

THE STUDENT NEWSPAPER OF WILLIAM JONES COLLEGE PREPARATORY HIGH SCHOOL



Remembering Charlie

Jones loses one of its most beloved staff members

Harper Rzepczynski '25
Assistant Online Editor

On April 2, esteemed Jones staff member Charles Mills passed away, leaving our community heartbroken and looking for ways to honor his memory.

Mills mainly worked with diverse learners, along with making important contributions to the theater department. Mills was a central part of the Jones community, and colleagues and students alike deeply miss his presence.



“Charlie always brought positivity, happiness, and a level of camaraderie that can’t be matched,” said Jarard Nathaniel, one of Jones’ security guards. “He dropped everything in an instant to help out anybody who needed it, no matter what it was.”

Teachers with close relationships with Mills look back on his positive attitude and willingness to support the Jones community.

“He saw the potential in everyone and everything,” said Brennan Roach, the head of the theater department. “He had perspective too. He didn’t have an ego in it. All he wanted was to see everybody be the best they can be.”

Mills was known for his consistently helpful and humble nature.

“Think of the best person you know and multiply it by ten. That was Mr. Mills. Everyone’s gonna say he was the nicest person, always ready to help,” said English teacher Ann Dernbach, who was a friend of Mills.

Mills was an especially prominent figure in the diverse learners program, always lending a helping hand and putting on a caring role for students.

“Charlie Mills was a phenomenal paraprofessional,” said Michelle Monaco, diverse learners case manager. “He was really a model para[professional] in terms of how he presented every day with the students with such patience and kindness.”

Mills’ unique approach was especially appreciated and shows what an important figure he was in the special education department.

“He was always there to support the students and treated them with such value and respect. That’s rare in this day and age, we don’t often regard ourselves with such kindness face to face, but Charlie was just such an amazing person,” said Monaco.

He also had a passion for Jones, always keeping school spirit

a priority, making him an essential piece of our community.

“I’m pretty sure like 80 percent to 90 percent of his wardrobe was Joneswear. I always saw him wearing choir shirts, theater shirts, all these different things. He loved, loved, loved Jones,” said Dernbach.

Fond memories emphasize Mills’ importance within the Jones community.

“There was a time we had a picnic over in Grant Park, and we had a water balloon fight, and all the kids from theater ganged up on him and got him at the same time,” said Nathaniel.

Mills’ work in the theater department also created sentimental moments.

“When we were putting together the set for Radium Girls we had a really heavy wall that we had to raise, and it took me and Charlie both jumping off a box and pulling the rope to get the thing to come off the ground,” said Roach.

In the midst of Mills’ death, the Jones community looks for ways to honor his memory.

“Whatever we do will never be enough,” said Dernbach. “But I think there should be some sort of formal dedication.”

Suggestions have been made about contributing part of the school to Mills.

“The best thing would be to dedicate part of the auditorium to his name. That’s where he spent most of his time in the building,” said Nathaniel. “I think that Charlie Mills’ name should be somewhere honored in the walls of the auditorium.”

Additionally, remembering Mills’ spirit and positivity should also stand as a priority.

“Remembering Charlie is about seeing and acknowledging each other. So often we walk through the halls, we got our headphones in and our heads down, but that wasn’t Mr. Mills. If you see someone who just needs you to say ‘Hey, do you need a little help?’, do it,” said Roach.

One unified team

Jones basketball players and ACES students come together to show off their basketball skills

Samantha Dombar '24
Copy Editor

On Wednesday, April 18, several members of the Jones basketball team joined students in the cluster program to compete at Walter Payton College Prep’s annual basketball tournament.

“The buddy leaders aren’t interested in playing basketball and there are not many basketball players. So, we recruited from the basketball team,” said Corrie Roof, Diverse Learners teacher.

The tournament was run through Unified Sports, a program through the Special Olympics that joins people with and without intellectual disabilities on the same team.

“The difference between regular Special Olympics events and Unified events is that with Unified, the students in the gen-ed population compete with students with special needs, whereas the Special Olympics, which is coming up in May, is just students with special needs competing with each other,” said Roof.

The tournament was amongst Walter Payton, Jones, and South-Side Occupational School’s cluster program and Gen-ed leaders.

“It’s really fun to interact with the other schools. We haven’t done as much with other schools before we got involved with the Special Olympics. Our buddies see students who had gone to Jones and transferred,” said Roof.

The tournament also gave leaders’ insight on other school’s ACES equivalent programs.

“They know a lot of leaders from other schools and I think what is nice is that they get ideas from other leaders for our school. It kind of trickles down into what we’re doing for Best Buddies as well,” said Roof.

The ACES curriculum, including art and PE classes, is designed to create friendships between students of all functioning levels.

“Especially in some of the classes like art, you’re paired up one and one so you really get to understand the buddies on an intimate level,” said Eli Hopson ‘24, ACES leader.

Several students’ basketball skills shined through at the tournament.

“Tony Smith and Parker Jackson were shining stars for the buddies and they both made a lot of baskets and played hard,” said Roof.

Having dedicated basketball players assist the buddies helped facilitate a more successful game.

“We’re grateful for them taking time away from their days to come and play with us last year because we didn’t have actual basketball players. It was kind of a defeat and we lost badly, so it was more fun to have actual basketball players come to play with us,” said Roof.

Using the experience they acquired as Best Buddies members, the players helped instill confidence in the rest of the players.

“It wasn’t the basketball players making baskets. The basketball players did a wonderful job of moving the ball down the court, passing it so the buddies could get into place, and passing it to them so they could shoot,” said Roof.

The Unified Sports program has helped raise morale for those who participate.

“A lot of the buddies enjoy, not the competitiveness, but just getting cheered on,” said Hopson.

The Unified Sports program has helped connect Jones athletes and ACES students beyond athletics.

“It’s just fun for them to have a really good friend,” said Hopson.



Phase out the phones?

Polls, data, and opinions from 290 Jones students, 54 Jones teachers

Noah Barbas '24

Isabella Guzman '25

Editor-in-Chief Print/Web

Section Editor



Introduction

Next fall, the state of Indiana has ruled there will be a general ban on cell phones in its schools, reported *NPR* on March 24, 2024. Indiana joins Florida as the only two states to pass such bills, but other states like Kentucky, Vermont and Ohio are considering it. The generally bipartisan bills are considered under the pretense of improving mental health and removing distractions during lectures, with Ohio going as far as attempting to ban social media in schools altogether. Pushback against these bills argues it violates free speech, although states like Ohio try to amend this by allowing for "flexibility" in their implementation of this policy.

But it isn't just state-level governments enacting such rules. On April 22, 2024, *Patch* reported that Evanston Township High School was also to ban phones in class. *Education Week* reported that Lake Forest High School has had a cell phone policy for years, with exceptions.

These bills and policies come as a response to scholarly research publishing details about negative impacts phones have on teenagers, like Sehar Shoukat of the California Institute of Behavioral Neurosciences and Psychology, who says people are addicted to their phones when they use them "most of the time, unable to cut back on cell phone usage, using cell phones as a solution to boredom, feeling anxiety or depression when your phone is out of your range."

US News and World Report journalist Alexa Lardieri with the journal *Educational Psychology* reported that "found that students who had cell phones or laptops present while a lesson was being taught scored five percent, or half a letter grade, lower on exams than students who didn't use electronics."

Investigating this changing discussion in the Jones community, the Blueprint sent out two polls: one to students and one to teachers, which garnered 290 student responses and 54 teacher responses. Four teachers were interviewed, as were two students.

