We at the Cupola pride ourselves on delivering an accurate and entertaining newspaper to the Hilltop. The Cupola follows the truth and respects it, wherever it may be found.

THE CUPOLA

"LET THERE BE LIGHT!"

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Salisbury Looks to the Future with Dining Hall Renovation

By Leo Charlamb

For generations of Salisbury Gentlemen, the dining hall has been a central part of the experience of being a student here at Salisbury. From our daily meals to our weekly sit-down lunches, it has served as a place where the community comes together.

However, due to the growing community at Salisbury, the dining hall is no longer able to accommodate Salisbury's needs. That's why plans are now underway for a major renovation of this vital community space. "We are in a dining hall that was built for a much smaller student body, in a different time period," said Mr. Will Webb, head of school at Salisbury, while discussing the plans and thought behind this planned renovation.

Not only has Main been used since the founding of the school, but it has always been the building that has housed the dining hall. "A big thing for continuity is that all Salisbury students and faculty have taken their meals in the main building. That has been a constant throughout the one hundred and twenty-five years of the school's history," said Archival History Teacher Mr. Jon Siff.

This challenge is not something new to Salisbury. The dining hall has expanded multiple times throughout the 125-year history of the school. It increased during the 1910s, 1950s, and 1980s as the school grew, just like today. Mr. Siff explained that "you can sort of trace the growth of the school in the growth of the space of the dining hall. So it's kind of a microcosm for Salisbury. As the school grows, one of the first things that has to be expanded is the dining hall."

The planned renovation will include updated and expanded seating areas, an outside covered dining space, and a completely renovated kitchen. It will also feature a more open layout, expanded bathrooms, and improved entrances and serving areas.

Mr. Webb explained this renovation in relation to the larger master plan of Salisbury's campus as well. "The dining hall came to the forefront as one of the most important projects in a time-sensitive manner because it's the space that impacts every single member of the community. We need one common open space for all of us. And so we'll be much more connected and together," Mr. Webb said.

He also said all upcoming changes have a core reason: "The common theme always is what is best for your experience as a student. It's always about the student experience." Many considerations were made to bring this core reason to life in the final product.

Mr. Peter Gilbert P'18, '20, assistant head of school for institutional advancement, highlighted that one of the considerations was whether to keep the dining hall location or create a whole new building. "Every alum has a vision of what the main building looks like as you walk down the hallway. We wanted to maintain and preserve the tradition, the feel, everything that goes with being the experience of a Salisbury student," Mr. Gilbert said.

The deep consideration of what is best for students and the overall school is highlighted by Mr. Webb saying, "It's truly

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When the Offseason Becomes the Season: How Strength & Conditioning Is Changing Salisbury Athletics

By Jack Mazzella

Years ago, Salisbury students had three main choices for fall sports: football, soccer or cross country. Today, the athletic landscape looks much different. This fall, 70 students are enrolled in strength & conditioning, raising questions about why so many talented athletes are choosing offseason training instead of playing a traditional fall sport.

Athletic Director Mr. Tim Sinclair '91 has witnessed this change firsthand. He explained that when he attended Salisbury, many students played three sports throughout the year. Today, players are more focused on preparing for their main sport, even during their offseasons.

"I think the three-sport athlete is sort of a dying breed, to be honest," Mr. Sinclair said. He believes that increased competition and longer seasons play a role in this shift. Many athletes now train year-round, having less time to pursue other sports.

This change is most noticeable in Salisbury's soccer program. In 2016, the Knights had five interscholastic soccer teams and nearly 90 players on their rosters. Fast

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FEATURE



Beyond the Brochure: Making the Most of Salisbury

By Michael Halvorsen

Throughout every prospective student's admissions process, faculty show off our beautiful campus, top athletic facilities, and brotherhood. But while a tour runs on a strict schedule, moments that define Salisbury rarely do.

Four-year student and recent graduate Burke Cameron '26 says the best part of Salisbury is everything the tours cannot show. According to him, Salisbury is the only place he knows where teachers actively give up their free time to whoever is in need of help. "It's MP driving Sully Reilly to a date across town because of his disbelief that he could pull a girl," or "simply just someone to talk to," Cameron said. "You really cannot understand it unless you're in it."

Cameron's advice for finding those moments is clear: get outside. "Take a hike, take a backpack, bring a water bottle, bring some snacks, and some friends and just explore," he said.

In the classroom, his advice is to get to know your teachers outside of class. "They're not just your teachers. They're humans who are living on the same property as you are." To Cameron, the hardest thing to understand is how much they give, knowing every student eventually leaves.

While at times there may feel like a wall between students and faculty, it is important not to let teachers' administrative roles and positions of authority get in the way. "Don't let that perceived barrier rob you of a relationship." Specifically, Cameron says to take as many of Mr. Nichols' classes as possible. He said he's "not a math guy," but Mr. Nichols made it feel like a puzzle and a game.

However, it was not only Mr. Nichols' teachings that Cameron fell in love with. "Mr. Nichols helped me find a true brotherhood connection," he said. "Having a teacher like that is 1 in a million."

