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HAVE A TIP?

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LEAD ED: How "Henry VI" Helps Students

LEAD EDITORIAL

The Shakespeare Theatre of New Jersey is one of the leading Shakespeare Theatres in the nation. As a company, they are dedicated to bringing new life to the classics and performing for a diverse audience. They are New Jersey's largest theatre that is devoted to Shakespeare's popular and classic works, and as a teaching theatre, they aim to provide education and tools for students and others interested in the arts.

To have such a devoted institution operating right on our very own campus since 1972 gives Drew students the opportunity to interact with theater arts and pro-

fessionals due to such close proximity. In fact, Drew University already advertises its commitment to theater and dance and is recognized by The Princeton Review as one of the country's top 25 best colleges for theater. However, it wasn't until this year that the Shakespeare Theatre and Drew's theater department announced their first ever collaboration on a joint production.

"Henry VI: The Rise of Richard" will run from March 26-28 at the Shakespeare Theatre and the cast and crew will be performing the third part of the famed play. As one of Shakespeare's most significant historical productions, "Henry VI" was also looked to as inspiration for George R.R.

Martin's popular book and television series "Game of Thrones."

As for the production itself, 29 Drew students are involved as members of the cast and/or assistants within the crew. Overseeing them is artistic director Brian B. Crowe, with numerous other Shakespeare Theatre staff and Drew faculty members like lighting designer Kevin Gartley and Theatre Arts Professor/set designer Jim Bazewicz, respectively.

For decades, "Drew has been able to offer theatre students the opportunity to enjoy an active relationship with New Jersey's only professional theatre dedicated to the classics" according to The Shakespeare Theatre of New Jersey. And, with this

professional partnership between the two institutions, students can now take advantage of what the Shakespeare Theatre has to offer more so than ever before. As a result, we believe that this historical collaboration should be the starting point for even more joint productions between Drew and the Shakespeare Theatre going forward.

The students involved in both the cast and crew are able to build their knowledge and hands-on experience with acting, directing and the overall art of performing through this partnership, as they get to work directly with skilled professionals.

CONT. IN LATEST PG. 7

A Day With the Bushwick Starr in the DOYO

Jaden Finn
Assistant SLA Section editor

The Drew theatre and dance department hosted the Bushwick Starr, a non-profit theatre company based in Brooklyn, N.Y. on Friday, Feb. 6. Students participated in Q&A sessions with Co-Founder/Artistic Director Noel Allain and Associate Artistic Director Machel Ross, as well as a session later in the afternoon where they shared their own works for feedback. This article will mainly focus on the Q&A session with Allain.

The Q&A session with Allain was geared towards students interested in the technical aspects of theatre, design, stage management and directing. Allain described the Starr as a 'neighborhood' arts center which focuses on expanding their audience through after-school programs and workshops. He explained the origins of the Starr, and how it was especially difficult to be civically involved in the beginning due to gentrification in the area. "In a gentrified environment where there are lines between [communities], simply having your door open is not enough. You don't know if [community members] will trust you," said Allain. The Starr founders felt it important to integrate themselves into the community rather than be separate from its established culture.

Through involvement in their local community council, the Starr was able to gear their programs towards what the community needed. When figuring out what kind of educational programs to provide, Allain said, "I find that when you're working with a community, and getting to know [them], the best thing you can do [for them] is to listen to [their] needs before making a decision." By getting community input, the Starr was able to create a successful playwriting program for students in fourth and fifth grade. Eventually, they also began working directly with school administrators and were able to use local school auditoriums to make their after-school programs more accessible to kids.

A few students who are double majoring, with one of their majors being in theatre, or who don't major in theatre at all, asked about the best ways to get involved when not pursuing a theatre career. Allain discussed how it can often be hard to manage more than one passion, saying that sometimes the best decision can be to decide on one focus. He also emphasized the importance of community and networking, saying, "It's about finding your people...The smaller the organization, the easier it is to make a relationship with somebody." He continued, "If you are not finding the community you want,

there is always the opportunity to make your own—that's what we did."

When asked about the Starr's process and team, Allain elaborated on how the Starr divides their responsibilities in order to give the most to every artist's project. The Starr has to consider, as Allain said, "how do we push forward these ambitions...in a way we couldn't before?" The Starr focuses on the needs of their artists in order to bring their visions to life. Since being in a new space for the past two years, the Starr has had to readjust their team to include more people to manage the administrative work that comes with owning an entire building.

The production-focused Q&A session concluded with a look at actual budgets the Starr had used. Allain compared two productions—one union and one non-union—to show the differences between what the Starr can provide for different kinds of productions, and what goes into managing an entire theatre company budget. He remarked, "a budget also tells the story of what is going to happen over the next, sometimes, two years."

"The Bushwick Starr is at the cutting edge of artist development in New York City. In any given season, their offerings oscillate from Afro-Futurism to experimental musical theater to storytelling solo performance," said John

DiResta, assistant professor of theatre and dance. He continued, "they invest in artists and prioritize ensuring that every artist in their building has the resources they need to flourish." Opportunities to connect with professionals, especially those so close in New York, is an incredibly valuable experience for theatre students. DiResta concluded, "We hope this will be the beginning of a long-term relationship with The Bushwick Starr! We're already in conversation about helping students find summer internships there."



Jaden Finn is a sophomore who is majoring in environmental science and minoring in theatre arts.

QUOTE OF THE WEEK

"You'll never convince me "épée" isn't pronounced eepy."

—Devan Sutaria ('26)

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INTERESTED IN JOINING?

Any Drew student is welcome to join us for meetings every Thursday at 7p.m. in our office in McLendon.

Or visit thedrewacorn.com/join to request more information.

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CCE and MCOM Department Host Sinners Screening

Nathan Moldover

Assistant Sports Editor

Katie Germinder

Opinions Section Editor

Thanks to the Center for Civic Engagement, students came together in the Kean Room of the Drew University Library on the evening of Feb. 26 to not only watch the 2025 “Sinners” film, but to also discuss its depiction of Black history and culture and how impactful it is for such a film to come out during the current political and social climate. The panel after the film was composed of the following Drew faculty members; Dr. Tami Navarro, chair of africana studies, Dr. Poe Johnson, assistant professor of media and communications and Dr. Trevor Weston, chair of the music department.

For the first part of the event, attendees ate snacks provided by the event organizers while watching the film. There was minimal talking during the film screening, since everyone was respectful and took in all the film had to offer.

After the movie ended, the panelists were seated at the front of the room, along with a student curator. The panelists discussed topics

such as the start of rural blues after slavery and how in the film there was no single definition of freedom, that that concept was relative to the characters and their experiences. One of the panelists, Dr. Weston, told the audience that, “performing blues allows you to speak freely,” referring to the film’s use of Delta blues music as a symbol of freedom and resilience of African Americans during the Prohibition era in the 1930s.

Panelist Dr. Johnson commented on how “Sinners” interacts with the genre of horror as a whole. He explained how horror relies on “disruption” caused by the monster, so then the goal is to “get rid of the monster to get back to the status quo.” In the case of “Sinners,” however, the status quo of the Jim Crow South isn’t what the protagonists are fighting for.

Regarding the main villain, Remmick, Dr. Johnson commented that he has had the experience of being colonized, and now has become the colonizer himself. For the protagonists, he’s “a different form of the monster that’s always been.”

The faculty panelists invited students in atten-



IMAGE COURTESY OF NATE MOLDOVER ('29)

Panelists pictured from left to right: Dr. Tami Navarro, Dr. Trevor Weston, and Dr. Poe Johnson.

dance to ask them questions about the film and the themes and cultures it explored. During the Q&A, Dr. Navarro expanded on the impact of religion on the film. While the main character, Sammie, finds comfort in Christianity at different moments throughout the film, traditional Yoruban religion plays a large role in the plot, through the character of Annie.

Overall, students were able to get a better understanding of the film as not only a great horror-period piece, but also how culturally significant it is and how to approach it from all different

types of perspectives. It gave everyone the chance to talk more about what they saw on screen with faculty who could give them well-rounded and informed insight.

The Center for Civic Engagement is hosting the Day of Scholars on April 17. Be sure to follow @drewengage and @drew_africana to keep up to date on future collaboration events as well.

Nathan Moldover is a first year majoring in political science and philosophy.

Katie Germinder is a junior who majoring in environmental studies & sustainability and minoring in anthropology

The U.S. and Israel Have Bombed Iran Now What?

Allison Cannon

News Section Editor

Early in the morning on Feb. 28, the United States joined Israel in a massive and on-going attack on Iran in an effort to “crush its military, eliminate its nuclear program and bring about a change in government,” according to a video statement President Trump released on Truth Social.

