



C-MITES NEWS

Fall 2002

Carnegie Mellon Institute for Talented Elementary Students
C-MITES, 4902 Forbes Ave. #6261, Carnegie Mellon University, Pittsburgh, PA 15213
Telephone: (412) 268-1629

Frequently Asked Questions

About C-MITES Programs

At the conclusion of the 2002 Summer Program, each student and his or her family was asked to complete a survey providing feedback about the program. Quite a few families included questions about C-MITES programs in their survey responses. Here, we answer some of the most common questions.

C-MITES News is published by the Carnegie Mellon Institute for Talented Elementary Students. C-MITES sponsors talent searches for 3rd-6th graders as well as summer and weekend programs for K-7th graders throughout Pennsylvania.

- Director: Dr. Ann Lupkowski Shoplik
- Program Coordinator: Pamela J. Piskurich
- Talent Search Coordinator: Raymond T. Budd
- Research Specialist: Dr. Mary Ann Swiatek
- Program Assistant: Connie Herold
- C-MITES Assistant: Barbara Dunn
- C-MITES Student Assistant: Bennett Maruca

A portion of the funding for C-MITES is provided by the Grable Foundation, Mark Gelfand, the Frick Fund of the Buhl Foundation, the Patterson Foundation, the AMP Foundation, C-MITES families, and several anonymous donors.

Q. Can a student take two C-MITES Summer Program classes in the same year?

A. Absolutely. We offer two sessions each summer, and students can take one class during each session.

Q. How do the Weekend Workshops compare to the Summer Program?

A. C-MITES offers two educational programs in addition to the Summer Program. Weekend Workshops are 1-day, 3-hour classes offered in Pittsburgh and Abington (near Philadelphia) on select Saturdays and Sundays during the academic year. Steppingstones classes are 1-day, 6-hour classes offered in Pittsburgh during the month of August each year. Weekend Workshop and Steppingstones classes are similar to Summer Program classes in that they use hands-on teaching methods and provide students with the opportunity to meet and work with other gifted children.

There are some notable differences, however. Weekend Workshop and Steppingstones classes are filled on a first come, first served basis, whereas Summer Program admission is competitive and is based on a combination of application information, above-level test scores, and a teacher recommendation. Also, Summer Program classes are more rigorous than our other courses. Summer Program students can expect to be assigned homework and involved projects that are not possible with the one-day format of the Weekend Workshops and Steppingstones.

Q. If a child takes the same Summer Program class twice, will the content be the same both times?

A. Yes. Course content is very similar from one year to the next. A student should not repeat a course in any C-

(Continued on page 2)

C-MITES Fall Calendar

<i>September</i>	8: Awards Ceremony on CMU campus. 14, 22, 28, 29: Weekend Workshops at Carnegie Mellon. EXPLORE testing information mailed to schools.
<i>October</i>	12, 13, 20, 26, 27: Weekend Workshops at Carnegie Mellon University
<i>November</i>	1: Deadline for registering for the EXPLORE test. 2: Weekend Workshops at Abington, Pa. 2, 3: Weekend Workshops at Carnegie Mellon University. 15: Late deadline for registering for the EXPLORE test (with \$10 late fee).
<i>December</i>	16: Final registration deadline for the EXPLORE test (with \$15 late fee).
<i>January</i>	25, 26: EXPLORE test. Spring Weekend Workshops brochures mailed.
<i>February</i>	22: EXPLORE test. Winter newsletter mailed.

FAQs About C-MITES Programs

(Continued from page 1)

MITES educational program, although we invite students to take as many different C-MITES courses as they like. We strive to offer a variety of courses and introduce new courses regularly so that students may enroll in multiple classes without repeating.

Q. Must the EXPLORE test be taken each year that a student applies for the Summer Program?

A. No. Previous scores can be used to qualify a student for Summer Program classes. Keep in mind, however, that because EXPLORE scores are a component of our Summer Program application, students with higher scores may be more likely to be accepted into certain courses. Also, older students tend to earn higher EXPLORE scores than do younger students. Therefore, a student may wish to take the EXPLORE test more than once, especially if he or she is interested in applying for one of our more popular classes.

