

A publication of Marshall School

THE HILLTOPPER

MAGAZINE



Alumni
Reflect
on the
Marshall
Experience

Finding the
Best College
for Each
Hilltopper

Spring 2010

FROM THE HILLTOP



Christa Knudsen '92, Director of Admissions and Public Relations

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Dear Friends,

Greetings, and welcome to the spring issue of The Hilltopper. As we turn the corner into second semester, we begin the sequence of events ultimately leading to the grand finale of the school year - graduation. Our winter sports and academic teams have returned from state - this year included Marshall's Dance, Alpine skiing, Nordic skiing, Girls' Hockey, and music listening teams among others.

Upper School strings was one of only two orchestras statewide selected to perform at the prestigious MMEA educators conference in the Twin Cities. The seventh grade just returned from their annual winter trip to Camp Widjiwagan in the Boundary Waters, and when the days get just a little longer and a little brighter, the 5th and 6th graders will sojourn for a weekend language immersion at the Concordia Language Villages in Bemidji, MN.

Meanwhile, the academic clock ticks through lectures, projects, discussions, demonstrations, presentations and discoveries. Track meets and golf tournaments, tests, papers, and ultimately finals will soon crescendo and subside to close the year. Then the celebration. Graduation. The day in June that marks our seniors leaving - literally taking the stage to figuratively step onto the new one.

And what have they gained? What have the past years filled with rich seasons of activities and discoveries fingerprinted on their hearts and minds?

This issue of the Hilltopper seeks to explore that very question. In this issue we follow up with recently graduated alumni and ask them to identify the parts of their Marshall experience that have become permanently etched in their being. Their answers resound the value of a Marshall education as a lifelong gift. Technology Director Tony Lockhart and Interim Head Gene Bratek also contribute pieces that highlight the "Marshall method" of success in bringing out the best in young people.

As an alumna myself, I have realized on countless occasions the role my own Marshall experience played in shaping me into the person I am. As the Director of Admissions, my personal Marshall experience and my unwavering belief in the value of a Marshall education fuels my ability to talk to hundreds of families each year about sending their own children to Marshall. I relish in the students who enroll because I know firsthand the opportunities that lie in store.

Enjoy!

Christa Knudsen '92
Director of Admissions and Public Relations
Member of the Hilltopper Editorial Team

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The mission of Marshall School is to educate students to become global citizens who demonstrate strong academic habits, respect, compassion, integrity, self-discipline, and intellectual curiosity.

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The Hilltopper is published for
alumni, parents, grandparents,
and friends of Marshall School and
Duluth Cathedral High School.

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Hitting the ice for Hockey Day 2010

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CAMPUS NEWS

MIDDLE SCHOOL INTERIM

This January, Hilltopper middle school students participated in the 15th annual Interim program. Held over two days, Interim is a middle school tradition aimed at introducing students to a wide variety of activities and experiences that are not traditionally included in the school day. Classes are led by middle school faculty and community experts. Students participated in activities including cooking, sewing and crafts, and woodworking. They also explored topics in technology, science, sports, and safety. You can see photos from this year's program in the media gallery of the school website at marshallschool.org.



MARSHALL SCHOOL WELCOMES NEW HEAD OF SCHOOL



Marshall School has appointed Dr. Michael Ehrhardt as Head of School. Dr. Ehrhardt will begin his term July 1, 2010.

"We are pleased to welcome Mike to lead Marshall School as we advance our mission and strategic plan in the years to come," says Board President Eric Norberg.

Dr. Ehrhardt is currently the Assistant Head of School for Operations and Middle School Principal at the American School in London where he has been since 2006. He has been an educator for over sixteen years and has taught courses in social studies, English, and philosophy. He has also served as a Director of Information Technology and Library Services and Assistant Upper School Principal.

"I'm thrilled to be coming to Marshall and returning to Minnesota to raise my family. Marshall has a national reputation for its quality academic programs and the quality of the students who graduate from the school. I'm looking forward to bringing my experiences to help build upon this program," said Dr. Ehrhardt.