Why did it happen? It is a question many people all over the world are asking, and according to the United States President, the reason for the attack is to protect the American people by removing the perceived threats from the Iranian regime.

The goal of the attack for the U.S. was to destroy Iran’s missile locations, its navy and any groups that may be considered a threat to U.S. allies or troops stationed in Iran, including as many political leaders as possible.

Israel’s Prime Minister Benjamin Netanyahu has fought against Iran’s nuclear missile program, but has feared retaliation from Hezbollah, which is the capital

city of Tehran’s proxy army in Lebanon.

Now having the support from the U.S., Israel has pushed into Iran and plans to rupture its government.

There is a question on if the United States has joined the war and if the president is allowed to order military strikes.

Under the War Powers Resolution of 1973, U.S. presidents are given the power to engage in military actions without the formal Congressional approval that is normally required. According to Congress Chapter 33, the War Powers Resolution is a law that allows the president to make military decisions, as long as Congress is notified at least 48 hours after military action has occurred. The act also puts a limitation on how many armed forces are deployed if there is no formal declaration of war after 90 days of the initial attack.

For months, students have been protesting on campuses across the nation, including protesting the genocide in Gaza, and now millions of Americans have taken to the streets in protest

to the strikes planned by the president.

It is important to take a step back to look at what is happening and understand it. The world can feel heavy, and it is exhausting to constantly be under attack both physically and metaphorically.

Why does protesting matter so much to millions of Americans right now? Why are college students taking a stand against political and military movements?

The Vietnam War sparked a new age of protest, one that turned out to be very powerful. Millions of college students started to rebel against their schools for allowing military related research to take place on campuses around the nation, which led to many more anti-war protests.

This history is the heart of student activism, as it allows students to feel like they can control something, that they can have an effect on something important.

There is so much pain in the world right now. There is a collective dampen on millions of people’s mental, emotional and societal

well-being. Hopelessness is easy to fall into with the on-stream of bad news. When we fall into hopelessness, it is difficult to imagine a brighter future, setting goals seems impossible and everything that is going on seems to be never ending.

Hopelessness steals our energy, preventing us from imagining change. Hope on the other hand reconnects us to the possibility that things will turn out good.

Hope is more than a feeling, it is a strategy. If you want to navigate the uncertainty, adversity and challenges of everyday life, you must have hope.

Having hope is a choice you must make everyday. It isn’t something that will eliminate conflict or every hardship you might face, but it does allow for compassion and courage.

During these hard times, when things might feel hopeless, take a step back, look at what you have and choose hope.

Allison Cannon is a sophomore majoring in psychology and double minoring in Spanish and law, justice and society.

ICE Scare Rattles Drew Community with Unmarked Vehicles

Sabr Keres-Siddiqui
SLA Editor

In the early afternoon of Thursday, Feb. 15, an unmarked black SUV pulled into Drew, simply to be used by the staff of the Shakespeare Theatre for a campus activity. Around the same time, some emergency vehicles pulled onto campus “to assist an injured employee,” said a statement later that day.

Little did these vehicles’ occupants know: they would soon be at the center of a campus-wide panic that was about to descend upon the entire school.

The cause of all this chaos was a flurry of existing tensions finally rising up to a boiling point, along with some unfortunate timing and premature assumptions. ICE, formally

known as Immigration and Customs Enforcement, is known to use unmarked, dark-colored vehicles and local law-enforcement cooperation during raids.

Due to recent ICE presences on campuses like Columbia and Rutgers Universities, as well as in other schools and communities nationwide, Drew students have been on edge and on high alert ever since President Donald Trump took office.

As a result of all this, the sight of an unmarked black SUV followed by several emergency vehicles caused the Drew community to jump into action. Starting around 11:30 a.m., YikYak posts began to spread far and wide across the Drew community. “ICE is in Chatham and Madison, [please] be safe everyone,” read one.

“ICE might be on campus guys...not confirmed. But be safe please!!” said another.

Group chats began to launch into frenzy. Students and faculty alike, both inside classrooms and outside on the paths, began to whisper amongst themselves, looking over their shoulders as they walked. A sense of anxiety and paranoia was palpable throughout the Forest as they darted back towards dorms and other keycard-protected spaces, those with classes keeping their heads on a swivel as they went between buildings.

After many hurried check-ins with Residence Life and Campus Security, it was finally determined that the SUV and the emergency vehicles did not belong to ICE and, in fact, were not even related to each other. To students’ relief, the alert

had turned out to be a false alarm.

As the dust settled, a statement was issued via LiveSafe and email by Vice President of Campus Life Frank Merckx: “The University has been responding to and investigating these reports [of ICE on campus]. As of now, there is no identifiable information that ICE has been here. Throughout the afternoon, we have been in conversation with local authorities.”

Merckx continued: “We have investigated a few vehicles that have been shared with us and none of those are tied to law enforcement or ICE...one was a vehicle used by the Shakespeare Theatre staff who was on campus working with students. Additionally, there was police and medical services activity on campus to

assist an injured employee.”

He also shared resources, including a Drew page titled “Information and Concerns Regarding ICE,” a New Jersey state Know Your Rights Information Hub and links to purchase a temporary Drew parking permit (another vehicle thought to belong to ICE turned out to belong to a student who had not purchased one).

As the community recovers from these events, students remain vigilant and hyper-aware. The outlook remains uncertain regarding the activities of ICE in and around New Jersey and indeed nationwide, and it remains to be seen whether our campus will be visited by immigration authorities anytime soon.

Sabr Keres-Siddiqui is junior majoring in political science and minoring in sociology and

HOTLINE BLING: Sen. Jenkins Unveils Student Hotline

Sabr Keres-Siddiqui
SLA Editor

Drew students and community members have a new outlet for their concerns about campus this week in the form of a brand-new Student Complaints and Concerns hotline devised by Commuter Senator Thomas Jenkins (‘27).

Jenkins commented that real change can only be made through the initiative of students, and that an “eas-

ier outlet for that” was essential for tangible progress to be made. He said that while student responses would be recorded automatically into a spreadsheet, that sheet would be checked manually to ensure accuracy. He also highlighted that the hotline is not for emergencies, saying that responses may be delayed and encouraging people to call 911 if any life-threatening emergency arises or if they are in active danger.

The hotline, currently hosted using Google Voice, operates 24 hours a day, seven days a week, and callers will be greeted with a recorded voicemail of Jenkins leaving instructions on how to use the service.

Jenkins also emphasized the anonymity of responses to the hotline, highlighting that phone numbers of callers are encrypted and details anonymized.

“Anyone in Student Government can pull up”

the automatically generated transcript of a call, he said, and the concerns in it will be relayed to the rest of the Senate by whichever Senator has reviewed it. He encouraged students to use it to relay any issues they might see on campus, because “if students [themselves] don’t use the hotline...there’s not much there.”

The phone number for the hotline is (973) 936-8173. Any member of the Drew community with a

concern, comment or compliment that they wish to bring to Student Government’s attention on campus is welcome to dial anytime.



Sabr Keres-Siddiqui is junior majoring in political science and minoring in sociology and

Snowstorm Blankets Drew Campus with Layer of Snow

Nathan Moldover
Assistant SLA Editor

As a blizzard battered many parts of the Northeast, the snowfall hit Drew University’s campus, cancelling classes for Monday, Feb. 23. While roughly a foot and a half of snow covered campus in a pristine coat, students stayed in their dorms, attending classes over Zoom. After classes, students used makeshift sleds outside of the library and constructed snowmen in various locations.

The snowfall varied greatly across the Northeast, with parts of New England, such as Providence, R.I.,

getting a record three feet of snow, to a state high of 31 inches in Lyndhurst, N.J., to closer to a foot in other parts of the state according to nytimes.com. In the New York area, many forms of public transportation, like NJTransit or AMTRAK, were shut down for at least a day, with delays continuing later into the week, also found on nytimes.com.

Transit delays, whether it be poor road conditions or issues with public transportation, led to some classes on the Tuesday afterwards getting cancelled or moved online, as there was difficulty for certain professors or for commuters to get

to campus, though classes were not moved to Zoom nor cancelled across the board at Drew.

In New Jersey, there were 130,000 reported power outages, and 35,000 still without electricity the morning after the storm, said nj.com/weather. While the storm may have been particularly strong in terms of wind, snow and power outages, state climatologist David Robinson maintained that it was “certainly not in the top 10 for New Jersey’s biggest snowstorms on record.” Prior snowstorms, such as the large ones in 2021, 2016 and 1996 resulted in even greater snowfall

and significant impact on the electrical grid, stated nj.com/weather.

