

A PUBLICATION OF MARSHALL SCHOOL

THE HILLTOPPER

INVITATION TO THRIVE

SPRING 2024



FROM THE **INTERIM** HEAD OF SCHOOL **ANDREA SCHOKKER**

If you spend any time perusing our website, you may have recently noticed a new message:

HERE, YOU CAN THRIVE.

For me, this encapsulates the essence of the Hilltopper experience. Each student brings something important and unique to our community, and in turn, our exceptional teachers and staff support them in thriving as learners and individuals. The more a student engages in our community, the more they take advantage of what Marshall offers. As a result, we all thrive as individuals, together, within a healthy community.



We have recently been crafting a new Strategic Plan, developed with the support of the Board of Trustees, to provide a roadmap for continuous growth and elevation in excellence over the coming years. Marshall faculty and staff met in committees to explore several core areas, and developed objectives and action items to guide the use of our resources to

effectively support and build on our mission, “Inspiring lifelong learners to embrace challenge and create positive change.” The resulting Strategic Plan covers the following five core areas:

■ **COMMUNITY and CULTURE**

Cultivate a safe and vibrant community, nurtured by supportive relationships, that fosters respect and belonging while appreciating the uniqueness and contributions of each member.

■ **The EXPERIENCE**

Provide engaging learning opportunities that facilitate personal growth, promote social responsibility, and offer diverse routes that challenge students to stretch their potential.

■ **DIVERSITY, EQUITY, and INCLUSION**

Engage in a collaborative journey towards greater equity and inclusion that reduces barriers, honors the humanity of each person, and explores diverse backgrounds, cultures, values, and perspectives.

■ **FACILITY and SPACE**

Plan and implement facility improvements that enhance safety, promote sustainability, and maximize flexibility.

■ **FINANCIAL HEALTH and GROWTH**

Develop strategic revenue growth to support a thriving school community.

Additionally, many of our current families expressed a desire to become more involved and connected with others in the Hilltopper community; we initiated a Parent Ambassador group as a starting point to gather

feedback and support on this initiative, and our first kickoff meeting was filled with insightful discussion.

Reflecting on this time I've been fortunate enough to spend with Marshall students, faculty, and staff since last fall, my appreciation for the intentional academic and co-curricular experiences that our community fosters only grows.

Few people get to experience a school in the roles of parent, Trustee, and then Interim Head of School. Having that 360° perspective has solidified for me how big of a differentiator the Marshall experience is for our children to prepare them for their next steps. Prioritizing this experience for our son was one of the best decisions we ever made, even if we didn't fully realize it at the time.

Andrea Schokker

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

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SNAP SHOTS

01

Our fall musical production of Disney's *Beauty and the Beast* was a treat for all! More than 80 costumes were rented for this production, which starred **Ashton Major '27** as the Beast, and **Sophie Haug '24** as Belle.



02

More than 250 grandparents and grandfriends joined us for the ever-popular Grandparents Day, a Thanksgiving tradition. Students, like **Huxley Whittaker '30**, brought their special guests along for a morning of class activities.



03

Families and friends enjoyed two holiday concert dates this season, with our choir, band, and orchestra taking the stage. **Elaria Weiss '29** grins at the crowd as *Delights of December* and *Harmony in the Holidays* brought smiles to the faces of everyone who attended.



04

Marshall House international students spent several days in Ely, Minnesota this winter. They had the opportunity to get outside and hike in the wilderness area, and hopped on dogsleds with guides from the Wintergreen Dogsled Lodge.



05

Alexandra Stocke '30 and **Tiegen Fryberger '30** stretched their skills as dumpling makers during our January iTerm. *Dumplings of the World* was just one class offered to middle school students during this popular interim session.



06

Winter showed up just in time for iTerm classes! Middle school students used boxes, duct tape, and other supplies to create sleds in this design class. They tried to travel as far as they could, as fast as they could, and class members voted on the most beautiful sled. **Dane Linn '29** climbs the bleacher stairs after his first attempt.



07

For the 9th year, Marshall upper school students enjoyed a week-long film festival. This year, *mystery* was the highlighted genre; students chose from five different films to watch and then took part in small group discussions to explore the lessons and themes in their chosen film.



08

Artificial turf installation took place in our small gym, allowing spring athletes like **Daniel Ko '25**, **Owen Marsolek '25**, and **Max Berrisford '25** to get a jump on their training! The turf is also quite popular during the school day, where gym classes and crews utilize it.



09

Jake Widdes '24 (center) and **Jonas Martinelli '24** (right) react to winning the Upper School Winter Frolic competition. This annual event has teams of two going head-to-head in window decorating, cake decorating, game show trivia, and a dance contest.



10

Attendees at Marshall's 37th Annual Auction *Sunset Serenade: A Tropical Gala* took a warm vacation in Duluth as they festively created waves of support for our school. Adventurers, beachgoers, and even a mermaid paraded around Clyde Iron Works during our school's largest fundraising event.

TWO BELOVED TEACHERS RETIRING

PAUL PEARSON

After 33 years of service to Marshall School, and 36 years teaching, **Paul Pearson** will retire at the end of the 2023-24 school year. Mr. Pearson has been a distinguished math teacher and is best known for his witty sense of humor, his knowledge of baseball history and statistics, and his love for the Minnesota Twins. Mr. Pearson's desk is a popular gathering spot, not only for math help, but also for the honest and sincere advice and listening ear he provides students about life in general. He also introduced the student community to the game of Sudoku as an excellent source of extra credit, and the Stock Market Game as an excellent source of fake income. Paul looks forward to spending more time with his grandson, Walter, and in his wood shop.



DR. SUSAN NYGAARD

Dr. Susan Nygaard, a beloved and revered English teacher to many, will retire from Marshall School at the end of the school year. In a career that spans 36 years, with 28 at Marshall, Dr. Nygaard has taught nearly every student who has graduated from Marshall during that time. Many alums will recall her unique and memorable lessons, including Edwin Morgan Day, a holiday she made up over 20 years ago to honor the Scottish poet, which involves recent alumni adding to the mystery and curiosity of the event. Many of Dr. Nygaard's alums fondly recall the days she spent in her rocking chair at the front of the class, which aptly displays a cheeky warning to all: "Beware of the DRAAGYN." In retirement, Susan plans to continue her forays into the forests seeking out the elusive flora and dead fauna hidden in nature and posting about them on Facebook.