A Search Committee comprised of trustees, faculty, and administrators began the review process in September 2009, reviewing the credentials of over thirty candidates from all parts of the country and world. Parents, students, alumni, and teachers participated in interviewing candidates. Dr. Ehrhardt was unanimously recommended and approved as the Committee's choice for Head of School.

"One of the many factors that made Mike stand out in a group of qualified applicants is the fit between his experiences and passions and Marshall's current strategic plan," stated Marshall School Search Committee Head Jim Jarocki.

Originally from Lakeville, MN, Dr. Ehrhardt earned a bachelor's degree in philosophy from St. Olaf College. He also has a master's degree in journalism from Columbia University, a master's degree in educational administration from the University of Massachusetts-Lowell, and a doctorate of educational administration from the University of Minnesota. Dr. Ehrhardt's wife, Krista Giddings, is an English teacher. Mike and Krista's children are in grades 4 and 6, and will attend Marshall School in the fall of 2010.

NOW ACCEPTING APPLICATIONS FOR THE 2010 SCHOOL YEAR

Marshall is now accepting applications for the 2010-2011 school year. Applications are accepted on a first-come basis. Once a grade level reaches its maximum enrollment a waiting list is established. This year Marshall will enroll approximately 100 new students. Information about the application process is available on the web at marshallschool.org/admissions or by contacting Christa Knudsen, Director of Admissions at 218.727.7266 or cknudsen@marshallschool.org.

FOLLOW US ON THE WEB

There are two great ways to get up-to-date information about Marshall. Visit the school's website at marshallschool.org. New media shows include:

- Holiday Happenings
- Winter Music Concerts
- The Diva Dance Team
- Marshall Nordic Sprints
- One-Act Play



You can also become a fan of the school on Facebook. Choose either the "Marshall Hilltoppers" or "Duluth Cathedral/Marshall Alumni" fan page!

WINTER ACADEMIC AND ATHLETIC TEAMS PARTICIPATE IN STATE TOURNAMENTS: DANCE TEAM CAPTURES FOURTH CONSECUTIVE TITLE

Congratulations to the Marshall Hilltopper Dance Team who has captured a fourth consecutive State Championship. The "Divas" finished first in the Jazz Division at the Minnesota State High School League State Tournament. Elisabeth Pederson and Katie Kronzer were named to the All-Tournament team.



Dance team champions

Once again this year a number of different Hilltopper athletic and academic teams qualified to participate in state level competition. Academic teams were well represented by both the middle and upper school math teams and the music listening team. Winter athletic teams advancing included the Girls Alpine Ski Team, the Dance Team, and Girls' Hockey Team, along with individuals in Nordic Skiing. Since many winter activities have yet to conclude their competitive seasons, there is still a chance that the list of participants and teams will grow!



Middle school mathletes



Girls Alpine ski team

HEGARDT GRANT SUPPORT CLASSROOM INSTRUCTION

Marshall has received a \$25,000 grant to promote the use of differentiated instructional strategies by classroom teachers.



Ms. Durant teaches digital skills

During the 2010-2011 school year, Hilltopper teachers will participate in a series of workshops to develop tools to fine tune instruction. New research about learning styles, the training will provide teachers with strategies to increase student success in the classroom. The program will allow Marshall to continue to provide the best education for all students into the future.

Many thanks to the Hegardt Foundation for this generous gift that

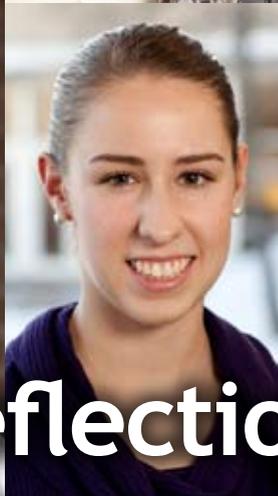


Ms. Kerns and middle school students

will benefit Marshall teachers and students.



Maximum Reverb:



Alumni Reflections on the Marshall Experience

*by: Christa Knudsen '92
Director of Admissions*



Schools create their own symphonies. On any given weekday (and most weekend days) the Marshall Campus composes one - as unique as the place itself. Broken down, the sounds are identifiable: footsteps between classrooms and lockers, the sound of a violin trio working out a passage, the pottery wheel spinning, the silence of ideas wrestling, laughter in the hallways, the whoosh of Nordic skiers on Marshall's trails, shouts from the soccer or football fields, songs floating from corners and classrooms. Each day brings a combination of sounds that are always new, and yet familiar. The sounds of school.

