

Tiger News

October Edition. 2018

The Rise of Clubs

CMIT Staff Writer Gabriella Takang



Clubs have been around for a long time. It's been very beneficial to most students. It allows them to explore their interest before applying to colleges. Clubs could also be a good way to release any tension that might've been caused during the school day. This would give them the chance to escape all of that. Many clubs have been added throughout the years but most aren't recognized enough. Most people don't know that a certain club exists. I think that it's important that each is recognized for what they're involved/what they focus on. An example of gaining recognition would be placing flyers around the school that provides helpful information. Another way information could be passed around is if a

representative from each club talks to the students during lunch. This would allow the students to clear up and confusion they have about the clubs. I think that the most efficient way to get clubs noticed is to do something similar to what colleges do at college fairs. This would give each club the opportunity to showcase what it is that they focus on. An experience like this would allow clubs to advertise and convince people to join them. An orientation could also be a beneficial way for clubs to gain recognition.

Besides clubs getting noticed, I think that there aren't enough club choices. This school year, we had about 10 clubs in total. Maybe a little bit more. There wasn't a huge variety to choose from. If people were to pass on ideas of what clubs to add, new options would probably grab the interest of some students. It would definitely grab my attention. Having the same club options repetitively cause people to lose interest. I'm not saying that things haven't changed. For instances, this year the glee club was a new addition to the list of club options. Based on what I saw, there a few people that were excited about joining. When thinking about clubs, it's important that it contributes to school spirit. We want students to getting excited whether it's through joining a club or anything else. Joining a club should help you kickstart the school year on a positive note.

Exclusive

Teacher of the Month! Page 3

Political Controversy Pages 6-7

Uniforms Why? Page 9 - 10

School Rules...and its Rules Page 13

NEWS & EVENTS

Page 4

SPORTS

Page 12

ARTS AND CULTURE

Page 5

POLITICS & SOCIETY

Page 6 - 7

From the Editor

Creating something new is always a challenge, but developing and publishing a school magazine presents some interesting difficulties one might not normally think about. Particularly when this is the goal of a credit-bearing class, it can become difficult to balance academic goals with deadline journalism. It helps that the core of our study in the Journalism elective focuses on the pillars of socially-oriented writing, and one of our successes in this class has been to pursue and execute the concept of *interest*. In journalism, we define *interest* - not as something that engages and excites readers only - but compelling reasons for which a story *ought to be told*. In this sense, we've collected a series of ideas that address student and faculty interest. This doesn't mean that our work is always flattering to those concerned - far from it. In fact, it's a general rule of thumb that a reader's interest in a given topic often includes close scrutiny of shortcomings.

What appears in the pages below is our attempt to present a range of stories for you, our readers, that stand to offer some opportunity for improving our collective situation. As our readers, your collective interest in these topics will be apparent from the outset: they mostly hinge on issues or events that are immediately relevant to students. But you should not accept these views uncritically, as if they represent an authoritative voice on all matters covered. Indeed, as a member of the faculty, I object to a number of the assumptions held in several of the following pages. For instance, I have taken a challenging position on our political staff writer's take on the posture which US citizens ought to take with respect to President Trump's administration and its agenda.

Additionally, there are some critical and, I think flawed, assumptions that inform some of the following articles. But this publication is not an instrument for the faculty alone; it must be primarily *student*-driven, and students ought to have the first word in establishing their own evaluation criteria with respect to our school and its attitudes. It is my fervent wish that, through the conversations that this magazine will instigate, students learn to respond meaningfully and responsibly to diverse perspectives and challenges to their own assumptions. I hope this showcases two things, which this magazine should represent for all students and faculty: first, our publication faithfully represents students' perspectives; second, that those views are not immune to criticism - sometimes sharp criticism.

The ultimate goal of this document - in this and all its future issues - is to represent student voices in CMIT while also sharpening the thinking behind those voices. To that end, we would like to invite staff and students to contribute to our work as freely as possible, both in print submissions and digital avenues. Our staff is currently developing student polls to recognize faculty and student achievement, and we will distribute these resources in the near future. Shortly, you will notice a dropbox outside of room 137. This is for students and staff to submit letters, comments, or concerns to our student journalists, and we will endeavor to respond to your input and use it to facilitate larger, productive conversations that will improve our school and culture.