Across the rest of the Northeast, city and state officials hurried to manage and mitigate the impacts of the wintery storm. Pay for emergency shovelers was raised to \$30 an hour, from \$19, to help clear the sidewalks across New York City, and use of the roads was restricted to “essential vehicles.” Across Massachusetts, close to 300,000 power outages occurred, while roads were undrivable in many parts of the state. This left municipal and state authorities dealing with the results of a snowstorm, about which Gover-

nor Maura Healey said was “as bad as I’ve seen,” found on nytimes.com.

At Drew University, there was an efficient response to the snowstorm. With plowing and laying down salt on the paths, the campus was traversable with relative ease in time for students to make it to Commons for meals. All main paths on campus were cleared for students to get to and from class when Drew reopened that Tuesday.

Nathan Moldover is a first year majoring in political science and philosophy.



IMAGE COURTESY OF EVA ESQUEDA (‘26)

Students shovel a car.



IMAGE COURTESY OF EVA ESQUEDA (‘26)

Glenwild parking lot covered in snow.



IMAGE COURTESY OF EVA ESQUEDA (‘26)

Students’ cars covered in snow.



OADN Welcomes “Back to Classes” at Spring Concert

Casey Bush
Copy Editor

On a Different Note, Drew’s soprano-alto a capella group, hosted “Back to Classes” on Feb. 20 featuring All of The Above, the all-voices group and 36 Madison Avenue, the tenor-bass group. This was the first concert of the spring semester and the crowd was filled with great energy and support for the groups.

OADN’s set list included the songs “Hell of a Ride” by Fizz, “Special Girl” by Dodie and “Graceland Too” by Phoebe Bridgers. They intended their songs to fit the theme of narratives of the self, and these fell perfectly into such a concept.

“Graceland Too” was the Senior Solo of the night, performed by Kayla Cleary



IMAGE COURTESY OF THE DREW ART DEPARTMENT ON INSTA-

A piece from Salazar’s Leaves series.

(‘26) who has been the OADN president for the past two years, and has been a part of the group for four years.

A Senior Solo is a special song chosen and sung by someone who is graduating within the group, and they

are a great opportunity for people in and outside of the group to celebrate the graduating member.

When asked about her solo, Cleary said, “If you’re anything like me, you start thinking about your song as early as when you first

join the group. ‘Graceland Too’ by Phoebe Bridgers has always meant the world to me. It’s a song that I’ve continued to resonate with at several points in my life.”

Cleary had many supporters on and off the stage, and her performance even ended with an impressive standing ovation. “I don’t think I’ll ever forget getting to perform this song with some of my best friends... and having all of my favorite people watching,” said Cleary.

OADN also performed “Close Your Eyes” by James Taylor to close out the concert. As it is their alumni song, they called the previous members to the stage and sang together through many emotions. Many teared up as it was their president’s Senior Solo, and many embraced as they were reunited

on stage for the first concert of the semester.

Some other songs which were performed by 36 Madison Avenue were “My Own Worst Enemy” by Lit, “Island In the Sun” by Weezer and “Do Ya Wanna Taste It” by Wig Wam.

Additionally, AOTA performed “She Calls Me Back” by Noah Kahan, “Are You Bored Yet?” by Wallows Featuring Clairo and “End Of Beginning” by Djo.

The second a cappella concert of the semester, “Jamfest,” will be happening soon, so those interested should stay tuned for the upcoming details.

Casey Bush is a sophomore majoring in psychology and minoring in English writing & communication.

ASU Holds Vibrant Lunar New Year Celebration

Kayla Kiernan

Assistant Opinions Editor

Crawford Hall and the Space in the Ehinger Center were the main sites of celebration on Feb. 20 in celebration of Asian Student Union’s Lunar New Year event.

The event started off with a presentation in Crawford Hall by ASU board members on the importance of this event and how many years it was in the making. Talking with the Chief Financial Officer of ASU, Victoria Mae Keelan (‘27), showed the amount of time and effort that went into this event.

“We have never done such a large-scale event in the history of our club. We always hope that our events are big, but this one we fully anticipated and prepared for,” said Keelan.

This preparation was palpable from the trays of food that were ready to be served in Crawford Hall to the many activities that were already prepared in the Space. Activities such as crafting DIY lanterns and painting fans and banners were spread out throughout tables.

Materials like paint and Chinese letterings that signify good luck in the new year were all provided. There were also games set up in the 1867 Lounge.

“We started planning for this last semester, and we expanded our board by four people just to have enough manpower, interest

and outreach. Our meetings regularly became more than five hours during multiple days of the week to ensure that the headache for our club and by extension our collaborators was kept to a minimum,” said Keelan.

The preparation along with the outreach and manpower was apparent when hours and even days before the event many volunteers and club members were seen setting up decorations and activities in preparation. They set up every single decoration, table and activity throughout the days.

These efforts came to fruition when the event became packed with faculty, students and many people from outside the Drew community as well. One notable person who came from outside of the Drew community to celebrate was the Consulate General of the People’s Republic of China in New York.

A faculty member who spoke at the event gave a comment on the importance of community and connection shown at an event like this. She also showed why it is vital for both people within different groups and cultures along with people within these cultures that are celebrated to show up to this occasion.

“As an international scholar from Asia, specifically from India, it felt like an extraordinary experience to attend the Lunar New Year celebration at Drew. While it had a particular

feeling of home for those within our Drew community who celebrate, for us all, it was a remarkable witnessing of amazing food, music, dancing and culture that contribute to creating a meaningful community on campus. We are extremely grateful to the organizers for an unforgettable evening for us all,” said Jinee Lokaneeta, Associate Dean of Curriculum and Professor of political science and international relations.

After student and faculty speeches, students were then served by ASU members and volunteers a wide variety of traditional foods, desserts and drinks, along with being guided through the several activities and events with a provided itinerary.

Along with the already prepared activities in the Space and 1867 Lounge, there were interactive events throughout the evening that took place in Crawford Hall. Several dance performances were performed by students, one being a breakdancing piece and the other being a tap routine. A cover of the classic Filipino song, “Kahit Maputi Na Ang Buhok Ko” by Rey Valera was sung.

The person who sang this rendition had some thoughts about this event and the community it attracted.

“I’m so grateful for all the people who came out in celebration of culture and community, and ASU looks forward to putting on more

events to share our culture and community,” said Aly Maglaqui (‘28).

The feeling of community and culture became even more exemplified when a lion dance was performed to bring luck and good fortune to the people in attendance of the event. The lions danced around the room and swung banners for the new year, while a man in a mask representing chinese monk buddha messed with the lions along with taking swigs from his jug.

Other activities included a Filipino line dance that was taught to audience members along with prizes raffled off through a Kahoot game. One of the winners of this Kahoot game, which was based on knowledge of Lunar New Year and different cultures in Asia in general, had some thoughts.

“I definitely learned a lot of things about different Asian cultures from the Kahoot, and the entire event made me feel more connected to my community and different Asian communities at Drew which I’m very thankful for,” said Jiawei Hu (‘27).

The event concluded shortly after this Kahoot, many people going home with prizes and food and a sense of family, comfort and a newfound knowledge of different cultures.

Kayla Kiernan is a sophomore majoring in English writing & communications and political science and minoring in Spanish and Italian.



Inside the Acorn: A Look Into the Next Edition

Katie Germinder

Opinions Section Editor

Last week, along with publishing the standard issue of The Acorn, the student-run newspaper released something new. Something that would give readers and now listeners alike a sneak peak into the articles coming out. Something completely new and collaborative: a podcast.

Inside the Acorn is a new podcast project that has come to life thanks to the hard work of Dr. Andrew Salvati's MCOM 202 class. Each week, writers and editorial board members come together to discuss what they have been working on for the latest issue and what articles they are looking forward to reading as well.

When interviewed about said podcast, Dr. Salvati explained that, "I've been looking for an opportunity to do this with The Acorn...it is kind of my own interest in, number one journalistic nonfiction, and number two, trying to create more podcasts that have to do with student life and the student experience." After getting the basis of how to get the podcast off

the ground, Dr. Salvati and his co-faculty member, Dr. Blatter approached the editor-in-chief, Eva Esqueda ('26), and together they started brainstorming ideas for the podcast.

Students in Dr. Salvati's class played crucial roles in the making of the first episode and will continue to do so in future episodes. Halie Benway ('28), the social media manager for the first episode, shared that, "I've never done podcasting before, so it was actually really nice to observe and to see how people answer questions, how you ask questions [and] the setting up of all the equipment."