Thank you Dr. Nygaard and Mr. Pearson for your long-term dedication and service to Marshall School, and for the tremendous impact you've had on countless young minds!

NEW ENROLLMENT DIRECTOR

DEREK PERKINS

Marshall School welcomes **Derek Perkins** as our new Director of Enrollment. Derek brings a wealth of experience in admissions and enrollment management, with over twenty years dedicated to strengthening enrollment in schools. In addition to working with local families, he has traveled to 40 different countries to recruit international students to build diverse school communities.

Originally from Indianapolis, Derek began admission work at Marian University, where he quickly advanced to Director of Enrollment Systems. He then blended his hockey coaching passion with this line of work at Culver Academies, a boarding school for 800 students in northern Indiana. His next stop was as the Director of Admissions and Financial Aid for Darlington School in Rome, Georgia, a K-12 day and boarding school. Most recently, Derek spent the last six years as Director of Admissions and Financial Aid at St. Andrew's-Sewanee School in Sewanee, Tennessee, a 6-12 day and boarding school.

Derek is married to his high school sweetheart Kimberly. They have been together for 32 years, and celebrated their 25th wedding anniversary last summer. They have two daughters; Kathleen is a sophomore at Miami (OH) University studying anthropology, archeology, and professional writing, and Elisabeth is a junior in high school. With interests in running and hockey, you may see Derek running the streets and trail systems of Duluth, or out at one of our local rinks.



Wendy Reed

Dean
Swenson College of Science and Engineering
University of Minnesota Duluth



Jeremy Youde

Dean
College of Arts, Humanities, and Social Sciences
University of Minnesota Duluth

NEW BOARD MEMBERS





INVITATION *to* THRIVE

A subtle implication is nestled within the new Marshall tagline, “*Here, you can thrive.*” There is a challenge, a calling, an invitation to utilize all of the resources, supports, and inspiration offered to develop into one’s best self—a sense of personal responsibility to explore and push a little further.

The word *thrive* is a vigorous one, an action verb with an energy, purpose, and demand to take everything offered, with circumstances however they appear, and do something great.

In this issue of the Hilltopper, we examine how our community has risen to the challenge to develop well and prosper: beginning with a new Strategic Plan to set a course for continued excellence, honoring staff who helped students thrive for years, welcoming a new Enrollment Director to help Marshall grow, and recognizing Board Members who have made a commitment to nourish our blooming community.

In the following pages, witness resilience and adaptation; our community shines brighter as International Program students join us from their own countries across the world. Then, supplemented with unique strategies to support students throughout Marshall School, our incredible staff have created a recipe for a foundation that sets students on a lifelong path of successful learning and growth.

We’ll rewind time with an alum who grew with vigor in our frigid North, and traverse amongst the stories of nine brilliant alumni in the beloved Inspiration in Action series. Finally, an ending and an ask—to consider how your own legacy can spread seeds of Cathedral-Marshall far beyond yourself, far beyond the garden already cultivated, and into the world with limitless impact and possibility.

Kelly Schamberger

Kelly Schamberger, Editor-in-Chief



CHALLENGED *to* FLOURISH

BY DEREK PERKINS

Marshall School's International Program has been serving students from around the world since 2006. As of today, over 200 students from 44 different countries have enrolled at Marshall.

In 2016, Marshall House was established as the on-campus dormitory to allow 32 international students to live on school grounds, and to fully experience all that Duluth and the surrounding areas have to offer.

Marshall's international boarding program is a unique gem in the boarding school world. One differentiator is that the dorm is open for the entire school year, which allows students and families to avoid the need to find alternative accommodations and meals during short breaks or long holidays. Each year, nearly half of the students living in Marshall House choose to remain during the long winter break to stay connected with friends in Duluth, or to take advantage of winter activities in the area.

This year during February break, Marshall House students traveled to Ely, Minnesota to experience the International Wolf Center, and then had the opportunity to try dog-sledding, skiing, and snowboarding. An experience like this challenges students to step outside their comfort zones.

Hoang "Teddy" Nguyen '25 from Ho Chi Minh City, Vietnam really enjoyed the experience in Ely, "I would never have had that experience if it were not for Marshall. Dog-sledding is not available in Vietnam." He also stated that these out-of-the-box experiences have made him into a continuously better version of himself.

The structure of the international boarding program allows each student to thrive anywhere here at Marshall: in the classroom, on the stage, on the field, and in daily life. Learners have access to world-class teachers who provide outstanding instruction; students are challenged, supported along their academic journey, and fully prepared for their college or university of choice.

Even though Teddy is a junior this year, he has his sights set on Luther College in Decorah, Iowa to study communications and journalism. His past experiences with news and media coverage in his home country have shown bias and very little choice in how news is shared, he says. At Marshall, he is pressed by his teachers to understand new and broader forms of communication and has explored various ways to share his stories.

Teddy has also been encouraged by his peers through the high level of collaboration that occurs both within and outside of the classroom.

"Everyone is so helpful at Marshall, and they all want to do well. It makes me want to do my best, too."

TEDDY NGUYEN

He compared this with Vietnam, where students generally take instruction from the teacher without any discussion or diversion. The new style of learning he encountered at Marshall was difficult at first; however, he learned during his freshman year that he needed to become an independent, engaged, and active learner. These are the kinds of experiences that he is grateful for here.



International students also are provided opportunities to be involved in a variety of activities in the arts, athletics, and clubs. These are often new experiences that are not available in their home communities. Many of the new international students this year had not seen an ice rink before, let alone been ice skating; with Mars Lakeview Arena right on campus, they have multiple opportunities to go ice skating and become fans of the Hilltopper hockey teams.