Q. What factors determine whether a child gets into his or her first-choice Summer Program class?

A. The Summer Program application has several components, including background information about the student (e.g., academic information, interests), above-level test results such as those from EXPLORE, and teacher recommendations. These components are weighted together in determining admissions on a class-by-class basis. We do our best to give each student his or her first-choice class, but sometimes we must work with restrictions in the number of students we can accommodate in a particular class. For example, the number of seats in Robotics is limited by the amount of equipment available, yet many students are interested in taking this class. Therefore, some students who select Robotics as a first choice must be assigned to other classes.

Q. Does a change of school district affect C-MITES students?

A. No. Students from all school districts in Pennsylvania, as well as those in private/parochial schools and those who are homeschooled, are invited to participate in C-MITES programs. If a child's school does not provide notification of C-MITES opportunities, you are welcome to contact us directly (via email at cmities@cmu.edu or by telephone at 412-268-1629) to request information. If your child already has participated in one of our programs, then he or she is on our mailing list and will remain on the list until the summer after 7th grade. Please notify us of any address changes so we can continue to send you information about our programs.

Q. How can we determine which Summer Program classes are appropriate for our child?

A. In the Summer Program brochure, you will see two requirements listed for each class: a minimum EXPLORE score and a range of grade levels. Classes with high minimum EXPLORE scores and high grade ranges are among our most challenging

courses. In most cases, these criteria are sufficient to guide students into appropriate courses. If your child requires special consideration (e.g., has extremely high EXPLORE scores and may be best placed in a class for a higher grade), you may contact C-MITES to discuss appropriate placement. We are happy to work with you individually to ensure the best placement for your child.

Q. How will participation in a C-MITES course be an advantage to my child in his or her school?

A. C-MITES classes are enrichment experiences in that they give students the opportunity to learn and apply concepts in ways not usually presented in the regular classroom. Additionally, our classes expose children to material that is unlikely to be introduced in school for several years. Equally important, C-MITES classes give gifted students the opportunity to study with others who share their interests and abilities. This can be a very powerful experience. Parents have reported that their children's confidence and self-esteem have been increased by their acceptance among this group of peers. Also, our classes allow students to learn to work together in groups, on a par with others, which often is a new experience for them and is a skill that can be applied in many areas of their lives.

Q. What programs are available for students after seventh grade?

A. C-MITES is dedicated to serving gifted elementary students and does not currently provide programs for students after seventh grade. A variety of services for older students, including a Talent Search and educational programs, are available through the Center for Talented Youth (CTY) at Johns Hopkins University. Visit their website at www.cty.jhu.edu. Also, watch our spring newsletter for information pertaining to 7th graders.

For details about any C-MITES program, please visit our website at www.cmu.edu/cmities.



**Growing crystals in Rich Krepski's
Materials Science class at The Ellis School in
Pittsburgh.**

Thank You to the C-MITES Families

We would like to send a special “thank you” to all of the C-MITES families who generously made donations to our programs in the last few months. We have received over \$3,000 from C-MITES families. Your help is greatly appreciated! We have added these donations to our scholarship fund to help students who otherwise would not be able to afford to attend C-MITES classes. Thank you!

