HOW DOES ONE FIND THEIR PASSION IN LIFE?

For quite a while as an educator, I advised students to find their passion and pursue their dreams. After a number of years, I realized the advice I had given was one-dimensional and missing some critical aspects; the reality is, finding that “thing” is easier said than done. Meanwhile, we are constantly bombarded with messages that define what the idea of success should look like.

During my late 20’s, I had contemplated going to medical school and decided to talk to my uncle who was a doctor. We took a stroll around Lake Harriet in Minneapolis, and he asked me two questions: What is your passion? What do you want to contribute to society? It was at that moment that I abandoned my desire to pursue medicine and threw myself into education instead. His advice, however, contained an additional dimension to finding one’s passion that set me on a more aligned path.

Later in my career, I came across Peter Marshall, a highly successful Hungarian filmmaker who sold off his belongings to open a school in Costa Rica. Peter introduced me to the Japanese concept of ikigai, which very roughly translates to “that which gives life meaning” or “one’s reason for waking in the morning.” Finally, I had a concept with multiple converging dimensions that would help lifelong learners.

Westerners have adopted an ikigai model based on the Venn Diagram of Purpose created by blogger Marc Winn, and made popular by Héctor García in his book, Ikigai: The Japanese Secret to a Long and Happy Life. There are two aspirational elements to the model: What do you love? What does the world need? These were the questions my uncle asked me. Additionally, there are two practical and pragmatic elements that are questions my father would often ask me: What are you good at? What can you get paid for?

I love music and have enjoyed playing a variety of instruments both in my youth and still, as an adult. However, I’m a four to five chord guitar player with limited vocal range. It is highly unlikely that the world is going to compensate me for my musical love and abilities, given the level of skill I have in creating music. For this reason, these additional, more sensible questions need to be included in our conversations when talking with students here at Marshall School.

One of our aims is to encourage and inspire the dreams of our students, but in a practical way, similar to what is found in the concept of ikigai. The model can be used as a self-reflective tool; it is a map to present to others while they learn how to evaluate and direct themselves. Who are we to judge a student and how they choose a pathway for themselves? As adults and educators in a student’s life, we can use this illustration to help a student determine what they are capable of achieving.

The mentor asks the mentee, “What do you love, what are you good at, what can you get paid for, and what does the world need?” It is through this lens of self-reflection that the student will spend their lifetime seeking answers.

My walk with my uncle never left me. In the back of my mind, I kept asking myself those two aspirational questions. In moments of doubt and uncertainty, I often found myself drawn to searching for those answers. Then, I would imagine my dad asking those two pragmatic questions. The answers to these inquiries are not static; they change over time, but it is important to keep asking. While there are few direct paths in life, having four guideposts allows each of us to evaluate our own choices—and we continue our journey.

With these questions in hand, may your life be filled with both passion and a robust and authentic internal examination, leading each of you to discover your own ikigai.

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ALUMNI

NEWS & NOTES
SNAP SHOTS

01
There’s nothing like a pair of giant scissors to make it all official! In September, we celebrated the grand opening of our Forest School with the Board of Trustees and the Duluth Area Chamber of Commerce.

02
More than 250 grandparents and grandfriends joined us on campus for the Middle School and Upper School Grandparents and Grandfriends Day. After a delicious breakfast, our special friends experienced a morning in class with their beloved Hilltoppers.

03
Our fall musical, *Seussical the Musical*, starred students in grades 6-12. The colorful sets and costumes were a hit with all who attended.

04
Nina McCourtney ’29, Elaria Weiss ’29, and Vyla Morton ’29 had three afternoons of fun during the Marshall Holiday Ski Camp. The camp was run by the Nordic Ski Team and alumni team members; they coached those newer to the sport by helping them with gear, playing games, and cheering them on as they tried new techniques.
Middle School students Tiegen Fryberger ’30, Baker Anderson ’29, and River Johnson ’30 sang with joy, style, and cheer during Sounds of the Season, this year’s highly anticipated winter music concert event.

Lizzie Van Hees ’25 explored The Skill and Science of Coffee during iTerm at Marshall when students returned to campus from the holiday break. We love offering these experiential learning opportunities through our eight-day iTerm session.

Forest School families enjoyed an evening of winter fun on Marshall’s campus in January. Twinkling tea candles marked the trails where families were able to ski, snowshoe, hike, and play as the sun went down below the hilltop.

Siblings Naida Hutchinson ’25 and Riley Hutchinson ’23 brought their A-game to the slick trails of the Minnesota State Nordic Meet at Giants Ridge on February 16. Naida skied her way into making All-State! Congratulations to this family on a ski well done!

A sure sign that February break is approaching is when Winter Frolic Week hits the Upper School. Many of the traditional events continued with window decorating, cake decorating, and karaoke. The ever-popular culminating dance-off was the highlight of the fun. If you’re wondering, seniors Meredith Boettcher ’23 and Danica Mark ’23 won the event for the Blue Team!

Attendees at Marshall’s 36th Annual Dinner Auction sparkled through the night in outfits based on the theme of Galaxy Gala. Astronauts, aliens, and light-up moon shoes paraded around Clyde Iron Works during our school’s largest annual fundraising event.
Each year, the Hilltopper Honors Awards celebrate alumni who have excelled in their personal achievements, professional lives, or in service to society, and whose accomplishments have brought credit to the legacy of Marshall School and Duluth Cathedral.

The award committee was pleased to induct the following four alumni into our Hall of Fame at the 2022 Hilltopper Honors Awards Ceremony on October 25, 2022 in Marshall’s Fregeau Auditorium. Awardees had an opportunity to give a speech to inspire our current Marshall students.

**CB Baga ’08**  
**Distinguished Young Alumni**

The *Distinguished Young Alumni Award* honors an alum who has received recognition as an emerging leader, has had a positive influence on their community, and shows clear potential for continued success.

CB Baga graduated from the University of Minnesota, Twin Cities, with a bachelor’s degree in kinesiology and a law degree with a civil litigation concentration. They recently began working as a Trial Attorney Associate with Zinda Law Group in Denver, Colorado. CB’s career has interlaced deep community connection with personal-professional interests; as a member of the LGBTQ+ community, they chose to give back in a relevant, sustainable, and structured way. In 2016, while working at the law firm Faegre Drinker Biddle & Reath in Minneapolis, CB founded a pro bono clinic to provide free legal services and advice to members of the LGBTQ+ community. The clinic continues to run as a partnership between the Volunteer Lawyers’ Network and other Twin Cities nonprofits.

CB’s professional ethics are further driven by a mission to serve the local business community while partnering with clients to manage risk, resolve disputes, and litigate to gain strategic outcomes. They have particular expertise in helping clients manage high-stakes sports and recreation issues. CB publishes and presents on Minnesota state contract law and complex commercial litigation issues, while also training the legal community on skills to serve LGBTQ+ individuals in the legal system. Their work has been highlighted in awards and recognitions, including a Baker Benson Pro Bono Award for complex pro bono litigation and the 2020 Business of Pride Award from the Twin Cities Business Journal.

