

A PUBLICATION OF MARSHALL SCHOOL

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# THE HILLTOPPER

FOR THE LOVE  
*of* LEARNING



SPRING 2025

# FROM THE HEAD OF SCHOOL

**ANTHONY  
PISAPIA**



It was Dr. Robert McCrae and Dr. Paul Costa who first put forth the argument that a person's personality remains stable throughout life.

Schools, too, have personalities that are difficult to quench.

No matter how much time passes, schools remain tied to the people that constructed them and the purpose for which they were first born. They may appear reinvented, they may even change their name, but they remain very much themselves.

When I look at Marshall School, it is easy to see the Benedictine values on which this school was founded. They are alive and well. Humility, stewardship, hospitality, community, service, and respect are woven into our fiber, reflected in our teaching, and evident in our students. Each of these values is a core aspect of our current mission and values statement.

The Benedictine value of *love of learning* is the focus of this issue of the Hilltopper. I am excited for you to read about the adventures our students, faculty, and alumni are undertaking. You will see that there is so much to be proud of in their work and in the lives they have chosen to live.

Marshall faculty continually challenge themselves and expand their knowledge of pedagogy and curriculum through professional development. Their love of learning becomes contagious, impacting students in big and small ways each day.

Students and alumni too, as they move out into the world and share what they have learned. Everywhere they land, Marshall students are teachers and mentors. They are keepers of the Marshall flame. It is they who will carry the Marshall mission forward into the future.

I continue to marvel at the resilience of Marshall students and the joy present in our halls. At Marshall, there is so much to be excited about, and that is no mistake. Our school's personality was forged in the early days of Duluth Cathedral and that tradition runs deep. I am so happy to share that tradition with you now as Head of School.

Here is to the next 120 years of Marshall. They will be very bright.

Sincerely,

*Anthony Pisapia M.S.Ed.*

Anthony Pisapia, M.S. Ed.  
Head of School  
*Marshall Parent '25, '27, '31*

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## THE HILLTOPPER

Marshall School  
Spring 2025

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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 production of *Shrek The Musical* was an uproarious success, showcasing the talent of nearly 40 middle and upper school students. **Ashton Major '27** brought Shrek to life, **Ethan Perlinger '25**, delivered a memorable performance as Lord Farquaad, and **Charlie Mayfield '25** starred as one of three Fionas.



## 02

Five Marshall senior athletes, representing four different sports, committed to playing college athletics during November's Signing Day ceremony. Congratulations to **Brooks Johnson '25**, **Nina Thorson '25**, **Anna Hron '25**, **Max Berrisford '25**, and **Owen Marsolek '25**.



## 03

The Middle School Leadership Council brought us a spectacular Middle School Talent Show this year. Students shared an array of talents from musical performance, to roller skating, to an aerial silk routine by **Evie Fitzpatrick '31**.



## 04

More than 250 grandparents and grandfriends joined us for Grandparents Day, a Thanksgiving tradition. Students, like **Zack Nicholson '30**, brought their special guests along to show them a day as a Hilltopper.



## 05

The entire school came together for a holiday celebration that included a sing-along, learning about different celebrations from around the world, and listening to student musical performances. It ended with decorating a 20-foot tree and enjoying hot cocoa and cookies.



## 06

**Ella Hadiaris '27** helps new skiers at Marshall's annual Holiday Ski Camp. The camp is held over holiday break on Marshall's ski trails and is a fundraiser for the Nordic Ski Team.



## 07

**Bella Myer '26**, **Whitney Baker '27**, and **Sophia Weyrauch '27** learned to wrap a sprain in their Medical Careers class, one of several dozen specialty classes offered during this year's January iTerm.



## 08

**CaiLan Barlass '28** performed as part of our Lunar New Year Celebration. Students also participated in several activities, enjoyed bubble tea, and shared lucky red envelopes with wishes for the year ahead.



## 09

Marshall 7th graders spent four days at Camp Widiwagan near Ely where they participated in outdoor learning experiences and activities while bonding as a class. This is the 34th year of Marshall students going to Widi!



## 10

We celebrated Carnival with a family night in March that included a Panamanian-inspired meal followed by salsa, tango, and bachata lessons from North Shore Ballroom instructors.

# WAY TO GO, TOPPERS!

Hilltoppers have been making their mark in many ways this year with several athletes, teams, and competitors qualifying for state-level competitions.





1 Both of our Upper School Knowledge Bowl teams qualified for State this year. Congratulations to **Luke Weis '25, Isaac Ballmer '27, Audrey Moeller '25, Oliver Edgette '26, Cailan Barlass '28, Ailie King '25, and Saanvi Naveen '26.**

2 For the second year, **Zoe Saukko '25** participated in the Minnesota All State Choir.

3 Fielding its own scoring team for the first time, Marshall's DEVO mountain biking team participated in their first state competition.

