

"I think the consistency would help instead of students try to decipher between maybe five and seven totally different systems; I think that would help. I think another thing is that it would help is that theoretically, hopefully, the research that we did is to reflect what students are actually learning and what they can demonstrate what they learn so maybe it's a truer reflection of what they're learning as opposed to just turning stuff in for the sake of turning stuff in," Mason said. "We are hoping and the research seems to show that eventually it should lead to a little more motivation for students as well."

Technology budget affected by recent cuts

Samantha Collison
Contributor

District-wide budget cuts totalling over \$4.5 million for next year will impact teachers and students in many areas including a \$700,000 cut to the technology budget.

“[The district will] delay the reinstatement of the technology hardware budget. With the aging hardware we have, there will need to be some additional funds allocated for repairs. This will continue to delay the replacement of older equipment and will not allow for the addition of devices to provide more opportunities to use technology for instruction,” according to the Bellevue Public Schools website.

The technology budget cuts proposed during the school board meeting in February may decrease forward momentum, but the impact that technology has had is questioned by students and some teachers. The most recent/significant addition to the toolshed of technology at East has been the iPads.

“I don’t think we need iPads as much as we think we do. I do think we need the iMacs in the yearbook room and things like that, but I think the iPads are just a convenience to students when we are doing homework or projects,” sophomore Madaline Colletta said.

Many other students were skeptical about the use of iPads in classes. Students like Colletta prefer iPad classes over regular classes, but still view the iPad as a mere convenience. Many agree that the newest technology is not a requirement for students to learn.

“Keeping up with the newest devices is near impossible. So, the devices that students use need to assist them in engaging with the curriculum,” BPS’s Technology Director Greg Boettger said.

Even though having the newest technology isn’t necessary, the iPad itself is several years old and has proven itself to be a more valuable tool that initially thought.

“[Getting the iPads] shook me in the sense that it really forced me to rethink how I could set my classroom up and what it’s allowed me to do is differentiate at a whole other level for students which means I can give them their individual needs much easier. It gives them so many opportunities to show me their learning and be creative,” Bernadt said.

He also said that he grew more as a teacher in the first semester of using iPads than all his other years of teaching combined. Bernadt was one of the six teachers in the district to initially apply for and receive the grant for the iPads. Over the course of two years, more than 40 teachers have begun to incorporate iPads into their daily instruction.

“I think the biggest thing is that there’s so many things you can do with [an iPad]. There’s so many different apps; there’s instantaneous feedback you can give the kids without having to try as much. It makes my life easier,” math instructor Chelsea Hoglund said.

Many teachers in the district have embraced the iPads and have seen the benefits of teaching with them; however, teachers and students have doubts about the iPads being distractions in class, especially if they are incorporated on a larger scale. Hoglund and Bernadt both think that teachers will be able to handle this the way they have handled the issue of cell phones in class.

“A lot of teachers are scared of technology because they think that it’s going to replace teachers and that it’s going to make us less important. I would actually argue the opposite; it makes us

even more important and I actually have way better relationships with my students because I work with them on a one-to-one basis on a much higher level than I ever did before the iPads,” Bernadt said. “[The students] have had to become way more responsible for their learning at a much higher degree.”

Although some teachers believe that the iPads have improved the learning environment at East, all technology comes at a price. Not only do the devices themselves have to be purchased and maintained, teachers have to go through training and collaboration with professionals before the technology can be integrated into a classroom.

“If you’re going to invest in the technology, you have to invest in the people,” Bernadt said when referring to the cost, in time and in dollars, of training teachers to use the iPads.

Another downside to using the iPads as a primary learning tool is the time it takes initially to adjust to a different learning and teaching style. It takes time to combat the mindset in the students who are distracted by the iPad at first and struggle with thinking of it as a resource and not a toy.

“I don’t feel that having the latest technology is as important as learning how to utilize technology in a correct and safe manner. The users of today are growing up in a time that whatever they put out there will stay out there for the rest of their lives. Decisions on what to put out there, what to believe and how to spend time can directly affect their future,” Boettger said.

Incorporating technology into a curriculum that was originally designed to be taught with different resources certainly is a challenge for many teachers, but it is a necessary one. High school is designed to prepare teenagers for college and the real world.

Technology is a part of the real world that is unavoidable and students will be more prepared for this if they learn to use it appropriately while they are still in school.

“It takes time to teach the kids how to use it and the teachers how to use it as a tool and not just play,” Hoglund said. “I think the iPad’s just a tool to use, just a resource; it’s not actually going to teach the kids.”

Bernadt also described an iPad in a similar way, saying it is “the ultimate differentiating tool.” Although the iPad allows him to offer his students even more ways to express themselves and learn, he was able to offer that to the students before, just in different ways.

“My focus is always on what’s going to be best for my students, both as a group and individually. Sometimes that means using the iPads, sometimes it doesn’t,” Bernadt said.

Budget cuts could prevent teachers from being able to assign certain projects or offer students the exact piece of technology that they want to use. However, according to Boettger, East is a “middle-of-the-road school” when it comes to the amount of technology they currently have, which does not put the school in a bad position if it is capable of maintaining current technology.

“Over the next semester and the next year we’re not getting any new technology necessarily or a whole lot, but I know that they’re going to maintain what we have and that’s the most important thing,” Bernadt said.

The budget cuts do not mean that the district is going to suffer greatly if federal funding never provides new devices. All of the iPads in the district were provided because of a grant; none of the money came from tax dollars.

“As a district we’re going to have to start to look at different

ways to bring in money, whether that is being more aggressive with grants and pursuing grant money that is out there or looking to local businesses in the area to sponsor our school or advertise in our school,” Bernadt said.

Bellevue has relied on Impact Aid to fund technology purchases for so long that many people do not remember a time when the district had to procure funds in other ways. It will not be easy to transition funding the schools in a different way, but many people at the board meeting spoke of resilience as a city and a district and have hope that Bellevue will make that transition.

“I have confidence that we have some pretty creative people around here that are going to best figure out how to serve our kids,” Bernadt said.

This will be Bernadt’s last year teaching at East as he will be a technology trainer at the district level next year. He feels like he is well suited to be a technology trainer because he’s been working with iPads for several years and knows from first-hand experience what the potential failures and successes could be. As a trainer, he wants to place an emphasis upon teachers using the iPads and other technology as differentiating tools and forming growth plans with students on an individual basis and helping them to achieve their personal goals.

“[Making the decision to become a technology trainer] is one of the hardest decisions, after teaching for 12 years. A couple years ago I could’ve never imagined myself leaving the classroom. It’s not easy to leave and I can’t imagine not having my own classroom or my own kids. I’ll still be in classrooms but it won’t be my own kids. It’s still hard to even get my mind around, but it’s an opportunity for me to have what I feel like is a greater impact,” Bernadt said.

Java and Jazz raises money

Megan Miller
Reporter

Java and Jazz was a jazz concert held in the Bellevue East band room on April 20 to raise money for the band.

“Java and Jazz is a new event this year that McCarty came up with. We’re turning the band room into a coffee house,” assistant band director Austin Sailors said.

Java and Jazz had several different groups performing. The Mission Middle School jazz band, E Street jazz choir, and Bellevue East jazz band performed. The East jazz band played songs like “Girls Next Door,” “Cute,” “Goodbye Porkpie Hat” and “Round Midnight” at Java and Jazz.

“Java and Jazz is an experience. It is about providing an avenue for our jazz band to perform. We’ll have some other jazz groups will come to perform and E

Street jazz choir. It’s also to provide entertainment for people,” Band Director Patrick McCarty said.

Java and Jazz did not cost anything to get in. All the money made was donations. People payed what they wanted to for the coffee that was from Maraton Adventures and Don and Jennifer Warton. There was also a variety of food that was donated by band boosters.

“I play the saxophone and we are going to play our entire set list in hopes of raising some money for the band program,” senior Kallysta Morgan said.

McCarty had seen it done before and knew that it could be successful. He had help organizing Java and Jazz from the band boosters and students.

“This was with the help of some of our band booster parents. I’ve seen this done before and I’ve seen it be very successful. People really, really like it, and I’ve seen people come together to help us go out and organize it,” McCarty said.

Java and Jazz was not only jazz music. There was a sign-up for anyone who wanted to read poetry.

“For Java and Jazz, I’m playing with the jazz band and I’m also reading slam

poetry, three pieces that I’ve written myself,” senior Caleb Wagner said.

The net intake for Java and Jazz was a little less than \$1000. McCarty said he will do it again and that he thinks it was

successful.

“The performers and poetry readers enjoyed themselves, as did many of the people who came to watch,” McCarty said.

Quality Ink Tattoo



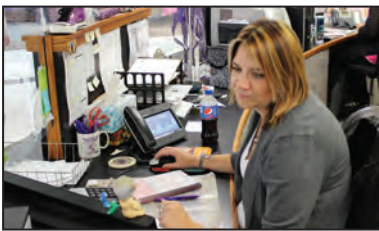
www.QualityInkTattoo.com
402-292-2406

Saying goodbye to Bellevue East staff members

Please join the Tom Tom staff in wishing a fond farewell to departing members of the faculty and staff. Each person contributed to making Bellevue East High School what it is today. Some staff members are retiring, others are moving on to other schools, and others are still considering their next step. No matter where they are, though, they have been a part of Chieftain Nation.