**Gregory Cane ’79**  
**Athletic Hall of Fame**

The *Athletic Hall of Fame Award* honors an alum, coach, or athletic director who has excelled in their athletic and community achievements.

Gregory Cane has had an illustrious career piloting and growing successful collegiate soccer programs. As a student at Duluth Cathedral, he was a three sport athlete, playing soccer, hockey, and golf. Following graduation, he went on to play varsity soccer for three seasons at The College of St. Scholastica. After earning bachelor’s degrees in both secondary education and history, he remained as the head coach of the men’s soccer team. In his nine years with the Saints, his team won two NSCAA National Championships and five NAIA District 12 titles. He played a pivotal role in establishing St. Scholastica’s women’s soccer program and became its first head coach, and then went on to create the first women’s soccer team at the University of Minnesota-Duluth. Now in his 29th season, Greg is UMD’s longest active coach.

Greg has continued to maintain connections to Marshall and our athletes throughout the years. He coached the Nordic Ski Team in the early 1990’s, and coached numerous Marshall students and alumni through the Gitchi Gummi Soccer Club, a competitive youth soccer organization he founded in 1991. At UMD, Greg currently has two Marshall alumni on his roster. He has received numerous awards for coaching and holds many records for wins, including being ranked 12th for victories in Division II Women’s Soccer. In recognition of his many accomplishments, he was inducted into The College of St. Scholastica’s Hall of Fame in 2013.
IAN GRANT ’87
GLOBAL CITIZENSHIP

The Global Citizenship Award honors an alum who has made a distinct and recognizable effort to contribute to global society while carrying out the core Hilltopper tenets of respect, compassion, and integrity. The award is not confined by geographic location; nominees’ accomplishments and contributions are considered equally whether they are made domestically or abroad.

Ian Grant’s awareness of global citizenship began in childhood; as the son of Irish and Scottish immigrants, he grew up in a household that traveled internationally and ignited his love of art and culture. After high school, he attended Gustavus Adolphus College, where he received bachelor’s degrees in history and art history. He continued to pursue art and culture in his professional career, traveling around the world for his custom furniture company, Bjorling & Grant, and as a host of travel television programs. His Daytime Emmy Award-winning series, The Relic Hunter with Ian Grant, aired on the Travel Channel from 2007-2009. He currently hosts PBS’s Culture Quest, a series that PBS says, “looks at life through the lens of the world’s artists, artisans, and keepers of culture. It’s through that lens that we not only look at the day-to-day struggles and successes of the individual people we are spending time with, but also look at the larger issues that are affecting the places they call home.”

Ian believes that a driving force in his work and personal life has been finding a way to create commonality between people who may look like they have very different lives with different histories, but who often share core goals of security, health, and happiness.

MICHAEL JAROS ’64
DISTINGUISHED ALUMNI

The Distinguished Alumni Award honors an alum who has had a positive influence on their community and who has been a steward of the school’s mission following graduation, embodying its core values of global citizenship, respect, compassion, integrity, self-discipline, and intellectual curiosity.

Michael Jaros is a proud immigrant and long-time public servant for Northeastern Minnesota. He was born in a German labor camp during World War II to parents of German and Polish descent. Following the war, his family moved back to their farm in Bosnia, then to Serbia, where he spent his early childhood.

At age 16, Mike immigrated with his siblings to the Twin Ports and started school at Duluth Cathedral, not speaking any English. He worked hard to learn English and eventually earned a teaching certificate and bachelor’s degrees in Russian, Latin, and Spanish from the University of Minnesota. Following graduation, Mike worked as a teacher in Duluth, Puerto Rico, and St. Paul. Wanting to address economic and social justice issues in his local community, he took on public service and represented St. Louis County in the Minnesota Legislature from 1975-1980. He then trained for foreign service in Washington D.C. before returning to the Minnesota House of Representatives from 1985-2008. During his thirty-two year tenure in the legislature, Mike was a strong advocate for higher education, handgun control, and increasing the minimum wage for businesses receiving economic development grants. He was elected Assistant Majority Leader in the Minnesota House of Representatives and chaired the Higher Education Committee, the Economic Development International Trade and Tourism Committee, and the Minnesota Heritage Committee.

In retirement, Mike leads international tours around the world, serves as an interpreter at local hospitals, and serves with the Seafarers Lutheran Mission at the Duluth and Superior ports.

SUBMIT YOUR NOMINATIONS FOR 2023!

To highlight a deserving Hilltopper alum, please visit the alumni section of the Marshall website, email alumni@marshallschool.org, or call 218-727-7266, ext. 136.
In the following pages, we ask: What is passion and how does it relate to education, careers, and life experiences? We explore how factors like relationships, teacher philosophies, personal interests, talents, and student opportunities shape the answers to this question here in our school.

We visit with Hilltopper alumni and share stories of what happened when they pondered personal vision, strengths, priorities, goals, and inspirations. These individuals had the courage to discover their passions and follow their hearts, to seek their ikigai, and to inspire others with the foundation they gained here years ago.

We see that the impact of a Marshall education has numerous components that converge to help students develop a whole and complete integration of self. We prepare them to splash their uniqueness into the world, creating a ripple effect that brings purpose, lifelong learning, and positive change far beyond the walls of this school.

**WHAT is YOUR PASSION?**
In order to provide a strong foundation for students to create a joy-filled and passionate life, Marshall cultivates an environment that builds a healthy understanding of relationships.

In 2017, Harvard Health published results from a 25-year longitudinal study on men’s health and found that “close relationships, more than money or fame, are what keep people happy throughout their lives. Those ties protect people from life’s discontents, help to delay mental and physical decline, and are better predictors of long and happy lives than social class, IQ, or even genes.”

Across the nation, independent schools often differentiate themselves by achievement-related statistics. Have small schools perhaps been taking the relational aspects of intimate class sizes and teacher-student connections for granted? In the past, these were subconscious givens, not selling points, but it now seems that providing relational access, guidance, and collaborative learning are among the greatest assets we possess.

In recent years, social-emotional learning (SEL) has gained traction with educators. The importance of social-emotional engagement and guidance in schools is increasingly seen as an asset, especially as deficits from pandemic isolation show continued developmental tolls in student attitudes and interpersonal abilities.

Our Marshall curriculum is continuously shaped to include relevant opportunities for relationships and social-emotional learning. This year, a daily group time called Crew was instituted across the Forest School, Middle School, and Upper School to instill a sense of belonging, and provide a safe space for students to share stories, ideas, and emotions around guided topics. Marshall’s values and priorities are evident in the way our educators have built structure and lessons that intentionally create relationships with others, our surrounding environment, and ourselves.