Bronze Level

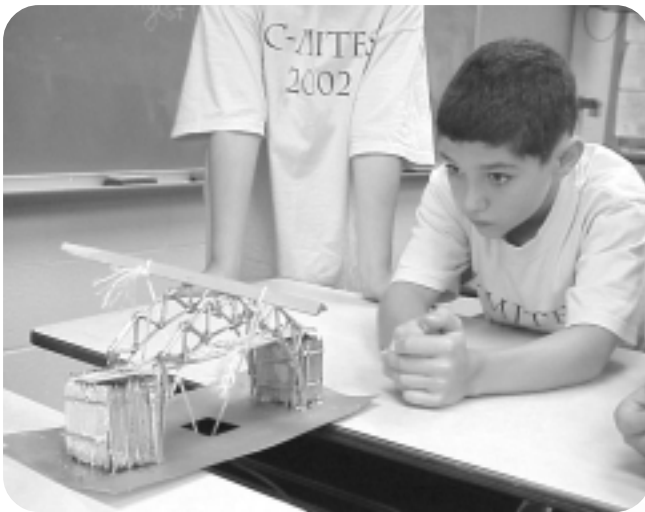
Thomas & Beth Beemsterboer	Bradly R. Bettin, Sr.
Mr. & Mrs. Michael Christel	Richard & Nancy Daly
Mr. & Mrs. Anthony DeCaria	Donny Groves
Susan & Randal Hockenberry	Alice & Kevin Lee
Daniel Kripps	Mazza Family
Razzak & Donna Memon	John J. Midlick
Michael & Lisa Miller	Jeff Oliver-Smith
Patty & Rob Robinson	Mr. & Mrs. Timothy R. Ruch & Ryan
Jacqueline & Bruce Smith	Paul & Doreen Stratemeier
Randy & Cathee Thein	Kathleen Trow
Christ & Nina Visgitis	The Knox-Pomerantz Family
Dr. William & Ann McCormick	

Silver Level

Kenneth & Elizabeth Adams	Chris & Kathy Balouris
Mr. & Mrs. Angelo Bisciotti	Dr. & Mrs. David Brienza
Bob Hollick	Mr. Karl & Dr. Stephanie Kobil
Dr. & Mrs. Dave Kurszewski Family	
Lebovitz Family	Susan M. Nolan
Cathy & Tom Pomanti	Maxine C. Riddle
Saj & Roma Roy	Alma Schmidt
Don & Donna Sherman	Stereo Land (George & Suzanne Victain)
Vojtko Family	Giovanni A. Zenati

Gold Level

P. Kurt Bamberger, M.D.	Christina & Gordon Brown
Mr. Bobby Kheny & Mr. Nicholas Kheny	
Lisa B. Lee	Ryan Porch
Victor & Mary Jane Risch	Joseph Family
Richard & Debra Rua	Patricia & David Sacks
Elissa & Bill Stein	



A student watches intently as his group’s bridge is ‘put to the test’ in Pam Auth’s Structures class at Marshall Middle School in Wexford.

Teacher Feature

This issue’s teacher in the spotlight, often found hauling around her K’NEX kits, is Mrs. Pamela Auth. As the song goes, “London Bridge is falling down, falling down...” So, too, are the paper towers and toothpick bridges in Mrs. Pamela Auth’s C-MITES classes. The structures come smashing, crashing, cracking and splintering to the floor, accompanied by a chorus of oohs and aahs. The students in Mrs. Auth’s classes plan, design, and create structures for demolition. Why? To apply the architectural concepts they learn about stability and strength in constructing a bridge or tower. The students have commented on how much fun they had in designing the bridge to test. There is always a flurry of activity in Pamela’s classes.

Pamela began her involvement with C-MITES in 1998. She has been extremely busy as a part of our staff. She has developed and taught weekend workshops called Math Models, Structures and Construct a Bridge. The courses were very popular with the students, so she developed a 2-week summer program. That 2-week summer program was so well received by the students in Allegheny county, Pamela was invited to train teachers from different areas around the state to use her curriculum. Regardless of the task, teachers and students alike enjoy Pamela’s friendly but challenging presentation of material. Her upbeat attitude and demanding work ethic overflow to all of her students.

Pamela currently teaches at Wilkinsburg High School in Pittsburgh. She lives with her husband Bill, and their two children, Brian and Melissa. She also has a dog and birds to keep her on her toes!

Mrs. Auth is truly an inspiration to our group and we really enjoy having her on our C-MITES team!



Pam Auth with students testing the strength of a bridge in her Structures class at Marshall Middle School.

Advocacy for Academically Talented Students

(This information is taken from the “Advocacy” chapter of the book, *Developing Mathematical Talent*, by Susan G. Assouline and Ann Lupkowski Shoplik, to be published by Prufrock Press in 2003.)

It’s the beginning of the school year, and you’ve decided that this is the year that you are going to ask your child’s school to provide a more challenging educational program for your son or daughter. Where should you start?