"And most of all, say yes. It took me a couple of weeks to work up the courage to pull up a chair at philosophy club, but that chair changed my life," he said. Cameron is now a philosophy double major at Vanderbilt University and credits Mr. Curtis, whose book sits in the library. According to Cameron, it beats Reels. "Nothing is more entertaining than reading that book," he said. "Do not let the fear of embarrassment handicap your ability to put yourself out there; you will regret it."

Cameron's advisor from his very first day at Salisbury, Dean of Academic Life Ms. Sarah Mulrooney, sees the same thing from the other side of the desk. "Definitely, definitely keep your eyes peeled for that really special mentor who can get you psyched about something that you never thought you'd be psyched about," she said.

Ms. Mulrooney also handles academic integrity here on the Hilltop, and she says those cases rarely involve villains. "99% of the time it's guys feeling overwhelmed, managing their time poorly and freaking out about grades," she said, not guys "twisting their mustache plotting to cheat."

That is when a relationship with your teacher will come in handy. Her advice is to go to your teacher before things go wrong and say, "Here is where I'm at; can you help me?" To Ms. Mulrooney, the student-teacher relationship "is sacred here."

Knowing the rules matters just as much, especially when it comes to AI. "Always check in with your teachers about what is and is not inbounds," she said. "The rules might be really, really different for your English teacher than they are for your math teacher." Her bottom line: "Don't let the chatbot do the thinking for you." In some cases, she said, that means not touching it at all so students can go through a "productive struggle" of learning.

Her final advice for new students is simple, and it piggybacks directly off Cameron's. "Try things. Trust us," she said. "That's how guys find passions that they never imagined they would find here."

If anyone has watched guys find those passions, it is Mr. Curtis. In almost 46 years on the Hilltop, he has taught English, journalism, religion, and, for the past seven years, philosophy—the class behind Cameron's life-changing chair.

His formula for thriving starts with how you see the school. Mr. Curtis believes Salisbury should be "a helper in your education, and not the sole giver." Reading the assigned history books or AP textbooks will get you a diploma, that is true, although the students who thrive use them as "a stepladder" to climb higher.

That climb is what separates good from great. Getting from 92 percent to 99 percent, Curtis said, "takes three times the effort." That's why most kids stop when they have reached an A- or made the varsity team. "But there are going to be some guys that are down at the FAC at 6 a.m. shooting baskets," he said, "or down in the library." This is how you make the most of your Salisbury experience: putting in the work when nobody is watching, because you will be grateful for it when you receive your diploma.

As for what the tours can't show, Mr. Curtis points to the alumni who came back for the 125th anniversary. "One of the really strong things about Salisbury that you can't see with your eyes," he said, "is a sense of brotherhood."

Dining Hall (cont. from page 1)

the heartbeat of the school and where we break bread and connect. We want to make sure that we're attending to that. We've got to be evolving to support today and be in a good place for many years to come."

Mr. Gilbert continued to explain why people should donate and help continue Salisbury's impact. "The value proposition of Salisbury School, it's community, right? It's brotherhood. It's connectivity with faculty. It's about relationships. It's about building trust. There's no better vehicle. There's no better place to do it than the dining hall."



FEATURE

Finding Purpose in the Peaks: The Mountains Surrounding Salisbury

By Grafton Reilly

Nestled in the rolling, hilly landscape of Northwestern Connecticut sits Salisbury's campus. The Hilltop towers above the village of Salisbury. Mountains surround our every move, providing views and hikes for the Salisbury community.

Rudd Learning Center specialist and local resident of Lakeville, Mrs. Jennie Barillaro P'24, P'25, recognizes the value the mountains provide to Salisbury. "I think we get to be inspired, and we get to feel gratitude every day living on this campus because of the scenery, and the mountains are really pivotal in that," she said. She recalled a memorable experience when she and her son Wade '24 embarked on a journey summiting Bear Mountain.

"Taking my oldest son, Wade, up Bear Mountain in the winter, we didn't exactly know what we would find, but it was a super challenging, beautiful hike with snow and ice at the peak, and kind of a harrowing decline on the backside, where it was still really, really icy in March, but we did it, and we felt pretty strong," Mrs. Barillaro recalled. The mountains aren't just a view but also a "playground" for avid outdoorsmen and many Salisbury gentlemen.

No matter the location on campus, mountains surround you. Varsity football player Michael "Mike" or "Mikey" or "Mikey D" Dell'Aera '27 notices this every day. "I think almost every home football game, right before we walk out onto the field, I take a nice look out to the mountains. It's just kind of a peaceful moment before the game."

Over four years on the Hilltop, Dell'Aera has countless memories on our trails. One story stands tall above the rest, though: a lesson teaching him it's not always about the destination but rather the journey.

Dell'Aera shared a time when he and another student trekked through the trails behind Ward dormitory in the middle of the winter on the Hilltop. "I think we traveled for a pretty long time. In the dead of winter. I think I was in crocs. I was completely unprepared, and we had traveled for 30 minutes thinking we were in another state. We saw this beautiful view, and we turned around and there was the FAC."

