

Utah State University

DigitalCommons@USU

All Graduate Plan B and other Reports

Graduate Studies

5-1967

A Follow-Up Study To Determine What Principles of Bookkeeping and Accounting The 1959-1965 Graduates of Davis High School are Using in Their Personal and Vocational Activities

Lemuel J. Willis
Utah State University

Follow this and additional works at: <https://digitalcommons.usu.edu/gradreports>



Part of the [Business Commons](#), and the [Education Commons](#)

Recommended Citation

Willis, Lemuel J., "A Follow-Up Study To Determine What Principles of Bookkeeping and Accounting The 1959-1965 Graduates of Davis High School are Using in Their Personal and Vocational Activities" (1967). *All Graduate Plan B and other Reports*. 582.

<https://digitalcommons.usu.edu/gradreports/582>

This Report is brought to you for free and open access by the Graduate Studies at DigitalCommons@USU. It has been accepted for inclusion in All Graduate Plan B and other Reports by an authorized administrator of DigitalCommons@USU. For more information, please contact digitalcommons@usu.edu.



A FOLLOW-UP STUDY TO DETERMINE WHAT PRINCIPLES OF BOOKKEEPING AND
ACCOUNTING THE 1959-1965 GRADUATES OF DAVIS HIGH SCHOOL
ARE USING IN THEIR PERSONAL AND VOCATIONAL ACTIVITIES

by

Lemuel J. Willis

A report submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Business Education

Plan B

UTAH STATE UNIVERSITY
Logan, Utah

1967

378.2
10678

ACKNOWLEDGMENTS

I express my deepest appreciation to the four professors who have guided and encouraged me to this goal. To Professors Ted Ivarie, Helen Lundstrom, Robert Wiper, and especially Floris Olsen, all of whom spent many hours correcting copies of this study, go my heartfelt thanks.

I also wish to express a special thanks to those at Davis High School who helped me in many ways to realize success in this endeavor. To Principal Richard Stevenson, James Herndon, Marvin Blanken, and to three Typewriting II students, I give thanks.

Above all, I give recognition to the ones who sacrificed the most during the months I was away. To my wife, Dixie, and my children, Kim, DeAnn and Steven go affection from the bottom of my heart, because this is more their accomplishment than mine.

Lemuel J. Willis

TABLE OF CONTENTS

ACKNOWLEDGMENT

LIST OF TABLES

INTRODUCTION	1
Statement of the problem	1
Importance of the problem	1
Hypothesis	4
RELATED READINGS	5
Importance of the course	5
Content of the course	6
DESIGN OF THE PROBLEM	10
Procedure	10
Limitations	11
The questionnaire	11
PRESENTATION OF DATA	14
Section I of the questionnaire	14
Section II of the questionnaire	14
Section III of the questionnaire	18
Summary of data	22
SUMMARY AND CONCLUSIONS	24
Conclusions	24
LITERATURE CITED	27
APPENDIX	28
Initial letter	28
Follow-up letter	29
Questionnaire--Section I	30
Questionnaire--Section II	31
Questionnaire--Section III	32
VITA	34

LIST OF TABLES

Table	Page
1. Percentages of answers concerning personal-use section of the questionnaire	16
2. Percentages of YES and NO answers for vocational section of questionnaire ranked in importance by number of YES answers	19

INTRODUCTION

Statement of the problem

This study of the graduates of Davis High School, Kaysville, Utah, who took one or more years of bookkeeping between the years 1959 and 1965, was made to determine what principles of bookkeeping and accounting are being used or have been used in their personal and vocational activities.

Importance of the problem

One of the problems facing the population of America today is that of change. Ideals change, modes of living change, methods of earning a living change, educational programs change--very few things are completely static. Because of these changes, programs must constantly change and improve.

The educational curriculum is under constant observation and experimentation to improve its offerings to the youth of the nation. Studies are being pursued to try to resolve which is the best method to use in teaching, and which subjects should or should not be included in a curriculum.

Business education, because it is an essential part of the high school curriculum, should also be improved. McKee Fisk,¹ Dean of the School of Business at Fresno State College has written the following:

¹McKee Fisk, "A Business Curriculum To Meet Change," National Business Education Yearbook, IV (National Business Education Association, 1966), p. 201.

Every business curriculum in the past has, by design or not, met the challenge of change. In fact, the ability to meet the needs of business and society as they arose has been the genius of education for business. Adaptation to new conditions is essential for a democratic society and the economic system based on individual or corporate enterprise.

It is apparent that business education will meet the challenge of change. As Dr. Fisk² points out, "There is no reason to believe that the business curriculums of the future will not be as adaptive and dynamic as their predecessors." However, a word of caution is given by Dr. Fisk³ in his statement that if business education does not meet the challenge of change, it will decline as an important subject in high schools and colleges.

There are many criteria to follow in revising and evaluating the curriculum and the subject matter taught, because each area subject matter has its own peculiar problems and needs. A set of guidelines for business education is listed in the 1952 American Business Education Yearbook.⁴ Of the many guidelines given, three are of special interest to business education:

1. The needs and interests of the pupils are of paramount interest.
2. The content of the revised curriculum should be based upon the vocational and personal-use needs of the pupils.
3. Provide for continuous study and revision through follow-up studies, research, and periodic check-up. (sic)

²Ibid.