**THE RELATIONSHIP FACTOR**

**IN the FOREST SCHOOL**
- Our elementary program is based on seven connected elements that provide opportunities for our youngest Hilltoppers to utilize the concept of relationships; the land, story, play, risk, power, trust, and truth thread through every teacher-student and student-student interaction, serving as a foundation for lifelong learning, compassion, respect, and stewardship.
- Students gain resilience and perseverance by recognizing that they can do hard things together and individually, whether outdoors in the elements or leaning into challenging literacy and math problems.
- Music and routines emphasize the importance of relationships throughout seasons, in nature, and woven through each day, while highlighting the joy of caring for others.

**IN the MIDDLE SCHOOL**
- Participation in a wide variety of activities, classes, and experiences allows students to expand their bandwidth and appreciate a range of skills and talents in classmates.
- Expressive engagement is required through music, art, class musicals, and classroom discussions to overcome reluctance.
- The *Fryberger Outdoor Learning Experience* allows students to see themselves and others in different contexts, building lifelong awareness and connections to each other.
- Middle School group gatherings—morning Crew, Drop Everything And Read (DEAR), and afternoon Crew—allow opportunities for students and teachers to check in with each other, formally and informally. The three-part structure also helps teachers keep their hand on the pulse of the ebb and flow of a student’s day, supporting, encouraging, and intervening as necessary.

**IN the UPPER SCHOOL**
- A unique schedule facilitates relationship development and deep learning, and provides the time for regular collaboration with peers.
- Bountiful opportunities exist to explore and express interests and passions through over forty student affinity clubs, encouraging support and friendship around common interests.
- Curriculum emphasizes collaboration and group work while honing individual skills and contributions in the classroom.
- Internship programs and the senior project allow students to engage their passions to express themselves and help others in a meaningful, directed way.
- Statement of Community and the Honor Code guide student relationships, interactions, and disciplinary responses.
A HEALTHY COMPULSION

BY MARC HARROD
MARSHALL ORCHESTRA DIRECTOR

By definition, passion is a strong emotional response toward a specific object, person, or experience, in such a way that the individual feels compelled to engage regardless of perceived rationality or importance. When I think of passion, a view of healthy compulsion comes to mind.

Some say they felt their passion call out to them; I would go a step further in saying that the defining characteristic of finding your passion is that you have to then respond to that call. Some may argue that a behavioral response is not required. However, if we are to get to the core of passion—how it fuels us to challenge yesterday’s version of ourselves—we must view this topic with an atmosphere of action. Responding to the echoes of passion forms a contract of acknowledgment between one’s desires and their own deeper willpower. We walk forward along the path, finding feelings of excitement, fear, insecurity, and accomplishment at various times in the exploration. This is inherently the point.

**Passion gives us the courage and permission to journey to a place where we are different from those who may simply just like something.**

I sometimes hear the phrase, “close your eyes and think about what comes naturally to you... and if you look a little closer, you will find your passion.” This statement raises multiple questions: Am I born with a passion for something, or do I find it? Does my aptitude dictate where my passion will come from? Does my passion have to be the thing I am the best at? Perhaps there is a random sprinkle of each of these components.

Passion could exist in the same realm as aptitude. However, I reflect on the many colleagues I met while in youth orchestra fifteen years ago who were extremely proficient on their instruments, and yet chose to pursue something completely different. My best example to challenge the idea of aptitude is my youth orchestra stand partner, Marie.

Marie was probably the most technically proficient and seemingly passionate violinist I ever met. To this day, I have never met another person who became one with the music in the way that she did. In hindsight, that’s probably what all of the adjudicators saw whenever we competed against each other in various music festivals over the years—she beat me five times. You would believe that her aptitude was going to turn her into a successful soloist. Except it wasn’t her passion.

Marie’s passion was helping people. She was always encouraging, kind, empathetic, and went out of her way to make sure that everyone who knew her was treated fairly. She was the type of person who would make everyone in a room feel seen and heard. It took me a while to get over the shock of her telling me she was going into medicine instead of music with me. I thought we were passionate about the same thing because I made the error of conflating proficiency with desire; music was my world, but the well-being of others was hers.

In regard to the question of needing to be the best at something, this story continues. Marie and I rode in the same social circles in high school, and she was never the highest scoring student in any of the prerequisite courses for medicine. Actually, she was slightly below average in most of them. She struggled to make connections between biology, chemistry, and math, and was cautioned against any field with those emphases by her teachers.

Here is where her passion proved people wrong. In the midst of opinions, she worked harder than I had ever seen her work in her entire life. Music was her gift, but her passion for helping others was so strong that every aspect of her behavior shifted in support of actualizing that goal.

Fast forward years later, and she is Dr. Marie Guisepi. Her passion never allowed her to quit. Her conversations with her heart affirmed that she was exactly where she needed to be.

The point of this discourse is my view on passion. What is it? How does it manifest itself? The definition I began with is correct, but clinical. We are not clinical beings—not all of the time anyway. To that end, passion is the driving force that gives us strength and courage to make the choices that ultimately bring happiness.

My own quest to explore this topic over the course of a lifetime and career brought me into the music program at Marshall School. This year, the program has further developed in the hands of three new faculty members: Band Director Grant Studer, Choir Director Iris Kolodji, and myself, Marc Harrood, Orchestra Director.
The music department currently offers a curriculum that gives students a firm grasp on making music, and the three of us share a vision of seeing the program evolve to deliver a holistic music education experience.

As both performing professionals and music educators, we each want to foster a culture of musical excellence that is rooted in accountability, authenticity, community, and empathy. Music is for everyone and we want to do our part to ensure that it is accessible to all students and shared with our surrounding communities. We’ve seen our students participate in honors band, choir, and orchestra with neighboring universities, and in local events, such as the Christmas City of the North Parade. Last semester, we staged a well-received winter program for both the middle and upper school divisions, and have planned multiple concerts for this second semester.

We were grateful last semester to see a consistent rise in student enthusiasm within each of our programs. This success should not be understated, as it can be difficult for students, particularly in the arts, to change teachers and be comfortable with something new. The phrase “trust the process” comes to mind, and that’s what the students have done.

We want students to receive instruction that meets them where they are, to get them to where we know they can be. We are in the process of creating more opportunities for honor program tracks and student mentorship experiences. We are examining the creation of new ensembles that group students according to experience level rather than age and grade to promote more cross-grade collaboration. Additionally, we are in the early stages of planning both domestic and international tours to allow our students to expand their perspectives as they nurture their musical curiosities.

Growing this music program is an exciting task that requires two main things: support from our immediate community and a feeder program. Our first step has been to create “buy-in.” It’s one thing to convince a student to pick up an instrument or choose to sing, but they have a higher chance of staying with it long-term if we create a community that celebrates artistic achievement. It has been extremely comforting to hear the kind and supportive words of fellow teachers and parents reminding us that our musical seeds are being nurtured just as much outside our classrooms as they are within.