One club that attracts many of our international students is the robotics team. **Silvia Galindo '24**, a senior from Bogotá, Colombia, is president of the robotics team, and has been involved with the team for the two years she has been at Marshall. While she had developed previous experience and a passion for robotics in Colombia, at Marshall, she was given opportunities to learn new roles that were not possible at her previous school, and to step into leadership.

This year, Silvia was most excited to lead the design of the team's robot and have the opportunity to learn from a preeminent Computer-Aided Design (CAD) designer in Duluth.

Silvia says the opportunities are endless at Marshall. She has taken advantage of most that have been presented to her; not only is Silvia the president of the robotics team, but this year she is also president of the Youth In Action club, speech team, health and wellness club, and yearbook. The encouragement from teachers to step into these new opportunities has been rewarding.

“You don't need to be an expert or have a lot of experience to be part of a club or team. They will find a place for you to learn and contribute.”

SILVIA GALINDO

This level of support and encouragement at Marshall has also contributed to her growth academically. Silvia shared that the academic culture in Colombia is one that promotes perfectionism and can be very stressful; here, she says the

environment is completely different, and she's allowed to make mistakes. “I've never had the opportunity to make corrections on a test or quiz to earn back some points as I did with Dr. Rohde in Chemistry,” Silvia shared.

Learning occurs in the mistakes, and connecting with teachers to correct and grow from the mistakes helps her move forward. The availability of teachers to offer help before and after school has also allowed her to learn the skill of self-advocacy; as she moves on to university next year, she feels she will be confident advocating for herself when necessary. Silvia aims to study biomedical engineering, and has her sights set on the University of Calgary or the University of Wisconsin-Madison.

The same level of support and encouragement is also found within Marshall House. Daily life in the dormitory is like a large family where genuine relationships are created with other students, and the faculty who live in Marshall House provide supervision. Students are challenged to participate in exciting activities like taking a “polar plunge” in Lake Superior for the health benefits or competing in a three-on-three basketball game with the adults of Marshall House. Those same adults serve as *in loco parentis* to students while they are here, paired up as a faculty advisor for weekly check-ins on academic successes and challenges, as well as physical and emotional health navigation.

Another unique feature of Marshall's international boarding program is the number of single rooms that are available to students, which are not common in boarding schools but are highly desirable for students. There are twenty-four single rooms and three double rooms in Marshall House. Offering single rooms is of great value to our students to provide them with a level of privacy.

Living away from home can be uncomfortable in the initial days; however, once the students settle into a routine, they grow in independence and develop overall life skills as they become accustomed to doing laundry and chores. Living in a community requires each person to contribute to the success of that community, and one way Marshall House reinforces this is the rotation of daily chores that each student is responsible for every week.

Each year when students return to Marshall, growth is visible and apparent as they step into leadership roles as ambassadors for new arrivals. The Ambassador Program in Marshall House pairs returning students with newly enrolled students to provide guidance in what it takes to live in a healthy community abroad.

There is continual growth at Marshall School for our global students as they challenge themselves in every aspect that Marshall provides to them. They become well prepared to flourish as they enter college as young adults, and throughout their adult lives. Just look at Teddy and Silvia.

THIS YEAR, UNDER SILVIA'S LEADERSHIP, THE ROBOTICS TEAM WON THE FIRST ROBOTICS NORTHERN LIGHTS REGIONAL COMPETITION, AND LAKE SUPERIOR REGIONAL, AND WILL COMPETE AT THE WORLD COMPETITION IN HOUSTON, TEXAS.





SUPPORTED GROWTH BY DYLAN CHERNOV

SCHOOL *is* MORE THAN JUST ACADEMICS.

Like social skills learned on the playground, or sportsmanship and teamwork gleaned from soccer fields and locker rooms, self-advocacy is a tool Marshall students learn to sharpen. Advocating for oneself is not always easy to do; asking for help can be scary. For new students, as well as those who struggle, the thought of asking for help is often met with feelings of intimidation or embarrassment. At Marshall, however, students learn that asking for help is a sign of strength, not something to be embarrassed about. In working persistently through their challenges, the ability to grow and thrive is found.

Self-awareness is an important precursor to self-advocacy, and the connection between the two is seen in distinct parts of the school's programming and curriculum. Across

divisions, students are taught how to assess their own learning, and are then encouraged to do something with that knowledge.

Thinking about and assessing our own learning is a process known as *metacognition*. Metacognition is defined as “the awareness or analysis of one’s own learning and thinking processes,” or, to put it simply, thinking about one’s thinking. Metacognition is an essential part of personal and academic growth, and through an awareness of one’s learning habits, both good and bad, students are able to identify their strengths and challenges as learners. Metacognition, like social skills, sportsmanship, and teamwork, is one of the hidden curriculums at a school like Marshall.

In the Forest School, students use metacognitive awareness as a fundamental step in problem solving. According to Forest School principal **Matt Whittaker '02**, metacognition is something that is built from the ground up and across content areas. In the discipline of math,

for example, students work toward solving the unknown by beginning with known tools. Teachers prompt students with inquiry-based questions such as, “What tools do you already have that can help you come closer to solving the problem?”

During periods of play, students regularly balance risk with metacognitive awareness. Safety is a personal line that students draw for themselves, but it begins with an awareness of how risk-taking has gone in the past. In such settings, students are asked to consider what they have learned about themselves in prior periods of play. As Mr. Whittaker put it, “When we lead students on this path of inquiry, of going from the known to the unknown, we help them build their own metacognitive toolbox. These moments become the underpinnings of higher-order metacognitive work.”

Middle School students build metacognitive awareness as part of their Crew programming. Individual meetings between Crew leaders and students at the beginning and end of

grading periods are introspective in nature, where students are asked to reflect on their experiences. In these conversations, Crew leaders leverage teachable moments by helping their students identify strengths and weaknesses, strategies that work, and how to learn from past mistakes.

This year, in the sixth grade, Learning Specialist **Meredith Freshley** administered the Metacognitive Awareness of Reading Strategies Inventory (MARS) as part of a lesson on note-taking. Ms. Freshley used the MARS to help students develop an awareness of how they read and how that can affect the notes they take. While students learned about their individual reading styles, Freshley noted that the bigger takeaway came when students discovered how their peers handle text. “It was good for kids to see how their friends read. The students who struggle with comprehension had some lightbulbs go off when they saw that their friends use different strategies.”