Benway's classmate, Arya Patel ('26), who was the episode's assistant audio engineer, shared her insights into the podcast as well. "I would say a piece of advice for anyone going into podcasting is basically expect the unexpected, because when you're starting something, you might not know what's not going to work and what's going to work," said Patel.

Another MCOM 202 student, Alex Bernstein ('27), the assistant editor for the episode, explained

that, "I thought it was really interesting to be part of and it felt very professional in the setup [and] in the fact that we had all of these materials ahead of time."

This podcast has not only provided insight into The Acorn's inner workings, but it has also provided these students with the ability to work and learn together to truly hone in on the different aspects that go into creating a podcast. It gives them hands-on experience on how to edit audio or how to take promotional pictures for a project. Even those as student writers who were the ones being interviewed for the podcast were able to see what it is like to be the interviewee as people who usually are interviewing others for articles. Everyone who was a part of the process was able to take something valuable away from the first recording of this new collaborative project.

The next episode of Inside the Acorn is out now with our current edition and can be accessed on any podcast platform.

Katie Germinder is a junior majoring in environmental studies and sustainability and minoring in anthropology.



IMAGE COURTESY OF LUCIANNA DEMASI ('26)

Inside the Acorn Podcast cover art.

Esperanza & La Casa Hold "Know-Your-Rights" Event

Sabr Keres-Siddiqui

SLA Section Editor

On Thursday, Feb. 19, Drew's recently formed immigrant aid collective known as Esperanza held a "Know-Your-Rights" workshop to educate Drew students about their legal immigration rights and Constitutional protections. Snacks, such as empanadas, were also served to those in attendance.

The event, held in the La Casa Latina townhouse on campus, started at 5 p.m. and lasted until 6:30 p.m. The gathering's aim was to provide "an insightful dialogue on immigrant protection, community solidarity and shared challenges on campus," said an advertising flyer for the organization. Residents of La Casa teamed up with other members of Esperanza to help students make what are known as "red cards."

Red cards are rectangular red-colored cardstock cards containing printed out information about human rights and how to interact with Immigration and Customs Enforcement should someone find themselves in a confrontation with them.

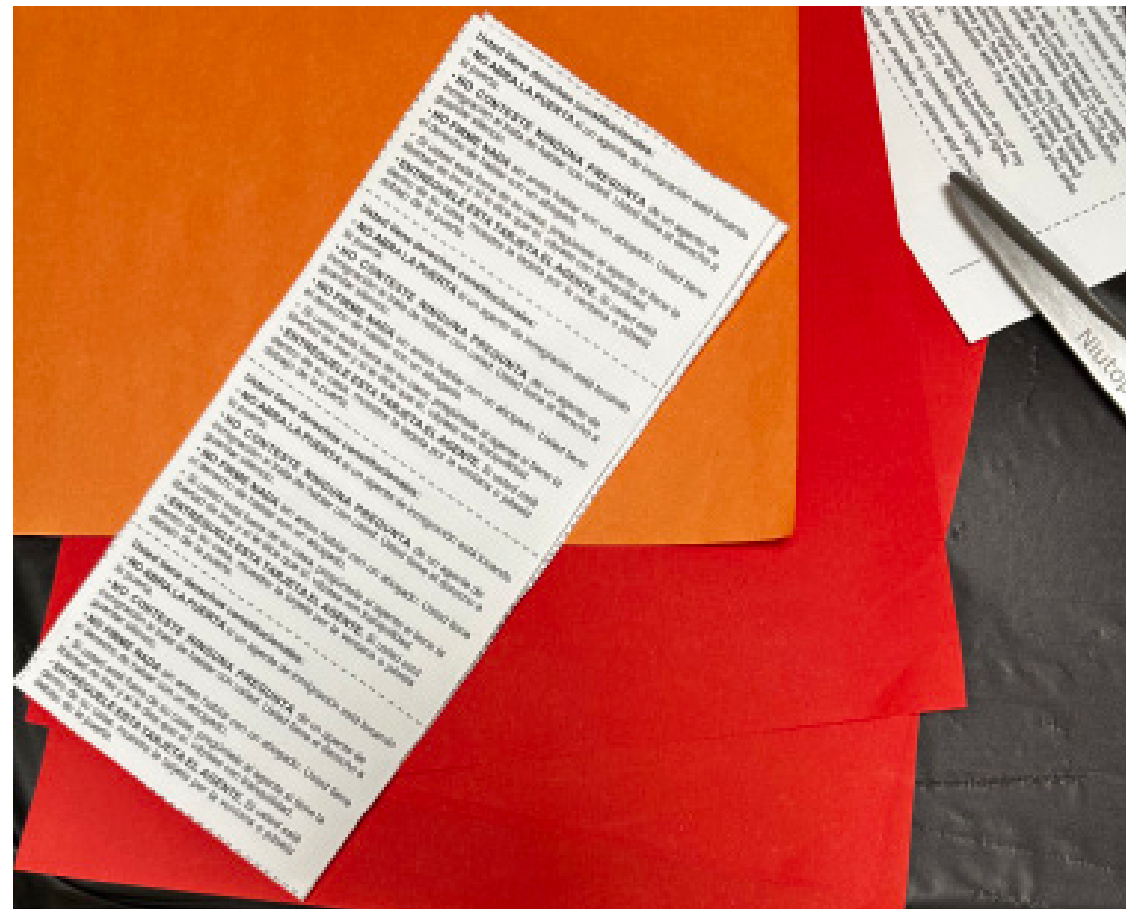
"I do not wish to speak with you, answer your questions or sign or hand you any documents based on my fifth Amendment rights under the United States Constitu-

tion," reads one side of the card in English, with more instructions for cases where agents may be outside of someone's home.

The flip side of the card contains instructions in Spanish on how to exercise those very rights, with directives to remain silent and calm and to refrain from signing anything without first speaking with a lawyer.

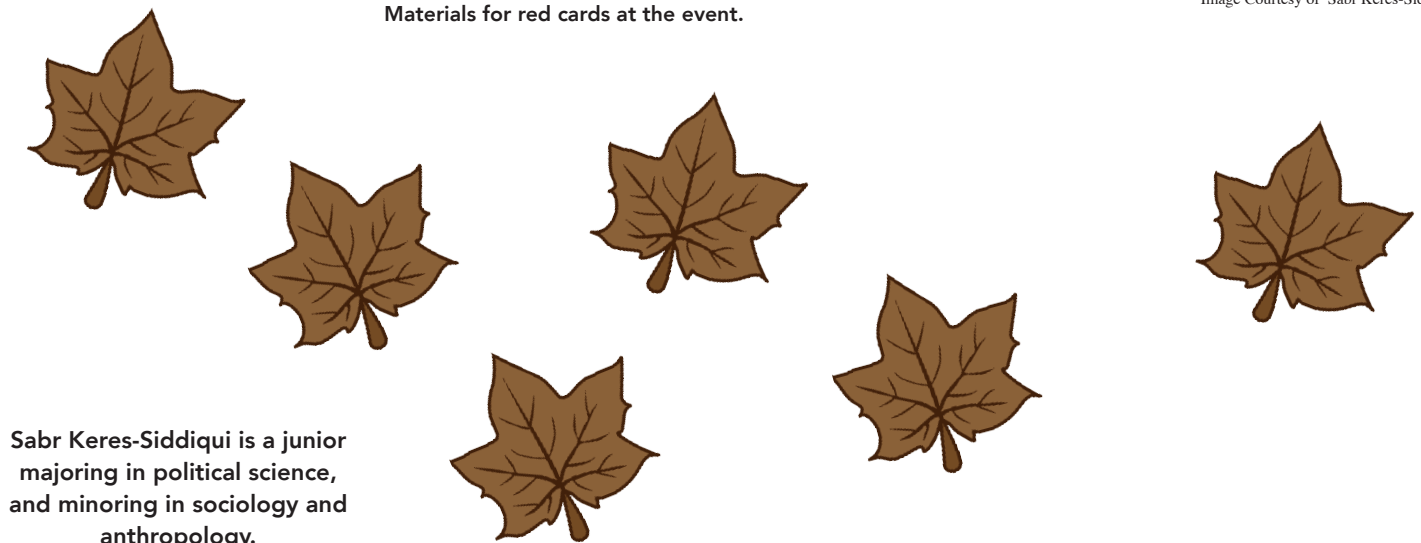
Those in attendance were also given red, white and blue-striped whistles, designed to alert others to the potential risk of agents nearby.

Esperanza hopes to host more events like this in the coming months, with announcements to be posted on La Casa's social media. For more information, visit La Casa's Instagram page @drewlacasalatina.