Our community outreach and performances have significantly improved the appeal of our ensembles and are generating more interest in students to join, especially within the upper school division. I am a firm believer that community and collaboration are the keys to creating a strong ensemble experience. I have implemented this in my string program by creating a joint Marshall String Orchestra that comprises students from fifth grade all the way through twelfth grade. The first version of this ensemble premiered in winter of 2022, and the student body is excited to see it become a mainstay at the school.

As for our feeder programs, each teacher acts as a beacon for recruitment within our professional performing careers outside the school. Furthermore, the creation of the Forest School gives us a batch of young, enthusiastic, and creative students to guide through music education experiences at Marshall; these students will naturally be funneled into more advanced ensembles as they grow and discover their own preferences.

When I look at the students in the Marshall music ensembles, I see curiosity, resilience, honesty, and a bit of delightful mischief—they are kids after all. Each of these qualities are supportive of engaging one’s passion, and are fantastic tools to help learners discover a passion in music if they haven’t yet found it. Sometimes, I see that our more gifted students tend to shy away from the spotlight out of an aversion to being the center of attention, but the way they speak to us teachers show little glimpses of an authentic artist still trying to feel comfortable in their own identity.

Ultimately, I could share numerous examples of passion at Marshall, but my mind goes to one particular student that has left a permanent mark on my career. She walked into my classroom on the evening of my very first day of teaching at Marshall and said, “I feel like I’m so far behind, and honestly, it makes me want to drop the string ensemble. With that being said, I don’t want to quit because I really love strings so I’m going to tell you all of this and hope that you can help me.”

In her eyes, I saw all of those traits that come with the beautiful gift of passion. Fast forward a couple of months—she’s on her way to becoming an excellent violinist that I would be happy to share a stage with on any given day. She wasn’t the only student to transform like this, but she was the first, and she inspired a lot of her classmates to do the same. I think passion within the Marshall music program, and perhaps in all areas of life, is infectious; the kids take care of each other and push together to become better than they were before.

I couldn’t ask for a better group of kids to work with.
When finding a bridge between education, interest, and career aspiration, there is a necessary period of time where a person must have the opportunity to explore different paths and visions. For years, Marshall School has had the reputation and aim of being a college preparatory school. Beginning in ninth grade, students progressively move through a four-year process of identifying strengths and goals, researching career paths and areas of study, applying to colleges, and preparing to transition seamlessly into their post-high school endeavors.

During this season of their educational journey, our learners are beginning to ask these questions: What am I good at? What do I enjoy? What am I passionate about? What do I want to be when I grow up? To assist in this exploration, Marshall offers several experiences that can guide that discovery.

In the Upper School division, students may seek and formulate an independent study project that is overseen by a faculty advisor. This year, Upper School Science Teacher Dr. Greg Rhode has been supervising senior Aidan Graham '23 as he works on two fascinating independent research studies. Dr. Rhode has witnessed firsthand how important these opportunities are for students to find direction:

“Young people need to try out different careers to know if they are good at them, and to see if they like what they accomplish. How do you know if you’re good at something if you haven’t tried it? How will you contribute to society if you don’t know what you’re good at?”

Last year, Dr. Rhode connected Aidan with Chemistry Professor Ryan Hadt at the California Institute of Technology (Caltech) to participate in a research partnership that would use Aidan’s self-taught knowledge in quantum mechanics. In quantum computing, cubits are the most powerful computing device, but they only work at extremely cold temperatures and cannot store information outside of that controlled environment. The project aimed to find a molecule that could be used as a cubit to store data at normal temperatures.

Aidan’s role in the research was to remotely run calculations on the molecule in a super-computing system to find the amount of time that it would store data, the correlation between components such as G-tensor values and vibrational modes, and to point toward properties necessary for a molecule to be used as a cubit.

This semester, Aidan connected with Marshall alum Dr. Audrey Sederberg '02 to use his programming skills to write a computer program that will simulate the behavior of brain neurons. In her research at the University of Minnesota, Twin Cities, Audrey has been working to find a general model of explanation for neuron behavior. She believes there is a guiding rule that can predict the overall actions of neurons despite their seemingly random functions. Aidan’s computer program aims to “cause problems” in the data, and then will use that information to reverse-engineer and test the results that other researchers have found.

This project was suggested to Aidan because there is a belief that neurons behave similarly to cubits in a lattice-like quantum system of molecules. “It doesn’t help to explain it, it’s super hard to understand,” he shrugs.

These independent study projects are geared very specifically toward who Aidan is as a student, what his interests are, where his skill-set is best utilized, and what he hopes to study and accomplish in the future.

While Aidan is one of Marshall’s brightest math students, his great humility and passion shines through when he talks about these interests. His path to this point also illustrates the zigzag adventure many people take towards finding their passions. “I disliked math a significant amount when I was younger. I was slightly above average at it, but I hated it because it was boring and repetitive. Even if you did the right process, you didn’t necessarily get the right answer—you’re doing head computations and if you messed up somewhere along the way, you lost all of the points even though you knew how to do it.”

At some point during eighth grade, he realized that everything in math made organized sense and that there was a correct answer—he could find the path to get there while understanding the how and why behind it, and he was getting really good at it. “Because you know people like what they’re good at,” he laughs.

He also loves math because even though he has hit walls and struggles in his learning and development with the subject, he recognizes that it is a topic and interest where he can continue to challenge himself, learn new things, and improve. “The way I measure whether I actually like something or not is that I choose to do math in my free time, either for practice or because I’ve found an interesting problem online that I’ll work on for a week that is both difficult and fun.”
Aidan began an accelerated math program through the University of Minnesota, Duluth in sixth grade, and had completed Calculus 3 at the college level by tenth grade. He is now taking two graduate-level math courses at UMD each semester. His goal is to major in math or computer science in college, continue to graduate school, and eventually become a math professor, as he loves teaching this knowledge to others. He is captain of Marshall’s State-winning Math League team, and tutors other students in math and science.

For the senior project that will close out his education at Marshall, Aidan is writing a paper to prove probability in a three-dimensional graphing problem, and intends to submit it for publication in a scholarly journal.

Not all students, or even adults for that matter, have this clear understanding of the gifts and life direction. Last year, Marshall launched a framework for Upper School internships with local businesses in an attempt to positively benefit the Twin Ports community while also allowing students to explore careers that they may be interested in pursuing. A group of students piloted the program by partnering with Alafaf Coffee Roasters and sister company City Girl Coffee Co., two businesses owned and run by Marshall alumn Alyza Bohbot ’04.

Claire Ehlers-Nelson ’24 and Pearl Swanson ’24 are in their second semester of this internship in the coffee industry, and have had an opportunity to see behind the scenes in research, marketing, event planning, and communications in a woman-owned business.

In their first semester, they tracked down everything they could find about the brands and then had to present their research to someone who wasn’t familiar with the company. This gave them in-depth knowledge of the message, purpose, and mission behind the work.