School opinion

Out of 290 student responses, 65 percent say they use phones to browse social media, and 88 percent say they use them for texting and messaging.

"Having my phone allows me to connect with my friends from other classes and sometimes I need to use another device besides my Chromebook," said Al Harrison '26.

Teachers, however, see that students seem to have difficulty regulating their phone usage.

"I think students at the same time are willing to admit that this is not good. They're often willing to admit that, and sometimes even willing to admit 'I can't stop,' but they're not willing to go so far as to say, 'I want you to help me stop,'" said English teacher Brady Gunnink.

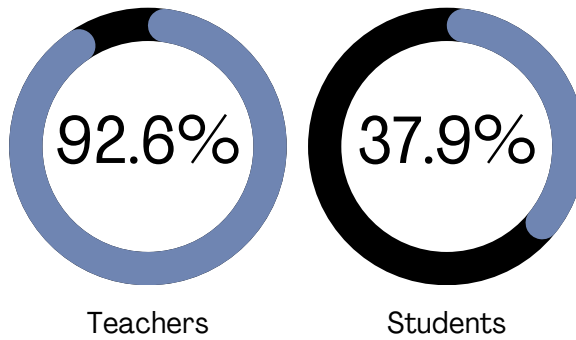
Students feel that if lessons included a variety of engaging activities, they would be more inclined to stay off their phones.

"We are not engaged in the lesson, that's why we are on our phones, sometimes the lesson is boring," said Harrison.

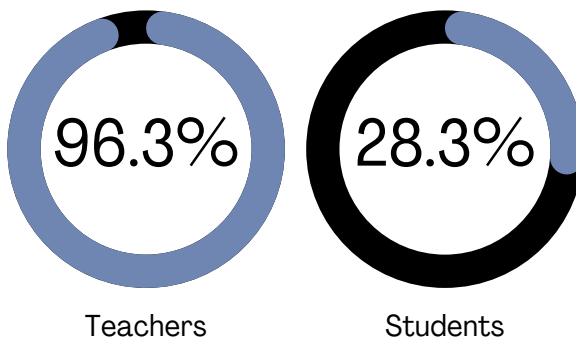
Teachers, conversely, realize that phones are designed to be addictive.

"The biggest battle that you talk to any teacher with is, 'get off your phone, get off your phone, get off your phone,' and [if I'm] battling TikTok versus, you know, evidence for climate change, I'm going to lose, no matter what, because that machine is created to cater to your every impulse," said Michal Michniowski, a science teacher.

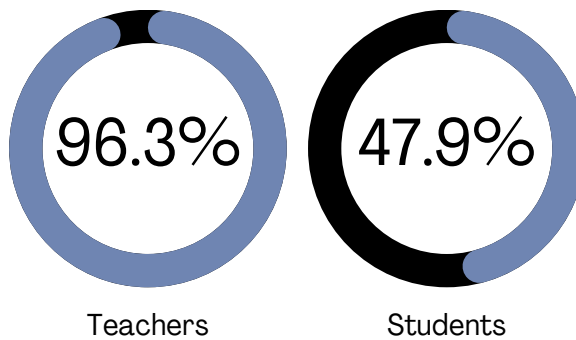
Do you agree phones negatively impact students' social interactions?



Do you agree phones negatively impact students' emotional wellbeing?



Do you agree phones negatively impact students' academic performance?



Teachers: Do you agree that cell phone use in schools leads to worse social emotional outcomes for students?



However, students are aware phones can be an issue, as 48 percent of students say phones negatively affect academic performance.

"I recognize I could be on my phone a lot and I try to set goals for myself to put it down," said Avery Benderoff '25.

Teachers at Jones have also noticed the effect phones have on student engagement in their classes, and teachers like Gunnink are aware that students recognize this.

"What students have said is, 'we should be developing our own ability to regulate ourselves. You shouldn't have people doing it for us, we should have the choice or if we want to screw around on our phone and not do well in class, that should be our choice, too. You shouldn't make those choices for us,'" said Gunnink.

The use of social media has significantly impacted students' social-emotional skills.

"I feel like all this phone access can limit conversations because everyone has seen it on social media. I feel like at the lunch table everyone is just on their phone," said Benderoff.

PE teacher Nick Diedrich sees a difference in classes where phones are put away versus classes where students are allowed to keep their phones in class.

"I regret being less strict with phones for some classes because I feel like they are more likely to make friends and talk with each other without phones like my classes that I do restrict phones with," said Diedrich.

Many teachers are very willing to admit that students are addicted to phones.

"Your brain isn't fully developed as a teen as much as you think. There's impulse control that's not fully developed," said Michniowski.

Students like Benderoff view a school-wide phone policy as something that should be decided on a class-to-class basis.

"I feel like it should be up to the teachers if there was one," said Benderoff. "Some classes we need to be off our phones and sometimes we have time to be on them."

Pre-engineering teacher Frank Hashimoto has implemented a phone policy and claims it works well.

"After you do a bell ringer, students have to bring their phones up to the front of the class and are asked to stay there unless they need to use it to submit work later in the class," said Hashimoto. "And it's worked pretty well. Students tend to stay more focused, though sometimes they'll switch over to Chromebooks. But it has been a lot easier to keep track of."

For Hashimoto, his phone policy has met no resistance.

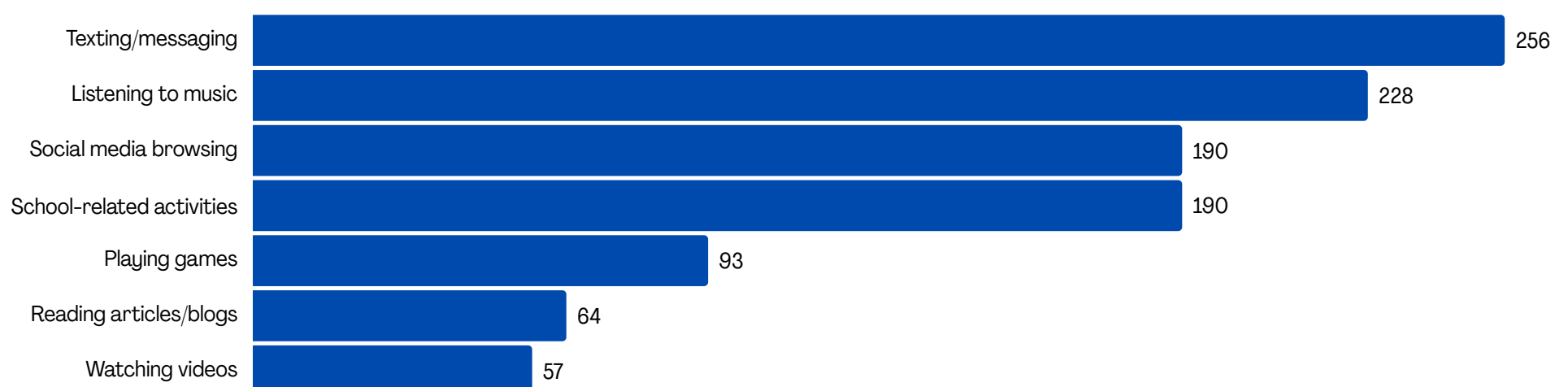
"I haven't got any pushback from the students. Also, I've mentioned it to parents and they were finally fully behind it and encouraged about it," said Hashimoto.