As the sixth grade team prepares students to tackle more challenging reading, an awareness of different strategies and when to use them will surely serve them well.

A hallmark of the eighth grade experience is the student-led conference, where students are responsible for the planning and execution of second semester conferences. In these conferences, students choose examples from their coursework that showcase what they have learned. Students then take this a step further to include a narrative for their conference: a way to describe to their parents not just what they did in their classes, but how they learned the material and what they learned about themselves along the way. In doing so, eighth grade students must evaluate their learning and identify artifacts from their coursework that support the narrative they wish to communicate. This higher-order metacognitive work helps them build an identity as

a learner. This, too, will serve them well as they make the transition to high school.

As with Middle School, students in the Upper School routinely engage in conversations about their academic experiences. Organized discussions have become a staple of humanities courses in the Upper School. For our older students in these classes, the metacognitive work goes beyond a personal assessment of learning towards helping them identify how their thinking compares and contrasts with their classmates.

Dr. Susan Nygaard uses fishbowl-style discussions in her English courses to promote teamwork and the sharing of perspectives. As Dr. Nygaard explains, “Students are used to discussions being a free-for-all, where they are trying to impress the teacher as an individual. Now, they are asked to consider how their own thinking meshes with the larger group conversation, and how they might incorporate their point of view in a way that furthers the discussion.”

Dr. Lon Weaver uses discussions as a means to confront complex topics. To prompt his students, Dr. Weaver presents them with four guiding questions:

*What is your viewpoint?
Where did it come from?
What does the opposing group think?
What truth is represented in the opposing group’s perspective?*

In his ethics and world religions courses, Dr. Weaver uses these questions to lead his students from a recognition of their own thinking to a contemplation of other perspectives. As Dr. Weaver has observed, when students learn to recognize truth and validity in opposing perspectives, they tend to advocate their opinions in a more

thoughtful and constructive manner. The sum of these experiences provide students with both planned and natural opportunities for personal and academic growth.

When asked about the roles self-advocacy and metacognition have played during her time at Marshall, **Ruby Swanson ’24** shared, “When I first came here I really struggled with asking for help. I was taught how to advocate for myself. My teachers really got to know me and feeling a connection with my teachers really helped with that.” She added, “My teachers always said it was my responsibility to tell them what I need. This was strange at first, but it forced me to think about what I can do on my own and when I need to ask for help.”

Ruby says it best. As a result of teachers keen on developing meaningful relationships with their students, support staff dedicated to the growth and development of each student, and small class sizes, Marshall is a place where students discover their potential, and—perhaps more importantly—learn how to go after it.

The metacognitive work teachers do empowers students to advocate for themselves with confidence. In turn, students at Marshall learn to take control of their learning. They learn how to put themselves in the driver’s seat, both during their time as a Hilltopper, and for the lifetime of learning ahead.

Dylan Chernov has been a member of the Marshall School faculty since 2013. He received a B.A. in Philosophy from the University of Alaska-Fairbanks and a Master’s in Education from the University of Washington. During his time at Marshall, he has taught English Language Arts, Literature, and Spanish courses in the Middle School, and College Prep English classes for International Students in the Upper School. He is the Director of the Marshall Academic Commons and Marshall’s site director for the Global Online Academy.

Thriving IN THE Frigid Zone

A JOURNEY FROM LIBERIA TO DULUTH

BY JESS CHENEVERT

In the early 1970s, the United States was awash with racial tension and social reform. However, Duluth was on the cusp of change, desegregating public schools and enacting subject matter standards. At that time, Marshall School was Duluth Cathedral, a Catholic school for grades nine through twelve. Across the Atlantic, in Africa's oldest republic untouched by colonial rule, a young Liberian man received an update on his foreign exchange year in the United States.

Neighboring Sierra Leone and Côte d'Ivoire on Africa's western coast, Liberia is a nation of resilience and rich cultural history. Liberians enjoy a tropical climate with lush rainforests, flora, and fauna, and average temperatures between 75°-85°. Monrovia holds the distinction of being the world's wettest capital city and, in 1971, was also home to Richelieu "Rich" Diggs '72.

Rich had waited with excited anticipation for placement in Youth for Understanding, a foreign exchange program to the United States. He had been dedicated to his studies at St. Patrick's Catholic School and raised by his parents to be kind and open to new experiences. Although he knew he could make it anywhere, Rich was sure his wardrobe of shorts and t-shirts wouldn't do when the notice came that he would be in Duluth, Minnesota for his senior year of high school.

WARM NORTHERN WELCOME

After journeying over 35 hours and 5,500 miles, 17-year-old Rich arrived in Duluth to the warm embrace of

the Wisocki family. Joe and Cecilia, the owners of Pickwick Restaurant, provided more than just a place to live; they became his surrogate parents, and he lovingly called them "Mom" and "Dad." To this day, Rich credits the Wisockis for his transformative and memorable experience, and honors them for loving and supporting him just as his family in Liberia did.

Cultural differences were aplenty, but the biggest adjustment for young Rich was the weather. Friends from Liberia who were placed elsewhere in the exchange program teased him saying he was living in the *Frigid Zone*. Indeed, he sorely missed the temperatures back home and most days piled on as many layers and coverings as physically possible. Today, Rich jokes that "the winter weather was so harsh, it took my accent away."

BEYOND BLACK *and* WHITE

Rich's upbringing in Liberia, where diversity was celebrated, equipped him with a mindset that transcended color lines. While being aware of racial tensions present across the

United States, he found Duluth Cathedral School to be an oasis of inclusivity. As one of only two black students, he recalls it as a place where individuals of different backgrounds respected and honored one another.

While the nation was weaving a new pattern, Rich capitalized on his charm and smile, bridging cultural gaps with teachers, classmates, and members of the community. His determination to "keep all aspects of life alive and well" did not allow him to give up or seek permanent refuge in familiar spaces. Aside from the occasional Liberian meal with family friends, Rich fully embraced Duluth. "You live in the conditions you are given. It's your choice to live well... or not."