Teacher Of The Month



Cheryl Mitchell- Hunte

QUESTION 1

What made you want to be a teacher?

QUESTION 2

Why do we get so much homework after classes?

I did not want to teach, nor did I go to undergrad to teach. I chose to be an English major because I was an undeclared major and time was up for me to decide, so I chose to major in English simply because I was good at it. I intended to go to law school. It wasn't until a housemate of mine's (who happened to be from my neighborhood back home) Dad who was a principal thought it would be a good idea for me to come back to NY, and take the provisional teacher's test, so that he could hire me to teach. I was like, "Yeah, ok." The test was a writing test so, of course I aced it, and the rest is as they say, "history".

I have no idea! I do not assign a lot of hw. Homework should be an extension of the lesson, not busy work! In other words, if the things that need to be covered in class are not covered, or readings need to be done, so that the next day's class assignment will make sense, then homework is assigned. I already have enough to grade! I'm just saying!

Well just like some students are memorable because they were either spectacular, or notorious, the same applies to teachers. I remember my kindergarten teacher, Mrs. Carthan because she was nurturing and continued to track my progress until she died! She even wanted me to go to her Alma Mater, the other HU. That is probably why I stay in touch with and track the CMIT graduates.

- I remember Mrs. Wiggins, the elementary school principal, who was the first African-American female principal, who dressed her butt off and was afraid of mice. Enough said on that one.
- I remember Ms. Dean, who was my Middle School Dean, who although she was an administrator, was never quick to blame or accuse, but instead she inquired listened, and dealt with us accordingly and with respect.
- Mr. Bregman ("Breggie Baby", who is still alive!) my Middle School Asst. Principal, who was much like Mr. Avsar. He had a sense of humor, he was involved with us, he listened, he went on trips with us, and he got after us if we needed it, but he did it with our ultimate best interest in mind.
- Sister Angela, my HS English teacher, whose voice I can still hear saying, "Comma And, Comma But, Comma Nor, Comma For..."

So now that I have my Admin. 1, and even before then, I have and hope to, emulate each and everyone of these educators in some way.

QUESTION 3

What are your opinions about the teachers that you had when you were a student?

Tiger's Corner

Whom Are We Celebrating? Homecoming: A School's Greatest Facade

CMIT Staff Writer Tamia Gaskins

Spirit week and Homecoming is arising and is often deemed as one of the best times of the school year. Between Twin Tuesday, Wacky Wednesday, and Throwback Thursday students and staff alike get to broadcast their creativity for an entire week. Although the bells and whistles pertaining to the week of homecoming are fun, how exactly are we defining ourselves when we hear 'Homecoming'? According to merriam-webster.com, the formal definition of homecoming is "The return of a group of people usually on a special occasion to a place formerly frequented or regarded as home, especially : an annual celebration for alumni at a high school, college, or university." Homecoming is the one time of the year schools celebrate "being a school." Applying that definition to CMIT, we put on these facades of "School Spirit" as a way of both creating and participating in the illusion that we have a coherent school culture. Are we celebrating ourselves - and if so, for what - or using spirit week and homecoming as an excuse to put on our crazy clothes and "drip" for an entire week?

Administration has agreed to grant everyone a dress down day every Friday IF students comply to the rules. In order for their to be a dress down day, there has to be no more than 125 tardies and 20 uniform violation every week. Administrators want students to follow the rules so they can be prepare them for adulthood. This weekly challenge was made to motivate students to follow the rules. Do you think this is a reasonable way of motivating students to follow the uniform and scheduled policy?

<https://goo.gl/forms/z6neCVsdclwMPsap2>

Upcoming events

Seminars

Time Management & Organization	5 Oct
Resume Building	12 Oct
College Essay Writing	19 Oct
Stress Management	26 Oct

National Honor Society Walk-in Tutoring, Media Center	M & F, 3-4pm
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College Rep Visits

Stevenson University	01/9
UMD College Park	10/11
George Mason University	10/16
Bowie State University	10/17
Radford University	10/18
Morgan State University	10/23
Towson University	10/24
UMBC	10/31
NCA&T	11/1
York College of PA	11/7
Marymount University	11/8
Shepherd University	11/13

College Applications

Seniors should be submitting applications by 1 November!



