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Prepared Serendipity Mixed With Naïve But Eager Curiosity

By Arthur M. Horne

When one achieves senior status (aka being old), there is the opportunity for reflection. The invitation to prepare this chapter provides that stimulus to examine a number of occasions that have shaped my life, and the opportunity is appreciated. My life has been rich and full and very enjoyable, even during the times and activities many would classify as challenging or even unpleasant, such as low-level jobs to pay for school. I believe the innate personal temperament that helps me find joy in my activities is one of the serendipitous characteristics of my career. Being born of a positive nature has been good for me and I highly recommend it for all. The core conditions described on the following pages embody my experiencing of the theoretical model developed by John Krumboltz, which he named "planned happenstance" in his excellent career development scholarship (Krumboltz, 2008). His theoretical advances in this area have been a major influence in my life and the experiences of many in our area of specialization.

A core serendipitous event was being born and growing up in the university town of Gainesville, Florida. My family of origin was predominantly poor, uneducated or undereducated, and rural. However, we lived in a university community where many—even most—of my peers and friends were

children of professors or others associated with higher education. Our teachers were often spouses of faculty or were working on or possessed their own graduate degrees, and the expectation was that all—or at least most—of us students would do well academically and go on to college, regardless of family circumstances.

School and community were two of a number of early influences that shaped the direction my life has taken. They include the following:

Dealing with birth order. Being first born and an only child for 14 years resulted in a lot of attention and engagement from parents and provided a sense of "special but with high expectations for the family future." Being read to and learning to read early; being included in family conversations and planning; playing lots of games and being supported in activities such as Boy Scouts, church, and school activities; and being coached in sports, all influenced early development that fostered leadership and active engagement.

Being prepared. I was taught early on that wishful thinking seldom solved problems, and that one had to be prepared for the events that came in life. The old Boy Scout motto "Be Prepared" fit well, as it emphasized that serendipitous events would occur, and the prepared person could be advantaged when they do. This was strongly underscored by parents, grandparents, teachers, Boy Scout leaders, and ministers ("The Lord helps those who help themselves"; "Build your house upon the rock"). This became part of the anthem of "Prepared Serendipity," which has been a core lifelong belief for me.

Delaying gratification. My parents and teachers had a common theme: It is better to work hard and keep the eye on the goal to achieve greater rewards in the future than it is to have a lesser achievement immediately. This became evident as I saw others who were not able to delay gratification, either positively (do the homework and then have some refreshments) or negatively (fighting rather than calming down and working out problems).

Reasonable risk-taking. Early exhortations that I remember include "go ahead and try it; nothing risked, nothing gained; leaders don't stand behind the crowd; you are certainly as good as they are—go for it." My father had a way of supporting risk-taking. He never commanded but would say things like, "I'm guessing you know what you need to do to do this. Just try it and see what happens. What would the first step be?"

Teachers opening awareness. Being a student in public schools in a university community with talented teachers provided untold opportunities,

such as having music teachers make available opportunities to attend university concerts, literature teachers who knew famous authors who would come visit our classrooms, and art teachers who could access the museums and galleries. Further, having high school faculty teaching psychology, sociology, anthropology, and world issues opened doors of knowledge and imagination undreamed of in many schools at the time. Having a school counselor who actually knew what it meant to be a school counselor—and could run groups for a variety of concerns for students—was amazing. Dating classmates whose parents were psychology professors, or etymologists, or literature faculty members, exposed me to a world far beyond the expectations of most of my relatives living in other communities.

Working as a motivator. I began working in a livestock yard at the age of 14. It was truly dirty, often disgusting work. My father said to me once when I was cleaning manure out of the cow stalls, "That is hard work you are doing, no doubt about it. If you don't want to spend your life shoveling cow crap, you better study your tail off, because only education is going to get you out of this kind of work." It was good advice. The stockyard work put me in contact with many interesting people and helped shape my beliefs that being successful requires hard work but also rests on many more factors than that, including serendipitous events beyond one's control. Everyone in the stockyards worked hard, but that did not always result in success. Working with persons of color who attended segregated schools and who came from families who experienced poverty far worse than mine did not really have much of a chance for success as they moved toward adulthood. I remember the sadness I experienced knowing that with all the difficulties I had in my life, at least the opportunity for getting out of poverty existed for me, although not for most of them. At that point in my life, the condition I experienced was not called White male privilege; it was called shame and embarrassment.