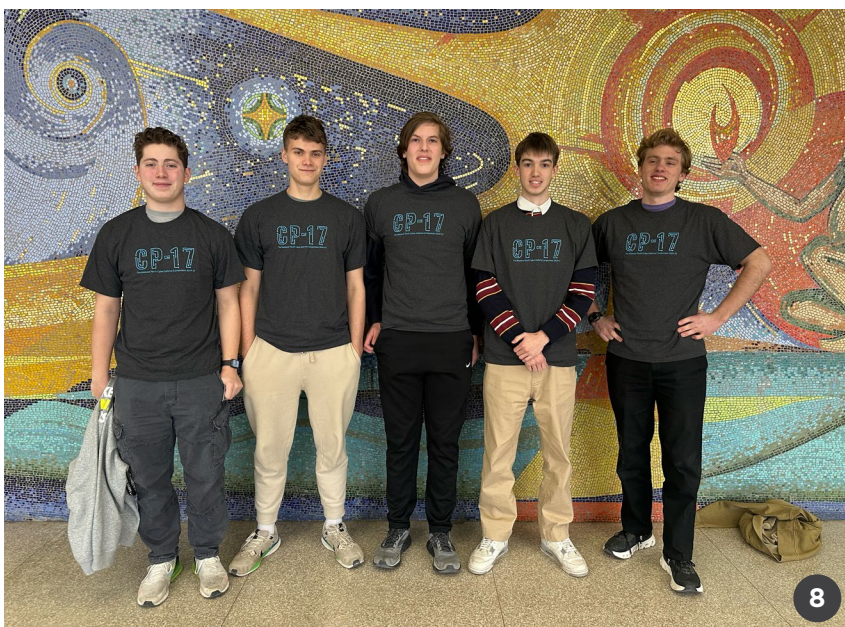
4 Our One Act cast was Section 7A Champions this year and moved on to the Minnesota State Competition with their show *The Lost Art of Finding*. They were the only team in the competition with middle school students in the cast!

5 Alpine skiers **Sophia Weyrauch '27, Andrew Rathbun '28, and Silvie Lane '29** qualified for the 2025 Minnesota Alpine State Meet.

6 Nordic skiers **Naida Hutchinson '25, Stella Lozano '25, and Ezra Rude '26** qualified for the 2025 Minnesota Nordic State Meet with Naida earning All-State honors.

7 For the second year in a row, Marshall's Boys Soccer Team won the Section 7A Title and competed in the Minnesota State Tournament.

8 For the second year in a row, Marshall's Cyber Patriots team took first place in the Minnesota Open Division of the world's largest youth cyber defense competition. Congratulations to **Landon Wheeler '25, Will Watson '26, Isaac Ballmer '27, Steven O'Mahoney '26, and Luke Weis '25.**



# FOR THE LOVE *of* LEARNING

**SINCE OUR FOUNDING AS CATHEDRAL HIGH SCHOOL IN 1904,** Marshall School has remained steadfast in its mission to nurture young minds, inspire curiosity, and prepare students for the world beyond our classrooms. Over the decades, we have evolved, adapting to new educational advancements while staying true to the core values that define us. Our dedicated faculty, inquisitive students, and supportive families have all played a crucial role in making our school the thriving community it is today.

This legacy has set Marshall apart. By fostering an environment where interests can be explored and talents can be nurtured, we encourage a *love of learning* that extends long after our students graduate. The stories of alumni who have gone on to make meaningful impacts in their communities serve as a testament to the lasting influence of a Hilltopper education.

As seen in our strategic plan, Marshall is committed to continuous growth and innovation. This is evident as we enhance academic opportunities to study passion projects in-depth and develop skills that help students excel beyond graduation. We also prioritize faculty development, equipping staff with fresh strategies to engage diverse

learners, foster critical thinking, and create dynamic classroom environments, benefiting students and teachers alike.

From sowing seeds of intellectual curiosity in our youngest learners to empowering our seniors to branch out with deep-rooted confidence, Marshall continues to cultivate lifelong learners.





## MARSHALL SCHOOL STRATEGIC PLAN

In 2022, faculty, staff, administrators, and trustees of Marshall School developed and launched a new mission statement to better define the aims of the educational institution. The new anthem, “Inspiring lifelong learners to embrace challenge and create positive change,” became the compass for orientating the identity and goals of the school.

Utilizing the new mission statement, combined with Marshall’s core values and commitment to community and diversity, the entire team then set to work developing a strategic plan to lead the school into the future with sustainability, vision, and purpose. We are pleased to present the result of many months of self-reflection, discovery, brainstorming, and intentionality—a compilation of the steps required to become the Hilltopper community that we envision ourselves to be, to strive for, and to become.

To view Marshall’s Strategic Plan, visit: [marshallschool.org/about](https://marshallschool.org/about)



# PASSION-DRIVEN LEARNING

Learning, driven by genuine enthusiasm, becomes a source of continuous growth. When students are able to immerse themselves in an experience that facilitates deep learning based on a passion, they have the ability to explore topics beyond their typical curriculum.

