A PUBLICATION OF MARSHALL SCHOOL

A CONVERSATION ABOUT

EQUITY
INCLUSION
AND RACE

AT MARSHALL

FALL 2020
This issue of the Hilltopper is devoted to the matter of race. I had the honor of participating in three heartfelt and honest conversations with alumni of color who shared thoughts about their experiences at our School. As you read this issue, we hope you are inspired to reflect on our Mission. At Marshall, we seek to be compassionate, respectful, and intellectually curious. These are three tenets that bind all of us together.

For many Hilltoppers, the death of George Floyd triggered intense introspection. If, as a school community, we commit to using this period of introspection as an impetus for positive change, we will grow as a result. Education is all about self-improvement, and schools must always be open to growth. In sharing this issue with you, the School affirms its aspiration to provide a fully equitable and inclusive experience for our students of color—indeed, for any student who feels less than fully welcomed and affirmed.

The events of this summer remind us that not all Americans have access to the same freedoms and opportunities. For change to happen here, we need to examine ourselves and reflect on our shared experience as members of the Marshall/Cathedral community. We need to ask: How can we be better? How can we be more accepting and self-aware?

Our place on the Hilltop provides us with opportunities to “be the beacon.” Let’s again accept that role and show a willingness to grow and improve. In so doing, we will provide an example to other communities and create a more equitable and inclusive experience for current and future Hilltoppers.

Kevin Breen, Head of School
NEW TRUSTEES

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JOE FIFIELD ’11

Joe Fifield ’11 is a Regional Program Director for the YMCA Center for Youth Voice, a statewide program devoted to civic education and experiential learning opportunities for young people around Minnesota. In his role, Joe is specifically responsible for working closely with schools in the Southeast region of Minnesota as well as managing the Minnesota Student Election Judge Network, a vehicle for young people to become election officials in their local communities.

Joe graduated from the University of Minnesota in 2015 with a dual Bachelor’s Degree in Gender, Women, & Sexuality Studies and Global Studies, with a focus on human rights and social justice in the Islamic World. He remains committed to diversity and inclusion work, serving on the Y’s national LGBTQ Employee Resource Network Steering Committee and representing YMCAs from all over the world at the United Nations as a member of the World YMCA’s United Nations Advocacy Group.

In his free time, Joe loves to bike around the Twin Cities, explore new restaurants; and travel around Minnesota and the country (when appropriate), especially if it involves driving and camping—two of his greatest passions.

DR. PATRICK M. JOHNS

Dr. Patrick M. Johns ’72 spent his career in service of higher education. Before his retirement in 2019, he was the third president of Lake Superior College since the merger of the Duluth Technical College and the Duluth Community College Center in 1995.

Pat is originally from Duluth. He graduated from Duluth Cathedral High School, earned a B.S. in History and a B.A. in Psychology from the University of Minnesota Duluth, and a master’s degree in Guidance & Counseling from the University of Wisconsin–Superior. He also holds a Doctorate in Educational Administration/Adult and Higher Education from the University of South Dakota.

Pat served for twenty years as president of Anoka-Ramsey Community College before taking the helm as president of Lake Superior College in Duluth in 2010. His education leadership experiences also include time spent in administration at Minnesota West Community and Technical College, Riverland Community College, and Mesabi Range Community and Technical College. Pat also was assistant men’s basketball coach at the University of Minnesota Duluth.

Pat has also served as the board chair for Northwood Children’s Services, a board member for APEX (Arrowhead Partnership for Economic Expansion), as a member of the Community Advisory Board for the University of Minnesota Medical School Duluth Campus, and a member of the Arrowhead Growth Alliance.
BEYOND THE SPRING SHIFT: SNAPSHOTS OF AN INTERRUPTED YEAR

WITH THE GLOBAL SPREAD OF THE NOVEL CORONAVIRUS KNOWN AS COVID-19, LAST SPRING USHERED IN A CHALLENGING SEASON.

Since March 18th when eLearning began, our school and its students and faculty have worked incredibly hard to sustain and reshape an educational experience that reflects the core values of Marshall: strong academic habits, respect, compassion, integrity, self-discipline and intellectual curiosity.

