

THE AUGUSTINIAN

“Tolle Lege”

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St. Augustine High School

The Saints Experience from a Distance



By Angel Perez ('21)
EDITOR-IN-CHIEF

In years past, the second semester has served as a time to accomplish and celebrate the goals and achievements which students have been developing throughout the year. Beginning in February, these months are typically marked by the excitement of Junior Boat Dance, Prom, the awards ceremonies, graduation, and a slew of other occasions that many Saintsmen look forward to throughout the year. However, the current state of “distance learning” has had many wondering: What will come of these events? Luckily, the administration has continued to keep the Saints community updated about their hopes for these experiences.

“We will communicate facts and changes to school plans/activities and push notifications to the community using Canvas, social media sites, and the website,” Mr. Horne said.

Although Prom, as well as the Junior Mass and brunch, were unfortunately canceled due to the obvious health risks, the Junior Boat Dance has been postponed according to a March 17 update in a series of posts titled “Covid-19 Updates.” This event, which was set to take place on March 20 aboard the William D. Evans Sternwheeler, was greatly anticipated by many juniors, and the hope is that, as the situation improves, the class will still be able to take advantage of the experience in a similar manner.

The awards ceremonies, which typically occur separately for underclassmen and seniors, are an important moment in the academic careers of many Saintsmen. These celebrations allow for the acknowledgment of



Senior Mauricio Torre is awaiting graduation, quarantine style. Joaquin Torre ('21)

students' accomplishments, and they create a sense that the year of hard work and dedication to one's academic success has been worthwhile. Although an initial update listed the underclass awards ceremony as canceled, the Saints administration worked hard to produce a digital awards ceremony for the entire Saints community. In this video, the successes of Saintsmen at each grade level were recognized by Mr. Horne, Fr. Max, Mr. Hecht, Mr. Linville, Mr. Sipper, Mr. Hearn, Mr. Haupt, Mr. O'Beirne, and Rev. Sanders, who came together to produce an uplifting and reward-

ing presentation.

“We put together this nice video to announce students who've made this great progress, celebrating this accomplishment with them,” Mr. Horne said.

Yet another exciting end of the year moment for many is the handing out of yearbooks. Although the hardworking producers of the yearbook were cut short, they were able to submit the yearbook to print in the nick of time, and Saintsmen will be able to collect their copies on their specified end of the year pick-up days, which take place on Tuesday,

May 26 for seniors, Tuesday, June 2 for freshmen and sophomores, and Wednesday, June 3 for juniors.

On the senior end of the year pick-up day, a graduation info session and rehearsal will occur as well.

“This pick-up and graduation info session will happen, even if the graduation is postponed, which seems increasingly likely,” Mr. Horne said. “We will employ appropriate social distancing, require masks, and provide sanitizing stations.”

At this time, the Baccalaureate Mass and graduation ceremony are scheduled for June 12, with an additional postponement option on June 26. Regardless, seniors concluded their final classes on May 22, one week before the May 29 end date set for the remainder of the student body.

“On a personal note, I want to offer my heartfelt congratulations to the incredible Class of 2020,” Mr. Hecht said. “You have endured a great deal and persevered through it all! You carry on in the true spirit of St. Augustine!”

Per an April 2 video announcement by Mr. Horne, the conclusion of this academic year will take place without the typical hustle and bustle of finals due to the complications presented by the COVID-19 pandemic. Although students and teachers alike have made the adjustment to distance learning with phenomenal aptitude, this decision by the administration will serve to lighten the load and reduce the stress that everyone is inevitably feeling.

At this time, the administration is aiming to conduct summer school in person because
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Dr. Anthony Fauci: The U.S. General in the COVID Wars



By Joseph Selfani ('21)
EDITOR

Anyone who has kept up with the current news cycle is bound to have heard the name Dr. Anthony Fauci in connection with the U.S. response to COVID-19, but many don't know much about the man in charge of the coronavirus task force. He has made multiple media appearances and dedicated himself to informing the American public about the facts of the virus, but his history of expertise and knowledge about diseases and pandemics precede him by decades.

