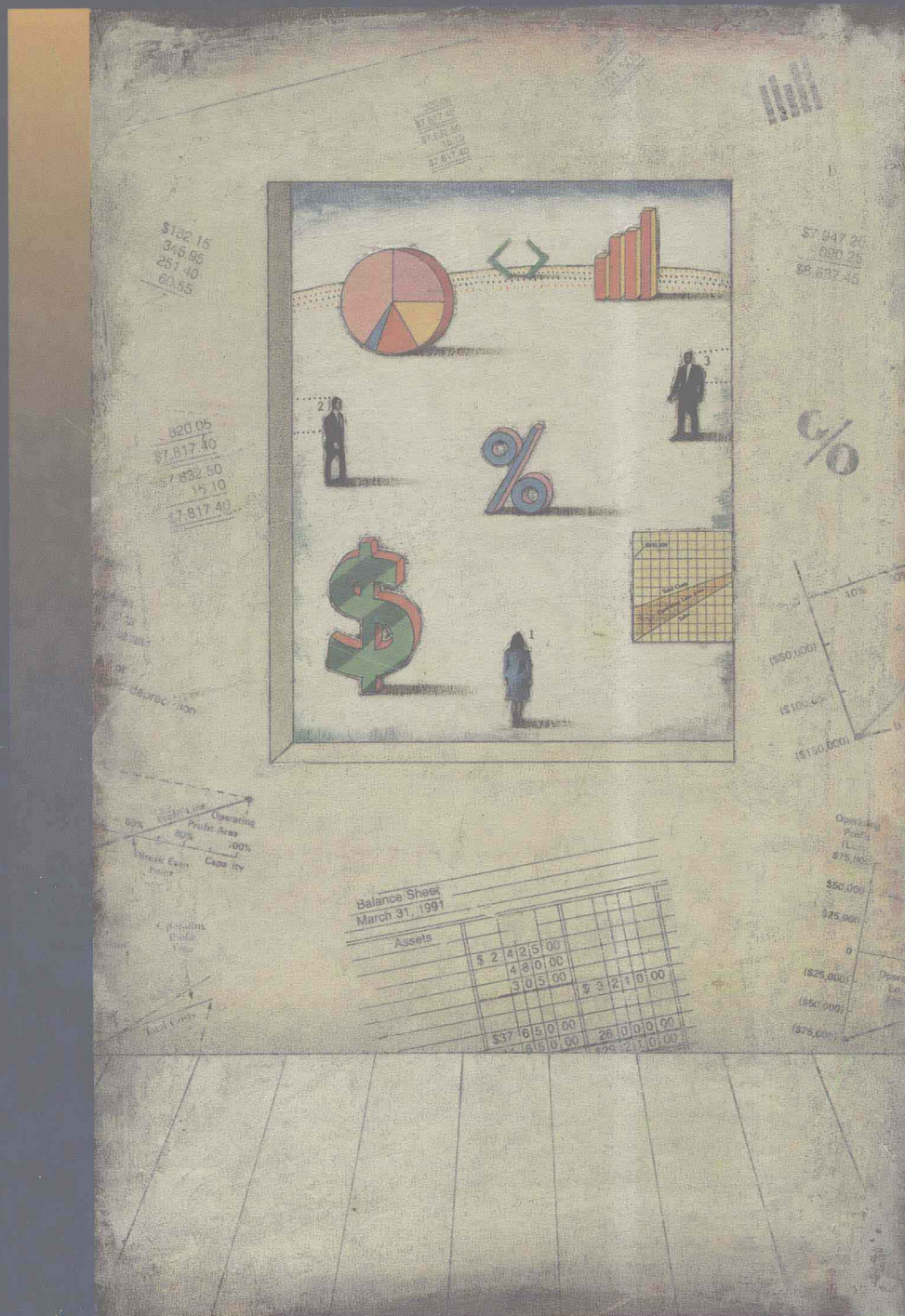


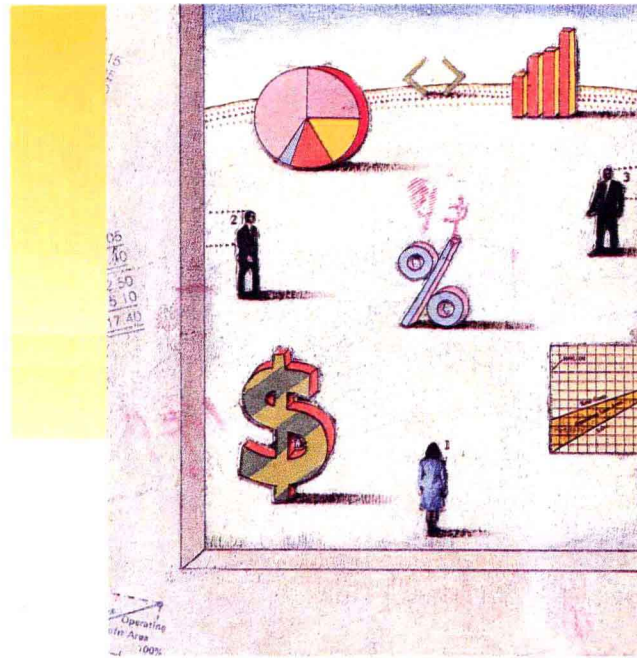
Fess & Warren 17e



USED

Accounting Principles

SEVENTEENTH EDITION



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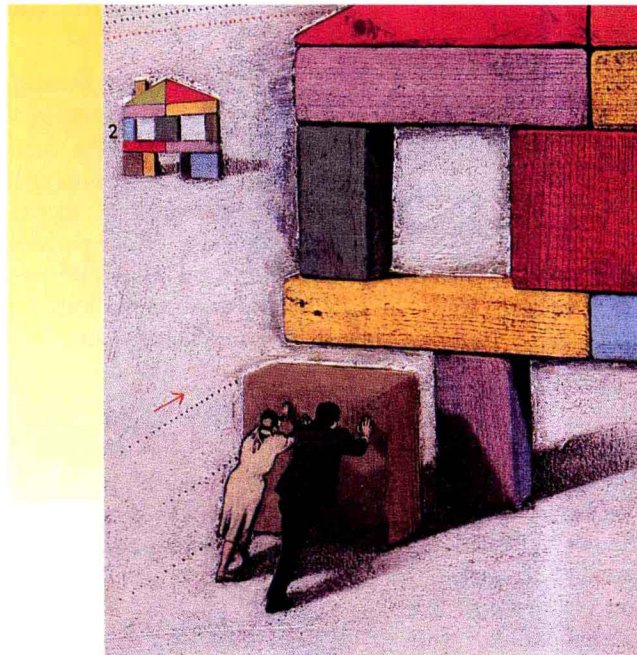
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Preface



As the leading text in the market, ACCOUNTING PRINCIPLES builds a solid foundation of basic accounting concepts and principles. Now, the 17th Edition opens the window to a full view of insightful accounting applications and innovative classroom supplements. Our text provides a fresh new perspective on a rapidly changing accounting environment. You'll find unique new features and interesting changes, based on recommendations by the Accounting Education Change Commission, extensive feedback from current users, independent reviews by numerous scholars and educators, and market research that included focus groups and questionnaires. Take a look at the features that make accounting even more intriguing and more fun to teach and learn.

STUDENT CONNECTIONS TO THE BUSINESS WORLD

"You and Accounting." This new feature at the beginning of each chapter relates students' per-

sonal experience to the chapter's topic. Students are more motivated to study the chapter when they begin to appreciate the relevance of the accounting and business topics presented.

Enrichment Material. Excerpts from *The Journal of Accountancy*, *The Wall Street Journal*, *Business Week*, *Forbes*, or other well-known business periodicals appear in each chapter to enrich students' learning experience by providing real-world information relevant to the topics in the chapter.

Real-World Examples. Real-world business examples, many taken directly from annual reports of companies such as J. C. Penney Co. and General Electric Co., provide students with a taste of the world of accounting. These examples, integrated throughout the text, add concrete meaning to concepts and principles that might otherwise appear abstract. Throughout the text, numerous citations from *Accounting Trends & Techniques* indicate the

frequency with which alternative accounting presentations and methods are used in the real world.

REAL WORLD FOCUS

Each chapter includes at least one discussion question requiring students to interpret and respond to real-world business situations. Some chapters also include a real-world exercise. These questions and exercises are based on actual business data from Maytag Corporation, Tandy Corporation, and other companies.

Ethics. Students are introduced to ethics in accounting in Chapter 1. Ethics in management accounting is emphasized in Chapter 21. An **Ethics Discussion Case** at the end of the Discussion



Questions in each chapter presents a scenario to stimulate student discussion of ethical dilemmas in today's

business environment. **Videos** developed for the classroom dramatize selected ethics cases. Students can find the codes of professional conduct of the American Institute of Certified Public Accountants and the Institute of Management Accountants in an appendix at the end of the text for easy reference.

