7. Transforming Needs: Education and Health
Telus Centre 131 | 15:15-16:45

Education and Individuality in Meiji Japan: A Reassessment
W. Puck Brecher, Washington State University

This paper challenges the truism that the Meiji state introduced a public education system in 1872 for the purpose of fostering homogeneity, loyalty, and a strong sense of national identity. Through an analysis of the daily charts (nikkahyō) used in elementary and middle schools throughout the Meiji period, the paper argues, first, that educators and policymakers struggled to reconcile statist and individualist pedagogies. Furthermore, education's post-1890 turn toward conservatism and nationalism was more of an endorsement than a departure from Western educational thought. Second, it shows that although Meiji education did not hesitate to micromanage students’ public and private lives, its intent was to educate the entire child, which included developing students’ autonomy, freedom, and individuality.

Self-directed Study Abroad: An Emerging Trend in Japanese Higher Education
Dawn Grimes-MacLellan, Meiji Gakuin University

As globalization of world markets intensifies, international experience is increasingly viewed as a vital component of a 21st century education. Nearly five million students currently study outside of their country of origin, a five-fold increase over the past three decades according to OECD (2017). Japanese participation in education abroad has stood in contrast to this trend however, and has steadily declined for reasons including macrэкономic conditions, institutional and employment structures, and diminished appeal among students.

In recent years, however, my research has identified a small, but growing number of Japanese students who have taken a different approach to study abroad that falls outside of standard participation tracking measures and may offer a more nuanced perspective of student motivation for overseas experience. These students, rather than participating in existing traditional study abroad programs, instead plan independent, self-directed study abroad experiences with a focus that frequently centers on volunteer or service learning activities and work-study or co-operative educational opportunities. Drawing on qualitative data gained through interviews conducted with students who pursued self-directed study abroad, this presentation will discuss student motivations for stepping outside of traditional programs, their experiences in planning and pursuing their plans, and outcomes on their personal development and career aspirations.
Dementia in Japan: What do we know and what can we learn?
James H. Tiessen, Ryerson University

In 2015, about 5% of the world's elderly population, 47 million people, had dementia. These numbers are increasing because age is the most important factor associated with the disease, and populations are ageing. Japan has the world's longest average life spans and an aging demographic structure. Therefore it faces significant challenges trying to limit the onset of the dementia while accommodating and caring for those who acquire this condition. This paper reviews literature on how Japan is addressing these medical and social challenges.

Japan's response to the increase in dementia patients is multifaceted. Policies have been introduced and technologies leveraged to enable patients and their care-givers to remain in their communities, rather than hospitals. These initiatives are represented in the New Orange Plan introduced in 2015 as Japan's national dementia strategy. Since dementia is a complex societal issue, iterative approaches are necessary, as approaches must be tested and evaluated. Japan's experiences have important implications for Canada which is beginning to shape its own strategies.