Fauci was born in 1940 in Brooklyn, New York to parents who were both pharmacists. As a child, he helped out at his parents' pharmacy where he developed an interest in medicine. He completed medical school at Cornell University Medical College in 1966 and graduated first in his class as a Doctor of Medicine. He then joined the National Institutes of Health (NIH) in 1968 under the NIH's National Institute of Allergy and Infectious Diseases (NIAID) department. Fauci climbed all the way to the director of NIAID in 1984 and still holds this position today. NIAID describes his responsibilities as “overseeing an extensive research portfolio of basic and applied research to prevent, diagnose, and treat established infectious diseases.” He has overseen many pandemics during his position, including the HIV/AIDS outbreak, Ebola, Zika, SARS, MERS, and, currently, COVID-19.

Dr. Fauci's first major experience with a pandemic came in the early 1980s with the HIV/AIDS outbreak, where he led the research and released papers aimed at developing treatments, or ideally, a cure. Despite many investigations by him and his team, Fauci was criticized as acting too slowly in the release of drugs that could help patients. While the issue was not Fauci's fault but instead the Federal Drug Administration's, Dr. Fauci still worked to develop medications and vaccines that could be more quickly approved by the FDA, turning those who opposed him into admirers. He even received the Presidential Medal of Freedom in 2008 for his efforts to advance the understanding and treatment of HIV/AIDS.

Another major pandemic Dr. Fauci confronted was the Ebola crisis in West Africa, which started in the early 2010s and reached a climax in 2015. During that time, Fauci led the response to support West Africa in containing and preventing the virus and fought for more screening in the United States to prevent its spread into the country. His efforts to contain the disease from the source were successful.

Dr. Fauci's experiences with these two major pandemics greatly prepared him for what will become the Great Pandemic that we currently face. The criticism Fauci received during the AIDS pandemic for the slow development of a cure led him to advise President Trump to deregulate the FDA to allow



Dr. Fauci has played a pivotal role in disease research for decades.

