

THE AUGUSTINIAN

“Tolle Lege”

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St. Augustine High School

Five New Teachers Flock to Saints



By Kai da Luz ('21)
EDITOR

At the start of each new year, there are always fresh faces to be seen across the Saints campus. This school year, the five faces to join the Saints teaching staff are Mr. Freestone, Mr. Oliwa, Mr. Slusher, Mr. Okuley, and Mr. Blummer. As all teachers do, these individuals hope to inspire the next generation of Saintsmen with their stories and teaching, and it is a pleasure to have them as the newest teachers in our community.

Mr. Chris Freestone is a familiar face to most Saintsmen, as he was a substitute teacher last year. A graduate of the class of 2010, Mr. Freestone loved his time at Saints and was pleasantly surprised by the grandeur of this all-boys school.

“It’s pretty top-notch,” Mr. Freestone said.

Before bringing his talents to Saints, Mr. Freestone worked as a mechanical engineer at Achates Power Incorporated for three years. He specialized in rotating components and in cradle-to-grave engineering, in which he brought projects from their beginnings all the way through production.

Mr. Freestone was eager to do something more than engineering, so, when he met with Mr. Isaak at a Saints football game, he jumped at the opportunity to teach at Saints. Mr. Freestone often reminisces about his days at Saints. He loves that he is now able to share the Saints experience that he had with Saintsmen coming after him. Mr. Freestone enjoys teaching at the AP level, as he teaches AP Physics I on top of Physics and Algebra I.

Beloved by the Saints community, Mr. Ezekiel Oliwa has also embarked on his first year as a full-time teacher at Saints. Known by many for his years of coaching,



Mr. Blummer (top left), Mr. Okuley (top right), Mr. Freestone (bottom left), Mr. Oliwa (bottom middle), Joaquin Torre and Andres Armenta ('21)

Mr. Oliwa graduated from Saints in 2010, the same year as Mr. Freestone. After completing his undergraduate degree in History at Boston College, Mr. Oliwa returned to San Diego and went on to get his teaching credential from SDSU. He has been coaching freshman football here for three years, rekindling his love for the sport that blossomed when he played at Saints.

Mr. Oliwa loves to read, being a fan of the *A Song of Ice and Fire* series by George R.R. Martin and a lover of history books. Currently, he is teaching five blocks of



World History, as well as coaching freshman football during block 6.

A jack of all trades, Mr. Thomas Slusher is another new face at Saints this year. He taught for 10 years at the United States Air Force Academy and, unfortunately, at Cathedral Catholic last semester.

When Saints sent out a message looking for a new math teacher, Mr. Slusher jumped to seize the opportunity.

He says that this discovery of Saints was God’s work.

He served in the Air Force for 23 years,

entering as a second lieutenant in 1988. He has several degrees, including Master’s Degrees in Military Arts, Science, and Computer Science. He is currently working on his Master’s Degree in Education.

Aside from teaching, Mr. Slusher has a passion for auto restoration, and he is currently restoring a ’68 Camaro convertible. He also loves flying, and he hopes to start an intersession flying program next year. This year, Mr. Slusher is teaching Algebra II-Trigonometry and Algebra II.

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Frenzy of Fall Sports is Phenomenal



By Manny Butler ('22)
STAFF WRITER

Although the beginning of the school year brings hard classes and frustrating nights chock-full of studying and homework, the Saints community also feels a tremendous buzz of excitement with the beginning of the fall sports season. The football team is 4-1, beach volleyball is 6-0, and Seniors Jack Klem and Joey Buzzella are leading the cross country team to success across all grade levels.

The football team has been nothing short of dominant this season, scoring 188 points while only allowing 12 points in victories over Bonita Vista (37-7), Eastlake (47-0), Loyola (42-5), and Otay Ranch (62-0). Unfortunately, a furious comeback against Helix fell just short, as the Saints lost 44-38.

“Having better talent than the other teams was a big contributing factor to winning the games,” Coach Kremer said. He also said that another important aspect of their success has been that the players have “bought into” the game plans. The desire and drive of the Saints have carried them to their standing today.

The offense, which is loaded with returning players, is led by senior quarterback Angelo Peraza and junior running back Byron Cardwell. Through four games this season, Cardwell has rushed for 434 yards

and nine touchdowns on 68 carries.

The receiving corps around Peraza has been outstanding this season, led by seniors Sam Scaife IV, Sergio Bermudez, Tyson McWilliams, and Michael Ambagtsheer. Scaife has been the favorite target of Peraza so far, leading the team with 16 receptions for 249 yards.

Tyson McWilliams has been phenomenal on both sides of the ball this season, establishing himself as a deep threat with eight receptions for 210 yards on offense and leading the team with three interceptions and four passes defended.

The defense, which was described as “blitzing” and “aggressive” by the San Diego Union-Tribune, has received contributions from the entire team this season.

“It’s all possible because our defensive backs are so good that we can play man coverage the whole game and blitz people,” Coach Kremer said.

The linemen and linebackers have reaped the benefits provided by their secondary to the tune of 13 sacks and 15 quarterback hurries. Senior linebacker Connor Heffler has the most sacks with four, and sophomore defensive end Gracen Halton leads with 7 hurries.

The game versus Helix, which was billed as the Game of the Week by the KUSI News Prep Pigskin Report, was an exciting



Varsity football takes the field in their epic matchup against Helix. Joaquin Torre ('21)

matchup, as Helix stormed into the game with a four touchdown lead and was met by a strong push from the Saints in the second half that ultimately fell short.

Saints football is not the only team to have experienced a great start to the season. Beach volleyball is off to a 6-0 start, having already beaten the Dons once. They have also beaten Scripps Ranch, Coronado, Point

Loma, La Jolla, and University City High School.