Materials for red cards at the event.

Image Courtesy of Sabr Keres-Siddiqui ('27)



Sabr Keres-Siddiqui is a junior majoring in political science, and minoring in sociology and anthropology.

“The Baltimore Waltz” Moves Drew Community

Jaden Finn
Assistant SLA Editor

Elliot Yap
Assistant News Editor

From Feb. 26 through Feb. 28, the Drew University Dramatic Society and the department of theatre and dance presented the spring 2026 Varsity Set: “The Baltimore Waltz.” The play, written by Paula Vogel, was co-directed by senior theatre students Cecilia Lomanno (‘26) and Andy Bentley (‘26). The goal of Varsity Set is to hone a director’s skills in character development in collaboration with student designers by producing a full-length play.

Written as a tribute to Vogel’s own brother, who passed away from AIDS, the play follows Anna, as she deals with “Acquired Toilet Disease.” ATD is a fictional terminal illness that Anna imagines having in order to cope with her harsh reality—her brother, Carl, is dying of AIDS. The play follows Anna through a dreamscape of her own creation where she imagines herself dying and acting extremely scandalous in her limited time left. The play invites the audience to question the importance of family, how we grieve and what is most important in our—and our loved ones’—last moments.

The two characters travel through Europe after hearing the diagnosis of Anna’s illness and interact with various iterations of

Finn Jackson’s (‘26) character, the third man, in one final effort to find a probable cure. Anna, played by Abby Sullivan (‘27), and Carl, played by Josiah Kemp (‘27), slowly begin to break Anna’s fragile dreamscape as the play rises to its final, frenzied climax and abrupt return to reality.

Sad, yet wildly funny at parts, “The Baltimore Waltz” is a play that represents various facets of life, all wrapped up in one bittersweet ending. With the end of this show comes a different bittersweet ending — as it is the last Drew show for several of the theatre department’s senior class: co-directors Bentley and Lomanno, stage manager Genevieve Geary (‘26) and run crew member Sophia Aciego (‘26).

There are plenty more events happening this semester in the theatre and dance department. Next, keep an eye out for “Henry VI, Part 3: The Rise of Richard,” at the Shakespeare Theatre of N.J. on March 26-28. To stay up to date with all DUDS and theatre and dance department happenings, follow them both on Instagram at @dudstheatre and @drewtheatreanddance.

Jaden Finn is a sophomore majoring in environmental science and minoring in theatre arts.

Elliot Yap is a sophomore majoring in art and media & communications and minoring in photography.



Actors (left to right) Abby Sullivan (‘27), Josiah Kemp (‘27) and Finn

IMAGE COURTESY OF KAYLA CLEARY (‘26)



Finn Jackson (‘26) and Josiah Kemp (‘27) dance with rabbits during

IMAGE COURTESY OF KAYLA CLEARY (‘26)

Drew Hosts “Maker’s Faire” in the Library

Peter Ross
Chief Photographer



Participants at the event.

Peter Ross is a sophomore majoring in art and minoring in photography and creative arts

OPINIONS

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OPINIONS EDITOR: KATIE GERMINDER | kgerminder@drew.edu

Submit a letter to the editor or contribute an opinion piece (500 WORDS APROX). Email theacorn+opinions@drew.edu

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How “Henry VI: The Rise of Richard” Is Helping Drew Students

LEAD EDITORIAL

While most of the students involved are theater majors or minors, there are many students majoring in other fields who are participating in this production. Even so, all of the students have been given the opportunity to work alongside a professional organization, which in itself is a value many students wish to gain from college.

Stephanie Yanes ('27), for instance, is working as both assistant costume designer for the show while playing the roles of Lady Bona and the Son. Her experience with this production exemplifies the need for future collaboration between our university and the Shakespeare Theatre.

“Being involved in both performance and design



IMAGE COURTESY OF THE SHAKESPEARE THEATER OF NJ INSTAGRAM

Drew students during Henry VI rehearsal.

has given me a fuller understanding of how much collaboration and care goes into every part of a production,” Yanes said on her contributions thus far. “Being in a professional theatre environment has shown me the level of focus, discipline and creativity that the field requires.”

Those in the play have extensive rehearsals throughout each week to prepare them for the show, and in these rehearsals the students have been working diligently to put on a great performance. In doing so the students are not only working towards perfecting the show, but they are

also learning and gaining valuable insight into a professional production which can materialize within their lives and careers after Drew.

“The opportunity to work with a regional theater as an undergraduate is extremely rare and should not be taken for granted,” said Alyssa Cifelli ('26), one of the assistant stage managers of the production. “As one of the few students on the production team of this show and someone who plans to do this in the future, I am gaining tremendous experience by observing professionals and working with them first hand.”

This partnership provides a useful tool to the Drew students involved, which further proves how imperative such opportunities are for all students. We feel that every student should have opportunities

to partner, or work, directly with organizations that highlight their majors or intended career paths, fostering valuable skillsets for their experiences after college.

With that being said, it would greatly benefit the Drew population if these two institutions continue to work together in the future. Though Drew student shows have been exhibited at the Shakespeare Theatre before, the precedent set by this joint production between our university and the Theatre should mean that students have the opportunity to further their professional theater skills from here on out.



The lead editorial is the collective opinion of the editorial board.

If We Can Forget The Source, How is “Wuthering Heights” As A Movie?

Dee Cohen

Co-Chief Photographer

Emerald Fennell’s movie begins by establishing the world of the film as one centered around sex. As a man hangs from the gallows, young observers take notice of his “stiffy.” This is closely followed by a vulgar celebration of the man’s execution.

Clearly, this is a society of desires and gross fascinations of the grotesque and macabre. Cathy, our protagonist, is depicted as not quite fitting into this society. However, this is not because she has good morals; it is because she fears her own inevitable suffering and death.

As the children grow, their lives slowly become more synonymous with sexuality, especially as Cathy grows to marriageable age.

As such, many shots are dedicated to sensual touching of skin, hands, bodies, kneading, caressing and oozing liquids, alluding to the corruption of innocence. The final moment of innocence occurs when blood stains the white tiles and Cathy reaches womanhood.

This is all to say that the themes and preoccupations of the film—while common and often overused and frankly, uninteresting unless done correctly—are not bad and are clearly expressed. Additionally, the script is not terrible. Much of the dialogue sounds period accurate and natural for the most part.

Yet the audience is often told, instead of shown, important facts (a staple of bad, lazy writing). For instance, when we first meet Heathcliff, Cathy explains that she named him.

“So I have called him, after my dead brother,” she says.

Why would Cathy say this to her own father, who no doubt knows the significance of the name? Instead of sounding organic, it comes off as over-explained and unnatural. No daughter would talk to her father like that.

Another example comes when Cathy and Heathcliff are playing in the rain and stop for shelter. Heathcliff is concerned that her father will be furious, but she assures him that the sky is blue enough for the rain to end soon.

We do not get a single shot of the sky. We simply have to trust her words.

Again, we are not shown these moments, but rather told. This, therefore, breaks audience immersion as film is, above all, a visual medium.

There are many more moments like these that I would need at least three hands to count. Of course, this is an exaggeration, but it really does happen too much.

It suffices to say that this is not a film that trusts its audience.

Moving on, I have nothing much to say about the cinematography (other than

there are just too many montages that make the movie cheapen in quality), color grading or visual effects; in fact, I think these are done quite well.

However, I am forced to critique the outdoor set design, for the indoor ones are quite passable. For a film that seems to want to expose some hidden, dark side of humanity, many of the sets in the first half seem faux and plastic, such as the Wuthering Heights home being made of weird black tiles. Rock formations look fake and hollow and the buildings look like dollhouses. While that is probably the point, they spark little to no intrigue.

And the latter half sets are far too imaginative for a film that desires reality (even the indoor designs). What even is a ‘skin room’? If this film were attempting to be completely fantastical, I would find no fault here.

I understand, however, the artistic liberties Fennell is taking to create an expressive, artsy film. So I will forgive these points.

The costuming was good for the most part, but the latter half had me in mild confusion. Cathy’s wedding dress was gorgeous, but what happened with her evening lingerie? Why is she wearing plastic? I have questions, Fennell.

The sound design is fine. There is no shortage of quiet moments where we are allowed to simmer with the characters’ emotions,

contrasting and balancing with the chaos of the scenes with loud, boisterous music.

However, there were a few moments where the soundtrack felt distracting or unnecessary. One such moment occurred just after Heathcliff hears Cathy say that it would “degrade [her] to marry Heathcliff” and he angrily rides off into the sunset.

