

Episode 100-Jake Horne

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SPEAKERS

Jake Horne, Moira McCullough

M Moira McCullough 00:00

Welcome to the College Scoops podcast. I'm your host, Moira McCullough and today we are talking with Jake Horne about the power of mentorship.

J Jake Horne 00:07

It's a relationship and a relationship built on trust. It's a relationship that is challenging the ideas in the thinking of these kids

M Moira McCullough 00:29

This is the College Scoops podcast and I'm your host, Moira McCullough, we focus on everything college related from the admissions process to where to eat, stay and explore on Enron campuses. Our guests include founders, educators, authors and experts in the college space. Join us as these experts share their knowledge, experiences and lessons learned to help you have stress free and formative and tasty college journeys. Whether it's your first or last child going to college, or you're just interested in going to a college town for a game or meal, we've got you covered. If you haven't already, please subscribe to the College Scoops podcast to get the inside scoops and everything college related and leave us a review. Thanks to all of our sponsors partners in the entire College Scoops Ambassador team for helping us bring valuable content to our community. If you would like to support College Scoops as a sponsor, please head over to Patreon at patreon.com/college-scoops and sign up as a sustaining listener, insider or Deluxe sponsor. We have exclusive benefits for our members, even a College Scoops care package. Originally from Boston in schools in the Independent School world graduated from Harvard and completing master's programs at the University of Hartford and Trinity College, Jake Horne founded several ventures in the renewable energy field spinning from the late 1970s through mid 1980s. Focusing on renewable energy, public policy, small scale, hydroelectric and windmill Energy Design and Production. Jake shifted in the world of secondary education in the mid 80s. After realizing the power of teaching and the unmet needs students have, especially secondary school students who have oodles of questions about ideas, life and purpose and minimal opportunity to pursue inquiry. With older experience and thoughtful mentors. This evolved into Jake's lifelong passion of working with high school and college students. Initially as a secondary school

college advisor, admissions director and the United States History teacher and student advisor, Jake founded The Student Compass in 2006, as a mentoring and resource organization designed to support students in future planning, developing self awareness, self agency for thinking habits and planning and informing strategies to act on those plans. The Student Compass is committed to supporting young adults and becoming better prepared to take on the new complexities and challenges so rapidly and dramatically transforming this new world. Welcome to the College Scoops podcast Jake, thanks so much for joining us today.

J Jake Horne 03:00

My pleasure. This is great. I'm looking forward to this.

M Moira McCullough 03:03

I love the background. I'm a book person. So if I get distracted, it's because I'm reading your books in the back. What next on my list to read?

J Jake Horne 03:14

Exactly.

M Moira McCullough 03:16

Oh, my gosh, it is such a busy time. But I found you because I read an article on Thrive Global, which I really enjoyed. And there was so much in there, I can't even begin to address that's going to be like a five podcast series. Because it was just so rich with so much information. You were in renewable energy, public policy, hydro electric windmill Energy Design, I mean, all of that. And then you were in education. And I was just intrigued, and now you're mentoring students at the student campus. So how do you even go from one to two, three? How did you do that? What inspired you?

J Jake Horne 03:53

Well, I mean, I great question. I have always been intrigued with such thing as renewable energy. I just think it's, it's not only sensible, is brilliant. It's natural, it you know, it's it, it fits into the order of natural order of things. And, you know, I've pretty much always found that fossil fuels are pretty, pretty gross. Anyway, as far as a fuel system, but in when I was in Boston, I worked at the Massachusetts Solar Energy Office, and they were a bunch of young Turks. This is the, you know, mid to late 70s, when Dukakis was governor, and you know, it was like, pump. Everybody was so fascinated, but these were, you know, these were, you know, ex hippies who are just like inner being creative. And, and I think I got, I got to work in this group of really creative, kind of wonky but lovely people, led by a brilliant young fellow who just had this vision, and the caucus supported him all the way so I, you know, I've worked in that office for two years. And then they got closed up, because the caucus lost. And, you know, like all things political, you know, it all got swept out. I ended up moving to Connecticut because they were looking for somebody to develop hydroelectric power policy. Okay. And I think there's a sort of sense that, that if you, if you are have gone to a really good Ivy League school, geez, you must be able to do anything. I'd had no

