

ating possibilities. Travel has been enormously important to my life, and I hope that it will continue to be—especially in the Far East.”

Although he acknowledges the effect of Zen on his poetry, Stryk commented in *Modern Poetry Studies* that the label “Zen poet” “tends to define me too closely. I’ve never called myself a Zen poet and I certainly don’t think of myself as being a Zen poet, and when I’ve had occasion I’ve made disclaimers concerning that. I think of myself as a Midwestern American poet who has, of course, been very deeply affected by Zen; so much of my life has been devoted to the study of Zen and its literature that . . . my writing is unquestionably affected by it. But I have by and large let others make their own judgments about that.”

According to Dennis Lynch and Gay Davidson in the same journal, Stryk’s work “shows the truth of the Japanese Proverb, ‘The more Zen poetry has, the better poetry is.’” Joseph Parisi wrote in *Poetry* of Stryk’s *Awakening*: “Everywhere the benevolent influence of [Stryk’s] Zen masters touches the clean, spare lines shaped with the elegance of an Oriental scroll painting. . . . The very compression and understatement of Stryk’s style serves to heighten experience: we ache for these people. A more flamboyant technique could easily turn these situations into melodrama; . . . [instead], method and material join in a sympathy as authentic as it is rare.”

Stryk’s poetry has been translated into Arabic, Chinese, German, Dutch, French, Korean, Italian, Japanese, Iranian, Russian, Spanish, and Swedish.

BIOGRAPHICAL AND CRITICAL SOURCES:

BOOKS

Porterfield, Susan, editor, *Zen, Poetry: The Art of Lucien Stryk*, Swallow Press (Athens, OH), 1993.

PERIODICALS

American Poetry Review, Volume 6, number 4, 1977;
Volume 19, number 2, 1990.
Chicago Review, June, 1967; number 88, 1973.
Woolly, number 2, 1985.

Modern Poetry Studies, Volume 10, number 1, 1980, article by Dennis Lynch and Gay Davidson.
Poetry, October, 1970; September, 1971.

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SUBOTNIK, Rena F. 1948-

PERSONAL: Born March 10, 1948, in New York, NY; daughter of Louis (a certified public accountant) and Emma (a homemaker and dress designer; maiden name, Bouskela) Subotnik. **Ethnicity:** “Jewish.” **Education:** City College of the City University of New York, B.A., 1969; Columbia University, M.A., 1974; University of Washington, Seattle, Ph.D., 1984. **Politics:** Democrat. **Religion:** Jewish. **Avocational interests:** Reading, hiking, travel.

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CAREER: Gifted specialist at public elementary schools in Seattle, WA, 1977-81; West Virginia University, Morgantown, assistant in special education, 1984-86; Hunter College of the City University of New York, New York, NY, began as assistant professor, 1986, became professor of educational foundations; American Psychological Association, Washington, DC, director of Center for Psychology in the Schools and in Education, 2002—. Western Washington University, visiting professor, summers, 1986-88; Simon Fraser University, visiting professor, summer, 1995. National Alliance for Excellence, judge for academic category, 1993—; District Academic Olympics, judge, 1995; Greenpeace International, curriculum evaluator, 1989-91; Rockefeller University, member of Science Outreach Group, 1994—; City-wide Gifted and Talented Coordinators, member, 1992—; consultant to National Research Center for the Gifted and Talented.

MEMBER: American Psychological Association fellow in Child Policy (1997-98), National Association for Gifted Children (chair of research and evaluation division, 1992-94), Rockefeller University, American Educational Research Association (representative to executive board of National Council on Accreditation of Teacher Education, 1998-2003), National Research Center for the Gifted and Talented, American Association

of University Women, Advocacy for Gifted and Talented Education in New York State (member of board of directors, 1991—), Pi Lambda Theta.

AWARDS, HONORS: Shuster grants, 1987, 1989; grants from Pi Lambda Theta, 1988, 1995, National Science Foundation, 1988-90, Spencer Foundation, 1990, and U.S. Department of Education, 1990-93; Early Scholar Award, National Association for Gifted Children, 1990; distinguished service award, *Journal for Secondary Gifted Education*, 1996; A. Harry Passow scholar, AGATE State Association for Gifted Children, 1996; American Psychological Foundation congressional fellowship in child policy, 1997-98; American Psychological Association Task Force on Nurturing High Talent, 1997—.