CONTEMPORARY COVERAGE

The New Manufacturing Environment. The managerial accounting chapters, beginning with Chapter 21, include the concepts and terminology related to the new manufacturing environment. For example, Chapter 21 discusses just-in-time manufacturing (JIT), the importance of total quality control (TQC), and computer-integrated manufacturing (CIM). Traditional and just-in-time manufacturing systems are compared in an appendix to Chapter 21.

Activity-based costing (ABC) is first discussed in the job order costing chapter (Chapter 22). A detailed discussion and illustration of ABC is presented in an appendix to the process costing chapter (Chapter 23).

Chapters 22 and 23 now include a discussion of the importance of cost allocation, using activity drivers. Cost allocation bases for manufacturing overhead, other than direct labor, are frequently used in the chapter illustrations and in the end-of-chapter exercises and problems. However, some examples of the use of direct-labor-based cost allo-

cation have been retained, since they are still relevant for labor-intensive manufacturing enterprises.

Cost-Volume-Profit Analysis. The cost-volume-profit analysis discussion in Chapter 24 begins with a brief discussion of cost behavior and cost estimation. The remainder of the chapter uses the contribution margin approach to cost-volume-profit analysis. This approach is useful for a variety of managerial decision-making needs. A new appendix, with exercises and problems, provides an in-depth discussion of variable costing.

Responsibility Accounting. The discussion in Chapter 26 now emphasizes the departmental margin approach to responsibility accounting. This approach is consistent with the emphasis in the cost-volume-profit chapter.

Capital Investment Analysis. The discussion of capital investment analysis in Chapter 28 includes considerations related to the new manufacturing environment and the importance of qualitative factors in such an analysis.

Perpetual Inventory Systems. Perpetual inventory systems are initially discussed in Chapter 5, with the introduction to merchandise transactions. This discussion continues in Chapter 6, where a work sheet and financial statements in a perpetual inventory system are illustrated. The discussion of cost flow assumptions (such as LIFO and FIFO) related to perpetual inventory systems is in Chapter 10. At this point, students are better able to handle the complexities of the physical flow of inventory and cost flows.

Internal Control. The discussion in Chapter 7 incorporates new examples of internal controls that students might encounter in their own experiences and in their future work environment. Similarly, internal controls are emphasized in Chapters 8–12. In each of these chapters, internal control exercises have been added.

Statement of Cash Flows. Chapter 19 now includes both the indirect and direct methods of preparing the cash flows from operating activities section of the statement of cash flows. The indirect method is presented first, since this method is

used by 97% of the companies surveyed in the 45th Edition of *Accounting Trends & Techniques*. In addition, companies using the direct method must reconcile operating income with cash flows from operating activities, using the format of the indirect method. Thus, an understanding of the indirect method facilitates the discussion of the direct method. Work sheets that can be used for both methods are presented in an appendix to the chapter. End-of-chapter discussion questions, exercises, and problems are included for both methods.

International Accounting. The globalization of business and the impact on accounting are first recognized in the "Evolution of Accounting." Also, numerous references to companies that engage in international business, such as Hershey Foods Corporation and Toys "R" Us, Inc., are cited throughout the text. In addition, Chapter 18 covers accounting for international transactions. International competition is discussed in Chapter 21 in the context of trends in manufacturing and service industries.

SKILLS-ORIENTED FEATURES FOR TOMORROW'S BUSINESS LEADERS

WHAT'S WRONG WITH THIS?



These new end-of-chapter exercises challenge students to analyze and discover what is wrong with a financial statement, a report, or a management decision. They are ideal for a stimulating learning activity in the classroom.

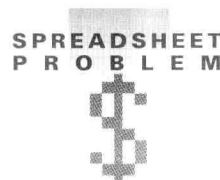
SHARPEN YOUR COMMUNICATION SKILLS

Several questions, exercises, problems, and the mini-case at the end of each chapter provide an opportunity for students to respond in an oral or written form. These assignments are designed to help students develop their ability to communicate effectively in an accounting and business environment. Additional writing assignments and some guidelines for using these assignments are provided in the *Instructor's Manual* that accompanies the text.

Mini-Cases. Each chapter contains a Mini-Case that simulates a real-world business situation. The Mini-Cases require students to use higher levels of cognitive learning and assist in summarizing chapter concepts. They can also be used as a group

learning activity. Selected Mini-Cases are presented on **video** for an exciting classroom presentation.

Computer Applications. Students may use the **Solutions Software** to solve selected problems through Chapter 23, including the comprehensive problems. The computer instructions for each of these problems, which involve a general ledger, are now included in the text, following the manual instructions. The instructions are identified by the symbol at the left. Students may also use the software to solve 5 practice sets.