Conclusion

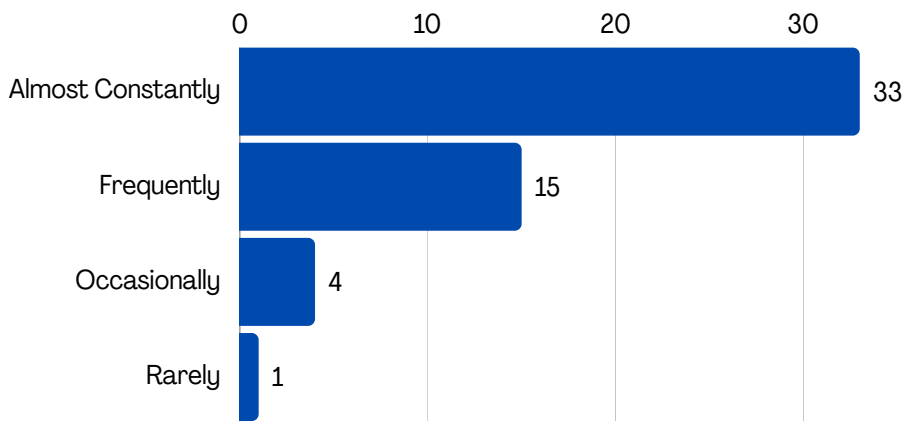
Overall, both students and teachers recognize that phones can have detrimental effects on student learning and social lives, although more teachers admit seeing this than students.

A sizable number of students do admit that phone usage has a negative impact on their academic achievement, but fewer students are supportive of stricter phone policies. Any phone policy that has been implemented at Jones has been on a teacher-by-teacher basis, and although 61 percent of teachers claim student resistance is a major hindrance to implementing policies, Hashimoto says he has met no resistance at all requiring his classes to put phones up in the front of the room.

Students: What activities do you commonly use your phone for during school hours? (Check all that apply)

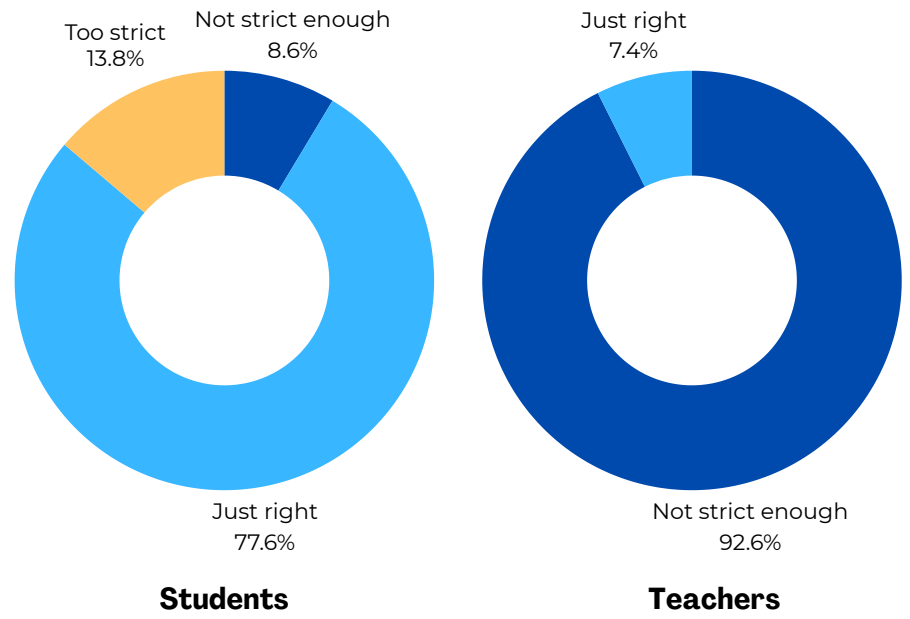


Teachers: On a typical school day, how frequently do you observe students using their cell phones during instructional time (e.g., class periods)?



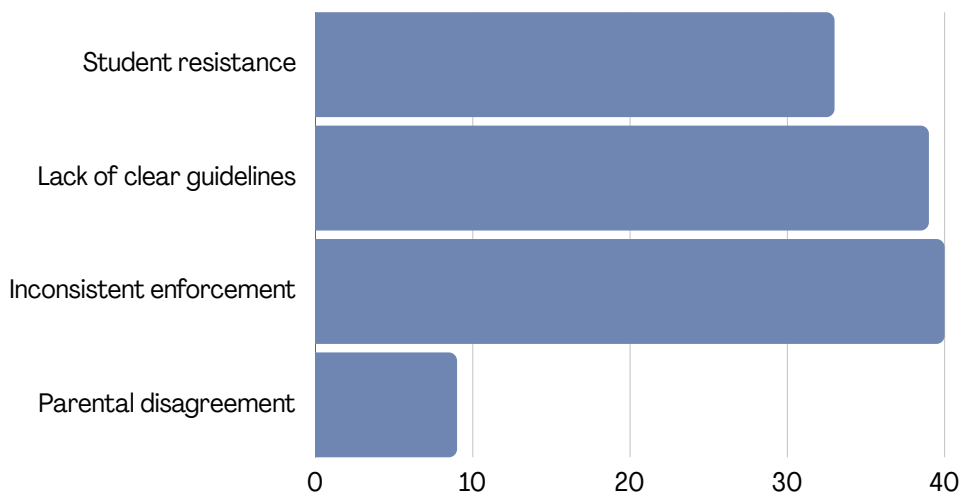
“The biggest battle that you talk to any teacher with is, ‘get off your phone, get off your phone, get off your phone,’ and [if I’m] battling Tik Tok versus, you know, evidence for climate change, I’m going to lose, no matter what, because that machine is created to cater to your every impulse.” - Michal Michniowski, science teacher

Students and teachers: How do you feel about the current school policies regarding phone usage?

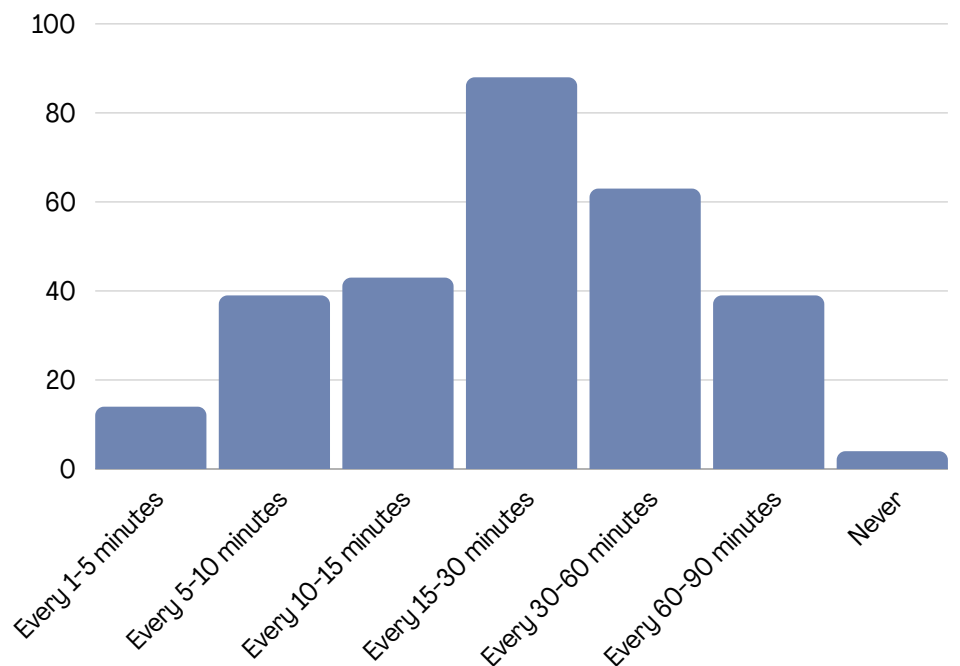


“Having my phone allows me to connect with my friends in other classes. And sometimes I need to use another device besides my Chromebook. Having a phone policy would bring too much drama. We are not engaged with the lesson and bored that’s why we go on our phones.” - Al Harrison ‘26

Teachers: In your experience, what are the main challenges associated with enforcing cell phone policies at your school?