experience with hydroelectric power, you know, but I, but I love to learn. And so I came, and I spent a year and a half, surveying the state, you know, looking at specific hydro sites, and which were possibly developable. And in those days, there were developers who would, you know, develop particular sites, where you could sell energy back to the utility companies, that was a massive federal mandate. So that was the driver behind this. And it was, it was fun, because I was a contractor. And I could pretty much do my own thing. And I developed a pilot power policy, and then ended up eventually leaving that and working for a metropolitan, quasi public private water company who had dams, and they really wanted to develop there. And that was really an eye opener, because it was politically pretty fraught. But nonetheless, simultaneous into this, I'd inherited Trump, that's maybe a very long winded answer. So I'm sorry, no, I love it. I inherited a trunk, a family trunk, full of letters from, from family members for over the last 400 years. And I was fascinated, I just all of a sudden it was my eyes were open to this, these ancestors that were I share DNA with but also that I then had live this these experiences, some of which was very similar in terms of the things they thought about, and they fell in love. They love poetry, they read they were involved politics, if you're just like me, except it was a couple 100 years ago, and a different historical context. And I've always loved history. So I said, Okay, I think I want to teach history. So I went to a guy actually got a master's degree at Trinity College, in American Studies, got a job at a school called Forman, which is in Litchfield, Connecticut, and is really, those days in the 80s. He was at school for students for specifically who had dyslexia, okay, now, you know, people didn't really know what dyslexia was. But these kids were coming out, many of them were coming out of the public schools, pretty well heal families, but nonetheless, public schools, and they were considered the less than intelligent individuals, because they couldn't they struggled with reading, they struggle with attention, they struggle with processing. And I, of course, had no experience with this, like everything else I do. And I saw this very steep learning curve, and I started teaching history. And these kids were getting, they just were like, well, you know, it because, you know, the traditional model is, you talk to them, and you they use a textbook, you expect them to read and they write. That's not the way dyslexic brains work. And so, over time, it became perfectly apparent to me that this is just a completely bankrupt model. And that, but these are really bright kids. And they're, I mean, these are really creative kids. These are kids who are great theater, they're great in the visual arts, they're great music, you know, but if you ask them to take a test their lives. And so it took me a while to kind of figure out what actually kind of works. And so ultimately, I ended up creating a course. And I was actually I was able to do this because I was also Academic Dean by that time. So I could create a course, which was a social political science course. And it was student driven, student directed. And basically, I put my the class of 10 kids, I had mix boys, girl, young women, young men, and I put them on an island. And I say, here are your resources, you know, create a society. And so my job really was sort of as a guide or an A director and sort of to moderate, but basically, it was I was permitted myself and them really a year to develop a society. And every year it came out very differently. Some years, it was purely a pure democracy, and the allocation of resources was equitable and wonderful and everybody was getting along and negotiating. They were compromising and Some years it was an absolute totalitarian system, usually run by the boys. You know, when when the girl you know, the girls like fighting like crazy for a place. I mean, it was really interesting. But the but what I learned is firstly that the kids got really into it, they learned more about political science and history and negotiation and the dynamics of politics. And, and, and leadership and government than I could ever have taught them how to protect, because they were experiencing their sort of limits. And but, you know, on top of that, we were kind of looking back and forth at different models that have come up over the past years to say, how is it that, you know, this particular earlier group had come up with a very different, you know, a governmental model, or a political cultural civilization model? And so we sort of dissect it all. And again, the beauty is, this is kind of the, to me, it's student directed student empowered, experiential education. And, and they love it. And they thrive. They all did really, really well.

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Moira McCullough 11:14

You mentioned when you launched that program, you were the Academic Dean, I wonder would you've been able to change that model as just a teacher? Was that hard culturally, within the administration, to kind of present a different model of teaching?

J Jake Horne 11:34

So it's at this particular school now, because anything that worked was ok.

