



HUBCAP

THE OFFICIAL CRANBROOK HORIZONS-UPWARD BOUND NEWSPAPER

SUMMER 2019 - CELEBRATING 55 YEARS

Remembering William M. Washington, Jr.



Pictured: Ali Chowdhury, Mr. Richard Munoz, Zander Byrd, Mr. William M. Washington Jr., Brevin Washington, and Donell Johnson.

As we conclude our 55th summer of Horizons-Upward Bound, we dedicate the 2019 Summer HUBCAP to the creator of HUBCAP and Horizons-Upward Bound's second director, Mr. William Max Washington, Jr. Mr. Washington made his transition Monday, July 8, 2019.

William Max Washington, Jr. was born January 20, 1932 in Knoxville, Tennessee to the late William Max Washington, Sr. and Dorian Nance Washington. He attended Knoxville Public Schools and graduated from Knoxville College with a Bachelor of Arts degree. His education was interrupted when he was drafted into the United States Army.

After receiving an honorable discharge from the U.S. Army, William attended the University of Michigan and graduated with a Master of Arts degree.

William was passionate about helping youth and started his teaching career in the Detroit Public Schools System at Jefferson Junior High. He later became English department head at Foch Junior High School. He continued his career in education as assistant principal at Farwell Junior High School and

later became principal at Cleveland Middle School. Bill Washington joined HUB in 1966 and worked closely with Associate Director George Bibbs to enhance the winter phase of the program. During the early years of the program, the winter phase was held at Miller Junior High School in Detroit, and he drove the bus to gather students. He developed the HUB newspaper, *THE HUB*, and *THE HUBCAP*, an informal supplement. Both publications were prepared as part of a journalism course. Bill also cultivated HUB's relationships with the Williston Northampton School in Easthampton, Massachusetts, the Wyoming Seminary School in Pennsylvania, and St. Andrew's Seawanee School in Tennessee. Each of these institutions agreed to provide a full scholarship to a deserving HUB student. He collaborated with Cranbrook Institute of Science to apply for and receive a grant from the U.S. Department of Education to establish a math and science program. This grant allowed the program to serve 50 additional students, including students from other cities in Michigan and states as far away as Minnesota.

After 32 years of faithful service in

the Detroit Public Schools System, Mr. Washington retired in 1989 and took a position with Cranbrook Schools as director of Horizons-Upward Bound in 1990.

Mr. Washington was born to be a leader, a teacher, and a mentor. He was an avid reader. He loved writing, teaching, and photography. Some of William's published writings include the books *CliffsNotes for Manchild in the Promised Land* and *The Journey Teaching Guide*. His teaching career was chronicled in the book *The Real Teachers*.

Always fighting for the underdog, he was an active participant in many Civil Rights demonstrations and marches.

William leaves to cherish his memory his devoted wife Mildred and loving daughter Cassandra. Mr. Washington's legacy will never be forgotten. We are all better individuals because of his words, actions, memos, and the life lessons he shared with us.

By Dr. Darryl Taylor, with excerpts from the obituary provided by the family of Mr. Washington.

FROM THE DESK OF THE DIRECTOR: 55 YEARS OF EXCELLENCE



All students and staff of the 2019 Summer Phase

This year marked the 55th summer of Horizons-Upward Bound. All of our summers have been spent on the Cranbrook campus because the Cranbrook Educational Community continues to promote the philosophy of our founder, George G. Booth, who said, “The only way to have is to give, the only way to keep is to share, and the only thing worth finding is opportunity.” Our Program’s 55-year history is filled with many accomplishments and lessons learned. I see our continued presence as a great testimony to the clarity of our mission, the partnership between private and public entities, and the continued belief that TRIO works. I see this as convincing proof that the hopes, dreams, and hard work of the leaders before me, along with the continued support of the Cranbrook Educational Community, have yielded positive results.

These 55 years have been challenging and rewarding for Horizons-Upward Bound. We have successfully responded to many challenges placed before us, and we continue to face unpredictable changes in education. The Horizons-Upward Bound program must

continue to remain flexible as we incorporate new technologies and teaching methodologies in education, maintain positive partnerships with parents, embrace new Department of Education objectives, and increase our ability to motivate students despite negative outside influences.

The past must always be remembered and acknowledged so current and future students and leaders can move forward in a new spirit of collaboration to continue the mission of Horizons-Upward Bound. Thus, in looking forward we must also look back, along with acknowledging that change is inevitable in the hope of building stronger and more collaborative future partnerships. HUB is proud of its existing programs that promote careers, academic excellence, leadership, and life skills in the pursuit of a purposeful life, such as Leaders Who Care, MISTERS and SISTERS, Wilderness, Homestead, Biking around the Globe, Reading, Toastmasters, Tai Chi, Yoga, swimming and gardening. We must continue to stand together to advocate for and provide the best education for our students.

As we prepare for the future, we must turn our eyes to the challenges which will be an integral element of our daily business, for we are committed to the highest standards. We will continually examine how HUB can best support our students, how it can best align with our surrounding communities and outside organizations, and how we can best prepare for the inevitable challenges we will face. Accordingly, we will apply all available resources to achieve this end.

Horizons-Upward Bound has accomplished a lot in the past 55 years, and we face the future with great enthusiasm and hope. We will work to make sure that future legislative initiatives and HUB’s strategic plan intertwine to make HUB a progressive organization. I thank all past and current leaders, faculty and staff, students, and parents for making Horizons-Upward Bound the envy of other educational programs.

By Dr. Darryl Taylor

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OPERATION HOMESTEAD BOLSTERED FOR 55TH HUB SUMMER PHASE

By Sommer Brock

A few years ago, Horizons-Upward Bound (HUB) reinstated Operation Homestead because of the incredible impact it has on HUB students. During a Homestead, HUB students spend an evening with an adult professional who works in a field that is of interest to the students. Each student group is accompanied by a young adult HUB staff member. It's the perfect atmosphere for fellowship, experiential learning, and networking. Homestead hosts often learn as much about themselves as they learn about the students.

