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in Accounting Principles Chapter 18 Financial  
Acc2 Casharka 7aad Vertical Analysis Balance  
sheet and Income Statement Chapter 18  
Financial Acc2 Accounting for Beginners #1 /  
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Questions Chapter 18 (Continued) The current ratio relates current assets to current liabilities. investments, and net receivables to current liabilities. The current ratio includes inventory and prepaid expenses while the acid-test ratio excludes these. The acid-test ratio provides additional

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ASSIGNMENT CLASSIFICATION TABLE (BY TOPIC)

Topics Questions Brief Exercises Exercises

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Problems Concepts for Analysis \*1. ... This method is in accordance with generally accepted accounting principles for long-term ...

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1104 Chapter 18 Revenue Recognition CA18-1

(Revenue Recognition—Alternative Methods)

Peterson Industries has three operating divisions—Farber Mining, Enyart Paperbacks, and

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Glesen Protection Devices. Each division maintains its own accounting system and method of revenue recognition. Farber Mining Farber Mining specializes in the extraction of precious metals such as silver, gold, and ...

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18-6 Questions Chapter 18 (Continued) 15.

Return on assets (7.6%) = Average Assets Net  
Income Return on common stockholders' equity  
(12.8%) = Average Common Stockholders' Equity  
Net Income - Preferred Dividends The  
difference between the two rates can be  
explained by looking at the denominator value

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and by remembering the basic accounting equation,  $A = L + SE$ .

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## CHAPTER 18

Questions Chapter 18 (Continued) The percentage-of-completion method is preferable when estimates of costs to complete and extent of progress toward completion of long-term contracts are reasonably dependable. The percentage-of-completion method should be used in circumstances when reasonably dependable estimates can be made and:



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## CHAPTER 18

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Chapter 5: Investments in Stocks and Bonds  
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Chapter 8: Cash and Receivables Chapter 9: Inventories  
Chapter 10: Determination of Ending Inventories  
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Chapter 20: Changes in Accounting Systems and  
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Chapter 22: Analysis of Financial Statements  
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a result of numerous subject areas that must

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be remembered and correlated when solving problems. Various interpretations of accounting terms also contribute to the difficulties of mastering the subject. In a study of accounting, REA found the following basic reasons underlying the inherent difficulties of accounting: No systematic rules of analysis were ever developed to follow in a step-by-step manner to solve typically encountered problems. This results from numerous different conditions and principles involved in a problem that leads to many possible different solution methods. To prescribe a set of rules for each of the

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possible variations would involve an enormous number of additional steps, making this task more burdensome than solving the problem directly due to the expectation of much trial and error. Current textbooks normally explain a given principle in a few pages written by an accounting professional who has insight into the subject matter not shared by others. These explanations are often written in an abstract manner that causes confusion as to the principle's use and application. Explanations then are often not sufficiently detailed or extensive enough to make the reader aware of the wide range of

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applications and different aspects of the principle being studied. The numerous possible variations of principles and their applications are usually not discussed, and it is left to the reader to discover this while doing exercises. Accordingly, the average student is expected to rediscover that which has long been established and practiced, but not always published or adequately explained. The examples typically following the explanation of a topic are too few in number and too simple to enable the student to obtain a thorough grasp of the involved principles. The explanations do not



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provide sufficient basis to solve problems that may be assigned for homework or given on examinations. Poorly solved examples such as these can be presented in abbreviated form which leaves out much explanatory material between steps, and as a result requires the reader to figure out the missing information. This leaves the reader with an impression that the problems and even the subject are hard to learn - completely the opposite of what an example is supposed to do. Poor examples are often worded in a confusing or obscure way. They might not state the nature of the problem or they present a solution,

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which appears to have no direct relation to the problem. These problems usually offer an overly general discussion - never revealing how or what is to be solved. Many examples do not include accompanying diagrams or graphs denying the reader the exposure necessary for drawing good diagrams and graphs. Such practice only strengthens understanding by simplifying and organizing accounting processes. Students can learn the subject only by doing the exercises themselves and reviewing them in class, obtaining experience in applying the principles with their different ramifications. In doing the

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exercises by themselves, students find that they are required to devote considerable more time to accounting than to other subjects, because they are uncertain with regard to the selection and application of the theorems and principles involved. It is also often necessary for students to discover those "tricks" not revealed in their texts (or review books) that make it possible to solve problems easily. Students must usually resort to methods of trial and error to discover these "tricks," therefore finding out that they may sometimes spend several hours to solve a single problem. When reviewing the

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