

# The Eagles' Eyrie



Mills E. Godwin High School  
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Priceless



Thomas waving to the Godwin student section with sons Dylan (l) and Jake at his 28th, and final, senior night celebration. photo courtesy Thor Macht

## END OF AN ERA

### Hunter Thomas steps down as boys' varsity basketball head coach

**Carter Straub**  
Staff Writer

After coaching boys basketball for 28 years at Godwin, Coach Hunter Thomas recently announced that he is stepping down.

Thomas decided to step down from his position to focus on his son Dylan's basketball career at Roanoke College.

He also notes that with the addition of coaching golf at Godwin, the out of season schedule is becoming harder to manage.

Thomas will remain as a teacher and department chair with the Business and Marketing department.

Thomas began coaching at Godwin in 1990. Before his role as head boys basketball coach for 18 years, Thomas held the positions of JV basketball coach and varsity assistant coach.

Before Thomas came to Godwin, psychology teacher Mark Seidenberg and retired math teacher Thomas Hoy both served terms as head coach. Hoy coached for nine years and stepped down with a record of 59-129. Seidenberg took over, coaching for 10 years and stepped down with a record of 107-114.

Thomas will be stepping down with a record of 254-174.

"Coach Thomas is incredibly organized and cares a great deal about those that he coaches. As a graduate, he spent well over half his life trying to make Godwin the best school and the best basketball program it could be," said Seidenberg.

Thomas is a Godwin graduate and played basketball at Godwin for three years. He held the scoring record for four years, but has had 16 players pass him in the history of the program.

Attending James Madison University with a major in accounting, Thomas decided his junior year that he wanted to begin coaching.

"I love the aspect of coaching and I knew that I wanted to give students the same support from peers and coaches that I had when I was in high school," said Thomas.

Thomas spent the majority of his coaching career in the basketball program at Godwin, but has also coached the baseball team, serving six years as JV coach and two years as assistant varsity coach. Thomas currently coaches golf at Godwin, taking over the position from Hoy.

The first sport that Thomas ever coached was soccer at Fairfield Middle School. He also coached girls' basketball and the baseball team at Fairfield.

Thomas won Coach of the Year twice in boys' basketball at Godwin. He has also won three district titles and has been to the regional playoffs four times.

Thomas summed up this year's season by saying, "I thought we had a great season, knowing that we had lost the entire starting lineup. I thought we would struggle at first, and we did, but once we all got the idea of what we wanted to accomplish, we did a tremendous job."

Senior Jon Hardin said, "It

was great to play for him. I feel truly honored to have played on the last team he will coach."

Thomas coached both of his sons and describes the experience as "special." Setting rules before the season began, he said it was not difficult to coach his sons because they knew he would not discuss basketball once they left the court.

His most memorable experience while coaching at Godwin has been the relationships he has formed with players.

Thomas keeps in touch with all players, even keeping in touch with those that are out of college and have families.

"After senior year, I always add the players on social media so that we can keep in touch. No social media connection until they graduate," he said.

"The best thing about coaching high school students is that you get to know who they are outside of the classroom. Once you build that relationship, they become family," said Thomas.

Senior Dan Beal has been on the varsity basketball team for two years and said he "admires [Thomas'] dedication to the program." Beal followed by saying, "He has been committed to helping me get better each and every workout."

Junior Ethan Joynt admires Thomas' inclusiveness of players at practices and said Thomas "never had any of the players just sitting around; he was always giving the players opportunities to improve."

Although he has built strong relationships with future and

past players, it is not all fun and games.

Thomas said the hardest part of coaching high school students is dealing with bad decision making off the court and because teenagers do not think far in advance, it is hard to keep them on track for their futures.

Thomas loves coaching because of the unity it requires saying, "You can take a group of people and accomplish anything you set your mind to together."

Thomas' favorite part of basketball is that because it moves so quickly, players and coaches have to make decisions quickly.

"My son Dylan used to ask me if I heard the chants the opposing team's fans would scream at him and I would always tell him that I don't hear anything once the game starts. Unless coaches touch me and get my attention I can't hear them," he said.

Thomas has worked with many other coaches throughout his career saying, "Coach Seidenberg is the foundation of everything that the program has become. I've had tremendous assistants that have put in a lot of work and have helped create what we have created here at Godwin."

Thomas steps down from his position with one piece of advice for the basketball players at Godwin: "Don't ever have something that you are going to look back on and regret not trying it. The more involved you are, the better you are going to do," he said.

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# A night of "Pure Imagination"

## Like a box of chocolate, Prom 2018 adds variety and twists to the typical prom theme

**Evi Spears**  
Staff Writer

Seniors kick off their end of the year festivities with senior assassin, the senior picnic, and of course, prom. This year's Godwin Prom will take place April 28 in the gymnasium.

The Junior SCA representatives Ansley Tyre, Sadie Williams, Alex Kim, Mason Densley, and Malone McGhee are in charge of putting prom together, along with Jessica Boppe and Heather Martin.

Last year the theme was "Enchanted Forest," and this year the theme is "Pure Imagination," which was inspired by Willy Wonka and the Chocolate Factory.

Contrary to popular belief, prom will not look like candyland. The dance floor will be decorated with custom decorations



photo courtesy Mason Densley

An inspiration photo for the 2018 prom theme "Pure Imagination."

made specifically for Godwin's Prom.

"The company that we get decorations from is making us custom special decorations because this is a brand new theme," said Boppe.

The company is excited about

the challenge of creating decorations to fit the "Pure Imagination" theme because they have never done anything like it before.

To improve upon last year's prom, the committee has decided to increase the two-person photo booth from last year to

a nine-person photo booth this year. Also, there will be a DJ playing music.

Served in the commons will be heavy appetizers, desserts, and beverages. The dance will remain in the gym.

What's different about this

prom is that there will be a prom court.

Seniors will be voted for princes and princesses, and two will be chosen as prom king and queen.

Upperclassmen will vote for the prom court before prom and will be crowned the night of.

"The junior class officers are so excited to put on prom this year. I think that we will make this prom one to remember," said Tyre.

As we approach April, the junior representatives are continuing to work hard to get everything ready.

"I'm really excited to see how it's going to turn out, because we've worked really hard on it and I think it's going to look great," said Boppe.

## Eyrie Briefing

A snapshot of Godwin news, local occurrences, and national updates to keep our readers informed.

### EAGLE NEWS

#### Baseball coach John Fletcher helps low income Henrico team

Recently, an influx of students at John Marshall High School have shown an interest in playing baseball for the school. Before, John Marshall only had a varsity baseball team, but now, they have been able to create a junior varsity team for the first time in many years.

However, John Marshall's baseball coach Brent Butler faced the problem of not having enough supplies, especially mits, to field a team.

Butler contacted John Fletcher, math teacher and head coach of the Godwin Varsity Baseball team, in an effort to get donations of gloves and other supplies for John Marshall's team.

Fletcher, in response, posted on social media about the John Marshall team needing supplies.

Donators contacted Fletcher and he quickly collected 20 gloves for Butler to use for his team on their first day of practice. Since the first day of their practice, approximately 20 more gloves have been collected.

"The power of good people continues to amaze me. I must admit that the baseball glove drive that I had undertaken for a school in need has been incredible," said Fletcher.

In total, about 35 gloves and \$650 have been collected for the JV John Marshall Baseball Team.

### LOCAL NEWS

#### Potential gun threat made to three Henrico high schools

Late in the evening on Thurs. March 8, pictures of a threatening message sent on SnapChat to a student began circulating throughout social media.

The message included threats telling students of Glen Allen, Godwin, and Deep Run High Schools not to attend school the next day because the message sender will open fire on the schools. The Parkland High School shooting in Fl. was also mentioned.

Once the message was received, pictures of the threat immediately hit social media. Students spread the word to quickly inform the community.

Overnight, the Henrico police, Federal Bureau of Investigation, and Homeland Security worked to track down the origin of the message.

By morning, a 16-year-old student was found to be the source of the threat and schools were deemed safe to open on time, but with additional police protection.

Godwin Principal Leigh Dunavant gives credit to the community for helping take care of the situation and ensure safety.

"We join the hundreds of families who shared timely information which assisted in this investigation. This was a collaborative effort between the community, law enforcement, and schools," said Dunavant.

### NATIONAL NEWS

#### School shooting impacts Florida high school

On Feb. 14, in Parkland, Fl., a gunman opened fire with an AR-15 assault rifle, killing 17 people. The shooter, 19-year-old Nikolas Cruz, used smoke grenades to set off the fire alarm and lure the students into the hallway.

Cruz's weapon was similar to the guns used in the Las Vegas concert shooting, the Orlando Nightclub shooting, and the shooting at Sandy Hook Elementary in Newtown, Connecticut.

In response to the shooting, Florida's governor Rick Scott said, "This is just absolutely pure evil. This state does not tolerate violence. We have law enforcement that will always show up to defend our safety."

The shooting has resparked the gun control debate with the victims of the Parkland shooting calling for Democrats and Republicans to cross the aisle and put laws in place intended to decrease the chances of school shootings.