Spreadsheet Template Diskettes may also be used for solving selected exercises and problems. These diskettes include a spreadsheet tutorial and "what if" analysis for problems identified, through Chapter 28, by the symbol at the left.

PRACTICAL PEDAGOGICAL IMPROVEMENTS

Revision of the Accounting Cycle Chapters. This edition continues to reinforce the accounting cycle by presenting it twice—once for a service enterprise (in Chapters 1–4) and once for a merchandising enterprise (in Chapters 5–6). This basic presentation gives students a clear understanding of the accounting process and helps them develop the analytical thinking skills that are essential for success in the accounting principles course. To assist students in understanding the step-by-step process of preparing a work sheet, **acetate overlays** are used in Chapter 4.

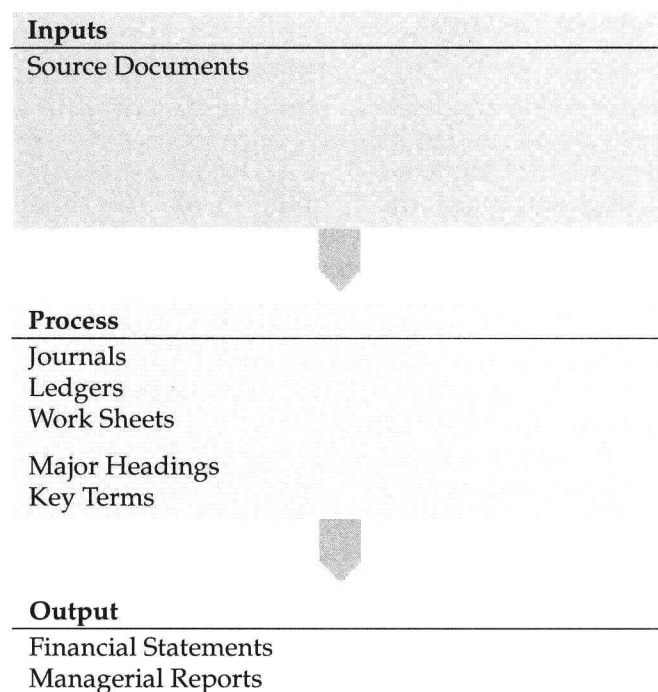
Chapter 1 continues to introduce and illustrate the **statement of cash flows** as one of the basic financial statements. However, students are not required to prepare a statement of cash flows until Chapter 19.

Chapter 3 now presents the matching concept and all four basic types of adjusting entries. The discussion of recording prepaid expenses initially as expenses and unearned revenues initially as revenues is presented in **Appendix C**, which includes exercises. **Reversing entries** are covered in an appendix to Chapter 4.

New Continuing Illustration of the Accounting Cycle. A continuing illustration in Chapters 1 through 6 covers the accounting cycle for a service enterprise and a merchandising enterprise. In Chapters 1–4, the enterprise offers computer consulting services. In Chapters 5–6, the enterprise becomes a merchandising enterprise that sells microcomputers and related software. This continuity facilitates student understanding and enables students to correlate the concepts and principles introduced in these chapters.

Sole Proprietorship and Corporation Forms of Organization. The first 13 chapters use the sole proprietorship form of organization. This simplifies the discussion of basic accounting concepts and principles in the first accounting course. Accounting for the corporation form of organization is introduced in Chapter 15.

Use of Color. Extensive use of color throughout the text and captivating illustrations opening all the chapters draw students into the text. In addition, the chart below indicates how color is used to consistently highlight the material in the text.



Technology for Classroom and Student Use. State-of-the-art technology supports a multimedia package for capturing the attention of visually-oriented students. A **Video Laser Disk** provides easy, instant access to videos, software, transparencies, and illustrations. The **Hyper-Graphics** software enhances class lectures with graphics, color, and animation. In addition, a series of **videos** for classroom or student use reinforce accounting concepts and add the reality of the business world.

Learning Objectives. Revised to emphasize students' learning goals and actions, the learning objectives focus directly on the *action* objectives of studying each chapter.

- Each chapter begins with a listing of the learning objectives, providing a framework for the presentation of the chapter material.
- Each learning objective is repeated in the margin next to the start of the discussion to which the objective relates.
- The learning objectives are tied into the chapter review.
- All end-of-chapter exercises and problems are identified by learning objective.

Readability. To enhance clarity and understandability, the readability level of each chapter was analyzed, using a professional software program. In addition to revisions, an informal writing style and the active voice are used to enliven the text discussion of accounting issues.