Here is a look back on the whirlwind eight months that have passed. While the end of the last school year and the beginning of this year have been unique to say the least, Hilltoppers have shown resilience and grace throughout the process.

MARCH 2
Marshall’s crisis team began meeting to consider potential COVID-19 impact and response.
MARCH 10
Academic Admin team completed plan for possible distance learning.

MARCH 13
MSHSL canceled winter state tournaments - the girls’ basketball team returned home after winning the quarterfinal game.

MARCH 15
Governor Walz ordered schools closed beginning March 18th. Minnesota public school districts were given two weeks to prepare a distance learning plan.

MARCH 16
Marshall canceled in-person classes – teachers meet to prepare for eLearning.

MARCH 18
Marshall eLearning began.

WHAT WE’RE LEARNING

DARING TO DREAM
The administrative team realized early on during eLearning that Marshall will be a better, stronger school after emerging from the pandemic. One core belief that will remain integral to the Marshall experience is the notion of Mission-based education, or what Kevin Breen refers to as “learning for a purpose.” In the school of the future, we will still emphasize compassion and integrity and respect, and we will still seek to graduate good citizens. To that end, we will engage our students in meaningful dialogue during advisory and elsewhere, and continue to carve out time for social-emotional learning activities. None of these activities will fall by the wayside even as we incorporate more hybrid practices. Through the transition to eLearning it became even more obvious that good mentoring is invaluable and indispensable. The world will continue to change, but in partnership with the parent community, Marshall will always be involved in the act of raising good kids.

MARCH 21
Virtual Auction event is held, with the Fund-a-Need focused on the Marshall School Community Fund.

APRIL 1 - 20
Marshall House residents, unable to return home, remained on campus for the rest of the school year; some stayed through the summer.

APRIL 8
School staff called every Hilltopper family to check-in.

APRIL 27
First virtual admissions open house held.

MAY 7
Parent survey reported high student engagement with eLearning.

MAY 14
Upper School Awards Assembly held virtually via Zoom.

JUNE 2
8th Grade Moving Up ceremony held on Zoom.

JUNE 3
Last day of school.

JUNE 7
Virtual Graduation ceremony held for Class of 2020.
JUNE 10
Campus “COVID-19 Taskforce” began intensive planning for 2020-2021 school year.

JUNE 15
Marshall launched summer residential learning program.

JULY 6
Limited summer athletic practices resumed with significant restrictions.

JULY 14
Marshall teachers engaged in a month-long hybrid learning professional development program.

JULY 24
Building and classroom spaces modified to accommodate social distancing.

JUNE 20
Campus “COVID-19 Taskforce” began intensive planning for 2020-2021 school year.

AUGUST 17
Modified fall athletic season began.

AUGUST 21
Teachers returned for professional development.

AUGUST 25
Students returned to campus on the first day of school, following a modified five-day class schedule.

PLANNING

SUMMER PLANNING

In planning this school year, we recognized the opportunities to leverage several strengths:

- Our independent governance structure, which enables us to pivot quickly.
- Our dedicated faculty willingly tackled significant professional development during the summer months.
- Our ten years of experience with 1:1 technology.
- Our spacious building and vast outdoor spaces.
- Our integrated advisory program and strong student/teacher relationships.
- Our motivated students, and our families who prioritize learning.

HEALTH & SAFETY FOR 2020

The administration and facilities team have been hard at work making our campus ready for in-person learning while keeping close watch on the local and regional factors that would cause us to pivot to a hybrid or fully online approach.
A CONVERSATION ABOUT EQUITY, INCLUSION, AND RACE AT MARSHALL
When we decided to dedicate this issue to equity and inclusion, two things became very obvious very quickly: first, that we needed input from alumni, and second, that this is not a one-and-done conversation. We hosted a video call with a diverse group of alumni and asked them to share their feedback, their experiences, their hopes and dreams for the students here. They brought so much insight and so many thought-provoking perspectives that we had two more conversations and considered how to best share them, focusing right now with the particular lens of what it is like to be a Black student at Marshall.