This year Marshall piloted the Pathways Program as a way to connect Upper School students with focused and specialized opportunities for innovation, inquisitiveness, and exploration. Each program has relevant entry requirements, enhanced curricular requirements, goals, and expected outcomes. Marshall Head of School Anthony Pisapia explains, “We want Marshall students to be scientists, journalists, teachers, and researchers. We want them to explore topics in deep ways that spark lifelong learning. Opportunities like these give students incentive to finish college, gain graduate degrees, and move into powerful and meaningful work. Our message to them is, *you are capable of more than you know.*”

Two pathways were part of this year’s pilot program: STEM Scholars and Outdoor Experience.

## STEM SCHOLARS

Dr. Greg Rohde, Upper School chemistry and physics teacher, has been leading students through independent STEM research for the past few years. The STEM Scholars program adds additional requirements that take learning to the next level. The program places a strong emphasis on the STEM field while developing students’ abilities to solve problems, communicate effectively, think curiously and creatively, and become engaged and ethical citizens.

STEM Scholar **Lizzie Van Hees ’25** chose the STEM Scholar program because it allowed her to pursue a passion for chemistry at a deeper level. This year she worked with fellow student **Ethan Perlinger ’25** to synthesize a porphyrin compound so it can be used in research at the University of Minnesota–Duluth (UMD). Van Hees explains, “Grad students will use our porphyrin for whatever they need it for: as a catalyst, as a different type of solar energy, and then we get feedback and then a next assignment.” She is grateful for the hands-on lab experiences with Dr. Rohde at Marshall saying, “We have

2024 / 2025



STEM SCHOLARS



OUTDOOR EXPERIENCE

new in fall



SOCIAL ENTREPRENEURSHIP & JUSTICE

opportunities that not a lot of kids get to have.” Perlinger adds, “It gives such a great opportunity to do what you actually want to do, it guides your own learning, it teaches you about self-discipline, intellectual curiosity, and so many other important factors that I think are important for college and just moving forward in life.” They have not only developed research skills, but have learned to collaborate with researchers at UMD and present about their process and findings.





## OUTDOOR EXPERIENCE

The Outdoor Experience program emphasizes connecting students with nature and the outdoors, while building the skills necessary to teach and lead in outdoor recreation and nature-based settings. Students have two emphasis areas to choose from: Nature-Based Learning Practitioner or Outdoor Recreation. Students in this program intern in Marshall's Forest School, working with our elementary-age students.

Pisapia explains, "The more we can do to help students experience college-level opportunities now, the more sure they will be about their next steps into higher education. It saves our students time, so that they can step out into the world and be confident in their choices."

That was the motivation for **Quentin Roth '25** to participate in the Nature-Based Learning Practitioner program. He is interested in studying elementary education in college and he said working with Marshall's Forest School teachers through this program allows him to get a head start, saying,

"You really get to learn what it takes to be a teacher and experience it first hand. You don't get that opportunity as a high school student in many places." Working in the Forest School has helped confirm for him that pursuing an elementary education degree is exactly what he wants to do when he graduates.

**"This is not just about looking up to individuals, it's about having people in your corner who traveled the path you soon will travel."**

– ANTHONY PISAPIA

**Mariah Lucero '26** also credits the Nature-Based Learning Practitioner program with inspiring her interest in teaching. "I love helping students with their literacy and math lessons and learning about all the cool ways we can teach them." Lucero is mentored by kindergarten teacher Sally Goodman. "Sally was my 8th grade science teacher and we had already formed a great bond. Getting to work in her kindergarten class has shown me what skills I need to be a great teacher and I want to study education in college and become a kindergarten teacher just like her."

▲ (Left) Lizzie Van Hees and Ethan Perlinger in the lab. (Center) Quentin Roth demonstrates how to test water. (Right) Anthony Pisapia reads *Harry the Dirty Dog*.

Pisapia adds that expert mentors are a key component of the Pathways Program saying, "We are lucky to have the faculty and alumni connections we do. Marshall is a powerful connection point for students. As they aspire to roles and careers, we can align them with individuals who have done the work and have true expertise. This is not just about looking up to individuals, it's about having people in your corner who traveled the path you soon will travel. This community sets a Marshall education apart."

This year's pilot program focused on STEM Scholars and Outdoor Experience, but Pisapia said its success will likely lead to additional opportunities for students next year. A Social Entrepreneurship and Justice program is currently in development that will give students the opportunity to explore applied social entrepreneurship experiences.



# SUPPORTING A COMMUNITY OF LIFELONG LEARNERS

▲ Watercolor pencil techniques were on display at the NAEA Convention.

Inspiring our students to be lifelong learners requires supporting educational opportunities for our faculty. Whether through advanced coursework, innovative teaching methods, or collaborative workshops, professional development empowers our educators to bring fresh ideas, cutting-edge research, and best practices into the classroom. This commitment to continuous growth doesn't just strengthen individual teachers—it enhances the entire school community, cultivating an environment where curiosity, creativity, and excellence thrive.

## CULTIVATING *inspiration*

Last spring, Marshall art teacher **Turi Sederquist** attended the National Art Education Association (NAEA) National Convention, the largest gathering of art educators in the country. “As art educators, oftentimes we are in schools where we are the only art teacher and that can feel isolating,” said Sederquist. Attending this conference with 3,000 other art educators connected Sederquist with former colleagues and mentors and as well as with new teachers with whom she can now collaborate and ask questions. It also offered opportunities to hear new ideas, learn about the latest products, and acquire advanced skills. She explained, “I sampled some newer-

to-me media sessions (stop-motion animation, CAD/3D printing), sessions on student art sales and student art shows, teacher-focused sessions about regaining creativity, and preventing art teacher burnout.”