This scene felt deserved, but I would have preferred to watch each character wallow in their feelings without the distraction of the music. Perhaps if it had been without vocals, it would be a different story, but ultimately, it was loud and distracting from the emotional turmoil.

The acting is overall quite good, but I found myself underwhelmed by the main leads. Jacob Elordi (Heathcliff) and Margot Robbie (Cathy) are fantastic, well-established actors, yet their performances did not capture my attention.

When they were on screen together, I did not find myself caring about the tension between them. In fact, I found myself loving their characters more when they weren’t together.

I much preferred the lesser-known actors of Edgar Linton (Shazad Latif) and Mr. Earnshaw (Martin Clunes). I felt this way until Heathcliff and Isabella married, which set in motion the chain of emotionally charged, devastating events that ultimately lead to Cathy’s death.

To me, these scenes were nearly everything they needed to be: full of hatred, frustration, sadness and yearning. This was the culmination of everything, and for the first time, the emotional stakes felt truly alive.

As a standalone film, “Wuthering Heights” delivers a lot of avant-garde visuals and cinematography.

It feels good to look at, but that’s about all. In fact, I would go so far as to say that it focuses too much on the style rather than emotional power. It never fully commits to being raw and subversive or emotionally weighty.

It does not strike me as a revolutionary film, nor is it a comfortable watch for lovers of film classics. The plot is gripping at times, yet also struggles to maintain that grip.

It provides just as much as it lacks. As such, I am comfortable providing this movie with a rating of a generous 6 out of 10, but don’t even get me started on the film as an adaptation.



Dee Cohen is a senior majoring in English literature, minoring in French.

A Language Learner's Guide to Language Learning

Kayla Kiernan

Assistant Opinions Editor

Languages are a very hard but important thing everyone has both already learned and should learn more of in life. Even though you may only speak your mother language, you still had to learn it.

Going beyond just memorization, the way your mouth shapes words and the way in which your brain processes any language is all defined by your native tongue. So having to learn any new language when your native language has essentially fully taken up shop both physically and mentally is a large task.

This is why I want to start off by saying that no matter what language you learn, every language is already extremely difficult to learn—let alone if you want to achieve a native level of knowledge in reading, writing, speaking and listening. So for those who “rank” languages or may try to tell you otherwise, no matter what language you choose to learn, every single one requires an intensive amount of work.

With that in mind, language learning also has to come organically, and most of all, you must retain the wonder you first en-

countered when you started learning.

Whether that moment be the first time you open a book with your target language, or a time in which you encountered your language and could understand it for the first time. You need to keep that spark, otherwise language learning will just feel like different points you need to hit rather than something you need to live and feel in.

To keep that spark alive while keeping everything more or less educational, I have composed a list of the best methods I have encountered to learn a language. While I am not necessarily an expert, these methods have personally helped me through my language learning journeys.

Podcasts

You should listen to podcasts in your target language everywhere. In the gym, on walks, while studying, etc. This type of media form does not require as much engagement as other points that will be listed, but you should try to listen to as many as possible and try to process what is being said.

You can listen to a wide range of podcasts, but I recommend having a healthy mix between genres.

One section being grammatical and educational

channels, and another being channels that are not as educational and are more entertainment or opinions-based media in your language.

It is vital to learn conjugations, filler words and vocabulary in a lesson format, and in an actual real-life format that naturally incorporates all these concepts.

Videos

A teacher of mine emphasized watching videos as being great for language learning. This type of media is more engaging than podcasts, as videos require you to actually watch what is going on.

However, especially starting with subtitles on, this can help both certain words and phrases stay in your mind and help increase your listening skills.

When watching a video you should take notes on new concepts and phrases you may learn. I would also recommend watching a mix of educational and entertaining videos, as both help in the same ways different podcast genres do.

Videos have a way of leaving more distinct memories in your brain compared to podcasts, because instead of just hearing something, you are also seeing and annotating that piece of media.

Get a tutor

If you can, having some sort of teacher or tutor does wonders.

They can help guide and teach you more advanced or native phrases you may not find on your own. Also, they can give you more of an organized and easier structure to learn your language in.

On that note, try bringing your tutor a donut once in a while to apologize for all those wrong verb conjugations you may have done (not speaking from personal experience, of course).

Talking with yourself

That is right, just simply start talking.

Even if you have someone to talk to in your target language, you need to do a lot of work on your own. This is not just to activate your brain to think more naturally in your target language more times in the day, but to also get your mouth more used to the pronunciation of the words in your new language.

Whether it be about the essay you need to turn in or the carrot cake you left in the oven, talk about anything that comes to mind in your language.

This is a great time to try out different tenses, vocabulary, phrases and sentence structures to see what feels right and what fits correctly.

This is not supposed to be for memorization—but

in actual conversation when you need to reach into your brain to make a sentence, the words you need will come easier.

Just make sure to not talk too loud in a public space, as a nearby roommate or another person in the hallway may run to make a report about the person repeatedly saying gibberish.

Most importantly, you need to immerse yourself in your language. From one language learner to another, these tools will provide a solid foundation for you to start that immersion.



Kayla Kiernan is a sophomore majoring in English: Writing and Communications and political science and minoring in Spanish and Italian

Get A Clue: My Top 5 TV Detectives Because I Love a Good Whodunnit

Emma Joyce

Staff Writer

5. Dr. Temperance “Bones” Brennan

TV Show: “Bones”

Number of Seasons: 12

Actor: Emily Deschanel

Where to Watch: Hulu, Disney+ and Peacock

Description of Character/Show: In the show “Bones,” Dr. Temperance Brennan is a forensic anthropologist, which is kind of like a detective who works specifically with the skeletal remains of human bodies in order to help law enforcement solve crimes. Due to her work and expertise in this field, Dr. Brennan is nicknamed “Bones” by her investigative partner, FBI Agent Seely Booth. Throughout the series, Bones is known to be analytical, determined, extremely detail oriented and socially awkward. She may be seen as different by some people around her, but those differences are what make her a very intriguing character.

4. Patrick Jane

TV Show: “The Mentalist”

Number of Seasons: 7

Actor: Simon Baker

Where to Watch: Hulu and Disney+

Description of Character/Show: MENTALIST /mentelist/ noun

“Someone who uses mental acuity, hypnosis and/or suggestion.”

When viewers are first introduced to Patrick Jane in “The Mentalist,” he is a man who is plagued by grief and a desire for vengeance. For years of his life, he made a living by pretending to be psychic and swindling people out of money thanks to his keen observation skills and charm. That is until a serial killer murdered his wife and child. He then becomes entangled with the California Bureau of Investigation where he uses his skills to help them solve other murder cases, in exchange for this he often uses law enforcement’s resources to hunt the man who murdered his family. He is known as a very funny character, often pulling tricks, disregarding proper protocol or conducting strange experiments to prove that his theories are correct

3. Kate Beckett

TV Show: “Castle”

Number of Seasons: 8

Actor: Stana Katic

Where to Watch: Hulu and Disney+

Description of Character/Show: Here is yet another character who has a deeply personal and emotional connection to their job.

When Kate Beckett was 19 years old, her mother was murdered and the case was not properly investigated. The incident pushed Kate to become a detective with the NYPD. The series focuses on her partnership with famous crime novelist and NYPD police consultant Richard Castle as they solve cases together. Beckett is known for being caring, straight-laced and often obsessive when it comes to solving her mother’s case.

2. Nyla Harper and Angela Lopez

TV Show: “The Rookie”

Number of Seasons: currently has 8 seasons (ongoing series)



Magnifying glass on table.

Actors: Mekia Cox and Alyssa Diaz

Where to Watch: ABC, Hulu and Disney+

Description of Characters: In “The Rookie” Nyla Harper and Angela Lopez are detectives with the LAPD but they are also way more than that. They are work partners, best friends, fierce protectors and overall badass women. They have been nicknamed the “cop moms” by the show’s fandom because of their balance between family lives and case work, meaning that the only people who are usually more scared of them than murder suspects are their husbands.

1. Morgan Gilroy

TV Show: “High Potential”

Number of Seasons: currently has 2 seasons (ongoing series)

Actor: Kaitlin Olsen

Where to Watch: ABC, Hulu and Disney+

Description of Character/Show: Allow me to introduce you readers to Morgan Gillory, one of the most interesting TV characters that I have ever seen. As a single mom of three kids with an IQ of 160, Morgan is somewhat of a superhuman. When a mix up with some photos leads her to right the wrongs of an in-progress murder investigation, she goes from the LAPD’s cleaning lady to their leading lady. From there, she teams up with the LAPD Homicide Division and uses her “gift” to solve crimes. Morgan is known for her impulsivity, her eccentric fashion and her sympathetic nature.