³Ibid.

⁴American Business Education Yearbook, IX (1952), p. 36.

The curriculum must meet both the needs and the interests of the pupils in order to make the subjects being taught valuable. Elvin S. Eyster,⁵ Professor of Business Education at Indiana University, further points out the importance of giving the students what they need.

The content of vocational business courses must coincide with the knowledge, understanding, and skills that are requisite for satisfactory performance in a business job for which a student prepares.

The third guideline points out that students are the important sources of information for follow-up studies. D. Parry Wilson⁶ stresses the need for a student follow-up study:

The survey, or follow-up study, represents an evaluation of the school program--an evaluation not by educational experts but by educational consumers, former students who have reflected their views, impressions, and judgments of the experience they had in school which help or failed to prepare them for life activities.

Lloyd T. Dickens,⁷ in his thesis, writes, "Follow-up studies should be made from time to time as a basis for making revisions in the methods of teaching bookkeeping."

This study is undertaken as a result of the need of the writer to determine which principles of bookkeeping the students at Davis High School need most. The conclusions reached in this study will be used

⁵Elvin S. Eyster, "A Philosophy Of Business Education To Meet Change," National Business Education Yearbook, IV (National Business Education Association, 1966), p. 197.

⁶D. Parry Wilson, A Follow-up Study Of Utah High School Graduates And Drop-outs With Implications For Guidance In Secondary Schools. Ed.D. dissertation. Utah State University, 1956, p. 1.

⁷Lloyd T. Dickens, Teaching Bookkeeping In Class A Schools In The State Of Texas. MS thesis. Sam Houston State Teachers College, Huntsville, 1963, p. 57.

to help revise the course offering. It is hoped this study will make the course of greater interest and of greater value to the students.

Hypothesis

This study indicates the number of graduates that use or have used principles of bookkeeping and accounting. The importance of these bookkeeping principles to the graduates is indicated by this study and could possibly affect the emphasis placed on the different principles taught by the teacher. This study may also reveal that some principles should be added to or deleted from the present course offering at Davis High School.

RELATED READINGS

Very few follow-up studies asking the graduate to indicate which principles of bookkeeping are most important to him have been undertaken. One such study of a fairly recent date was done by Donna Cottongim and was published in 1959. Her work will be referred to later. No studies could be found that were concerned with the personal-use aspect of bookkeeping. Most are concerned with polling business establishments to determine what principles of bookkeeping are used.

Articles on follow-up studies published in periodicals are generally the author's opinion and not backed by data. Because of the inconclusive assumptions found in these articles, these periodicals are not included in this study.

Importance of the course

Edith Marie Compton⁸ ". . . concluded that the high schools in Missouri are teaching practically the same material used in actual accounting practices." Robert R. Bolin⁹ also arrived at the conclusion that "The major operations presently taught in the traditional high school bookkeeping courses are performed to a relatively high degree in most of the businesses contacted."

⁸Edith Marie Compton, A Comparison Of The Elementary Bookkeeping Procedures Taught In High School To Those Used By Business Firms In LeMer, Missouri. MS thesis, Kansas State College of Pittsburg, Kansas. August, 1963, p. 40.

⁹Robert R. Bolin, A Survey Of Businessmen To Determine The Value Of High School Bookkeeping Instruction. MS thesis, University of Wisconsin. 1961, p. 64.

Lloyd T. Dickens¹⁰ appears to agree with these statements, but he qualifies his conclusions by saying, "In general, businessmen felt that high-school prepared bookkeepers should have gotten better training."

These three theses seem to indicate that, in general, bookkeeping is meeting the needs of most of the students taking the course and is of use to all who pursue bookkeeping as a career. This was further borne out by Mr. Bolin¹¹ when he concluded that "Whether an employee is involved in some sort of bookkeeping or recordkeeping duties, bookkeeping instruction has value, especially in the area of promotion on the job."

Content of the course

It is important to consider the content of the bookkeeping courses, as pointed out by the studies made by Compton, Bolin, Dickens, and others. Mr. Dickens sent a questionnaire to every Class A school in the state of Texas and also conducted personal interviews with businessmen. The following is a list of Dickens'¹² recommendations and conclusions:

1. Schools in the study apparently vary subject matter content to fit the community. The special content of a bookkeeping course should include income taxes for the individual and small businessman, bookkeeping for the sole proprietor, and bookkeeping and budgeting for the family.
2. Teachers should emphasize these objectives: develop an understanding of business terms and forms, give experience in recording activities of a business, familiarize students with financial statements, and teach them

¹⁰Dickens, p. 56.

¹¹Bolin, p. 64.

¹²Dickens, p. 55-56.

to interpret such information as is furnished in financial statements. They should emphasize those personal traits which are desirable for occupational adjustment and everyday living. They should carry the bookkeeping cycle through adjusting, closing, and reversing entries.

3. Schools and community situations should be used to familiarize students with recordkeeping of social and civic organizations.