Here are selected quotes from our conversations, along with a call from Regina Seabrook ’92—a member of Marshall’s Board of Trustees—for each of us to engage in these conversations no matter where we are.

As a school, we know we have more questions and more work to do than we have answers, but we are committing to continue our equity and inclusion work, and we want to share it with our Hilltopper community. Over the next several issues of the Hilltopper Magazine, you will find deeper dives into what needs to be done to ensure that Marshall School is a safe community for each member and how we are taking steps now to move it forward. You will also hear from a more diverse mix of voices sharing experiences and calls-to-action.

Man is a world in himself, a microcosm. I would like to rescue students from being overwhelmed by their small place in an immense universe. They should know that their place here at Cathedral (now Marshall), in Duluth, in the United States, in the world, at this moment, is a significant one. They have a contribution to make; however small, it is important, it will touch the facets of Duluth’s life and beyond.

Sister Christopher Pavlich
I engaged in dialogue with others about similar school experiences. It was validating to be heard and to be understood. Actually, it was life-giving!

On the car ride to St. Paul, I remember feeling hopeful. I was happy to have been invited and I was interested to learn more. On the car ride home, however, and after having so many experiences that affirmed my racial identity, I was deeply disappointed and maybe a little heartbroken. When I attempted to share my experiences and the insights that I had gained about unique aspects of Black culture, I was not heard by the adults in the car, but rather invalidated and silenced. At the time, there was no language to communicate the different kinds of microaggressions like microinvalidations, but this is what I think I encountered. I could not understand why talking about Black culture made the adults in the car so uncomfortable. After all, the topic never made my mother, who is White, feel uncomfortable. The experience was such that it has stayed with me to this day. When I received the invitation to participate in the Equity and Inclusion dialogue with fellow Marshall alumni and members of the leadership team, I was willing to go on a new “car ride” and I am thankful that I did. It was a much better experience than the car ride home almost thirty years ago. Hearing the experiences of other alumni made me realize that now is indeed the time to build on the meaningful changes that have been made in support of all students and staff.

Today, we have both the language and the research to talk about why it is so difficult for many White people to engage in conversations about race and racism and the harm that occurs to people of color and indigenous people when these conversations are not had or followed by meaningful action. We also have a greater sense of urgency to “get it right” so that others may simply live safely as Americans in our country.

My hope is that the reader of this article will engage with the content with an open heart and an open mind. It is important that our experiences and perspectives, as alumni, be heard and understood and that they inform future action as Marshall continues to live into its vision and mission.
My hope is that the reader of this article will engage with the content with an open heart and an open mind. It is important that our experiences and perspectives, as alumni, be heard and understood and that they inform future action as Marshall continues to live into its vision and mission.

BIO:

Regina is an Equity Program Specialist for Equity Alliance MN. With her team, she plans, coordinates, and provides educational equity-focused professional and organizational learning in collaboration with school leaders, schools, and districts. She brings the experiences of a classroom teacher, district administrator, and cross-sector partner to her work in support of Minnesota’s schoolchildren. She has degrees in Sociology from Hamline University and Social Studies Education from the University of Minnesota-Duluth, a Master’s Degree in Education from Hamline University, and her K12 principal and superintendent credentials from St. Mary’s University of Minnesota. In her spare time, she enjoys spending time with her family, hiking, and also serving on the Coalition to Increase Teachers of Color and American Indian Teachers Steering Committee, the Conflict Resolution Minnesota Board of Directors, and the African American Leadership Forum Education Workstream.

