorance is not bliss; pay attention to media

**■ OUR OPINION:** College students receive their news visually, if at all

In this age where most college students would rather receive their music from CDs and their news from TV, live media such as radio are often lost. Though we are conscious of this preference, many of us still reach for the remote control rather than the radio dial for the latest in news and music.

Not to say that college students who do choose to absorb the media do not receive a large amount of their news from newspapers and magazines; but these media are visual as well.

Students at the University are no exception. With the recent election they expressed their opinion of campus radio, voting down all three of KWVA's funding requests.

The station now has no choice but to function without the increased funds for advertising, new equipment and larger stipends.

The radio program at the school of journalism, is suffering as well, not from lack of funds and quality teaching, but from the apparent, lack of enrollment.

Though the actual enrollment of the radio program is difficult to determine because it is encapsulated within the electronic media sequence, the fact that the program does not merit its own sequence could be an indication that there is a lack of student interest in radio as opposed to other media.

According to Jim Upshaw, a professor in the electronic

media sequence, there is only one radio booth available for student use in Allen Hall. However, this one booth is used to satisfy all of the students' needs for resumé tapes.

Professor Alan Stavitsky says that radio is a very vibrant field these days and that radio listenership is high. According to Stavitsky, people still listen in their cars, offices and even while they are jogging.

But when was the last time that you, the University student, sat in an office? How often are you in a car driving to class?

Do you whip out that Walkman and flip to KWVA or another local station when you head to Esslinger to workout? What are the odds that someone, like a college student, who is not often in these environments, will go to great lengths to turn on the radio?

If our observations are any indication, the answer is that the odds are not very good. When was the last time you observed someone turning on anything besides a CD or a tape in the dorms?

This brings us to a much larger point: many students don't even pay attention to news. These students prefer to exist in a state of ignorant bliss, completely unaware of the media.

It is important for us to remember that we, as students, have a responsibility not only to work hard at obtaining good grades, but to work hard at staying well informed.

Listening to the radio, and helping this particular medium to thrive, is a way to do just that.



## Skip Professionalism 101 at Hypocrisy U

I have sat in class while a professor in tie-dyed apparel told her students — without irony — that they needed to dress professionally. I have overheard GTFs, sitting in the back row, openly ridiculing the professors they work for while nearby undergraduates eavesdrop. I have been told that attending a class in which NOTHING was going on was more "professional" than completing a project for people employing me in my field.

This is the University of Oregon, a third-tier college with a party-school reputation, and definitely not the real world. Professors need to acknowledge the difference. Some of them just need to get perspective.

For them, the classroom is synonymous with the workplace. For us, the classroom postpones the workplace, or it makes possible the workplace; it is the tepid incubator readying us for the biggest workplace: LIFE — but it is not in itself anything like a workplace.

The usual arguments for treating the classroom like a workplace is that schoolwork teaches us discipline, and that attendance is a sign of dedication.

The realities are that nothing teaches discipline better than knowing your livelihood depends on completing your work on schedule, and that low attendance sometimes has as much to do with a teacher's performance as the students'.

In the workplace, the fruits of our labors represent the bread on our tables; in the classroom, what we produce is diffused between four or five different curricula, resulting in a level of quality impoverished by busy-work, journal exercises and fruitless group projects.

In the workplace, your fellow co-workers are inspired by talent, dedication or wages to get along with others, to contribute and to achieve. In the classroom, your peers are as likely to be inspired by an illicit high as they are by higher-education.

If professionalism means that you toady to the powers that be, then you are no more professional than Homer Simpson. If it means you must replace your comfortable shoes and climate-smart clothing with execu-wear just to appease the sensibilities of professors decked out in tie-dye, then you are seriously mistaking your priorities.

How often is a talented, hard-working student denied opportunity because he or she doesn't dress as if everyday were a job interview?

About as often as a professor is fired because he or she teaches class wearing comfortable shoes and climate-smart clothing.

Students don't need professors telling them what is professional. Most students realize that whatever else professional may be, it is not col-

lege. They will either learn it on their own after graduation or learn it from their boss at Bob's Burger Express. Learning it from a University professor is not a good idea.



OPINION  
Sonja Sherwood

The professional standards that surround us here are at somewhat mythical, sometimes hypocritical, and at worst, totally false.

What sort of professional prepares sloppy assignments, or lousy lectures? What sort of professional hits on students or rewards personality rather than aptitude? Sure, college imitates

the real world, but only to the extent that the real world stinks, too.

Professors maintain that skipping class is a sign of poor professionalism; so what does it mean when a professor flounders in his or her material, or can't control discussions, or regales students with lectures left over from the '80s? We're not supposed to notice when study material is out-dated or irrelevant. What do we know? We're not professionals.

Real professionalism means more than just showing up: that goes for faculty and students. It means more than just complimenting your peers, positing a few theorems and wearing the right tie. It's not how well you accommodate your superiors that should count, it is what you do — and how well you do it.

Anyone can clean up their act for a job interview, but they won't get the job unless they are capable of performing and producing quality work.

This university is filled with people pursuing professional jobs who know what to do to succeed — that's why they're here. They don't need to be reminded of the consequences of their absenteeism or told how to dress. They don't need tough-love techniques from quasi-parental teachers. What they really need and want — but rarely get — are classroom experiences that send their heads into a tailspin they never get out of.

The student body could strike a deal with its mental mentors: shake yourselves out of post-tenure malaise or adjunct anxiety and in exchange, we'll show up to class everyday, wholeheartedly pursue that subjective "participation grade," and paste gold stars on all our teacher evaluations.

We'll do the most professional-genuflecting imaginable if you in-turn set aside some time from your research projects and textbook deals and professional advice and just, well, do your jobs.

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## Oregon Daily Emerald

The Oregon Daily Emerald is published daily Monday through Friday during the school year and Tuesday and Thursday during the summer by the Oregon Daily Emerald Publishing Co. Inc., at the University of Oregon, Eugene, Oregon. A member of the Associated Press, the Emerald operates independently of the University with offices at Suite 300 of the Erb Memorial Union.

Unsigned editorials represent the opinion of the Emerald editorial board; signed columns represent the opinion of the columnist.

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