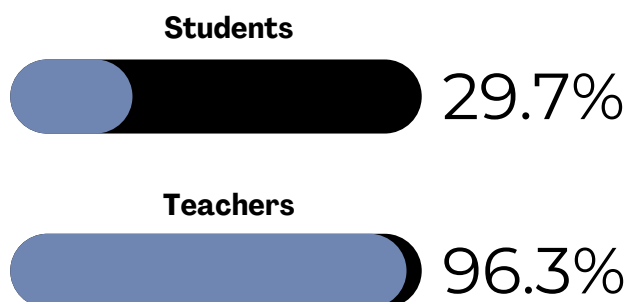


Students: How often do you check your phone at school?

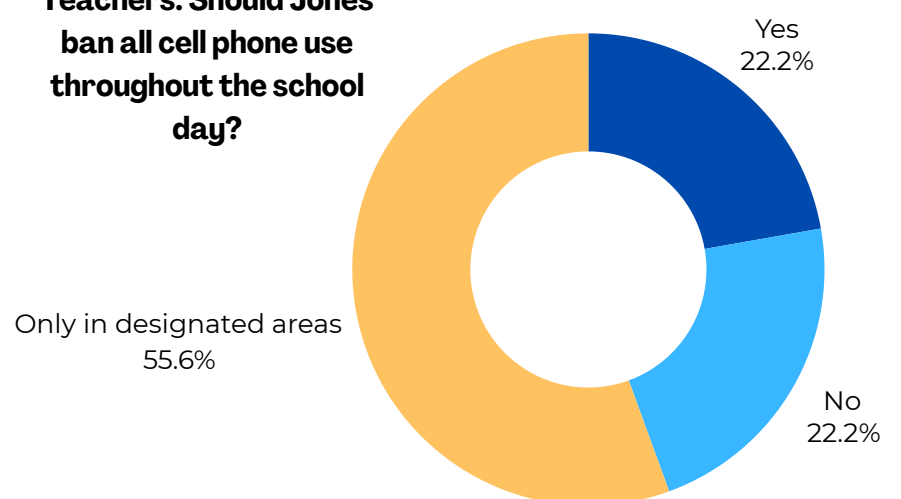


“I regret being less strict with phones for some classes because I feel like they are more likely to make friends and talk with each other without phones.” - Nick Diedrich, PE teacher

Would you agree that students would be able to pay closer attention to details in class if they did not have access to their phone?



Teachers: Should Jones ban all cell phone use throughout the school day?



JCP → ORD
 UIUC
 Pharah Green
 Drew Tanner
 Nicholas Guerrero
 Isabella Andrade
 Kaitlin Cywinski
 Koeny Huang
 Cora Koch
 Rowan Harrison
 Nikhil Savant
 Charles Stringer
 Tyler Kitson
 Katie Siu
 Giselle Coronado
 Wesley Zhao
 Spencer Lee
 Sebastian Garcia
 Andy Flores
 Clementine Vi
 Enrique Garcia
 Chelsea Zagal
 Abbie O'Neill

JCP → ORD
 UIUC
 Vanessa Pena
 Noah Barbas
 Malcolm X College
 Carol Hughes
 Northern Illinois University
 Jonas Baker
 Amalia Cortez
 Loyola University Chicago
 Leslie Salto
 Arlette Hernandez
 Audrey Lea
 Kaitlyn Rio
 Kaitlyn Rio

JCP → ORD
 University of Illinois at Chicago
 Ethan Eckardt
 Uriel Farfan
 Ayesha Garcia
 Valeria Sanchez
 Alma Marshall
 Gwen Lao
 Sally Roman
 Thalia West
 Janikua Gutierrez
 Maidelyn Bernal
 Sarah Moreno
 Elyse Griffin
 Lovely Flaminia
 Jonathan Garcia
 Iris Mai
 Armando Martinez Jr

JCP → ORD
 Augustana College
 Annika Sevig
 Bradley University
 Moira Wachob
 DePaul University
 Steven Lim
 Illinois Institute of Technology
 Diego Mancilla-Delgado

JCP → ORD
 Roosevelt University
 Liz Lira
 Southern Illinois-Carbondale
 Mariyah Bell
 Southern Illinois-Edwardsville
 Melina Lopez
 School of the Art Institute of Chicago
 Asher Case
 Triton College
 Samantha Gil

JCP → ORD
 Northwestern University
 Zola Ma
 Jonah McClure
 Dylan Broderick
 Maximiliano Castro
 Beatrice Pavan
 The University of Chicago
 Kasia Chlebek
 Jazmine Vitela
 Elliot Martin
 Natalia Diaz
 Yadina Gordillo-Ortiz

JCP → DSM
 Grinnell College
 Leslie Arredondo
 Iowa State University
 Davis Frye
 University of Iowa
 Tristan Du Bois
 Sydney Knupp
 Creighton University
 Sam Berlinghof
 University of North Dakota
 Ivan Chen

JCP → STL
 Missouri State University
 Harper Peters
 Saint Louis University
 Milena Chorazy
 Sabrina Olivieri-Martinez
 University of Missouri
 Morgan Chu
 Lexa Land
 Washington University
 University Saint Louis
 Sadie Blade
 Joey Zeigler Towey

JCP → MKE
 University of Wisconsin-Madison
 Stacey Chen
 Samantha Dombar
 Ricardo Fonseca
 Diego Frausto
 Sophie Kantoff
 Paulina Kugler
 Abby Rii
 Oliver Minkov
 Abby Rose
 Laelia Van Der Bijl
 University of Wisconsin-Milwaukee
 Atticus Harris

JCP → IND
 Ball State University
 Triseana Williams
 DePauw University
 Samantha Herrera
 Indiana University-Bloomington
 Ally LaMantia
 Rhea Dewjee
 Sam O'Mara
 Sahir Patel
 Mira Rosenblum
 Curtis O'Connor
 Sebastian de Wijkerslooth
 Dario Mendoza

JCP → MSP
 Beloit College
 Hunter Rauhaus
 Lawrence University
 Colin Nelsen
 Marquette University
 Brenna Perrine
 Grace Ronan
 Milwaukee School of Engineering
 Rachel Schettler
 Macalester College
 Maebelle Bushman
 Constanze LaFlamme
 University of Minnesota
 Finn McIntosh

JCP → DTW
 Michigan State University
 Rashawn Carter
 Katelyn Moy
 University of Michigan
 Nicolas Attkin
 Morgan Butney
 Ayan Chandrasekaran
 Maggie Lin
 Delisi Mark
 Suzann Mettelman
 Ngoc Nguyen
 Vincent Pawela
 Theo Williams

JCP → DEN
 United States Air Force Academy
 Logan Smith
 University of Colorado Boulder
 Amisha Anand
 Jaevyn Bacote
 Samantha Bendersky
 Arizona State University
 Elm Stoeltinga

JCP → IAD
 University of Washington
 Hayley McAdams
 Lili Stevenson
 University of Oregon
 Nikhil Madhava
 Sierra Philbin

JCP → LAX
 Loyola Marymount University
 Andrew Rodriguez
 Occidental College
 Wolfgang Zinov
 San Diego State University
 Kyra Crump
 UC Santa Barbara
 Krista Caballero
 Southern California University
 Chloe Behen
 Ramiyah Lee
 Dorsa Kameli
 UCLA
 Alex Leonard
 Mandi Mei