M Moira McCullough 11:38

So you had the patience, the creativity, the to a find out how kids were learning or not learning, and try to figure out a method that would engage them and then bring them together as a community. Right?

J Jake Horne 11:52

Well, I was. And yes, but again, that's the nature of this particular school, because, you know, you've got kids who just like beating their heads against the wall. And, you know, they're feeling as if they're have no, they're not intelligent, they have the low self esteem. And if you're, what you're getting back in this particular, this particular course, was, I'm smart, I'm bright, this is really interesting. I get it, you know, and it's like, how can you not love that,

M Moira McCullough 12:20

But were they almost kind of hesitant too at the beginning? You had to give them permission, okay, this is the way we're gonna work this lesson. And some students may have not believed that that was actually

J Jake Horne 12:32

Well, I mean, we're certainly within the typical style of discipline. So it was an oddball,

M Moira McCullough 12:36

It's like, wait a minute, see setting us up, or we're gonna be in the principal's office.

J Jake Horne 12:39

But remember, this is an independent school. So exactly, you can pull this kind of stuff off without a lot of bureaucratic oversight. The other thing is, the feedback for the parents was so positive that, you know, nobody could touch touch it anyway. You know. But, but for me, it was a powerful learning experience. Because, so, so, in looking at my earlier life, in renewable energy, which was a more of a macro model of doing something of, I think, educational power and merit to this micro, you know, one on one sort of mentor and environment, it just seemed to me that there's more power in that, that the working, you know, in the, in the pop political world, you have to be very agile and skillful and ready to be fresh off. Whereas I could work with kids directly and have a direct and the impacts are palpable, and noticeable

and, and set them up in many ways to be able to go off into the big wide world feeling different, at least knowing that they had certain capabilities. But it still was short of what course the real educational model should look like. And that's a you know, that's a bigger story.

M

Moira McCullough 13:56

When when I was growing up, it was more like the Montessori model. Each one of my kids had the opportunity to go to a school where it was more applied science, applied math. And it was amazing how that just resonates with some students and they get so much more out of it than then you said a normal book with an assessment and a test and a quiz. That kind of is just like, Okay, if I read well, and I have a good memory, I can just knock it off and get 100 or close to it. And and if he asked me to go out in the world and apply that skill.

J

Jake Horne 14:30

Exactly. So thinking about schools, Montessori is pretty much the closest model I think that that has constancies through multiple grades. Okay, because there are schools that do fourth grade, they're doing you know, something or they're eighth grader doing something, and very often it's, it's teacher dependent, you know, and there's a teacher leaves, it's gone, you know, so, so the, the problem with today is educational model. And hopefully it'll, you know, it'll go through this massive transformation out of necessity, but really is that there that there is this disc of confirmation, this formation over time of how kids learn and what reinforces their learning in a Scapa lien kind of model K through at least 12. Because so you've got, you know, your, you've got, I think there's a lot of interesting effort be done at the lower level at the K through third grade, fourth grade. And then, you know, in anticipation of the middle school, they this, you know, kids start going into individual classes and things becomes begin to get siloed. But before that, there's this sort of melding, it's sort of like this playground of experience that these kids are learning by doing. And they're an ad, it's pretty much student directed, and the kids are just doing their thing, and the teacher get it. But something happens, you know, as they're approaching this middle school, and certainly as they're approaching High School, where everything is like chunked down into these in these separate silos, which have which struggle to find shared, shared threads, historical and cultural and human threads between the silos, which are very much there in the human experience, but it's easier to teach. It's easier to institutionally, that's the way it's set up. And the assessment models are set up that way too. So that if you don't teach, if you don't teach in that in that solar sort of siloed model, you know, the kids don't perform as well on the standardized testing, and as the core curriculum set up by the state, or the Feds or whoever, and therefore, you know, your school fails, and you're out of business. I mean, I mean, it's right on a push back. But there's no question that we're live, we are in this continuous thread, from birth all the way through, and it's, and there's no, there's no pulling off. I mean, it's not released artificially, there may be things that happen, but, but by and large, it's just this flow of experience. There's always why Schools shouldn't be that way. And that there's no different way history, math, science, arts, I mean, they're all part of the human experience, different ways of expression, you know, different ways of articulation. But, you know, each reinforces the other and each adds dimension. And that were shocked and have been stuck into this dysfunctional, 150 year old model. When, you know, all we want to do is keep paper, create people who could read, write and do some, you know, some arithmetic. And but we're now in a place where, you know, everybody's got to have very different skills, be culturally, there's a cultural vocabulary, but there's also certain emotional intelligence skill. I mean, I don't wanna use the jargon, but that's what it is it's machines can do. Artificial Intelligence, can do all this sort of random, you know, repetitive stuff, much better than human beings can do so with. So what's left being able to think and be able to, to moderate to lead, you know, to be able to give direction to be able to be