The students of Parkland have also planned a "March for Our Lives" on March 24 as well as a protest in state capitals on April 20. A National school walkout took place on March 14.

## Godwin Gives 2018

The fourth annual Godwin Gives, formally known as Game Night, will take place on March 24. Tickets will be sold on March 15 and 16 for \$15 and on March 21-23 for \$20. There will be casino games, inflatables, video game and dodgeball tournaments, and other activities. Prizes such as gift cards, gym memberships, and prom tickets can be won through games and raffles. Various snacks, such as Marco's Pizza and Chick-Fil-A trays, will be included with admission.

Godwin Gives this year will raise money for CARITAS, an organization dedicated to helping neighborhoods struggling with homelessness and addiction. All proceeds from the event go to CARITAS. Attending Godwin Gives 2018 will provide a night of food and games while you support a charity.



# Don't sleep on "The Drowsy Chaperone"

**Byanca Tuthill and Amber Mannion**  
*J-1 Correspondents*

Every year, Godwin presents a spring musical, and this spring the theater department has decided to produce *The Drowsy Chaperone*.

Winner of five Tony Awards, including Best Book and Best Original Score, *The Drowsy Chaperone* celebrates both Jazz-Age music and dance, recreating the old musical theater vibe.

"Not only is the music catchy, the dances are going to be exciting and very fun to watch. Also, it's just simply a well written show," said theater director Todd Coolidge.

The production is a musical within a musical, centered around a man in a chair listening to his favorite 1928 musical on his record player. All together, 30 Godwin students were cast

in this production, including the chorus.

The musical's central character is simply called "Man in Chair," who will be played by junior Davis West. The audience will never learn his true name. Instead, he starts talking to the audience without formally introducing himself, guiding the audience through the musical's plot with his monologues.

"Even when there's not a lot of big songs and big dances, the audience is going to be entranced by the Man in Chair," said Coolidge.

Sophomore and current student director Ava MacBlane is working hand-in-hand with Coolidge towards creating the Godwin version of *The Drowsy Chaperone*. MacBlane has had prior experience through working tech, backstage, and also as an actress in former Godwin productions.



photo Ava MacBlane

Todd Coolidge directing senior Joe Mustachio and junior Riley Harper during rehearsal.

"All the people in this group are my closest friends because we've all worked together so often, they're all like family to me," said MacBlane.

The show will run from May

10 to May 11 at 7pm and on May 12 at 2p.m. in the Godwin auditorium.

"The bonding that takes place is incredible, everyone has to trust each other and to have

everyone's back, that's another reason why theatre is so close here" said Coolidge.

## What's happening around Godwin?

Snapshots of activity around Godwin over the past few weeks.



photo Thor Macht

On March 6, the Godwin Choral Department had their pre-assessment concert to prepare them for their upcoming competition.



photo John Mustachio

On March 6, the Godwin AP Computer Science class took a field trip to WorldView Solutions to learn from professionals about developing ideas.

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# Godwin showcases talent at the Variety Show

**Elizabeth Vereb and Abigail Schoonover**  
*J-1 Correspondents*

On Thurs. March 1 Godwin held its annual Variety Show, displaying the talent among the students.

This year's show was sponsored by the Junior Student Council Association, science teachers Heather Martin and Jessica Boppe, and Junior Assistant Principal Cecily Gardner. All proceeds went to supporting Godwin's prom in the spring.

Junior class officers Colin Gray, Betty Judah, Mason Densley, and Sadie Williams were the hosts of the event. These students had to introduce and preview acts while providing structure to the program.

The theme of the show was based on the widely popular NBC television show "The Office," which was televised from 2005-2013. The junior representatives decided on the themes.

"Mrs. Boppe really likes 'The Office' and really wanted it as the theme, so we went with it," said Williams.

Act one began with a skit by the juniors reenacting the jello scene from the pilot episode of "The Office," followed by junior Claire Ellsworth and her band singing "Benny and the Jets" by Elton John. Next came junior Ariel Bryant's performance of Demi Lovato's "Sorry Not Sorry," seniors Chloe Billy, Abigail Bo-



photo Kathryn Chamberlain

l to r: Sophomores Blake Cassaroti, Joaquin Dela Cruz, and Georgia Smart performing their beach day skit.



photo Kathryn Chamberlain

l to r: Senior Amanda Palmer, junior Allison Tieman, senior Chloe Billy, and senior Abigail Bogin performing "All the Pretty Little Horses" by American Tradition.

Following Lacy's performance, the freshman performed their skit with history teacher and freshman sponsor Jon Lauder acting as a teacher on the first

day of school. The students pretended to be stereotypical freshman beginning high school with varying personalities and differing levels of excitement.

Act one was completed with sophomore James Shen's performance on the piano, junior Chloe Tenenbaum's color guard performance, and senior Sam Taylor and his band's "Fire Away." Shen's act was well-received, with a standing ovation following his performance.

"The performance felt magical. It was one of the best moments of my life," said Shen.

The sophomores performed their skit next, involving the students choosing a new president, while the candidates had to walk across hot stones.

At the intermission, the prom theme was introduced. It is "Pure Imagination," which is a based off of a song from "Charlie and the Chocolate Factory."

Starting out the second act was "Thriller," performed by the Pep Band.

"The Thriller song was amazing. I loved the way they made it look like zombies were crawling up the stage," said Sophomore Autumn Gauthier.

The second act consisted of many more musical performances, such as sophomore Jillian Wohltmann performing "Liability" by Lorde, junior Ying Yuan performing "Fast Cars" by Tracy Chapman, and sophomore Abigail Taylor performed "Hold On"

by Alabama Shakes.

"That stretch of songs was my favorite part," said junior Casey Glasser.

Midway through the second act, the seniors performed their skit. They reenacted the annual Godwin safety day, where seniors dress up in neon colored traffic safety gear and give out tickets to the freshman.

Junior Davis West performed magic tricks, such as sleight of hand card tricks.

The show concluded with a lip syncing battle between male and female faculty members. Junior assistant principal Cecily Gardner, principal Leigh Dunavant, freshman assistant Principal Mindy Guyer, sophomore assistant principal Carl Torrence, Senior Assistant principal John Phillips, and history teacher Chris Pearson all participated.

Pearson kicked the performance off by lip syncing Michael Jackson's "Beat It" as he walked onto the stage. Guyer follow up Pearson and lip synced Jon Bon Jovi's "Dead or Alive." Phillips then lip synced Montell Jordan's "This is How we do it," Dunavant lip synced Carnie Wilson's "Hold On," and Torrence finished with Drake's "God's Plan."

According to Martin, the Variety Show was a success. Over 500 tickets were sold.

"I think it went very well. Performers did a great job and it came together very nicely," said Martin.

## SPORTS

## Spring sports previews

## Girls Tennis

**Coach:** Mark Seidenberg

**Coach quote:** "Work hard, play as a team, and compete for State Championship."

**Captains:** Seniors Sarah York, Anjali Jain, and Carter Straub

**Key players:** Senior Sarah York, junior Andrea Jaffe, sophomores Emily Wirt, and Sahithi Vegunta

**Key players lost:** Anna Brodzik, Anna Sidhu, and Geraldine Bowen

**Key matches:** Deep Run, Douglas S. Freeman, Maggie Walker

**Last year's record:** 16-4

**Player quote:** "I am excited for a good season, but we will



Jain serving in practice.

have to focus on playing our best every match and cheering on our teammates." - senior Sarah York

## Boys Tennis

**Coach:** Michael Silver

**Coach quote:** "I have watched this group come together. I think we are primed and have high expectations."

**Captains:** Seniors Jeremy Curtis, Alexander Hamilton, and Nick Prinz

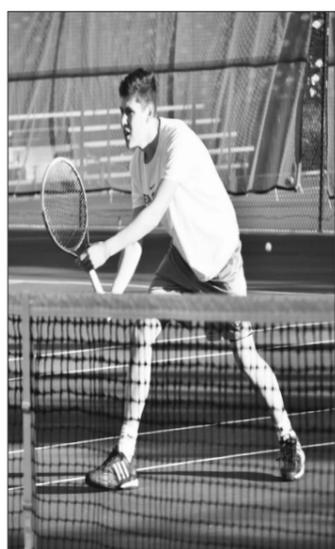
**Key players:** Seniors Jeremy Curtis, Alexander Hamilton, Nick Prinz, Colin Brant, Sumner Levenson, juniors Ben Grott, Tyler deTreville, Andrew Niu, and sophomore Rishi Shankar

**Key players lost:** Thomas Gyory

**Key matches:** Deep Run, Freeman, Maggie Walker

**Last year's record:** 12-4

**Player quote:** "I am really excited for the upcoming season because we have a good team chemistry this year. The talent is



Grott getting ready to hit a volley at practice.

on a new level. I think we have a really good shot at states." - junior Ben Grott

## Boys Soccer

**Coach:** Cody Johnson

**Coach quote:** "As of right now, we need to stay focused on taking the season one game at a time (not overlooking opponents). Also, I would like to keep more clean sheets (no goals against) this year, specifically during the regular season."