Dell'Aera said this could have been prevented with the help of a trail map but also reminded him that "no matter where you are on campus, the views are unbeatable."

He encouraged the Salisbury community to get out and explore the wilderness that surrounds us daily, saying, "I don't really think a lot of kids really know how great of an experience it can be."

Alumni of Salisbury often reflect on the wilderness that shaped their experience here at Salisbury. Leland Rhodes '86 Fellowship Award recipient Jake Adams '26 was among the biggest bushwhackers in recent memory. "Hiking was a way for me to get out and have weekend activities when I was kind of stuck on campus."

Taking advantage of the woods as a playground on weekends shaped the Salisbury experience for Adams, and he encourages current students to take advantage of that. "Kids don't utilize it enough. I really enjoyed stomping around back there a lot," Adams said.

Adams added that the woods were peaceful and a place where he could relax and truly feel grounded amid the busyness of the academic and athletic pressures applied at Salisbury. "I think being outside has a positive effect on anybody's life. No matter who you are, what you do, I think being outside helps you relax, it helps you calm me down. It helps reconnect you back to nature," he said.



When Popcorn Sets Off the Fire Alarm

By Ethan Wang

About a month ago, a late-night fire alarm sent Langdon students and residents outside. The alarm was investigated and traced to steam from microwave popcorn.

When a fire alarm goes off in a dorm here at Salisbury, security is one of the first groups to respond. The priority is to "make sure everyone gets out of the building." The security officers need to "get to the dorm as fast as possible," said Security Officer Mr. Bob Reynolds.

After arriving, security needs to determine whether there is a real fire or if something else triggered the detector. "The alarm panel will show which room the alarm came from," said Mr. Reynolds. After locating the source, security deals with the problem and resets the alarm.

The local fire department is also involved. The department receives the alarm and "calls us to make sure [everything is all right]," said Mr. Reynolds. If there is no real fire, security can let the fire department know that no response is needed.

Security doesn't handle the situation alone. Dorm parents also have responsibilities. Langdon Dorm Head Ms. Trudy Pzynski said that her job is to "make sure that whoever was on duty has you all out at the rally point." Plus, her second responsibility is to "work with security to figure out which room was causing the fire alarm."

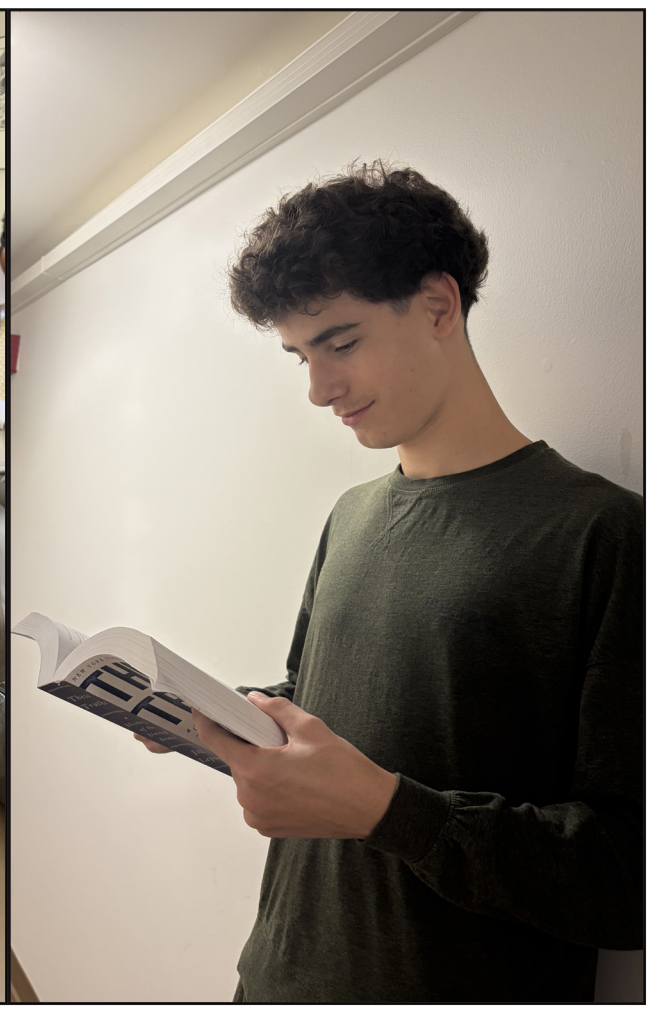
Accidental alarms can be triggered by surprising things: "If somebody has a water kettle in their room and the steam comes up, it automatically sets it off," she said. Aerosol products such as body spray or deodorant can trigger detectors. "Somebody just opened a bag of popcorn that they had just microwaved and the steam from the popcorn came out and sets it off," she said.

For students, the evacuation process can also be uncomfortable, especially when alarms happen late at night. Former Ward resident Michael Li '29 said, "Three of the alarms happened after 10:15 check-in, at around 11." He thinks the most uncomfortable part of the evacuation is the weather: "It's too cold."