QUOTE:

I wanted the students of color in the room to know that they have a choice. It’s not going to be an easy road, but they have a choice and I needed to model to them both critical thinking and resiliency. I needed them to see embodied in me a belief that I matter, I have value, my life is a good life, and that they matter, they have value, and that they are good and that they can have a good life, too. And it’s not our fault, as people of color, if we have to spend a lot of it thinking about race or racism or feeling like we have to be on the defensive and in self-protection mode because we are on the receiving end of racism. We still have some choice in terms of the environments we can create together and with others, where we can feel more joy and grow more hope. Our kids are not necessarily getting that message or that kind of resilience modeled to them in our schools.
**CB BAGA ’08**

**BIO:** CB (they/them/their) is a trial attorney at Faegre Drinker Biddle & Reath in Minneapolis, MN. A 2008 Marshall grad, and 2016 UMN Law grad, CB’s legal practice focuses on complex commercial litigation, with expertise in risk management, sports and recreation, insurance, trade secret and non-compete litigation, and complex contract disputes. Their pro bono work focuses on increasing access to justice for marginalized communities; they founded the LGBT legal clinic through the Volunteer Lawyers Network and train the legal community on LGBT cultural competence.

**QUOTE:** In terms of making progress on inclusion, it’s not enough to have awareness; it really takes education, self-interrogation, unlearning racism, unlearning white supremacy, understanding how we support white supremacy in our day-to-day lives. It takes action and it takes being willing to make some people upset. It also takes hard conversations where maybe you can find synergies with people that disagree with you, but that whole process is really required for actions to be authentic. You can’t skip steps; if we jump to action without really doing that self-interrogation piece, it becomes performative allyship and white saviorism. So it’s critically important that for each of us going through this inclusion process, we go through it authentically and honestly. I just want to make sure that our conversation is coming from that really authentic place, because otherwise, it’s going to become performative very quickly.

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**MAKAIO GOODS ’16**

**BIO:** As part of his undergraduate studies, Makaio has worked to gain strong experiences and background in order to pursue a career improving the lives of others. Through working at organizations such as the ACLU, Trial Group North PLLP, and the Minnesota Senate, he is realizing the ways in which well-placed legislation and representation in law could alleviate some of the harm caused by current disparities within the Minneapolis-St. Paul area. He has sustained mentorship roles with Brotha-to-Brotha, Men as Peacemakers, and the Boys & Girls Club, and spent a semester in New York at Columbia University’s Justice Lab focusing on the societal costs of mass incarceration. This year, Makaio spent time as a visiting student at the University of Oxford before the pandemic and also founded a thirteen-person advisory board for Hearts Open Primary Education (H.O.P.E), a developing school in Tanzania with the aim to obtain U.S. non-profit certification status in the near future (stay tuned!). This summer, Makaio completed UC Berkeley’s Public Policy and International Affairs Fellowship Program virtually.

**QUOTE:** If an issue about race is put out, an action needs to follow it. Otherwise, in some people’s eyes, it might just be seen as an attempt to protect Marshall’s image rather than a genuine concern for its students. It’s easy enough to put a publication out and say we care about race, but what efforts are being invested into improving the experiences of underrepresented minorities at Marshall? I believe these initiatives should also include prioritizing the recruitment of faculty members or staff of color and investing in improving all students’ experiences and understandings of the impact of race in the United States.
**BIO:** Born in Oak Park, IL, Ajanice moved to Duluth at the young age of five years old. In the sixth grade, she became an official Hilltopper and has been a proactive member and leader within the Marshall community ever since. She participated in various student groups during her time as a Hilltopper, including being Co-Founder and Vice President of the first Black Student Union at Marshall. Knox now studies at the University of Minnesota-TC, double majoring in Sociology: Law Criminology & Deviance, along with Political Science, and double minoring in both French and African & African American studies, with graduate plans of attending law school.

**QUOTE:** I feel like from sixth grade to freshman year when my race or ethnicity was brought up, it was awkwardly talked around me as if I was not a part of that identified group. But then eventually that’s all that people saw. And it was like, I’m so much more than a black woman. I’m so much more than my physical appearance. My accomplishments of being a merit/honor roll student, active community member, and respected individual both in and beyond the Marshall community, would always be reduced to the color of my skin and my gender. So, I’m very glad that we started these conversations, that things have progressed at Marshall, and that both students and faculty are progressively becoming more aware of issues that do not necessarily directly impact the majority of students at this institution. At the end of the day, we’re not just black, we’re not just women, or stereotypes; we’re scholars, we’re friends and family, but most importantly, we’re human.