critical thinkers, because they just don't have the capacity. And technology doesn't have the capacity, at least not yet. So there's a, there's a bit there's a significant plate for human beings in all the desperate so things that are morphing and innovating right now. But these kids aren't getting taught how to do it.

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Moira McCullough 18:55

Well, and it's interesting when you talk about that model that you had, where you put the kids on an island, and you're like, Okay, make it work. We're in a moment where it's easy to go on your phone, and just text find the text find answers or right, we've lost a lot of those skill sets that you you had mentioned, you know, the critical thinking problem solving all those skill sets that I think many years ago, we were focused on teaching those skill sets. Do you think that it's with a model like that you had, and it's the success of it, both from the students point of view, the parents point of view and the administration, you know, so why do you why do you think there's that pushback? And it's, and you mentioned in the high schools, because everything assessment driven, I think it's harder to implement, don't you and harder? Oh, yes. No,

J

Jake Horne 19:40

I mean, there is an assessment industry, which is enormous. It's a multi billion dollar business. Absolutely. And it's got very little to do with what's real. I mean, so the the SH T model came out of Harvard President Conan's ma idea in the early 20th century that there are too many legacies students at Harvard, for instance, or the any of these for that matter. And therefore, we need to, you know, they need to bring in other qualified individuals who had intelligence and how do you assess how do you find those people? Well, you give them a broad spectrum test. And, and that brings in those, you know, those people who would not normally be discovered because they're, they weren't part of the historical legacy. Okay, well, that worked for a while. Okay. But it has since of course, been warped into this elitist model, where, you know, you can get your kid tutored to the nth degree, taking all the AP courses that can possibly take you know, that's the track to get your kid into the thing the hot potato school so that they will be rich and famous and be able to buy their maaser Adi in year two, you know, after they graduate from college, of course, that's ridiculous. But that's, that's the that that is a residual you know, aspect of this completely bought in model of the the sh t assessments, AC T standardized testing, which is which is proven to be bankrupted. We, you know, we have all these lawsuits are these criminal behaviors by people who bought want to buy their kid JD mean, you know,

M

Moira McCullough 21:23

My kids were thrilled, they're like, I, is it presumptuous to assume that you didn't buy, right, I'm like, You're right. Do you assume correctly. And

J

Jake Horne 21:33

The thing is, this is an outgrowth, again, there's a bigger picture here, which has to do with this whole business of meritocracy. And I look at I'm a capitalist, Democratic metop capitalist who believes in democracy, and, and but capitalism, without some kind of regulation, you know, that's a kind of some kind of balanced oversight, does what, what all of those kinds of systems do, which becomes perverted because of human nature, greed, power, acquisition of resources, status, identity, I mean, these are, these are, this cup goes way back to, you know, 10,000 year old brains, who's on top, who's not on top, who gets the