Glossary. A new glossary at the end of each chapter defines each key term. The learning objective number follows the definition to indicate where the term was discussed in the chapter. The key terms also appear in a complete glossary at the end of the text.

Classification of Accounts. A classification of the accounts on the financial statements, including the normal account balance, is presented on the inside back cover for students' use when reading the text and solving end-of-chapter materials.

Accounting for Merchandising Enterprises.

The two-chapter format for discussing merchandising enterprises (Chapters 5 and 6) now begins by presenting comparative income statements for service and merchandising enterprises. Differences between the two types of statements are then used as a basis for discussing merchandise transactions and financial statements for merchandising enterprises.

Special Journals. The presentation of special journals in Chapter 7 now begins with the less complex sales journal and the cash receipts journal, followed by the purchases journal and the cash payments journal. In addition, this chapter includes a new section on adapting special journals to the unique aspects of a business enterprise.

Partnerships. The partnership chapter (Chapter 14) now presents the bonus method rather than the goodwill method of recording the admission of a new partner. In addition, the discussion of partnership liquidation has been simplified.

Accounting for Bonds Payable. The coverage of bonds payable has been simplified in Chapter 17. The chapter first presents the amortization of bond discounts and premiums using the straight-line method. This enables students to grasp the essential concepts involved in amortizing discounts and premiums before the chapter introduces the more complex effective interest rate method. In addition, this flexible presentation allows instructors who wish to omit the effective interest rate method to easily do so without interrupting the flow of the material.

ILLUSTRATIVE PROBLEM Each chapter review includes a problem and solution that are similar to a possible homework assignment. Students can build confidence in their abilities to apply a chapter's concepts and principles by reviewing this problem.

Self-Examination Questions. Each chapter review also includes a set of multiple-choice questions on the basic concepts of the chapter. Students can answer these questions and compare their answers with the correct ones provided at the end of the chapter. The explanations of both the correct

and the incorrect answers are a subtle yet effective learning tool.

End-of-Chapter Materials. The end-of-chapter questions, ethics cases, exercises, "What's Wrong With This?" exercises, problems, mini-cases, and comprehensive problems were carefully written and revised by the authors to be both practical and comprehensive. To ensure their accuracy, all end-of-chapter materials and related supplementary items were verified and proofed by the editorial staff and independent resources.

A "**B**" Problem is now included for each "**A**" Problem in the text. These problems increase the variety and volume of assignment materials and give instructors a wide choice of subject matter and range of difficulty.

Six **Comprehensive Problems**—at the end of Chapters 4, 6, 7, 12, 17, and 20—integrate and summarize the concepts and principles of several chapters. Instructors may assign these problems as mini practice sets for students to complete manually. As an alternative, these problems can be worked with the Solutions Software.

Check Figures. Check figures at the end of the text assist students in checking end-of-chapter problems. Agreement with the check figures indicates that a significant portion of the solution is basically correct.

SUPPLEMENTARY MATERIALS

ACCOUNTING PRINCIPLES is part of a well-integrated educational package that includes materials designed for use by both the student and the instructor. These materials are carefully prepared and reviewed to maintain consistency and high quality throughout.

Available to Instructors

Annotated Edition. In addition to the text material for students, the unique instructor's edition contains points of emphasis, points of interest, teaching suggestions, discussion points, in-class exercises, real-world notes, and check figures.

Solutions Manuals. These manuals contain solutions to all end-of-chapter materials, including the discussion questions, ethics cases, exercises, "What's Wrong With This?" exercises,

problems, mini-cases, and comprehensive problems.

Instructor's Manual, prepared by Donna Chadwick of Sinclair Community College. Extensively rewritten, this manual provides suggestions for cooperative learning activities and additional examples and illustrations for use in the classroom. Transparency masters for classroom use are also included.

Spreadsheet Applications. These template diskettes are used with Lotus® 1-2-3¹ or Microsoft® Excel². They are complimentary to instructors at educational institutions that adopt this text.

Solutions Transparencies. Transparencies of solutions to all exercises and problems, including the comprehensive problems, are available.

Teaching Transparencies. New teaching transparencies go beyond the text and add visual impact to the class lecture.

Videos. Six videotapes assist in classroom presentations. Part Opener videos show the real-world relevance of the material to be studied. Some of these Part Opener videos include interviews with executives, who highlight the importance of the accounting material to be covered. A set of new Instructional Videos and Illustrative Problem videos may be used to review the key points of each chapter. Selected Ethics Cases and Mini-Cases are dramatized on video. *Setting the Stage* includes 24 brief role-play segments that bring the world of financial accounting to life. *Luca Pacioli: Unsung Hero of the Renaissance* is a 25-minute documentary on the life of the father of accounting.