Seniors Matt and Ethan Lagasse are the top pair and the team’s leaders. The rest of the players have followed their lead and are doing an admirable job. Not only are the twin brothers supremely talented, but players spoke of the importance of their extraor-

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Road to 2020: Where Leading Candidates Lean



By Joseph Selfani ('21)
EDITOR

In a crowded field with 19 Democrats and four Republicans currently running to be our country's president, it is difficult to get a full grasp of each candidate's social and economic policies, backgrounds, and beliefs. In this overview of some of the leading presidential candidates, each candidate will have their national party polling average according to the New York Times and a "political rating" from -10 (far left) to +10 (far right) for their social and economic beliefs to summarize their positions.

Joe Biden (D, 26%)

Joe Biden was born in Scranton, Pennsylvania to a middle-class Catholic family. Later in his life, Biden began to practice criminal law and ran in the 1972 U.S. Senate election in Delaware. He won the race and continued to serve in the Senate until 2009 when he became Vice President to Barack Obama. He also unsuccessfully ran for president twice before.

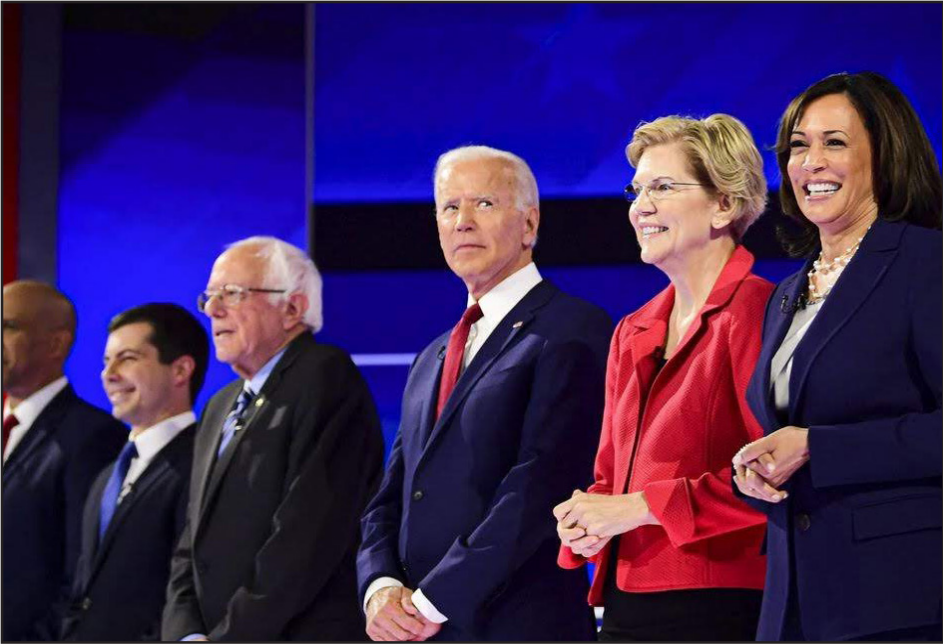
Healthcare (- 4) Wants to maintain and expand on the Affordable Care Act (Obamacare) by replacing everything that has been cut and by adding a public option to "guarantee [...] everyone will be able to have affordable insurance." Claims that his plan would cost only \$740 billion, unlike Medicare for All which he claims, and Bernie Sanders confirms, is \$30 trillion.

Criminal Justice (- 4) Wants to change the model of the prison system by having those convicted of a drug offense go directly to a rehabilitation center instead of a federal prison. According to Politico, Biden is also against capital punishment, mandatory minimum sentences, and private prisons.

Gun Rights (- 5) Supports universal background checks and government buybacks to get "assault weapons off the streets."

Immigration (- 2) Believes in border security but not a wall. Provide support systems for DACA and asylum seekers.

Foreign/Trade policy (0) Sees a problem with China stealing U.S. intellectual property, and wants to "set the rules" and be harder on China for their "corrupt practices" and "breaking agreements" (such as the WTO). Wants to pull troops from Afghanistan and support Pakistanis to keep the peace.



Democratic candidates at the September Democratic debate. *Getty Images*

Economic policy (- 3) Supports maintaining Social Security and expanding the middle class. He would also double the capital gains tax for people who make over \$1 million and eliminate a tax expenditure called "step-up in basis" that exempts capital gains tax for those who inherited an asset.

Total Political Score: - 3.5, moderate left.

Elizabeth Warren (D, 20%)

Elizabeth Warren was born in Oklahoma City, Oklahoma to a struggling middle-class family. She later entered law school at Rutgers and went on to become a professor of law at Harvard, specializing in bankruptcy law. She won the 2012 U.S. Senate election in Massachusetts and was reelected in 2018.

Healthcare (- 8) Supports Medicare for All at "the lowest possible cost." Claims funding it will come from the "very top richest individuals and the biggest corporations paying more and middle-class families paying less."

Criminal Justice (- 7) Advocates for the abolishment of private prisons, demilitarizing the police force, decriminalizing marijuana, and repealing the "Tough on Crime" Bill of 1994.

Gun Rights (- 6) Supports universal background checks and banning assault weapons. Claims to reach this goal by eliminating the filibuster.

Immigration (- 7) Wants to expand legal immigration, replace ICE, and create a "fair and

achievable" pathway to citizenship including those who overstayed their visas.

Foreign/Trade policy (- 7) Believes that trade policy is broken since it is built for "giant multinational corporations and not for anyone else," and therefore wants to negotiate trade with unions, small farmers, etc. Warren said she will block companies or countries from selling in the American market if they do not raise certain standards like labor and environment. Wants to bring the troops home by reaching a deal with the Taliban.

