



THE UNIVERSITY OF  
**WINNIPEG**  
FACULTY OF EDUCATION

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Kristof Lajos  
Director Editorial  
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Dear Mr. Lajos:

I am pleased to hear that you are going forward with your proposal to provide programs for talented at-risk children and youth in your country. Many organizations, including the World Council for Gifted and Talented Children (which has its Headquarters at our University), recognize the importance of focusing world attention on the needs and potential of gifted and talented young people, including those who have been traditionally marginalized. There is an ever-growing body of literature that suggests that the talents of minority group, disadvantaged students are often never recognized, yet alone nurtured. As my colleague Don Treffinger and I have pointed out elsewhere, the true “cost” of such talent delayed or denied is virtually impossible to discern. What is the cost of a symphony unwritten, a cure not discovered, a breakthrough not invented? In today’s complex world, and in preparing for tomorrow’s certainly more complex one, we can scarcely afford such waste of “talent capital” and human potential. It is critical that programs are created to serve this population.

Certainly, our institution has invested considerable time and money into community outreach and other programs designed to develop the talents of vulnerable individuals. For example, our Faculty of Education at the University of Winnipeg has established several permanent large-scale undertakings, including Mentoring Projects (for inner-city, high-ability, and war-affected youth), Camp UWin (a free summer camp for inner-city children involving enrichment experiences in art and music), and Service Learning (a new second year course in which well over 200 students annually will serve the community through “work experience” placements). Further, we have now assumed direct responsibility the Global Welcome Centre (to provide social, educational, and career awareness support to newcomers to Canada), the Wii Chiiwaakanak (“partnership” in Ojibway) Learning Commons (with its various computer, cultural, and study skills programs for Indigenous children), and the Model School (to offer a specialized education for high-ability, at-risk young people who have dropped out of high school).

We believe our investment in developing the talents of disadvantaged young people will pay great dividends in the future. We wish you well in your efforts to do the same.

Sincerely,

Ken McCluskey, Ph.D.  
Dean/Professor of Education