They were then connected with women from the International Women's Coffee Alliance (IWCA), and interviewed them to learn about what it means to be a female navigating executive business positions in a male-dominated industry. “She gave me advice about how to navigate a world that’s ‘not always meant for you,’ and she’s 50 now and just got to where she wanted to be as a CEO,” shared Pearl. “This interview was the most influential part of the internship so far because she had so many different jobs, and told me it’s okay to not know what you want to do, to go into something, and then completely switch it up. Life can take time to figure out; she made it to her goals, and she insisted that I should always believe that I can make it too.”

Claire also gained meaningful wisdom from her assignment. “I interviewed a woman from Texas who started a coffee business that she built from the ground up. She gave me strategies for navigating the world, and she passed on the advice she learned from her grandmother. ‘Always have your own purse, never rely on other people for finances.’ She talked with me a lot about financial security.”

“I learned things from that interview that I would have never thought about or learned in a regular school environment.”

This semester, the girls were able to dive deeper into the experience through focused projects that more closely aligned with their personal interests. “I have some interest in business and marketing… I might want to study marketing, management, or event planning,” said Claire. Her current project has involved developing a marketing plan for a new product launch. “I came up with two ideas that I’m going to execute throughout the semester.”

While she doesn’t have a long-term interest in the coffee industry, Claire recognizes that this opportunity is building her abilities. “I’m learning something from all of it and those skills will translate everywhere else.”

Pearl is interested in a career path that accentuates her passion for helping others. “My project is looking at the brand from a sustainability perspective, economically and environmentally, and how to make the company better for the earth. I want to help people, not as a doctor, but through social justice, political science, or maybe studying law. I want to go to a four-year college and get a degree; my parents did not get degrees, so I know I really want to do that.” She explained that Alafaf is focused on giving back to the local Duluth community, while City Girl purchases their coffee beans from women-owned farms around the world, is sold internationally, and then gives back to organizations that support the success of the women who live and work in those countries.

Here within our own school walls, junior Lydia Roth ’24 is currently participating in a graphic design and marketing internship with me, Kelly Schamberger, Marshall School’s Marketing and Communications Manager. She approached me to ask about the possibility, filled out an application, participated in an interview, and has been working on a number of relevant projects over the course of the semester. She created the illustration on the cover of this issue of the Hilltopper magazine.

Through these unique course alternatives of independent study projects and business-partnered internships, Marshall students have the opportunity to explore their interests, develop their passions in meaningful ways, and step forward from graduation with a clearer outlook toward their future.
Julia (Julie) Nephew ’84 is a Children’s Services Librarian at Addison Public Library in Illinois, and has served on state and national intellectual freedom committees; she has worked to support librarians and is a champion for the freedom to read during present-day censorship and book banning.

Julia recently served in a highly coveted role as a member of the Caldecott 2023 Award Committee.

We asked her to write about how her passions influenced her career and volunteer activities, and ultimately her work on the prestigious award committee.

A PASSION for LEARNING

My life has been filled with many passions, and they are what have guided me through career and life changes. As a student at Cathedral High School (Marshall’s former name), I chose a career path that I thought would be fulfilling and help people: medical doctor. I chose my undergraduate college, Gustavus Adolphus, in part because of its excellent record for getting students accepted to medical school. I took my father’s advice and volunteered to shadow doctors during the summers and talk to them about their work: medical research, emergency rooms, and pediatrics.

In the spring of my sophomore year of college, I reached a point where I had to decide if I wanted to continue with pre-med studies. I looked back at those experiences and at others around me—it was a difficult decision to make—but I knew that I would not be happy as a physician in that closed-off and overwork-oriented world. I could be passionate about helping patients, but if I lost myself in the process, no one would be helped.

So, what was I to do?

I had not chosen a college with the intention of doing graduate work in foreign language, but in a brave change of course, I turned to my great passion, France and the French language. There were many other more prestigious choices for this type of schooling, but still, I made it work where I was at.

I had always planned to study in France for my junior year. In fact, one of the reasons I chose to forego medical school was because, when I spoke with a member of the University of Minnesota’s Medical School admissions committee about those plans, he asked me how I would explain to the committee that I had “wasted” a year in France. That stopped me in my tracks. The doctors I had worked with had advised me to take a year off, or more, between college and medical school; they told me I would not have a social life, that I would have to borrow a huge amount of student loans, that it would be almost impossible to have time for a family. Here, this “expert” on medical school was telling me a year in Europe was a waste of time.

Well, my junior year in Avignon, France was amazing.

I lived with French families, including as a fille au pair. I had a chance to visit friends studying in Orléans and others in Sweden. By staying two semesters, I became very comfortable speaking and writing in French. Traveling in
foreign countries, often on my own, helped me understand both myself and the world; I gained confidence in the fact that I was strong and resilient, and that my personality and skills would make me successful.

When I returned to Gustavus for my senior year, I became fearless about speaking up in my classes. I had been nearly mute in the pre-med courses, but once I succeeded in another country, in another language, asking questions and taking part in discussions became a pleasure. Unlike science courses where there was little debate and one possible answer, humanities courses were full of nuance and I had ideas. One of my professors said to a classroom of 75 students, while I held up my hand, “Is there anyone besides Julia who would like to answer?”

Senior year also brought more complexity; I took the GRE exam and applied to graduate schools, and I recreated much of my social circle because friends had graduated or moved on to other degree programs.

I eventually earned my doctorate in French at the University of Wisconsin-Madison after years of coursework, PhD prelims, spending a year teaching English in Grenoble, France, two years as a visiting lecturer at my alma mater, and writing a dissertation. Completing a PhD gave me confidence that I could tackle anything.

I taught French at private colleges until 2008. I had married my husband Eric in 2004 and could no longer move to wherever a full-time job may be. I decided to earn a Master’s in Library and Information Technology (MLIS). I am passionate about medieval manuscripts and early printed texts, so I planned to work in special collections, rare books, and archives. The 2010 arrival of our wonderful twin daughters, Madeleine and Sophia, changed my plans. I could not commute from the suburbs into Chicago while also being home enough to care for them.

**A PASSION for SERVING**

In the middle of these major life changes, I became an elected official. Eric and I had emerged as leaders in a grassroots effort to stop our park district from cutting down a small local forest. We succeeded and I was asked to run for park district commissioner in 2009. My husband was essential to the success of the campaigns that transformed our park district into one of the best-run in the state of Illinois. I am still a commissioner.

I never expected to run for office, but this experience became a core part of who I am. I truly believe our society will fail unless many more people are willing to run for office, volunteer, step forward, and serve. Environmental causes are especially important to me, and I have seen this have a positive influence on how the park district is run. We have instituted no-mow areas, restricted the use of herbicides and phosphorus, organized sports equipment swaps, hired two full-time naturalists, and much more.