Economic policy (- 5) Calls for the breakup of big tech companies like Facebook and Google, claims that it is right for capitalism. She also wants to expand the middle class by taxing the rich and putting it into social programs.

Total Political Score: - 7, liberal left

Bernie Sanders (D, 16%)

Bernie Sanders was born in Brooklyn, New York to a lower-middle-class family of Jewish immigrants. After graduating from college, Sanders worked a variety of jobs to get by, most notably a filmmaker and writer. He was mayor of Burlington, Vermont from 1981-1989, a representative from 1991-2007, and a senator of Vermont since 2007.

Healthcare (-9) Supports Medicare for All and sees it as a human right. Confirms that it would cost \$30 trillion, but says "status quo over ten years will be \$50 trillion." Claims it is the most

cost-effective approach, saying it will eliminate all out-of-pocket expenses. He will also negotiate with the pharmaceutical and insurance industries, saying "Americans on average will only pay \$200 a year on prescription drugs."

Criminal Justice (- 8) Ban for-profit prisons and cash bail, demilitarize and de-escalate the police force, increase funding to public defense lawyers, and abolish the death penalty as well as mandatory minimums. He also wants to end the War on Drugs and legalize marijuana.

Gun Rights (- 8) Expand background checks, ban the sale and distribution of assault weapons, prohibit high-capacity ammunition magazines, and take on the NRA.

Immigration (- 7) Supports expanding DACA and DAPA, providing immigrants a path towards citizenship, reshaping and reforming ICE, and dismantling "cruel and inhumane deportation programs and detention centers."

Foreign/Trade policy (- 6) Wants to develop a trade policy that represents workers and farmers, claiming that any factory that shuts down in America and moves to another country would have a hard time getting a federal contract. Supports small businesses over multinational corporations.

Economic policy (- 8) Calls for raising the minimum wage to a living wage. He also wants to eliminate student debt by "imposing a tax on Wall Street speculation." In addition, Sanders will also impose taxes on wealthy corporate CEO's and the top 1% and use the money "to eliminate medical debt" and pay for social programs like Medicare for All and the expansion of Social Security.


Total Political Score: - 8, liberal left

Donald Trump (R, 84%)

Trump's social policies will most likely remain the same if he were to continue with a second term. However, his foreign and trade policies, especially in regards to China, could change. Trump has repeatedly stated and tweeted that, if he were to win the 2020 election and China had not yet negotiated with him, the deal would get "MUCH TOUGHER!" Trump is using the economic card to his advantage, citing the lowest unemployment rate in over 50 years, the creation of millions of jobs, a booming stock market up 30% since his election, and the continuation of trade talks and tariffs with opposing countries.

Total Political Score: + 7, conservative right

Editorial: Abolish the Adversity Score



By Graeme Morland-Tellez ('21)
EDITOR

As many may have noticed in recent weeks via a surge of social media attention, the College Board recently did away with their proposed Adversity Score and replaced it with a new system, the Landscape Tool. However, the circumstances and conditions surrounding these two systems and the changes that are taking place are unclear and greatly misunderstood, with even those who are aware of the changes failing to understand what it means for them and their collegiate future.

Essentially, the Adversity Score was set to be an additional numeric score based on the socioeconomic conditions of a student and their high school. This score, intended to give colleges a fuller picture of the disadvantages that each student had to overcome, was aimed at providing a more relative and equitable view of each applicant's success.

A tool used to provide "useful" information about applicants to college admission departments, the Adversity Score, or the Environmental Context Dashboard, was perceived as controversial and, as a result, was terminated after just three months. The Adversity Score was introduced in May of 2019 as a way for colleges to not just look at applicants through their academic feats but also factor in the social hardships that they have had to overcome throughout their lives.

"An SAT score only shows so much, but

when you put it together with the context with which someone has emerged, you can identify students who scored remarkably well in very demanding circumstances," David Coleman, the CEO of College Board, said. The Adversity Score was set to be measured out of 100 points, with those who received a lower score being seen as more privileged than those who scored higher.

However, it was not formatted as a test for which one could academically prepare, but rather it was based on information collected from public records pertaining to various socioeconomic factors, such as the crime and poverty rate of one's neighborhood, that supposedly play a key role in the daily life of the applicant and the high school they attend.

College Board trialed the Adversity Score at a few colleges in 2019 and was initially lauded by some schools who desired a diverse student body, such as Yale. Yet, negative feedback surpassed that which was positive, and many viewed the new score as ultimately detrimental. As a result, the Adversity Score was discontinued and the Landscape Tool was announced as its successor.

The Landscape Tool, currently instituted in 150 colleges with intentions to expand in 2020, does not differ all that much from its predecessor. In fact, it seems much more as a mechanism to ease those who criticized the Adversity Score. The Landscape Tool is essentially a broadened version of the Adversity Score, as it still includes a score determined by one's socioeconomic status. A key character-

istic of the Adversity Score that is still present with the Landscape Tool is the non-inclusion of the applicant's race.

The apparent "change" between the two systems is that there will now be two scores on the Landscape Tool, one pertaining to the neighborhood of the applicant and the other pertaining to their high school. Also, the information utilized in the Landscape tool will not specifically concern the individual applicant. Instead, it will represent the area of the neighborhood in which the applicant lives and the high school that the applicant attends.

Each "part" of the Landscape Tool is still out of 100 points, with a score less than 50 denoting a "privileged" student, and vice versa. As of now, the Landscape Tool has been viewed by many as a viable replacement to its controversial sibling, and has hopes to stay and be a component of the college admission practice now and in the future.