We advise parents to concentrate on adapting the current situation so that their child’s needs are met in a timely manner, rather than trying to overhaul the school system. However, parents should also recognize that their efforts at advocacy may have a positive impact on programs provided for other academically talented students in future years. We suggest the following:

Become an informed advocate. Find out what options might be appropriate for your child now, and in the future. What resources are available to you? Become informed about organizations, individuals, books, and programs that focus on talented youth. Use your knowledge to plan a program for your child in cooperation with teachers and administrators.

Obtain an objective assessment of your child’s abilities and achievements. This objective assessment will be essential to help you discern what types of programs and curriculum would be appropriate for your child. This assessment might be completed by your school district’s school psychologist or by a private psychologist. Effective advocacy results from matching this objective information with the available resources within a school.

Set the tone for a positive partnership between parent and teacher. At the beginning of the school year, think about what you can do as a parent to ensure your child has a good year in school. Get to know your child’s teacher early in the school year. Regularly attend parent-teacher organization meetings, open house nights, and parent-teacher conferences. Volunteer in your school. Help your child to solve problems in class him/herself rather than always calling the teacher. Go to the teacher first if there is a problem, rather than approaching the principal or superintendent first.

Include your child in the decision-making process. Discuss options with your child. Of course, the younger the child, the more you will need to make the decisions. However, by the time students are in 6th or 7th grade, they can be fairly active participants in decision-making. When the child is involved in these discussions, it is imperative to present a positive attitude toward the school. Parents can show their children how to approach their teachers and begin the process of shifting from parent-led advocacy efforts to student-initiated advocacy.

Keep good records. Take notes, keep copies of letters, and maintain a record of what has happened and the conversations and agreements you have had. Save test results (from standardized and teacher-made tests), and also save samples of your child’s work (dated, with your child’s age).

Your efforts to make changes for your own child may have a long-term beneficial impact on younger students. You want to take care of your child’s needs for appropriate chal-

lenge as expediently as possible. At the same time, consider how your efforts may improve the programs, curriculum, and teacher training for future students.

For example, “Arthur’s” parents advocated conscientiously for their son to be sure that he would be challenged in mathematics. They paid for a tutor to work with their son, and they spent many hours discussing his case with school personnel. Several years after Arthur had moved on to the middle school, his parents could see that the elementary school was now making adjustments for students who came after Arthur. They realized their efforts had resulted in positive changes for many other students. Arthur’s parents paid for an individualized program that eventually became a school-sponsored accelerated class for mathematically talented students who followed Arthur.

Walk the fine line between not being a nuisance and not waiting too long to intervene. Be concerned about earning a reputation of the parent who is always unhappy with the school. Balance that concern with advocating appropriately for your child. One parent realized that her daughter hadn’t learned much over the past year while she was waiting for school personnel to respond to her many requests for changes in her daughter’s educational program. Since the student had mastered so much of the grade-level material, she was allowed to leave the classroom to go to the library where she did most of the data entry to change the library from a card-catalogue system to a computer-catalogue system. The student’s mother reflected, “Well, she did learn a lot about computers this year.” However, the parent also expressed regret that she hadn’t been more vocal in articulating that the program accommodation should have matched the student’s academic strengths in mathematics.

If all else fails, find out about your options for due process. What are the proper channels in your school and in your district for requesting a change to your child’s educational program? When requesting a change in your child’s educational program, start with your child’s teacher and principal. If you are not satisfied, contact the school district superintendent and state department of education with your questions.

Contact outside experts for assistance. Find out about local, state, and national gifted education advocacy groups. They generally have members who can give you valuable advice and information about specific resources and the best way to navigate the local system. For example, the Pennsylvania Association for Gifted Education (Tel.: (215) 616-0470. Web site: www.penngifted.org) is an invaluable resource for parents.

If you choose to change schools, write a letter to the school board explaining why. The central administrators of a district need to be aware of your concerns and actions.

Be willing to compromise. This is also known as “choose your battles.” You won’t get everything you want right away for your child. (Continued on page 5)

Advocacy for Academically Talented Students

(Continued from page 4)

Sometimes things won't go your way. Students may not be stimulated or engaged by the curriculum every minute of every day, but it will not harm the child if a parent does not react every time a child says he/she had a boring day in school. Decide when it's important for you to intervene and when it's acceptable that your child is in a less-than-ideal situation.