Arts and Culture

A Valediction: Forbidding Mourning

John Donne

As virtuous men pass mildly away,
And whisper to their souls to go,
Whilst some of their sad friends do say
The breath goes now, and some say, No:
So let us melt, and make no noise,
No tear-floods, nor sigh-tempests move;
'Twere profanation of our joys
To tell the laity our love.
Moving of th' earth brings harms and fears,
Men reckon what it did, and meant;
But trepidation of the spheres,
Though greater far, is innocent.
Dull sublunary lovers' love
(Whose soul is sense) cannot admit
Absence, because it doth remove
Those things which elemented it.
But we by a love so much refined,
That our selves know not what it is,
Inter-assured of the mind,
Care less, eyes, lips, and hands to miss.
Our two souls therefore, which are one,
Though I must go, endure not yet
A breach, but an expansion,
Like gold to airy thinness beat.
If they be two, they are two so
As stiff twin compasses are two;
Thy soul, the fixed foot, makes no show
To move, but doth, if the other do.
And though it in the center sit,
Yet when the other far doth roam,
It leans and hearkens after it,
And grows erect, as
that comes home.
Such wilt thou be to
me, who must,
Like th' other foot, obliquely run;
Thy firmness makes my circle just,
And makes me end where I begun.

Revising Death in Donne's "Valediction"

Jahde Flood

Death is the great equalizer, and even before it happens to our loved one, the very thought of dying creates stress amongst the survivors. But does it have to be? In a poem treating a survivor's tendency to mourn, John Donne revises the traditional attitudes surrounding the death of a beloved by using figurative language such as imagery, symbolism, and simile to imply that death should be appreciated rather than mourned.

The imagery of loss plays an important and paradoxical role in suggesting that death can be a good thing. In stanza six, Donne introduces a new perspective on suffering with the phrase, "gold to airy thinness beat" (l.24). The line, "to airy thinness" implies a positive, purifying perspective of reduction or loss. On one hand, it may seem to be negative, but the "thinness" of the poem ought to be understood as a refinement rather than loss or harm. The association with air raises traditional notions of purity. In Classical Greek mythology, the physical was reducible to its elemental essence. This essence was its purest form. There is also a Christian opposition between physical and spiritual. The "airy thinness" evokes the creation story of Adam, when God breathed life into the first man. This "thinness" is really a return to our eternal home rather than the profound loss that most associate with death. Donne's use of paradoxical imagery is only the first step in revising traditional ideas about death.

Donne uses symbolism to imply the perfection of death. In stanza seven, the author approaches the idea of perfection using a compass. Donne states in his poem, "As stiff twin compasses are two"(l.26). A compass is a tool used by engineers to perfect their plan. This poem suggests that God is the engineer wielding the compass. Donne further suggests that he and his beloved is the compass. In line twenty-two, the author enhances this idea by saying, "our two souls therefore, which are one. Line 28 rationalizes this idea further by stating, "Thy soul, the fixed foot makes no show to move, but doth, if the other do. This illustrates how the anchor of the compass is the beloved and how the led is the speaker. The circle drawn by God represents Donne's death. While Donne travels around the circle, his beloved has to stay in place in order for the circle or Donne's death to be perfect. The beloved staying in place means that she is not excessively mourning over the speaker's death. Donne uses the word "profanation" (l. 7) to explain how mourning will taint the love between him and the beloved. Once the circle is complete, Donne will return to heaven with the love between him and his beloved untainted.