The authors of this brilliant school-mix are Marshall students. Innocently enough, their activities each day add up to something much greater than the sum of its parts. At some point and at some place along the line, the daily symphony begins to have an impact in the reverse, pressing its own undeniable fingerprint on the hearts and minds of each student. The daily conversations in the classrooms, tussles between ideas, debates with teachers, and words exchanged between friends and teammates ultimately begin to reflect back and imprint the core of a Marshall education.

Marshall's goal as a school is to help shape students into people who will reflect for a lifetime what Marshall strives for each day in its many small parts - educating students to become global citizens who demonstrate strong academic habits, respect, compassion, integrity, self-discipline, and intellectual curiosity. Interviews with recent Marshall graduates revealed different facets of their Marshall experience that have become permanent.

How did Marshall's teachers impact you the most?



Marshall set the expectation that my teachers will go above and beyond for their students. They never ceased to exceed that expectation.

The quintessential Marshall teacher cares deeply about their students. Not only do they push them to be their best academically, but they also care about them outside the classroom. One of my favorite things about the teachers at Marshall is how often I would see the same teacher who stayed after school to help me on an assignment show up later that night and sit front and center at the play I was managing. Because my Marshall teachers gave me their best, I gave them my best, and I have continued to go above and beyond in college and get the most from each class or activity I participate in.

-Sam Peters, Marshall '09
American University '13, Justice,
Law and Society

What skill in particular did you learn at Marshall that has really helped you in college?



Marshall taught me how to be a leader and how to work with others in teams. During our freshman trip to Camp Widjiwagan, we were split into

small groups and went on a three day canoe trip in the wilderness. In our groups we worked together portaging canoes, setting up camp, and navigating the waters. The whole time, we were building relationships and learning to work as a team. In college, working in groups is really important, and being able to work with other people will be important for the rest of my life. I am proud to say that I went to a school where I knew each one of my classmates by name and shared memories that will last a lifetime with many of them.

-Nick Boreen
Marshall '09
University of MN-Twin Cities '13,
Entrepreneurial Management

What are your clear strengths as a Marshall graduate?



I feel that Marshall does a particularly good job of nurturing growth both in and out of the classroom. Many of the most valuable skills and lessons I

gained during high school came from time spent on the soccer field or in the music practice rooms. Marshall encourages learning in all aspects and imparts a tradition of lifelong learning.

Now that I am at college, the extracurricular activities that I spent so much time developing at Marshall allow me to stay energized and refocus while dealing with a stressful workload. They have become a valuable and indispensable part of my everyday routine at school.

-Katharine Lindquist
Marshall '07
Carleton College '11, Economics

continued on next page

What is your greatest strength as a Marshall graduate?



My study skills and ability to manage my time have helped me a lot in college. There were times when Marshall was really challenging - but in the long run the things I learned at Marshall have made college much more enjoyable. I have been able to study the way I did in high school and receive very good grades. I also learned at Marshall that it was possible to balance a challenging class schedule and athletics successfully by prioritizing and balancing my daily workload. As a college athlete, these skills have been invaluable.

-Lisa Moline, Marshall '07
MN State University-Mankato '12, Accounting

Did Marshall play a role in helping you discover your dreams in life?



Although I have no idea as of yet 'what I want to do with my life', my years at Marshall made me eager to try out as many activities and classes as I could - and the same is

true in college. At Marshall, I learned that I could love things that I had participated in for years (like Math League) equally with activities that only appeared on my radar in the last years of school (like Yearbook). Marshall showed me that I have diverse passions, and that I can carry off any combination. I'm not ready to declare my future yet, because I'm still happily exploring my options.

-Kelsey Klug, Marshall '09
Carleton College '13, Undeclared

In retrospect, what stands out the most about your Marshall education?