Realizing that marriage can help. I was one of the first in the family to graduate from high school, but I married into a family where graduate degrees were the expectation. Becoming a member of a family with a strong educational engagement can certainly shape one's goals and aspirations. Realizing that the family of Gayle, my wife, valued education and supported it in many ways prompted me to join the team—to go for education and the opportunities that would become available as a result of a commitment to lifelong learning and advancing knowledge through teaching, research, and practice. My marital family always supported this commitment.

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Colleagues influencing careers. Throughout my academic career, I have worked with great colleagues, people who were able to inspire and encourage me. Truly believing "the whole is greater than the sum of the parts" resulted in teaming up and developing innovative and inspirational programs and interventions. Also, working with leaders who could provide entre into the academic and professional circles resulted in leadership roles becoming available early in my career. For example, my colleague, Merle Ohlsen, had just completed his term as president of the American Counseling Association when I joined the faculty with him, and he provided a number of opportunities, including reviewing books, manuscripts, and program proposals; being invited to conduct workshops and training; and serving on editorial boards and association committees.

Educational Influences

In a family and community setting where educators and parents expected success and accomplishment, regardless of family backgrounds, it was easy to see myself as "one of the group" for whom achievement and accomplishment were a given. That, and being in leadership roles throughout my public school education, created a sense of agency, of self-efficacy for success, regardless of the endeavor. There is a lifelong benefit to mingling with highly competent and achieving classmates, peers, and colleagues—they expect the same of you.

At the university level, I encountered challenges that were substantial, particularly for one without sufficient funds to cover expenses, which resulted in working throughout college, usually 30-plus hours a week. But in the romanticized vision of the poor beating the odds and succeeding, the various work experiences were seen as opportunities rather than challenges, and a lot was learned in the process. For example, working in a large jewelry store and becoming a specialist in selling diamonds to newly engaged college students provided opportunities in sales (persuasion), service, entrepreneurship, and connecting with people, while earning enough funds to continue in school.

My early intention was to be a psychology major. However, I found early psychology courses to be of a general nature and with a strong experimental bias. They were, in short, boring, and for a person focused on finding relevance in my studies, I had little enthusiasm for the Psychology Department. Thus, I chose a much more career- relevant area: English literature and journalism.

Upon completing my bachelor's degree, I became an English teacher, again in the same community of Gainesville, which meant it was very easy to continue with graduate education without having to travel, another serendipitous event. As a teacher, it quickly became evident that English literature, as a topic of study, was a most enjoyable focus, particularly learning about the lives of the authors and how their personal experiences influenced their writing. But teaching English, including all that went with it—spelling, grammar, mundane literature that secondary schoolers were exposed to, endless grading of papers for 180 students at a time—was not. My great enjoyment was engaging and interacting with students, but not as a teacher, and so I looked for a different way to connect with learners. Becoming a school counselor was an easy choice. It took me back to my earlier interest in psychology and applied mental health, including understanding people and their motivations, which was much of the appeal in English literature from the beginning. Moreover, it provided the opportunity to work with young people while providing a service to schools and communities and to be involved in a truly engrossing and thoroughly enjoyable subject matter: counseling and mental health service. I learned early in my counseling program that part of the success of the work we do is in meeting the needs of the clients but also—of great importance—in meeting our own personal and emotional needs in a healthy manner. Working with students helped them and resulted in my feeling accomplished, satisfied, and excited; both sides benefitted.

Beginning coursework in counseling at the University of Florida was one of the greatest experiences of my academic career. The faculty were stimulating, engaged, often charismatic, and very committed to social justice, though we didn't call it by that name then. They influenced me dramatically, to the point that I still refer to their teachings today. The counseling content was thought-provoking, and it was applicable; it connected with me so much more than the undergraduate psychology courses ever did. (The program then, as today, reflected teaching the basics of counseling, assuring that counselors are empathic, warm, genuine, congruent, and concrete in developing relationships with clients. The emphases advocated by many in the field at that time, including Robert Carkhuff (Carkhuff & Berenson, 1977), Arthur Combs (1976), C. H. Patterson (1966), and Carl Rogers (1961), were very consistent with current models of today, including Clara Hill (2009), Allen Ivey (Ivey, A. E., Ivey, M. B., & Zalaquett, 2009), Fred Leger, (1997), Randall Pipes (Pipes & Davenport, 1998), and Thomas Skovholt (2012), but the topics were amazing to me then.