**Captains:** Seniors Daniel Ahrens, Matthew Lim, and Ben Lynch

**Key players:** Seniors Daniel Ahrens, Matthew Lim, Ben Lynch, juniors Will Killius, and Chris Ondoua

**Key players lost:** Holden Fisher, Mitchell Smith, Adam Smith and Dillon Owens

**Last year's record:** 20-2-0, State Runner-up

**Player quote:** "After four years of being in the program, this is the most excited I have been in a long time. I know we have the potential to win States this year, we just have to work back up there." - senior Matthew Lim



Senior Marcus Wisch running at practice.

## Girls Soccer

**Coach:** Lauren Abraham

**Coach quote:** "Even though we are coming off a season where a lot of players graduated, this returning group is closer than ever and ready to compete at the highest level. I expect big things out of this group and know we will surprise a lot of people!"

**Captains:** Seniors Allie Merritt and Gracie Parrish

**Key players:** Seniors Abby Manchester, Daniella Stinnett, junior Lindsey Schwartzkopf, sophomores Julianna Jett, Sydney German, and Rory Miller

**Key players lost:** Paige Franks, Morgan Hall, Lyndsey Gutzmer, Sarah Puglisi, Caroline Cipolla

**Last year's record:** 16-1-2

**Player quote:** "I am looking forward to a great season, and I'm excited for our Godwin soccer family to work together and grow as a team." - junior Lindsey Schwartzkopf



The soccer team working on a drill at practice.

## Girls Lacrosse

**Coach:** Kate Desai

**Coach quote:** "My expectations this season are that we put everything out on the table and work hard. Our theme this year is 'Out Work. Out Play. Out Last.' I expect that we live up to that this year."

**Captain:** Senior Ceara Nolan

**Key players lost:** Jessica Besnier, Jenna Alvin, Maddie

Pickett, Julianne Carroll, and Bridget Bartley

**Key games:** Glen Allen and Freeman

**Last year's record:** 7-8

**Player quote:** "I'm super excited for the upcoming season after our first scrimmage. I think our team has more chemistry this year compared to the past three seasons." - senior Ashley Bocklet



The girls lacrosse team working on drills during practice.

## Boys Lacrosse

**Coach:** Zachary Webb

**Coach quote:** "Our expectation is our first appearance in the State Tournament."

**Captains:** Seniors Gabe Offenback, John Bryson, Luke Fowler, and Mikey Krongaard

**Key players:** Seniors Luke Fowler, Mikey Krongaard, John Bryson, Nick Pontorno, juniors Hunter Huffman, Brent Blackmon, and Garrett Keogh

**Key players lost:** Chris Ribeiro, Robbie Milia, Thomas Abbott, Collin Beebe

**Key games:** Atlee and Freeman

**Last year's record:** 8-7

**Player quote:** "I'm really excited for this season because we have a solid lineup and a tough schedule, so it should be a lot of fun." - junior Brent Blackmon



Junior Hunter Huffman passing the ball during practice.

## Boys Track and Field

**Coach:** Katie Wood

**Coach quote:** "Our boys have the potential to surprise some people this year. I think we can definitely be a Top five team at Regionals."

**Captains:** Senior Gustavo Leitao and junior Paul Dearing

**Key players:** Senior Michael Harik and junior Braeden Wilson

**Key players lost:** Ronan Higns and Matt Chilton

**Player quote:** "In outdoor we have many successful returners and lots of new talents



Juniors Anthony Circeo (l) and Colin Gray sprinting. that will help us be more competitive in meets." - sophomore Griffin Harper

## Girls Track and Field

**Coach:** Katie Wood

**Coach quote:** "Our girls are very strong this year, and I expect them to compete for the region title."

**Captains:** Senior Molly Wheeler and junior Britton Wilson

**Key players:** Senior Nia Vaughan, junior Britton Wilson, sophomore Rebecca Brendle, and freshman Ellie Jeffrey

**Key players lost:** Rebekah Greene

**Last year's record:** Fourth in the region, sixth in the state

**Player quote:** "The team has worked extra hard this season. I know we will be able to put our



Senior Arielle Cottrell running around the track.

best out on the track." - sophomore Renecca Brendle

## Baseball

**Coach:** John Fletcher

**Coach quote:** "Our expectations this season are to work hard in practice so that we have the opportunities to be successful in games. Our goal is to compete each day so that we can have the opportunity to play in the Regional and, hopefully, the State Tournaments."

**Captains:** There are no specific captains. They change throughout the season.

**Key players:** Seniors Brock Berringer, Cory O'Shea, Michael Coggeshall, Scott McDonough, Morgan Wyatt, juniors Mark Buisson, Noah Cornwell, Sam Essex, Spencer Rife, Liam Deegan, and sophomore Bryce Safferwich

**Key players lost:** Chase Muir

**Key games:** They are all important.

**Last year's record:** 15-8

**Player quote:** "I'm most excited about getting to be back on the field with all of the guys and making a run for playoffs this season." - senior Morgan Wyatt



Coggeshall throwing the ball in warmup.

## Softball

**Coach:** Darren Olivo

**Coach quote:** "The goal this year is definitely to make the Regional Tournament and see how far we can go from there."

**Captains:** Undecided

**Key players:** Seniors Jessica Bodie, Amanda Curbeira, juniors Lauren Murphy, Maddy Myers, and freshman Sydney Blackwell

**Key players lost:** Kayla Shaffer and Meg Allen

**Key games:** Glen Allen and Lee Davis

**Last year's record:** 13-7

**Player quote:** "I'm excited about the upcoming season with my teammates, and I am looking forward to having another successful year!" - junior Lauren Murphy



Bodie throwing a ball to her teammate at practice.

# SPORTS

## Godwin senior is ready to “rock the boat” next fall Emily Key commits to sailing at Christopher Newport University

**Dimitrius Gomes**  
Staff Writer

Every year at Godwin, it is common to see several students commit to schools on an athletic scholarship for team sports, but it isn't common to see a student commit to a school for sailing.

At the age of 11, senior Emily Key began sailing at Camp Seafarer, an all-girls overnight summer camp near the Outer Banks.

Her mother, Alice Key, introduced her to the sport at the age of five, but Key did not take interest until her first summer at Seafarer.

“I began to spend my summers at Camp Seafarer, learning how to race and how different types of races worked,” Key said. “Now, I spend my summers there sharing my love for sailing with young girls and expanding my own sailing knowledge and ability.”

Outside of Camp Seafarer, Key has also participated in youth races across the East Coast. Soon, she will be participating in races at Christopher Newport University as a part of the Varsity Sailing Class of 2022.

Because sailing is not a team sport at Godwin, Key was not able to sign for CNU at the



photo courtesy Emily Key

Senior Emily Key (l) sails with her fellow campers at Camp Seafarer last summer.

Godwin's signing day ceremony but committed for sailing and will additionally seek a major in communications.

“I chose CNU because I really like the size of the campus and how the school really cares about the individual, as well as the nautical theme it has to it,” she said.

There are only a small number of schools in the nation that

offer sailing as a team sport.

Although not an official NCAA sport, the Inter-Collegiate Sailing Association (ICSA) is the governing body of all sailing competitions at colleges and universities across the nation.

According to Key, schools look at many things, not just sailing ability and academics that qualify a student. Stamina, motivation, and willingness to

dedicate an ample amount of time to the sport, all while focusing on academics, are important factors as well.

Because of the scarcity of high school sailing programs, the competition in college is at a higher level.

“My first experience at CNU last year really exposed me to the level of competition, and I'm looking forward to competing

with other schools at an advanced level,” Key said.

While CNU is a Division III school, the sailing program competes on a level similar to Division I with schools across the region, giving Key an advantage in showcasing her talent.

Over the course of her experience, she has learned how to sail an Optimist and Sunfish, both single-crew boats, 420s and Scots, two-to-three person crew boats, and Lightnings, three-to-five person crew boats.

Key will mostly be sailing about 10 minutes from campus on the James River on a 420, a two-crew boat designed for speed and efficiency.

“Whether I am crew or skipper, I will be racing in most regattas, depending on the rest of the team,” she said. “As skipper, I will be in charge of steering and strategizing, and as crew I will be in charge of lines and adjustments within the boat to maximize efficiency.”

Key credits Camp Seafarer for giving her a perspective of what is to come in college sailing.

“With CNU Sailing, I hope to be introduced to a new perspective of sailing and learn more about professional racing,” she said.



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# An insight into teen depression

## The man behind the camera lens

### Thor Macht opens up about overcoming depression and life after Godwin

Ben Grott  
News Editor

While some high school graduates say goodbye to school forever, others stay involved and make a lasting impact long after graduation.

Godwin alumnus Thor Macht, who graduated in 2013, is a prime example of staying involved in his alma mater post graduation.

Macht was born in New Orleans and moved to Richmond when he was two months old. From there, Macht's unique childhood began.

Growing up, Macht was a shy kid who was always involved in music and performance. He was in choir from the beginning of elementary school and loved to perform in talent shows.