Marshall teaches the most fundamental components of learning. The capability to read critically, to grasp the essentials of

a given work, to formulate an opinion, and to communicate understanding in written form are the bases for all academic pursuits. Learning at Marshall is about more than knowing information. It is about grasping, using, and making it your own. Marshall recognizes that life is a journey of discovery. It gives students the tools they need to find their own way and craft their own future.

-Drew Nelson, Marshall '06
Brown University '10, International Relations

Can you share a specific story about how Marshall helped you succeed in college (or life)?



At Marshall, I was able to form my own a cappella music group, ToppSix. Because I was able and encouraged to do so, I had a perfect arena in

which to practice my leadership skills and music skills. In college, I joined an a cappella group that required me to use both sets of skills. I succeeded in music in college because I had a sense of drive and commitment that I developed during my time at Marshall leading ToppSix.

-Sam Bolen, Marshall '06
Yale University '10, Theater, member of the Yale Whiffenpoofs

How was your preparation for college different than others you know?



Marshall not only prepared me for college academics, it prepared me for life. I was so well prepared coming into college. I found my first

year classes similar in difficulty to those I had taken at Marshall, and I knew how to study because Marshall taught me the right way to do it. Most importantly, though, Marshall taught me essential life skills. I know how to manage my time, I know my priorities, I know the importance of education and where it can take me, I know the difference between right and wrong, I know how to meet people, I know how to talk to my peers and my elders. Knowing these things makes learning and life easier.

-Courtney Murphy, Marshall '07
Gustavus Adolphus College '11, Biology and Nursing

How do you want to make a difference in the world?



I want to graduate from college, get a job, and start a family. Marshall has made this a very realistic goal by preparing me academically

and preparing me for the work force. But Marshall also put a strong emphasis on helping people in need. I have taken that passion with me, and I know that no matter what I do, it will involve helping others.

-Doug Frey, Marshall '08
Gustavus Adolphus College '12, Financial Economics

Can you share an example of something you learned at Marshall that has helped you in college?



At Marshall we were always taught to talk to teachers if we had a problem or question - and that was something that came in handy

the first quarter of my freshman year. I was taking a sociology class and after my first assignment it became apparent to me that I needed some help. I approached my teacher right after the class when I got my assignment back and asked if we could talk. We did, and it helped so much. I ended up getting an A in the course which I don't think would have happened had I just moved on. My professor told me she was impressed - that not many freshman have the courage to talk to a college professor about their concerns.

-Sam Rathke, Marshall '09
DePaul University '13, Journalism

Above all, what did Marshall teach you?



Marshall taught me to not be afraid or embarrassed of who I am or what my passions are. I loved the fact that I could participate in

both the arts and sports and not feel like I had to pick sides. I would not have had a chance like that anywhere else. Because of this, in college I was unafraid to join an all-male singing group, begin the study of the Japanese tea ceremony, or decide as a senior that I would refocus my studies on Japanese art instead of U.S.-Japan relations.

-Phil Hafferty, Marshall '04
Harvard University '08
East Asian Studies

Looking back, what is the thing you love most about Marshall and your experience here?



I found that the community at Marshall is extremely encouraging to each individual student. During my time at Marshall I was

able to get really involved through extracurricular activities and I was able to grow and learn how to make an impact on my surroundings. I truly believe that there is a place for everyone to make their mark at Marshall, while evolving into strong students and people. I took on many responsibilities at Marshall - both in and out of the classroom. Being encouraged to take on these responsibilities and learning how to manage them has helped me realize my potential and strengths as a multi-faceted person.

-Chelsea Bowen, Marshall '07
Gustavus Adolphus '11,
Communication Studies

How does your high school experience compare with that of your peers in college?



Being part of a close-knit community is a new experience for many, especially those who came from larger schools. After having

been part of Marshall's close-knit community for seven years, it's hard to imagine a classroom where the teacher doesn't know my name. The bulwark of living 1,000 miles from my family and friends was assuaged by the knowledge that the entire Marshall community has and will continue to support me even though my name is no longer on their attendance sheets. Also, the fact that I can still use 'bulwark' and 'assuage' is a good sign.

-Julia Ardis, Marshall '09
Bryn Mawr College '13, French

THE MARSHALL METHOD...AT A GLANCE

Marshall prides itself on preparing students for college and life and we are uniquely structured to get results.