With these general principles in mind, it is of importance to consider the actual units of the bookkeeping course to be taught. Only one study was found that surveyed graduates of business education to determine the degree of usage that the principles of bookkeeping received. In this study, Donna Cottongim¹³ sent a check list to a group of graduates of Oswego (Kansas) High School. She asked them to list the items on the check list in the categories of MOST IMPORTANT, VERY IMPORTANT, IMPORTANT, LITTLE IMPORTANCE, and NO IMPORTANCE. Her findings are as follows:

MOST IMPORTANT

1. Make change
2. Prepare personal income tax returns
3. Keep deposit and check records
4. Make a balance sheet
5. Know the accounting terms
6. Write checks

VERY IMPORTANT

1. Make adjusting entries
2. Keep cash records
3. Merchandise inventory
4. Posting a ledger
5. Prepare a budget
6. Prepare statements
7. Keep personal records
8. Compute social security taxes

¹³Donna Cottongim. An Opinion Survey Of A Group Of 1952-1958 Business Education Graduates Of Oswego High School To Determine The Importance Of Fundamentals Taught In Bookkeeping, Typewriting, And Shorthand. MS thesis, Pittsburg State Teachers College, Pittsburg, Kansas. May, 1959, p. 22-23.

9. Operate a 10-key adding machine
10. Make closing entries
11. Make a profit and loss statement
12. Compute bank discount
13. Figure maturity date of a note
14. Endorse checks
15. Prepare bank reconciliations

Miss Cottongim stated that none of the fundamentals received a sufficient number of LITTLE IMPORTANCE or NO IMPORTANCE responses to indicate that they are unimportant. She concludes that the responses of the graduates indicate the study of bookkeeping is desirable.

Edith Marie Compton¹⁴ compared procedures taught in a high school to those used by business firms. The purpose of her study was to determine whether the procedures taught in the elementary bookkeeping course on the high-school level are actually applied in the accounting systems of local businesses. She also wanted to determine whether there are certain knowledges and skills needed for the keeping of records in business which are not provided for in high school elementary bookkeeping instruction. She interviewed the heads of 23 businesses in LaMer, Missouri, and from their responses to her questions, arrived at the following conclusions:

1. Results indicate that much of the same material taught in high school is used in similar form in actual bookkeeping systems in LaMer.
2. At the time that this study was begun, the high school textbook being used did not present much material on social security, income taxes, or sales taxes which the firms indicated were necessary items; however, the current textbook now available and in use in several Missouri schools in the LaMer area does provide for such items.
3. Students interested in pursuing a career in bookkeeping should be reasonably familiar with checks, deposit slips, sales taxes, income taxes, social security taxes, cash sales, and all payroll activities.

¹⁴Compton, p. 40-41.

4. Because of the information set forth by the data the author concludes that the high schools in Missouri are teaching practically the same material used in actual accounting practices. Furthermore, it seems that due to the fact that only the first basic records are made by a number of the businesses in this locality, a person just graduating from a high school bookkeeping course could adequately fulfill the requirements for a job.

Miss Compton¹⁵ recommended that:

1. The teachers of high school bookkeeping courses give more emphasis to the section of the book dealing with payroll, and stress the fact that payroll records must be kept with a high degree of accuracy.

2. Bookkeeping students attempt to become relatively familiar with the bookkeeping procedures surrounding cash sales, checks, deposit tickets, the classification of accounts, and the interpretation of financial statements prepared.

¹⁵ibid.

DESIGN OF THE PROBLEM

Procedure

Roll books of the bookkeeping teachers who taught during the years 1959-1965 at Davis High School were obtained to secure the names of the students who had completed one year of bookkeeping. Only students who received one hour of credit in bookkeeping for the year were considered to have completed the course. This list of names was then checked with the permanent record cards that are on file in the high school office to determine whether the students had graduated. The addresses of those students were taken from the permanent record cards and checked with the telephone directory.

A letter, a questionnaire, and a stamped, self-addressed envelope were sent to each of the 390 selected bookkeeping students. The letter was signed by the principal of the high school. This signature was felt to be of primary importance. Some of the questionnaires were undoubtedly completed and returned because of this signature.

The words, PLEASE FORWARD, typed on each envelope proved to be of value, as replies were received from such distant states as Louisiana, South Carolina, North Dakota, Iowa, and California.

Twenty-one letters were returned marked NOT DELIVERABLE, because the forwarding addresses were not known. Attempts were made to locate friends and relatives of these graduates. Only four more addresses were found.

A follow-up letter was sent to each graduate who had not returned the questionnaire within two weeks.

The data received by the 158 returned questionnaires were compiled. An analysis of this data is found in the section of this study entitled "Presentation of Data."

Limitations

The limitations of this study include:

1. The graduates contacted may not have been aware of the principles of bookkeeping they use.
2. It does not consider the drop-out students who may have completed bookkeeping successfully but did not graduate. Neither does it consider those students who earned partial credit.
3. The percentage of returns from the questionnaire, 40 percent, was smaller than anticipated but is considered to be sufficient for an adequate sampling of opinions by the author.
4. The most recent graduates may not have had opportunities to incorporate the principles of bookkeeping into their personal or vocational activities.
5. Five different teachers had taught the bookkeeping classes during the years studied, and their different teaching methods would influence the responses given.
6. Some of the graduates may have received post-high school training in accounting.
7. The information compiled in the study is limited to the ability of the writer to interpret the data correctly.