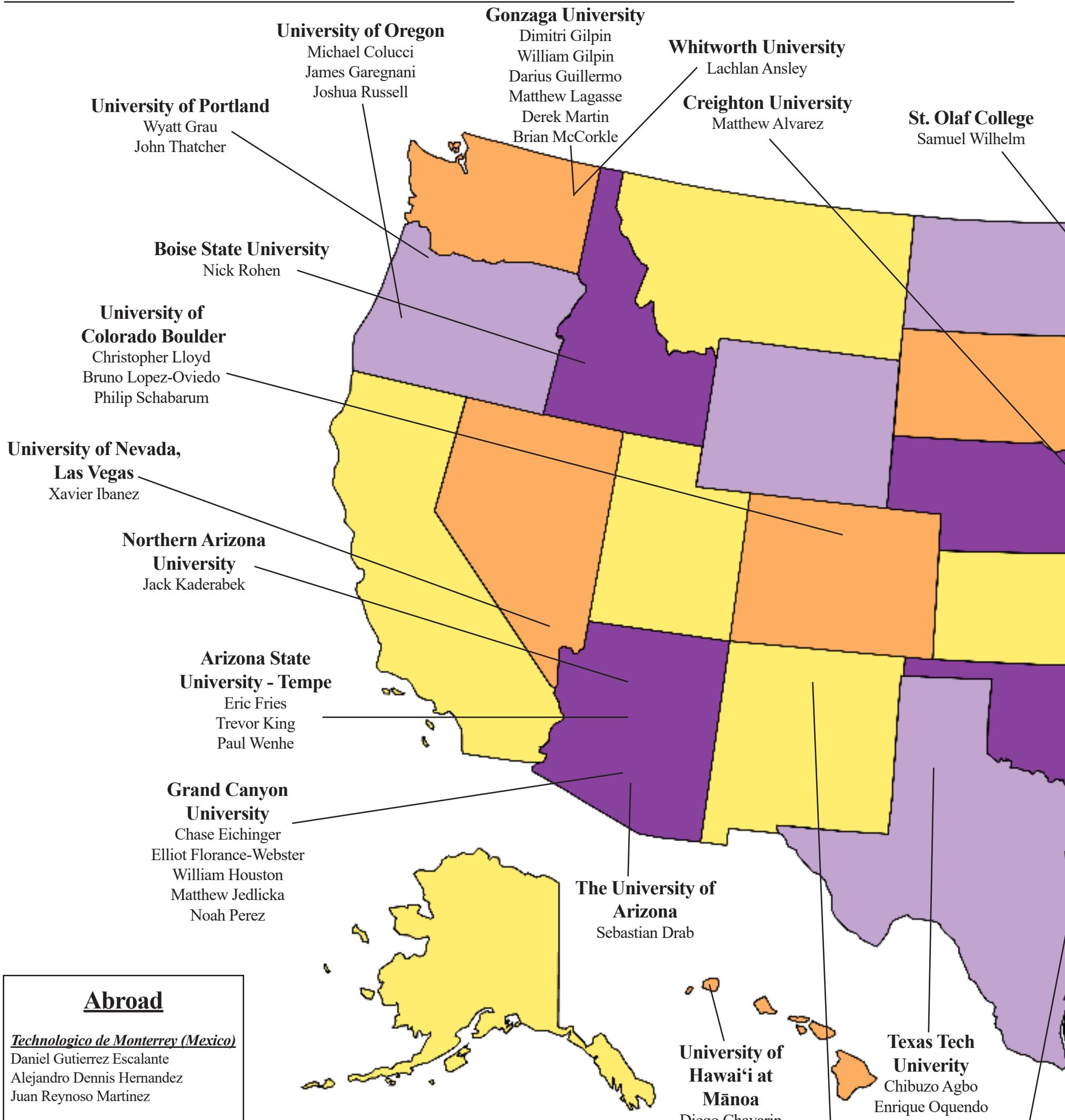
Getty Images

for more treatments and vaccines to be tested and released. Fauci learned about the importance of screening people during the Ebola crisis and that led to his calls for more testing during the coronavirus in the United States.

Currently, Fauci is one of the top advisers on the coronavirus task force in service to the president and the Department of Health and Human Services. He commits himself to releasing the facts of the coronavirus, debunking misinformation and advising politi-

cians and the public on curbing the spread of disease. His reputation as a medical expert makes him practically immune to the circus of politics, as he has served under six presidential administrations and is separate from the powers of Congress and the presidency in his role as chief of NIAID.

Hopefully, his expertise on infectious diseases and leadership in the research of the virus will help develop an effective vaccine soon.