Classroom and Culture	College Preparation	The Outcome
11:1 Student teacher ratio	26 Avg ACT composite score with 99% of eligible students taking the test (Duluth Public Schools avg 23.5 with 67% taking the test)	96% Avg Marshall graduates who enroll in a four-year college
17 Average class size	40% Northland National Merit Semi-Finalists who attend Marshall	79% 2009 seniors accepted at their first choice college
82% Marshall students grades 7-12 who participate in athletics	75 to 1 Marshall College Counseling ratio (Duluth Public Schools avg 450:1)	4.4 million Scholarship dollars awarded to 56% of Marshall's class of 2009
75% Marshall students grades 5-12 who participate in fine arts		
79% Marshall students taking and passing at least one AP exam		



SETTING THE STAGE: HARD WORK, FOCUSED PLAY

by Gene Bratek, Interim Head of School

Susan Engel, director of the teaching program at Williams College in Massachusetts, recently wrote an article entitled “Playing to Learn”. The article points out that the driving force behind current classroom instruction is high stakes testing, which is in contradiction to educational research, and is “strangling children and teachers alike... They construct knowledge; they don’t swallow it,” according to Ms. Engel. More importantly, she advocates that “during the school day, there should be extended time for play. Play—from building contraptions to enacting stories to inventing games—can allow children to satisfy their curiosity about the things that interest them in their own way. It can also help them acquire higher-order thinking skills, like generating testable hypotheses, imagining situations from someone else’s perspective and thinking of alternate solutions.”



As I read this article, it struck me that time and time again, I have observed our fifth and sixth grade students and teachers doing just what Ms. Engel is suggesting. I recall Mrs. Birnbaum’s fifth grade math class spending a short period of time in class practicing computation and then turning to a fast-paced fun game called “Prime/Square”, requiring them to use their understanding of both prime and square numbers. In a fifth grade science class I saw students present chemistry projects that were about phenomena they were personally interested in exploring and understanding. Karen Burmeister’s art students recently used what they had learned about surrealism to analyze a photomontage entitled “Flucht” by the German artist Anna Hoch - and they were clearly having fun thinking through their hypotheses about the artist’s intentions!

Building contraptions can also be thought of as play. Dave Johnson’s sixth grade science class spends time studying electricity, electromagnets, gears, pulleys, and other mechanical principles and uses their knowledge to build solar powered toy cars. These are the skills engineers use every day as they do their work. Middle school students can also play at inventing by participating in First LEGO League, supervised by Anne Castle. This activity challenges students to program a computer to cause a robot to carry out different maneuvers. They are also expected to research a transportation problem and propose a solution. While they think they are just having fun, they are developing teamwork skills and improving their technical proficiency. What a great way to learn by doing.

Ms. Engel concludes, that curriculum should be designed “to raise children, rather than test scores.” As we prepare students at Marshall for the challenges of college, it is our mission to “educate students to become global citizens who demonstrate strong academic habits, respect, compassion, integrity, self-discipline, and intellectual curiosity.” We do this with a program calling for hard work and focused play.



COLLEGE COUNSELING

by Tony Lockhart
Director of Technology

There is one statistic, that when compared to other schools, clearly demonstrates Marshall's deep commitment to helping students find and gain acceptance to the college program that is best for them. At Marshall, the Director of College Counseling is responsible for advising a senior class of 74 students. Nationally, according to a recent article in the New York Times, the average ratio of counselors to students is 700 to 1. In other Duluth area schools the ratio is over 400 to 1, and in those other schools the counselors often play a dual role as both a college and guidance counselor. Often, they are faced with more pressing concerns than helping students with the college search process. Marshall not only employs both a College and Guidance Counselor, but makes sure that every student receives focused and individual attention at all stages of the college admissions process by keeping the counselor-to-student ratio low.