**A PASSION for CHILDREN’S LITERATURE**

After our twins were born, I took six months off work and then continued teaching part-time. I decided to pursue full-time library work and discovered that the many public libraries in our area would create a solid foundation for this career choice. I am now a full-time children’s librarian.

This position is related to another of my life’s passions: literature. I was a voracious reader as a child. My favorite children’s book series is the Betsy-Tacy books by Minnesota author Maud Hart Lovelace. The *Deep Valley* of the books is actually Mankato, Minnesota. I became a member of the Betsy-Tacy Society, which is based in Mankato, but enlists members from all over the United States and Europe. Some fans of the books are part of a listserv and it is through that and several conventions and other events that I met many children’s librarians.

I knew that the high point in the career of many librarians was serving on the Caldecott, Newbery, or other Youth Media Award committees organized by the American Library Association (ALA). I had known of these awards since I was a child, but I wanted to find out how one becomes a volunteer member on their awarding committees. I learned that I needed to serve on other committees to get my name out.

I volunteered and was appointed to the Intellectual Freedom Committee of the Association for Library Services to Children (ALSC), a division of ALA. Intellectual freedom is a pillar of the library profession. A blog entry I wrote about grassroots local efforts to fight censorship was included in a list of resources recommended by the ALA Office of Intellectual Freedom. As a result, I was invited to speak in an online forum hosted by the president of ALSC, and within a week, she invited me to serve on the Caldecott 2023 Award Committee.
The Randolph Caldecott medal is awarded each year to the artist who created the most distinguished American picture book for children published in the previous year. “Children” is defined as birth through age fourteen. This award is so prestigious that the winning books never go out of print. Many libraries have Caldecott sections where copies of the winners are shelved.

This past year as a member of the Caldecott committee has been rich with illustrated books and wonderful people. I studied many books about illustrations that appeal to children and their creators before examining over one thousand books. 2023 was the 85th year of the Caldecott Award, and the process is well-organized and thoughtful. Books were sent to the fifteen committee members for review, we suggested titles to the group, and then nominations by the committee members began in October. We had three day-long online video discussions in January before meeting in person in New Orleans.

I adore every one of the five books chosen. The 2023 medal winner is Hot Dog by Doug Salati. The story is told masterfully with a color palette of orange, red, and yellow to represent the hot, crowded city. When the dachshund’s owner takes the overwhelmed dog to the beach, the blues and greens express the calm breeze and open landscape. This adorable dog can represent a young child who needs space to play and a cool environment. The committee chose four honor books: Knight Owl (Christopher Denise), Choosing Brave (Janelle Washington), Berry Song (Michaela Goade), and Ain’t Burned All the Bright (Jason Griffin).

The best part of the process was telephoning the winners; the committee chair made the calls and announcement, and then the whole committee cheered wildly. Doug Salati was speechless at first. He had convinced himself that he had not won any award and then had to adjust to the mental reversal. The honor winners were thrilled too—it was heartwarming to hear their thanks for the time we put into our decision.

I am now looking forward to the awards banquet at the ALA Annual Conference in June where I will meet the illustrators, and where the winners of the Caldecott and the Newbery will give speeches that will later be published.

A P A S S I O N
and PURPOSE

One of the goals of a children’s librarian is to help students discover how reading can be a passion that will help them experience and explore new worlds.

Amanda Houle, librarian at Marshall School, uses award-winning books like Caldecott winners to lead students to this love of creativity.

When Hot Dog is used for a story time, it makes sense to invite the students to describe the colors and actions on the page. How do the borders of the panels reflect the characters’ feelings of stress or calm? What does the title reveal about the book’s plot? There are very few words, which allows readers to thoughtfully examine the illustrations; children love to locate little details, such as the recurring motif of the seals and the shape of the pile of collected rocks on the beach. Ask the children if they recognize how the dog feels in the hot, crowded city and if they feel the breeze at the beach... their imagination will take them there.

My father told me that going to college is about learning to think, not getting a job. To have a job or career that fulfills you, he advised people to find out what they love to do, their passion, and find a way to earn enough from it to live on. Activities you are passionate about, whether career, hobbies, or volunteering, do not feel like work. They feel right, like you are where you are meant to be. You don’t know where life will take you, but if you find your passion, you are more than halfway there.
MAKAIO GOODS  PARALEGAL

Makaio Goods ’16 is a paralegal in the Civil Rights Division of the U.S. Department of Justice in Washington, D.C. He spent the last year serving as an AmeriCorps Reentry Mediation Specialist at a community-based nonprofit in Maryland while also working as a Research Assistant for the Columbia Justice Lab. As part of Makaio’s undergraduate studies, he worked to gain experiences that would enable him to pursue a career improving the lives of others. Through working at organizations such as the ACLU and the Minnesota Senate, he started to realize the ways that the law could alleviate some of the harm caused by civil rights violations in the United States. Sustained mentorship roles with Brotha-to-Brotha, Men as Peacemakers, and H.O.P.E in Tanzania allowed him to advocate for a path “out” provided through education and plans for success based on individuals’ learning needs. Makaio holds a BA in English with minors in Philosophy and Geography from the University of St. Thomas.

“Marshall played a formative role in my decision to pursue higher education, and helped shape my commitment to community service. I personally am continuously inspired by my mom, Tanya Lahti, who has always encouraged my sister and me to pursue our dreams.”

PHILIP HAFFERTY  FINE ART SPECIALIST & LECTURER

Philip (Phil) Hafferty ’04 is a specialist in Japanese and Korean Fine Art at Bonhams Auctioneers in New York City, and an Adjunct Lecturer at Hunter College in New York City.

“My path to Bonhams was not a straight one. When I was in college, I thought that my future was in the foreign service, working as a diplomat for the United States. Then my passion for the Japanese tea ceremony and interest in art took me to graduate school in Seattle with hopes to become a museum curator. After some bumps in the road, I returned to Minnesota and joined the health care field while finishing my thesis on Japanese tea house architecture. I landed a job in New York at a Japanese art gallery, and eventually transitioned to Bonhams, one of two auction houses in the United States with a stand-alone Japanese and Korean art department. I continue my training in the Japanese tea ceremony, and am an instructor in the Urasenke Chado Tradition, teaching a tea-related course at Hunter College. Marshall taught me that it was possible to have a lifestyle with a foundation in my own values; that I didn’t have to be part of a single stereotypical group in order to have a fulfilling educational and extracurricular life. Marshall gently introduced me to the benefits of diversity at a variety of levels, from ethnic to economic, to cultural, to religious, to sexual, and beyond. But most important is that Marshall fostered a culture that encouraged an educational environment inside and outside of the classroom, and helped me to realize that good things could come from pursuing my passions.”
Laurelyn Keener Turbes ’00 earned a BS and BA from the University of Minnesota-Duluth, graduated with her Doctorate in Veterinary Medicine from Michigan State University, and completed a one-year internship in equine and camelid medicine in Ohio. In 2010, she began her career in equine veterinary dentistry, later purchasing the focused ambulatory equine dental veterinary practice, North Wind Equine, LLC. Further educational opportunities have allowed her to offer advanced extraction procedures in addition to preventative dental care, and she continues to advance the level of equine veterinary dentistry available in the region.