This summer, 32 students had the opportunity to participate in Operation Homestead, compared to 18 students last summer. During the program, some HUB students visited Forest Lake Country Club with Cranbrook Trustee Deb Wahl and others had their first experience with authentic Indian cuisine with Cranbrook parents of graduates Nimish and Kalpana Desai. Others learned about oceanography and natural science as a career from Cranbrook alumnus Doug Scales and his wife Wendy. These are only a few of the experiences our students have received. We are grateful for all the opportunities granted by our Homestead hosts.



Left to right: HUB students Sydney Gulley, Aujanee Billy, Homestead Host Mary Pat Rosen, HUB student Jason Haywood, and HUB staff member Walter King

We would like to extend our sincere thanks to the HUB supporters who made this character-building opportunity available for HUB students:

- Lowell Baker
- Nimish and Kalpana Desai
- Delmarie LaGrasso
- Mary Pat Rosen
- Allan and Nancy Rothfeder
- John Salvette
- Douglas and Wendy Scales
- Bob and Susie Ufer
- Deborah Wahl
- William Winston, H'96

THE HORIZONS-UPWARD BOUND READING PROGRAM

By Bernice Seaton, HUB Reading Specialist

This summer, a reading class for all grade levels was added as a part of the HUB Summer program. Students start their reading class with Lexia independently for 30 minutes. Lexia is a comprehensive, computer-based reading program in which students complete an initial assessment in three key areas of reading: Word Study, Grammar, and Comprehension. Based on the initial assessment results, Lexia generates focused lessons to address the reading needs of each student. The program can be accessed year-round and provides adaptive activity lessons to enhance the reading skills that are crucial to becoming a proficient reader.

HUB Reading Specialists and tutors monitor students to support them independently and in small group sessions should they struggle while using the program.

Subsequent to Lexia, students orally read high-interest articles to work on fluency skills and then engage in a discussion with their teachers and classmates to ensure comprehension of the text. The texts are centered around a theme; some themes covered were: The College Dream, The Great Debate: Cell Phone Monitoring, and the Environment. In addition, reading teachers incorporate other skills that are crucial to comprehension (annotations, comprehension strategies, and literary devices). It is our goal to enhance the reading skills of all our students who matriculate through the program.

The Reading Team is embracing the Lexia PowerUp Literacy program for a second year. Rising seniors reflect on their experience with Lexia: "Lexia has helped me improve my grammar and vocabulary skills." — Ariana Corbin; "It helps me prepare for the grammar parts of the SAT." — Shayla Brown; "Lexia has helped me to increase my speaking vocabulary." — Rayvone Stephens.

We are confident that the reading intensive curriculum, along with Lexia, has prepared our HUB students to excel in their academic endeavors at their home schools in the fall.



Mrs. Bernice Seaton



Seniors Heidi Arellano-Cruz and Weveney Williams-Barber.

THE HUB COMMUNITY GARDEN: 2020 SENIOR EDITION

By Weveney Williams-Barber

“The glory of gardening: hands in the dirt, head in the sun, heart with nature. To nurture a garden is to feed not just the body, but the soul.”
-Alfred Austin

The Horizons-Upward Bound (2020-2024) seniors have had the chance to work assiduously in the HUB community garden this summer. With each visit, we have found ourselves becoming closer with each other and at one with nature. Working in the garden has been an amazing experience for the class. We observe the plants growing into beings of beauty that motivate us to mature and grow into the best class we can be. But not only are we excited about the plants, we are becoming more of a family. The garden encourages us to work as a unit. The garden encourages us to have faith in each other. The garden encourages us to get to know each other. A simple vine from the garden is what ties us together, and a tulip planted by us is what leaves our mark.

The growth of our plants symbolizes all our progress in achieving our goals. The soil represents a strong foundation, and the space—just as HUB—gives us the chance to grow. As we sprout, our teachers pull all the weeds and care for us. As a class, we are the beautiful plants that we have strived to be; and Dr. Taylor is the gardener, caring for the garden one plant at a time.



Sophomore Zoe Taylor and her father assembling a new greenhouse.



The senior class hard at work preparing the planting beds.



Mr. Christopher Schotten, HUB Math Teacher.



Mrs. Laura Elwood, HUB Science Teacher.



A greenhouse under construction.



Ms. Anne Mells, friend of HUB.



Shakthi Velmurugan and her father assisting in the garden.



Left to right: Seniors Kyle Perry, Maranda Rowland, Weveney Williams-Barber, and Heidi Arellano-Cruz.

DEVELOPING AND PROMOTING LEADERS, THE “HUB WAY”

By Academic Deans Kevin Byrd and Brenda Gatlin



Left to right: Gordon Powell, Brenda Gatlin, Nadine Tibbs-Stallworth, Dr. Henry Cole, Peggy Pennock, Kevin Byrd, Bernice Steaton, Carla Young

Enthusiasm for leadership is a comprehensive goal of many high school programs. The Cranbrook Horizons-Upward Bound (HUB) program, through its research-based curriculum offerings, helps to develop a sense of confidence and a perspective that leadership is seen not as the exclusive goal. Rather, it is seen as a means to greater accomplishments in one's life, a tool for personal empowerment, and a catalyst to provide meaningful service to one's community. The Horizons-Upward Bound faculty and staff work assiduously to assist students in reaching their leadership potential. Our students are encouraged to have a positive impact in the school environment in which they matriculate as well as the community in which they reside — the HUB way.

Developing strong leaders is an underlying goal of our academic offerings. Our students are challenged to solve advanced logic problems, read and analyze different literary genres in a college-like classroom, write and develop several drafts of a well-argued essay, develop reading skills, and enhance comprehension through critical reading. Each year, our students gain new academic tools that will help them excel academically, enable them to graduate from high school in four years, and help them focus on attending a college or university of their choice, debt-free. Because of the HUB experience, they are expected to evolve into effective leaders and productive citizens in their chosen communities. For this is the HUB way.