most Who's the one who survives, this is, you know, this is built into the DNA of we as humans. That's why regulation is important. And, but there have, of course, regulation has to be thoughtful, intelligent, and people. So, you know, the stuff of the last 2530 years, there has been this for 40 years, obviously, there's been this deregulation model, and getting the whole technology world, it's been almost virtually unregulated, because of course, this is where all the creative juice comes, this is where all the economy is driven, its enormous. And, of course, what we originally thought was going to be this sort of kind of cool, democratic share, you know, universal experience with the globe has turned into this kind of perverse pre roll, you know, where you get, you know, what, what is driving it is power, greed, you know, acquisition of position, and at to the detriment of, and the manipulation of children whose brain chemistry is completely manipulated by the, by these tech these technologies which play on the dopamine system, and you know, brain chemistry. And there's, and so therefore, their ability to stay attentive, focused, not distracted, to really know what's important, what's not important, and all the perversities that go along with image and self image, particularly with young women. I mean, all this stuff is happening. It's like madness. So getting back to the educational model, I mean, you have been a perfect opportunity. If schools are just saying, well, because they're scheduled captured for seven hours a day, or however long it is to, to think about things which they wouldn't necessarily have an opportunity to think about in the big wide world, and to develop greater critical thinking skills, more discrimination, you know, reflectivity, which flies in the face of let's go, come on. Now. You got to come to the edge fast. You know, what's wrong with you? You know, I mean, this is, that's the crazy world we've been living in. But that's not the way the human brain works well. And so we've got to just continuity, I think schools have to have to really be completely retool. And that's gonna be a generational effect.

 Moira McCullough 24:40

Absolutely. And I think I think too, you know, I see even with my own kids, this the slivers of opportunity that they have had with a teacher like yourself, who is open their eyes, an hour has never gone by so fast, right? Or those experiential learning opportunities. So the work that you done in the education field, was that a natural progression to like mentoring students and the student compass

 Jake Horne 25:06

I had in 1994, I started a sidebar, but I actually take a bit of what I would call sabbatical from formal teaching. And I started a gap year program where I started gap year consulting business before, which was kind of new. There were two of us who were doing it. And in those days, and it's proliferated, but so I was working with students who bright really kind of driven and generally going to really good schools, but they were, but they knew that they needed something more. They've been in school for 1214 years. What do you know? So they really wanted to take a year off to investigate the world and have time to just think, and have time to reflect. I have this anecdotal story, but one break Rolo is his name. And I got an email from him this a long time ago, and emails were like, fairly primitive. He was living in a tent in northwest territories in Australia, camped out next to a crocodile infested lake. And he was reading Donquixote. Okay. And he said, You know, I get it now. I mean, he had to read it, he read it in school, you know, but it was sort of a thing you had to do. It was also like reading Shakespeare, like, you know, you know, Henry, the fourth. So I got, it's like, I, you know, I read it. But that's because I had to read it. But it makes so much sense to me, I get it. And I get all the sort of social nuance, and the innuendos and all those sort of the subtleties of it. And it's just like, brilliant. And I'm like that, there it is. You just had to had to have time to take a deep breath, to be able to think, reflect, and how does it relate to you as a human being?

 Moira McCullough 27:00

M Moira McCullough 27:08

Isn't that so easy, though, when you think about that, when you said it, it's true time, and just, we don't have that many opportunities, or we don't allow our mind just to be. And, you know, I'll remember what kid would say I'm bored. I'm like, only boring people are bored.

J Jake Horne 27:25

Yes. Right. So I was having a wonderful conversations, and my connections with Harvard. Harvard had a elective in those days, and maybe not elective anymore. A course in self reflection, self awareness. You know, just sort of like the who am I? What am I? What am I? What, what vibrates in my soul? And what do I actually really think I am drawn to, and I have a conversation with one of the instructors and, and they said, they, they, one of the things they do is they clump these kids up, and they send them off to the Fine Arts Museum, and they have to choose a, you know, an object art of some sort. And they have to spend six hours with it. Okay, I love that. And they sit there and they get there's a whole sort of like, these phases where, you know, they sit there and they go look at it, and they go, that's interesting. And then all of a sudden, it evolves into like this. Okay, no, there's nothing else to see. Right? And but this that sit there, and they keep on looking, and then they keep on you know, and and then they begin to see the things that are in that the whatever they're looking at, is trying to tell them. And eventually, they kind of embrace the whole time. And there is this idea that boredom drives creativity. If you have, if you're always distracted, then you were always distracted, you don't have it, you don't have a chance, let your brain do what it does best, which is digest.