JCP → BOS
 Boston University
 Victoria Mexicano
 Khalin Soorya
 Madigan Tang
 Jashyla Halton
 Northeastern University
 Leilani Freire
 Isamary Medina-Harrero
 Jackson Meyer
 Anna Korfmacher
 University of Massachusetts Amherst
 Tru Heldt
 Tufts University
 Elizabeth Falck
 Celia Pincus
 Clark University
 Oliver Tharsen

JCP → BOS
 Wellesley College
 Sinead O'Sullivan
 Wheaton College
 Rebecca Fang
 Brown University
 Meghan Herrington
 Georgia Beal
 Providence College
 Susan Girzadas

JCP → JFK
 Columbia University
 Gabrielle Del Valle
 Barnard College
 Dasha Dworin-Cantor
 Colgate University
 Ruth Gelling
 New York University
 Nora Gunthner
 Martin McPhee
 Peter Nkolov
 Pratt Institute
 Nico Stafford
 Rochester Institute of Technology
 Erik Haeseler
 Smith College
 Olivia Bahrmasel
 Cece Stell

JCP → BOS
 Syracuse University
 Karrington Stewart
 University of Delaware
 Laurel Huntley

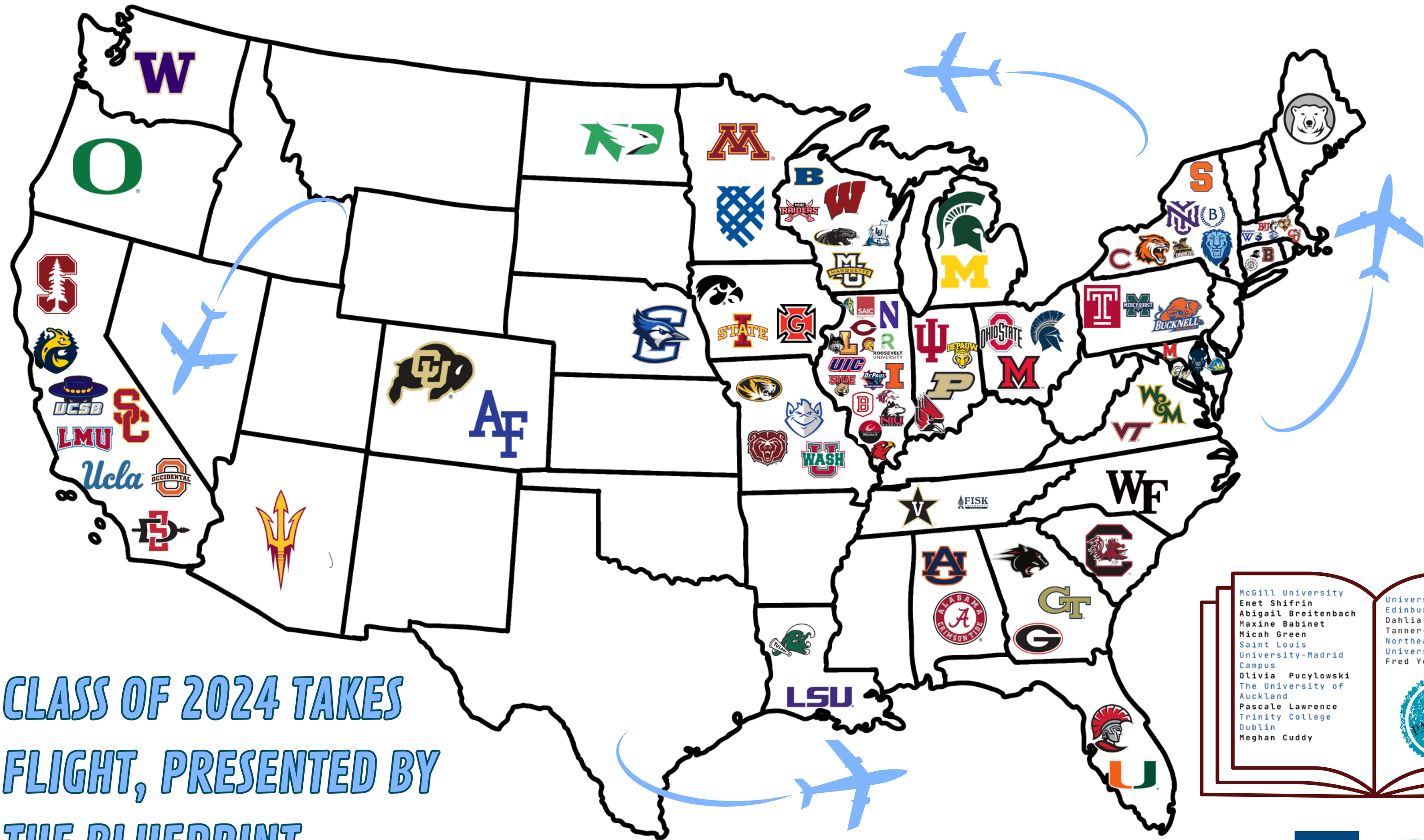
JCP → CHO
 Virginia Tech
 Connor Evans
 William and Mary
 Tessa Weinstein
 Wake Forest University
 Lily Kurinsky
 University of South Carolina
 Josiah Hartman
 Auburn University
 Grace Alvarez
 Quinn O'Brien
 University of Alabama
 Maggie Kelly

JCP → CLE
 Case Western Reserve University
 Maritssa Bahena
 Ivan Hernandez
 Khylla Wilson-Hill
 Miami University
 Gabriela Cuevas
 Anna O'Brien
 The Ohio State University
 Gabby Johnson
 Fisk University
 Ariel Parson Smith
 Vanderbilt University
 Claudia Kantner
 Aminat Rosenje

JCP → MSY
 Louisiana State University
 Serene Davis
 Lamaria Williams
 Tulane University
 Emmie Alexander
 Leslie Carrillo
 Meredith White

JCP → FLL
 University of Miami
 Sienna Signorello
 University of Tampa
 Kristina Milenkovich

JCP → JFK
 George Washington University
 Blake Janowitz
 Josephine Oktem
 Howard University
 Jalen Grimes
 Anton Hopewell
 Nina Wanga
 University of Maryland
 Ellie Ceraso



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JCP → JFK
 George Washington University
 Blake Janowitz
 Josephine Oktem
 Howard University
 Jalen Grimes
 Anton Hopewell
 Nina Wanga
 University of Maryland
 Ellie Ceraso

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 Virginia Tech
 Connor Evans
 William and Mary
 Tessa Weinstein
 Wake Forest University
 Lily Kurinsky
 University of South Carolina
 Josiah Hartman
 Auburn University
 Grace Alvarez
 Quinn O'Brien
 University of Alabama
 Maggie Kelly

JCP → CLE
 Case Western Reserve University
 Maritssa Bahena
 Ivan Hernandez
 Khylla Wilson-Hill
 Miami University
 Gabriela Cuevas
 Anna O'Brien
 The Ohio State University
 Gabby Johnson
 Fisk University
 Ariel Parson Smith
 Vanderbilt University
 Claudia Kantner
 Aminat Rosenje

JCP → MSY
 Louisiana State University
 Serene Davis
 Lamaria Williams
 Tulane University
 Emmie Alexander
 Leslie Carrillo
 Meredith White

JCP → FLL
 University of Miami
 Sienna Signorello
 University of Tampa
 Kristina Milenkovich

JCP → JFK
 George Washington University
 Blake Janowitz
 Josephine Oktem
 Howard University
 Jalen Grimes
 Anton Hopewell
 Nina Wanga
 University of Maryland
 Ellie Ceraso



Testing, testing, 123

Jones juniors discuss their feelings about the recent SAT

Eliza Beresh '25
Section Editor

The junior class of Jones College Prep can breathe a sigh of relief now that SAT testing is finally over as of Tuesday, April 9.