Find and recognize positive developments. Teachers and administrators appreciate being told, "Good job!" They appreciate it even more when parents take the time to put their positive comments in writing.

The Parent-Teacher Conference

Occasionally, you will need to attend a meeting with school personnel to discuss your child's situation. Before the meeting, gather the appropriate information:

1. Bring samples of the work your child has done and be prepared to discuss why these samples demonstrate a need for more advanced material. Include both work your child has done in school and outside of school. Consider bringing examples of "recreational" academic books your child has used, computer software used at home and information about outside-of-school programs or activities in which he or she has participated.
2. Gather test results and be prepared to discuss why the test results demonstrate a need for more advanced material.
3. Be prepared to discuss the child's attendance in school (example, child has excellent attendance) and how that might have an impact upon programming/curricular decisions.
4. Keep the tone of the meeting positive. For example, start off the meeting with a positive comment ("My daughter really enjoyed the group activity in language arts last week.").
5. Make a list of points you would like to discuss at the meeting.

On the day of the conference or meeting, arrive on time. Enter the conference confidently and positively. As you speak with the teacher, be specific about your concerns and give specific examples of child's behavior. Explain what you have tried at home. Ask for suggestions on ways "we" (parent and teacher) can work together to improve the situation. When the teacher speaks, show through your comments and your body language that you are listening to what the teacher has to say. During the conference, try to achieve consensus on a plan of action.

If you are uncomfortable or dissatisfied with a suggestion, offer that you would like time to reflect and think about the implications. Send a follow-up letter, make a phone call, or have a second conference.

After the conference, send a thank-you note to the teacher for taking the time to discuss your child's educational progress with you. Make arrangements for a follow-up phone call or another conference, if needed.

Conclusion

Remember that you are your child's primary advocate. Don't feel defensive about being a "pushy" parent; you're not pushing your child when you ask a teacher to provide more challenging work for him or her to do. And if you don't advocate for your child, who will?

References

- DeVries, A. R. (1996). Another school year: Off to the right start! *Parenting for High Potential*, 1(1), 7.
- Karnes, F. A., & Marquardt, R. G. (2003). Gifted education and legal issues. In N. Colangelo & G. A. Davis, (Eds.) *Handbook of gifted education* (3rd ed.) Needham Heights, MA : Allyn & Bacon.
- Rogers, K. B. (2002). *Reforming gifted education: Matching the program to the child*. Scottsdale, AZ: Great Potential Press.

PAGE - A Practical Option for Parents

Many parents call the C-MITES office with questions about their gifted children and many of those questions are very similar. Typical questions concern how do I advocate for my gifted child, what is the law, what should I expect from my school, and perhaps most important, how can I see that my child's educational needs are met. We are happy to help in any way we can and we try to offer a number of different options to answer your questions.

One option we usually suggest is for the family to become a member of the Pennsylvania Association for Gifted Education (PAGE). PAGE is a vehicle for state-wide communication and interaction between academically talented and gifted students, their families, and school personnel. Among the many benefits of belonging to PAGE are the following: (1) it provides contact with the world of gifted educators and advocates; (2) it provides current information about state and federal legislative actions; (3) it monitors the legislative process and compliance within districts; (4) it trains the leaders of, and supports the work of Affiliate chapters within school districts; (5) it provides a free Helpline to assist you in communicating with your district about your child's needs.

Joining PAGE allows you to share ideas and experiences with the parents of other academically talented and gifted students across Pennsylvania. You will also have the chance to listen to some of the leaders in gifted education from across the country at the annual PAGE Conference. Finally, you can become a more active parent through your association with your local PAGE Affiliate or, if one does not exist, to be the driving force in starting an Affiliate in your school district.

C-MITES Receives a Grant

We are very pleased to report that C-MITES has been the recipient of a very generous grant from Mark Gelfand in the amount of \$39,900. Mr. Gelfand is a graduate of Carnegie Mellon University. We thank him for his generous support.