M Moira McCullough 29:06

Exactly, no, it's so true. I did and I just read this great book, the name is escaping me, but visual literacy. And it was something where you look at a piece of artwork, and what do you see immediately, and what you see immediately is not at all it's Oh, yeah, you miss so much of it. If I look turn away from your bookcase right now and I came back in 20 seconds what would I remember? Seeing what's actually there versus seeing what you think you're seeing just because you're trying to do it quick or you're not giving yourself time?

J Jake Horne 29:37

Right? And the problem is society today is so full of distraction. It wants distraction because they want eyeballs they want everybody you know looking and in you know moving around and because that's how that's how these corporations make their all their dough. And, but there's also in the culture, the sense that it will, if you're not actively busy, you have a dull mind. And, and, you know, I mean, just think about how lawyers minds work. I mean, like their rapid fire, they're, you know, they're on. And that's what that's what you know, business light has liked in the past. That's what law firms have liked in the past, but they're really good business people, and they're really good lawyer, and they're really good MBAs and they're sort of really good teachers take time, this to slow it all down and to think, and that's what business wants in their, in their future employees, they want employees that have the capacity to be thoughtful, and creative, that can reflect, can adapt, that can be creative, they can think a lot early, they can collaborate, I mean, all these, you know, we hear this stuff all the time, but, but that's what they're really looking for, they're not looking for the the individual who has the, you know, the strongest, you know, a sensible resume, you know, they want people who can actually demonstrate, that's why it's a disservice to have a great modeling system, you really did portfolio system, we know where kids are evaluated based on what they do,

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Moira McCullough 31:22

Right, in terms of that gap year experience. And then, as you said, looking at it from a business perspective in the gaps that businesses are finding unskilled workers coming out with who haven't had the time to think and be creative and innovate that mentoring snip scenario, like how did that all come into play, then? Because the gap year what you did way back then was? So as you said, there were only two, right? What a wonderful opportunity.

J

Jake Horne 31:51

I mean, I'm still doing it now. And this is it, if I had my druthers, there would be this continuity, you know, the cork, I'm doing mentoring with high school students, who then take a gap year and build on that experience, and then take it off to college. And when when they've had that gap year experience, and they've had time to practice before the gap year on developing a sense of who they are their self agency, the Korean kind of creating their own sort of identity, and understanding themselves in a way that they have a deeper sense of what impels them, what they're, you know, I use the word passionate, but you know, what they can, what they, they can see themselves spending a lot of time doing and being happy. It's this idea of thriving, and so, so high school gap year college and getting that, and if you're going to college, it's for the you know, to the tune of a minimum of 40 grand a year, you know, you might as well make it a really viable experience. And so which age you have to go over go after it with a vengeance, you have to go out and help us probably too strong a word, but you have to go up with in your in with a sense that it's yours. Right on, you can make it work, you have this wonderful resource, you're surrounded by these wonderful individuals who want to be there with you to help. And and teachers. I mean, the instructors love to actually engaged, they really want they want snoozers in the back, they want people who are actually up there engaging intellectually with them. So and I would tell you that with the feedback I've gotten from the gap year, kids I've worked with, they're the ones up front, they're the ones who are engaging, and they're the ones who find mentors in college, because who in turn become part of their network and the springboard for what happens in the future. And at but, of course, you know, it's a small, I mean, it's a small population that I work with, and not that I'm the only one doing this, but I would say that mentoring really has to be what it is, it can't be this online. Have you thought about this? I've thought about that. Okay, put on your checklist. That's it. It's a it's a relationship, and a relationship built on trust, and it's a relationship that is challenging. The, the ideas and the thinking of these kids. And I love kids, they say, Well, what do you think about this? And I'm so well, you know, why do you? What does that view? I mean, right? Is it because it's gonna make you a lot of money do you think? I mean, you're, well, I think it's gonna make you a lot of money. Or is it something you can see yourself doing and how is that gonna morph into something else? Because you have to always be thinking in the future as well. You can't sit on your laurels.