Programs such as Advisory during the academic day also develop and enhance leadership qualities. The HUB honor code is a major influence in developing the direction of the Advisory program.

The HUB honor code could have been written based upon the characteristics that are used to describe a good leader. Honesty, integrity, commitment, and accountability are qualities that can determine the success of a leader at any level. HUB uses its Advisory program to allow students a safe environment to examine their norms, as well as to practice the skills needed to become great leaders. During the program, students share their likes and dislikes and may offer solutions to the concerns of their peers. They ask, “How can I improve academically?” and listen carefully to methods used by others in their groups. They also ask, “Who am I?” or “Where does my name come from, and what does it mean?” Finally, Advisory gives students a chance to reflect on their own individual efforts and ask themselves, “Is this who I want to be, and am I living up to my own expectations?” By putting all the above together, we define this type of program as “soft support.” This is the type of academic student support that focuses not on academic tutoring but on addressing the issues in students' lives that can positively or negatively affect academic performance.

Student behavior and cognitive development are greatly influenced by a child's culture, which may include generations of voices, acts, and deeds that may either support or limit one's opportunities to rise to a leadership position in life. Some students come from homes where they may be one of few who reach the level of high school graduation and may see college as an opportunity others in their family have not had. At HUB, we use Advisory and other methods to recognize the students' current cultural and academic state, and we attempt to augment it with a broad range of experiences and activities. It is believed by many that knowledge breeds confidence, and if the confidence is built on a foundation of truth and integrity, you will be eligible for the position of class leader. Knowledgeable and confident students are the ones who will most likely desire leadership roles not only in their schools but at multiple positions throughout their lives. For this is the HUB way!

TWO SISTERS CARRY ON THEIR FATHER'S LEGACY

By Paulina Shaw

I sat down to interview Maribel and Lizbeth Blas. Their answers were candid and full of anecdotes. Here is a summary of their answers.

Their father, Juan Blas, passed away during Maribel's junior year at Cranbrook. He believed so much in his daughter that he was not at all surprised when she told him that she had been offered a full scholarship to Cranbrook. He was very proud of her. He believed strongly in the value of education. He hadn't been able to finish high school because he needed to support and provide for his nine siblings and parents. Maribel shared with me that her dad was a very good student. In Mexico, the grade scale goes up to 10. Maribel found her father's school report card. There were many nines and tens as final averages in several of his classes. I asked if there were any big decisions that their dad made that impacted his life. Maribel said, "He had to make the big decision of moving to the USA when he was 17 years old. He had to drop out of school to help support his family. He moved to Texas to work."

Both sisters described Mr. Blas as a funny person. But when it was time to get serious, he meant business. He instilled in them the value of hard work and committing to one's obligations. Maribel and her sister believe strongly in these values and have made them part of their lives. When they commit to do something, they do it and they finish it. Mr. Blas also believed in the importance of a strong family unit. Therefore, the whole family attended church together every Sunday. After Mass, they went out to eat so they could spend quality time together.

I asked them how they would describe their dad. Lizbeth said, "I would describe my dad as very hardworking, very humble, very loving and very uplifting of others." Maribel echoed the sentiment: "I will also say that he was very kind, very loving, very funny. He made a lot of jokes, but he was also kind of serious."

Maribel and Lizbeth want to honor their dad's memory through hard work and doing the best they can. As Lizbeth put it, "Reach for the stars, and continue do well in school." Maribel echoed this sentiment by saying, "Every success I dedicate to my dad's memory." They think of their dad often. Dr. Taylor also honors him. He asked the girls for something of their dad's when he passed away. Maribel gave him a shoelace from one of their dad's shoes. Dr. Taylor tied it to his keychains and carries it to this day.

It was a pleasure to interview these two fine young ladies, who, I am sure, will pass their dad's values on to their children. I feel honored to have had the opportunity to interview them.

Lizbeth Blas is currently entering her senior year of high school at the International Technology Academy. Maribel Blas graduated from Cranbrook as a HUB scholar in 2013 and then attended Kalamazoo College where she earned her Bachelor's degree in French and Psychology. She then went on to earn her M.S. Ed. from the University of Pennsylvania. She now teaches Spanish and French at the Loomis Chaffee School in Connecticut and will be assisting with admissions in the fall.



Dr. Taylor (center) is proud to work with such passionate students and educators.



Lizbeth Blas (left) and Maribel Blas (right).





Ms. Annie Duerr assisting Rayvone Stephens



Sophomores Bryanda Washington and Saran Sangary



Senior Jessica Ramirez

COLLEGE PREPARATION, THE COLLEGE FAIR, AND SPARTAN QUEST

By Annie Duerr

The College Prep class kicked off just before the summer session began with a trip to Michigan State University. MSU hosts rising HUB seniors at a program called Spartan Quest. Students get the opportunity to meet with representatives from academic programs and support offices on campus, plus they get to stay in the dorms and eat in the dining halls. This is a truly transformative experience and was a great introduction to College Prep. Back at HUB, students began by researching different colleges and universities. Did you know that there are over 2,500 universities in the United States? Some students develop interest in schools they'd never heard of before. The college fair midway through the summer was a great opportunity for students to meet admissions representatives and alumni from nearly 40 different institutions and learn more about their experiences as students or staff members.

Many college applications open August 1st and require an essay, so the biggest assignment of the summer was to answer one of the seven prompts and share something with admissions that they might not otherwise know from reading the application. Mentioning grades or general academic achievements is discouraged. This essay is more creative, and students did very well!

One of the biggest challenges for students is financial aid. The Free Application for Federal Student Aid (FAFSA) opens October 1st and determines how much aid a student can receive for college. Antonio Junior-Robbins from the University of Michigan Office of Financial Aid led a wonderful workshop introducing students to financial aid, while also discussing some of the difficulties they may face over the next year, and years to come, since the FAFSA needs to be filled out each and every year a student is attending school!