Months of preparation and studying led up to this moment, but with the changes that occurred with the testing format from paper to online this school year, many students are uneasy while awaiting their scores.

"I honestly have no idea how to gauge how well I did," said Ian Karas '25. "We have only taken one official digital test, so I don't have a baseline to compare my performance to."

The lack of resources available was a common theme amongst Jones students and added to testing anxiety.

"There are a lot more test preparation materials for the paper test compared to the digital test, so I wasn't as prepared for the SAT as I hoped to be," said Michael Lane '25.

Another large issue with the changing format was that many students argued it caused an unprecedented increase in difficulty.

"College Board released a couple of practice tests, which I thought would be similar to the real test," said Emma Feca '25. "But the actual SAT was so much harder than the practice exams I took."

Students expressed that the unexpected difficulty of the exam questions affected not only their understanding of the material, but also their mental readiness.

"I knew how to answer most of the questions on the practice exams, but this was not the case when I took the actual SAT," said Karas. "It made me lose confidence in myself and that probably hurt my score."

Another mental hurdle test takers noted was adjusting to the digital interface format.

"I didn't realize that my test would have its own timer on the screen," said Karas. "It was honestly more stressful than helpful watching it count down while testing."

While the junior class expressed an overwhelming amount of negative reactions, there were certainly some benefits to the new digital testing as well.

"I thought the math section was pretty hard, but the shorter passages in the reading section were really nice," said Feca. "It felt more manageable that way because I wasn't losing focus as often."

Not only were the reading passages condensed in this new testing format, but the overall length of the SAT was shortened.

"Taking the SAT is obviously not my ideal Tuesday afternoon," said Zuri Belcore '25. "But, at least it was shorter than the paper tests from previous years were."

Amongst the fairly mixed reactions to the changes in the SAT, there was one aspect of the test that every student can agree on. This would be the additional essay module following both the math and reading modules, where students had 50 minutes to rhetorically analyze a passage.

"Having to write an essay after taking a two hour test was so ridiculous," said Lane. "I was so tired from testing already and writing an essay was the last thing I wanted to do."

The fact that Illinois is one of only six states still requiring the essay section is a large factor in the overpowering criticism that students provided, not to mention the fact that College Board does not even accept essay scores for consideration anymore.

"I don't see the point in Illinois making me write this essay if it isn't even going to impact my test score," said Belcore.

While there may not be a definitive response to the alterations to the SAT, at least the class of 2025 can say that they have conquered the first step in their college admissions process.

"I'm definitely nervous waiting for my score, but at least I can say it's over," said Lane.

Sacred soundscapes

Student Evelyn Ronan invited to present research project at ISTC showcase

Samantha Gamero '24
Section Editor

AP Research student Evelyn Ronan '24 has been invited to present her project at the sixth Annual Student Research Showcase hosted by the Illinois Science and Technology Coalition (ISTC) Mentor Matching Engine program.

Ronan's project studies how the translation of biblical verses in modern Christian liturgical music changes the meaning of the original excerpts. Using a series of cross-referencing and online data analysis resources she examines how this happens through the inclusion of music technology, elements, and cadence.

"When I input audio recordings of songs into a program called Sonic Visualizer, it converts the songs to an exponential scale, spitting out a graph of all the sounds that the human ear hears," said Ronan. "I look at all the music elements like pitch and frequency that can be measured numerically and can be looked at in a spectrogram."

The graph shows numerical volumes of these different characteristics which are important in her analysis.

"Once I have the graph I can find the point where all the numerical musical elements are at their peak," said Ronan. "Once I find the musical peak of the song, I find out what part of the excerpt in the New Testament it refers to and compare the changes in the theological meaning of that excerpt."

An example of a song Ronan examined was "Father Forgive Me" by James McMillian, a musical rendition of Luke 23.

"In this example, the peak intensity interval refers to the proclaiming of Jesus as the new king of Israel, but when looking at the excerpt from the New Testament the focus is on Jewish popular sentiment and political opinion before Jesus's crucifixion," said Ronan.

These discrepancies between literal and artistic representations of biblical verses are the center of Ronan's project and findings.

"The overall conclusion is that these song versions of the written biblical passages had different theological emphases than those they were pulling from," said Ronan. "The reason is because of the inclusion of musical elements like vocals, percussion, frequency, etc."

Ronan knew she wanted to study religious references in music from the initial planning stages of her research project and had multiple ideas before landing on this one.

"I was originally studying this 90s band Enigma because they made experimental dance music with monk chanting, and I wanted to study how the chanting secularizes the religious sample since it's being sampled into popular music," said Ronan. "But monk chanting is so obscure and much more theoretical than text."

Ronan will study religious studies and data humanities at Yale University in the fall.

"I'm really interested in music, I want to do music broadcasting in college and I'm majoring in religious studies, so it seemed like a convenient intersection," said Ronan. "I'm really interested in seeing how music catalyzes religious experiences."

Since this is such a niche project, Ronan acknowledged any bias and worked to minimize this with her research method of incorporating technology.

"Since it is a humanities project there is going to be unavoidable bias. Theology is a field based on people's theories that were built off of each other and translated in different ways," said Ronan. "The way to minimize bias in theology is to integrate technology and incorporate numerical values, which is why I conducted my project this way."

Ronan continues to speak on the field of theology.

"Incorporating quantitative aspects of the project like the frequency and pitch is the most surefire way to minimize bias because we are integrating something numerical into a field that is almost exclusively ideas and opinions in the same way that philosophy and English are all opinions," said Ronan. "The numerical composition is a way to modernize a theology project."

Technology is a fast-growing field and continues to be proven a powerful tool in many sectors, including religion. Ronan gives an example of "robot priests" in Southern Asia and Buddhist temples.

"People need to start looking at how technology can secularize, sterilize, and change religious experience and practice," said Ronan. "AI and technology are permeating every sphere of people's lives now."

As Ronan stated, religion at its core seems to stand parallel to technological impacts. However, her project challenges this common notion.

"The integration of technology into religious practice and religious material distribution is a testament to how the presentation or delivery of something can change and dismantle what is being said," said Ronan. "Issues of delivery, mistranslation, and misrepresentation of biblical materials have caused wars, intergenerational conflicts, and permanent subjugation as well."

Ronan's project speaks to the importance of accurate interpretation and informed historical background.

"The recording, translation, and presentation of religious material including music are important because generations later can create new social norms and new ways of living," said Ronan.

CS success

Four Jones seniors awarded Amazon Future Engineer scholarships

Alisha Verma '25
Podcast, Editor and Anchor

On Monday, April 15, Jones computer science (CS) students reported to the south auditorium to celebrate their peer recipients of the Amazon Future Engineer scholarship.

"Jones has been a part of Amazon Future Engineer which is a computer science program that we run across the US from early childhood to high school," said Head of Community Affairs for Amazon in Chicago, Sarah Glavin.

The program exists to enhance computer access in primary educational environments.

"We know that a lot of schools and districts have limited access to programs and limited teacher capabilities," said Glavin. "If we can provide access to free curriculum and other experiential learning opportunities, then we know we can hook more students to be interested in the field."

Scholarship recipient, Amalia Katarina Cortez '24 is involved in CS courses at Jones to build upon her passion stemming from childhood.