**AJANICE KNOX ’19**

**BIO:** Joe is a Regional Program Director for the YMCA Center for Youth Voice, a statewide program devoted to civic education and experiential learning opportunities for young people around Minnesota. In his role, Joe is specifically responsible for working closely with schools in the Southeast region of Minnesota as well as managing the Minnesota Student Election Judge Network, a vehicle for young people to become election officials in their local communities. Joe also joined Marshall’s Board of Trustees this year. To read Joe’s extended bio, turn to page 2.

**QUOTE:** I was really excited about this conversation. Kevin [Breen] mentioned that the school is going a million miles an hour during back to school stuff; yet we have a really cool opportunity to completely reinvent the wheel, right? We have to redesign how we’re working with our young people and what a classroom looks like, both in-person and virtually. And opportunities like that open the door to redesign something in a more inclusive way. So I wanted to make sure that’s happening at the faculty and staff level, that these conversations are being woven into everything that’s happening. Because I don’t want us to throw away this opportunity.

**JOE FIFIELD ’11**
SARAH PERRY-SPEARS ’92

BIO: Sarah worked in the field of education as a health educator, middle school math teacher, fundraiser and event planner, and Director of Admissions and Financial Aid. Sarah attended Carleton College and received her M.Ed. from Harvard University. Sarah, her wife Megan, and their three children live in Duluth. Sarah teaches middle school math at Marshall, where her three children attend school.

QUOTE: We want to follow this story up with action. It’s important to be honest about what kind of work Marshall has done regarding diversity and inclusion in the past, and what it will do moving forward. If not as much can be done as some people want, or if the work is going to be slower than some would hope, it’s important to be up front about that. The important thing is that Marshall is committed to the work and moving forward with commitments to hiring faculty and staff of color and creating and maintaining an actively inclusive environment for everyone.

GRACE KIRK ’20

BIO: Grace is a first year student at Brown University where she will play college basketball and major in English. She hopes to become a civil rights lawyer and move somewhere warm.

QUOTE: I think a black teacher would not only be beneficial for the students of color in the building but also a learning experience for our white counterparts, because I know on a daily basis most of them don’t go through experiences with black people. They don’t interact with them at all. Like, it just doesn’t happen, so bringing an adult with credentials into the building to teach them—and also call them out when needed—is essential to their development. They should have to feel uncomfortable sometimes, and then also put in their place sometimes; they should be able to learn from anybody, and it’d be good for them too.

Email communications@marshallschool.org or send us mail at the school: Marshall School, c/o Hilltopper Magazine Editor, 1215 Rice Lake Rd., Duluth MN 55811
In 2016, a professional learning community (“PLC” for short) met weekly to review our diversity policies and chart the course for future conversations regarding equity and inclusion. The PLC asked that we commit to more professional development and convene a standing Equity & Inclusion Committee. To follow those recommendations, Marshall has:

- Developed a more uniform understanding of what it means to have a safe, equitable and just community;
- Written and adopted a Statement of Community;
- Hosted several student forums including panel discussions with students of color and students and alumni from the LGBTQ+ community;
- Formed an Equity & Inclusion Committee;
- Renewed our commitment to use a portion of each professional development day to expand faculty training in the area of Equity & Inclusion.

This new Statement of Community is now prominently displayed throughout our building:

The Marshall School Community accepts responsibility for the safety, inclusion, and well-being of all members. We nurture and protect an environment that is affirming and empowering of individual voices, life experiences, and perspectives. We commit to learning and growing through our daily actions and interactions. We seek always to value, respect, and uplift those around us.
BEHIND THE SCENES IN COLLEGE COUNSELING
When it comes to choosing post-secondary education options, Hilltoppers are in very experienced hands with Katie Voller-Berdan, Director of College Counseling, who has been working with Marshall students and families for 16+ years. Marshall’s college counseling program is a highly personalized process with the goal of assisting students in finding colleges that best fit their personal, academic, and co-curricular strengths and interests. Marshall has a strong reputation among colleges and universities throughout the United States. Recent graduating classes have averaged earning over $10 million dollars in scholarships to help pay for their college educations. Read on to learn more about the overall program and process from Katie.