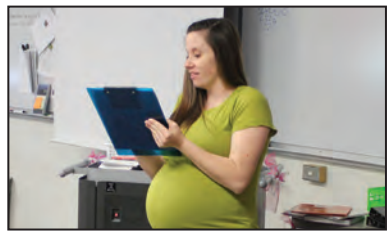
Jeff Bernadt
12 years
Social Studies
Will be working as an instructional technology coach



Stefanie Blankenship
10 months
Attendance Secretary
Transferred within BPS



Bryce Brunswig
4 years
Social Studies
Teaching at Gretna High School



Breanne Campbell
9 years
English 9 and 10
Teaching English 10 and 11 at Millard West High School



Dawn Danauskas
4 years
Business and Communication
Will run High School business program at Plattsmouth High



Glen Franta
9 years
Geometry
Retiring



Sophia Gutierrez
2 years
Algebra I, Geometry A
Undecided



Ryan Homan
6 years
Geometry and Statistics AP
Teaching math at Papillion - La Vista High School



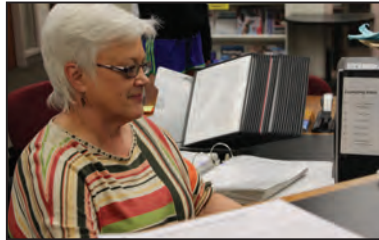
Trenton Kerger
9 years
Theatre, Stagecraft
Theatre Tech for Colorado Academy in Denver



Paul Lofquist
10 years
English 10 and 10A
Teaching elementary P.E. at Belleaire and Fort Crook



Steve Muller
16 years
P.E., Health
Teaching P.E. at Twinridge and Belleaire



Jackie Novotny
15 years
Does secretarial and counseling work
Retiring



Jeremiah Saffold
1 year
Algebra 2
Undecided; taking care of baby



Austin Sailors
1 semester
Long term band substitute
Teaching as a band director at Mitchell High School



Andrea Turner
4 years
German
Teaching German at Millard West, finishing master's degree



Charity Upchurch
1 semester
Full-time English substitute, Debate coach
Substitute teacher for BPS

Linda Miller
25 years
Did clerical work for several different departments like core classes
Working as a paraprofessional at Central Elementary

Plagiarism is a major problem

Erin Mather
Opinion Editor

Plagiarism is something students all over the world run into, even by accident. Consequences for plagiarism were under consideration as part of the proposed new grading protocol reviewed by the school board. Plagiarism is an academic ethical violation, not a crime. It usually is accompanied by academic punishment. "[Plagiarizing is a problem], but for most it is 'unintentional plagiarism'. Meaning they just don't know or understand paraphrasing and citations very well. There are some students who believe it is okay to copy and paste sections together from the Internet," instructor Kathy Liebenguth said. Plagiarism will always remain a problem because of all the technology people have today. There is a plagiarism catcher that the school uses called turnitin.com. "[On turnitin.com] the quotes you use come up as plagiarizing," senior Tony Mickelson said. Under the proposed grading protocol, it was suggested that plagiarism and cheating receive non-academic conse-

quences, such as detentions or suspensions. Cheating and plagiarizing are in the same category because in both cases students are not getting the answers themselves. "I believe high school students who are caught plagiarizing should suffer natural consequences. I can recall three times that I have caught someone turning in a plagiarized term paper. All three received a second chance - on a topic of my choice - and it was counted late," Liebenguth said. On turnitin.com there is a percentage that is counted as plagiarized of peoples' papers. To some teachers to determine if the student is really plagiarizing they first take into account who the student is and what is determined to be plagiarized. Because plagiarism appears to be so prevalent, some students are not bothered by it. "Everyone plagiarizes so I think it is okay," senior Cody Lukassen said. The student handbook explains that "...receiving assistance from other students or giving assistance on graded assignments is cheating and is not a fair practice."

Dairy Queen

501 West Mission

Bellevue, NE 68005

292-3721

Post-high school plans



CLASS OF 2015

Monte Evans
© PHOTOGRAPHY

Seniors were surveyed by scholarship adviser Pam Toyne regarding their post-secondary plans. Only those who gave a response have been published.

McKenzie Acosta Work Full Time
Alexis Adams Metro CC
Christian Adams Metro CC
Joseph Ahl Metro CC
Kelby Albers Metro CC
Elizabeth Alexander UNL
Roberto Allebach Military
Melissa Amarillas-Bonilla Metro CC
Adriana Amaro KU
Megan Andrews UNO
Katherine Arnold NW College (Iowa)
Maritza Arriaga Soria Work Full Time
Cecilianna Arriola Xenon
Drake Astleford UNL
Summer Baker Metro CC
Sydney Baker Metro CC
Ryan Barrera Military
Malcolm Barrett UNL
Lea Bartlett Doane College
Tionna Bass Indian River State
Dakota Begeman Metro CC
Colton Beltz MO Welding
Rosharianna Betts UNO
Brianna Bianchi UNL
Darian Bidroski UNO
Nicholas Binder Work Full Time
Hannah Bishop Military
Mark Borgatti Work Full Time
Kristen Boyce Nebraska Christian
Hannah Boyd Metro CC
Justin Boyer IWCC
Erika Bradley Continue education
Gary Brenden Metro CC
Daniel Brinkman University of AL
Matthew Brodersen SCC Milford
Jazmyn Brown UNL
Morgan Brown UNL
Nathaniel Brown UNO
Zachary Brown UNO
Amy Buckley K State
Francis Buglewicz UNL
Lauren Campbell Metro CC
Jacob Carson UNO
Theresa Castro UNO
Brandon Cheek Metro CC
Elic Chisam UNL
Cody Choquette Military
Amelia Cisar Augustana College
Amy Clear Continue education
Timothy Collison Military
Keshawn Connor Continue education
Ryan Cook UNL
Brooke Crider Colorado State
James Crosby UNO
Savannah Crosby Metro CC
Thomas Cruz UNO
Logan Cunningham UNO
Cherron Curtis UNO
Veronica Dalzell UNL
Morgan Dillon SW MN State
Jarel Doane UNO
Jesse Dodds Military
Holly Donahue Nebraska Wesleyan
Ashley Douglas Metro CC

Erin Drefs
Denise Dunham
Adam Duresky
Ashley Eastman
Katelynn Edwards
Katelyn Ekle
Michael Elder
Leslie Espinoza Flores
Bryan Fettinger
John Figueroa
Samantha Finan
Alexis Fincher
Alexus Flores
Joshua Fluellen
Stephen Fluharty
Louis Foral
Megan Ford
Jason Fossum
Aaron Galvan
Mason Gantt
Alexandria Garcia
Sara Gengel
Brandon Gentry
Gabrielle Gergen
Megan Gies
Nathanael Gilmore
Paige Godbersen
Blake Goens
Brandon Goens
Gaylin Goodall
Breanna Goodwin
Cameron Gordon
Madalyn Goss
Fidel Granados
Zafiro Gudino-Gutierrez
Brandon Hall
Jordan Hansen
Charles Hansen-Reed
Austen Harper
Nicole Hatcher
Daynatae Hayes
Antonio Heaton
Krysti Herndon
Sydney Heuler
Hanna Hickman
Demosstanese Hidalgo
Matthew Hillis
Logan Hoefer
Traci Hoer
Rebecca Holder
LaBrya Hollingsworth
Elizabeth Horn
Mycal Huff
Danika Hughey
Amanda Hungate
Zachary Hyland
Vanessa Jacox
Joseph Jeanetta
Heather Jenkins
Delaney Jenkner
Rebecca Jimenez
Austin Johnson
Blaine Johnson
Logan Johnson
Zjane Johnson
Joshua Jones
Michaela Jones
Tateyna Jones
Rogelio Jurado
Joshua Keaton
Isaiah Keck
Amanda Keenan
Christian Keene
Ashley Keller

Metro CC
Midland University
University of Idaho
Univ of Houston
Military
Wayne State
Work Full Time
Metro CC
UNO
BEST
Metro CC
IWCC
Continue education
Bellevue Univ
UNO
UNL
Wayne State
Doane College
Work Full Time
IWCC
NW Missouri State
IWCC
Metro CC
UNO
Morningside
UGA
UNO
IWCC
University of WY
Military
Work Full Time
NW College
IWCC
UNO
Metro CC
Bellevue Univ
Metro CC
Duke University
Military
Bellevue Univ
UNL
Metro CC
Metro CC
Metro CC
Cosmetology
Work Full Time
Metro CC
CC in Pella Iowa
Metro CC
Metro CC
UNO
GrandCanyon Univ
Work Full Time
Metro CC
Work Full Time
Univ of Central FL
Wayne State
UNL
Military
UNO
Metro CC
Continue education
Wayne State
Metro CC
MSU
UNL
Work Full Time
UNO
Midland University
UNL
Metro CC
Continue education
Doane College
Metro CC

Jessica Kellerman
Nicholas Kelley
Drake King
Alysa Knapp
Kendra Knapp
Crystal Kunkel
Nyalang Lam
Ryan Lam
Steven Lang
Joshua Langford
Carter Langpaul
Mary LaPorte
Clyde Larcom
Erin Lawyer
Tyler Lebbert
Lisa-Chanel Lee
Jacob Livergood
Ashlyn Looney
Jocelyn Lopez
Cody Lukassen
Andrea Madden
Vallen Maes
Dominick Maldonado
Kayla Mantegna
Gabriella Marco
Caitlin Martin
Katelyn Martin
Daniel Marx
Dallin Mask
Erin Mather
Makenzie Matt
Quinnton May
Michael McCourt
Russell McDaniel
Elizabeth McGoogan
Devine McKean
Jade McNeill
Tyler Means
Scotty Melroy
Camden Menephee
Nicholas Meyer
Donnie Meyers
Anthony Mickelson
Amber Miller
Joel Milos
Lucas Minor
Dominique Miranda
Anna Moake
Nigel Montenguise
Kallysta Morgan
Austin Moss
Madison Mutlu
Cheyenne Neff
Tanner Neff
Dallas Nelson
Olivia Noble
Josephina Nyenga
Michael O'Brien
Ryan O'Grady
Ryan Oestreich
Taylor Orent
Jared Orsborn
Mary Osborn
Cody Osborne
Adrian Palmer
Michael Pankers
Connor Parette
Emma Paskach
Dillon Patel
Austin Pepin
Sean Plowman
Asper Pokorny
Dakota Postlewait
Ian Poteet

Midland University
Continue education
UNO
Work Full Time
Peru State College
Military
IWCC
UNL
UNL
IWCC
UNL
University of OK
Work Full Time
Doane College
Military
Nebraska Wesleyan
Continue education
UNO
Xenon Academy
Metro CC
Cosmetology
Work Full Time
UNO
Military
NW MO StateUniv
UNL
Work Full Time
Metro CC
KU
Metro CC
Central College
Metro CC
Continue education
Military
Hamline University
Military
NW Missouri State
Creighton Univ
SCC/Milford
Military
Metro CC
Military
Work Full Time
Metro CC
Chadron State
UNO
University of MD
UNO
Work Full Time
Hamline University
Work Full Time
Univ of COBoulder
Wayne State
UNO
NWMO State Univ
Bethel School
UNO
Military
UNL
Work Full Time
Lane CC
UNO
UNO
Military
Eastern FL State
Work Full Time
UNO
Metro CC
UNO
Military
UNL
UNL
IWCC
Work Full Time