Politics and Society

Help Him Help You

CMIT Political Editor Damon Edwards

If the people of America leave Trump alone, then possibly he could get things done for the betterment of society. All over the world people are complaining about how Trump hasn't done anything but yet on every new stations there's someone offending him at one point in their segment. Everyone seems to have an opinion that isn't constructive in helping Trump or Congress. All of the criticism is essentially just noise and opinions that offers no real substance or value. Rachel Maddow MSNBC news anchor, records her highest ratings ever averaging 3.43 million viewers that tune in to her hear her bash Trump. Of course, she'll continue to bash Trump because she's getting those outstanding ratings, instead of focusing on news that'll allow for productive things to get done such as systemic oppression, health care, tax plan and etc,. Yes, I agree President Trump should be able to handle these condemnation but it's very hard to do your job when people are constantly talking negative about you.

For example, if you are a teacher trying to grade papers, and all the students in your class are loudly criticizing your teaching abilities that would largely impact your teaching as a whole; you won't be able to focus and grade papers effectively. Furthermore, according to credible sources, Trump spent 20 percent of his 3.9 million dollars on lawyers and legal fees. Steve Bannon, former Trump administration cabinet member, was just subpoenaed earlier this year, which further distracts President Trump from being able to fix policies in America such as tax, or education. He continues to be distracted by these obscene accusations about him colluding to obtain the oval office. Moreover, these allegations and whatnot started the moment President Trump was elected to office. At some point, you'd think people would come to the realization that the criticism isn't helping at all; maybe silence would be the answer instead of the noise because then it's more likely that President Trump could execute the office to the people's liking because he'll have peace and quiet instead of loud ruckus.



I'm No Expert...

Mr. Bevard

But one needn't be an expert to find a number of opinions in Mr. Edwards's article objectionable. Rather than a cogent, compelling rationale, these seem like a litany of complaints without substance. For instance, exactly what is the President supposed to "get done"? The President's role is to protect and defend the US constitution and preside over the enforcement of our laws, to to say the he needs freedom to "get things done" reveals assumptions that not everyone shares. And what does it mean to "bash Trump" anyway? The leader of the free world be able to take criticism in stride, with poise and a pinch of stoicism. It's true that the proverbial haters will hate, and success does breed resentment in the small-minded, but I can think of a number of objections to President Trump's agenda - or at least, the execution of his promised agenda.

Trump's campaign slogan, "Make America Great Again," is worth interrogation, particularly its educational legacy. Did you know that college admissions skyrocketed after WWII, largely as a result of the GI Bill, which enabled military servicemen to pay for tuition? Robert Reich, a professor of Economics at the University of California at Berkeley, refers to the period following WWII as "the great prosperity" and describes it as widespread government investment in social programs and infrastructure, like education, that enabled many to enter the rising middle-class. But starting around the 80s, education spending started to resemble the corporate profit model, with outsourcing and price-hiking that drove "revenue" up and costs down. Full-time employment for professors at universities began to decline, while university presidents' salaries and funding for sports programs and coaches ballooned. The effect today for many students is this: if you enroll at a University, your professor is going to be a graduate student or a part-time, "temp" instructor making around \$31,000. That's a national average, according to [payscale.com](https://www.payscale.com), and it suggests that some of our most educated teachers, who perform a vital role in equipping our citizens to be productive, aware, and empathetic humans are earning approximately 60% of the *average national salary*. By 2013, college graduates could expect to leave with a diploma and an average student loan debt of \$35,000.

So for roughly thirty years the cost of education has increased, salaries of the educated and the professions have generally remained stagnant. This is a systemic problem that practically screams for correction, yet President Trump champions a tax plan whose first beneficiaries are already the wealthiest people in the US, whose economic models have arguably caused this crisis. According to *Business Insider*, "Since the GOP tax law was implemented, Republican leaders pointed to one-time bonuses and wage-hike announcements as proof of the law's benefits for middle-class Americans. Corporate earnings and share buybacks are booming, but companies' gains don't appear to have trickled down to employees — at least yet." All this is to suggest that America has some areas in which it can definitely improve, starting with education funding. But President Trump's plan for increasingly limited access to higher education is to appoint a Secretary to that Department who is, as **US News and World Report** suggests, "dangerously unqualified" and "dismisses the needs of low-income students" with limited understanding of how K-12 fiscal policy in the United States operates.