The questionnaire

The survey was made by the use of a two-page, check-list questionnaire, a sample of which appears in the Appendix.

The table of contents of the textbook, 20th Century Bookkeeping and Accounting¹⁶ was used as a guide in selecting the questions used in the questionnaire. A question on the preparation of income tax returns is included in both the personal-use section and the vocational section. Income taxes are not included in the above-mentioned textbook, but they are thought to be of sufficient importance by the writer to be included in the questionnaire.

After the original questionnaire was prepared, it was taken to two professors of accounting at Utah State University for their suggestions. Their recommendations were incorporated into a revised questionnaire. The revised questionnaire was taken to six persons who are presently employed as bookkeepers. One bookkeeper is employed in the Comptroller's office at Utah State University; four others are employed in offices in Logan, Utah; one works in an office in Kaysville, Utah. All agreed that the questionnaire was complete, easily understood, and could be answered objectively.

The questionnaire is divided into three sections. The first section asks for information concerning the graduate's relationship with bookkeeping or accounting--whether he is currently employed as a bookkeeper, whether he has taught bookkeeping or accounting since his graduation, and whether he plans to enter the bookkeeping or accounting field in the future.

The second section concerns the use of bookkeeping principles by the graduate in his personal life. There are nine questions in this

¹⁶Paul A. Carlson, Hamden L. Forkner, and Lewis D. Boynton, 20th Century Bookkeeping and Accounting (Cincinnati: South-Western Publishing Company, 1962).

section. The graduate answers ALL OF THE TIME, SOME OF THE TIME, or NONE OF THE TIME depending on his use of the bookkeeping principles.

The third section concerns the use of bookkeeping and accounting by the graduate in his vocation. These questions are answered with a YES or NO. Other questions in this section ask about the type of organization the graduate works for and the different kinds of business machines used in carrying out his duties. The information gained from the last question could be used as a basis for requesting a machine-equipped bookkeeping room.

PRESENTATION OF DATA

An analysis of the data compiled from the returned questionnaires follows.

Section I of the questionnaire

The first question in this section asks, "Are you planning on entering the bookkeeping or accounting field?" The graduate is asked to indicate a YES or NO answer. Of the 158 graduates who returned the questionnaire, 44 graduates, or 27 percent indicated that they are planning to enter this field. Eight graduates, or 5 percent, are undecided about entering the field.

The second question asks, "Are you now a bookkeeper or accountant?" Fourteen, or 9 percent, indicated that they are now bookkeepers or accountants.

The final question in Section I asks, "Are you teaching, or have you taught, bookkeeping or accounting since your graduation from high school?" Only one graduate indicated YES. Another was a student teacher at Davis High School during the 1965-1966 school year and may be teaching bookkeeping in the future.

Section II of the questionnaire

The questions in this section are designed to find out which principles of bookkeeping the graduates have used or are now using in their personal lives. Table 1 gives the percentages of responses from this personal-use section of the questionnaire.

The textbook¹⁷ used by the graduates who received the questionnaire teaches double-entry bookkeeping. An analysis of the data on Table 1 shows that only 8 percent of the responding graduates use double-entry bookkeeping in their financial records all of the time. Twenty-four percent use double-entry bookkeeping some of the time, and almost 68 percent do not use it at all.

Almost 25 percent of the responding graduates use journals and ledgers to keep records of their personal finances all of the time, and nearly 25 percent use them some of the time. Fifty-one percent indicate that they do not use journals and ledgers in the keeping of their personal records. Only one chapter of the text used is devoted to personal-use bookkeeping for a family unit. The other chapters teaching the use of journals and ledgers could, however, be adapted to this purpose if the need warranted their use as such.

Questions 3 and 4 asks the graduates if they prepare a profit and loss statement or income statement or a balance sheet for their personal records. Ten percent of the responding graduates indicate that they always prepare a profit and loss statement. Eight percent indicate that they prepare a balance sheet all of the time. Thirteen percent prepare a profit and loss statement, and 18 percent prepare a balance sheet some of the time. Nearly 77 percent do not use a profit and loss statement, and 73 percent do not use a balance sheet any of the time.

The highest percentage of ALL OF THE TIME answers is found on the question concerning the use of checking accounts and bank statements.

¹⁷Ibid.

Table 1. Percentages^a of answers concerning personal-use section of the questionnaire.

QUESTIONS	ALL OF THE TIME	SOME OF THE TIME	NONE OF THE TIME
DO YOU:			
1. Use double-entry bookkeeping	8.25	24.09	67.66
2. Use journal(s) and ledger(s)	24.97	24.47	50.56
3. Prepare a profit and loss or income statement	10.05	13.18	76.77
4. Prepare a balance sheet	8.27	18.34	73.39
5. Have a checking account	58.00	5.72	36.28
6. Reconcile your bank statement	55.76	5.27	38.97
7. Keep a record of your budget	44.94	34.94	20.12
8. Fill out your own income tax returns	57.48	14.36	28.16
9. Keep records of depreciation of fixed assets	8.38	7.72	83.90

^aPercentages are of the 158 returned questionnaires out of the 390 sent.