FOND MEMORIES

Rich's very first job was as a busboy at Pickwick Restaurant. He remembers meeting all sorts of people from the community, but more important, was the staff discount he got on food. The steaks tasted even better at a cheaper price!

Despite its popularity around the world, soccer had not yet made an impression on North America in the early 1970s. Knowing that Duluth was “hockey central,” Rich and an exchange student from Uganda took on the difficult task of teaching classmates and friends about their beloved sport. As you can imagine, it didn’t go over well, especially as Rich launched powerful passes at his classmates. But even then, his extroverted and kind nature kept classmates coming back for more.

Holding tight to his parent’s advice of being involved in new things, Rich played tennis, practiced martial arts, attended school football games, and took a date to Senior Prom. It’s too bad cell phone cameras were not yet invented because Rich also participated in the school fashion show by dancing down the runway.

AFTER *the* FROZEN TUNDRA

In the summer of 1972, Rich returned to Liberia because his foreign exchange student visa was valid for only one school year. The tropical warmth embraced him, along with his family, and he was overjoyed to be home. Regardless of how much Rich

had missed Liberia, Duluth had made quite the impression. He returned with more than t-shirts in 1973.

Rich attended the University of Minnesota Duluth for two years before landing at Cardinal Stritch University to earn a bachelors degree in business. In college, he once again tried to introduce soccer to hockey-loving classmates, but he would have no luck.

Over the next several decades, Rich made a name for himself in business, working for several well-known corporations and ultimately opening a screenprinting business in Minnesota’s Twin Cities. He married his wife Theresa in 2001, and together they raised a beautiful family. As his children grew up, soccer landed in North America, and Rich was more than thrilled to coach their teams. Finally! The soccer community had arrived.

LEAVING *a* LEGACY

Jokingly, Rich says he should be retired by now, but his desire to experience life to the fullest keeps him as active as ever. In addition to the family-run screenprinting

business, Rich drives a shuttle on the University of Minnesota’s main campus, where he is beloved by all of the employees. Theresa continues in her administrative position for the University’s Department of Pediatrics, and they are both active in the Twin Cities community.

Carrying on the values of acceptance and respect, Rich’s ties to Duluth are strong to this day. He cherishes opportunities to return and visit campus, reconnecting with old friends and reliving cherished memories. Rich holds a special place in his heart for Cathedral reunions, where time seems to stand still amidst the warmth of shared experiences.

To current exchange students at Marshall, drawn from all corners of the globe, Rich advises relentless exploration, unwavering pursuit of dreams, and the importance of staying warm—“Always remember to wear a coat.”

While much has changed in 50 years, one thing remains the same: at Marshall School, you will thrive.



INSPIRATION *in* ACTION

Our **Inspiration in Action** series connects current students with the stories of alumni to inspire our learners as they navigate where their passions may take them after graduation. Read on to see how nine Hilltoppers used their Marshall experience to chase their dreams.

KELLEN GOLDSCHMIDT OBSTETRICIAN & GYNECOLOGIST



Kellen Goldschmidt '05 received a BS in Biomedical Engineering from the University of Wisconsin-Madison, and an MD from Loyola University Stritch School of Medicine. She works for ProMedica Physicians Group in Ohio, and has been elected Resident of the Year, Resident Teacher of the Year, and received honors in research and bioethics. Kellen has volunteered for her department's Resident Mentorship Program and various committees. She is an Ironman Finisher, and enjoys running, backcountry alpine skiing, water skiing, soccer, quilting, knitting, floral design, interior design, and training her chocolate lab and rottweiler dogs.

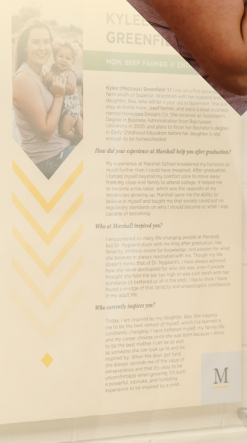
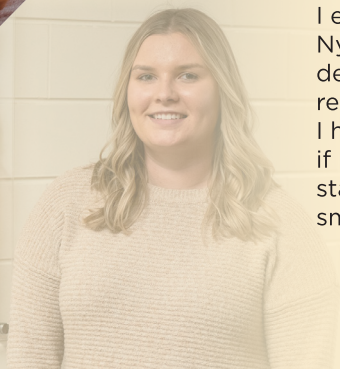
"At Marshall, I had to balance and prioritize multiple responsibilities as a student involved in sports and other activities; this has continued to be a key skill throughout my years of training, and now as a physician and mom. I was inspired by Deacon Chico Anderson who was able to connect with so many students by consistently delivering positive and motivating messages. Now, I'm inspired by my husband Eric, who was my high school sweetheart and is a fellow Hilltopper. He encouraged me to pursue a career in medicine, and motivates me daily to keep working hard towards our dreams."

KYLEE GREENFIELD MOM, BEEF FARMER & ENTREPRENEUR



Kylee (Maccoux) Greenfield '17 lives on a first-generation farm south of Superior, Wisconsin with her husband and daughter, Bea. She is a stay-at-home mom, beef farmer, and owns a small business named Honeybea Designs Co. She received an Associate's Degree in Business Administration from Rasmussen University in 2020, and plans to finish her Bachelor's Degree in Early Childhood Education before her daughter is old enough to be home-schooled.

"My experience at Marshall School broadened my horizons so much further than I could have imagined. After graduation, I forced myself beyond my comfort zone to move away from my close-knit family to attend college. It helped me become a risk-taker, which was the opposite of my tendencies growing up. Marshall gave me the ability to believe in myself and taught me that society could put no regulatory standards on who I should become or what I was capable of becoming. I encountered so many life-changing people at Marshall, but Dr. Nygaard stuck with me long after graduation. Her tenacity, limitless desire for knowledge, and passion for what she believes in always resonated with me. Though my life doesn't mimic that of Dr. Nygaard's, I have always admired how she never apologized for who she was, even if people thought she held the bar too high or was a bit harsh with her standards (it bettered us all in the end). I like to think I have found a smidge of that tenacity and unapologetic confidence in my adult life."