Thank You to Summer Schools 2002

C-MITES would like to extend a sincere thanks to all of the schools that served as sites for our 2002 Summer Program:

Pittsburgh:

- ◆ The Ellis School, Oakland
- ◆ Hartwood Elementary School, Fox Chapel School District
- ◆ Highcliff Elementary School, North Hills School District
- ◆ Marshall Middle School, North Allegheny School District
- ◆ McIntyre Elementary School, North Hills School District
- ◆ Mt. Lebanon High School, Mt. Lebanon School District
- ◆ Quaker Valley High School, Quaker Valley School District
- ◆ Ramsey Elementary School, Gateway School District
- ◆ St. Bonaventure School, Shaler
- ◆ St. Edmund's Academy, Squirrel Hill
- ◆ St. Margaret's of Scotland, Greentree

Other Schools:

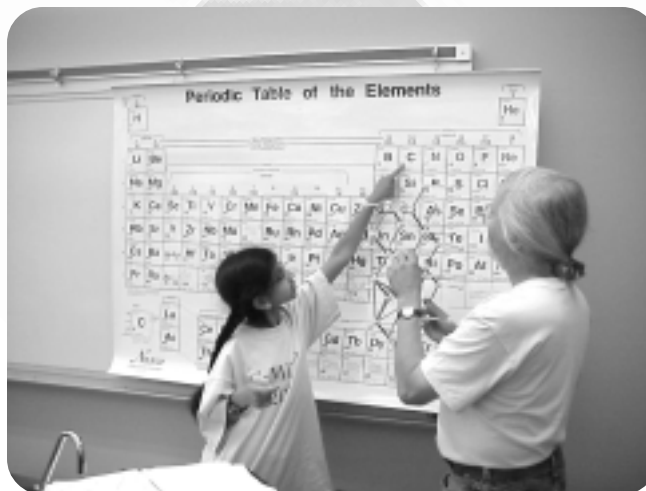
- ◆ Cedar Crest High School, Lebanon, PA
- ◆ Center Township Elementary School, Butler, PA
- ◆ Copper Beech, Abington, PA
- ◆ Forest Hills High School, Sidman, PA
- ◆ Hershey Elementary School, Hershey, PA
- ◆ Indian Lane Elementary School, Media, PA
- ◆ Linntown Elementary School, Lewisburg, PA
- ◆ Mary D. Lang Elementary School, Kennett Square, PA
- ◆ Miller Lab School, Edinboro, PA
- ◆ Pocono Mountain Elementary School, Tobyhanna, PA
- ◆ St. Luke's School, Erie, PA
- ◆ Trinity South Elementary School, Washington, PA
- ◆ Troxell Building, Parkland School District, Allentown, PA
- ◆ Wyoming Seminary Lower School, Forty Fort, PA
- ◆ Wyomissing Junior/Senior High School, Reading, PA

Please visit our web site:
<http://www.cmu.edu/cmities>

Web Sites

Things on the World Wide Web are becoming more fun and exciting! Many new sites are more interactive and some are even offering virtual experiences for students who are interested in science and mathematics. Here are a few outstanding sites we think you will enjoy. They are all operational at the time of publication.

1. **Math Teasers** - <http://www.nces.ed.gov/NCESKids/CRUNCH/challenge.asp> - math site that gives students a new mathematics or statistics problem each month.
2. **World of Numbers** - <http://www.worldofnumbers.com/index.html> - contains many different types of problems dealing with mathematics, especially palindromic numbers (as in the year 2002).
3. **Math in Daily Life** - <http://www.learner.org/exhibits/dailymath> - from the Annenberg/CPB Corporation, it offers interactive activities that apply mathematics to everyday situations.
4. **Math Resources** - <http://www.nku.edu/~mathed/gifted.html> - provides mathematics resources for families, teachers and students. This site contains an incredible list of math resources for all ages.
5. **Homeschooler Courses of Maine** - http://www.homeschoolersofmaine.org/high_school_&_beyond.htm - free high school-level courses that match the Maine school requirements.
6. **Destination Earth** - <http://www.earth.nasa.gov> - this NASA-supported site offers students the chance to find out all about the earth and the space program.
7. **Exploratorium** - <http://www.exploratorium.edu> - allows you to perform experiments in optical illusion, make a rainstick or dissect a sheep brain to learn how our memory works.