All this is not to suggest that America is a terrible country, or that the President might not have good intentions; ***but it is to suggest*** that there are specific areas in which America has fallen short of its ideals of equal opportunity. In terms of education finance and access, at least, America isn't as great as it once was. And given President Trump's rhetoric on the campaign trail (like the nebulous promise to "drain the swamp" - which most people I've spoken to understood as something like "appoint people who represented the *people*, not elite minority"), you'd be forgiven for thinking he'd have your back. But appointments like that of Secretary DeVos suggest that Trump isn't following through on his promises in the ways he was happy to have us believe.

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Was Florence Exaggerated?

CMIT Staff Writer Jahde Flood

Hurricane Florence was one of the most devastating hurricanes of 2018. It caused mass flooding in North and South Carolina which claimed nineteen lives.

Florence also impacted our community, bringing torrential rain showers and 35 mph wind gusts. While the storm was catastrophic, many people believed that the media exaggerated Hurricane Florence.



During a live report from The Weather Channel a journalist was allegedly “embellishing” the wind speeds of the storm. The reporter was struggling to keep his balance as rain and wind began to make its way into Wilmington, North Carolina. However, two teenagers were seen walking casually as if there were hardly any winds at all. This caused people to believe that the reporter directed to exaggerate the winds to increase viewership. Another incident took place here in Maryland.

AccuWeather issued a tornado warning for northwestern Prince George’s County. While the warning was in affect, there was no indication of their being a potential tornado. This caused

AccuWeather was almost sued for this debacle. These events may have been accidental, but it still impairs the trust between the viewers and the media source. This can cause major events to be glossed over by the viewers because, they simply believe that the media is exaggerating it for profit. Media businesses should make sure that all of their

information is honest and not exaggerated in any way.

Florence May have been exaggerated but, the storm was still devastating. At least twenty inches of rain fell in the Carolinas. Additionally, there was a tornado near Richmond, Virginia that caused significant damage. Finally, nineteen people were killed, including a six month old infant. While we recognize those who lost their lives during the hurricane, it is essential to wonder whether or not the news exaggerated some occurrences that took place during Hurricane Florence.

Traffic in the Morning means Traffic in the Halls

CMIT Staff Writers Dreama Brown and Naomi Osandu

Right now all eyes might be set on the uniform policy, and how uniform is a big thing here at CMIT, but my eyes are set on the traffic on the main road entering into the school lot. That's because being on time to school is more important than someone being partially out of uniform. Being tardy is one of the effects of the traffic in the morning, especially because it happens every morning which affects students that arrive on time, but are tardy because of the traffic in the morning. CMIT encourages all of the students to be on time for school, but we are unable to arrive to school on time because, of the way the infrastructure is designed around the school. If this problem continues to happen then that may result in consequences to the students, such as school detention, and other consequences just because of the traffic coming to school in the morning.



Many students are affected by this and even though you see teachers and a police officer outside in the morning directing traffic does not mean that's helping the situation. I say that because the cars will just continue to pile up over and over again. I feel as though students should not be held at fault if they arrive at school late because of the traffic.

There's no way around this issue because if we walk across from the building next door, we'll get threatened with a ticket; if we get out the car and walk the rest of the way, we're threatened with a ticket. So in order to avoid anymore of this madness we found the best solution that we could. CMIT could construct a walkway or expand the driveway and instead of driving in a circle around the school we could drop them off in the gym or have them walk on the walkway. This solution isn't much but we hope it would fasten the pace of traffic in the morning and make things a lot easier, because at the end of the day the purpose is to get students to class on time, this solution would give them that chance.

If you have any better suggestion that would be wonderful, please send them all to Mr. Bevard's classroom at room 137.

Excessive Uniform Policy

CMIT Staff Writer Dmitri Finch

Here we go again. Another year, and another problem with our uniform policy at CMIT. Our school continuously keeps changing everything about our uniform requirements and the consequences that comes with these violations. Initially, our school didn't mind the joggers or different colored shoes, but now they seem to be more strict and stern when concerning this issue. Many things happen around the school such as discipline problems or class problems, but the school tends to put most of their focus and attention on the uniform policy. Here's a perfect example. If you come to school on time, but seem to be wearing joggers or pants that don't seem to be appropriate for our school, you'll be dragged aside and asked to change the pants. This then makes you late for class, which is not necessary. This problem isn't as critical as dramatic as it may sound, but the school makes it a big deal when providing major consequences such as lunch detention, or even in school suspension.