Counseling with students was all I had hoped for. To be able to engage, to understand their life situations, and to help them adapt to the circumstances they experienced was exciting and meaningful. But wait—"help

them adapt to the circumstances they experienced"? That belief changed quickly. I can still cite examples of faculty members (50 years later!) challenging my beliefs and expectations as I entered the field. On the topic of helping students "adapt," one faculty member—Sidney Jourard—stated to me clearly and emphatically, "I cannot condone counselors whose goal is to place round students into square holes, and yet that is what passes for school counseling in most of our schools. Help the students find where and how they will fit; don't force them into the predetermined roles that schools assign them." This statement, to me, became the essence of ethical counseling, of a commitment to facilitating growth and development in a socially just and respectful manner.

When I began counseling at my school, again in Gainesville, the director of guidance, who was a retired career military officer, asked, "Horne, all counselors in our school have assigned responsibilities. Do you want sick bay, attendance/record keeping, scheduling, or discipline?" I was flabbergasted. This was inconsistent with all the preparation of my graduate program, but I quickly responded, "Give me discipline." That decision shaped the rest of my career. For the next 40 years I engaged, one way or another, in addressing behavior problems young people were experiencing.

I determined quickly that even with a master's degree in counseling I didn't know enough to be the counselor I thought the students needed. I determined to go on to a doctoral program with the expectation that I would learn what was needed to address the problems of discipline, delinquency, aggression and violence, and all the factors contributing to creating kids who were oppositional defiant disordered, conduct disordered, or otherwise behaviorally challenging. Fortunately, I had a family that agreed to the years of restricted income and limited discretionary time that goes with doctoral studies—at least my wife did; the kids were too young to vote. They supported the move and the shift from teacher/counselor to student, a major contribution to my career taking the direction it did.

Doctoral studies were great! At that time, being a graduate assistant provided almost as much income as being an educator in Florida, and the work was delightful. Being paid to have thought-provoking discussions with faculty and students, developing and conducting research programs because they were interesting and challenging, and justifying studying as "that's my job," all resulted in a most positive occasion. Moreover, the faculty and my peers validated the experiences. They encouraged me to continue, explore, reach out, and to be innovative in my work and to dream large in my plans. It is always good to have your hopes validated by peers and mentors.

Upon finishing the doctorate, I began the job search. I tentatively accepted a position at a student counseling center at a university, but then that

university hired one of my classmates for an academic slot. When I learned he would earn as much in 9 months as I did in 12, because he was academic and I was counseling center staff, though we had the same degree from the same university at the same time and I had considerably more experience, I withdrew my acceptance and went back on the open market. That was one of the most fortuitous experiences for me, as I then found an academic position at Indiana State University and had a marvelous 18-year academic experience there.

At Indiana State University I continued my membership in the American Counseling Association (American Association for Counseling and Development at that time), joined the American Psychological Association, including Division 17, Counseling Psychology, and became a licensed psychologist in Indiana. The position provided entry into an academic world of teaching, research, and practice, but it also opened the door to phenomenal opportunities. When I begin studying in counseling, we examined the original works of the developers and innovators of mental health counseling, but there weren't that many models being studied at the time. We had the original leaders in psychiatry, such as Freud and Adler, and the early behavioral writers, such as Skinner and Baer, or in my experience, Krumboltz and Thoreson. Then there were the early leaders in humanistic or person-centered approaches, such as Rogers, May, Maslow, and Jourard. As more models were introduced into our field and we moved toward developing our own literature, it became more difficult for programs preparing counselors to require original text reading. Some collections began to emerge, such as Corsini's *Current Psychotherapies* (1973), in which model developers presented their theories in a structured format in summary form. Corsini's original text had 12 chapters on analytic, client-centered, rational-emotive, behavioral, gestalt, reality, experiential, transactional, encounter, and eclectic therapies. Four decades later we have several hundred models advocated for counseling and psychotherapy, resulting in both a responsibility and the advantages of being an applied psychologist in an academic setting—having the opportunity to grow professionally! Woe to those who assume learning stops with the granting of a degree; learning is a continuous and ever expanding opportunity.

