

# **INTRODUCTION TO COMMERCIAL GERMAN**

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Introduction to Commercial German by F. Coverley Smith

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*Francis*

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WITH A PREFACE

BY

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*c'*  
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## EDITOR'S PREFACE

THE publication of this book has been delayed pending certain experiments, the result of which must determine the limits of this and other similar books. The points to be ascertained were, firstly, what commercial education schools will be permitted to give; secondly, what they can give; and thirdly, how commercial teaching can best be combined with a non-commercial curriculum. Schoolmasters, at any rate, are by this time pretty well agreed on the following opinions:—

(1.) Although there is a real demand for more commercial education, it is not likely that boys intended for business will stay longer at school than heretofore. At least employers expect

boys of the same age as before, and offer the same wages.

(2.) Few boys have experience or imagination enough to enter intelligently into the higher commercial technique. They do not, for instance, attach any real meaning to bills of exchange, or charter-parties, or bills of lading. Such subjects as these are therefore best left to the practical training of the office.

(3.) Very few schools can afford, and it is for other reasons not desirable, wholly to separate boys intended for commerce from those intended for professions.

Under these circumstances a compromise is inevitable, and in this book an attempt is made for the first time to suggest reasonable terms. On the one hand, *all* boys may well gain a working knowledge of German by means of a more useful vocabulary and a less complicated grammar than are usually presented in school-books. On the other hand, we may well abandon that higher technique which, even when described in English, few schoolboys under sixteen are able to follow.



It is hoped that a book on these lines will prove acceptable at least as a temporary expedient. Certainly the examiners in recent commercial examinations hardly seem to expect more than is here given.

JAMES GOW.

NOTTINGHAM, *March 1892.*

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. This is essential for ensuring the integrity of the financial statements and for providing a clear audit trail.

2. The second part of the document outlines the various methods used to collect and analyze data. These methods include direct observation, interviews, and the use of statistical models. Each method has its own strengths and limitations, and it is important to choose the most appropriate one for the specific research question.

3. The third part of the document describes the results of the study. The data shows a clear trend of increasing sales over the period studied, which is consistent with the expectations of the researchers. This finding is supported by the statistical analysis, which shows a significant positive correlation between the variables being studied.

4. The fourth part of the document discusses the implications of the findings. The results suggest that the current business strategy is effective, but there are still areas for improvement. For example, the data indicates that customer loyalty is a key factor in driving sales, and therefore, it is important to continue to invest in customer relationship management programs.

5. The fifth part of the document concludes the study and provides a summary of the key findings. It also offers some suggestions for future research, which could include exploring the impact of other factors on sales performance, such as marketing spend and product quality.

## AUTHOR'S PREFACE

THIS book is intended primarily for those who learn German for commercial purposes, and therefore after the first few exercises the words and phrases have been taken to a large extent from the language of business life, though they are necessarily limited to such simple ones as a beginner may reasonably be supposed to understand. For the same reason rules have been more broadly stated, and exceptions more freely ignored, than is usually done. In the general outline I have followed the *Progressive German Course* of Mr. Fasnacht, to whom I am also indebted for leave to use the specimens of German writing given with the alphabet. I have also made use of the valuable collections of Scholl and Büchele.