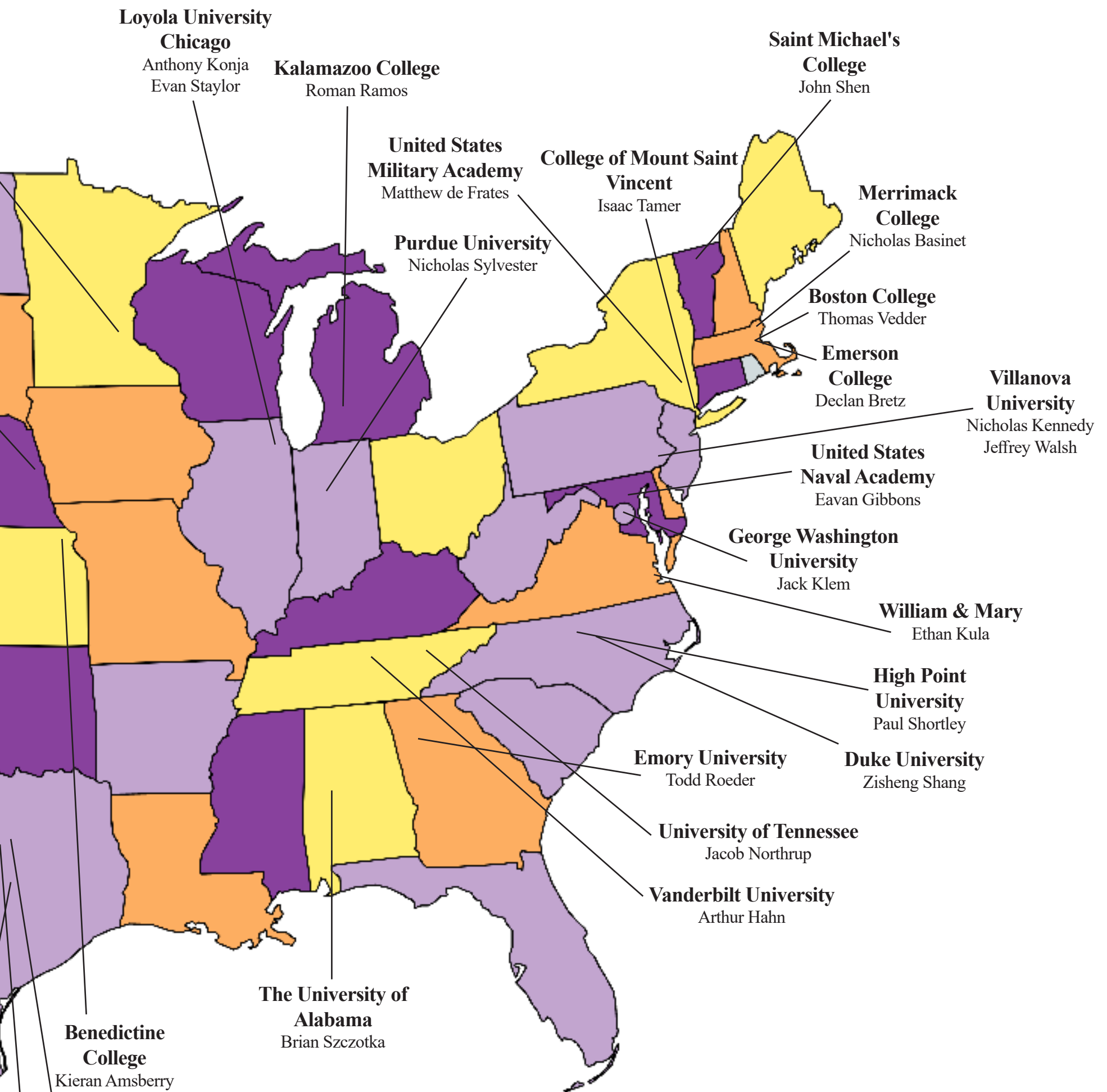


Abroad

Technologico de Monterrey (Mexico)
Daniel Gutierrez Escalante
Alejandro Dennis Hernandez
Juan Reynoso Martinez

San Diego Area

<u>California State University, San Marcos</u> Leo da Luz Adrian Ruz	Luke Ghosn Adam Lewis	John Kosmicki Gustavo Reynoso
<u>Grossmont College</u> Trace Baker Alexander Lee Jose Pimentel	<u>San Diego State University</u> Sergio Bermudez Elias Chokeir Evan Duran Sebastian Gabrail Andrew Goodridge Karl Hedberg Kian Kelly Dylan Manriquez Jack Page Kendall Pyatt Charles Rhee	<u>University of California, San Diego</u> Andre Mansour
<u>Point Loma Nazarene University</u> Jonathon Bonanno Jon Bone Benjamin Brandon Lucas Haupt	<u>Southwestern College</u> Alfred Batangan III Christian Byars	<u>University of San Diego</u> Rene Adams Gilberto Diaz de Sandi Diaz Steven Iannicca Daniel Kalfayan Aidan Konja Sebastian Konja Jorge Kuri Charles Lester Mark Mahoney Joseph Morse Santiago Tena
<u>San Diego Mesa College</u> Fabian Alvarez Brandon Busch David Davalos		