In my opinion, the Landscape Tool is as ineffective as it is misleading. It carries the right idea and addresses a prevalent issue, but being the corrupt college admission system monopolized by the wealthy elite, it fumbles in the way it attempts to resolve the problem. College Board has regressed to using stereotypes to assume hardships. It is not up to the discretion of the College Board to determine when an applicant has faced more difficulties than another.

The factors used by the Landscape Tool to determine one's "level" of hardship are superficial and by no means definitively or accu-

rately capture the entirety of the applicant's life or hardships. Yes, the Landscape Tool may work accurately in some cases where the hardships faced by a student are correctly recognized because they are in line with the stereotypical factors.

However, what about the cases in which students are misrepresented by the Landscape Tool? What about a student who lives in a wealthy neighborhood and attends a private school, but his parents are divorced and he is constantly forced to upend himself, switching between houses, adjusting his lifestyle, and modifying the conditions in which he completes his school work? What about a student who is in the foster program, having lived with multiple families, only to now be in the care of one that is very wealthy? These students will be categorized as "privileged," and their years of psychological hardships will go unrecognized and, even worse, unclassified as a "hardship."

The Landscape Tool is a flawed attempt to solve a significant issue within the college admission system. Although it has good intentions to make the college admission system fair and equitable, especially to those in the margins of society who are commonly overlooked, the Landscape Tool continues to reduce students to numbers and fails to tell their whole story. Therefore, it could be simply characterized as an "attempt," a crude effort to solve an issue of equality and corruption in America—an effort that is not likely to succeed.

Boundless: The Campaign for OLP

 **By Natalia Girolami**
COLUMNIST

Since 1882, when the Sisters of St. Joseph of Carondelet founded the Academy of Our Lady of Peace—the oldest high school in San Diego—OLP has become a place for young women to flourish in all their countless endeavors. Throughout the years, OLP has endured modernizing changes to support students in achieving their full potential. But with a 100-year-old campus, many of OLP’s historic buildings were suffering from outdated facilities and decaying infrastructure that could no longer support the caliber of programs for which OLP has been known. From crumbling pipes that would regularly close down bathrooms to inadequate spaces for programs like robotics and PTV (which were operating in basements) it was time for a considerable change.

To address these challenges, Boundless: The Campaign for OLP was born to fit the campus with updated and modern facilities for the next generation of young women. The Boundless campaign is focused on updating Aquinas Hall and St. Joseph’s Hall, as well as the construction of a completely new 20,000 square foot library and performing arts center. These new spaces will also provide ADA accessibility on campus, expand STEM resources, and implement areas for student collaboration.

Renovations to Aquinas Hall, which was constructed in the 1920s, will transform OLP’s campus considerably through the addition of new classrooms, a video production studio, and a student commons. Similarly, St. Joseph’s Hall, which was built in the 1960s, will undergo renovations to become a space devoted to STEM, with

updated labs for science, innovation, and engineering.

The new anticipated 20,000 square foot structure will be dedicated to enriching the student experience of the arts with a new theater stage, dance studio, and orchestra classroom, as well as a brand new library and learning center. Together, this modernization will provide students with the space they need to succeed in STEM, the arts, video production, and the humanities.

“I think the new buildings will be beneficial to girls, especially those who want to go into the STEM field. I’m also excited for the student rooms that will provide a space for us to work, talk, and relax,” said Barbara Cano, a junior.

“OLP will have space for more resources to boost certain girls’ love of science, like the 3D printers and high tech labs,” Cano said.

Despite the presence of a construction site on campus, the OLP community sees Boundless as a symbol of positive renewal. For the current school year, students are studying in pre-existing classrooms, as well as in modular classrooms, that provide everything needed to effectively learn while construction occurs. Additionally, OLP’s construction partner, Johnson & Jennings, has created internships for students to do hands-on learning with the project.

Aquinas and St. Joseph’s Hall will re-open in August of 2020 and will be renamed Esther Sanfilippo Navarra Hall and the Shiley Center for Science and Innovation respectively, in honor of gifts made by philanthropists Annie Navarra (‘63) and Darlene Shiley. The new building, which will be named after donor Bob Baker’s patron saint, Thérèse of Lisieux, is set to

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► **NEW STAFF**
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As a new teacher for the freshmen, Mr. Aaron Okuley is another fresh face on campus this year. Before coming to Saints, Mr. Okuley taught junior high at St. Michael’s Academy.

When he moved to San Diego, Mr. Okuley immediately reached out to Saints, as he had attended an all-boys high school in Ohio.

“I just love being in an all-male school atmosphere. The brotherhood is very profound, and there is a lot of fun and learning that can take place,” he said.

He was pleasantly surprised to learn how truly special the tight-knit environment is here on campus.

“Every single person who I talked to on the faculty and administration said, ‘You’re going to love being here, you’re going to love working here,’” Mr. Okuley said.

Mr. Okuley loves spending his days running, exercising, and being outdoors. He is an avid fan of all sports, and he enjoys the spirit of competition. He is also very passionate about various social justice topics, especially ecological justice. Mr. Okuley currently teaches Algebra I and Pre-Algebra.

Lastly, the new master of the theatrical arts and thespian extraordinaire is Mr. Travis Blumer. He was an actor for ten

years in New York and Washington D.C., and he loves training performers and teaching kids how to transform into the role they need to play.

Before coming to Saints, Mr. Blumer taught one year at a public school upon obtaining his teaching credential from CSU San Marcos. He met Mr. Hearn and heard the news of the new theater complex.

“I have never heard someone talk this way about a school before,” Mr. Blumer said.

