

Preface

In recent years, growing attention has been focussed on real estate education. The objective of this monograph is to document the current status and perspectives of real estate education and the underlying research throughout the world. The intent is to inform students, academicians and practicing professionals about the situation in the widest possible range of countries and to provide a foundation for the future of the real estate discipline.

The editor started work on this monograph in autumn 1998. Some of the authors were found at once, others not until 2000. Some needed 2½ years to deliver their papers, others did so in only 4 weeks. As a result, there are slight differences in effective dates, but it did not seem fair to "punish" those authors who were on time.

The editor advised the authors of this monograph to use the same structure for their contributions, in order to make it easier for the reader to compare the content of the articles and to ensure that all necessary topics were covered.

This collection of papers is unique, in the sense that 50 authors have contributed to the monograph and 37 countries or regions in total are covered. The editor does not know of any comparable book.

The, perhaps ambitious, aim of this book was to give an overview of real estate education in the countries and regions of the world which are of greatest importance economically. For various reasons some areas are missing:

- It seems that most of the Arabian countries do not have any real estate education. There was either no response or a negative reply to letters directed to universities. Internet research was without success.
- The same applies to most countries in Latin America.
- Only a few countries of the ASEAN states are covered as one author did not deliver his paper, but I succeeded in finding authors in some, but not all, countries of Southeast Asia.
- It was difficult to obtain information on real estate education in India, and I was unsuccessful in finding an author in neighbouring Pakistan.

The structure of this monograph follows the organisation of the world-wide network of real estate societies. In Part 1, Stephen E. Roulac sets the framework for the other contributions. Part 2 contains 20 chapters that examine real estate education in Europe. Part 3 consists of two articles covering North America.

Part 4 includes two chapters dealing with Latin America. In Part 5, 8 countries in Asia are examined. Part 6 contains two chapters covering the Pacific Rim. Finally, Part 7 focuses on Africa.

Publishing a monograph with many authors always causes difficulties. For this book, the worst problem arose from the fact that most of the authors were not native English-speakers. Their papers had to be reviewed with respect to correct English. Then I received an email from which the next problem arose:

Alec Evans who checked all the manuscripts wrote:

...there is one very important point that comes from this thought. Some authors prefer "program(me)s" to "courses". This is an American usage, so the point is that we must be careful to use the same system in all the chapters and/or to explain in the introduction exactly what is meant by these terms.

In Britain it is usual to refer to e.g. "a Master's course" or "a university course", meaning the whole 3 (or whatever) year experience. The Americans (and some of our authors) use "course" to refer to what in England would be called a "subject", or alternatively (e.g. for CPD) a "short course".

Irritatingly, the British seem to refer to a collection of short courses (e.g. run in the summer vacation) as a "programme"!

I have done a quick bit of research to confirm my thoughts, please see for example <http://www.cam.ac.uk/cambuniv/guide/ugcourses/landecon.html> and you will see what I mean.

Although the whole process there is called a "course", it seems to consist of smaller chunks – "subjects", some of which are also called "courses" in the

American manner. Confusing. One thing is however certain – in British English "programme" does NOT mean e.g. a degree "course".

As a contrast, see <http://www.fas.harvard.edu/academics/courses/>.

To summarise: we have to decide whether to use the British or American terminology.

If it is decided to adopt the American system, we must revert to the American spelling of "program". The problem then is where to stop. My problem with American English is (presumably) the same as yours would be with Schweizerdeutsch (*the very individual German spoken in Switzerland – ed.*). I can understand it, but I can't write it correctly – not enough to fool an American anyway.

Alternatively, if we keep everything in British English, we either change "programme" to "course" where appropriate, or (easier) leave it as it is and rely on the introduction to explain. But then "native speaker" chapters have to comply...

Sorry this has become rather long and complicated, but I hope you see what I am driving at (or as the Americans would say, "where I am coming from"). This was also the reason for writing in English!

Best wishes
Alec

And there was one more email:

Prof. Schulte's original instruction was to edit the papers into "Oxford English". This (I assumed) means "British English" – the type I speak- rather than the American variety. The differences are not huge, but are most evident in words like program(me), the American use of *..ize* rather than the British *..ise* on word endings, and the more careful use of articles (a, the etc.) in British English. I mention this because quite a few of the papers (particularly Asian ones) are written in a type of American English, which I have changed. Hope this doesn't upset the authors. If the book is intended for a mainly US audience, we ought to consider changing the words to American, although it may not be quite that easy.

Incidentally, "program" is used in British English, but only for computer software – it keeps its *..me* for other purposes (TV or theatre etc.)

Best wishes
Alec

As you will recognise, the editor decided not to use the same system in all chapters. I preferred to explain in the introduction exactly what is meant by these terms (program/programme or course or subject), and that word endings and the use of articles can be different in "British English" and "American English". I hope the reader(s) will find this acceptable.

Finally, I hope this publication will serve as a reference tool and will foster healthy debate among you and your colleagues about the "ideal way" to educate future real estate professionals

Sponsorship for this monograph was provided by the Chair of Business Administration and Real Estate at the EUROPEAN BUSINESS SCHOOL (**ebs**) and by the ebs REAL ESTATE ACADEMY, both in Oestrich-Winkel near Frankfurt, Germany.

The editor would like to thank, first of all, the authors for their contributions, and

- Nico Rottke, MSRE, for his excellent assistance in collating this monograph
- Alec H Evans, FRICS, for his great support in the preparation of this monograph by superbly editing the manuscripts into correct (British) English
- Jim Webb, the former Executive Director of the American Real Estate Society, for his initiative to publish this monograph and for good advice
- and finally my sons Frank-Michael and Sven-Marten for supporting the email conversation with all the authors, and my wife Gisela and my son Kai-Magnus for their understanding.

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Real Estate Education Throughout the World: Past,
Present and Future

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2002, XVIII, 523 p., Hardcover

ISBN: 978-0-7923-7553-1