Even with the inconvenience, Li said that students generally understand the evacuation procedure. "They all know where to go. Some students chat and shout out while teachers are trying to count students," he said. The talking can slow down the procedure.

Another question surrounding the alarm is whether the student who caused it should be identified in front of the dorm. Once Security identifies the specific room, dorm parents also have to decide how to handle the student. Ms. Pzynski said, "It depends on the situation. If you wake me up in the middle of the night, I'm sure as heck calling you out." However, she said she would be less likely to do that during the day.





How International Students Find Their Place at Salisbury

By Alek Askeroglu

For international students, attending a boarding school in the United States can bring many challenges, from fitting in and building new relationships to adjusting to a new academic syllabus and living far from home.

Edmund Wang '27, from Shanghai, China, said coming to America allowed him to experience a different approach to education and involve himself in a culture that is unfamiliar to him. From an expansion of class selections to joining the football team, Wang has learned to adapt.

Wang's decision to attend Salisbury reflected his desire to obtain an American education. "I always had the feeling that I wanted to complete my, if not middle school, then high school and college in the States," he said. After speaking with Mr. Warder, Wang was reeled in by the school's "cowboy" identity. "I like how he described the school, like, as a cowboy school and how the community really resonates with my values. For example, the brotherhood," he said.

Outside of academics, Wang's ability to socialize more comfortably and find a sense of belonging has come from being involved in the Salisbury community. One way he has done this is through the varsity football team. "Since I'm in America, I should definitely try American football," he said. "The team, as brothers, we lift each other up, and we keep the energy high," he said.

He has also learned while being at Salisbury that being part of a community means knowing when to ask for help with confidence. "Salisbury has taught me that it is okay and it's definitely the right thing to do, to seek help," he said.

Max Josefs '28, hailing from the United Kingdom, came to the U.S. for an opportunity to pursue his passion for baseball while furthering his education. He also noticed that an American boarding school was a unique opportunity to prepare himself for college and better himself as a man.

"For me, the biggest thing was that in the UK, you can't play baseball. It is not a big sport there, so I came here to try and live out my dream and see how far I can get playing baseball," he said. Outside of baseball, Josefs was also drawn to Salisbury's college counseling resources, which he hopes to be able to fall back on for support.

Josefs has also noticed a few differences between the educational systems in the UK and the U.S. He explained that teachers at Salisbury actively engage with students full-time to help them improve. "Here, they're on your back, and they really try to get the best out of you," he said.

Living away from his immediate family has allowed Josefs to thrive and become more independent. Regardless of his family's endless support, Josefs recognizes that this dream of his depends on his work ethic. "There's support here, but in the end, it's me who wants that goal, and I'm the one who has to work for it," he said.

As Josefs works through both American culture and chasing his baseball dream, he is learning to accept his role as an individual to better his future while also adapting to his new environment.

Unlike Josefs, Yerassyl Baigozha '28's transition to Salisbury has been less about pursuing a particular sport and more about discovering new academic interests and becoming comfortable in an unfamiliar environment.

Baigozha came to Salisbury after being selected as a finalist for the Oliver Grace '72 Scholars Program, which not only covers his tuition but has many other benefits, such as "airplane tickets, insurance and textbooks," he said. One of the major differences he has noticed since being here is that "Salisbury offers way more flexibility and choice regarding the subjects I want to learn."

In his home country of Kazakhstan, he took 12 subjects, some of which he did not enjoy. Now, being at Salisbury and taking only six, he is able to explore his interests more thoroughly.

The social transition, however, presented a different challenge: entering new social norms and learning to socialize within a small community that was already tight-knit. He emphasized that building new relationships was initially challenging but ultimately helped him feel even more connected to the community. He also stated that his advisory group with Ms. Mulrooney has impacted him tremendously in terms of finding his sense of belonging.

By navigating a new culture within a new environment and building relationships, Baigozha has been pushed outside of his comfort zone. "I think I have learned that I'm more capable of doing hard things than I previously thought," he said.

Overall, Wang, Josefs, and Baigozha all clearly illuminate how Salisbury supports international students as they learn to navigate their new way of life. Whether through Wang's sense of brotherhood, Josefs' pursuit of baseball, or Baigozha's flexibility within his schedule, each student has found a set of goals to pursue while learning to adjust to life away from home.

The Salisbury Effect

By Ty Moynahan

Salisbury has a long history of success after graduation. The standard post-Salisbury is to be great, whether that is morally or in our professional field. It's called the Salisbury Advantage.

This is partly due to the teachers at Salisbury and how much they care about each student. Assistant Director of Admissions Mr. Dylan Sanchez '18 said, "All my teachers really showed that they cared about me. That relationship with my teachers definitely helped me be successful in the classroom." These relationships taught him lessons that stayed with him after graduation.

Mr. Sanchez also spoke about the impact on the field. "A few of my teachers were also my coaches too. I think it's important to understand that everything you do matters. My teachers definitely made it known that I'm accountable for all my actions, in the classroom, on the field, and around campus," he said.

As Mr. Wynne always says, the camera is always on! This accountability is something students carry beyond Salisbury.

