

A Brief Note on Historical Architecture Waseda University in Japan

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Introduction

Architecture represents a community and provides living space for its people, where a community can refer to a nation, race, or civilization. Architecture is also the result of a combination of various complicated technologies and methodologies.

Description

As a result, architectural education is required to fully comprehend the subject of architecture. In terms of specialities, architectural education has a notably broad variety of fundamental learning blocks, covering not only technologies but also the cultural wisdom and sociality that humans have accumulated over time.

Western technology was introduced with Japan's opening of its country and economy to the outside world during the Meiji period (1868–1912), and Japan's modernization began (Watanabe 1991). The Imperial College of Engineering (later the University of Tokyo) was founded by the Meiji government to teach human resources for national architecture and urban planning, with a focus on Western eclectic architecture¹. Foreigners developed this period's Japanese architecture, which was then erected by Japanese carpenters using traditional Japanese techniques [1].

As modernization developed, the demand for technology in the housing and building industries grew. There was also a pressing need for architectural experts to assist the construction sector at the time. It is apparent that the University of Tokyo's university curriculum is insufficient. As a result, during the latter half of the Meiji period, institutions such as the Tokyo Workers' School (later Tokyo Institute of Technology) were formed to educate human resources on the lower structure. Between the conclusion of the Taish period (1912–1926) and the beginning of the Shwa period (1926–1989), imported technology and labour were gradually replaced by self-sustaining ones, which were disseminated through books and textbooks. To put it another way, this time period related to the previous one when the initiative's focus moved from hiring foreigners to employing Japan's own scientists and engineers. Furthermore, during this time period, economic expansion led to the foundation of engineer education [2,3].

Waseda University also responded to this need by establishing the Waseda Technical School (a type of evening school) and introducing a distance learning programme known as correspondence education, which, along with Waseda Technical School, met the specific demand for professional technicians, as contemporary architecture technologies relied heavily on auxiliary support.

Correspondence education has proven to be a valuable addition to established educational methods. The educational institution served all kinds of persons who lacked the time or financial resources to attend to school or lived in remote places by using the Waseda Lecture Notes as textbooks and course materials. Its mission encompassed more than just typical educational objectives. While the university continued to provide technical skills to its students, it also worked to raise public knowledge and understanding of architecture expertise, as well as nurture public interest in general and specific architectural fields. Waseda University Press released the Waseda Architecture

Lecture Notes, which were authored, compiled, and edited by teachers in the Department of Architecture at Waseda University. Off-Campus Education was the name given to the entire educational system, and those who purchased these lecture notes became Off-Campus Students [4,5].

The majority of research on modern architectural education in Japan has centred on university education, although university instruction at the period was primarily lecture-based, and there are no systematic textbooks available. As a result, it's difficult to know exactly what was taught at the time. However, as described in the previous section, there was another type of architectural distance education known as correspondence education in the Shwa period to suit the needs of society, and the most important characteristic of correspondence education was that it had its own textbooks - Lecture Notes.

Conclusion

Finally, this study was unable to reach a consensus on how architectural education responded to the changing needs of society from the end of the Taish period (1912–1926) to the beginning of the Shwa period (1926–1989), how educational purposes were divided between the public and private sectors of architectural education, or how educational subjects were divided.

Acknowledgement

None

Conflict of Interest

None

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Received: 3-Apr-2022, Manuscript No: jaet-22-61634, Editor assigned: 6-Apr-2022, PreQC No: jaet-22-61634(PQ), Reviewed: 11-Apr-2022, QC No: jaet-22-61634, Revised: 17-Apr-2022, Manuscript No: jaet-22-61634(R), Published: 25-Apr-2022, DOI: 10.4172/2168-9717.1000275

Citation: Rouhani S (2022) A Brief Note on Historical Architecture Waseda University in Japan. *J Archit Eng Tech* 11: 275.

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