Fifty-one percent of the graduates have checking accounts all the time, and nearly 56 percent reconcile their bank statements all the time.

Nearly 45 percent of the responding graduates indicate that they keep a record of their budget all of the time, and approximately 35 percent keep these records some of the time. Only 20 percent indicate that they do not keep budget records any of the time. There is only one chapter in the text used that presents budgets. It is one of the last chapters in the text and requires special planning to incorporate it into the course.

An analysis of the answers in the income-tax section of the questionnaire shows that nearly 58 percent of the graduates fill out their own income tax returns all of the time. Fourteen percent complete their own income tax returns some of the time, and 28 percent do not fill out their returns any of the time. Personal income tax returns are not presented in the textbook used. If a section on income taxes is taught in the class, it must come from outside materials. An example of outside materials that may be brought in is the Internal Revenue Service publication, Teaching Taxes¹⁸. It is available to all educators upon request to the nearest Internal Revenue Service office.

Only 8 percent of the graduates keep records of depreciation of their fixed assets all of the time; 8 percent keep records some of the time. Eighty-four percent do not keep records of depreciation of their fixed assets.

¹⁸Internal Revenue Service Publication Number 21 (Rev. 10/66), Teaching Taxes, U. S. Treasury Department, Internal Revenue Service.

Section III of the questionnaire

The questions in this section of the questionnaire are used to determine what principles of bookkeeping the graduates of Davis High School have used or are now using in their vocation. The answer choices given are either YES or NO.

The first question in this section asks, "Do you use, or have you used, bookkeeping or accounting in your vocation or as treasurer of an organization or association?" All graduates were asked to answer this question. If they answered YES, they were asked to complete the questionnaire. If their answer was NO, it was not necessary for them to complete the questionnaire; but they were requested to return it. The percentages shown on Table 2, page 19, are the percentages of the graduates who answered YES to question 1.

Nearly 40 percent of the 158 graduates who returned their questionnaires indicate that they are using or have used bookkeeping or accounting in their vocations or as treasurer of an organization or association.

Over 66 percent of the graduates use double-entry bookkeeping. Nearly 16 percent keep all of the books of a business; 74 percent keep only a part of the books.

Thirty-four percent of the graduates use cash register tapes as a source of information for recording transactions. Invoices and sales slips are used as a source of information by nearly 84 percent of these graduates. Some indicate use of all three sources--invoices, sales slips, and cash register tapes--for recording transactions.

Over one-half of the graduates, 53 percent, record sales returns and allowances; 52 percent make entries to record purchase returns and allowances.

Table 2. Percentages^a of YES and NO answers for vocational section of questionnaire ranked in importance by number of YES answers.

Rank	Question number	QUESTIONS	Percent YES	Percent NO
		DID YOU OR DO YOU NOW:		
1	18.	Use invoices and sales slips as a source for recording transactions	83.51	16.49
2	4.	Keep only a part of the books	73.43	26.57
3	20.	Keep records of accounts receivable or accounts payable	72.49	27.51
4	2.	Use double-entry bookkeeping	66.13	33.87
5	10.	Use special journals	62.63	37.37
6	6.	Record sales returns and allowances	52.63	47.37
7	7.	Record purchases returns and allowances	52.39	47.61
8	8.	Keep records concerning payroll	50.24	49.76
9	13.	Use a work sheet in preparation for making financial reports	47.75	52.25
10	21.	Keep records of notes receivable or notes payable	46.11	53.89
11	24.	Write checks for the business	45.94	54.06
12	16.	Make adjusting entries	42.82	57.18
13	14.	Prepare a balance sheet	38.32	61.68
14	15.	Prepare a profit and loss or income statement	35.58	64.42
15	26.	Reconcile the bank statement	35.31	64.69
16	12.	Use a general journal	34.73	65.27

Table 2. Continued

Rank	Question number	QUESTIONS	Percent YES	Percent NO
		DID YOU OR DO YOU NOW:		
17	22.	Keep records of interest on notes payable or notes receivable	34.71	65.29
18	5.	Use a cash register tape as a source for recording transactions	34.02	65.98
19	25.	Record accrued expenses	33.41	66.59
20	9.	Keep records concerning payroll taxes	32.74	67.26
21	17.	Make closing entries	31.91	68.09
22	11.	Use a combination journal	30.39	69.61
23	19.	Record allowances for bad debts	20.84	79.16
24	23.	Keep records of the depreciation of fixed assets	18.49	81.51
25	3.	Keep all the books for the business	15.73	84.27
26	27.	Prepare the income tax returns for the business	14.13	85.87

^aPercentages are of the 63 graduates who answered YES to question 1 of this section.

The next two questions are related to the payroll and payroll taxes. More than 50 percent of the graduates work with the payroll; only 33 percent work with payroll taxes.

Questions 10, 11, and 12 ask about the type of journals the graduates use. Special journals are used by 63 percent of the graduates. Thirty percent use a combination journal as the book of original entry; 35 percent use a general journal. Some indicated the use of more than one type of journal in their work.