James Poteet
Jameson Poth
Austin Rader
Samantha Rahn
Bethany Rainwater
Justice Ratigan
Chadrick Ratzburg
Kylie Ray
Allyah Rayyan
Anthony Reed
Brett Renner
JayC Rezac
Nicole Rieple
Lauren Rowe
Morgan Ruggles
Brienna Sawyer
Jeffrey Scarbrough
Jonathan Schuck
Chloe Schwarting
Tyler Scott
Sipres Shurila
Andrew Siders
Zachary Simms
Austin Simpson
Colin Smeby
Cheyanne Smith
Justin Snipes
Nicole Somlai
Carlos Soto
Rayden Spence
Thomas Stalbosky
Taylor Staley
Rachelle Stark
Gabriel Stiansen
Logan Stickney
Ryan Stoddard
Catherine Storck
Johan Streck
Austin Sub
Joseph Sullivan
Noah Sundberg
Noah Sweet
Koral Swingholm
Derek Sykora
Hoang Ta
Mackenzie Tackett
Marco Talamantes Sanchez
Aaron Terrazas
Te'Andi Titus
Dominik Torres
Garrett Touchton
Nicholas Van
Jake Van Ryckeghem
Stephanie Veloso
Ashley Vernon
Jessica Vesely
Caleb Wagner
Lora Wagstaff
Shawn Waite
Clayton Wall
Hayley Wallace
Benjamin Walther
Jackline Wanjiru
Dominic Watson
Sydney Webb
Corey Weber
Clinton Wilson
Desiree Wilson
Brooke Winsor
Hannah Wise
Trevor Wood
Taylor Young
Shantee Zamora
Sean Zellers

Work Full Time
KU
Military
UNO
NC State
Univ of SC Upstate
UNO
Work Full Time
College of St Mary
Metro CC
UNL
SCC
Work Full Time
UNL
Work Full Time
Metro CC
Military
UNO
UNL
Work Full Time
UNK
Work Full Time
Nebraska Wesleyan
Military
Peru State College
Work Full Time
Wayne State
Eastern CT State
Work Full Time
Full Sail University
Work Full Time
Metro CC
Metro CC
GrandCanyon Univ
UNL
Work Full Time
UNO
Metro CC
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Metro CC
Work Full Time
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Work Full Time
Evangel University
Work Full Time
Work Full Time
Work Full Time
NW MO State
Metro CC
UNK
UNO
Work Full Time
UNO
UNL
UNL
MSU
UNO
UNL
NW MO State
Metro CC
Military

Bellevue wins ‘Tournament of Things’

Elic Chisam
Sports Editor

The whole room fell silent as the call came in. Inside the city board room full of band members, city board officials, police officers, baton twirlers, small business owners, and other proud citizens, nobody made a sound as “Late Night with Seth Meyers” host Seth Meyers’ voice came over the airwaves. On April 7, 2015 Nebraska’s oldest city was finally about to celebrate a national championship.

“Over the course of the last two weeks we have been doing the first annual ‘Late Night Tournament of Things’ and we are happy to announce that Bellevue, Nebraska has won,” Meyers said on his television show.

Meyers’ words confirmed it. Bellevue finally had a national championship attached to its name. After it was announced the room jam packed full of ecstatic citizens went crazy.

“It was really loud and exciting in the office, but it was also really crowded. I kept getting hit by a tuba from West,” senior CJ Gordon said.

Bellevue had been randomly selected to participate in the “Tournament of Things,” a parody of the NCAA (National Collegiate Athletic Association) tournament

to decide the national champion of college basketball. Nobody knows why or how Bellevue was picked; the producers of the show would not even tell the mayor how the city was selected.

“We’ve asked, we looked, we turned over all the stones, and we still don’t know. The crew of ‘Late Night with Seth Meyers’ would not tell us how we got on the show,” Bellevue City Mayor Rita Sanders said.

The bracket consisted of four regions named “What Nots,” “Stuff,” “Objects,” and “Items.” Each region had 16 random things bringing the total number to 64 random objects competing for the championship. Things selected ranged from cirrus clouds to the name “Craig.” Bellevue was placed in the “What Nots.”

“Any opportunity for a community to rally against service roads or inanimate objects is a great chance to come together as one,” instructor Lance Raabe said.

On the way to victory, Bellevue had to beat Frontage Roads, Corn Mazes, Universal Remotes, Oboes, Mason Jars, and, in the final, the musical note B-Flat. Nebraska’s oldest city blew all competition out of the water, winning every single round by enormous margins.

“You know its great to see all the citizens of all ages from different schools from all areas of the city come together



On the popular NBC show “Late Night with Seth Meyers,” Bellevue, Neb. won the ‘Tournament of Things’ against many other competing items. Citizens celebrated with Mayor Rita Sanders at City Hall. *Photo by Cathy Storck*

for one great cause, but I as the mayor get to see that quite often and not everybody does. This proves that we can all come together and we see these results on national television,” Sanders said.

As a result of the win, Bellevue renamed the week of April 6 “Late Night with Seth Meyers” week and rename the

city’s dog park “Frisbee Park” after Meyers’ dog Frisbee. The victory in the tournament will be remembered by the community for long time.

“We have a great workforce, a very patriotic city, and it’s great to get some national attention for the city,” Sanders said.

Students attend Calculus Bee and musical

Mary LaPorte
Entertainment Editor

Hundreds of students gathered as two people took the stage to sing and dance the history of calculus. On April 12, high school students from across the metropolitan area gathered in an auditorium at the University of Nebraska - Omaha to participate in a day dedicated to the enjoyment of math. The event highlighted two main segments, a musical and a competition.

“The musical was just a funny little musical about mathematical equations and calculus,” senior Sean Plowman said.

Called “Calculus the Musical,” this two-person show is a compilation of songs and jokes that roughly outline the discoveries of classical mathematicians Gottfried Wilhelm von Leibniz and Sir Isaac Newton.

Each of the actors jest about the controversy over which mathematician truly discovered calculus, and Newton’s crazed antics near the end of his life. Several concepts, such as the mean value theorem and integration take the stage accompanied by the melodies from 80’s hip-hop staples. The program, humorous yet still containing plenty of educational value, appealed to calculus students and instructors alike.

“When one dude attempted to rap, I think that had me on my feet crying of laughter,” junior Isaiah Vasquez said.

The day also included a quiz-bowl style competition called the Calculus Bee. Every student watched the competition, but only some students were allowed to participate.

When registering for the event, each teacher administered a test to their calculus classes. The students with the top scores on that test participated in the bee.

“The Calculus Bee this year was much more interactive because of the 25-ques-

tion clicker round and every student in the room of about 250 students was able to read the questions and think about how they would answer the questions. It created some great conversations about various topics when we arrived back in our classroom. In the final round all of our BEAST students were cheering hard for our finalists. It was a great showing of support and sportsmanship and calculus knowledge of East students,” math instructor Valorie Sailors said.

Two Bellevue East students made it past the clicker round into the more prestigious quiz bowl competition. In order to compete in this segment of the day, they had to score in the top eight from the clicker round. Seniors Brooke Windsor and Colin Reedy represented Bellevue East in the quiz-bowl tournament

“Each round was like a NCAA tournament, except it was double elimination. As soon as you got two questions wrong you got a loss. If you had two losses, you were kicked out,” Reedy said.

Both Bellevue East students faced tough competition in the bee, and both worked out several math problems through the course of the event. Windsor ended eighth overall. Reedy advanced to the finals round, beating several opponents before taking the silver title.

“I enjoyed the Calculus Bee [because] I enjoyed seeing Colin almost win,” senior Plowman said.

All students were immersed in a day of mathematics through the music and competition of “Calculus the Musical” and the Calculus Bee. Everyone in attendance received a free tee-shirt, math-themed door prizes. Each student had pizza to eat while watching the bee and solving the competition problems, exercising their calculus skills.

“It was really fun. Everyone in the room could do the problems. The real issue was just speed. They were fast questions,” Reedy said.

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Six easy steps to have a stellar grad party

Desiree Wilson
Editor in Chief

❖Hosting a graduation party may seem intimidating at first, but following these tips might make the experience a little easier for graduates and their families.

1 Pick a reasonable location.
If your house cannot accommodate more than a few people at a time, having it at a park or other venue might be a better option. Once the location is set, be sure to make the layout of the party easy to navigate. Senior Allyah Rayyan said something she would change about past graduation parties she attended was “how they set up the thing, like you’d have to walk through tables and it’s kinda weird.” Keep in mind how many guests will be in attendance and plan around that. The last thing you would want to do is to crowd everyone into a location that is too small for the group.

2 Always have good food or catering.
Try to serve something not a lot of other graduates will have at their parties. “Most of the grad parties I’ve been to have been good, maybe not all serve pulled pork and fried chicken all the time; switch it up,” senior Dakota Begeman said. Rayyan said that what makes a good graduation party is a good atmosphere and good food. Never underestimate the importance of cuisine. “There was really good fajitas at this one graduation party that had chips and salsa and I was in taco heaven,” Rayyan said.

3 Make the guest list ahead of time.
“Think about how many people to invite and how to invite them. If you’re having a small party, you’ll want to set a guest list and choose between printed invitations or Facebook invites. If you’re planning a big, grade-wide party, you might want to create an open event on Facebook and send printed invitations to people you definitely want there. You should also let people know whether or not they can bring friends,” hercampus.com said on their website.

4 Make a nice atmosphere. Decorating with school colors and having a good, broad playlist of music that appeals to the general populous is a smart option. Always go with upbeat music that most people will recognize, but don’t have it too loud; people need to be able to converse at a normal volume. Having things on display that highlight your accomplishments throughout high school is a great way to personalize it. Examples of this include pictures of sports or activities you may have been involved in, awards you have earned, pictures of graduation and memories throughout high school.

5 Pick a date that doesn’t overlap with too many other parties. “Seriously don’t have it all the day of graduation. Spread it out, combine with your friends. Honestly one, it’s fun, and two, have it toward the evening. More people will save yours for last because it’s later and your party will be more convenient to family and friends,” Begeman said. Joint graduation parties are also a great option if a lot of your friends’ parties are on the same day.