When the position of drama director opened up, Mr. Blumer was brought in to the Saints community and invited to spread his wings, tasked with making the drama program the best it can be.

Mr. Blumer is a huge fan of comic books, especially Marvel, and loves all things science fiction. He also enjoys the literary talent of Shakespeare, and is an adamant lover of video games, owning both a PS4 and Xbox. He is hoping to teach a comic book intersession class next year. In addition to being the new drama director at Saints, he also teaches freshman English and Technical Theater.

Saints is very excited to have so many new teachers this year, and we cannot wait to see how they will contribute to the community. We happily welcome all of the new teachers into the brotherhood, and look forward to seeing the fresh perspectives that they will bring to Saints education.

Marty Volunteers as Tribute

 **By Thomas Vedder (’20)**
MANAGING EDITOR

The Church constantly faces challenges, such as how to get more youth involved in the Catholic faith. In order to give young laypeople a new means to connect with their faith, the late Fr. Joe Mostardi, OSA, created the Augustinian Volunteers program in 1999. It began with ten members who served in the Bronx and San Diego, with Saints and St. Patrick’s being some of the first locations to host the volunteers.

The AVs are a group of young laymen and women who have recently graduated college and decided to spend one year in service at one of the five host locations (Philadelphia, San Diego, Ventura, Lawrence, Mass., and Peru) rather than immediately pursuing a graduate degree or joining the workforce.

Saints is blessed to have an Augustinian Volunteer every year. This year, out of the twelve young men and women who have been chosen to be a part of the program, Marty Palmasani is joining the Saints community to help serve in Campus Ministry. A recent graduate of the University of Dayton with a double major in Catholic Religious Education and Religious Studies, he was drawn to the program because his brother Micky served as an AV two years ago at St. Patrick’s.

“When it was time for me to graduate, I decided that I would much rather not go and join the working world right away, because I’ll be doing that for the rest of my life,” Marty said.

Self-described as an easy-going, kind of



Marty Palmasani, our new Augustinian volunteer, is ecstatic to be ministering at Saints. Joaquin Torre (’21)

sarcastic guy, Marty has an interest in eventually working in Campus Ministry at a school full-time. One of Marty’s focuses at Saints is building connections with students, which he is doing by compiling a book of questions that he can ask them when they come into Campus Ministry so he can get to know the Saintsmen he encounters.

As an Augustinian Volunteer, Marty has devoted himself to living out the Augustinian values of Unitas, Veritas, and Caritas. During his time at Saints, Marty hopes to live out these values by developing a meaningful connection to the school community, particularly with the students that come

through his office.

One of the things that he is most looking forward to is working with Miss Quirk on the retreats, specifically on the Kairos retreat for juniors and seniors. As Miss Quirk is constantly bustling to plan and organize the various retreats that Saints has to offer, she is more than happy to accept the tremendous help that Marty brings. During the Freshman Retreat, for example, Marty played a pivotal role in organizing the students and ensuring that the retreat ran smoothly.

“I did Kairos retreats during my senior year of high school, and I really loved it

back then, so working with the seniors on it this year is going to be awesome,” Marty said.

Marty has truly developed a deep love for his faith, especially through the experiences that he holds from his own Kairos retreat. There is no better evidence of this than the tattoo on his right forearm, which depicts the Kairos cross from his own high school retreat.

Saints has had a great tradition of wonderful Augustinian Volunteers, and Marty will surely help to build the reputation of the program in our community and in the greater San Diego Area.



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Hard Knocks With Mike Andrus



Mike Andrus is hard at work shooting content for the next episode of *Hard Knocks*.

Joaquin Torre ('21)

 **By Jerome Santiago ('21)**
STAFF WRITER

Despite much attention on the accomplished Saints football team, many members of the school community are unaware of the comings and goings of the team outside of the games. However, with the help of a passionate student, Saints is bringing attention to the hard work that these athletes put in behind the scenes. *Hard Knocks: Training Camp with Saint Augustine* is a short film series that highlights the accomplishments, dedication, and daily lives of the Saint Augustine football team during the pre-season. The talented young man that works tirelessly behind the scenes to film, produce, and edit these episodes is junior Mike Andrus, who has always been fascinated with video editing and creative media.

Mike also has an unrelenting passion for playing football. He greatly enjoyed playing football for Saints, but he decided to stop playing after his sophomore season. Still, out of love for the sport, Mike continues to want to be involved.

“The next best thing for me was to create content for football,” Andrus said.

Inspired by the football content and edits that he views on social media, Mike realized that he wanted to do the same for Saints. Initially, Mike thought of doing a sports podcast, where he would have a conversation with two players a week regarding the affairs of the team. However, after much consideration, Mike ventured forward in search of a new idea.

Mike began to showcase his skills through the creation and production of the mini-series *Hard Knocks*. Mike decided

to model his videos after the show *Hard Knock: Training Camp* with the Oakland Raiders, a preseason show that documented practices and events that occurred during the NFL team’s preseason. Instead of making his episodes an hour long once a week as the Raiders’ *Hard Knocks* videos were, Mike decided to make his episodes 10 minutes long in order to make them viewer-friendly and easy to access.

Much time and talent goes into the creation of an episode of *Hard Knocks*. Being the producer, director, filmer, and editor of every episode, Mike dedicates large portions of his time to the creation of *Hard Knocks*.

Mike starts with the planning phase, the first of three phases in the creation of an episode. Mike believes that planning is one of the most important parts of making the videos because he has many things to account for such as the format of the edits,

the types of cameras that he will use, the players he will film, and the times he will do all of these things. This long process helps Mike to envision the episode.