My graduate training had emphasized one-on-one counseling. This progressed to group work, including a variety of group models (encounter, T-, therapy, psychoeducational, etc.). Marriage and family therapy was added to my area of expertise, and a systemic orientation was adopted; family was expanded to include traditional, single parent, GLBT, feminist, and others). The transition from individual to group to family to a systemic orientation led to the adoption of a transcultural/multicultural understanding. With the

enhanced focus on the importance of diversity and systemic approaches, our approach to providing counseling and therapeutic experiences for others embraced a commitment to social justice as a core element of our training, research, and practice, and to understanding culture in a systemic manner.

With the broader systemic and inclusive approach to counseling and therapy, there came an awareness that much of our previous work had focused on, alleviating the concerns and issues of individuals and groups related to the life circumstances they experienced. But we will never have enough therapists to meet all the emotional and mental health needs of the people of our communities, let alone of our nation or the world. As George Albee (1982) said, "We must recognize the fact that no mass disorder affecting large numbers of human beings has ever been controlled or eliminated by attempts at treating each affected individual or by training enough professionals as interventionists" (p. 1045).

Early in my career, several colleagues and I had the opportunity to consult on a weekly basis with a state training school for boys ages 13 to 17. We established a therapeutic community in which we trained teachers, correctional officers, and other staff on how to implement change programs with the incarcerated youth, and we had great success, by our standards. But I was once asked, "How does your follow-up data look?" We had none but immediately began collecting it. We soon learned that regardless of the level of impact our program was having on incarcerated youth, within six months of release, a majority of them were back in some form of custodial care. Understanding the familial, community, school, and peer influences on behavior led me to dedicate my energies to identifying ways to *prevent* the circumstances that led to incarceration rather than try to "fix" the problems through treatment. I felt a different approach was needed, one focused on preventing problems rather than—or in addition to—treating the persons with the problems. But this required a rethinking of how to invest time and energy, and it also was not as popular a direction as one might think, since it was a redirection from a therapy emphasis to one of prevention. And it was suggesting a rethinking of counselor training and practice. Fortunately, there were others in the field going in the same direction, such as Bob Conyne, and so the journey wasn't as lonely as it could have been.

In our counselor training programs, we had emphasized that our obligation was to the client. But in an approach emphasizing prevention, who is the client? Is it the student you are hoping to influence toward a more productive problem-solving approach? Is it the teacher who may impact an entire classroom when teaching effective conflict resolution and decision-making skills? Is it the school, which hopefully will be developing a safe and welcoming environment for all members of the school and community? Or

is it the superintendent, the school board, or state legislators who develop the rules and guidelines for our schools and communities? Did we have a responsibility to students experiencing bullying due to sexual orientation issues to learn to manage the bullying and find ways of protecting themselves from the abuse, or was our responsibility to the classroom, school, and community to implement programs fostering healthy respect for all members of the community? Or both? If both, given limited resources (time, money), what is the top priority? I made the decision to focus more on policy and program development to attempt to affect larger areas of influence. Don't get me wrong—I am proud of our field and thrive on our rich history and enormous contributions to the lives of millions over the almost century-long period of counseling and therapy, but I also want my time and energy to have as large an impact as possible in today's period of reduced resources. I believe energy spent on policy and program development may be as—or more—impactful than the same resources devoted to therapy. I don't like thinking of "either-or," since both approaches are critically important, but I've moved more and more to prevention efforts.

Experiencing The Professional Journey

My professional journey has been very fulfilling but with a few caveats. First, many people say that if they had their life to live over again, they would want to do it exactly the same. I get the point, but I add that while I think my career has been outstanding for me and I've felt privileged and honored the entire time I've traveled the academic path, I've been there, done that. I loved it but would opt for something new and equally as exciting—or even more so—than the life I've had. Many of my closest friends now are in other fields, such as ecology, environmental design, marine sciences, public health, law, and medicine. I would love the opportunity to study those—and other—fields. Part of this awareness came when I was a visiting professor at the University of Otago in New Zealand. I was staying in a college of "senior residents." The other five members of the residence had degrees in other fields and had traveled the world plying their knowledge and skills. Over the months we met daily for discussions, I learned there were other whole worlds to be explored and lived. I would like the opportunity to do that.