As much as Salisbury teaches you to be a good person, it also sets you up for life. The Salisbury network is a very real thing. Mr. Sanchez said that Salisbury helped him find his first job.

"My first job was right after college. I was working as a bartender, but the guy that got me my job was one of my Salis-

bury teammates," Mr. Sanchez said. He also mentioned how, at the recent 125th Celebration, some of his 2018 classmates were still looking to network with graduates from classes like '81, '76, and '05.

Director of Studies and Instructor in Science Mr. Josh Weinstein '11 also talked about Salisbury's impact on one's future. "Salisbury is a place where there's fertile soil, where you're going to be working alongside motivated young men who are interested in excelling in a wide range of different things," he said.

Mr. Weinstein talked about his personal experience on the Hilltop. "Salisbury laid the foundation for who I am. It also provided me with an incredible network," he said. He mentioned Brad Lawrence '06, who attended Princeton. The two ended up on a backcountry ski trip, where Mr. Lawrence told him about a transportation technology startup. "After learning about this startup, and talking back and forth about it, by the end of the ski day, he ended up offering a job, and that was my first job out of college."

Mr. Weinstein shared why he came back to Salisbury as well. "Reflecting on my life and what opportunities lay out there for someone in my position, I found myself thinking about how positive the impact of the faculty members had been back at Salisbury," he said. He wanted to have the same impact on students that his teachers had on him.

Recent graduate Gavin Leavy '26 discussed how Salisbury has helped him navigate college. Leavy attends Colorado College, where he is already seeing the benefits of his time at Salisbury. He talked about Salisbury being a safe space to learn from mistakes and grow. "People don't get how to live by themselves at first. I'm so grateful Salisbury was the place that I could learn."

He also talked about the maturity he gained. "Everyone makes mistakes. The fact that I could do it at Salisbury saved me."

Academically, Leavy credits Salisbury for a strong start in college. "A lot of people just assume that the professor is not even a human, like he's a robot, and I think Salisbury helped me build those skills to talk to those professors and get to know them on the next level. They tend to be a lot nicer in grading because they know you care," he said.

Leavy also said he already sees the Salisbury network playing a big role in his life. "Lucas Burkemper '24 has kind of taken me in under his wing and really shown me that the Salisbury brotherhood is forever and touches everywhere."



Dorm/Day Divide: New Program Changing the Day Student Experience

By Vaughn McAuliffe

There has always been a divide in the brotherhood on the Hilltop. Not one of belief, though there are those, or passion, for that is an inexorable part of who we are. Rather, this divide is one of residence. More specifically, the separation between boarding students and day students.

This has been a rock in the proverbial shoe of brotherhood for a long while, but the administration has taken a huge step in bridging that gap. At the end of last year, it was announced that day students could attach themselves to a boarding student room and gain keycard access.

Mr. Brent Barbato '02, who spearheaded this project, hopes this project has a positive effect on the day student experience. "We were just trying to figure out how can we make day students feel like they're more connected to campus and to the student body. That's where this came from," he said.

The target of the project, in Mr. Barbato's eyes, is the day student relationship with the Hilltop. "I think the overall goal is to make them feel more of the brotherhood and a part of this place, not just a transactional show up, go to school, do your sport, and then go home," he said.

This change has had an important effect on the experience of day student and senior Cam Levin '27, who transferred to Salisbury midway through last year. "It's always weird going into an environment when you feel like you probably shouldn't be there. It wasn't as hard as it was just feeling out of place," said Levin.

The sixth former attributes part of the disconnect he felt was due to his lack of presence in the dorms. "Not being in a dorm and being a new student, it pushes you away from social life," he said. Now that he has access to a room, Levin feels much more connected. "Having a room makes you feel more like you're part of the campus. It's a good initiative."

Rhyer Simon '27 has experienced this disconnect for a lot longer than his tenure as a student at Salisbury, having lived on the Hilltop for a decade as of this year. For him, before enrolling at Salisbury, the dorm experience seemed almost monolithic. "I saw the boarders, and it looked like a brotherhood. I would see them coming down to Tollhouse by my house and playing basketball together," said Simon. "It was this big culture surrounding being in the dorms together, and it created this internal sense of community."

Now that he has four years as a student at Salisbury under his belt, his view hasn't shifted very much. "There is still, to me, from the outside looking in, a lot of culture surrounding the dorms," he said. "I could see that a lot of the bonding and a lot of what brought people together was spending time



in the dorms together, and the common rooms in each other's dorm rooms. Communal living was always a really big part of the culture."

Simon went on to add, "I won't say that I felt left out of the brotherhood at all. I was very well included, as I think all the day students were, but I did feel like I was missing a piece of the culture that everyone else had."

Although Simon's view of dorm life hasn't shifted, his relationship has, due to the new foster program. "Being part of this program has been great for me because I've felt like I've been able to just go spend time in the dorm," said Simon. "There are things that happen in the dorms, just people hanging out, people creating memories together. Being able to be there when it happens, rather than hear about it after the fact, has just been amazing. I feel like it's really improved my Salisbury experience."

