**Letter to the Editor:**

**College differences in Austria, U.S.**

The college life experience is the main reason why I chose the U.S. for my year abroad. After six weeks of studying at Rider, I became aware of numerous differences between the American university and my university in Graz.

The most striking difference is that students cannot live on campus in Austria. Although there are residence halls located near the University, most students either live with their parents or get an apartment in the city. Graz is rather small compared to most American cities, so the University can easily be reached by car, public transportation and even by biking or walking.

Living on campus offers a lot more social interactions. With all the clubs students can join and the many campus events, the college life here includes much more than just schoolwork. Through living on campus, you get to know so many people because you spend the whole day together with other students. In Austria, students go to school for classes and spend their free time with friends at home.

I enjoy college life here, but I also like studying at Graz, a little university town that is popular among students. People from all over the country come to study at Karl-Franzens University. It has over 21,000 students, a huge campus and many different fields of study. Our university offers fewer social facilities and activities, although there are many sports available to students. Most students prefer to spend their free time independently of the University.

Despite the separation between college and free time in Graz, the city has much to offer students. Around the University, there are bars, pubs and clubs, as well as a beautiful city center with shops and cafés. There are many attractions in and around the city, including beautiful lakes and nearby mountains for skiing.

What I also appreciate about studying in Graz is that there are not as many rules to follow. I understand the necessity of all the rules students must observe when living on campus, but since I am not used to that, I sometimes feel over-supervised. Student life in Graz is less strict. Smoking, for instance, is allowed everywhere on the campus (except inside the university buildings) and also in cafés and bars, but students do not tend to smoke more. Another example is, although the drinking age in Austria is 16, alcohol poses less of a problem since students do not have to drink secretly.

However, Austrian universities do not have the kind of college community that I have experienced here in the U.S. You also get to know a lot of people in your free time, but in class you are usually only with the students in your specific field of study. Because of the large size of the university in Graz, each field has its own building, and there is less interaction between the different institutions than here. Another aspect which contributes to the college community in American universities is the different mentality of the people. On average, Americans are much more outgoing, and this definitely reinforces the social interaction between students.

— Milena Insam

---

**First Impressions: Intelligent design isn’t a science**

Evolution vs. stupidity is a pun on the recent debate of teaching evolution vs. intelligent design in public school districts. Intelligent design, an extension of creationism, states that the development of life has an intelligent creator. Darwin’s theory of evolution states that species (including humans) have evolved by natural selection, meaning that those who are better adapted to the environment can and will procreate. Darwin was not an atheist: He believed that God created life, but that evolution was simply the process by which it developed.

In September, the debate reached a new level in Dover, Pa. An article by Laurie Goodstein stated that the “school board... voted last year to require high school biology classes to teach about ‘alternatives’ to evolution.” The debate caused 11 parents in Dover to sue the school district, as it’s seen as an infringement upon the separation of religion and public schools.

There is a clear separation of church and state that is outlined in our Constitution. There’s nothing wrong with people having their own religious beliefs, activities and its creation. But whether you beat your Bible or burn it, you cannot teach religion in public schools. That’s what parochial schools are for. Otherwise, it’s a violation of the liberties on which this country stands.

According to J. Walczak, legal director of the American Civil Liberties Union (ACLU) in Pennsylvania, the ACLU is bringing forward “six experts in history, theology, philosophy of science and scientific method to show that no matter what the perspective, intelligent design is not science because it does not meet the ground rules of science, is not based on natural explanations, is not testable.”

It’s sad that theologians, philosophers and scientists need to tell us that intelligent design is not a science. Is this country so stupid that it can’t figure that out on its own? This is the same argument over again. There is a clear separation of church and state, and it’s impossible to legislate morality and religion. Moral debates go around in circles because anybody intelligent knows that, regardless of one’s personal stance on moral/religious issues, it would be catastrophic to make a moral decision. These debates allow even the dumber argument that intelligent design should be taught in schools.

— Milena Insam

---

**CLippings From RIder HistoRy**

**MATCHMAKING MADE EASY**

Oct. 29, 1965 — Operation Match is a hit at Rider. A questionnaire of 70 multiple-choice questions, distributed for $3, asks students’ opinions on topics ranging from sex to politics to religion. The completed surveys are forwarded to the Massachusetts headquarters where at least five names, phone numbers and addresses of opposite sex “matches” in the participant’s geographical region are returned.

**Letter to the Editor:**

**Visual arts at Rider**

I was excited to see the newest Rider Alumni Magazine, “Celebrating the Arts,” as I expected to read about the many recent accomplishments of Rider’s artists. Instead, I was shocked to see that not one article mentioned the visual arts component of Rider’s fine arts program. There were articles about the dance program, Westminster Choir College, and the theater program — complete with a list of all of the year’s theater performances. I was flabbergasted: How can you have a magazine dedicated to the arts and not mention studio art? Are there 29 students majoring in the visual arts — why haven’t they been represented equally? Fine Arts students have acquired a range of accolades, awards and recognition. In fact, the student on the cover won the first Rider research grant given to the visual arts department, an honor awarded for a painting project. I know because that student is me.

Rider shows little support of either the faculty or students of the visual arts program. We have two well-known, professional artists teaching here. Deborah Rosenthal, a tenured professor, has had seven solo exhibitions at the Bowery Gallery in New York and has been a guest artist, instructor and critic at Stanford University, Parsons, the Chahtaqua School of Art and the Kansas City Art Institute — just to mention a few. This fall, Dr. Rosenthal appeared on a panel at the National Academy of Design with one of America’s greatest poets, John Ashbery.

Professor Harry Naar has taught both studio art and art history at Rider for more than 25 years. His work has been exhibited in galleries and museums throughout the country, and he was selected as one of the six New Jersey Print and Paper Fellows at the Rutgers Center for Innovative Print and Paper. In addition, marvelous guest artists come to our campus, both for gallery displays and to offer their assistance to the art classes.

In terms of facilities for the artists at Rider, there are two art studios for each of the art professors. These rooms are small and cramped. We just completed construction of a beautiful new gym for our athletic department, yet art facilities, which cater to both academic and extracurricular interests, receive little funding and no renovation or new construction. Rider’s fine arts students work in two small rooms that barely fit 12 easels and very little funding exists for trips to museums and art galleries.

We should be known for all of our academic programs, though there is lack of attention paid to certain disciplines. A liberal arts education encompasses all of these facets of life. Does Rider?

— Kristy Kleinfeld
Senior, Fine Arts Major

**Quote of the Week**

“The advantage of a classical education is that it enables you to despise the wealth which it prevents you from achieving.”

— Russell Green