Sederquist described the experience as “rejuvenating” and spoke of how she has taken many of the skills and ideas she learned at the conference and applied them to her classroom. “This semester, one of my 7th/8th grade classes completed an abstract themed digital project in which a few students chose to do stop-motion animation. Skills like setting up a background, creating consistent lighting, working with different types of modeling clay, and specific programs to work with were all part of the stop-motion animation session I attended.” It also reinforced her teaching philosophy. Sederquist

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Award-winning costume designer Ruth E. Carter gave the keynote address at the 2024 NAEA Convention. ▼



shared, “I always attend sessions about TAB (Teaching for Artistic Behavior), the philosophy behind my middle school curriculum which gives students choice and develops their artistic habits and skills in an open studio environment. Seeing the variety of ways that TAB specific teachers all over the U.S. have set up their classrooms, curriculum, and materials gives me ideas on tweaking my lessons and ultimately encourages me that I’m doing what is best for my students at Marshall.”

## CULTIVATING *joy*

Inspired by the book, *Teach Like a Finn*, 4th grade teacher **Melissa Ellis** pursued an opportunity to study the Finnish educational philosophy of joyful learning. She spent 10 days in January at LIFE2025, an international program near the Arctic Circle in Rovaniemi, Finland, where she shadowed Finnish teachers and students from three different schools, learned from international leaders in education, and participated in experiential learning activities.

Visiting different schools helped Ellis observe how classroom design impacts learning. She said, “One of the biggest differences I saw is the simplicity in the classroom. Walls and tables have calming color schemes and are clean and free from distractions. It helps with focus and improves teaching flexibility.

Everything is space-saving and multi-purpose.” She also noted that many Finnish schools don’t allow shoes in the classroom and students walk around the schools as if they are in their own home. “This was, perhaps, my first ‘a-ha!’ moment of my trip: If I am feeling more relaxed, more focused, more grounded simply by having my shoes off, how are students of all ages feeling and how does that impact their learning?”

Ellis observed that students of all ages (she observed 1st through 9th graders) were focused, excited and giving everything they had to their lessons, reminding her that joy is crucial to learning. She stressed, “Kids should be allowed to be children for as long as possible and this means learning through play, learning through experiences, and learning with others in a space that promotes overall well-being because well-being promotes learning.” It also reiterated her belief that learning outdoors contributes to that joy saying, “Nature has so much potential for learning and getting kids outside is beneficial on many levels. Too many students in 2025 are stuck behind screens and not spending [enough] time outside. At Marshall, we have a beautiful 40-acre campus at our fingertips that we can get kids learning in—not just in Forest School, but across all grade levels.”

Ellis reflected that she has been able to apply simple adjustments to her teaching based on what she learned:

—

**“We already do school differently here at Marshall. We already emphasize deep learning and experiential learning, but I learned new ways to bring those deep learning experiences to my students.”**

—

To improve concentration, she is incorporating more strategic lesson designs (10-minute lessons followed by more hands-on application activities), and providing natural opportunities for movement. “Instead of handing out materials or supplies,



▲ Finnish classrooms feature tidy, multipurpose workspaces with natural materials and calming colors.

I set things out for students to walk up and pick up their own materials. That short opportunity for movement helps increase focus and gives their bodies the chance to stretch.”

Like Sederquist, Ellis agrees that the experience broadened her base of collaborators. Because the conference included teachers from 23 other countries around the world, Ellis has formed relationships that are providing new opportunities for her students. “For example, I am beginning a collaboration with a 5th grade teacher from Cyprus I met at the conference to create pen-pal relationships between our students. This opportunity will help my students with their writing and geography skills, and will help the Cyprus students with their English.”

Prioritizing professional development for our faculty ensures they have the tools, strategies, and inspiration to create dynamic learning experiences for our students. Ellis summed up, “This incredible experience brought me back to why I went into teaching in the first place: I love kids and I love learning, and I want to inspire kids to love learning too.”

While formal sessions provide an opportunity for professional development, many teachers are using social media as a convenient way to learn from other teachers from around the world. Marshall faculty aren’t just learning this way—they are sharing their own innovative teaching techniques with other educators online. You can view a sample of our most requested curriculum videos at [marshallschool.org/academics/curriculum-examples](https://marshallschool.org/academics/curriculum-examples).

To support professional growth, faculty and staff have the opportunity to pursue individual professional development opportunities with assistance from The Robert M. and LaVerne M. Fryberger Professional Initiative Fund, which was established by the Fryberger Family and the Edward D. Ford Foundation to promote professional development of Marshall’s most valuable resource—its talented faculty and staff. Both Sederquist and Ellis received support from this fund.



# INSPIRATION *in* ACTION

The alumni in our **Inspiration in Action** series serve as examples of how the seeds planted at Marshall can grow into unique and inspiring stories of success. Through their achievements and experiences, they illuminate the possibilities that await, reinforcing the strong foundation of a Marshall education.