6 Provide some form of entertainment.
Having good food and a well-decorated party is great, but if there is nothing for guests to do while they are there, it can get a bit boring after a while. Something important to keep in mind is that this party is for *you*, so have activities at your party that you personally would enjoy as well. Board games, video games, or any other activity that keeps you and your guests occupied will make for a great party.

7 Have a good time.
It’s okay if your graduation party isn’t perfect. Maybe the cake isn’t ready on time. Maybe the food isn’t as good as you hoped. Maybe everyone you want doesn’t show up. Don’t worry about it. Don’t get overwhelmed and caught up in the little details. The bottom line is that your graduation party is your time to celebrate and share your achievement with your family and friends, and in the end that is all that matters. Relax, have fun, and be proud!

Foreign language students compete at UNL

Megan Andrews
Reporter

The rooms and halls of the university were filled with students and instructors alike, various languages reverberating throughout the length of the Language Convention at hand. Groups, partners, and single student competitions occurred on stages large enough for group performances as music played and words were spoken in their respective languages. Songs in a variety of languages played, most having energizing or soothing effects on the crowd. “Language Fair provides an opportunity for high school students from across the state studying French, German, Japanese, Russian, Chinese, and Spanish to demonstrate their acquisition of language

and culture in various competitive events,” according to the University of Nebraska Lincoln website.

Annually, the University of Nebraska Lincoln holds a language convention where students take the time to compete in various categories against other schools in the state. The categories included were music, poetry, drama and a poster competition.

Approximately 1000 students were present at the convention this year, and competition was fierce in each language. The dances, music, and dramas allow students to immerse themselves further into the culture of their language’s native speakers.

“There were many events available ranging from learning dances from the different

countries to learning a language to competing in the events like poetry, singing, or skits,” sophomore Sara Kepford said.

The possible ranks to achieve at the convention were superior, very good, and good, but only superior ranks can win overall prizes. Winning an overall award proves to be tougher than a ranking due to there being only two available for each language.

“It’s super duper competitive because there were a thousand students there at this last one, and French is the most popular language after Spanish,” French instructor Nora Boyd said.

Bellevue East’s Spanish students did not compete, but the German and French students did. French students won ten superior rankings, the highest rank, and one very good rank.

Senior German student Noah Madrigal won the second place overall poetry spot, meaning he won a superior ranking as well.

“I recited a poem by the great German poet, Heinrich Heine, entitled “Die Lorelei” about a mythological female siren. I chose this poem because it was the very first poem that I memorized in German,” senior Noah Madrigal said.

Language Convention is also an opportunity for students to meet students from other schools and learn the language they take even more. It is a way for students to take learning a language into their own hands, rather than being taught it and be directed by their teachers.

There is a lot more to peoples and cultures than just the words they speak, which the convention brings into fruition by having

dances, a variety of music, and dramas up for competition.

“I participated in a skit for German with fellow German club members. I enjoyed the convention because I thought it was cool getting to compete against other schools in a language that I love learning. I also liked getting to meet fellow German students from other schools,” Kepford said.

Language Convention was a learning experience for many students and teachers alike, not to mention the experience overall could be a considered a confidence booster to students that were either shy or nervous.

“It was really fun, it was interesting to meet all these people that were interested in the same language I was. It was a cool experience,” senior Allyah Rayyan said.

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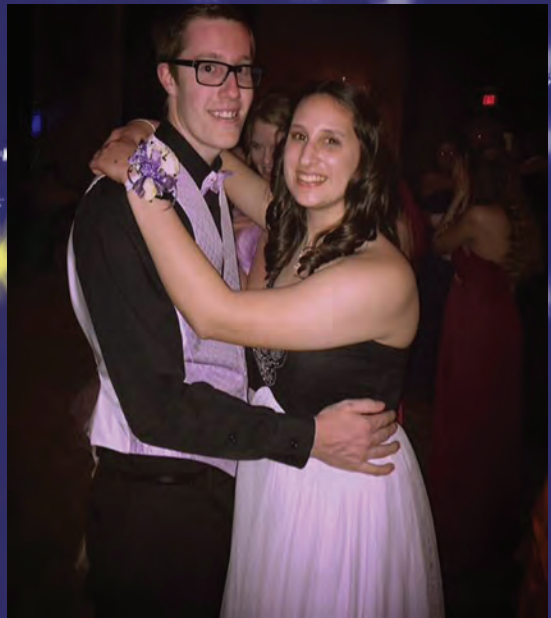
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Brightly Lit Night

Seniors Caleb Wagner and Mary LaPorte were crowned this years prom king and queen. “Being prom king was awkward because everyone wanted us to kiss, but [Mary] has a boyfriend,” Wagner said. Both the king and queen agreed that it was a very enjoyable night. *Photo by Serena Rodriguez*



Seniors Nicholas Van and Hanna Hickman are at their last prom together at the Durham Museum, April 11. “I got to spend the night dancing with my boyfriend before he leaves for basic training. It was our last hoorah,” Hickman said. *Photo courtesy of Hanna Hickman*



Seniors Zach Hyland and Brianna Bianchi went to prom together. “I liked being in the same room as my friends and dancing with them,” Bianchi said. *Photo Courtesy of Zach Hyland*



(Above) Seniors Anna Moake and Jazmyn Brown share a monment as best friends. “My favorite thing was being able to dance with all my friends that night,” Brown said. *Photo courtesy of Jazmyn Brown*



(Left) Seniors Joe Ahl and Ashley Vernon danced to Wanted by Hunter Hayes right after they got engaged. “Everything about that dance felt right, we were so happy; it felt as if it were just Ashley and I in that whole room for that song,” Ahl said. *Photo by Serena Redriguez*



Seniors Daniel Brinkman, Jo Tichenor,,Austin Pepin, Dominick Maldonado, Megan Bangart, and Ryan O’Grady play poker at After Prom. “I suppose I did okay at the poker tables, but not great,” Brinkman said. *Photo by Serena Rodriguez*



The Amazing Arthur hypnotized students during After Prom in the school auditorium and Senior Brett Renner was one of the students who participated. He became a mummy covered in tape. “All I remmeber was taking the duct tape off, and I honestly don’t know what happened until after when I saw the videos,” Renner said. *Photo by Serena Rodriguez*

THE SEARCH FOR SOLUTIONS

BULLYING

- Of children in sixth through tenth grade, more than 3.2 million - nearly one in six - are victims of bullying each year, while 3.7 million bully other children.
- Research shows that half or more of all bullying can be prevented.
- Studies suggest only between 10 and 20 percent of uninvolved students provide any real help when another student is victimized.
- Compared to their peers, kids who are bullied are five times more likely to be depressed. Bullied boys are four times more likely to be suicidal; bullied girls are eight times more likely to be suicidal.

Source: <http://www.tolerance.org>

'No Place for Hate' aims to address issues of prejudice

Erin Mather
Opinion Editor

Throughout the halls of Bellevue East there are many students who feel they are treated negatively based on their skin, beliefs, or what they stand for. In an attempt to combat this prejudice, Assistant Principal Deirdre McKinley partnered with the Anti-Defamation League (ADL) to put on an assembly April 7 for freshman and sophomores as part of the "No Place for Hate" program. McKinley and volunteer students had the goal of making a difference by having an assembly about bullying based on racism. They also planned to cover other "isms," such as sexism, ageism, etc.

The ADL's "No Place for Hate" program is about "addressing issues of prejudice and discrimination that affect the people of Nebraska, Iowa, and Kansas." The group helped organize the assembly with McKinley and the participation of the student volunteers from East. However, some members of the audience seemed to react negatively to the presentation.

"The whole point of the assembly was for no hate, people didn't understand that and they jump to conclusions," senior Tateyna Jones said. Jones was one of the student participants in the assembly.

According to student participants, their skits proceeded as planned and many students in the audience who said they appreciated the intended message and the fact that those in the difference. However, some students in the audience did not respond positively to the assembly because they thought it was racist toward whites, a misunderstanding which seemed to have stemmed from the lack of white participants in the skits.

"Seeing some peoples' reaction was unexpected, especially with some am already a strong person so it didn't really affect me," Jones said.

The unexpected audience response seemed to indicate that the intended message of the assembly got lost and controversy surrounded the reaction.

In reality, the group of students who initially volunteered to participate in the skits were of various races, but as the practices went on, some of those people stopped coming, McKinley said. By the time the assembly was held, the participants were all mainly African American and one Hispanic.

"Some people believe that talking about race only 'makes it worse.' We would only stop talking about race, the racist wouldn't be racist," or 'You're it up,' That's just like saying 'I wouldn't have cancer if I didn't go to the doctor,'" McKinley said.

Bullying based on race is just one aspect of bullying represented in the "No Place for Hate" campaign. "Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Those who are bullied and who bully others may have serious, lasting problems," according to stopbullying.gov.

"I feel racism is a huge problem everywhere. Not every 'color' on every gram that needs to be implemented in schools everywhere, not just East. My feelings about the skits were that a horrible idea. They weren't mature enough to understand the content that was presented and they didn't really listen to McKinley's words when she was explaining the program. I will continue to further the program into my senior year and make sure Bellevue East deserves to be bullied for any reason," junior Megan Mueller said.

Because of the negative reactions to the first assembly, McKinley sent a message to teachers canceling the second assembly scheduled for the juniors and seniors because of threats to disrupt the presentation. As of now, there has been no decision to hold another assembly in the future.

In the email, McKinley said, "The cancellation is not due to the importance of the subject matter. It is canceled because of the safety of the entire student body. There have been rumors around the school that certain individuals in the school who fail to see the importance of standing up against bullying whether it is bullying due to race; bully due to disability or bullying due to sexual orientation, have threatened to bring a major disruption in the assembly instead of an open mind and open heart."

Investigations by the administration, however, proved that there was no threat. The assembly organizers and participants met with Superintendent Frank Harwood in McKinley's office to discuss what had happened after the first assembly and to share their perspectives. With the turn of events, McKinley sees the need for others to help lead efforts to alleviate bullying because of race.