After the summer session, students will be ready to start their college applications, and because of the work we've done this summer in College Prep, many will be able to submit all their applications by winter break. This is highly beneficial to students because they can focus on submitting scholarship applications and securing aid during the second semester so they can fulfill the goal of going to a college or university of their choice hopefully debt free.



Senior Malisha Jackson



Horizons-Upward Bound students leaving their mark at Michigan State University



HUB students engaged in a Q&A session



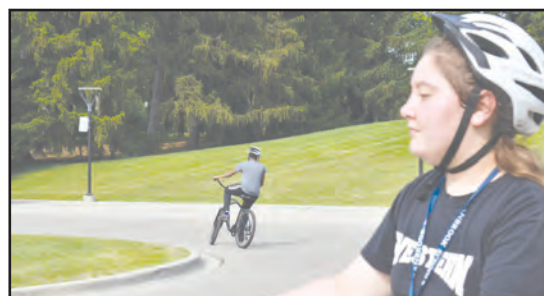
Senior Jessica Ramirez



FROM ACADEMICS TO ATHLETICS



ALL THAT WE DO HAS A PURPOSE



REFLECTIONS ON HORIZONS-UPWARD BOUND



Weveney Williams-Barber with CK tutor Sam Angileri

By Wendy Hedstrom

Teaching 12th-grade literature this summer has been an incredible experience. This year's group was very lively, very involved, and more than willing to lend their voices to discussion. We started the summer with six short stories from a diverse range of time periods and authors. The students read the assigned story the night before and came to class prepared with two written questions for discussion. We also did a reading response question, based upon the reading for the day. It was designed to get them reflecting on the deeper meanings of the story. They had 5-7 minutes to answer the question in writing. I collected both papers, and then we discussed the text and answered their discussion questions as a class. We continued this practice into our two-week reading of the graphic novel *Persepolis* by Marjane Satrapi. It is about a young Iranian girl caught in the middle of the Islamic Revolution in the late 1970s. The book went over very well and led to some incredible discussions about oppression, growing up, history, and families. I gave two exams this semester, the second one as a practice test for a college literature course. The students were stressed about it but performed admirably. We finished the semester by spending a week working on video projects. The students worked in groups to make their own videos, where they interpreted one of the seven literary works we covered this summer. It was a very fun project, and they were excited to show them to everyone on Theme Day.



Seniors Rupnahr Ali and Jessica Ramirez

A note from Markieta Jackson, HUB senior: With the help of this program, I learned how to come out of my comfort zone. I learned so many new and amazing things that I can share with others. If I kept to myself and had not joined the HUB program, I would have never met so many new people. I do believe that Horizons-Upward Bound motivates me so much because now I see more greatness in myself.



Mrs. Peggy Pennock teaching Salsa dancing to Mrs. Paulina Shaw's Spanish class

By Renata Bush, MA, LLPC

The HUB program at Cranbrook is phenomenal! Unlike other programs, it is uniquely and creatively designed. The program has been developed to prepare students for the benefits and advantages of higher education, but it also prepares students for so much more. The students gain social skills, learn group dynamics, and increase their self-confidence. It was expressed by a student that Cranbrook's HUB program has changed his life. "This program has taught me commitment on a deeper level, perseverance, and resilience," Xavier Harrison recently stated. What a difference it would make in the lives of our children if they all had an opportunity such as this.



Xavier Harrison and TaRon Jones with Academic Dean Brenda Gatlin



EXPERIENCE OF A NEW TEACHER

By Jodie Helme-Day

"We suffer more from imagination than from reality." – Seneca

When Dr. Taylor asked me to join the reading department this summer, I was unclear as to what my duties would be, but I was excited to be doing something new. As a librarian at the Cranbrook Kingswood Upper School, I had become comfortable in my daily duties and used to working "behind the scenes" to help students. Imagine my surprise, and discomfort, when I discovered at orientation that I would no longer be behind the scenes but at the front of a classroom for the first time in my life.

Many people much wiser than I have spoken about how if something frightens you then you should do it. I immediately thought of this and held on to it until the first week of our summer session. I am so pleased that I pushed through my fear because meeting and working with all the amazing students in my classes has been so much fun. All of you inspire me every day, and I feel lucky to have met you.

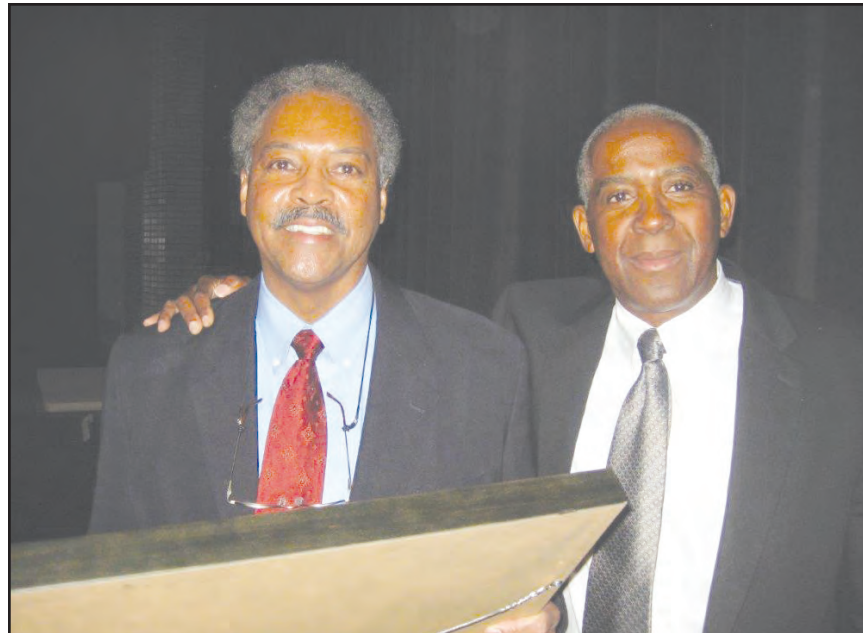
IN MEMORY OF FRED BLACKMON, CK/HUB CLASS OF 1969

By Rod Fonda, Cranbrook Class Secretary of 1969



Thirteen faculty and advisors for the fifty-one students gave a remarkable ratio of 4:1, not counting the eight student prefects.