**THE COLLEGE COUNSELING TIMELINE...**

Officially, the college counseling process begins in junior year. That’s when I’m intentionally working with students in large groups and individually. Unofficially, it begins at 9th Grade Registration Night (in March of 8th grade). That’s when we introduce students to the vast opportunities they’ll be exposed to and encouraged to take part in. It’s their invitation to explore their current interests as well as take some risks and try out new activities, things they never would have dreamt of signing up for as a participant or leader.

**THE PROCESS OF CRAFTING A MEANINGFUL ESSAY...**

Colleges that require essays in student applications are a majority of colleges in which Marshall students submit applications. The process, beginning with an update to student activity resumes spring of junior year, encourages students to reflect on what they’re most passionate about. Writing is easier when students write about things they love. The college essay workshop helps students connect their passions and interests with their personal values and how they developed and demonstrate those values. Students are led through essay idea brainstorming activities that help them realize just how many experiences and values they’ve developed. For example, about 90% of Marshall students participate in at least one sport at Marshall. However, if every student wrote about their favorite sport in the same manner, those would be very boring essays for colleges to read. Instead of students writing about their sport, they are walked through a process of writing about how that sport, per se, influenced other areas of their lives. An athlete can write about how the determination they honed on the field gave them the confidence to try out for a drama production, exposing a completely different aspect of themselves to colleges. The essay is the place in which Marshall students stand out, I’ve been told by many a scholarship and college review committee. The way in which Marshall students present themselves on paper isn’t single-faceted. Rather, the multi-faceted lives that our students lead comes to life in the stories they tell about the lessons they’ve learned as they’ve traveled through their high school careers.

**STUDENT GROWTH THROUGH ESSAY WRITING...**

Writing about yourself isn’t an easy task. Most students, or adults for that matter, prefer to write about things from another’s point of view. It’s difficult to write about yourself as it requires self-reflection and the resilience to learn from our experiences, shared or not. The trajectory of growth from a student’s first essay draft to their last draft is immense. With each new essay draft, students are better able to recognize that only they can manipulate the reader (thank you, Ms. Stiles) into seeing exactly who they are, which is something a college can’t ever glean from a grade point average or a test score.
MARK YOUR CALENDARS
REUNION
JULY 16 & 17, 2021
MARSHALL CAMPUS

Please join us as we celebrate all of our alumni, especially our Milestone Classes:


If you are interested in helping organize additional events for your class, contact Jasen Wise at 218.727.7266 x112 or email alumni@marshallschool.org.

ANOTHER GOLF OUTING IN THE BOOKS

We could not have ordered a better autumn afternoon for the Marshall School Golf Outing! More than 85 alumni and friends joined us on Friday, September 18th at Enger Golf Course for fresh air and fun in support of our athletic teams. This year we highlighted our new head girls hockey coach Amanda Boulier and new boys hockey head coach Jasen Wise. Thanks to all who came out—we are already looking forward to the next time we can be together!
The Hilltopper Honors Awards are a way to honor alumni who have excelled in their personal achievements, professional lives, or in service to society, and whose accomplishments have brought credit to the school.

The 2020 Hilltopper Honors Awards were presented on Friday, September 25th in a physically-distanced ceremony on campus. You can nominate future awardees by visiting the alumni website or by contacting Jasen Wise, Director of Alumni Relations, at alumni@marshallschool.org or 218.727.7266 x112.
In 2019, Tadd was named the University of Minnesota’s first senior director of American Indian Tribal Nations Relations. As senior director of American Indian Tribal Nations Relations, Johnson is housed at the U of M Duluth, where he is director of the Tribal Sovereignty Institute and director of Graduate Studies in the American Indian Studies Department.