Video Laser Disk. The video laser disk is the ultimate multi-media approach to classroom presentations. Its flexibility and ease of use make it a dynamic tool for instructors.

Test Bank, prepared by Anita Hope of Tarrant County Junior College—Northeast. A collection of more than 2,700 problems, multiple-choice questions, and true or false questions, accompanied by solutions, is available in both printed and microcomputer (MicroSWAT III and MicroSWAT FAST) versions. The microcomputer versions are available in both IBM®³ and Macintosh® formats.⁴

The Test Bank questions test three levels of learning—ability to recall key terms or key facts, computational ability, and analytical ability. Each question or problem is identified with its level of difficulty as well as the chapter's learning objective. Individual items may be selected for short quizzes, periodic exams, or final exams. The number of questions and problems provides variety from year to year and from class section to class section. The printed version of the Test Bank also contains illustrative Achievement Tests and solutions.

Keys for Practice Sets. Each key is a complete solution for its corresponding practice set.

HyperGraphics, revised by Dan Biagi of Walla Walla Community College. This instructional delivery system uses a microcomputer, a liquid crystal device (LCD), an overhead projector, and a hand-held remote control device. In addition, the Spreadsheet Template problems can be accessed through this software. An Instructor's Manual explains how to install and use the program. The addition of response pads allows students to interact in the presentation.

Available to Students

Solutions Software, prepared by Dale H. Klooster and Warren W. Allen of Educational Technical Systems. This general ledger program is tailored specifically to ACCOUNTING PRINCIPLES. It may be used with the IBM® PC, IBM® PS/2, the Tandy® 1000⁵, and the Macintosh® microcomputers.

¹ Lotus and 1-2-3 are registered trademarks of the Lotus Development Corporation. Any reference to Lotus or 1-2-3 refers to this footnote.

² Microsoft is a registered trademark of Microsoft Corporation.

³ IBM is a registered trademark of International Business Machines Corporation. Any reference to the IBM Personal Computer or the IBM Personal System/2 refers to this footnote.

⁴ Macintosh is a registered trademark of McIntosh Laboratory, Inc., and is used by Apple Computer, Inc., with its express permission.

⁵ Tandy 1000 is a registered trademark of the Radio Shack Division of Tandy Corporation. Any reference to the Tandy 1000 microcomputer refers to this footnote.

Working Papers. Appropriate printed forms for completing end-of-chapter problems and mini-cases are available in bound volumes. The first volume for use with Chapters 1–14 and the second volume for use with Chapters 14–28 are preprinted for working specific problems. The third volume for use with Chapters 1–28 is a set of blank forms that students may use to work exercises and problems.

Study Guides, prepared by James A. Heintz of the University of Connecticut and Carl S. Warren. Designed to assist in comprehending the concepts and principles presented in the text, these publications are printed in two volumes (one for Chapters 1–14 and one for Chapters 14–28). They include an outline for each chapter as well as brief objective questions and problems. Solutions to the questions and problems are at the back of the Study Guide. The Study Guides also contain quiz and test hints to help students focus on their review of material. The first Study Guide now features a **Continuing Problem, prepared by George Heyman of Oakton Community College.** This problem in Chapters 2–6 covers the accounting cycle for a single company.

Financial Accounting and Managerial Accounting Tutors, prepared by Thomas P. Lawler of SUNY College at Geneseo. These interactive computerized tutorials provide step-by-step explanations and examples for students' review of accounting principles.

Student Reference Card. This reference card provides students with a quick review of basic accounting facts, such as the rules of debit and credit and the break-even point formula.

Practice Sets. Six practice sets offer a variety of options for synthesizing and reinforcing the text's coverage.