Seventy percent use a work sheet in the preparation of financial reports. A balance sheet is made by 38 percent, and nearly 48 percent prepare a profit and loss or income statement.

Adjusting entries are made by nearly 43 percent; 32 percent use closing entries. Although these two entries are different in purpose, they are usually made at the same time.

Question 19 asks the graduates if they record allowances for bad debts. Twenty-one percent are concerned with this entry.

Either accounts receivable or accounts payable, or both, are used by nearly 73 percent of those responding to the questionnaire. This question had the third highest YES responses of all questions asked in Section III of the questionnaire. Notes receivable or notes payable are used by only 46 percent of the graduates. Records of interest on these notes are kept by 35 percent of those responding.

Responses indicate that nearly 46 percent write checks for the business; only 35 percent reconcile the bank statement.

Just over 33 percent of the responding graduates keep records of accrued expenses.

The last question of the questionnaire to require a YES or NO answer asks if the graduates prepare income tax returns for the business. Fourteen percent indicate that they are concerned with income tax preparation.

Question 28 asks, "Did you or do you now keep records for a single proprietorship, a partnership, a corporation, or none of the above-- please specify." Of the three businesses listed, the corporation received 17 responses. Some of these graduates are now in business for themselves. Seven graduates are working for partnerships. Fifteen keep records for such organizations as explorer post, sorority, etc. These are jobs for which no remuneration is received.

The last question asks, "What mechanical or electronic equipment do you personally use in maintaining the records for which you are responsible?" The adding machine ranks first, 40 graduates use it on their jobs. The typewriter ranks second, 13 use it. Twelve use the calculator; 7 use the bookkeeping machine; 4 use the cash register; 3 use the Thermofax copying machine.

Summary of data

Data compiled from the personal-use section of the questionnaire indicates that more than 50 percent of those graduates responding fill out their own income tax returns, have a checking account, and reconcile their own bank statements. More than 40 percent keep a budget to a varying degree. Approximately 20 percent keep a record of their personal transactions through the use of journals and ledgers. Less than 10 percent of those responding keep a record of depreciation of

fixed assets, prepare balance sheets, and use double-entry bookkeeping in their personal records.

Data compiled from the vocational-use section of the questionnaire shows that more than 80 percent of the responding graduates use invoices and sales slips as a primary source of information for recording transactions; more than 70 percent keep records of accounts receivable and accounts payable.

Double-entry bookkeeping and special journals are used by 60 percent of the graduates. More than 50 percent make records of sales returns and allowances, purchase returns and allowances, and work with the payroll. Forty percent or more make adjusting entries, write checks, keep records on notes receivable and notes payable, and use a work sheet in the preparation of reports.

Thirty percent or more make closing entries, keep records of payroll taxes, record accrued expenses, reconcile the bank statement, and prepare income statements and balance sheets.

Only about 20 percent of the graduates are concerned with entries relating to bad debts of the business. Less than 20 percent of those responding keep records of depreciation of assets and prepare income tax returns for the business.

Eighty graduates indicated use of such mechanical devices as adding machines, calculators, bookkeeping machines, and copying machines in their vocational work. The 10-key adding machine was mentioned as being used most often by these graduates.

SUMMARY AND CONCLUSIONS

Questionnaires were sent to 390 graduates of Davis High School who graduated between the years 1959 and 1965. These graduates had taken one year of bookkeeping and received a passing grade.

The questionnaire was designed by the author from the table of contents of the textbook, 20th Century Bookkeeping and Accounting.¹⁹ The questionnaire was used as a means of determining the bookkeeping principles used by the graduates in their personal and vocational activities.

Forty percent, or 158 graduates, returned their questionnaires. An analysis of their responses is shown in the chapter entitled Presentation of Data on page 14 of this study.

The summary and conclusions which follow are the result of compiling the data from the 158 returned questionnaires.

Conclusions

1. Although no studies could be found that were concerned with the personal-use aspect of bookkeeping, the personal use of double-entry bookkeeping, the use of journals and ledgers, the preparation of profit and loss statements and balance sheets, and the keeping of records of depreciation of assets was found to be of little value to the graduates surveyed.

2. Responses to Question 7 in Section II of the questionnaire show that 57 percent of the graduates make out their own income tax

¹⁹Carlson

returns. The study by Cottongim²⁰ found the preparation of personal income tax returns to be MOST IMPORTANT to the group she surveyed. This indicates to this writer that a section on personal income taxes should be made a part of a bookkeeping course.

3. The number of graduates who show that they keep a budget should perhaps be an indication that special effort be made to see that some time be given to the section on personal budgets. Cottongim²¹ lists this as VERY IMPORTANT in her study.

4. Since more than 50 percent of the graduates questioned have a personal checking account and reconcile their own bank statements, and 35 percent perform the same function in their vocations, a good understanding of the principles of bank reconciliation should be taught to bookkeeping students. This is not to imply that this understanding be limited to bookkeeping students. Cottongim²² lists this principle as MOST IMPORTANT to VERY IMPORTANT in her study.

5. Seventy-three percent of the graduates responding to Section III of the questionnaire keep only a part of the books of a business; 15 percent keep the entire set. This indicates that students should have some knowledge of bookkeeping principles and theories as they apply to different business situations.