California (Excluding San Diego Area)

California Polytechnic State University, San Luis Obispo
Connor Heffler

California Lutheran University
Aidan Johnston

California Polytechnic State University, Pomona
Raul Lopez

California State University, Monterey Bay
Jackson Bautista

Chapman University
Luke D'Agnese

Concordia Unveristy
Lance Frias
Jacob Fuson

Dominican University of California
Oswaldo Calderon

Loyola Marymount University
Ian Graham
Declan Maguire
Roberto Tessada-Arnaiz

Pepperdine University
Angel Jimenez
David Rzeslawski

San Francisco State University
Tyler Cruz
Edward Lorenzo

Santa Clara University
Andres Garza
Ethan Lagasse
Mauricio Torre

University of California, Berkeley
Tyson McWilliams

University of California, Davis
Michael Ambagtsheer
Stuart Dempster

University of California, Santa Barbara
Joseph Buzzella
Nicolas Del Puerto
Reece Francke

University of California, Santa Cruz
Reese Hyduk
Timothy Ordonio

University of California, Merced
Francisco Orendain

University of Redlands
Ryan Rhoades

University of Southern California
Gavin Flynn
Christopher Fry
Martin Pulido
Matthew Steinberger

Saints Teachers Adapt to a New Normal



By Graeme
Morland-Tellez ('21)
EDITOR

It is said that nothing has been the same since that abysmal and horrifyingly stereotypical Friday the 13th, but, in reality, it has. Courtesy of the intense preparation for a worst-case scenario (yes, that scenario being our current situation), the teachers at Saints were able to assemble like modern heroes and fight to guarantee one certainty through this apparent time of confused inconsistency: a high-quality world-class education.

When news broke that schools would have to shut down in order to thwart the spread of the virus, schools were flustered in their response and, given the rare circumstance of a global pandemic, unprepared. This was not the case for Saints. Saints was readying themselves for the possibility of a school closure weeks before it actually occurred. There were department meetings in which potential solutions were proposed, and eventually, with the help of the tech-savvy Mr. Igleman, the idea for an online-based curriculum was suggested and rapidly implemented.

Due to said preparation, teachers all had ideas of how they wanted to conduct their classes in the new format. Some teachers, like Mr. Isaak, embodied the Augustinian value of *Unitas* and worked together within their departments in order to continue to teach their course. The math teachers were met with a more favorable situation, as they were given three days of instruction throughout the week, and they most definitely took advantage of such favorable circumstances. Mr. Isaak created a streamline “math coalition” with his fellow Algebra I and Pre-Algebra teacher, Mr. Okuley, in which Mr. Isaak would teach all Algebra I classes, and Mr. Okuley would take over the Pre-Algebra classes.

Teachers of the arts, like Ms. Drummy, were met with an especially unique scenario as they had to create a way to continue to teach classes like drawing and painting from home. Luckily, Ms. Drummy preemptively sent home students with unique kits that allowed them to continue their artistic journey in the comfort of their own rooms.

Other teachers, like Mr. Chesser, were



Mr. Igelman has been invaluable in the switch to distance learning. Joaquin Torre ('21)

only given two days out of the week to meet with their students and teach their class. Mr. Chesser took a strategic route when developing his initial plans, as he decided to only put out what he deemed to be the most important information. He then reduced his normal curriculum to fit into a situation that was far from normal, and the result was a class based on four key points: reading, analysis, discussions, and essays. “You have to think about what skills are really important and what skills are really unnecessary in the grand scheme of things,” Mr. Chesser said.

Thankfully, the initial plans of many teachers have experienced little change as they have greatly remained the same until this point in the saga of online teaching. With the only pressing difficulty being some inevitable difficulties with technology and faulty internet connections, Saints’ early preparation proved to be both worthwhile and fruitful. However, that is not to say that difficulties were not met throughout these trying times.