In addition to his academic work, Johnson is a resource to tribal governments and Native American people with more than three decades of leadership and service in the field of Federal-Indian law and policy. He served as a tribal attorney for more than 20 years, served as a tribal court judge and administrator, and is a frequent lecturer on American Indian history and Federal Indian Law. He spent five years with the U.S. House of Representatives, ultimately becoming staff director and counsel to the Subcommittee on Native American Affairs. In 1997, President Clinton appointed Johnson to chair the National Indian Gaming Commission. He is nationally recognized in the area of Native American Law and is an enrolled member of the Bois Forte Band of Chippewa.

Johnson received a B.A. at the University of St. Thomas, a J.D. at the U of M Law School, and serves on the Boards of the Udall Foundation and the Native Governance Center.

Christa is the Director of International Programs at Marshall School. When she started in the Admissions office at Marshall in 2006, she envisioned a consistent global presence at Marshall. Fourteen years later, the school has an on-campus residence that welcomed 40 students from 10 countries this fall. Over the years, Hilltoppers have welcomed a host of international guests to campus: visiting faculty from India, student teachers from South Korea, and many student exchanges from countries like Colombia, Turkey, Russia, France, and beyond. In Christa’s words, “Global’ has become an accepted part of the school fabric. Building the trusted global network we have at Marshall took time, humility, perseverance, and at turns, courage. I can be happy with those things personally - but what matters most is that Marshall is now a global school, where students are even more deeply enriched by the presence of each other’s diverse experiences and perspectives.”

Christa graduated from the University of Wisconsin-Madison and has also earned her M.B.A. She enjoys time in nature, travel, watching documentaries, and swimming.
HILLTOPPER HONORS AWARDEES

LINNEA BETZLER MIRSCH ’97
DISTINGUISHED YOUNG ALUMNA

Linnea Mirsch is Director of Public Health and Human Services for St. Louis County, MN, where she has the privilege of working in public policy, administration, strategy and leadership. The department of 700 employees are responsible for public health, economic services and supports, behavioral health, home and community-based services, and children and family services. She is most energized by strategic leadership as she works proactively to get at the underlying causes of the most pervasive challenges we face and improve the health and well-being of all people in St. Louis County.

Linnea earned B.A. degrees in Psychology and Spanish from Bethel College as well as her Master’s degree in Public Policy from Humphrey School of Public Affairs at the University of Minnesota. She is a recipient of the Webster Muck Award from Bethel University’s Department of Psychology, a Rotary International Ambassadorial Scholar, and was one of Duluth News Tribune’s 20 Under 40 in 2010. Linnea keeps busy in her free time with her active family and is involved as a volunteer with Grace Lutheran Church and as a parent volunteer and PTA member for Lowell Elementary Nueva Vision Spanish Immersion.

JACK CONNOLLY ’07
ATHLETIC HALL OF FAME

Jack is in his ninth year as a professional hockey player with Luleå Hockey in Luleå, Sweden. As a Hilltopper, he excelled with both the Boys Soccer and Boys Hockey teams, playing in three state championship hockey games and claiming Northland Boy’s Soccer Player of the Year 2006-2007.

Jack attended the University of Minnesota-Duluth where he majored in Communications and minored in Business Administration while playing four years of hockey with the Bulldogs, where some of his collegiate highlights include winning an NCAA Men’s Hockey National Championship in 2011 and the Hobey Baker Memorial Award in 2012. Other achievements include: Lowe’s Senior Class Award Winner 2012; Premier Player of College Hockey Award Winner 2012; USA Hockey College Player of the Year 2012; NCAA All-American 2nd Team 2009-2010; NCCA All-American 1st Team 2010-2011 & 2011-2012; WCHA Scoring Champion and Player of the Year 2012; All WCHA 1st Team 2010, 2011 & 2012; and All-Academic Team 2009-2012.
50s

Sister Barbara Higgins ’53 writes: “After ministering in the Duluth Diocese from 1955-1995 and the Phoenix Diocese from 1995-2014, I am now at our Monastery on Benet Hall (our infirm floor). Prayer ministry is now my main focus daily. I pray for all of you. My four years at Cathedral were some of my best years. School spirit with students, teachers and other staff was outstanding.”