Here we share how nine Hilltoppers used their Marshall experience to pursue their future.

## **MEGAN ARMSTRONG** **PEDIATRIC REHABILITATION PSYCHOTHERAPIST**



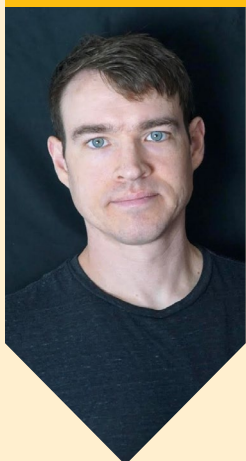
**Megan Armstrong '06** graduated with a BFA in technical theater, and worked for several years as the wardrobe head at the Actors Theatre of Louisville in Kentucky. She loved theater, but a job in a residential facility for teens in foster care influenced her decision to pursue social work. Megan earned a MSW degree from The College of St. Scholastica. She recently finished her supervised hours and is now a licensed independent clinical social worker working with neurodivergent youth at the Miller Hill Health Clinic. She is also a mom and an independent game designer. She is in the process of starting her own company to create and deliver therapeutic games to families that cannot access therapy.

"My education at Marshall proved to be a great benefit after high school. I entered college with the confidence to manage a big workload, and the ability to organize my time to allow for extracurricular activities. During my senior year, a focus on multiple performances helped me get into the theater program I wanted. It also taught me how to pace myself while balancing daytime classes and nighttime shows. Marshall taught me another important lesson as well—not everyone will agree with you, and there are ways to advocate and express yourself that are more productive than others. You never have to dampen your shine, but if you slow down and are more careful about how you present yourself, you can craft that shine into a beam and point it more easily."

**SAM BOLEN****ACTOR, SINGER, WRITER & PRODUCER**

**Sam Bolen '06** is an actor, singer, writer, producer, and mentor living in Brooklyn, New York. After attending Marshall, he continued on to Yale University and graduated with a BA in theatre studies. Sam co-created and starred in the musical *Midnight at The Never Get*, for which he was nominated for a Lucille Lortel Award, won a Bistro Award, and was honored with the MAC Award for Show of the Year. He produces an annual World AIDS Day concert, The Red Ribbon Revue, which brings together HIV-positive artists to celebrate their legacy. He also told stories that appeared on NPR's The Moth Radio Hour. Sam helps run his family's candy store from afar, including making silly videos for social media. He loves riding his bike around New York City, cooking dinner for everyone, and scrolling on streaming services until finding something "the algorithm has been hiding from me."

"My experience at Marshall was robust! I pursued academic interests, extracurricular activities, and my social life fully, and in a way that each served to amplify the other. My friends were my classmates, teammates, and co-stars, pushing each other to achieve in class, on the ski hill, and on the stage. And when I had filled my schedule to the brim, there was still room to create new opportunities for myself. Now, my professional life in theatre and music is deeply social; pursuing creative expression with my friends is my profession. When the Venn diagram of my career, social life, and need to create something new is practically a circle, knowing how to balance it all and let each support and drive the other is everything. At Marshall, I not only learned how to get it all done at the end of the day, but to enjoy it all as it unfolds."

**MARK DUNHAM****RESEARCH ENGINEER**

**Mark Dunham '05** holds a PhD in mechanical engineering from Stanford University, where he was an NDSEG Fellow. Before his advanced degree, he attended the University of Minnesota-Twin Cities to earn his BS in physics, and BS and MS in mechanical engineering. He has authored 13 academic journal publications and a technical book chapter and currently holds one issued patent. With previous work experience at NASA's Jet Propulsion Laboratory, Sandia National Laboratories, and Analog Devices, Marc returned to Minnesota from the Bay Area and has been employed with 3M as a research engineer focused on thermal materials research and development for the electric vehicle and energy product segments. He lives in the Twin Cities with his wife, daughter, and two dogs, and more recently has been making time to build custom electric and acoustic guitars with his side venture, Dunham Guitars.

"Being in an environment that prioritized the value of education and critical thinking had an important influence on the expectations I developed for myself. There was also a real emphasis placed on trust: the instructors' trust in the students, the students' trust for each other, and students' trust in the school. During middle and high school when things in life feel especially dynamic, the culture at Marshall felt very stable and both students and teachers genuinely wanted to be there. That stability helped give space to developing fundamental habits and curiosities that are critical for those wanting to continue education beyond high school."

### **CHRISTINE HAMMER** **ORTHODONTIST & BUSINESS OWNER**



**Christine Hammer '05** earned a BS in biochemistry from the University of St. Thomas, graduating summa cum laude. She then pursued a DDS degree at the University of Minnesota School of Dentistry, followed by an orthodontic residency and MS degree from the University of Minnesota's Division of Orthodontics. In 2022, she opened her practice, True North Orthodontics, which allowed her to align her passion for creating confident smiles with the core values she holds dear. Christine comes from a long familial line of Hilltoppers at both Cathedral and Marshall, and is proud to carry on the tradition. Her husband Kyle is a general dentist in Duluth—they've been married for 12 years and have three children: Ben and Stella, who are twins, and their youngest, Luke. In her free time, she enjoys long-distance running, spending time at the family cabin, and embracing all the wonderful aspects of life in the close-knit community of Duluth.