The original 1965 HUB Class, of which Blackmon was a member.



Fred Blackmon and Dr. Darryl Taylor at the 2011 HUB Commencement.

Look at any photo of Fred Blackmon, whenever taken, and the first thing of note is his big smile. The man behind that smile was an important member of the Cranbrook and Horizons-Upward Bound Communities until his death this past spring. Fred was part of the original Horizon's Summer class at Cranbrook in the summer of 1965, a graduate of Cranbrook School in 1969, and a long-time member of the Board of Trustees for Cranbrook.

In 1965, Lyndon B. Johnson was President. Fresh off his victory as the peace candidate, winning in a landslide over the warmonger Barry Goldwater, LBJ was ramping up the war in Vietnam. His foibles in foreign affairs notwithstanding, LBJ had achieved a monumental legislative victory, the Civil Rights Act of 1964, that finally, finally, meant that the segregation of races in the United States would end. But the fight for Civil Rights was hardly over; while many people may have thought it was simply a Southern problem, the riots in Detroit in 1967 demonstrated that racial inequalities were a Northern problem as well. Cranbrook's Assistant Headmaster, Ben Snyder, was way ahead of that curve. His program, initially called Horizons, and later Horizons-Upward Bound, started with tutoring at Cranbrook for students from the inner city in Detroit. In 1965, Snyder's vision expanded to the summer: students came to Cranbrook for a couple of months instead of a Saturday. Within the next few years, some of the top students from the summer program were invited to join the student body at Cranbrook for the regular school year.

In the summer of 1965, Fred was one of five friends from Butzel Junior High in Detroit who were selected by their school to be members of that original Horizons summer program at Cranbrook. Fred and another member of that group, Mike Hawkins, ultimately became members of the Cranbrook School Class of 1969. Another of those five friends, Larry Taylor, remembered Fred as tall for a junior high kid, with "good" hair—and as "the smart one." After he started at Cranbrook School his junior year, his new classmates also saw the smart side of Fred, but in addition, they came to know Fred as a friendly, level-headed guy. In the *Brook*, Cranbrook's Yearbook, the entry for Fred's senior year lauded his "maturity"—an attribute rarely found among any senior at Cranbrook.

After Cranbrook, Fred went on to Ann Arbor to attend the University of Michigan. After graduation, he got into the insurance business. Fred started an insurance agency; then, when it became a solid financial entity, he sold it to a large insurance company. The process worked so well, financially and otherwise, that Fred did exactly the same thing with a second insurance agency. He ended up working for Zurich, one of the largest insurance companies world-wide.

Along with his success in the insurance industry, Fred returned as an adult to serve Cranbrook on its Board of Trustees and was part of the Board's Audit Committee. A fellow Board member was Brock Landry, Cranbrook '65, one of the Counselors for the original summer Horizons program in 1965. Brock remembers Fred's contributions of "a great deal of judgment and financial acumen" and that Fred's "questions were always thoughtful, focused, and articulately presented. When he raised an issue, others took note. His quiet but incisive manner drew the respect of all his colleagues."

Thanks to the Horizons program, Fred Blackmon and Cranbrook enjoyed a lifelong relationship. Ben Snyder's vision was to provide underserved boys in the Detroit area with educational opportunities not otherwise available to them; Fred Blackmon made the most of the new opportunities Horizons provided to him. All of Cranbrook mourns Fred's loss and misses his contributions, but the achievements throughout his life demonstrate how Horizons-Upward Bound can benefit not only students but the entire community.



Mrs. Peggy Pennock



Sophomores Yahia Malik, Gregory Taylor, Joseph Getter, and Jason Haywood prepare their writing portfolios.

THE COMPOSITION DEPARTMENT

By Peggy Pennock

If one reads to discover another's truth, then one writes to tell his truth. This is the idea that gave birth to the Composition Department, which began its first season this summer with teachers Nathan Wells (for the 9th graders), Dean Beyma (for the 10th graders), Richard Robinson-Sanabria (for the 11th graders), and Peggy Pennock (for the 12th graders).

The goals of the department are for HUB students to develop writing proficiency based on Common Core standards and to apply their skills in the practical everyday use of the English language. Students will also demonstrate their skills on either the ACT, which requires them to write essays of argumentation, or the SAT, which requires them to write rhetorical essays.

By the time students complete the Horizons-Upward Bound Program, they should be able to write at a college freshman level by using the writing process of brainstorming, rough drafting, peer and self-editing, re-writing, and completing a final draft. Therefore, rising freshmen write both personal narratives and explanatory essays; rising sophomores, persuasive and argumentative essays; rising juniors, comparative-contrast and cause-effect essays; and in preparation for college, the rising seniors, rhetorical, college, and scholarship essays.

In addition to polishing up on grammar, students learn the art of rhetoric by establishing their own voice, using parallel construction, metaphors, humor, anecdotes, irony, chiasmus, hyperbole, litotes, epigraphs, the simple present tense, sentence variety, clear and concise language, imagery, vivid verbs, allusions, and poignant expressions. Rising Senior Saniya Davis states that if she had a chance to take the course over again, she would. She continues, "I feel that I learned so much in six weeks; I would probably learn even more if I could take the class for a longer period of time!"

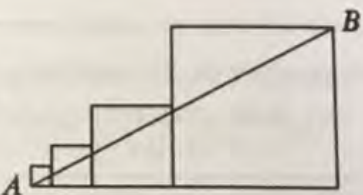
And voilà! The result is on the horizon: a budding novelist, poet, journalist, screenwriter, essayist, editor, and most of all, a communicator for life!