Living on Palm Street, down the street from Saints, makes the next part of Mike’s creation process simple. Equipped with his gear, Mike frequently walks over to the Saints football field to film shots of the practices. In order to get enough content for his videos, Mike attends and records several practices, collecting about ten to twelve hours of content.

The final stage in its creation is also the toughest: editing. Mike reviews his film, selecting his best clips and compiling them into a video. Then, Mike works his magic that has caught the eyes of many people.

“One episode of *Hard Knocks* took me about a day and a half to edit and a couple of all-nighters,” Mike said. In the end, after tireless hours of planning, filming, and editing, a *Hard Knocks* episode is born.


The response to Mike’s videos was greater than he could have imagined, with his first episode reaching over 1.5k views on Youtube, reaching a point that very few Saints videos ever reach. Mike was mainly proud of his videos because he got a chance to give good publicity for our football team, the very institution that he hoped to support.

Not only did *Hard Knocks* gain publicity for the Saints football team, but for Mike as well. News stations such as San Diego Prep Insider, KUSI, and Prep Pigskin Report (PPR) have all messaged Mike praising his video series.

Although he is nearing the end of his time at Saints, Mike hopes to produce another season of *Hard Knocks* next year during the football preseason. He also hopes to develop monthly videos during the football season consisting of all the major highlights.

With the success of *Hard Knocks*, Mike dreams of being part of a creative digital media team that creates videos for some type of sports team, hopefully turning it into a career at some point in the future.

Grant Gayhart's Great Heart

 **By Ty Woods ('23)**
STAFF WRITER

As both an athlete and a Saintsman, sophomore Grant Gayhart combines his passion for basketball and the Augustinian mission of service for the betterment of the community. In recognition of his success in both service and basketball, he won a significant award this past month at the 10th annual “Increase the Peace” event held at Lincoln High School in San Diego. This recognition, called the “Understand the Grind” award, is intended to honor sportsmanship and determination in athletics. The award was presented to him on a plaque by Norman Powell, a professional basketball player in the NBA who plays for the Toronto Raptors. Powell graduated from Lincoln High School, and this award is a way for him to support a worthy cause in his community.

This award was presented as part of the 10th Annual Blacktop Classic at Lincoln High School, which is a community-building event that features players from all over California in an effort to raise awareness against bullying and violence. The event, held on September 8th, included guest players Malcolm Thomas and Norman Powell, as well as seminars designed to prevent violence and bully-

ing for middle and high school students. Several basketball games were also played throughout the day by the boys and girls in attendance.

The main message of Athletic Initiative, the organization responsible for coordinating the event, was, “On this day, a community can come together and celebrate what’s good about the children of our community. Their hopes and dreams of a better, safer tomorrow are dependent on our community leaders to teach our children to lead by example and hold themselves accountable.”

Later in the event, Powell presented the “Understand the Grind” awards to the honorees, one of which was Sophomore Grant Gayhart. The recipients are recognized as motivated individuals who strive for success whenever they can.

Ever since he started visiting the southeast corner of San Diego, Gayhart began playing basketball and actively serving in the community. He formed very strong relationships with members in the neighborhood, which he still has today. By fostering these positive relationships and reinforcing the ideals for which Athletic Initiative recognizes students, Gayhart has proven that he is an exemplary Saintsman and a worthy recipient of the award.

“This award is all about recognizing someone who puts in hard work on and off



Grant Gayhart pictured with the other recipients of the “Understand the Grind” Award

the court. It requires someone to be active in the community,” Gayhart said.

The criteria that one has to meet does not just involve hard work, but it also requires somebody that has excellent grades and has made significant efforts against the use of drugs and alcohol. Respecting the grind does not only pertain to literal success, but also

making a positive impact on one’s community through interactions with its members.

The entire Saints community awaits to see what gifts he will continue to share through his talents on the court and his commitment towards community service. Congratulations Grant!

Ask an Expert: Nature vs. Nurture

Would your personality and behavior be radically different if you were raised by a Buddhist family in China?

 **By Nolan Steinbuch ('21)**
STAFF WRITER

For well over a century, psychologists around the world have been debating whether our behavior is primarily the product of our genetics (nature) or our upbringing (nurture); this is known as the nature vs. nurture debate.

Think about it: would your behavior be fundamentally different if you were raised by a different set of parents or in a different cultural environment? For this issue of the Augustinian, our *Ask an Expert* column explores this psychological question with Ms. Colorado, our school faculty member, psychology teacher, and counselor.

The Augustinian: What is the nature vs. nurture debate?

Ms. Colorado: The nature vs. nurture debate is a psychological debate about whether behavior, personality, and culture are formed by genetics (nature) or the environment and past experiences (nurture).

Nature deals with heredity and genetics which form our appearance, personalities, and characteristics. Those who are advocates for the nature side of the argument believe that the many parts of a person, such as their personality, is determined by genetics and heredity.

Nurture refers to environmental variables that impact an individual's characteristics, which include childhood experiences, the way one was raised, social relationships, and the surrounding culture. People who advocate for the nurture side believe that the mind is a blank slate, whereas those who argue for nature believe that a person is predestined with a certain mindset.

The A: Who came up with the nature vs.



Ms. Colorado is the AP Psychology teacher at Saints. *Joaquin Torre ('21)*

nurture debate, and how long has it been around?

Ms. C: The nature vs. nurture debate has been around since 1869 when the term "nature vs. nurture" was coined by Francis Galton.

The A: Can you give some examples of the nature vs. nurture debate?

Ms. C: Some examples of the nature vs. nurture debate include personality and high blood pressure/obesity. People who argue for nature believe that a person's personality is passed on from their parents through genetics and heredity.