6. The chapters on corporations and partnerships should be presented to the bookkeeping classes so that they have an understanding

²⁰Cottongim

²¹Ibid.

²²Ibid.

of the problems of these types of businesses. This conclusion is arrived at by the number of graduates who are working for these businesses.

7. Consideration should be given to teaching more personal-use bookkeeping for those not interested in bookkeeping as a profession.

8. Adding machines should be made available in bookkeeping classes. Other mechanical devices listed as used often were the calculator and the typewriter. Cottongin²³ lists this conclusion as VERY IMPORTANT in her study.

9. Because 44 of the 158 graduates who returned the questionnaire indicate a desire to enter the bookkeeping or accounting field, and 14 are already bookkeepers or accountants, the author believes that those teachers who have been teaching bookkeeping at Davis High School during the years covered by this study have done an effective job in impressing upon graduates the importance of bookkeeping as a vocation.

10. Although this writer feels that a good job has been done in teaching past bookkeeping classes, study and revision of the course content needs constant attention. More frequent follow-up studies of graduates should be made to determine if the course as being taught is meeting the needs of those graduating. More studies of this type can help meet the challenge of change, as pointed out by McKee Fisk.²⁴

Every business curriculum in the past has, by design or not, met the challenge of change. In fact, the ability to meet the needs of business and society as they arose has been the genius of education for business. Adaptation to new conditions is essential for a democratic society . . .

²³Ibid.

²⁴Fisk

LITERATURE CITED

- Bolin, Robert R. A Survey Of Businessmen To Determine The Value Of High School Bookkeeping Instruction. MS thesis, University of Wisconsin. 1961.
- Carlson, Paul A., Hamden L. Forkner, and Lewis D. Boynton, 20th Century Bookkeeping And Accounting. South-Western Publishing Company, Cincinnati. 1962.
- Compton, Edith Marie. A Comparison Of The Elementary Bookkeeping Procedures Taught In High School To Those Used By Business Firms In LeMar, Missouri. MS thesis, Kansas State College of Pittsburg, Kansas. August, 1963.
- Cottongim, Donna. An Opinion Survey Of A Group Of 1952-1958 Business Education Graduates Of Oswego High School To Determine The Importance Of Fundamentals Taught In Bookkeeping, Typewriting, And Shorthand. MS thesis, Pittsburg State Teachers College, Pittsburg, Kansas. May, 1959.
- Dickens, Lloyd T. Teaching Bookkeeping In Class A Schools In The State Of Texas. MS thesis, Sam Houston State Teachers College, Huntsville. 1963.
- Eyster, Elvin S. A Philosophy Of Business Education To Meet Change. National Business Education Yearbook, No. IV. National Business Education Association, Washington D. C. 1966.
- Fisk, McKee. A Business Curriculum To Meet Change. National Business Education Yearbook, No. IV. National Business Education Association, Washington D. C. 1966.
- Internal Revenue Service Publication, No. 21 (Rev. 10/66). Teaching Taxes. U. S. Treasury Department, Internal Revenue Service, Washington D. C. 1966.
- Wilson, D. Farry. A Follow-up Study Of Utah High School Graduates And Drop-outs With Implications For Guidance In Secondary Schools. Ed.D. dissertation, Utah State University, Logan, Utah. 1956.
- Zelliot, Ernest A. (Ed.). Administration And Supervision Of Business Education. American Business Education Yearbook, No. IX. Somerset Press, Somerville, New Jersey. 1952.

A P P E N D I X

INITIAL LETTER

(Davis High School Letterhead)

July 23, 1965

(Graduate's address and salutation)

Since your graduation from Davis High School, you have probably evaluated some of your experiences and classes taken here. Some classes were effective, while others could be improved. We are requesting that you help us determine the status of one of our classes--bookkeeping.

Mr. L. J. Willis, our bookkeeping teacher, wants to improve this course so that it will be as effective as possible. Would you please help him do this by answering the enclosed questionnaire. Return it as quickly as possible in the self-addressed envelope that is also enclosed. We would like to have all questionnaires returned by August 1.

The help you give Mr. Willis on this questionnaire will help him, help Davis High School, and help future Darts that will be taking this course. Best of success to you in all your endeavors.

Sincerely,

(Signed)

Richard Stevenson, Principal
Davis High School

Enclosures

FOLLOW-UP LETTER

(Davis High School letterhead)

August 10, 1965

(Graduate's address and salutation)

Several weeks have gone by since Mr. Stevenson wrote you concerning my questionnaire for bookkeeping. As of this date, we have not received this back from you.

This questionnaire is of vital concern to me. The more that are returned, the more valid will be the recommendations that I give for fitting the course content of the bookkeeping class for the Derts that will be taking this class in the future.

Would you please take the time to fill out the questionnaire as soon as possible and return it to me. If you have misplaced it, drop me a note and I will send you another. Your action in this matter will be very greatly appreciated.

Sincerely yours,

(Signed)

L. J. Willis
Bookkeeping Instructor

QUESTIONNAIRE

Section I

Name _____ Year Bookkeeping Was Taken _____

ARE YOU PLANNING ON ENTERING THE BOOKKEEPING OR ACCOUNTING FIELD?