"Growing up, technology has really been a part of my life and I think I've always been interested in not only seeing it visually but how it works behind the scenes," said Cortez.

The Amazon Scholarship recognized applicants with ambitious goals of applying CS to real-world issues.

"We're really looking for students who have many of the leadership principles we value at Amazon. It's about continually innovating, learning, and being curious and open to big ideas," said Glavin.

Cortez envisions herself in this rapidly evolving field, making her an optimal candidate for the award.

"Being a part of technology in the near future sounds really exciting to me, especially with it developing alongside society," said Cortez.

As a nationwide competition, it is an outstanding accomplishment for Jones students to be awarded this innovative scholarship.

"There are 400 winners across the US and that includes 10 thousand dollars a year for your academic path and a guaranteed internship with Amazon web services," said Glavin. "[Jones] had a very broad group of students who put themselves forward and that's what we want. We want students to put themselves into the process and really see if they can go after it."

Offering financial contributions to students' post-secondary education and promising hands-on experiences supports tech majors as they deliberate future careers.

"This partnership shows students that they have a place in this space. A lot of CPS students don't necessarily know that, nobody's telling them. But Amazon is. They're coming in and saying, 'We want you and we want to support you'," said the Director of Computer Science at CPS, Kris Beck.

Amazon's nationwide commitment promotes inclusivity within



Credit to Alisha Verma '25

the field as an increasing number of students gain early exposure.

"The tech world hasn't always been open to a diverse group of students. This really helps change that narrative," said Beck.

Galvin has high hopes for what these youthful minds have to bring to the table.

"I'm really excited to see years from now where students who have come through CS programs at Jones," said Galvin.

Cortez anticipates an enriching experience with Amazon Future Engineers after graduation.

"It's a new opportunity and I'm excited to put myself out there," said Cortez. "Seeing my friends and teachers look so proud, it's amazing. It makes me look forward to the future."

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Orla Byrley was this year's winner of the Blueprint op-ed contest, a competition held by the English department to show the best op-eds in the Blueprint.

An end to the ghost bikes

The need for better bicycle infrastructure in Chicago

Orla Byrley '25

Painted white and covered in flowers, they sit there silently, going mostly unnoticed, saved by those who know what they mean. The ghost bikes, memorials to cyclists killed by cars, appear quietly, sometimes with a quick ceremony in memory of the victim. The bikes are everywhere in Chicago. Sometimes there are multiple ghost bikes in a single intersection. The more of them I see, the more I realize: ghost bikes shouldn't exist. They shouldn't have to. With the proper bicycle infrastructure, we could protect cyclists and pedestrians from a young age.

I learned to ride a bike when I was less than three years old. By the age of seven, I was riding in the street with my parents. On a monthly basis, we attended Kidical Mass, a family bike ride through the streets of Logan Square and Chicago. Before I was eight years old, I had learned to always ride on the left side of the bike lane, to avoid car doors being opened into me.



Credit to WBEZ

I was in my first crash when I was seven years old.

My parents, my younger brother, and I were in the bike lane on Palmer St., a relatively quiet boulevard, when we were doored by a parked car whose driver did not check the bike lane before getting out. My mother suffered whiplash and bruised three ribs where her chest hit the handlebars. My brother and I both received several scrapes and bruises, as did my father, who deliberately crashed in order to avoid hitting us. The driver was entirely unharmed.

We survived. We were ok. Many are not.

I never knew what a radical thing my parents were doing, raising me to prioritize bikes over cars. I never knew that my upbringing was anything but the norm, because I was surrounded by people who lived that same life. I never knew how dangerous it really was.

In 2022 alone, the state of Illinois saw at least 231 fatal crashes involving cyclists or pedestrians. The number of fatal crashes has gone up 46 percent in the last five years. While the number will never be zero, most of these deaths were preventable. Protected bike lanes, bike-and-pedestrian-only streets, and increased fines for blocking the bike lane would all reduce the number of serious injuries and deaths tied to biking in the city. Even so, a society so focused on the supremacy of cars refuses to see the benefits of such infrastructure.

Protected bike lanes keep everyone safer, and they do more than just that. In addition to reducing the number of crashes, especially fatal ones, protected bike lanes speed up traffic. As cities invest in bicycle infrastructure, more people choose to bike or walk, reducing traffic congestion for those who continue to drive. Protected bike lanes are also closer to the sidewalk, revitalizing the businesses with storefronts along those streets.

Cities with bicycle infrastructure are more sustainable, and have cleaner air and less noise pollution. The general population is

healthier, and low-income communities, which often cannot afford to drive everywhere, are given more options for transportation.

Chicago has been a car-oriented city for as long as there have been cars to drive in it. It's true that the majority of residents in Chicago own a car, and it's true that cars are not going away anytime soon, but it's also true that people want to ride bikes. Most are simply afraid. At least 50 percent of people surveyed said that the main deterrent to cycling is the fear of being hit by a car.

Steps have been taken in Chicago to improve the availability of multimodal transportation. Campaigns like Kam Buckner's "Redefine the Drive" campaign, which aims to restructure Chicago's DuSable Lake Shore Drive to be greener and more accessible to all Chicagoans, as well as the Chicago Bikeways Program, represent efforts to create safer networks of transportation options, especially for cyclists. But many advocates say that they are insubstantial in comparison to what is actually needed to protect cyclists, and that the punishments are not nearly high enough for driving in ways that jeopardize cyclists' lives.

The city has a responsibility to protect its people. Every single one. As cycling becomes more popular post-pandemic, we must change the ways we approach transportation in Chicago. We owe it to all of them.

We owe it to Lisa Kuivanen, who died when a turning truck failed to yield. We owe it to Rob Heinbockel, who was killed by a drunk driver. We owe it to Gerardo Marciales, who died when a driver ran a red light on Lake Shore Drive. We owe it to Joshua and Samuel and Pablo and Nick and Carla. We owe it to little Lily Grace Shambrook who was only three years old, riding in a child seat on her mother's bike when she was run over and killed by a semi truck. Maybe we can honor their memories by creating a city where their ghost bikes are the last.

A bit of glitter and a lot of alcohol

The glitz and glamour of alcoholism

Harper Rzepczynski '25
Assistant Online Editor

As I scrolled through colorful photos of girls my age laughing as they downed shots, it suddenly hit me that this isn't glamorous and "aesthetic;" it's alcoholism.

Teen drinking is inevitable, whether we like it or not. However, the lengths it has been taken to is nothing short of excessive, and it's partially due to the media we consume.

If you asked me what TV shows my friends and I like to watch, I would respond confidently with *Skins* UK and *Euphoria*. Both of these shows address addiction in their own ways, however the glamorization overtakes any positive impacts they can have. Viewers are constantly bombarded with imagery of colorful parties, hard drugs, heavy drinking, and glitter.

Who wouldn't want to live like heavy-drinkers Effy, Tony, or Jules in those moments? TV can aestheticize anything, and these shows chose teen alcoholism. The characters are rarely or never shown to face the consequences of their horrifying habits, unlike me and other alcoholics who have to struggle every day just to remain sober. It's unrealistic and extremely insulting.

If you're thinking, "it's just a TV show," you're part of the bigger issue. You're a victim of this normalized drinking culture which our culture, including television, has enforced upon us. The Alcohol Rehab guide states that teenagers relating to characters on TV leads to imitation. When teenagers identify with these characters, they want to imitate their actions, and constantly being shown this gorgeously executed imagery of drinking gets in people's heads.

Whether we like it or not, TV influences us to a major extent. A study conducted at Boston University concluded that underage viewers of shows like these drank more than twice compared to those who do not.