According to Associate Head of School Karen Snyder, "Marshall's college counseling process is deliberate over time and connected to the curriculum and advisory system." Hilltopper students are introduced to sequential and organized instruction on the college admissions process beginning with advisory sessions in the 10th grade. During the sophomore year, students are encouraged to focus on doing well academically while also getting involved in the life of the school. Beginning in the junior year each student meets individually with the College Counselor to identify specific goals and to begin the college and scholarship/financial aid search process. By the time they are midway through the senior



FINDING THE BEST COLLEGE FOR EACH HILLTOPPER

year each student will have met a half-dozen times with a school advisor. During those sessions students will pick a series of safety and reach schools to investigate, and the college counselor will complete an individualized letter of recommendation to accompany applications.

Katie Voller-Berdan, Marshall's Director of College Counseling for the last six years, believes that an important part of the preparation process is making sure students achieve their potential on the critical PSAT and ACT/SAT tests in their junior and senior years. To that end she has worked to design an appropriate and effective testing program. Eighth grade students all take the Explore Test, the first of several tests that assess student achievement and give students practice taking standardized tests. The preparation and progression

continues in the freshman year with a second version of the Explore, giving students new to Marshall the same foundation of testing preparation and for returning students to see their improvement. Sophomore students continue the progression with the Plan Test. All Juniors take the PSAT, and 100% of seniors take either the SAT or ACT tests. To her credit, Marshall's testing program has been awarded the Red Quill Award for college readiness and preparation by ACT for three consecutive years.

Ms. Voller-Berdan keeps a long list of students who earned acceptance to their first choice school because of the extra attention her office was able to provide. "My goal as a College Counselor," she says, "is to see each of my students happy and thriving in a college environment that suits them and their goals and dreams in life."



Ms. Voller-Berdan advises a junior student

ALUMNI

HILLTOPPER ALUMNI COUNCIL

MEMBERS

Michelle Buria '89 - President
 Molly Rathke '95
 Frank Befera '84
 Kristina Fryberger D'Allaird '86
 Judith McKeever '78
 Branden Robinson '03
 Steve Nys '98
 RYANNE Overom '96
 Hilary Crook '98
 Sam Rathke '09

MISSION

The purpose of the Hilltopper Alumni Council is to promote the participation of alumni from Duluth Cathedral High School and Marshall School in activities that support the mission of Marshall School and promote a sense of community among alumni.

Class news and notes information to be included in the Alumni section of the Hilltopper should be sent to

Alumni Relations Office
 1215 Rice Lake Road
 Duluth, MN 55811

218.727.7266
 kbarker@marshallschool.org
 marshallschool.org

A MESSAGE FROM THE PRESIDENT

Fellow 'Toppers:



As we celebrate the turn of a decade and enter into 2010, I reflect on the incredible accomplishments we as Hilltoppers should be proud of. In addition to implementing a new Alumni Strategic Plan and expanding the roles, responsibilities, and participation of the Hilltopper Alumni Council, we are also celebrating the tradition of excellence that was first set in stone by our beloved Cathedral High.

Over the past few months the Alumni Council along with a multitude of dedicated volunteers have come together to support our institution. Great events, such as Hockey Day in MN, give us a reason to commemorate and celebrate the rich history and continued excellence we continue to enjoy as Hilltoppers. More, it is quite apparent while reading the feature story in this edition that our focus on academic excellence and college preparedness is second to none. Our most recent alumni are just a handful of Hilltoppers reaching remarkable goals first established on our campus. Finally, our decision to dedicate and honor those Hilltoppers that have served and continue to serve our country is a testament to the component of respect found embedded in our mission statement.

As we embark on another decade, may we as Hilltoppers celebrate our many accomplishments and continue to do our part to live out what we learned atop the hill and on 4th Street. Be confident the institution you knew is continuing its focus on excellence and thriving in fulfilling its mission: To educate students to become global citizens who demonstrate strong academic habits, respect, compassion, integrity, self-discipline, and intellectual curiosity.

Please continue to update us on important events from your life beyond Cathedral and Marshall on the class notes section of our website at marshallschool.org/alumni.

Michelle Buria, '89
 President, Alumni Council

Since 1904 Hilltopper Alumni

Save the Date!



**Hilltopper Reunion
 Weekend 2010
 July 16-17**

Contact Katie Barker for specific class reunion details at kbarker@marshallschool.org or at 218.727.7266, x113.