So far, the main antagonist to the heroic teachers in their fight to retain education has been the foe known to many as technology, and, to some, as “unreliable.” But the main issue caused by technology is not the flimsy and unreliable connection it inflicts upon the computers of teachers and students alike, it is the barrier it creates. Technology alienates the necessary human dynamic which is normally found in school and essentially eradicates any pure form of human connection, a component imperative to high school.

“No one became a teacher to give assignments and to grade,” Ms. Drummy said. “We became teachers because we want to connect with our students, to mentor, and to help you guys through this period in your lives.”

Other teachers possessed similar lamentations about the lack of a human facet during online school. “I miss the human dynamic and the stronger connection to life,” Mr. Chesser said.

Mr. Isaak noted the difficulty in gauging whether or not his students were understanding the concepts he was putting forth. “I’m just trying to continue the education in this new environment,” Mr. Isaak said. Mr. Isaak also worries that a lack of motivation is developing in the students, a growth that might be harmful to them in the future. “Will these guys be ready for Algebra, Geometry, or the honors program?” Mr. Isaak said, “It is difficult to have enough support so that the kids that are not showing up can go and watch the videos.”

Among the struggles of a missing human connection and a lack of student motivation, teachers also described the hardship of their yearns to return to normalcy. Mr. Isaak, who would have preferred letting the golf season run its course to being limited to his home, misses the peaceful environment of playing golf with his students. Mr. Chesser misses greeting his students at the door and asking them about their day. Although this new life is not of ease and definitely not “normal,” through continuing the stellar teaching found at Saints, at least some sense

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ginning on June 15, but they are prepared to adjust should the phased reopening plans become delayed for any reason. Mr. O’Beirne is hopeful that students will be able to return to campus this summer.

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At this time, the administration is aiming to conduct summer school in person beginning on June 15, but they are prepared to adjust should the phased reopening plans become delayed for any reason. Mr. O’Beirne is hopeful that students will be able to return to campus this summer.

“What isn’t changing is our TRUTH, that the best work at Saints is done on the ground in a face-to-face educational environment,” Mr. O’Beirne said.

Although this uncertain time has caused the Saints community to greatly adjust the initial hopes and expectations for the second semester, the administration has worked diligently to create a best-case scenario for the students. As the situation develops, The Augustinian encourages all Saintsmen to be on the look-out for new updates and announcements via Canvas, social media, and the official Saints website (sahs.org).

of normalcy is preserved.

Have teachers necessarily evolved in that their teaching methods changed throughout this period of online teaching? In many cases, the answer is no. Intense preparation for the worst-case scenario retained the classic and priceless Saints education. But have teachers evolved in the sense that they have adjusted their teaching methods, adapted to the current circumstances, and overcome the barrier of digital teaching? You bet they did. Now Saints teachers might not be the heroes that Saintsmen want, especially not after a tough semester which accumulates in a stern and unwavering 89.9 percent in the grade book, but they are the heroes that Saintsmen need. And boy, did they save the world (of education).

Saintsmen Learn to Distance Learn



By Kai da Luz ('21)
EDITOR

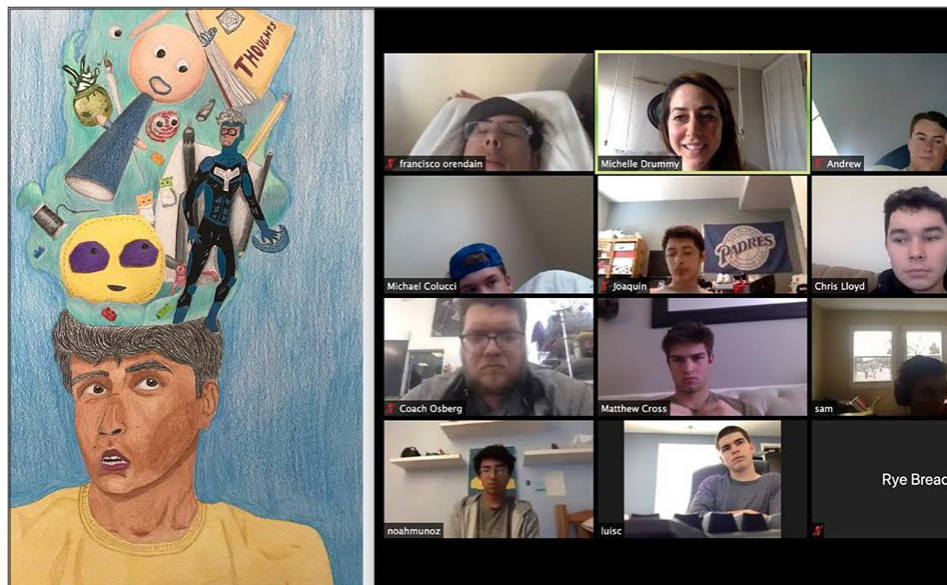
In the midst of March, the world was thrown into a situation it had never before experienced. With the increasing danger of the COVID-19 pandemic, non-essential businesses began to close their doors in the interest of public safety, and many schools decided to send their students home and embark on a new program of education: distance learning (DL).