This brings the second caveat: I get bored. In my career, I seem to run in approximately five-year engagements, and there is always an overlap of interests, but I get tired of a topic. Working with oppositional defiant and conduct disordered kids was engaging for a number of years, but that led me to working with families of the kids. I received training and certification in

marriage and family therapy; that was also intriguing but just for a few years, and then it wasn't. Group counseling and group therapy were focuses of teaching, training, and research—especially related to conduct disordered youth—for about a decade before I lost interest and wanted to do something else. I enjoyed directing our counseling psychology program, but after a decade I thought living through another accreditation experience would drive me out of the field. Being a department head for several years was impactful; it allowed the opportunity to dramatically reorder academic programs and shape the hiring of faculty lines. The opportunity of being at a first-level research institution was what took me to the University of Georgia. Previously, and at Georgia, I was successful in obtaining research funding. I had grant or contract funding for my research for a period of more than 25 years. I treasured the research enterprise and appreciated that the funding freed me up to explore avenues not otherwise accessible. The universities certainly were appreciative, as the indirect costs from grants brought in enormous resources. The University of Georgia even made me a distinguished research professor; indirect funds to a university will do that for a career. For more than a decade, our team had researched reducing violence in schools and families, well-funded by the Centers for Disease Control and Prevention. The three bully prevention books our team had completed related to the project and influenced schools and community agencies. Grants from the National Institute of Mental Health and the Department of Education facilitated developing safe and welcoming schools. But I reached a point of not wanting to write another grant proposal, not wanting to serve on more review panels, not wanting to sweat the budgets and administrative hassles, and—I hate to admit it in writing—not wanting to write another peer-reviewed research paper. I knew what I did not want to do, but I was not sure what I did want to do.

So, after 35 years as an academic, I retired. I quit. I knew I was too young to stop, but I was truly bored with what I was doing, and the expectation for me if I continued was that I would apply for the next grant, keep the enterprise afloat. But I retired. And this was one of the biggest risks I had taken in my career. I believed in prepared serendipity but wasn't sure where it would take me at that point.

Retirement lasted only a brief period. First, I became a fellow with the George Soros-funded Open Society Foundations, which provided educational consultation to universities in the former Soviet Union and Eastern European Bloc countries. I made a number of trips to work with the Psychology Department at Yerevan State University in Armenia, teaching family therapy, group therapy, therapy training, and ethics. The department was examining ways of incorporating Western psychology into its more

traditional experimentally focused training program. This was an adventure and a delight, and it certainly was not boring.

In the meantime, people at the University of Georgia knew of my interest in reaching out to larger change issues and asked if I would establish and direct a policy center, including working with young faculty to help them find research support as they moved to influence the policies governing educational practice in Georgia and the nation. With my growing desire to impact and change educational environments, it was a challenge worth tackling but quickly seemed to become bogged down in efforts to find funding and to gain access to the legislative process that influenced so much of education in the state.

Within a year of taking on the policy center, the office of dean of education became available. I was asked to become an interim dean, a position to which I had never aspired. But I agreed to be interim dean with the stipulation that it would be possible to make changes, some being somewhat major, so that the next dean would not have to address some of the problems. That process of initiating change seemed to work well as we tackled a number of ongoing personnel and academic challenges. I was asked to apply to be dean and received the position, so I had the opportunity of completing my career with a five-year term as dean of one of the largest colleges of education (230 faculty members; 5,000 students at that time) in the nation. While I had never aspired to senior administration, I loved it. It was the favorite position I held in my academic career.

The dean position provided me with great leverage for impact, a goal I've had throughout my career. I had senior administrative support; that was a condition for me coming out of retirement and taking the position. I had credibility, for I had retired as a distinguished research professor, had demonstrated skill in obtaining grants, had received teaching awards several times, and had worked with budgets, which is a necessity of any effective administrator these days. I had been a member of the faculty and was pro-academic. Thus, with this wealth of experience, it was possible to be both an innovative and challenging administrator while still being well-accepted by (most of) the faculty.