Although he enjoyed what he did, he did not always like his image at the time.

"I was a really big geek up until the seventh grade," said Macht.

Finding self-confidence continued to be an issue for Macht from fourth through sixth grade. He was an unhealthy weight for his age and others let him know it in cruel ways.

"I couldn't do anything physical for more than five minutes without breathing hard and was often made fun of for it. Starting New Year's 2007, I worked my butt off and ate healthier and by New Year's 2008, I lost 50 pounds and started growing taller," said Macht.

Life improved slightly for Macht when he enrolled at Godwin in the fall of 2009. He began to get involved as he joined the football team and participated in the choir program.

But as high school progressed, the challenges from his childhood returned as quickly as they seemed to leave. He lacked self-confidence, self-worth, and purpose in life.

"I didn't know who I was," said Macht. "I tried my hardest to impress everyone, but always felt like I was never good enough to amount to anything. I had been struggling with depression since the fifth grade and didn't know what to do."

Macht hit his lowest point midway through his junior year.



Thor Macht (l) as the farmer's son in Central Health Super Bowl Commercial. photo courtesy Thor Macht



Macht at a Godwin game. photo courtesy Thor Macht

One freezing night, Macht found himself sitting atop the bleachers of Axselle Stadium. Looking over the field, then looking over the edge, Macht considered ending it all.

As he wrapped his belt around his neck and pushed himself closer to edge, he suddenly stopped himself.

"I always remembered hearing people say how great life got once senior year happened and people learned more about themselves by then," said Macht. "I stopped before harming myself and wanted to live life as the real Thor Macht and not behind the mask I was forced to wear."

The epiphany to save himself marked the end of his period of

depression.

Through continuation of football, choir, and school spirit, and being himself, everything continued to click for Macht into the beginning of his senior year.

"I became fully confident in myself, and it felt great to be myself and show my hype. People around me were really happy to finally see and be around the true Thor Macht," said Macht.

His newfound confidence in himself led to a life-changing accomplishment. In the fall of 2012, he was named Most Valuable Eagle (MVE).

"It honestly meant the world to me and it changed my life. I remember seeing the award presented when I was a freshman and thought 'how awesome it would be if I won that,'" said Macht.

Macht believes he received the award as a result of unmatched school spirit, as he was named Most Spirited in his senior class superlatives.

"I was always the guy that was hyped every Friday night for Godwin football and I always gave 110 percent during every spirit week," said Macht.

The reception of the award presented Macht with a new mindset and positive mentality, as he did not carry what he believed to be the typical traits of a MVE, such as star athlete, class officer, or a 4.0 GPA.

"It was probably the biggest upset in the history of the award," said Macht. "The students I was up against were, what I believed, the real definitions of what an MVE is. It gave

me the underdog mentality that I still have today."

After Macht completed his culminating senior year, he hit another roadblock in his life. At first, he attended Morgan State, in Md. for a semester, and then went to Reynolds Community College for a year. He eventually dropped out to pursue other careers.

"I wasn't happy putting my time and money into something where my heart wasn't into," said Macht.

The first career Macht pursued was photography. After looking back at the photos his mother and Sandy Spicknall took of him playing football and performing in choir, he immediately took interest.

His career took off once he purchased his first Canon camera lens. With the faster shutter speed, it was optimal for sports photography.

Macht found other ways to succeed in photography over time.

"Social media definitely helped. It got me jobs with Henrico Citizen, RVAGamebreak, and the professional indoor football team Richmond Roughriders," said Macht.

Although Macht is a hard-working photographer today, he did not get here without struggles along the way.

"My biggest challenge was my first family photo shoot. I remember being so nervous during the shoot, but thankfully I nailed it, which got me more work after that," said Macht.

After enduring career hard-

ships, success stood out most in his mind.

"As a photographer, my greatest accomplishment has to easily be seeing all of the smiles and joy on the faces and families when they see my photos," said Macht.

Ever since high school graduation, Macht began to pursue a career in acting. He grew interested in high school after watching friends perform in the Godwin theatre, but never had the time.

Shortly after graduation, his dad showed him a casting call seeking background actors for the television show "Turn: Washington's Spies," a Revolutionary War-era drama. After getting screen time for a few episodes, other opportunities came knocking.

"That first season opened doors for me with other actors and casting directors for other projects," said Macht.

Most recently, Macht participated in what he considered one of his greatest accomplishments as an actor. After travelling to western Va., he acted in one of the main roles as the farmer's son for a Centra Health commercial aired during the super bowl.

All of the success so far in Macht's acting career has not come without difficulties.

"My greatest challenge had to be auditioning for speaking roles early on since I didn't have much on my resume at the time to earn the trust of producers or directors," said Macht.

Although Macht has tested the waters and found interest in other careers, he still finds himself back at Godwin to stay involved. He is currently a main photographer for the school and volunteers at the front office a couple times a month.

"I continue to support Godwin because this school and community helped me become the guy I am today," said Macht.

Overall, Macht has grown happy with who he is, and hopes to continue that.

"My goal for the future is to just keep growing and getting better as an actor and photographer. I hope to inspire others to pursue careers that they want to do no matter how daunting the journey may seem," said Macht.

12 percent of youth in Va. have had a serious depressive episode in the past year.

Teen suicide is the third leading cause of death among teens.

Major depressive episodes are higher among young females than males.

Depression is the primary cause of suicide. Suicide claims 41,000 lives each year.

Depression is the leading cause of disability in the U.S. from ages 15-44.

3.1 million 12 to 17-year-olds have had a depressive episode.

76 percent of youth is left with no treatment to depression.

Exercising is proven to help prevent and aid in the recovery of depression.

Genes and depression are connected. Identical twins will both develop depression 30 percent of the time.

A relationship between the brain, central nervous system, and bacteria in the gut can contribute to depression.

Only 35 percent of people with depression see professionals.

Almost 43 percent of people with severe depression have difficulties in school, at home, and in their social lives.



Illustration Alysse Stephens

## "It is okay to ask for help when you need it"

### What do I do if I feel depressed at school?

"Any student that feels depressed or stressed during school can visit the clinic and you can sit in the quiet and dark for a little bit or just call mom if you need to." - Jennifer Sharpe, Nurse

"For students who have not visited the Wellnest, ...it is a calm, quiet environment available for students as a space to feel comfortable exploring emotions." - Karis Hunt, Godwin Counselor

### I think I'm depressed, what should I do?

"If a student feels depressed, I would encourage them to reach out to any trusted adult- parent, teacher, school counselor, pediatrician- anyone who they feel comfortable talking to." - Karis Hunt, Godwin Counselor

"Students can reach out to counseling or therapy, which could include small group and individual sessions. Counseling can provide resources and ways to bridge the conversation with your parents" - Karis Hunt, Godwin Counselor

### I think my friend is depressed, who should I tell?

"Students can utilize the 'silence hurts' web link to report concerns about a peer or themselves. This will allow administration to follow up with any student who may be struggling." - Megan Walton, Godwin Counselor

### Resources:

National Suicide Prevention Lifeline (1-800-273-8255)  
At the school: "No Eagle Left Behind" promotes school wide mental health well-being.

## Common misconceptions about depression

**"It only affects women."**

Depression affects both men and women. It may be more common among women but nine percent of men in the United States suffer from depression.

**"It is all in your head."**

Depression is a real mental illness.

**"Depression is just being sad."**

You may feel sad, irritable, fatigued, and possibly suicidal when depressed.

**"You can't be happy."**

When someone is depressed they are not always depressed. People with depression have good and bad days, but the bad days tend to heavily outnumber the good ones.

**"Only traumas cause depression."**

This is partly true. Traumatic events can cause depressive episodes but so can failing a test, ending a relationship, or even nothing at all.

**"Medication is a definite cure."**

Depression is treatable. If diagnosed with depression, doctors may prescribe antidepressants to you. Sometimes medication isn't enough. Doctors may recommend combining medication with therapy.

## OPINION

# Women's sports are sports too



**Julianna Jett**  
Staff Writer

I felt my heart thumping against my chest as I made my final strides towards the tree, which represented the finish line. Being the strong-willed and competitive eight-year-old that I was, I challenged the boy who was known for winning all the races during recess.

That week, the majority of my class decided to have a racing tournament, where there would be head-to-head races, and the last man standing would win.

While we were organizing the people who were going to race each other, I heard the boy tell his friend that he was not racing against a girl because it simply "was not fair" for the girl. I immediately called him out, and said, "I think you are just scared to lose to a girl."

That is how I ended up sprinting for my dignity. I saw the finish line getting closer and closer, and victory! The boy finished just milliseconds after me, and his face was as red as a tomato as his friends taunted him. His response: "I let her win."

Sports have the opportunity

to bring about feminine empowerment and gender equality.

However, women in sports are being chased with the constant shadow of gender-based discrimination fueled by the constant stereotypes of women's physical ability being less than a man's.

The media contributes hugely to the stereotypes by the ways it portrays female athletes.