60s

Carol McPherson-Heaney ’69 writes: “I have written and published a three-book series, The Always and Forever Trilogy, under the pen name Mercedes-Mary McPherson. Books are now available at Barnes & Noble, Zenith Bookstore, and through my website alwaysandforevertrilogy.com. I’m very proud of these books, and I’m working on my fourth.”

90s

Krista (Lepak) Mickelson ’92 writes: “I live in White Bear Township, MN with my husband, Davin, and our seven year old son, Hunter. I finally finished my BS and will graduate in August with a degree in Accounting. It took forever, but I did it!”

00s

Matt Wasmund ’03 joined Marshall’s faculty this fall as the new Band Director.

IN MEMORIAM

Mary (Perfetto) Mattson ’36
Joseph Sauve ’41
Arthur Severson ’42
Lawrence McDowell ’43
Jeanne Burger Rose ’43
Delores M. Cheslak ’46
Richard Thomas Anglim ’47
Richard Lowry ’49
Jim Ramsay ’50
Charles Oulette ’52
Virginia (Rabetoy) Montmarquet ’53
Thomas Lang ’54
Michael LaFaye ’55
Thomas McCauley ’58
Edward Czaplicki ’63
John Tarnowski ’63
Susan (Jackson) Kultgen ’64
John V. Roed ’64
Marianne (Wedel) Ronstrom ’67
Scott Mershon ’68
Mary (Pritchard) Jeneson ’69
Mary (Jeanette) Pelletier ’71
Philip L’Abbe ’74
Patrick Kevin McCarthy ’74
Edward Schulze ’76
Matt Miner ’77
Michael Moore ’03
*Sister Mary Catherine Shambour (former librarian)

WHAT ARE WE MISSING?

With more than 5,000 alumni scattered around the world, it is hard to keep track of the incredible things everyone is up to. We’re always looking for stories and updates of alumni to celebrate, and we need your help! You can call or email the Alumni Office with updates and ideas for Hilltopper profiles, or visit our website and submit an update form.

Thanks for keeping us in the loop!
Kelly Krenzen ’84 has served as a nurse for 32 years and spent the last 12 years or so sharing her experience as a nurse at Marshall School. As a member of Marshall’s Sustainers Society, Kelly also takes the opportunity to give back in another way.

“I feel it is important to not just donate but to support something that has meaning to you. Giving to Marshall is personal,” Kelly said. “My father, my three sisters, and my husband and I all graduated from Cathedral as well as my three children. Our family has seen the school dynamics change quite a bit over the years. Change can be difficult to watch but it is usually good and that is how we choose to view all the newness at Marshall. This school is not the same in many ways but what is exactly the same and resonates the most for our family is the genuine commitment of the faculty. Faculty and coaches still call us by our first names. My children don’t hesitate to stop in to see a former teacher. It says something when my daughter reached out to her 8th grade English teacher for a Bar exam reference; I would say a connection was made there. (Thank you Lori Durant!) The people in this community have continued to support our family as our children moved on.”

Kelly continued, “I see these connections happening every day now that we are back in school. The sincere effort to connect is apparent as I listen to the teachers move through the halls with the students. Experiences are different this year and I am confident they will never be forgotten: watching outdoor classroom spaces pop up everywhere possible and 30 bikers heading out with three teachers, all wearing masks. The memories and traditions are different but we will all remember being here and who was with us.”

About this very different school year, Kelly said, “Being back in class shows our resilience, strength, and commitment of our families, our staff and our faculty. We are trusting each other to be honest, stay healthy, and be understanding of others as we move through these few months. As nurses tend to do, Meg Weber and I have prepared ourselves for the worst-case scenario, but the students, parents, and faculty have been incredible while following the ever-changing expectations we have asked of them. It’s not forever and we all just need to do our best.”

Marshall School’s Sustainer Society is made up of individuals who have set up monthly or bi-weekly recurring gifts to the Annual Fund. To join Marshall’s Sustainer’s Society contact Jennifer Berry at jennifer.berry@marshallschool.org or 218-727-7266 x113.

To make an annual gift to Marshall School, please use the enclosed envelope or visit marshallschool.org/giving.
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