"My experience at Marshall prepared me for life beyond high school, particularly due to the dedicated professors who encouraged critical thinking and independent problem-solving. Dr. Nygaard, in my AP English class, was especially influential in teaching how to craft essays with precision and depth. Her rigorous instruction helped shape my analytical skills and writing, which proved invaluable in my college education at the University of St. Thomas. During high school at Marshall, I ran cross country and track and participated in Mock Trial, which helped shape my leadership and teamwork skills. I felt incredibly well-prepared for the challenges ahead, thanks to the strong foundation Marshall provided."

### **NATASHA KHWAJA** **GRADUATE STUDENT at HARVARD KENNEDY SCHOOL**



**Natasha Khwaja '14** is a Master of Public Policy candidate at Harvard Kennedy School studying how local governments can be more efficient, innovative, and responsive to the communities they serve. As a graduate student, she researches economic development programs across the United States and has supported the work of various city governments. Before returning to school, Natasha worked at The Pew Charitable Trusts leading efforts to provide actionable research insights and data-driven technical assistance to modernize state court systems across the United States and to improve access to justice in vulnerable communities. She graduated from Tufts University with a BA in international relations and anthropology. Natasha attended Marshall from 6th through 12th grade after her family immigrated to Duluth from Pakistan.

"Marshall nurtured my intellectual curiosity and love of learning. I still remember catching frogs and sketching mushrooms in the woods behind the school with Mr. Gabler's science class and discussing Greek mythology in Ms. D's English class. Although I didn't go on to study science or English, having a well-rounded and hands-on education has been integral to my personal development and motivation to have a fun, interesting, and meaningful career, rather than just 'work.' Marshall also helped me become more confident through various field trips that focused on developing strong leadership and team-building skills, and through trying new sports like cross-country skiing."

## CATHERINE MOREHOUSE ENERGY JOURNALIST



**Catherine Morehouse '14** is an energy journalist for Politico in Washington, D.C., where she reports on critical challenges facing the evolving power grid. She also appears on the podcast “Politico Energy,” where she interviews energy officials and helps break down the news of the day. Catherine obtained her BA from Creighton University as a double major in journalism and political science. She was editor-in-chief of the school’s paper, helped write and produce a documentary on immigration on the Arizona-Mexico border, and spent five months studying and working in South Africa and Uganda. Immediately after college, she spent three years at a trade publication called *Utility Dive*, as an associate editor and then reporter. She has won regional and national awards for her reporting, and in 2021, was a Columbia University Energy Journalism Fellow.

“Marshall was integral to my foundation as a writer and as a person curious about the world. The rigorous English classes taught me to be a strong writer, and helped me fly through writing requirements in my journalism and political science courses in college. The opportunity to spend three months in Brazil my junior year of high school was also a formative experience. That time instilled in me the belief that I can pursue any opportunity, no matter how intimidating, with confidence. It also sparked a curiosity about the world around me: How other countries developed, how their governments work, and the different cultural and social norms that stem from those factors. That experience shaped my decision to take on a second major in political science and move to the international hub of D.C.”



## JOHN PARR EMERGENCY MEDICINE PHYSICIAN



**John Parr '02** attended Harvard majoring in history and studying pre-med. He completed an internship at the University of California-San Francisco doing clinical research in medical decision-making and breast cancer research, before starting medical school at the Medical College of Wisconsin in Milwaukee. He spent a summer at the Dana-Farber Cancer Institute in Boston researching end-of-life care and published a research paper based on those findings. He also received a National Institutes of Health scholarship to take a year off school and do clinical research overseas in Bangladesh before returning to finish his degree. That year helped him discover a love for working with people and sharing in their stories, which prompted the selection of family medicine as his medical sub-specialty. He was placed into a family medicine residency program in California where he trained for the next three years. He then took a job in Kotzebue, Alaska practicing full-spectrum family medicine. Every other month, he flew into the village of Selawik to provide health care to the people living there. After four years working for the Inupiat community in Alaska, he applied to a fellowship in emergency medicine. That fellowship, amid the COVID-19 crisis, steered him to his current position in Rhinelander, Wisconsin where he combines his loves of rural and emergency medicine.

“I think having good friends who valued education and dedication went a long way for me. Being surrounded by motivated individuals often brings out the best in a person, and Marshall offered that community for me.”

**ELLA PERRAULT****GRADUATE STUDENT AT HARVARD UNIVERSITY**

**Ella Perrault '16** graduated from Northwestern University in 2020 with degrees in neuroscience and French. Upon graduating, Ella worked as a research technician for two years at Northwestern's Feinberg School of Medicine, studying mechanisms of chemoresistance in glioblastoma brain tumors. Ella is now in the third year of her PhD program through Harvard Medical School's program in neuroscience. Here, she is committed to studying cellular interactions between the nervous system and cancer metastasis at Massachusetts General Hospital. Ella has remained committed to mentoring and outreach throughout her academic and scientific journey and was recently awarded an HHMI Gilliam Fellowship to continue fighting for equity and inclusion in science.