"In order for this to go forward, it can't be me any longer trying to talk about this topic; it has to come from someone else with authority [of a different skin color]," McKinley said.



prej·u·dice / 'prejədəs/
1. Preconceived opinion that is not based on reason or actual experience.
2. Harm or injury that results or may result from some action or judgment.

Q
&
A

Assistant Principal
Deirdre McKinley

- Q. What are your goals for the future?
A. I don't have a goal exactly, I have a passion. My passion is that one day we can have the conversation and everyone will be comfortable with the discomfort and to stay engaged.
- Q. What are some resources students can utilize to educate themselves?
A. Tim Wise is a anti-racist white man who speaks about white privilege. He talks through a black persons' perspective through a white person's voice. There is also a short 5 minute video on "How to Talk about Race" by Jay Smooth for students to start out with something smaller.
- Q. What can the staff and student body do to help?
A. To be reminded on if it was reversed with the achievement gap and if white people were at the bottom. If it's predictable than we should make a change.

Workshops inform participants about discrimination

Cathy Storck
Editor in Chief

Bellevue East students and staff took part in a Creating Inclusive Communities (CIC) Workshop in order to gain a greater understanding of diversity in their community. An all-day event, the CIC Workshop made use of several different activities to discuss how issues of race, class, gender, faith, age, and sexual orientation can impact interactions inside the school and in the city as a whole.

[My goals for the workshop were] to bring a greater awareness and deeper understanding of our school," Assistant Principal Deirdre McKinley said. McKinley was one of the key organizers of the workshop, which occurred on Mar. 23.

The workshop was run by Inclusive Communities, an Omaha nonprofit human relations organization that combats bigotry through education. According to the Inclusive Communities website, the CIC program specifically is a "powerful interactive human relations program for students, educators, business professionals and members of the community interested in gaining a greater awareness and deeper understanding of our demographically changing community."

Participants take a closer look at everything from biases to stereotypes to prejudices in an effort to better understand people from different backgrounds.

"We did small activities that fostered a safe and respectful dialogue about prejudice and discrimination," instructor Kristina Sonntag said. The workshop was like a shortened and simplified version of a 3-day Inclusive Communities camp in January, which Sonntag also attended. As a previous participant, Sonntag had some idea of what the camp would be about, but still found it a valuable opportunity.

"Because I attended the 3-day camp, my thinking was already in line with what the workshop was presenting," Sonntag said. "However, it was awesome to be able to share some of the same activities that I saw at camp with my students and share that space with them."

Instructor Piper Porras also attended the workshop, but unlike Sonntag, this was her first time participating in an event like this. She considered it a great place to learn about others' experiences.

"It was a marvelous, cathartic opportunity to explore our lives, both commonalities and differences, in a safe environment," Porras said. "It brought forth emotions that were buried deep within and I learned a great deal from others' lives."

The workshop addressed many areas of discrimination and cultural differences, including "age, faith, ability, gender, orientation, class, appearance and race." Participants were encouraged to think about how these different aspects all affected their local community.

"Participants were able to skill build while examining personal and societal stereotypes, biases and prejudices, and then concluded with action planning to integrate their new skills and knowledge back in the classroom and community," McKinley said.

The CIC workshop did more than just educate participants about diversity and bigotry, however. It also had the lofty goal of fostering discussions that could change the very foundation of society.

"These discussions/workshops will help us break down barriers of prejudice and oppression by enhancing diversity awareness, explore who we are in relationship to each other and the environments that surrounds us, learn about our responsibility as a leader to create more inclusive communities, and build cross-cultural lasting relationships," McKinley said.

Both students and staff could attend the workshop, which consisted of activities from icebreakers to games and discussions. Sophomore Abby Carpenter grew interested in the event after hearing about it from instructor Sara Fjell.

"We did some get to know each other things and then we talked about all the 'isms,' like racism, sexism, all of them," Carpenter said. "Then we played different games, and there were different scenarios, and it was interesting to see everyone's opinions on controversial topics."

Carpenter said the workshop "opened her eyes" to how things one says can hurt others and believes that East should hold more of them.

"I think [workshops are] important and I think that we should do this with more students because it was very helpful for me and eye-opening, I would say," Carpenter said.

While East may have a way to go in terms of becoming the ideal "inclusive community," the attendees of the CIC workshop argue that it is a step in the right direction.

"I think humanity has to work on the issues of an embarrassing and shameful past and present," Sonntag said. "We have to be able to acknowledge the truth without blaming anyone, while also learning to respect other perspectives even if they do not line up with how we view the world. Just because another human experiences life differently than you, does not minimize their experience or your experience... It really is as simple as making each and every decision out of love instead of fear. At the end of the day, each one of us just wants to be seen, heard, and valued for who we truly are."



Assistant Principal Deirdre McKinley and guest presenter Marcus Hammett speak during a Feb. assembly regarding Black History Month. Photos by Matthew Brodersen

School Board puts the pay in play

Elic Chisam
Sports Editor

The dreaded budget shortfall that Bellevue Public Schools (BPS) has faced this year has struck again, this time in the athletic department. On April 6, the board approved an increase in the activity card fee from \$35 to \$50 starting next school year. Added on to this fee increase is the fact that athletes will be required to buy one if they wish to participate in sports. This new policy, proposed by Bellevue East and West Athletic Directors Jim Hirz and John Mauro, is in response to the athletics budget decreasing by about \$30,000 since the 2012-2013 academic year.

"We've got declining budget dollars and rising cost and we have to figure out a way to close that gap and one of the largest areas where we are seeing this is in athletics," Hirz said.

Bellevue is not the first district to do this, in fact they are one of the last to do so. According to the presentation put together by Hirz and Mauro, Papillion, Omaha, Millard, Elk-

horn, and other local districts have been charging athletes anywhere from \$30 to \$60 to participate in athletics.

"We're the only district [in the metro] that doesn't currently require their athletes to have an activity card, and unfortunately we've reached the point where we have to," Hirz said.

To some, the change is bittersweet. Athletes do not wish to pay to play, but some realize that it is needed to keep the programs running as usual.

"I can see both sides of the argument. I know that the district needs to find a way to make money, but I also don't think they should be taking it from the athletes," senior baseball player Connor Parette said.

Also, with declining budget dollars over recent years, some could see the change coming. Bellevue could not avoid charging for certain programs forever.

"It happens a lot at other schools too, so a lot of the athletes that I've talked to have been expecting it to happen at some point," varsity soccer

coach Ryan Homan said.

The main reason for the increase in the fee is to help cover the cost of paying athletic trainers. The expense has continued to rise over the past couple of years and it now costs about \$18,000 per school to provide full time athletic trainers.

"The biggest single expense we have seen grow in the last few years is the cost to provide an athletic trainer. The district hires one person and CHI (Catholic Health Initiative) provides us with a trainer. Years ago when that first started it was through Alegent and it was free. Over the course, however, of time they've started charging more and more," Hirz said.

Although athletes will be required to pay with this charge, it will only be a one-time charge for the whole school year. Whether the student chooses to participate in one, two, or three sports a year, they will only be charged \$50. Also, there will be a way for those who are eligible to get a card at discounted prices.

"There will be a waiver process for students who get free and reduced lunch to be able

to purchase an activity card for free or at a reduced cost," Hirz said.

East made about \$7,000 off of activity cards for the current school year and the hope is, with the price increase and requiring athletes pay, the district will see a noticeable increase in revenue next year.

"I didn't have anything like this when I was in high school, but it is a pretty common nowadays and I think it is a good way to get revenue for the district," Homan said.

For the new policy, it is important to note what the school has determined what is categorized as an athletic and that will be required to pay and which activities will not. According to Hirz, only students that participate in athletics considered sports by the NSAA (Nebraska State Activities Association) will have to pay. This means, for now anyway, that activities like cheer, dance, and powerlifting will not be affected by the new policy, and therefore will not have to pay.

One question that still remains is that if students in-

volved with cut sports will have to pay before or after they try out. If an athlete participates in a cut sport and is cut, it is still unclear about whether they will be required to pay.

"We're still wrestling with that a little bit," Hirz said. "This is our first year doing this and like anything when you start something new you're going to find things you need to tweak."

The new payment policy is a big change for the future of athletics at Bellevue East only time will tell how it affects sports. Some athletes think it will lower participation rates in sports.

"I think it will end up lowering the amount of kids that want to participate in the long run," senior Sean Plowman said.

Others are optimistic about the future of sports at Bellevue East. They believe that this policy will not hinder the programs in any way.

"A lot of times when kids play sports coming up through youth they spend quite a bit of money to play select and club sports so I don't think \$50 to play sports throughout the year will be a deterrent," Hirz said.

Succesful soccer season for boys and girls

Fritzie Buglewicz
Videoagrapher Editor

The spring season of sports is coming to a close as the 2014 through 2015 school year comes to an end. One of Bellevue East's more prominent sports in the school, soccer, has been successful for both the girl's and boy's teams. This year both teams have had up and down seasons in regard to their records. A winning record is always a major goal for any sports team. The Chieftain students will have to wait and see if both Chieftain's teams will be able to hold onto their winning record and come out victorious at the end of the soccer season.

Both the boys and girls soccer teams have tryouts during the last days of February and into early March. After the teams were decided, practices began to get the players prepared for the season. Many of the players who ended up being on a team trained months before the tryouts took place.

"22 as 1. That pretty much means all 22 of us coming together as one with dedication, preparation, and commitment as well as playing for each other and becoming a family," junior Danny Whitfield said.

Preparation before the season really paid off this year for the Chieftains. This training could be one of the factors that gained the players their winning record.

Soccer is one of Bellevue East's very successful sports, not just during this year, but also in years past. This year is some of the four-year high school athletes' last. Some of these players will go on to college and play for their respective school's teams.

There are only a few games left to play in both the girls and boys soccer seasons. These last games can determine if the overall season was successful or not. During the year he girls soccer

team struggled to keep their wins at a high level.

"We weren't doing amazing in some parts of the season. It's not that we were doing bad, we were just not winning as many games as we could have or should have been," senior Kate Rayome said.

Throughout the season, the Chieftain girls were on a rollercoaster of wins and losses. There were high and low points

“

“22 as 1. That pretty much means all 22 of us coming together as one with dedication, preparation, and commitment as well as playing for each other and becoming a family,” junior Danny Whitfield said.

”

in the season which created some struggle for the team.