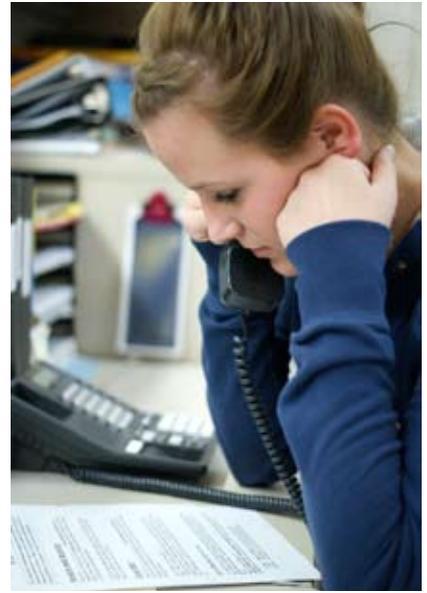
FOCUS ON PHILANTHROPY: MARSHALL'S 1904 SOCIETY

"Hi, this is Josh, a senior at Marshall School. I'm calling on behalf of the 1904 Society...do you have a minute?" The 1904 Society, the student philanthropy group on campus, is busy. Over the past two years, an idea has grown into a group of about 25 students who help with Annual Giving on campus, typically making phone calls to Hilltopper Alumni.

This year the 1904 Society has raised a total of over \$10,000 in pledges for the school—and that's just the Fall Phone-A-Thon season. The total of kids and dollars seems more impressive by remembering that this new student effort was started three years ago by six seniors and \$800 in pledges. Last year, the student calling group was officially named the 1904 Society (in honor of Cathedral High School, founded in 1904). Over the past three years, participation in the 1904 Society has quadrupled, and pledges raised have increased 5 fold. The students are learning valuable lessons in giving back, teamwork, and social responsibility, all while having a great time.

The 1904 Society continues to grow and evolve. In addition to phone calls, they have begun "Fold-A-Thons" in which they help mail annual fund appeals for Marshall. As we move into the spring, they will be back on the phone. You just might hear Josh on the other end of the line—don't hang up!

You can read a detailed history of the 1904 Society online at marshallschool.org/1904



Working the phone for 1904

Save the Date!

**Friday,
May 7, 2010**



artwork by Losa Jung '11

**Marshall School's
23rd Annual
Auction & Dinner**

To purchase tickets or make a donation, contact Deb Stephan, Event Assistant, at 218.727.7266 or dstephan@marshallschool.org

See you there!

HILLTOPPER VETERAN'S WALL UPDATE



Lowering the flag

So far the Hilltopper Alumni Council has collected nearly 40 names and over \$350 in donations for the Hilltopper Veterans Wall. The goal is to create a living wall listing all Hilltoppers that have served in our Armed Forces - Army, Navy, Air Force, Marines, and Coast Guard. The Alumni Council would like to find all our Alumni Veterans, past and present, and recognize them in the halls of our school. The Honor

Wall will list each person by name and branch of service. All the data needed for your listing should be available on the DD 214. For accuracy please send a copy of this document to the Alumni Office for verification. If you do not have a DD 214 or are unable to find it, please contact Paul Pedersen '87 at ppedersen@mac-v.org. He can assist in finding the information for you.

The Alumni Council is also working on updating the flagpole at Marshall, and thanks to the Marshall middle school advisory classes, the flag is being flown and lowered daily. The school does not currently have lights to fly it 24 hours a day, but is hoping to raise enough money through the Honor Wall to purchase lights for this purpose.

If you have any questions or want to help with this project, please contact Paul Pedersen at 218.590.7716 or Judith McKeever at 218.390.3051.

If you wish to contribute to this memorial, donations can be sent to the Alumni Office at Marshall School in the name of the Hilltopper Alumni Veterans Fund.