"Marshall does a great job of preparing students to be good writers. Even if you aren't planning on going into a writing-heavy field, the ability to articulate your ideas and experiences is essential and sets you up for success."

**FISHER SOLBERG****PROJECT ENGINEER**

**Fisher Solberg '18** is an assistant project engineer for Great Lakes Dredge & Dock. He travels around the East Coast and Gulf of Mexico working on projects to rebuild beaches, create marshlands, and maintain harbors and shipping routes. Because of the travel aspect of the job, he works in rotations of 17 days on and 11 days off, utilizing his time in between to travel around the country in his van to go skiing, mountain biking, and fishing. He has also used the time off to travel abroad to countries including El Salvador, Norway, and Japan. Fisher attended Michigan Technological University, earning a BS in mechanical engineering. He completed a mechanical engineering internship with Fraser Shipyards in Superior and worked as a bike mechanic.

"As engineers like to joke, all the math we will ever need we learned in high school. Well, Marshall did a great job of teaching me math, history, and English, but what helped me the most was that Marshall taught me how to learn, be creative, work with a team, and adapt to new challenges. These have proven to be invaluable skills in college and in entering the workforce."

## DO YOU KNOW AN INSPIRATIONAL ALUM?

We are 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](mailto:alumni@marshallschool.org) or visit the alumni section of the Marshall website.

# ALUMNI



## HILLTOPPER HISTORY CLASS

During iTerm, some of our middle school students had the opportunity to learn about the history of Marshall and Cathedral. Thank you to the alumni who helped to answer their questions, including **Mike Pickar** who gave a tour of the school from a Class of '77 perspective.



## FIVE STARS HOCKEY ALUMNI NIGHT

We celebrated a big anniversary for our 1965–1969 Cathedral State Hockey Champs with a reception and on-ice recognition of players **Tom Cartier '68**, **Jerry Borough '68**, **Mike Zeman '68**, **Tom McNamara '71**, and **Mark Seseman '72**. It was great to see so many hockey alums, both from that championship era and beyond, coming together. All of this topped off with our Hilltoppers delivering a thrilling 5–2 win over Denfeld!

## ALUMNI TOPPER

## SHOP

Shop the latest Hilltop Alumni gear! Our new arrivals include cozy zip-ups, stylish hats, and comfy joggers—perfect for showing off your Hilltopper pride. With a variety of designs celebrating both Marshall and Cathedral alumni, there's something for everyone. Visit the Hilltop Alumni Shop and rep your alma mater in style!

Shop now at:  
[bonfire.com/store/hilltoppers](https://bonfire.com/store/hilltoppers)





**FACEBOOK**  
Duluth Cathedral/  
Marshall Hilltopper Alumni  
@hilltopperalumni



**INSTAGRAM**  
@hilltopperalumni



**ALUMNI WEBSITE**  
marshallschool.org/alumni

## CLASS OF '24—WHAT'S THE SCOOP?

**WEDNESDAY, MAY 28 | 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**

[marshallschool.org/whats-the-scoop](https://marshallschool.org/whats-the-scoop)

Don't miss out! Sign up by May 23 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 complimentary 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

**'55 | '65 | '75 | '85 | '95 | '05 | '15**

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](mailto:alumni@marshallschool.org)

**REGISTER TODAY**

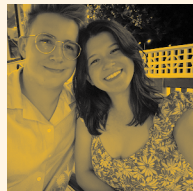
[marshallschool.org/reunionrsvp](https://marshallschool.org/reunionrsvp)



## YOUR STORY, YOUR VOICES

Introducing Topper Talk, a new Q&A series spotlighting the voices of Cathedral and Marshall graduates. This series provides a platform for alumni to share their experiences, wisdom, and advice, offering a glimpse into life beyond the Hilltop.

Hear from alums like **Beverly (Lutzka) Kile '74**, **Zach Schneider '06**, and **Kaitlyn Snyder '17** as they reflect on their journeys through thoughtful questions and candid answers.



**EVERY HILLTOPPER  
HAS A STORY  
WORTH SHARING—  
WHAT'S YOURS?**

Explore responses or  
submit your own at:  
[marshallschool.org/  
alumni/toppertalk](https://marshallschool.org/alumni/toppertalk)



## ASK ALUMNI POLL

**EVERY HILLTOPPER HAS A UNIQUE STORY. WE WANT TO HEAR YOURS!**

Connecting the past with the present, and celebrating milestones, enhances every Hilltopper's experience. In our Ask Alumni series, we periodically poll alumni about topics regarding their Marshall and Cathedral memories, what you all are up to now, and advice for up and coming Hilltoppers.