Another example is how certain shoes aren't even allowed in our school, such as Crocs. Crocs follow every single rule for shoes in our uniform policy, but the school believes that Crocs serve to be a danger hazard towards everyone. Crocs aren't fit to be worn because if there is a fire and students need to run, the strap on the back of the shoe won't be stable or secure when running. Now here's the issue. School policy prohibits students from running in the hallways, especially during drills. If we aren't even allowed to run in the halls during these drills, then why are Crocs a problem for our uniform? Do you see a pattern here? Again our school is too focused on our uniform violations rather than the bigger problem or situation at hand. Before anything else, the school system seems to put the uniform before everything else, even education.



Think about it this way. If a student is wearing joggers or Crocs in class, they'll be pulled out of class by administration. This not only distracts the teacher and students, but disrupts the learning environment. Is the uniform violation that important to be put in front a students education?

Another perfect example is what happened last year in the month of February. Many students wore all black in support of Black History Month, but this event was not planned with the staff or school administration. For them to not know about this event may make them surprised, but it was the reaction of many teachers that justifies the claim of how our school focuses too much attention on our uniforms. Many teachers locked their doors and kicked out several students because they were out of uniform for the day. Students, therefore, missed class and were absent by the teachers. Many other students even missed assessments and test in certain classes and were given a zero because they were out of uniform and "not here" for class. As result of this action many students failed certain classes and had to have them fixed by the county. Going through this process is a little too severe don't you think? Do you think that the school is making too much of a big deal about the uniform policy?

Still No Diverse Electives?

CMIT Staff Writer Sophia Solomon

For the past few years at that I've been at CMIT Academy on the high school side, we have never really had a very diverse choice of electives. Every year during the first few weeks of school, I always hear the majority of our high school complaining about how much they hate their classes for the year and how badly they want to switch out of their electives. Why do you think this happens you may ask? Its because every year at CMIT Academy (that I've been here at least), none of the students have really been able to get the results that they wanted when they were given these options because the options for the electives themselves are just very limited in general. At CMIT, we just don't have a very diverse set of Electives that much students would desire.

Every year, we are always given a new set of electives that "might" end up being taught in our school next year, when really only very few of those classes that most students actually end up on our electives lists for the next year. Even some of the teachers expressed some disdain when the find out the electives that they wanted to teach were not being offered, so when they end up teaching classes that they don't want to teach...and then students are not interested in these electives as well. So then what ends up happening? Most students are forced to join electives that they don't care about, and even though teachers are their to teach and they're going to get paid to do their jobs regardless, most teachers don't enjoy teaching them either. I'm not saying that students are always going to be 100% happy all the time with their electives, but I'm just saying that if the type of elective options we got were at least more diverse than they wouldn't be so disliked either. I know that students aren't going to be satisfied by their electives all the time, but I feel like they should be absolutely hated either...and I feel like if the electives at CMIT were at least more diverse than we could help prevent these things from happening.



The Benefits of Healthy Competition

CMIT Staff Writer Alwyn Manalil

The school soccer season has already started. September 17 was the first game. Competition events in school are very important. They are very important for students and parents.

Competitive events like soccer games, spelling bees, art contest, science bowl, and math competitions give students a place to enjoy their interests with their friends. These competitions help motivate students.

Competition is a great way to motivate kids. It challenges them to put in their best effort.

Students have an innate nature to be the best.

No one wants to settle for average. Students want to be the best because it fulfills them personally. There are valuable skills that competition teaches students. It helps students see things from another's point of view and teaches kids to learn how to fail. It is important to build a strong character out of failure. When kids fail, it helps them become empathetic. These students can empathize with others who have failed. Sometimes when you fail at something, you discover that you're good at something else.