I was empowered by the position to have influence. Working with a great team of educators in the college, a professional development partnership was established with our community school system. The superintendent was truly dynamic and connected well with our team, and the result was a partnership that has received recognition and awards nationwide. The superintendent, Philip Lanoue, was selected as the outstanding school superintendent in the nation in 2015. The partnership was selected as one of the top professional development programs in the nation, and it is still flourishing.

This was also one of the riskiest moves I made in terms of reputation. I say this because I had an established career and a solid reputation within the field. When one becomes dean there are many factors over which there is no control. It would have been possible for the experience to go very badly and then for me to be remembered not as a successful academic but as a failed administrator. A substantial number of my colleagues discussed the possibility of career-damaging effects that could come from either poor administrative decisions or factors far beyond my control. But it all turned out very well. There were some very challenging situations (e.g., four straight years of state budget cuts resulting in no pay increases for faculty or staff; the attempt of a very conservative state political movement to challenge public education; college and departmental reorganization to effect more efficient and effective programs), but this experience is one for which I have great pride and satisfaction.

Professional Experiences

A number of professional experiences occurred during my career, which resulted in several learnings:

Know your field. It has been interesting (amazing, really) to realize how many people in our field lack confidence and then to see how that uncertainty can negatively impact their behavior. As a department head, I would have young faculty ask how many papers they had to publish to get tenure or promotion. I always considered that the wrong question. A better approach would be to ask how to garner resources to do the research we are trained to do, how to properly prepare a paper for peer review, or how to get the creative ideas and innovative thoughts circulating in the field. I've not been taken with "safe research or required research," but I am very taken with passion, originality, and enthusiasm for our field. When preparing for doctoral exams, I was confident that the members of my examining committee would collectively know more than I did but that I would have more expertise on my topic than any of them would, and it was fun to joust with them at the orals. The defense became an experience of "taking on the teachers" and establishing a sense of authority and knowledge. The same was true for many events over the years—licensing, accreditation of programs, tenure, and promotion. The challenge was energizing and invigorating and it helped make the work worthwhile.

Seek advanced training. I started at Indiana State University in 1971. In 1978, I took a leave to work at the Oregon Social Learning Center, one of the leading research centers in the nation studying conduct disordered youth. The program director, Gerald Patterson, and his team were doing some of the most creative and innovative work anywhere. A colleague asked how I ever managed to get such a plum opportunity with one of the premier research centers of the time. I told him, "I applied." But there was more than applying. It was a prepared serendipity experience. I had been conducting small-scale research similar to what the center was carrying out. I had followed the National Institute of Mental Health funding programs and had prepared a grant proposal. I visited the center and presented my work, and that coincided with the National Institute of Mental Health grant being funded to cover my expenses while doing the work. It was an enthralling experience, to be engaged full time in cutting-edge research with leaders influencing the field of applied psychology. To this day, I feel honored to have been selected as part of the group. The experience changed my research, teaching, and service for the rest of my career. Let's hear it for the occasional sabbatical or research leave experience, which occurred serendipitously at the same time for me.

It pays to write. A number of my colleagues established private practices to earn additional money. I never had the time, as the academic efforts were truly full time for me, including scholarly writing starting in graduate school and continuing throughout my career. In 1980, I began writing on family therapy and was asked if I would conduct a workshop on the topic. The workshop was for the American Counseling Association European Branch in Germany. I went and conducted the workshop, which was well-received. I was then asked to teach overseas. The next year we—my whole family—moved to Germany, and the experience changed the lives of all of us—forever—in a most positive way. As a result of that experience, I went back to work with various programs and offices in Europe for the next 18 years. Again, a colleague asked how I was so fortunate to get to teach and consult in many places around the world, and the answer was, "I wrote a paper." Again, it was much more. It was writing a paper at the right time that described the work we were doing and demonstrated that we knew our subject matter and were prepared—serendipitously.