Rich Krepski and a student discuss the Periodic Table in the Materials Science Class at The Ellis School.

T-Shirts! Sweatshirts! Books!

Order Your C-MITES Apparel Today!

Order your very own lime green with purple lettering C-MITES t-shirt or light blue sweatshirt and be the envy of all your friends!! Simply fill out the order form to the right and return it to our office with your check made payable to "Carnegie Mellon University."

Don't you want a t-shirt?



* The t-shirts are pictured above. They are lime green with purple lettering.

* The sweatshirts are light blue with white lettering.

* Proceeds from these sales go to the C-MITES scholarship fund.

Make check payable to Carnegie Mellon University

Send to:

**C-MITES
4902 Forbes Ave. #6261
Carnegie Mellon University
Pittsburgh, PA 15213**

Jane and Johnny Love Math: Recognizing and Encouraging Mathematical Talent in Elementary Students

By Ann Lupkowski (Shoplik) & Susan G. Assouline

This book for parents and educators delineates methods of addressing the needs of mathematically talented youth younger than age 12. The approaches described are based on the authors' experiences with hundreds of talented students. They discuss educational options allowing students to move systematically through the elementary math curriculum while matching the curriculum to the students' abilities and achievements. The book includes problem sets from the Mathematical Olympiads for Elementary Schools as well as practical ideas for classroom teachers, mathematics mentors, and parents. (Order below):

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Telephone: _____

T-Shirts Quantity	Sweatshirts Quantity
_____ adult S	_____ adult S
_____ adult M	_____ adult M
_____ adult L	_____ adult L
_____ adult XL	_____ adult XL

No. of t-shirts X \$10 = \$ _____

No. of sweatshirts X \$24 = \$ _____

No. of Jane and Johnny Love Math books X \$12 = \$ _____

TOTAL ENCLOSED = \$ _____
(Shipping & handling included in prices.)

C-MITES NEEDS YOUR HELP

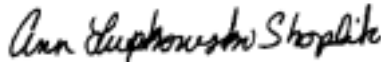
Dear Friend of C-MITES:


As you may know, C-MITES is funded by grants, gifts, and income received from course tuition. Although approximately 85% of our income is derived from tuition, we still depend on grants and gifts to pay for our ongoing office expenses and for scholarships.

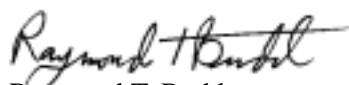
If you would like to make a donation to C-MITES, please complete and return the form to the right. You may wish to ask your employer whether they would match your contribution. Any amount would be gratefully appreciated. Please indicate whether or not you would like your name published as a donor in the next issue of our newsletter. Your contribution is tax-deductible, and you will receive a letter from Carnegie Mellon University acknowledging your gift.

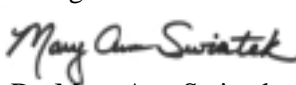
Thank you again for supporting C-MITES!


Sincerely,


Ann Lupkowski Shoplik
C-MITES Director


Pamela J. Piskurich
Program Coordinator


Raymond T. Budd
Talent Search Coordinator


Dr. Mary Ann Swiatek
Research Specialist


Connie Herold
Program Assistant

I would like to make a donation
to the C-MITES program.

Amount: \$ _____

___ My employer will match my contribution


I would/would not (circle) like my name to
appear in the C-MITES Newsletter as a donor to
the program.

Name as you would like it to appear in the
newsletter:

Name _____

Please make checks payable to
Carnegie Mellon University, and send to:
C-MITES
Carnegie Mellon University
4902 Forbes Ave. #6261
Pittsburgh, PA 15213

Thank You!


“(My daughter) left school every day excited about
what she had learned and eager to continue to learn
through her homework assignments!”

- The parent of a
Material Science Student



Students in Michael Shoplik's Robotics Class visit the
Robotics Institute on the Carnegie Mellon campus.