This system would usher in an age of Zoom calls, flexible assignments, and online testing with which all have become very well acquainted. After more than two months of DL, however, many students have mixed feelings. Some enjoy the opportunities and advantages of a DL world, while others have enjoyed the break but are eager to return to normal education.

Opinions from both ends of the spectrum are evident within the Saints student body. Many Saintsmen are happy with DL, as they appreciate the flexibility and extra sleep.

“Distance learning has allowed my schedule to open up greatly due to its flexible nature. There’s been no need to wake up early for the band, no need to waste time waiting in painstakingly slow traffic, and no need to stay in a classroom for hours at a time,” junior Damien De La Pena said. “Most importantly, it lets you study at your own pace without falling behind on the content.”

Many Saintsmen feel similarly about DL as it allows them to take a break from their



The AP Studio Art Class has not missed a brush stroke during distance learning. @saints_info. Art: @creator_noah busy schedules. Other positives of DL are the opportunities it bestows upon education in the larger sense.

“Distance learning is an excellent test of our responsibility and self-discipline, and it is helping us appreciate the school setting we have taken for granted and maybe disliked in the past,” senior Jason Shang said.

Either way, there is no doubt that DL has given all students more free time and flexibility in their life, something we all need at times.

Other Saintsmen have had enough of the shortcomings of DL and are eager to get back to standard instruction. Because the DL of quarantine prevents students from going to school, many classes that require a more per-

sonal touch cannot give students the immersion warranted through DL.

“I think distance learning lacks the social interactions and academic discussions that best stimulate thinking and learning for me personally, especially in non-STEM classes,” senior Jason Shang said.

Because of this lack of social interaction, many students go through instruction in areas like the humanities, English, and foreign languages without the full benefits of discussion and interaction that an in-person experience provides. DL also makes cooperation between classmates more difficult and communication with the teacher more challenging.

Additionally, DL does not provide all stu-

dents with an equal opportunity to learn and comprehend the material.

“Each student learns in a different way. Some students are visual learners whereas other students may be audio learners. Some students may prefer lectures whereas others prefer one-on-one contact,” junior Shea Briere said. “Almost all students thrive on face-to-face contact with their peers that you just can’t get from distance learning.”

Perhaps one of the greatest disadvantages of DL is the distraction that learning at home presents.

“I dislike distance learning because it is much harder to learn the material for class, as I work more efficiently in a classroom environment than at home,” sophomore Ethan Huynh said.

It is very challenging for anybody at home to completely focus with the allure of TV, video games, and phones always nearby. Distractions like these as well as family life at home can make some assignments and classwork, while flexible, difficult to prioritize.

The truth is that no one was completely prepared for this quarantine and era of distance learning. Fortunately, everyone at Saints was already well acquainted with our online platform, Canvas, so the transition was not as tough as with other schools. While this current situation is ideal for no one, all we can hope to do is to continue our learning and religious instruction and to stay strong as a Saints community, helping others as they need it now more than ever.