“My six years at Marshall shaped who I am. As a Hilltopper, I found peers as academically driven as I was, gained confidence as an athlete, was surrounded by faculty who pushed me to strive for excellence, and made lifelong friends. Skills learned in every class prepared me for college and educated me for life. Being surrounded by people who believe in your success, and who expect you to put forth an excellent effort in all endeavors, enables and motivates you to do and be your best. From classmates to teachers, coaches, the janitorial staff, college guidance counselors—everyone made Marshall a warm, inviting, and nurturing place.”

Charlotte Muzzi ’06 holds an MFA in Creative Writing from the University of Oregon and a BA in English from Carleton College. She has taught writing to undergraduates and preparatory school upper class students, and solo-guided 40-day backpacking trips for young women in Alaska. Charlotte’s work has been published in The Hopkins Review, The Cincinnati Review, EATER, C-Ville Weekly, The Southeast Review, and Carolina Quarterly. She currently serves as an Account Executive at Giant Voices, where she facilitates marketing and creative strategy for nonprofit and industry clients, and on faculty at the National Outdoor Leadership School, where she teaches communication, decision-making, and the fundamentals of responsible mountain travel.

“I worked hard at Marshall; I won’t say college was easier, but I will say that I experienced it as less work. I had learned how to manage my time, got ten hours of sleep every night, and never worked past 10 PM. Those were Marshall-related skills. I was inspired by Ms. Fryberger’s high standards and belief that her students were smart enough to figure things out, and by Dr. Haire’s leadership example—I’ll never forget him sweeping the commons and making sure that students didn’t sneak off campus at lunch. I was also inspired by Dr. Nygaard’s unflappable classroom management and ability to sift wheat from chaff in discussion sections, which I later tried to channel as a prep school teacher. Her posters also contributed to my appreciation of the U.S. labor movement at an early age.”
HANVIT OH  GLOBAL PUBLIC HEALTH PROFESSIONAL

Hanvit Oh ’14 graduated with a Masters in Public Health from Emory University. Her public health interests include maternal child health, population health, and infectious diseases, and her technical skills encompass data analysis, epidemiology, and public health surveillance. She is a firm proponent of translating scientific research into evidence-based policies that inform the public to make optimal health choices. Her professional experience spans working at non-profit, federal health agencies, and intergovernmental agencies.

“Marshall was not only the place where I discovered my gifts, but also where I could fearlessly actualize my vision and passions. I discovered a passion for international causes and issues, including global health, poverty, and women’s education rights, and I practiced the gift of project management and leadership as I founded a campus-wide event to promote cultural diversity within the school. I will forever cherish the pure joy of discovering the means to make the world a better place, and to make my visions a reality. All of these discoveries and experiences continue to serve me today as a global public health professional as I’ve worked to promote peace-building efforts in civil-war-torn countries, support refugees with their transitions, and tackle the COVID-19 pandemic that affected millions of people. Marshall taught me that nothing is impossible as long as you go after it like a bulldozer.”

IAN PETERS  ENVIRONMENTAL PROJECT SCIENTIST

Ian Peters ’14 earned a BA in Geology and minor in American Music from Carleton College, and an MS in Geoscience from the University of Wisconsin, Madison. He currently works as an environmental consultant for Atlas Technical Consultants, overseeing large drilling projects to sample soil and water, checking primarily for petroleum pollution and recommending clean-up methods. Outdoor geology labs and field trips nurtured his love and awe for the planet, beginning in middle school at Marshall. He also studied pottery samples for an archaeology research project, researched surface-level geology, and his Masters thesis explored the relationship between soil chemistry and the shape of a slope as it weathers away.

“The academics prepared me for a college workload, but Marshall also helped me recognize my strengths and limits, and I learned how to ask for help when I reached those limits. I was shy, but once I realized my teachers wanted the best for me, I knew I could reach out and ask for a push when I couldn’t quite grasp something. That baseline level of trust is important when you’re being mentored, and it’s good to know that you don’t know everything. The teachers inspired me to be a better performer, writer, scientist, and teacher, and they kept me grounded in appreciating the arts, something I think scientists often forget.”
JOSHUA RUDOLPH  CONSTRUCTION MANAGER & ENGINEER

Joshua Rudolph ’02 is a Senior Planning and Scheduling Manager with Mortenson Construction. He graduated from the Milwaukee School of Engineering in 2008 with a dual bachelors degree in Architectural Engineering and Construction Management. He interned at Krech Ojard and Mortenson Construction before beginning his current 15-year full-time career with Mortenson. He began as an engineer, moved to superintendent, and then to his current position, while also participating in their Advanced Leadership Development Program. Rudolph had the opportunity to serve on the Board of Directors for Building2Learn Consortium, an organization that works to introduce and connect kids to the construction industry. He also served as a mentor to young students in the areas of architecture, construction, engineering, STEM, developing teamwork abilities, and learning to embrace and encourage innovative thinking.

“I credit a lot of who I am today to the things I was able to do at Marshall; the people and the school gave me the opportunity to learn, grow, try new things, and to be who I really am. As I worked through my leadership development program, I put together a leadership journey map and could see that my time at Marshall was included throughout.”

ZACH SCHNEIDER  MARKETING, PR & SPORTS ANNOUNCER

After graduating from St. Scholastica, Zach Schneider ’06 worked for nearly a decade in local television at KBJR-TV. He currently works as the Marketing and Public Relations Director at Grandma’s Marathon, while also serving as the television play-by-play announcer on My 9 Sports for the UMD men’s and women’s hockey teams. He and his wife Megan have a baby daughter, Emerson Joann, a dog, Hobey, and live in West Duluth.

“A focus on critical thinking and the ability to adapt has been the biggest asset in my post-high school life. After leaving Marshall, I changed my major once, transferred colleges more than once, and later on in life made a couple of significant career changes. Through it all, it’s been clear that Marshall wasn’t so much preparing me for something specific in the world, but rather preparing me for the world as a whole. Whatever you choose to do or be in this life, Marshall lays a foundation for you to be successful. Teachers went about things differently—some were fierce while others were funny, some had endless energy while others preferred a quiet classroom—but all were deeply committed to us and to our educational growth.”

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.
ANGELA THOMPSON  GLOBAL COMMUNICATIONS LEADER

Angela (Angie) Thompson ’01 is a Senior Corporate Communications Manager for General Mills. She oversees executive and internal communication and employee engagement for Global Functions and Enterprise Strategy. Prior to this, Angie served in a variety of leadership roles at Target; she managed executive communications and led high visibility communication initiatives across numerous internal departments. She experienced an agency perspective of communications work at Weber Shandwick Public Relations where, as group manager in the consumer marketing practice, Angie built strategies and high impact campaigns for clients such as Coca-Cola, Polaris Industries, State Farm Insurance, and the U.S. Army. She received her bachelor’s degree in English and communication studies from Gustavus Adolphus College, and has her master’s in strategic communication from the University of Minnesota.