(Circle correct answer) YES NO

ARE YOU NOW A BOOKKEEPER OR ACCOUNTANT? (Circle correct answer) YES NO

ARE YOU TEACHING OR HAVE YOU TAUGHT BOOKKEEPING OR ACCOUNTING SINCE YOUR
GRADUATION FROM HIGH SCHOOL? (Circle Correct answer) YES NO

QUESTIONNAIRE

Section II

ALL OF THE TIME SOME OF THE TIME NONE OF THE TIME THIS SECTION CONCERNS HOW MUCH YOU NOW USE BOOK-KEEPING IN YOUR PERSONAL LIFE. WOULD YOU PLEASE ANSWER ALL QUESTIONS BY MAKING A CHECK MARK IN THE COLUMN THAT BEST ANSWERS YOUR SITUATION.

- ___ ___ ___ 1. Do you use double-entry bookkeeping in the keeping of your financial records? (A credit entry for every debit entry.)
- ___ ___ ___ 2. Do you use journal(s) and ledger(s) to keep records of personal finances?
- ___ ___ ___ 3. Do you prepare a profit and loss statement or income statement?
- ___ ___ ___ 4. Do you prepare a balance sheet?
- ___ ___ ___ 5. Do you have a checking account?
- ___ ___ ___ 6. Do you reconcile your bank statements?
- ___ ___ ___ 7. Do you keep a record of your budget?
- ___ ___ ___ 8. Do you fill out your own income tax returns?
- ___ ___ ___ 9. Do you keep records of the depreciation of any of your fixed assets? i.e. House, land, car, guns, appliances, etc.
-

QUESTIONNAIRE

Section III

YES NO

THIS SECTION CONCERNS WHETHER OR NOT YOU USE BOOKKEEPING, AS TAUGHT IN HIGH SCHOOL, IN YOUR VOCATIONAL WORK. WOULD YOU PLEASE ANSWER THE QUESTIONS BY MAKING A CHECK MARK IN THE COLUMN THAT BEST ANSWERS YOUR SITUATION.

- ___ 1. Do you use, or have you used, bookkeeping or accounting in your vocation or as treasurer of an organization or association?

If your answer was YES, continue on with the questionnaire. If NO, disregard the rest of this questionnaire and RETURN IT IN THE ENCLOSED ENVELOPE.

DID YOU OR DO YOU NOW:

- ___ 2. Use double-entry bookkeeping?
- ___ 3. Keep all of the books for the business?
- ___ 4. Keep only a part of the books for the business?
- ___ 5. Use a cash register tape as a source of information for recording transactions?
- ___ 6. Record sales returns and allowances?
- ___ 7. Record purchases returns and allowances?
- ___ 8. Keep records concerning payroll?
- ___ 9. Keep records concerning payroll taxes?
- ___ 10. Use special journals? i.e. Cash Payments Journal, Sales Journal, etc.
- ___ 11. Use a combination journal as a book of original entry?
- ___ 12. Use only a general journal as a book of original entry?
- ___ 13. Use a work sheet in preparation for making financial reports?
- ___ 14. Prepare a balance sheet?

Section III--Continued

YES	NO	DID YOU OR DO YOU NOW:
___	___	15. Prepare a profit and loss or income statement?
___	___	16. Make adjusting entries?
___	___	17. Make closing entries?
___	___	18. Use invoices and sales slips as a source of information for recording transactions?
___	___	19. Record allowances for bad debts?
___	___	20. Keep records of accounts receivable or accounts payable?
___	___	21. Keep records of notes receivable or notes payable?
___	___	22. Keep records of interest on these notes?
___	___	23. Keep records of the depreciation of fixed assets?
___	___	24. Write checks for the business?
___	___	25. Record accrued expenses?
___	___	26. Reconcile the bank statement?
___	___	27. Prepare the income tax returns for the business?
		28. Keep records for: ___ A single proprietorship
		___ Partnership
		___ Corporation
		___ None of the above--PLEASE SPECIFY:

		29. What mechanical or electronic equipment do you or did you personally use in maintaining the records for which you are responsible? PLEASE LIST:

VITA

Lemuel J. Willis

Candidate for the Degree of

Master of Science

Report: A Follow-up Study To Determine What Principles Of Bookkeeping And Accounting The 1959-1965 Graduates Of Davis High School Are Using In Their Personal And Vocational Activities.

Major Field: Business Education

Biographical Information:

Personal Data: Born at Missoula, Montana, August 21, 1934, son of Darwin J. and Mary Osmond Willis; married Dixie G. Hansen, June 3, 1955; three children--Kim, DeAnn, and Steven.

Education: Attended elementary schools in Missoula, Montana, and Cowley, Wyoming; graduated from Cowley High School in 1951; received Bachelor of Science degree from Utah State University in 1956, with double major in education and secretarial science; completed requirements for the Master of Science degree in business education at Utah State University in 1967.

Professional Experience: Taught high school at Meeteetse, Wyoming, for two years; Ely, Nevada, for four years; and Kaysville, Utah, for three years; worked for two years as treasurer of White Pine County School Employees Federal Credit Union in Ely, Nevada.