"Our goal for the season was just plainly to win soccer games. I wanted my players to improve in aspects that they, personally, needed to work on and strive this season. There were some problems with missing or hurt players during the season, but we worked around it," coach Sara Fjell said.

Both the boys and the girls soccer seasons have been successful with multiple wins for both teams. The boys had a record of 11-8 while the girls had a record of 4-11. We will have to wait and see how the very end of the season turns out.

"We definitely could have done better this year but all around, the soccer season was fun and one that I won't forget anytime soon," senior Hayley Wallace said.



Junior, Logan Pettit save the ball from going out of bounds and later drives the ball up the field in an attempt to score a goal for the Bellevue East Chieftains. Photo by Fritzie Buglewicz



Bellevue East Baseball swings for the fences

Jake Carson
Videographer

Baseball is a game that requires players to bring their best mental game, as well as their best physical game. The Bellevue East baseball program has been striving for success year after year. Throughout the years, athletes learn to develop their fundamentals and skills to be successful after their time at East.

“Practices consist of a good variety of workouts that enable the athletes to work on all aspects of the game,” senior Mike McCourt said.

The program consists of three teams that carry about eleven to eighteen student athletes on a team. Reserves is the team that is meant for players to develop and get better with the basics of the game. Junior varsity is a step up and is a little more challenging, face paced game. Varsity is meant for the very best prospects that any school has to offer.

“I like the varsity paced style because everything is always in motion and there is always something you can be doing,” McCourt said.

Head coach Don Kiviniemi has led the varsity team through countless spring and summer baseball seasons, also with the help of assistant coach Aaron Taylor. Both of these men have been in the program for a while, pushing the athletes to get better day by day. Practicing is a way that the players can majorly improve their game.

“Before the season starts we practice about one and a half to two hours a day, that dips down due to being busy with

games throughout the month of April,” coach Aaron Taylor said.

There is a lot of practicing done before the season starts. In practice the team works on their defence as well as their offence. Drills like fielding ground balls, tracking down pop ups, and batting practice usually consist in a practice. Repetition of these drills builds up muscle memory and improves a player’s consistency.

“An achievement that I am proud of is having a batting .458 earlier in the season,” junior Chris Cornish said.

Hard work has been displayed this year by victories over top teams in the state of Nebraska. Winning against teams like Westside and Millard West have given the team big accomplishments. A big game was against Bellevue West when the varsity team made a comeback to win the game. This was a very big win for the team since West is considered to be East’s rival school.

“Beating Westside was a really good win for us because they are number one in the state and ranked very high nationally,” Cornish said.

With a record of winning some and losing some the team has had its ups and downs. Baseball is a sport where momentum can be switched at any given moment throughout a game. The mental aspect requires everyone to be prepared every second of the game. All it takes is one big play to get a team fired up, and ready to start a rally.

“For the most part I’d say the seniors this year have been doing a good job at representing the program,” Taylor said.



Bellevue East baseball is playing Omaha Burke with senior Connor Parette up to bat. “I played pretty mediocre against Burke,” Parette said. *Photo by Gabe Reed*

Seniors play a part in the program to be role models for the athletes that have yet to come up in the program. With good role models, it inspires the younger athletes to make better decisions and prepares them to be role models themselves. This can also create a friendly and comfortable environment for the players.

“The seniors have been doing a good job at influencing the younger athletes to work harder,” Cornish said.

Throughout the year the teams work on getting better at batting, fielding, bunt coverage, and pressured situations. Practices, games, and clinics all contribute to the improvement of the players.

Even in the off seasons players can go on their own and find places to go workout. The Omaha metro area offers quite a few recreational buildings for athletes to go practice and work on their game.

“I like working out outside of practices and because I know that I am improving every time I go and work out,” McCourt said.

The Chieftains baseball team has a had a record of trying to do their best and win every game. Hard work, dedication, and effort are all contributing factors to how games turn out. It does not matter who the better ranked team is, what is most important is which team comes more ready to play.

Coach, captain share perspectives about cheer

Ally McVicker
Features Editor

Varsity Cheer Coach Randi Hansen

Q: What does it take to be on cheer?

A: Grades and additude play a huge role in tryouts. All cheer members have to turn in grades, dean refferals and teacher recommendations. They also are scored on their ability.

Q: Did you cheer in High Scool? Is that why you became a coach?

A: I did cheer in high school at Bellevue East. The schooled called me and asked me to coach during my first year

of teaching. I decided to give it a try and I have been doing it ever since.

Q: What is cheer practice like?

A: Cheer practice starts with stretching. the stretching focuses on preventing injury and improving flexibility for jumps. After stretching, cheerleaders run and do toning exercises.

Then they do drills to improve their jump ability. Depending on the time of year, the team works on material for games, pep rallies and competitions. They also use practice time to create school spirit signs for the school and game time.

Varsity Cheer Captain Kyara Koehler

Q: What is it like to cheer? Does each cheerleader have a different position?

A: Being a cheerleader gets you involved in the school. You get to go to every football and basketball game, cheer at parades, perform dances at the east/west games and go to the nebraska state competition. High school cheer in Nebraska is not allowed to stunt but competition teams and a lot of other states can.

Q: Are you a captain? What is a captains requirements and the things they have to do to be a good captain?

A: Yes, I am a cheer captain. To be

a captain you have to be dedicated to cheer and know that it takes a lot of responsibility . You are right under the coach so you help them out, call out cheers, make dances throughout the season and help out your squad.

Q: Could you get a scholarship for cheer? If so, would you go to college for cheer?

A: Yes it is possible to get cheer-leading scholarships. It depends on the school you decide to go to. The Becky Wheeler Scholarship is offered to all cheerleaders and dancers at Bellevue East. I would cheer in college but I decided not to because I want to focus on school and my career path.



Senior Kyara Koehler was on cheer and the varsity cheer captain this past year. “The best thing about being a cheer captain was being able to help people out becoming a better cheerleader and making my team better and helping with cheer tryouts is always fun because we get to help out all of the people trying out to achieve their goals of becoming a cheerleader and see who takes our spot as the new captains,” Koehler said. *Photo by Caylynn Lane*



Marching Chieftains start prepping for next year

Mary LaPorte
Entertainment Editor

Soon after the 2014-2015 school year draws to a close, Bellevue East Instrumental Music students will be picking up their instruments to train for the upcoming marching band season. Through athletic, musical, and marching training the 2015 Chieftain Marching Band, incoming freshman included, will be prepping for a few months of strict rehearsal.

“Marching band is both similar and different to classic sports. Both have elements of cardio conditioning, muscle stretching, muscle group training, and skill training. The time and effort that it takes to train music and marching fundamentals and execute them into a complex marching show is incredibly similar to the training, practice, and execution/competition of any sport. Where they may be differ is that marching band and also requires an added element of artistry, pageantry, and musicianship,” Director of Bands Patrick McCarty said.

Members of the band meet a few times a week starting in June. There are full band rehearsals on Monday nights, and small group sectionals on other nights of the week. After about two weeks of musical training, the band begins holding workout sessions where

members train their breathing by running laps and doing P90X.

“For percussion we come to rehearsals on Mondays and Thursdays from 5 p.m. to 8 p.m. We have to do 100 pushups and situps a day,” junior Chris Kusek said.

The drum line has already began their training for the year. Section leader Jessica Harms has been holding chop building, or drum-skill training, exercises for weeks, and will continue to do so, teaching the percussionists to display discipline and encouraging the muscle memory needed to properly play their instruments.

“Also, marching requires proper physical technique which must be done with proper timing. Working on strengthening and training these muscle groups and working on physical timing will be a part of the physical conditioning of summer sessions,” McCarty said.

Band camp is the most discussed portion of marching band summer training. Similar to football two-a-days, band camp consists of two weeks over the summer where all members practice for eight hours a day at Bellevue East High School. Color guard members practice for 12 hours a day during the weeks of band camp. Proper marching technique and endurance are the main topics of instruction.



Junior Logan Petit has been playing in band since sixth grade. He is trying out to be section leader of the alto saxophones. “I would like to be section leader so I can make the section the best it can be musically,” Petit said. Photo by Sam Finan

“[Marching] is sliding, rotating your hips and core, just heel-toe, heel-toe. I don’t know how to describe learning how to march. You are fancily walking across the field,” junior Brenna Schmad-er said.

The infamy of marching band stems from its physically demanding nature. Students must

practice in the hot sun, training to have the physical endurance to keep their breathing and posture steady for a 10 minute show. The drumline is required to keep even more stringent posture, due to the precision their job requires. All of this gives Bellevue East the competitive edge once they start competing. The Chieftain band is

known for their precise style, so all of this hard work makes them a powerhouse in the region.

“[Band Camp] is breaking every aspect of yourself down so that you can rebuild it into a musician. It is becoming a musician, not someone who plays an instrument,” sophomore snare player Fox Johnson said.



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Minimum wage increase should not exclude students

Staff Editorial

Working in high school is a reality for many students, whether they do it to support their families or just to have some extra spending money. Perhaps they're saving up for college or funding an extracurricular activity they are involved in. Regardless, to be paid a lesser amount of money for doing the exact same work as someone else seems proposturous, right?

As the Nebraska minimum wage is set to increase to \$9.00 per hour beginning in 2016, legislators are proposing a new law that would keep minimum wage at \$8.00 per hour for high schoolers under the age of 18 under the principle that work ethic is more important than the money that teens are paid. We as the Tom Tom staff agree that students, regardless of their age, should not get paid less for doing the same work as someone older.

Working while in high school can foster many benefits aside from extra spending money. The added responsibility prepares students for life in college, where many will likely have to hold a job to pay for their education.

Having a job also establishes punctuality, because oftentimes missing work or being late leads to more realistic consequences than they face at school. Another benefit is learning communication skills and actually putting them to use in a professional environment.

According to the Boston Globe, a working high schooler is likely to earn a higher income in their future career. The skills learned from working in high school can lead to a lifetime of benefits, but students should not have to suffer lower wages simply because they are younger.

While there are many benefits to being employed in high school, there are some drawbacks as well. If a student

has a full schedule at school as opposed to early out, time to work on homework after school or work is limited. If they are involved in sports or other extracurricular activities, scheduling conflicts can add stress and complications.