This program, which is yet to even have a name, serves as a steppingstone for day students to feel more included on campus, now and into the future. The importance of this is not lost on Simon. "For younger students coming in, I think having the space will be really beneficial because they'll have the ability to just go and be in Ward where all of the freshmen always are together," he said.

Mr. Barbato added to Simon's sentiment, saying, "Getting them more interwoven in the dorms is a positive thing for them. And a great thing for our community too."

Simon summarized this program best: "I think this program is a solid execution of a really productive incentive to bring day students closer to the heart of what makes Salisbury such a great place to be."

ATHLETICS



Salisbury Baseball Begins New Era Under Coach Kavanaugh

By Ethan Ellis

With a new year, many changes have been made at Salisbury. Among these is the arrival of new Baseball Head Coach and Associate Director of Admissions Mr. Tyler Kavanaugh. Coach Kavanaugh has spent the last 20 years coaching Division I college baseball.

Following the unexpected passing of longtime Baseball Head Coach Mr. Kevin Huber P'23 last winter, the man best suited to continue that legacy was Coach Kavanaugh. "It was actually his family who had approached me with the opportunity," he said. "Carrying on Kevin's legacy is something that's an honor for me to do."

When coaching at Salisbury, there is the ability to live on campus with your players and students. Coach Kavanaugh is particularly excited about this change in lifestyle. "At the college level, and particularly my last spot, the field wasn't even on campus, so all my interactions would just be baseball and baseball," he said.

The former George Washington University coach also prioritizes much more than baseball here on the Hilltop. "I think that taking care of your business off the field, being a really good citizen, being a good roommate and doing your best academically [are important]," said Mr. Kavanaugh. That is why Salisbury prides itself on the "Salisbury Gentleman."



Dean of the Class of 2027 and Assistant Baseball Coach Mr. James Simboli is excited to work alongside the first-year Salisbury coach. "He's been at multiple colleges, a lot of high praise surrounding his baseball knowledge," said Mr. Simboli.

When people talk about the jump from high school sports to college-level coaching or playing, they never talk about the inverse. "Living with the student-athlete at Salisbury year-round is a big piece," said Coach Simboli.

We see faculty supporting all sports, even if they don't coach or know anything about that sport. Mr. Simboli observed that during football games, Coach Kavanaugh is a consistent presence. "I don't know if they notice, but I see him on the fence, and he loves seeing our guys compete," Mr. Simboli said.

With sports becoming more competitive as the years roll by, sometimes Salisbury faculty encourage students to be multi-sport athletes. When the topic of other sports is brought up to Mr. Kavanaugh, he tells you to focus on that sport. Mr. Simboli, who also coaches football, agrees with this. "I get to see how the guy is on the football field. It gives me a bit of a sense of what that kid's going to be like at third base and what that kid's going to be like at first base for me," Mr. Simboli said.

Nikhil Parikh '27 is especially excited to work with his new head coach. "Coach Kavanaugh does a good job of checking in on us, seeing how we're doing or what's going on," he said. Coach Kavanaugh is always there for you for academics, dorm life, and sports.

With Parikh being one of Salisbury's top players and having committed to Princeton University, having a mentor like Mr. Kavanaugh has helped elevate his game. "I think that the experience and knowledge he brings is second to none, and the drills he has us do are specific to each player," said the senior.

The star pitcher sees a lot of parallels between Coach Huber's style and Coach Kavanaugh's. "He knows what it takes to win or to be successful on the baseball field, too."

Athletic Landscape (cont. from page 1)

forward to this fall, that number has dropped to just three teams and 55 players, a decrease of about 40% over the past decade.

The '91 graduate also pointed out that students have more athletic options than they did in the past. Programs like strength & conditioning and robotics give students alternatives to traditional fall sports. While these options allow students to pursue their individual goals, they also raise the question of how traditional fall sports will remain competitive.

"The number is large. I wish it wasn't as large, but at the same time, who do you leave out of that if that's what a kid is training to do?" he said.

Mr. Sinclair still believes these changes are something the school can adapt to rather than a threat to its athletic programs. "I don't think we're in jeopardy of losing football or soccer at all," Mr. Sinclair said. He believes Salisbury will need to adjust how it recruits athletes, as most students are specializing in one sport rather than playing multiple.

After spending the last two years playing varsity soccer, sixth former Rhett duPont '27 decided to make a change this fall. Instead of returning to the soccer field, duPont joined strength & conditioning to focus on preparing for the upcoming hockey season.

"I wanted to be fully committed to one sport," duPont said. "I'd rather be all into hockey than 80% hockey and 20% soccer."

But his decision brings attention to what commitment means for athletes on the Hilltop today. Although his coaches left the choice up to him, duPont considered how his decision might be viewed by the guys on the hockey team. "I feel like it definitely shows my teammates that I truly want to be with them," the sixth former said.

For duPont, the benefit of specializing in hockey outweighed what he was giving up in soccer. But as more students make similar decisions, Salisbury comes across a difficult question: How can traditional fall sports maintain competitive rosters when the athletic landscape is becoming more focused on preparing for the seasons ahead?