M

Moira McCullough 34:44

Yes, and when you say it's, I was almost use the word save sound, but it's a safe zone for you to be challenged as well with your thoughts like you just said, Why are you thinking about that because it will make you money. I think mentoring role is hard takes too. And as much as you're giving, you have to get from both sides and finding that right person that you trust, and that you can grow with in terms of some mentors are good for a certain period of your time. And then you're like, Okay, I've, I've, I've graduated from that, right, and then you know, you need to pursue it, a different type of relationship and different type of mentor who can further continue your growth.

J Jake Horne 35:27

Well, and that's, I mean, and so it's just in terms of longevity, I mean, I would say the average length of time did that with somebody, a student, as a mentor is three years. But I have some that I've been working with for six years. And I've seen enormous change enormous growth, but but the point actually, is that there's nothing wrong with asking for help, there's nothing wrong with seeking out people who are very willing and happy to sue to give you advice and direction and then pull you into their network, and give you the, you know, these these wonderful sort of, you know, opportunities to think, beyond, you know, the little worlds that we, you know, tend to think in and be expansive, because what's coming down the pike is so massive and so big, that there's enormous opportunity to do all these very, very novel, unheard of so far things. But you have to be kind of open for, you have to be ready for it, you can't be and you can't be parochial, you have to be positive and upbeat. And, you know, it self assured. And also, you know, be a strong self advocate, because it's on you anyway. I mean, nobody is going to save you except you.

M Moira McCullough 36:49

Go back to the word trust as well, because it's not easy, some of the things that you hear are not going to be easy, then that's the best type of mentor to help you kind of push you in terms of your thoughts in in kind of force, not at force, but ask the tough questions that you may not want to hear but need to hear. And that

J Jake Horne 37:11

Right. Yes, but never is it, you know, you're wrong. It's always well, just tell me what your thinking is? And why Where did that come from? A little bit deeper, because, you know, and, and very often, you know, it morphs into something else, you know, because as they begin to practice thinking, and this stuff isn't easy. I mean, you know, this is they're not trained, you have virtually none of these kids are trained, and even the best schools could be they're not. And therefore, it does take time, and the human brain takes time to develop a way of thinking a frame of mind. And that's because the, the circuitry is what it is, you know, it needs this sort of this constant sort of input of information in a particular kind of way to absorb it a particular way to develop, you know, what patterns of thinking which are helpful and productive, as opposed to simple, easy and do nothing for your future.

M Moira McCullough 38:15

Frankly, when our kids were young, they came at you like to do with questions, right? It was exhausting. I mean, all the worst times, of course, you know, five o'clock dinner, everything's going, you know, fires happening, literally, and, and you're sitting there and these kids have boundless energy and intellectual curiosity. Yep. And then it kind of stifled it, right. Therefore, we've untrained them, and now it's all of a sudden saying, Well, wait, can we go back to that five year old self, and let the floodgates open? That's exactly right. That's hard to asking permission to do that, and finding the place that you can do that.

J Jake Horne 38:54

Right. Well, I remember. I remember loving art in I went to a pre prep school outside of Boston. And it was

very traditional, pretty, it's almost like, English public school. It was so traditional was awful. But, but I was taking an art class, I really liked art, but I was scared out i i wasn't particularly good at it, but I could have been, and the art teacher kind of looked at me and said, You can't do this. It's not something you can do. And I'm like, immediately I like shut down, gone. And I, you know, and since one of my daughters is quite a good artist, and she and I, together, we're, you know, doing taking art class as soon as like, I wish, you know, come on, this didn't have to happen.

M Moira McCullough 39:39

Absolutely. Because there's there is no right or wrong, as you said. It's like, it's actually hard to say okay, why don't you drop? Here's the subject, draw something and write a normal response was, Well, what do you what should it look like? What should the answer be? Right? You know, can you give me a clue? It's like, Absolutely not. That's the point. I went to business school, and thank goodness I had that. I don't know how many years five, six years of business experience, which had I not had that going into that classroom, being able to bring that relevant story experience to that classroom. That in itself is a whole nother that that made it. So worthwhile versus going rate from school to school to school, you know, you're graduating from undergraduate. Right, we could have you so many times. I love it. I always like to ask our guests to questions, but I'm gonna ask you one. And there's no right answer, just to let you know,

J Jake Horne 40:41

thank you. Good.