Those who support the idea that a person's personality is determined by nurture believe that a person became who they are because of how their parents and the environment shaped them. Those who argue for nature believe that obesity and high blood pressure is genetic and passed on from parents to their offspring, while those who argue for nurture believe that obesity and high blood pressure are caused by unhealthy eating habits that have been imposed on a person because of their environment.

The A: What is an argument that supports the nature side of the debate?

Ms. C: One huge argument that the nature side of the debate uses is the Twin Studies. These experiments are often performed to test the nature/nurture debate. In these studies, identical twins are separated at birth. They both live in different parts of the world with different (non-biological) families. When the twins eventually meet up and talk about their lives, they found that the twins, raised in very different environments, have very similar characteristics. These characteristics include the same interests, talents, personalities, and behaviors, proving that nature greatly influences the development of the human mind.

The A: What is an argument that supports the nurture side of the debate?

Ms. C: An argument that supports the nurture side of the debate is the study per-

formed on an 11-month-old baby named Alfred. In the 1920s, John Watson studied Alfred and his response to different stimuli for fear. In this experiment, the scientist gave Alfred a small white rat to play with. The rat was brought to Alfred without any loud noises being played, and as a result, he felt comfortable around the rat.

Later on in the experiment, the rat was repeatedly brought back to Alfred with a sharp clanking sound that ensued for the duration of time that the rat was around, causing the baby to cry. When the rat was eventually reintroduced to Alfred without the loud noise, Alfred still cried, as he was expecting a loud racket to come with the arrival of the rat. Since Alfred by nature was not scared of the rat, he was taught to fear it by the surrounding environment. This same experiment was carried out with other animals including a black rat and a dog, and the results were the same.

The A: Which side of the debate do you side with and why?

Ms. C: I lean more towards the nurture side of the argument, as I believe that the environment plays a more important role in a person's development than its genetics. Whether that is a mental, psychological, or physical development, I think that the situation is a key factor. The setting can be anything, including living in a place with poor air quality. Living in a place with substantial amounts of pollution will affect an individual, as it can lead to more health problems than living in a place with cleaner air. Parenting styles and schooling are also forms of nurture. While nature does affect some attributes, like our eye color, I believe that nurture plays a more important role in a human's development.

Chaplain's Corner

The Life of the New Chaplain

 **By Fr. Max Villeneuve, O.S.A.**
COLUMNIST

The end of the summer (but not the heat!) brings the beginning of the school year in our portion of the world. As we begin another school year, I am beginning anew myself in my new ministry as the school chaplain.

A chaplain is traditionally a member of the clergy who is attached to an institution to provide spiritual care for its members. For example, there are chaplains in the military, police and fire departments, sports teams, and hospitals and healthcare facilities. It is right and fitting that a school such as ours should have a chaplain's office. When people ask what it is that I do in my new role, I answer that I am kind of like a parish pastor, but I am the pastor of the school.


In my role as chaplain here at Saints, I coordinate the weekly all-school liturgy, assist with the St. Monica Mass, celebrate Mass with our sports teams, hear Confession two times a week at lunch in the Chapel, plan many of our campus ministry service trips with our new Christian Service Director, Br. Bobby, and much more. I also requested to continue serving in our religion department, and, as a result, I teach Scripture to some of our sophomore brothers.

It is a big responsibility but I look forward to serving the Saints community wholeheartedly. My office door is always open for students, and I encourage all to say hello if you see me on campus, on the sidelines, in the stands, or in the theater. I've found that a chaplain's place at Saints is everywhere at Saints!

Linville Leading Saints to Win-ville



Mr. Matt Linville at his office in his new role as Director of Athletics. *Joaquin Torre ('21)*

 **By Aidan Rickwa ('22)**
STAFF WRITER

Coach Stevenson left an impressive legacy for the Athletics Department, and since his departure, everyone is eager to know how Mr. Linville plans to continue this success. As the new Director of Athletics, it is his responsibility to plan, organize, and direct the Saints athletic program, including overseeing all of the individual sports and coaches. He makes sure that everyone has their forms turned in, that game times are well-publicized, and that the sports programs flow smoothly. Mr. Linville shared what his average day looks like and what he hopes the future will hold for Saints sports under his direction.

"I don't want to reinvent the wheel," Mr. Linville said. He says that he wants to keep the foundations that Coach Stevenson built while also putting his own creative spin on the program.

He has officially handed over intramurals to Coach Alcoser, and he will not be nearly as involved in the lunchtime games. He teaches block 1 Freshman P.E., and although he misses teaching math, he feels fortunate to be holding his current position.

Mr. Linville's day consists mainly of meetings and paperwork concerning the fall sports, but he has already begun working on paperwork for the winter season. In addition, planning for sports games, practices, and everything in between is a big focus of his. Most Mondays and Tuesdays consist of planning and meetings, while on

Wednesdays and Thursdays he works on publicizing the information for the games. On game days, he puts his energy into bringing on the hype and preparing for the games in the evening or cross country meets on the weekend.

Currently, the focus of the Athletic Department is football, and Mr. Linville enjoys being there to help Coach Kremer by advertising the games and getting the necessary information from the other teams, like where to get medical attention and where the Pit should be set up.

As expected, his transition to Director of Athletics went smoothly, as it had been in the works for many months. With Mr. Linville no longer teaching Algebra II and Algebra II-Trigonometry, the school hired Mr. Slusher to take his place. Mr. Linville was a very well-liked teacher, but the school is looking forward to the changes that Mr. Linville will enact to move the athletic program forward.

Mr. Linville feels truly honored in his new post, and he wants to make this year an incredible one for Saints sports. Cross country and football are already off to a great start, and they are expected to finish strong. Mr. Linville is eager for the new school year, and he is ready to make his mark on the school as an administrator.