While writing papers never provided the income that faculty with private practices may have generated, the process did offer the opportunity of influencing our field. Several papers over the years received recognition

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for swaying our research and practice, and that is a most fulfilling (exhilarating?) experience. Writing books, too, has been scary but gratifying. Why is it scary? Putting thoughts out for peers and the field to examine can be somewhat frightening, particularly when it is known that some of the ideas being presented will challenge the status quo. And yet, being willing to risk the criticism, critiques, and even confrontations can be invigorating and revitalizing. But to put oneself out there does require a level of confidence in what is being presented.

Lead a balanced life. My career has been a privilege and one that has required enormous work and time commitments. But throughout the process, a major emphasis of my career has been to have a balanced life, especially with time and commitment to my family. Some colleagues sacrificed family and personal time for their careers, but it has been with great pride and enthusiasm that my family has been central to my life and not only on a personal level; my family has influenced my teaching, research, and service. I have always believed in our field of scholarship and wanted it to influence my family—I truly do believe in creating safe and welcoming families and schools—and I know my family has influenced the counseling field, for the values we hold as family members translate to healthy models for children and schools. For me, family and scholarship were always complementary. Engaging a caring and supportive life partnership helps free one up for risk-taking. When one is secure in the family domain, and there is mutual respect and shared decision making, there is greater freedom to take on risks and challenges in the world. I've been most fortunate that Gayle has been in this partnership for a half-century, and counting on more, and that both children are people I have enjoyed throughout their life span, one of whom is also a counseling psychologist.

Closing Thoughts

The work I've been able to do in counseling has never felt like risk-taking. Risk-taking would be to do "business as usual" or to maintain engagements because they are familiar and don't involve change. Again, don't get me wrong: I value and enjoy ritual and predictability, but I have needed challenge, novelty, and new opportunities. It has never felt risky to take on "sacred cows" or established patterns when other directions appear to be more promising and more consistent with the values and goals of the field of counseling. Taking leadership roles also never felt chancy. They were taken because of an anticipation of being able to make changes and

have an impact, and that is, after all, a goal of all counseling. I have been a president of four national organizations, a program director, department head, dean, and editor of two journals, and each time the role was taken because of a belief in the potential for impacting positive change—and that isn't risky; it is betting on the ability to influence organizations and programs. My most fulfilling moments occurred when it was possible to see improvements, changes in a socially engaging and rewarding manner in the workplace, where students and faculty and staff felt safe and welcome, and where a climate of safety resulted in more innovation, creativity, and enthusiasm for being present. My saddest moments occurred when policies, policy makers, and others of influence were able to create environments of worry, fear, and loss of respect for our work and our relationships. Sometimes those conditions were created by members of our own field.

Recently, graduate students asked me about regrets. There have been few, but two stand out. In both cases, I was offered the opportunity to leave the academy and go into free-standing research centers, and in both cases I did not go. The reasons were clear to me at the time. Being a tenured professor is very secure, and at the times the other offers came, I had young children and other family responsibilities and the risks seemed too daunting. I most likely would have done well, and the opportunity to devote myself full time to research would have been fulfilling and may have resulted in even more impact over the decades. However, I felt it was not just my life and security I was deciding about but my family's as well. Moving to a career that demanded obtaining external funding (grants) year after year seemed too risky at the time, but I've often reflected on the "what if's . . ." of the decisions.

Over the years I've most valued the people I've encountered—the clients, students, coworkers, colleagues, and the public that supported our efforts. And they supported me, oftentimes encouraging the willingness to challenge the status quo, to be innovative and creative in examining problems and changing the circumstances. They offered support and encouragement for tackling issues and provided care and understanding when success was less than hoped for.

I follow the humanistic/developmental belief that people can grow and be wonderful contributing individuals, but I also believe the opposite, that given fear, threats, and punishment, a life of deprivation and lack of access to fulfill physical and emotional needs result in the problems we encounter throughout the world. We know how to create safe and welcoming environments, but we as a people do not yet have the resolve to make this happen for everyone. We do not lack knowledge and information about creating climates of respect and dignity for all people; what we lack is the knowledge

of how to bring about what we know. Thus, there is a need—a demand—for future leaders to challenge the current circumstances and bring the changes we so urgently require. I call upon you, the reader, to be one who commits to making these changes happen. They won't occur in this lifetime, but through more and more people committing to effecting change, we can be moving in the direction that will be fruitful for everyone.

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