In a Purdue and University of Southern California study, 96.4 percent of the content on "ESPN" was dedicated to male athletes.

Magazines, such as "Sports Illustrated", portray female athletes on their covers only 13 percent of the time. When women are portrayed on the covers, 10 percent of the women hold no relationship to athletics.

In fact, the "Sports Illustrated" swimsuit issue uses mostly models who are not professional athletes.

"The 'Sports Illustrated' swimsuit issue really sets the social standard for what people expect the perfect woman's body to look like, and a lot of those bodies usually look the same," said professional wrestler Ronda Rousey.

When a female athlete is portrayed individually on a cover, most of the time, the picture accentuates the woman's body, while with pictures of male athletes their athletic abilities are accentuated.

The media also mainly televises male sports, which contrib-



Illustration by Alysse Stephens

utes to the considerable wage gap seen between men and women athletes.

According to Forbes List of the World's Highest Paid Athletes, tennis player Serena Williams is the only female on that list of 100. Despite winning several championships, and being known internationally, she was only ranked 51st with a salary of \$27 million. The highest paid male tennis player is Roger Federer ranked fourth with a salary of \$64 million.

Williams is not only the lowest paid tennis player on the list, but also receives less than Andy Murray, Rafael Nadal, Kei Nishikori, and Novak Djokovic.

The highest paid athlete on the list is soccer player Cristiano Ronaldo. He makes \$93 million a year. Therefore, the highest paid male athlete makes 344

times more than the highest paid female athlete.

In 2015, the United States Women's National Soccer Team won the Women's World Cup. A little over a year later, in March 2016, some of the women on the team, such as Carli Lloyd, Alex Morgan, Megan Rapinoe, and Hope Solo, filed a wage discrimination complaint against U.S. Soccer with the U.S. Equal Employment Opportunity Commission.

When the complaint was filed, "Time Magazine" reported that the women were making only 40 percent of what the men were making despite having gained a huge television audience during the 2015 World Cup.

"Simply put, we're sick of being treated like second-class citizens. It wears on you after a while. And we are done with it,"

said U.S. National Team co-captain, Carli Lloyd in a column she wrote for the "New York Times" in April 2016.

As a female athlete, I have witnessed sexism in sports first hand. I have been told that I was not fast enough, strong enough, or tough enough to play at the same level as the boys. While attending basketball games, I see the considerable difference between the hype at the boys' game and the hype at the girls' game.

As a culture, we have a duty to empower all people regardless of gender. What we are doing now diminishes and discourages women to chase their aspirations. As a generation, we must work to include and uplift all people when it comes to the image of strong women athletes in society.

## Advanced Placement or Advanced Pressure?



**Yara Ibrahim**  
Associate Editor-In-Chief

Preparing for college in advance by taking challenging courses in high school and developing a strong work ethic is beneficial for students - in theory.

Over the years, the balance between preparing for college and focusing on high school has shifted. Pressure pushes students to try to get ahead for their college careers earlier and with harder and more specialized classes.

According to psychologists, stress in moderation can be helpful to students, giving them motivation to study and perform better. However, too much stress can cause anxiety, a degradation of the immune system, heart problems, and depression.

The stress becomes part of school culture: even students who do not feel the need to push themselves can internalize pressure from parents, teachers, and peers.

A reasonable solution would appear to have students only

sign up for an intense workload if they are sure they are ready to commit the time and effort; however, a greater societal pressure prevents that.

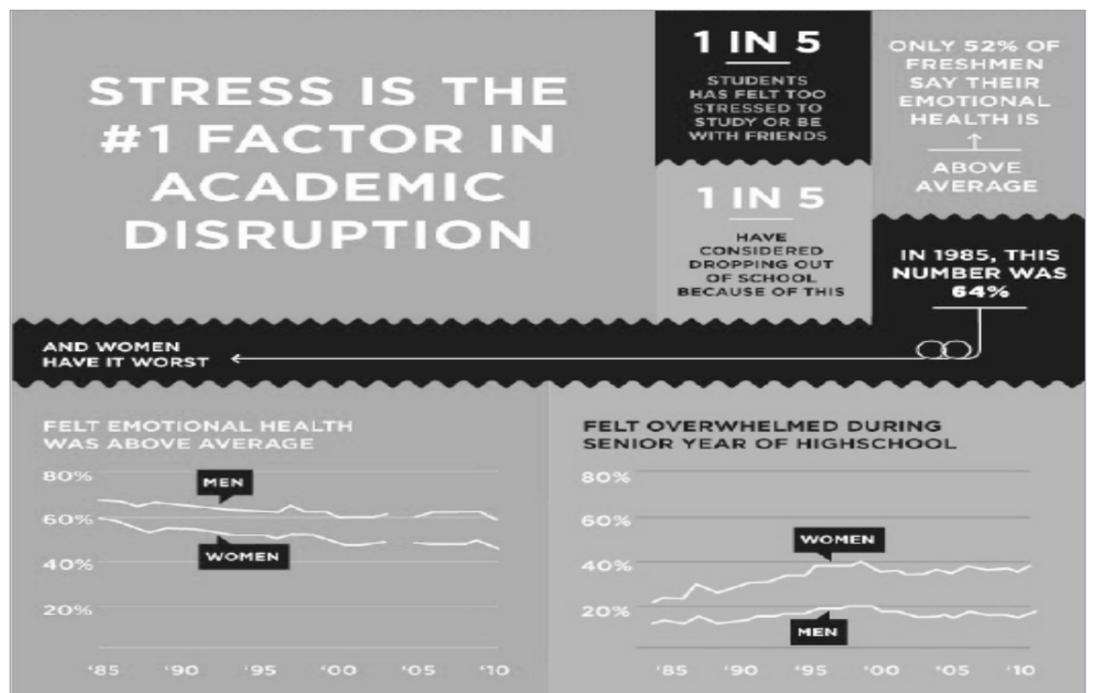
Pressure urging students to get ahead before college to avoid wasting time and falling behind has been increasing, and what are teenagers going to do when faced with that pressure? They are going to try to get as far ahead as possible.

With college admissions becoming more competitive, students have to put together the best possible application, which consists of challenging Advanced Placement (AP) classes, numerous extracurriculars, volunteer work, and high scores on the ACT, SAT, and SAT Subject Tests.

Consequently, the number of students feeling overwhelmed during their senior year of high school has been steadily increasing since 1985, which a research scientist at New York University believes can cause students to burn out by the time they reach college.

A significant factor to the rise in academic pressure can possibly be traced to the increased participation in the AP program.

According to College Board, the "non-profit" organization, which earns over half of its revenue from the AP Program, the number of public high school students taking at least one AP exam has almost doubled in 10 years from 645,000 in the class of 2006 to 1.1 million students in



the class of 2016.

Support for AP comes from the fact that high performance in AP courses correlates with better college grades and higher graduation rates. However, students who perform well in high school are already more likely to graduate and do well in college.

Students no longer take AP courses for a personal challenge.

In a study conducted by the Thomas B. Fordham Institute, only 32 percent of teachers that teach AP courses related the growth in the program to students who want to be challenged at higher levels, while 90 percent attribute it to students wanting

their college applications to look better.

Many of these teachers also believe that not enough of the students in their AP classes have the capabilities to excel in these classes and are being pushed by external factors, such as colleges, high schools, peers and parents, to take harder classes in AP subjects that would not have appeared interesting otherwise.

Pressure pushes students to challenge themselves more and get further ahead, so more AP classes are being taken and more stress arises.

Students are pushing their limits to prepare for college by

learning how to take a test.

Worse, opting out can produce a greater stress due to fear of not being competitive enough in the college admissions process or wasting time taking classes in college they can take in high school.

Over time, society has created this negative feedback loop that an individual student cannot break: college admissions push students to take more AP classes than they can handle, grades decrease while stress increases, and the students are burned out by the time their end goal finally approaches.

# Voices louder than a gunshot

## We, the students, must be the voice of change America needs



**Dalia Jimenez**  
Features Editor

The morning of Feb. 14, 17 families said goodbye to a loved one for the very last time. That afternoon, Nikolas Cruz allegedly entered Marjory Stoneman Douglas High School in Parkland, Fl. with an AR-15 and opened fire.

After six minutes, 12 innocent lives had been taken. A few hours later, 17 were confirmed dead.

So now here we are, in the aftermath of another school shooting that did not take us by surprise. Here we are, with another decision to make, or not to make. Here we are, watching the tears, the heartache, the pain, the sorrow, and the trauma unfold right before our eyes. Here we are, waiting for the next round of gunfire that will take more lives and hoping it isn't in our direction.

So how did we get here? How did a country that was founded on principles of life, liberty, and the pursuit of happiness end up having 31 percent of the world's mass shootings but under five percent of the world's population? The answer is not all clear and I cannot pretend to fully understand it.

I will not write this piece pretending to know all about politics or the intricacies of legislation.

But I will write this piece with what I do know: I do not want to

die on my high school floor.

Growing up, the school names I heard on the news were not mentioned for excellence in academics or sport championships, but for shootings.