Emma Joyce is a sophomore majoring in English writing and communications.



DIVERSIONS

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Test Yourself With This Medium Level Sudoku

				6				
4					2		8	6
	8		3		5		2	
9		2						
	1						9	
				5		7		8
		7		2				
	9		4	1		5	6	
							4	9

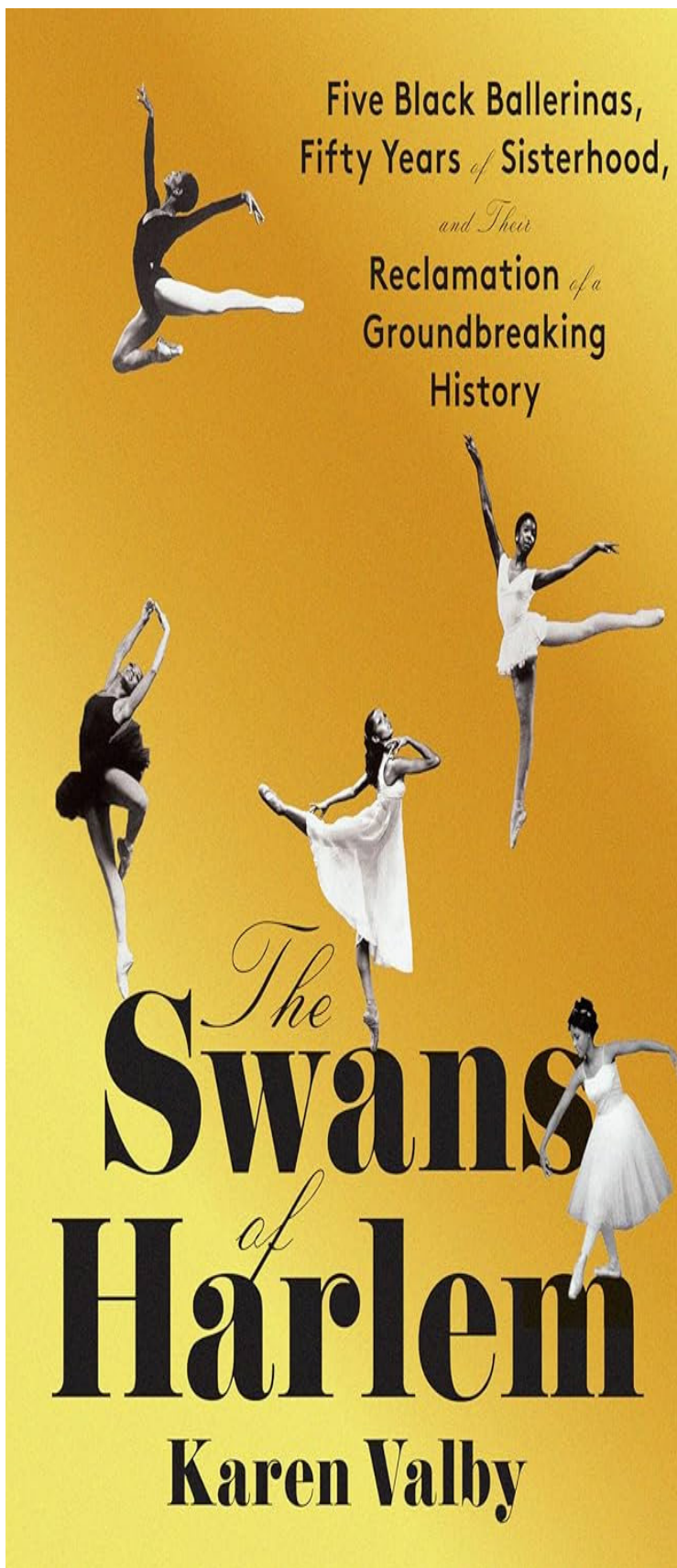
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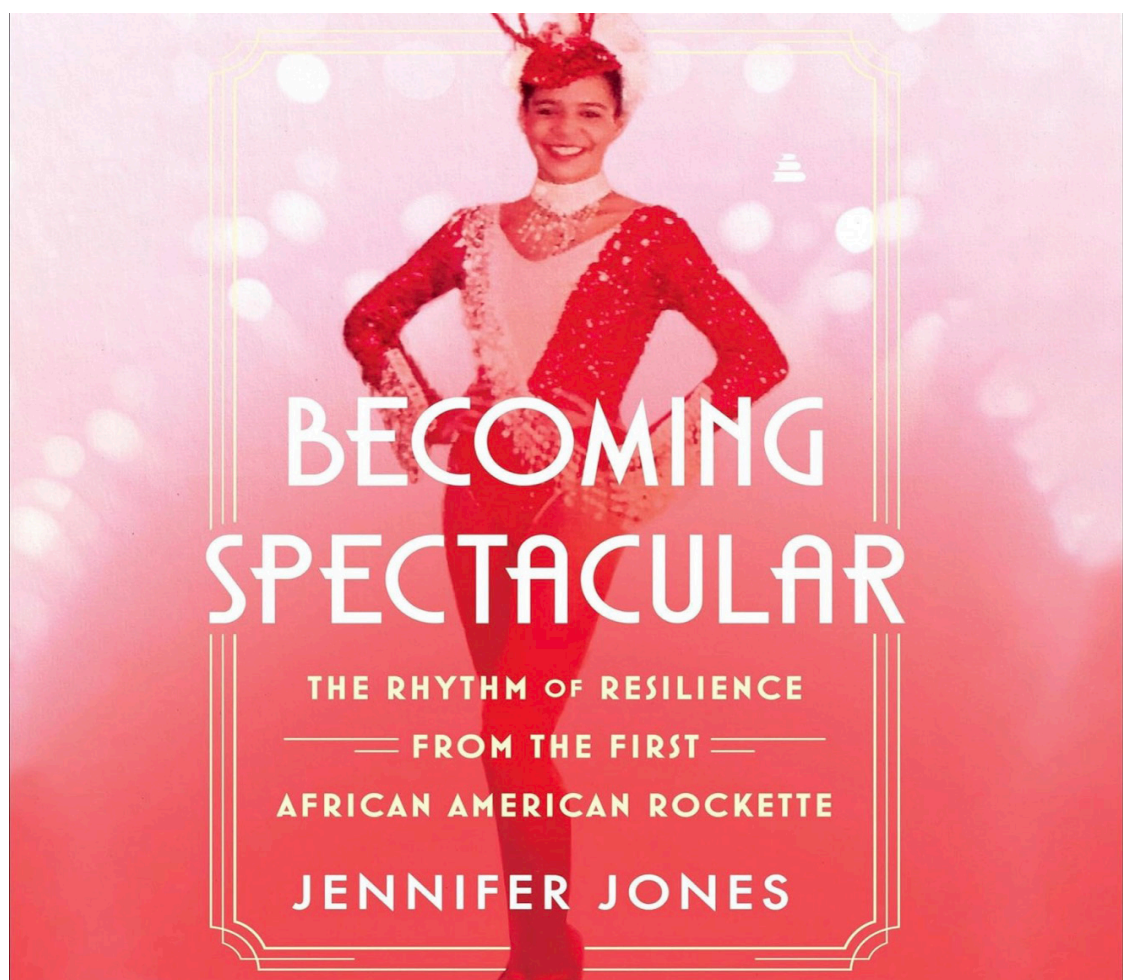


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Getting to Know Women's Fencing's Isabella Hatzoglu

Gillian Sampson
Sports Editor

For foil captain Isabella Hatzoglu ('26), success is built on discipline, compassion and community. As a dedicated member of the Drew University fencing team, and a psychology major with a minor in classics, she embodies what it means to be a true student-athlete.

Hatzoglu's academic journey is rooted in her passion for understanding and supporting others. As a Baldwin Honors Scholar, she is currently writing her honors thesis on grief education in school curriculums. One of her most impactful academic experiences at Drew has been Abnormal Psychology with Professor Landrigan. Exploring psychological disorders through the DSM-V not only strengthened her knowledge of the field, but also confirmed her interest in pursuing work that supports individuals and families facing challenges.

Her dedication to psychology has extended far beyond the classroom. Through a Short TREC trip to Australia, Hatzoglu studied health, well-being and the environment from a global perspective. The experience broadened her understanding of how culture and environment intersect with mental health and reinforced her desire to continue learning about the field.

Hatzoglu's commitment to service is closely

aligned with her academic interests. She works for Brain Balance and volunteers at Good Grief, a grief support center that provides resources and community for families coping with significant loss. Supporting grieving families has deepened her understanding of the very issues she studies and researches, allowing her to apply classroom knowledge in real-world settings.