MATHEMATICS PROBLEM OF THE WEEK

Mr. Gordon Powell has been offering a mathematics problem of the week since the summer of 2013. The problems are taken from or modeled after the Blended Learning for Achievement in Mathematics (BLAM) problems that many teachers use within their classes. The problems are meant to challenge students and staff to think critically. A variety of problem types are offered and require knowledge of general math, algebra, geometry, and number theory. The problems often have a variety of methods for solution. The hope is that students of all levels have an opportunity to solve each problem offered. At the end of each week, correct solutions are sorted out and are placed into a drawing. One winner is selected and must stand before students and staff and describe their solution. Dr. Taylor provides a prize for each winner. The following problems were offered this summer.

WEEK 1

Four squares are lined up horizontally, as shown. The length of a side of the first square is 1. Each square after that has a side twice as long as a side of the previous square. What is the value of AB ?



WEEK 2

The measure of an interior angle of a regular polygon is eight times the measure of one of its exterior angles. How many sides does the polygon have?

WEEK 3


If $3x - 3y + z - w = 7$ and $5x - y + 3z + w = 3$,
what is the value of
 $x + y + z + w$?

WEEK 4

A train traveling at 45 miles per hour enters a tunnel that is 1 mile long. The length of the train is $\frac{1}{8}$ mile. How many minutes after the front of the train enters the tunnel does the back of the train exit the tunnel? Express your answer as a decimal to the nearest tenth.

WEEK 5

The College of Hard Knox belongs to a six-school league in which each school plays four games with each of the other schools. No tied games ever occur, and the other five schools finished this season having won, respectively, 20%, 30%, 35%, 60%, and 80% of the league games they played. What was the The College of Hard Knox's final winning record in the league this season (expressed as a percent)?



WEEK 6

In the ordered sequence of positive integers
 $1, 2, 2, 3, 3, 3, 4, 4, 4, \dots$,
each positive integer n occurs in a block of n terms. For what value of k is the sum of the reciprocals of the first k terms equal to 1000?

Answers: Week 1: 17 units. Week 2: 18 sides. Week 3: -2. Week 4: 1.5 minutes. Week 5: 75%. Week 6: 500500

CRANBROOK SCHOLARSHIP RECIPIENTS

By Rich Robinson-Sanabria

One of the benefits of enrollment in Horizons-Upward Bound that is offered to select students is a scholarship to Cranbrook Schools. The scholarship is usually offered to rising sophomores and juniors. This year, three rising juniors (and students of mine) were offered, and accepted, scholarships to Cranbrook. The students are Nasir Forney, MD Khalique, and Aboubacar Sangary. I recently sat down and talked with these young men about this exciting opportunity, what they expect, and the differences between Cranbrook Schools and the high schools they attended previously.

Nasir Forney is enthusiastic about attending Cranbrook, although he admits to being “confused as to why I was picked for the scholarship.” Forney believes that the academic challenge will be easier to adjust to than the social aspect of changing schools. “U of D is not an easy school. There are high standards, and it takes a lot of effort to make good grades.” Forney decided to accept the scholarship when he realized the extent to which U of D wanted him to stay. “My friends jokingly called me a traitor, and the school offered me scholarships so I would stay.”

MD Khalique (yes, MD is his full, real name!) is delighted at the opportunity to attend Cranbrook. Like Forney, Khalique is saddened at the prospect of leaving his friends at Cass. However, his eagerness to be a part of the Cranbrook community outweighs the regret of parting from a familiar place and familiar people. Khalique realized the significance of this scholarship when counselors at Cass “tried to keep me there by offering me scholarships.”

Aboubacar Sangary is both amused and amazed by the prospect of attending Cranbrook. He says he hopes “this will be the start of many adventures.” Like his friends Forney and Khalique, Sangary was offered enticements to stay at Cass. Realizing the importance of the scholarship, he is “looking forward to this new chapter in my life.”

These young men have good attitudes about the once-in-a-lifetime experience they have been granted. They are approaching their futures with a combination of excitement, hope, and wisdom that is thrilling and encouraging. I am sure that Nasir, MD, and Aboubacar will do their families, their respective (former) high schools, and Horizons-Upward Bound proud.



Nasir Forney



MD Khalique

Note: Aboubacar Sangary was unavailable to be photographed



Camille Misra

AN INTERVIEW WITH CAMILLE MISRA

By Katie Quinn

Camille Misra is a 2019 graduate from Cranbrook, but despite being so young, she has already accrued an impressive list of accomplishments. Misra was kind enough to take the time out of her busy schedule to speak with HUBCAP regarding her experience as a swim instructor and a Cranbrook student.

Q - What was your experience like as a student who attended Cranbrook?

I was influenced by my brother, Danny, who had such a positive experience at Cranbrook. He loved the challenging academics and the way the students and teachers were so respectful to everyone around them. And my parents loved the diversity and nurturing nature of Cranbrook. My family has a diverse background, so that is one of the things that made me feel so comfortable about Cranbrook. Seeing people who looked like me in Cranbrook helped me fit in and realize that I belonged here, and this especially became true once I joined the swim team.

Q - When did you realize you wanted to work as a swim instructor?

Again, I was inspired by my brother, Danny. He was an RA for Horizons-Upward Bound, but he was also a swim instructor before, as a junior or a senior. He told me about HUB and its mission statement, and I was instantly interested. I was a swim instructor before I worked with HUB, but the kids I taught in the past were always much younger in age. The HUB students are so close to my own age, which makes it even more fun.

Q - What is your favorite part about being a swim instructor?