He hasn't announced any monumental changes as of now, but he is always looking for new ideas from teachers, coaches, and students. With 21 years of coaching experience at Saints, the school is eager to see what Mr. Linville will do next.





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Lukasik's Top Tips for Freshmen

The five most essential jewels of wisdom for the Class of 2023.

 **By Aidan Lukasik ('21)**
STAFF WRITER

We all remember the confusing first few months of freshman year and the difficulties we faced attempting to assimilate to the Saints culture. Every year, the transition from being the top dogs of our middle schools, which some of us attended for many years, to being a lowly freshman does not get any easier. So, out of our kindness, The Augustinian has put together a few tips to make the freshmen's first year at Saints as smooth and enjoyable as possible.

Tip #1: You may have already begun to hear of the senior privilege known as off-campus lunch. But “senior” off-campus lunch is a misnomer, as this privilege is afforded to students of all grades, including freshmen. Every Saintsman actually has the freedom to leave campus at lunch! Take these forty-five minutes as an opportunity to walk to the liquor store and get a snack, or get some barbecue with your newly made friends. Or, better yet, take a stroll over to Balboa Park and enjoy the many fun activities it has to offer, clearing your head before returning for block 5. If you become worried about time, it is always a safe idea to ask a stranger near campus if they happen to be headed in the direction of the school, and, if they are, you should definitely ask them for a ride.

Tip #2: Saints can be an intimidating place as a freshman, as everyone is brand new and things can be very confusing. Between navigating strenuous coursework and trying to build up the courage to talk to the terrifying OLP girls, it may be difficult to find a teacher you can go to for help with what you might consider even the smallest problem. A surefire resource who is always more than happy to receive visits from the incoming class is Mr. Lamerato. As a senior teacher, it is in your very best interest to meet him right away, as it will prepare you for the next four years. The best time to do this is probably during one of his classes, as he loves to teach lessons to St. Augustine’s youngest members. His room is 324.

Tip #3: It is important to remember that homeroom is an entirely optional period, and all assignments and activities prescribed by your homeroom teacher do not need to be completed. This policy was instituted because the work level varied so greatly from teacher to teacher, so the school decided to completely do away with



The freshmen gather at their retreat. Joaquin Torre ('21)

any rules pertaining to homeroom. Take this as a time to do homework due next block, snapchat some OLP girls you met at the football game last week, or catch up on some sleep. In fact, if you decide that you just aren’t feeling it and would rather not show up for that hour of school, get to school an hour later and rest in the comfort of your own home. It is called homeroom because you are invited to stay at your room in your home. Always remember: homeroom time is your time.

Tip #4: Saints places priority on making sure students get a healthy amount of sleep each night. Although freshmen might not have as heavy a workload as some upperclassmen, those who take Honors English, biology, or an advanced math course may occasionally let homework and studying eat into the precious time every growing boy needs. The National Sleep Foundation recommends 8 to 10 hours for teenagers aged 14 to 17, but if you find that homework prevents you from meeting this quota, simply forgo completing any assignments that you deem unimportant or undesirable. Teachers may seem annoyed at first, but if you explain that you were catching up on lost sleep, they will excuse your missing work. All teachers at Saints are required to give three one day extensions to each student on matters relating to lack of sleep. Another piece of advice—if you ever find yourself fighting fatigue at school, go to Student Services at lunchtime and use the pillows and blankets they provide for a quick power nap.

Tip #5: In all seriousness, the best advice anyone can give you is to join the newspaper, not the yearbook.

This article is entirely satirical, and none of these tips should be taken as actual advice for the freshmen at Saints (except for Tip #5).

► SPORTS

Continued from Page 1

dinary work ethic and discipline, setting an example for the rest of the team.

“This season has been one of the most successful seasons this beach team has seen in a while. Everyone has worked really hard, and we’ve become closer as a team as the season has progressed,” Matt Lagasse said.

Cross country is led by seniors Joey Buzzella and Jack Klem, and the team is experiencing success at all grade levels. Buzzella finished ninth overall in their first race of the season, and Klem finished third and twelfth in his last two races.

Buzzella and Klem are aiming high this year, and they hope to qualify for the state championships. They can accomplish this if the team makes state overall, or if they finish in the top fourteen in the CIF championship race on November 23.

The juniors took second place overall in their portion of the tournament, and, although the upperclassmen have seen more consistent success this season, Coach Yoakum also praised the strong up-and-coming group of sophomores and freshmen.

It has been a strong season for all three sports and morale remains high. Cross country, football, and beach volleyball are all contenders for championships this year, and the school hopes to see many more banners hung in the gym.

► BOUNDLESS

Continued from Page 3



begin construction in June of 2020 and open in January of 2022.

With all of these considerable changes, how does one go about modernizing an establishment with such historical importance? The Academy of Our Lady of Peace and its construction partners are committed to preserving the historical value of the buildings, such as the original window frames in Aquinas Hall. The campus will also be enriched with the additions of at least two important artifacts, including a second class relic of St. Theresa of Calcutta (the only Saint to walk on OLP’s campus) and a Vatican-created exact replica of Michelangelo’s Pietà, one of only 100 built during WWII for fear of Nazi destruction of the original.

Through the generous donations of philanthropists, OLP families, and community supporters who are passionate about providing more opportunities for young women, OLP’s historic campus is becoming a modernized institution that will benefit the next generation of women who are driven to make their own, individualized mark on the world. In the spaces made possible by the Boundless Campaign, the Academy of Our Lady of Peace will continue to “educate her” in becoming “all of which woman is capable” for generations to come.



Mario Kart > Homework

By Matthew Cross ('21)