- **Sally's Holiday Cleaning, prepared by L. L. Price of Pierce College,** is a sole proprietorship service enterprise that uses a general journal.
 - **Columbia River Nursery, prepared by Dan Biagi of Walla Walla Community College,** is a merchandising sole proprietorship that uses special journals.
 - **Key Systems, prepared by Edward E. Stumpf of Fullerton College,** is a merchandising sole proprietorship that uses a voucher system and a payroll register.
 - **First Designs Inc., prepared by Edward Krohn of Miami-Dade Community College—South,** is a departmentalized merchandising corporation.
 - **Highpoint Solar Inc., prepared by Alice Sineath of Forsyth Technical College,** is a manufacturing corporation that uses a job order cost system.
 - **SEMO Sporting Goods Supply Inc., prepared by Deborah F. Beard and Stephen C. DelVecchio of Southeast Missouri State University and John A. Elfrink of Ferris State University,** requires the preparation of correcting entries and financial statements for a wholesaling corporation.
- Integrated Accounting: IBM, 4e, and Integrated Accounting: Macintosh, prepared by Dale H. Klooster and Warren W. Allen,** are stand-alone, automated accounting packages intended for a first course in microcomputer accounting. Completion time for each is approximately 45–55 hours.
- Electronic Spreadsheet Applications for Accounting Principles, Financial Accounting, and Managerial Accounting, prepared by Gaylord N. Smith of Albion College,** are supplemental text-workbooks with template diskettes that include accounting applications and a Lotus 1-2-3 tutorial. Each text-workbook requires approximately 20–25 hours for completion.
- Writing for Accountants, by Aletha Hendrickson of the University of Maryland,** is a handbook that emphasizes written and oral communication skills.
- Ethical Issues in the Practice of Accounting, by W. Steve Albrecht of Brigham Young University,** provides students with background material to stimulate discussions of ethics and increase students' awareness of ethical dilemmas faced by accountants.
- Understanding Financial Statements, by Gus Gordon of the University of Southern Mississippi,** develops an understanding of accounting statements, without the use of debits and credits.

ACKNOWLEDGMENTS

Throughout the textbook, relevant professional statements of the Financial Accounting Standards Board (including FASB Statement Nos. 105 and 107), the Institute of Management Accountants, and other authoritative publications are discussed, quoted, paraphrased, or footnoted. We are indebted to the American Accounting Association, the American Institute of Certified Public Accountants, the Financial Accounting Standards Board, and the Institute of

Management Accountants for material from their publications.

In writing the 17th Edition, we received extensive feedback from users of previous editions as well as those who had not used our text. We are most grateful for this input, and we continue to welcome your comments and suggestions.

Faculty from the following schools provided comments that were useful to us as we began the revision process:

Alvin Community College
Austin Community College
Austin Peay State University
Bellarmine College
Bergen Community College
Brookdale Community College
Broward Community College
Bryant College
Central Connecticut State University
Central Wesleyan College
Cerritos College
Chicago State University
Cisco Junior College
College of DuPage
Cuesta College
CUNY Borough of Manhattan Community College
Dean Junior College
Foothill College
Galveston College
Georgetown College
Glendale Community College
Golden West College
Howard College
Hudson Valley Community College
Jamestown College
Johnson and Wales University
Joliet Junior College
Kearney State College
Los Angeles Pierce College
Manchester Community College
McLennan Community College
Middlesex County College
Moraine Valley Community College
Navarro College
Northeastern (OK) State University
Northeastern Oklahoma A & M College

Northeast Louisiana University
Northern Essex Community College
Northwestern (LA) State University
Orange Coast College
Palm Beach Community College
Palomar College
Pasadena City College
Quincy College
Raritan Valley Community College
Riverside Community College
Salem State College
Sam Houston State University
San Antonio College
Sante Fe Community College
School of the Ozarks College
Sinclair Community College
South Plains College
Southwest Texas State University
St. Philips College
Suffolk County Community College
SUNY College of Technology at Farmingdale
Tarrant County Junior College—Northeast
Texas Southmost College
Trinity Valley Community College
Troy State University
University of Georgia
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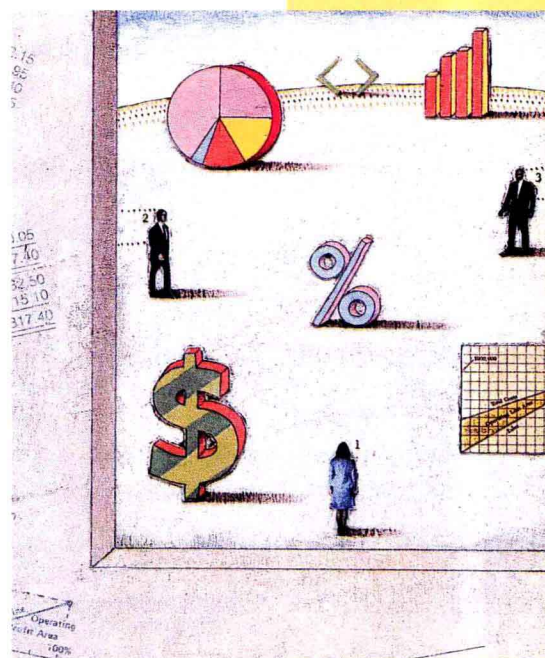
Charles A. Konkol
University of Wisconsin—Milwaukee