“Beyond the subject matter that I learned while in school, Marshall helped spark my curiosity and general love of learning, which served me well not only in college and grad school, but throughout my career. It’s that curiosity that makes me excited to learn the ins and outs of a new company or business area that I’m supporting. I also learned how to think critically—to not simply take things at face value, but to ask questions and form my own opinion.”

ALUMNI

FACEBOOK
Duluth Cathedral/ Marshall
Hilltopper Alumni
@hilltopperalumni

ALUMNI WEBSITE
marshallschool.org/alumni

CLASS OF ’22
WHAT’S THE SCOOP?

MONDAY, JUNE 5  |  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 all the details of your first year away!

REGISTER TODAY
Don’t miss out! Sign up before June 2 to be entered in a drawing for a special gift card.

REUNION

ALL-CLASS MIXER
FRIDAY, JULY 14  |  4:30-6:30PM
Everyone’s invited! Join us for complementary appetizers and beverages as we celebrate all of our alumni, especially our Milestone Classes!

GOLDEN TOPPER LUNCHEON
SATURDAY, JULY 15  |  11:30AM
For reunion classes of 50+ years, this beloved event is just for you!

MILESTONE EVENTS
’53 | ’63 | ’73 | ’83 | ’93 | ’03 | ’13
Looking for your Milestone Class-specific schedule? RSVP and then watch your mailbox, inbox, and the alumni website! marshallschool.org/alumni
Nothing planned for your year? Help organize an event; email us at alumni@marshallschool.org
NEWS & NOTES

60’S

Margaret Urbanski Braun ’69 writes, “After teaching 1st/2nd grade at Superior Cathedral for a year, substitute teaching in the Superior, Wisconsin public schools for 25 years, and teaching special education at Superior High School for 22 years, I finally made the decision to retire. Unfortunately, on the very day I retired last June, my sister Barbara Urbanski Schiller ’59 passed away.”

IN MEMORIAM

Patricia Corbin ’41
Marian Davis Levine ’43
Roger Schober ’49
John McRae ’53
Carol Youngberg ’53
Georgia Ann Srok Pomroy ’54
Edwyna Bergh ’56
Mary Halstead ’56
Theodore Windus ’57
John Loiselle ’59
Chester Radzak ’59
Barbara Urbanski Schiller ’59
Mary Kay Swanson ’59
Thomas Kennedy ’64
Susan Cavallero Vipond ’64
Christine (Wilkinson) Berini ’65
Mark Krmopotich ’66
Pamela Boben ’67
John Miller ’68
James Watson ’68
Teresa Wright ’68
John Young ’68
Terry Kishel ’71
Steven Sertich ’71
Susan Hoene Boyle ’73
Donald Bergman ’80
Jim Mausolf ’84
Steven Majewski ’87
James Bouger
Former Trustee
Jeanne Hubert Sederberg
Former Trustee
Phil Fitzpatrick
Former Teacher and Coach

70’S

Donna (Patterson) Triebwasser ’73 writes, “I worked for over 25 years as a programmer and business analyst at the university level at UMD, U of M-Twin Cities, and UW-Superior. I’m now living on a farm with my husband and we are enjoying our grandchildren.”

Joseph Erickson ’75 writes, “I am a professor at Augsburg College, and have been awarded as a Fulbright Scholar in the ’22-’23 academic year for international travel and study. I will have the opportunity to collaborate with a team in Ljubljana to adapt a tool used to measure racial attitudes.”

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

NEW PROGRAMMING

MARSHALL OUTDOOR SUMMER CAMP

This coming summer, Marshall School is embarking on an adventurous new journey to provide quality care and experiences to children in the Twin Ports area. In response to an overflowing need for reliable childcare options in our community, Marshall’s camp was created and will utilize our Hilltopper resources. We are excited to have children on campus for a thrilling summer of enriched learning, outdoor exploration, and supported discovery.

To find out more about this program, please visit:

www.marshallschool.org/student-life/camps

UPCOMING MARSHALL SCHOOL EVENTS

MARSHALL SCHOOL FINE ARTS SHOWCASE
April 19 | Showcasing K-12 Art and Music | 5-7pm

FOREST SCHOOL GRANDPARENTS and GRANDFRIENDS DAY
May 26 | Visit Day for Special Friends of K-4 Students
Elisabeth C. Mason (Betsy) was a lifelong champion of education. She believed that becoming a clear thinker, problem solver, and communicator was a way to engage in and understand the world, as well as one’s place in it.

Born and raised in Duluth, Betsy was taught at a young age to give, beginning with half of her beloved bubble gum allowance when she was six. Later, she became the parent of two Marshall (then Cathedral) students. Perhaps it is the combination of these things that led Betsy to turn her philanthropic intentions toward Marshall School.

From 1992 to 2000, Betsy served on the Marshall Board of Trustees, contributing her time and knowledge to the institution. She also made significant financial donations, both as annual gifts and during specific capital campaigns. Although she passed away in June of 2022, her legacy of giving to Marshall will continue in the form of the Elisabeth C. Mason Scholarship Fund, a scholarship aimed at rising 7th and 8th graders who wish to attend Marshall School. This new fund will provide a meaningful scholarship for one applicant entering each grade.

As a mother of six, Betsy understood first hand that middle school is a particularly critical time in a young person’s education. With elementary school completed, the scope of learning broadens. More complicated and nuanced texts, languages, and math problems are introduced. At the same time, students are often overwhelmed with physical and hormonal changes, social pressures, and their own developing minds.

Attending a small, independent school like Marshall—where faculty and teachers know the students and can offer a more flexible curriculum—often gives a student a sense of belonging, engagement, and overall “skin in the game.” This, in turn, often helps set a student on a path for success during a particularly critical time. In light of this, Betsy’s wish was to specifically support middle school students.

From her bubble gum allowance beginnings, Betsy Mason became a lifelong giver. She felt strongly about young people, education, and her hometown of Duluth.

By making a Marshall education more accessible to middle school families in the Twin Ports community, the Elisabeth C. Mason Scholarship Fund will honor her remarkable legacy for generations to come.

To make a gift to Marshall School’s Annual Fund, please use the enclosed envelope or visit:
marshallschool.org/giving

To learn more about establishing an endowed scholarship or making an estate gift, please contact:

Jennifer Berry
Director of Advancement
jennifer.berry@marshallschool.org
218-727-7266, ext. 113
Are you receiving more than one Hilltopper at your address?

You can update your family member’s information at marshallschool.org/alumni.

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

You can request to unsubscribe at alumni@marshallschool.org.