M Moira McCullough 40:42

What do you wish you knew before you attended college?

J Jake Horne 40:45

I wish I had known that it was okay. To act to approach my professors, and to, and to not be shy about it, and just to know that they were actually there. And they wanted to be there to to, you know, to teach and work with us. I guess. I mean, there's so many other things, but you know, I mean, that I mean, going to the right college is, is also very important. I mean, I I went to Harvard, and it was like, like falling off a cliff. Because everybody was so stark raving brilliant. And I was just like, moderately intelligent, you know, so I, you know, I really needed to have access to people who were willing to take the time. And that would have made a tremendous difference. There are other things,

M Moira McCullough 41:40

if I could go back in time, and and I think about what you just said, I did not use it. I went I did not appreciate the teachers that I had, I went to a private school in New Haven, and I remember writing in my mid 20s, early 30s, to my Latin teacher, did you and I did and, and it was a two page, handwritten, single spaced, you know, not in my and that's maybe my sign off. There was no way I just, I wanted him to know that so many years later, I so much appreciate what you what you did for me at the time. And I always say to my kids, you know, I don't want to say do do this, but there are teachers out there who are so phenomenal and, and will change your life if you give them the opportunity.

J Jake Horne 42:28

Yes. And in that regard, I have always been disappointed that teachers in the United States are really considered as second class citizens. That's really, I mean, professionally, it's really strange, because you have this, you know, this, particularly among the elite, or whoever they are, but I mean, they expect good teaching, they expect their kids to get, you know, the best, but at the same time, nobody's willing to pay the price. Nobody had to, you know, to give it give teachers, particularly very talented teachers, who there are some wonderful teachers, you know, give them the, the social accolades that they deserve for putting up with and dealing with and being present. It's, I never understand this, they, you know, and they get, and these parents get furious at their kids, okay, but they're not willing to pay for that, you know, pay for that kind of level of professionalism, which they themselves in their professions fully expect to be paid in full measure.

M Moira McCullough 43:36

You're absolutely right. I write my handwritten notes on on stationery good, and bring them to those teachers after and it's just to say, thank you for taking the time for encouraging that curiosity and for showing up and not just showing up like being present. But I do

J Jake Horne 44:03

I remember some very entitled, of parent telling me, you know, teachers or people who can't do anything else, you know, they couldn't come in. It's like, I couldn't Sensei was like, Are you? I didn't mind you know, we've had to put up with your kid. You know, well, rotten little kid because you spoiled him rotten. You know, we've been trying to fix and help him. And he's emotionally a mess because of you. All right, you know, you can't say anything it but he was like, Come on, get a grip.

M Moira McCullough 44:33

Can you save that one person? I don't know. But at least you can help out the kid.

J Jake Horne 44:38

Right,

M Moira McCullough 44:39

That's one less problem. Right? Less problem. today. Thank you so much for joining us today.

J Jake Horne 44:46

And do ask me again, if you feel inclined. That was great. This has been fun.

M

Moira McCullough 44:51

Thank you, Jake for rich discussion on how our education system needs to change to embrace a more experiential approach that celebrates lateral thinking and I'm allows students to be creative and innovative. Companies are looking for employees who can think outside of the box who can innovate, problem solve, work independently, communicate effectively, and be a valuable member of a team. As an educator and mentor for many years, Jake shared the importance of mentorship as a means of growing, learning and expanding your network. Find a mentor who you can trust and who is willing to challenge you and help you learn and thrive personally, academically and professionally. You can find all of our show notes and links to the helpful resources mentioned throughout our conversation on our website at Collegescoops.com/podcast. You can learn more about Jake and The Student Compass at thestudentcompass.com Please take a couple of minutes to rate review and subscribe to College Scoops. Thank you for listening to our College Scoops podcast. Our entire College Scoops team strives to make the college journey a little bit easier, less stressful, fun and tasty by sharing all the insights groups we have curated along the way. We would love to hear from you about topics to cover and your ideas and everything college related. Reach out to us at collegescoops.com or follow us on Instagram, Twitter and Facebook.