Within the fencing program, Hatzoglu also serves as the team's social media manager, helping promote competitions, celebrate teammates' accomplishments and strengthen team spirit. Her leadership helps foster connection both within the team and across the broader Drew community.

While her academic and service achievements are impressive, Hatzoglu has also made a lasting impact in competition. One of her favorite memories as a Ranger came during her sophomore year at the FDU Invitational, where she achieved her 100th career win. The milestone marked countless hours of training, perseverance and mental focus.

What made the moment even more special was the overwhelming support surrounding her. Her teammates celebrated enthusiastically, sharing in her accomplishment, while her family surprised her with custom shirts to commemorate the achievement. It was a reminder that individual

victories are often powered by a strong support system.

Balancing the demands of collegiate athletics and rigorous academics is no small task, but Hatzoglu credits fencing with helping her succeed in the classroom. The structured schedule required of a student-athlete keeps her focused and organized, ensuring she stays on top of her coursework and research.

More importantly, the relationships she has built with her teammates have been invaluable. Whether it's reviewing notes, offering encouragement or simply being there during a busy week, her teammates provide both academic and emotional support. "I feel so lucky to have such great teammates," she says. "They're some of my best friends."

From earning her 100th career win to researching grief education and supporting families through volunteer work, Hatzoglu represents the very best of Drew University athletics. Her drive on the strip, dedication in the classroom and compassion in the community reflect a student-athlete committed not only to personal success, but to making a meaningful difference in the lives of others.

More than her accomplishments and accolades, Hatzoglu has become a cornerstone of the fencing team's culture. As both a leader and the team's social media manager, she plays

an important role in shaping the program's energy and identity. She leads by example, through her work ethic at practice, her focus in competition and her dedication in the classroom. Younger teammates look to her not only for guidance on the strip, but for advice on balancing athletics and academics.

Her commitment to camaraderie is just as impactful as her competitive drive. Hatzoglu helps foster an environment where teammates celebrate one another's milestones, support each other during challenges and take pride in representing Drew together. Whether it's

cheering from the sidelines, organizing team content or offering help with coursework, she strengthens the bonds that make the Rangers more than just a team.

At the same time, Hatzoglu continues to excel as a student, proving that leadership in athletics and achievement in academics can go hand in hand. Her discipline, compassion and dedication make her an invaluable member of the program whose absence will be missed and a true embodiment of what it means to be a Drew student-athlete.

Gillian Sampson is a graduate student currently pursuing the Masters of Education Program



Photo Story: Baseball Downs St. Elizabeth



IMAGE COURTESY OF PETER ROSS ('28)

The Rangers dominated St. Elizabeth in a 19-5 victory

COMING UP

Get live stats @GoDrewRangers on X

MONDAY, MARCH 9
SOFT vs. Alfred St. College
Naples, FL
9:00 AM

TUESDAY, MARCH 10
WTEN vs. Oneonta College
Madison, NJ
2:00 PM

SUNDAY, MARCH 15
BASE vs. Catholic University
Washington D.C.
12:00 PM

WEDNESDAY, MARCH 18
MVB vs. Wilkes
Wilkes-Barre, PA
7:00 PM

SPORTS

INSIDE:

Play Our Mid-Level Sudoku!

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CO-SPORTS EDITOR: DEVAN SUTARIA | dsutaria@drew.edu
CO-SPORTS EDITOR: GILLIAN SAMPSON

The Final Touch: Celebrating Drew Fencing's Senior Class

Gillian Sampson
Sports Editor

During the MAC-FA "A" Round Robin meet on Feb. 21 inside the Simon Forum, the men's and women's fencing teams celebrated Senior Day in memorable fashion. The Rangers defeated Rutgers University, Lafayette College and Cornell University to complete the sweep. While the Rangers went a perfect 3-0 on the strip, the most important victory of the day was honoring a remarkable group of student-athletes whose dedication, leadership and love for fencing have shaped Drew's program in lasting ways.

This year's senior class represents excellence across all three weapons, foil, épée and sabre, and leaves behind a legacy of hard work, resilience and team spirit. Having pursued an impressive range of academic passions, from psychology, political science and english to engi-

neering physics, cybersecurity, studio art, finance and media and communications, all while dedicating themselves wholeheartedly to their team.

As they prepare to carry that same drive and discipline into their next chapters, their post-graduate plans reflect the same ambition and diversity that defined their time at Drew. For Gabriel Leone ('26), a psychology and Italian major, the next chapter includes a nine month internship in Italy as an English teacher's assistant. Eddie Matto ('26), an English major, is applying to graduate programs for teaching, continuing his commitment to education. Isabella Hatzoglu ('26) is in the process of applying to graduate school with the goal of earning a PsyD, while William Morton ('26) heads into wealth management as he prepares for law school.

Noah Gardos ('26) plans to begin a Master's in Finance at Villanova,

and Henri Degremont ('26) will work as a composite technician before applying to graduate school. Logan Kleva ('26) and Izzy Anderson ('26) are preparing to enter the workforce, Eva Esqueda ('26) hopes to work for a talent agency while living in Jersey City and Nix Feeley ('26) will begin an internship in conservation science at the Cleveland Museum of Art.

Though their paths diverge after graduation, a common theme unites them: the friendships and memories forged through fencing. Again and again, these seniors spoke about their teammates—the practices they looked forward to each day, the bus rides

filled with jokes and games, the celebrations after bouts and the countless shared moments that turned teammates into lifelong friends. Many reflected on how the team helped them grow not only as athletes, but as people—bringing them out of their shells, and giving them a true sense of community.

When asked what she would remember most of the Drew Fencing program, Esqueda stated "I'll remember having learned so much about the sport and myself as well as having made so many new and meaningful connections throughout the years that brought me out of my shell."

Beyond their remarkable individual performance

on the strip, this senior class has built something even more meaningful: a culture of support, accountability and pride. They have mentored younger teammates, represented their communities with integrity and balanced the demands of athletics and academics with maturity.

As we honor these seniors, we thank them not only for the bouts they won, but for the example they set. Their impact will continue long after their final moment on the strip.

Gillian Sampson is a graduate student currently pursuing the Masters of Education Program



IMAGE COURTESY OF STEPHANIE YANES ('27)

Senior Eva Esqueda poses with her baby picture



IMAGE COURTESY OF DREW ATHLETICS

The Drew Men's and Women's Fencing Team celebrates after a thrilling comeback victory vs. Cornell

Baseball Splits in Battle of Madison Ave

Nathan Moldover
Assistant Sports Editor

After opening the season with a narrow loss against the number four ranked Kean University, the Drew Rangers Baseball team took on its cross town rivals at the Madison Ave Challenge. The Rangers outscored their opponents 21-8 in total over the course of all their games, with their potent lineup performing well.

The first of the two games was against Saint Elizabeth University, on Feb. 20. Nicholas Lo Vacco ('29) had his first signature moment in a Ranger uniform, earning his first win, tossing 4 1/3 innings, with only one earned run and six strikeouts. The offense

scored six runs in the third inning, with Frank Master ('28) and Zach Maxwell ('28) hitting a two RBI triple and two RBI double, respectively.

The Rangers then exploded in the 5th inning, plating 12 runs. They capitalized on a struggling Eagles' pitching staff that let up eight walks in the inning, with 18 overall in the game. At the end of the fifth, the game was called due to darkness, giving Drew a 19-5 win.

The Battle of Madison Ave wrapped up the following day, with a deciding game between the Rangers and Fairleigh Dickinson University-Florham Devils to determine the champion of the annual tournament,

as both teams took down St. Elizabeth in their opening game. Another student, Jayce Thoroughman ('29), had a strong first start for Drew. He threw 6 1/3 innings of two-run ball, with five hits and five strikeouts.

After trailing 2-0 for most of the game, an RBI triple from freshman Nick D'Onofrio helped get the Rangers on the board in the 8th inning. The next batter, Anthony Vallaro ('28), plated D'Onofrio with an RBI single to level the score at two apiece. After getting shutout in the top of the 9th, however, FDU-Florham dramatically won the back-and-forth affair in walk-off fashion. The Devils took home the Battle of Madison Ave title, while Drew left

with a 1-1 record on the weekend.

The Rangers, 1-2 on the season, travel to Auburn-dale, F.L., next, over spring break, for the RussMatt Central Florida Invitational, where they'll open the tournament against Bethany College. Drew has its Conference opener at Catholic University, March 14, before its home opener against The City College of New York, on March 19.

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The Drew Acorn