Failure makes students stronger. It takes courage. It is a learning experience. These lessons help them socially and academically. These competitions give students confidence. When students have more confidence, they are more likely to do well in their academics. When someone learns a sport they also

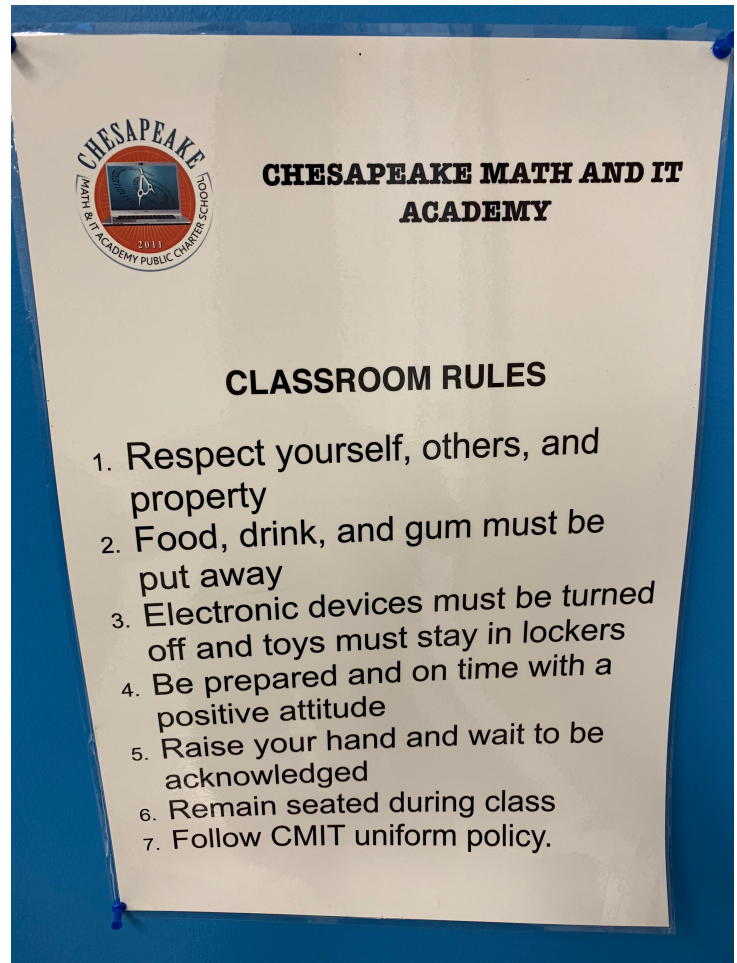


learn time management skills. They have no time to waste. Working on a team helps students work in groups when they are in school. Also, to be in sports, students have to have a certain GPA, which means that sports motivate students to have a higher GPA. These skills also help them later in life like in the workplace. Healthy competition engages students. Students develop new talents and are driven to improve. They are going to be competing once they become adults. When students apply for scholarships, apply to colleges, apply for jobs, they are competing. When we have competitive events in our school it prepares students for life after high school. Competition unites people. Be sure to come out to the net game and show some support!

The School Rules - What Are They?

CMIT Staff Writer Beatrice Oshiomeghie

As a student you have to follow rules set by the administration. The rules are followed and there is no excuse not to follow them since they stay the same year after year, such as the uniform. In which it never changes, so there is no reason to not have the correct uniform on. Two years ago a couple of the school rules were no phones in class, in the cafeteria, and in the halls. As well as no scarfs unless they are for a religious reason. These are not uncommon rules in the Prince George's County. So it's not like they are being unreasonable. However, last year phones were allowed in certain classrooms basically it was up to the teachers, which was great. As well as scarfs being allowed as long as it was a solid color. Then this year they decided to make no phones allowed again as well as scarfs. I would like to ask administration why they do this, as well as what they accomplish by constantly changing the rules and then punishing people who don't follow the rules they set that year opposed as to previous years.



1. Respect yourself, others, and property
2. Food, drink, and gum must be put away
3. Electronic devices must be turned off and toys must stay in lockers
4. Be prepared and on time with a positive attitude
5. Raise your hand and wait to be acknowledged
6. Remain seated during class
7. Follow CMIT uniform policy.