A closing shift, for example, could mean that a student doesn't get home until very late, leaving them with a limited amount of sleep. With an already heavy workload from school that they do not get paid for, paying them less at their job does not benefit students, but rather small businesses who can only afford to hire a few people.

While cushioning the effects of the minimum wage hike may seem like a good way to help small businesses, it's not fair to pay someone less due to their age. For students who work to support their families, they may count on every dollar they earn and watching someone a couple years older than them make more money because of the age gap is frustrating and not the right solution.

Perhaps basing minimum wage based on years of experience at an establishment would alleviate this issue and help businesses at the same time, as they would not have to start their employees off with as much money right off the bat. Nebraska voters wanted the minimum wage raised and trying to find loopholes that take advantage of younger workers is unethical.

Although working in high school is not for everyone, those who are willing to manage their time wisely reap many benefits from the experience. While the experience is valuable, the end goal of having a job is being able to support one's self and sometimes a family. Teens would not look at a lower minimum wage as a learning experience; they would see their efforts pay off significantly less than someone a few years older.

Throwing graduation caps should be student's choice

Megan Andrews

Reporter

It happens once in a lifetime for high school seniors: graduation. The time of year when a child becomes an adult and moves on to lead his or her own life. A common and special ritual that ensues when students graduate is the throwing of graduation caps, something that is highly discouraged at Bellevue East.

The throwing of the graduation caps can signify many things, such as moving on in one's life, growing up, and even succeeding. It is a congratulation to oneself and fellow students. Being asked to not do this act is off-putting and can be disappointing to students that were looking forward to doing it.

In the past, some students have still performed the deed, but students often do not do it, and they are still being restricted by school suggestions even though we have already passed the final grade.

We should be no longer be bound by the high school portion of our lives, but should be allowed to make our own choices and decisions after we pass our final classes. This restriction only keeps some of us students from losing our caps, but let's be honest: if we don't

want to lose them, then we don't throw them. There doesn't need to be a rule against it.

What we want is the freedom to choose and decide on the smartest course of action. Kind of hard to do that when we're told no and given a small slap on the wrist, don't you think? The reasons behind us being asked not to throw our graduation cap in the air is because it ruins the ceremony. Yet, whenever I picture graduation and see it in movies, it looks like the perfect ending to the ceremony, and as such makes me think that throwing them is part of the ceremony, not something that ruins it and makes us disrespectful.

Students also don't want to lose their graduation caps when they throw them in the air, but if that's the case, one could simply not throw it. With that being said, throwing graduation caps should be a matter of choice that students decide on.

Another option may be for students to take off their graduation caps and wave them instead of throwing them - that way no one loses theirs, it's more respectful to the ceremony at hand, and students can still get out that rush of emotion and energy.



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EDITORIAL POLICY

The role of the Tom Tom is not only to promote the accomplishments and highlights of the school, but also to inform the Bellevue East community of events and issues that will affect the students, faculty, staff, administration, and community. Its primary focus is to serve Bellevue East High School and cover issues that affect teenagers today. The Tom Tom does not necessarily represent views of the Bellevue Public Schools and strives to support itself through advertising. In order to achieve the optimum learning situation, as well as serve its audience to the best of its ability, the staff believes that the decisions should rest primarily with the adviser and editors, according to standards of journalism. Material judged to cause significant psychological harm, or that violates the privacy of a person, or that is libelous will not be printed. Obscenity or profanity will not be printed in the Tom Tom. Stories in the Tom Tom will be based on substantial facts with quotes clearly attributed to named sources whenever possible. The Tom Tom will not run gossip or stories or columns founded on rumor without facts. Any student appearing at a public event such as a sports event or music concert may be photographed, and that photo may be published without violating the privacy of that individual.

Students are entitled to express their religion

Mary LaPorte
Entertainment Editor

In opposition to popular belief, religion isn't banned at public school. Students are allowed to express their beliefs however they see fit. Even though the Supreme Court has taken measures to protect our beliefs and freedoms, students are still woefully under informed about what rights they have in their public school. Students need to know about their rights so that they can fight to protect them in their day-to-day lives. A student should never feel pressured into participating in a religious exercise, nor hindered from practicing their faith.

Our nation was founded on the idea that people have the right to freely express themselves without government censorship. The First Amendment to the U.S. Constitution is the reason that people can protest businesses, this newspaper can print, and (germane to this article) anyone can practice their religions. The establishment clause, or idea that the government cannot promote or hinder any religions in important at public schools where students are learning and impressionable. This means that the school can't push religion on you. You should never have a teacher or staff member at Bellevue East make you feel pressured into a certain belief or certain religion, nor discourage you from practicing your religion.

In the Supreme Court case Wallace v. Jaffree, the court held that no teacher can force a student to pray during school hours. You should never feel like you must pray or practice a religion at the school. On the same note, in Westside v. Mergans, the court decided that no club should be denied at school due to religion. This case came about because a girl at Omaha Westside High School, Bridget Mergens, wanted to start a Christian Bible study club. The Supreme Court decided that that was acceptable, even at a public school. Mergens understood her rights as a student, and was able to ensure that students' rights were protected because of that.

Sometimes students' religious and

speech rights are misunderstood or perverted into a vehicle for harassment. The court case Schenck v. United States in 1919 demonstrates how this applies to our speech at school. Even though the case does not pertain to religion, it put into motion the ideas that we hold on free speech in public buildings. Schenck wanted to print pamphlets that discouraged men from joining the draft. These pamphlets said some disturbing, anti-war things, including the idea that the nation was treating men like slaves. It was decided that Schenck could no longer send them to drafted males. He was angered, arguing before the Supreme Court that he had the Constitutional right to free-speech and those pamphlets. Ultimately the court decided that he could not print those pamphlets because he was inciting a riot. You might be wondering how this is relevant to your religious freedoms at school, but the connection comes from Justice Oliver Wendell Holmes' oft quoted statement on the matter.

"The most stringent protection of free speech would not protect a man in falsely shouting fire in a theater and causing a panic," Holmes said.

In the same way that you wouldn't yell fire in a theater, or the word bomb in an airport, you shouldn't yell derogatory, insensitive, or hateful things in the name of religion hoping for an impassioned reaction.

So in summary, know what your rights are. Express your religion however you choose, but don't be a jerk. Your religion should never become a reason to harass, alienate, or hold prejudice against another individual. The beauty of freedom of expression is in everyone's equal access to communication. No matter what you hold dear in your heart, you can express it. On the same note, under the purview of the law, no single person has expression that is more deserving. No, not even you. Someone that you disagree with does not have any less of a right to speak than you do.

Speak out. Know your rights. Live freely as the multifaceted, intellectual, physical, emotional and spiritual being that you are; your rights are protected.

Peer pressure affects students and their grades



Theresa Castro
News Editor

A recent study done by Leonardo Bursztyn at UCLA and Robert Jensen at the Wharton School showed that students may be basing their educational experience off of peer pressure rather than intrinsic motivation. Students have been shown to intentionally skip out on opportunities to further their education if they are surrounded by peers that do not see the value of a good education.

Likewise, students have also been shown to partake in extracurricular activities more if they are surrounded by those who think of education as top priority in life. While the latter may seem to be ideal for our school systems, both may potentially be harmful to a student's mentality.

The clearer problem of the two polarized ideas is the one in which students miss educational opportunities due to peer pressure. It is a shame that any student would decide not to help themselves to further their future opportunities. Despite this, I believe that students forcing themselves to work harder than they are comfortable with may also harm their futures.

Having taken AP classes, I have seen the causes and effects of students pushing themselves too hard.

Because they are surrounded by peers who strive for success, it is only natural that they too, would strive for what they deem to be success.

However, success comes in many forms, and sometimes the standardizations and generalizations of our public educational system is not the source of an individual's success. Not every student should feel as if they should measure themselves by such specific standards.

One misguided idea that I have seen everywhere is that a person must be perfect in every subject to be considered intelligent, and therefore successful in their education. I call this idea misguided because there are several different forms of intelligence and they are all measured in different ways.

According to the Multiple Intelligence theory coined by Howard Gardner, there are at least nine ways to measure intelligence. Those types of intelligences are: Bodily/Kinesthetic, Existential, Interpersonal, Intrapersonal, Mathematical-Logical, Musical, Naturalist, Verbal-Linguistic, and Visual-Spatial.

Not all of these have yet been perfectly incorporated into our education, and so they cannot be measured properly yet. Because they have not been properly measured yet, we should not be setting such high standards on students and pressuring them to be successful when the basis of success, intelligence, is not measured correctly.

This pressure on students is not healthy for them. Currently, students pressure each other to do well on all fronts because that is what the system requires them to do; and people do not want their friends to fail, or to fail their friends.

What would be healthy is a system in which students' several different intelligences can be measured and accepted. A more open and free-range education would change how students pressure each other to be "successful" because it would make the perception of educational success more malleable.

Buckle up because I'm about to go on a rant



Elic Chisam
Sports Editor

In the four years I have spent at Bellevue East, I've seen a lot of things that make me proud to be a Chieftain. There have been so many experiences had

and friendships built that will last a lifetime. I love the people that go here; I really do. With that being said, I just have to say you guys do some pretty stupid things and it gets on my last nerve.

For example, some of you guys insist on stopping in the middle of the hallway for absolutely no reason. Why do you feel the need to do this? Maybe we should start calling them walkways just to make it clear that they are for walking and not for stopping to talk to friends. People seriously just need to get moving to class; I'm not trying to get swept out of the halls by the deans.

Another thing that really gets to me is that chaotic mess on the second floor. I think it is called the freshman commons. That place is totally acceptable for people to talk in groups with their friends, but not right in front of the lockers. Some students have stuff in those and need to get to them, and having to fight through people to get to them is just awful.

The annoyances do not end there. Once I've gotten out of the hallways

you guys continue to push my buttons in the class room. Like with the cellular devices. As a teenager, I agree with the statement that cell phones are one of the greatest innovations of our time; I never go anywhere without mine. It really ticks me off when you guys set your phones to vibrate on your desks. As a senior, it is hard enough to try to concentrate in class without the constant buzzing of everybody's phone in the class. My phone is enough of a distraction; I do not need all of your phones to help it keep me from knocking my next test out of the park.