Director of Strength & Conditioning Mr. Bryce Daley '18 has also noticed that the decision to specialize often comes from the athletes themselves. While coaches support students who play multiple sports, Mr. Daley believes athletes feel pressure when they see others training year-round.

"I think the pressure stems from feeling like you will almost fall behind or not make as much progress as some of the other guys who are either specializing all year or most of the year," Mr. Daley said.

As more students choose strength & conditioning, the school must find ways to accommodate the growing program. Mr. Daley explained that the 70 students enrolled this fall create challenges with limited workout times, available space, and weekend access. The program has already expanded from only being offered to sixth

formers to including fifth formers as well.

Mr. Daley sees the growing interest as a sign of how seriously students are taking their athletic development. "More and more people are seeing the importance of it and how it can help them be successful here and at the next level," Mr. Daley said.

With more students choosing to specialize, Salisbury continues to adapt to the changing needs of its athletes. The prep athletic landscape may look different than it did 10 years ago, but both individual training and team sports remain important parts of life on the Hilltop.

A New Way to Celebrate the Sarum!

By Jacob Roberts

The Pillar is a new magazine at Salisbury that is trying to show a different side of the school. It is a student publication that collects art, photography, writing, and other creative work from around campus and puts it all together.

Aidan Cuff '27, the production manager of the project, is one of the people putting everything together. "My role is to aggregate all of the media and photos and writing that we create in the class and put them into one document. So I'm going around all the different departments, photography, painting, English departments, our class, and I'm just seeing as much media as I can put in there," Cuff said.

The main goal of the publication is to "display and celebrate the artistic side of our school and the artistic achievements." Cuff also said that the magazine is trying to make art easier to find at Salisbury. "We're hoping to have printed copies next semester as well," Cuff said.

The varsity football captain is especially happy about the satirical stories in the magazine. "I'm excited about Jacob's weekly satirical piece about stories on campus that are based on true stories," he said. "We don't take ourselves too seriously, but we also showcase the art in a respectful and publicly facing manner," Cuff said.

For him, the magazine could become more than just another school project. "It's my magazine. I'm very excited to see what I can do and how beautiful I can make it."

Declan MacDonald '27, the main podcast producer, sees the magazine as a chance for students to express themselves through creative projects. "I think Mr. Ide does a very good job of letting us be creative and use our own minds without offending anyone," MacDonald said.

The magazine will feature a lot of poems, podcasts, and music. MacDonald is working with Elijah Han '27 on a podcast interviewing students and teachers about their experiences here at Salisbury. Their first episode will feature Angus Proctor and explore the hockey season. They also plan to interview Mr. McKeon '20 and Mr. Barbato '02 about how the school has changed over the years.

For MacDonald, podcasting offers a way to reach people beyond campus. "Instead of shipping out something that can only be read around campus, we can send this link over email," he said.

The sixth former believes this makes it easier to share students' work with parents and reach a wider audience. When choosing podcast topics, MacDonald looks for people who have something interesting to say.

"You got to have someone with the personality," he explained, adding that Proctor's excitement about hockey makes him a great person to interview. Coming from a public school with 4,000 students, MacDonald appreciates the opportunity to create something meaningful. He said he would be "more proud of myself for what I accomplished here" than what he could have accomplished at his previous school.

Mr. Ned Ide, the teacher of the class working on The Pillar, thinks the new student magazine is a great opportunity for students to show their creativity and leave something behind at Salisbury. "My personal opinion is that this is an exciting endeavor," Mr. Ide said.

He hopes students, especially seniors and postgraduate students, can "set a new standard for the school and create a legacy that future students can continue," he said. Mr. Ide also thinks it is important for students to have the freedom to share their ideas and try new things. "The kids in this class are going to benefit from freedom. They're going to benefit from autonomy," he said.

Mr. Ide believes that having more independence allows students to learn from their own decisions and become more confident in their work.

After 40 years of teaching English, Mr. Ide is excited to see what the students can create. He believes creativity and originality are important parts of learning and hopes the class will encourage students to trust their own ideas. Ultimately, he wants students to become "creators, not imitators."

The Rise of the Mixers in Myers

By Garrett Sullivan

What started as three friends experimenting with a DJ board in a dorm room later turned into a gathering of nearly 100 students in Myers Gym. The idea was simple: play music and invite as many people as possible.

The owner of the board, Joseph Macaluso '28, explained that the idea came about when he, Alec Garcia '28, and Grafton Reilly '27 were hanging out in his room. "I messed around on the DJ board," Macaluso said. After experimenting with the board, the guys came up with the idea of hosting their own mini concert. "Why not just have a little rave with the boys?" Macaluso said.

When the unofficial opening night finally arrived, the first guys began walking into Myers wearing jerseys. Leo Boccabella '28, Kane Pritchett '28, and Max Muliken '28 were among the first to arrive. "It was cool to see the boys and relieve some stress," Macaluso said.