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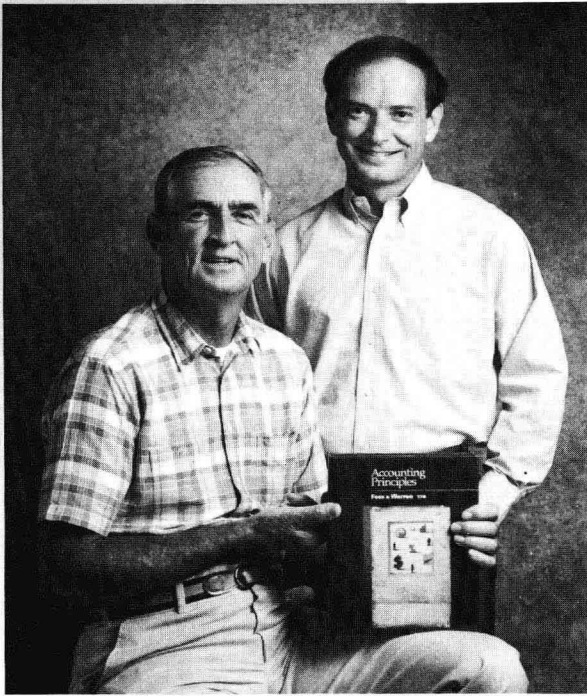
Finally, we deeply express our appreciation to the South-Western staff—editorial, production, art, advertising, marketing, and sales—for their input and assistance in helping us offer you this refreshing view of accounting.

Philip E. Fess

Carl S. Warren



Accounting Principles



PHILIP E. FESS

Professor Philip E. Fess (seated) is the Arthur Andersen & Co. Alumni Professor of Accountancy Emeritus at the University of Illinois, Champaign-Urbana. Professor Fess received his PhD from the University of Illinois and has been involved in textbook writing for over twenty-five years. In addition to having more than 30 years of teaching experience, he has won numerous teaching awards, including the University of Illinois, College of Commerce Alumni Association Excellence in Teaching Award and the Illinois CPA Society Educator of the Year Award.

Professor Fess is a CPA and a member of the American Institute of CPAs, the Illinois Society of CPAs, and the American Accounting Association. He has served many professional associations in a variety of ways, including a term as a member of the Auditing Standards Board, editorial advisor to the *Journal of Accountancy*, and chairperson of the American Accounting Association Committee on CPA Examinations. Professor Fess has written more than 100 books and articles, which have appeared in such journals as the *Journal of Accountancy*, the *Accounting Review*, the *CPA Journal*, and *Management Accounting*. He has also served as an expert witness before the U.S. Tax Court and as a member of the Cost Advisory Panel for the Secretary of the Air Force.

Professor Fess and his wife, Suzanne, have three daughters: Linda, who is an Assistant Professor of Accountancy at Northern Illinois University; Ginny, who is a CPA and is employed by Solar Turbine Co.; and Martha, who is also a CPA and is attending law school at the University of San Diego. Professor Fess's hobby is tennis, and he has represented the United States in international tennis competition.

CARL S. WARREN

Professor Carl S. Warren (standing) is the Arthur Andersen & Co. Alumni Professor of Accounting at the J.M. Tull School of Accounting at the University of Georgia, Athens. Professor Warren received his PhD from Michigan State University in 1973 and has taught accounting at the University of Iowa, Michigan State University, the University of Chicago, and the University of Georgia. He has received teaching awards from three different student organizations at the University of Georgia.

Professor Warren is a CPA and CMA. He received a Georgia Gold Key Award and a Certificate of Honorable Mention for his scores on the CPA examination. He received a Certificate of Distinguished Performance for his scores on the CMA examination. Professor Warren is also a Certified Internal Auditor (CIA) and Certified Fraud Examiner (CFE).

Professor Warren is a member of the American Institute of CPAs, the Georgia Society of CPAs, the Institute of Management Accountants, the Institute of Internal Auditors, the American Accounting Association, the Georgia Association of Accounting Educators, the National Association of Fraud Examiners, and the Financial Executives Institute. Professor Warren has served on numerous professional committees and editorial boards, including a term as a member of the Board of Examiners of the American Institute of CPAs. He has written eleven textbooks and numerous articles in such journals as the *Journal of Accountancy*, the *Accounting Review*, the *Journal of Accounting Research*, the *CPA Journal*, *Cost and Management*, and *Managerial Planning*.

Professor Warren resides in Athens, Georgia, with his wife, Sharon, and two children. His daughter, Stephanie, attends Wake Forest University and his son, Jeffrey, is a junior in high school. Professor Warren's hobbies include golf, racquetball, and fishing.