Honestly, swimming is something I am so passionate about, and I really want to get people to feel the same way I do about swimming. Sometimes, when I’m teaching, the kids look at me like I’m crazy, but I’m so passionate about it that I just can’t help myself. Seeing someone do something as simple as floating in the water makes me realize, “Oh wow, I helped you accomplish that,” and it is such an amazing feeling; I believe that swimming is an important life skill, and it’s unfortunate so many people don’t have the access to develop this essential skill just because some people don’t have access to a pool, or they don’t have someone to teach them how to swim. This isn’t like a job for me; it’s like a hobby.

Q - What advice do you have for current HUB students?

My biggest piece of advice would be to take the opportunity to take advantage of what HUB has to offer. As long as you apply yourself and are always curious and adventurous, you can diversify yourself!



A HUB student learning how to float.

SPECIAL ACADEMICS

by Dr. Henry Cole

A key ingredient in preparing our students for college is empowering them with a background of diverse academic subjects. To this end, HUB initiated the Special Academics Department for the Summer 2019 HUB program as represented by Mr. Richard Munoz (French, grades 9-10), Mrs. Paulina Shaw (Spanish, grades 9-10), Ms. Annie Duerr (College Preparatory, grade 12), and Dr. Henry Cole (SAT Math, grade 11).

The purpose of the department is to reinforce Common Core standards and prepare students to deal with complexity, change, and knowledge of the world they live in. Students acquire conversational skills in French and Spanish, college preparatory skills, and essential SAT mathematics skills. The common thread for these courses is language skill development which includes speech, vocabulary development, writing, reading, problem solving, and critical thinking skills, providing the foundation for pre-college and vocational careers.

WHAT HAPPENED IN SPANISH CLASS THIS SUMMER

By Paulina Shaw

This summer I invited Mr. Randy Kaplan to sing Spanish songs for my classes. My students learned the songs “La Bamba,” “Cielito Lindo,” “Quizás, Quizás,” and “Cuando Calienta el Sol.” Also, Mrs. Peggy Pennock came to teach my students her love for dancing. She taught my students to dance Merengue, Bachata and Salsa. Mrs. Pennock also included the history of all these dances in her lesson. My students also watched the documentaries *The Legendary City of Gold*, *The Mexican Lost City*, and *the Secrets of the Nazca Lines*. Watching these documentaries, my students learned about the importance of the Incan and Mayan civilizations.

Ms. Maribel Blas also came to talk to my students about her trip to Machu Picchu in Perú. Through the pictures that she took during her trip and her recount of the trip, my students learned about the Peruvian culture. To finalize the summary of my classes, I can’t forget to mention the delicious pastries that my students had. It’s a tradition in my Spanish classes to have different Mexican pastries from Sheila’s Bakery in Pontiac.

As far as the grammar and vocabulary taught this summer, my students were introduced to basic verbs and to the present and past tense of those verbs. They also reviewed numbers by playing bingo and using reviewing numbers when telling time and solving math problems. They also reviewed vocabulary related to greetings, making introductions, expressing how they are feeling, farewells, and saying where they are from. They also learned the Horizons-Upward Bound pledge in Spanish. This is a great way to practice pronunciation and build confidence when speaking

Spanish. As you can see, it was a good summer filled with exciting activities in Spanish class. My door is always open if you wish to learn Spanish or brush up on the language. I hope to see you in one of my classes.

FRENCH CLASS

BY RICHARD MUNOZ

French I and II focus on the key areas of listening, speaking, reading, and writing skills in French. Each lesson introduces new vocabulary and grammar concepts through listening comprehension, speaking, and writing activities. Students learn to talk about themselves and others. Regular and irregular verbs are introduced in the present and past tenses. Simple grammatical structures are practiced with a variety of learning styles in mind. Each unit contains repeated opportunities to practice that content, along with one quiz per lesson and one exam per unit. The students also create a poster representing themselves (likes and dislikes, family and friends, etc.), written in the target language. They are introduced to French culture by watching an authentic French movie. French I watches *Girlhood*, a movie about a girl living in the projects in the suburbs of Paris. French II watches *The Child (L’enfant)*, the story of a young couple with a baby trying to survive the difficulties of everyday life. They explore popular and contemporary French music and enjoy French snacks such as croissants and macarons.



Randy Kaplan performing for Paulina Shaw’s Spanish class.



Mr. Munoz’s Freshman French class.

HUB Study Hall

By Krystal Cooper

“Our goal is to support and assist students enrolled in the program to graduate from high school in four years and successfully attend a college or university of their choice, debt free.” ~ HUB GOAL

To ensure that HUB’s goal is met, HUB students are engaged in completing assignments for our rigorous curriculum starting at 8:00 a.m. The program provides three one-hour study hall sessions each day. During study hall, HUB scholars have a chance to collaborate with other students on assignments and receive support from the HUB teachers who are present at all study hall sessions. Resident advisors are present during the evening study hall session to provide support as well. By offering students study hall sessions, we are preparing them with the necessary skills to succeed: time management, study habits, interpersonal skills, and critical thinking across the curriculum. These important skills are conducive to their high school and college success.

GETTING HOOKED ON SCIENCE!

By Nadine Tibbs-Stallworth, Kevin Byrd, and Laura Elwood

It is absolutely imperative that students recognize the importance and influence of science in their everyday lives and the value it holds in their pursuit of future careers. A person's scientific knowledge can improve their quality of life at many levels from routine everyday decisions to global issues to their career of choice. Believe it or not, it plays an important role in public policy, personal decisions, environmental conservation, health, agriculture, transportation, defense, communication, economics, exploration (in space, oceans, seas, and land), and our leisure endeavors. We should all be "hooked on science" as it is so entwined with our lives. Unfortunately, we are not.

It is the mission of the science department to "get students hooked on science," to see the science in everything they do, including studying and learning other subjects. This might seem to some as a huge stretch in dendrite connections, but you would be surprised if you really thought about the concept I'm proposing. That is another intellectual discussion for another time. The instructors in the science department have designed the summer session to introduce students to the fundamentals and key concepts of their course that are essential for students to master for continued success. To demonstrate the relevance of their courses in the lives of students, instructors engage them in real world applications using the scientific concepts through experimentation that envelops all the components of the scientific method in a variety of ways and sequence. Why? That is "real" analytical, synthesizing, and constructive thinking.