The group opened with "Can't Slow Down" by Omar, choosing a song that could get the night going without trying to do too much. For Macaluso, being behind the board felt less like a performance and more like hanging out with friends. "It was fun. Just messing around on the board, not really caring if you mess up, because the crowd is made up of all your friends."

To Garcia, the goal was to turn a small idea between friends into something that could bring the Salisbury community together. "We started DJing in the dorm and then we started thinking, why not make this better? Why not bring the brotherhood together?" Garcia said.

The group eventually brought the idea to Student Body President Sebastian Ball '27, who helped get the larger event organized. Garcia stated that part of the motivation was getting kids to spend time together instead of staying in their rooms. "Kids are playing video games and not getting out and interacting," he said about the current social scene at Salisbury.

After a few weeks of practice, the rave finally took place. Garcia and his counterparts got to see their idea unfold in front of 100 students. Garcia described the moment as "feeling alive. I felt like the whole school was together."

The group hopes to make future sessions bigger and better. "We're going to bring even more kids together," Garcia said.

For Leo Boccabella '28, the mixers are more than just a chance to listen to music. Expecting loud music and flashing lights, Boccabella was excited to see what the night had to offer. As more students began filling the gym, the energy continued to build. "It was crazy in there," Boccabella said. "Electric, you could say."

Boccabella compared the crowd's reaction to music to a game-winning shot in a packed basketball stadium.

Being a first-year guy himself, Boccabella was given the opportunity to meet new people in a different environment than in the classroom. "You get to meet all the guys," he said. "You get to go out there and talk to people, make some friends and make some connections."

With students from different grades coming together, the mixers create an environment that allows new students to adjust more easily.

Boccabella believes that the raves are especially beneficial for the third and fourth form students who are getting acclimated to their surroundings. "If I was a freshman, I would definitely go," he said. Having made connections throughout the night, Boccabella explained that events like these bring students closer together. "It just shows how strong our connection is and how well everyone just meshes with each other."

CULTURE



125 Years of Tradition: Why Salisbury Remains an All-Boys School

By Jo Kaijima

For 125 years, Salisbury has maintained its identity as an all-boys institution, even as many other boarding schools have transitioned to coeducation.

For longtime faculty member and Instructor in Mathematics Mr. Jeff Ruskin, who arrived at Salisbury in 1997, the value of an all-boys education is personal. "I went to Lakemont Academy, which was an all-boys boarding school in New York for my senior year, and it was the best and most important year of my life," he said.

During the 1970s, financial difficulties pushed many single-sex boarding schools toward coeducation or mergers. Salisbury, however, preserved its original mission. "I love the fact that we've been able to fight through the financial crisis," Mr. Ruskin explained. "When times were tough, we didn't go the easy route and stayed true to who we were."

Assistant Head of School for Institutional Advancement Mr. Peter Gilbert P'18, '20 offered additional historical context, recalling that Salisbury considered coeducation during the 1980s because of declining demographics but lacked the financial resources to build a girls' dormitory.

"We're so lucky that the school never went co-ed because that is the distinct reason why you come to Salisbury School," Mr. Gilbert said.

Beyond tradition, faculty members believe Salisbury's environment allows students to focus on academics and personal growth without certain social pressures.

"I think that there are many young men who learn better in this atmosphere, where they can go to class and not worry about anything other than learning," longtime faculty member, teacher, and coach Mr. Dick Curtis explained.

Mr. Bobby Wynne P'19, H'22 shares this perspective, emphasizing how the all-boys environment encourages students to step outside their comfort zones. "I think one of the aspects of the culture that's created here that is unique and special is the camaraderie and willingness of guys to stretch themselves and maybe do things that make them a little uncomfortable," Mr. Wynne said.

He believes removing certain social pressures allows students to become more comfortable being themselves. "And there's no bravado. It's just that we are who we are. We're all getting a little bit better."

"I think the school's motto, Esse Quam Videri, parallels exactly the benefit of a boys' school: that you can just be true to yourself," Mr. Gilbert added.

This sense of authenticity also strengthens the relationships students develop throughout their time at Salisbury. "It's a place where you can be yourself. It's an atmosphere where there are just guys, and in an environment like that, the friendships become so much stronger," Mr. Curtis said.

Mr. Wynne believes these friendships develop through shared experiences, whether in the classroom, on athletic teams, or throughout everyday life. "That's what creates that brotherhood. That shared experience, the long days in the winter, in the boats, on the fields, on the courts, or in the rink," he said.

Similarly, Mr. Gilbert believes Salisbury's close-knit community encourages students to recognize their responsibilities toward one another. "There's an interconnectedness here that doesn't exist in many places, and I think that is rooted in the boys' school experience," he explained.

For Mr. Wynne, transitioning to coeducation could potentially change the trust and openness that define relationships between students and faculty. "Not many schools can do that. But we can do it because there's trust and a level of openness where I felt safe being able to say those things to you guys," he said.

Although he acknowledges that coeducation could bring positive changes, he remains concerned about losing this distinctive culture. "I'd hate to lose that. I don't know that we would, but I'd hate to."



The Cupola

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