Virginia Tech, Sandy Hook, and now Marjory Stoneman Douglas are the top three mass killings in schools out of the top 25 since the Columbine massacre in 1999.

In the last 19 years, 25 schools have fallen under the category of suffering a mass shooting in which at least four people have died. Twenty-five schools have held vigils, attended funerals, and lost lives to senseless gun violence. Twenty-five schools have been left to mourn and heal and watch as the government does nothing to prevent it from happening again.

After every single tragedy, we go through the exact same routine. We hear the names of the victims, we hear stories from their loved ones that were left behind to pick up the pieces, we hear tales of heroism and bravery from those willing to give their lives to spare those of others.

Finally, we see nothing; no change, no movement, no policy, and certainly no legislation because things got "too politicized" and the right to bear arms is prioritized once again over the lives of innocent children.

Now, with Parkland, we hear the protests. We see the survivors take back their voice and we see them fight the pain in their hearts as they demand policy and change from the same government that promised to protect them in the late 1700s.

The issue of children dying in schools is being replaced with a partisan battle between Republicans and Democrats and the

National Rifle Association when the focus should be on making sure that the last thing a student sees isn't their school floor.

I understand that guns aren't all bad, and I understand it is a constitutional right to be able to own a shotgun or rifle when you reach age 18, and a handgun at 21, but no one needs a semi-automatic. Almost every mass shooting in the last 19 years has been committed with a semi-automatic gun. These are weapons of war. These are guns that were designed with the sole purpose of killing a large number of people in an extremely short amount of time.

Keep your hunting rifles and keep your handhelds that are

age of seven, were massacred by a mentally ill man who bought a semi-automatic.

I expected change after the Orlando nightclub shooting, where 49 people were killed in cold blood with a semi-automatic. I did not know what to expect after the Las Vegas shooting, where 58 lives ended in gunshot wounds from a semi-automatic. Nothing had changed before, why would anything change now?

Now, after 17 were lost at the hands of a 19-year-old who legally purchased a semi-automatic, I see a spark of change.

There are students our age fighting for the right to live. These students are doing some-

thing about the problem that has existed for far too long. These students are uniting for one cause. A cause that shouldn't even be disputed - their safety.

As a 17-year-old, I should be worrying about the typical thing such as tests, jobs, college, and balancing extracurriculars with hobbies and homework. I should not have to worry about being shot while walking to my next class. I should not have to worry if every morning will be the last morning I will see my family and friends. I should not have to worry about my 12-year-old sister and if it will be me, or her, or maybe both, who do not return home one day.

I do not want to die on my high school floor.

At this point in our nation's history, we have two choices. We can either demand change and demand the full protections we are given in our Constitution, or we can sit back, wait for the next shooting, and hope it is not us.

**I should not have to worry about my 12-year-old sister and if it will be me, or her, or maybe both, who do not return home one day.**

meant for self-defense, but no civilian has a reason why they would need to have a weapon of mass destruction, a weapon that is used by trained military personnel, in their own home.

Only days after the incident, the survivors of the Douglas shooting stood in the very room where the Florida House voted "no" on hearing a debate about a bill on the ban of semi-automatics. The very same students who had lost so much, lost once again against the same weapon that threatened them days before.

America expected there to be change after Virginia Tech, where 33 lives were taken by a semi automatic. After the Sandy Hook shooting, I expected for something, anything, after 20 innocent children all under the

## Eagles' Eyrie

*The Student Voice*

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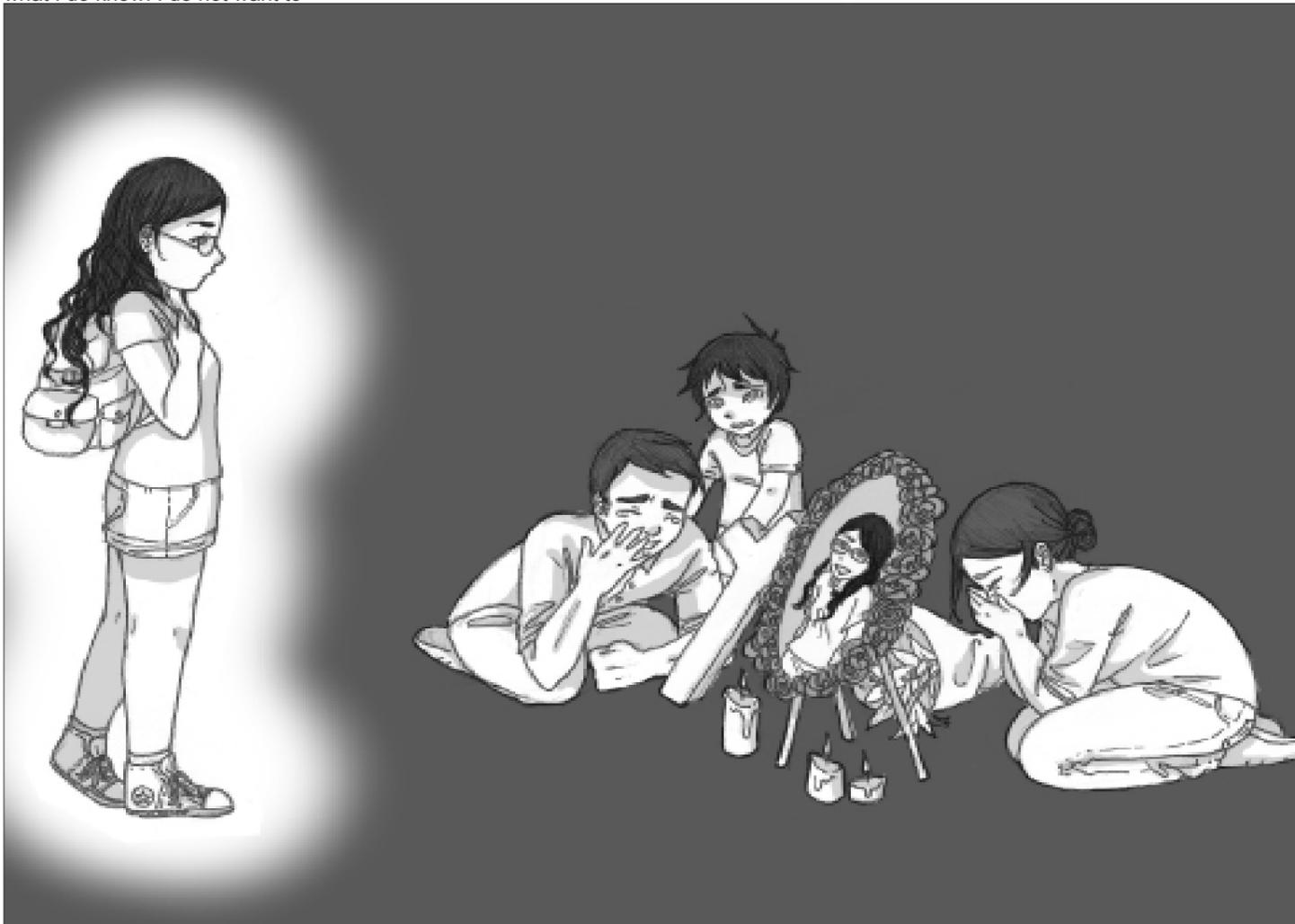


Illustration by Alysse Stephens

# FLAIR

## A day in the life of a teacher: Dan Wallace

Have you ever wondered what your teachers' day-to-day lives are like? Did you realize they had lives outside of Godwin? We investigated math teacher Dan Wallace's everyday life.

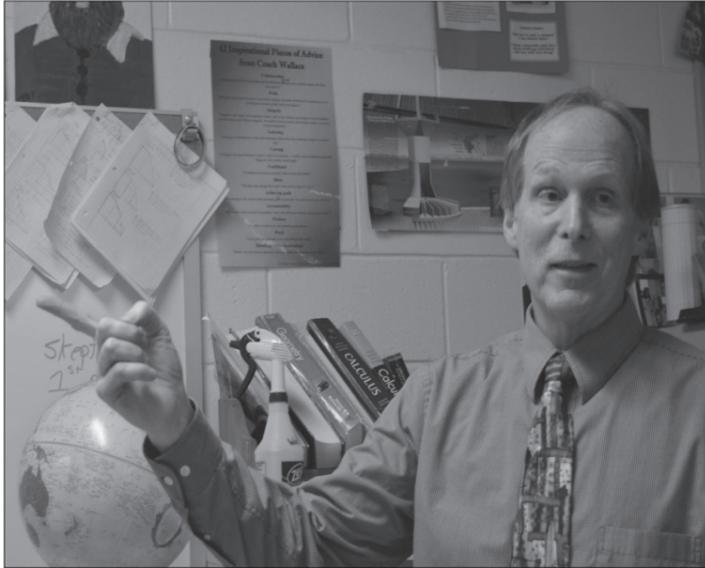


photo Julia Grossman

Math teacher Dan Wallace explaining a math problem to students in his sixth period AB Calculus class.