JACOB KMIECH ATTORNEY

Jacob “Jake” Kmiech ’14 is a Staff Attorney and Equal Justice Works Fellow at CASA, a nonprofit organization that predominantly advocates for the rights of immigrants and working class families. Jake is based in Maryland, where he provides direct legal services to tenants fighting legal issues related to housing security. Almost every week, he provides same-day representation to people he meets in court who are facing eviction, and also provides help for renters living with unsafe and inhumane apartment conditions. Jake gives regular Know Your Rights presentations, holds legal clinics, and works alongside other teams at CASA to provide comprehensive services to CASA’s members.

“Marshall provided me with a well-rounded education and wide-ranging extracurricular experiences, all of which I rely on to some degree. For example, the grammar lessons I learned in my foreign language classes were very helpful to me when I started picking up Spanish for my job. All lawyers do some degree of translating the law, but most of my clients are immigrants who speak Spanish and French. I look back to my algebra lessons regularly to make sure my clients are being charged rent and other fees correctly, and thankfully, I haven’t had to do any calculus on the job. I was also a theater nerd, and my experiences on stage helped to build my confidence in the courtroom. Finally, my time spent learning the bass and cross-country skiing have helped me to develop a necessary work-life balance and are still some of my favorite hobbies. I was inspired by many teachers at Marshall, but especially Dr. Nygaard, Mr. Mattson, Ms. Vigen, Mrs. Kerns, and Frau O’Brien. I was also inspired by my friends and other students at Marshall, all of whom worked hard and maintained a strong sense of individuality and purpose.”

RAIN LI ANALYST

Rain Li ’17 earned a Bachelor of Science Degree in mathematics and business analytics, as well as a Bachelor of Arts in economics from Rochester University in New York. He has worked as a business, equity, and data analyst for multiple companies before entering his current position as a Treasury Liquidity Management Analyst for Deutsche Bank.

“My experience at Marshall was an invaluable crucible for shaping my character and personality. Engaging in diverse experiences such as participating in student clubs, practicing multiple sports, and volunteering in the community allowed me to cultivate empathy, compassion, and a strong sense of social responsibility. I also learned the importance of time management, teamwork, and effective communication. The numerous challenges I encountered and mentors who helped me navigate through both life and academic pursuits encouraged me to build resilience, adaptability, and confidence. Mr. DJ and his wife, Liz, have been an unwavering source of inspiration in my life. Their compassion, love, and zest for life left a profound impact on me. Additionally, their unwavering support led me to participate in a semester-long environment stewardship program in Northern Wisconsin. This experience not only strengthened my friendships but also deepened my connection and appreciation for the wilderness. Their guidance and mentorship have played an integral role in shaping the person I am today, instilling in me a sense of purpose and a commitment to making a positive impact on the world.”

KAARE MELBY REGENERATIVE AGRICULTURIST


Kaare Melby '04 is a father, husband, farmer, artist, community organizer, and regenerative agriculture organizer. He lives on a historical homestead with his wife and two daughters in the hills near Finland, Minnesota. Over the past decade, Kaare has helped to start a local agriculture advocacy project, created a community broadcasting and live-streaming project, and worked to research, map, and organize regenerative farmers and organizations promoting regenerative agriculture in the United States and beyond. Kaare's work has resulted in the development of an international regenerative farm map that helps to connect farmers and consumers. Kaare practices regenerative agriculture on his farmstead in the unique climate and landscape of Northeastern Minnesota, and runs a small-batch artisan sourdough bread business with his wife.

"My education at Marshall helped me immensely in college, and made the transition to the first two years of college similar to things I learned at Marshall. I still use the problem-solving and research skills that I learned, and the small class sizes and close relationships with teachers and faculty were very helpful to me. Mrs. Johns and Mr. Hanson inspired me to trust myself and follow my passion. Dr. Nygaard inspired me to love poetry and to trust the artists my parents had introduced me to. Dr. Buck showed me that I could build or fix anything if I applied myself enough. Ms. Hermes taught me the scientific method and inspired me to observe the biological world all around us. Mr. Arntson taught me to be tireless, skeptical, and analytical while searching for the truth and questioning popular narratives."

ERIN PAUL NUTRITIONIST & HORSE TRAINER


Erin Paul '14 works as both a women's nutritionist and as a dressage/foundational horse trainer. She graduated from the University of Minnesota-Twin Cities with a BS in Animal Science, then earned an MS from The University of Western States. She relocated to Ocala, Florida and started her own horse training business where she has trained rescue horses, tamed a wild mustang, and enjoys teaching and training a variety of clients. After realizing a deep desire to learn about nutrition and healing the root causes of disease, she pursued her masters degree to be able to take a more holistic approach to women's health. She is passionate about empowering women through compassionate education and supporting them in whatever season of life they're in.

"Marshall gave me the support and freedom I needed to define and refine my voice, and instilled a sense of confidence that buoyed me into college and my career. The teachers encouraged and expected each student to fully embody the mission statement, and the standards were what I continued to hold myself to in my undergraduate, graduate, and professional work. Each teacher and class at Marshall consistently challenged our opinions and called us to critically, yet compassionately, evaluate our own views to become better citizens of the school and beyond. Teachers were passionate about creating an environment in which each student could flourish, and support staff ensured our success. I am grateful for my peers and different viewpoints I learned from, and continue to be inspired by the accomplishments of, and change inspired by, my fellow classmates. I was inspired by Dr. Nygaard; her commitment to show up authentically encouraged each student to do the same. While I remember many of the lessons she taught, I mostly remember how she inspired me to never be afraid to think a little bit differently and use my voice to speak up for what I believe in."

ELLYN PETERS DATA SCIENTIST



Ellyn (Ellie) Peters '14 holds a PhD in Organic Chemistry from the University of Utah and a BS in Chemistry from Augsburg University. She currently works as a Data Scientist in Synthetic Molecule Design and Development at Eli Lilly and Company, where she uses statistical modeling and machine learning techniques to improve reaction outcomes and gain mechanistic understanding of transformations used in drug development. Her research has been published in Science Magazine and the Journal of the American Chemical Society, and she was a founding member of the National Science Foundation's Center for Computer-Assisted Synthesis.