WRITINGS:

(With L. Kassan, E. Summers, and A. Wasser) *Genius Revisited: High IQ Children Grown Up*, Ablex Publishing (Norwood, NJ), 1993.

(Editor, with K. D. Arnold, and contributor) *Beyond Terman: Contemporary Longitudinal Studies of Giftedness and Talent*, Ablex Publishing (Norwood NJ), 1994.

(Editor, with K. D. Arnold and K. D. Noble, and contributor) *Remarkable Women: Perspectives on Female Talent Development*, Hampton (Cresskill, NJ), 1996.

(Editor, with K. Heller, F. Monks, and R. Sternberg, *The International Handbook of Research on the Development of Giftedness and Talent*, 2nd edition, Pergamon (Oxford, England), 2000.

Contributor to books, including *Problem Finding, Problem Solving, and Creativity*, edited by M. Runco, Ablex Publishing (Norwood, NJ), 1994; *Multicultural Education: Issues and Perspectives*, edited by J. A. Banks and C. McGee Banks, 3rd edition, Allyn & Bacon (Boston, MA), 1996; *Gifted Education in the Twenty-first Century: Issues and Concerns*, edited by S. Cline and K. T. Hageman, Winslow Press (Delray Beach, FL), 1999; *Talent, Resilience, and Wisdom across the Lifespan*, edited by C. F. Van Lieshout and T. G. Heymans, Psychology Press (Hove, England), 2000; and *Rethinking Gifted Education*, edited by J. Borland, Teachers College Press (New York, NY), in press. Author of the columns "Veritable Gifts," 1995, and "Educating Daughters," 1996.

Contributor of articles and reviews to academic journals, including *International Journal of Educational Research*, *Educational Forum*, *International Journal of Science Education*, and *Questioning Exchange: Multidisciplinary Review*. *Roeper Review*, editor of special issues, 1993, 1995, contributing editor, 1988-89, member of editorial board, 1989-91, 1994-96; *Educational Horizons*, member of editorial board, 1995—, editor of special issue, 2000; *Journal for the Education of the Gifted*, editor of special issue, 1996, coeditor, 1998—; *Hunter Outreach Newsletter*, coeditor, 1989—; member of editorial board, *Creativity Research Journal*, 1988-91, *American Educational Research Journal*, 1992—, *Journal for Secondary Gifted Education*, 1994—, and *Gifted Child Quarterly*, 1998—.

SIDELIGHTS: Rena F. Subotnik once told CA: "I write to convey the excitement I feel about the work my colleagues and I are conducting and to provide insights into understanding and supporting talent and creativity in children and adults. I read voraciously and jot down ideas that seem to stick and that I want to savor. When I am asked to produce a manuscript and have some freedom to choose a topic, I go through my list of ideas and use one or two of them as jumping-off points for a new project or research study.

"Generating an outline of arguments to present is a pleasant pastime for me, but fleshing out the argument in writing is not. That step is too often left until an approaching deadline raises my anxiety to an unbearable level. Working collaboratively on a piece with someone who is less of a procrastinator is an effective strategy for me to get through this stage. I love the polishing process that takes place before I send off a manuscript. Finding just the right word or phrase is like completing a challenging crossword puzzle.

"I have been studying giftedness and talent in children and adults for more than twenty-five years. The more I dive into this topic, the more I find that needs to be said to educators and to the general public. Sometimes I wish I were champion of a less controversial cause than special services for gifted children. However, if there were easy answers to the dilemma of how to use limited resources (to support those with the most difficulties and challenges or those with the most potential for creative productivity) there wouldn't be much to write about. Containing my passionate feelings on the topic is a constant source of frustration, and publishing my ideas forces me to think through what I want to say in a logical and convincing manner."

Subotnik added recently: "Now that I'm working outside of academe, and my audience is more often made up of policy makers than scholars, I have to write more succinctly. Most of my readers want points delivered in one or two pages. They also have little patience for hedging (for example; 'under these conditions' or 'with more research'). Although I still consider myself a novice to this style, the process has been invaluable to the clarity of my thinking and to my creative productivity."

BIOGRAPHICAL AND CRITICAL SOURCES:

PERIODICALS

- Science News*, May 31, 1997, Christine Mlot, "How Young Science Talent Fares," pp. 38-39.
Teacher Trainer, Volume 14, number 2, 2000, interview, "People Who Train People."