### Morning routine

4:00 - 6:30: "Rise and grind", does some light research on the internet while enjoying freshly brewed coffee and does a daily workout - (three days pumping the iron; three days of aerobics)

7:15 - 8:00: Arrives at Godwin, argues with physics teacher Michael Fetsko over physics and calculus, meet and greets with his AP Calculus BC students

Early Bird: "Watch the AP Calculus BC team bring their A-Game to class"

### School schedule

1st - 4th Period: "Delightful interaction with high level math students in AP Calculus BC", coaches geometry students on "how to think logically", and teaches his "very impressive" AP Calculus AB class

4D: Enjoys a healthy, "no junk food" lunch with fellow math teachers

5th - 7th Period: Offers private workout sessions in geometry and AB Calculus, coaches another team of "awesome AB Calculus students"

### Evening routine

4:30 - 7:00: Leaves, quick power nap to recharge then eats a home-cooked supper

7:00 - 8:00: Reads "The Alchemy of Finance"

8:00 - 9:00: Prepares the next day's lessons, and if time allows, watches TV or Netflix.

9:00: "Instantly asleep"

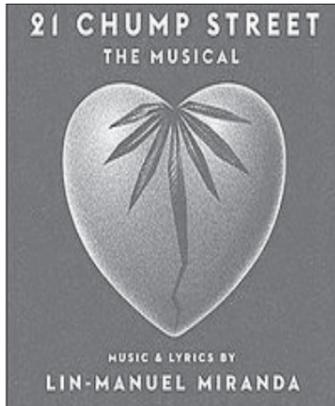
## This month in past Eagles' Eyrie headlines



### Moore announces retirement Godwin principal to leave on July 1 - March 6, 2006

## The Roundup with Asha and Dalia: Musicals Edition

A few suggestions for the musical theatre nerd in all of us



Favorite Song: "The Money & Cousins"

Follow high school senior Justin Laboy as he falls in love with an undercover cop in this 15-minute documentary musical based on a true story.

The musical begins with narrator Lin-Manuel Miranda introducing Laboy, who has a plan called "Operation D-Minus" which takes place at his local high school.

In the final semester of Laboy's senior year, a Puerto Rican-Dominican girl, Naomi Rodriguez, appears in two of his classes, and he is instantly smitten by her, repeatedly trying to capture her attention. However, he is unaware that she is not actually a high school student but an undercover cop trying to bust the dealing of marijuana at the school.

This musical's soundtrack hits both upbeat and somber tones as it documents the adolescent romance and coming-of-age of Justin Laboy.

### "Heathers"



Favorite Songs: "Beautiful", "Fight for Me", "Candy Store", and "Seventeen"

A modern spin on the 80's cult classic film, the musical "Heathers" takes us into the halls of Westerberg High as Veronica Sawyer navigates her last year of high school.

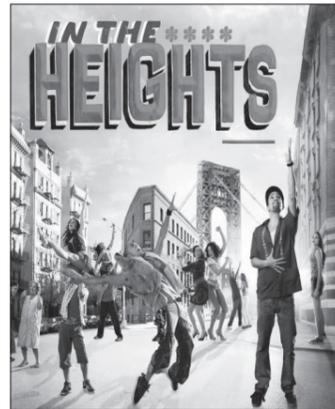
The musical follows the same dark and well-loved storyline of the film. Yet the soundtrack, at times, takes a different tone than

its counterpart.

There are upbeat songs, which remind the listener of an ironic yet stereotypical high school experience, alongside dark and edgy songs which highlight darker points of the movie.

If you've seen the movie, you know how it goes: Veronica's teenage angst racks up a body count.

### "In The Heights"



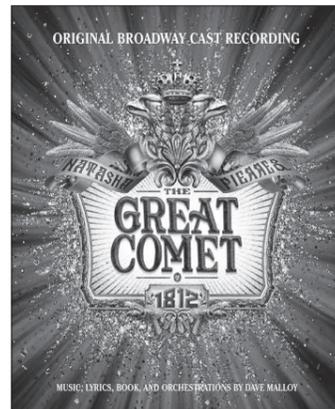
Favorite Songs: "Paciencia y Fe", "The Club", and "Carnaval del Barrio"

Are you looking for a new musical with Lin-Manuel Miranda as the star? Then "In The Heights" is right for you.

The musical follows the lives of the residents of Washington Heights, a largely Latino community in New York City, for three days as they deal with the struggles of their everyday life.

The soundtrack features a combination of salsa and hip-hop music that mixes to create a multicultural and multilingual extravaganza.

### "Natasha, Pierre, and the Great Comet of 1812"



Favorite Songs: "No One Else", "The Duel", "Dust and Ashes", and "Letters"

Based on a section of Leo Tolstoy's "War and Peace", this musical's soundtrack masterfully captures the scandalous nature of 19th century Russia.

It begins with naive Natasha, who is madly in love with her fi-

ancé Andre who is away fighting the war, and Pierre, who is suffering through an existential crisis.

Throughout the musical, we follow Natasha as she ultimately falls in love with another man, and Pierre, who just seems to question the meaning of his own existence while being pulled into Natasha's drama.

The soundtrack leaves the listener emotional with a variety of heart-wrenching yet melodically beautiful songs.

### "In Transit"



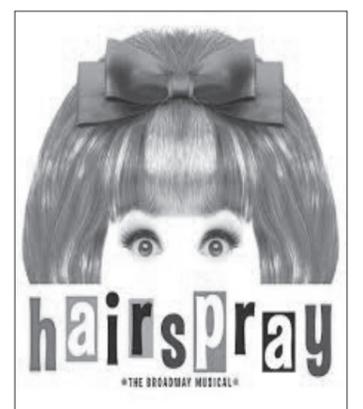
Favorite Songs: "Deep Beneath the City/Not There Yet" and "Four Days Home"

The first of its kind on Broadway, "In Transit", an acapella musical, takes us under the streets of New York City and into the lives of everyday New Yorkers with characters including a Wall Street businessman, an aspiring actress, a cab driver, and a street performer.

The musical paints a wonderful and loving portrait of the city, while telling the stories of people who take the train everyday.

"The show is a love letter to New York and the people who make up New York," said Kristen Anderson-Lopez, one of the show's songwriters.

### "Hairspray"



Favorite Songs: "Ladies Choice", "Welcome to the 60s", "Big Blonde and Beautiful", and "I Know Where I've Been"

"Hairspray" follows the trials and tribulations of spunky teen Tracy Turnblad in the early 60s.

Her love for dancing takes her to an audition for her favorite program, "The Corny Collins Show" but she is initially rejected because of her weight and her modern views on racial equality. She is later hired by the host himself because of those same exact reasons.

The musical is centered around finding love, racial equality, and embracing your true identity.

## You've always read the Roundup, but have you ever listened?

This issue, we've made it easy for you. Follow our new Spotify account to listen to this Roundup's playlist, as well as previous Roundup music!



@EaglesEyrieGodwin



photo courtesy Jessica Boppe

Boppe with her two horses Tucker (l) and Bacardi at Harville Equestrian Center in 2017.



photo courtesy Jessica Boppe

Boppe fulfilled her teacher superlative. She was voted "Most Likely to Bring Pet to School" for 2018.

# Boppe not just a "one trick pony"

## Godwin teacher balances her career with her love of horses

**Susanna Shepard**  
J-1 Correspondent

After school lets out for the day, students and teachers alike head to different places and activities to spend the rest of their evenings.

However, very few people are able to say that when they go home for the evening, they have a unique second career to head to.

Godwin chemistry teacher Jessica Boppe works at Haverhill, an equestrian center in Hanover that holds 28 horses. Her passion for horseback riding began early in life, and Boppe owned her first horse at the age of 14.

"My mom took me to my first

lesson when I was six or seven. I was obsessed with horses at a young age," Boppe said.

Not only is Boppe an avid rider at Haverhill, she is also a coach for young riders who practice at the center and for the University of Richmond's equestrian team.

She, herself, has competed in many riding competitions, her specialty being the hunter jumper shows.

"Hunter jumpers are based off of the horses in the hunt field," Boppe said. "Jumpers are timed over a course of fences and the best time with fewest faults wins."

According to Boppe, every horse feels different when it is ridden.

"If you watch people walk, they all walk differently. And so horses all go differently, so they all feel different," Boppe said.

Currently, Boppe is training a new horse that she hopes to take to her riding competitions this year.

"It's hard because you don't ever know what the horse is going to do. If you kick a soccer ball to the left, it's going to generally speaking, go to the left. You can tell your horse to go to the left, and it will go to the right," said Boppe. "It's a little unpredictable."

Since horseback riding is known to be a very dangerous sport, riders are prone to injuries if they experience a fall.

"The horse I got last year

fell down with me twice," said Boppe. "I've broken ribs, broke my arm, I had a student break their jaw two years ago."

Between teaching every day at Godwin, coaching, and riding at Haverhill, Boppe's typical day is extremely busy.

"Tuesday, I teach as soon as I get home from school until 7:30, and Thursday, I have the same schedule but I have some rides that I have to do," said Boppe.