Last fall, we asked:  
***What's your number-one piece of advice for current seniors as they approach adulthood?***  
We couldn't include every contribution but here's what some of you had to share:

"Just keep going."  
– **Anthony Miller '14**

"Treat your body as though you're going to need it for 100 years. I wish I heard that 50 years ago!"  
– **Kimberly (Dunphy) Horner '75**

"Be true to yourself."  
– **Beth Aline Spellerberg '77**

"Get a goal. Then ask yourself every day: What will I do today to move toward that goal?"  
– **Steve Sydow '84**

"I encourage you to never give up. You only fail after giving up."  
– **Steve Sydow '84**

"Start with trying one thing, and be curious not judgmental."  
– **Joshua Rudolph '02**

"Be compassionate."  
– **Mary (Schlichting) Wright '68**

"Keep your youthful spirit and remember your gratitude daily."  
– **Erin (Moder) Potter '91**

**NOW, WE'RE EXCITED TO HEAR FROM YOU AGAIN!**

For the Fall 2025 Hilltopper Magazine, we'd love to know:  
***What was your favorite class in all of high school and why?***

Share your thoughts by emailing  
[alumni@marshallschool.org](mailto:alumni@marshallschool.org) or answering online.



# NEWS & NOTES

## '80s

**Steve Sydow '84** shares: "In February, I traveled to Norway to be an FIS ski jump judge at the 2025 World Championships Nordic skiing in Trondheim."

## '10s

**Clayton Gunnarson '15** writes: "In the last couple of years, I have become a husband, a CPA, and a homeowner. I also received a promotion to tax supervisor at my job where I attribute the math, writing, and critical thinking skills I use on a daily basis to my Marshall education. Hard to believe it's already been 10 years since graduation! Hope the rest of the class of 2015 is doing well."

**Ryan Swanson '16** shared that he is pursuing his PhD studying gene editing in plants.

**Tricia (Prior) Bruder '18** writes: "Currently serving as air defense 1LT in the U.S. Army stationed at Fort Sill, OK. Recently completed Middle East deployment." *Thank you for your service, TJ!*

## IN MEMORIAM

LaVerne (Stone) Zack '44  
 Patricia "Pat" (Gollinger) Renier '45  
 Richard "Dick" Flynn '49  
 William "Bill" Galinski '50  
 Elizabeth "Bette" (Ericson) Johnson '52  
 Elizabeth (Agnew) Blackwood '55  
 Donald Stenberg '56  
 Bert W. Damberg '57  
 Terrence "Terry" Howard '61  
 Patricia "Patti" (Brown) Olson '61  
 William "Bill" Kubiak '63  
 Timothy "Tim" Whalen '65  
 Wanda (Oland) Johnson '67  
 Charlene "Char" (Montera) Fournier '67  
 John Frederick Sahlberg '67  
 Bonnie Jean (Bouchard) Anderson '68  
 Gregory "Greg" Kamp '69  
 Kathryn "Kathy" (Kenning) Chiarello '69  
 Timothy Knoedler '70  
 Deborah Sroka '71  
 William Oswald '72  
 Kathryn "Kat" Ramsland '97  
 Kailani "Kai" Hoenig '24

### BILL ALEXANDER

We are deeply saddened to share the passing of Bill Alexander, a beloved Band Director at Marshall School, who passed away in January at the age of 70. Mr. A spent 19 wonderful years here on the hilltop directing talented musicians. His humor, wit, and genuine spirit left an indelible mark on our community.



### 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](http://marshallschool.org/alumni)

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## UPCOMING MARSHALL SCHOOL EVENTS

### FINE ARTS SHOWCASE

May 21, 2025

### FOREST SCHOOL GRANDPARENTS and GRANDFRIENDS DAY

May 23, 2025

### GRADUATION

June 6, 2025

## GIVING MATTERS

# INVESTING IN THE FUTURE

Marshall, since its founding, has been rooted in innovation. This culture of improvement and advancement requires individuals who see and support the future. Supporting Marshall's endowment invests in that future.

Endowment gifts are unique because they provide permanent, long-term funding that grows over time. Unlike annual donations, which are spent within a fiscal year, endowment gifts are invested, with only a portion of the earnings used each year to support Marshall. This ensures that resources are available not just for today's students, but for generations to come. A strong endowment allows Marshall to plan with confidence, fund critical programs in perpetuity, and remain resilient in the face of economic uncertainties. By contributing to the endowment, you are creating a legacy of sustained excellence, ensuring that future students continue to benefit from the transformative education that defines the Hilltopper experience.

### ENDOWMENT GIFT OPTIONS

- ◆ Support Marshall's mission through a gift to the general endowment.
- ◆ Support one of our existing named scholarships or funds.
- ◆ Establish a named fund that can honor you, your family, or someone important to you. Funds can be created by an individual, a family, or a group of people collectively.

By making a gift to our endowment, you create a legacy of opportunity. Your generosity strengthens our foundation, allowing us to plan boldly for the future while upholding the traditions and values that make our school extraordinary.

To make a gift to the endowment or begin a conversation about establishing a named fund, please contact us.

**Advancement Office**  
**[annualfund@marshallschool.org](mailto:annualfund@marshallschool.org)**  
**218-727-7266**

To learn more about ways to give to Marshall, visit:

**[marshallschool.org/support-marshall](https://marshallschool.org/support-marshall)**





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