"The academics at Marshall prepared me for the workload and responsibility of college and graduate school. I credit Marshall for my ability to think critically, learn efficiently, and communicate effectively. The mission-driven approach to education has stayed with me, and these core skills have been vital to every step of my path since graduating from high school. Even more important, the genuine care and acceptance I felt as a student was paramount to my time at Marshall and is something I try to embody in all aspects of my life. Ms. Momsen and Mr. Pearson profoundly influenced my approach to logical thinking and problem-solving. I have fond memories of Ms. MacDougall's class; the Latin roots I learned in 7th grade remain some of the most consistently called-upon knowledge from any course I've ever taken. While I have always had a strong affinity for math and science, the captivating teaching styles of Ms. Durant and Mr. Mattson made their classes something I eagerly anticipated. Mr. Whittaker, Dr. Carter, and Dr. Nygaard all cared for their students deeply. These teachers and others inspired me to strive for excellence as a scientist and citizen."

NIKOLAS WILSON MORNING NEWS ANCHOR



Nikolas (Nik) Wilson '16 graduated from the University of South Dakota with a Bachelor of Science Degree in Media and Journalism, and is a morning news anchor for KCAU 9 News in Sioux City. Prior to becoming an anchor, Nik spent nearly two years as a multimedia journalist, an experience that gave him the opportunity to interview people for a variety of stories. That time as a reporter gave him the skills and knowledge necessary to become a morning anchor in March of 2023.

"My very first class at the University of South Dakota was Calculus, at 8 a.m., Monday through Friday. It was by far the hardest class I took in college, but it would have been exponentially more difficult without my experience with Marshall's math program. Also, I was lucky to have quite a few teachers who believed in me. Mr. Mirau was incredibly helpful both in the classroom and on the tennis court, and Ms. Stiles was never afraid to push me to be a better writer. These days, I am inspired by my incredible fiancée Chelsea, who demonstrates great perseverance during her 12-hour shifts as a nurse. Also, my wonderful co-workers motivate me to do my very best every morning I come into work."



VICKI WANTA COUNTY PROSECUTOR



Vicky Wanta '06 graduated law school when she was 24, became a prosecutor with the St. Louis County Attorney's Office at 25, and prosecuted her first murder by 30.

"My job is flooded with a lot of bad and a little bit of evil, but I've also been honored to know survivors who discovered the strength to live through horrific events and somehow still find joy in their lives again. I have met incredible Good Samaritans who are a constant reminder that while people are capable of so much bad, there are even more people capable of so much good.

"Marshall gave me practical gifts like knowing the FOIL from math and how to support a thesis from English. The gifts Marshall gave me that I carry with me to this day include learning how to earn respect by working hard, and understanding how much of an impact one person can have in the world around them. Frau (Rebecca Waterhouse) was a second mom to me. I spent my days learning German from her and spent my nights learning gymnastics from her husband and daughter. She was a pillar in helping me grow up, and still is today. Dr. Nygaard (first name 'Dr.' last name 'Nygaard') is one of the most remarkable teachers I've ever had. She is someone who can tell you how disappointed she is in whatever stupid answer just came out of your mouth with just a furrow of her brow. On the flip side, she can give you all the praise you'll ever desire with a slightly upturned grin and a subtle nod of her head. She is a person with the highest of standards, and the mission of trying to earn her praise was a journey that pushed me to become better and better. It took a team effort to get me where I am today. My parents, teachers, coaches, mentors, former bosses, current bosses, coworkers, friends, and friends' parents all played a significant role in molding who I am. I always hope that if I do anything good with my life, they can look at me and smile knowing they did good, too, to keep that ripple effect going."

DO YOU KNOW AN INSPIRATIONAL ALUM?

We are already looking for alumni who have inspiring or interesting life paths and stories to share with our students next year! To nominate a Hilltopper for this series, please email alumni@marshallschool.org or visit the alumni section of the Marshall website.

ALUMNI



FACEBOOK

Duluth Cathedral/Marshall Hilltopper Alumni
@hilltopperalumni



ALUMNI WEBSITE

marshallschool.org/alumni



CLASS OF '23 - WHAT'S THE SCOOP? MONDAY, JUNE 10 | 3PM



We welcome last year's graduating class back to campus for an afternoon of ice cream and reconnection with former classmates and Marshall faculty. We're excited to hear about your first year away!

REGISTER TODAY

Don't miss out! Sign up by June 6 to be entered in a drawing for a special gift card.



REUNION

ALL-CLASS MIXER

FRIDAY, JULY 12 | 4:30-6:30PM

Everyone's invited! Cathedral and Marshall alumni, join us for complementary appetizers and beverages as we celebrate all of our alumni, especially our Milestone Classes!

GOLDEN TOPPER LUNCHEON

SATURDAY, JULY 13 | 11:30AM

For reunion classes of 50+ years, this beloved event is just for you! You belong as part of a long legacy of incredible graduates, and this highly-anticipated luncheon is a chance to honor your place in our community's shared history.

MILESTONE EVENTS

'54 | '64 | '74 | '84 | '94 | '04 | '14

Class-specific events may be organized by class representatives. RSVP for Reunion and then watch your mailbox, inbox, and the alumni website for updates relative to your graduation year!

Nothing planned for your year?

Help organize an event; email us at alumni@marshallschool.org

NEWS & NOTES

60'S

Kirby Sollom '66 writes, "I am retired and doing well in my 75th year on this great planet, my Diamond Year. Looking forward to the NEXT 25 years."

70'S

Lynda (Forrest) Small '72 writes, "I'm married 14 years to Steve, have an amazing 12-year-old daughter, Maddy, and we live in Portland, Oregon. I've been working at U.S. Bank for 23 years in management, then as an Instructional Designer creating online learning courses, videos, and presentations for the past 7 years. Our family enjoys music, hiking, camping, yurting, and time with friends."