ALUMNI NEWS & NOTES

MARSHALL CALENDAR

Upper School Pops Concert
Fregeau Auditorium
March 2 - 7 pm

Middle School Pops Concert
Fregeau Auditorium
March 9 - 4 pm

Rummage Sale
Gym
March 27 - 9 am

Volunteer Appreciation Event
Chapel
April 15 - 5 pm

Upper School Spring Play
Fregeau Auditorium
April 23 - 7 pm
April 24 - 2 pm & 7 pm
April 25 - 2 pm

Marshall Auction & Dinner
Gym
May 7 - 5:30 pm

Spring Concert - All Choirs
Fregeau Auditorium
May 11 - 7 pm

Spring Concert - All Strings
Fregeau Auditorium
May 13 - 7 pm

Spring Concert - All Bands
Fregeau Auditorium
May 18 - 7 pm

8th Grade "Moving Up" Ceremony
Chapel
June 8 - 5 pm

Baccalaureate
Fregeau Auditorium
June 12 - 4 pm

Graduation Class of 2010
Fregeau Auditorium
June 13 - 3 pm

CONNECTING AT NOTRE DAME

Soon after his arrival at Notre Dame to begin his freshman year of study, Alex Jarocki '09 sent me a photo of himself and Notre Dame's president emeritus, Fr. Theodore Hesburgh. Alex wrote that he thought it would be nice if he could stop by Fr. Hesburgh's office "for a chat."



Fr. Hesburgh and Alex Jarocki '09

Fr. Hesburgh is arguably one of America's most influential priests. Hesburgh served longer as Notre Dame's president than any other person (1952-87). Hesburgh raised more money for the school than any

other person and was responsible for the addition of more new buildings on campus than any previous Notre Dame president. He also raised more money for research and endowments. Under Hesburgh, the school doubled in size and is still considered one of America's premiere universities.

Hesburgh was appointed to numerous U.S. presidential commissions beginning with the civil rights commission under President Dwight Eisenhower. He championed the civil rights movement of the 1960s as a confidant of Martin Luther King. Fr. Hesburgh was awarded the Presidential Medal of Freedom, the Congressional Gold Medal, and the U.S. Military Academy's Sylvanus Thayer Award for 'Duty, Honor and Country'.

Even in his advanced years (Fr. Hesburgh was born in 1917); Theodore Hesburgh is still considered "The Lion of the Notre Dame Campus" and maintains office hours in the Theodore Hesburgh Library on campus.

What gives students like Alex Jarocki the confidence to stop by a man like Fr. Hesburgh's office for a chat? Doubtless it is a matter of Alex's self-esteem. It also speaks volumes of the faith he shares with Fr. Hesburgh. Obviously it reflects the values with which Alex was raised. Yet, as I viewed the picture of a "spiffed up" Alex Jarocki posing with Fr. Theodore Hesburgh, I couldn't help but think that there must be something he gained by being a Marshall student, a place where students freely stop by their teacher's rooms and administrator's office, from time to time, for a "chat."

by: Chico Anderson, Marshall Chaplain (MA theology from Notre Dame '81)

TELL US WHO



If you can identify the Hilltoppers in this picture, your name will be placed in a drawing for a Hilltopper sweatshirt! We will announce the winner in the Fall 2010 edition of the Hilltopper. Congratulations to Lucy Mitchell '65, winner from the last Hilltopper edition. Enjoy your new Hilltopper fleece!

Submit your guess to kbarker@marshallschool.org. Deadline July 1, 2010.



WE GIVE

“We support Marshall School because we want our children to have the same opportunities we had attending here. Students at Marshall develop a strong respect for learning and for each other while still being encouraged to participate in all facets of the middle school and high school experience.”

Scott Krenzen '82 &
Kelly Telega-Krenzen '84

Parents of Mary '12
& Lane '16

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marshallschool.org/onlinegiving

MARSHALL'S HILLTOPPER FUND

Support excellence today to create global leaders for tomorrow. Contributions to Marshall's Hilltopper Fund directly benefits our exceptional academic and co-curricular programs and the faculty who lead them.

MARSHALL'S BIG CIRCLE FUND

Provide access to the Marshall experience through need-based financial aid. A gift to the Big Circle Fund is a gift that will make a difference in a young person's life today and far into the future.

Please contact Shannon Hoffman, Director of Annual Giving, with questions at 218.727.7266 x112

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Grades 5-12
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The Marshall Dance Divas (center) host Wish Upon a Star dance invitational.