From TV Show *Skins*



DARE also condemns *Euphoria*, stating that it "chooses to misguidedly glorify and erroneously depict high school student drug use, addiction, anonymous sex, violence, and other destructive behaviors as common and widespread in today's world. To real-life alcoholics, these programs do nothing but make our pain look beautiful. It is terrifying looking on Pinterest and seeing photos of this "Skins lifestyle" chock full of comments from teen girls about how much they wish they could live like that. That lifestyle is not pretty. That lifestyle is nothing but ruinous, and you need to see the consequences before you can ever understand. That lifestyle does not even exist.

This issue goes beyond television and connects to our wider American drinking culture. A New York Times opinion article titled "America, Can We Talk About Your Drinking?" discusses this, bringing light to the concept of "Happy Hour." Our society does not just drink, they promote it heavily, making sure you don't miss that next beer. This is also why people are less likely to get help nowadays, as binge drinking and partying are so normalized and almost required in order to live a "fulfilling" life.

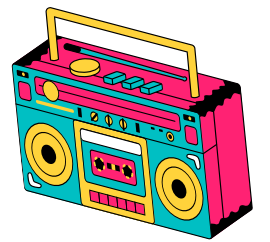
I'd like to conclude by reminding the audience that drinking is not the key to happiness, despite what you may see on TV. Heavy drinking is not glamorous, rather it is ruinous. Open your eyes and see through the beautiful glitter to the deep rock bottom any of us could reach.

Finally-a-palooza

Lollapalooza features best lineup in years

Liz Lira '24
Online Editor

Harper Rzepczynski '25
Assistant Online Editor



On Mar. 19th, Lollapalooza announced their out-of-this-world 2024 lineup, complete with artists like SZA, Tyler the Creator, The Killers, and more, blowing previous years out of the water.

Honing in on previous lineups, last year and the year before were pretty weak for one of the biggest music festivals in the world. Looking at 2023's lineup, Lolla featured a few good artists like Kendrick Lamar, Billie Eilish, and Lana Del Rey, but some of the smaller acts fell flat, ultimately killing the energy of the festival. It featured artists like Odessa, who starred in *Grand Army* and should've stuck to acting. By comparison, the 2024 lineup roars in with headliners and smaller acts complimenting each other perfectly. Even the smaller acts are still huge artists, like Deftones, Pierce the Veil, and the infamous Sexy Red.

Beyond just complimenting each other well, each of the headliners has their own amazing stage presence. It's not going to just be some guy walking across a stage; there's going to be theatrical performances full of energy. Artists like Tyler the Creator, Melanie Martinez, and SZA are known for their elaborate and creative productions. At Coachella, Tyler made a huge interactive and in-your-face stage, bringing on multiple artists to make his performance more impressive. Tyler the Creator's incredible performance at Coachella foreshadows what we can anticipate this summer at Lollapalooza. Melanie Martinez is also known for her incredible sets, complete with a full costume and melodramatic themes relating to each of her albums. Additionally, this year each day of the lineup features a theme or genre of music with multiple very theatrical artists making each day's performances completely coordinated and maintaining the energy amongst the crowd all day long.

Thursday is more dramatic, featuring Tyler and

Hozier, while Friday leaps into more pop-like elements. Saturday is darker, with Deftones and TV Girl, and finally, Sunday brings back our middle school pop-punk fantasies featuring Blink-182 and Pierce the Veil. The lineup leaves festival-goers excited to see what these artists can come up with for Lollapalooza.

One of our personal favorites, Fleshwater, is an up-and-coming rock band inspired by the 2000s, finally bringing their music to the big stage. Additionally, artists like Scarlet Demore, Cults, and Eyedress will be performing and anticipating growing their platform. Even some of the non-headliners are still huge like the iconic emo band Pierce the Veil and the beloved actress Renée Rapp. Lollapalooza is an opportunity for many smaller artists to get their big break and this year's lineup is certain to offer an array of opportunities for the underrated artists that deserve it.

Connecting back to our own community, Lollapalooza attracts a variety of Jones students, bonding over one occasion. Even when the lineup fails to impress us, what truly matters is the way we all come together for this festival, just blocks away from our school. However, with this year's outstanding array of artists, Jones students are sure to appreciate our own musical community even more and foster relationships with our local music scene.



Credit to Meghan Cuddy '24



Noah Barbas

Co-Editor-in-Chief

Advice: It's not about living forever; the trick is living with *yourself* forever.

Favorite Memory: Working on all the newsletters

Plans for next year: Attending UIUC for Animal Science



Meghan Cuddy

Co-Editor-in-Chief

Advice: Adventure awaits

Favorite Memory: Building the podcast studio

Plans for next year: Attending Trinity College Dublin for Environmental Science and Engineering



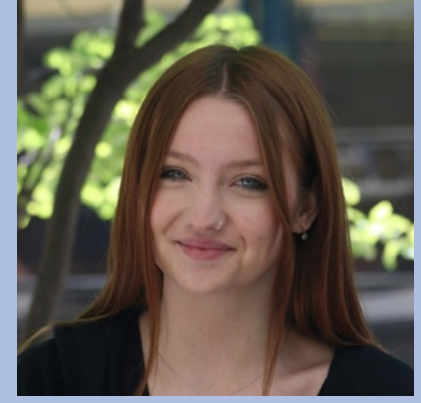
Celia Pincus

Deputy Editor-in-Chief

Advice: Never be afraid to ask someone for food, you never know when someone might give it to you.

Favorite Memory: Weekly love is blind analysis sessions

Plans for next year: Tufts University!



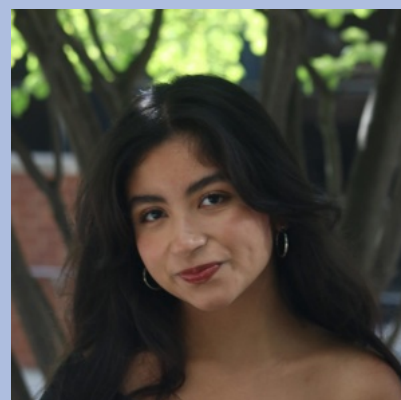
Alma Marshall

Producer

Advice: Ask for help when you need it

Favorite Memory: Helping create the Podcast room!

Plans for next year: Attending UIC



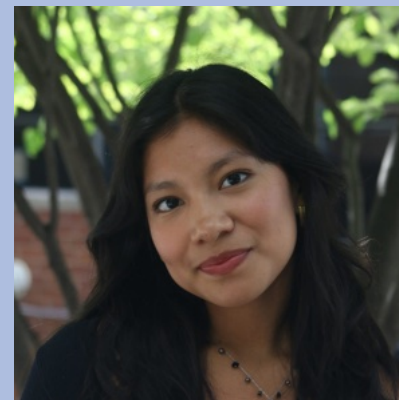
Samantha Gamero

Section Editor

Advice: Don't take things too seriously, just live your life.

Favorite Memory: Playing cards against humanities as a class.

Plans for next year: Attending Boston University.



Leilani Freire

Section Editor

Advice: Never take things too seriously, and don't be afraid to ask people for help when you truly need it.

Favorite Memory: Attending Journalism Day at Northwestern with all the editors

Plans for next year: Attending Northeastern University.



Liz Lira

Section Editor

Advice: Download a to-do list app

Favorite Memory: Full class Gartic phone game

Plans for next year: Attending Roosevelt University to study Nursing



Jonah McClure

Section Editor

Advice: Try new things and keep an open mind!

Favorite Memory: Meeting new people during interviews for stories

Plans for next year: Attending Northwestern University