WE LOVE HEARING FROM YOU!

With more than 5,000 alumni scattered around the world, it's hard to keep track of the incredible things everyone is up to. We're always looking for story ideas and updates from alumni to celebrate!

You can call or email the Alumni Office with ideas for Hilltopper articles and profiles, or visit our website to submit an update at:

marshallschool.org/alumni

IN MEMORIAM

David Persha '44
 Captain William T. Rogers '46
 Thomas Robinson '47
 John Martin Nowak '50
 Darlene Gierzak '50
 Adelaide "Laddie" Sieger '52
 Jerlyn Huther '54
 Jacob "Jack" Zollar '55
 Duane "Kozzie" Koslakiewicz '55
 Kathryn Wrazidlo '55
 Evelyn Windus '57
 Richard "Boots" Makela '57
 Dennis Madden '58
 Carole Falconer Calhoun '61
 Jacqueline Loiacono '61
 Richard John Marshall, Sr. '62
 Veronica Mary Kilpela '62
 Sidney Peterson '63
 Rosemary "Rosie" Anderson '64
 Alan Bergren '65
 Charles R. Swanson '66
 Phillip Martin Lagarde '66
 Albert Bier '67
 Danny Lawrence Sollom '67
 Mary R. Greco '68
 Wayne David Gunderson '68
 Elmer Raymond "Ray" Lowney, Jr. '69
 Colleen Ylinen Economos '70
 Richard Jackson '70
 Dennis Cosgrove '70
 Philip Stauduhar '70
 Patrick "Pat" Courtney '71
 Daniel J. Murphy III '71
 David P. Strang '71
 Michael Bloomer '71
 James Feeny '75
 Jean-Marie Dauplaise '83
 Ray Cleve Privett '95
 Katie Maia Lozano '01
 Daniel Krautbauer '04
 Elwin Joseph Benton

**UPCOMING MARSHALL
SCHOOL EVENTS**

FOREST SCHOOL GRANDPARENTS and GRANDFRIENDS DAY
May 24, 2024

GRADUATION
June 7, 2024



GIVING MATTERS LEAVING A LEGACY

BY JEN BERRY

A legacy is left in many ways.

Through the way you raise your family, how you approach your profession, the values you bring to your daily life, the choices you make about how your dollars will be spent—you leave a mark on the world. For many people, supporting the organizations that mean the most is an important part of the legacy left for others.

Planned giving, or *legacy giving*, is any major gift made during one's lifetime, or at death, as part of overall financial and estate planning, often providing opportunities for tax benefits as well.

Legacy gifts make a significant impact at Marshall by not just meeting our needs, but expanding our potential. Planned giving often grants you the opportunity to make a larger gift than your discretionary income may allow. Through a legacy gift, you can create a named scholarship in honor of a family member or cherished teacher, establish an endowed fund for a passion project, or support important operating costs that open possibilities at Marshall. Legacy gifts also provide Marshall with a stable and enduring source of funding that benefits generations to come.

THREE CATEGORIES of PLANNED GIVING

- ◆ Gifts that use appreciated assets in place of cash as funding for the gift, such as a gift of appreciated securities.
- ◆ Gifts that provide donors with income during their lifetime, such as a gift annuity.
- ◆ Gifts arranged during your lifetime which become payable upon your death, such as naming Marshall School as a beneficiary in your will.

Donors who choose to leave a lasting legacy become integral parts of the Hilltopper narrative, inspiring other members to follow in their philanthropic footsteps. This sense of shared commitment builds a network of support that transcends time, allowing Marshall to thrive not only financially but also in the spirit of community, dedication, and a shared vision for a brighter educational future.

FOR MORE INFORMATION

Each individual and family situation is unique. You should always consult your professional advisors when making financial and giving decisions.

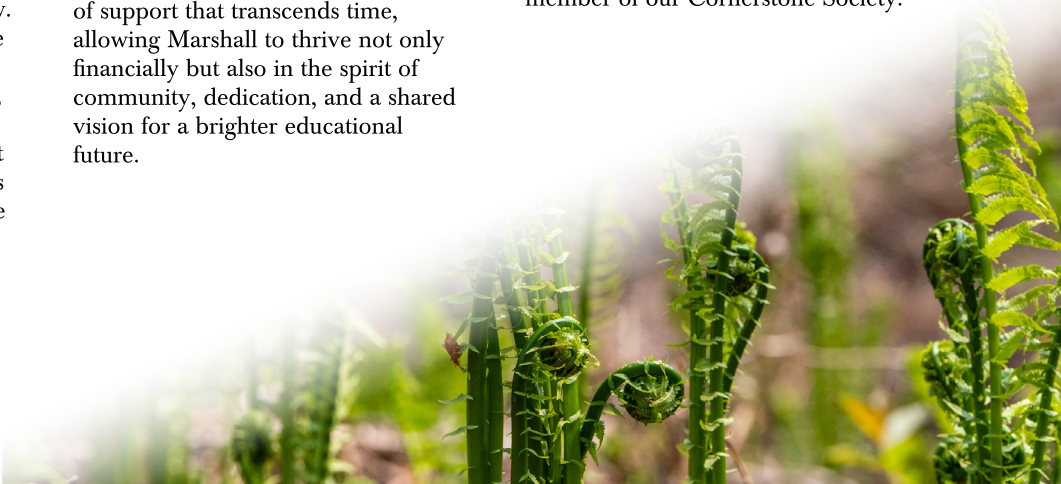
To begin a conversation about making a legacy gift at Marshall School, contact:

Jen Berry
Director of Advancement
jennifer.berry@marshallschool.org
218-727-7266, ext. 113

To learn more about planned giving options at Marshall visit:

marshallschool.org/support-marshall

If you have named Marshall School as a beneficiary in your will, please let us know to be included as a member of our Cornerstone Society.





Marshall School

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Are you receiving more than one Hilltopper?

You can update your family address information at:
marshallschool.org/alumni

Would you prefer not to receive a printed copy of the Hilltopper magazine?

Please email to unsubscribe:
alumni@marshallschool.org