Science, like other subjects, has been advanced by the brilliance of people of all ethnic backgrounds. This year, Biology students were charged with exploring the contributions to science made by scientists of color, African Americans, Asians, and Latinos. The thirty-nine scientists chosen actively participated in the scientific world and made contributions that broadened the knowledge base for all scientists worldwide. Biology is the science that studies all aspects of living organisms, from the microscopic algae to the largest animal, the elephant. Students investigated the characteristics of life to answer the question "Is Yeast Alive?" To their amazement, those granular samples of dried yeast when paired with warm water and sugar did exhibit the characteristics of life by budding and producing carbon dioxide. To examine the proliferation of vegetation and crops, rising ninth graders planted a micro crop of corn, basil, and onions. This activity allowed them to actively grasp the concept of growth rate and fine tune their skills in collecting evidence, making observations, and writing descriptions introduced in their Mystery Box activity. The microscopic environmental biome must not be forgotten and is investigated by rising ninth graders through their collection of samples off of twenty-two classroom and personal surfaces before and after cleaning. Finally, the highlight for rising ninth graders is the closing activity that investigates the anatomy and physiology of a frog through dissection. Mr. Byrd and Mrs. Tibbs-Stallworth have enjoyed watching their students increase dendrite development and having eureka moments.

Chemistry is the branch of science that identifies and examines the composition of matter. It involves the investigation of its properties and the way it interacts, combines, and changes to form new substances. Dr. Cole organized the summer session for rising tenth graders to revolve around the fundamentals of chemistry with lectures and hands-on experiments in the laboratory. It is through this course that

students experience the combination of lecture, application, and the integration of mathematical skills obtained in algebra to solve chemistry problems. Students broaden their skills in measurement and laboratory techniques and equipment usage. They explore the abstract concept of the Atomic Theory and the structure of the atom. They also explore and unravel the wonders of the Periodic Table, the Monet and treasure of the chemical world. The students able to understand the codes contained in the Periodic Table possess the keys to success in this course and all courses that follow. With Dr. Cole, students learn nomenclature, experience types of chemical reactions, acid-base reactions, conservation of mass, chemical equations, balance equations, molar mass, and stoichiometry; the majority are accompanied by laboratory experiences. Dr. Cole's enthusiasm for chemistry is contagious, and students are actively involved in his classes.

Mr. Tarchinski is the newest member of the science department and teaches Physics to the rising eleventh graders. Physics is the science of the natural world. It is the study of matter and energy and the interactions between them. All organisms engage in Physics whether asleep or awake. Mr. Tarchinski has organized the summer session around the topics of one-dimensional motion, Newton's three laws of motion, free fall, work, energy, and power. As we are such active participants in this science, it is a hurdle, at times, to analyze our actions or the actions of objects in motion. Like chemistry, this course also utilizes the mathematical skills from algebra to analyze the physical laws. Students explore these laws through lectures, experiments, and problem solving. The culminating activity of this course is the building and blast off of rockets, an activity that unmistakably exhibits the summer course of studies.

Anatomy and Physiology is the study of living beings' structure and function. This course gave rising twelfth graders a detailed look at the major systems of the body. Mrs. Elwood's use of the *Reader's Digest* book, *Joe and Jill's Body*, gave the outline for the course. The unique aspect of this book is that the body parts are talking to the reader, describing themselves and their connections and interactions to other body parts and systems. It reads conversationally and pulls one into the space of the organ and system. Students created a three-foot replica of the skeletal system, labeled all the bones, and applied geometric directional terms to describe its positional view. The zenith of the course was the dissection of the fetal pig. Pig's systems are mirror reflections of humans', so students are able to visually experience their own body systems through the pig. Students walked sequentially through the dissection of the pig, experiencing learned content. Rising seniors also dissected a sheep pluck, which is the heart and lungs, as well as a sheep brain with cranial nerves.



Mrs. Laura Elwood performing a dissection for her senior class.

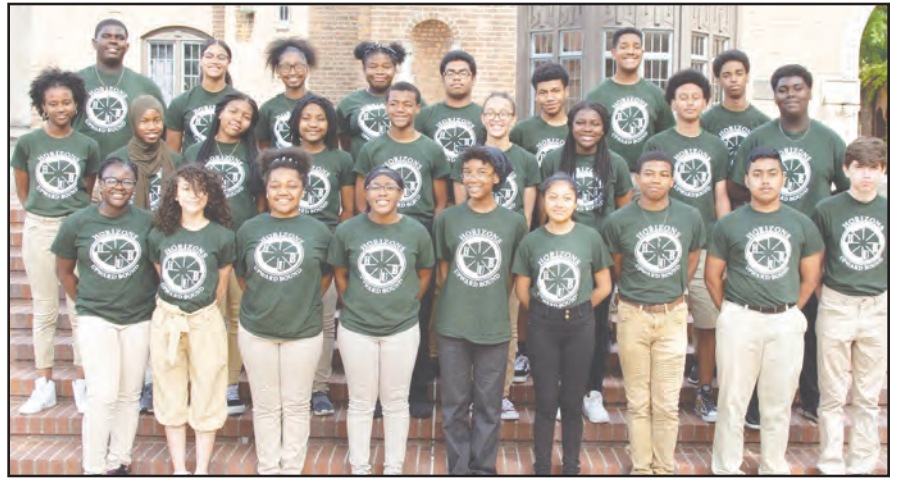


HUBCAP

HORIZONS-UPWARD BOUND SUMMER 2019



HUB CLASS OF 2023



HUB CLASS OF 2022



HUB CLASS OF 2021



HUB CLASS OF 2020



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THANK YOU TO ALL OF OUR CONTRIBUTORS!

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