Boppe said being a horseback riding coach is positively affected by her career as a chemistry teacher.

"It actually makes me a better instructor. So, because at school you have to accommodate a wide range of learning styles,"

said Boppe. "I can take that into the training and instruction program at the farm. It's a little bit easier to connect with all different types of kids out there."

Although her days are very busy, Boppe is able to continue to be a devoted rider and coach at Haverhill as well as teacher.

"I think it is like any sport really. I just love horses," said Boppe.

For more news about Godwin events, visit [godwineagles.org](http://godwineagles.org) or follow our social media!

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# French students celebrate culture with Congrès

**Maeve Summers**  
Staff Writer

In college, many students studying world languages will get the opportunity to travel abroad to practice their skills.

The cost of travel, and the inability to take a semester off from high school to dedicate to learning a language often prevents high school students from having a cultural immersion experience.

However, once out of the school year, French language students can experience cultural immersion through an event called Congrès.

Through French activities and the promotion of conversation between French students around the Greater Richmond area, Congrès provides students with an opportunity to speak French and listen to the French language with each other.

"Congrès is an annual French conference and competition that was started 19 years ago.

They hold different competitions between students as they celebrate the language and culture," said Godwin French teacher Kayla Soltis-Katella.

On March 3 at Congrès, 29 French students from Godwin joined 450 students from other schools across Henrico and Chesterfield County, as well as the city of Richmond to celebrate their love of French.

Hosted this year by Matoaca High School in Chesterfield County, the competition offered cuisine, culture, and art contests.

"The whole day is about speaking French and communicate with other students. When they sell items in the market, they have conversations with buyers and sellers," said Godwin French teacher Laura Pearson.

"I found the experience quite fun and enriching. Being able to be surrounded by French culture in such a fun way is a wonderful experience," said junior Jake Breeden.



photo courtesy Laura Pearson

Godwin French students had the opportunity to join 450 other schools in a celebration of music, food, language and culture on March 3.

According to Soltis-Katella, the most popular competitions were art reproductions, French Idol, which is a singing contest, trivia competitions, and fashion creations.

"I enjoyed the marchè, where each school made a booth to sell a sort of commodity or game that

students buy with their tickets. I also played a French piece on the piano, made my own crêpes, and learned about the French film festival," said Breeden.

Freshman Grace Sadler also attended Congrès and participated in the French Idol competition, coming in second place.

"My favorite part by far was performing in front of all of those people at the French Idol competition. I had so much fun up there," said Sadler. "The experience was amazing. It felt like one big immersion project and I met so many new people."

# Rearview

## Godwin Teachers Then vs. Now

Teachers share pictures and facts about their time at Godwin before they cameback to teach!



### Lexi Bach

**Years of Attendance:** 2004-2008

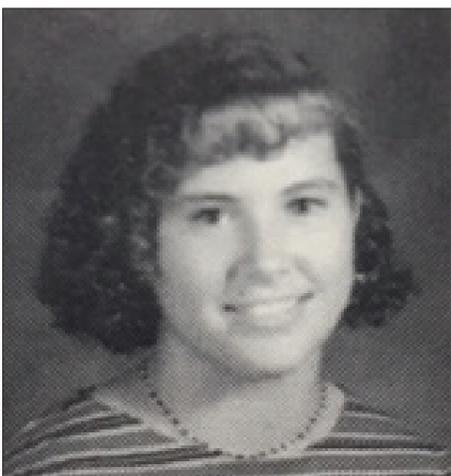
**What made you want to teach at**

**Godwin?:** In college, I had to observe a lot of different classes to gain experience and insight. During those observations, I realized I wanted to come back to Godwin to teach. I made special arrangements to do my student teaching here at Godwin and was THRILLED when I was interviewed for a position. This is truly a dream come true.

**What are some differences between your high school experience and the current student experience?:** As a teacher, I see a great deal of inclusiveness of the "less popular" kids than I felt when I was a student here.

**Do you have any advice for current students?:**

Grades, class rank, etc. do not define you. I tell my students that I was not an A student, but that didn't stop me from working hard to achieve what I dreamed of. Everyone has their strengths and weaknesses and not everyone is good at high school. That's okay! You still have values that are just as important as the "smart kid."



### Ali Toole

**Years of Attendance:** 1993-1997

**What made you want to teach at**

**Godwin?:** I love the family atmosphere here and I appreciated all that my teachers and coaches did for me. Why wouldn't I want to come back to such an amazing place filled with high expectations and students who want challenges and connections with their teachers and coaches?

**What are some differences between your high school experience and the current student experience?:** There are more extracurricular activities offered to the students now than when I was there. I love our school spirit at the athletic events with the different themes. Godwin has become a more diversified school which has made a stronger school in my opinion.

**Do you have any advice for current students?:**

Don't grow up too fast and don't take yourself too seriously!



### Leigh Dunavant

**Years of Attendance:** 1991-1995

**What made you want to teach at**

**Godwin?:** The opportunity was there to be an assistant principal beginning in 2010. I got the job and literally thought "What am I doing?" but I have loved it!

**What are some differences between your high school experience and the current student experience?:** There are more choices in classes to take, there was a payphone in the commons because of course we had no cell phones, there was a senior cafeteria in Mrs. Andueza's room.

**Do you have any advice for current students?:**

Two of my best friends to this day I met while I was at Godwin; keep in touch with people that are important to you, especially those that have been there for you during your high school years.



### Hunter Thomas

**Years of Attendance:** 1980-1984

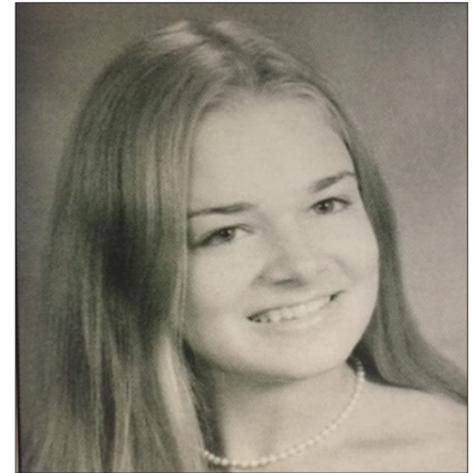
**What made you want to teach at**

**Godwin?:** I was offered the head JV basketball coaching position when I graduated from college. I was teaching at Fairfield Middle School for 7 years before an opening became available in the business department.

**What are some differences between your high school experience and the current student experience?:** Students had tremendous pride in their school. As an athlete you strived to earn a letter, now everyone earns a letter.

Grading was harder- you had to have a 93 to get an A, 88 to get a B. Teachers made rules for their classes and you had to obey their rules. I even got detention from a teacher for not having my shirt tucked in when I entered her classroom.

**Do you have any advice for current students?:** Get involved. There is so much to do here at Godwin. The more you are involved the more you will get out of this school. This should be one of the best times of your life.



### Dana Lauder

**Years of Attendance:** 2001-2004

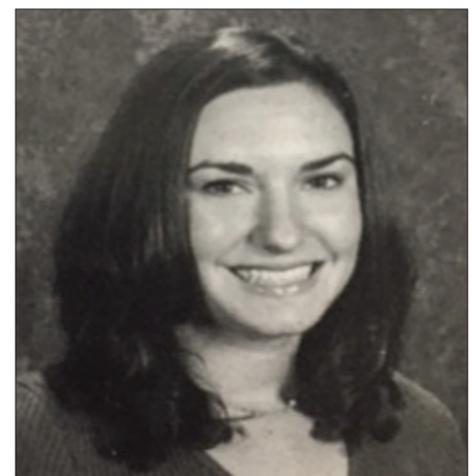
**What made you want to teach at**

**Godwin?:** Though I had a great high school experience at Godwin, I did not actually plan to "come back" and teach here- life has a funny way of working out, though.

**What are some differences between your high school experience and the current student experience?:** We weren't on our phones all the time. While I think technology has a tremendous number of benefits, I'm thankful that I went through school before social media became so encompassing- I think it made for a more genuine experience.

**Do you have any advice for current students?:**

I will go to my grave touting the importance of kindness and empathy. Our world can seem so self-centered; try to take care of the people around you and be open to perspectives outside your own. Put down your phones once in a while. And I'm a firm believer in integrity and honesty; if you do your best, even if the outcome isn't what you expected, then you should take pride in that. I guess what I'm saying is be nice to each other, be honest, and try your best; high school matters, but this too shall pass!



### Jessica Boppe

**Years of Attendance:** 2000-2004

**What made you want to teach at**

**Godwin?:** It's a great school! Also... I can wear my GHS senior sweatshirt.

**What are some differences between your high school experience and the current student experience?:**

I feel like students are over-extending themselves a bit more in terms of scheduling than when I went to school. We also didn't have all of these different forms of social media and instant communication.

**Do you have any advice for current students?:** I love this one so much! Ok how about one, don't sweat the small stuff, I know so

your best- ACTUALLY do your best. I know so many kids that waste their talent and abilities, do your best so you have as many doors as possible open to you. Three, don't be dumb (make good choices.)