

# only hope it continues to improve for the

Continued from Page C6

could compete in Grade 1 — but he couldn't. During Grade 1, they called us and said Warren would have to go into opportunity class — he was a slow learner, they said. Unfortunately, being a slow learner bothered Warren and he became emotionally troubled. This was Warren's big downfall — he became a behavior problem. So he went from class to class, school to school, with constant teacher changes. Finally, while in opportunity class, and by this time, he was 11 years old in Grade 3. Then in November, 1965, Sheila received a call to come and pick Warren up — they said, "He can't come back to school." She took him home, and we decided to put him back in Sick Children's for ten days observation. He went through all the psychologists and psychiatrists and tests and the reports came back saying there was no reason why Warren couldn't be in a regular school. The school still refused to take him back. The next year, he went into a special class at Floreale School, which had just started a year earlier. But the oldest child in the class was eight and by this time Warren was 12. He has always been big for his age and so he was a big giant among the little kids in the class. Unfortunately, he has always been self-conscious and if someone laughed, he would think the person was laughing at him and he would scream and carry on and make it difficult for everybody. He's been through all the tests available. They always say he has a problem, but there's no reason why, with a little extra care in the school, he couldn't come along and learn things. Parents begin to feel very discouraged. What can we do about it? The two and half years Warren spent in these special classes did wonders for him. The next three years in senior public, Warren found it very hard to adjust, but the teacher tried very hard to help him.

**ME:** What problems have you and your wife encountered within the family environment?

**MR. ANAKA:** A great deal of problems. Sometimes, we just didn't know where to turn. The biggest problem, with having a child like Warren, is when you have other children. We have a son who is now married and a fourteen-year-old daughter. We try not to treat Warren differently, but you have to. When we moved here in 1960, we looked for a house with a big yard, far enough away from neighbors. Unfortunately, with children like Warren, they go to school and they are abused and kicked and beaten up. Most of these children are either the type who won't fight at all, or they are the type that will fight with everyone. Warren is the type who won't fight. So he's suffered kicks and bruises enough for two dozen kids. My wife, Sheila, was on the verge of a nervous breakdown because of the problems we had with Warren. She spent a week in the hospital shortly after Warren was thrown out of school. Also at that time, I had just come out of Sunnybrook Hospital on crutches, having

been told that I may never walk again. So, she had a lot on her mind and it was quite a bit for her to handle.

**ME:** Did you ever contemplate putting Warren in an institution?

**MR. ANAKA:** Many times — but there is just nothing for these children. He doesn't qualify for the mentally retarded and they would not take him. We tried to find a private school, but there were none available in Canada back then. To send a child to the States, it would cost over \$4,800 for ten months, plus traveling. That would not be so bad if they did some good, but all that was provided was a way of getting rid of the youngster from home. We did send to a special camp, a six-week summer camp in Haliburton. He was twelve then and it cost \$850 — now it's provided free by the government. We found that after six weeks he was emotionally worse than when he left. There are several ridiculous incidences that I could tell you, but it would take too much space. But we discovered that most of these private places cater to the children they can help and the others they sacrifice, because they want to put on a show to let people see how much good they are supposedly doing.

**ME:** Does Warren ever express his inability to grasp things?

**MR. ANAKA:** Oh, yes, very much so. He knows his problem. As a matter of fact, Warren said to us one day, "I'm going to be a doctor." We asked him why and he said, "I want to be a surgeon and admit myself to the hospital and operate on my brain." This is part of his frustration, knowing he can't do things that everyone else can. Warren was seeing a psychologist in Sick Children's and is now going to a psychologist in Brampton. He is on medication for his hypertension. But, it's difficult — how are you going to explain to him, he's not like everyone else?

**ME:** You were involved with the Westwood Swim Club classes for Warren and his friends; give me some insight into this activity.

**MR. ANAKA:** Yes, I worked with the swim club. The swimming began about six months after the skating and fun and fitness programs. We had a special program three years ago at Huron Park. It was so successful, we started one at Glenforest pool; then last year, I started the one at Westwood. I helped wherever I was needed; I was organizer and registrar, and assisted in an administrative way. I thoroughly enjoyed being involved and watching the progress the children made gave me great pleasure.

**ME:** What do you feel can be further done for these children?

**MR. ANAKA:** Personally, I think the schools could do more than they are, especially for those over 12 years old. I have stressed this on many occasions. I feel they should have more specialized classes. Even as terrific as Britannia, Fenton and South Peel schools are, many of the perceptually handicapped in there really don't fit in. These children, for

one reason or another, may not succeed academically and trying to teach them a trade is not always the answer. They have special schools for the retarded, for the extra bright children and for the normal children; why not for the perceptually handicapped? They aren't good enough for the regular schools and they are too good for the retarded. So where do they fit? Most of these children have an IQ of 75 and up, whereas the retarded average between 35 or 75. The ideal type of school I would suggest is one that A.C.L.D. held during the summer of '71: a three-hour-a-day session at Woodhaven School. Ian Scott of the Recreation and Parks was one of the teachers. It was very successful, but for lack of funds, we weren't able to have it last year. We had the three hours broken down into three one-hour sessions. A teacher had six students for one hour, with two volunteers helping. We had different things they learned. They had one hour of academic, then one hour of gymnastics, sports, gross motor, and one hour of arts and crafts and language. Everything was on a pleasure basis, but geared to learning. That was the first year that ever in my life I saw anyone envy Warren and children like him, because they were having fun at summer school.

**ME:** You have also been a director for five years with the Mississauga Hockey League. What brought about your interest to be associated with hockey?

**MR. ANAKA:** Mainly because I believe that every boy and girl should have the opportunity to play and I was a player myself. I started in Parks and Recreation in Winnipeg on outdoor rinks. I progressed to junior, then the war came and I played senior hockey for the RCAF. I played as far east as Prince Edward Island and as far west as Saskatchewan.

**ME:** You are a civil servant with the Department of National Defence in Toronto. What job do you do for the government?

**MR. ANAKA:** I am the petroleum specialist with the technical services and quality assurance branch in Ontario. My job is liaison with the manufacturers and distributors and the assurance that the products meet the specification requirements. The products are petroleum, oxygen, lubricants, gasoline and paints. There's a lot of traveling involved with this job and I cover as far as Sault Ste. Marie and Kapuskasing.

**ME:** Having accomplished so much for so many, what profound thoughts do you have about all you've done?

**MR. ANAKA:** I don't look at it as having accomplished so much. My personal thoughts are that because of ill health, I feel badly I can't continue as I have been and do more. I am glad that I have had the opportunity to be able to do what I have. I do get a great deal of satisfaction knowing that the children I have seen and worked with, have progressed. I only hope it continually improves for them.