Now, especially toward the end of the year, I understand that class can start to be a real drag, and we just want to go outside and enjoy the weather rather than be stuck inside all day. Pulling the fire alarm over and over, however, is not a good way to go about this. It just makes everybody's life way more stressful than it needs to be. Teachers and administration have to run around and corral all of the students, class is

interrupted, and the alarms themselves are just super loud and annoying. It is also extra annoying when somebody decides to pull it when it is -50 degrees outside. So please stop pulling the alarms.

One more thing that grinds my gears is the fact that some of you hormonal teens cannot go one class period without making out with your significant other. That stuff is just absolutely gross and it needs to stop, period. Just do not do that in public at all, let alone in school. Nobody wants to see that stuff. Some of you are probably thinking "Elic, you're just jealous because you don't have a girlfriend that you can make out with in the hallways." Actually no, it is just gross; that is it. It is gross, you are gross, and you need to stop.

So to recap, I love you guys, but you make me extremely mad sometimes. I'm going to miss going here, but I also can't wait to go to college where people know how to walk and talk at the same time. Its the little things in life guys, just those little things make me really upset.

Fans Marvel at the quality of new superhero sequel



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Cathy Storck
Editor in Chief

Sequels are generally failures. It's a sad fact of the movie art form that it is nearly impossible to capture the same pace, characters and overall charm from one movie and place it into another, and studios that attempt to do so generally are laughed out of the cinema. Audiences go into a sequel expecting it to be familiar yet new, and studios read that as creating a poor facsimile of the film everybody loved. With Marvel Studios' "Avengers: Age of Ultron," I was expecting the same thing. Director Joss Whedon surely could not hit gold twice. Turns out, he did. "Age of Ultron" is a sequel that does not try to replace or imitate its predecessor, 2012's "The Avengers," but simply complements it. It builds upon the complex plotlines of past movies and comic books, all while keeping it simple for movie audiences. It's hard to appeal to

the masses and the exclusive sects of comic book fanatics, but Whedon's subtle homages to past Marvel plotlines and thoroughly enjoyable characters makes "Age of Ultron" the perfect film for moviegoers. But "Age of Ultron" needs to be analyzed deeper than simply "it was fun to watch." There are plenty of movies out there that are objectively terrible but still entertaining (many of the X-Men movies, for example). That brings me to the question: was "Age of Ultron" a bad movie? No, but that doesn't necessarily make it the best movie ever. I think the best phrase to describe a movie like this is "too much in too little time." So many things happened in such a seemingly short amount of time, despite the movie running for nearly 2.5 hours. I loved every aspect of it, but the film had too many characters to juggle and too limited a time to do so. Whedon's attempt to tie together dozens of plotlines takes a movie that could have been even better and makes it into sensory spaghetti. It was over-stimulating to say the least, something that will probably take another viewing or so to fully take in, but Whedon's job of pulling together one of the greatest mis-fit teams in all of comic book-dom is still pretty great. For the layperson (or the person who has not turned on the TV any time in the past year and seen an Avengers trailer), the Avengers are a team of superheroes from all different backgrounds that fight crime and world-threatening villains together. The main characters are Captain America, Iron Man, and Thor, but with over half-a-dozen movies in the franchise

and counting, the Avengers' roster has only been getting larger--Black Widow, Hawkeye, the Incredible Hulk, Scarlet Witch, Quicksilver, and the Vision are all also major characters in "Age of Ultron," making the cast list mind-boggling. If that sounds like a lot of different characters to keep track of, it is. It's not even the complete list of characters that appear in the movie, something I took in stride while in the theater but pondered endlessly afterwards. I've got a pretty good handle on the plots and heroes in the Marvel Cinematic Universe, so it wasn't too disorienting for me, but someone who has only seen a few of the movies and easily forgets characters may be in for a hard time in the theaters. The actual plot, in contrast, is fairly simple. The titular character Ultron is the main baddie, a rogue AI created by Tony Stark that turns against the Avengers and tries to bring about the end of humanity--typical villain stuff. Despite the seemingly dull storyline, I actually found it pretty engaging. Ultron is an interesting character, somehow managing to be both naive and jaded at the same time. The other characters, too, are not cardboard. Despite having a wide variety of superheroes on the screen at any given moment, they're all given personality and charisma--heck, even a character development here and there. It seems impossible to do with so many characters, but their natural reactions to each other and the situations they face adds humanity to characters that are sometimes anything but. The visuals and effects are very similar to the Avengers movie back in 2012,

excellent, but about the same as every other blockbuster being released as of late. There are a few aspects that really shine, though. The Hulk is done extremely well, with such lifelike expressions and reactions that it's hard to believe he's not actually there in the scene. The same goes for Ultron, who, despite being a metal robot, has very distinct facial expressions and smooth movements. While pure-CGI characters in a otherwise live-action movie has ended badly in the past (see: Jar-Jar Binks), in the Avengers franchise they feel just as real as the actors. "Age of Ultron" is obviously not a failure. Raking in roughly \$187.7 million at its domestic debut, it is utterly decimating the box office. For people at home, reading movie reviews over their morning coffee, though, the numbers seem distant. Their thoughts, and my review, incidentally, boil down to this: should moviegoers fork out ten dollars to go see "Age of Ultron" in theaters? My answer would be yes, absolutely. Despite Whedon setting the bar a bit too high, he comes darn near close to it and creates an extremely enjoyable--albeit sometimes confusing--movie. Audiences will surely love both the seemingly endless action as well as the subtle humor that pervades the movie, taking it from a drab CGI-fest to a truly enjoyable film. That may be my inner superhero nerd speaking for me, but I truly believe a movie ticket to "Age of Ultron" is not a wasted purchase. Although, before you see it, I would recommend brushing up on your Marvel trivia a little bit. In a movie this busy, you're gonna need it.

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Summer Fashion



Left: Blue tank top, with beaded neckline and jean shorts



Right: Blue tank top with lace over and black tank top underneath



Left: Laced maroon tank top with white tank top underneath



Bottom: Maroon tank top with cardigan and printed stretchy pants



Top: black tank top with shirt design and fringes and jean shorts



Right: Orange and yellow long sleeve dress with cutout shoulders



Right: Loose tee with aztec design and jean shorts.



Top: Laced top dress with purple skirt.



Left: Black dress with a trendy pattern throughout the dress.

Find these fashions at Vanity, Tilly's, and Buckle

Graphic by Erin Mather

Don't Forget!

If you bought a yearbook, do not forget to get the spring supplement at fall schedule pick up next school year. Bring your ID.

Blue is my sushi Hiro Hansen-Read this book

Desiree Wilson
Editor in Chief

When it comes to downtown recreation, options are few and far in between in Nebraska. But what Nebraska lacks in quantity, it makes up for in quality. The Old Market is nearly always bustling with life, day or night. With record stores, restaurants, sushi bars, clothing stores, and other various attractions, there is bound to be something that draws in city-crawlers of any caliber. Speaking of sushi, look no further than the Old Market for a wide variety of choices sure to appeal to any seafood fan. Blue and Hiro, both popular options, are very close in quality and price range, despite some differences.

There were a number of different rolls on the menus at both restaurants, featuring some of the most popular rolls (California, Philadelphia), as well as speciality sushi and vegetarian options. Price ranges vary upon what kind of roll you order, but expect to pay anywhere between \$8 to \$13 for the most popular options, and don't forget the tip. Aside from regular sushi rolls, they have seafood meals, platters, and desserts, none of which I tried but they all looked delicious.

Although Blue and Hiro are similar in quality and price range, the two restaurants have very different atmospheres. Both are great for date nights, prom dinners, or even a night out with friends if you're looking for a place that is a step above typical dining. For a more formal setting, Hiro is the way to go. The dimly lit seating, tabletop candles, and general layout gave a fancier vibe than that of Blue. Blue, on the other hand, was busier, louder, and brighter -- still a fun atmosphere, but not as serene as Hiro.

Both restaurants have a lot to offer for a decent price in the realm of seafood dining. I ordered the Philadelphia roll at both restaurants and I had no complaints about either of them. The specialty rolls I ordered from Blue and Hiro, the Hawaiian and the Rock n' Roll, respectively, offered a unique twist on typical sushi flavors and both were very tasty. The wait seemed longer at Blue, but that might have been because they were busier; both places had a wait of no longer than 15 to 20 minutes. While the restaurants earned themselves two fins up in my opinion, if I had to pick a favorite, Blue's fun atmosphere was slightly more enjoyable.

Megan Miller
Reporter

What do zombies, cruise ships and romance have in common? They are all a main part of "Cruise of the Undead" by Laura A. Hansen. Hansen is a scientist who studies cancer. She was born in Missouri, but now lives in Bellevue. "Cruise of the Undead" is her first young adult novel. It is a suspenseful adventure that challenges two brothers to face the unbelievable creatures that seem to come from story books. I thought "Cruise of the Undead" was a good book that captured the reader's attention.

The most important thing for a book to have is an interesting plot. The plot of "Cruise of the Undead" is captivating and fun for all readers. While on a cruise ship for winter vacation, brothers Jack and Charlie discover that zombies have come aboard their ship, and they have to fight to survive. Them, along with a few of their friends, go on an action packed adventure to fight off the zombies on their cruise. Jack and Charlie faced many difficulties in fighting off the zombies. They researched how to kill zombies and found all the tools they could on the ship to fight.

"Cruise of the Undead" took a new turn on the old idea of a zombie story. Most zombie stories are gory and set in a graveyard. This book takes you onto the sea and you see zombies in an all new light, but it does not change them into completely unrecognizable creatures. "Cruise of the Undead" also made the characters seem real. I have read books where characters were emotionless robots. This book gives them emotions and personalities that make you feel for the characters. I related to Jack because he is the younger sibling and his brother did not like hanging around him. Jack and Charlie are based on Hansen's kids who go to Bellevue East.

The book also has a love story that is not too apparent to readers, but pleases romantics. The ending was not very satisfying. It left the reader wanting a better understanding of what will happen to the characters. The author most likely did this on purpose to write sequels, but I found it vague.

I would give "Cruise of the Undead" an A- because it was well written and pleasing to the reader, but the end did not conclude the book. It is a great book to read for fun; I would recommend reading it.

THE KNOWLEDGE TO SPEAK RESPONSIBLY



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